Allegiance STEAM Academy

Special Board Meeting of the Board of Directors

Published on June 21, 2025 at 7:57 AM PDT

Date and Time

Monday June 23, 2025 at 4:00 PM PDT

Location

Meeting of the Board of Directors

ONSITE MEETING LOCATION:

5862 C St

.

Chino, Ca. 91710

SATELLITE MEETING LOCATIONS:

7420 Locust Ave

.

Fontana, Ca. 92336

Zoom Link

:

https://zoom.us/j/95439022380

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

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

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

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

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

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Agenda

	Purpose	Presenter

I.   Opening Items

A. Call the Meeting to Order | | Troy Stevens

B. Record Attendance | | Troy Stevens

C. Pledge of Allegiance | | Troy Stevens

		Purpose	Presenter
D.	Approval of Agenda for the Special Board Meeting June 23rd, 2025	Vote	Troy Stevens

It is recommended that the Board of Directors Approve and adopt the Agenda for the Special Board Meeting for June 23rd, 2025.

E.	CEO Reports	Discuss	Sebastian Cognetta
F.	Public Comments	Discuss	Marcilyn Jones

Members of the public may address the Board at Regular Board meetings on Agenda or Non-Agenda items that are within the subject matter jurisdiction of the Board, and at Special Board meetings on Agenda items only.

Speakers may be called in the order requests are received, or grouped by subject area. No individual presentations shall be for more than three (3) minutes. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for discussion at a future Board meeting.

II. Items Scheduled for Consent

A.	Approve Minutes for June 17th, 2025 Board Meeting	Approve Minutes	Troy Stevens

It is recommended that the Board of Directors:
Approve and adopt the Board Meeting Minutes for June 17th, 2025.

B.	Approve Check Registrar - ASA Chino	Vote	Sebastian Cognetta

It is recommended that the Board of Directors:
Approve and adopt the ASA Chino Check Registrar for May 2025

C.	Approve Check Registrar - ASA Fontana	Vote	Sebastian Cognetta

It is recommended that the Board of Directors:
Approve and adopt the ASA Fontana Check Registrar for May 2025

III. Governance

IV. Items Scheduled for Discussion, Action, Other Business

A.	ASA Chino 2025-26 LCAP	Vote	Sebastian Cognetta

It is recommended that the Board of Directors:
Approve and adopt the ASA Chino 2025-26 LCAP

		Purpose	Presenter

B. ASA Fontana 2025-26 LCAP — Vote — Sebastian Cognetta

It is recommended that the Board of Directors
Approve and adopt the: ASA Fontana 2025-26 LCAP

C. 2025-26 Preliminary Budget ASA Chino — Vote — Sebastian Cognetta

It is recommended that the Board of Directors:
Approve and adopt the 2025-26 Preliminary Budget ASA Chino

D. 2025-26 Preliminary Budget ASA Fontana — Vote — Sebastian Cognetta

It is recommended that the Board of Directors:
Approve and adopt the 2025-26 Preliminary Budget ASA Fontana

E. 2025-26 Comprehensive School Safety Plan (CSSP) for ASA Chino — Vote — Sebastian Cognetta

It is recommended that the Board of Directors
Approve and adopt the: 2025-26 *Comprehensive School Safety Plan (CSSP)* for ASA Chino

F. 2025-26 Comprehensive School Safety Plan (CSSP) for ASA Fontana — Vote — Sebastian Cognetta

It is recommended that the Board of Directors
Approve and adopt the: 2025-26 *Comprehensive School Safety Plan (CSSP)* for ASA Fontana

G. Prop 28 Annual Report - ASA Chino — Vote — Sebastian Cognetta

It is recommended that the Board of Directors:
Approve and adopt the Prop 28 Annual Report for ASA Chino

H. Prop 28 Annual Report - ASA Fontana — Vote — Sebastian Cognetta

It is recommended that the Board of Directors:
Approve and adopt the Prop 28 Annual Report for ASA Fontana

I. ASA Chino Technology - Staff Devices Quote — Vote — Sebastian Cognetta

It is recommended that the Board of Directors:
Approve and adopt the ASA Chino Technology Staff Devices Quote

[Staff Device Quotes](#)

J. ASA Chino Technology - Chromebook Licenses Quote — Vote — Sebastian Cognetta

It is recommended that the Board of Directors:
Approve and adopt the ASA Chino Technology Chromebook Licenses Quote

	Purpose	Presenter

[Chromebook Licenses Quotes](#)

K.	ASA Fontana Technology - ViewSonic Quote	Vote	Sebastian Cognetta

It is recommended that the Board of Directors:
Approve and adopt the ASA Fontana Technology Viewsonic Quote

[ViewSonic Quotes](#)

L.	2025-26 ASA Fontana Memorandum of Understanding (MOU)	Discuss	Sebastian Cognetta

It is recommended that the Board of Directors discuss the: 2025-26 ASA Fontana Memorandum of Understanding (MOU)

M.	Revised Conflict of Interest Policy	Discuss	Sebastian Cognetta

Review revisions to Conflict of Interest Policy

[Conflict of Interest Policy](#)

N.	Amend ASA Board Bylaws	Discuss	Sebastian Cognetta

It is recommended the Board of Directors to discuss revisions to ASA Board Bylaws

O.	Appointment of Board Member for New Term	Vote	Marcilyn Jones

The Board of Directors will consider the reappointment or replacement of a current board member whose term concludes on June 30, 2025. The Board may take action to appoint a board member to serve the new term in accordance with the organization's bylaws.

P.	Appointment of Board Member for New Term	Vote	Marcilyn Jones

The Board of Directors will consider the reappointment or replacement of a current board member whose term concludes on June 30, 2025. The Board may take action to appoint a board member to serve the new term in accordance with the organization's bylaws.

V. Finance

A.	FY24 Budget - ASA Chino	Vote	Sebastian Cognetta

It is recommended that the Board of Directors:
Approve and adopt the FY24 Budget for ASA Chino

		Purpose	Presenter
B.	FY24 Budget - ASA Fontana	Vote	Sebastian Cognetta

It is recommended that the Board of Directors:
Approve and adopt the FY24 Budget for ASA Fontana

VI. Communications

		Purpose	Presenter
A.	Communications	Discuss	Troy Stevens

CEO & Board

VII. Closing Items

		Purpose	Presenter
A.	Adjourn Meeting	Vote	Troy Stevens

It is recommended that the Board of Directors:
Adjourn the June 23rd, 2025 Special Meeting of the Board.

• Where All Children Can Thrive •

Coversheet

Approve Check Registrar - ASA Chino

Section: II. Items Scheduled for Consent
Item: B. Approve Check Registrar - ASA Chino
Purpose: Vote
Submitted by:
Related Material: May 2025-ASA-Board Summary (2) (1).pdf

CHARTER IMPACT

Allegiance STEAM Academy Schools

Monthly Financial Presentation –May 2025

May Highlights

Highlights

Chino Forecast

- Forecast surplus **$71K,** a **+($116K)** change from budget due to increase in expenses.
- Revenue forecast **$13.3M**, a **+$755K** change from budget due to one-time funds.
- Expenses forecasted at **$13.2M**, above budget +**($872k).** Due to one-time spending plans.
- Cash ended the month at **$895K**, 7**%** of expenses.
- Current Assets – Outstanding Related party transaction **$2,542,456.71**. **$1,525,132.80** debt payment received YTD.

Fontana Forecast

- Forecast surplus +**$34K, a +($205K)** change from budget due to a decrease in expenses.
- Revenue forecast **$4.15M, a +($511)** change from budget due to P1 numbers.
- Expenses forecast **$4.12M**, below budget +**$305K.** Due to a decrease in operational expenses.
- Cash ended the month at **$1.2M, 31%** of expenses.
- Current Assets – Outstanding related party transaction **($2,542,456.71)**. **($1,525,132.80)** debt payment to Chino YTD.

Compliance and Reporting

- LCAP Due June 30
- Budget Due June 30
- EPA Budget Due June 30

Enrollment and Revenues

- Chino – Forecast Set at P1 904 with an ADA environment at 94.% of enrollment.
- Fontana – Forecast Set at P1 230 with an ADA environment at 88% of enrollment.

Current Assets and Liabilities Due To From

	Intra Loan	Payment	FY23.24 Operational Exp.	Payment	FY24.25 Operational Exp.	Payment	Balance
PYB	$ 676,572		$ 1,955,143				$ 2,631,716
July	$ 773	$ -		$ -	$ 77,062	$ -	$ 77,835
August	$ 773				$ 278,986		$ 279,759
September	$ 773	$ 95,187			$ 293,560		$ 199,147
October	$ 773				$ 92,169		$ 92,942
November	$ 773				$ 269,355	$ 556,741	$ (286,612)
December	$ 773				$ 246,253	$ 92,942	$ 154,085
January	$ 488				$ 237,671	$ 478,320	$ (240,161)
February	$ 7,622				$ (65,966)		$ (58,345)
March	$ 489				$ 96,043	$ 378,387	$ (281,855)
April	$ 517				$ 3,455	$ 18,743	$ (14,772)
May	$ 490				$ (11,774)		$ (11,284)
Due to From Balance	$ 690,819	$ 95,187	$ 1,955,143	$ -	$ 1,516,813	$ 1,525,133	$ 2,542,456
CYB	$ 595,632		$ 1,955,143		$ (8,319.56)		$ 2,542,456

*May-

1. A Credit Card transaction recorded $8,319.06 in April was reversed after clarification of double payment was updated- the transfer payment from Chino to Fontana recorded in May left a credit on the account.

2. $3,454.82 Insurance expenses moved to Chino.

CHARTER IMPACT

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Allegiance STEAM Academy -Thrive

Monthly Financial Presentation – May 2025

Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	*Forecast*	*Budget*
Average Enrollment	953	958	960
ADA	895	904	912
Attendance Rate	93.9%	94.3%	95.0%
Unduplicated %	38.0%	38.0%	38.0%
Revenue per ADA		$14,783	$13,822
Expenses per ADA		$14,704	$13,616

Attendance Metrics

958 enrollment, 94.3% ADA 904 and UPP 38.04%
LCFF is calculated at $11,498 per ADA.

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Revenue

- **May Updates**

  - **Year-To-Date –**Variance in Year-to-Date due to the timing of receivable funds.

  - **Forecast revenue**

    - **State Aid-Rev Limit:** LCFF is set at P1.

    - **Other State revenue:** Adjustment to one-time funds in FY25 and future years.

    - **Other Local Revenue**: Silicon Grant, Treacher Credential Grant, Partnership Capacity Grant, Improvement Grant, Residency Grant.

One-Time Funding	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/2029
ELO-G ESSER II	100,450	$ 364,915	$ 7,291	$ -	$ -	$ -	$ -	$ -	$ -
ESSER III 3213		88,902	148,193	111,370					
ESSER III 3214 Learning Loss		79,687	7,429						
Expanded Learning Opportunities Program FY21-22		79,673	73,021						
Expanded Learning Opportunities Program FY22-23		-	84,117	397,510					
Expanded Learning Opportunities Program FY23-24				-	474,082				
Expanded Learning Opportunities Program FY24-25 Future years					427,129	427,129	427,129	427,129	427,129
UPK/Pre-K FY21-22		-	110,516	2,174					
UPK/Pre-K FY22-23		-		69,016					
Silicon Schools Instructional Support **9008**					55,712				
CSET Grant Teacher Credential **9005** FY23.24					48,000				
CSET Grant Teacher Credential **9005** FY24.25 + FY25.26					96,000	48,000			
Teacher Residency Grant **9009**					80,000				
SBCS School Linked Partnership Capacity Grant **9011**					82,714				
CISS Grant 9004					1,651				
Elevate Instructional Improvement Grant **9013**					56,000				
The Lean Lab					4,500				
Educator Effectiveness Block Grant		16,553	92,946	14,038	33,683				
AMS Prop 28 Funding FY23/24				130,033					
AMS Prop 28 Funding FY24/25						126,195			
AMS Prop 28 Funding FY25/26							126,195		
AMS Prop 28 Funding FY26/27								126,195	126,195
Instructional Material Block Grant		-	286,582	150,468	104,905	-			
Learning Recovery Emergency Block Grant	-	-	141,436	187,029	166,741	101,470		-	-
MH FY23.24				72,280	63,535				
MH FY24.25					75,140	75,140	75,140	75,140	75,140
	$ 100,450	$ 1,084,783	$ 951,531	$ 1,003,884	$ 1,899,825	$ 702,794	$ 553,324	$ 553,324	$ 553,324

	Year-to-Date			Annual/Full Year		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 6,368,605	$ 8,720,464	$ (2,351,859)	$ 10,148,779	$ 10,540,518	$ (391,739)
Federal Revenue	217,746	303,451	(85,704)	438,698	360,152	78,546
Other State Revenue	1,470,113	1,268,747	201,366	2,279,606	1,705,235	574,371
Other Local Revenue	185,360	-	185,360	494,007	-	494,007
Total Revenue	**$ 8,241,825**	**$ 10,292,661**	**$ (2,050,837)**	**$ 13,361,090**	**$ 12,605,905**	**$ 755,185**

ALLEGIANCE STEAM ACADEMY THRIVE

CHARTER IMPACT

Expenses

- **May Updates**
  - **Expenses update –** Negative variance in year-to-date due to timing of expenses.
  - **Expenses forecast above budget –**
    - **Expense increase** - due to change in staffing model, and one-time spending plans.

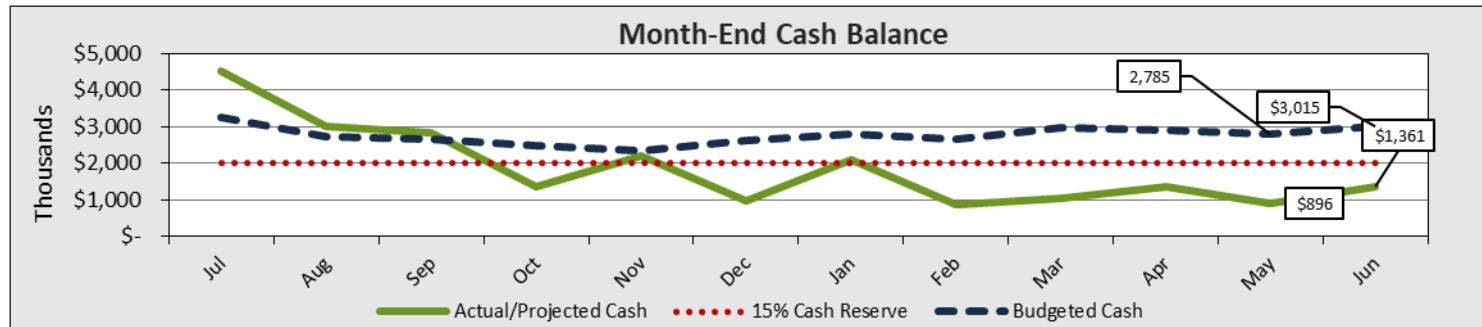| Expenses	Year-to-Date			Annual/Full Year		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Certificated Salaries	$ 5,472,239	$ 4,878,194	$ (594,045)	$ 5,969,019	$ 5,357,102	$ (611,917)
Classified Salaries	1,749,844	1,930,170	180,326	1,798,139	2,011,648	213,509
Benefits	2,048,864	2,421,299	372,435	2,223,680	2,612,872	389,192
Books and Supplies	806,824	449,913	(356,911)	843,460	479,737	(363,723)
Subagreement Services	896,355	535,728	(360,627)	953,285	589,300	(363,985)
Operations	369,483	345,552	(23,931)	339,275	377,100	37,825
Facilities	33,020	61,600	28,580	38,574	67,200	28,626
Professional Services	718,073	795,565	77,492	1,067,817	893,839	(173,978)
Depreciation	52,855	26,217	(26,639)	56,190	28,600	(27,590)
Interest	-	-	-	-	-	-
Total Expenses	**$ 12,147,556**	**$ 11,444,238**	**$ (703,319)**	**$ 13,289,438**	**$ 12,417,397**	**$ (872,040)**

Surplus / (Deficit) & Fund Balance

- Current forecast annual surplus **$71K**, **+ ($116K) above** budget due to an increase in expenses.

- School forecast ending fund balance of **$6.5M (49.1**%), 179-day expenses.

	Year-to-Date				Annual/Full Year		
	Actual	**Budget**	**Fav/(Unf)**		**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	$ (3,905,732)	$ (1,151,576)	$ (2,754,156)		$ 71,652	$ 188,508	$ (116,855)
Beginning Fund Balance	6,451,262	6,451,262			6,451,262	6,451,262	
Ending Fund Balance	$ 2,545,530	$ 5,299,686			$ 6,522,914	$ 6,639,770	
As a % of Annual Expenses	*19.2%*	*42.7%*			*49.1%*	*53.5%*	

CHARTER IMPACT

Cash Balance

- Cash at month end **$895K, 6**% of expenses.

CHARTER IMPACT

**CHARTER
IMPACT**

Allegiance STEAM Academy -Fontana

Monthly Financial Presentation – May 2025

Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	*Forecast*	*Budget*
Average Enrollment	264	261	290
ADA	234	230	276
Attendance Rate	88.6%	88.0%	95.0%
Unduplicated %	43.4%	43.4%	43.6%
Revenue per ADA		$18,107	$16,951
Expenses per ADA		$17,957	$16,079

Attendance Metrics

Forecast 261 enrollment, 88% ADA 230 and UPP 43.41%
LCFF is calculated at $11,830 per ADA.

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11

Revenue

- **May Updates**
  - **Forecast revenue**
    - **State Aid-Rev Limit:** LCFF is set at P1.
    - **Federal Revenue**: Adjustment in PCSGP Funds.
    - **Other State revenue:** Adjustment due to P1 numbers.
    - **Other Local Revenue**: Grant Funds (Growth Fund, Calder, Silicon Grants, Capacity Grant, Residency Grant.

Grant Funds							
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
PCSGP	$ 128,169	$ 257,162	$ 214,668	$ -	$ -	$ -	$ -
Charter School Growth Fund 9003	380,000	300,000	300,000				
Louis Calder Foundation	100,000	100,000	-				
Silicon Schools 9006	100,000	200,000	200,000				
Silicon Schools Instructional Support		22,025					
Silicon Schools Instructional Support 9018			55,712				
SBCS School Linked Partnership Capacity Grant 9012			33,646				
Teacher Residency Grant 9009			145,000				
Prop 28 Art and Music FY24.25			27,857	27,857	27,857	27,857	27,857
ELOP 24-25			107,481	107,481	107,481	107,481	107,481
MH FY23.24			15,601				
MH FY24.25 + Future Years			16,176	15,088	15,088	15,088	15,088
	$ 708,169	$ 879,187	$ 1,116,142	$ 150,426	$ 150,426	$ 150,426	$ 150,426

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 2,016,507	$ 2,466,753	$ (450,246)	$ 2,705,550	$ 3,254,383	$ (548,833)
Federal Revenue	160,749	304,431	(143,682)	349,455	406,830	(57,375)
Other State Revenue	234,490	356,081	(121,591)	350,956	508,833	(157,878)
Other Local Revenue	448,368	500,000	(51,632)	752,551	500,000	252,551
Total Revenue	**$ 2,860,114**	**$ 3,627,265**	**$ (767,151)**	**$ 4,158,512**	**$ 4,670,046**	**$ (511,534)**

CHARTER IMPACT

Expenses

- **May Updates**
  - **Expenses update –** positive variance in year-to-date due to timing of expenses.
  - **Expenses forecast below budget –**
    - **Expense decreases** - due to change in operational expenses.

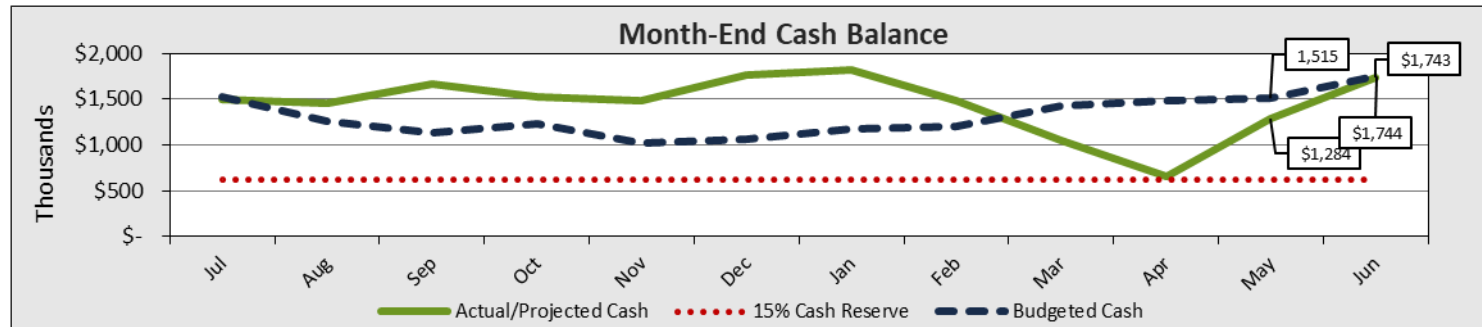|	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 1,551,268	$ 1,500,301	$ (50,966)	$ 1,692,516	$ 1,647,082	$ (45,434)
Classified Salaries	578,112	560,359	(17,752)	601,044	589,543	(11,502)
Benefits	721,128	734,673	13,544	776,694	795,185	18,491
Books and Supplies	127,984	372,696	244,712	132,353	387,474	255,120
Subagreement Services	222,599	388,943	166,344	232,584	429,589	197,005
Operations	73,318	22,417	(50,900)	76,198	24,500	(51,698)
Facilities	13,446	8,708	(4,738)	14,050	9,500	(4,550)
Professional Services	497,137	462,323	(34,814)	581,892	509,060	(72,833)
Depreciation	286	26,173	25,887	1,856	28,552	26,696
Interest	14,246	8,503	(5,743)	14,734	9,276	(5,458)
Total Expenses	**$ 3,799,523**	**$ 4,085,096**	**$ 285,573**	**$ 4,123,922**	**$ 4,429,760**	**$ 305,838**

CHARTER
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Surplus / (Deficit) & Fund Balance

- Forecast annual surplus +$**34.5K, + ($205K)** below budget due to a decrease in revenue.

- Fund balance forecast deficit + (**$453K), -11**%.

	Year-to-Date			Annual/Full Year		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	$ (939,409)	$ (457,831)	$ (481,578)	$ 34,590	$ 240,286	$ (205,697)
Beginning Fund Balance	(488,067)	(488,067)		(488,067)	(488,067)	
Ending Fund Balance	$ (1,427,476)	$ (945,898)		$ (453,477)	$ (247,781)	
As a % of Annual Expenses	*-34.6%*	*-21.4%*		*-11.0%*	*-5.6%*	

Cash Balance

- Cash at month end **$1.2M, 31%** of expenses.

Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Board approval before June 30	**Local Control and Accountability Plan -** The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2025-2026 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents Plan Summary Engaging Educational Partners Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Action Tables Instructions **The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing.** **LCAP and budget adoption must be at least 1 day after the public hearing.**	ASA with Charter Impact support	Yes	No	https://www.cde.ca.gov/re/lc/
FINANCE	Board approval before June 30	**Submit Preliminary Budget Plan to Authorizer -** Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations. **The budget must be presented at the same public meeting as the LCAP, following the budget hearing.** **LCAP and budget adoption must be at least 1 day after the public hearing.**	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/sf/fr/calendar23district.asp
FINANCE	Board approval before June 30	**Education Protection Account (EPA) spending plan -** The governing board is required to approve a spending plan for EPA funds prior to recording allocable expenses for the year. This approval is not required by June 30th but is commonly approved during the annual budget adoption meeting for the upcoming year.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Board approval before June 30	**Complete Consolidated Application reporting - Spring -** The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with ASA support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp
FINANCE	Board approval before June 30	**Prop 28 Annual Report -** This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website. The mandated information for this report includes: The number of full-time equivalent teachers, classified personnel, and teaching aides; The number of pupils served; The number of school sites providing arts education programs with AMS funds.	Charter Impact with ASA support	Yes	No	https://www.cde.ca.gov/eo/in/prop28artsandmusicedfunding.asp
FINANCE	Jun-20	**Certification of the Second Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 20, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/

CHARTER IMPACT

Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jun-30	**School Nutrition Application Due for Community Eligibility or Provision 2 -** School Nutrition Program Provisions 1, 2, 3, and the Community Eligibility Provision are alternative ways for local educational agencies to claim student meals. Provisions are methods for reducing paperwork and other administrative burdens at the local level by simplifying the traditional operating procedures for meal eligibility and meal counting. Schools must apply to participate in Provisions and receive approval from the California Department of Education (CDE) prior to implementation.	ASA	No	No	https://www.cde.ca.gov/ls/nu/sn/cep.asp https://www.cde.ca.gov/ls/nu/sn/provisions.asp
DATA	Jun-30	**Principal Apportionment Data Collection -** End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known.	Charter Impact with ASA support	No	Yes	https://www.cde.ca.gov/fg/aa/pa/index.asp
DATA	Jun-30	**English Language Proficiency Assessment -** Students must be reclassified as fluent English proficient (RFEP) on or before 6/30 per the school's reclassification criteria. Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. General information on how to setup, monitor and report students' RFEP status can be found at the website within the Notes column.	ASA with Charter Impact support	No	No	https://www.cde.ca.gov/sp/el/rd/
FINANCE	Jun-30	**CSFA Charter School Revolving Loan Application -** The CA School Finance Authority's Charter School Revolving Loan Fund provides low-interest loans of up to $250,000 to new charter schools in their first charter term to assist them with meeting the purposes of the school's approved charter. The program is available to any charter school that is not a conversion of an existing public school, and that has not yet completed the full term of its initial charter.	ASA with Charter Impact support	Yes	Yes	http://www.treasurer.ca.gov/csfa/csrlf/index.asp
OPERATIONS	Jun-30	**Approve school calendar and instructional minutes -** 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	ASA with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/aa/pa/lcffitfaq.asp
FINANCE	Jun-30	**Executive School Leadership Review Evaluation –** The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	ASA	Yes	No	This is an IRS requirement for Executive Director positions. If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.
GOVERNANCE	Jun-30	**Review your Homeless Education Policy -** A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	ASA	No	No	https://www.cde.ca.gov/sp/hs/cy/strategies.asp
GOVERNANCE	Jun-30	**Review your Parental Involvement Policy -** Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	ASA	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp

Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jul-11	**Federal Stimulus Reporting** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through ESSER III. LEAs are required to report corrections for the period through June 30, 2025.	Charter Impact with ASA support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
DATA TEAM	Jul-25	**CALPADS EOY 1, 2, 3 and 4 certification deadline** - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 7/25/25, with an amendment deadline of 8/8/2025.	ASA	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
DATA TEAM	Jul-31	**2024-25 Local Indicators Dashboard deadline** -The 2025 Dashboard reporting window will be open from June 3, 2025 through July 31, 2025. California School Dashboard Coordinators report their LEA's 2024–25 Local Indicators to the Dashboard on the myCDEconnect unified system. These are the local indicators that will be reported on the 2024 Dashboard. This includes reporting the date that the 2025 local indicator results were reported to the local governing board/body on or before July 1, 2025, at the same meeting at which the Local Control and Accountability Plan (LCAP) is adopted. If an LEA does not submit results within the reporting window, a performance rating of "Standard Not Met" or "Standard Not Met for Two or More Years," as applicable, will appear on the LEA's 2025 Dashboard. For further information regarding Dashboard Coordinators or local indicators, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	ASA	Yes	No	https://www.cde.ca.gov/ta/ac/cm/localindicators.asp
FINANCE	Jul-31	**Federal Cash Management - Period 1 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Jul-31	**Public Charter School Grant Program and Dissemination Grant Program - Qtr 4 -** The California Public Charter Schools Grant Program (PCSGP) Quarterly Expenditure Report (QER) is the accountability document that reflects the dollar amount spent towards work plan activities. A QER is due to the California Department of Education's Charter Schools Division within 30 days of each respective quarter.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/cs/re/pcsgp.asp
GOVERNANCE	Jul-31	**Annual review of organization's Fiscal Policies** - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	Charter Impact with ASA support	Yes	No	

CHARTER IMPACT

Appendices

As of May 31, 2025

- Cash Flow – Monthly and Annual Forecast

- Statement of Financial Position (Balance Sheet)

- Statement of Cash Flows

- Detailed Month and YTD Budget vs. Actual

- Accounts Payable Aging

- Check Register

- Checks issued over $2K – additional details

CHARTER IMPACT

Allegiance STEAM Academy - Thrive

Financial Package
May 31, 2025

Presented by:

CHARTER IMPACT

FY24-25 Allegiance STEAM Academy Thrive Chino

Monthly Cash Flow/Forecast FY23-24

Revised 06/20/25

Actuals Through: 5/31/2025

CHARTER IMPACT

ADA = 903.80

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 912.00	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	379,319	379,319	682,774	682,774	682,774	682,774	682,774	632,142	632,140	632,141	632,142	632,142	7,333,216	7,665,684	(332,468)
8012	Education Protection Account	-	-	-	-	45,235	-	45,234	-	-	44,986	-	-	45,305	180,760	182,400	(1,640)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	(15,708)	(7,854)	-	-	(23,562)	-	(23,562)
8096	In Lieu of Property Taxes	187,780	-	-	-	-	-	-	-	-	-	-	411,764	2,058,821	2,658,365	2,692,434	(34,069)
		187,780	379,319	379,319	682,774	728,009	682,774	728,008	682,774	632,142	661,418	624,287	1,043,906	2,736,268	10,148,779	10,540,518	(391,739)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	34,280	137,121	171,401	171,401	(0)
8220	Federal Child Nutrition	-	-	24,724	23,197	30,668	18,441	17,887	-	-	-	-	6,787	13,575	135,279	72,095	63,184
8290	Title I, Part A - Basic Low Income	-	-	-	22,969	2,038	-	48,748	-	-	-	-	-	29,361	103,116	88,023	15,093
8291	Title II, Part A - Teacher Quality	-	-	-	7,725	-	-	9,573	-	-	1,777	-	-	(173)	18,902	18,633	269
8296	Other Federal Revenue	-	-	-	3,980	-	-	5,000	-	-	1,020	-	-	-	10,000	10,000	-
		-	-	24,724	57,872	32,705	18,441	81,208	-	-	2,797	-	41,068	179,884	438,698	360,152	78,546
Other State Revenue																	
8311	State Special Education	-	-	-	-	69,136	-	124,446	-	124,446	-	62,223	89,662	171,980	641,893	633,155	8,738
8520	Child Nutrition	-	-	5,876	5,594	7,337	4,402	4,248	-	-	-	-	642	1,285	29,383	6,824	22,559
8550	Mandated Cost	-	-	-	-	-	-	18,148	-	-	-	-	-	-	18,148	18,148	(0)
8560	State Lottery	-	-	-	-	-	-	57,979	-	-	73,765	-	-	93,303	225,046	227,088	(2,042)
8598	Prior Year Revenue	-	-	-	-	19,681	-	4,558	-	-	4,323	-	-	-	28,562	-	28,562
8599	Other State Revenue	-	-	7,514	(7,514)	-	-	1,047,258	-	(156,786)	(6,520)	-	452,621	-	1,336,573	820,020	516,553
		-	-	13,390	(1,920)	96,154	4,402	1,256,636	-	(32,340)	71,568	62,223	542,926	266,568	2,279,606	1,705,235	574,371
Other Local Revenue																	
8660	Interest Revenue	773	773	773	773	773	773	488	7,622	489	517	490	-		14,246	-	14,246
8690	Other Local Revenue							114,820		-	1,110	-	308,647		424,577	-	424,577
8689	Other Fees and Contracts	-	-	-	-	50	-	-	-	-	-	-	-	-	50	-	50
8699	School Fundraising	-	-	7,468	-	9,946	(766)	6,968	-	24,422	-	7,097	-	-	55,134	-	55,134
8990	Contributions, Restricted	22,025	-	(22,025)	-	-	-	-	-	-	-	-	-	-	-		-
		22,798	773	(13,784)	773	10,770	7	122,276	7,622	24,911	1,627	7,587	308,647	-	494,007	-	494,007
Total Revenue		210,579	380,092	403,649	739,499	867,638	705,624	2,188,128	690,396	624,713	737,409	694,097	1,936,546	3,182,719	13,361,090	12,605,905	755,185
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	15,719	368,432	360,435	361,326	368,803	371,357	374,865	368,558	364,921	362,357	368,128	353,691	-	4,038,592	3,764,807	(273,785)
1170	Teachers' Substitute Hours	-	19,384	19,103	26,873	17,909	17,267	27,943	21,105	22,388	33,247	25,828	9,291	-	240,337	150,200	(90,137)
1175	Teachers' Extra Duty/Stipends	-	183	3,600	8,614	28,656	6,712	11,356	51,284	16,490	38,223	48,183	5,455	-	218,756	50,000	(168,756)
1200	Pupil Support Salaries	30,141	51,417	48,099	47,140	46,544	48,795	60,156	62,604	62,453	51,463	52,048	48,387	-	609,248	593,396	(15,851)
1300	Administrators' Salaries	62,357	69,957	65,404	77,454	70,573	68,823	72,914	78,153	79,523	68,920	68,053	78,915	-	861,045	786,198	(74,847)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	1,042	-	1,042	12,500	11,458
		108,217	509,372	496,642	521,406	532,485	512,955	547,233	581,705	545,775	554,210	562,240	496,780		5,969,019	5,357,102	(611,917)
Classified Salaries																	
2100	Instructional Salaries	5,949	96,142	86,769	105,005	80,104	65,369	85,355	85,775	83,247	113,787	87,234	-	-	894,735	915,188	20,452
2200	Support Salaries	19,236	32,210	32,950	35,186	29,373	30,151	32,876	32,161	32,624	31,567	29,000	-	-	337,334	419,016	81,682
2300	Classified Administrators' Salaries	6,628	6,628	4,419	7,070	7,070	7,070	7,070	6,091	7,070	7,070	7,070	7,070	-	80,326	78,750	(1,576)
2400	Clerical and Office Staff Salaries	28,508	36,658	29,306	36,174	42,310	43,942	43,958	42,984	43,980	42,264	39,237	40,981	-	470,303	554,895	84,592
2900	Other Classified Salaries	25	5,039	5,034	5,074	25	-	-	-	-	-	-	243	-	15,441	43,800	28,359
		60,345	176,677	158,478	188,509	158,882	146,532	169,260	167,012	166,921	194,687	162,541	48,295		1,798,139	2,011,648	213,509
Benefits																	
3101	STRS	20,546	96,594	92,677	92,986	94,002	92,128	72,561	103,568	98,089	102,281	104,016	88,448	-	1,057,895	1,023,206	(34,688)
3202	PERS	16,310	44,507	37,853	46,226	38,980	35,365	41,538	42,146	40,886	49,392	40,055	15,120	-	448,379	544,151	95,772
3301	OASDI	3,675	10,972	9,752	11,677	9,652	9,161	10,509	10,592	10,425	12,609	10,233	3,466	-	112,724	124,722	11,999
3311	Medicare	2,382	9,713	9,217	10,034	9,747	9,258	10,114	10,532	10,056	10,568	10,195	7,780	-	109,597	106,847	(2,750)
3401	Health and Welfare	20,159	40,326	54,158	19,903	17,331	29,280	9,219	28,876	30,514	42,000	8,535	49,375	-	349,678	645,000	295,322
3501	State Unemployment	560	2,971	767	777	506	2,020	24,362	4,930	2,913	2,778	1,018	3,118	-	46,721	65,783	19,063
3601	Workers' Compensation	-	31,842	7,961	7,961	(4,632)	23,399	6,162	6,162	6,162	6,162	-	7,511	-	98,688	103,162	4,474
		63,633	236,926	212,385	189,564	165,586	200,610	174,464	206,806	199,045	225,791	174,054	174,817	-	2,223,680	2,612,872	389,192

FY24-25 Allegiance STEAM Academy Thrive Chino

Monthly Cash Flow/Forecast FY23-24

Revised 06/20/25

Actuals Through: **5/31/2025**

CHARTER IMPACT

ADA = 903.80		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	8,034	323,100	-	689	14,829	-	-	-	-	-	43	-	-	346,695	74,800	(271,895)
4200	Books and Other Materials	-	254	-	1,620	424	-	-	-	-	-	-	-	-	2,299	17,400	15,101
4302	School Supplies	-	966	6,140	11,469	477	765	1,965	595	3,479	760	-	6,678	-	33,295	66,400	33,105
4305	Software	56,596	25,960	3,556	21,406	7,247	21,185	25,744	1,980	891	24,646	1,980	12,977	-	204,167	116,600	(87,567)
4310	Office Expense	-	494	3,302	12,157	215	5,150	911	1,186	4,596	1,932	968	9,776	-	40,687	85,400	44,713
4311	Business Meals	-	-	14	45	77	-	-	-	-	-	418	-	-	553	3,400	2,847
4400	Noncapitalized Equipment	-	-	147	-	67,667	-	4,000	-	-	-	2,107	-	-	73,921	36,818	(37,103)
4700	Food Services	-	234	30,600	28,791	41,436	22,875	10,872	-	-	-	247	6,788	-	141,843	78,919	(62,924)
		64,630	351,008	43,758	76,178	132,373	49,975	43,493	3,760	8,966	27,338	5,345	36,636	-	843,460	479,737	(363,723)
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	14	-	14	100	86
5102	Special Education	33,111	23,129	9,700	70,014	17,848	57,947	51,675	3,960	78,774	43,579	66,205	30,792	-	486,734	400,100	(86,634)
5103	Substitute Teacher	-	3,009	6,889	26,596	16,591	19,157	21,107	12,674	23,998	18,712	14,783	19,160	-	182,676	188,900	6,224
5104	Transportation	-	-	1,928	-	-	-	-	-	3,225	-	-	-	-	5,152	200	(4,952)
5106	Other Educational Consultants	-	-	-	-	-	-	124,993	51,075	26,199	17,680	51,797	6,964	-	278,708	-	(278,708)
		33,111	26,138	18,517	96,610	34,439	77,104	197,775	70,934	128,970	79,971	132,785	56,930	-	953,285	589,300	(363,985)
Operations and Housekeeping																	
5201	Auto and Travel	-	101	-	2,243	(104)	51	102	335	417	463	365	1,580	-	5,553	13,400	7,847
5300	Dues & Memberships	-	18,720	4,998	(123)	-	-	-	-	-	-	475.00	44.51	-	24,115	18,600	(5,515)
5400	Insurance	-	74,299	18,574	18,574	(5,982)	15,066	15,066	15,066	15,066	15,067	-	6,111	-	186,909	158,700	(28,209)
5501	Utilities	-	-	-	-	-	-	-	-	-	-	152,287	8,558	(58,145)	102,700	103,600	900
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	443	-	443	3,200	2,757
5531	ASB Fundraising Expense	-	1,013	-	-	500	-	5,934	-	-	-	-	-	-	7,447	300	(7,147)
5900	Communications	-	-	89	783	-	-	-	-	-	-	-	11,018	-	11,891	78,000	66,109
5901	Postage and Shipping	-	-	-	25	-	11	-	-	-	-	-	182	-	217	1,300	1,083
		-	94,132	23,661	21,503	(5,586)	15,128	21,103	15,401	15,484	15,530	153,126	27,937	(58,145)	339,275	377,100	37,825
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	-	578	-	26,700	-	-	-	5,293	-	-	-	5,417	-	37,988	65,800	27,812
5610	Repairs and Maintenance	-	450	-	-	-	-	-	-	-	-	-	136	-	586	1,400	814
		-	1,028	-	26,700	-	-	-	5,293	-	-	-	5,553	-	38,574	67,200	28,626
Professional/Consulting Services																	
5801	IT	8,259	7,483	9,274	7,522	8,959	7,597	7,459	7,625	7,459	7,459	7,597	7,243	-	93,936	93,100	(836)
5802	Audit & Taxes	-	-	-	-	-	-	-	-	12,609	-	-	-	-	12,609	30,000	17,391
5803	Legal	-	1,614	37,217	12,771	468	-	-	-	-	23,464	3,546	519	-	79,599	50,100	(29,499)
5804	Professional Development	-	-	1,800	7,039	900	20,892	25,904	72	6,964	-	7,280	9,842	-	80,693	47,400	(33,293)
5805	General Consulting	2,550	10,985	-	2,313	-	-	12,123	1,006	-	2,000	31,579	4,136	-	66,691	45,200	(21,491)
5806	Special Activities/Field Trips	-	-	26,527	2,355	9,710	799	14,542	114	4,176	11,394	1,575	-	-	71,191	44,300	(26,891)
5807	Bank Charges	-	35	-	-	-	-	-	-	-	-	-	66	-	101	500	399
5808	Printing	-	-	3,250	2,305	-	1,800	6,480	1,187	-	440	8,379.20	-	-	23,842	1,300	(22,542)
5809	Other taxes and fees	-	2,150	-	75	-	-	-	1,090	-	813	-	539	-	4,667	6,100	1,433
5810	Payroll Service Fee	2,082	4,590	-	1,316	4,331	3,126	3,379	3,379	-	6,874	-	1,117	-	30,193	13,500	(16,693)
5811	Management Fee	23,636	25,539	24,406	27,759	33,101	30,006	25,750	24,895	5,257	55,482	2,184	21,361	-	299,374	242,923	(56,451)
5812	District Oversight Fee	-	-	-	-	-	-	-	-	-	-	-	31,317	273,146	304,463	316,216	11,752
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	457	-	457	3,200	2,743
		36,527	52,396	102,473	63,453	57,468	64,220	95,636	39,368	36,466	107,926	62,140	76,598	273,146	1,067,817	893,839	(173,978)
Depreciation																	
6900	Depreciation Expense	2,525	2,525	2,525	2,525	22,749	3,334	3,334	3,334	3,334	3,334	3,334	3,334	-	56,190	28,600	(27,590)
		2,525	2,525	2,525	2,525	22,749	3,334	3,334	3,334	3,334	3,334	3,334	3,334	-	56,190	28,600	(27,590)
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		368,987	1,450,203	1,058,438	1,186,449	1,098,397	1,069,858	1,252,298	1,093,613	1,104,961	1,208,788	1,255,565	926,880	215,001	13,289,438	12,417,397	(872,040)
Monthly Surplus (Deficit)		(158,409)	(1,070,110)	(654,789)	(446,949)	(230,759)	(364,234)	935,830	(403,217)	(480,248)	(471,379)	(561,469)	1,009,666	2,967,718	71,653	188,508	(116,855)

FY24-25 Allegiance STEAM Academy Thrive Chino

Monthly Cash Flow/Forecast FY23-24

Revised 06/20/25

Actuals Through: 5/31/2025

ADA = 903.80

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(158,409)	(1,070,110)	(654,789)	(446,949)	(230,759)	(364,234)	935,830	(403,217)	(480,248)	(471,379)	(561,469)	1,009,666	2,967,718	**71,653**		
Cash flows from operating activities																
Depreciation/Amortization	2,525	2,525	2,525	2,525	22,749	3,334	3,334	3,334	3,334	3,334	3,334	3,334	-	**56,190**		
Public Funding Receivables	3,306,067	(372,810)	409,285	(717,449)	826,508	(682,774)	456,692	(682,774)	281,072	632,142	-	336,609	(3,182,719)	**609,849**		
Grants and Contributions Rec.	(1,105)	(18,779)	13,113	(3,450)	9,116	-	-	-	-	-	(21,333)	-	-	**(22,438)**		
Due To/From Related Parties	(77,835)	(279,759)	(199,147)	(92,942)	286,613	(154,086)	240,161	58,344	281,855	23,091	2,965	150,000	-	**239,259**		
Prepaid Expenses	(65,723)	79,606	-	-	(21,547)	(6,931)	(23,124)	51,602	(17,001)	16,439	21,070	-	-	**34,391**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	55,202	(25,196)	(45,786)	52,395	(12,979)	(14,324)	128,560	(149,882)	(1,850)	(2,099)	86,523	-	215,001	**285,563**		
Accrued Expenses	(293,912)	173,709	(45,802)	(116,314)	(103,862)	(69,677)	89,465	(75,836)	53,624	(46,705)	(37,311)	-	-	**(472,620)**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	75,191	(6,509)	346,044	(137,486)	113,124	54,000	(710,091)	-	31,895	151,478	56,491	(1,034,668)	(1,060,532)	**(1,060,532)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	(48,538)	-	-	-	-	-	-	-	-	**(48,538)**		
Total Change in Cash	2,842,000	(1,517,323)	(174,556)	(1,459,670)	840,425	(1,234,691)	1,120,828	(1,198,429)	152,680	306,300	(449,730)	464,941				
Cash, Beginning of Month	1,668,069	4,510,069	2,992,746	2,818,190	1,358,520	2,198,945	964,254	2,085,082	886,653	1,039,333	1,345,634	895,904				
Cash, End of Month	4,510,069	2,992,746	2,818,190	1,358,520	2,198,945	964,254	2,085,082	886,653	1,039,333	1,345,634	895,904	1,360,846				

FY24-25 Allegiance STEAM Academy Thrive - Fontana

Monthly Cash Flow/Forecast FY23-24

Revised 6/20/25

Actuals Through: **5/31/2025**

ADA = 229.66

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA =	275.50
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	107,511	107,511	193,520	193,520	193,520	193,520	193,520	267,040	267,040	267,037	267,040	267,041	2,517,820	3,025,924	(508,105)
8012	Education Protection Account	-	-	-	-	9,738	-	9,738	-	-	-	14,942	-	11,512	45,930	55,100	(9,170)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	(1,650)	-	-	(1,650.00)	-	(1,650.00)
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	23,908	119,542	143,450	173,358	(29,908)
		-	107,511	107,511	193,520	203,258	193,520	203,258	193,520	267,040	267,040	280,329	290,948	398,095	2,705,550	3,254,383	(548,833)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	6,412	25,649	32,061	33,088	(1,027)
8220	Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	1,968	3,936	5,905	24,979	(19,075)
8294	Title V, Part B - PCSG	-	-	-	-	-	-	158,419	-	-	2,330	-	150,740		311,490	348,763	(37,273)
		-	-	-	-	-	-	158,419	-	-	2,330	-	159,121	29,585	349,455	406,830	(57,375)
Other State Revenue																	
8311	State Special Education	-	-	-	-	15,388	-	27,698	-	27,698	-	13,849	19,991	38,419	143,043	138,191	4,852
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	186	373	559	2,364	(1,805)
8550	Mandated Cost	-	-	-	-	-	-	3,907	-	-	-	-	-		3,907	3,907	0
8560	State Lottery	-	-	-	-	-	-	12,652	-	-	-	16,097	-	28,436	57,185	68,600	(11,414)
8598	Prior Year Revenue	-	-	-	-	-	-	4,804	-	-	(1,543)	943	-		4,205	-	4,204.53
8599	Other State Revenue	-	-	-	-	-	-	112,996	-	1,376	(1,376)	-	29,061		142,057	295,772	(153,715)
		-	-	-	-	15,388	-	162,057	-	29,074	(2,919)	30,889	49,238	67,227	350,956	508,833	(157,878)
Other Local Revenue																	
8690	Other Local Revenue	-	-	-	-	-	300,000	130,175	-	-	-	-	304,183	-	734,358	-	734,358
8699	School Fundraising	-	-	1,716	-	1,427	-	1,391	-	5,505	7,988	166	-	-	18,193	-	18,193
8990	Contributions, Restricted	22,025	-	(22,025)	-	-	-	-	-	-	0	0		-	-	500,000	(500,000)
		22,025	-	(20,309)	-	1,427	300,000	131,566	-	5,505	7,988	166	304,183	-	752,551	500,000	252,551
Total Revenue		22,025	107,511	87,202	193,520	220,073	493,520	655,300	193,520	301,619	274,440	311,384	803,490	494,908	4,158,512	4,670,046	(511,534)
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	2,045	108,798	103,753	99,876	96,083	96,991	97,151	86,841	82,927	82,917	86,040	90,971	-	1,034,392	995,096	(39,296)
1170	Teachers' Substitute Hours	-	6,405	6,100	9,047	8,525	7,048	11,621	13,107	12,454	22,870	17,816	4,692	-	119,686	100,091	(19,595)
1175	Teachers' Extra Duty/Stipends	-	5,250	800	578	3,731	4,248	111	11,598	1,210	20,271	5,844	2,083	-	55,724	25,000	(30,724)
1200	Pupil Support Salaries	10,052	24,946	31,012	28,540	26,137	28,172	33,323	26,754	26,367	23,874	24,023	19,253	-	302,453	242,829	(59,624)
1300	Administrators' Salaries	17,536	19,436	28,779	11,938	11,512	11,512	12,562	13,065	11,787	8,943	8,943	24,250	-	180,261	284,066	103,805
		29,632	164,836	170,444	149,978	145,988	147,970	154,769	151,365	134,746	158,874	142,665	141,249	-	1,692,516	1,647,082	(45,434)
Classified Salaries																	
2100	Instructional Salaries	131	29,214	22,703	29,524	19,937	17,322	26,334	25,651	21,637	32,252	22,145	-	-	246,850	249,773	2,924
2200	Support Salaries	4,596	11,543	7,445	7,905	6,565	7,007	5,666	4,639	4,637	4,640	3,977	7,295	-	75,915	114,730	38,815
2300	Classified Administrators' Salaries	2,209	2,209	4,419	1,768	1,768	1,768	1,768	2,746	1,768	1,768	1,768	1,750	-	25,706	26,250	544
2400	Clerical and Office Staff Salaries	19,372	23,089	28,030	22,568	20,683	20,275	19,733	19,263	19,155	19,844	19,156	13,888	-	245,057	198,789	(46,268)
2900	Other Classified Salaries	-	1,722	1,889	2,207	879	819	-	-	-	-	-	-	-	7,515.83	-	(7,515.83)
		26,308	67,778	64,486	63,972	49,832	47,190	53,501	52,300	47,197	58,503	47,045	22,933	-	601,044	589,543	(11,502)
Benefits																	
3101	STRS	5,660	28,958	30,337	30,569	31,333	30,449	23,561	24,802	22,066	26,549	24,162	25,293	-	303,740	314,593	10,853
3202	PERS	7,116	19,763	19,865	19,597	15,869	15,188	16,850	17,538	15,403	20,208	15,528	5,514	-	188,439	159,471	(28,968)
3301	OASDI	1,626	5,084	4,589	4,618	3,670	3,523	3,944	4,123	3,700	5,085	3,836	1,264	-	45,062	36,552	(8,510)
3311	Medicare	804	3,360	3,365	3,089	2,811	2,807	3,004	2,934	2,621	3,134	2,726	2,202	-	32,855	32,431	(424)
3401	Health and Welfare	14,795	26,395	17,154	8,537	7,642	15,364	9,963	12,688	11,829	15,466	8,076	20,042	-	167,951	227,500	59,549
3501	State Unemployment	2	1,789	461	422	305	804	7,647	1,712	633	615	211	1,176	-	15,778	23,520	7,742
3601	Workers' Compensation	-	-	-	-	10,783	5,850	1,540	1,540	1,540	1,541	-	76	-	22,870	1,118	(21,752)
		30,003	85,349	75,773	66,832	72,413	73,984	66,509	65,336	57,791	72,598	54,539	55,566	-	776,694	795,185	18,491

FY24-25 Allegiance STEAM Academy Thrive - Fontana

CHARTER IMPACT

Monthly Cash Flow/Forecast FY23-24

Revised 6/20/25

Actuals Through: 5/31/2025

ADA = 229.66

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	7,021	-	355	2,235	-	-	-	-	-	-	-	-	9,611	81,688	72,077
4200	Books and Other Materials	-	-	-	405	-	-	2,315	-	-	-	-	-	-	2,720	3,342	622
4302	School Supplies	-	73	992	6,616	694	124	856	-	835	472	460	1,892	-	13,014	25,100	12,086
4305	Software	-	4,535	765	7,427	25,999	5,396	17,426	1,980	-	6,162	1,880	1,000	-	72,570	103,500	30,930
4310	Office Expense	-	5,630	-	732	(500)	6	-	-	592	-	-	604	-	7,064	18,500	11,436
4311	Business Meals	-	-	40	35	-	-	-	-	298	300	-	65	-	738	400	(338)
4400	Noncapitalized Equipment	-	-	90,234	-	(65,162)	-	756	-	-	-	-	-	-	25,828	127,600	101,772
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	808	-	808	27,344	26,536
		-	17,259	92,031	15,570	(36,733)	5,526	21,352	1,980	1,726	6,934	2,340	4,369	-	132,353	387,474	255,120
Subagreement Services																	
5102	Special Education	-	-	-	14,744	-	-	16,328	-	11,648	7,848	5,824	6,086	-	62,478	71,500	9,022
5103	Substitute Teacher	-	10,934	3,700	9,654	5,440	8,789	8,903	2,777	9,255	7,715	6,165	2,899	-	76,231	182,900	106,669
5106	Other Educational Consultants	-	-	13,650	10,529	-	22,638	-	720	10,927	34,411	-	1,000	-	93,875	175,189	81,314
		-	10,934	17,350	34,927	5,440	31,427	25,231	3,497	31,830	49,974	11,989	9,985	-	232,584	429,589	197,005
Operations and Housekeeping																	
5201	Auto and Travel	-	101	-	774	566	246	26	242	166	103	91	237	-	2,554	5,400	2,846
5300	Dues & Memberships	-	5,363	5,198	(3,373)	-	-	-	-	-	-	-	-	-	7,188	4,400	(2,788)
5400	Insurance	-	-	-	-	26,366	3,767	3,767	3,767	3,767	3,767	-	1,820	-	47,020	-	(47,020)
5900	Communications	-	-	200	6,388	-	-	-	7,920	-	4,077	-	823	-	19,407	14,700	(4,707)
5901	Postage and Shipping	-	-	30	-	-	-	-	-	-	-	-	-	-	30	-	(29.99)
		-	5,463	5,427	3,789	26,933	4,013	3,792	11,929	3,933	7,947	91	2,880	-	76,198	24,500	(51,698)
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	-	2,258	1,803	5,457	-	726	2,004	-	1,197	-	-	604	-	14,050	9,500	(4,550)
		-	2,258	1,803	5,457	-	726	2,004	-	1,197	-	-	604	-	14,050	9,500	(4,550)
Professional/Consulting Services																	
5801	IT	4,766	4,941	4,941	4,866	5,916	4,941	4,866	4,866	4,866	4,866	4,866	3,847	-	58,548	37,900	(20,648)
5802	Audit & Taxes	-	-	-	-	-	-	-	-	3,152	-	-	-	-	3,152.31	-	(3,152.31)
5803	Legal	-	-	12,648	9,690	14,153	-	25,827	-	-	442	-	-	-	62,759	5,600	(57,159)
5804	Professional Development	-	-	13,928	12,964	900	6,964	11,699	2,868	6,964	-	12,085	1,909	-	70,281	25,900	(44,381)
5805	General Consulting	900	3,150	-	1,500	-	-	2,790	-	-	-	9,900	3,212	-	21,452	119,400	97,948
5806	Special Activities/Field Trips	-	1,200	6,050	770	3,410	2,003	3,493	28	-	3,707	-	-	-	20,661	400	(20,261)
5808	Printing	-	-	-	3	-	2,384	(1,744)	-	199	2,859	3,703	31	-	7,436	800	(6,636)
5809	Other taxes and fees	-	400	-	-	-	-	-	257	134	20	-	319	-	1,129	2,950	1,821
5810	Payroll Service Fee	-	-	-	-	-	1,098	845	845	-	1,718	-	-	-	4,506.24	-	(4,506.24)
5811	Management Fee	8,756	8,756	8,756	8,756	(7,933)	8,756	8,016	7,821	1,371	13,190	546	7,340	-	74,130	88,206	14,076
5812	District Oversight Fee	-	-	-	-	-	21,223	21,223	-	123,156	21,223	-	21,223	46,624	254,670	224,254	(30,416)
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	175	175	700	525
5815	Public Relations/Recruitment	-	-	-	-	-	3,990	(1,425)	-	-	350	-	77	-	2,992	2,950	(42)
		14,422	18,447	46,323	38,549	16,446	51,359	75,589	16,685	139,842	48,375	31,100	37,957	46,799	581,892	509,060	(72,833)
Depreciation																	
6900	Depreciation Expense	2,379	2,379	2,379	2,379	(18,654)	1,570	1,570	1,570	1,570	1,570	1,570	1,570	-	1,856	28,552	26,696
		2,379	2,379	2,379	2,379	(18,654)	1,570	1,570	1,570	1,570	1,570	1,570	1,570	-	1,856	28,552	26,696
Interest																	
7438	Interest Expense	773	773	773	773	773	773	488	7,622	489	517	490	488	-	14,734	9,276	(5,458)
		773	773	773	773	773	773	488	7,622	489	517	490	488	-	14,734	9,276	(5,458)
Total Expenses		103,519	375,476	476,790	382,227	262,438	364,540	404,807	312,284	420,321	405,291	291,830	277,600	46,799	4,123,922	4,429,760	305,838
Monthly Surplus (Deficit)		(81,494)	(267,965)	(389,588)	(188,707)	(42,365)	128,980	250,493	(118,764)	(118,703)	(130,852)	19,554	525,890	448,109	34,589	240,286	(205,697)

FY24-25 Allegiance STEAM Academy Thrive - Fontana

Monthly Cash Flow/Forecast FY23-24

Revised 6/20/25

Actuals Through: 5/31/2025

CHARTER IMPACT

ADA = 229.66	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(81,494)	(267,965)	(389,588)	(188,707)	(42,365)	128,980	250,493	(118,764)	(118,703)	(130,852)	19,554	525,890	448,109	34,589		
Cash flows from operating activities																
Depreciation/Amortization	2,379	2,379	2,379	2,379	(18,654)	1,570	1,570	1,570	1,570	1,570	1,570	1,570	-	1,856		
Public Funding Receivables	33,687	(107,511)	317,015	(193,520)	208,266	6,480	127,162	(193,520)	(63,847)	(267,827)	534,080	314,345	(494,908)	219,901		
Grants and Contributions Rec.	-	-	(200)	200	7,646	(2,258)	-	-	-	-	-	-	-	5,388		
Due To/From Related Parties	77,835	279,759	199,147	92,942	(286,613)	154,086	(240,161)	(58,344)	(281,855)	(23,091)	(2,965)	(150,000)	-	(239,260)		
Prepaid Expenses	-	-	-	-	-	(11,090)	(2,959)	14,050	(2,587)	-	2,312	-	-	(275)		
Accounts Payable	(14,440)	9,881	(2,531)	(3,661)	(3,154)	4,003	31,983	(36,424)	496	1,046	9,214	-	46,799	43,212		
Accrued Expenses	-	41,247	(11,868)	11,682	12,410	(3,798)	(6,889)	48,846	6,105	38,923	5,332	-	-	141,989		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	86,465	145,000	27,272	-	(96,317)	-	20,786	(6,512)	55,961	(232,655)	-	(0)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	48,538	-	-	-	-	-	-	-	-	48,538		
Total Change in Cash	17,968	(42,209)	200,818	(133,686)	(46,653)	277,973	64,881	(342,586)	(438,034)	(386,743)	625,059	459,149				
Cash, Beginning of Month	1,486,728	1,504,696	1,462,487	1,663,305	1,529,619	1,482,966	1,760,939	1,825,820	1,483,234	1,045,200	658,457	1,283,516				
Cash, End of Month	1,504,696	1,462,487	1,663,305	1,529,619	1,482,966	1,760,939	1,825,820	1,483,234	1,045,200	658,457	1,283,516	1,742,666				

Allegiance STEAM Academy - Thrive

Statement of Financial Position

May 31, 2025

	Allegiance STEAM Academy - Chino	Allegiance STEAM Academy - Fontana	Combined
Assets			
Current Assets			
Total Cash & Cash Equivalents	$ 895,903	$ 1,283,517	$ 2,179,421
Accounts Receivable	22,733	(5,388)	17,345
Public Funding Receivables	336,609	314,345	650,954
Due To/From Related Parties	2,542,457	(2,542,457)	-
Prepaid Expenses	1,312	275	1,587
Total Current Assets	**3,799,015**	**(949,708)**	**2,849,307**
Long-Term Assets			
Property & Equipment, Net	721,366	51,749	773,115
Total Long Term Assets	**721,366**	**51,749**	**773,115**
Total Assets	**$ 4,520,381**	**$ (897,958)**	**$ 3,622,422**
Liabilities			
Current Liabilities			
Accounts Payable	$ 86,282	$ (6,981)	$ 79,300
Accrued Liabilities	775,859	303,844	1,079,703
Deferred Revenue	1,034,668	232,655	1,267,324
Lease Liability	25,334	-	25,334
Total Current Liabilities	**1,922,144**	**529,517**	**2,451,661**
Other Long-Term Liabilities	52,708	-	52,708
Total Long-Term Liabilities	**52,708**	**-**	**52,708**
Total Liabilities	**1,974,851**	**529,517**	**2,504,369**
Total Net Assets	2,545,530	(1,427,476)	1,118,054
Total Liabilities and Net Assets	**$ 4,520,381**	**$ (897,958)**	**$ 3,622,422**

Allegiance STEAM Academy - Thrive

Statement of Cash Flows

For the period ended May 31, 2025

	Allegiance STEAM Academy - Chino	Allegiance STEAM Academy - Fontana	Month Ended 05/31/25
Cash Flows from Operating Activities			
Change in Net Assets	$ (561,469)	$ 19,554	$ (541,914)
Adjustments to reconcile change in net assets to net cash flows from operating activities:			
Depreciation	3,334	1,570	4,905
Public Funding Receivables	-	534,080	534,080
Grants, Contributions & Pledges Receivable	(21,333)	-	(21,333)
Due from Related Parties	2,965	(2,965)	-
Prepaid Expenses	21,070	2,312	23,381
Accounts Payable	86,523	9,214	95,737
Accrued Expenses	(37,311)	5,332	(31,978)
Deferred Revenue	56,491	55,961	112,452
Total Cash Flows from Operating Activities	**(449,730)**	**625,059**	**175,330**
Change in Cash & Cash Equivalents	(449,730)	625,059	175,330
Cash & Cash Equivalents, Beginning of Period	1,345,633	658,458	2,004,091
Cash and Cash Equivalents, End of Period	**$ 895,903**	**$ 1,283,517**	**$ 2,179,421**

Allegiance STEAM Academy - Chino
Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 632,141	$ 696,670	$ (64,529)	$ 6,068,931	$ 6,272,343	$ (203,412)	$ 7,665,684
Education Protection Account	-	-	-	135,455	136,800	(1,345)	182,400
State Aid - Prior Year	(7,854)	-	(7,854)	(23,562)	-	(23,562)	-
In Lieu of Property Taxes	-	190,557	(190,557)	187,780	2,311,321	(2,123,541)	2,692,434
Total State Aid - Revenue Limit	624,287	887,227	(262,940)	6,368,604	8,720,464	(2,351,860)	10,540,518
Federal Revenue							
Special Education - Entitlement	-	15,577	(15,577)	-	140,247	(140,247)	171,401
Federal Child Nutrition	-	6,849	(6,849)	114,916	51,548	63,368	72,095
Title I, Part A - Basic Low Income	-	-	-	73,755	88,023	(14,268)	88,023
Title II, Part A - Teacher Quality	-	-	-	19,075	18,633	442	18,633
Other Federal Revenue	-	-	-	10,000	5,000	5,000	10,000
Total Federal Revenue	-	22,426	(22,426)	217,746	303,451	(85,704)	360,152
Other State Revenue							
State Special Education	62,223	57,542	4,681	380,251	518,071	(137,820)	633,155
State Child Nutrition	-	648	(648)	27,456	4,879	22,577	6,824
Mandated Cost	-	-	-	18,148	18,148	(0)	18,148
State Lottery	-	-	-	131,743	112,634	19,109	227,088
Prior Year Revenue	-	-	-	28,562	-	28,562	-
Other State Revenue	-	-	-	883,952	615,015	268,937	820,020
Total Other State Revenue	62,223	58,190	4,033	1,470,113	1,268,747	201,366	1,705,235
Other Local Revenue							
Interest Revenue	490	-	490	14,246	-	14,246	-
Other Fees and Contracts	-	-	-	50	-	50	-
Other Local Revenue	-	-	-	115,930	-	115,930	-
School Fundraising	7,097	-	7,097	55,134	-	55,134	-
Total Other Local Revenue	7,587	-	7,587	185,360	-	185,360	-
Total Revenues	**694,097**	**967,844**	**(273,747)**	**8,241,824**	**10,292,661**	**(2,050,837)**	**12,605,905**
Expenses							
Certificated Salaries							
Teachers' Salaries	368,128	342,255	(25,873)	3,684,901	3,422,552	(262,349)	3,764,807
Teachers' Substitute Hours	25,828	13,655	(12,173)	231,046	136,546	(94,500)	150,200
Teachers' Extra Duty/Stipends	48,183	4,545	(43,637)	213,301	45,455	(167,847)	50,000
Pupil Support Salaries	52,048	51,895	(154)	560,861	541,502	(19,359)	593,396
Administrators' Salaries	68,053	65,517	(2,536)	782,130	720,682	(61,448)	786,198
Other Certificated Salaries	-	1,042	1,042	-	11,458	11,458	12,500
Total Certificated Salaries	562,240	478,908	(83,332)	5,472,239	4,878,194	(594,045)	5,357,102
Classified Salaries							
Instructional Salaries	87,234	91,519	4,285	894,735	915,188	20,452	915,188
Support Salaries	29,000	37,498	8,498	337,334	391,003	53,669	419,015
Supervisors' and Administrators' Salaries	7,070	6,563	(508)	73,256	72,188	(1,069)	78,750
Clerical and Office Staff Salaries	39,237	46,659	7,422	429,321	508,236	78,914	554,894
Other Classified Salaries	-	4,331	4,331	15,197	43,557	28,359	43,800
Total Classified Salaries	162,541	186,570	24,029	1,749,844	1,930,170	180,326	2,011,648
Benefits							
State Teachers' Retirement System, certificated positions	104,016	91,471	(12,545)	969,447	931,735	(37,712)	1,023,206
Public Employees' Retirement System, classified positions	40,055	50,467	10,412	433,259	522,111	88,852	544,151
OASDI/Medicare/Alternative, certificated positions	10,233	11,567	1,334	109,258	119,671	10,413	124,722
Medicare/Alternative, certificated positions	10,195	9,649	(546)	101,818	98,721	(3,096)	106,847
Health and Welfare Benefits, certificated positions	8,535	53,750	45,215	300,303	591,250	290,947	645,000
State Unemployment Insurance, certificated positions	1,018	3,289	2,271	43,603	62,494	18,891	65,783
Workers' Compensation Insurance, certificated positions	-	9,317	9,317	91,177	95,317	4,140	103,162
Total Benefits	174,054	229,511	55,458	2,048,864	2,421,299	372,435	2,612,872

Allegiance STEAM Academy - Chino

Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	43	-	(43)	346,695	74,800	(271,895)	74,800
Books and Reference Materials	-	-	-	2,299	17,400	15,101	17,400
School Supplies	-	5,533	5,533	26,617	60,867	34,249	66,400
Software	1,980	9,717	7,737	191,191	106,883	(84,308)	116,600
Office Expense	968	7,117	6,149	30,911	78,283	47,372	85,400
Business Meals	-	283	283	135	3,117	2,982	3,400
Noncapitalized Equipment	2,107	-	(2,107)	73,921	36,818	(37,103)	36,818
Food Services	247	7,174	6,928	135,055	71,745	(63,311)	78,919
Total Books & Supplies	5,345	29,824	24,480	806,824	449,913	(356,911)	479,737
Subagreement Services							
Nursing	-	8	8	-	92	92	100
Special Education	66,205	36,373	(29,832)	455,943	363,727	(92,215)	400,100
Substitute Teacher	14,783	17,173	2,390	163,516	171,727	8,211	188,900
Transportation	-	18	18	5,152	182	(4,970)	200
Other Educational Consultants	51,797	-	(51,797)	271,744	-	(271,744)	-
Total Subagreement Services	132,785	53,572	(79,213)	896,355	535,728	(360,627)	589,300
Operations & Housekeeping							
Auto and Travel	365	1,218	854	3,973	12,182	8,208	13,400
Dues & Memberships	475	1,550	1,075	24,070	17,050	(7,020)	18,600
Insurance	-	13,225	13,225	180,798	145,475	(35,323)	158,700
Utilities	152,287	8,633	(143,653)	152,287	94,967	(57,320)	103,600
Janitorial Services	-	267	267	-	2,933	2,933	3,200
ASB Fundraising Expense	-	25	25	7,447	275	(7,172)	300
Communications	-	6,500	6,500	873	71,500	70,627	78,000
Postage and Shipping	-	130	130	35	1,170	1,135	1,300
Total Operations & Housekeeping	153,126	31,548	(121,578)	369,483	345,552	(23,931)	377,100
Facilities, Repairs & Other Leases							
Equipment Leases	-	5,483	5,483	32,570	60,317	27,746	65,800
Repairs and Maintenance	-	117	117	450	1,283	833	1,400
Total Facilities, Repairs & Other Leases	-	5,600	5,600	33,020	61,600	28,580	67,200
Professional/Consulting Services							
IT	7,597	7,758	162	86,693	85,342	(1,351)	93,100
Audit & Taxes	-	-	-	12,609	30,000	17,391	30,000
Legal	3,546	4,175	629	79,080	45,925	(33,155)	50,100
Professional Development	7,280	4,740	(2,540)	70,851	42,660	(28,191)	47,400
General Consulting	31,579	4,520	(27,059)	62,555	40,680	(21,875)	45,200
Special Activities/Field Trips	1,575	-	(1,575)	71,191	44,300	(26,891)	44,300
Bank Charges	-	50	50	35	450	415	500
Printing	8,379	130	(8,249)	23,842	1,170	(22,672)	1,300
Other Taxes and Fees	-	610	610	4,128	5,490	1,362	6,100
Payroll Service Fee	-	1,125	1,125	29,076	12,375	(16,701)	13,500
Management Fee	2,184	20,244	18,060	278,014	222,680	(55,334)	242,923
District Oversight Fee	-	26,617	26,617	-	261,614	261,614	316,216
Public Relations/Recruitment	-	320	320	-	2,880	2,880	3,200
Total Professional/Consulting Services	62,140	70,289	8,149	718,073	795,565	77,492	893,839
Depreciation							
Depreciation Expense	3,334	2,383	(951)	52,855	26,217	(26,639)	28,600
Total Depreciation	3,334	2,383	(951)	52,855	26,217	(26,639)	28,600
Total Expenses	**1,255,565**	**1,088,206**	**(167,359)**	**12,147,556**	**11,444,238**	**(703,319)**	**12,417,397**
Change in Net Assets	**(561,469)**	**(120,362)**	**(441,106)**	**(3,905,732)**	**(1,151,576)**	**(2,754,156)**	**188,508**
Net Assets, Beginning of Period	3,106,998			6,451,262			
Net Assets, End of Period	**$ 2,545,530**			**$ 2,545,530**			

Allegiance STEAM Academy - Fontana

Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 267,037	$ 369,881	$ (102,844)	$ 1,983,739	$ 2,286,162	$ (302,423)	$ 3,025,924
Education Protection Account	14,942	-	14,942	34,418	41,325	(6,907)	55,100
State Aid - Prior Year	(1,650)	-	(1,650)	(1,650)	-	(1,650)	-
In Lieu of Property Taxes	-	17,046	(17,046)	-	139,266	(139,266)	173,358
Total State Aid - Revenue Limit	280,329	386,927	(106,598)	2,016,507	2,466,753	(450,246)	3,254,383
Federal Revenue							
Special Education - Entitlement	-	4,045	(4,045)	-	24,999	(24,999)	33,088
Federal Child Nutrition	-	2,373	(2,373)	-	17,860	(17,860)	24,979
Title V, Part B - PCSGP	-	-	-	160,749	261,572	(100,823)	348,763
Total Federal Revenue	-	6,418	(6,418)	160,749	304,431	(143,682)	406,830
Other State Revenue							
State Special Education	13,849	16,892	(3,043)	84,633	104,407	(19,774)	138,191
State Child Nutrition	-	225	(225)	-	1,690	(1,690)	2,364
Mandated Cost	-	-	-	3,907	3,907	0	3,907
State Lottery	16,097	-	16,097	28,749	24,248	4,501	68,600
Prior Year Revenue	943	-	943	4,205	-	4,205	-
Other State Revenue	-	-	-	112,996	221,829	(108,833)	295,772
Total Other State Revenue	30,889	17,117	13,773	234,490	356,081	(121,591)	508,834
Other Local Revenue							
Other Local Revenue	-	-	-	430,175	-	430,175	-
School Fundraising	166	-	166	18,193	-	18,193	-
Contributions, Restricted	-	-	-	-	500,000	(500,000)	500,000
Total Other Local Revenue	166	-	166	448,368	500,000	(51,632)	500,000
Total Revenues	**311,384**	**410,462**	**(99,077)**	**2,860,114**	**3,627,265**	**(767,151)**	**4,670,046**
Expenses							
Certificated Salaries							
Teachers' Salaries	86,040	90,463	4,424	943,421	904,633	(38,788)	995,096
Teachers' Substitute Hours	17,816	9,099	(8,717)	114,994	90,992	(24,002)	100,091
Teachers' Extra Duty/Stipends	5,844	2,083	(3,761)	53,641	22,917	(30,724)	25,000
Pupil Support Salaries	24,023	21,463	(2,560)	283,200	221,366	(61,834)	242,829
Administrators' Salaries	8,943	23,672	14,730	156,011	260,394	104,383	284,066
Total Certificated Salaries	142,665	146,781	4,116	1,551,268	1,500,301	(50,966)	1,647,082
Classified Salaries							
Instructional Salaries	22,145	24,977	2,833	246,850	249,773	2,924	249,773
Support Salaries	3,977	10,430	6,453	68,621	104,300	35,680	114,730
Supervisors' and Administrators' Salaries	1,768	2,188	420	23,956	24,063	106	26,250
Clerical and Office Staff Salaries	19,156	16,566	(2,590)	231,169	182,223	(48,946)	198,789
Other Classified Salaries	-	-	-	7,516	-	(7,516)	-
Total Classified Salaries	47,045	54,161	7,115	578,112	560,359	(17,752)	589,543
Benefits							
State Teachers' Retirement System, certificated positions	24,162	28,035	3,873	278,447	286,557	8,111	314,593
Public Employees' Retirement System, classified positions	15,528	14,650	(877)	182,925	151,577	(31,348)	159,471
OASDI/Medicare/Alternative, certificated positions	3,836	3,358	(478)	43,798	34,742	(9,056)	36,552
Medicare/Alternative, certificated positions	2,726	2,914	188	30,653	29,880	(774)	32,431
Health and Welfare Benefits, certificated positions	8,076	18,958	10,882	147,909	208,542	60,632	227,500
State Unemployment Insurance, certificated positions	211	1,176	965	14,602	22,344	7,742	23,520
Workers' Compensation Insurance, certificated positions	-	100	100	22,794	1,030	(21,764)	1,118
Total Benefits	54,539	69,192	14,653	721,128	734,672	13,544	795,185
Books & Supplies							
Textbooks and Core Materials	-	-	-	9,611	81,688	72,077	81,688
Books and Reference Materials	-	-	-	2,720	3,342	622	3,342
School Supplies	460	2,092	1,632	11,122	23,008	11,887	25,100
Software	1,880	8,625	6,745	71,570	94,875	23,305	103,500
Office Expense	-	1,542	1,542	6,460	16,958	10,498	18,500
Business Meals	-	33	33	673	367	(306)	400
Noncapitalized Equipment	-	-	-	25,828	127,600	101,772	127,600
Food Services	-	2,486	2,486	-	24,858	24,858	27,344
Total Books & Supplies	2,340	14,777	12,437	127,984	372,696	244,712	387,474
Subagreement Services							
Special Education	5,824	6,500	676	56,392	65,000	8,608	71,500
Substitute Teacher	6,165	16,627	10,462	73,332	166,273	92,940	182,900
Other Educational Consultants	-	17,519	17,519	92,875	157,670	64,795	175,189
Total Subagreement Services	11,989	40,646	28,657	222,599	388,943	166,344	429,589

Allegiance STEAM Academy - Fontana

Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	91	491	400	2,316	4,909	2,593	5,400
Dues & Memberships	-	367	367	7,188	4,033	(3,154)	4,400
Insurance	-	-	-	45,200	-	(45,200)	-
Communications	-	1,225	1,225	18,585	13,475	(5,110)	14,700
Postage and Shipping	-	-	-	30	-	(30)	-
Total Operations & Housekeeping	91	2,083	1,991	73,318	22,417	(50,900)	24,500
Facilities, Repairs & Other Leases							
Equipment Leases	-	792	792	13,446	8,708	(4,738)	9,500
Total Facilities, Repairs & Other Leases	-	792	792	13,446	8,708	(4,738)	9,500
Professional/Consulting Services							
IT	4,866	3,158	(1,708)	54,701	34,742	(19,959)	37,900
Audit & Taxes	-	-	-	3,152	-	(3,152)	-
Legal	-	467	467	62,759	5,133	(57,625)	5,600
Professional Development	12,085	2,590	(9,495)	68,372	23,310	(45,062)	25,900
General Consulting	9,900	11,940	2,040	18,240	107,460	89,220	119,400
Special Activities/Field Trips	-	-	-	20,661	400	(20,261)	400
Printing	3,703	80	(3,623)	7,405	720	(6,685)	800
Other Taxes and Fees	-	295	295	811	2,655	1,844	2,950
Payroll Service Fee	-	-	-	4,506	-	(4,506)	-
Management Fee	546	7,350	6,804	66,791	80,855	14,065	88,206
District Oversight Fee	-	20,387	20,387	186,824	203,867	17,043	224,254
County Fees	-	-	-	-	525	525	700
Public Relations/Recruitment	-	295	295	2,915	2,655	(260)	2,950
Total Professional/Consulting Services	31,100	46,562	15,462	497,137	462,322	(34,814)	509,060
Depreciation							
Depreciation Expense	1,570	2,379	809	286	26,173	25,887	28,552
Total Depreciation	1,570	2,379	809	286	26,173	25,887	28,552
Interest							
Interest Expense	490	773	283	14,246	8,503	(5,743)	9,276
Total Interest	490	773	283	14,246	8,503	(5,743)	9,276
Total Expenses	**291,830**	**378,146**	**86,316**	**3,799,523**	**4,085,096**	**285,573**	**4,429,760**
Change in Net Assets	**19,554**	**32,315**	**(12,761)**	**(939,409)**	**(457,831)**	**(481,578)**	**240,286**
Net Assets, Beginning of Period	(1,447,030)			(488,067)			
Net Assets, End of Period	**$(1,427,476)**			**$(1,427,476)**			

Allegiance STEAM Academy - Chino

Accounts Payable Aging

May 31, 2025

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
AT10 Education, L.L.C.	2078	4/17/2025	5/17/2025	$ -	$ 3,081	$ -	$ -	$ -	$ 3,081
Braille Abilities, LLC	76076	4/3/2025	5/3/2025	-	12,892	-	-	-	12,892
Chino Valley Unified School District	250150	4/21/2025	5/21/2025	-	1,011	-	-	-	1,011
Chino Valley Unified School District	250151	4/21/2025	5/21/2025	-	865	-	-	-	865
Chino Valley Unified School District	250154	4/21/2025	5/21/2025	-	307	-	-	-	307
Chino Valley Unified School District	250159	4/21/2025	5/21/2025	-	1,200	-	-	-	1,200
Chino Valley Unified School District	250160	4/21/2025	5/21/2025	-	39	-	-	-	39
Chino Valley Unified School District	250163	4/21/2025	5/21/2025	-	3	-	-	-	3
Cintas Corporation #150	4229174999	5/1/2025	5/11/2025	-	110	-	-	-	110
Cintas Corporation #150	4229934000	5/8/2025	5/18/2025	-	110	-	-	-	110
Maranda Claro	CLAR050825	5/9/2025	5/9/2025	-	150	-	-	-	150
LA Speech Pathology Services, Inc.	133	4/30/2025	4/30/2025	-	17,472	-	-	-	17,472
Optiva IT	6712	5/1/2025	5/1/2025	-	7,459	-	-	-	7,459
Procopio, Cory, Hargreaves & Savitch LLP	927578	4/14/2025	4/14/2025	-	3,546	-	-	-	3,546
Scoot.education	116768	4/9/2025	5/9/2025	-	722	-	-	-	722
Scoot.education	116756	4/9/2025	5/9/2025	-	1,731	-	-	-	1,731
Scoot.education	120504	5/7/2025	5/7/2025	-	4,371	-	-	-	4,371
Scoot.education	120730	5/7/2025	5/7/2025	-	1,954	-	-	-	1,954
Scoot.education	118505	4/23/2025	5/23/2025	-	2,187	-	-	-	2,187
Scoot.education	118672	4/23/2025	5/23/2025	-	207	-	-	-	207
Think Together	5200-25-E08	5/1/2025	5/1/2025	-	24,999	-	-	-	24,999
Virco Inc.	1645244	5/5/2025	5/5/2025	-	2,107	-	-	-	2,107
Waxie Sanitary Supply	82369545-R	5/3/2024	5/3/2024	-	-	-	-	(241)	(241)
Total Outstanding Invoices				$ -	$ 86,523	$ -	$ -	$ (241)	$ 86,282

Allegiance STEAM Academy - Chino

Check Register

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Account# 2824				
ACH	Brianna Cordts	Reimbursement, IM Budget, Classroom Library 03/2025	5/12/2025	$ 14.74
ACH	Pride Learning Co.	SPED, Ind Contractor, Reading Specialist - 02/25 & 03/25	5/12/2025	2,450.00
ACH	Hanna Interpreting Services LLC	SPED, Interpretation	5/12/2025	645.00
ACH	Braille Abilities, LLC	SPED, Gen Consulting - VI/O&M Service	5/12/2025	3,543.00
ACH	Chino Valley Unified School District	Printing, Canon 7/1/24-8/31/24,CVUSD Lease Agreement	5/12/2025	158,578.81
ACH	Lauren McGuire	Reimbursement, IM Budget	5/12/2025	28.25
ACH	Callie Moreno	Reimbursement, SPED PD Staff Meals/Snacks CH, Mileage -	5/12/2025	436.12
ACH	Bellwether Education Partners, Inc.	Charter Network Accelerator (CNA) 2.0 - Fall 2024 Cohort - CH	5/12/2025	18,000.00
ACH	Scoot.education	Substitutes, Special Education & Substitutes, General Education	5/12/2025	3,611.00
ACH	Shana Lopez	Reimb, Field Trip Refund - 04/01/25	5/12/2025	375.00
ACH	Instruction Partners	Partnership Contract Invoice #8 out of 10 CH	5/19/2025	6,964.00
ACH	Carmelita Lopez	Mileage, to ASA Fontana CH 80%	5/19/2025	135.27
ACH	Cintas Corporation #150	Facilities	5/19/2025	109.99
ACH	Think Together	ELOP, Childcare (Before/After)	5/19/2025	24,998.60
ACH	Chino Valley Chamber of Commerce	Membership, Chamber of Commerce CH	5/19/2025	475.00
ACH	Waxie Sanitary Supply	Facilities	5/19/2025	268.29
ACH	Beyond the Message, LLC	Website Services, Updating authorizer link, food services, and	5/27/2025	1,050.00
ACH	Monica Argumaniz	SPED, TT Consultations/Assessment - April	5/27/2025	1,800.00
ACH	LA Speech Pathology Services, Inc.	SPED, Speech Services CH SLP, SLPA	5/27/2025	22,729.00
ACH	Pride Learning Co.	SPED, Ind Cont for Reading	5/27/2025	997.50
ACH	Auditory Processing Diagnostic Center	SPED, Ind Cont Central Auditory Processing Evaluation	5/27/2025	3,100.00
ACH	Cintas Corporation #150	Facilities	5/27/2025	219.98
ACH	Charter Impact	Back Office Provider, Student Data Services CH 80%	5/27/2025	2,184.00
ACH	Top Notch Catering	ELOP Spring Break, March 2025 (6 days, Bkfst & Lunch)	5/27/2025	1,103.40
ACH	Citizens Business Bank	Returned Deposit Items Check 122	5/14/2025	17.00
ACH	WageWorks, Inc.	Wage Works Receivable	5/23/2025	75.00
ACH	CalPERS	PERS Payment	5/23/2025	53,865.24
ACH	CalPERS	PERS Payment	5/23/2025	6,417.87
ACH	Mid Atlantic Trust Company	Mid Atlantic 04/25	5/28/2025	2,835.00
ACH	Mid Atlantic Trust Company	Mid Atlantic 05/25	5/28/2025	2,835.00
ACH	Anthem Life	Insurance - 05/25	5/30/2025	824.74
ACH	Inova	Payroll Taxes - 05/09/25	5/9/2025	451.89
ACH	Inova	Payroll Taxes - 05/19/25	5/21/2025	1,781.25
ACH	Inova	Payroll Taxes - 05/23/25	5/22/2025	373.00
ACH	Inova	Payroll Taxes - 05/21/25	5/22/2025	1,633.00
ACH	Anthem Blue Cross	Health Insurance - 05/25	5/28/2025	26,388.24
ACH	Inova	Payroll Taxes - 05/29/25	5/29/2025	499.50
ACH	Inova	Payroll Taxes - 05/30/25	5/30/2025	62.71
Voided - ACH	Setje Brinkmann	Annika/Leyna Zare	5/7/2025	Void
Voided - ACH	Allyson Jaramillo	Darla M Jaramillo	5/7/2025	Void
Voided - ACH	Shravan Boora	Sasha Boora	5/7/2025	Void
Voided - ACH	Ana Martínez	Jacob Okeke	5/7/2025	Void
Voided - ACH	Aracely Lopez	Ethan L Lopez	5/7/2025	Void
Voided - ACH	Anjun Ren	Joanna Z Cao	5/7/2025	Void
Voided - ACH	Allegiance STEAM Academy	Emily C Lahip	5/7/2025	Void
Voided - ACH	Cindy Romero	Sophia M Gomez	5/7/2025	Void
Voided - ACH	Ruby Sinha	Siya Sinha	5/7/2025	Void
Voided - ACH	Tao Lu	Noah Tang	5/7/2025	Void
Voided - ACH	Alannah Ali	Amare C Carter	5/7/2025	Void
Voided - ACH	Ning Ma	Emma Liu	5/7/2025	Void
Voided - ACH	Annie Lin	Anson/Anthony Chen	5/7/2025	Void
Voided - ACH	Trisha Lopez	Kelliya/Kiana Norwood	5/7/2025	Void
Voided - ACH	Rena Ferralez	Kayla M Fisher	5/7/2025	Void
Voided - ACH	Kiran Immadisetty	Jayesh Immadisetty	5/7/2025	Void
Voided - ACH	Justin Yu	Andy Yu	5/7/2025	Void
Voided - ACH	Irina Hardy	Alexander/Aden Hardy	5/7/2025	Void
Voided - ACH	Kalvin Ros	Kalisa Ros	5/7/2025	Void
Voided - ACH	Gisele Chiquito Leon	Ethan Leon	5/7/2025	Void
Voided - ACH	Grace Turnbaugh	Maximus Turnbaugh	5/7/2025	Void
				$ 351,876.39
Account# 2247				
ACH	Bellwether Education Partners, Inc.	Charter Network Accelerator (CNA) 2.0 - Fall 2024 Cohort - CH	5/12/2025	$ 6,000.00
ACH	Callie Moreno	Reimbursement, SPED PD Staff Meals/Snacks CH	5/12/2025	64.49
ACH	Classtime Inc.	Software, School Licenses CH	5/19/2025	1,980.00
ACH	Carmelita Lopez	Mileage, to ASA Fontana CH 80%	5/19/2025	45.09
ACH	LA Speech Pathology Services, Inc.	SPED, Speech Services - CH - Christy Taggart SLP	5/27/2025	5,824.00
				$ 13,913.58

Total Disbursements Issued in May $ **365,789.97**

Allegiance STEAM Academy - Fontana

Check Register

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Account# 2247				
80197	San Bernardino County Superintendent of Schools	ASA STRS Fontana 04/2025	5/6/2025	$ 37,101.61
Voided - ACH	Ring LLC	FO Front Office access to Ring	5/7/2025	Void
ACH	Certified Transportation Services, Inc.	Field Trip, Transportation STEAM Day @ Dodgers Stadium FO	5/5/2025	1,338.63
ACH	Scoot.education	Substitutes, General Education	5/12/2025	1,747.00
ACH	Marie Braasch	ASA Fontana Parent Appreciation Event	5/19/2025	300.00
ACH	School Nursing Solutions	Health, Hearing and Vision Screening - 2/2 Installments (50% for Comple	5/19/2025	2,850.00
ACH	Instruction Partners	Partnership Contract Invoice #8 out of 10 FO	5/19/2025	6,964.00
ACH	Printer Copier Guys	Printing, Lease	5/27/2025	1,119.35
ACH	Charter Impact	Back Office Provider, Student Data Services FO 20%	5/27/2025	546.00
ACH	Instruction Partners	Partnership Contract Invoice #9 out of 10 FO	5/27/2025	6,964.00
ACH	Marlin Leasing Corp	Printing, Lease	5/27/2025	1,774.83
ACH	Beyond the Message, LLC	Website Services, Updated authorizer link, weekly wolf update, and upd	5/27/2025	750.00
ACH	Inova	Payroll Taxes - 05/21/25	5/21/2025	953.67
ACH	Inova	Payroll Taxes - 05/23/25	5/22/2025	289.95
ACH	Inova	Payroll Taxes - 05/23/25	5/23/2025	50.29
ACH	Anthem Blue Cross	Health Insurance - 05/25	5/28/2025	10,660.57
ACH	Inova	Payroll Taxes - 05/29/25	5/29/2025	101.79
ACH	Anthem Life	Insurance - 05/25	5/30/2025	275.28
				$ 73,786.97
Account# 2824				
60314	San Bernardino County Superintendent of Schools	ASA STRS Chino 04/2025	5/6/2025	$ 156,207.57
ACH	Callie Moreno	Reimbursement, PD, Mileage - SELPA FO 20%	5/12/2025	64.49
ACH	Bellwether Education Partners, Inc.	Charter Network Accelerator (CNA) 2.0 - Fall 2024 Cohort - FO 20%	5/12/2025	6,000.00
ACH	Classtime Inc.	Software, School Licenses FO	5/19/2025	1,980.00
ACH	Carmelita Lopez	Mileage, to ASA Fontana FO 20%	5/19/2025	45.09
ACH	LA Speech Pathology Services, Inc.	SPED, Speech Services - FO - Christy Taggart SLP	5/27/2025	5,824.00
				$ 170,121.15
		Total Disbursements Issued in May		$ 243,908.12

Allegiance STEAM Academy - Fontana

Accounts Payable Aging

May 31, 2025

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Beyond the Message, LLC	1220	03/01/25	3/31/2025	$ -	$ 300	$ -	$ -	$ -	$ 300
Marlin Leasing Corp	1215	04/18/25	5/10/2025	-	809	-	-	-	809
McGraw Hill LLC	130842325001	12/01/23	12/31/2023	-	-	-	-	(9,894)	(9,894)
McGraw Hill LLC	130803698001	12/01/23	12/31/2023	-	-	-	-	(7,791)	(7,791)
McGraw Hill LLC	130645507001	11/15/23	12/15/2023	-	-	-	-	(150)	(150)
Optiva IT	6712	05/01/25	5/1/2025	-	4,866	-	-	-	4,866
Printshop SB	05022025ASA	04/29/25	5/2/2025	-	460	-	-	-	460
Scoot.education	116507	04/09/25	5/9/2025	-	1,439	-	-	-	1,439
Scoot.education	120661	05/07/25	5/7/2025	-	1,232	-	-	-	1,232
Scoot.education	118480	04/23/25	5/23/2025	-	1,747	-	-	-	1,747
Total Outstanding Invoices				$ -	$ 10,853	$ -	$ -	$ (17,834)	$ (6,981)

Allegiance STEAM Academy - Chino

Check Register - greater than $2,000

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Employee Benefits				
ACH	CalPERS	3202 - PERS	5/23/2025	53,865.24
ACH	CalPERS	3202 - PERS	5/23/2025	6,417.87
ACH	Mid Atlantic Trust Company	3401 - Health and Welfare	5/28/2025	2,835.00
ACH	Mid Atlantic Trust Company	3401 - Health and Welfare	5/28/2025	2,835.00
ACH	Anthem Blue Cross	3401 - Health and Welfare	5/28/2025	26,388.24
				92,341.35
Subagreement Services				
ACH	Pride Learning Co.	5102 - Special Education	5/12/2025	2,450.00
ACH	Braille Abilities, LLC	5102 - Special Education	5/12/2025	3,543.00
ACH	Scoot.education	5103 - Substitute Teachers	5/12/2025	3,611.00
ACH	Think Together	5106 - Other Educational Consultants	5/19/2025	24,998.60
ACH	LA Speech Pathology Services, Inc.	5102 - Special Education	5/27/2025	22,729.00
ACH	LA Speech Pathology Services, Inc.	5102 - Special Education	5/27/2025	5,824.00
ACH	Auditory Processing Diagnostic Center	5102 - Special Education	5/27/2025	3,100.00
				66,255.60
Professional/Consulting Services				
ACH	Chino Valley Unified School District	5808 - Printing	5/12/2025	158,578.81
ACH	Bellwether Education Partners, Inc.	5804 - Professional Development	5/12/2025	18,000.00
ACH	Bellwether Education Partners, Inc.	5804 - Professional Development	5/12/2025	6,000.00
ACH	Instruction Partners	5804 - Professional Development	5/19/2025	6,964.00
ACH	Charter Impact	5811 - Management Fee	5/27/2025	2,184.00
				191,726.81

Total Disbursement over $2,000 **$ 350,323.76**

Allegiance STEAM Academy - Fontana

Check Register - greater than $2,000

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Employee Benefits				
80197	San Bernardino County Superintendent of Schools	9513 - STRS	5/6/2025	37,101.61
60314	San Bernardino County Superintendent of Schools	9513 - STRS	5/6/2025	156,207.57
ACH	School Nursing Solutions	3401 - Health and Welfare	5/19/2025	2,850.00
ACH	Anthem Blue Cross	3401 - Health and Welfare	5/28/2025	10,660.57
				206,819.75
Subagreement Services				
ACH	LA Speech Pathology Services, Inc.	5102 - Special Education	5/27/2025	5,824.00
				5,824.00
Professional/Consulting Services				
ACH	Bellwether Education Partners, Inc.	5804 - Professional Development	5/12/2025	6,000.00
ACH	Instruction Partners	5804 - Professional Development	5/19/2025	6,964.00
ACH	Instruction Partners	5804 - Professional Development	5/27/2025	6,964.00
				19,928.00

Total Disbursement over $2,000   **$ 232,571.75**

Coversheet

Approve Check Registrar - ASA Fontana

Section: II. Items Scheduled for Consent
Item: C. Approve Check Registrar - ASA Fontana
Purpose: Vote
Submitted by:
Related Material: May 2025-ASA-Board Summary (2) (1).pdf

CHARTER IMPACT

Allegiance STEAM Academy Schools

Monthly Financial Presentation –May 2025

May Highlights

Highlights

Chino Forecast

- Forecast surplus **$71K,** a **+($116K)** change from budget due to increase in expenses.
- Revenue forecast **$13.3M**, a **+$755K** change from budget due to one-time funds.
- Expenses forecasted at **$13.2M**, above budget +(**$872k).** Due to one-time spending plans.
- Cash ended the month at **$895K**, 7**%** of expenses.
- Current Assets – Outstanding Related party transaction **$2,542,456.71**. **$1,525,132.80** debt payment received YTD.

Fontana Forecast

- Forecast surplus +**$34K, a +($205K)** change from budget due to a decrease in expenses.
- Revenue forecast **$4.15M, a +($511)** change from budget due to P1 numbers.
- Expenses forecast **$4.12M**, below budget +**$305K.** Due to a decrease in operational expenses.
- Cash ended the month at **$1.2M, 31%** of expenses.
- Current Assets – Outstanding related party transaction **($2,542,456.71)**. **($1,525,132.80)** debt payment to Chino YTD.

Compliance and Reporting

- LCAP Due June 30
- Budget Due June 30
- EPA Budget Due June 30

Enrollment and Revenues

- Chino – Forecast Set at P1 904 with an ADA environment at 94.% of enrollment.
- Fontana – Forecast Set at P1 230 with an ADA environment at 88% of enrollment.

Current Assets and Liabilities Due To From

	Intra Loan	Payment	FY23.24 Operational Exp.	Payment	FY24.25 Operational Exp.	Payment	Balance
PYB	$ 676,572		$ 1,955,143				$ 2,631,716
July	$ 773	$ -		$ -	$ 77,062	$ -	$ 77,835
August	$ 773				$ 278,986		$ 279,759
September	$ 773	$ 95,187			$ 293,560		$ 199,147
October	$ 773				$ 92,169		$ 92,942
November	$ 773				$ 269,355	$ 556,741	$ (286,612)
December	$ 773				$ 246,253	$ 92,942	$ 154,085
January	$ 488				$ 237,671	$ 478,320	$ (240,161)
February	$ 7,622				$ (65,966)		$ (58,345)
March	$ 489				$ 96,043	$ 378,387	$ (281,855)
April	$ 517				$ 3,455	$ 18,743	$ (14,772)
May	$ 490				$ (11,774)		$ (11,284)
Due to From Balance	$ 690,819	$ 95,187	$ 1,955,143	$ -	$ 1,516,813	$ 1,525,133	$ 2,542,456
CYB	$ 595,632		$ 1,955,143		$ (8,319.56)		$ 2,542,456

*May-
1. A Credit Card transaction recorded $8,319.06 in April was reversed after clarification of double payment was updated- the transfer payment from Chino to Fontana recorded in May left a credit on the account.
2. $3,454.82 Insurance expenses moved to Chino.

CHARTER IMPACT

**CHARTER
IMPACT**

Allegiance STEAM Academy -Thrive

Monthly Financial Presentation – May 2025

Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data

	Actual	Forecast	Budget
Average Enrollment	953	958	960
ADA	895	904	912
Attendance Rate	93.9%	94.3%	95.0%
Unduplicated %	38.0%	38.0%	38.0%
Revenue per ADA		$14,783	$13,822
Expenses per ADA		$14,704	$13,616

Attendance Metrics

958 enrollment, 94.3% ADA 904 and UPP 38.04%
LCFF is calculated at $11,498 per ADA.

Revenue

- **May Updates**

  - **Year-To-Date –** Variance in Year-to-Date due to the timing of receivable funds.

  - **Forecast revenue**

    - **State Aid-Rev Limit:** LCFF is set at P1.

    - **Other State revenue:** Adjustment to one-time funds in FY25 and future years.

    - **Other Local Revenue**: Silicon Grant, Treacher Credential Grant, Partnership Capacity Grant, Improvement Grant, Residency Grant.

One-Time Funding	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/2029
ELO-G ESSER II	100,450	$ 364,915	$ 7,291	$ -	$ -	$ -	$ -	$ -	$ -
ESSER III 3213		88,902	148,193	111,370					
ESSER III 3214 Learning Loss		79,687	7,429						
Expanded Learning Opportunities Program FY21-22		79,673	73,021						
Expanded Learning Opportunities Program FY22-23		-	84,117	397,510					
Expanded Learning Opportunities Program FY23-24				-	474,082				
Expanded Learning Opportunities Program FY24-25 Future years					427,129	427,129	427,129	427,129	427,129
UPK/Pre-K FY21-22		-	110,516	2,174					
UPK/Pre-K FY22-23		-		69,016					
Silicon Schools Instructional Support **9008**					55,712				
CSET Grant Teacher Credential **9005** FY23.24					48,000				
CSET Grant Teacher Credential **9005** FY24.25 + FY25.26					96,000	48,000			
Teacher Residency Grant **9009**					80,000				
SBCS School Linked Partnership Capacity Grant **9011**					82,714				
CISS Grant 9004					1,651				
Elevate Instructional Improvement Grant **9013**					56,000				
The Lean Lab					4,500				
Educator Effectiveness Block Grant		16,553	92,946	14,038	33,683				
AMS Prop 28 Funding FY23/24					130,033				
AMS Prop 28 Funding FY24/25						126,195			
AMS Prop 28 Funding FY25/26							126,195		
AMS Prop 28 Funding FY26/27								126,195	126,195
Instructional Material Block Grant		-	286,582	150,468	104,905	-			
Learning Recovery Emergency Block Grant	-	-	141,436	187,029	166,741	101,470		-	-
MH FY23.24				72,280	63,535				
MH FY24.25					75,140	75,140	75,140	75,140	75,140
	$ 100,450	$ 1,084,783	$ 951,531	$ 1,003,884	$ 1,899,825	$ 702,794	$ 553,324	$ 553,324	$ 553,324

	Year-to-Date				Annual/Full Year		
	Actual	**Budget**	**Fav/(Unf)**		**Forecast**	**Budget**	**Fav/(Unf)**
Revenue							
State Aid-Rev Limit	$ 6,368,605	$ 8,720,464	$ (2,351,859)		$ 10,148,779	$ 10,540,518	$ (391,739)
Federal Revenue	217,746	303,451	(85,704)		438,698	360,152	78,546
Other State Revenue	1,470,113	1,268,747	201,366		2,279,606	1,705,235	574,371
Other Local Revenue	185,360	-	185,360		494,007	-	494,007
Total Revenue	**$ 8,241,825**	**$ 10,292,661**	**$ (2,050,837)**		**$ 13,361,090**	**$ 12,605,905**	**$ 755,185**

CHARTER IMPACT

Expenses

- **May Updates**
  - **Expenses update –** Negative variance in year-to-date due to timing of expenses.
  - **Expenses forecast above budget –**
    - **Expense increase** - due to change in staffing model, and one-time spending plans.

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	$ 5,472,239	$ 4,878,194	$ (594,045)	$ 5,969,019	$ 5,357,102	$ (611,917)
Classified Salaries	1,749,844	1,930,170	180,326	1,798,139	2,011,648	213,509
Benefits	2,048,864	2,421,299	372,435	2,223,680	2,612,872	389,192
Books and Supplies	806,824	449,913	(356,911)	843,460	479,737	(363,723)
Subagreement Services	896,355	535,728	(360,627)	953,285	589,300	(363,985)
Operations	369,483	345,552	(23,931)	339,275	377,100	37,825
Facilities	33,020	61,600	28,580	38,574	67,200	28,626
Professional Services	718,073	795,565	77,492	1,067,817	893,839	(173,978)
Depreciation	52,855	26,217	(26,639)	56,190	28,600	(27,590)
Interest	-	-	-	-	-	-
Total Expenses	**$ 12,147,556**	**$ 11,444,238**	**$ (703,319)**	**$ 13,289,438**	**$ 12,417,397**	**$ (872,040)**

CHARTER IMPACT

Surplus / (Deficit) & Fund Balance

- Current forecast annual surplus **$71K**, **+ ($116K) above** budget due to an increase in expenses.

- School forecast ending fund balance of **$6.5M (49.1**%), 179-day expenses.

	Year-to-Date				Annual/Full Year		
	Actual	**Budget**	**Fav/(Unf)**		**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	$ (3,905,732)	$ (1,151,576)	$ (2,754,156)		$ 71,652	$ 188,508	$ (116,855)
Beginning Fund Balance	6,451,262	6,451,262			6,451,262	6,451,262	
Ending Fund Balance	$ 2,545,530	$ 5,299,686			$ 6,522,914	$ 6,639,770	
As a % of Annual Expenses	*19.2%*	*42.7%*			*49.1%*	*53.5%*	

Cash Balance

- Cash at month end **$895K, 6**% of expenses.

CHARTER IMPACT

Allegiance STEAM Academy -Fontana

Monthly Financial Presentation – May 2025

Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	264	261	290
ADA	234	230	276
Attendance Rate	88.6%	88.0%	95.0%
Unduplicated %	43.4%	43.4%	43.6%
Revenue per ADA		$18,107	$16,951
Expenses per ADA		$17,957	$16,079

Attendance Metrics

Forecast 261 enrollment, 88% ADA 230 and UPP 43.41%
LCFF is calculated at $11,830 per ADA.

Revenue

- **May Updates**

  - **Forecast revenue**

    - **State Aid-Rev Limit:** LCFF is set at P1.

    - **Federal Revenue**: Adjustment in PCSGP Funds.

    - **Other State revenue:** Adjustment due to P1 numbers.

    - **Other Local Revenue**: Grant Funds (Growth Fund, Calder, Silicon Grants, Capacity Grant, Residency Grant.

Grant Funds							
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
PCSGP	$ 128,169	$ 257,162	$ 214,668	$ -	$ -	$ -	$ -
Charter School Growth Fund 9003	380,000	300,000	300,000				
Louis Calder Foundation	100,000	100,000	-				
Silicon Schools 9006	100,000	200,000	200,000				
Silicon Schools Instructional Support		22,025					
Silicon Schools Instructional Support 9018			55,712				
SBCS School Linked Partnership Capacity Grant 9012			33,646				
Teacher Residency Grant 9009			145,000				
Prop 28 Art and Music FY24.25			27,857	27,857	27,857	27,857	27,857
ELOP 24-25			107,481	107,481	107,481	107,481	107,481
MH FY23.24			15,601				
MH FY24.25 + Future Years			16,176	15,088	15,088	15,088	15,088
	$ 708,169	$ 879,187	$ 1,116,142	$ 150,426	$ 150,426	$ 150,426	$ 150,426

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 2,016,507	$ 2,466,753	$ (450,246)	$ 2,705,550	$ 3,254,383	$ (548,833)
Federal Revenue	160,749	304,431	(143,682)	349,455	406,830	(57,375)
Other State Revenue	234,490	356,081	(121,591)	350,956	508,833	(157,878)
Other Local Revenue	448,368	500,000	(51,632)	752,551	500,000	252,551
Total Revenue	**$ 2,860,114**	**$ 3,627,265**	**$ (767,151)**	**$ 4,158,512**	**$ 4,670,046**	**$ (511,534)**

Expenses

- **May Updates**
  - **Expenses update –** positive variance in year-to-date due to timing of expenses.
  - **Expenses forecast below budget –**
    - **Expense decreases** - due to change in operational expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 1,551,268	$ 1,500,301	$ (50,966)	$ 1,692,516	$ 1,647,082	$ (45,434)
Classified Salaries	578,112	560,359	(17,752)	601,044	589,543	(11,502)
Benefits	721,128	734,673	13,544	776,694	795,185	18,491
Books and Supplies	127,984	372,696	244,712	132,353	387,474	255,120
Subagreement Services	222,599	388,943	166,344	232,584	429,589	197,005
Operations	73,318	22,417	(50,900)	76,198	24,500	(51,698)
Facilities	13,446	8,708	(4,738)	14,050	9,500	(4,550)
Professional Services	497,137	462,323	(34,814)	581,892	509,060	(72,833)
Depreciation	286	26,173	25,887	1,856	28,552	26,696
Interest	14,246	8,503	(5,743)	14,734	9,276	(5,458)
Total Expenses	$ 3,799,523	$ 4,085,096	$ 285,573	$ 4,123,922	$ 4,429,760	$ 305,838

Surplus / (Deficit) & Fund Balance

- Forecast annual surplus +$**34.5K, + ($205K)** below budget due to a decrease in revenue.

- Fund balance forecast deficit + (**$453K), -11**%.

	Year-to-Date			Annual/Full Year		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	$ (939,409)	$ (457,831)	$ (481,578)	$ 34,590	$ 240,286	$ (205,697)
Beginning Fund Balance	(488,067)	(488,067)		(488,067)	(488,067)	
Ending Fund Balance	$ (1,427,476)	$ (945,898)		$ (453,477)	$ (247,781)	
As a % of Annual Expenses	*-34.6%*	*-21.4%*		*-11.0%*	*-5.6%*	

Cash Balance

- Cash at month end **$1.2M, 31%** of expenses.

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ALLEGIANCE STEAM ACADEMY FONTANA

Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Board approval before June 30	**Local Control and Accountability Plan -** The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2025-2026 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents / Plan Summary / Engaging Educational Partners / Goals and Actions / Increased or Improved Services for Foster Youth, English Learners, and Low-income students / Action Tables / Instructions **The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing.** **LCAP and budget adoption must be at least 1 day after the public hearing.**	ASA with Charter Impact support	Yes	No	https://www.cde.ca.gov/re/lc/
FINANCE	Board approval before June 30	**Submit Preliminary Budget Plan to Authorizer -** Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations**.** **The budget must be presented at the same public meeting as the LCAP, following the budget hearing.** **LCAP and budget adoption must be at least 1 day after the public hearing.**	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/sf/fr/calendar23district.asp
FINANCE	Board approval before June 30	**Education Protection Account (EPA) spending plan -** The governing board is required to approve a spending plan for EPA funds prior to recording allocable expenses for the year. This approval is not required by June 30th but is commonly approved during the annual budget adoption meeting for the upcoming year.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Board approval before June 30	**Complete Consolidated Application reporting - Spring -** The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with ASA support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp
FINANCE	Board approval before June 30	**Prop 28 Annual Report -** This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website. The mandated information for this report includes: The number of full-time equivalent teachers, classified personnel, and teaching aides; The number of pupils served; The number of school sites providing arts education programs with AMS funds.	Charter Impact with ASA support	Yes	No	https://www.cde.ca.gov/eo/in/prop28artsandmusicedfunding.asp
FINANCE	Jun-20	**Certification of the Second Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 20, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/

CHARTER IMPACT

Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jun-30	**School Nutrition Application Due for Community Eligibility or Provision 2 -** School Nutrition Program Provisions 1, 2, 3, and the Community Eligibility Provision are alternative ways for local educational agencies to claim student meals. Provisions are methods for reducing paperwork and other administrative burdens at the local level by simplifying the traditional operating procedures for meal eligibility and meal counting. Schools must apply to participate in Provisions and receive approval from the California Department of Education (CDE) prior to implementation.	ASA	No	No	https://www.cde.ca.gov/ls/nu/sn/cep.asp https://www.cde.ca.gov/ls/nu/sn/provisions.asp
DATA	Jun-30	**Principal Apportionment Data Collection** - End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known.	Charter Impact with ASA support	No	Yes	https://www.cde.ca.gov/fg/aa/pa/index.asp
DATA	Jun-30	**English Language Proficiency Assessment** - Students must be reclassified as fluent English proficient (RFEP) on or before 6/30 per the school's reclassification criteria. Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. General information on how to setup, monitor and report students' RFEP status can be found at the website within the Notes column.	ASA with Charter Impact support	No	No	https://www.cde.ca.gov/sp/el/rd/
FINANCE	Jun-30	**CSFA Charter School Revolving Loan Application** - The CA School Finance Authority's Charter School Revolving Loan Fund provides low-interest loans of up to $250,000 to new charter schools in their first charter term to assist them with meeting the purposes of the school's approved charter. The program is available to any charter school that is not a conversion of an existing public school, and that has not yet completed the full term of its initial charter.	ASA with Charter Impact support	Yes	Yes	http://www.treasurer.ca.gov/csfa/csrlf/index.asp
OPERATIONS	Jun-30	**Approve school calendar and instructional minutes -** 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	ASA with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/aa/pa/lcffitfaq.asp
FINANCE	Jun-30	**Executive School Leadership Review Evaluation –** The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	ASA	Yes	No	This is an IRS requirement for Executive Director positions. If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.
GOVERNANCE	Jun-30	**Review your Homeless Education Policy -** A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	ASA	No	No	https://www.cde.ca.gov/sp/hs/cy/strategies.asp
GOVERNANCE	Jun-30	**Review your Parental Involvement Policy -** Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	ASA	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp

CHARTER IMPACT

Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jul-11	**Federal Stimulus Reporting** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through ESSER III. LEAs are required to report corrections for the period through June 30, 2025.	Charter Impact with ASA support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
DATA TEAM	Jul-25	**CALPADS EOY 1, 2, 3 and 4 certification deadline** - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 7/25/25, with an amendment deadline of 8/8/2025.	ASA	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
DATA TEAM	Jul-31	**2024-25 Local Indicators Dashboard deadline** -The 2025 Dashboard reporting window will be open from June 3, 2025 through July 31, 2025. California School Dashboard Coordinators report their LEA's 2024–25 Local Indicators to the Dashboard on the myCDEconnect unified system. These are the local indicators that will be reported on the 2024 Dashboard. This includes reporting the date that the 2025 local indicator results were reported to the local governing board/body on or before July 1, 2025, at the same meeting at which the Local Control and Accountability Plan (LCAP) is adopted. If an LEA does not submit results within the reporting window, a performance rating of "Standard Not Met" or "Standard Not Met for Two or More Years," as applicable, will appear on the LEA's 2025 Dashboard. For further information regarding Dashboard Coordinators or local indicators, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	ASA	Yes	No	https://www.cde.ca.gov/ta/ac/cm/localindicators.asp
FINANCE	Jul-31	**Federal Cash Management - Period 1 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Jul-31	**Public Charter School Grant Program and Dissemination Grant Program - Qtr 4 -** The California Public Charter Schools Grant Program (PCSGP) Quarterly Expenditure Report (QER) is the accountability document that reflects the dollar amount spent towards work plan activities. A QER is due to the California Department of Education's Charter Schools Division within 30 days of each respective quarter.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/cs/re/pcsgp.asp
GOVERNANCE	Jul-31	**Annual review of organization's Fiscal Policies** - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	Charter Impact with ASA support	Yes	No	

Appendices

As of May 31, 2025

- Cash Flow – Monthly and Annual Forecast

- Statement of Financial Position (Balance Sheet)

- Statement of Cash Flows

- Detailed Month and YTD Budget vs. Actual

- Accounts Payable Aging

- Check Register

- Checks issued over $2K – additional details

Allegiance STEAM Academy - Thrive

Financial Package
May 31, 2025

Presented by:

CHARTER IMPACT

FY24-25 Allegiance STEAM Academy Thrive Chino

Monthly Cash Flow/Forecast FY23-24

Revised 06/20/25

Actuals Through: 5/31/2025

CHARTER IMPACT

ADA = 903.80	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 912.00	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	379,319	379,319	682,774	682,774	682,774	682,774	682,774	632,142	632,140	632,141	632,142	632,142	7,333,216	7,665,684	(332,468)
8012 Education Protection Account	-	-	-	-	45,235	-	45,234	-	-	44,986	-	-	45,305	180,760	182,400	(1,640)
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	(15,708)	(7,854)	-	-	(23,562)	-	(23,562)
8096 In Lieu of Property Taxes	187,780	-	-	-	-	-	-	-	-	-	-	411,764	2,058,821	2,658,365	2,692,434	(34,069)
	187,780	379,319	379,319	682,774	728,009	682,774	728,008	682,774	632,142	661,418	624,287	1,043,906	2,736,268	10,148,779	10,540,518	(391,739)
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	34,280	137,121	171,401	171,401	(0)
8220 Federal Child Nutrition	-	-	24,724	23,197	30,668	18,441	17,887	-	-	-	-	6,787	13,575	135,279	72,095	63,184
8290 Title I, Part A - Basic Low Income	-	-	-	22,969	2,038	-	48,748	-	-	-	-	-	29,361	103,116	88,023	15,093
8291 Title II, Part A - Teacher Quality	-	-	-	7,725	-	-	9,573	-	-	1,777	-	-	(173)	18,902	18,633	269
8296 Other Federal Revenue	-	-	-	3,980	-	-	5,000	-	-	1,020	-	-	-	10,000	10,000	-
	-	-	24,724	57,872	32,705	18,441	81,208	-	-	2,797	-	41,068	179,884	438,698	360,152	78,546
Other State Revenue																
8311 State Special Education	-	-	-	-	69,136	-	124,446	-	124,446	-	62,223	89,662	171,980	641,893	633,155	8,738
8520 Child Nutrition	-	-	5,876	5,594	7,337	4,402	4,248	-	-	-	-	642	1,285	29,383	6,824	22,559
8550 Mandated Cost	-	-	-	-	-	-	18,148	-	-	-	-	-	-	18,148	18,148	(0)
8560 State Lottery	-	-	-	-	-	-	57,979	-	-	73,765	-	-	93,303	225,046	227,088	(2,042)
8598 Prior Year Revenue	-	-	-	-	19,681	-	4,558	-	-	4,323	-	-	-	28,562	-	28,562
8599 Other State Revenue	-	-	7,514	(7,514)	-	-	1,047,258	-	(156,786)	(6,520)	-	452,621	-	1,336,573	820,020	516,553
	-	-	13,390	(1,920)	96,154	4,402	1,256,636	-	(32,340)	71,568	62,223	542,926	266,568	2,279,606	1,705,235	574,371
Other Local Revenue																
8660 Interest Revenue	773	773	773	773	773	773	488	7,622	489	517	490	-	-	14,246	-	14,246
8690 Other Local Revenue	-	-	-	-	-	-	114,820	-	-	1,110	-	308,647	-	424,577	-	424,577
8689 Other Fees and Contracts	-	-	-	-	50	-	-	-	-	-	-	-	-	50	-	50
8699 School Fundraising	-	-	7,468	-	9,946	(766)	6,968	-	24,422	-	7,097	-	-	55,134	-	55,134
8990 Contributions, Restricted	22,025	-	(22,025)	-	-	-	-	-	-	-	-	-	-	-	-	-
	22,798	773	(13,784)	773	10,770	7	122,276	7,622	24,911	1,627	7,587	308,647	-	494,007	-	494,007
Total Revenue	210,579	380,092	403,649	739,499	867,638	705,624	2,188,128	690,396	624,713	737,409	694,097	1,936,546	3,182,719	13,361,090	12,605,905	755,185
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	15,719	368,432	360,435	361,326	368,803	371,357	374,865	368,558	364,921	362,357	368,128	353,691	-	4,038,592	3,764,807	(273,785)
1170 Teachers' Substitute Hours	-	19,384	19,103	26,873	17,909	17,267	27,943	21,105	22,388	33,247	25,828	9,291	-	240,337	150,200	(90,137)
1175 Teachers' Extra Duty/Stipends	-	183	3,600	8,614	28,656	6,712	11,356	51,284	16,490	38,223	48,183	5,455	-	218,756	50,000	(168,756)
1200 Pupil Support Salaries	30,141	51,417	48,099	47,140	46,544	48,795	60,156	62,604	62,453	51,463	52,048	48,387	-	609,248	593,396	(15,851)
1300 Administrators' Salaries	62,357	69,957	65,404	77,454	70,573	68,823	72,914	78,153	79,523	68,920	68,053	78,915	-	861,045	786,198	(74,847)
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	1,042	-	1,042	12,500	11,458
	108,217	509,372	496,642	521,406	532,485	512,955	547,233	581,705	545,775	554,210	562,240	496,780	-	5,969,019	5,357,102	(611,917)
Classified Salaries																
2100 Instructional Salaries	5,949	96,142	86,769	105,005	80,104	65,369	85,355	85,775	83,247	113,787	87,234	-	-	894,735	915,188	20,452
2200 Support Salaries	19,236	32,210	32,950	35,186	29,373	30,151	32,876	32,161	32,624	31,567	29,000	-	-	337,334	419,016	81,682
2300 Classified Administrators' Salaries	6,628	6,628	4,419	7,070	7,070	7,070	7,070	6,091	7,070	7,070	7,070	7,070	-	80,326	78,750	(1,576)
2400 Clerical and Office Staff Salaries	28,508	36,658	29,306	36,174	42,310	43,942	43,958	42,984	43,980	42,264	39,237	40,981	-	470,303	554,895	84,592
2900 Other Classified Salaries	25	5,039	5,034	5,074	25	-	-	-	-	-	-	243	-	15,441	43,800	28,359
	60,345	176,677	158,478	188,509	158,882	146,532	169,260	167,012	166,921	194,687	162,541	48,295	-	1,798,139	2,011,648	213,509
Benefits																
3101 STRS	20,546	96,594	92,677	92,986	94,002	92,128	72,561	103,568	98,089	102,281	104,016	88,448	-	1,057,895	1,023,206	(34,688)
3202 PERS	16,310	44,507	37,853	46,226	38,980	35,365	41,538	42,146	40,886	49,392	40,055	15,120	-	448,379	544,151	95,772
3301 OASDI	3,675	10,972	9,752	11,677	9,652	9,161	10,509	10,592	10,425	12,609	10,233	3,466	-	112,724	124,722	11,999
3311 Medicare	2,382	9,713	9,217	10,034	9,747	9,258	10,114	10,532	10,056	10,568	10,195	7,780	-	109,597	106,847	(2,750)
3401 Health and Welfare	20,159	40,326	54,158	19,903	17,331	29,280	9,219	28,876	30,514	42,000	8,535	49,375	-	349,678	645,000	295,322
3501 State Unemployment	560	2,971	767	777	506	2,020	24,362	4,930	2,913	2,778	1,018	3,118	-	46,721	65,783	19,063
3601 Workers' Compensation	-	31,842	7,961	7,961	(4,632)	23,399	6,162	6,162	6,162	6,162	-	7,511	-	98,688	103,162	4,474
	63,633	236,926	212,385	189,564	165,586	200,610	174,464	206,806	199,045	225,791	174,054	174,817	-	2,223,680	2,612,872	389,192

FY24-25 Allegiance STEAM Academy Thrive Chino

Monthly Cash Flow/Forecast FY23-24

Revised 06/20/25

Actuals Through: 5/31/2025

CHARTER IMPACT

ADA = 903.80		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	8,034	323,100	-	689	14,829	-	-	-	-	-	43	-	-	346,695	74,800	(271,895)
4200	Books and Other Materials	-	254	-	1,620	424	-	-	-	-	-	-	-	-	2,299	17,400	15,101
4302	School Supplies	-	966	6,140	11,469	477	765	1,965	595	3,479	760	-	6,678	-	33,295	66,400	33,105
4305	Software	56,596	25,960	3,556	21,406	7,247	21,185	25,744	1,980	891	24,646	1,980	12,977	-	204,167	116,600	(87,567)
4310	Office Expense	-	494	3,302	12,157	215	5,150	911	1,186	4,596	1,932	968	9,776	-	40,687	85,400	44,713
4311	Business Meals	-	-	14	45	77	-	-	-	-	-	-	418	-	553	3,400	2,847
4400	Noncapitalized Equipment	-	-	147	-	67,667	-	4,000	-	-	-	2,107	-	-	73,921	36,818	(37,103)
4700	Food Services	-	234	30,600	28,791	41,436	22,875	10,872	-	-	-	247	6,788	-	141,843	78,919	(62,924)
		64,630	351,008	43,758	76,178	132,373	49,975	43,493	3,760	8,966	27,338	5,345	36,636	-	843,460	479,737	(363,723)
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	14	-	14	100	86
5102	Special Education	33,111	23,129	9,700	70,014	17,848	57,947	51,675	3,960	78,774	43,579	66,205	30,792	-	486,734	400,100	(86,634)
5103	Substitute Teacher	-	3,009	6,889	26,596	16,591	19,157	21,107	12,674	23,998	18,712	14,783	19,160	-	182,676	188,900	6,224
5104	Transportation	-	-	1,928	-	-	-	-	-	3,225	-	-	-	-	5,152	200	(4,952)
5106	Other Educational Consultants	-	-	-	-	-	-	124,993	51,075	26,199	17,680	51,797	6,964	-	278,708	-	(278,708)
		33,111	26,138	18,517	96,610	34,439	77,104	197,775	70,934	128,970	79,971	132,785	56,930	-	953,285	589,300	(363,985)
Operations and Housekeeping																	
5201	Auto and Travel	-	101	-	2,243	(104)	51	102	335	417	463	365	1,580	-	5,553	13,400	7,847
5300	Dues & Memberships	-	18,720	4,998	(123)	-	-	-	-	-	-	475.00	44.51	-	24,115	18,600	(5,515)
5400	Insurance	-	74,299	18,574	18,574	(5,982)	15,066	15,066	15,066	15,066	15,067	-	6,111	-	186,909	158,700	(28,209)
5501	Utilities	-	-	-	-	-	-	-	-	-	-	152,287	8,558	(58,145)	102,700	103,600	900
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	443	-	443	3,200	2,757
5531	ASB Fundraising Expense	-	1,013	-	-	500	-	5,934	-	-	-	-	-	-	7,447	300	(7,147)
5900	Communications	-	-	89	783	-	-	-	-	-	-	-	11,018	-	11,891	78,000	66,109
5901	Postage and Shipping	-	-	-	25	-	11	-	-	-	-	-	182	-	217	1,300	1,083
		-	94,132	23,661	21,503	(5,586)	15,128	21,103	15,401	15,484	15,530	153,126	27,937	(58,145)	339,275	377,100	37,825
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	-	578	-	26,700	-	-	-	5,293	-	-	-	5,417	-	37,988	65,800	27,812
5610	Repairs and Maintenance	-	450	-	-	-	-	-	-	-	-	-	136	-	586	1,400	814
		-	1,028	-	26,700	-	-	-	5,293	-	-	-	5,553	-	38,574	67,200	28,626
Professional/Consulting Services																	
5801	IT	8,259	7,483	9,274	7,522	8,959	7,597	7,459	7,625	7,459	7,459	7,597	7,243	-	93,936	93,100	(836)
5802	Audit & Taxes	-	-	-	-	-	-	-	-	12,609	-	-	-	-	12,609	30,000	17,391
5803	Legal	-	1,614	37,217	12,771	468	-	-	-	-	23,464	3,546	519	-	79,599	50,100	(29,499)
5804	Professional Development	-	-	1,800	7,039	900	20,892	25,904	72	6,964	-	7,280	9,842	-	80,693	47,400	(33,293)
5805	General Consulting	2,550	10,985	-	2,313	-	-	12,123	1,006	-	2,000	31,579	4,136	-	66,691	45,200	(21,491)
5806	Special Activities/Field Trips	-	-	26,527	2,355	9,710	799	14,542	114	4,176	11,394	1,575	-	-	71,191	44,300	(26,891)
5807	Bank Charges	-	35	-	-	-	-	-	-	-	-	-	66	-	101	500	399
5808	Printing	-	-	3,250	2,305	-	1,800	6,480	1,187	-	440	8,379.20	-	-	23,842	1,300	(22,542)
5809	Other taxes and fees	-	2,150	-	75	-	-	-	1,090	-	813	-	539	-	4,667	6,100	1,433
5810	Payroll Service Fee	2,082	4,590	-	1,316	4,331	3,126	3,379	3,379	-	6,874	-	1,117	-	30,193	13,500	(16,693)
5811	Management Fee	23,636	25,539	24,406	27,759	33,101	30,006	25,750	24,895	5,257	55,482	2,184	21,361	-	299,374	242,923	(56,451)
5812	District Oversight Fee	-	-	-	-	-	-	-	-	-	-	-	31,317	273,146	304,463	316,216	11,752
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	457	-	457	3,200	2,743
		36,527	52,396	102,473	63,453	57,468	64,220	95,636	39,368	36,466	107,926	62,140	76,598	273,146	1,067,817	893,839	(173,978)
Depreciation																	
6900	Depreciation Expense	2,525	2,525	2,525	2,525	22,749	3,334	3,334	3,334	3,334	3,334	3,334	3,334	-	56,190	28,600	(27,590)
		2,525	2,525	2,525	2,525	22,749	3,334	3,334	3,334	3,334	3,334	3,334	3,334	-	56,190	28,600	(27,590)
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		368,987	1,450,203	1,058,438	1,186,449	1,098,397	1,069,858	1,252,298	1,093,613	1,104,961	1,208,788	1,255,565	926,880	215,001	13,289,438	12,417,397	(872,040)
Monthly Surplus (Deficit)		(158,409)	(1,070,110)	(654,789)	(446,949)	(230,759)	(364,234)	935,830	(403,217)	(480,248)	(471,379)	(561,469)	1,009,666	2,967,718	71,653	188,508	(116,855)

FY24-25 Allegiance STEAM Academy Thrive Chino

Monthly Cash Flow/Forecast FY23-24

Revised 06/20/25

Actuals Through: 5/31/2025

ADA = 903.80

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(158,409)	(1,070,110)	(654,789)	(446,949)	(230,759)	(364,234)	935,830	(403,217)	(480,248)	(471,379)	(561,469)	1,009,666	2,967,718	**71,653**		
Cash flows from operating activities																
Depreciation/Amortization	2,525	2,525	2,525	2,525	22,749	3,334	3,334	3,334	3,334	3,334	3,334	3,334	-	**56,190**		
Public Funding Receivables	3,306,067	(372,810)	409,285	(717,449)	826,508	(682,774)	456,692	(682,774)	281,072	632,142	-	336,609	(3,182,719)	**609,849**		
Grants and Contributions Rec.	(1,105)	(18,779)	13,113	(3,450)	9,116	-	-	-	-	-	(21,333)	-	-	**(22,438)**		
Due To/From Related Parties	(77,835)	(279,759)	(199,147)	(92,942)	286,613	(154,086)	240,161	58,344	281,855	23,091	2,965	150,000	-	**239,259**		
Prepaid Expenses	(65,723)	79,606	-	-	(21,547)	(6,931)	(23,124)	51,602	(17,001)	16,439	21,070	-	-	**34,391**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	55,202	(25,196)	(45,786)	52,395	(12,979)	(14,324)	128,560	(149,882)	(1,850)	(2,099)	86,523	-	215,001	**285,563**		
Accrued Expenses	(293,912)	173,709	(45,802)	(116,314)	(103,862)	(69,677)	89,465	(75,836)	53,624	(46,705)	(37,311)	-	-	**(472,620)**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	75,191	(6,509)	346,044	(137,486)	113,124	54,000	(710,091)	-	31,895	151,478	56,491	(1,034,668)	(1,060,532)	**(1,060,532)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	(48,538)	-	-	-	-	-	-	-	-	**(48,538)**		
Total Change in Cash	2,842,000	(1,517,323)	(174,556)	(1,459,670)	840,425	(1,234,691)	1,120,828	(1,198,429)	152,680	306,300	(449,730)	464,941				
Cash, Beginning of Month	1,668,069	4,510,069	2,992,746	2,818,190	1,358,520	2,198,945	964,254	2,085,082	886,653	1,039,333	1,345,634	895,904				
Cash, End of Month	4,510,069	2,992,746	2,818,190	1,358,520	2,198,945	964,254	2,085,082	886,653	1,039,333	1,345,634	895,904	1,360,846				

FY24-25 Allegiance STEAM Academy Thrive - Fontana

Monthly Cash Flow/Forecast FY23-24

Revised 6/20/25

Actuals Through: 5/31/2025

CHARTER IMPACT

ADA = 229.66

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 275.50	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	107,511	107,511	193,520	193,520	193,520	193,520	193,520	267,040	267,040	267,037	267,040	267,041	2,517,820	3,025,924	(508,105)
8012	Education Protection Account	-	-	-	-	9,738	-	9,738	-	-	-	14,942	-	11,512	45,930	55,100	(9,170)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	(1,650)	-	-	(1,650.00)	-	(1,650.00)
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	23,908	119,542	143,450	173,358	(29,908)
		-	107,511	107,511	193,520	203,258	193,520	203,258	193,520	267,040	267,040	280,329	290,948	398,095	2,705,550	3,254,383	(548,833)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	6,412	25,649	32,061	33,088	(1,027)
8220	Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	1,968	3,936	5,905	24,979	(19,075)
8294	Title V, Part B - PCSG	-	-	-	-	-	-	158,419	-	-	2,330	-	150,740		311,490	348,763	(37,273)
		-	-	-	-	-	-	158,419	-	-	2,330	-	159,121	29,585	349,455	406,830	(57,375)
Other State Revenue																	
8311	State Special Education	-	-	-	-	15,388	-	27,698	-	27,698	-	13,849	19,991	38,419	143,043	138,191	4,852
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	186	373	559	2,364	(1,805)
8550	Mandated Cost	-	-	-	-	-	-	3,907	-	-	-	-	-		3,907	3,907	0
8560	State Lottery	-	-	-	-	-	-	12,652	-	-	-	16,097	-	28,436	57,185	68,600	(11,414)
8598	Prior Year Revenue	-	-	-	-	-	-	4,804	-	-	(1,543)	943	-		4,205		4,204.53
8599	Other State Revenue	-	-	-	-	-	-	112,996	-	1,376	(1,376)	-	29,061		142,057	295,772	(153,715)
		-	-	-	-	15,388	-	162,057	-	29,074	(2,919)	30,889	49,238	67,227	350,956	508,833	(157,878)
Other Local Revenue																	
8690	Other Local Revenue	-	-	-	-	-	300,000	130,175	-	-	-	-	304,183	-	734,358	-	734,358
8699	School Fundraising	-	-	1,716	-	1,427	-	1,391	-	5,505	7,988	166	-	-	18,193	-	18,193
8990	Contributions, Restricted	22,025	-	(22,025)	-	-	-	-	-	-	0	0		-	-	500,000	(500,000)
		22,025	-	(20,309)	-	1,427	300,000	131,566	-	5,505	7,988	166	304,183	-	752,551	500,000	252,551
Total Revenue		22,025	107,511	87,202	193,520	220,073	493,520	655,300	193,520	301,619	274,440	311,384	803,490	494,908	4,158,512	4,670,046	(511,534)
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	2,045	108,798	103,753	99,876	96,083	96,991	97,151	86,841	82,927	82,917	86,040	90,971	-	1,034,392	995,096	(39,296)
1170	Teachers' Substitute Hours	-	6,405	6,100	9,047	8,525	7,048	11,621	13,107	12,454	22,870	17,816	4,692	-	119,686	100,091	(19,595)
1175	Teachers' Extra Duty/Stipends	-	5,250	800	578	3,731	4,248	111	11,598	1,210	20,271	5,844	2,083	-	55,724	25,000	(30,724)
1200	Pupil Support Salaries	10,052	24,946	31,012	28,540	26,137	28,172	33,323	26,754	26,367	23,874	24,023	19,253	-	302,453	242,829	(59,624)
1300	Administrators' Salaries	17,536	19,436	28,779	11,938	11,512	11,512	12,562	13,065	11,787	8,943	8,943	24,250	-	180,261	284,066	103,805
		29,632	164,836	170,444	149,978	145,988	147,970	154,769	151,365	134,746	158,874	142,665	141,249	-	1,692,516	1,647,082	(45,434)
Classified Salaries																	
2100	Instructional Salaries	131	29,214	22,703	29,524	19,937	17,322	26,334	25,651	21,637	32,252	22,145	-	-	246,850	249,773	2,924
2200	Support Salaries	4,596	11,543	7,445	7,905	6,565	7,007	5,666	4,639	4,637	4,640	3,977	7,295	-	75,915	114,730	38,815
2300	Classified Administrators' Salaries	2,209	2,209	4,419	1,768	1,768	1,768	1,768	2,746	1,768	1,768	1,768	1,750	-	25,706	26,250	544
2400	Clerical and Office Staff Salaries	19,372	23,089	28,030	22,568	20,683	20,275	19,733	19,263	19,155	19,844	19,156	13,888	-	245,057	198,789	(46,268)
2900	Other Classified Salaries	-	1,722	1,889	2,207	879	819	-	-	-	-	-	-	-	7,515.83	-	(7,515.83)
		26,308	67,778	64,486	63,972	49,832	47,190	53,501	52,300	47,197	58,503	47,045	22,933	-	601,044	589,543	(11,502)
Benefits																	
3101	STRS	5,660	28,958	30,337	30,569	31,333	30,449	23,561	24,802	22,066	26,549	24,162	25,293	-	303,740	314,593	10,853
3202	PERS	7,116	19,763	19,865	19,597	15,869	15,188	16,850	17,538	15,403	20,208	15,528	5,514	-	188,439	159,471	(28,968)
3301	OASDI	1,626	5,084	4,589	4,618	3,670	3,523	3,944	4,123	3,700	5,085	3,836	1,264	-	45,062	36,552	(8,510)
3311	Medicare	804	3,360	3,365	3,089	2,811	2,807	3,004	2,934	2,621	3,134	2,726	2,202	-	32,855	32,431	(424)
3401	Health and Welfare	14,795	26,395	17,154	8,537	7,642	15,364	9,963	12,688	11,829	15,466	8,076	20,042	-	167,951	227,500	59,549
3501	State Unemployment	2	1,789	461	422	305	804	7,647	1,712	633	615	211	1,176	-	15,778	23,520	7,742
3601	Workers' Compensation	-	-	-	-	10,783	5,850	1,540	1,540	1,540	1,541	-	76	-	22,870	1,118	(21,752)
		30,003	85,349	75,773	66,832	72,413	73,984	66,509	65,336	57,791	72,598	54,539	55,566	-	776,694	795,185	18,491

FY24-25 Allegiance STEAM Academy Thrive - Fontana

Monthly Cash Flow/Forecast FY23-24

Revised 6/20/25

Actuals Through: 5/31/2025

ADA = 229.66

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	7,021	-	355	2,235	-	-	-	-	-	-	-	-	9,611	81,688	72,077
4200	Books and Other Materials	-	-	-	405	-	-	2,315	-	-	-	-	-	-	2,720	3,342	622
4302	School Supplies	-	73	992	6,616	694	124	856	-	835	472	460	1,892	-	13,014	25,100	12,086
4305	Software	-	4,535	765	7,427	25,999	5,396	17,426	1,980	-	6,162	1,880	1,000	-	72,570	103,500	30,930
4310	Office Expense	-	5,630	-	732	(500)	6	-	-	592	-	-	604	-	7,064	18,500	11,436
4311	Business Meals	-	-	40	35	-	-	-	-	298	300	-	65	-	738	400	(338)
4400	Noncapitalized Equipment	-	-	90,234	-	(65,162)	-	756	-	-	-	-	-	-	25,828	127,600	101,772
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	808	-	808	27,344	26,536
		-	17,259	92,031	15,570	(36,733)	5,526	21,352	1,980	1,726	6,934	2,340	4,369	-	132,353	387,474	255,120
Subagreement Services																	
5102	Special Education	-	-	-	14,744	-	-	16,328	-	11,648	7,848	5,824	6,086	-	62,478	71,500	9,022
5103	Substitute Teacher	-	10,934	3,700	9,654	5,440	8,789	8,903	2,777	9,255	7,715	6,165	2,899	-	76,231	182,900	106,669
5106	Other Educational Consultants	-	-	13,650	10,529	-	22,638	-	720	10,927	34,411	-	1,000	-	93,875	175,189	81,314
		-	10,934	17,350	34,927	5,440	31,427	25,231	3,497	31,830	49,974	11,989	9,985	-	232,584	429,589	197,005
Operations and Housekeeping																	
5201	Auto and Travel	-	101	-	774	566	246	26	242	166	103	91	237	-	2,554	5,400	2,846
5300	Dues & Memberships	-	5,363	5,198	(3,373)	-	-	-	-	-	-	-	-	-	7,188	4,400	(2,788)
5400	Insurance	-	-	-	-	26,366	3,767	3,767	3,767	3,767	3,767	-	1,820	-	47,020	-	(47,020)
5900	Communications	-	-	200	6,388	-	-	-	7,920	-	4,077	-	823	-	19,407	14,700	(4,707)
5901	Postage and Shipping	-	-	30	-	-	-	-	-	-	-	-	-	-	30	-	(29.99)
		-	5,463	5,427	3,789	26,933	4,013	3,792	11,929	3,933	7,947	91	2,880	-	76,198	24,500	(51,698)
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	-	2,258	1,803	5,457	-	726	2,004	-	1,197	-	-	604	-	14,050	9,500	(4,550)
		-	2,258	1,803	5,457	-	726	2,004	-	1,197	-	-	604	-	14,050	9,500	(4,550)
Professional/Consulting Services																	
5801	IT	4,766	4,941	4,941	4,866	5,916	4,941	4,866	4,866	4,866	4,866	4,866	3,847	-	58,548	37,900	(20,648)
5802	Audit & Taxes	-	-	-	-	-	-	-	-	3,152	-	-	-	-	3,152.31	-	(3,152.31)
5803	Legal	-	-	12,648	9,690	14,153	-	25,827	-	-	442	-	-	-	62,759	5,600	(57,159)
5804	Professional Development	-	-	13,928	12,964	900	6,964	11,699	2,868	6,964	-	12,085	1,909	-	70,281	25,900	(44,381)
5805	General Consulting	900	3,150	-	1,500	-	-	2,790	-	-	-	9,900	3,212	-	21,452	119,400	97,948
5806	Special Activities/Field Trips	-	1,200	6,050	770	3,410	2,003	3,493	28	-	3,707	-	-	-	20,661	400	(20,261)
5808	Printing	-	-	-	3	-	2,384	(1,744)	-	199	2,859	3,703	31	-	7,436	800	(6,636)
5809	Other taxes and fees	-	400	-	-	-	-	-	257	134	20	-	319	-	1,129	2,950	1,821
5810	Payroll Service Fee	-	-	-	-	-	1,098	845	845	-	1,718	-	-	-	4,506.24	-	(4,506.24)
5811	Management Fee	8,756	8,756	8,756	8,756	(7,933)	8,756	8,016	7,821	1,371	13,190	546	7,340	-	74,130	88,206	14,076
5812	District Oversight Fee	-	-	-	-	-	21,223	21,223	-	123,156	21,223	-	21,223	46,624	254,670	224,254	(30,416)
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	175	175	700	525
5815	Public Relations/Recruitment	-	-	-	-	-	3,990	(1,425)	-	-	350	-	77	-	2,992	2,950	(42)
		14,422	18,447	46,323	38,549	16,446	51,359	75,589	16,685	139,842	48,375	31,100	37,957	46,799	581,892	509,060	(72,833)
Depreciation																	
6900	Depreciation Expense	2,379	2,379	2,379	2,379	(18,654)	1,570	1,570	1,570	1,570	1,570	1,570	1,570	-	1,856	28,552	26,696
		2,379	2,379	2,379	2,379	(18,654)	1,570	1,570	1,570	1,570	1,570	1,570	1,570	-	1,856	28,552	26,696
Interest																	
7438	Interest Expense	773	773	773	773	773	773	488	7,622	489	517	490	488	-	14,734	9,276	(5,458)
		773	773	773	773	773	773	488	7,622	489	517	490	488	-	14,734	9,276	(5,458)
Total Expenses		103,519	375,476	476,790	382,227	262,438	364,540	404,807	312,284	420,321	405,291	291,830	277,600	46,799	4,123,922	4,429,760	305,838
Monthly Surplus (Deficit)		(81,494)	(267,965)	(389,588)	(188,707)	(42,365)	128,980	250,493	(118,764)	(118,703)	(130,852)	19,554	525,890	448,109	34,589	240,286	(205,697)

FY24-25 Allegiance STEAM Academy Thrive - Fontana

CHARTER IMPACT

Monthly Cash Flow/Forecast FY23-24

Revised 6/20/25

Actuals Through: 5/31/2025

ADA = 229.66	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(81,494)	(267,965)	(389,588)	(188,707)	(42,365)	128,980	250,493	(118,764)	(118,703)	(130,852)	19,554	525,890	448,109	**34,589**		
Cash flows from operating activities																
Depreciation/Amortization	2,379	2,379	2,379	2,379	(18,654)	1,570	1,570	1,570	1,570	1,570	1,570	1,570	-	**1,856**		
Public Funding Receivables	33,687	(107,511)	317,015	(193,520)	208,266	6,480	127,162	(193,520)	(63,847)	(267,827)	534,080	314,345	(494,908)	**219,901**		
Grants and Contributions Rec.	-	-	(200)	200	7,646	(2,258)	-	-	-	-	-	-	-	**5,388**		
Due To/From Related Parties	77,835	279,759	199,147	92,942	(286,613)	154,086	(240,161)	(58,344)	(281,855)	(23,091)	(2,965)	(150,000)	-	**(239,260)**		
Prepaid Expenses	-	-	-	-	-	(11,090)	(2,959)	14,050	(2,587)	-	2,312	-	-	**(275)**		
Accounts Payable	(14,440)	9,881	(2,531)	(3,661)	(3,154)	4,003	31,983	(36,424)	496	1,046	9,214	-	46,799	**43,212**		
Accrued Expenses	-	41,247	(11,868)	11,682	12,410	(3,798)	(6,889)	48,846	6,105	38,923	5,332	-	-	**141,989**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	86,465	145,000	27,272	-	(96,317)	-	20,786	(6,512)	55,961	(232,655)	-	**(0)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	48,538	-	-	-	-	-	-	-	-	**48,538**		
Total Change in Cash	17,968	(42,209)	200,818	(133,686)	(46,653)	277,973	64,881	(342,586)	(438,034)	(386,743)	625,059	459,149				
Cash, Beginning of Month	1,486,728	1,504,696	1,462,487	1,663,305	1,529,619	1,482,966	1,760,939	1,825,820	1,483,234	1,045,200	658,457	1,283,516				
Cash, End of Month	1,504,696	1,462,487	1,663,305	1,529,619	1,482,966	1,760,939	1,825,820	1,483,234	1,045,200	658,457	1,283,516	1,742,666				

Allegiance STEAM Academy - Thrive

Statement of Financial Position

May 31, 2025

	Allegiance STEAM Academy - Chino	Allegiance STEAM Academy - Fontana	Combined
Assets			
Current Assets			
Total Cash & Cash Equivalents	$ 895,903	$ 1,283,517	$ 2,179,421
Accounts Receivable	22,733	(5,388)	17,345
Public Funding Receivables	336,609	314,345	650,954
Due To/From Related Parties	2,542,457	(2,542,457)	-
Prepaid Expenses	1,312	275	1,587
Total Current Assets	**3,799,015**	**(949,708)**	**2,849,307**
Long-Term Assets			
Property & Equipment, Net	721,366	51,749	773,115
Total Long Term Assets	**721,366**	**51,749**	**773,115**
Total Assets	**$ 4,520,381**	**$ (897,958)**	**$ 3,622,422**
Liabilities			
Current Liabilities			
Accounts Payable	$ 86,282	$ (6,981)	$ 79,300
Accrued Liabilities	775,859	303,844	1,079,703
Deferred Revenue	1,034,668	232,655	1,267,324
Lease Liability	25,334	-	25,334
Total Current Liabilities	**1,922,144**	**529,517**	**2,451,661**
Other Long-Term Liabilities	52,708	-	52,708
Total Long-Term Liabilities	**52,708**	**-**	**52,708**
Total Liabilities	**1,974,851**	**529,517**	**2,504,369**
Total Net Assets	2,545,530	(1,427,476)	1,118,054
Total Liabilities and Net Assets	**$ 4,520,381**	**$ (897,958)**	**$ 3,622,422**

Allegiance STEAM Academy - Thrive

Statement of Cash Flows

For the period ended May 31, 2025

	Allegiance STEAM Academy - Chino	Allegiance STEAM Academy - Fontana	Month Ended 05/31/25
Cash Flows from Operating Activities			
Change in Net Assets	$ (561,469)	$ 19,554	$ (541,914)
Adjustments to reconcile change in net assets to net cash flows from operating activities:			
Depreciation	3,334	1,570	4,905
Public Funding Receivables	-	534,080	534,080
Grants, Contributions & Pledges Receivable	(21,333)	-	(21,333)
Due from Related Parties	2,965	(2,965)	-
Prepaid Expenses	21,070	2,312	23,381
Accounts Payable	86,523	9,214	95,737
Accrued Expenses	(37,311)	5,332	(31,978)
Deferred Revenue	56,491	55,961	112,452
Total Cash Flows from Operating Activities	**(449,730)**	**625,059**	**175,330**
Change in Cash & Cash Equivalents	(449,730)	625,059	175,330
Cash & Cash Equivalents, Beginning of Period	1,345,633	658,458	2,004,091
Cash and Cash Equivalents, End of Period	**$ 895,903**	**$ 1,283,517**	**$ 2,179,421**

Allegiance STEAM Academy - Chino

Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 632,141	$ 696,670	$ (64,529)	$ 6,068,931	$ 6,272,343	$ (203,412)	$ 7,665,684
Education Protection Account	-	-	-	135,455	136,800	(1,345)	182,400
State Aid - Prior Year	(7,854)	-	(7,854)	(23,562)	-	(23,562)	-
In Lieu of Property Taxes	-	190,557	(190,557)	187,780	2,311,321	(2,123,541)	2,692,434
Total State Aid - Revenue Limit	624,287	887,227	(262,940)	6,368,604	8,720,464	(2,351,860)	10,540,518
Federal Revenue							
Special Education - Entitlement	-	15,577	(15,577)	-	140,247	(140,247)	171,401
Federal Child Nutrition	-	6,849	(6,849)	114,916	51,548	63,368	72,095
Title I, Part A - Basic Low Income	-	-	-	73,755	88,023	(14,268)	88,023
Title II, Part A - Teacher Quality	-	-	-	19,075	18,633	442	18,633
Other Federal Revenue	-	-	-	10,000	5,000	5,000	10,000
Total Federal Revenue	-	22,426	(22,426)	217,746	303,451	(85,704)	360,152
Other State Revenue							
State Special Education	62,223	57,542	4,681	380,251	518,071	(137,820)	633,155
State Child Nutrition	-	648	(648)	27,456	4,879	22,577	6,824
Mandated Cost	-	-	-	18,148	18,148	(0)	18,148
State Lottery	-	-	-	131,743	112,634	19,109	227,088
Prior Year Revenue	-	-	-	28,562	-	28,562	-
Other State Revenue	-	-	-	883,952	615,015	268,937	820,020
Total Other State Revenue	62,223	58,190	4,033	1,470,113	1,268,747	201,366	1,705,235
Other Local Revenue							
Interest Revenue	490	-	490	14,246	-	14,246	-
Other Fees and Contracts	-	-	-	50	-	50	-
Other Local Revenue	-	-	-	115,930	-	115,930	-
School Fundraising	7,097	-	7,097	55,134	-	55,134	-
Total Other Local Revenue	7,587	-	7,587	185,360	-	185,360	-
Total Revenues	**694,097**	**967,844**	**(273,747)**	**8,241,824**	**10,292,661**	**(2,050,837)**	**12,605,905**
Expenses							
Certificated Salaries							
Teachers' Salaries	368,128	342,255	(25,873)	3,684,901	3,422,552	(262,349)	3,764,807
Teachers' Substitute Hours	25,828	13,655	(12,173)	231,046	136,546	(94,500)	150,200
Teachers' Extra Duty/Stipends	48,183	4,545	(43,637)	213,301	45,455	(167,847)	50,000
Pupil Support Salaries	52,048	51,895	(154)	560,861	541,502	(19,359)	593,396
Administrators' Salaries	68,053	65,517	(2,536)	782,130	720,682	(61,448)	786,198
Other Certificated Salaries	-	1,042	1,042	-	11,458	11,458	12,500
Total Certificated Salaries	562,240	478,908	(83,332)	5,472,239	4,878,194	(594,045)	5,357,102
Classified Salaries							
Instructional Salaries	87,234	91,519	4,285	894,735	915,188	20,452	915,188
Support Salaries	29,000	37,498	8,498	337,334	391,003	53,669	419,015
Supervisors' and Administrators' Salaries	7,070	6,563	(508)	73,256	72,188	(1,069)	78,750
Clerical and Office Staff Salaries	39,237	46,659	7,422	429,321	508,236	78,914	554,894
Other Classified Salaries	-	4,331	4,331	15,197	43,557	28,359	43,800
Total Classified Salaries	162,541	186,570	24,029	1,749,844	1,930,170	180,326	2,011,648
Benefits							
State Teachers' Retirement System, certificated positions	104,016	91,471	(12,545)	969,447	931,735	(37,712)	1,023,206
Public Employees' Retirement System, classified positions	40,055	50,467	10,412	433,259	522,111	88,852	544,151
OASDI/Medicare/Alternative, certificated positions	10,233	11,567	1,334	109,258	119,671	10,413	124,722
Medicare/Alternative, certificated positions	10,195	9,649	(546)	101,818	98,721	(3,096)	106,847
Health and Welfare Benefits, certificated positions	8,535	53,750	45,215	300,303	591,250	290,947	645,000
State Unemployment Insurance, certificated positions	1,018	3,289	2,271	43,603	62,494	18,891	65,783
Workers' Compensation Insurance, certificated positions	-	9,317	9,317	91,177	95,317	4,140	103,162
Total Benefits	174,054	229,511	55,458	2,048,864	2,421,299	372,435	2,612,872

Allegiance STEAM Academy - Chino

Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	43	-	(43)	346,695	74,800	(271,895)	74,800
Books and Reference Materials	-	-	-	2,299	17,400	15,101	17,400
School Supplies	-	5,533	5,533	26,617	60,867	34,249	66,400
Software	1,980	9,717	7,737	191,191	106,883	(84,308)	116,600
Office Expense	968	7,117	6,149	30,911	78,283	47,372	85,400
Business Meals	-	283	283	135	3,117	2,982	3,400
Noncapitalized Equipment	2,107	-	(2,107)	73,921	36,818	(37,103)	36,818
Food Services	247	7,174	6,928	135,055	71,745	(63,311)	78,919
Total Books & Supplies	5,345	29,824	24,480	806,824	449,913	(356,911)	479,737
Subagreement Services							
Nursing	-	8	8	-	92	92	100
Special Education	66,205	36,373	(29,832)	455,943	363,727	(92,215)	400,100
Substitute Teacher	14,783	17,173	2,390	163,516	171,727	8,211	188,900
Transportation	-	18	18	5,152	182	(4,970)	200
Other Educational Consultants	51,797	-	(51,797)	271,744	-	(271,744)	-
Total Subagreement Services	132,785	53,572	(79,213)	896,355	535,728	(360,627)	589,300
Operations & Housekeeping							
Auto and Travel	365	1,218	854	3,973	12,182	8,208	13,400
Dues & Memberships	475	1,550	1,075	24,070	17,050	(7,020)	18,600
Insurance	-	13,225	13,225	180,798	145,475	(35,323)	158,700
Utilities	152,287	8,633	(143,653)	152,287	94,967	(57,320)	103,600
Janitorial Services	-	267	267	-	2,933	2,933	3,200
ASB Fundraising Expense	-	25	25	7,447	275	(7,172)	300
Communications	-	6,500	6,500	873	71,500	70,627	78,000
Postage and Shipping	-	130	130	35	1,170	1,135	1,300
Total Operations & Housekeeping	153,126	31,548	(121,578)	369,483	345,552	(23,931)	377,100
Facilities, Repairs & Other Leases							
Equipment Leases	-	5,483	5,483	32,570	60,317	27,746	65,800
Repairs and Maintenance	-	117	117	450	1,283	833	1,400
Total Facilities, Repairs & Other Leases	-	5,600	5,600	33,020	61,600	28,580	67,200
Professional/Consulting Services							
IT	7,597	7,758	162	86,693	85,342	(1,351)	93,100
Audit & Taxes	-	-	-	12,609	30,000	17,391	30,000
Legal	3,546	4,175	629	79,080	45,925	(33,155)	50,100
Professional Development	7,280	4,740	(2,540)	70,851	42,660	(28,191)	47,400
General Consulting	31,579	4,520	(27,059)	62,555	40,680	(21,875)	45,200
Special Activities/Field Trips	1,575	-	(1,575)	71,191	44,300	(26,891)	44,300
Bank Charges	-	50	50	35	450	415	500
Printing	8,379	130	(8,249)	23,842	1,170	(22,672)	1,300
Other Taxes and Fees	-	610	610	4,128	5,490	1,362	6,100
Payroll Service Fee	-	1,125	1,125	29,076	12,375	(16,701)	13,500
Management Fee	2,184	20,244	18,060	278,014	222,680	(55,334)	242,923
District Oversight Fee	-	26,617	26,617	-	261,614	261,614	316,216
Public Relations/Recruitment	-	320	320	-	2,880	2,880	3,200
Total Professional/Consulting Services	62,140	70,289	8,149	718,073	795,565	77,492	893,839
Depreciation							
Depreciation Expense	3,334	2,383	(951)	52,855	26,217	(26,639)	28,600
Total Depreciation	3,334	2,383	(951)	52,855	26,217	(26,639)	28,600
Total Expenses	**1,255,565**	**1,088,206**	**(167,359)**	**12,147,556**	**11,444,238**	**(703,319)**	**12,417,397**
Change in Net Assets	**(561,469)**	**(120,362)**	**(441,106)**	**(3,905,732)**	**(1,151,576)**	**(2,754,156)**	**188,508**
Net Assets, Beginning of Period	3,106,998			6,451,262			
Net Assets, End of Period	**$ 2,545,530**			**$ 2,545,530**			

Allegiance STEAM Academy - Fontana
Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 267,037	$ 369,881	$ (102,844)	$ 1,983,739	$ 2,286,162	$ (302,423)	$ 3,025,924
Education Protection Account	14,942	-	14,942	34,418	41,325	(6,907)	55,100
State Aid - Prior Year	(1,650)	-	(1,650)	(1,650)	-	(1,650)	-
In Lieu of Property Taxes	-	17,046	(17,046)	-	139,266	(139,266)	173,358
Total State Aid - Revenue Limit	280,329	386,927	(106,598)	2,016,507	2,466,753	(450,246)	3,254,383
Federal Revenue							
Special Education - Entitlement	-	4,045	(4,045)	-	24,999	(24,999)	33,088
Federal Child Nutrition	-	2,373	(2,373)	-	17,860	(17,860)	24,979
Title V, Part B - PCSGP	-	-	-	160,749	261,572	(100,823)	348,763
Total Federal Revenue	-	6,418	(6,418)	160,749	304,431	(143,682)	406,830
Other State Revenue							
State Special Education	13,849	16,892	(3,043)	84,633	104,407	(19,774)	138,191
State Child Nutrition	-	225	(225)	-	1,690	(1,690)	2,364
Mandated Cost	-	-	-	3,907	3,907	0	3,907
State Lottery	16,097	-	16,097	28,749	24,248	4,501	68,600
Prior Year Revenue	943	-	943	4,205	-	4,205	-
Other State Revenue	-	-	-	112,996	221,829	(108,833)	295,772
Total Other State Revenue	30,889	17,117	13,773	234,490	356,081	(121,591)	508,834
Other Local Revenue							
Other Local Revenue	-	-	-	430,175	-	430,175	-
School Fundraising	166	-	166	18,193	-	18,193	-
Contributions, Restricted	-	-	-	-	500,000	(500,000)	500,000
Total Other Local Revenue	166	-	166	448,368	500,000	(51,632)	500,000
Total Revenues	**311,384**	**410,462**	**(99,077)**	**2,860,114**	**3,627,265**	**(767,151)**	**4,670,046**
Expenses							
Certificated Salaries							
Teachers' Salaries	86,040	90,463	4,424	943,421	904,633	(38,788)	995,096
Teachers' Substitute Hours	17,816	9,099	(8,717)	114,994	90,992	(24,002)	100,091
Teachers' Extra Duty/Stipends	5,844	2,083	(3,761)	53,641	22,917	(30,724)	25,000
Pupil Support Salaries	24,023	21,463	(2,560)	283,200	221,366	(61,834)	242,829
Administrators' Salaries	8,943	23,672	14,730	156,011	260,394	104,383	284,066
Total Certificated Salaries	142,665	146,781	4,116	1,551,268	1,500,301	(50,966)	1,647,082
Classified Salaries							
Instructional Salaries	22,145	24,977	2,833	246,850	249,773	2,924	249,773
Support Salaries	3,977	10,430	6,453	68,621	104,300	35,680	114,730
Supervisors' and Administrators' Salaries	1,768	2,188	420	23,956	24,063	106	26,250
Clerical and Office Staff Salaries	19,156	16,566	(2,590)	231,169	182,223	(48,946)	198,789
Other Classified Salaries	-	-	-	7,516	-	(7,516)	-
Total Classified Salaries	47,045	54,161	7,115	578,112	560,359	(17,752)	589,543
Benefits							
State Teachers' Retirement System, certificated positions	24,162	28,035	3,873	278,447	286,557	8,111	314,593
Public Employees' Retirement System, classified positions	15,528	14,650	(877)	182,925	151,577	(31,348)	159,471
OASDI/Medicare/Alternative, certificated positions	3,836	3,358	(478)	43,798	34,742	(9,056)	36,552
Medicare/Alternative, certificated positions	2,726	2,914	188	30,653	29,880	(774)	32,431
Health and Welfare Benefits, certificated positions	8,076	18,958	10,882	147,909	208,542	60,632	227,500
State Unemployment Insurance, certificated positions	211	1,176	965	14,602	22,344	7,742	23,520
Workers' Compensation Insurance, certificated positions	-	100	100	22,794	1,030	(21,764)	1,118
Total Benefits	54,539	69,192	14,653	721,128	734,672	13,544	795,185
Books & Supplies							
Textbooks and Core Materials	-	-	-	9,611	81,688	72,077	81,688
Books and Reference Materials	-	-	-	2,720	3,342	622	3,342
School Supplies	460	2,092	1,632	11,122	23,008	11,887	25,100
Software	1,880	8,625	6,745	71,570	94,875	23,305	103,500
Office Expense	-	1,542	1,542	6,460	16,958	10,498	18,500
Business Meals	-	33	33	673	367	(306)	400
Noncapitalized Equipment	-	-	-	25,828	127,600	101,772	127,600
Food Services	-	2,486	2,486	-	24,858	24,858	27,344
Total Books & Supplies	2,340	14,777	12,437	127,984	372,696	244,712	387,474
Subagreement Services							
Special Education	5,824	6,500	676	56,392	65,000	8,608	71,500
Substitute Teacher	6,165	16,627	10,462	73,332	166,273	92,940	182,900
Other Educational Consultants	-	17,519	17,519	92,875	157,670	64,795	175,189
Total Subagreement Services	11,989	40,646	28,657	222,599	388,943	166,344	429,589

Allegiance STEAM Academy - Fontana

Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	91	491	400	2,316	4,909	2,593	5,400
Dues & Memberships	-	367	367	7,188	4,033	(3,154)	4,400
Insurance	-	-	-	45,200	-	(45,200)	-
Communications	-	1,225	1,225	18,585	13,475	(5,110)	14,700
Postage and Shipping	-	-	-	30	-	(30)	-
Total Operations & Housekeeping	91	2,083	1,991	73,318	22,417	(50,900)	24,500
Facilities, Repairs & Other Leases							
Equipment Leases	-	792	792	13,446	8,708	(4,738)	9,500
Total Facilities, Repairs & Other Leases	-	792	792	13,446	8,708	(4,738)	9,500
Professional/Consulting Services							
IT	4,866	3,158	(1,708)	54,701	34,742	(19,959)	37,900
Audit & Taxes	-	-	-	3,152	-	(3,152)	-
Legal	-	467	467	62,759	5,133	(57,625)	5,600
Professional Development	12,085	2,590	(9,495)	68,372	23,310	(45,062)	25,900
General Consulting	9,900	11,940	2,040	18,240	107,460	89,220	119,400
Special Activities/Field Trips	-	-	-	20,661	400	(20,261)	400
Printing	3,703	80	(3,623)	7,405	720	(6,685)	800
Other Taxes and Fees	-	295	295	811	2,655	1,844	2,950
Payroll Service Fee	-	-	-	4,506	-	(4,506)	-
Management Fee	546	7,350	6,804	66,791	80,855	14,065	88,206
District Oversight Fee	-	20,387	20,387	186,824	203,867	17,043	224,254
County Fees	-	-	-	-	525	525	700
Public Relations/Recruitment	-	295	295	2,915	2,655	(260)	2,950
Total Professional/Consulting Services	31,100	46,562	15,462	497,137	462,322	(34,814)	509,060
Depreciation							
Depreciation Expense	1,570	2,379	809	286	26,173	25,887	28,552
Total Depreciation	1,570	2,379	809	286	26,173	25,887	28,552
Interest							
Interest Expense	490	773	283	14,246	8,503	(5,743)	9,276
Total Interest	490	773	283	14,246	8,503	(5,743)	9,276
Total Expenses	**291,830**	**378,146**	**86,316**	**3,799,523**	**4,085,096**	**285,573**	**4,429,760**
Change in Net Assets	**19,554**	**32,315**	**(12,761)**	**(939,409)**	**(457,831)**	**(481,578)**	**240,286**
Net Assets, Beginning of Period	(1,447,030)			(488,067)			
Net Assets, End of Period	**$(1,427,476)**			**$(1,427,476)**			

Allegiance STEAM Academy - Chino

Accounts Payable Aging

May 31, 2025

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
AT10 Education, L.L.C.	2078	4/17/2025	5/17/2025	$ -	$ 3,081	$ -	$ -	$ -	$ 3,081
Braille Abilities, LLC	76076	4/3/2025	5/3/2025	-	12,892	-	-	-	12,892
Chino Valley Unified School District	250150	4/21/2025	5/21/2025	-	1,011	-	-	-	1,011
Chino Valley Unified School District	250151	4/21/2025	5/21/2025	-	865	-	-	-	865
Chino Valley Unified School District	250154	4/21/2025	5/21/2025	-	307	-	-	-	307
Chino Valley Unified School District	250159	4/21/2025	5/21/2025	-	1,200	-	-	-	1,200
Chino Valley Unified School District	250160	4/21/2025	5/21/2025	-	39	-	-	-	39
Chino Valley Unified School District	250163	4/21/2025	5/21/2025	-	3	-	-	-	3
Cintas Corporation #150	4229174999	5/1/2025	5/11/2025	-	110	-	-	-	110
Cintas Corporation #150	4229934000	5/8/2025	5/18/2025	-	110	-	-	-	110
Maranda Claro	CLAR050825	5/9/2025	5/9/2025	-	150	-	-	-	150
LA Speech Pathology Services, Inc.	133	4/30/2025	4/30/2025	-	17,472	-	-	-	17,472
Optiva IT	6712	5/1/2025	5/1/2025	-	7,459	-	-	-	7,459
Procopio, Cory, Hargreaves & Savitch LLP	927578	4/14/2025	4/14/2025	-	3,546	-	-	-	3,546
Scoot.education	116768	4/9/2025	5/9/2025	-	722	-	-	-	722
Scoot.education	116756	4/9/2025	5/9/2025	-	1,731	-	-	-	1,731
Scoot.education	120504	5/7/2025	5/7/2025	-	4,371	-	-	-	4,371
Scoot.education	120730	5/7/2025	5/7/2025	-	1,954	-	-	-	1,954
Scoot.education	118505	4/23/2025	5/23/2025	-	2,187	-	-	-	2,187
Scoot.education	118672	4/23/2025	5/23/2025	-	207	-	-	-	207
Think Together	5200-25-E08	5/1/2025	5/1/2025	-	24,999	-	-	-	24,999
Virco Inc.	1645244	5/5/2025	5/5/2025	-	2,107	-	-	-	2,107
Waxie Sanitary Supply	82369545-R	5/3/2024	5/3/2024	-	-	-	-	(241)	(241)
Total Outstanding Invoices				$ -	$ 86,523	$ -	$ -	$ (241)	$ 86,282

Allegiance STEAM Academy - Chino

Check Register

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Account# 2824				
ACH	Brianna Cordts	Reimbursement, IM Budget, Classroom Library 03/2025	5/12/2025	$ 14.74
ACH	Pride Learning Co.	SPED, Ind Contractor, Reading Specialist - 02/25 & 03/25	5/12/2025	2,450.00
ACH	Hanna Interpreting Services LLC	SPED, Interpretation	5/12/2025	645.00
ACH	Braille Abilities, LLC	SPED, Gen Consulting - VI/O&M Service	5/12/2025	3,543.00
ACH	Chino Valley Unified School District	Printing, Canon 7/1/24-8/31/24,CVUSD Lease Agreement	5/12/2025	158,578.81
ACH	Lauren McGuire	Reimbursement, IM Budget	5/12/2025	28.25
ACH	Callie Moreno	Reimbursement, SPED PD Staff Meals/Snacks CH, Mileage -	5/12/2025	436.12
ACH	Bellwether Education Partners, Inc.	Charter Network Accelerator (CNA) 2.0 - Fall 2024 Cohort - CH	5/12/2025	18,000.00
ACH	Scoot.education	Substitutes, Special Education & Substitutes, General Education	5/12/2025	3,611.00
ACH	Shana Lopez	Reimb, Field Trip Refund - 04/01/25	5/12/2025	375.00
ACH	Instruction Partners	Partnership Contract Invoice #8 out of 10 CH	5/19/2025	6,964.00
ACH	Carmelita Lopez	Mileage, to ASA Fontana CH 80%	5/19/2025	135.27
ACH	Cintas Corporation #150	Facilities	5/19/2025	109.99
ACH	Think Together	ELOP, Childcare (Before/After)	5/19/2025	24,998.60
ACH	Chino Valley Chamber of Commerce	Membership, Chamber of Commerce CH	5/19/2025	475.00
ACH	Waxie Sanitary Supply	Facilities	5/19/2025	268.29
ACH	Beyond the Message, LLC	Website Services, Updating authorizer link, food services, and	5/27/2025	1,050.00
ACH	Monica Argumaniz	SPED, TT Consultations/Assessment - April	5/27/2025	1,800.00
ACH	LA Speech Pathology Services, Inc.	SPED, Speech Services CH SLP, SLPA	5/27/2025	22,729.00
ACH	Pride Learning Co.	SPED, Ind Cont for Reading	5/27/2025	997.50
ACH	Auditory Processing Diagnostic Center	SPED, Ind Cont Central Auditory Processing Evaluation	5/27/2025	3,100.00
ACH	Cintas Corporation #150	Facilities	5/27/2025	219.98
ACH	Charter Impact	Back Office Provider, Student Data Services CH 80%	5/27/2025	2,184.00
ACH	Top Notch Catering	ELOP Spring Break, March 2025 (6 days, Bkfst & Lunch)	5/27/2025	1,103.40
ACH	Citizens Business Bank	Returned Deposit Items Check 122	5/14/2025	17.00
ACH	WageWorks, Inc.	Wage Works Receivable	5/23/2025	75.00
ACH	CalPERS	PERS Payment	5/23/2025	53,865.24
ACH	CalPERS	PERS Payment	5/23/2025	6,417.87
ACH	Mid Atlantic Trust Company	Mid Atlantic 04/25	5/28/2025	2,835.00
ACH	Mid Atlantic Trust Company	Mid Atlantic 05/25	5/28/2025	2,835.00
ACH	Anthem Life	Insurance - 05/25	5/30/2025	824.74
ACH	Inova	Payroll Taxes - 05/09/25	5/9/2025	451.89
ACH	Inova	Payroll Taxes - 05/19/25	5/21/2025	1,781.25
ACH	Inova	Payroll Taxes - 05/23/25	5/22/2025	373.00
ACH	Inova	Payroll Taxes - 05/21/25	5/22/2025	1,633.00
ACH	Anthem Blue Cross	Health Insurance - 05/25	5/28/2025	26,388.24
ACH	Inova	Payroll Taxes - 05/29/25	5/29/2025	499.50
ACH	Inova	Payroll Taxes - 05/30/25	5/30/2025	62.71
Voided - ACH	Setje Brinkmann	Annika/Leyna Zare	5/7/2025	Void
Voided - ACH	Allyson Jaramillo	Darla M Jaramillo	5/7/2025	Void
Voided - ACH	Shravan Boora	Sasha Boora	5/7/2025	Void
Voided - ACH	Ana Martínez	Jacob Okeke	5/7/2025	Void
Voided - ACH	Aracely Lopez	Ethan L Lopez	5/7/2025	Void
Voided - ACH	Anjun Ren	Joanna Z Cao	5/7/2025	Void
Voided - ACH	Allegiance STEAM Academy	Emily C Lahip	5/7/2025	Void
Voided - ACH	Cindy Romero	Sophia M Gomez	5/7/2025	Void
Voided - ACH	Ruby Sinha	Siya Sinha	5/7/2025	Void
Voided - ACH	Tao Lu	Noah Tang	5/7/2025	Void
Voided - ACH	Alannah Ali	Amare C Carter	5/7/2025	Void
Voided - ACH	Ning Ma	Emma Liu	5/7/2025	Void
Voided - ACH	Annie Lin	Anson/Anthony Chen	5/7/2025	Void
Voided - ACH	Trisha Lopez	Kelliya/Kiana Norwood	5/7/2025	Void
Voided - ACH	Rena Ferralez	Kayla M Fisher	5/7/2025	Void
Voided - ACH	Kiran Immadisetty	Jayesh Immadisetty	5/7/2025	Void
Voided - ACH	Justin Yu	Andy Yu	5/7/2025	Void
Voided - ACH	Irina Hardy	Alexander/Aden Hardy	5/7/2025	Void
Voided - ACH	Kalvin Ros	Kalisa Ros	5/7/2025	Void
Voided - ACH	Gisele Chiquito Leon	Ethan Leon	5/7/2025	Void
Voided - ACH	Grace Turnbaugh	Maximus Turnbaugh	5/7/2025	Void
				$ 351,876.39
Account# 2247				
ACH	Bellwether Education Partners, Inc.	Charter Network Accelerator (CNA) 2.0 - Fall 2024 Cohort - CH	5/12/2025	$ 6,000.00
ACH	Callie Moreno	Reimbursement, SPED PD Staff Meals/Snacks CH	5/12/2025	64.49
ACH	Classtime Inc.	Software, School Licenses CH	5/19/2025	1,980.00
ACH	Carmelita Lopez	Mileage, to ASA Fontana CH 80%	5/19/2025	45.09
ACH	LA Speech Pathology Services, Inc.	SPED, Speech Services - CH - Christy Taggart SLP	5/27/2025	5,824.00
				$ 13,913.58

Total Disbursements Issued in May $ **365,789.97**

Allegiance STEAM Academy - Fontana

Check Register

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Account# 2247				
80197	San Bernardino County Superintendent of Schools	ASA STRS Fontana 04/2025	5/6/2025	$ 37,101.61
Voided - ACH	Ring LLC	FO Front Office access to Ring	5/7/2025	Void
ACH	Certified Transportation Services, Inc.	Field Trip, Transportation STEAM Day @ Dodgers Stadium FO	5/5/2025	1,338.63
ACH	Scoot.education	Substitutes, General Education	5/12/2025	1,747.00
ACH	Marie Braasch	ASA Fontana Parent Appreciation Event	5/19/2025	300.00
ACH	School Nursing Solutions	Health, Hearing and Vision Screening - 2/2 Installments (50% for Comple	5/19/2025	2,850.00
ACH	Instruction Partners	Partnership Contract Invoice #8 out of 10 FO	5/19/2025	6,964.00
ACH	Printer Copier Guys	Printing, Lease	5/27/2025	1,119.35
ACH	Charter Impact	Back Office Provider, Student Data Services FO 20%	5/27/2025	546.00
ACH	Instruction Partners	Partnership Contract Invoice #9 out of 10 FO	5/27/2025	6,964.00
ACH	Marlin Leasing Corp	Printing, Lease	5/27/2025	1,774.83
ACH	Beyond the Message, LLC	Website Services, Updated authorizer link, weekly wolf update, and upd	5/27/2025	750.00
ACH	Inova	Payroll Taxes - 05/21/25	5/21/2025	953.67
ACH	Inova	Payroll Taxes - 05/23/25	5/22/2025	289.95
ACH	Inova	Payroll Taxes - 05/23/25	5/23/2025	50.29
ACH	Anthem Blue Cross	Health Insurance - 05/25	5/28/2025	10,660.57
ACH	Inova	Payroll Taxes - 05/29/25	5/29/2025	101.79
ACH	Anthem Life	Insurance - 05/25	5/30/2025	275.28
			$	73,786.97
Account# 2824				
60314	San Bernardino County Superintendent of Schools	ASA STRS Chino 04/2025	5/6/2025	$ 156,207.57
ACH	Callie Moreno	Reimbursement, PD, Mileage - SELPA FO 20%	5/12/2025	64.49
ACH	Bellwether Education Partners, Inc.	Charter Network Accelerator (CNA) 2.0 - Fall 2024 Cohort - FO 20%	5/12/2025	6,000.00
ACH	Classtime Inc.	Software, School Licenses FO	5/19/2025	1,980.00
ACH	Carmelita Lopez	Mileage, to ASA Fontana FO 20%	5/19/2025	45.09
ACH	LA Speech Pathology Services, Inc.	SPED, Speech Services - FO - Christy Taggart SLP	5/27/2025	5,824.00
			$	170,121.15

Total Disbursements Issued in May $ **243,908.12**

Allegiance STEAM Academy - Fontana

Accounts Payable Aging

May 31, 2025

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Beyond the Message, LLC	1220	03/01/25	3/31/2025	$ -	$ 300	$ -	$ -	$ -	$ 300
Marlin Leasing Corp	1215	04/18/25	5/10/2025	-	809	-	-	-	809
McGraw Hill LLC	130842325001	12/01/23	12/31/2023	-	-	-	-	(9,894)	(9,894)
McGraw Hill LLC	130803698001	12/01/23	12/31/2023	-	-	-	-	(7,791)	(7,791)
McGraw Hill LLC	130645507001	11/15/23	12/15/2023	-	-	-	-	(150)	(150)
Optiva IT	6712	05/01/25	5/1/2025	-	4,866	-	-	-	4,866
Printshop SB	05022025ASA	04/29/25	5/2/2025	-	460	-	-	-	460
Scoot.education	116507	04/09/25	5/9/2025	-	1,439	-	-	-	1,439
Scoot.education	120661	05/07/25	5/7/2025	-	1,232	-	-	-	1,232
Scoot.education	118480	04/23/25	5/23/2025	-	1,747	-	-	-	1,747
Total Outstanding Invoices				$ -	$ 10,853	$ -	$ -	$ (17,834)	$ (6,981)

Allegiance STEAM Academy - Chino

Check Register - greater than $2,000

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Employee Benefits				
ACH	CalPERS	3202 - PERS	5/23/2025	53,865.24
ACH	CalPERS	3202 - PERS	5/23/2025	6,417.87
ACH	Mid Atlantic Trust Company	3401 - Health and Welfare	5/28/2025	2,835.00
ACH	Mid Atlantic Trust Company	3401 - Health and Welfare	5/28/2025	2,835.00
ACH	Anthem Blue Cross	3401 - Health and Welfare	5/28/2025	26,388.24
				92,341.35
Subagreement Services				
ACH	Pride Learning Co.	5102 - Special Education	5/12/2025	2,450.00
ACH	Braille Abilities, LLC	5102 - Special Education	5/12/2025	3,543.00
ACH	Scoot.education	5103 - Substitute Teachers	5/12/2025	3,611.00
ACH	Think Together	5106 - Other Educational Consultants	5/19/2025	24,998.60
ACH	LA Speech Pathology Services, Inc.	5102 - Special Education	5/27/2025	22,729.00
ACH	LA Speech Pathology Services, Inc.	5102 - Special Education	5/27/2025	5,824.00
ACH	Auditory Processing Diagnostic Center	5102 - Special Education	5/27/2025	3,100.00
				66,255.60
Professional/Consulting Services				
ACH	Chino Valley Unified School District	5808 - Printing	5/12/2025	158,578.81
ACH	Bellwether Education Partners, Inc.	5804 - Professional Development	5/12/2025	18,000.00
ACH	Bellwether Education Partners, Inc.	5804 - Professional Development	5/12/2025	6,000.00
ACH	Instruction Partners	5804 - Professional Development	5/19/2025	6,964.00
ACH	Charter Impact	5811 - Management Fee	5/27/2025	2,184.00
				191,726.81

Total Disbursement over $2,000 $ **350,323.76**

Allegiance STEAM Academy - Fontana

Check Register - greater than $2,000

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Employee Benefits				
80197	San Bernardino County Superintendent of Schools	9513 - STRS	5/6/2025	37,101.61
60314	San Bernardino County Superintendent of Schools	9513 - STRS	5/6/2025	156,207.57
ACH	School Nursing Solutions	3401 - Health and Welfare	5/19/2025	2,850.00
ACH	Anthem Blue Cross	3401 - Health and Welfare	5/28/2025	10,660.57
				206,819.75
Subagreement Services				
ACH	LA Speech Pathology Services, Inc.	5102 - Special Education	5/27/2025	5,824.00
				5,824.00
Professional/Consulting Services				
ACH	Bellwether Education Partners, Inc.	5804 - Professional Development	5/12/2025	6,000.00
ACH	Instruction Partners	5804 - Professional Development	5/19/2025	6,964.00
ACH	Instruction Partners	5804 - Professional Development	5/27/2025	6,964.00
				19,928.00

Total Disbursement over $2,000 **$ 232,571.75**

Coversheet

ASA Chino 2025-26 LCAP

Section: IV. Items Scheduled for Discussion, Action, Other Business
Item: A. ASA Chino 2025-26 LCAP
Purpose: Vote
Submitted by:
Related Material:
2025_Local_Control_and_Accountability_Plan_Allegiance_STEAM_Academy_-_Thrive_(Chino)_20
250609 (3) (2).pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Allegiance STEAM Academy - Thrive
CDS Code: 36676780137547
School Year: 2025-26
LEA contact information:
Sebastian Cognetta
CEO

909-465-5405

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

Total LCFF funds
$10,763,062
84 %

All other state funds,
$1,655,047 , 13%

All federal funds,
$281,527 , 2%

All local funds,
$48,000 , 0%

All Other LCFF funds,
$10,027,100 , 79%

LCFF supplemental &
concentration grants,
$735,962 , 6%
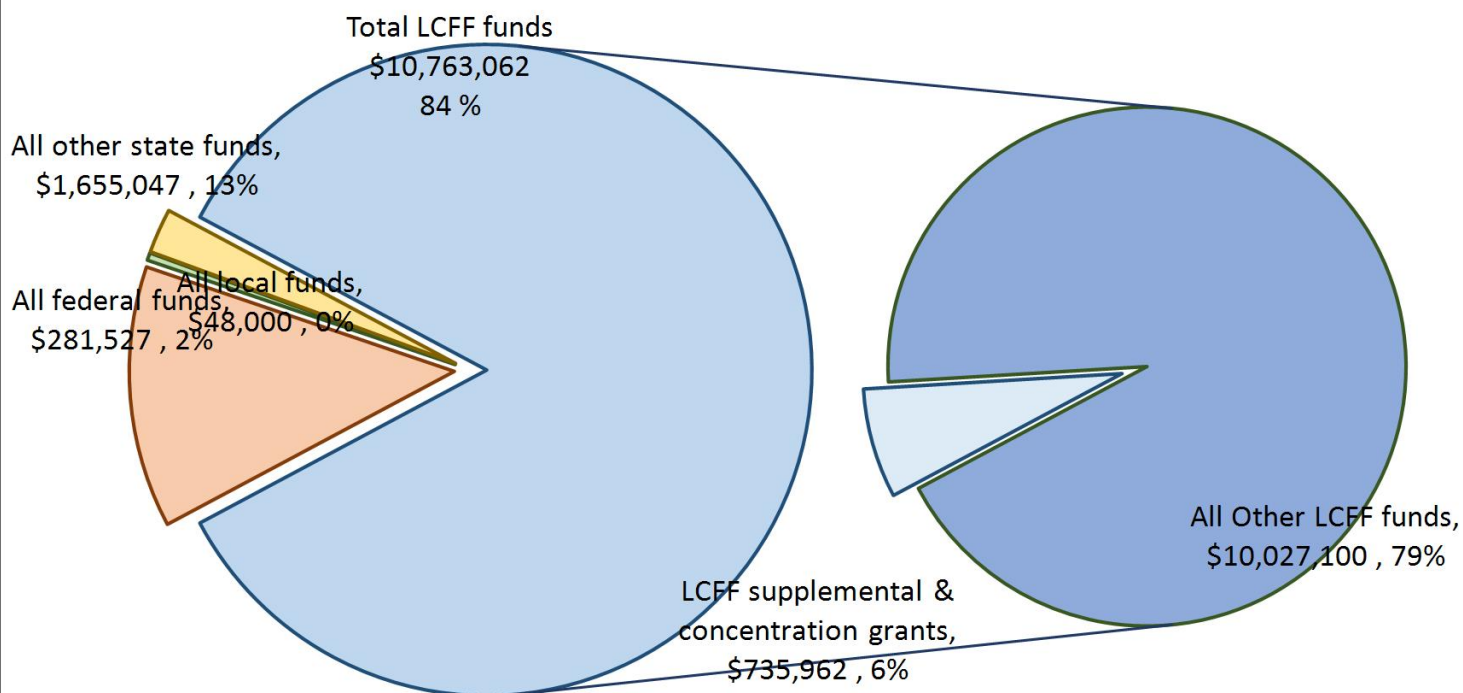
This chart shows the total general purpose revenue Allegiance STEAM Academy - Thrive expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Allegiance STEAM Academy - Thrive is $12,747,636, of which $10763062 is Local Control Funding Formula (LCFF), $1655047 is other state funds, $48000 is local funds, and $281527 is federal funds. Of the $10763062 in LCFF Funds, $735962 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $12,413,216

Total Budgeted Expenditures in the LCAP $9,723,814

This chart provides a quick summary of how much Allegiance STEAM Academy - Thrive plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Allegiance STEAM Academy - Thrive plans to spend $12413216 for the 2025-26 school year. Of that amount, $9723814 is tied to actions/services in the LCAP and $2,689,402 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the 2025-26 Local Control and Accountability Plan include facility rent, operating costs, and administrative expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Allegiance STEAM Academy - Thrive is projecting it will receive $735962 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 $7537910 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25
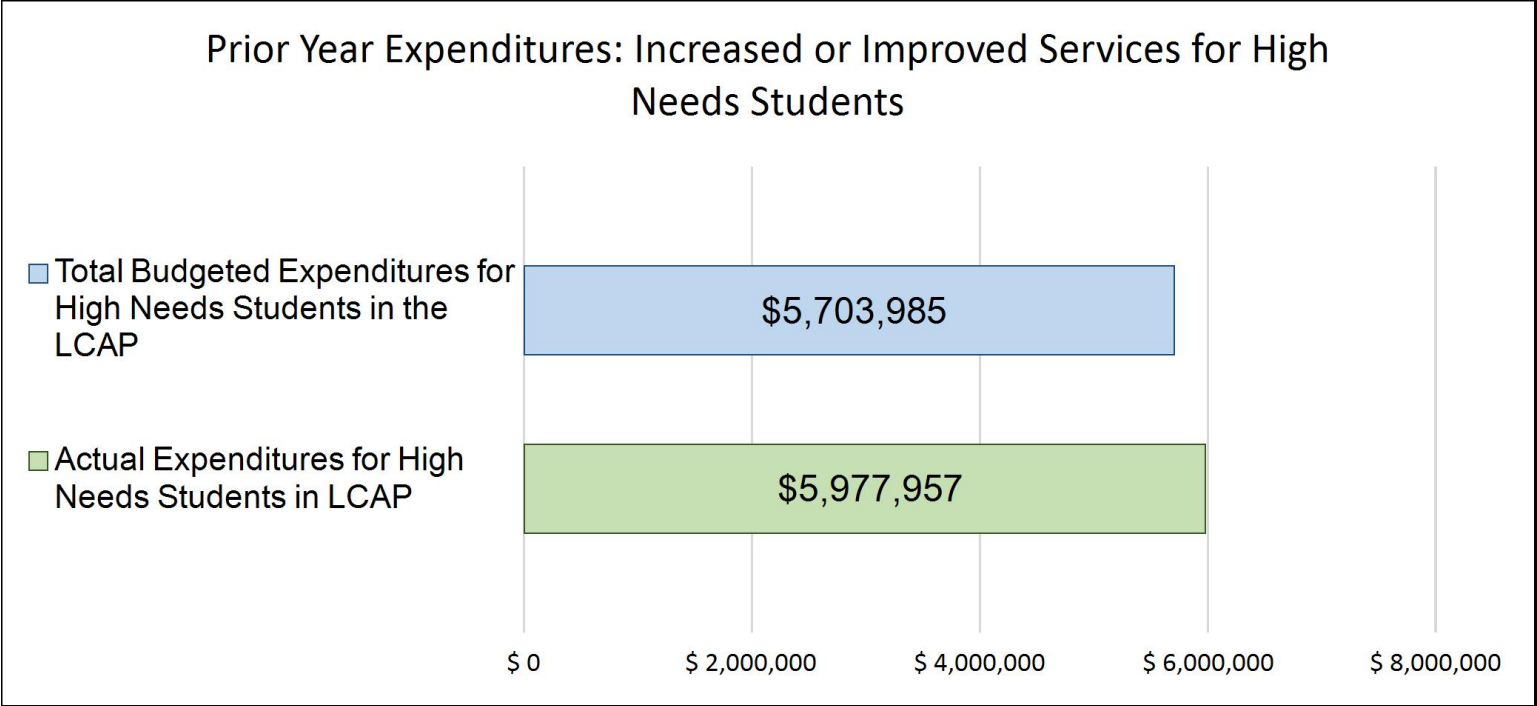
This chart compares what Allegiance STEAM Academy - Thrive budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Allegiance STEAM Academy - Thrive estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Allegiance STEAM Academy - Thrive's LCAP budgeted $5703985 for planned actions to increase or improve services for high needs students. Allegiance STEAM Academy - Thrive actually spent $5977957 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 expand school choice and unleash students' natural potential. The vision of ASA Thrive is to establish a safe school environment in which students are inspired to take risks to gain skills to be successful in the local and global communities. Allegiance STEAM Academy Thrive will be a harbor of innovation and accountability where students, staff and families are key collaborators. By providing a school based on best practices, Allegiance STEAM Academy Thrive will be a change agent in the community.

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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on the 2024 California School Dashboard and internal assessments, ASA Chino continues to demonstrate strong performance in fostering critical thinking and problem-solving through its STEAM-based curriculum. However, challenges persist in achieving consistent academic proficiency across all student subgroups, particularly among students who have been enrolled for less than one year.

A deeper analysis of achievement data indicates that students who remain enrolled at ASA Chino for more than one year benefit from the educational environment and interventions provided, resulting in higher achievement levels compared to their newer peers and overall state averages. This trend underscores the effectiveness of ASA Chino's educational strategies over time.

Efforts will continue to focus on supporting new students through targeted interventions and support systems to accelerate their integration and academic progress. Additionally, ongoing analysis of subgroup performance will inform instructional strategies to address achievement gaps and promote equity.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

ASA Thrive is not identified for CSI.

Support for Identified Schools

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

ASA Thrive is not identified for CSI.

Monitoring and Evaluating Effectiveness

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

ASA Thrive is not identified for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents, Students, Local Community Members	Parents, Students, Local During the 2024-25 school year, we conducted a variety of engagement activities. These Community Members included English Learner Advisory Council meetings, monthly Coffee with the Principal" sessions, and Parents, Students, Local During the 2024-25 school year, we conducted a variety of engagement activities. These Community Members included English Learner Advisory Council meetings, monthly Coffee with the Principal" sessions, and both regular and special Board Meetings. Additionally, we administered parent surveys such as the Triad Conference Survey at the beginning of the year and the LCAP survey in late winter. Efforts to engage and receive feedback were successful, with over 90% of parents participating in the surveys.
Teachers and Staff ASA provides teachers and staff several opportunities to provide input on LCAP-related goals, actions,	Teachers and Staff ASA provides teachers and staff several opportunities to provide input on LCAP-related goals, actions, and services, including surveys at the completion of weekly staff meetings, anonymous surveys throughout the year, and small group and individual meetings with supervisors.
Administrators	Administrators ASA provides administrators ample opportunities to provide input on LCAP-related goals, actions, and services, including surveys at the completion of weekly staff meetings, anonymous surveys throughout the year, and regular one:one meetings with central office staff.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of ASA Chino's 2024–25 LCAP was strongly shaped by insights and feedback collected from a variety of educational partners, including parents, teachers, administrators, and students. Input was gathered through multiple channels: LCAP surveys, Principal "Howling with the Community" events, Triad conferences, Board engagement, and informal check-ins with families and staff.

One key area of influence was the strong family desire for enhanced communication and consistent access to enrichment information. Based on survey results showing high engagement with ParentSquare and school newsletters but mixed understanding of enrichment offerings and student outcomes, the LCAP now includes actions to post enrichment descriptions and learning goals on the school website and newsletters, with formalized program learning outcomes

.

Feedback from staff and administrators also informed the decision to continue investing in teacher development, especially around project-based learning (PBL) and integrated instructional design. This feedback supported the ongoing role of the Director of Teacher Development and expanded instructional coaching aligned to MAP, DIBELS, and CBM interim data—components detailed in Focus Area 1 of the CEO's planning document

.

Survey data also revealed that while families feel increasingly connected to ASA's mission and teachers, there remains a need to deepen partnerships with families of students receiving academic interventions. In response, the LCAP includes a new outreach strategy aimed at increasing participation of these families in support meetings and academic progress events.

Finally, calls for clarity and consistency in behavioral expectations across grade levels and staff surfaced during listening sessions. As a result, the LCAP incorporates schoolwide implementation of ASA's updated discipline framework with annual training and aligned communication practices to promote student dignity and readiness to learn.

These responsive changes reflect ASA Chino's commitment to authentic engagement with its educational partners and a strategic focus on data-informed improvement.

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal synthesizes the educational partners' priorities (i.e., rigorous academic programs and highly-qualified staff) with the educational program articulated in ASA Thrive's charter petition.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully Credentialed Staff per Credential Status per the California Commission on Teacher Credentialing	100% of General and Special Education teachers credentialed. 75% of Enrichment/Non Core Teachers credentialed in 2023-24	100% of General and Special Education teachers credentialed. 100% of Enrichment/Non Core Teachers credentialed in 2024-25.		100% of General and Special Education teachers credentialed. 100% of Enrichment/Non Core Teachers credentialed in 2026-27.	n/a
1.2	Students will perform at or above the performance levels of	2021-22: ELA: 48% met or exceeded standard for ELA Math: 38.5%	2023-24: ELA: 52.32% met or exceeded standard		2026-27: ELA: 60% met or exceeded standard	ELA: +4.32% Math: +2.86%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	comparison schools per CAASPP.	met or exceeded standard for Math	for ELA Math: 41.36% met or exceeded standard for Math		for ELA Math: 50% met or exceeded standard for Math	
1.3	Students' mean RIT score will be greater than the national norms for NWEA MAP in Math, Reading, and Language Usage.	Spring 2024 Mean RIT Scores: Math: 3rd Grade: (201.5) 4th Grade: (210.7) 5th Grade: (213.9) 6th Grade: (219.7) 7th Grade: (226.6) 8th Grade: (232.5) Reading: 3rd Grade: (193.6) 4th Grade: (201.1) 5th Grade: (210.0) 6th Grade: (213.0) 7th Grade: (217.3) 8th Grade: (220.3)	Spring 2025 Mean RIT Scores (2024 Scores in Parenthesis) Math: 3rd Grade: 202.2 4th Grade: 212.2 5th Grade: 215.9 6th Grade: 224.5 7th Grade: 222.9 8th Grade: 235 Reading: 3rd Grade: 195.1 4th Grade: 204.7 5th Grade: 208.9 6th Grade: 216.9 7th Grade: 217.2 8th Grade: 224.2		Spring 2025 Mean RIT Scores (2024 Scores in Parenthesis) Math: 3rd Grade: 204 4th Grade: 214 5th Grade: 218 6th Grade: 226 7th Grade: 230 8th Grade: 237 Reading: 3rd Grade: 197 4th Grade: 207 5th Grade: 210 6th Grade: 212 7th Grade: 219 8th Grade: 226	Math: 3rd Grade: +0.7 4th Grade: +1.5 5th Grade: +2 6th Grade: +4.8 7th Grade: -3.7 8th Grade: +2.5 Reading: 3rd Grade: +1.5 4th Grade: +3.6 5th Grade: -1.1 6th Grade: +3.9 7th Grade: -0.1 8th Grade: +3.9
1.4	English Learners progress towards proficiency as measured by the ELPAC.	2023-24: 7.6% of English Learners designated as Fluent English Proficient.	2024-25: 7.3% of English Learners designated as Fluent English Proficient.			

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

ASA Chino fully implemented the core actions outlined under Goal 1, which focuses on delivering a rigorous, STEAM-aligned, standards-based curriculum led by highly qualified staff. All core and special education teachers remained fully credentialed, and the credentialing rate among enrichment/non-core staff increased significantly—from 33% to 100%, meeting the Year 3 target ahead of schedule.

The school also advanced its use of internal and external assessments, notably MAP Growth and CAASPP, to monitor student performance. Despite modest fluctuations across grade levels, the school reported steady increases in both ELA and math proficiency as measured by CAASPP—ELA rose to 52.32% and math to 41.36%, both reflecting growth over baseline results.

The Graduate Profile action (1.6) showed initial progress in defining competencies but was not fully implemented, requiring further development in the 2025–26 year. Professional development and curriculum adoption efforts were also carried out, with minor adjustments due to phased purchasing and refined instructional focus.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For Goal 1, there were no material differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages. The actions outlined in the LCAP were implemented in alignment with the school's commitment to increasing and improving services for unduplicated pupils through rigorous academic instruction, targeted supports, and high-quality professional development.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Highly Effective Actions:

Action 1.1: Staff Retention and Development
Met credentialing targets and showed strong teacher retention. Staff surveys and 99th percentile conditional growth in MAP Math for grades 4, 6, and 8 validated the action's success.

Action 1.3: Intervention and ELD Services
Provided consistent, targeted academic support. English Learner performance improved on ELPAC, and subgroup growth was evident in MAP math.

Moderately Effective Actions:

Action 1.4: Professional Development

Math PD correlated with strong outcomes, while reading-specific PD showed uneven impact. MAP Reading growth in Grades 3 and 5 lagged behind, indicating a need for more targeted literacy support.

Action 1.6: Graduate Profile Development
While foundational work was completed, the action was only partially implemented. Rubrics and student evidence collection were delayed, limiting measurable impact in 2024–25.

Effective with External Constraints:

Action 1.2: Curriculum Adoption
Curriculum purchases were fiscally staged and adjusted by readiness.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

ASA Chino has made several strategic revisions to improve alignment and deepen instructional impact:

Metrics & Targets:

MAP Growth metrics are now more differentiated by grade and subgroup, especially in reading.

New benchmarks have been set for the phased rollout of the Graduate Profile.

Adjusted Actions:

1.1 Teacher Development: Role of the Director of Teacher Development expanded to include stronger literacy and student engagement leadership.

1.4 Professional Development: PD now includes an emphasis on vertical articulation in Math and Reading and STEAM-integrated project-based learning.

1.3 Targeted Support: Intervention will now extend to include small-group reading and math instruction, directly addressing performance gaps in key grade levels.

Graduate Profile Rollout (1.6): Timeline extended with a cross-grade team to guide implementation, ensuring consistency and alignment across classrooms.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff Retention	ASA prioritizes attracting and retaining highly-qualified teachers and staff by offering competitive compensation and benefits.	$5,842,705.00	No Yes
1.2	Instructional Materials	Staff recommend and procure evidence-based instructional materials that align to the ASA charter and programs with an emphasis on challenging students who are performing at and above grade level.	$546,600.00	No Yes
1.3	Interventionists and ELD Instructor	ASA provides targeted intensive interventions for English Learners, Foster Youth, Low Income, and students performing below grade level.	$91,594.00	Yes
1.4	Professional Development	Staff will participate in Professional Development designed to further the implementation of ASA Thrive's rigorous STEAM-aligned model, including Engineering Design Process, Understanding by Design, and Instructional Technology. Professional development, tailored specifically to enrichment programs such as Music, is also included.	$46,800.00	No Yes
1.5	Expanded Learning- Summer School	ASA provides expanded learning opportunities through a summer school program to support English Learners and other students requiring additional support.	$972,678.00	Yes
1.6	Graduate Profile	Allegiance STEAM Academy will develop a graduate profile that: • Encapsulates the core competencies and attributes necessary for a student to be well-prepared for high school. • Demonstrates students' growth over time in these core competencies. Core Competencies:	$4,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		1. Academic Proficiency: Mastery of essential academic content and skills across disciplines. 2. Engineering Solutions: Ability to apply engineering principles to solve complex problems. 3. Civic Responsibility and Service Learning: Engagement in community service and understanding of civic duties. 4. Critical Thinking: Skills to analyze, evaluate, and synthesize information effectively. 5. Whole Child Development: Focus on nurturing the emotional, social, and physical well-being of students.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Host a minimum of one virtual and/or in-person educational partner events per trimester.	In 2023-24, educational partner events were held in 10 of the 10 months of the school year.	In 2024-25, educational partner events were held in 10 of the 10 months of the school year.		In 2026-27, educational partner events were held in 10 of the 10 months of the school year.	0
2.2	Provide a minimum of one academically centered parent information meeting per trimester.	In 2023-24, each trimester included academically centered information meetings for parents.	In 2024-25, ASA held one academically centered parent information meeting per trimester.		In 2026-27, ASA will provide a minimum of one academically centered parent information meeting per trimester.	0
2.3	Solicit educational partner input once per semester via survey.	In 2023-24, surveys were conducted at least once per trimester with 90% educational partner participation in	In 2024-25, surveys were conducted in each of the trimesters with 90%		In 2026-27, surveys will be conducted in each of the trimesters with over 95%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the LCAP Parent Survey.	educational partner participation in LCAP Parent Survey.		educational partner participation in LCAP Parent Survey.	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

ASA Chino successfully carried out all planned actions under Goal 2 in the 2024–25 school year. The goal focused on ensuring that families and stakeholders had real-time, accessible, and multilingual access to information about school operations, student learning, and opportunities for input.

All key actions—including trimester-based surveys, monthly parent events, consistent School Site Council meetings, and sustained use of the Aeries Parent Portal—were implemented without deviation from the original plan. These actions were designed to ensure authentic engagement, especially for families of unduplicated students, and to provide multiple, culturally responsive pathways for school-home partnership.

Notable successes included:

Monthly educational partner events were held in all 10 months of the school year (Goal 2, Metric 2.1), exceeding the required minimum of one per trimester.

ASA Chino held one academically focused parent information session per trimester (Metric 2.2).

Parent survey participation remained at 90% on the LCAP Parent Survey, maintaining the significant gains from previous years (Metric 2.3)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the planned and estimated actual percentages of improved services for unduplicated pupils under Goal 2. All contributing actions—such as bilingual communication tools, parent engagement events, and real-time access to student data—were implemented schoolwide, ensuring equitable access to services across all student groups.

However, there were modest savings in some budget lines due to the following:

Cost Efficiency Through Digital Platforms: Continued use of integrated platforms like ParentSquare and Jotform—already embedded in ASA's operational infrastructure—reduced the need for new software or contracted support services.

Staff-Led Implementation: Actions such as monthly events and School Site Council meetings were facilitated internally by ASA staff, eliminating the need for external facilitators or translators beyond what was already available in-house.

These cost efficiencies did not compromise service delivery or stakeholder engagement, and allowed ASA Chino to meet or exceed its planned communication and transparency goals while maximizing fiscal responsibility.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

All four actions were effective and aligned well with the intended goal outcomes:

Action 2.1 (Survey Input): Survey results were used to shape planning, and over 90% of families participated in each round.

Action 2.2 (School Site Council): The SSC met regularly, with agendas, minutes, and materials translated for access. Parent representation reflected the school's demographics, and input influenced budget planning.

Action 2.3 (Parent Portal): The portal was actively used, with ongoing front office support for families. Parents accessed real-time data on grades, attendance, and behavior. Access to the Parent Portal increased from 52% in 2023-24 to 93.3% in 204-25.

Action 2.4 (Monthly Events): In-person events were well-attended and focused on both academic updates and school culture topics.

These actions collectively strengthened the school's connection with families and provided consistent channels for input and collaboration. No actions were identified as ineffective.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection and analysis of stakeholder input and implementation outcomes, ASA Chino made the following refinements to Goal 2 for the coming year:

No Change to the Goal Statement: The goal continues to emphasize meaningful communication and authentic engagement between families and the school.

Expanded Targets for Partner Engagement: Given the consistent achievement of over 90% family participation in surveys and 85%+ in-person attendance at academic events, the new target includes maintaining or exceeding 90% participation across all engagement metrics and further increasing underrepresented subgroup participation in formal advisory bodies like SSC and ELAC.

Refined Actions for Clarity and Alignment:

Parent engagement activities will now include explicit alignment to academic goals and the Graduate Profile, ensuring that events not only inform families but connect them to student outcomes and schoolwide competencies.

Staff support for the use of the Aeries Parent Portal and ParentSquare will be formally included in onboarding and mid-year refreshers to ensure consistent usage and equitable access for all families.

These changes build on ASA Chino's strong foundation in family engagement and reflect a commitment to sustaining high performance while identifying opportunities for deeper, more intentional collaboration with all educational partners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Intuitive Survey Data	Provide intuitive surveys that lead to direct and observable actions for stakeholders.	$10,000.00	No Yes
2.2	School Site Council	Hold School Site Council Meetings six times in the school year in order to inform proposed expenditures allocated through the Consolidated Application as well as to solicit input.	$2,000.00	No Yes
2.3	Parent Portal	Provide parents access to real-time attendance and performance data through Student Information System.	$5,000.00	No Yes
2.4	Parent Events	Schedule in person monthly parent events to provide updates and showcase student learning and achievement. Streamline processes for volunteering	$15,200.00	No Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The development of Goal 3 by Allegiance STEAM Academy Thrive stems from a comprehensive understanding of the critical role that a supportive and secure school environment plays in student success, particularly within the STEAM fields. The goal is designed to address multiple state priorities, including Basic Services, Student Engagement, and School Climate, thereby ensuring a holistic approach to student development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate of 96% or greater.	Attendance rate in 2023-24 was 94.6%	Attendance rate in 2024-25 was 93.9%.		2026-27 Attendance Rate of 96%	-0.7%
3.2	Percentage of students that feel safe at school.	2023-24 Stakeholder survey indicated that 87% of respondents agree that ASA prioritized the wellbeing of its Students during the 2020-21 school year.	2024-25 Stakeholder survey indicated that 87% of respondents agree that ASA prioritized the wellbeing of its Students during the school year.		2026027 Stakeholder survey indicates that 100% of respondents agree that ASA prioritizes the wellbeing of its Students.	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Percentage of students that feel supported at school.	2023-24: Stakeholder survey indicated that 79% of respondents feel their student is supported at school.	2024-25: Stakeholder survey indicated that 82% of respondents feel their student is supported at school.		2026-27: Stakeholder survey indicates that 100% of respondents feel their student is supported at school.	+3%
3.4	Suspension Rate less than 1%	Suspension Rate 2023-24: 1.4%	Suspension Rate 2024-25 available in Fall, 2025.		Suspension Rate 2026-27: >1%	-0.4%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

ASA Chino successfully implemented all actions associated with Goal 3 in 2024–25. This goal is designed to promote a physically and emotionally secure learning environment and cultivate a school climate that encourages academic risk-taking aligned to STEAM fields. Implementation was comprehensive and consistent across all components, with no substantive deviations from the original plan.

Key activities included:

Maintaining an attendance notification system with personalized outreach and family engagement protocols.

Administering school climate surveys in both fall and spring to gather direct student input.

Providing targeted and schoolwide mental health and social-emotional learning (SEL) supports aligned to the American School Counselor Association (ASCA) model.

Ensuring every student had access to up-to-date instructional materials and web-enabled devices.

These actions addressed conditions of learning, engagement, and climate, which are foundational to Goal 3's design.

SA Chino reported several successes:

The percentage of students who felt supported increased from 79% to 82%, reflecting positive impacts of mental health and SEL supports.

Suspension rates remained below 1% (data for 2024–25 pending), sustaining the school's long-standing emphasis on restorative practices.

All students had access to clean, safe facilities and essential learning tools.

However, challenges emerged:

Attendance declined to 93.9%, a 0.7% drop from the 2023–24 baseline of 94.6%, missing the 96% target.

Student perception of safety remained flat at 87%, indicating a stagnation from prior years and revealing a need for more impactful climate interventions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the planned and actual percentages of improved services for unduplicated pupils in Goal 3.

However, modest variances in budget execution arose from the following:

ASA Chino used in-house counseling staff and integrated resources for mental health and SEL, reducing reliance on contracted services.

Climate surveys were conducted using existing platforms, which required no new expenditures, resulting in lower-than-budgeted costs for data collection.

Technology and instructional materials were procured using state funds aligned to existing adoptions, with strategic purchasing ensuring cost efficiency.

Despite these budget efficiencies, the scope and quality of services were fully maintained. All actions were provided schoolwide, with a continued focus on supporting unduplicated pupils by improving their learning environment and access to essential supports.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Most actions under Goal 3 were effective, though the extent of impact varied by metric:

Action 3.1: Attendance Notification
Implemented as planned, but attendance declined, showing the current system's limitations. The strategy needs to be more proactive and personalized.

Action 3.2: School Climate Survey – Students
Highly effective in collecting student voice and feedback, with strong participation across grade levels. However, data showed no gain in student-perceived safety, suggesting the need to strengthen the connection between feedback and visible change.

Action 3.3: Mental Health and SEL Supports
Effective. Students reporting that they feel supported rose by 3%, and staff reported increased counseling engagement. These efforts are positively impacting student well-being.

Action 3.4: Basic Services
Fully implemented. All students had access to appropriate materials and devices. No gaps in access were reported, and this action remains a strong equity lever.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Refinements for 2025–26 are informed by outcome trends and stakeholder input:

Expanded attendance interventions: In addition to notifications, ASA Chino will introduce family-centered outreach and recovery strategies to address absenteeism more holistically.

Climate surveys will include open-ended and disaggregated analysis to better capture the experiences of unduplicated students and identify patterns within specific student groups.

SEL staffing will be extended into enrichment periods and transition times, aiming to provide more consistent support during unstructured parts of the day.

A new focus on physical safety and communication will be introduced. including consistent messaging, to address stagnation in student-reported safety scores.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attendance Notification	Implement an attendance notification practice including home contact, excessive absences/tardies, and ARB process	$82,061.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	SchoolClimate Survey- Students	Conduct a Fall and Spring School Climate Survey for students	$2,000.00	No Yes
3.3	Mental Health and Social Emotional Learning Support	Provide school-wide and targeted mental health and social emotional learning support for students aligned to the American School Counselor Association's National Model.	$1,659,899.00	No Yes
3.4	Basic Services	Provide adequate instructional materials, including web-enabled devices for students.	$443,277.00	No Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$735,962	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.838%	0.000%	$0.00	6.838%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Staff Retention **Need:** Unduplicated pupils—including English Learners, low-income students, and foster youth—benefit significantly from sustained relationships with experienced, well-trained educators who understand their unique needs. Internal data and stakeholder input indicate that these students experience greater	The staff retention strategy—comprising competitive compensation, robust onboarding, mentoring for new staff, and continuous professional learning—is designed to retain effective educators and support staff across the school. This action is provided on a schoolwide basis because unduplicated pupils are enrolled in nearly every classroom and grade level at ASA Chino. By supporting all staff with clear expectations, growth pathways, and workplace stability, the school ensures that unduplicated	Annual teacher and staff retention rate (disaggregated when possible) Annual staff exit survey results to identify trends in reasons for departure Staff satisfaction survey (focus on professional

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	academic and social-emotional growth when staff continuity is preserved across school years. Given that unduplicated students often require targeted interventions, differentiated instruction, and strong adult relationships, high turnover in teaching and support staff disproportionately impacts their learning continuity and achievement. Therefore, maintaining a stable and qualified workforce is critical to ensuring equitable access to consistent instructional quality and supports. **Scope:** Schoolwide	students consistently encounter capable adults who are well-equipped to deliver high-quality, culturally responsive, and differentiated instruction. Providing these supports across the entire school system is essential to avoiding fragmented services that disproportionately harm students who depend most on consistency and strong educator relationships.	support and work environment) Percentage of new teachers retained after 1 and 3 years Growth in MAP scores and CAASPP proficiency rates for unduplicated pupils
1.2	**Action:** Instructional Materials **Need:** Unduplicated pupils—specifically low-income students, English Learners, and foster youth—require access to high-quality, evidence-based instructional materials that are inclusive, rigorous, and adaptable to their learning needs. Internal assessment data and teacher feedback indicate that these students benefit from materials that offer built-in scaffolds, opportunities for enrichment, and multiple means of accessing content. ASA Chino's emphasis on academic excellence and STEAM integration underscores the need to ensure that all students, including unduplicated pupils, are challenged and supported with curriculum resources that engage them intellectually and close opportunity gaps.	This action is delivered schoolwide because unduplicated students are enrolled in all classrooms and grade levels. By equipping every teacher with rigorous, standards-aligned instructional materials—particularly those that offer differentiation, project-based learning, and STEAM integration—ASA ensures that all students, including those from historically underserved backgrounds, receive access to challenging, relevant instruction. Providing evidence-based resources across the board prevents learning disparities from widening and ensures that classrooms have the tools necessary to accelerate learning for all students, particularly those with additional academic needs or advanced potential.	Percentage of classrooms using updated, standards-aligned instructional materials Staff survey data on adequacy and effectiveness of curriculum resources Student performance data (MAP, CAASPP) disaggregated for unduplicated pupils Evidence of differentiation/enrichment in lesson plans and student work samples

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		Student satisfaction survey results related to engagement and challenge level of curriculum
1.3	**Action:** Interventionists and ELD Instructor **Need:** Unduplicated pupils—especially English Learners, low-income students, and foster youth—often require intensified academic support due to gaps in prior learning, language acquisition needs, and inconsistent access to high-quality instruction. Assessment data and progress monitoring at ASA Chino show that these students benefit from personalized, small-group interventions designed to accelerate skill acquisition in core subjects, particularly English Language Arts and Math. Additionally, English Learners need dedicated instruction aligned with ELD standards to make meaningful progress in language development and access grade-level content. **Scope:** Schoolwide	This action is implemented on a schoolwide basis because unduplicated pupils are distributed across all grade levels and classrooms. Grade level dedicated intervention block and a dedicated ELD instructor ensures that all students performing below grade level—particularly those from high-need groups—receive data-informed, targeted support that aligns with their learning profiles. Providing these services schoolwide promotes equity and allows for flexible grouping and deployment of resources based on need, not student label. It also helps foster inclusivity and prevents stigmatization while maximizing learning acceleration for the most vulnerable students.	Student growth on MAP assessments for targeted students (ELA and Math) Progress monitoring data from intervention sessions English Learner progress toward English language proficiency (ELPAC) Academic performance of unduplicated students (classroom grades, formative assessments) Feedback from students, interventionists, and classroom teachers
1.4	**Action:** Professional Development **Need:** Unduplicated pupils—English Learners, foster youth, and low-income students—often benefit	This professional development is offered schoolwide to ensure instructional consistency and to build collective teacher capacity in high-impact practices that benefit all students—particularly those who are historically underserved. When all educators are trained in strategies like	Classroom observation data using school-defined instructional priorities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	most when instruction is rigorous, engaging, and differentiated to meet diverse learning needs. Teachers require continued training to deepen implementation of ASA's STEAM-aligned instructional model, integrate project-based learning, and apply inclusive practices. Professional learning also ensures that staff remain current in research-based strategies, such as the Engineering Design Process and Universal Design for Learning, which are particularly effective in supporting underserved students. **Scope:** Schoolwide	Understanding by Design and instructional technology integration, they are better equipped to scaffold instruction, embed language supports, and foster critical thinking in all learners. Including specialized PD for enrichment teachers (e.g., Music, STEAM) ensures these programs are accessible and inclusive for unduplicated pupils, enriching their overall academic experience.	Feedback from professional development sessions Implementation rates of core instructional models (e.g., UbD, STEAM, EDP) Student achievement data disaggregated by subgroup Increased student engagement in enrichment and core programs
1.5	**Action:** Expanded Learning- Summer School **Need:** Unduplicated pupils—including English Learners, foster youth, and low-income students—often require additional time and targeted support to master academic content and remain on track with their grade-level peers. Local data, including benchmark assessments and teacher feedback, highlight unfinished learning and academic gaps among these student groups. Additionally, English Learners benefit from extended opportunities for structured language development beyond the regular school year. **Scope:**	ASA's summer school program is designed to provide schoolwide access but is strategically targeted toward unduplicated pupils based on demonstrated academic need. The program delivers intensive, small-group instruction in literacy, math, and English language development. By extending learning time, the action directly addresses unfinished learning and allows students to reengage with content and concepts in a lower-pressure setting. Offering the program on a schoolwide basis ensures that all students with academic need—including those who may not yet be formally identified—have equitable access to additional support.	Program enrollment and attendance records disaggregated by student group English Learner progress toward language proficiency Teacher qualitative input and program feedback surveys Percentage of participating students demonstrating growth in targeted skills Reduction in number of students requiring Tier 3 intervention in the fall

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.6	**Action:** Graduate Profile **Need:** Unduplicated pupils—including English Learners, foster youth, and low-income students—often need stronger support systems to build foundational academic and social-emotional competencies that contribute to long-term success. Internal data and stakeholder feedback reveal a need for a clear, shared vision of student readiness that goes beyond academic proficiency alone. Specifically, ASA Chino identified a gap in articulating and tracking whole-child growth over time—particularly for students historically underserved—across academic, civic, and social-emotional domains. **Scope:** Schoolwide	The Graduate Profile is being developed as a schoolwide framework that will eventually define and support the core competencies necessary for all students to be well-prepared for high school and beyond. Though not yet implemented, its design is intentionally inclusive of the diverse strengths and needs of unduplicated pupils. The profile will serve as a strategic tool to align instruction, enrichment, and support services to common goals—ensuring that English Learners, foster youth, and low-income students have equal opportunity to grow in areas such as critical thinking, engineering solutions, service learning, and whole child development. Once finalized, the Graduate Profile will guide equitable instructional practices and inform progress monitoring across student groups.	Completion and adoption of the Graduate Profile by the end of the planning year Rubric and indicator development aligned to the core competencies Stakeholder engagement sessions Timeline and plan for phased implementation across grade spans Future monitoring tools may include portfolio artifacts, teacher assessments, and SEL survey data disaggregated by subgroup
2.1	**Action:** Intuitive Survey Data **Need:** Unduplicated pupils—including English Learners, foster youth, and low-income students—often face systemic barriers to educational access and success that require more responsive and inclusive school systems. These students and their families may experience challenges in navigating	This action is implemented on a schoolwide basis, as unduplicated students are enrolled across all grades and classrooms, and all families—especially those from historically underserved communities—deserve equitable opportunities to contribute feedback. By designing intuitive, translated surveys and offering digital and paper-based formats, ASA ensures that families of unduplicated pupils can engage with school planning processes without requiring technical expertise or English fluency. These surveys are	Trimester survey response rates, disaggregated by subgroup (EL, FRL, FY) Percent of respondents completing surveys in a language other than English Trends in family-reported access to school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school structures, understanding educational expectations, and having their voices heard in decision-making. ASA Chino identified a need to create more accessible, multilingual, and low-barrier methods for collecting input from families and students, particularly those from underrepresented groups, to ensure their perspectives guide planning and resource allocation. **Scope:** Schoolwide	administered each trimester to track climate perceptions, academic support needs, and engagement preferences, enabling real-time responsiveness to student and family needs.	communication and participation opportunities Percentage of LCAP actions or decisions influenced by educational partner input Staff and parent feedback on survey clarity and accessibility
2.2	**Action:** School Site Council **Need:** Unduplicated pupils—especially English Learners, foster youth, and low-income students—benefit when their families are informed, engaged, and empowered to contribute to school planning and resource decisions. ASA Chino identified a need to provide structured and ongoing opportunities for families of unduplicated pupils to participate in advisory roles and decision-making bodies, particularly as these families may face language, time, or familiarity barriers that limit their involvement in more traditional engagement formats. **Scope:** Schoolwide	The School Site Council (SSC) serves a schoolwide function by bringing together staff, administration, and family representatives to co-develop and review the school's academic programs, budget priorities, and improvement strategies. ASA Chino prioritizes recruiting and retaining representatives who reflect the demographics of the student population, including parents of unduplicated pupils, ensuring their needs and perspectives directly inform funding and program decisions. Meetings are held at accessible times and offered in families' home languages through interpretation and translated materials, removing barriers to participation. This schoolwide strategy supports equitable input and governance, ensuring that decisions serve all learners.	Participation rates of parents/guardians of unduplicated pupils on SSC Frequency and quality of SSC meetings (e.g., agendas, minutes, attendance records) Percentage of SSC recommendations reflected in LCAP goals or revised actions Family survey results on awareness and satisfaction with school decision-making processes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Staff and parent feedback on accessibility of SSC participation
2.3	**Action:** Parent Portal **Need:** Unduplicated pupils—particularly English Learners, foster youth, and low-income students—require consistent and transparent communication between school and home to support academic progress, attendance, and engagement. Families of these students often face barriers such as limited access to real-time information, language differences, or unfamiliarity with school systems. ASA Chino identified the need for a centralized, multilingual, and user-friendly platform that supports timely communication, monitoring of student progress, and engagement with school updates. **Scope:** Schoolwide	The Parent Portal provides all families—schoolwide—with equitable access to real-time information about their child's academic performance, attendance, and school communications. The platform is available in families' home languages and accessible via mobile devices, ensuring that all parents, regardless of socioeconomic status or language background, can monitor and support their child's education. By providing this tool to all families, ASA Chino ensures that unduplicated pupils receive consistent support from home and school, helping to close opportunity gaps.	Parent login and usage frequency disaggregated by subgroup (including unduplicated pupil groups) Survey data on parent satisfaction and ease of access to the portal Changes in student attendance, grades, or behavior correlating with increased portal usage Number of support sessions offered to assist families in accessing and using the portal Multilingual communication engagement rates (e.g., open/read rates by language)
2.4	**Action:** Parent Events **Need:** Families of unduplicated pupils—English Learners, foster youth, and low-income students—often face barriers to participation in	ASA Chino hosts schoolwide parent events such as Meet Your Wolfpack, Coffee with Admin, and student-led celebrations. These events are intentionally designed to build trust, strengthen school-family relationships, and provide families with opportunities to learn about programs, expectations, and supports available to students.	Attendance rates at events, disaggregated by student groups Family surveys measuring sense of belonging and satisfaction with events

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school events due to work schedules, transportation, or limited familiarity with school systems. ASA Chino identified the need to create structured, inclusive, and accessible opportunities for these families to engage with the school, build relationships with staff, and support their children's academic and social-emotional development. **Scope:** Schoolwide	Events are offered in multiple languages and at varied times to accommodate working families. This LEA-wide approach ensures that all families, including those of unduplicated pupils, feel welcome, informed, and connected to the school community—contributing to improved student outcomes.	Number and frequency of events offered, including language accessibility Qualitative feedback from families about content relevance and impact
3.1	**Action:** Attendance Notification **Need:** Unduplicated pupils—including English Learners, foster youth, and low-income students—often face greater barriers to consistent school attendance due to factors such as transportation challenges, housing instability, illness, or lack of access to resources that support daily routines. Chronic absenteeism disproportionately impacts these students, contributing to learning gaps and reduced engagement. ASA Chino identified a need to implement early, proactive interventions that support consistent attendance before patterns of absenteeism become chronic and difficult to reverse. **Scope:** Schoolwide	This action is implemented on a schoolwide basis, as unduplicated pupils are enrolled across all grades and classrooms. ASA Chino utilizes an automated attendance notification system and staff-led follow-up protocols to ensure timely outreach to families when absences or tardies begin to increase. Communications are provided in families' home languages, and early interventions help identify underlying barriers to attendance that may disproportionately affect unduplicated students. Schoolwide implementation ensures equity in support and monitoring while enabling more efficient allocation of family engagement resources and counselor referrals.	Overall and subgroup-specific chronic absenteeism rates Average daily attendance rate (target: =96%) Number of attendance notifications sent by type (e.g., early warning, chronic absence letters) Follow-up contacts and attendance conference logs Reduction in repeat chronic absenteeism among unduplicated students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** SchoolClimate Survey- Students **Need:** Unduplicated pupils—including English Learners, foster youth, and low-income students—often face additional challenges in feeling connected, safe, and supported in school environments. Research and local data show that these students are more likely to experience social-emotional stress, disengagement, or a lack of belonging, which can negatively impact academic performance and well-being. ASA Chino identified the need to systematically collect student input on school climate to ensure the voices and experiences of unduplicated students guide improvements to safety, support, and engagement systems. **Scope:** Schoolwide	This action is implemented on a schoolwide basis to ensure that all students—particularly unduplicated pupils—have an opportunity to share their experiences, perceptions, and needs. The student climate survey is administered each semester and includes items related to physical and emotional safety, adult-student relationships, school cleanliness, and support structures. Surveys are accessible and inclusive, with adaptations made when needed for English Learners and younger students. By administering this action schoolwide, ASA Chino ensures that improvements to school climate reflect the perspectives of all students, not just those who are most vocal or visible.	Participation rates in student climate surveys, disaggregated by subgroup (e.g., EL, FRL, FY) Percent of students reporting feeling safe, supported, and comfortable at school Changes over time in perception data for unduplicated students SEL (social-emotional learning) indicators aligned to ASA's Graduate Profile or counseling goals Use of survey data in informing schoolwide climate initiatives or staff professional development
3.3	**Action:** Mental Health and Social Emotional Learning Support **Need:** Unduplicated pupils—including low-income students, English Learners, and foster youth—often encounter higher levels of stress, instability, and trauma, which can impede their ability to focus, engage, and succeed in school. ASA Chino identified a strong need for	Mental health and SEL supports are offered schoolwide but are structured to ensure that unduplicated pupils are prioritized for outreach, counseling, and interventions. This includes one-on-one counseling services, small group SEL support, classroom-based SEL instruction, and referral systems tied to behavior or attendance concerns. Social-emotional learning is integrated into daily routines through advisory periods, classroom activities, and educator training. The school's commitment to these supports ensures	Number and frequency of counseling sessions provided to unduplicated students Student self-reported data on emotional well-being and school connectedness (via surveys)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	proactive, accessible mental health and SEL supports to address the emotional and behavioral challenges that disproportionately impact these student groups. Internal data, survey feedback, and staff referrals all point to the importance of prioritizing student wellness alongside academic success. **Scope:** Schoolwide	that all students—particularly those most at risk—have access to the skills and relationships they need to thrive emotionally and academically. Providing this action on a schoolwide basis promotes equity by normalizing mental health conversations, reducing stigma, and allowing all students to benefit from a strong foundation of social-emotional instruction and support. At the same time, staff are trained to monitor and prioritize the specific needs of unduplicated pupils, ensuring more targeted interventions when necessary.	Behavior referral and suspension data, disaggregated by student group Attendance trends for students receiving mental health support
3.4	**Action:** Basic Services **Need:** Unduplicated pupils—particularly those from low-income backgrounds or in foster care—often face inequities in access to fundamental educational resources, such as safe and well-maintained facilities, appropriately credentialed teachers, and standards-aligned instructional materials. These foundational elements are critical to ensure a level playing field and to support equitable academic success. ASA Chino's review of local data and stakeholder input affirms the need to consistently monitor and maintain high-quality basic services to meet the needs of all students, including unduplicated pupils. **Scope:** Schoolwide	ASA Chino provides this action schoolwide to ensure every student, regardless of background, benefits from high-quality, essential services. This includes recruiting and retaining fully credentialed teachers, maintaining clean and safe campus facilities, ensuring access to updated and standards-aligned curriculum materials, and providing classroom resources necessary for rigorous instruction. These components are non-negotiable foundations for learning, and their schoolwide delivery ensures that unduplicated students are not left behind due to resource gaps. While implemented broadly, the action strategically supports unduplicated pupils by removing systemic barriers to access and providing the infrastructure that underpins their ability to engage meaningfully in learning. It also includes prioritized attention to classrooms and programs that serve high concentrations of unduplicated students.	Percentage of teachers who are fully credentialed and appropriately assigned Facilities inspection ratings (FIT scores) and identified areas for maintenance or improvement Availability and sufficiency of standards-aligned instructional materials Student and family satisfaction with school cleanliness, safety, and learning environment (via surveys)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Staff retention rates and hiring data, especially in hard-to-staff areas

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Allegiance STEAM Academy Thrive does not receive additional concentration funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	10,763,062	735,962	6.838%	0.000%	6.838%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,537,910.00	$2,036,437.00	$0.00	$149,467.00	$9,723,814.00	$8,307,214.00	$1,416,600.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staff Retention	All	No / Yes	School wide				$5,759,405.00	$83,300.00	$5,339,717.00	$353,521.00		$149,467.00	$5,842,705.00	
1	1.2	Instructional Materials	All	No / Yes	School wide				$0.00	$546,600.00	$168,923.00	$377,677.00			$546,600.00	
1	1.3	Interventionists and ELD Instructor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$91,594.00	$0.00		$91,594.00			$91,594.00	
1	1.4	Professional Development	All	No / Yes	School wide				$0.00	$46,800.00	$46,800.00				$46,800.00	
1	1.5	Expanded Learning-Summer School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$560,178.00	$412,500.00	$882,794.00	$89,884.00			$972,678.00	
1	1.6	Graduate Profile	All	No / Yes	School wide				$0.00	$4,000.00	$4,000.00				$4,000.00	
2	2.1	Intuitive Survey Data	All	No / Yes	School wide		All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.2	School Site Council	All	No / Yes	School wide				$0.00	$2,000.00	$2,000.00				$2,000.00	

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Parent Portal	All	No Yes	School wide				$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.4	Parent Events	All	No Yes	School wide				$0.00	$15,200.00	$15,200.00				$15,200.00	
3	3.1	Attendance Notification		Yes	School wide				$82,061.00	$0.00	$82,061.00				$82,061.00	
3	3.2	SchoolClimate Survey-Students	All	No Yes	School wide				$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.3	Mental Health and Social Emotional Learning Support	All	No Yes	School wide				$1,465,699.00	$194,200.00	$536,138.00	$1,123,761.00			$1,659,899.00	
3	3.4	Basic Services	All	No Yes	School wide				$348,277.00	$95,000.00	$443,277.00				$443,277.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10,763,062	735,962	6.838%	0.000%	6.838%	$7,537,910.00	0.000%	70.035 %	**Total:**	$7,537,910.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$7,537,910.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Staff Retention	Yes	Schoolwide			$5,339,717.00	
1	1.2	Instructional Materials	Yes	Schoolwide			$168,923.00	
1	1.3	Interventionists and ELD Instructor	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.4	Professional Development	Yes	Schoolwide			$46,800.00	
1	1.5	Expanded Learning- Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income		$882,794.00	
1	1.6	Graduate Profile	Yes	Schoolwide			$4,000.00	
2	2.1	Intuitive Survey Data	Yes	Schoolwide			$10,000.00	
2	2.2	School Site Council	Yes	Schoolwide			$2,000.00	
2	2.3	Parent Portal	Yes	Schoolwide			$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Parent Events	Yes	Schoolwide			$15,200.00	
3	3.1	Attendance Notification	Yes	Schoolwide			$82,061.00	
3	3.2	SchoolClimate Survey-Students	Yes	Schoolwide			$2,000.00	
3	3.3	Mental Health and Social Emotional Learning Support	Yes	Schoolwide			$536,138.00	
3	3.4	Basic Services	Yes	Schoolwide			$443,277.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,653,421.00	$9,987,123.68

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Staff Retention	Yes	4551246	5195371.15
1	1.2	Instructional Materials	Yes	195418	600553.39
1	1.3	Intervention Interventionists and ELD Instructor	Yes	817119	122122.30
1	1.4	Professional Development	Yes	47400	88563.98
1	1.5	Expanded Learning- Summer School	Yes	318100	1068447.04
1	1.6	Graduate Profile		150,000	
2	2.1	Intuitive Survey Data		1000	13132.04
2	2.2	School Site Council		1600	
2	2.3	Parent Portal	Yes	8316	44.04
2	2.4	Parent Events	Yes	1500	5132.08
3	3.1	Attendance Notification	Yes	80157	76370.55
3	3.2	SchoolClimate Survey- Students		1000	4925
3	3.3	Mental Health and Social Emotional Learning Support	Yes	1415418	1809788.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Basic Services	Yes	65147	1002673.21

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
730582	$5,703,985.00	$5,977,957.34	($273,972.34)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staff Retention	Yes	3997748	4077057.71		
1	1.2	Instructional Materials	Yes		23046.24		
1	1.3	Intervention Interventionists and ELD Instructor	Yes	692118			
1	1.4	Professional Development	Yes	47400	88563.98		
1	1.5	Expanded Learning- Summer School	Yes	151500	299193.07		
2	2.3	Parent Portal	Yes	8316	44.04		
2	2.4	Parent Events	Yes	1500	5132.08		
3	3.1	Attendance Notification	Yes	80157	61096.44		
3	3.3	Mental Health and Social Emotional Learning Support	Yes	660099	421150.57		
3	3.4	Basic Services	Yes	65147	1002673.21		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
10172341	730582	0.00	7.182%	$5,977,957.34	0.000%	58.767%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
        - Actions may be grouped together for purposes of these explanations.
        - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;

    o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

    o   All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

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

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

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

2025-26 Local Control and Accountability Plan for Allegiance STEAM Academy - Thrive

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

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

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

2025-26 Local Control and Accountability Plan for Allegiance STEAM Academy - Thrive

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

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

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

▪ The reasons for the ineffectiveness, and

▪ How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

  o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

- Identify the action as an LREBG action;

- Include an explanation of how research supports the selected action;

- Identify the metric(s) being used to monitor the impact of the action; and

- Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

2025-26 Local Control and Accountability Plan for Allegiance STEAM Academy - Thrive   Page 65 of 75

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

Coversheet

ASA Fontana 2025-26 LCAP

Section: IV. Items Scheduled for Discussion, Action, Other Business
Item: B. ASA Fontana 2025-26 LCAP
Purpose: Vote
Submitted by:
Related Material:
2025_Local_Control_and_Accountability_Plan_Allegiance_STEAM_Academy_-_Thrive_(Fontana)_
20250609 (2).pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Allegiance STEAM Academy - Thrive Fontana
CDS Code: 36677100141952
School Year: 2025-26
LEA contact information:
Sebastian Cognetta
CEO

909-258-9937

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 2025-26 School Year

Projected Revenue by Fund Source

- Total LCFF funds $4,082,899 88 %
- All other state funds, $544,203 , 12%
- All federal funds, $36,540 , 1%
- LCFF supplemental & concentration grants, $328,110 , 7%
- All Other LCFF funds, $3,754,789 , 80%

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

The text description for the above chart is as follows: The total revenue projected for Allegiance STEAM Academy - Thrive Fontana is $4,663,642, of which $4082899 is Local Control Funding Formula (LCFF), $544203 is other state funds, $0 is local funds, and $36540 is federal funds. Of the $4082899 in LCFF Funds, $328110 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $4,571,944

Total Budgeted Expenditures in the LCAP $3,597,328

This chart provides a quick summary of how much Allegiance STEAM Academy - Thrive Fontana plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Allegiance STEAM Academy - Thrive Fontana plans to spend $4571944 for the 2025-26 school year. Of that amount, $3597328 is tied to actions/services in the LCAP and $974,616 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the 2025-26 Local Control and Accountability Plan include facility rent, operating costs, and administrative expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Allegiance STEAM Academy - Thrive Fontana is projecting it will receive $328110 based on the enrollment of foster youth, English learner, and low-income students. Allegiance STEAM Academy - Thrive Fontana must describe how it intends to increase or improve services for high needs students in the LCAP. Allegiance STEAM Academy - Thrive Fontana plans to spend $3174888 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25
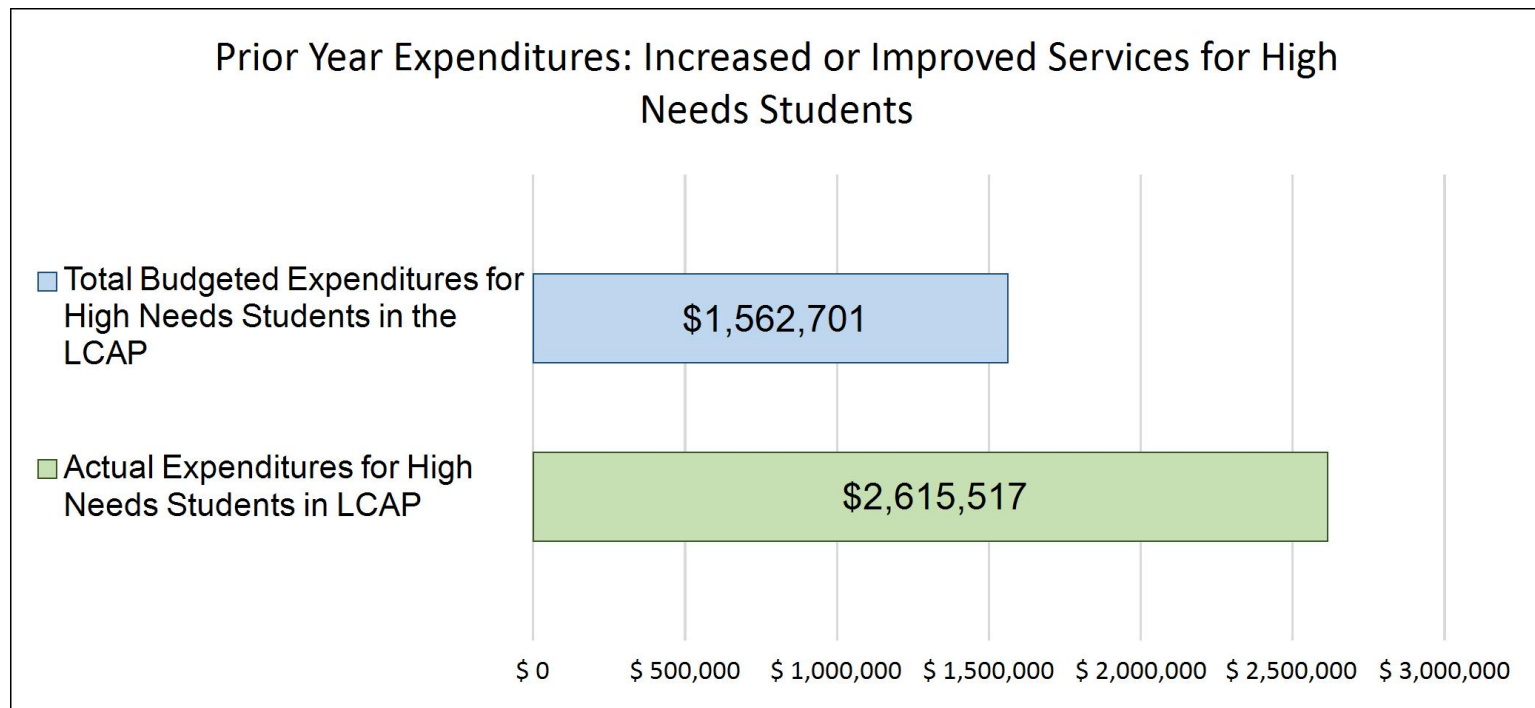
This chart compares what Allegiance STEAM Academy - Thrive Fontana budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Allegiance STEAM Academy - Thrive Fontana estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Allegiance STEAM Academy - Thrive Fontana's LCAP budgeted $1562701 for planned actions to increase or improve services for high needs students. Allegiance STEAM Academy - Thrive Fontana actually spent $2615517 for actions to increase or improve services for high needs students in 2024-25.

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 Fontana	Sebastian Cognetta CEO	sebastian.cognetta@asathrive.org 909-258-9937

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Allegiance STEAM Academy Thrive, Fontana (ASA) was authorized in April, 2022, and began serving students in grades Transitional Kindergarten through 8th grade in the Fontana and surrounding communities. ASA operates under the authority of the Fontana Unified School District and is a STEAM-focused school complemented with World Languages, including Mandarin and Spanish.

ASA's mission is to expand school choice and unleash students' natural potential. The vision is to establish a safe school environment in which students are inspired to take risks to gain skills to be successful in the local and global communities. ASA will be a harbor of innovation and accountability where students, staff and families are key collaborators. By providing a school based on best practices, ASA will be a change agent in the community.

We are ASA Thrive. We are part of the fabric of public education in Fontana. 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

As a newly established charter school in 2023–24, Allegiance STEAM Academy (ASA) Fontana does not yet appear on the California School Dashboard with color-coded indicators. Nonetheless, ASA Fontana's internal evaluation using MAP Growth data, stakeholder surveys, and qualitative feedback demonstrates strong academic progress, an inclusive school climate, and increasing family engagement in its first year of operation.

I. Academic Achievement and Growth
MAP Growth Results (Spring 2024 – Spring 2025)
ASA Fontana administered the NWEA MAP Growth assessments in both mathematics and reading across grades 3–8. Overall, these assessments show substantial gains in early grades, affirming the impact of ASA's rigorous, STEAM-aligned instructional program.

Math Performance Highlights:

Grade 3: +15 RIT points (187.6 ? 202.3); 58% of students met growth goals.

Grade 4: +17 RIT points (194.9 ? 211.7); 80% met growth targets, with a Conditional Growth Percentile of 85, one of the highest across all grades.

Grade 6 and 8: +7 and +6 RIT points respectively; over 65% of students in each grade met their growth targets.

Grade 5: Notable decline of -1 RIT point, with only 17% of students meeting their growth projections. This will drive targeted math support and intervention in 2024–25.

Reading Performance Highlights:

Grade 3: +17 RIT points (176.3 ? 193.7); 67% met growth targets.

Grade 4: Outstanding +21 RIT point growth (183.6 ? 204.3); 100% of students met their projected growth, with a School Conditional Growth Index of 7.13 and Percentile of 99.

Grade 5: +10 RIT points; 67% of students met growth projections, above national expectations.

Grades 6 and 8: Both posted +4 RIT growth with about 44% of students meeting targets.

Grade 7: No net growth; only 27% met projections, highlighting a priority area for reading instructional support.

These gains demonstrate strong foundational instruction in early grades and validate ASA's emphasis on rigorous, standards-based teaching. The lower performance in grades 5 and 7 math and reading will inform professional development, pacing, and intervention efforts for the upcoming year.

II. School Climate and Student Wellness
ASA Fontana prioritized creating a safe, inclusive, and respectful school environment in its first year:

81% of students reported that adults at school want them to succeed, and 84% felt teachers treat students with respect most or all of the time.

Parent survey results indicate a 7.2% improvement in perceptions of physical safety and a 9.2% increase in social-emotional safety over the course of the year.

Bullying and cleanliness emerged as key areas of concern, with 37% of students reporting they witnessed bullying "some of the time." Proactive SEL routines and peer leadership programs will be expanded in 2024–25.

III. Family and Community Engagement
ASA Fontana's parent survey showed a 9.8% increase in families feeling there were opportunities to be involved in school activities.

Communication tools like ParentSquare, weekly "Wolf Updates," and principal meet-ups helped establish a culture of transparency and responsiveness:

Over 60% of families agreed that they receive timely updates on student learning and school operations.

The 2024–25 LCAP includes new actions to further support multilingual outreach and parent education workshops.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

ASA is not identified for CSI.

Support for Identified Schools

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

ASA is not identified for CSI.

Monitoring and Evaluating Effectiveness

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

ASA is not identified for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents, Students, Local Community Members	During the 2024-25 school year, we conducted a variety of engagement activities. These included School Site Council meetings, English Learner Advisory Council meetings, "Howling with the Principal" sessions, and both regular and special Board Meetings. Additionally, we administered parent surveys such as the Triad Conference Survey at the beginning of the year and the LCAP survey in late winter. These efforts were successful, with 100% of parents participating in the LCAP Survey.
Teachers and Staff	ASA provides teachers and staff several opportunities to provide input on LCAP-related goals, actions, and services, including surveys at the completion of weekly staff meetings, anonymous surveys throughout the year, and small group and individual meetings with supervisors.
Administrators	ASA provides administrators ample opportunities to provide input on LCAP-related goals, actions, and services, including surveys at the completion of weekly staff meetings, anonymous surveys throughout the year, and weekly one:one meetings with central office staff.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

I. Engagement Process Overview
During the 2024–25 school year, Allegiance STEAM Academy (ASA) Thrive Fontana implemented a multi-tiered stakeholder engagement process to gather meaningful input from educational partners to inform the development of the 2025–26 Local Control and Accountability Plan (LCAP). Efforts were designed to center the voices of students, families, educators, and school leaders while aligning feedback to ASA's strategic priorities and growth trajectory as a newly established charter school.

Engagement Activities Included:
Parent and Guardian Surveys
ASA administered a comprehensive LCAP survey in Spring 2025, yielding 278 parent/guardian responses across all grade levels (TK–8).
The survey gauged perceptions of academic quality, enrichment offerings, communication effectiveness, and school climate.

Student Voice: Satisfaction Survey (Grades 3–8)
A total of 140 students completed the annual Student Satisfaction Survey. This survey captured student perspectives on learning relevance, school environment, peer relationships, and social-emotional supports.

Family Engagement Forums
ASA hosted recurring bilingual events such as "Howling with the Principal" and Coffee with Admin to facilitate ongoing dialogue around academic progress, school climate, and program design. These gatherings provided real-time feedback loops.

School Site Council and Governance Engagement
SSC members reviewed draft LCAP priorities in both English and Spanish, ensuring accessibility and informed discussion.
The ASA Board of Directors reviewed and approved final plan elements during its June 2025 public hearing.

Staff and Leadership Input
Teachers and staff provided structured feedback through instructional planning sessions, mid-year performance reviews, and the CEO's strategic planning process.
Leadership collaborated in aligning LCAP objectives to the CEO Focus Area planning document and organizational metrics.

II. How Educational Partner Feedback Influenced the LCAP
The final 2025–26 LCAP was significantly shaped by trends and priorities that emerged from stakeholder feedback:

Academic Rigor and Instructional Quality
Parent Feedback: Over 90% of families reported satisfaction with academic instruction, particularly in STEAM and History/Social Science (+8.8% and +8.6% increases).

MAP Growth Results: Spring-to-Spring math gains were especially strong in grades 3 (+15 RIT) and 4 (+17 RIT), with over 70% of students in these grades meeting their growth targets.

LCAP Influence: Goal 1 was refined to strengthen support for upper-grade reading and math performance, including targeted interventions in grades 5 and 7 where growth fell below projections.

Student Safety and Belonging
Student Feedback: While 81% of students said adults care about their success, 37% reported witnessing bullying "some of the time".

Parent Feedback: Families noted significant gains in perceptions of emotional (+9.2%) and physical (+7.2%) safety over the year.

LCAP Influence: Goal 3 includes expanded SEL routines, peer-led anti-bullying initiatives, and stronger alignment to ASA's restorative discipline framework.

Family Engagement and Communication
Survey Results: Families reported increased satisfaction with communication tools such as ParentSquare and the Weekly Wolf Update. Engagement rose notably (+9.8%) in families feeling they had opportunities to participate in school activities.

LCAP Influence: Goal 2 was expanded to include multilingual communication strategies, increased visibility of enrichment offerings, and targeted outreach to families of students needing academic support.

Data-Informed Equity Practices
Stakeholders emphasized the importance of closing gaps for students with disabilities, ELs, and those requiring intervention.

MAP reading growth in Grade 4 (100% met growth projections) highlighted the success of differentiated instruction in early grades. In contrast, Grade 7 reading showed no net growth, prompting further analysis and staffing adjustments.

LCAP Influence: Metrics were added to track participation in academic intervention meetings and general education engagement in IEP implementation.

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal combines the educational partners' priorities (i.e., rigorous academic programs and highly-qualified staff) with the educational program articulated in ASA charter petition.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	FullyCredentialed Staff per Credential Status per the California Commission on Teacher Credentialing	87% of General, Special, and Enrichment Education teachers are credentialed.	82% of General, Special, and Enrichment Education teachers are credentialed in 2024-25		2026-27: 100% of General, Special, and Enrichment Education teachers are credentialed.	-18%
1.2	Students will perform at or above the performance levels of comparison schools per CAASPP.	2023-24 CAASPP % Met or Exceeded Standard: ELA: 40.88% (37.35% FUSD); Math 25.55% (22.66% FUSD)	Available Fall 2025			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Students' mean RIT score will be greater than the national norms for NWEA MAP in Math, Reading. NWEA Spring Norms (2020 Study): Math: 3rd Grade: 199.2 4th Grade: 208.7 5th Grade: 217.1 6th Grade: 221.5 7th Grade: 225.6 8th Grade: 229.4 Reading: 3rd Grade: 196 4th Grade: 204.1 5th Grade: 210.4 6th Grade: 214.8 7th Grade: 217.9 8th Grade: 221.3	Spring 2024 Mean RIT Scores: Math: 3rd Grade: 193.8 4th Grade: 210.3 5th Grade: 208.7 6th Grade: 207.8 7th Grade: 218.9 8th Grade: 218 Reading: 3rd Grade: 185.1 4th Grade: 199.0 5th Grade: 203.5 6th Grade: 208.6 7th Grade: 217.7 8th Grade: 210.2	Spring 2025 Mean RIT Scores: Math: 3rd Grade: 205.3 4th Grade: 210.3 5th Grade: 207.2 6th Grade: 216.5 7th Grade: 212.4 8th Grade: 220.8 Reading: 3rd Grade: 196.6 4th Grade: 203.0 5th Grade: 204 6th Grade: 207.5 7th Grade: 206.5 8th Grade: 218.3		Students' mean RIT score will be greater than the national norms for NWEA MAP in Math, Reading. NWEA Spring Norms (2020 Study): Math: 3rd Grade: 199.2 4th Grade: 208.7 5th Grade: 217.1 6th Grade: 221.5 7th Grade: 225.6 8th Grade: 229.4 Reading: 3rd Grade: 196 4th Grade: 204.1 5th Grade: 210.4 6th Grade: 214.8 7th Grade: 217.9 8th Grade: 221.3	Math: 3rd Grade: 11.5 4th Grade: 0 5th Grade: -1.5 6th Grade: 8.7 7th Grade: -6.5 8th Grade: 2.8 Reading: 3rd Grade: 11.5 4th Grade: 4 5th Grade: 0.5 6th Grade: -1.1 7th Grade: -11.2 8th Grade: 8.1

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

ASA Fontana implemented all four planned actions under Goal 1:

Staff Retention

Instructional Materials

Professional Development

Graduate Profile Development

Each of these actions was implemented on a schoolwide basis to benefit all students, particularly unduplicated pupils, in line with ASA's equity-driven charter model.

Implementation Highlights
Staffing: ASA began the year with 87% of teachers credentialed but experienced a modest decline to 82% due to the loss of one of our teachers. Despite this, all classrooms were staffed, and long-term substitutes received administrative coaching support.

Materials and Curriculum: Core instructional programs were adopted and enhanced to align with ASA's STEAM vision. Teachers had access to high-quality materials in all content areas, including updated digital platforms for math and ELA.

Professional Learning: Staff engaged in training around Understanding by Design (UbD), the Engineering Design Process, and project-based learning. Targeted support for enrichment staff was partially implemented but requires deeper follow-through.

Graduate Profile: ASA began early work on defining a graduate profile with competencies such as academic proficiency, engineering problem-solving, and civic engagement. This work will continue in 2025–26 as part of deeper instructional alignment.

II. Successes and Challenges
Successes
MAP Growth: From Spring 2024 to Spring 2025, ASA Fontana students demonstrated substantial academic gains:

Math: Grades 3 and 4 saw impressive RIT growth (+15 and +17), with 58% and 80% of students meeting growth projections, respectively.

Reading: Grade 4 achieved +21 RIT growth, and 100% of students met their reading growth goals.

STEAM Engagement: Survey feedback from both students and parents reflected strong approval of STEAM instruction, with over 90% expressing satisfaction.

Challenges
Upper Grades Reading and Math: Grade 5 math declined (-1 RIT), and Grade 7 reading showed no net growth, with only 27% of students meeting projections.

Staff Credentialing: Mid-year staffing disruptions impacted continuity in instruction and may have affected outcomes in certain grades.

Graduate Profile: While the profile was drafted, implementation of aligned assessments and instructional strategies was delayed due to time constraints and competing PD priorities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted and actual expenditures for Actions 1.1–1.4. All actions were carried out within allocated LCFF and Title II funding. Personnel costs were slightly higher than anticipated due to the need for additional substitute coverage to address staffing fluctuations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Staff Retention (1.1): Partially effective. Compensation remained competitive, but regional staffing shortages limited full effectiveness.

Instructional Materials (1.2): Highly effective. Materials were well-aligned and implemented with fidelity.

Professional Development (1.3): Moderately effective. Core PD was well-received; however, differentiated training for enrichment teachers needs expansion.

Graduate Profile (1.4): Development phase complete, but broader implementation was deferred to 2025–26.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on stakeholder feedback, MAP Growth outcomes, and alignment with ASA Thrive Fontana's Board-adopted Focus Areas, the following refinements will be made to Goal 1:

Integrated academic interventions will be embedded into Project-Based Learning (PBL) units, with special emphasis on improving outcomes in Grade 5 math and Grade 7 reading. These interventions will leverage interim assessment data and support struggling students within the instructional core, in alignment with the focus on data-driven instruction and service learning integration.

Credentialing and retention supports will include earlier candidate outreach, enhanced onboarding and induction, and a mid-year check-in cycle for credentialing status. This action directly supports the Board's priority to ensure that all classrooms are staffed by highly qualified educators and reflects ASA's commitment to staff development and operational excellence.

STEAM-focused professional development will evolve to include embedded instructional coaching, cross-grade collaboration, and planning time dedicated to Engineering Design Process and Understanding by Design frameworks. PD will be anchored to site-based walkthroughs and feedback protocols aligned with the CEO evaluation framework and Board metrics.

ASA will pilot the Graduate Profile rubric and performance tasks in Trimester 2 across all grade spans, with reporting checkpoints integrated into Howling with the Principal and School Site Council discussions. This supports the Board Focus Area to define and measure deeper learning competencies.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff Retention	Staff will prioritize attracting and retaining highly-qualified teachers and staff by offering competitive compensation and benefits and thoroughly vetting applicants.	$2,527,271.00	No Yes
1.2	Instructional Materials	Staff will recommend and procure evidence-based instructional materials that align to the ASA charter and programs with an emphasis on challenging students who are performing at and above grade level.	$209,700.00	No Yes
1.3	Professional Development	Staff will participate in Professional Development designed to further the implementation of ASA Fontana's rigorous STEAMaligned model, including Engineering Design Process, Understanding by Design, and Instructional Technology. Professional development, tailored specifically to enrichment programs such as Music, is also included.	$37,063.00	No Yes
1.4	Graduate Profile	Allegiance STEAM Academy will develop a graduate profile that: • Encapsulates the core competencies and attributes necessary for a student to be well-prepared for high school. • Demonstrates students' growth over time in these core competencies. Core Competencies: 1. Academic Proficiency: Mastery of essential academic content and skills across disciplines. 2. Engineering Solutions: Ability to apply engineering principles to solve	$35,500.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		complex problems. 3. Civic Responsibility and Service Learning: Engagement in community service and understanding of civic duties. 4. Critical Thinking: Skills to analyze, evaluate, and synthesize information effectively. 5. Whole Child Development: Focus on nurturing the emotional, social, and physical well-being of students.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

ASA developed Goal 2 to ensure that stakeholders, including parents and the broader community, have access to real-time, relevant information about school operations, finances, governance, and student learning. By providing clear and timely information, the school seeks to encourage active participation and stronger partnerships within its educational community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Host a minimum of one educational partner event per month.	In 2023-24, educational partner events were held in 9 of the 10 months of the school year.	In 2024-25, educational partner events were held in 10 of the 10 months of the school year.		Host a minimum of one educational partner event per month.	+1 event
2.2	Provide a minimum of one academically centered parent information meeting per trimester.	In 2023-24, ASA held one academically centered parent information meeting per trimester with 90% of parents or guardians attending in person.	In 2024-25, ASA held one academically centered parent information meeting per trimester with 85% of parents or guardians attending in person.		Provide a minimum of one academically centered parent information meeting per trimester.	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Solicit educational partner input once per trimester via survey.	In 2023-24, surveys were conducted in each of the trimesters with over 90% educational partner participation.	In 2024-25, surveys were conducted in each of the trimesters with over 90% educational partner participation, including 100% participation in the LCAP Parent Survey.		Solicit educational partner input once per trimester via survey.	0

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–25 school year, ASA Fontana fully implemented all four actions planned under Goal 2, with strong alignment to both LCAP metrics and educational partner feedback:

Monthly Parent Events (Action 2.4): Events were held in all 10 months of the school year, surpassing the prior year baseline of 9 months.

Academically Centered Information Sessions (Action 2.2): Held once per trimester, maintaining the standard set in 2023–24, though attendance dipped slightly to 85% (down from 90%).

Surveys and Input (Action 2.1): Surveys were administered once per trimester, maintaining 90%+ participation and achieving 100% participation on the Spring LCAP Survey.

Parent Portal Communication (Action 2.3): Six communications were sent to parents throughout the year encouraging use of the Parent Portal for real-time access to attendance and academic data.

There were no substantive differences between the planned and implemented actions.

II. Successes and Challenges
Successes

Consistent Communication: Educational partner events were successfully held each month, and topics covered included governance updates, academic program overviews, and celebrations of student learning.

Strong Survey Participation: 100% participation in the LCAP Spring survey demonstrates high levels of family engagement and trust in ASA's feedback systems.

Multimodal Communication Strategy: Use of ParentSquare, text messages, flyers, and multilingual outreach improved stakeholder access to important information.

Challenges
Slight Drop in In-Person Attendance: Attendance at academically focused sessions dropped by 5 percentage points from the prior year. Some working families expressed scheduling conflicts, and ASA will explore adding recorded sessions or alternate time options in 2025–26.

Variability in Parent Portal Use: Despite six outreach efforts, usage analytics indicated inconsistent log-ins among some subgroups, particularly families new to ASA or less familiar with digital tools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted and actual expenditures for Goal 2. All actions were implemented within the allocated LCFF and federal funding categories (Title I and Title III). Costs were consistent with planned levels and primarily supported staffing time for event coordination, translation services, printing, and communications platforms.

Additionally, the Planned and Actual Percentages of Improved Services were aligned for contributing actions, particularly those designed to enhance access for unduplicated student families (e.g., multilingual surveys, family training sessions).

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The following actions demonstrated high effectiveness in supporting Goal 2:

Action 2.1 – Surveys: Highly effective; participation rates exceeded targets, and feedback led to direct adjustments in staffing, program offerings, and communication methods.

Action 2.2 – Academically Focused Sessions: Effective, though slightly impacted by participation barriers. The structure of these sessions provided important transparency and instructional clarity to families.

Action 2.3 – Parent Portal: Highly effective; outreach occurred resulting in an increase in usage patterns from 50% in 2023-24 to 88% in 2024.25.

Action 2.4 – Monthly Events: Highly effective for community-building and transparency. Events were well-attended and helped build strong family-school partnerships.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In response to data and stakeholder feedback, the following refinements will be made for the coming year:

Hybrid Options for Academic Information Nights: ASA will offer recorded or alternate-time sessions to increase participation among working families.

Parent Portal Training Campaign: ASA will introduce a beginning-of-year tutorial series to support families in navigating and using the portal more consistently.

Differentiated Event Types: Monthly events will be categorized as "Informational," "Celebratory," or "Advisory" to ensure clarity of purpose and allow families to prioritize attendance.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Survey Data	Provide intuitive surveys that lead to direct and observable actions for stakeholders.	$1,000.00	No Yes
2.2	School Site Council	Hold School Site Council Meetings six times in the school year in order to inform proposed expenditures allocated through the Consolidated Application as well as to solicit input.	$1,500.00	Yes
2.3	Parent Portal	Provide parents access to real-time attendance and performance data through Student Information System and inform parents six times in the school year to access the Parent Portal.	$5,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Parent Events	Schedule in person monthly parent events to provide updates and showcase student learning and achievement. Provide ample notification to all educational partners on school events.	$1,100.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

ASA developed Goal 3 to create a school environment that prioritizes both physical and emotional security, thereby cultivating a school climate that encourages students to take risks and acquire skills essential in the STEAM fields. By focusing on a supportive and secure environment, the school enhances its ability to produce students who are well-prepared for future challenges in these critical areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate of 96% or greater.	In 2023-24, the attendance rate was 91%.	In 2024-25, the attendance rate was 88.6%.		Attendance Rate of 96% or greater.	-2.4%
3.2	100% of students that feel safe at school.	In 2023-24, 80% of survey respondents agreed that they feel safe at school.	In 2024-25, 87% of survey respondents agreed that they feel safe at school.		100% of students that feel safe at school.	7%
3.3	100% of students that feel supported at school.	In 2023-24, 86% of survey respondents agreed that they feel supported at school.	In 2024-25, 85% of survey respondents agreed that they feel supported at school.		100% of students that feel supported at school.	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Suspension Rate less than 1%	In 2023-24, the suspension rate was 1.6%	2024-25 Suspension Rate will be available in Fall, 2025.		Suspension Rate less than 1%	n/a

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

ASA Fontana implemented all four actions planned under Goal 3:

Action 3.1: Attendance Notification

Action 3.2: Student School Climate Survey

Action 3.3: Mental Health and Social Emotional Learning (SEL) Support

Action 3.4: Basic Services (Parent Events)

Each action was implemented as planned, without any substantive deviation from the original design. Notable implementation features included:

A new attendance notification system provided real-time updates to families via Parent Portal alerts and consistent follow-up letters.

Student climate surveys were issued and provided usable insights on student perceptions of safety and support.

Mental health supports included individual counseling, classroom SEL lessons, and a push-in model for students struggling with peer relationships and behavior.

ASA hosted monthly parent events, often connected to student learning or wellness themes.

No planned actions were removed or significantly altered.

II. Successes and Challenges
Successes

Increased student perception of safety: 87% of students reported feeling safe at school in 2024–25, an improvement of +7 percentage points from the prior year.

Expanded SEL services: Counseling support was integrated into classroom lessons and available by referral, helping to address student behavioral and emotional needs.

Consistent family engagement: Parent events occurred monthly as scheduled, with strong participation noted during student exhibitions and wellness forums.

Challenges
Chronic absenteeism persisted: Attendance fell from 91% to 88.6%, moving further from the 96% goal. This reflects the continued challenge of post-pandemic attendance recovery and will require additional Tier 2 and Tier 3 interventions.

Slight dip in perceived support: While safety ratings improved, the percentage of students reporting that they feel supported dropped slightly from 86% to 85%, prompting plans to refine SEL delivery models.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted and actual expenditures for Goal 3 actions. All funds allocated—primarily from LCFF and supplemental sources—were spent as planned to support the implementation of school climate improvements, counseling services, and engagement tools.

Likewise, there were no discrepancies between the planned and actual percentages of improved services for unduplicated pupils. All actions were implemented schoolwide with documented benefits for English learners, foster youth, and low-income students, especially through targeted outreach, SEL supports, and attendance interventions.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 (Attendance Notification): Partially effective. Notifications were sent consistently, but chronic absenteeism remained high. A stronger family partnership strategy will be needed.

Action 3.2 (Student Survey): Highly effective. The data gathered informed responsive practices, such as the expansion of conflict resolution strategies and SEL lessons.

Action 3.3 (Mental Health and SEL): Effective. Counseling services were widely accessed, and student behavior referrals decreased. However, Tier 1 SEL integration still varies by teacher.

Action 3.4 (Parent Events): Effective. Family participation was strong, and the events contributed to improved perceptions of safety and school-home partnership.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on 2024–25 results, ASA will implement the following changes in 2025–26:

Revise attendance strategies to include family attendance contracts, expanded Tier 2 support, and school social worker involvement for chronically absent students.

Refocus SEL routines by standardizing a Tier 1 SEL curriculum and ensuring schoolwide implementation fidelity.

Link parent events more explicitly to wellness and safety themes, e.g., "Digital Wellness Nights".

Add a new metric to track student participation in SEL skill-building activities, such as peer mediation or wellness clubs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attendance Notification	Provide parents access to real-time attendance and performance data through a revised notification process, including the Parent Portal and attendance correspondences.	$69,305.00	No Yes
3.2	SchoolClimate Survey-Students	Provide intuitive surveys that lead to direct and observable actions for stakeholders.	$1,000.00	No Yes
3.3	Mental Health and Social Emotional Learning Support	Strengthen the proactive social emotional learning program by providing more intensive support to students reporting a lack of belonging, safety, or support.	$319,785.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Basic Services	Schedule in person monthly parent events to provide updates and showcase student learning and achievement.	$389,104.00	No Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$328110	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.036%	0.000%	$0.00	8.036%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Staff Retention **Need:** Unduplicated pupils (including English learners, foster youth, and low-income students) benefit most from instruction delivered by experienced, highly qualified teachers who are trained to differentiate instruction, build culturally responsive relationships, and maintain consistency across	This action is implemented schoolwide because unduplicated students are distributed across all grade levels and classrooms. Ensuring that all classrooms are staffed with fully credentialed, highly qualified teachers benefits all students but is especially important for unduplicated pupils, who may require more intensive and consistent academic support, progress monitoring, and relationship-building from year to year.	Percentage of fully credentialed teachers by instructional assignment (General Ed, SPED, Enrichment) Annual teacher retention rate, disaggregated by grade span and subject area

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the academic year. Stability in staffing is critical for these students to build trust, close learning gaps, and access tiered supports aligned to their needs. Chronic staffing shortages—particularly in math and upper-grade ELA—can disproportionately affect academic progress and classroom climate for unduplicated students, many of whom rely on school as a primary site of academic and socio-emotional stability. **Scope:** Schoolwide	By prioritizing staff recruitment, retention incentives, credentialing support (e.g., induction coaching), and early hiring, ASA increases the likelihood that unduplicated pupils are taught by stable, well-prepared educators with the skill set to deliver rigorous instruction and intervention aligned to MAP data and state standards.	Student MAP Growth, particularly for unduplicated pupils in core subjects Survey results (staff and parent), indicating perceptions of instructional quality and continuity Mid-year and end-of-year credential status checks and onboarding completion rates
1.2	**Action:** Instructional Materials **Need:** Unduplicated pupils—including English learners, foster youth, and low-income students—require accessible, engaging, and culturally relevant instructional materials that support academic success across content areas. These students often enter school with academic gaps and benefit from materials that offer multiple entry points, language supports, and scaffolded practice to help them access grade-level standards. Additionally, enrichment and STEAM-related materials must be inclusive to ensure equity in program participation.	This action is provided on a schoolwide basis to ensure that all classrooms, including those serving unduplicated pupils, have consistent access to evidence-based, standards-aligned instructional materials. These materials support: Tier 1 core instruction that integrates Universal Design for Learning (UDL) Differentiated learning pathways to meet diverse academic needs Multilingual support tools (e.g., visuals, translations, glossaries) Hands-on STEAM and enrichment materials that ensure equitable access to project-based learning	Teacher survey data on material effectiveness, alignment, and usability Student MAP Growth outcomes, disaggregated by subgroup (unduplicated pupils) Monitoring usage and integration of supplemental/intervention materials in classrooms with identified needs Family feedback on clarity and accessibility of take-home or digital materials

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Stakeholder feedback and MAP results showed performance gaps in Grade 5 math and Grade 7 reading, which particularly impacted unduplicated students and pointed to the need for more targeted resources to support differentiation and intervention. **Scope:** Schoolwide	Because unduplicated students are enrolled across all grade levels, equity of access to quality materials systemwide is essential. LEA-wide implementation also supports professional development alignment and consistency in instructional delivery.	(via LCAP survey or SSC input)
1.3	**Action:** Professional Development **Need:** Unduplicated pupils—particularly low-income students, English learners, and foster youth—require highly engaging, differentiated instruction that is accessible and responsive to their academic and linguistic needs. Professional development is necessary to strengthen teachers' capacity to implement Project-Based Learning (PBL) and evidence-based math instructional practices that build conceptual understanding and close persistent learning gaps. Spring 2025 MAP data revealed performance concerns in Grade 5 math (-1 RIT growth) and limited growth in Grades 7–8 math, underscoring the need to deepen teacher expertise in mathematical discourse, scaffolding, and data-informed re-teaching.	This action is offered on a schoolwide basis to ensure instructional consistency and equity across all classrooms. Professional development will be provided to general education, special education, and enrichment teachers so that unduplicated pupils—who are present in all learning environments—benefit from high-quality, differentiated instruction regardless of placement. Key professional development areas include: Project-Based Learning (PBL): Teachers will design and implement PBL units that integrate core content, college/career readiness, and service learning aligned to ASA's Graduate Profile. Mathematics Instruction: Math-specific PD will focus on: Conceptual math strategies and math talks Use of formative assessments to guide small group instruction	Percentage of teachers implementing at least one PBL unit per trimester, documented via planning logs or instructional artifacts Teacher participation rates in math-focused PD sessions Growth in math MAP scores, especially in Grades 5, 7, and 8 and among unduplicated pupils Classroom observation data on mathematical discourse, engagement strategies, and task complexity PD feedback surveys assessing teacher

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	Math lesson design that incorporates real-world, culturally responsive tasks Vertical articulation of math content expectations and cognitive demand Data-Driven Instruction: Teachers will use MAP, DIBELS, and classroom-based assessments to adjust pacing and differentiate instruction in both PBL and core instruction. STEAM and UbD Alignment: Training will continue in the Engineering Design Process and Understanding by Design frameworks to support integrated, standards-based planning.	confidence and perceived impact
1.4	**Action:** Graduate Profile **Need:** Unduplicated pupils—especially English learners, foster youth, and low-income students—need clear expectations, authentic learning opportunities, and regular feedback on the skills that matter most for success in high school and beyond. These students benefit when schools make explicit the competencies required for deeper learning, such as collaboration, civic responsibility, and critical thinking, while providing targeted supports to develop them over time. Stakeholders have expressed a desire for ASA to define and measure non-academic skills (e.g., service learning, problem-solving, and emotional resilience) that are essential for	This action is implemented schoolwide because all students, including unduplicated pupils, deserve access to a comprehensive, whole-child learning framework. ASA's Graduate Profile outlines five core competencies: Academic Proficiency Engineering Solutions Civic Responsibility and Service Learning Critical Thinking Whole Child Development By explicitly teaching and assessing these competencies across content areas and grade spans, ASA ensures that unduplicated students	Pilot implementation rate of Graduate Profile rubrics and tasks in classrooms by Trimester 2 Student reflections or exhibitions tied to one or more Graduate Profile competencies Teacher feedback surveys on usability and impact of the rubric-based assessments Family awareness data (e.g., LCAP or SSC survey questions about understanding of Graduate Profile expectations)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	preparing unduplicated pupils for future opportunities. Students with disrupted learning histories or inconsistent support systems especially benefit from a clear, student-centered roadmap. **Scope:** Schoolwide	are not only taught content but also the skills and mindsets needed for lifelong success. This action includes the development and piloting of performance-based tasks and rubrics that align with the Graduate Profile. These tools will be used in classrooms to assess student growth in a manner that values diverse ways of demonstrating learning, providing more equitable access to success for all students.	Integration of competencies into PBL unit plans and classroom learning targets
2.1	**Action:** Survey Data **Need:** Unduplicated pupils—especially English learners, foster youth, and low-income students—often face barriers to having their families' perspectives consistently heard and addressed in school decision-making. Their families may encounter obstacles such as language differences, limited access to digital platforms, or unfamiliarity with school governance structures. There is a clear need for intuitive and multilingual survey tools that provide these families with meaningful opportunities to express concerns, highlight priorities, and shape school policies and programs. Input from these families is essential to inform the design of interventions that effectively meet their children's academic and social-emotional needs.	This action is provided schoolwide to ensure all families, including those of unduplicated pupils, have regular and meaningful opportunities to provide input. ASA's survey strategy includes: Multilingual formats in English and Spanish Multiple delivery modes, including online and paper copies Direct follow-up to non-respondents Clear alignment between survey results and visible actions or changes By consistently soliciting feedback and using it to inform decision-making, the school creates an inclusive environment where all families feel their voices matter. Since unduplicated pupils are enrolled throughout the school, this action supports equity and broad engagement across the entire student population.	Participation rates in surveys each trimester, disaggregated by parent subgroup (e.g., English learner families, low-income households) Completion rate on the annual LCAP Parent Survey (target: 90%+) Number of decisions influenced by survey data, as documented in school communications and leadership minutes Parent perception data on whether they feel informed and heard School Site Council agendas and minutes reflecting incorporation of feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.2	**Action:** School Site Council **Need:** Unduplicated pupils—specifically English learners, foster youth, and low-income students—need their families to be actively involved in decision-making processes that affect student supports, programs, and services. However, these families may not be familiar with school governance roles or may feel uncertain about how to contribute meaningfully. To meet the needs of unduplicated pupils, the school must provide a clear, accessible, and welcoming structure for parent input that connects directly to school planning and resource allocation. Regularly held School Site Council (SSC) meetings create a formal avenue for this input to be gathered, discussed, and incorporated into school-wide strategies. **Scope:** Schoolwide	This action is implemented schoolwide to ensure that the families of unduplicated pupils—who are enrolled in all grade levels and classrooms—have a consistent, structured, and transparent opportunity to participate in school planning and decision-making. The SSC at ASA Fontana: Meets five times per year and is open to the entire school community Includes parent representatives, including those of unduplicated pupils Reviews site-level academic data, budget proposals, LCAP goals, and Title I/III expenditures Encourages participation through bilingual communication, accessible scheduling, and agenda items tied to student needs and outcomes This action supports inclusive governance and ensures that programs designed for unduplicated pupils are informed directly by the families most impacted.	Number of SSC meetings held per year (target: five) Attendance records and participation levels, including representation from families of unduplicated pupils Meeting agendas and minutes documenting review of data, expenditures, and stakeholder feedback Parent feedback surveys assessing understanding of SSC purpose and satisfaction with opportunities for input Documented impact of SSC recommendations on LCAP, budget adjustments, or instructional program changes
2.3	**Action:** Parent Portal **Need:**	This action is provided on a schoolwide basis because unduplicated students are enrolled in all grade levels and classrooms. Ensuring that all families have access to and understand how to	Percentage of families with active Parent Portal accounts, disaggregated by student subgroup

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated pupils—particularly English learners, foster youth, and low-income students—benefit from consistent adult monitoring of their academic progress, attendance, and behavior. Many of these students depend on school-based structures for academic success and require families to be well-informed and engaged in their educational experience. Families of unduplicated pupils may need additional support accessing and navigating online systems such as the Parent Portal, which provides real-time data on grades, assignments, and attendance. Without accessible digital tools and support to use them, these families may be unaware of early warning signs or intervention opportunities. **Scope:** 　Schoolwide	use the Parent Portal helps promote consistent academic support at home and strengthens family-school partnerships. ASA Fontana supports parent engagement through: Multiple outreach efforts encouraging families to activate their portal accounts Written and verbal instructions in English and Spanish In-person and phone-based assistance for families who need help logging in Regular reminders and user-friendly links shared via ParentSquare and the Weekly Wolf Update These strategies aim to equip all families, particularly those of unduplicated pupils, with the tools they need to stay informed and intervene early when students fall behind.	Frequency of parent logins and usage analytics Number of outreach communications and support sessions offered Parent survey responses indicating understanding of and comfort with the portal Attendance and grade monitoring data, used to track family engagement in academic support
2.4	**Action:** Parent Events **Need:** Unduplicated pupils—particularly English learners, foster youth, and low-income students—benefit when their families are actively engaged in the school community. Family engagement has been shown to improve student attendance, behavior, and academic outcomes. However, some families may face barriers such as work schedules,	This action is implemented schoolwide to ensure all families—especially those of unduplicated pupils—have access to events that build a sense of community, provide valuable information, and offer direct support from staff. ASA Fontana hosts monthly educational partner events that include: "Howling with the Principal" forums Family education nights and academic showcases	Number of monthly events held (target: 10 per year) Family attendance rates, tracked by event and subgroup representation Parent surveys indicating satisfaction with events and perceived relevance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	language differences, or unfamiliarity with school routines that limit their ability to participate. There is a need to provide regular, accessible, and meaningful events that foster connection, build trust, and give families of unduplicated pupils opportunities to learn about school programs, access resources, and celebrate student success. **Scope:** Schoolwide	Multilingual presentations and interpretation services Celebrations of learning, such as student exhibitions and cultural events By offering events throughout the year in various formats and languages, ASA removes barriers to participation and ensures that families of unduplicated pupils feel welcome and included in the life of the school.	Event feedback forms documenting takeaways and requests for future topics Documented changes made in response to family feedback (e.g., scheduling, content focus, translation offerings)
3.1	**Action:** Attendance Notification **Need:** Unduplicated pupils—particularly English learners, foster youth, and low-income students—are more likely to experience chronic absenteeism due to a range of challenges, including transportation barriers, housing instability, caregiver availability, and limited access to healthcare. These absences contribute to missed instructional time and widen academic achievement gaps. There is a need to increase family awareness and accountability around student attendance and to ensure that families are notified promptly and clearly when patterns of absenteeism emerge. Early, frequent, and supportive communication can help re-engage	This action is provided on a schoolwide basis because unduplicated pupils are enrolled across all grade levels and classrooms, and improving attendance benefits all students, especially those at risk of disengagement. The revised attendance notification system includes: Automated real-time alerts via the Parent Portal and ParetSquare Follow-up letters and phone calls for multiple-day absences Tiered response tracking that triggers intervention meetings when attendance thresholds are crossed Integration with counseling and administrative teams for follow-up	Overall attendance rate, with a target of 96% (currently at 88.6%) Chronic absenteeism rate, disaggregated by subgroup Number of attendance letters and follow-up contacts issued Parent Portal login and alert engagement data Tiered intervention meeting records linked to attendance improvement plans

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students before chronic attendance issues take hold. **Scope:** Schoolwide	By making attendance data transparent and proactive, ASA helps families of unduplicated students better understand the importance of daily attendance and connect them with resources when barriers arise.	
3.2	**Action:** SchoolClimate Survey-Students **Need:** Unduplicated pupils—including English learners, foster youth, and low-income students—often face heightened challenges related to school connectedness, emotional safety, and peer belonging. These students may be more vulnerable to bullying, disengagement, or isolation, and their voices can be underrepresented in typical classroom feedback loops. There is a need for consistent, developmentally appropriate tools that allow all students—including those from historically underserved backgrounds—to express how safe, supported, and connected they feel at school. Understanding their experience helps the school respond with targeted strategies to improve conditions for learning and well-being. **Scope:** Schoolwide	This action is implemented schoolwide to ensure that the perspectives of all students, including unduplicated pupils, are captured in a systematic and equitable manner. ASA administers student climate surveys three times per year to gather input on: Feelings of safety and support Peer relationships and bullying Emotional well-being and adult connections Engagement with classroom activities and enrichment Surveys are anonymous, intuitive, and administered in a familiar digital format. Results are disaggregated by subgroup to identify trends affecting unduplicated students and shape campuswide priorities, SEL programming, and mental health interventions.	Percentage of students reporting feeling safe at school (target: 100%; 2024–25 result: 87%) Percentage of students reporting feeling supported by adults (target: 100%; 2024–25 result: 85%) Survey participation rate each trimester Disaggregated climate results, especially for unduplicated students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** Mental Health and Social Emotional Learning Support **Need:** Unduplicated pupils—particularly foster youth, low-income students, and English learners—may encounter elevated stressors at home and in the community, including housing insecurity, trauma exposure, and limited access to mental health services. These factors can negatively impact emotional regulation, peer relationships, attendance, and academic performance. There is a clear need for accessible school-based mental health resources and SEL instruction that support these students' well-being, reduce barriers to learning, and build their confidence and resilience in navigating the school environment. **Scope:** Schoolwide	This action is implemented schoolwide because unduplicated pupils are enrolled in all grade levels and benefit from integrated systems of support that include both universal SEL instruction and targeted mental health services. The action includes: Individual and group counseling provided by trained mental health professionals Push-in SEL lessons on conflict resolution, self-regulation, and empathy Tier 2 interventions for students identified through referrals or climate survey data Collaboration between school leaders, counselors, and teachers to monitor and support student needs These services reduce risk factors and equip unduplicated pupils with the tools necessary for academic persistence, healthy social development, and emotional growth.	Number of students receiving mental health services, disaggregated by subgroup Reduction in behavior incidents and referrals, especially among unduplicated students Student perception survey results (e.g., "I know how to manage strong emotions," "I feel supported by adults at school") Frequency and reach of Tier 1 SEL lessons by grade level
3.4	**Action:** Basic Services **Need:** Unduplicated pupils—particularly low-income students, foster youth, and English learners—rely heavily on schools to provide safe, stable, and well-maintained environments where learning can thrive. These students may not have access to consistent adult supervision,	This action is implemented schoolwide to ensure every student, especially those most reliant on the school setting, learns in an environment that is physically safe, emotionally supportive, and academically prepared. Key components include:	Rate of fully credentialed teachers Completion of facilities inspections with no findings Number of Williams complaints filed (target: zero)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	quiet study spaces, or reliable infrastructure outside of school. As such, it is critical that ASA ensures fully credentialed teachers, well-equipped classrooms, and safe campus conditions for all students. Parent feedback and school site council input also indicate that family confidence in basic services (facilities, staffing, materials) is a key factor in their perception of school safety and quality. **Scope:** Schoolwide	Monitoring of Williams Act requirements, ensuring access to instructional materials, credentialed staff, and safe facilities Routine facilities inspections and prompt maintenance responses Security protocols and visitor check-in procedures Accessible, inclusive communications (e.g., bilingual signage and emergency alerts) Parent meetings and events that inform families of available services and gather input on perceived needs These systems are essential to supporting unduplicated students, who benefit from consistency, structure, and a learning environment that minimizes disruption and risk.	Parent survey results on perception of safety and campus cleanliness Student survey results related to comfort and readiness to learn

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

2025-26 Local Control and Accountability Plan for Allegiance STEAM Academy - Thrive Fontana

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

ASA - Thrive Fontana does not receive additional concentration funds

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4082899	328110	8.036%	0.000%	8.036%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,174,888.00	$400,440.00	$0.00	$22,000.00	$3,597,328.00	$3,036,128.00	$561,200.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staff Retention	All	No Yes	School wide				$2,452,771.00	$74,500.00	$2,349,676.00	$177,595.00			$2,527,271.00	
1	1.2	Instructional Materials	All	No Yes	School wide				$0.00	$209,700.00	$187,700.00			$22,000.00	$209,700.00	
1	1.3	Professional Development	All	No Yes	School wide				$37,063.00	$0.00	$37,063.00				$37,063.00	
1	1.4	Graduate Profile	All	No Yes	School wide				$0.00	$35,500.00	$35,500.00				$35,500.00	
2	2.1	Survey Data	All	No Yes	School wide		All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.2	School Site Council		Yes	School wide		All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.3	Parent Portal	All	No Yes	School wide		All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.4	Parent Events	All	No Yes	School wide		All Schools		$0.00	$1,100.00	$1,100.00				$1,100.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Attendance Notification	All	No Yes	School wide		All Schools		$69,305.00	$0.00	$69,305.00				$69,305.00	
3	3.2	SchoolClimate Survey-Students	All	No Yes	School wide		All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.3	Mental Health and Social Emotional Learning Support	All	No Yes	School wide		All Schools		$241,785.00	$78,000.00	$96,940.00	$222,845.00			$319,785.00	
3	3.4	Basic Services	All	No Yes	School wide		All Schools		$235,204.00	$153,900.00	$389,104.00				$389,104.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4082899	328110	8.036%	0.000%	8.036%	$3,174,888.00	0.000%	77.761 %	**Total:**	$3,174,888.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$3,174,888.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Staff Retention	Yes	Schoolwide			$2,349,676.00	
1	1.2	Instructional Materials	Yes	Schoolwide			$187,700.00	
1	1.3	Professional Development	Yes	Schoolwide			$37,063.00	
1	1.4	Graduate Profile	Yes	Schoolwide			$35,500.00	
2	2.1	Survey Data	Yes	Schoolwide		All Schools	$1,000.00	
2	2.2	School Site Council	Yes	Schoolwide		All Schools	$1,500.00	
2	2.3	Parent Portal	Yes	Schoolwide			$5,000.00	
2	2.4	Parent Events	Yes	Schoolwide		All Schools	$1,100.00	
3	3.1	Attendance Notification	Yes	Schoolwide		All Schools	$69,305.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	SchoolClimate Survey-Students	Yes	Schoolwide		All Schools	$1,000.00	
3	3.3	Mental Health and Social Emotional Learning Support	Yes	Schoolwide		All Schools	$96,940.00	
3	3.4	Basic Services	Yes	Schoolwide		All Schools	$389,104.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,841,156.00	$2,769,688.46

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Staff Retention	Yes	1687717	1544732.93
1	1.2	Instructional Materials	Yes	145730	63342.15
1	1.3	Professional Development	Yes	118406	177229.28
1	1.4	Graduate Profile	Yes	25900	
1	1.5	Extended Learning Opportunity	Yes	219628	342198.26
2	2.1	Survey Data		1000	
2	2.2	School Site Council		1500	
2	2.3	Parent Portal	Yes	5000	2579.24
2	2.4	Parent Events	Yes	2000	4396.57
3	3.1	Attendance Notification	Yes	96680	88126.87
3	3.2	SchoolClimate Survey-Students	Yes	1000	1119.32
3	3.3	Mental Health and Social Emotional Learning Support	Yes	535095	471973.82

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Basic Services	Yes	1500	73990.02

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
212831	$1,562,701.00	$2,615,517.69	($1,052,816.69)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staff Retention	Yes	1343172	1544732.93		
1	1.2	Instructional Materials	Yes		43410		
1	1.3	Professional Development	Yes	36505	177229.28		
1	1.4	Graduate Profile	Yes	25900			
1	1.5	Extended Learning Opportunity	Yes		207959.64		
2	2.3	Parent Portal	Yes		2579.24		
2	2.4	Parent Events	Yes		4396.57		
3	3.1	Attendance Notification	Yes	96680	88126.87		
3	3.2	SchoolClimate Survey-Students	Yes	1000	1119.32		
3	3.3	Mental Health and Social Emotional Learning Support	Yes	57944	471973.82		
3	3.4	Basic Services	Yes	1500	73990.02		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2716827	212831	0.00	7.834%	$2,615,517.69	0.000%	96.271%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

  ▪ **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
        - Actions may be grouped together for purposes of these explanations.
        - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060(g)](#) and [EC Section 52066(g)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;

    o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

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

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

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

    ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

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

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

▪ The reasons for the ineffectiveness, and

▪ How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

  o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

- Identify the action as an LREBG action;

- Include an explanation of how research supports the selected action;

- Identify the metric(s) being used to monitor the impact of the action; and

- Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o   This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

Coversheet

2025-26 Preliminary Budget ASA Chino

Section: IV. Items Scheduled for Discussion, Action, Other Business
Item: C. 2025-26 Preliminary Budget ASA Chino
Purpose: Vote
Submitted by:
Related Material: Allegiance STEAM Academy - Thrive Budget Narrative 2025-2026 (6).pdf

Allegiance STEAM Academy - Thrive

Budget Narrative 2025/26

Presented by:

Allegiance STEAM Academy - Thrive

Budget Narrative 2025/26

Enrollment and Demographics

Allegiance STEAM Academy – Thrive (the School) budget is based on 960 enrolled students during 2025/26 and subsequent years. For each year of operations, the attendance rate is expected to be 95%. The 95% attendance rate will yield an average daily attendance (ADA) of 912 during 2025/26 and each year thereafter. These amounts are the driving factor for the majority of revenue sources as well as the basis for spending assumptions noted in the narrative below.

The demographics of the school are anticipated to remain similar to the preceding year, with a forecast 37.03% unduplicated rate, maintaining a rolling three-year average between 36.63-37.03%. The School's LCFF calculation used this rate for calculating the supplemental grant funds.

Enrollment and ADA

	2025-26	2026-27	2027-28
Projected Enrollment & ADA by Grade			
TK-3	450	450	450
4-6	330	330	330
7-8	180	180	180
9-12	-	-	-
Total Projected Enrollment	**960**	**960**	**960**
Average Daily Attendance (ADA)			
ADA %	95%	95%	95%
Total	**912**	**912**	**912**

Revenue

Local Control Funding Formula:

As referenced above, the ADA and unduplicated count are the driving factors in the School's forecast LCFF calculation. To calculate this estimated amount, an updated FCMAT calculator (version 26.1.c) was used. The following are the assumptions that were used in the School's calculation:

2

	2025-26	**2026-27**	**2027-28**
Components of LCFF Funding			
LCFF COLA	*2.30%*	*3.02%*	*3.42%*
Revenues per ADA	*$ 11,802*	*$ 12,149*	*$ 12,564*
Annual LCFF Funding	**$10,763,062**	**$11,079,849**	**$11,458,478**
State Aid - Revenue Limit			
LCFF State Aid	$7,898,178	$8,214,965	$8,593,594
Education Protection Account	182,400	182,400	182,400
In Lieu of Property Taxes	2,682,484	2,682,484	2,682,484

The portion from in lieu of property taxes is $2,941.32 per ADA (based on CVUSD's 2024-25 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 2025 projection.

The School has requested federal funds through the Consolidated Application and Reporting System (CARS), including Title I, Title II, and Title IV. During 2025/2026.

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 2025 projection.

Mandate Cost Reimbursement – Since the School will serve up to grade 8, $20.55 per prior year ADA has been included in the forecast for Mandate funds.

Lottery – Lottery funding is based upon a projection of $273 per ADA. Lottery funds are mainly allocated for general purpose use ($191) with approximately 20% of the funds restricted for instructional materials ($82).

During 2025/26 through 2027/28, the School has budgeted additional State funding as follows:

3

	2025-26	2026-27	2027-28
Other State Revenue			
Expanded Learning Opportunities Program FY23-24 + Future years	427,129	427,129	427,129
MH	74,675	74,675	74,675
AMS Prop 28 Funding FY24/25	104,247		-
AMS Prop 28 Funding FY25/26	47,734	78,461	
AMS Prop 28 Funding FY26/27		73,520	52,675
			99,306
Total Other State Revenue	$ 653,785	$ 653,785	$ 653,785

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

Other Local Revenue:

Other Fees and Contracts – During 2025/26, the School has budgeted additional Other Local Revenue funding for $48,000.

Expenses

Personnel Expenses:

The School's personnel costs represent the bulk of its annual expenditure. For 2025/26 only, salaries are forecast at a rate of 2% wage increase.

Benefits offered to staff include STRS for certificated staff, PERS for classified staff and health and welfare for full-time employees. The employer STRS contributions rates are consistent with current estimates beginning with 19.10% in 2025-2026, and future years. PERS contribution rates are 27.40% in 2025-26, 27.50% in 2026-27 and 28.50% in 2027-28. The health and welfare benefits are based on an annual employer cost of $7,500 per participating full-time employee per year and increases each year of the projection with inflation.

	2025-26	2026-27	2027-28
Staffing (FTE)			
Certificated Teacher	49	49	49
Certificated Pupil Support	6	6	6
Certificated Administrators	6	6	6
Classified Instructional Aides	41	41	41
Classified Administrators	1	1	1
Clerical and Other	14	14	14
Total Instructional Staff	**129**	**129**	**129**

4

Books and Supplies:

Books and supplies include approved curriculum and materials.

Noncapitalized equipment includes student and teacher computers and technology.

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

Sub-agreement 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 2025 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.

5

Fund Balance

The 2025/26 budget anticipates an annual surplus of $334,420 and a cumulative ending fund balance of $7,440,675, 59.9% of annual expenses.

The cumulative fund balance is budgeted to grow to 60.7% (2026/27) and 62.1% (2027/28).

Cash Flow

The submitted budget provides the 2026/27 and 2027/28 monthly cash flow.

The School is forecast to end the year with $2.6 million, 22% of annual expenses.

FY25-26 Allegiance STEAM Academy Chino Budget

Multi-Year Forecast

Revised 4/28/25

	2024-25	2025-26	2026-27	2027-28	2028-29
	Prior Year	**Budget**	**Forecast**	**Forecast**	**Forecast**
Assumptions					
State COLA	*n/a*	*2.30%*	*3.02%*	*3.42%*	*3.31%*
Other Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.92%*	*2.70%*	*2.76%*	*2.90%*
Enrollment		*960.00*	*960.00*	*960.00*	*960.00*
Average Daily Attendance	*903.80*	*912.00*	*912.00*	*912.00*	*912.00*
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	$ 7,552,366	$ 7,898,178	$ 8,214,965	$ 8,593,594	$ 8,973,143
8012 Education Protection Account	180,760	182,400	182,400	182,400	182,400
8096 In Lieu of Property Taxes	2,658,365	2,682,484	2,682,484	2,682,484	2,682,484
	10,391,491	10,763,062	11,079,849	11,458,478	11,838,027
Federal Revenue					
8181 Special Education - Entitlement	171,401	149,509	149,821	149,821	149,821
8220 Federal Child Nutrition	155,641	-	-	-	-
8290 Title I, Part A - Basic Low Income	103,116	103,116	103,116	103,116	103,116
8291 Title II, Part A - Teacher Quality	18,902	18,902	18,902	18,902	18,902
8296 Other Federal Revenue	10,000	10,000	10,000	10,000	10,000
	459,060	281,527	281,839	281,839	281,839
Other State Revenue					
8311 State Special Education	641,893	632,243	651,337	673,612	695,909
8520 Child Nutrition	31,311	-	-	-	-
8550 Mandated Cost	18,148	18,573	19,308	19,968	20,629
8560 State Lottery	225,046	248,976	248,976	248,976	248,976
8598 Prior Year Revenue	24,239	-	-	-	-
8599 Other State Revenue	1,475,248	755,255	653,785	653,785	653,785
	2,415,885	1,655,047	1,573,405	1,596,341	1,619,299
Other Local Revenue					
8660 Interest Revenue	12,751	-	-	-	-
8689 Other Fees and Contracts	397,871	48,000	-	-	-
8698 ASB Fundraising	23,616	-	-	-	-
	434,237	48,000	-	-	-
Total Revenue	$ 13,700,674	$ 12,747,636	$ 12,935,093	$ 13,336,658	$ 13,739,165
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	4,004,258	3,810,395	3,886,602	3,964,335	4,043,621
1170 Teachers' Substitute Hours	186,748	155,651	158,764	161,939	165,178
1175 Teachers' Extra Duty/Stipends	132,224	60,000	61,200	62,424	63,672
1200 Pupil Support Salaries	588,444	567,363	578,710	590,284	602,090
1300 Administrators' Salaries	881,295	742,723	757,578	772,729	788,184
1900 Other Certificated Salaries	4,167	-	-	-	-
	5,797,135	5,336,131	5,442,854	5,551,711	5,662,745
Classified Salaries					
2100 Instructional Salaries	894,450	892,208	910,052	928,253	946,818
2200 Support Salaries	269,643	391,333	399,159	407,142	415,285
2300 Classified Administrators' Salaries	80,326	81,367	82,994	84,654	86,347
2400 Clerical and Office Staff Salaries	467,766	466,707	476,041	485,562	495,273
2900 Other Classified Salaries	28,435	43,800	44,676	45,570	46,481
	1,740,620	1,875,414	1,912,923	1,951,181	1,990,205
Benefits					
3101 STRS	1,029,340	1,019,201	1,039,585	1,060,377	1,081,584
3202 PERS	469,463	513,864	526,054	556,087	561,238
3301 OASDI	114,162	116,276	118,601	120,973	123,393
3311 Medicare	107,795	104,567	106,659	108,792	110,968
3401 Health and Welfare	416,753	600,000	612,000	624,240	636,725
3501 State Unemployment	52,482	62,494	62,509	62,524	62,540
3601 Workers' Compensation	114,381	108,173	110,337	112,543	114,794
	2,304,377	2,524,575	2,575,745	2,645,536	2,691,242

FY25-26 Allegiance STEAM Academy Chino Budget
Multi-Year Forecast
Revised 4/28/25

CHAI
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	2024-25 Prior Year	2025-26 Budget	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast
Books and Supplies					
4100 Textbooks and Core Curricula	346,652	349,800	359,245	369,160	379,865
4200 Books and Other Materials	13,550	13,700	14,070	14,458	14,878
4302 School Supplies	49,091	49,500	50,837	52,240	53,755
4305 Software	215,579	217,500	223,373	229,538	236,194
4310 Office Expense	62,519	63,100	64,804	66,592	68,523
4311 Business Meals	1,806	1,800	1,849	1,900	1,955
4400 Noncapitalized Equipment	71,814	72,500	74,458	76,513	78,731
4700 Food Services	176,819	-	-	-	-
	937,829	767,900	788,633	810,400	833,901
Subagreement Services					
5101 Nursing	57	100	103	106	109
5102 Special Education	390,552	194,100	199,341	204,843	210,783
5103 Substitute Teacher	182,662	84,300	86,576	88,966	91,546
5104 Transportation	5,152	5,200	5,340	5,488	5,647
5106 Other Educational Consultants	203,924	205,800	211,357	217,190	223,489
	782,347	489,500	502,717	516,591	531,573
Operations and Housekeeping					
5201 Auto and Travel	9,048	9,100	9,346	9,604	9,882
5300 Dues & Memberships	23,773	24,000	24,648	25,328	26,063
5400 Insurance	175,110	176,700	181,471	186,479	191,887
5501 Utilities	102,700	103,600	106,397	109,334	112,504
5502 Janitorial Services	1,771	1,800	1,849	1,900	1,955
5531 ASB Fundraising Expense	7,447	7,500	7,703	7,915	8,145
5900 Communications	44,945	45,400	46,626	47,913	49,302
5901 Postage and Shipping	764	800	822	844	869
	365,559	368,900	378,860	389,317	400,607
Facilities, Repairs and Other Leases					
5603 Equipment Leases	54,240	54,700	56,177	57,727	59,401
5610 Repairs and Maintenance	993	1,000	1,027	1,055	1,086
	55,233	55,700	57,204	58,783	60,487
Professional/Consulting Services					
5801 IT	93,151	94,000	96,538	99,202	102,079
5802 Audit & Taxes	-	15,000	15,405	15,830	16,289
5803 Legal	54,146	54,600	56,074	57,622	59,293
5804 Professional Development	95,975	46,800	48,064	49,390	50,822
5805 General Consulting	45,521	45,900	47,139	48,440	49,845
5806 Special Activities/Field Trips	54,045	54,500	55,972	57,516	59,184
5807 Bank Charges	301	300	308	317	326
5808 Printing	15,022	15,200	15,610	16,041	16,506
5809 Other taxes and fees	5,472	5,500	5,649	5,804	5,973
5810 Payroll Service Fee	26,669	26,900	27,626	28,389	29,212
5811 Management Fee	302,515	255,004	261,889	269,117	276,921
5812 District Oversight Fee	311,745	322,892	332,395	343,754	355,141
5815 Public Relations/Recruitment	1,829	1,800	1,849	1,900	1,955
	1,006,391	938,395	964,518	993,323	1,023,547
Depreciation					
6900 Depreciation Expense	56,190	56,700	58,231	59,838	61,573
	56,190	56,700	58,231	59,838	61,573
Total Expenses	$ 13,045,680	$ 12,413,216	$ 12,681,684	$ 12,976,680	$ 13,255,880
Surplus (Deficit)	$ 654,993	$ 334,420	$ 253,410	$ 359,978	$ 483,285

FY25-26 Allegiance STEAM Academy Chino Budget

Multi-Year Forecast

Revised 4/28/25

CHAI
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	2024-25	2025-26	2026-27	2027-28	2028-29
	Prior Year	**Budget**	**Forecast**	**Forecast**	**Forecast**
Fund Balance, Beginning of Year	$ 6,451,262	$ 7,106,255	$ 7,440,675	$ 7,694,085	$ 8,054,063
Fund Balance, End of Year	$ 7,106,255	$ 7,440,675	$ 7,694,085	$ 8,054,063	$ 8,537,348
	54.5%	59.9%	60.7%	62.1%	64.4%
Cash Flow Adjustments					
Surplus (Deficit)	655,043	334,420	253,410	359,978	483,285
Cash Flows From Operating Activities	-				
Depreciation/Amortization	56,190	56,700	58,231	59,838	61,573
Public Funding Receivables	1,128,371	122,446	(114,605)	(36,742)	(36,827)
Grants and Contributions Rec.	(1,105)	-	-	-	-
Due To/From Related Parties	(68,651)	250,000	505,000	525,000	525,143
Prepaid Expenses	13,883	-	-	-	-
Other Assets	-	-	-	-	-
Accounts Payable	223,964	(207,344)	551	1,022	1,025
Accrued Expenses	(442,229)	-	-	-	-
Other Liabilities	-	-	-	-	-
Deferred Revenue	(1,060,532)				
Cash Flows From Investing Activities	-				-
Purchases of Prop. And Equip.	(48,538)	-	-	-	-
Notes Receivable	-	-	-	-	-
Total Change in Cash	456,396	556,222	702,587	909,097	1,034,199
Cash, Beginning of Year	1,668,069	2,124,464	2,680,686	3,383,273	4,292,370
Cash, End of Year	$ 2,124,464	$ 2,680,686	$ 3,383,273	$ 4,292,370	$ 5,326,569

FY25-26 Allegiance STEAM Academy Chino Budget

Monthly Cash Flow/Budget FY25-26

Revised 4/28/25

Actuals Through:

CHARTER IMPACT

ADA = 912.00

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 912.00	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	391,358	391,358	704,445	704,445	704,445	704,445	704,445	718,648	718,648	718,648	718,648	718,648	7,898,178	7,898,178	-
8012	Education Protection Account	-	-	45,600	-	-	45,600	-	-	45,600	-	-	-	45,600	182,400	182,400	-
8096	In Lieu of Property Taxes	-	159,502	319,004	212,669	212,669	212,669	212,669	212,669	380,211	190,105	190,105	190,105	190,105	2,682,484	2,682,484	-
		-	550,860	755,962	917,114	917,114	962,714	917,114	917,114	1,144,458	908,753	908,753	908,753	954,353	10,763,062	10,763,062	-
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	149,509	149,509	149,509	-
8290	Title I, Part A - Basic Low Income	-	-	25,779	-	-	77,337	-	-	-	-	-	-	-	103,116	103,116	-
8291	Title II, Part A - Teacher Quality	-	-	4,726	-	-	14,177	-	-	-	-	-	-	-	18,902	18,902	-
8296	Other Federal Revenue	-	-	-	-	2,500	-	-	2,500	-	-	-	-	5,000	10,000	10,000	-
		-	-	30,505	-	2,500	91,514	-	2,500	-	-	-	-	154,509	281,527	281,527	-
Other State Revenue																	
8311	State Special Education	-	31,359	31,359	56,446	56,446	56,446	56,446	56,446	57,459	57,459	57,459	57,459	57,459	632,243	632,243	-
8550	Mandated Cost	-	-	-	-	-	18,573	-	-	-	-	-	-	-	18,573	18,573	-
8560	State Lottery	-	-	-	-	-	-	61,684	-	-	61,684	-	-	125,607	248,976	248,976	-
8599	Other State Revenue	-	-	188,814	-	-	188,814	-	-	188,814	-	-	188,814	-	755,255	755,255	-
		-	31,359	220,173	56,446	56,446	263,833	118,130	56,446	246,273	119,144	57,459	246,273	183,067	1,655,047	1,655,047	-
Other Local Revenue																	
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	48,000	-	48,000	48,000	-
		-	-	-	-	-	-	-	-	-	-	-	48,000	-	48,000	48,000	-
Total Revenue		-	582,219	1,006,639	973,560	976,060	1,318,060	1,035,244	976,060	1,390,731	1,027,897	966,212	1,203,026	1,291,929	12,747,636	12,747,636	-
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	7,962	345,676	345,676	345,676	345,676	345,676	345,676	345,676	345,676	345,676	345,676	345,676	-	3,810,395	3,810,395	-
1170	Teachers' Substitute Hours	-	14,150	14,150	14,150	14,150	14,150	14,150	14,150	14,150	14,150	14,150	14,150	-	155,651	155,651	-
1175	Teachers' Extra Duty/Stipends	-	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	-	60,000	60,000	-
1200	Pupil Support Salaries	19,743	49,784	49,784	49,784	49,784	49,784	49,784	49,784	49,784	49,784	49,784	49,784	-	567,363	567,363	-
1300	Administrators' Salaries	61,894	61,894	61,894	61,894	61,894	61,894	61,894	61,894	61,894	61,894	61,894	61,894	-	742,723	742,723	-
		89,599	476,957	476,957	476,957	476,957	476,957	476,957	476,957	476,957	476,957	476,957	476,957	-	5,336,131	5,336,131	-
Classified Salaries																	
2100	Instructional Salaries	-	89,221	89,221	89,221	89,221	89,221	89,221	89,221	89,221	89,221	89,221	-	-	892,208	892,208	-
2200	Support Salaries	15,410	35,687	35,687	35,687	35,687	35,687	35,687	35,687	35,687	35,687	35,687	19,050	-	391,333	391,333	-
2300	Classified Administrators' Salaries	6,781	6,781	6,781	6,781	6,781	6,781	6,781	6,781	6,781	6,781	6,781	6,781	-	81,367	81,367	-
2400	Clerical and Office Staff Salaries	34,191	39,320	39,320	39,320	39,320	39,320	39,320	39,320	39,320	39,320	39,320	39,320	-	466,707	466,707	-
2900	Other Classified Salaries	243	4,331	4,331	4,331	4,331	4,331	4,331	4,331	4,331	4,331	4,331	243	-	43,800	43,800	-
		56,625	175,340	175,340	175,340	175,340	175,340	175,340	175,340	175,340	175,340	175,340	65,394	-	1,875,414	1,875,414	-

FY25-26 Allegiance STEAM Academy Chino Budget

Monthly Cash Flow/Budget FY25-26

Revised 4/28/25

Actuals Through:

ADA = 912.00

CHARTER IMPACT

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	17,113	91,099	91,099	91,099	91,099	91,099	91,099	91,099	91,099	91,099	91,099	91,099	-	1,019,201	1,019,201	-
3202	PERS	15,515	48,043	48,043	48,043	48,043	48,043	48,043	48,043	48,043	48,043	48,043	17,918	-	513,864	513,864	-
3301	OASDI	3,511	10,871	10,871	10,871	10,871	10,871	10,871	10,871	10,871	10,871	10,871	4,054	-	116,276	116,276	-
3311	Medicare	2,120	9,458	9,458	9,458	9,458	9,458	9,458	9,458	9,458	9,458	9,458	7,864	-	104,567	104,567	-
3401	Health and Welfare	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	-	600,000	600,000	-
3501	State Unemployment	3,125	3,125	3,125	3,125	3,125	3,125	15,624	12,499	6,249	3,125	3,125	3,125	-	62,494	62,494	-
3601	Workers' Compensation	2,193	9,784	9,784	9,784	9,784	9,784	9,784	9,784	9,784	9,784	9,784	8,135	-	108,173	108,173	-
		93,578	222,380	222,380	222,380	222,380	222,380	234,879	231,755	225,505	222,380	222,380	182,195	-	2,524,575	2,524,575	-
Books and Supplies																	
4100	Textbooks and Core Curricula		87,450	87,450	87,450	87,450	-	-	-	-	-	-	-	-	349,800	349,800	-
4200	Books and Other Materials	2,740	2,740	2,740	2,740	2,740	-	-	-	-	-	-	-	-	13,700	13,700	-
4302	School Supplies	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	-	49,500	49,500	-
4305	Software	18,125	18,125	18,125	18,125	18,125	18,125	18,125	18,125	18,125	18,125	18,125	18,125	-	217,500	217,500	-
4310	Office Expense	5,258	5,258	5,258	5,258	5,258	5,258	5,258	5,258	5,258	5,258	5,258	5,258	-	63,100	63,100	-
4311	Business Meals	150	150	150	150	150	150	150	150	150	150	150	150	-	1,800	1,800	-
4400	Noncapitalized Equipment	-	14,500	14,500	14,500	14,500	14,500							-	72,500	72,500	-
		30,398	132,348	132,348	132,348	132,348	42,158	27,658	27,658	27,658	27,658	27,658	27,658	-	767,900	767,900	-
Subagreement Services																	
5101	Nursing	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
5102	Special Education	-	17,645	17,645	17,645	17,645	17,645	17,645	17,645	17,645	17,645	17,645	17,645	-	194,100	194,100	-
5103	Substitute Teacher	-	7,664	7,664	7,664	7,664	7,664	7,664	7,664	7,664	7,664	7,664	7,664	-	84,300	84,300	-
5104	Transportation	-	473	473	473	473	473	473	473	473	473	473	473	-	5,200	5,200	-
5106	Other Educational Consultants	-	-	20,580	20,580	20,580	20,580	20,580	20,580	20,580	20,580	20,580	20,580	-	205,800	205,800	-
		8	25,790	46,370	46,370	46,370	46,370	46,370	46,370	46,370	46,370	46,370	46,370	-	489,500	489,500	-
Operations and Housekeeping																	
5201	Auto and Travel	-	827	827	827	827	827	827	827	827	827	827	827	-	9,100	9,100	-
5300	Dues & Memberships	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000	24,000	-
5400	Insurance	14,725	14,725	14,725	14,725	14,725	14,725	14,725	14,725	14,725	14,725	14,725	14,725	-	176,700	176,700	-
5501	Utilities	8,633	8,633	8,633	8,633	8,633	8,633	8,633	8,633	8,633	8,633	8,633	8,633	-	103,600	103,600	-
5502	Janitorial Services	150	150	150	150	150	150	150	150	150	150	150	150	-	1,800	1,800	-
5531	ASB Fundraising Expense	625	625	625	625	625	625	625	625	625	625	625	625	-	7,500	7,500	-
5900	Communications	3,783	3,783	3,783	3,783	3,783	3,783	3,783	3,783	3,783	3,783	3,783	3,783	-	45,400	45,400	-
5901	Postage and Shipping	-	-	80	80	80	80	80	80	80	80	80	80	-	800	800	-
		29,917	30,744	30,824	30,824	30,824	30,824	30,824	30,824	30,824	30,824	30,824	30,824	-	368,900	368,900	-
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	4,558	4,558	4,558	4,558	4,558	4,558	4,558	4,558	4,558	4,558	4,558	4,558	-	54,700	54,700	-
5610	Repairs and Maintenance	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000	1,000	-
		4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642	-	55,700	55,700	-
Professional/Consulting Services																	
5801	IT	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	-	94,000	94,000	-
5803	Legal	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	-	54,600	54,600	-
5804	Professional Development	-	-	4,680	4,680	4,680	4,680	4,680	4,680	4,680	4,680	4,680	4,680	-	46,800	46,800	-
5805	General Consulting	-	-	4,590	4,590	4,590	4,590	4,590	4,590	4,590	4,590	4,590	4,590	-	45,900	45,900	-
5806	Special Activities/Field Trips	-	-	-	-	-	18,167	18,167	18,167					-	54,500	54,500	-
5807	Bank Charges	-	-	30	30	30	30	30	30	30	30	30	30	-	300	300	-
5808	Printing	-	-	1,520	1,520	1,520	1,520	1,520	1,520	1,520	1,520	1,520	1,520	-	15,200	15,200	-
5809	Other taxes and fees	-	-	550	550	550	550	550	550	550	550	550	550	-	5,500	5,500	-
5810	Payroll Service Fee	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	-	26,900	26,900	-
5811	Management Fee	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	-	255,004	255,004	-
5812	District Oversight Fee	-	16,526	22,679	27,513	27,513	28,881	27,513	27,513	34,334	27,263	27,263	27,263	28,631	322,892	322,892	-
5815	Public Relations/Recruitment	-	-	180	180	180	180	180	180	180	180	180	180	-	1,800	1,800	-
		35,875	52,401	70,104	79,939	79,939	99,473	93,105	93,105	81,759	74,688	74,688	74,688	28,631	938,395	938,395	-
Depreciation																	
6900	Depreciation Expense	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	-	56,700	56,700	-
		4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	-	56,700	56,700	-
Total Expenses		345,367	1,125,328	1,163,691	1,173,525	1,173,525	1,102,870	1,094,501	1,091,376	1,073,780	1,063,584	1,063,584	913,454	28,631	12,413,216	12,413,216	-
Monthly Surplus (Deficit)		(345,367)	(543,109)	(157,052)	(199,966)	(197,466)	215,190	(59,257)	(115,316)	316,951	(35,688)	(97,372)	289,573	1,263,298	334,420	334,420	-

FY25-26 Allegiance STEAM Academy Chino Budget

Monthly Cash Flow/Budget FY25-26

Revised 4/28/25

Actuals Through:

ADA = 912.00

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(345,367)	(543,109)	(157,052)	(199,966)	(197,466)	215,190	(59,257)	(115,316)	316,951	(35,688)	(97,372)	289,573	1,263,298	334,420		
Cash flows from operating activities																
Depreciation/Amortization	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	-	56,700		
Public Funding Receivables	1,147,696	-	-	-	-	110,750	155,927	-	-	-	-	-	(1,291,929)	122,446		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	250,000	-	250,000		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(235,974)	-	-	-	-	-	-	-	-	-	-	-	28,631	(207,344)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	571,080	(538,384)	(152,327)	(195,241)	(192,741)	330,666	101,396	(110,591)	321,676	(30,963)	(92,647)	544,298				
Cash, Beginning of Month	2,124,464	2,695,544	2,157,160	2,004,834	1,809,593	1,616,853	1,947,518	2,048,914	1,938,323	2,259,999	2,229,036	2,136,389				
Cash, End of Month	2,695,544	2,157,160	2,004,834	1,809,593	1,616,853	1,947,518	2,048,914	1,938,323	2,259,999	2,229,036	2,136,389	2,680,686				

Coversheet

2025-26 Preliminary Budget ASA Fontana

Section: IV. Items Scheduled for Discussion, Action, Other Business
Item: D. 2025-26 Preliminary Budget ASA Fontana
Purpose: Vote
Submitted by:
Related Material: Allegiance STEAM Academy - Fontana Budget Narrative 2025-26 (6).pdf

Allegiance STEAM Academy - Fontana

Budget Narrative 2025/26

Presented by:

1

Allegiance STEAM Academy - Fontana

Budget Narrative 2025/26

Enrollment and Demographics

Allegiance STEAM Academy – Fontana (the School) budget is based on 350 enrolled students during 2025/26 and subsequent years. For each year of operations, the attendance rate is expected to be 95%. The 95% attendance rate will yield an average daily attendance (ADA) of 332.50 during 2025/26 and each year thereafter. These amounts are the driving factor for the majority of revenue sources as well as the basis for spending assumptions noted in the narrative below.

The demographics of the school have been budgeted following the district average and are anticipated to remain similar in following years, with a forecasted 45.13% unduplicated pupil percentage. The School's LCFF calculation used this rate for calculating the supplemental grant funds.

Enrollment and ADA

	2025-26	2026-27	2027-28
Projected Enrollment & ADA by Grade			
TK-3	180	166	166
4-6	110	118	118
7-8	60	76	76
9-12	-	-	-
Total Projected Enrollment	**350**	**360**	**360**
Average Daily Attendance (ADA)			
ADA %	95%	95%	95%
Total	**333**	**342**	**342**

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 26.1.c) was used. The following are the assumptions that were used in the School's calculation:

2

	2025-26	2026-27	2027-28
Components of LCFF Funding			
LCFF COLA	*2.30%*	*3.02%*	*3.42%*
Revenues per ADA	*$12,279*	*$12,612*	*$13,043*
Annual LCFF Funding	**$4,082,899**	**$4,313,359**	**$4,460,765**
State Aid - Revenue Limit			
LCFF State Aid	$3,786,026	$4,008,004	$4,155,410
Education Protection Account	66,500	68,400	68,400
In Lieu of Property Taxes	230,373	236,955	236,955

The portion from in lieu of property taxes is $692.85 per ADA (based on FUSD's 2024-25 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 2025 projection.

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 2025 projection.

Mandate Cost Reimbursement – Since the School will serve up to grade 8, $20.55 per prior year ADA has been included in the forecast for Mandate funds.

Lottery – Lottery funding is based upon a projection of $273 per ADA. Lottery funds are mainly allocated for general purpose use ($191) with approximately 20% of the funds restricted to instructional materials ($82).

During 2025/26 through 2027/28, the School has budgeted additional State funding as follows:

3

	2025-26	2026-27	2027-28
Other State Revenue			
Prop 28 Art and Music	27,857	27,857	27,857
ELOP	107,481	107,481	107,481
MH	18,974	18,974	18,974
Total Other State Revenue	**$154,312**	**$154,312**	**$154,312**

Other State funds have not been inflated in future years (a COLA increase of 0%) to be conservative. Growth in future years 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 expenditure. For 2025/26 only, salaries are forecast at a rate of 2% wage increase.

Benefits offered to staff include STRS for certificated staff, PERS for classified staff and health and welfare for full-time employees. The employer STRS contributions rates are consistent with current estimates beginning with 19.10% in 2025-2026, and future years. PERS contribution rates are 27.40% in 2025-26, 27.50% in 2026-27 and 28.50% in 2027-28. The health and welfare benefits are based on an annual employer cost of $5,000 per participating full-time employee per year and increase each year of the projection with inflation.

	2025-26	2026-27	2027-28
Staffing (FTE)			
Certificated Teacher	22	22	22
Certificated Pupil Support	4	4	4
Certificated Administrators	4	4	4
Classified Instructional Aides	16	16	16
Classified Support	5	5	5
Classified Administrators	1	1	1
Clerical and Other	5	5	5
Total Instructional Staff	**57**	**57**	**57**

4

Books and Supplies:

Books and supplies include approved curriculum and materials.

Noncapitalized equipment includes student and teacher computers and technology.

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

Sub-agreement 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, 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 FUSD oversight fee (3.22%) which includes both annual rent and annual California public school COLA adjustment for the year.

SPED encroachment budgets the Desert Mountain SELPA's fees based on the SELPA's April 2025 projection.

Facilities:

The School has entered a facility use agreement with FUSD. No rent expense is budgeted for the facility as it is included in oversight fees.

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 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.

5

Fund Balance

The 2025/26 budget anticipates an annual surplus of $20,791 and a cumulative ending fund balance of ($485,268), -10.5% of annual expenses.

Cash Flow

The School is forecast to end the year with $1.1 million cash on hand. The budget projects the repayment costs of the Intraorganizational loan with Allegiance STEAM Academy- Thrive over a period of five years at a rate of 1% per annum, to cover the cash shortfall during Fontana's growth phase. Currently, the school has paid back $2.5 million of the outstanding debt to Chino. The outstanding principal is $2.5 million.

6

FY25-26 ASA Fontana Budget
Multi-Year Forecast
Revised 6/12/25

CHARTER IMPACT

	2024-25 Prior Year	2025-26 Budget	2026-27 Forecast	2027-28 Forecast
Assumptions				
State COLA	*n/a*	*2.30%*	*3.02%*	*3.42%*
Other Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.92%*	*2.70%*	*2.76%*
Enrollment		*350.00*	*360.00*	*360.00*
Average Daily Attendance	*229.66*	*332.50*	*342.00*	*342.00*
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	$ 2,527,445	$ 3,786,026	$ 4,008,004	$ 4,155,410
8012 Education Protection Account	45,932	66,500	68,400	68,400
8096 In Lieu of Property Taxes	143,450	230,373	236,955	236,955
	2,716,827	4,082,899	4,313,359	4,460,765
Federal Revenue				
8181 Special Education - Entitlement	32,061	36,540	49,000	49,000
	230,414	36,540	49,000	49,000
Other State Revenue				
8311 State Special Education	143,043	294,399	311,955	322,624
8520 Child Nutrition	1,118	-	-	-
8550 Mandated Cost	3,907	4,720	7,039	7,488
8560 State Lottery	57,185	90,773	93,366	93,366
8598 Prior Year Revenue	4,804	-	-	-
8599 Other State Revenue	167,115	154,312	154,312	154,312
	377,172	544,203	566,672	577,790
Other Local Revenue				
8690 Other Local Revenue	734,358	-	-	-
8699 School Fundraising	4,534	-	-	-
	738,892	-	-	-
Total Revenue	$ 4,063,305	$ 4,663,642	$ 4,929,031	$ 5,087,555
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	1,055,421	1,424,974	1,463,448	1,503,840
1170 Teachers' Substitute Hours	80,621	52,798	54,224	55,720
1175 Teachers' Extra Duty/Stipends	34,650	25,000	25,675	26,384
1200 Pupil Support Salaries	285,947	269,192	276,460	284,091
1300 Administrators' Salaries	223,337	263,749	270,870	278,346
	1,679,977	2,035,713	2,090,678	2,148,380
Classified Salaries				
2100 Instructional Salaries	257,633	316,861	325,416	334,398
2200 Support Salaries	84,545	150,077	154,129	158,383
2300 Classified Administrators' Salaries	25,654	27,122	27,855	28,623
	603,914	667,811	685,842	704,771
Benefits				
3101 STRS	307,598	388,821	399,319	410,341
3202 PERS	177,727	182,980	188,607	200,860
3301 OASDI	41,708	41,404	42,522	43,696
3311 Medicare	32,375	39,201	40,260	41,371
3401 Health and Welfare	192,705	215,000	220,805	226,899
3501 State Unemployment	19,268	28,665	28,672	28,679
3601 Workers' Compensation	20,065	1,352	1,388	1,427
	791,446	897,424	921,573	953,272

FY25-26 ASA Fontana Budget

Multi-Year Forecast

Revised 6/12/25

CHARTER IMPACT

	2024-25 Prior Year	2025-26 Budget	2026-27 Forecast	2027-28 Forecast
Books and Supplies				
4100 Textbooks and Core Curricula	20,028	29,000	30,634	31,479
4200 Books and Other Materials	3,031	4,400	4,648	4,776
4302 School Supplies	16,925	18,500	19,542	20,082
4305 Software	67,528	70,800	74,789	76,853
4310 Office Expense	8,284	10,000	10,563	10,855
4311 Business Meals	335	500	528	543
	175,794	210,200	222,043	228,172
Subagreement Services				
5102 Special Education	55,414	78,000	82,395	84,669
5103 Substitute Teacher	61,793	74,500	78,698	80,870
5106 Other Educational Consultants	51,537	40,600	39,888	40,988
	168,744	193,100	200,980	206,527
Operations and Housekeeping				
5201 Auto and Travel	2,905	4,200	4,437	4,559
5300 Dues & Memberships	7,188	10,400	10,986	11,289
	72,866	163,500	172,712	177,479
Facilities, Repairs and Other Leases				
	14,666	21,200	22,394	23,013
Professional/Consulting Services				
5801 IT	55,491	80,300	83,824	84,138
5803 Legal	62,317	60,200	61,825	63,532
5804 Professional Development	56,957	30,500	32,218	33,108
5805 General Consulting	21,188	12,700	13,416	13,786
5808 Printing	769	1,100	1,162	1,194
5809 Other taxes and fees	1,932	2,800	2,958	3,039
5810 Payroll Service Fee	2,788	4,000	4,225	4,342
5811 Management Fee	81,042	93,251	98,505	101,224
5812 District Oversight Fee	254,670	131,670	135,647	140,286
5815 Public Relations/Recruitment	2,873	4,200	4,313	4,432
	557,331	445,721	464,503	476,218
Depreciation				
6900 Depreciation Expense	1,856	2,700	2,773	2,849
	1,856	2,700	2,773	2,849
Interest				
7438 Interest Expense	14,703	5,481	3,856	2,876
	14,703	5,481	3,856	2,876
Total Expenses	$ 4,081,297	$ 4,642,851	$ 4,787,354	$ 4,923,557
Surplus (Deficit)	$ (17,992)	$ 20,791	$ 141,678	$ 163,998

FY25-26 ASA Fontana Budget

Multi-Year Forecast

Revised 6/12/25

CHARTER
IMPACT

	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
Fund Balance, Beginning of Year		$ (506,059)	(485,268)	(343,591)
Fund Balance, End of Year	$ (506,059)	$ (485,268)	$ (343,591)	$ (179,593)
	-12.4%	*-10.5%*	*-7.2%*	*-3.6%*

Cash Flow Adjustments				
Surplus (Deficit)	(17,992)	20,791	141,678	163,998
Cash Flows From Operating Activities	-			
Depreciation/Amortization	1,856	2,700	2,773	2,849
Public Funding Receivables	(172,910)	(270,698)	95,822	(2,429)
Grants and Contributions Rec.	5,388	-	-	-
Due To/From Related Parties	68,651	(250,000)	(505,000)	(525,000)
Prepaid Expenses	-	-	-	-
Other Assets	-	-	-	-
Accounts Payable	113,167	-	-	-
Accrued Expenses	91,628	-	-	-
Deferred Revenue	-	-	-	-
Cash Flows From Investing Activities	-			
Purchases of Prop. And Equip.	-	-	-	-
Notes Receivable	48,538	-	-	-
Total Change in Cash	138,327	(497,207)	(264,727)	(360,582)
Cash, Beginning of Year	1,486,728	1,625,055	1,127,848	863,120
Cash, End of Year	$ 1,625,055	$ 1,127,848	$ 863,120	$ 502,539

FY25-26 ASA Fontana Budget

Monthly Cash Flow/Budget FY25-26
Revised 6/12/25
Actuals Through:

ADA = 332.50

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																	ADA = 332.50
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	130,752	130,752	235,353	235,353	235,353	235,353	235,353	469,551	469,551	469,551	469,551	469,551	**3,786,026**	3,786,026	-
8012	Education Protection Account	-	-	16,625	-	-	16,625	-	-	16,625	-	-	-	16,625	**66,500**	66,500	-
8096	In Lieu of Property Taxes	-	9,547	19,094	12,730	12,730	12,730	12,730	12,730	46,028	23,014	23,014	23,014	23,014	**230,373**	230,373	-
		-	140,299	166,471	248,083	248,083	264,708	248,083	248,083	532,204	492,565	492,565	492,565	509,190	**4,082,899**	4,082,899	-
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	36,540	**36,540**	36,540	-
		-	-	-	-	-	-	-	-	-	-	-	-	36,540	**36,540**	36,540	-
Other State Revenue																	
8311	State Special Education	-	10,167	10,167	18,301	18,301	18,301	18,301	18,301	36,512	36,512	36,512	36,512	36,512	**294,399**	294,399	-
8550	Mandated Cost	-	-	-	-	-	4,720	-	-	-	-	-	-	-	**4,720**	4,720	-
8560	State Lottery	-	-	-	-	-	-	15,674	-	-	15,674	-	-	59,424	**90,773**	90,773	-
8599	Other State Revenue	-	-	38,578	-	-	38,578	-	-	38,578	-	-	38,578	-	**154,312**	154,312	-
		-	10,167	48,745	18,301	18,301	61,598	33,975	18,301	75,090	52,186	36,512	75,090	95,936	**544,203**	544,203	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Revenue		-	150,466	215,216	266,384	266,384	326,306	282,058	266,384	607,294	544,752	529,077	567,655	641,666	**4,663,642**	4,663,642	-
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	129,543	129,543	129,543	129,543	129,543	129,543	129,543	129,543	129,543	129,543	129,543	-	**1,424,974**	1,424,974	-
1170	Teachers' Substitute Hours	-	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	-	**52,798**	52,798	-
1175	Teachers' Extra Duty/Stipends	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	**25,000**	25,000	-
1200	Pupil Support Salaries	6,888	23,846	23,846	23,846	23,846	23,846	23,846	23,846	23,846	23,846	23,846	23,846	-	**269,192**	269,192	-
1300	Administrators' Salaries	21,979	21,979	21,979	21,979	21,979	21,979	21,979	21,979	21,979	21,979	21,979	21,979	-	**263,749**	263,749	-
		30,951	182,251	182,251	182,251	182,251	182,251	182,251	182,251	182,251	182,251	182,251	182,251	-	**2,035,713**	2,035,713	-
Classified Salaries																	
2100	Instructional Salaries	-	31,686	31,686	31,686	31,686	31,686	31,686	31,686	31,686	31,686	31,686	-	-	**316,861**	316,861	-
2200	Support Salaries	-	13,643	13,643	13,643	13,643	13,643	13,643	13,643	13,643	13,643	13,643	13,643	-	**150,077**	150,077	-
2300	Classified Administrators' Salaries	2,260	2,260	2,260	2,260	2,260	2,260	2,260	2,260	2,260	2,260	2,260	2,260	-	**27,122**	27,122	-
2400	Clerical and Office Staff Salaries	14,479	14,479	14,479	14,479	14,479	14,479	14,479	14,479	14,479	14,479	14,479	14,479	-	**173,751**	173,751	-
		16,739	62,069	62,069	62,069	62,069	62,069	62,069	62,069	62,069	62,069	62,069	30,383	-	**667,811**	667,811	-
Benefits																	
3101	STRS	5,912	34,810	34,810	34,810	34,810	34,810	34,810	34,810	34,810	34,810	34,810	34,810	-	**388,821**	388,821	-
3202	PERS	4,587	17,007	17,007	17,007	17,007	17,007	17,007	17,007	17,007	17,007	17,007	8,325	-	**182,980**	182,980	-
3301	OASDI	1,038	3,848	3,848	3,848	3,848	3,848	3,848	3,848	3,848	3,848	3,848	1,884	-	**41,404**	41,404	-
3311	Medicare	692	3,543	3,543	3,543	3,543	3,543	3,543	3,543	3,543	3,543	3,543	3,083	-	**39,201**	39,201	-
3401	Health and Welfare	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	-	**215,000**	215,000	-
3501	State Unemployment	1,433	1,433	1,433	1,433	1,433	1,433	7,166	5,733	2,867	1,433	1,433	1,433	-	**28,665**	28,665	-
3601	Workers' Compensation	24	122	122	122	122	122	122	122	122	122	122	106	-	**1,352**	1,352	-
		31,601	78,680	78,680	78,680	78,680	78,680	84,413	82,980	80,113	78,680	78,680	67,558	-	**897,424**	897,424	-

FY25-26 ASA Fontana Budget
Monthly Cash Flow/Budget FY25-26
Revised 6/12/25
Actuals Through:
ADA = 332.50

CHARTER IMPACT

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	7,250	7,250	7,250	7,250	-	-	-	-	-	-	-	-	29,000	29,000	-
4200	Books and Other Materials	880	880	880	880	880	-	-	-	-	-	-	-	-	4,400	4,400	-
4302	School Supplies	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	-	18,500	18,500	-
4305	Software	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	-	70,800	70,800	-
4310	Office Expense	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000	10,000	-
4311	Business Meals	42	42	42	42	42	42	42	42	42	42	42	42	-	500	500	-
4400	Noncapitalized Equipment	-	15,400	15,400	15,400	15,400	15,400	-	-	-	-	-	-	-	77,000	77,000	-
		9,197	31,847	31,847	31,847	31,847	23,717	8,317	8,317	8,317	8,317	8,317	8,317	-	210,200	210,200	-
Subagreement Services																	
5102	Special Education	-	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	-	78,000	78,000	-
5103	Substitute Teacher	-	6,773	6,773	6,773	6,773	6,773	6,773	6,773	6,773	6,773	6,773	6,773	-	74,500	74,500	-
5106	Other Educational Consultants	-	-	4,060	4,060	4,060	4,060	4,060	4,060	4,060	4,060	4,060	4,060	-	40,600	40,600	-
		-	13,864	17,924	17,924	17,924	17,924	17,924	17,924	17,924	17,924	17,924	17,924	-	193,100	193,100	-
Operations and Housekeeping																	
5201	Auto and Travel	-	382	382	382	382	382	382	382	382	382	382	382	-	4,200	4,200	-
5300	Dues & Memberships	867	867	867	867	867	867	867	867	867	867	867	867	-	10,400	10,400	-
5400	Insurance	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	-	58,100	58,100	-
5900	Communications	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	-	25,800	25,800	-
		13,275	13,657	13,657	13,657	13,657	13,657	13,657	13,657	13,657	13,657	13,657	13,657	-	163,500	163,500	-
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	-	21,200	21,200	-
		1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	-	21,200	21,200	-
Professional/Consulting Services																	
5801	IT	6,692	6,692	6,692	6,692	6,692	6,692	6,692	6,692	6,692	6,692	6,692	6,692	-	80,300	80,300	-
5803	Legal	5,017	5,017	5,017	5,017	5,017	5,017	5,017	5,017	5,017	5,017	5,017	5,017	-	60,200	60,200	-
5804	Professional Development	-	-	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	-	30,500	30,500	-
5805	General Consulting	-	-	1,270	1,270	1,270	1,270	1,270	1,270	1,270	1,270	1,270	1,270	-	12,700	12,700	-
5806	Special Activities/Field Trips	-	-	-	-	-	8,167	8,167	8,167	-	-	-	-	-	24,500	24,500	-
5808	Printing	-	-	110	110	110	110	110	110	110	110	110	110	-	1,100	1,100	-
5809	Other taxes and fees	-	-	280	280	280	280	280	280	280	280	280	280	-	2,800	2,800	-
5810	Payroll Service Fee	333	333	333	333	333	333	333	333	333	333	333	333	-	4,000	4,000	-
5811	Management Fee	7,771	7,771	7,771	7,771	7,771	7,771	7,771	7,771	7,771	7,771	7,771	7,771	-	93,251	93,251	-
5812	District Oversight Fee	10,973	10,973	10,973	10,973	10,973	10,973	10,973	10,973	10,973	10,973	10,973	10,973	-	131,670	131,670	-
5813	County Fees	-	-	-	125	-	-	125	-	-	125	-	125	-	500	500	-
5815	Public Relations/Recruitment	-	-	420	420	420	420	420	420	420	420	420	420	-	4,200	4,200	-
		30,785	30,785	35,915	36,040	35,915	44,082	44,207	44,082	35,915	36,040	35,915	36,040	-	445,721	445,721	-
Depreciation																	
6900	Depreciation Expense	225	225	225	225	225	225	225	225	225	225	225	225	-	2,700	2,700	-
		225	225	225	225	225	225	225	225	225	225	225	225	-	2,700	2,700	-
Interest																	
7438	Interest Expense	498	498	489	480	471	462	453	444	435	426	417	408	-	5,481	5,481	-
		498	498	489	480	471	462	453	444	435	426	417	408	-	5,481	5,481	-
Total Expenses		135,037	415,642	424,823	424,939	424,805	424,833	415,282	413,714	402,672	401,355	401,221	358,529	-	4,642,851	4,642,851	-
Monthly Surplus (Deficit)		(135,037)	(265,176)	(209,607)	(158,555)	(158,421)	(98,527)	(133,224)	(147,331)	204,622	143,397	127,857	209,126	641,666	20,791	20,791	-

FY25-26 ASA Fontana Budget

Monthly Cash Flow/Budget FY25-26

Revised 6/12/25

Actuals Through:

ADA = 332.50

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(135,037)	(265,176)	(209,607)	(158,555)	(158,421)	(98,527)	(133,224)	(147,331)	204,622	143,397	127,857	209,126	641,666	20,791		
Cash flows from operating activities																
Depreciation/Amortization	225	225	225	225	225	225	225	225	225	225	225	225	-	2,700		
Public Funding Receivables	312,155	-	-	-	-	32,409	26,404	-	-	-	-	-	(641,666)	(270,698)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	(250,000)	-	-	(250,000)		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash, End of Month	1,802,398	1,537,447	1,328,065	1,169,735	1,011,539	945,647	839,052	691,946	896,793	1,040,415	1,168,496	1,127,848				

Coversheet

2025-26 Comprehensive School Safety Plan (CSSP) for ASA Chino

Section: IV. Items Scheduled for Discussion, Action, Other Business
Item: E. 2025-26 Comprehensive School Safety Plan (CSSP) for ASA Chino
Purpose: Vote
Submitted by:
Related Material:
2024_Comprehensive_School_Safety_Plan_Allegiance_STEAM_Academy_-_Thrive_(Chino)_2025
0618.pdf

Comprehensive School Safety Plan

2024-2025
School Year

School: Allegiance STEAM Academy - Thrive

CDS Code: 36676780137547

District: Allegiance STEAM Academy - Thrive

Address: 5862 C St.
                          Chino, CA , 91710

Date of Adoption:

Date of Update:

Date of Review:

  - with Staff

  - with Law Enforcement

  - with Fire Authority

Approved by:

Name	Title	Signature	Date
Troy Stevens	Chair		
Samantha Odo	Treasurer		
Marcylin Jones	Secretary		
Shantay Thompson	Member		
Shehzad Bhojani	Member		

Table of Contents

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at www.asachino.org.

Safety Plan Vision
At ASA Chino, we believe that a physically and emotionally safe learning environment is essential for unlocking every student's natural potential. Our Safety Plan Vision is grounded in the belief that safety is not only the absence of threats, but the presence of trust, predictability, and respect in every interaction.

We commit to:

Proactively promoting a school culture rooted in positive relationships, accountability, and mutual care;

Responding swiftly and thoughtfully to safety concerns using trauma-informed and legally compliant protocols;

Empowering all staff to take ownership of campus safety through ongoing training and situational awareness;

Building strong partnerships with local law enforcement, first responders, and families to reinforce a community-wide safety net.

Our goal is to foster a campus climate where students feel safe to take academic and personal risks, knowing they are surrounded by adults who are competent, caring, and prepared.

Components of the Comprehensive School Safety Plan (EC 32281)

Allegiance STEAM Academy - Thrive Safety Committee
The ASA Chino Safety Committee is composed of the following stakeholders:

Principal (Chairperson)

Assistant Principal

Health Technician

Office Manager

Teachers (TK–8 Representation)

Classified Staff Member

Parent Representative (elected via School Site Council)

Community/First Responder Liaison (Chino Police or Chino Valley Fire District as available)

Assessment of School Safety
ASA Chino conducts an annual review of school safety data, which includes:

Analysis of school crime reports, incident logs, and suspension/expulsion data.

Review of anonymous incident reports, behavior referrals, and health office logs.

Evaluation of student, staff, and parent climate surveys.

Feedback from staff training sessions, emergency drills, and law enforcement observations.

Key Findings from Recent Assessment:

Strong campus climate marked by positive adult-student relationships.

Need for clearer ingress and egress supervision plans during arrival and dismissal.

Continued emphasis on student mental health and threat assessment protocols.

Reinforcement needed for visitor check-in systems and lockdown drill protocols.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
(A) Child Abuse Reporting Procedures
ASA Chino follows mandated reporter laws per PC 11166. All employees receive annual training and must immediately report suspected abuse to Child Protective Services. See policy section (A) for procedures.

(B) Disaster Procedures
Earthquake, fire, lockdown, shelter-in-place, and evacuation protocols are practiced throughout the year. ASA Chino collaborates with local police and fire departments to prepare and evaluate these responses.

(C) Suspension/Expulsion Guidelines

Clearly articulated in the student discipline policy, aligned with due process and equity practices. Emphasis is placed on restorative practices before exclusionary discipline.

(D) Procedures to Notify Teachers of Dangerous Pupils
Confidential notification is made via administrative memo and follow-up meeting when a student is known to pose a risk to safety. See section (D).

(E) Sexual Harassment Policies
Board-approved policies are posted, and training is provided annually to staff and students. Clear reporting and investigation steps are outlined and implemented.

(F) Dress Code Related to Gang-Related Apparel
ASA Chino's dress code prohibits attire linked to gang affiliation or that disrupts school operations. See Board Policy for enforcement practices.

(G) Ingress and Egress Procedures
Morning and afternoon supervision zones are designated across campus. Traffic flow, gate access, and perimeter checks are part of the daily routine. Procedures are posted and staff receive specific duty assignments.

(H) Safe and Orderly Environment Strategies
The campus emphasizes character education, restorative practices, structured SEL curriculum, and positive behavior recognition systems. Staff training and clear adult presence reinforce this climate.

(I) Discipline Rules and Procedures
The ASA Student Conduct Policy guides staff in maintaining consistency in discipline. Appeals and family notifications are built into the system.

(J) Hate Crime Reporting
Procedures are in place for recognizing, reporting, and responding to suspected hate-motivated behavior. ASA Chino partners with local authorities when needed and provides ongoing student education.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
Under California Penal Code Section 11166, any employee who is a mandated reporter (including teachers, administrators, classified staff, and other school personnel) is legally required to report known or reasonably suspected incidents of child abuse or neglect to the appropriate authorities. This includes physical abuse, sexual abuse, emotional abuse, or neglect of a child under the age of 18. California Education Code Section 35294.2(a)(2) further requires that schools adopt a comprehensive safety plan that includes child abuse reporting procedures in accordance with PC 11166.
Mandated Reporter Responsibilities at ASA
As outlined in the ASA Employee Handbook 2024–2025, page 44, the following procedures apply:
Who Must Report: All ASA employees are designated as mandated reporters under state law.
What Must Be Reported: Reasonable suspicion or knowledge of:
Physical injury inflicted by other than accidental means.
Sexual abuse or exploitation.
Willful cruelty or unjustifiable punishment.
Neglect or endangerment.
How to Report:
An immediate report must be made by phone to the appropriate child protective agency (either Child Protective Services (CPS) or local law enforcement).
A written report (Form SS 8572) must follow within 36 hours of the initial report.
Internal Notification: While the law requires reporting to external agencies, ASA mandates that the reporter also notifies the site administrator or designee, provided this does not interfere with the integrity of the report or investigation.
Confidentiality and Protection
All reports are confidential, and reporters are protected by law from civil or criminal liability so long as the report is made in good faith.
Retaliation against a mandated reporter for fulfilling their legal duty is strictly prohibited.

Training and Compliance at ASA

According to the handbook, ASA provides mandatory annual training to all employees on:

Identifying signs of abuse.

Reporting procedures and timelines.

Comprehensive School Safety Plan 9 of 68 6/18/25

Legal responsibilities and protections.

Training is tracked to ensure 100% staff compliance, and non-compliance may result in disciplinary action.

Summary of Process at ASA

Observe or suspect abuse.

Call CPS or law enforcement immediately.

Submit written report within 36 hours.

Inform the site administrator or designee (unless doing so jeopardizes the investigation).

Maintain confidentiality.

Cooperate with any investigations.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

In accordance with Ed Code §§ 35295–35297 and Government Code §§ 8607 and 3100, Allegiance STEAM Academy maintains a comprehensive Disaster Response Plan designed to protect the safety and welfare of students, staff, and visitors in the event of natural or man-made emergencies. The plan aligns with the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

Key Elements Include:

Clear Incident Command System (ICS) roles assigned to trained personnel (Principal, Medical Team Leader, Reunification Team Leader, etc.)

Procedures for fire, earthquake, lockdown, bomb threats, shelter-in-place, evacuation, and hazmat situations

Annual assessment and training to ensure alignment with current best practices, including ALICE protocols for lockdowns

Ongoing efforts to store, maintain, and inspect emergency equipment and supplies (e.g., disaster supply storage container recommended)

Adaptations for Students with Disabilities

Consistent with federal civil rights obligations and emergency planning guidance, ASA is committed to ensuring that all emergency procedures address the needs of students with disabilities, including:

Assigning staff aides or 1:1 support persons specific evacuation roles during drills and emergencies

Identifying evacuation chairs or alternate routes for students with mobility impairments

Ensuring that communication devices and alternate formats are available for students with hearing, vision, or developmental disabilities

Training all staff to understand and implement individualized emergency accommodations as noted in student IEPs or 504 Plans

These adaptations are built into the training of teams like Search & Rescue and Medical Response, and reviewed during the IEP process annually to ensure relevance and compliance.

Comprehensive School Safety Plan 10 of 68 6/18/25

Public Agency Use of School Buildings for Emergency Shelters

Per Government Code § 3100 and consistent with local emergency management policies:

ASA affirms that school facilities may be designated by public agencies (e.g., Chino PD, Chino Valley Fire Department, San Bernardino County) for use as emergency shelters or temporary relief centers in the event of a declared emergency or disaster.

The school will cooperate fully with public safety agencies and coordinate efforts through the city's Office of Emergency Services.

Prior agreements or memoranda of understanding (MOUs) will guide roles, access, liability, and insurance protocols.

ASA will notify families and community members through automated communications systems and posted signage should the facility become an emergency shelter location.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

(Education Code §§ 48900–48915; Charter Law Compliance)

Allegiance STEAM Academy maintains a fair, consistent, and educationally sound discipline framework to ensure a safe, respectful learning environment. All suspension and expulsion policies are rooted in due process and emphasize equitable application, restorative practices, and alternatives to exclusion wherever possible.

Grounds for Suspension and Expulsion

In accordance with California Education Code §§ 48900–48915 and the ASA Charter Petition, a student may be suspended or expelled for any of the following acts committed at school, at a school activity off school grounds, or during travel to/from school:

Ed Code § 48900 offenses include but are not limited to:

Causing, attempting to cause, or threatening physical injury

Possession or use of dangerous objects, weapons, or explosives

Unlawful possession of controlled substances or alcohol

Committing robbery or extortion

Damage to or theft of school/private property

Bullying (including cyberbullying)

Obscene acts or habitual profanity

Harassment, threats, or intimidation (including hate violence)

Mandatory Expulsion (Ed Code § 48915(c)):

The following violations require immediate suspension and mandatory recommendation for expulsion:

Possession of a firearm

Brandishing a knife at another person

Sale or furnishing of controlled substances

Sexual assault or battery

Possession of an explosive

Due Process Procedures

ASA ensures procedural fairness at each step of the suspension and expulsion process:

Investigation: The incident is investigated promptly. Witnesses and involved parties are interviewed. Evidence is documented.

Notice to Parents/Guardians: Parents are notified verbally (by phone) and in writing when a suspension occurs. Written notices include the reason, length, and appeal rights.

Suspension Duration: A student may not be suspended for more than 5 consecutive days or more than 20 days in a school year without board approval.

Expulsion Hearings: Students recommended for expulsion receive formal notice of the hearing, an opportunity to review evidence, and the right to representation. A neutral panel or board makes the final determination.

Appeal Process: Families have a right to appeal suspension/expulsion decisions in writing, per ASA's Board-approved policies.

Alternatives to Suspension

Consistent with restorative discipline principles, ASA prioritizes interventions before suspension whenever feasible. These may include:

Restorative conversations or circles

Behavior contracts and reflection activities

Peer mediation or advisory interventions

Counseling referral or behavior support planning

Community service or loss of privileges

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Per California Education Code § 49079, school districts and charter schools must inform teachers of pupils who have engaged in or are reasonably suspected to have engaged in any of the acts described in Education Code § 48900 (subdivisions a–r) and § 48900.2–48900.4, including but not limited to:

Physical injury or assault

Possession of weapons

Drug-related offenses

Robbery, extortion, or property damage

Threats, intimidation, hate violence, or harassment

Sexual assault or battery

Notification is required if the behavior occurred within the past three years and was documented in a student's disciplinary record.

ASA Notification Procedure

ASA follows a consistent, confidential, and FERPA-compliant process to ensure teacher awareness while protecting student privacy.

1. Identification

The site administrator (usually the Principal or Assistant Principal) reviews incident records and identifies any pupil whose behavior legally requires notification.

Comprehensive School Safety Plan 12 of 68 6/18/25

2. Confidential Notification

A written notification is prepared and delivered in person or via secure internal systems (e.g., encrypted email or sealed memo) to:

All teachers currently assigned to the pupil

Substitute teachers or itinerant staff, if they will be supervising the student for a significant period

The notification does not include detailed disciplinary records but provides enough information to protect school safety and enable teacher awareness.

3. Documentation and Acknowledgment

Teachers sign a confidential acknowledgment form confirming receipt of the notification and understanding of its purpose and privacy requirements.

The signed form is kept in a secure file maintained by administration.

4. Periodic Review

Notifications are reviewed annually and updated or removed when no longer legally required.

If a student transfers out or no longer poses a risk (based on time elapsed and conduct), their name is removed from the notification list.

Staff Confidentiality and FERPA Compliance

ASA ensures:

All notifications are handled as confidential personnel matters.

Teachers are instructed not to share the information with other students, staff, or parents.

Information shared is limited to what is necessary to protect school safety, consistent with FERPA and Ed Code.

Training and Oversight

Site administrators receive annual training on the requirements of EC § 49079 and FERPA.

Teachers are reminded of their confidentiality obligations during onboarding and through annual safety plan reviews.

This procedure ensures ASA maintains a safe campus while upholding students' privacy rights and teachers' right to know when serious safety risks may arise. Let me know if you'd like this transformed into a checklist or workflow graphic for staff training.

(E) Sexual Harassment Policies (EC 212.6 [b])

Allegiance STEAM Academy is committed to providing a safe and respectful learning and working environment, free from harassment, intimidation, and discrimination on the basis of sex, sexual orientation, gender identity, or gender expression. This applies to conduct between students, staff, and third parties—whether occurring on school grounds, during school-sponsored activities, or via electronic communication.

This policy complies with California Education Code § 212.6(b), Title IX of the Education Amendments of 1972, and ASA Boardadopted anti-harassment standards.

Definition of Sexual Harassment

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other visual, verbal, or physical conduct of a sexual nature, when:

Submission to the conduct is explicitly or implicitly made a condition of an individual's academic status or employment

Submission to or rejection of the conduct is used as a basis for educational or employment decisions

The conduct has the purpose or effect of having a negative impact on academic or work performance or creates an intimidating, hostile, or offensive environment

Examples include:

Lewd comments or sexual jokes

Display of offensive or sexually suggestive images

Inappropriate physical contact or gestures

Cyberbullying of a sexual nature

Student-Focused Procedures

ASA ensures that:

Age-appropriate instruction on recognizing, avoiding, and reporting harassment is provided to all students annually

Posters and student handbooks clearly state how to report harassment

Students may report incidents to any trusted adult, including teachers, counselors, or administrators

All complaints are handled promptly, confidentially, and without retaliation

If the harassment may rise to the level of sexual violence, the Title IX Coordinator is immediately involved and law enforcement may be contacted.

Employee-Focused Procedures

Employees receive annual training in:

Recognizing and preventing sexual harassment

Responding appropriately to student disclosures

Legal mandates, including immediate reporting requirements under Title IX

Reports involving staff are investigated per internal procedures and applicable labor law, and may result in disciplinary action up to and including termination.

Investigation Process

All reported incidents are:

Documented and investigated promptly

Addressed in a trauma-informed, impartial manner

Resolved with appropriate corrective actions, such as counseling, schedule changes, no-contact directives, or disciplinary measures

Confidentiality and Non-Retaliation

Identities of complainants and respondents are kept confidential to the extent possible

Retaliation against a person for reporting or participating in a harassment investigation is strictly prohibited

Title IX Compliance

ASA has a designated Title IX Coordinator, listed on its website and staff directories. The Coordinator ensures schoolwide compliance with grievance procedures, training mandates, and public access to relevant policies and contact information.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Allegiance STEAM Academy is committed to maintaining a safe, inclusive, and disruption-free learning environment. In accordance with California Education Code § 35183, ASA has adopted a school-wide dress code that prohibits gang-related apparel to safeguard the health and safety of the school community.

Definition of Gang-Related Apparel

Gang-related apparel is defined as clothing, accessories, or grooming styles that are recognized as symbols of gang affiliation and that could reasonably be determined to threaten the health and safety of the school environment if worn or displayed on campus.

This includes, but is not limited to:

Bandanas, chains, spikes, long dangling belts, or any gang paraphernalia

Clothing, hats, visors, or beanies with professional sports team logos

Emblems, lettering, colors, or pictures pertaining to gangs

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

Hairstyles that materially and substantially interfere with school operations

The definition of gang-related apparel is reviewed at least once per year and updated as needed to respond to evolving trends and safety information.

Dress Code Guidelines

To promote uniformity and school spirit, students are expected to adhere to the following dress code:

Tops: White or forest green polos

Bottoms: Khaki or black shorts, skorts, skirts (knee-length), pants, or jumpers

Footwear: Closed-toed shoes suitable for physical education

Fridays: Students may wear ASA spirit wear or class university shirts with dress code-compliant bottoms; jeans are permitted on Fridays only, provided they are not frayed, stressed, or contain holes

Additional guidelines include:

Socks are required

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

Appropriate jewelry is permitted

Hats, visors, and beanies are permitted on the playground only and may not have professional sports team logos; college/university logos are acceptable

Sunglasses are for outdoor use only

Leggings are permitted when worn with a skirt or shorts

Enforcement and SupportStudents who arrive at school in nonconforming attire will be provided with appropriate clothing by the school office for the day. If

conforming clothing is not available, the student will be required to call home for suitable attire to be brought to school. No student

will be sent home or denied attendance for dress

Students and families facing financial hardship can request assistance to obtain compliant clothing at no cost. All requests will remain confidential.

The school administration reserves the right to determine what constitutes proper compliance with the dress code.

Accommodations for religious customs or medical necessities will be made upon request.

Community Involvement

ASA encourages collaboration among administrators, staff, students, and parents/guardians in reviewing and updating the dress code policy to ensure it remains effective and reflective of the community's needs.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Allegiance STEAM Academy implements a structured and well-supervised process for safe ingress (arrival) and egress (dismissal) to protect all students, families, and staff during peak times of school-day transitions. These procedures are regularly reviewed for safety, efficiency, and accessibility in collaboration with school safety staff, parent volunteers, and local law enforcement if applicable.

1. Campus Access Control

Single Point of Entry: During instructional hours, all visitors, students arriving late, and staff must enter through the main front office gate, which is secured and monitored.

Perimeter Fencing: All campus fencing remains secured and locked during the school day, with exit-only gates alarmed or supervised.

Visitor Sign-In/Out Protocol: All visitors must report to the front office upon arrival, provide valid identification, and sign in using a visitor log system. Visitors are issued a badge or sticker to wear while on campus and must sign out upon departure.

Student Check-In/Out: Parents/guardians must show valid ID when signing students in or out during school hours. Only individuals listed on the emergency card may pick up a student.

2. Morning Drop-Off Procedures

Supervision Start Time: Staff supervision begins at 7:30 AM daily for students arriving for breakfast and 7:45 AM for all other students.

Designated Drop-Off Zones: Families use marked loading zones to drop students curbside. Staff assist with opening doors and ushering students safely onto campus.

Student Entry Points: Students proceed to designated gates by grade level and enter supervised yard or multipurpose room areas.

3. Afternoon Dismissal Procedures

Staggered Dismissal Times: Dismissal is structured by grade level to reduce congestion and ensure safe movement. Younger grades may dismiss earlier.

Parent Pick-Up Zones: Families picking up students by car use marked areas monitored by staff. Walk-up parents use side gates, where students are dismissed to authorized adults.

Student Accountability: Students are released only to adults on the approved list unless written permission is provided. Staff maintain walkie-talkie communication throughout.

After-School Programs: Students enrolled in after-school care or enrichment programs are checked in by program staff and kept on campus in secured areas.

4. Staff and Visitor Safety Measures

Staff Parking: Dedicated staff parking areas are located away from student walkways.

Emergency Access: Fire lanes and emergency vehicle access points are always kept clear.

Bicycle/Skateboard Policy: Students riding to school must dismount at gates and store equipment in designated areas. Helmets are required by law.

5. Emergency Evacuation Egress

In the event of an emergency requiring evacuation:

Primary and secondary evacuation routes are posted in all classrooms and reviewed monthly.

Reunification procedures are in place to safely release students to authorized adults at an alternate site if needed.

Staff are assigned to manage perimeter control and family communication during such events.

6. Communication and Updates

Ingress and egress protocols are included in the Parent-Student Handbook, posted on the school website, and reviewed at family orientations.

ParentSquare notifications are used to provide traffic alerts, emergency changes, or reminders.

Suggestions from parents and staff for improving safety are collected and reviewed by the School Safety Committee biannually

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
A school climate that promotes respect, responsibility, and emotional and physical safety for all students and staff.

Element:
Schoolwide systems and practices that foster predictable expectations, positive relationships, and consistent supervision throughout the campus.

Opportunity for Improvement:
Ensure consistent reinforcement of schoolwide behavior expectations across all settings and strengthen staff capacity to implement trauma-informed and restorative responses.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Promote a consistent, schoolwide culture of safety, respect, and responsibility.	Revise and distribute shared expectations matrix for classrooms, hallways, restrooms, playgrounds, and lunch areas • Train all staff on consistent language and redirection strategies • Post signage and visual cues across campus	Conduct policy, signage templates, time in PD calendar	Principal	Monthly staff feedback • Office referral data • Student climate surveys
Build adult capacity to respond to behavior using restorative, trauma-informed practices.	Provide Tier 1 training on de-escalation and relationshipcentered discipline • Coach staff during recess/lunch and transitions • Model positive adultstudent interactions	Professional development hours Behavior interventionist	Assistant Principals	Decrease in behavior incidents • Staff self assessments

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve student engagement and connection to school.	Launch gradelevel student leadership and service projects • Recognize positive behavior through classroom and schoolwide acknowledgments • Host weekly communitybuilding assemblies	Awards, Paw-sitive Slips, calendar coordination	Principal	Participation rates • Student reflections • Survey results
Increase supervision and coverage in high-traffic areas.	Assign on-call schedule to leadership and support staff for all recess and transition blocks • Provide radios and supervision expectations • Monitor weekly coverage compliance	Radios, supervision schedule, staffing plan	Lead Proctor	Supervision logs • Observation notes

Component:
A physically secure campus with clearly defined emergency procedures and a culture of preparedness.

Element:
Facilities, equipment, and emergency protocols that ensure safety during day-to-day operations and during potential threats or disasters.

Opportunity for Improvement:
Enhance communication systems and emergency supplies to support more efficient emergency response and improve staff readiness during drills and actual incidents.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure all staff are trained and prepared to respond to emergencies	Conduct emergency drills for fire, earthquake, lockdown, and shelterin-place • Train staff annually on roles within the Incident Command System (ICS) • Provide refresher scenarios and tabletop exercises	Staff development time ICS templates and role cards Emergency drill calendar	Principal Health Technician	Drill logs • Post-drill debrief forms • Staff feedback surveys
Improve emergency supplies and classroom readiness.	Inventory and restock emergency classroom kits and central disaster containers • Establish a clear visual tracking system for kit readiness • Communicate kit purpose and locations to all staff	Emergency supplies Inventory spreadsheet Visual labels/signage	Office Manager Health Technician	• 100% kit completion • Inventory logs • Visual checks by Safety Committee

Objectives	Action Steps	Resources	Lead Person	Evaluation
Strengthen communication systems for campus-wide alerts and coordination.	Ensure functioning two-way radios and classroom intercom systems • Conduct periodic checks of PA system and backup communication methods • Maintain updated emergency contact and class rosters	Radios Intercom system	Front Office Team	• Drill communication effectiveness • Monthly system checks

Component:
A culture of emotional safety and mental wellness supported by accessible services and proactive student support systems.

Element:
Multi-tiered systems of support (MTSS) that promote student wellness, address social-emotional needs, and provide early intervention for mental health or behavioral concerns.

Opportunity for Improvement:
Increase access to mental health services and strengthen Tier 1 classroom-based SEL practices to ensure all students feel supported and connected to at least one trusted adult.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Expand Tier 1 socialemotional learning (SEL) in classrooms.	Provide teachers with SEL curricula aligned with ASA charter petition • Integrate weekly SEL check-ins or class meetings • Celebrate empathy, kindness, and perseverance	SEL curriculum (e.g., Second Step, Leader in Me) Time in staff meetings Monthly SEL themes	Counselor	Walkthrough observations • Teacher feedback • Student feedback
Increase availability of mental health services and referrals.	Train staff on how to make internal mental health referrals • Track followup actions using MTSS documentati on tools	Referral forms Wellness team meeting protocols	Counselor	Number of referrals • Student service logs • Parent feedback
Ensure all students are connected to a caring adult.	Launch a student connection survey each trimester • Establish staff "check-in" assignments for identified students • Recognize staff who build strong relationships	Survey tools (Google Forms or Jotform) Staff assignment tracker	Principal	• Survey results • Reduction in discipline referrals • Anecdotal student reports

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Allegiance STEAM Academy - Thrive Student Conduct Code
ASA is committed to cultivating a safe, inclusive, and academically rigorous environment by setting clear
expectations for behavior and holding all students to high standards of conduct. Students are expected to behave in ways that are respectful, responsible, and safe across all school settings—on campus, in virtual learning, at school-sponsored events, and while traveling to and from school.

Comprehensive School Safety Plan   18 of 50   6/18/25

Student Responsibilities Include:
Attending class on time and regularly
Demonstrating respect toward peers, staff, and school property
Following school rules, including rules regarding academic honesty, electronic device use, and dress code
Upholding expectations during transportation and extracurricular events
Accepting consequences with integrity and committing to improved behavior
Prohibited Student Behaviors Include (Not Exhaustive):
Endangering others (e.g., fighting, weapon possession, threats)
Discrimination, harassment, sexual harassment, or bullying (including cyberbullying and hate-motivated behavior)
Disruption of instruction or the school environment
Use or possession of alcohol, tobacco, or drugs
Theft or destruction of property
Use of profanity, obscenity, or vulgar behavior
Inappropriate or unsafe behavior at school events (e.g., dancing, roughhousing)
Cell phone or electronics misuse during instructional hours

Conduct Code Procedures
All student behavior interventions at ASA aim to teach or reteach expectations and repair relationships through restorative, inclusive practices before punitive action is taken. Staff and administrators exercise professional discretion in determining the appropriate response based on the nature, frequency, and severity of infractions.
Progressive Discipline Measures May Include:
Verbal warnings and behavior redirection
Student-teacher conferences and reflections
Parent contact and involvement
Behavior contracts or check-ins
Class removal or loss of privileges
Suspension (in-school or out-of-school, up to 5 days per incident)
Expulsion for severe or repeated offenses in accordance with legal due process
Due Process and Equity Protections:
All students are afforded procedural due process in accordance with EC §§ 48911, 48915, and 48915.5
Suspensions must be preceded by a conference unless there is an emergency situation
Parents are informed promptly of suspension and disciplinary outcomes
Students with disabilities receive additional procedural safeguards, including manifestation determination meetings when applicable
Electronics and Cell Phone Policy
ASA Thrive provides web-enabled learning devices; therefore, students are not permitted to use personal phones during the instructional day. Devices must be turned off and stored upon arrival.
Infractions are handled progressively:
Verbal warning
Item confiscated and returned at end of day
Parent must pick up item
Parent conference and further consequences determined
ASA is not liable for lost, damaged, or stolen personal electronic devices

(K) Hate Crime Reporting Procedures and Policies
(Education Code §§ 200, 233, 234.1; 32282(a)(2)(J))
Definition of a Hate Crime
A hate crime is a criminal act committed against a person or property, motivated in whole or in part by an offender's bias against race, ethnicity, national origin, religion, disability, gender, gender identity, or sexual orientation. This includes, but is not limited to:
Verbal or written threats
Physical violence
Vandalism or graffiti
Cyber harassment
Intimidation, coercion, or stalking
Hate incidents that do not meet the threshold of a crime (e.g., derogatory comments or slurs) may still violate ASA's student conduct

code and are addressed with appropriate school responses.

Policy Statement

Allegiance STEAM Academy affirms the right of every student and staff member to be free from discrimination, hatemotivated behavior, and harassment. The school explicitly prohibits hate-motivated acts and has adopted prevention, intervention, and reporting procedures to address them.

ASA's Student Conduct Policy identifies hate-motivated behavior and harassment as prohibited student behaviors. Such acts are subject to disciplinary action, including suspension or expulsion, and may also be referred to law enforcement when legally required.

Reporting Procedures

Immediate Reporting

Any student, parent, or staff member who witnesses or suspects a hate crime or hate-motivated incident must report it immediately to a school administrator, teacher, counselor, or any trusted staff member.

Investigation

The Principal or designee will initiate a prompt investigation to determine if the act constitutes a hate incident or hate crime. All investigations are conducted confidentially to the extent permitted by law.

If necessary, student safety measures (e.g., classroom transfers, check-ins) are implemented immediately.

Law Enforcement Notification

Per Education Code § 48902 and Penal Code § 422.55, hate crimes are referred to local law enforcement authorities (e.g., Chino PD).

The school will cooperate fully with investigations while maintaining FERPA and privacy protections.

Support for Targeted Individuals

Counseling services are offered to victims.

Parents of affected students are contacted and involved in safety planning.

School climate monitoring is initiated to prevent recurrence.

Documentation and Discipline

Incident details are logged in the student information system (SIS).

Students found responsible are subject to appropriate disciplinary action up to suspension or expulsion, consistent with the due process provisions outlined in the ASA Student Discipline Policy.

Prevention and Training

ASA provides age-appropriate instruction to students on bias, bullying, and discrimination.

Staff are trained annually on:

Recognizing signs of hate-motivated behavior

Addressing bias-based incidents

Reporting obligations and follow-up

ASA's inclusive school culture and student recognition systems (e.g., Wolves Ways) reinforce behaviors that reflect dignity, mutual respect, and diversity appreciation.

(J) Procedures to Prepare for Active Shooters

(Education Code § 32282(a)(2)(F))

Overview

ASA s committed to preparing staff, students, and families for the unlikely but serious threat of an active shooter or armed intruder. Preparation efforts include planning, training, drills, and coordination with local first responders to reduce confusion and increase survivability during a potential crisis.ASA follows best practices rooted in the ALICE protocol, which empowers trained adults and students to make informed decisions in dynamic, life-threatening situations.

Emergency Protocol Framework: ALICE

A – Alert:

Staff or students immediately notify the front office or administrator if a threat is identified.

Campus-wide alerts may be issued over intercoms, radios, or designated apps.

Clear, specific language is used to communicate the threat (e.g., "Shooter in the multipurpose room").

L – Lockdown:

Staff secure doors, turn off lights, and instruct students to remain quiet and out of sight.

Lockdown signs or signals are posted where applicable.

Teachers quickly account for students and report via radio if safe.

I – Inform:

Real-time updates are relayed using radios, PA announcements, or internal communication systems.

Accurate, concise information improves decision-making and reduces panic.
C – Counter (when necessary):
Only as a last resort, students and staff are empowered to distract or confuse a threat if escape or lockdown is not viable.
E – Evacuate:
If possible and safe, staff and students exit the building and move to pre-identified rally points.
Multiple evacuation routes are known and reviewed.
Preparation and Training
Annual Training for All Staff:
All staff receive active shooter and intruder response training each year.
Training includes scenario-based drills and walkthroughs with law enforcement support.
Staff roles in the Incident Command System (ICS) are reviewed and reinforced.
Student Safety Lessons:
Students receive age-appropriate instructions on how to respond in lockdown or evacuation situations.
Discussions focus on following adult instructions, maintaining calm, and knowing exits.
Drills and Practice:
ASA conducts lockdown drills at least twice per year, with debriefs after each.
At least one drill per year simulates an active shooter or intruder situation.
Drills involve coordination with the Chino Police Department and Fire Department.
Facility and Communication Readiness:
Classrooms have internal locks, door shades, and emergency signage.
Radios and intercoms are tested monthly.
Floor plans and evacuation maps are posted visibly in every room.
Reunification Plan:
ASA maintains a Reunification Plan to safely return students to families after an incident.
Staff are assigned to roles including greeters, reunification checkers, and support staff.
Coordination with Local Agencies
ASA collaborates annually with Chino PD and San Bernardino County Sheriff's Department.
Law enforcement participates in drill observations and post-drill evaluations.
ASA shares building maps and response protocols with local first responders.
Communication with Families
Parents are informed of all scheduled lockdown drills in advance.
After-action summaries are provided following drills or real emergencies.
Clear instructions are shared on how families will be contacted during an emergency (e.g., ParentSquare or text alerts).

Procedures for Preventing Acts of Bullying and Cyber-bullying
Policy Foundation and Expectations
Allegiance STEAM Academy is committed to providing a safe and healthy learning environment where all students
are treated with respect and dignity. Bullying and cyberbullying are strictly prohibited under ASA's Anti-Bullying Policy. ASA defines
bullying as aggressive behavior involving an imbalance of power and repetition, which may include physical, verbal, or relational
harm, as well as exclusion or rumor-spreading
.
Cyberbullying is also clearly defined to include:
Online threats, harassment, or the sharing of harmful images or messages via internet or mobile devices
Hacking or impersonation to damage another student's reputation
Use of social media to intimidate, shame, or isolate others
Prevention Measures
ASA uses the following prevention strategies to address bullying before it occurs:
Positive School Climate via The Wolves Way: ASA's schoolwide expectations—"Trust your instincts," "Keep your den clean," "Stay on
track," "Howl with your friends," and "Be a leader"—are embedded into the daily culture and explicitly taught to students to
promote empathy, inclusion, and safety.
Instructional Support: Students receive instruction on:
Conflict resolution and effective communication
Self-regulation and assertiveness
Respect for diversity
Safe and appropriate online behavior

Staff Training: All staff are trained in:

Early warning signs of bullying and intimidation

Intervention strategies and reporting obligations

Culturally responsive practices and confidentiality protocols

Increased Supervision: School leadership assesses high-incident areas (hallways, restrooms, lunch areas) and adjusts supervision accordingly.

Reporting and Response Procedures

Reporting

Students, parents, or staff may report bullying verbally or in writing to any school employee.

Reports may be made confidentially or anonymously.

The school also encourages the preservation of digital evidence in cases of cyberbullying.

Employees must report incidents to the CEO or designee within one business day, regardless of whether a formal complaint is filed.

Investigation

All reports are investigated promptly.

The CEO, Principal, or designee conducts interviews and gathers evidence (including screenshots, witness accounts, etc.).

The school notifies parents/guardians of victims and aggressors when appropriate.

Complaints determined to be discriminatory are resolved under the Uniform Complaint Procedure; all others are resolved through ASA's site-based investigation process.

Support and Intervention

Victims, aggressors, and bystanders may be referred to counseling, behavioral support, or restorative justice circles.

Intervention is tiered based on the severity or recurrence of the incident.

Corrective action may include counseling, education, suspension, or expulsion in cases of severe or pervasive conduct.

Disciplinary and Protective Measures

Disciplinary responses may include:

Parent conferences

Behavior contracts

Loss of privileges

Suspension or expulsion (as permitted by EC § 48900)

Protective measures for victims may include schedule adjustments, increased supervision, or changes to classroom placement.

Staff Accountability: Employees who engage in or permit bullying or retaliation face disciplinary action, up to and including dismissal

Opioid Prevention and Life-Saving Response Procedures

Allegiance STEAM Academy recognizes the growing opioid crisis impacting California youth and is committed to providing education, prevention, and emergency response protocols to protect students, staff, and visitors. The school complies with state law requiring access to opioid antagonists (e.g., naloxone/Narcan) on campus and ensures school staff are trained and prepared to respond to opioid-related emergencies.

1. Prevention Education

ASA prioritizes early prevention through age-appropriate education embedded in health and wellness programming. This includes:

Instruction for upper-grade students (grades 6–8) on:

Dangers of opioid misuse and addiction

Risks associated with fentanyl-laced substances

Strategies for resisting peer pressure

How to seek help from trusted adults

Parent education and information sessions, including signs of opioid overdose and resources for support

Distribution of opioid awareness materials (posters, newsletters, or virtual content)

2. Opioid Overdose Response Preparedness

ASA maintains life-saving supplies and trained personnel in the event of an on-campus opioid overdose.

Emergency Supplies:

The school stocks naloxone hydrochloride (Narcan) in accessible, clearly marked locations (e.g., health office, main admin office).

Supplies are checked monthly and replaced prior to expiration.

Designated Trained Personnel:

School staff, including the site administrator, office staff, and health-trained personnel, are trained annually on:

Recognizing signs of an opioid overdose (e.g., unresponsiveness, slow breathing, blue lips)

Proper storage and administration of naloxone

Calling 911 and conducting rescue procedures (e.g., CPR, placing in recovery position)

Training follows CDPH and manufacturer guidelines and is documented annually.

3. Emergency Response Procedures

In the event of a suspected opioid overdose:

Call 911 immediately to request emergency medical services.

Administer naloxone following training and safety protocols.

Provide supportive care (e.g., monitoring breathing, starting CPR if trained).

Stay with the individual until emergency responders arrive.

Notify site administration and initiate internal reporting protocol.

Complete an incident report and parent/guardian notification as soon as feasible.

ASA personnel are protected from civil liability when administering naloxone in good faith and in compliance with training and legal standards.

4. Reporting and Review

All incidents involving suspected overdose and naloxone use are reported to the site administrator and logged securely.

The school will notify the California Department of Public Health if required and participate in any public health follow-up.

After an incident, the school will debrief with involved staff and review protocols to determine if additional training or procedural changes are needed.

5. Collaboration and Resources

ASA Thrive collaborates with:

San Bernardino County Department of Public Health

Local law enforcement and fire departments

Community-based organizations offering addiction counseling and family resources

Families and staff are provided access to hotlines and referral services, such as the California Youth Crisis Line and SAMHSA's national helpline.

Response Procedures for Dangerous, Violent, or Unlawful Activities

(Education Code § 32282(a)(2)(B) & (C))

Overview

Allegiance STEAM Academy is committed to the immediate and effective response to dangerous, violent, or unlawful acts on or near school grounds, including fights, possession of weapons, threats of harm, or criminal conduct. These procedures prioritize student and staff safety, coordinated response, legal compliance, and timely communication with law enforcement and families.

Types of Incidents Covered

Physical altercations or assaults

Threats of violence, including bomb threats or active shooter threats

Weapon possession (e.g., firearms, knives, explosives)

Vandalism or property damage

Drug sales or possession with intent to distribute

Sexual harassment or assault

Hate-motivated incidents

Gang activity or intimidation

Intruder or unauthorized person on campus

Immediate Response Procedures

Ensure Safety

Staff intervene only if safe to do so; otherwise, immediately alert school administration and request assistance.

Students are cleared from the affected area and secured in classrooms if needed.

Notify Administration

The first staff on scene notifies the Principal or designee immediately via radio, phone, or messenger.

Administration initiates appropriate emergency protocol (e.g., Lockdown, Secure Campus, Evacuation).

Initiate ICS Command

Site administrator activates the Incident Command System (ICS), assigning roles and initiating schoolwide alerts as needed.

Contact Emergency Services

If there is an immediate threat to life, 911 is called without delay.

Law enforcement (e.g., Chino Police Department) is notified for investigation, threat management, and removal of individuals if necessary.

Medical Response

If injuries occur, first aid is administered, and emergency medical responders are dispatched.

The Medical Team logs details and monitors student/staff until paramedics arrive.

Contain and Document

Staff gather witness statements and retain any physical evidence safely.

All details are documented in an incident report, including time, persons involved, witnesses, and actions taken.

Parent and Community Notification

Parents/guardians of involved students are contacted promptly by administration.

If the incident affects broader school safety or operations, a message is issued via ParentSquare to inform families of nonconfidential facts and next steps.

The identity of victims and witnesses is protected under FERPA and school policy.

Post-Incident Response

Investigation and Disciplinary Action

The Principal or designee investigates the incident in accordance with ASA's discipline and due process policies.

Students found responsible may face disciplinary action, including suspension or expulsion per Education Code § 48900 and § 48915.

Restoration and Support

Support staff (e.g., school counselor, behavior specialist) provide check-ins and trauma-informed support to affected students.

Restorative practices or community-building circles may be used as appropriate to rebuild trust and address harm.

Debrief and Policy Review

The Safety Team reviews the response for gaps or improvements.

Safety protocols are updated as needed and shared with staff.

Prevention Measures in Place

Regular drills for lockdown, secure campus, and evacuation

Use of surveillance cameras and secure perimeter fencing

Student safety threat assessment procedures

Anonymous reporting systems for weapons or violent threats

Instructional Continuity Plan

(Pursuant to SB 153 and Education Code § 32282)

Purpose

In compliance with California Senate Bill 153 and Education Code § 32282, Allegiance STEAM Academy as adopted a comprehensive Instructional Continuity Plan to ensure the uninterrupted delivery of educational services during emergencies, including wildfires, earthquakes, or public health crises. The plan guarantees timely access to instruction—either in person or remotely—within 10 instructional days of a disruption

.

Communication and Engagement Protocols

ASA will engage with families within five calendar days of an emergency. Communication will be shared via:

ParentSquare, email, SMS, and the school website

Access to teachers and administrators through ParentSquare and front office phone lines

Weekly updates through online webinars and digital platforms

A dedicated helpline and tech support email for families

Emergency Learning Framework

If an emergency disrupts campus operations, ASA will implement the following structure:

Staff Preparation Days immediately after a closure notice

Emergency Home Learning Plan for students unable to attend in person

Short-Term Independent Study for students unable to return after 10 instructional days

Safe return to in-person instruction prioritized as soon as air quality, infrastructure, or power conditions allow

Instructional Access and Expectations

Materials Distribution

Students may receive:

Chromebooks, hotspots, workbooks, or printed packets

Access to Google Classroom (primary hub for assignments and communication)

Login support through front office and tech hotline

TK–6 Learning Expectations

Reading (20–60 minutes): Epic! or library audiobooks

Math: Zearn, IXL, Eureka Math, Google Classroom activities

Writing: Journaling or handwriting assignments

Enrichment: STEAM projects, puzzles, physical activity

Grades 7–12 Learning Expectations

Log in to Google Classroom daily

Complete essential assignments and meet deadlines

Progress aligned to pacing guides and academic standards

Live Interaction and Synchronous Instruction

Within 10 instructional days of a closure, ASA will ensure:

Grades TK–3: Daily synchronous instruction

Grades 4–8: Daily live interaction and at least weekly synchronous instruction

Definitions:

Live interaction: Includes wellness checks, progress monitoring, or instruction

Synchronous instruction: Two-way, real-time instruction with a teacher of record

Student Support Services

ASA will ensure:

Special Education: Virtual IEP support, Think Tank team collaboration

English Learners: Integrated/designated ELD instruction and translation services

Mental Health: Virtual counseling, SEL lessons, and wellness check-ins

Attendance: Tracked through engagement logs and assignment submissions

Campus Access and Plan Review

Material Pick-Up: Supervised on-campus access if environmental conditions are safe

Plan Updates: Annual review of this plan based on stakeholder feedback and emergency debriefs

Board Oversight: Incorporated into the CSSP and subject to Board adoption

Safety Plan Review, Evaluation and Amendment Procedures

(Education Code § 32282(b)(2); § 32288)

Annual Review and Update

Allegiance STEAM Academy reviews and updates its Comprehensive School Safety Plan (CSSP) annually in accordance with state law. The review process ensures that all procedures, protocols, and policies remain aligned with:

Current state and local laws

Campus-specific risk assessments and safety data

Feedback from emergency drills, debriefs, and actual incidents

Input from stakeholders including staff, students, parents, and first responders

The annual review process is coordinated by the ASA School Safety Committee in partnership with school leadership, and incorporates required components under Education Code § 32282, including:

School climate and discipline policies

Child abuse reporting

Disaster response and drills

Hate crime prevention

Active shooter preparedness

Instructional continuity planning

Anti-bullying procedures

Safety Committee Composition

The School Safety Committee includes the following members:

Site Principal (Chair)

Assistant Principal

Classified staff member

Certificated teacher

School Counselor or Social Worker

Parent representative

Student representative (as appropriate)

Community member or law enforcement liaison (optional)

Evaluation Process

The plan is evaluated using:

Incident reports and trends from the previous school year

School climate surveys (students, parents, and staff)

Drill documentation and emergency response performance

Feedback from teachers, administrators, and safety personnel

Updates to board-adopted policies and employee handbooks

Each component of the plan is reviewed to ensure alignment with ASA Thrive's mission, safety objectives, and educational equity goals.

Amendment Procedures

Amendments to the CSSP may occur mid-year if:

There is a change in law or regulation

A serious incident prompts revisions to protocol

The school site changes operations (e.g., relocation, expansion)

The Board of Directors or CEO mandates a review based on performance data

Any proposed amendments must be:

Drafted and reviewed by the Safety Committee

Presented at a public meeting of the School Site Council

Approved by the Board of Directors

Distributed to the authorizing agency (e.g., local district or county office of education)

Public Access and Submission Requirements

The final Safety Plan is submitted to the ASA Board of Directors for adoption by March 1 annually.

Upon Board approval, the plan is filed with the local authorizing agency per EC § 32288.

A copy of the CSSP is available to staff and families in the front office and posted on the school's website.

Staff receive annual training on CSSP components and are notified of any mid-year revisions.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services		911	For any life-threatening emergencies
Law Enforcement/Fire/Paramedic	Chino Valley Fire Department	909-902-560	Local fire and medical response
Law Enforcement/Fire/Paramedic	Chino Police Department	909-334-3000	Non-emergency line
Emergency Services	Poison Control	800-611-1911	24-hour support for poison-related emergencies
Public Utilities	Southern California Edison (SCE)	800-611-1911	24-hour outage or hazard reporting
Public Utilities	Southern California Gas (SoCalGas)	800-427-2200	Emergency and non-emergency lines available
Public Utilities	City of Chino Water	909-628-1234	Emergency line
School District	Chino Valley Unified School District	909-628-1201	Authorizing school district

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Internal review by site administrators and safety leadership team	June 18, 2025 2:00pm	Internal Draft Notes (Admin Review)
School Site Council meeting to assess current plan and recommend updates	September 10, 2024 4:00pm	Agenda and minutes
Emergency drill debriefs (lockdown, fire, reunification) analyzed for plan revision	April 9, 2025 1:30pm	Debrief Notes/Log
Review of law and policy updates (EC § 32282, AB 19, SB 153, etc.)	June 10, 2025 1:00pm	Revisions to Plan
Parent input collected via Survey	March, 2025	Survey Results
Final draft submitted to ASA Board of Directors for approval	June 23, 2025; 5:00 pm	Draft Plan
CSSP submitted to authorizing agency	June, 2025	Email Submission Confirmation
CSSP posted publicly on school website and shared with staff/families	July, 2025	ParentSquare Post

Allegiance STEAM Academy - Thrive Incident Command System
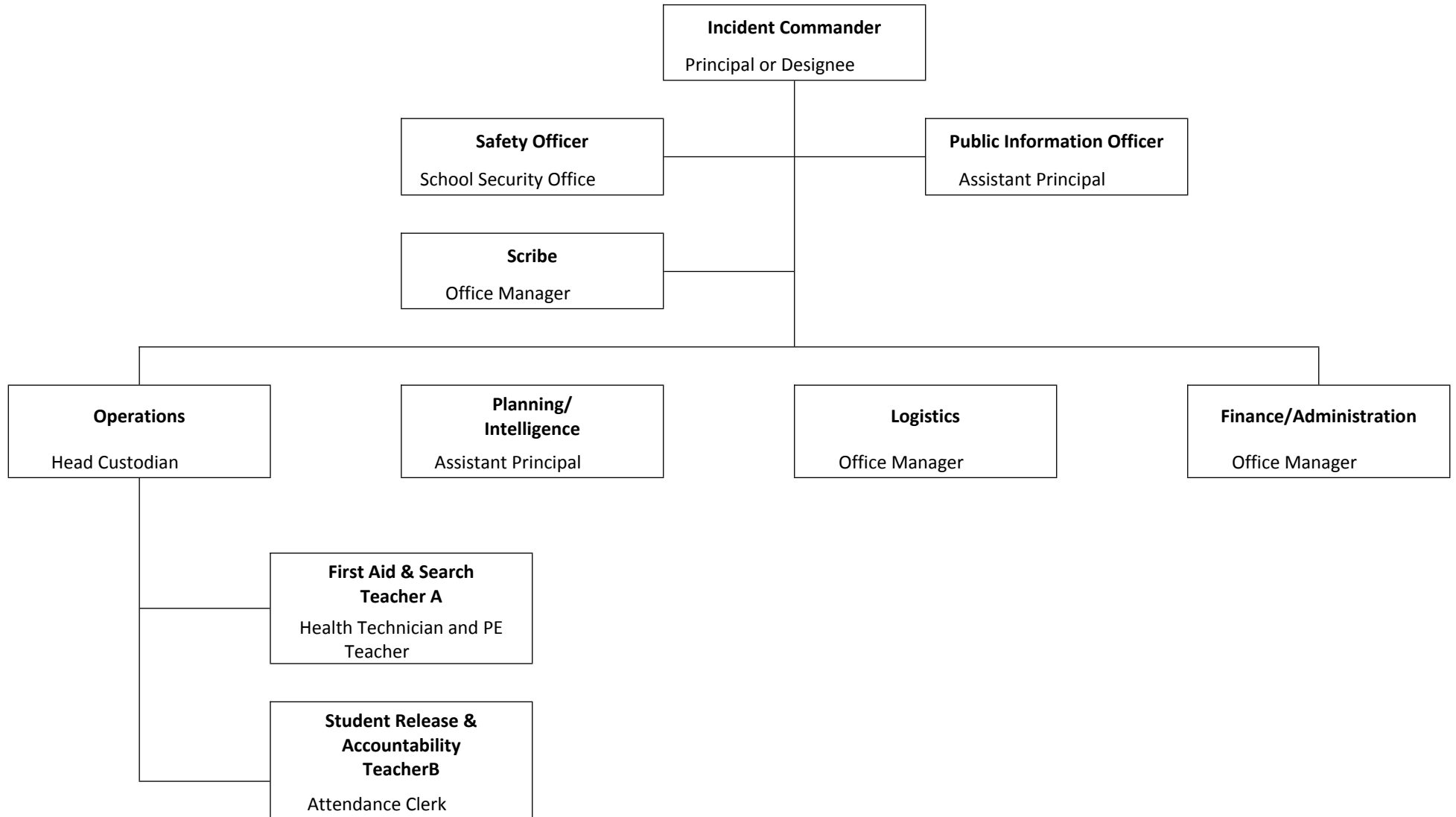
```
                              ┌─────────────────────────┐
                              │   Incident Commander     │
                              │   Principal or Designee   │
                              └─────────────────────────┘

        ┌──────────────────────┐              ┌──────────────────────────────┐
        │   Safety Officer      │              │  Public Information Officer    │
        │ School Security Office│              │     Assistant Principal        │
        └──────────────────────┘              └──────────────────────────────┘

        ┌──────────────────────┐
        │       Scribe          │
        │   Office Manager      │
        └──────────────────────┘
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Operations	Planning/ Intelligence	Logistics	Finance/Administration
Head Custodian	Assistant Principal	Office Manager	Office Manager

First Aid & Search
Teacher A

Health Technician and PE Teacher

Student Release & Accountability
TeacherB

Attendance Clerk

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
(In alignment with SEMS and ICS protocols)
ASA uses the Standardized Emergency Management System (SEMS) and the Incident Command System (ICS) to manage responses to all emergencies, including natural disasters, intruders, accidents, or school-wide threats. These systems ensure a structured, clear chain of command and coordination with outside agencies.
The following positions and responsibilities are assigned to trained staff members annually before the start of the school year:
Role Responsibilities
Incident Commander Overall decision-maker; activates the plan, notifies 911, and communicates with outside agencies.
Public Information Officer Liaison to media and parents; disseminates accurate information, maintains message consistency.
Operations Chief Manages student care, search and rescue, security, and site facility response efforts.
Logistics Chief Coordinates supplies, personnel, medical care areas, and facility support needs.
Planning & Intelligence Chief Tracks incident status, maintains documentation, and supports long-term planning if event is prolonged.
Finance & Administration Chief Maintains timekeeping, purchasing, and cost-tracking related to the incident response.

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
ASA staff must first determine the nature of the incident. Common school-related emergencies include:
Natural Disasters: Earthquake, fire, flood, extreme heat, poor air quality
Technological Hazards: Power outage, gas leak, hazardous material spill
Biological Events: Pandemic, food contamination, allergic reaction
Threats to Human Safety: Intruder, active shooter, bomb threat, violent individual
Medical Emergencies: Seizure, cardiac arrest, asthma attack, overdose
Staff should report observed emergencies to site administration immediately using designated communication channels (e.g., radio, phone, in-person).

Step Two: Identify the Level of Emergency
ASA classifies all emergencies into two levels to guide response actions:
Level 1 – Site-Managed Emergency Level 2 – Critical Emergency (Full Response)
- Minor incident, contained on campus- Imminent threat to life or major disruption to school operations
- Can be handled by school personnel- Requires 911 or emergency agency response
- Minimal impact on operations- Campus-wide or prolonged impact
Examples: student injury, medical episode, small fire alarm, fight, minor earthquake Examples: active shooter, major earthquake, large fire, intruder, bomb threat, significant structural damage
The Principal or Incident Commander determines the level and activates the appropriate response.

Step Three: Determine the Immediate Response Action
Based on the emergency type and level, choose from these standard protective actions:
Evacuate Building – Fire, gas leak, structural threat
Shelter-in-Place – Air quality concerns, chemical spill, external hazard
Lockdown – Intruder, armed individual, active shooter
Secure Campus – Nearby police activity, potential off-campus threat
Drop, Cover, and Hold On – Earthquake or explosion
Relocation/Reunification – If campus becomes unsafe for return
Medical Response – First aid, AED, naloxone, or 911 activation

Step Four: Communicate the Appropriate Response Action
Step Four: Communicate the Appropriate Response Action
Effective communication ensures safety and coordination:
Internal Notification:
Principal or designee communicates actions via radio, intercom, or runners
Staff confirm receipt and initiate classroom response
911/Emergency Services:
Contact immediately for Level 2 emergencies
Provide specific location, nature of emergency, and known hazards
Parent Notification:
Sent via ParentSquare or SchoolMessenger
Communications are factual, timely, and translated as needed
Media/Community:
Only the Public Information Officer may release official statements
Protect student privacy and avoid speculation
Debriefing and Review:

Comprehensive School Safety Plan   33 of 50   6/18/25

After any significant incident, a debrief is conducted with staff
Findings are logged and used to refine procedures

Types of Emergencies & Specific Procedures

Aircraft Crash
Emergency Level: 2 (Critical Emergency)
Definition:
An aircraft crash refers to any incident in which a manned aircraft (commercial, private, or military) crashes onto or near the school campus, posing an immediate danger due to fire, explosion, falling debris, or hazardous materials.
Initial Response Procedures
Call 911 Immediately
Report location, type of aircraft if known, visible injuries or hazards (e.g., fire, fuel leak).
Request police, fire, and medical support.
Activate Appropriate Emergency Response
If the crash is on campus or poses immediate threat: Evacuate students and staff from affected areas using designated routes, avoiding crash zones and downwind paths.
If debris is falling or air quality is compromised: Shelter-in-Place indoors and shut all windows/vents.
Notify School Administration and Incident Commander
The Incident Commander initiates SEMS/ICS and assigns roles (Operations, Safety, Logistics, etc.).
Communicate clearly using radios or runners if intercom is unavailable.
Medical Response
School nurse or trained staff render aid until first responders arrive.
Triage injured individuals using first aid kits or trauma kits as needed.
Isolate the Area
Do not approach the crash site.
Keep students and staff at a safe distance.
Restrict entry for unauthorized personnel.
Fire Suppression (if safe and trained to do so)
Use fire extinguishers on small, manageable fires while awaiting the fire department.
Do not attempt to extinguish fuel fires.
Secondary Procedures
Parent/Guardian Notification
Send timely updates through ParentSquare or other emergency notification systems. Maintain calm, factual tone.
Media/Community Communications
All inquiries handled by the Public Information Officer under direction of the Incident Commander.
Documentation & Reporting
Complete incident report, witness statements, and injury logs.
Debrief & Recovery Planning
Conduct post-incident debrief with staff and students. Provide mental health support if trauma has occurred.
Campus Re-Entry
Only after clearance from emergency responders and structural inspectors.
Preparedness Recommendations
Conduct annual drills that include mass evacuation protocols.
Maintain updated maps showing evacuation routes away from flight paths.
Keep first aid supplies, radios, and emergency kits accessible at all times.

Animal Disturbance
Emergency Level: 1 (Site-Managed Emergency)
Definition:
An animal disturbance refers to the presence of a potentially dangerous or disruptive animal on or near campus. This may include stray dogs, snakes, coyotes, birds, or other wildlife that could pose a threat to student or staff safety.
Initial Response Procedures
Do Not Approach the Animal
Keep all staff and students away from the animal.
Do not attempt to capture, feed, or scare the animal.
Notify the Front Office or Administrator Immediately

Describe the type, size, and location of the animal.

Administration determines the appropriate response (e.g., isolate, monitor, call animal control).

Initiate Appropriate Protective Action

If animal is on campus and poses risk: Secure Campus.

If animal is non-threatening and off campus: monitor closely; no action may be required.

Close and Secure Doors/Windows

All rooms adjacent to the animal's location should close doors and windows to prevent entry.

Avoid outdoor transitions or activities until the area is cleared.

Contact Animal Control or Local Authorities

Site administrator calls Animal Control Services or local non-emergency line.

Secondary Actions

Student and Staff Communication

Announce status over the PA or radio if necessary.

Communicate "all clear" once animal is removed and verified safe.

Parent Communication

Notification typically not required unless the animal caused injury or a major campus disruption.

Documentation

Incident logged by administrator, including type of animal, response time, and outcome.

Preparedness and Prevention

Regularly inspect fencing and perimeter for entry points.

Instruct staff on reporting procedures and not to engage with animals.

Keep playgrounds and trash receptacles clean to deter wildlife

Armed Assault on Campus

Emergency Level: 2 (Critical Emergency – Full Response Required)

Definition:

An armed assault on campus is any incident involving an individual who is known or suspected to be armed with a weapon (e.g., firearm, knife) and poses an immediate threat to students, staff, or visitors. This includes active shooters or anyone threatening or engaging in violence with a weapon on school grounds.

Immediate Response Procedures

Initiate Lockdown Immediately

Upon seeing or being notified of an armed individual, lockdown is initiated by the first staff member to confirm the threat.

Use the intercom, radios, or runners to announce:

"Lockdown – This is not a drill."

Call 911 Immediately

Provide specific details:

Location of suspect (if known)

Type of weapon observed

Injuries, number of suspects, and direction of movement

Move to the Nearest Safe Location

Staff and students move to secure rooms or out of the line of sight.

Lock doors, turn off lights, cover windows, and remain silent.

Do not open doors until the "all clear" is given by law enforcement.

The Incident Commander coordinates the response and acts as the point of contact for emergency responders.

ICS positions are activated based on safety and staff availability.

Account for Students and Staff

Take attendance when safe.

Use radios or emergency cards to communicate status to Command Post if possible.

Secondary Actions

Parent Communication

ParentSquare used only when confirmed, verified information is available.

Parents are instructed not to come to campus during an active event.

Media/Community Communication

All information is controlled by the Public Information Officer.

Only law enforcement and administration speak to media.

Post-Incident Recovery

Reunification procedures are initiated once campus is secured.

Crisis counseling services are provided to students and staff.

After-action review and debrief conducted by the Safety Committee.

Preparedness Measures

Regular lockdown drills conducted with staff and students

Staff training in Run-Hide-Fight protocols

Visitor check-in procedures and secure campus perimeter

Strong coordination with Chino PD or San Bernardino County Sheriff

Biological or Chemical Release

Emergency Level: 2 (Critical Emergency – Full Response Required)

Definition:

A biological or chemical release involves the accidental or intentional discharge of hazardous substances—such as toxic gases, biological agents, or chemical spills—on or near school grounds. Examples include industrial accidents, laboratory incidents, airborne irritants, or hazardous materials released from transportation corridors.

Initial Response Procedures

Identify and Report the Incident Immediately

Observe signs such as strong odors, visible clouds, staff/student symptoms (e.g., dizziness, nausea).

Notify the Principal/Incident Commander and call 911 immediately.

Initiate Protective Action

Depending on the location and nature of the release:

Shelter-in-Place: If release is outside the building, immediately close windows and doors, turn off HVAC systems, and stay indoors.

Evacuate: If release is indoors and it is safe to move outdoors and upwind, initiate evacuation.

Secure the Area

Avoid contact with the substance.

Isolate and restrict access to the contaminated area.

Do not use fire alarms to avoid spreading airborne contaminants.

Shut Down Air Circulation Systems

Turn off HVAC, fans, and vents to prevent exposure.

Use masking tape and plastic sheeting to seal doors and windows, if accessible and safe.

Medical Assistance

Administer first aid to affected individuals as needed.

Trained personnel apply protocols for decontamination or emergency treatment until EMS arrives.

Secondary Actions

Parent Communication

Use ParentSquare to notify families once immediate safety actions are completed.

Provide clear instructions on reunification and health precautions, if relevant.

Coordination with Local Agencies

Follow directives from HazMat, Fire Department, and Public Health officials.

Allow only trained responders to determine when the area is safe to reenter.

Documentation and Debrief

Document exposure, actions taken, and timeframes.

Conduct a post-incident review and update response protocols as needed.

Preparedness Recommendations

Maintain MSDS (Material Safety Data Sheets) for all on-campus chemicals.

Conduct annual Shelter-in-Place drills.

Inventory and inspect emergency kits with plastic sheeting, masks, gloves, and duct tape.

Maintain communication with local HazMat and emergency management agencies.

Bomb Threat/ Threat Of violence

Emergency Level: 2 (Critical Emergency – Full Response Required)

Definition:

A bomb threat or threat of violence includes any verbal, written, electronic, or physical warning or indication that a bomb, explosive

device, or violent act is planned or intended to occur on or near school grounds. All threats are treated as credible until proven otherwise by law enforcement.

Initial Response Procedures

Immediate Notification

Call 911 and report the threat with all available details.

Notify the Principal/Incident Commander and activate the ICS structure.

Preserve Evidence

If the threat is written (note, email, social media), do not alter or delete it.

Take a screenshot of digital threats and report to law enforcement.

Do not use two-way radios or cell phones near a suspected device.

Assessment and Decision-Making

The Principal and law enforcement determine the credibility of the threat.

Based on consultation, initiate one of the following:

Shelter-in-Place

Evacuation to a safe location

Lockdown (if threat indicates immediate danger)

Secure Campus (if threat is general or off-site)

Evacuation Considerations

Evacuation should occur only after law enforcement has conducted a sweep or confirmed safety of evacuation routes.

Avoid touching or moving suspicious items during evacuation.

Use off-site reunification plan if campus is unsafe to return.

Secondary Procedures

Parent Notification

Use ParentSquare to notify families of the situation after securing student safety.

Provide instructions for reunification if applicable.

Coordination with Law Enforcement

ASA staff fully cooperate with Chino PD, San Bernardino County Sheriff, and Bomb Squad.

Campus remains closed until cleared by responding agencies.

After-Incident Review

Debrief with staff and students.

Provide counseling and emotional support for those affected.

Update safety procedures if gaps are identified.

Documentation

Maintain detailed records including time of threat, method received, actions taken, and law enforcement response.

Preparedness Measures

Staff receive training on recognizing, reporting, and preserving threats.

Annual drills include bomb threat scenarios and off-site evacuation.

School maintains a Go-Kit with updated parent contact lists, emergency maps, and student medicatio

Bus Disaster

Emergency Level: 2 (Critical Emergency – Full Response Required)

Definition:

A bus disaster includes any accident or incident involving an school bus (or chartered transportation) that results in injury, vehicle damage, hazardous conditions, or poses a threat to student or staff safety. This applies to incidents on the way to/from school, field trips, or extracurricular activities.

Initial Response Procedures

Driver Responsibilities (if conscious and able):

Secure the bus (brake, ignition off, hazard lights).

Call 911 and provide:

Location (cross streets, landmarks)

Number of students onboard

Nature of the emergency (injuries, fire, other hazards)

Contact ASA administration and transportation coordinator immediately.

Assess and Assist

Check all passengers for injuries.

Render first aid using the bus emergency kit if trained.

Evacuate bus only if necessary (e.g., fire, gas leak, risk of explosion).

Use safest exit: front, rear, or emergency windows/hatches.

Dispatch staff to the scene (if close) or coordinate with responding agencies.

Notify CEO and school safety team.

Initiate reunification or relocation protocols if necessary.

Secondary Procedures

Parent Notification

ASA will notify parents via ParentSquare once student status is confirmed.

Updates will include injury status, transportation plan, and pickup location (if applicable).

Staff Support and Accountability

Staff traveling with students are responsible for maintaining student accountability.

Use class rosters or field trip lists to verify all individuals are accounted for.

Law Enforcement and Emergency Services

Cooperate with police, fire, paramedics, and transportation investigators.

Follow directives for scene control, medical triage, and interviews.

Return to Campus or Alternate Site

Transport students to school or alternate location once cleared by authorities.

Provide emotional support and first aid as needed.

Documentation

Complete incident report and notify insurance provider.

Transportation provider must submit driver logs, maintenance records, and safety records if requested.

Preparedness Measures

Bus drivers receive annual emergency evacuation and first aid training.

ASA staff traveling with students review emergency contact cards and know bus protocols.

Maintain parent contact lists, emergency medications, and student health plans during off-campus travel.

Disorderly Conduct

Emergency Level: 1 (Site-Managed Emergency)

*May escalate to Level 2 if there is a threat of violence or sustained disruption.

Definition:

Disorderly conduct refers to any disruptive, threatening, or inappropriate behavior on campus by a student, parent, visitor, or staff member that interferes with the safe and orderly operation of the school. This may include:

Verbal aggression or shouting

Refusal to comply with staff direction

Minor physical altercations or pushing

Unauthorized presence on campus

Inappropriate behavior during school events

Initial Response Procedures

Assess the Situation

Determine if the individual poses an immediate threat.

Remain calm and avoid escalation.

Staff should not physically intervene unless there is an immediate danger to others.

Request Support

Notify front office or administrator via radio or phone.

Provide location and description of the behavior.

Isolate and De-escalate

If safe, calmly ask the individual to move to a private location (e.g., office).

Use de-escalation strategies: active listening, calm tone, non-threatening posture.

Activate Security or Law Enforcement if Needed

If the situation escalates or becomes threatening, call 911.

Follow instructions from responding officers.

Secondary Procedures

Administrator Response

Investigate incident, determine appropriate disciplinary or legal action.

May include suspension, removal from campus, or police report.
Parent Notification
Inform parents if students are directly affected.
Maintain confidentiality and professionalism in communication.
Documentation
Complete incident report including witness statements and actions taken.
Submit to administration and HR, if applicable.
Follow-Up
Consider restorative conference or reentry plan if appropriate.
Offer counseling support for affected students or staff.
Preparedness and Prevention
Train staff on verbal de-escalation and threat recognition.
Maintain visible adult presence during high-traffic periods (e.g., arrival, lunch).
Require all visitors to sign in and wear visible badges.
Enforce campus supervision plans and behavioral expectations.

Earthquake
Emergency Level: 2 (Critical Emergency – Full Response Required)
(May begin as Level 1 but escalates if there is structural damage, injuries, or hazardous conditions.)
Definition:
An earthquake is the sudden shaking of the ground caused by seismic activity. Earthquakes may result in falling objects, structural damage, fires, utility disruption, and injuries. ASA is in a seismically active region and prepares accordingly.
Immediate Response Procedures
During the Earthquake – Drop, Cover, and Hold On
Everyone immediately:
Drops to the ground
Takes Cover under sturdy furniture (or covers head/neck if no shelter)
Holds On until shaking stops
If outside: move away from buildings, poles, and trees; drop to the ground.
Do Not Evacuate During Shaking
Stay in place and protect yourself until the ground stops moving.
Avoid using stairways or elevators during shaking.
After the Shaking Stops
Evacuate the Building Calmly
Use designated evacuation routes unless unsafe.
Bring emergency "Go-Kits," attendance rosters, and radios.
Report to Assembly Area
Teachers take roll and report attendance to the Incident Command Post.
Keep students together and away from hazards (e.g., broken glass, downed power lines).
Search and Rescue
Initiate campus-wide sweep by designated team members (Operations Section).
Do not re-enter buildings until cleared by emergency personnel or structural inspectors.
First Aid
Triage and treat minor injuries at the First Aid Station.
Request emergency medical assistance via 911 for serious injuries.
Secondary Procedures
Communication
Use radios or runners to report needs to Incident Commander.
Notify parents via ParentSquare with confirmed information only.
Utility Management
Shut off gas, water, or electricity if damage is suspected.
Coordinate with utility providers and emergency responders.
Reunification
If campus is unsafe, activate reunification plan at off-site location.
Ensure secure release of students to authorized adults.

Mental Health Support
Provide emotional support and counseling post-incident.
Monitor students and staff for trauma signs.
Preparedness and Prevention
Conduct annual earthquake drills (as required by Ed Code § 32282).
Keep emergency supplies accessible: water, radios, first aid, sanitation, blankets.
Train staff on structural damage signs and earthquake response.
Maintain communication protocols with local fire, police, and EMS.

Explosion or Risk Of Explosion
Emergency Level: 2 (Critical Emergency – Full Response Required)
Definition:
An explosion is a sudden, violent release of energy resulting in fire, structural damage, injuries, or the release of hazardous materials. A risk of explosion includes the presence of a suspicious package, gas leak, chemical reaction, or bomb threat that could result in detonation or combustion.
Initial Response Procedures
If Explosion Occurs Without Warning:
Drop, Cover, and Hold On until debris stops falling.
Stay away from windows, shelves, and overhead hazards.
Remain sheltered until shaking/debris stops, then evacuate if safe.
If Risk of Explosion Identified:
Notify the Principal/Incident Commander and call 911 immediately.
Do not use radios or cell phones near the suspected device or gas leak.
Avoid activating the fire alarm unless fire or smoke is visible.
Initiate Evacuation
Evacuate students and staff using safe routes upwind and away from the suspected hazard.
Do not touch or disturb suspicious items or areas.
Bring emergency Go-Kits, rosters, and communication tools.
Activate ICS Structure
The Incident Commander will establish the command post and assign roles.
Search & Rescue and First Aid teams deploy if safe and trained to do so.
Secondary Procedures
Medical Response
Administer first aid to injured individuals.
Call for additional EMS support for burns, trauma, or shock symptoms.
Utilities
Shut off gas and electricity only if trained and safe to do so.
Wait for clearance before reentering any buildings.
Parent/Guardian Notification
Send verified updates via ParentSquare.
Initiate student reunification plan if prolonged evacuation is necessary.
Media and Community
Communications are handled solely by the Public Information Officer.
Limit rumors by distributing only verified, approved information.
Preparedness Measures
Staff and students participate in annual evacuation and explosion response drills.
Maintain and regularly inspect first aid supplies, communication radios, fire extinguishers, and shutoff tools.
Ensure all staff understand hazardous materials identification and reporting procedures.
Coordinate with Fire, Police, and HazMat for training and support

Fire in Surrounding Area
Emergency Level: 1 (Site-Managed Emergency)
May escalate to Level 2 if the fire moves closer, air quality deteriorates, or evacuation is required.
Definition:

Comprehensive School Safety Plan   41 of 50   6/18/25

A Fire in the Surrounding Area refers to a fire located off campus, such as in nearby neighborhoods, open spaces, or commercial zones, that poses no immediate danger to the school structures but could impact safety through smoke, air quality, or potential evacuation routes.

Initial Response Procedures

Monitor Fire Location and Movement

The Principal/Incident Commander gathers real-time updates from:

Local authorities (Chino Valley Fire Department, Cal Fire)

Emergency alerts (e.g., Nixle, NOAA Weather Radio)

District communications

Evaluate Threat Level

Determine whether conditions warrant:

Shelter-in-Place (for smoke/air quality)

Modified Evacuation Readiness

Early Dismissal or Relocation

Communicate with Staff

Provide clear guidance on current situation and preparedness steps.

Direct classrooms to keep windows/doors closed and turn off HVAC systems if smoke is present.

Secondary Procedures

Student Safety

Cancel or move all outdoor activities (PE, recess, arrival/dismissal).

Monitor students with asthma or respiratory issues; provide inhalers or mask protection as needed.

Parent Notification

Use ParentSquare to update families on the situation, school status, and any changes to dismissal or bus schedules.

Transportation Coordination

Reroute buses as needed if nearby roads are closed.

Ensure reunification sites are prepared if relocation is required.

Prepare for Escalation

Stage "Go-Kits," attendance lists, and radios near exits.

Review evacuation routes to ensure they are not threatened by the fire.

Post-Incident Recovery

Return to normal operations only after clearance from fire authorities.

Document incident actions and decisions in the emergency log.

Provide emotional support and follow-up to students and staff as needed.

Preparedness and Prevention

Maintain close contact with local emergency responders during fire season.

Keep emergency air filtration supplies (masks, air purifiers) available.

Train staff in Air Quality Index (AQI) guidelines and Shelter-in-Place procedures

Fire on School Grounds

Emergency Level: 2 (Critical Emergency – Full Response Required)

Definition:

A Fire on School Grounds includes any visible fire, smoke, or burning odor occurring within or immediately adjacent to school buildings or property. This includes classroom fires, electrical fires, playground fires, dumpster fires, and any hazardous material combustion.

Immediate Response Procedures

Activate the Fire Alarm

If smoke or flames are visible, immediately pull the nearest fire alarm.

Notify the front office and call 911 with location and nature of the fire.

Evacuate the Building

Teachers and staff lead students out using the designated evacuation routes posted in each classroom.

Close all doors behind you to slow the spread of fire.

Bring emergency Go-Kits, student rosters, radios, and medications.

Report to Designated Assembly Area

Teachers take roll and report status (missing, injured, safe) to the Incident Command Post.

Keep students calm and grouped together, away from buildings and fire zones.

Do Not Re-enter Buildings
Wait for clearance from fire personnel before reentry.
Only designated staff may shut off gas, electricity, or water if trained and safe to do so.
Secondary Procedures
Medical Response
Administer first aid as needed.
Call EMS for burns, smoke inhalation, or trauma.
Parent/Guardian Notification
Notify families via ParentSquare as soon as students are secured.
Provide timely updates and instructions for early pickup or reunification if necessary.
Facility Coordination
Site Maintenance or external vendors inspect buildings for fire and smoke damage.
Document damage and losses for insurance and state reporting.
Investigation
Preserve scene if arson is suspected.
Cooperate with local fire department and law enforcement.
Preparedness and Prevention
Conduct monthly fire drills in accordance with Ed Code § 32001.
Maintain fire extinguishers, alarms, and sprinkler systems in working condition.
Post and regularly review evacuation routes in all rooms.
Train staff in fire extinguisher use, emergency shutoff protocols, and student accountability during evacuation.

Flooding
Emergency Level: 2 (Critical Emergency – Full Response Required)
May begin as Level 1 if minor and contained but escalates based on structural safety, accessibility, or hazardous exposure.
Definition:
Flooding refers to the accumulation of water caused by heavy rain, storm runoff, broken water mains, or plumbing failures that threatens the safety of students, staff, or the physical integrity of school facilities. Flooding may disrupt access to buildings, damage property, or expose individuals to electrical or contamination risks.
Immediate Response Procedures
Notify Administration
Report any water intrusion or external flooding to the Principal/Incident Commander immediately.
Provide location, source (if known), and urgency of the situation.
Assess and Isolate Affected Areas
If safe to do so, isolate water source (e.g., shut off main valve or plumbing fixture).
Prevent student and staff access to wet or flooded areas using barriers or signage.
Determine Protective Action
If flooding is localized and poses no imminent threat: relocate students within the building.
If flooding is widespread or threatens safety: initiate evacuation to a safer part of campus or off-site.
Turn Off Utilities if Necessary
If flooding threatens electrical equipment or circuits, authorized personnel shut down electricity and/or gas.
Secondary Procedures
Parent/Guardian Notification
Use ParentSquare to inform families of the incident and any changes to pickup times or locations.
Transportation Coordination
Reroute or delay buses if access roads are flooded.
Coordinate with local authorities if off-campus evacuation becomes necessary.
Facility Management
Engage maintenance team or contractors to begin water removal and remediation.
Document damage for insurance and recovery planning.
Health and Safety
Monitor for mold, contaminated water, or electrical hazards.
Do not allow return to affected areas until cleared by maintenance and local health officials.
Preparedness and Prevention
Maintain updated contact info for local utilities and emergency flood services.

Store sandbags, mops, and water barriers in accessible areas.
Conduct annual inspections of drainage systems, roofs, and plumbing infrastructure.
Keep critical documents and technology elevated and/or waterproofed.

Loss or Failure Of Utilities
Emergency Level: 1 (Site-Managed Emergency)
May escalate to Level 2 if the outage compromises safety, requires evacuation, or extends beyond a full school day.
A loss or failure of utilities refers to the sudden disruption of essential services such as electricity, gas, water, heating, cooling, or internet/phones. These failures may result from internal malfunctions, citywide outages, weather conditions, or accidents, and can affect safety, communication, hygiene, and instructional continuity.
Immediate Response Procedures
Identify and Report the Outage
Notify the Principal/Incident Commander and custodial team immediately.
Provide details: affected area(s), time discovered, known hazards.
Assess Impact on Operations and Safety
Determine if instructional activity can safely continue.
Consider immediate hazards:
Loss of lighting in corridors or restrooms
No HVAC during extreme temperatures
Water outages affecting restrooms/sanitation
Gas leaks or suspected exposure
Take Immediate Protective Actions (if needed)
If gas leak suspected: evacuate and call 911.
If water outage: restrict restroom use and provide bottled water/sanitizer.
If electrical outage: use flashlights, open blinds, and move students as needed for safety.
Secondary Procedures
Communicate with Authorities and Utility Providers
Notify the appropriate utility company for estimated restoration times:
Southern California Edison (Electric)
SoCalGas
Chino Water Company
Internet/Phone
Parent Notification
Use ParentSquare (if service allows) to update families on situation and any early dismissal plans.
Instructional Continuity
If safe to remain on campus:
Use non-digital activities
Relocate to naturally lit areas
Adapt lunch service (e.g., bagged meals if kitchen is down)
If extended disruption or health risk: initiate early release or instructional continuity plan.
Facility Inspection
Maintenance team inspects for damage or malfunctions once safe.
Document utility failures and follow up with insurance, if applicable.
Preparedness and Prevention
Maintain emergency flashlights, batteries, bottled water, and sanitation kits in classrooms.
Ensure all staff understand evacuation and shelter-in-place procedures related to utility failure.
Keep an up-to-date emergency contact list for local utility providers in the ICS Go-Kit.

Motor Vehicle Crash
Emergency Level: 1 or 2
Level 1: Minor incident with no injuries or threat to school operations
Level 2: Crash with injuries, building impact, or hazardous materials involved
Definition:
A Motor Vehicle Crash refers to any incident involving a car, truck, or bus that occurs on or near school grounds and involves

students, staff, or school property. This includes accidents in drop-off zones, adjacent roadways, or parking areas, as well as vehicles crashing into campus fences or buildings.

Immediate Response Procedures

Ensure Safety and Call for Help

Immediately call 911 if there are any signs of injury or damage.

Report location, number of vehicles involved, potential injuries, and hazards (e.g., fuel leak, fire).

Secure the Area

Keep students and staff away from the crash site.

Assign staff to redirect pedestrian and vehicle traffic as needed.

Do not allow unauthorized individuals to approach the scene.

Assess for Injuries

Provide first aid within training limits while awaiting EMS.

Do not move injured individuals unless they are in immediate danger (e.g., fire).

Notify Administration

Inform the Principal/Incident Commander and activate the ICS structure as needed.

Begin documentation of the incident and actions taken.

Secondary Procedures

Communication

Use radios or designated communication systems to coordinate response.

Notify parents/guardians if students are involved using ParentSquare.

Coordination with Emergency Services

Cooperate with Chino PD, Chino Valley Fire Department, EMS, and vehicle recovery services.

Provide class rosters or field trip lists if students are involved.

Preserve the Scene

Do not disturb the scene of the accident unless needed for life-saving measures.

Take photographs (if appropriate and safe) for incident reporting.

Post-Incident Support

Provide emotional support or crisis counseling to affected students and staff.

Offer medical evaluations for those with potential injuries, even if minor.

Facility Inspection (if structural impact occurred)

Engage maintenance and safety inspectors to assess damage and clear for reentry.

Preparedness and Prevention

Clearly post drop-off and pick-up zone protocols.

Train staff on traffic supervision and crowd control during arrival/dismissal.

Conduct safety audits of parking lots and adjacent traffic flow.

Maintain emergency kits and first aid supplies at all high-traffic areas.

Pandemic

Emergency Level: 2 (Critical Emergency – Full Response Required)

Definition:

A pandemic is a global outbreak of a communicable disease that can cause widespread illness across communities, including within schools. Examples include influenza, COVID-19, and other viral or bacterial outbreaks that require sustained public health interventions and significantly alter normal school operations.

Initial Response Procedures

Activate Health & Safety Protocols

Follow public health directives from:

San Bernardino County Department of Public Health

Comprehensive School Safety Plan 61 of 68 6/18/25

California Department of Public Health (CDPH)

Centers for Disease Control and Prevention (CDC)

Notify staff and families through ParentSquare of the nature of the threat and current measures being implemented.

Implement Preventive Measures

Promote frequent handwashing and respiratory hygiene.

Increase cleaning and disinfecting of high-touch surfaces.

Enforce symptom screening for students and staff (e.g., temperature checks, health attestations).

Implement physical distancing and/or face covering protocols if required.

Isolate and Monitor Suspected Cases

Individuals with symptoms are isolated in a designated area and sent home immediately.

Follow FERPA/HIPAA and local public health guidance for notification and contact tracing.

Secondary Procedures

Modify School Operations

Shift to remote or hybrid learning if required under health orders.

Cancel or modify non-essential gatherings, extracurricular activities, and assemblies.

Adjust arrival/dismissal procedures to reduce congestion.

Instructional Continuity

Use the ASA Board-Approved Instructional Continuity Plan to ensure access to education.

Provide Chromebooks, Wi-Fi hotspots, and digital curriculum where needed.

Maintain regular check-ins between students and educators.

Parent and Community Communication

Provide timely updates via ParentSquare, website, and virtual town halls.

Address community concerns and explain safety decisions transparently.

Staff Support and Leave Policies

Educate staff about sick leave, accommodations, and available support services.

Rotate schedules to reduce on-site personnel if necessary.

Recovery and Reopening

Coordinate with local public health officials to determine safe reopening timelines.

Deep clean facilities prior to reopening.

Offer emotional and academic supports to ease the transition back to in-person learning.

Evaluate academic progress and adjust instructional pacing as needed.

Preparedness and Prevention

Maintain an updated Pandemic Response Plan and stock of PPE (masks, gloves, sanitizer).

Conduct annual pandemic response training for staff.

Collaborate with public health partners to conduct vaccine clinics, testing drives, and educational campaigns.

Psychological Trauma

Emergency Level: 1 or 2

Level 1: Individualized support for isolated incident (e.g., death of a pet, anxiety episode)

Level 2: Widespread or severe trauma affecting multiple students/staff (e.g., death of student/staff, natural disaster, community violence)

Definition:

Psychological trauma refers to emotional or mental distress caused by a distressing event or series of events, including but not limited to grief, exposure to violence, loss, abuse, or crisis events. Such trauma can significantly impact the ability of students and staff to focus, feel safe, or remain emotionally regulated.

Initial Response Procedures

Ensure Immediate Safety and Support

Remove the affected individual(s) from public settings if needed.

Provide a quiet, supportive space and ensure non-judgmental emotional presence.

Assign a trusted adult (counselor, administrator, or trained staff) to stay with the student or staff member.

Assess Severity

Determine whether the situation affects an individual or the broader school community.

Call 911 if a student or staff member poses a danger to self or others.

Notify School Administration

Report incident to Principal/Incident Commander and school mental health team.

Initiate response protocols if trauma is widespread or related to a major crisis.

Secondary Procedures

Activate Counseling and Support Services

School counselors and mental health professionals provide crisis intervention.

Notify families with compassion and confidentiality when students are directly impacted.

Provide referrals for outside counseling or community mental health resources.

Comprehensive School Safety Plan 63 of 68 6/18/25

Classroom and Peer Support

Coordinate with teachers on how to support students returning to class.

Consider a class-wide debrief or support circle with counselor facilitation (if appropriate).

Staff Support

Debrief with affected staff and offer Employee Assistance Program (EAP) or mental health days if available.

Reinforce supportive work culture and flexibility in the wake of trauma.

Community-Wide Communication (for Level 2)

Provide carefully worded communication to families and staff in consultation with legal and crisis communications staff.

Refrain from disclosing confidential details but validate shared grief or concern.

Preparedness and Prevention

Train staff annually on:

Recognizing signs of trauma

Mandatory reporting

How to refer students for mental health services

Establish a Mental Health Crisis Response Team.

Maintain partnerships with local mental health agencies.

Provide classroom social-emotional learning (SEL) lessons that build resilience, empathy, and coping skills.

Suspected Contamination of Food or Water

Emergency Level: 1 or 2

Level 1: Minor incident involving isolated complaint or non-critical issue

Level 2: Confirmed or widespread contamination, illness, or threat to health

Definition:

Suspected contamination of food or water refers to any situation where the safety or quality of consumable items (school meals, snacks, or drinking water) is questioned due to visible evidence, reports of illness, abnormal taste/smell, or public health notification. This may include spoilage, chemical exposure, tampering, or microbiological hazards.

Immediate Response Procedures

Stop Use and Isolate the Suspected Source

Immediately discontinue use of suspected food or water.

Remove all related items from service areas and seal for inspection.

Inform cafeteria/kitchen staff and site administration.

Notify Administration and Authorities

Comprehensive School Safety Plan 64 of 68 6/18/25

Inform Principal/Incident Commander and school nurse.

Call 911 if there are signs of illness or medical emergencies.

Contact local public health department and San Bernardino County Environmental Health Services as needed.

Provide Medical Attention

Monitor and assist any students or staff exhibiting symptoms (nausea, vomiting, allergic reaction).

Separate affected individuals and provide appropriate care.

Record names and symptoms of all affected individuals.

Secondary Procedures

Secure the Area

Post signs to prevent further access to kitchens, drinking fountains, or affected zones.

Save packaging or samples of food/water for health inspectors.

Parent Notification

Use ParentSquare to notify families with facts and actions taken.

Maintain transparency while avoiding speculation or unverified claims.

Documentation and Investigation

Complete incident report including source of food/water, supplier, and timeline.

Assist local officials in collecting samples and interviewing witnesses.

Alternative Provisions

Provide bottled water or approved meals/snacks from alternate sources.

Reopen facilities only after receiving clearance from the local health department.

Preparedness and Prevention

Train nutrition staff in food safety protocols, ServSafe certification, and contamination response.

Routinely inspect kitchen and water systems.

Maintain stock of bottled water and non-perishable emergency meals.

Conduct drills or tabletop exercises involving contamination response.

Tactical Responses to Criminal Incidents

Emergency Level: 2 (Critical Emergency – Full Law Enforcement Involvement Required)

Definition:

Comprehensive School Safety Plan 65 of 68 6/18/25

Tactical responses to criminal incidents refer to coordinated school-site and law enforcement actions in response to serious or violent criminal activity on or near campus. This includes armed intruders, hostage situations, assaults, drug activity, active shooters, or any criminal behavior that poses a direct threat to the safety of students and staff.

Initial Tactical Response Steps

Recognize and Report the Threat

Any staff member witnessing a serious criminal act or perceiving a credible threat must immediately:

Call 911

Notify administration

Provide specific information: location, nature of threat, description of suspect(s), weapons, and injuries (if known).

Activate Emergency Protocols

The Principal/Incident Commander initiates the appropriate emergency response:

Lockdown or Shelter-in-Place

Evacuation, if directed by law enforcement

Initiate Standardized Emergency Management System (SEMS) and Incident Command roles.

Secure Campus

Direct all students and staff to safety according to emergency plans.

Designated staff lock exterior and classroom doors, close blinds, turn off lights, and maintain silence.

Law Enforcement Coordination

ASA cooperates fully with the Chino Police Department, the San Bernardino County Sheriff's Department, and any other responding agencies.

School administrators follow instructions from Incident Command (Law Enforcement Lead) upon arrival.

Tactical decisions (e.g., building entry, suspect engagement) are solely under law enforcement authority.

During the Incident

Staff remain in lockdown or secure positions until cleared by law enforcement.

Communications are controlled and centralized through the Public Information Officer.

The school refrains from making announcements over the PA system unless part of a pre-established, approved response (e.g., "Locks, Lights, Out of Sight" lockdown language).

Post-Incident Response

Reunification Plan: Activate secure and documented reunification process for students and families.

Medical and Mental Health Services: Deploy counselors and school psychologists for trauma support.

Debriefing:

Law enforcement and administration review the incident response

Staff, students, and families are offered optional debriefing sessions.

Documentation and Investigation:

Incident reports are completed and submitted to legal authorities and the charter authorizer.

Review video surveillance, staff logs, and student reports to support investigations.

Preparedness and Training

ASA provides annual active threat and lockdown training for all staff.

Students participate in age-appropriate lockdown drills each semester.

The school conducts tabletop exercises and reviews with local law enforcement annually.

Emergency supplies, radios, and access cards are regularly tested and updated.

Unlawful Demonstration or Walkout

Emergency Level: 1 or 2

Level 1: Peaceful, contained activity with no threat to safety

Level 2: Escalating or unlawful activity threatening safety, property, or major disruption

Definition:

An unlawful demonstration or walkout refers to organized or spontaneous student actions to leave campus or protest, or the presence of unauthorized individuals engaging in demonstration on or near school grounds, that may violate education laws, school policy, or threaten campus order and safety.

Initial Response Procedures

Monitor and Assess the Situation

Notify the Principal/Incident Commander immediately.

Observe and document crowd size, behavior, student involvement, and any inciting factors.

Designate personnel to monitor gates, exits, and high-traffic areas.

Communicate with Staff and Students

Use calm, non-confrontational language to discourage participation in walkouts or unlawful actions.

Remind students of behavioral expectations and potential consequences without escalating conflict.

Encourage students to voice concerns through structured, safe channels (e.g., student council, forums).

Ensure Campus Safety

Increase supervision at all egress points, perimeters, and staging areas.

If a walkout occurs:

Document names of participating students (if feasible).

Ensure no students leave unsupervised or enter unsafe areas (e.g., streets, off-campus protests).

Comprehensive School Safety Plan 67 of 68 6/18/25

Assign staff to follow at a safe distance if large numbers leave campus.

Secondary Procedures

Law Enforcement Notification

Contact Police Department if protestors from outside the school arrive, or if a large-scale disturbance is anticipated.

Cooperate with law enforcement for crowd control or de-escalation if needed.

Communication with Families

Use ParentSquare to notify parents/guardians if student safety is at risk or disciplinary action is taken.

Provide clear information about student expectations, legal rights, and school policy.

Student Safety and Discipline

Do not physically restrain students unless there is an imminent threat of harm.

Upon reentry, debrief students respectfully and follow student discipline policy and due process.

Provide restorative conversations or counseling where appropriate.

Preparedness and Prevention

Promote positive campus climate and student voice through advisory councils, SEL, and conflict resolution programs.

Train staff on nonviolent crisis intervention and de-escalation techniques.

Maintain open lines of communication between administration, families, and students to preempt unrest.

Conduct periodic reviews of the student conduct code and clarify expectations for civic expression and peaceful assembly.

Emergency Evacuation Map

Coversheet

2025-26 Comprehensive School Safety Plan (CSSP) for ASA Fontana

Section: IV. Items Scheduled for Discussion, Action, Other Business
Item: F. 2025-26 Comprehensive School Safety Plan (CSSP) for ASA Fontana
Purpose: Vote
Submitted by:
Related Material: 2024_Comprehensive_School_Safety_Plan_Allegiance_STEAM_Academy_-_Thrive_(Fontana)_20250612 (1).pdf

Comprehensive School Safety Plan

2024-2025
School Year

School:	Allegiance STEAM Academy - Thrive, Fontana
CDS Code:	36677100141952
District:	Allegiance STEAM Academy - Thrive Fontana
Address:	7420 North Locust Ave. Fontana, CA , 92336
Date of Adoption:	
Date of Update:	
Date of Review:	
- with Staff	June 12, 2025
- with Law Enforcement	
- with Fire Authority	

Approved by:

Name	Title	Signature	Date
Troy Stevens	Chair		
Samantha Odo	Treasurer		
Marcylin Jones	Secretary		
Shantay Thompson	Member		
Shehzad Bhojani	Member		

Table of Contents

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

At Allegiance STEAM Academy Fontana, our vision for school safety is rooted in our unwavering commitment to providing a safe, inclusive, and empowering learning environment where all students, staff, and families feel seen, valued, and protected.

We believe that a truly safe school extends beyond physical security—it fosters a culture of emotional wellness, trust, and belonging. As a tuition-free public charter school dedicated to expanding school choice and unleashing each student's natural potential, our safety vision is inseparable from our academic and cultural goals. Every child deserves to thrive in an environment free from fear, violence, discrimination, and disruption.

Our comprehensive approach to school safety includes proactive prevention, clear and practiced emergency response protocols, and a commitment to ongoing improvement based on data, feedback, and reflection. We emphasize respectful relationships, consistent expectations, positive reinforcement, and supportive interventions that encourage accountability and promote self-regulation.

Safety is a collective responsibility. Every adult on campus is a protector and role model. Every student is a contributor to a respectful, connected, and courageous school community. And every family is a valued partner in our shared mission. Together, we will ensure that ASA Fontana remains a place where safety enables—not hinders—growth, exploration, and excellence.

Components of the Comprehensive School Safety Plan (EC 32281)

Allegiance STEAM Academy - Thrive, Fontana Safety Committee
Chairperson: Principal or designee

Site Administrator: Assistant Principal

Classroom Teacher Representative

Classified Staff Member

Parent Representative

School Safety Officer or Coordinator

Student Support Staff - Counselor

Assessment of School Safety
A comprehensive evaluation was conducted, including:

A. School Incident Data Review
Analysis of past discipline, suspension/expulsion records, and behavioral incidents

Review of injury logs and crisis intervention reports

Office referral trends across grade levels

B. Local Crime Data
Consultation with Fontana Police Department

Evaluation of nearby community threats (e.g., traffic patterns, crime activity)

C. School Climate and Survey Data
Student and parent surveys measuring perceptions of safety, inclusion, and bullying

Staff survey on emergency readiness and supervision consistency

D. Facilities and Infrastructure
Exterior gates and fencing inspection

Signage, lighting, and camera system evaluation

Entry/exit safety during drop-off and pick-up

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Per Ed Code § 32281(a)(1)(A–J))

A. Child Abuse Reporting Procedures
All staff trained annually as mandated reporters

Clear steps for reporting to CPS, internal notification protocol, and documentation

Training records maintained by HR

B. Disaster Response Procedures
Earthquake, fire, lockdown, shelter-in-place, and evacuation protocols

Emergency Operations Plan (EOP) with staff roles and ICS structure

Monthly drills and annual full-scale simulations

C. Suspension and Expulsion Procedures
Fair, consistent implementation of discipline policies

Alternatives to suspension when appropriate (e.g., restorative conversations, behavior contracts)

Procedural due process and parent communication safeguards

D. Procedures for Notifying Teachers of Dangerous Pupils
Internal alerts through SIS or administrative briefings

Threat assessments conducted and documented

FERPA-compliant communication protocols

E. Discrimination, Harassment, and Bullying Policies
Zero tolerance for harassment or hate-based incidents

Policies and reporting forms accessible to staff, students, and families

Ongoing education around anti-discrimination, digital citizenship, and bystander intervention

F. Schoolwide Dress Code
Dress expectations that support school culture, prevent disruption, and promote inclusivity

Clear consequences and administrative discretion for enforcement

G. Safe Ingress and Egress Procedures
Supervised arrival/dismissal zones and controlled gate access

Traffic flow signage, staff presence during peak times

Visitor check-in via Raptor or equivalent system

H. Safe and Orderly Environment Maintenance
Clearly defined expectations for behavior across campus

Visible staff presence and consistent supervision (recess, hallways, restrooms)

Systems for positive reinforcement and tiered intervention

I. School Discipline Rules and Procedures
Community norms centered around respect, responsibility, and cooperation

Consistent application of discipline procedures

Use of reflection opportunities and support staff when appropriate

J. Employee Safety Procedures
Injury and Illness Prevention Plan (IIPP)

Designated Safety Officer on campus

Regular safety walkthroughs and hazard reports encouraged

Workplace Violence Prevention Plan in place (per SB 553 requirements)

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
Under California Penal Code Section 11166, any employee who is a mandated reporter (including teachers, administrators, classified staff, and other school personnel) is legally required to report known or reasonably suspected incidents of child abuse or neglect to the appropriate authorities. This includes physical abuse, sexual abuse, emotional abuse, or neglect of a child under the age of 18.

California Education Code Section 35294.2(a)(2) further requires that schools adopt a comprehensive safety plan that includes child abuse reporting procedures in accordance with PC 11166.

Mandated Reporter Responsibilities at ASA
As outlined in the ASA Employee Handbook 2024–2025, page 44, the following procedures apply:

Who Must Report: All ASA employees are designated as mandated reporters under state law.

What Must Be Reported: Reasonable suspicion or knowledge of:

Physical injury inflicted by other than accidental means.

Sexual abuse or exploitation.

Willful cruelty or unjustifiable punishment.

Neglect or endangerment.

How to Report:

An immediate report must be made by phone to the appropriate child protective agency (either Child Protective Services (CPS) or local law enforcement).

A written report (Form SS 8572) must follow within 36 hours of the initial report.

Internal Notification: While the law requires reporting to external agencies, ASA mandates that the reporter also notifies the site administrator or designee, provided this does not interfere with the integrity of the report or investigation.

Confidentiality and Protection
All reports are confidential, and reporters are protected by law from civil or criminal liability so long as the report is made in good faith.

Retaliation against a mandated reporter for fulfilling their legal duty is strictly prohibited.

Training and Compliance at ASA
According to the handbook, ASA provides mandatory annual training to all employees on:

Identifying signs of abuse.

Reporting procedures and timelines.

Comprehensive School Safety Plan   8 of 68   6/12/25

Legal responsibilities and protections.

Training is tracked to ensure 100% staff compliance, and non-compliance may result in disciplinary action.

Summary of Process at ASA
Observe or suspect abuse.

Call CPS or law enforcement immediately.

Submit written report within 36 hours.

Inform the site administrator or designee (unless doing so jeopardizes the investigation).

Maintain confidentiality.

Cooperate with any investigations.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
In accordance with Ed Code §§ 35295–35297 and Government Code §§ 8607 and 3100, Allegiance STEAM Academy Fontana maintains a comprehensive Disaster Response Plan designed to protect the safety and welfare of students, staff, and visitors in the event of natural or man-made emergencies. The plan aligns with the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

Key Elements Include:
Clear Incident Command System (ICS) roles assigned to trained personnel (Principal, Medical Team Leader, Reunification Team Leader, etc.)

Procedures for fire, earthquake, lockdown, bomb threats, shelter-in-place, evacuation, and hazmat situations

Annual assessment and training to ensure alignment with current best practices, including ALICE protocols for lockdowns

Ongoing efforts to store, maintain, and inspect emergency equipment and supplies (e.g., disaster supply storage container recommended)

Adaptations for Students with Disabilities
Consistent with federal civil rights obligations and emergency planning guidance, ASA Fontana is committed to ensuring that all emergency procedures address the needs of students with disabilities, including:

Assigning staff aides or 1:1 support persons specific evacuation roles during drills and emergencies

Identifying evacuation chairs or alternate routes for students with mobility impairments

Ensuring that communication devices and alternate formats are available for students with hearing, vision, or developmental disabilities

Training all staff to understand and implement individualized emergency accommodations as noted in student IEPs or 504 Plans

These adaptations are built into the training of teams like Search & Rescue and Medical Response, and reviewed during the IEP process annually to ensure relevance and compliance.

Public Agency Use of School Buildings for Emergency Shelters
Per Government Code § 3100 and consistent with local emergency management policies:

ASA Fontana affirms that school facilities may be designated by public agencies (e.g., Fontana PD, Fontana Fire Department, San Bernardino County) for use as emergency shelters or temporary relief centers in the event of a declared emergency or disaster.

The school will cooperate fully with public safety agencies and coordinate efforts through the city's Office of Emergency Services.

Prior agreements or memoranda of understanding (MOUs) will guide roles, access, liability, and insurance protocols.

ASA will notify families and community members through automated communications systems and posted signage should the facility become an emergency shelter location.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
(Education Code §§ 48900–48915; Charter Law Compliance)
Allegiance STEAM Academy Fontana maintains a fair, consistent, and educationally sound discipline framework to ensure a safe, respectful learning environment. All suspension and expulsion policies are rooted in due process and emphasize equitable application, restorative practices, and alternatives to exclusion wherever possible.

Grounds for Suspension and Expulsion
In accordance with California Education Code §§ 48900–48915 and the ASA Charter Petition, a student may be suspended or expelled for any of the following acts committed at school, at a school activity off school grounds, or during travel to/from school:

Ed Code § 48900 offenses include but are not limited to:

Causing, attempting to cause, or threatening physical injury

Possession or use of dangerous objects, weapons, or explosives

Unlawful possession of controlled substances or alcohol

Committing robbery or extortion

Damage to or theft of school/private property

Bullying (including cyberbullying)

Obscene acts or habitual profanity

Harassment, threats, or intimidation (including hate violence)

Mandatory Expulsion (Ed Code § 48915(c)):
The following violations require immediate suspension and mandatory recommendation for expulsion:

Possession of a firearm

Brandishing a knife at another person

Sale or furnishing of controlled substances

Sexual assault or battery

Possession of an explosive

Due Process Procedures

ASA Fontana ensures procedural fairness at each step of the suspension and expulsion process:

Investigation: The incident is investigated promptly. Witnesses and involved parties are interviewed. Evidence is documented.

Notice to Parents/Guardians: Parents are notified verbally (by phone) and in writing when a suspension occurs. Written notices include the reason, length, and appeal rights.

Suspension Duration: A student may not be suspended for more than 5 consecutive days or more than 20 days in a school year without board approval.

Expulsion Hearings: Students recommended for expulsion receive formal notice of the hearing, an opportunity to review evidence, and the right to representation. A neutral panel or board makes the final determination.

Appeal Process: Families have a right to appeal suspension/expulsion decisions in writing, per ASA's Board-approved policies.

Alternatives to Suspension
Consistent with restorative discipline principles, ASA Fontana prioritizes interventions before suspension whenever feasible. These may include:

Restorative conversations or circles

Behavior contracts and reflection activities

Peer mediation or advisory interventions

Counseling referral or behavior support planning

Community service or loss of privileges

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
Per California Education Code § 49079, school districts and charter schools must inform teachers of pupils who have engaged in or are reasonably suspected to have engaged in any of the acts described in Education Code § 48900 (subdivisions a–r) and § 48900.2–48900.4, including but not limited to:

Physical injury or assault

Possession of weapons

Drug-related offenses

Robbery, extortion, or property damage

Threats, intimidation, hate violence, or harassment

Sexual assault or battery

Notification is required if the behavior occurred within the past three years and was documented in a student's disciplinary record.

ASA Fontana Notification Procedure
ASA Fontana follows a consistent, confidential, and FERPA-compliant process to ensure teacher awareness while protecting student privacy.

1. Identification
The site administrator (usually the Principal or Assistant Principal) reviews incident records and identifies any pupil whose behavior legally requires notification.

2. Confidential Notification
A written notification is prepared and delivered in person or via secure internal systems (e.g., encrypted email or sealed memo) to:

All teachers currently assigned to the pupil

Substitute teachers or itinerant staff, if they will be supervising the student for a significant period

The notification does not include detailed disciplinary records but provides enough information to protect school safety and enable teacher awareness.

3. Documentation and Acknowledgment
Teachers sign a confidential acknowledgment form confirming receipt of the notification and understanding of its purpose and privacy requirements.

The signed form is kept in a secure file maintained by administration.

4. Periodic Review
Notifications are reviewed annually and updated or removed when no longer legally required.

If a student transfers out or no longer poses a risk (based on time elapsed and conduct), their name is removed from the notification list.

Staff Confidentiality and FERPA Compliance
ASA Fontana ensures:

All notifications are handled as confidential personnel matters.

Teachers are instructed not to share the information with other students, staff, or parents.

Information shared is limited to what is necessary to protect school safety, consistent with FERPA and Ed Code.

Training and Oversight
Site administrators receive annual training on the requirements of EC § 49079 and FERPA.

Teachers are reminded of their confidentiality obligations during onboarding and through annual safety plan reviews.

This procedure ensures ASA Fontana maintains a safe campus while upholding students' privacy rights and teachers' right to know when serious safety risks may arise. Let me know if you'd like this transformed into a checklist or workflow graphic for staff training.

(E) Sexual Harassment Policies (EC 212.6 [b])
Allegiance STEAM Academy Fontana is committed to providing a safe and respectful learning and working environment, free from harassment, intimidation, and discrimination on the basis of sex, sexual orientation, gender identity, or gender expression. This applies to conduct between students, staff, and third parties—whether occurring on school grounds, during school-sponsored activities, or via electronic communication.

This policy complies with California Education Code § 212.6(b), Title IX of the Education Amendments of 1972, and ASA Board-adopted anti-harassment standards.

Definition of Sexual Harassment
Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other visual, verbal, or physical conduct of a sexual nature, when:

Submission to the conduct is explicitly or implicitly made a condition of an individual's academic status or employment

Submission to or rejection of the conduct is used as a basis for educational or employment decisions

The conduct has the purpose or effect of having a negative impact on academic or work performance or creates an intimidating, hostile, or offensive environment

Examples include:

Lewd comments or sexual jokes

Display of offensive or sexually suggestive images

Inappropriate physical contact or gestures

Cyberbullying of a sexual nature

Student-Focused Procedures
ASA Fontana ensures that:

Age-appropriate instruction on recognizing, avoiding, and reporting harassment is provided to all students annually

Posters and student handbooks clearly state how to report harassment

Students may report incidents to any trusted adult, including teachers, counselors, or administrators

All complaints are handled promptly, confidentially, and without retaliation

If the harassment may rise to the level of sexual violence, the Title IX Coordinator is immediately involved and law enforcement may be contacted.

Employee-Focused Procedures
Employees receive annual training in:

Recognizing and preventing sexual harassment

Responding appropriately to student disclosures

Legal mandates, including immediate reporting requirements under Title IX

Reports involving staff are investigated per internal procedures and applicable labor law, and may result in disciplinary action up to and including termination.

Investigation Process
All reported incidents are:

Documented and investigated promptly

Addressed in a trauma-informed, impartial manner

Resolved with appropriate corrective actions, such as counseling, schedule changes, no-contact directives, or disciplinary measures

Confidentiality and Non-Retaliation
Identities of complainants and respondents are kept confidential to the extent possible

Retaliation against a person for reporting or participating in a harassment investigation is strictly prohibited

Title IX Compliance

ASA Fontana has a designated Title IX Coordinator, listed on its website and staff directories. The Coordinator ensures schoolwide compliance with grievance procedures, training mandates, and public access to relevant policies and contact information.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
Allegiance STEAM Academy Fontana is committed to maintaining a safe, inclusive, and disruption-free learning environment. In accordance with California Education Code § 35183, ASA Fontana has adopted a school-wide dress code that prohibits gang-related apparel to safeguard the health and safety of the school community.

Definition of Gang-Related Apparel
Gang-related apparel is defined as clothing, accessories, or grooming styles that are recognized as symbols of gang affiliation and that could reasonably be determined to threaten the health and safety of the school environment if worn or displayed on campus. This includes, but is not limited to:

Bandanas, chains, spikes, long dangling belts, or any gang paraphernalia

Clothing, hats, visors, or beanies with professional sports team logos

Emblems, lettering, colors, or pictures pertaining to gangs

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

Hairstyles that materially and substantially interfere with school operations

The definition of gang-related apparel is reviewed at least once per year and updated as needed to respond to evolving trends and safety information.

Dress Code Guidelines
To promote uniformity and school spirit, students are expected to adhere to the following dress code:

Tops: White or forest green polos

Bottoms: Khaki or black shorts, skorts, skirts (knee-length), pants, or jumpers

Footwear: Closed-toed shoes suitable for physical education

Fridays: Students may wear ASA spirit wear or class university shirts with dress code-compliant bottoms; jeans are permitted on Fridays only, provided they are not frayed, stressed, or contain holes

Additional guidelines include:

Socks are required

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

Appropriate jewelry is permitted

Hats, visors, and beanies are permitted on the playground only and may not have professional sports team logos; college/university logos are acceptable

Sunglasses are for outdoor use only

Leggings are permitted when worn with a skirt or shorts

Enforcement and Support

Students who arrive at school in nonconforming attire will be provided with appropriate clothing by the school office for the day. If conforming clothing is not available, the student will be required to call home for suitable attire to be brought to school. No student will be sent home or denied attendance for dress

Students and families facing financial hardship can request assistance to obtain compliant clothing at no cost. All requests will remain confidential.

The school administration reserves the right to determine what constitutes proper compliance with the dress code. Accommodations for religious customs or medical necessities will be made upon request.

Community Involvement
ASA Fontana encourages collaboration among administrators, staff, students, and parents/guardians in reviewing and updating the dress code policy to ensure it remains effective and reflective of the community's needs.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Allegiance STEAM Academy Fontana implements a structured and well-supervised process for safe ingress (arrival) and egress (dismissal) to protect all students, families, and staff during peak times of school-day transitions. These procedures are regularly reviewed for safety, efficiency, and accessibility in collaboration with school safety staff, parent volunteers, and local law enforcement if applicable.

1. Campus Access Control
Single Point of Entry: During instructional hours, all visitors, students arriving late, and staff must enter through the main front office gate, which is secured and monitored.

Perimeter Fencing: All campus fencing remains secured and locked during the school day, with exit-only gates alarmed or supervised.

Visitor Sign-In/Out Protocol: All visitors must report to the front office upon arrival, provide valid identification, and sign in using a visitor log system. Visitors are issued a badge or sticker to wear while on campus and must sign out upon departure.
Student Check-In/Out: Parents/guardians must show valid ID when signing students in or out during school hours. Only individuals listed on the emergency card may pick up a student.

2. Morning Drop-Off Procedures
Supervision Start Time: Staff supervision begins at 7:30 AM daily for students arriving for breakfast and 7:45 AM for all other students.

Designated Drop-Off Zones: Families use marked loading zones to drop students curbside. Staff assist with opening doors and ushering students safely onto campus.

Student Entry Points: Students proceed to designated gates by grade level and enter supervised yard or multipurpose room areas.

3. Afternoon Dismissal Procedures
Staggered Dismissal Times: Dismissal is structured by grade level to reduce congestion and ensure safe movement. Younger grades may dismiss earlier.

Parent Pick-Up Zones: Families picking up students by car use marked areas monitored by staff. Walk-up parents use side gates, where students are dismissed to authorized adults.

Student Accountability: Students are released only to adults on the approved list unless written permission is provided. Staff maintain walkie-talkie communication throughout.

After-School Programs: Students enrolled in after-school care or enrichment programs are checked in by program staff and kept on campus in secured areas.

4. Staff and Visitor Safety Measures

Staff Parking: Dedicated staff parking areas are located away from student walkways.

Emergency Access: Fire lanes and emergency vehicle access points are always kept clear.

Bicycle/Skateboard Policy: Students riding to school must dismount at gates and store equipment in designated areas. Helmets are required by law.

5. Emergency Evacuation Egress
In the event of an emergency requiring evacuation:

Primary and secondary evacuation routes are posted in all classrooms and reviewed monthly.

Reunification procedures are in place to safely release students to authorized adults at an alternate site if needed.

Staff are assigned to manage perimeter control and family communication during such events.

6. Communication and Updates
Ingress and egress protocols are included in the Parent-Student Handbook, posted on the school website, and reviewed at family orientations.

ParentSquare notifications are used to provide traffic alerts, emergency changes, or reminders.

Suggestions from parents and staff for improving safety are collected and reviewed by the School Safety Committee biannually.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
A school climate that promotes respect, responsibility, and emotional and physical safety for all students and staff.

Element:
Schoolwide systems and practices that foster predictable expectations, positive relationships, and consistent supervision throughout the campus.

Opportunity for Improvement:
Ensure consistent reinforcement of schoolwide behavior expectations across all settings and strengthen staff capacity to implement trauma-informed and restorative responses.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Promote a consistent, schoolwide culture of safety, respect, and responsibility.	• Revise and distribute shared expectations matrix for classrooms, hallways, restrooms, playgrounds, and lunch areas • Train all staff on consistent language and redirection strategies • Post signage and visual cues across campus	Conduct policy, signage templates, time in PD calendar	Principal	• Monthly staff feedback • Office referral data • Student climate surveys
Build adult capacity to respond to behavior using restorative, trauma-informed practices.	• Provide Tier 1 training on de-escalation and relationship-centered discipline • Coach staff during recess/lunch and transitions • Model positive adult-student interactions	Professional development hours Behavior interventionist	Coordinator of Special Education	• Decrease in behavior incidents • Staff self-assessments

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve student engagement and connection to school.	• Launch grade-level student leadership and service projects • Recognize positive behavior through classroom and schoolwide acknowledgments • Host weekly community-building assemblies	Awards, Paw-sitive Slips, calendar coordination	Principal	• Participation rates • Student reflections • Survey results
Increase supervision and coverage in high-traffic areas.	• Assign on-call schedule to leadership and support staff for all recess and transition blocks • Provide radios and supervision expectations • Monitor weekly coverage compliance	Radios, supervision schedule, staffing plan	Lead Proctor	• Supervision logs • Observation notes

Component:
A physically secure campus with clearly defined emergency procedures and a culture of preparedness.

Element:
Facilities, equipment, and emergency protocols that ensure safety during day-to-day operations and during potential threats or disasters.

Opportunity for Improvement:
Enhance communication systems and emergency supplies to support more efficient emergency response and improve staff readiness during drills and actual incidents.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure all staff are trained and prepared to respond to emergencies	• Conduct emergency drills for fire, earthquake, lockdown, and shelter-in-place • Train staff annually on roles within the Incident Command System (ICS) • Provide refresher scenarios and tabletop exercises	Staff development time ICS templates and role cards Emergency drill calendar	Principal Health Technician	• Drill logs • Post-drill debrief forms • Staff feedback surveys
Improve emergency supplies and classroom readiness.	• Inventory and restock emergency classroom kits and central disaster containers • Establish a clear visual tracking system for kit readiness • Communicate kit purpose and locations to all staff	Emergency supplies Inventory spreadsheet Visual labels/signage	Office Manager Health Technician	• 100% kit completion • Inventory logs • Visual checks by Safety Committee

Objectives	Action Steps	Resources	Lead Person	Evaluation
Strengthen communication systems for campus-wide alerts and coordination.	• Ensure functioning two-way radios and classroom intercom systems • Conduct periodic checks of PA system and backup communication methods • Maintain updated emergency contact and class rosters	Radios Intercom system	Front Office Team	• Drill communication effectiveness • Monthly system checks

Component:
A culture of emotional safety and mental wellness supported by accessible services and proactive student support systems.

Element:
Multi-tiered systems of support (MTSS) that promote student wellness, address social-emotional needs, and provide early intervention for mental health or behavioral concerns.

Opportunity for Improvement:
Increase access to mental health services and strengthen Tier 1 classroom-based SEL practices to ensure all students feel supported and connected to at least one trusted adult.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Expand Tier 1 social-emotional learning (SEL) in classrooms.	• Provide teachers with SEL curricula aligned with ASA charter petition • Integrate weekly SEL check-ins or class meetings • Celebrate empathy, kindness, and perseverance	SEL curriculum (e.g., Second Step, Leader in Me) Time in staff meetings Monthly SEL themes	Counselor	• Walkthrough observations • Teacher feedback • Student feedback
Increase availability of mental health services and referrals.	• Train staff on how to make internal mental health referrals • Track follow-up actions using MTSS documentation tools	Referral forms Wellness team meeting protocols	Counselor	• Number of referrals • Student service logs • Parent feedback
Ensure all students are connected to a caring adult.	• Launch a student connection survey each semester • Establish staff "check-in" assignments for identified students • Recognize staff who build strong relationships	Survey tools (Google Forms or Jotform) Staff assignment tracker	Teachers	• Survey results • Reduction in discipline referrals • Anecdotal student reports

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Allegiance STEAM Academy - Thrive, Fontana Student Conduct Code
ASA Thrive Fontana is committed to cultivating a safe, inclusive, and academically rigorous environment by setting clear expectations for behavior and holding all students to high standards of conduct. Students are expected to behave in ways that are respectful, responsible, and safe across all school settings—on campus, in virtual learning, at school-sponsored events, and while traveling to and from school.

Student Responsibilities Include:
Attending class on time and regularly

Demonstrating respect toward peers, staff, and school property

Following school rules, including rules regarding academic honesty, electronic device use, and dress code

Upholding expectations during transportation and extracurricular events

Accepting consequences with integrity and committing to improved behavior

Prohibited Student Behaviors Include (Not Exhaustive):
Endangering others (e.g., fighting, weapon possession, threats)

Discrimination, harassment, sexual harassment, or bullying (including cyberbullying and hate-motivated behavior)

Disruption of instruction or the school environment

Use or possession of alcohol, tobacco, or drugs

Theft or destruction of property

Use of profanity, obscenity, or vulgar behavior

Inappropriate or unsafe behavior at school events (e.g., dancing, roughhousing)

Cell phone or electronics misuse during instructional hours

Conduct Code Procedures
All student behavior interventions at ASA Thrive Fontana aim to teach or reteach expectations and repair relationships through restorative, inclusive practices before punitive action is taken. Staff and administrators exercise professional discretion in determining the appropriate response based on the nature, frequency, and severity of infractions.

Progressive Discipline Measures May Include:
Verbal warnings and behavior redirection

Student-teacher conferences and reflections

Parent contact and involvement

Behavior contracts or check-ins

Class removal or loss of privileges

Suspension (in-school or out-of-school, up to 5 days per incident)

Expulsion for severe or repeated offenses in accordance with legal due process

Comprehensive School Safety Plan   22 of 68   6/12/25

Due Process and Equity Protections:
All students are afforded procedural due process in accordance with EC §§ 48911, 48915, and 48915.5

Suspensions must be preceded by a conference unless there is an emergency situation

Parents are informed promptly of suspension and disciplinary outcomes

Students with disabilities receive additional procedural safeguards, including manifestation determination meetings when applicable

Electronics and Cell Phone Policy
ASA Thrive provides web-enabled learning devices; therefore, students are not permitted to use personal phones during the instructional day. Devices must be turned off and stored upon arrival.

Infractions are handled progressively:

Verbal warning

Item confiscated and returned at end of day

Parent must pick up item

Parent conference and further consequences determined

ASA is not liable for lost, damaged, or stolen personal electronic devices
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(K) Hate Crime Reporting Procedures and Policies
(Education Code §§ 200, 233, 234.1; 32282(a)(2)(J))

Definition of a Hate Crime
A hate crime is a criminal act committed against a person or property, motivated in whole or in part by an offender's bias against race, ethnicity, national origin, religion, disability, gender, gender identity, or sexual orientation. This includes, but is not limited to:

Verbal or written threats

Physical violence

Vandalism or graffiti

Cyber harassment

Intimidation, coercion, or stalking

Hate incidents that do not meet the threshold of a crime (e.g., derogatory comments or slurs) may still violate ASA's student conduct code and are addressed with appropriate school responses.

Policy Statement
Allegiance STEAM Academy Fontana affirms the right of every student and staff member to be free from discrimination, hate-motivated behavior, and harassment. The school explicitly prohibits hate-motivated acts and has adopted prevention, intervention, and reporting procedures to address them.

ASA's Student Conduct Policy identifies hate-motivated behavior and harassment as prohibited student behaviors. Such acts are subject to disciplinary action, including suspension or expulsion, and may also be referred to law enforcement when legally required.

Reporting Procedures
Immediate Reporting

Any student, parent, or staff member who witnesses or suspects a hate crime or hate-motivated incident must report it immediately to a school administrator, teacher, counselor, or any trusted staff member.

Investigation

The Principal or designee will initiate a prompt investigation to determine if the act constitutes a hate incident or hate crime. All investigations are conducted confidentially to the extent permitted by law.

If necessary, student safety measures (e.g., classroom transfers, check-ins) are implemented immediately.

Law Enforcement Notification

Per Education Code § 48902 and Penal Code § 422.55, hate crimes are referred to local law enforcement authorities (e.g., Fontana PD).

The school will cooperate fully with investigations while maintaining FERPA and privacy protections.

Support for Targeted Individuals

Counseling services are offered to victims.

Parents of affected students are contacted and involved in safety planning.

School climate monitoring is initiated to prevent recurrence.

Documentation and Discipline

Incident details are logged in the student information system (SIS).

Students found responsible are subject to appropriate disciplinary action up to suspension or expulsion, consistent with the due process provisions outlined in the ASA Student Discipline Policy.

Prevention and Training
ASA provides age-appropriate instruction to students on bias, bullying, and discrimination.

Staff are trained annually on:

Recognizing signs of hate-motivated behavior

Addressing bias-based incidents

Reporting obligations and follow-up

ASA's inclusive school culture and student recognition systems (e.g., Wolves Ways) reinforce behaviors that reflect dignity, mutual respect, and diversity appreciation.

(J) Procedures to Prepare for Active Shooters
(Education Code § 32282(a)(2)(F))
Overview
ASA Fontana is committed to preparing staff, students, and families for the unlikely but serious threat of an active shooter or armed intruder. Preparation efforts include planning, training, drills, and coordination with local first responders to reduce confusion and increase survivability during a potential crisis.

ASA Fontana follows best practices rooted in the ALICE protocol, which empowers trained adults and students to make informed decisions in dynamic, life-threatening situations.

Emergency Protocol Framework: ALICE
A – Alert:

Staff or students immediately notify the front office or administrator if a threat is identified.

Campus-wide alerts may be issued over intercoms, radios, or designated apps.

Clear, specific language is used to communicate the threat (e.g., "Shooter in the multipurpose room").

L – Lockdown:

Staff secure doors, turn off lights, and instruct students to remain quiet and out of sight.

Lockdown signs or signals are posted where applicable.

Teachers quickly account for students and report via radio if safe.

I – Inform:

Real-time updates are relayed using radios, PA announcements, or internal communication systems.

Accurate, concise information improves decision-making and reduces panic.

C – Counter (when necessary):

Only as a last resort, students and staff are empowered to distract or confuse a threat if escape or lockdown is not viable.

E – Evacuate:

If possible and safe, staff and students exit the building and move to pre-identified rally points.

Multiple evacuation routes are known and reviewed.

Preparation and Training
Annual Training for All Staff:

All staff receive active shooter and intruder response training each year.

Training includes scenario-based drills and walkthroughs with law enforcement support.

Staff roles in the Incident Command System (ICS) are reviewed and reinforced.

Student Safety Lessons:

Students receive age-appropriate instructions on how to respond in lockdown or evacuation situations.

Discussions focus on following adult instructions, maintaining calm, and knowing exits.

Drills and Practice:

ASA conducts lockdown drills at least twice per year, with debriefs after each.

At least one drill per year simulates an active shooter or intruder situation.

Drills involve coordination with the Fontana Police Department and Fire Department
.

Facility and Communication Readiness:

Classrooms have internal locks, door shades, and emergency signage.

Radios and intercoms are tested monthly.

Floor plans and evacuation maps are posted visibly in every room.

Reunification Plan:

ASA maintains a Reunification Plan to safely return students to families after an incident.

Staff are assigned to roles including greeters, reunification checkers, and support staff.

Coordination with Local Agencies
ASA collaborates annually with Fontana PD, FUSD Police, and San Bernardino County Sheriff's Department.

Law enforcement participates in drill observations and post-drill evaluations.

ASA shares building maps and response protocols with local first responders.

Communication with Families
Parents are informed of all scheduled lockdown drills in advance.

After-action summaries are provided following drills or real emergencies.

Clear instructions are shared on how families will be contacted during an emergency (e.g., ParentSquare or text alerts).

Procedures for Preventing Acts of Bullying and Cyber-bullying
Policy Foundation and Expectations
Allegiance STEAM Academy – Thrive, Fontana is committed to providing a safe and healthy learning environment where all students are treated with respect and dignity. Bullying and cyberbullying are strictly prohibited under ASA's Anti-Bullying Policy. ASA defines bullying as aggressive behavior involving an imbalance of power and repetition, which may include physical, verbal, or relational harm, as well as exclusion or rumor-spreading
.

Cyberbullying is also clearly defined to include:

Online threats, harassment, or the sharing of harmful images or messages via internet or mobile devices

Hacking or impersonation to damage another student's reputation

Use of social media to intimidate, shame, or isolate others

Prevention Measures
ASA uses the following prevention strategies to address bullying before it occurs:

Positive School Climate via The Wolves Way: ASA's schoolwide expectations—"Trust your instincts," "Keep your den clean," "Stay on track," "Howl with your friends," and "Be a leader"—are embedded into the daily culture and explicitly taught to students to promote empathy, inclusion, and safety

Comprehensive School Safety Plan   26 of 68   6/12/25

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Instructional Support: Students receive instruction on:

Conflict resolution and effective communication

Self-regulation and assertiveness

Respect for diversity

Safe and appropriate online behavior

Staff Training: All staff are trained in:

Early warning signs of bullying and intimidation

Intervention strategies and reporting obligations

Culturally responsive practices and confidentiality protocols

Increased Supervision: School leadership assesses high-incident areas (hallways, restrooms, lunch areas) and adjusts supervision accordingly.

Reporting and Response Procedures
Reporting
Students, parents, or staff may report bullying verbally or in writing to any school employee.

Reports may be made confidentially or anonymously.

The school also encourages the preservation of digital evidence in cases of cyberbullying.

Employees must report incidents to the CEO or designee within one business day, regardless of whether a formal complaint is filed.

Investigation
All reports are investigated promptly.

The CEO, Principal, or designee conducts interviews and gathers evidence (including screenshots, witness accounts, etc.).

The school notifies parents/guardians of victims and aggressors when appropriate.

Complaints determined to be discriminatory are resolved under the Uniform Complaint Procedure; all others are resolved through ASA's site-based investigation process.

Support and Intervention
Victims, aggressors, and bystanders may be referred to counseling, behavioral support, or restorative justice circles.

Intervention is tiered based on the severity or recurrence of the incident.

Corrective action may include counseling, education, suspension, or expulsion in cases of severe or pervasive conduct.

Disciplinary and Protective Measures
Disciplinary responses may include:

Parent conferences

Behavior contracts

Loss of privileges

Suspension or expulsion (as permitted by EC § 48900)

Protective measures for victims may include schedule adjustments, increased supervision, or changes to classroom placement.

Staff Accountability: Employees who engage in or permit bullying or retaliation face disciplinary action, up to and including dismissal.

Opioid Prevention and Life-Saving Response Procedures
Allegiance STEAM Academy – Thrive, Fontana recognizes the growing opioid crisis impacting California youth and is committed to providing education, prevention, and emergency response protocols to protect students, staff, and visitors. The school complies with state law requiring access to opioid antagonists (e.g., naloxone/Narcan) on campus and ensures school staff are trained and prepared to respond to opioid-related emergencies.

1. Prevention Education
ASA Fontana prioritizes early prevention through age-appropriate education embedded in health and wellness programming. This includes:

Instruction for upper-grade students (grades 6–8) on:

Dangers of opioid misuse and addiction

Risks associated with fentanyl-laced substances

Strategies for resisting peer pressure

How to seek help from trusted adults

Parent education and information sessions, including signs of opioid overdose and resources for support

Distribution of opioid awareness materials (posters, newsletters, or virtual content)

2. Opioid Overdose Response Preparedness
ASA Fontana maintains life-saving supplies and trained personnel in the event of an on-campus opioid overdose.

Emergency Supplies:
The school stocks naloxone hydrochloride (Narcan) in accessible, clearly marked locations (e.g., health office, main admin office).

Supplies are checked monthly and replaced prior to expiration.

Designated Trained Personnel:
School staff, including the site administrator, office staff, and health-trained personnel, are trained annually on:

Recognizing signs of an opioid overdose (e.g., unresponsiveness, slow breathing, blue lips)

Proper storage and administration of naloxone

Calling 911 and conducting rescue procedures (e.g., CPR, placing in recovery position)

Training follows CDPH and manufacturer guidelines and is documented annually.

3. Emergency Response Procedures
In the event of a suspected opioid overdose:

Call 911 immediately to request emergency medical services.

Administer naloxone following training and safety protocols.

Provide supportive care (e.g., monitoring breathing, starting CPR if trained).

Stay with the individual until emergency responders arrive.

Notify site administration and initiate internal reporting protocol.

Complete an incident report and parent/guardian notification as soon as feasible.

ASA personnel are protected from civil liability when administering naloxone in good faith and in compliance with training and legal standards.

4. Reporting and Review
All incidents involving suspected overdose and naloxone use are reported to the site administrator and logged securely.

The school will notify the California Department of Public Health if required and participate in any public health follow-up.

After an incident, the school will debrief with involved staff and review protocols to determine if additional training or procedural changes are needed.

5. Collaboration and Resources
ASA Thrive collaborates with:

San Bernardino County Department of Public Health

Local law enforcement and fire departments

Community-based organizations offering addiction counseling and family resources

Families and staff are provided access to hotlines and referral services, such as the California Youth Crisis Line and SAMHSA's national helpline.

Response Procedures for Dangerous, Violent, or Unlawful Activities
(Education Code § 32282(a)(2)(B) & (C))
Overview
Allegiance STEAM Academy – Thrive, Fontana is committed to the immediate and effective response to dangerous, violent, or unlawful acts on or near school grounds, including fights, possession of weapons, threats of harm, or criminal conduct. These procedures prioritize student and staff safety, coordinated response, legal compliance, and timely communication with law enforcement and families.

Types of Incidents Covered
Physical altercations or assaults

Threats of violence, including bomb threats or active shooter threats

Weapon possession (e.g., firearms, knives, explosives)

Vandalism or property damage

Drug sales or possession with intent to distribute

Sexual harassment or assault

Hate-motivated incidents

Gang activity or intimidation

Intruder or unauthorized person on campus

Immediate Response Procedures
Ensure Safety

Staff intervene only if safe to do so; otherwise, immediately alert school administration and request assistance.

Students are cleared from the affected area and secured in classrooms if needed.

Notify Administration

The first staff on scene notifies the Principal or designee immediately via radio, phone, or messenger.

Administration initiates appropriate emergency protocol (e.g., Lockdown, Secure Campus, Evacuation).

Initiate ICS Command

Site administrator activates the Incident Command System (ICS), assigning roles and initiating schoolwide alerts as needed.

Contact Emergency Services

If there is an immediate threat to life, 911 is called without delay.

Law enforcement (e.g., Fontana Police Department) is notified for investigation, threat management, and removal of individuals if necessary.

Medical Response

If injuries occur, first aid is administered, and emergency medical responders are dispatched.

The Medical Team logs details and monitors student/staff until paramedics arrive.

Contain and Document

Staff gather witness statements and retain any physical evidence safely.

All details are documented in an incident report, including time, persons involved, witnesses, and actions taken.

Parent and Community Notification
Parents/guardians of involved students are contacted promptly by administration.

If the incident affects broader school safety or operations, a message is issued via ParentSquare to inform families of non-confidential facts and next steps.

The identity of victims and witnesses is protected under FERPA and school policy.

Post-Incident Response
Investigation and Disciplinary Action

The Principal or designee investigates the incident in accordance with ASA's discipline and due process policies.

Students found responsible may face disciplinary action, including suspension or expulsion per Education Code § 48900 and § 48915.

Restoration and Support

Support staff (e.g., school counselor, behavior specialist) provide check-ins and trauma-informed support to affected students.

Restorative practices or community-building circles may be used as appropriate to rebuild trust and address harm.

Debrief and Policy Review

The Safety Team reviews the response for gaps or improvements.

Safety protocols are updated as needed and shared with staff.

Prevention Measures in Place
Regular drills for lockdown, secure campus, and evacuation

Use of surveillance cameras and secure perimeter fencing

Student safety threat assessment procedures

Anonymous reporting systems for weapons or violent threats

Instructional Continuity Plan
(Pursuant to SB 153 and Education Code § 32282)
Purpose
In compliance with California Senate Bill 153 and Education Code § 32282, Allegiance STEAM Academy – Thrive, Fontana has adopted a comprehensive Instructional Continuity Plan to ensure the uninterrupted delivery of educational services during emergencies, including wildfires, earthquakes, or public health crises. The plan guarantees timely access to instruction—either in person or remotely—within 10 instructional days of a disruption
.

Communication and Engagement Protocols
ASA will engage with families within five calendar days of an emergency. Communication will be shared via:

ParentSquare, email, SMS, and the school website

Access to teachers and administrators through ParentSquare and front office phone lines

Weekly updates through online webinars and digital platforms

A dedicated helpline and tech support email for families

Emergency Learning Framework
If an emergency disrupts campus operations, ASA will implement the following structure:

Staff Preparation Days immediately after a closure notice

Emergency Home Learning Plan for students unable to attend in person

Short-Term Independent Study for students unable to return after 10 instructional days

Safe return to in-person instruction prioritized as soon as air quality, infrastructure, or power conditions allow

Instructional Access and Expectations

Materials Distribution
Students may receive:

Chromebooks, hotspots, workbooks, or printed packets

Access to Google Classroom (primary hub for assignments and communication)

Login support through front office and tech hotline

TK–6 Learning Expectations
Reading (20–60 minutes): Epic! or library audiobooks

Math: Zearn, IXL, Eureka Math, Google Classroom activities

Writing: Journaling or handwriting assignments

Enrichment: STEAM projects, puzzles, physical activity

Grades 7–12 Learning Expectations
Log in to Google Classroom daily

Complete essential assignments and meet deadlines

Progress aligned to pacing guides and academic standards

Live Interaction and Synchronous Instruction
Within 10 instructional days of a closure, ASA will ensure:

Grades TK–3: Daily synchronous instruction

Grades 4–8: Daily live interaction and at least weekly synchronous instruction

Definitions:

Live interaction: Includes wellness checks, progress monitoring, or instruction

Synchronous instruction: Two-way, real-time instruction with a teacher of record

Student Support Services
ASA will ensure:

Special Education: Virtual IEP support, Think Tank team collaboration

English Learners: Integrated/designated ELD instruction and translation services

Mental Health: Virtual counseling, SEL lessons, and wellness check-ins

Attendance: Tracked through engagement logs and assignment submissions

Campus Access and Plan Review
Material Pick-Up: Supervised on-campus access if environmental conditions are safe

Plan Updates: Annual review of this plan based on stakeholder feedback and emergency debriefs

Board Oversight: Incorporated into the CSSP and subject to Board adoption

Safety Plan Review, Evaluation and Amendment Procedures

(Education Code § 32282(b)(2); § 32288)
Annual Review and Update
Allegiance STEAM Academy – Thrive, Fontana reviews and updates its Comprehensive School Safety Plan (CSSP) annually in accordance with state law. The review process ensures that all procedures, protocols, and policies remain aligned with:

Current state and local laws

Campus-specific risk assessments and safety data

Feedback from emergency drills, debriefs, and actual incidents

Input from stakeholders including staff, students, parents, and first responders

The annual review process is coordinated by the ASA Fontana School Safety Committee in partnership with school leadership, and incorporates required components under Education Code § 32282, including:

School climate and discipline policies

Child abuse reporting

Disaster response and drills

Hate crime prevention

Active shooter preparedness

Instructional continuity planning

Anti-bullying procedures

Safety Committee Composition
The School Safety Committee includes the following members:

Site Principal (Chair)

Assistant Principal

Classified staff member

Certificated teacher

School Counselor or Social Worker

Parent representative

Student representative (as appropriate)

Community member or law enforcement liaison (optional)

Evaluation Process
The plan is evaluated using:

Incident reports and trends from the previous school year

School climate surveys (students, parents, and staff)

Drill documentation and emergency response performance

Feedback from teachers, administrators, and safety personnel

Updates to board-adopted policies and employee handbooks

Each component of the plan is reviewed to ensure alignment with ASA Thrive's mission, safety objectives, and educational equity goals.

Amendment Procedures
Amendments to the CSSP may occur mid-year if:

There is a change in law or regulation

A serious incident prompts revisions to protocol

The school site changes operations (e.g., relocation, expansion)

The Board of Directors or CEO mandates a review based on performance data

Any proposed amendments must be:

Drafted and reviewed by the Safety Committee

Presented at a public meeting of the School Site Council

Approved by the Board of Directors

Distributed to the authorizing agency (e.g., local district or county office of education)

Public Access and Submission Requirements
The final Safety Plan is submitted to the ASA Board of Directors for adoption by March 1 annually.

Upon Board approval, the plan is filed with the local authorizing agency per EC § 32288.

A copy of the CSSP is available to staff and families in the front office and posted on the school's website.

Staff receive annual training on CSSP components and are notified of any mid-year revisions.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services		911	For any life-threatening emergencies
Law Enforcement/Fire/Paramedic	Fontana Police Department	909 350 7740	Non-emergency line
Law Enforcement/Fire/Paramedic	San Bernardino County Fire Department	909 829 4471	Local fire and medical response
Emergency Services	Poison Control	800 222 1222	24/7 support for poison-related emergencies
Public Utilities	Southern California Edison (SCE)	800 611 1911	24-hour outage or hazard reporting
Public Utilities	Southern California Gas (SoCalGas)	800 427 2200	Emergency and non-emergency lines available
Public Utilities	Fontana Water Company	909 822 2201	For leaks or service disruptions
School District	Fontana Unified School District	909 357 5000	authorizing school district

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Internal review by site administrators and safety leadership team	June 11, 2025; 3:00 pm	Internal Draft Notes (Admin Review)
ASA Fontana School Site Council meeting to assess current plan and recommend updates	September 10, 2024; 4:00 pm	Agenda and minutes
Emergency drill debriefs (lockdown, fire, reunification) analyzed for plan revision	April 3, 2025; 3:00 pm	Debrief Notes
Review of law and policy updates (EC § 32282, AB 19, SB 153, etc.)	June 10, 2025; 1:00 pm	Revisions to Plan
Parent input collected via Survey	March, 2025	Survey Results
Final draft submitted to ASA Board of Directors for approval	June 17, 2025; 5:00 pm	Draft Plan
CSSP submitted to authorizing agency	June, 2025	Email Submission Confirmation
CSSP posted publicly on school website and shared with staff/families	June, 2025	ParentSquare Post

Allegiance STEAM Academy - Thrive, Fontana Incident Command System
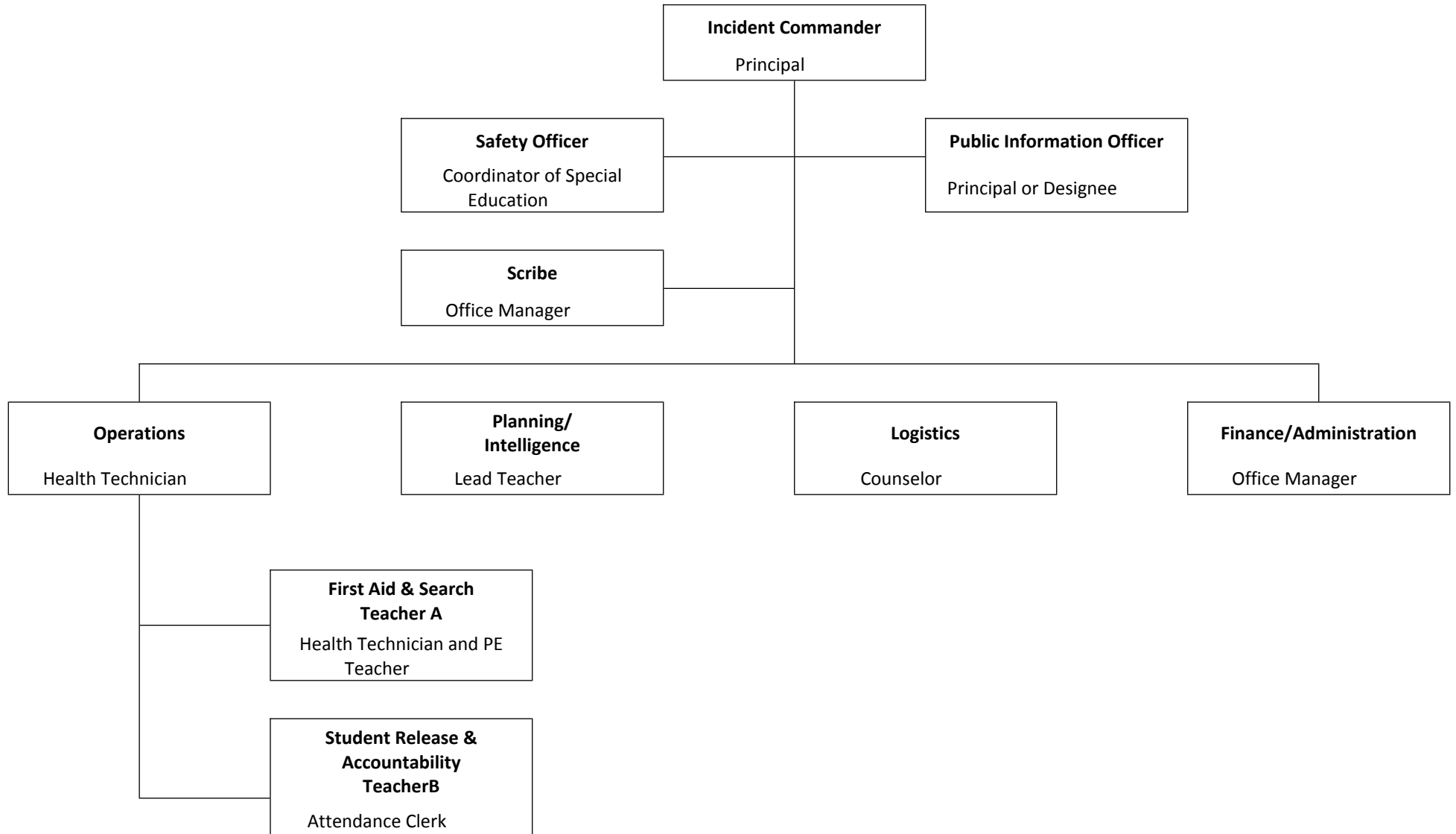
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                          │   Incident Commander    │
                          │                         │
                          │       Principal         │
                          └─────────────────────────┘
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      ┌────────────────────────┐      │      ┌──────────────────────────────┐
      │    Safety Officer      │      │      │  Public Information Officer   │
      │                        │──────┼──────│                              │
      │ Coordinator of Special │      │      │    Principal or Designee     │
      │      Education         │      │      └──────────────────────────────┘
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│  Operations  │ │  Planning/   │ │  Logistics   │ │ Finance/Administration│
│              │ │ Intelligence │ │              │ │                      │
│ Health       │ │ Lead Teacher │ │  Counselor   │ │    Office Manager    │
│ Technician   │ │              │ │              │ │                      │
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First Aid & Search
Teacher A

Health Technician and PE Teacher

Student Release & Accountability
TeacherB

Attendance Clerk

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
(In alignment with SEMS and ICS protocols)
ASA Fontana uses the Standardized Emergency Management System (SEMS) and the Incident Command System (ICS) to manage responses to all emergencies, including natural disasters, intruders, accidents, or school-wide threats. These systems ensure a structured, clear chain of command and coordination with outside agencies.

The following positions and responsibilities are assigned to trained staff members annually before the start of the school year:

Role Responsibilities
Incident Commander Overall decision-maker; activates the plan, notifies 911, and communicates with outside agencies.
Public Information Officer Liaison to media and parents; disseminates accurate information, maintains message consistency.
Operations Chief Manages student care, search and rescue, security, and site facility response efforts.
Logistics Chief Coordinates supplies, personnel, medical care areas, and facility support needs.
Planning & Intelligence Chief Tracks incident status, maintains documentation, and supports long-term planning if event is prolonged.
Finance & Administration Chief Maintains timekeeping, purchasing, and cost-tracking related to the incident response.

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Comprehensive School Safety Plan   39 of 68

Emergency Response Guidelines

Step One: Identify the Type of Emergency
SA staff must first determine the nature of the incident. Common school-related emergencies include:

Natural Disasters: Earthquake, fire, flood, extreme heat, poor air quality

Technological Hazards: Power outage, gas leak, hazardous material spill

Biological Events: Pandemic, food contamination, allergic reaction

Threats to Human Safety: Intruder, active shooter, bomb threat, violent individual

Medical Emergencies: Seizure, cardiac arrest, asthma attack, overdose

Staff should report observed emergencies to site administration immediately using designated communication channels (e.g., radio, phone, in-person).

Step Two: Identify the Level of Emergency
ASA Fontana classifies all emergencies into two levels to guide response actions:

Level 1 – Site-Managed Emergency Level 2 – Critical Emergency (Full Response)
- Minor incident, contained on campus- Imminent threat to life or major disruption to school operations
- Can be handled by school personnel- Requires 911 or emergency agency response
- Minimal impact on operations- Campus-wide or prolonged impact

Examples: student injury, medical episode, small fire alarm, fight, minor earthquake Examples: active shooter, major earthquake, large fire, intruder, bomb threat, significant structural damage

The Principal or Incident Commander determines the level and activates the appropriate response.

Step Three: Determine the Immediate Response Action
Based on the emergency type and level, choose from these standard protective actions:

Evacuate Building – Fire, gas leak, structural threat

Shelter-in-Place – Air quality concerns, chemical spill, external hazard

Lockdown – Intruder, armed individual, active shooter

Secure Campus – Nearby police activity, potential off-campus threat

Drop, Cover, and Hold On – Earthquake or explosion

Relocation/Reunification – If campus becomes unsafe for return

Medical Response – First aid, AED, naloxone, or 911 activation

Step Four: Communicate the Appropriate Response Action
Step Four: Communicate the Appropriate Response Action
Effective communication ensures safety and coordination:

Internal Notification:

Principal or designee communicates actions via radio, intercom, or runners

Staff confirm receipt and initiate classroom response

911/Emergency Services:

Contact immediately for Level 2 emergencies

Provide specific location, nature of emergency, and known hazards

Parent Notification:

Sent via ParentSquare or SchoolMessenger

Communications are factual, timely, and translated as needed

Media/Community:

Only the Public Information Officer may release official statements

Protect student privacy and avoid speculation

Debriefing and Review:

After any significant incident, a debrief is conducted with staff

Findings are logged and used to refine procedures

Types of Emergencies & Specific Procedures

Aircraft Crash
Emergency Level: 2 (Critical Emergency)

Definition:
An aircraft crash refers to any incident in which a manned aircraft (commercial, private, or military) crashes onto or near the school campus, posing an immediate danger due to fire, explosion, falling debris, or hazardous materials.

Initial Response Procedures
Call 911 Immediately

Report location, type of aircraft if known, visible injuries or hazards (e.g., fire, fuel leak).

Request police, fire, and medical support.

Activate Appropriate Emergency Response

If the crash is on campus or poses immediate threat: Evacuate students and staff from affected areas using designated routes, avoiding crash zones and downwind paths.

If debris is falling or air quality is compromised: Shelter-in-Place indoors and shut all windows/vents.

Notify School Administration and Incident Commander

The Incident Commander initiates SEMS/ICS and assigns roles (Operations, Safety, Logistics, etc.).

Communicate clearly using radios or runners if intercom is unavailable.

Medical Response

School nurse or trained staff render aid until first responders arrive.

Triage injured individuals using first aid kits or trauma kits as needed.

Isolate the Area

Do not approach the crash site.

Keep students and staff at a safe distance.

Restrict entry for unauthorized personnel.

Fire Suppression (if safe and trained to do so)

Use fire extinguishers on small, manageable fires while awaiting the fire department.

Do not attempt to extinguish fuel fires.

Secondary Procedures
Parent/Guardian Notification
Send timely updates through ParentSquare or other emergency notification systems. Maintain calm, factual tone.

Media/Community Communications
All inquiries handled by the Public Information Officer under direction of the Incident Commander.

Comprehensive School Safety Plan   42 of 68   6/12/25

Documentation & Reporting
Complete incident report, witness statements, and injury logs.

Debrief & Recovery Planning
Conduct post-incident debrief with staff and students. Provide mental health support if trauma has occurred.

Campus Re-Entry
Only after clearance from emergency responders and structural inspectors.

Preparedness Recommendations
Conduct annual drills that include mass evacuation protocols.

Maintain updated maps showing evacuation routes away from flight paths.

Keep first aid supplies, radios, and emergency kits accessible at all times.

Animal Disturbance
Emergency Level: 1 (Site-Managed Emergency)

Definition:
An animal disturbance refers to the presence of a potentially dangerous or disruptive animal on or near campus. This may include stray dogs, snakes, coyotes, birds, or other wildlife that could pose a threat to student or staff safety.

Initial Response Procedures
Do Not Approach the Animal

Keep all staff and students away from the animal.

Do not attempt to capture, feed, or scare the animal.

Notify the Front Office or Administrator Immediately

Describe the type, size, and location of the animal.

Administration determines the appropriate response (e.g., isolate, monitor, call animal control).

Initiate Appropriate Protective Action

If animal is on campus and poses risk: Secure Campus.

If animal is non-threatening and off campus: monitor closely; no action may be required.

Close and Secure Doors/Windows

All rooms adjacent to the animal's location should close doors and windows to prevent entry.

Avoid outdoor transitions or activities until the area is cleared.

Contact Animal Control or Local Authorities

Site administrator calls Fontana Animal Control Services or local non-emergency line.

Secondary Actions
Student and Staff Communication

Comprehensive School Safety Plan   43 of 68   6/12/25

Announce status over the PA or radio if necessary.

Communicate "all clear" once animal is removed and verified safe.

Parent Communication

Notification typically not required unless the animal caused injury or a major campus disruption.

Documentation

Incident logged by administrator, including type of animal, response time, and outcome.

Preparedness and Prevention
Regularly inspect fencing and perimeter for entry points.

Instruct staff on reporting procedures and not to engage with animals.

Keep playgrounds and trash receptacles clean to deter wildlife.

Armed Assault on Campus
Emergency Level: 2 (Critical Emergency – Full Response Required)

Definition:
An armed assault on campus is any incident involving an individual who is known or suspected to be armed with a weapon (e.g., firearm, knife) and poses an immediate threat to students, staff, or visitors. This includes active shooters or anyone threatening or engaging in violence with a weapon on school grounds.

Immediate Response Procedures
Initiate Lockdown Immediately

Upon seeing or being notified of an armed individual, lockdown is initiated by the first staff member to confirm the threat.

Use the intercom, radios, or runners to announce:
"Lockdown – This is not a drill."

Call 911 Immediately

Provide specific details:

Location of suspect (if known)

Type of weapon observed

Injuries, number of suspects, and direction of movement

Move to the Nearest Safe Location

Staff and students move to secure rooms or out of the line of sight.

Lock doors, turn off lights, cover windows, and remain silent.

Do not open doors until the "all clear" is given by law enforcement or administration.

Incident Command System (ICS) Activation

The Incident Commander coordinates the response and acts as the point of contact for emergency responders.

ICS positions are activated based on safety and staff availability.

Account for Students and Staff

Take attendance when safe.

Use radios or emergency cards to communicate status to Command Post if possible.

Secondary Actions
Parent Communication

ParentSquare used only when confirmed, verified information is available.

Parents are instructed not to come to campus during an active event.

Media/Community Communication

All information is controlled by the Public Information Officer.

Only law enforcement and administration speak to media.

Post-Incident Recovery

Reunification procedures are initiated once campus is secured.

Crisis counseling services are provided to students and staff.

After-action review and debrief conducted by the Safety Committee.

Preparedness Measures
Regular lockdown drills conducted with staff and students

Staff training in Run-Hide-Fight protocols

Visitor check-in procedures and secure campus perimeter

Strong coordination with Fontana PD and San Bernardino County Sheriff

Biological or Chemical Release
Emergency Level: 2 (Critical Emergency – Full Response Required)

Definition:
A biological or chemical release involves the accidental or intentional discharge of hazardous substances—such as toxic gases, biological agents, or chemical spills—on or near school grounds. Examples include industrial accidents, laboratory incidents, airborne irritants, or hazardous materials released from transportation corridors.

Initial Response Procedures
Identify and Report the Incident Immediately

Observe signs such as strong odors, visible clouds, staff/student symptoms (e.g., dizziness, nausea).

Notify the Principal/Incident Commander and call 911 immediately.

Initiate Protective Action
Depending on the location and nature of the release:

Shelter-in-Place: If release is outside the building, immediately close windows and doors, turn off HVAC systems, and stay indoors.

Evacuate: If release is indoors and it is safe to move outdoors and upwind, initiate evacuation.

Secure the Area

Avoid contact with the substance.

Isolate and restrict access to the contaminated area.

Do not use fire alarms to avoid spreading airborne contaminants.

Shut Down Air Circulation Systems

Turn off HVAC, fans, and vents to prevent exposure.

Use masking tape and plastic sheeting to seal doors and windows, if accessible and safe.

Medical Assistance

Administer first aid to affected individuals as needed.

Trained personnel apply protocols for decontamination or emergency treatment until EMS arrives.

Secondary Actions
Parent Communication

Use ParentSquare to notify families once immediate safety actions are completed.

Provide clear instructions on reunification and health precautions, if relevant.

Coordination with Local Agencies

Follow directives from HazMat, Fire Department, and Public Health officials.

Allow only trained responders to determine when the area is safe to reenter.

Documentation and Debrief

Document exposure, actions taken, and timeframes.

Conduct a post-incident review and update response protocols as needed.

Preparedness Recommendations
Maintain MSDS (Material Safety Data Sheets) for all on-campus chemicals.

Conduct annual Shelter-in-Place drills.

Inventory and inspect emergency kits with plastic sheeting, masks, gloves, and duct tape.

Maintain communication with local HazMat and emergency management agencies.

Bomb Threat/ Threat Of violence
Emergency Level: 2 (Critical Emergency – Full Response Required)

Definition:
A bomb threat or threat of violence includes any verbal, written, electronic, or physical warning or indication that a bomb, explosive device, or violent act is planned or intended to occur on or near school grounds. All threats are treated as credible until proven otherwise by law enforcement.

Initial Response Procedures
Immediate Notification

Call 911 and report the threat with all available details.

Notify the Principal/Incident Commander and activate the ICS structure.

Preserve Evidence

If the threat is written (note, email, social media), do not alter or delete it.

Take a screenshot of digital threats and report to law enforcement.

Do not use two-way radios or cell phones near a suspected device.

Assessment and Decision-Making

The Principal and law enforcement determine the credibility of the threat.

Based on consultation, initiate one of the following:

Shelter-in-Place

Evacuation to a safe location

Lockdown (if threat indicates immediate danger)

Secure Campus (if threat is general or off-site)

Evacuation Considerations

Evacuation should occur only after law enforcement has conducted a sweep or confirmed safety of evacuation routes.

Avoid touching or moving suspicious items during evacuation.

Use off-site reunification plan if campus is unsafe to return.

Secondary Procedures
Parent Notification

Use ParentSquare to notify families of the situation after securing student safety.

Provide instructions for reunification if applicable.

Coordination with Law Enforcement

ASA staff fully cooperate with Fontana PD, San Bernardino County Sheriff, and Bomb Squad.

Campus remains closed until cleared by responding agencies.

After-Incident Review

Debrief with staff and students.

Provide counseling and emotional support for those affected.

Update safety procedures if gaps are identified.

Documentation

Maintain detailed records including time of threat, method received, actions taken, and law enforcement response.

Preparedness Measures
Staff receive training on recognizing, reporting, and preserving threats.

Annual drills include bomb threat scenarios and off-site evacuation.

School maintains a Go-Kit with updated parent contact lists, emergency maps, and student medication.

Bus Disaster
Emergency Level: 2 (Critical Emergency – Full Response Required)

Definition:
A bus disaster includes any accident or incident involving an ASA Fontana school bus (or chartered transportation) that results in injury, vehicle damage, hazardous conditions, or poses a threat to student or staff safety. This applies to incidents on the way to/from school, field trips, or extracurricular activities.

Initial Response Procedures
Driver Responsibilities (if conscious and able):

Secure the bus (brake, ignition off, hazard lights).

Call 911 and provide:

Location (cross streets, landmarks)

Number of students onboard

Nature of the emergency (injuries, fire, other hazards)

Contact ASA Fontana administration and transportation coordinator immediately.

Assess and Assist

Check all passengers for injuries.

Render first aid using the bus emergency kit if trained.

Evacuate bus only if necessary (e.g., fire, gas leak, risk of explosion).

Use safest exit: front, rear, or emergency windows/hatches.

Site Administrator or Designee

Dispatch staff to the scene (if close) or coordinate with responding agencies.

Notify CEO and school safety team.

Initiate reunification or relocation protocols if necessary.

Secondary Procedures
Parent Notification

ASA Fontana will notify parents via ParentSquare once student status is confirmed.

Updates will include injury status, transportation plan, and pickup location (if applicable).

Staff Support and Accountability

Staff traveling with students are responsible for maintaining student accountability.

Use class rosters or field trip lists to verify all individuals are accounted for.

Law Enforcement and Emergency Services

Cooperate with police, fire, paramedics, and transportation investigators.

Follow directives for scene control, medical triage, and interviews.

Return to Campus or Alternate Site

Transport students to school or alternate location once cleared by authorities.

Provide emotional support and first aid as needed.

Documentation

Complete incident report and notify insurance provider.

Transportation provider must submit driver logs, maintenance records, and safety records if requested.

Preparedness Measures
Bus drivers receive annual emergency evacuation and first aid training.

ASA staff traveling with students review emergency contact cards and know bus protocols.

Maintain parent contact lists, emergency medications, and student health plans during off-campus travel.

Disorderly Conduct
Emergency Level: 1 (Site-Managed Emergency)
*May escalate to Level 2 if there is a threat of violence or sustained disruption.

Definition:
Disorderly conduct refers to any disruptive, threatening, or inappropriate behavior on campus by a student, parent, visitor, or staff member that interferes with the safe and orderly operation of the school. This may include:

Verbal aggression or shouting

Refusal to comply with staff direction

Minor physical altercations or pushing

Unauthorized presence on campus

Inappropriate behavior during school events

Initial Response Procedures
Assess the Situation

Determine if the individual poses an immediate threat.

Remain calm and avoid escalation.

Staff should not physically intervene unless there is an immediate danger to others.

Request Support

Notify front office or administrator via radio or phone.

Provide location and description of the behavior.

Isolate and De-escalate

If safe, calmly ask the individual to move to a private location (e.g., office).

Use de-escalation strategies: active listening, calm tone, non-threatening posture.

Activate Security or Law Enforcement if Needed

If the situation escalates or becomes threatening, call 911.

Follow instructions from responding officers.

Secondary Procedures
Administrator Response

Investigate incident, determine appropriate disciplinary or legal action.

May include suspension, removal from campus, or police report.

Parent Notification

Inform parents if students are directly affected.

Maintain confidentiality and professionalism in communication.

Documentation

Complete incident report including witness statements and actions taken.

Submit to administration and HR, if applicable.

Follow-Up

Comprehensive School Safety Plan   50 of 68   6/12/25

Consider restorative conference or reentry plan if appropriate.

Offer counseling support for affected students or staff.

Preparedness and Prevention
Train staff on verbal de-escalation and threat recognition.

Maintain visible adult presence during high-traffic periods (e.g., arrival, lunch).

Require all visitors to sign in and wear visible badges.

Enforce campus supervision plans and behavioral expectations.

Earthquake
Emergency Level: 2 (Critical Emergency – Full Response Required)
(May begin as Level 1 but escalates if there is structural damage, injuries, or hazardous conditions.)

Definition:
An earthquake is the sudden shaking of the ground caused by seismic activity. Earthquakes may result in falling objects, structural damage, fires, utility disruption, and injuries. ASA Fontana is in a seismically active region and prepares accordingly.

Immediate Response Procedures
During the Earthquake – Drop, Cover, and Hold On

Everyone immediately:

Drops to the ground

Takes Cover under sturdy furniture (or covers head/neck if no shelter)

Holds On until shaking stops

If outside: move away from buildings, poles, and trees; drop to the ground.

Do Not Evacuate During Shaking

Stay in place and protect yourself until the ground stops moving.

Avoid using stairways or elevators during shaking.

After the Shaking Stops
Evacuate the Building Calmly

Use designated evacuation routes unless unsafe.

Bring emergency "Go-Kits," attendance rosters, and radios.

Report to Assembly Area

Teachers take roll and report attendance to the Incident Command Post.

Keep students together and away from hazards (e.g., broken glass, downed power lines).

Search and Rescue

Initiate campus-wide sweep by designated team members (Operations Section).

Do not re-enter buildings until cleared by emergency personnel or structural inspectors.

First Aid

Triage and treat minor injuries at the First Aid Station.

Request emergency medical assistance via 911 for serious injuries.

Secondary Procedures
Communication

Use radios or runners to report needs to Incident Commander.

Notify parents via ParentSquare with confirmed information only.

Utility Management

Shut off gas, water, or electricity if damage is suspected.

Coordinate with utility providers and emergency responders.

Reunification

If campus is unsafe, activate reunification plan at off-site location.

Ensure secure release of students to authorized adults.

Mental Health Support

Provide emotional support and counseling post-incident.

Monitor students and staff for trauma signs.

Preparedness and Prevention
Conduct annual earthquake drills (as required by Ed Code § 32282).

Keep emergency supplies accessible: water, radios, first aid, sanitation, blankets.

Train staff on structural damage signs and earthquake response.

Maintain communication protocols with local fire, police, and EMS.

Explosion or Risk Of Explosion
Emergency Level: 2 (Critical Emergency – Full Response Required)

Definition:
An explosion is a sudden, violent release of energy resulting in fire, structural damage, injuries, or the release of hazardous materials. A risk of explosion includes the presence of a suspicious package, gas leak, chemical reaction, or bomb threat that could result in detonation or combustion.

Initial Response Procedures
If Explosion Occurs Without Warning:

Drop, Cover, and Hold On until debris stops falling.

Stay away from windows, shelves, and overhead hazards.

Remain sheltered until shaking/debris stops, then evacuate if safe.

If Risk of Explosion Identified:

Notify the Principal/Incident Commander and call 911 immediately.

Do not use radios or cell phones near the suspected device or gas leak.

Avoid activating the fire alarm unless fire or smoke is visible.

Initiate Evacuation

Evacuate students and staff using safe routes upwind and away from the suspected hazard.

Do not touch or disturb suspicious items or areas.

Bring emergency Go-Kits, rosters, and communication tools.

Activate ICS Structure

The Incident Commander will establish the command post and assign roles.

Search & Rescue and First Aid teams deploy if safe and trained to do so.

Secondary Procedures
Medical Response

Administer first aid to injured individuals.

Call for additional EMS support for burns, trauma, or shock symptoms.

Utilities

Shut off gas and electricity only if trained and safe to do so.

Wait for clearance before reentering any buildings.

Parent/Guardian Notification

Send verified updates via ParentSquare.

Initiate student reunification plan if prolonged evacuation is necessary.

Media and Community

Communications are handled solely by the Public Information Officer.

Limit rumors by distributing only verified, approved information.

Preparedness Measures
Staff and students participate in annual evacuation and explosion response drills.

Maintain and regularly inspect first aid supplies, communication radios, fire extinguishers, and shutoff tools.

Ensure all staff understand hazardous materials identification and reporting procedures.

Coordinate with Fire, Police, and HazMat for training and support.

Fire in Surrounding Area
Emergency Level: 1 (Site-Managed Emergency)
May escalate to Level 2 if the fire moves closer, air quality deteriorates, or evacuation is required.

Definition:
A Fire in the Surrounding Area refers to a fire located off campus, such as in nearby neighborhoods, open spaces, or commercial zones, that poses no immediate danger to the school structures but could impact safety through smoke, air quality, or potential evacuation routes.

Initial Response Procedures
Monitor Fire Location and Movement

The Principal/Incident Commander gathers real-time updates from:

Local authorities (Fontana Fire Department, Cal Fire)

Emergency alerts (e.g., Nixle, NOAA Weather Radio)

District communications

Evaluate Threat Level

Determine whether conditions warrant:

Shelter-in-Place (for smoke/air quality)

Modified Evacuation Readiness

Early Dismissal or Relocation

Communicate with Staff

Provide clear guidance on current situation and preparedness steps.

Direct classrooms to keep windows/doors closed and turn off HVAC systems if smoke is present.

Secondary Procedures
Student Safety

Cancel or move all outdoor activities (PE, recess, arrival/dismissal).

Monitor students with asthma or respiratory issues; provide inhalers or mask protection as needed.

Parent Notification

Use ParentSquare to update families on the situation, school status, and any changes to dismissal or bus schedules.

Transportation Coordination

Reroute buses as needed if nearby roads are closed.

Ensure reunification sites are prepared if relocation is required.

Prepare for Escalation

Stage "Go-Kits," attendance lists, and radios near exits.

Review evacuation routes to ensure they are not threatened by the fire.

Post-Incident Recovery
Return to normal operations only after clearance from fire authorities.

Document incident actions and decisions in the emergency log.

Provide emotional support and follow-up to students and staff as needed.

Preparedness and Prevention
Maintain close contact with local emergency responders during fire season.

Keep emergency air filtration supplies (masks, air purifiers) available.

Train staff in Air Quality Index (AQI) guidelines and Shelter-in-Place procedures.

Fire on School Grounds
Emergency Level: 2 (Critical Emergency – Full Response Required)

Definition:
A Fire on School Grounds includes any visible fire, smoke, or burning odor occurring within or immediately adjacent to school buildings or property. This includes classroom fires, electrical fires, playground fires, dumpster fires, and any hazardous material combustion.

Immediate Response Procedures
Activate the Fire Alarm

If smoke or flames are visible, immediately pull the nearest fire alarm.

Notify the front office and call 911 with location and nature of the fire.

Evacuate the Building

Teachers and staff lead students out using the designated evacuation routes posted in each classroom.

Close all doors behind you to slow the spread of fire.

Bring emergency Go-Kits, student rosters, radios, and medications.

Report to Designated Assembly Area

Teachers take roll and report status (missing, injured, safe) to the Incident Command Post.

Keep students calm and grouped together, away from buildings and fire zones.

Do Not Re-enter Buildings

Wait for clearance from fire personnel before reentry.

Only designated staff may shut off gas, electricity, or water if trained and safe to do so.

Secondary Procedures
Medical Response

Administer first aid as needed.

Call EMS for burns, smoke inhalation, or trauma.

Parent/Guardian Notification

Notify families via ParentSquare as soon as students are secured.

Provide timely updates and instructions for early pickup or reunification if necessary.

Facility Coordination

Site Maintenance or external vendors inspect buildings for fire and smoke damage.

Document damage and losses for insurance and state reporting.

Investigation

Preserve scene if arson is suspected.

Cooperate with local fire department and law enforcement.

Preparedness and Prevention
Conduct monthly fire drills in accordance with Ed Code § 32001.

Maintain fire extinguishers, alarms, and sprinkler systems in working condition.

Post and regularly review evacuation routes in all rooms.

Train staff in fire extinguisher use, emergency shutoff protocols, and student accountability during evacuation.

Flooding
Emergency Level: 2 (Critical Emergency – Full Response Required)
May begin as Level 1 if minor and contained but escalates based on structural safety, accessibility, or hazardous exposure.

Definition:
Flooding refers to the accumulation of water caused by heavy rain, storm runoff, broken water mains, or plumbing failures that threatens the safety of students, staff, or the physical integrity of school facilities. Flooding may disrupt access to buildings, damage property, or expose individuals to electrical or contamination risks.

Immediate Response Procedures
Notify Administration

Report any water intrusion or external flooding to the Principal/Incident Commander immediately.

Provide location, source (if known), and urgency of the situation.

Assess and Isolate Affected Areas

If safe to do so, isolate water source (e.g., shut off main valve or plumbing fixture).

Prevent student and staff access to wet or flooded areas using barriers or signage.

Determine Protective Action

If flooding is localized and poses no imminent threat: relocate students within the building.

If flooding is widespread or threatens safety: initiate evacuation to a safer part of campus or off-site.

Turn Off Utilities if Necessary

If flooding threatens electrical equipment or circuits, authorized personnel shut down electricity and/or gas.

Secondary Procedures
Parent/Guardian Notification

Use ParentSquare to inform families of the incident and any changes to pickup times or locations.

Transportation Coordination

Reroute or delay buses if access roads are flooded.

Coordinate with local authorities if off-campus evacuation becomes necessary.

Facility Management

Engage maintenance team or contractors to begin water removal and remediation.

Document damage for insurance and recovery planning.

Health and Safety

Monitor for mold, contaminated water, or electrical hazards.

Do not allow return to affected areas until cleared by maintenance and local health officials.

Preparedness and Prevention
Maintain updated contact info for local utilities and emergency flood services.

Store sandbags, mops, and water barriers in accessible areas.

Conduct annual inspections of drainage systems, roofs, and plumbing infrastructure.

Keep critical documents and technology elevated and/or waterproofed.

Loss or Failure Of Utilities
Emergency Level: 1 (Site-Managed Emergency)
May escalate to Level 2 if the outage compromises safety, requires evacuation, or extends beyond a full school day.

Definition:

A loss or failure of utilities refers to the sudden disruption of essential services such as electricity, gas, water, heating, cooling, or internet/phones. These failures may result from internal malfunctions, citywide outages, weather conditions, or accidents, and can affect safety, communication, hygiene, and instructional continuity.

Immediate Response Procedures
Identify and Report the Outage

Notify the Principal/Incident Commander and custodial team immediately.

Provide details: affected area(s), time discovered, known hazards.

Assess Impact on Operations and Safety

Determine if instructional activity can safely continue.

Consider immediate hazards:

Loss of lighting in corridors or restrooms

No HVAC during extreme temperatures

Water outages affecting restrooms/sanitation

Gas leaks or suspected exposure

Take Immediate Protective Actions (if needed)

If gas leak suspected: evacuate and call 911.

If water outage: restrict restroom use and provide bottled water/sanitizer.

If electrical outage: use flashlights, open blinds, and move students as needed for safety.

Secondary Procedures
Communicate with Authorities and Utility Providers

Notify the appropriate utility company for estimated restoration times:

Southern California Edison (Electric)

SoCalGas

Fontana Water Company

Spectrum/AT&T (Internet/Phone)

Parent Notification

Use ParentSquare (if service allows) to update families on situation and any early dismissal plans.

Instructional Continuity

If safe to remain on campus:

Use non-digital activities

Relocate to naturally lit areas

Adapt lunch service (e.g., bagged meals if kitchen is down)

If extended disruption or health risk: initiate early release or instructional continuity plan.

Facility Inspection

Maintenance team inspects for damage or malfunctions once safe.

Document utility failures and follow up with insurance, if applicable.

Preparedness and Prevention
Maintain emergency flashlights, batteries, bottled water, and sanitation kits in classrooms.

Ensure all staff understand evacuation and shelter-in-place procedures related to utility failure.

Keep an up-to-date emergency contact list for local utility providers in the ICS Go-Kit.

Motor Vehicle Crash
Emergency Level: 1 or 2

Level 1: Minor incident with no injuries or threat to school operations

Level 2: Crash with injuries, building impact, or hazardous materials involved

Definition:
A Motor Vehicle Crash refers to any incident involving a car, truck, or bus that occurs on or near school grounds and involves students, staff, or school property. This includes accidents in drop-off zones, adjacent roadways, or parking areas, as well as vehicles crashing into campus fences or buildings.

Immediate Response Procedures
Ensure Safety and Call for Help

Immediately call 911 if there are any signs of injury or damage.

Report location, number of vehicles involved, potential injuries, and hazards (e.g., fuel leak, fire).

Secure the Area

Keep students and staff away from the crash site.

Assign staff to redirect pedestrian and vehicle traffic as needed.

Do not allow unauthorized individuals to approach the scene.

Assess for Injuries

Provide first aid within training limits while awaiting EMS.

Do not move injured individuals unless they are in immediate danger (e.g., fire).

Notify Administration

Inform the Principal/Incident Commander and activate the ICS structure as needed.

Comprehensive School Safety Plan   59 of 68   6/12/25

Begin documentation of the incident and actions taken.

Secondary Procedures
Communication

Use radios or designated communication systems to coordinate response.

Notify parents/guardians if students are involved using ParentSquare.

Coordination with Emergency Services

Cooperate with Fontana PD, Fire Department, EMS, and vehicle recovery services.

Provide class rosters or field trip lists if students are involved.

Preserve the Scene

Do not disturb the scene of the accident unless needed for life-saving measures.

Take photographs (if appropriate and safe) for incident reporting.

Post-Incident Support

Provide emotional support or crisis counseling to affected students and staff.

Offer medical evaluations for those with potential injuries, even if minor.

Facility Inspection (if structural impact occurred)

Engage maintenance and safety inspectors to assess damage and clear for reentry.

Preparedness and Prevention
Clearly post drop-off and pick-up zone protocols.

Train staff on traffic supervision and crowd control during arrival/dismissal.

Conduct safety audits of parking lots and adjacent traffic flow.

Maintain emergency kits and first aid supplies at all high-traffic areas.

Pandemic
Emergency Level: 2 (Critical Emergency – Full Response Required)

Definition:
A pandemic is a global outbreak of a communicable disease that can cause widespread illness across communities, including within schools. Examples include influenza, COVID-19, and other viral or bacterial outbreaks that require sustained public health interventions and significantly alter normal school operations.

Initial Response Procedures
Activate Health & Safety Protocols

Follow public health directives from:

San Bernardino County Department of Public Health

California Department of Public Health (CDPH)

Centers for Disease Control and Prevention (CDC)

Notify staff and families through ParentSquare of the nature of the threat and current measures being implemented.

Implement Preventive Measures

Promote frequent handwashing and respiratory hygiene.

Increase cleaning and disinfecting of high-touch surfaces.

Enforce symptom screening for students and staff (e.g., temperature checks, health attestations).

Implement physical distancing and/or face covering protocols if required.

Isolate and Monitor Suspected Cases

Individuals with symptoms are isolated in a designated area and sent home immediately.

Follow FERPA/HIPAA and local public health guidance for notification and contact tracing.

Secondary Procedures
Modify School Operations

Shift to remote or hybrid learning if required under health orders.

Cancel or modify non-essential gatherings, extracurricular activities, and assemblies.

Adjust arrival/dismissal procedures to reduce congestion.

Instructional Continuity

Use the ASA Fontana Board-Approved Instructional Continuity Plan to ensure access to education.

Provide Chromebooks, Wi-Fi hotspots, and digital curriculum where needed.

Maintain regular check-ins between students and educators.

Parent and Community Communication

Provide timely updates via ParentSquare, website, and virtual town halls.

Address community concerns and explain safety decisions transparently.

Staff Support and Leave Policies

Educate staff about sick leave, accommodations, and available support services.

Rotate schedules to reduce on-site personnel if necessary.

Recovery and Reopening
Coordinate with local public health officials to determine safe reopening timelines.

Deep clean facilities prior to reopening.

Comprehensive School Safety Plan   61 of 68   6/12/25

Offer emotional and academic supports to ease the transition back to in-person learning.

Evaluate academic progress and adjust instructional pacing as needed.

Preparedness and Prevention
Maintain an updated Pandemic Response Plan and stock of PPE (masks, gloves, sanitizer).

Conduct annual pandemic response training for staff.

Collaborate with public health partners to conduct vaccine clinics, testing drives, and educational campaigns.

Psychological Trauma
Emergency Level: 1 or 2

Level 1: Individualized support for isolated incident (e.g., death of a pet, anxiety episode)

Level 2: Widespread or severe trauma affecting multiple students/staff (e.g., death of student/staff, natural disaster, community violence)

Definition:
Psychological trauma refers to emotional or mental distress caused by a distressing event or series of events, including but not limited to grief, exposure to violence, loss, abuse, or crisis events. Such trauma can significantly impact the ability of students and staff to focus, feel safe, or remain emotionally regulated.

Initial Response Procedures
Ensure Immediate Safety and Support

Remove the affected individual(s) from public settings if needed.

Provide a quiet, supportive space and ensure non-judgmental emotional presence.

Assign a trusted adult (counselor, administrator, or trained staff) to stay with the student or staff member.

Assess Severity

Determine whether the situation affects an individual or the broader school community.

Call 911 if a student or staff member poses a danger to self or others.

Notify School Administration

Report incident to Principal/Incident Commander and school mental health team.

Initiate response protocols if trauma is widespread or related to a major crisis.

Secondary Procedures
Activate Counseling and Support Services

School counselors and mental health professionals provide crisis intervention.

Notify families with compassion and confidentiality when students are directly impacted.

Provide referrals for outside counseling or community mental health resources.

Classroom and Peer Support

Coordinate with teachers on how to support students returning to class.

Consider a class-wide debrief or support circle with counselor facilitation (if appropriate).

Staff Support

Debrief with affected staff and offer Employee Assistance Program (EAP) or mental health days if available.

Reinforce supportive work culture and flexibility in the wake of trauma.

Community-Wide Communication (for Level 2)

Provide carefully worded communication to families and staff in consultation with legal and crisis communications staff.

Refrain from disclosing confidential details but validate shared grief or concern.

Preparedness and Prevention
Train staff annually on:

Recognizing signs of trauma

Mandatory reporting

How to refer students for mental health services

Establish a Mental Health Crisis Response Team.

Maintain partnerships with local mental health agencies.

Provide classroom social-emotional learning (SEL) lessons that build resilience, empathy, and coping skills.

Suspected Contamination of Food or Water
Emergency Level: 1 or 2

Level 1: Minor incident involving isolated complaint or non-critical issue

Level 2: Confirmed or widespread contamination, illness, or threat to health

Definition:
Suspected contamination of food or water refers to any situation where the safety or quality of consumable items (school meals, snacks, or drinking water) is questioned due to visible evidence, reports of illness, abnormal taste/smell, or public health notification. This may include spoilage, chemical exposure, tampering, or microbiological hazards.

Immediate Response Procedures
Stop Use and Isolate the Suspected Source

Immediately discontinue use of suspected food or water.

Remove all related items from service areas and seal for inspection.

Inform cafeteria/kitchen staff and site administration.

Notify Administration and Authorities

Inform Principal/Incident Commander and school nurse.

Call 911 if there are signs of illness or medical emergencies.

Contact local public health department and San Bernardino County Environmental Health Services as needed.

Provide Medical Attention

Monitor and assist any students or staff exhibiting symptoms (nausea, vomiting, allergic reaction).

Separate affected individuals and provide appropriate care.

Record names and symptoms of all affected individuals.

Secondary Procedures
Secure the Area

Post signs to prevent further access to kitchens, drinking fountains, or affected zones.

Save packaging or samples of food/water for health inspectors.

Parent Notification

Use ParentSquare to notify families with facts and actions taken.

Maintain transparency while avoiding speculation or unverified claims.

Documentation and Investigation

Complete incident report including source of food/water, supplier, and timeline.

Assist local officials in collecting samples and interviewing witnesses.

Alternative Provisions

Provide bottled water or approved meals/snacks from alternate sources.

Reopen facilities only after receiving clearance from the local health department.

Preparedness and Prevention
Train nutrition staff in food safety protocols, ServSafe certification, and contamination response.

Routinely inspect kitchen and water systems.

Maintain stock of bottled water and non-perishable emergency meals.

Conduct drills or tabletop exercises involving contamination response.

Tactical Responses to Criminal Incidents
Emergency Level: 2 (Critical Emergency – Full Law Enforcement Involvement Required)

Definition:

Tactical responses to criminal incidents refer to coordinated school-site and law enforcement actions in response to serious or violent criminal activity on or near campus. This includes armed intruders, hostage situations, assaults, drug activity, active shooters, or any criminal behavior that poses a direct threat to the safety of students and staff.

Initial Tactical Response Steps
Recognize and Report the Threat

Any staff member witnessing a serious criminal act or perceiving a credible threat must immediately:

Call 911

Notify administration

Provide specific information: location, nature of threat, description of suspect(s), weapons, and injuries (if known).

Activate Emergency Protocols

The Principal/Incident Commander initiates the appropriate emergency response:

Lockdown or Shelter-in-Place

Evacuation, if directed by law enforcement

Initiate Standardized Emergency Management System (SEMS) and Incident Command roles.

Secure Campus

Direct all students and staff to safety according to emergency plans.

Designated staff lock exterior and classroom doors, close blinds, turn off lights, and maintain silence.

Law Enforcement Coordination
ASA Fontana cooperates fully with the Fontana Police Department, the San Bernardino County Sheriff's Department, and any other responding agencies.

School administrators follow instructions from Incident Command (Law Enforcement Lead) upon arrival.

Tactical decisions (e.g., building entry, suspect engagement) are solely under law enforcement authority.

During the Incident
Staff remain in lockdown or secure positions until cleared by law enforcement.

Communications are controlled and centralized through the Public Information Officer.

The school refrains from making announcements over the PA system unless part of a pre-established, approved response (e.g., "Locks, Lights, Out of Sight" lockdown language).

Post-Incident Response
Reunification Plan: Activate secure and documented reunification process for students and families.

Medical and Mental Health Services: Deploy counselors and school psychologists for trauma support.

Debriefing:

Law enforcement and administration review the incident response.

Staff, students, and families are offered optional debriefing sessions.

Documentation and Investigation:

Incident reports are completed and submitted to legal authorities and the charter authorizer.

Review video surveillance, staff logs, and student reports to support investigations.

Preparedness and Training
ASA Fontana provides annual active threat and lockdown training for all staff.

Students participate in age-appropriate lockdown drills each semester.

The school conducts tabletop exercises and reviews with local law enforcement annually.

Emergency supplies, radios, and access cards are regularly tested and updated.

Unlawful Demonstration or Walkout
Emergency Level: 1 or 2

Level 1: Peaceful, contained activity with no threat to safety

Level 2: Escalating or unlawful activity threatening safety, property, or major disruption

Definition:
An unlawful demonstration or walkout refers to organized or spontaneous student actions to leave campus or protest, or the presence of unauthorized individuals engaging in demonstration on or near school grounds, that may violate education laws, school policy, or threaten campus order and safety.

Initial Response Procedures
Monitor and Assess the Situation

Notify the Principal/Incident Commander immediately.

Observe and document crowd size, behavior, student involvement, and any inciting factors.

Designate personnel to monitor gates, exits, and high-traffic areas.

Communicate with Staff and Students

Use calm, non-confrontational language to discourage participation in walkouts or unlawful actions.

Remind students of behavioral expectations and potential consequences without escalating conflict.

Encourage students to voice concerns through structured, safe channels (e.g., student council, forums).

Ensure Campus Safety

Increase supervision at all egress points, perimeters, and staging areas.

If a walkout occurs:

Document names of participating students (if feasible).

Ensure no students leave unsupervised or enter unsafe areas (e.g., streets, off-campus protests).

Assign staff to follow at a safe distance if large numbers leave campus.

Secondary Procedures
Law Enforcement Notification

Contact Fontana Police Department if protestors from outside the school arrive, or if a large-scale disturbance is anticipated.

Cooperate with law enforcement for crowd control or de-escalation if needed.

Communication with Families

Use ParentSquare to notify parents/guardians if student safety is at risk or disciplinary action is taken.

Provide clear information about student expectations, legal rights, and school policy.

Student Safety and Discipline

Do not physically restrain students unless there is an imminent threat of harm.

Upon reentry, debrief students respectfully and follow student discipline policy and due process.

Provide restorative conversations or counseling where appropriate.

Preparedness and Prevention
Promote positive campus climate and student voice through advisory councils, SEL, and conflict resolution programs.

Train staff on nonviolent crisis intervention and de-escalation techniques.

Maintain open lines of communication between administration, families, and students to preempt unrest.

Conduct periodic reviews of the student conduct code and clarify expectations for civic expression and peaceful assembly.

Emergency Evacuation Map

Coversheet

Prop 28 Annual Report - ASA Chino

Section: IV. Items Scheduled for Discussion, Action, Other Business
Item: G. Prop 28 Annual Report - ASA Chino
Purpose: Vote
Submitted by:
Related Material:
ASA_Chino_-Prop_28_AMS_School_Site_Expenditure_Plan_2023.24_25.05.30.docx.pdf

Proposition 28: Arts and Music in Schools Act — School Site Expenditure Plan Template

Background

The Proposition 28: the Arts and Music in Schools (AMS) Act provides an annual source of funding for arts education in California, between $800 million and $1 billion each year. This document, the School Site Expenditure Plan Template, can be used to support the planning of these funds. Each school is required to submit an annual board-approved report to post on the school district's and Department of Education's website that details the types of arts education programs funded by the program, the number of full-time equivalent (FTE) teachers, classified personnel, and teaching aides; the number of students served; and the number of school sites providing arts education programs with such funds.

Document Purpose

This School Site Expenditure Plan can be completed by schools to support the planning process. **This template is intended to assist school sites that need support in planning expenditures for Proposition 28 AMS funds. Other school sites may have other documents to use for the planning process and therefore may not need this tool.**

Disclaimer: These documents are for planning purposes only; they are not official compliance documents. None of the content should be construed as legal advice or interpretation of the education code requirements for Proposition 28 AMS. Schools and LEAs are encouraged to use these items in a manner best suited for their unique situation.

Directions:

The instructions below guide school sites through inventorying current expenditures supporting arts education. School sites may use the related Excel workbook to fill in the information outlined in the instructions below. All cells highlighted in yellow require data to be entered by the user. The information below provides an example.

School Site Information Tab

School Site Information			
School Name	CDS Code		Fiscal Year
Allegiance STEAM Academy Chino	36-67678-0137547		2024-25
Address		County Name	
5862 C St		San Bernardino	

Begin by filling out the "School Site Information" Tab in the related Excel workbook.

City		State	Zip Code
Chino		CA	91710-4471
Contact Name	Title	Phone	Email
Sebastian Cognetta	CEO	(909) 465- 5404	Sebastian.cognetta@asathrive.org

Rollup Summary Tab

The Plan Summary Section as well as the Total Proposition 28 AMS Funds Included will be automatically filled in after the expenditure plan is complete.

Plan Summary	Total Planned Expenditures
Expansion of Music and Arts Elective courses, including Music Production, Instrumental Music, and Guitar; Purchase of Music and Art materials; and additional ancillary art experiences.	$151,980.84

Total Proposition 28 AMS Funds Included in this Plan
$130,033.00 – FY23-24 Funds $ 21,947.84 – FY24-25 Funds

Expenditure Plan

Next, in the "School Expenditure Plan" Tab, fill out the expenditures planned for the fiscal year related to arts programming. This can include **all** expenditures from any source of funding.

- **Category 3: Arts Partnership Programs**

Describe how the school will use funds for contracts, leases, and rentals with third-party vendors. Include the arts discipline or course, contract description, the arts partner, the grade levels served, and the number of students served. Include an estimated cost and what funding source (or sources) will be used to pay for the partnership. These costs will be rolled up with costs related to equipment, supplies, training, and materials in the "Rollup Summary" tab.

Note: For LEAs with more than 500 students, no more than 20% of funds can be spent on training supplies, curriculum, professional learning, materials, and arts education programs. In this template, Category 2: Equipment, Supplies, Training & Materials and Category 3: Arts Partnership Programs roll up together to make up this 20% of spending.

Arts Discipline or Course	Description	Arts Partner	Grade Levels Served	Number of Students Served	Estimated Cost	Funding Sources	Percent
Music Production	Trimester - Middle Grade Students will explore the basics of digital music production, including beat-making, audio recording, and mixing using music software. The course emphasizes creativity, technical skills, and collaboration to create original music projects. Twice weekly for a trimester/ up to 12 weeks.		6 - 8	+276	$21,598.95 (Salaries + Benefits) $1,640.22 (Supplies Materials)	Prop 28	100%
Performance	Trimester -All Students will develop performance skills through acting, singing, and movement while participating in age-appropriate plays and musicals. The course fosters confidence, collaboration, and self-expression through rehearsals and live performances.		TK - 8	+903	$70,822.66 (Salaries + Benefits) $5,378.26 (Supplies Materials)	Prop 28	100%
Instrumental Music	Full Year - Upper Elementary students participate in music. Twice weekly for up to 35 weeks per year.		TK - 5	+624	$48,832.42 (Salaries + Benefits) $3,708.33 (Supplies Materials)	Prop 28	100%
TOTAL					$151,980.84		

Coversheet

Prop 28 Annual Report - ASA Fontana

Section: IV. Items Scheduled for Discussion, Action, Other Business
Item: H. Prop 28 Annual Report - ASA Fontana
Purpose: Vote
Submitted by:
Related Material:
ASA Fontana -Prop_28_AMS_School_Site_Expenditure_Plan_2023.24 25.05.30.pdf

Proposition 28: Arts and Music in Schools Act — School Site Expenditure Plan Template

Background

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Directions:

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School Site Information Tab

School Site Information			
School Name	CDS Code		Fiscal Year
Allegiance STEAM Academy Fontana	36-67710-0141952		2024-25
Address		County Name	
7420 Locust Ave		San Bernardino	

Begin by filling out the "School Site Information" Tab in the related Excel workbook.

City		State	Zip Code
Fontana		CA	92336
Contact Name	Title	Phone	Email
Sebastian Cognetta	CEO	(909) 465- 5404	Sebastian.cognetta@asathrive.org

Rollup Summary Tab

The Plan Summary Section as well as the Total Proposition 28 AMS Funds Included will be automatically filled in after the expenditure plan is complete.

Plan Summary	Total Planned Expenditures
Allegiance STEAM Academy will utilize Prop 28 funding to offer comprehensive arts education programs across all grade levels, focusing on music production, performance, and instrumental music. ● **Music Production** (Grades 7–8): Students will participate in a trimester-long course exploring digital music production, including beat-making, recording, and mixing. Classes occur twice weekly over up to 12 weeks, serving approximately +43 students. ● **Performance Arts** (Grades TK–8): All students will engage in performance-based learning through acting, singing, and movement. These trimester-long courses culminate in age-appropriate plays and musicals, fostering creativity, collaboration, and self-expression. This program serves more than +229 students annually. ● **Instrumental Music** (Grades TK–6): Elementary students attend music classes twice weekly for up to 35 weeks throughout the school year, with over +186 students participating.	$27,857

Total Proposition 28 AMS Funds Included in this Plan
$ 27,857 – FY24-25 Funds

Expenditure Plan

Next, in the "School Expenditure Plan" Tab, fill out the expenditures planned for the fiscal year related to arts programming. This can include **all** expenditures from any source of funding.

• **Category 3: Arts Partnership Programs**

Describe how the school will use funds for contracts, leases, and rentals with third party vendors. Include the arts discipline or course, contract description, the arts partner, the grade levels served, and number of students served. Include an estimated cost and what funding source (or sources) will be used to pay for the partnership. These costs will be rolled up with costs related to equipment, supplies, training, and materials in the "Rollup Summary" tab.

Note: For LEAs with more than 500 students, no more than 20% of funds can be spent on training supplies, curriculum, professional learning, materials, and arts education programs. In this template, Category 2: Equipment, Supplies, Training & Materials and Category 3: Arts Partnership Programs roll up together to make up this 20% of spending.

Arts Discipline or Course	Contract Description	Arts Partner	Grade Levels Served	Number of Students Served	Estimated Cost	Funding Sources	Percent
Music Production	Trimester - Middle grade Students will explore the basics of digital music production, including beat-making, audio recording, and mixing using music software. The course emphasizes creativity, technical skills, and collaboration to create original music projects. Twice weekly for a trimester/ up to 12 weeks.		7 - 8	+49	$5,219.39	Prop 28	100%
Performance	Trimester -All Students will develop performance skills through acting, singing, and movement while participating in age-appropriate plays and musicals. The course fosters confidence, collaboration, and self-expression through rehearsals and live performances.		TK - 8	+229.66	$5,659.41	Prop 28	100%
Instrumental Music	Full Year - Elementary students participate in music. Twice weekly for up to 35 weeks per year.		TK - 6	+186.63	$16,978.20	Prop 28	100%
TOTAL					$27,857		

Coversheet

2025-26 ASA Fontana Memorandum of Understanding (MOU)

Section: IV. Items Scheduled for Discussion, Action, Other Business
Item: L. 2025-26 ASA Fontana Memorandum of Understanding (MOU)
Purpose: Discuss
Submitted by:
Related Material: ASA_-_MOU.6.4.25 (1).pdf

MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN
FONTANA UNIFIED SCHOOL DISTRICT
AND
ALLEGIANCE STEAM ACADEMY-FONTANA

This Memorandum of Understanding ("MOU") is entered into this 4th day of June, 2025, by and between the Fontana Unified School District ("FUSD") and Allegiance STEAM Academy-Fontana, operated by Allegiance STEAM Academy, Inc., a California nonprofit Public Benefit Corporation pursuant to California law ("ASA Fontana"). FUSD and ASA Fontana are hereinafter collectively referred to as the "Parties."

WHEREAS, ASA Fontana operates a charter school authorized by FUSD pursuant to the Charter Schools Act of 1992;

WHEREAS, ASA Fontana is operated by Allegiance STEAM Academy, Inc., a California nonprofit Public Benefit Corporation that is responsible for ASA Fontana's compliance with its Charter; and

WHEREAS, on January 17, 2025, FUSD issued a Notice of Violation ("NOV") to ASA Fontana pursuant to Education Code section 47607(d), which stated that ASA Fontana has: (1) violated the conditions and standards set forth in the ASA Fontana Charter; (2) failed to meet generally accepted accounting principles ("GAAP") or engaged in financial mismanagement; and (3) violated the law; and

WHEREAS, ASA Fontana submitted the first part of its response to the NOV on March 18, 2025, and the second and final part of its response on April 11, 2025, within the deadline set forth for the remedy period by FUSD; and

WHEREAS, the parties recognize that while ASA Fontana and FUSD staff have worked diligently together to reach resolution of all concerns, ASA Fontana and FUSD hold conflicting views on whether the responses submitted by ASA Fontana demonstrate that ASA Fontana has cured violations of conditions and standards set forth in the ASA Fontana Charter, the law, and generally accepted accounting principles ("GAAP") as well as the identified engagement of financial mismanagement; and

WHEREAS, the FUSD Board of Education is interested in not pursuing revocation at this time against ASA Fontana contingent upon the Parties' execution of a mutually agreed upon MOU that addresses the outstanding concerns of the FUSD staff; and

WHEREAS, ASA Fontana reaffirms its commitment to contract with the Fiscal Crisis and Management Assistance Team (FCMAT) to conduct a financial review of ASA Fontana and its parent entity to determine whether ASA Fontana is financially solvent independent of support from

Allegiance STEAM Academy Thrive Chino ("ASA Chino"), and whether ASA Fontana is in compliance with GAAP and did not engage in financial mismanagement; and

WHEREAS, ASA Fontana reaffirms its commitment to resolve all outstanding concerns of FUSD, compliance with GAAP, and to operate ASA Fontana in a fiscally sound manner and in full compliance with the law and the terms of the Charter and this MOU; and

WHEREAS, FUSD continues to have serious concerns regarding the fiscal well-being of the ASA Fontana and believes that the violations previously identified in the NOV are not yet fully remedied, but is satisfied that ASA Fontana is apparently cooperative and taking steps towards remedying the violations; and

NOW, THEREFORE, in consideration of the mutual promises and covenants herein contained, the Parties agree as follows:

1. The above recitals are true and correct and incorporated herein by this reference.

3. This MOU shall constitute a valid and binding agreement among the FUSD, ASA Fontana, and Allegiance STEAM Academy, Inc. This MOU is incorporated into the ASA Fontana Charter and made a part thereof as if set forth in full in the Charter. A violation of the MOU shall constitute a violation of the Charter.

4. Throughout this MOU and any attachments, exhibits, and/or appendices hereto, any and all references to ASA Fontana shall apply with full force and effect to Allegiance STEAM Academy, Inc. and any and all references to Allegiance STEAM Academy, Inc. shall apply with full force and effect to ASA Fontana, and for all purposes related to this MOU or the operations of ASA Fontana, both ASA Fontana and Allegiance STEAM Academy, Inc. shall be fully obligated to comply with the provisions of this MOU and any attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.

5. ASA Fontana shall at all times remain in full compliance with all of the commitments made in its March 18, 2025 response to the NOV, and all related communications between ASA Fontana and FUSD.

6. ASA Fontana shall, at its sole expense, contract with FCMAT by July 31, 2025 to conduct an independent financial review and audit of ASA Fontana as well as Allegiance STEAM Academy, Inc.

7. The scope of FCMAT's audit and review shall include, at minimum: (1) A determination of ASA Fontana's financial solvency independent of ASA Chino's financial support; (2) an assessment of ASA Fontana's compliance with GAAP and FCMAT standards, including the financial relationship between ASA Fontana and ASA Chino; and (3) a determination of whether ASA Fontana engaged in financial mismanagement.

8. Prior to entering into a contract with FCMAT, ASA Fontana shall submit the proposed scope of work to FUSD for approval. The Parties shall agree upon the scope of the FCMAT audit by June 30, 2025 and ASA Fontana shall ensure all measures are taken to complete and submit the final audit report by October 31, 2025.

9. All costs associated with FCMAT's review and audit shall be borne solely by ASA Fontana.

10. The Parties agree that the final audit report and all findings issued in the audit report may be incorporated into the NOV, and/or be used as a basis for revocation of the ASA Fontana Charter in a separate, future Notice of Violation, if any.

11. ASA Fontana shall provide monthly budgets, financial statements, and evidence of payment of intraorganizational loans and due to/due from outstanding balance to FUSD by the 30th day of each month for the preceding month. Additionally, ASA Fontana shall inform and provide written documentation to FUSD of any new instance of intraorganizational loans, loans of any manner within and/or outside of the Allegiance STEAM Academy, Inc. organization, any additional financial transactions utilizing the due to/due from mechanism, as well as any financial transactions whose costs are borne, even if temporarily, by ASA Chino, also on the 30th day of each month for the preceding month. If FUSD finds that such reports and notices do not accurately report the current and budgeted financial condition of ASA Fontana or the debt repayment, FUSD staff shall notify the ASA Fontana Chief Executive Officer in writing and the parties shall meet and discuss the issues within five (5) days of FUSD's notice. ASA Fontana must address the concerns identified by FUSD to FUSD's satisfaction.

12. The Parties acknowledge and agree that FUSD is not proceeding at this time with the revocation proceeding against FUSD that commenced with the January 17, 2025 NOV issued by FUSD as ASA Fontana has agreed to enter into this MOU and remedy the concerns of FUSD as set forth herein.

13. The Parties further acknowledge and understand that FUSD may proceed with a separate, future revocation process if at any time FUSD determines ASA Fontana has (1) committed material violations of the conditions and standards set forth in the ASA Fontana Charter, (2) failed to meet or pursue some of the pupil outcomes identified in the ASA Fontana Charter, (3) failed to operate in accordance with generally accepted accounting principles or engaged in fiscal mismanagement and/or, (4) violated provisions of law, and that a failure to cure all such violations and to comply fully with the terms of this MOU would constitute a sound and valid basis for FUSD to proceed with revocation of the ASA Fontana Charter.

14. This MOU shall remain in full force and effect through June 30, 2027, unless earlier terminated by specific agreement of all of the parties hereto. Provided, however, that in

the event the ASA Fontana Charter is revoked by the FUSD Board or the ASA Fontana Charter is otherwise terminated, this MOU shall likewise terminate simultaneously.

15. ASA Fontana reserves all rights to appeal a revocation decision made by the FUSD Board in accordance with Education Code Section 47607 and pursue all available legal remedies. The parties hereby agree that the process for revocation as specified this MOU for any of the causes set forth in and related to NOV and the provisions of this MOU is an agreed to and acceptable process and does not violate the due process as required by Education Code section 47607 and the California Code of Regulations, Title 5, sections 11965 and 11968.5.2. ASA Fontana further agrees that in any appeal they expressly waive its right to assert or allege that the process for revocation as specified in this MOU violates the due process requirement of Education Code section 47607 and the California Code of Regulations, Title 5, sections 11965 and 11968.5.2.

16. This MOU shall be construed and enforced in accordance with the laws of the State of California and the terms of this MOU shall not be construed for or against either party by reason of the authorship of this MOU or any other rule of construction which might otherwise apply.

17. This MOU may be altered, amended, changed, or modified only by mutual agreement in writing executed by FUSD, ASA Fontana's duly authorized representatives with a specific reference to this MOU. Such amendments may be adopted and implemented by the Parties at any time.

18. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

19. In the event of a conflict between a term of this MOU or the Charter and ASA Fontana's corporate bylaws or other rule, regulation or procedure of ASA Fontana, the terms of the Charter and this MOU, in that order of priority, shall control.

20. No waiver of any provision of this MOU shall be deemed or shall constitute a waiver of any other provision, nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

21. The persons executing this MOU on behalf of the parties hereto warrant that (i) such party is duly organized and existing, (ii) they are duly authorized to execute and deliver this MOU on behalf of said party, (iii) by executing this MOU said party is formally bound to the provisions of this MOU, and (iv) the entering into MOU does not violate any provision of any other agreement to which said party is bound.

IN WITNESS WHEREOF, the Parties have executed this MOU as of the date written above.

FONTANA UNIFIED SCHOOL DISTRICT

By: _Miki R Inbody_ (signature)

Name: __Miki R. Inbody__

Title: __Superintendent__

Date: __June 4, 2025__

ASA FONTANA

By: _____

Name: _____

Title: _____

Date: _____

Coversheet

FY24 Budget - ASA Chino

Section: V. Finance
Item: A. FY24 Budget - ASA Chino
Purpose: Vote
Submitted by:
Related Material: May 2025-ASA-Board Summary (2) (1).pdf

CHARTER
IMPACT

Allegiance STEAM Academy Schools

Monthly Financial Presentation –May 2025

May Highlights

Highlights

Chino Forecast

- Forecast surplus **$71K,** a **+($116K)** change from budget due to increase in expenses.
- Revenue forecast **$13.3M**, a **+$755K** change from budget due to one-time funds.
- Expenses forecasted at **$13.2M**, above budget +(**$872k**)**.** Due to one-time spending plans.
- Cash ended the month at **$895K**, 7**%** of expenses.
- Current Assets – Outstanding Related party transaction **$2,542,456.71**. **$1,525,132.80** debt payment received YTD.

Fontana Forecast

- Forecast surplus +**$34K, a +($205K)** change from budget due to a decrease in expenses.
- Revenue forecast **$4.15M, a +($511)** change from budget due to P1 numbers.
- Expenses forecast **$4.12M**, below budget +**$305K.** Due to a decrease in operational expenses.
- Cash ended the month at **$1.2M, 31%** of expenses.
- Current Assets – Outstanding related party transaction **($2,542,456.71)**. **($1,525,132.80)** debt payment to Chino YTD.

Compliance and Reporting

- LCAP Due June 30
- Budget Due June 30
- EPA Budget Due June 30

Enrollment and Revenues

- Chino – Forecast Set at P1 904 with an ADA environment at 94.% of enrollment.
- Fontana – Forecast Set at P1 230 with an ADA environment at 88% of enrollment.

Current Assets and Liabilities Due To From

	Intra Loan	Payment	FY23.24 Operational Exp.	Payment	FY24.25 Operational Exp.	Payment	Balance
PYB	$ 676,572		$ 1,955,143				$ 2,631,716
July	$ 773	$ -		$ -	$ 77,062	$ -	$ 77,835
August	$ 773				$ 278,986		$ 279,759
September	$ 773	$ 95,187			$ 293,560		$ 199,147
October	$ 773				$ 92,169		$ 92,942
November	$ 773				$ 269,355	$ 556,741	$ (286,612)
December	$ 773				$ 246,253	$ 92,942	$ 154,085
January	$ 488				$ 237,671	$ 478,320	$ (240,161)
February	$ 7,622				$ (65,966)		$ (58,345)
March	$ 489				$ 96,043	$ 378,387	$ (281,855)
April	$ 517				$ 3,455	$ 18,743	$ (14,772)
May	$ 490				$ (11,774)		$ (11,284)
Due to From Balance	$ 690,819	$ 95,187	$ 1,955,143	$ -	$ 1,516,813	$ 1,525,133	$ 2,542,456
CYB	$ 595,632		$ 1,955,143		$ (8,319.56)		$ 2,542,456

*May-
1. A Credit Card transaction recorded $8,319.06 in April was reversed after clarification of double payment was updated- the transfer payment from Chino to Fontana recorded in May left a credit on the account.
2. $3,454.82 Insurance expenses moved to Chino.

CHARTER IMPACT

CHARTER IMPACT

Allegiance STEAM Academy -Thrive

Monthly Financial Presentation – May 2025

Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data

	Actual	Forecast	Budget
Average Enrollment	953	958	960
ADA	895	904	912
Attendance Rate	93.9%	94.3%	95.0%
Unduplicated %	38.0%	38.0%	38.0%
Revenue per ADA		$14,783	$13,822
Expenses per ADA		$14,704	$13,616

Attendance Metrics

958 enrollment, 94.3% ADA 904 and UPP 38.04%
LCFF is calculated at $11,498 per ADA.

CHARTER IMPACT

Revenue

- **May Updates**

  - **Year-To-Date –** Variance in Year-to-Date due to the timing of receivable funds.

  - **Forecast revenue**

    - **State Aid-Rev Limit:** LCFF is set at P1.

    - **Other State revenue:** Adjustment to one-time funds in FY25 and future years.

    - **Other Local Revenue**: Silicon Grant, Treacher Credential Grant, Partnership Capacity Grant, Improvement Grant, Residency Grant.

One-Time Funding	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/2029
ELO-G ESSER II	100,450	$ 364,915	$ 7,291	$ -	$ -	$ -	$ -	$ -	$ -
ESSER III 3213		88,902	148,193	111,370					
ESSER III 3214 Learning Loss		79,687	7,429						
Expanded Learning Opportunities Program FY21-22		79,673	73,021						
Expanded Learning Opportunities Program FY22-23		-	84,117	397,510					
Expanded Learning Opportunities Program FY23-24				-	474,082				
Expanded Learning Opportunities Program FY24-25 Future years					427,129	427,129	427,129	427,129	427,129
UPK/Pre-K FY21-22		-	110,516	2,174					
UPK/Pre-K FY22-23		-		69,016					
Silicon Schools Instructional Support **9008**					55,712				
CSET Grant Teacher Credential **9005** FY23.24					48,000				
CSET Grant Teacher Credential **9005** FY24.25 + FY25.26					96,000	48,000			
Teacher Residency Grant **9009**					80,000				
SBCS School Linked Partnership Capacity Grant **9011**					82,714				
CISS Grant 9004					1,651				
Elevate Instructional Improvement Grant **9013**					56,000				
The Lean Lab					4,500				
Educator Effectiveness Block Grant		16,553	92,946	14,038	33,683				
AMS Prop 28 Funding FY23/24				130,033					
AMS Prop 28 Funding FY24/25						126,195			
AMS Prop 28 Funding FY25/26							126,195		
AMS Prop 28 Funding FY26/27								126,195	126,195
Instructional Material Block Grant		-	286,582	150,468	104,905	-			
Learning Recovery Emergency Block Grant	-	-	141,436	187,029	166,741	101,470		-	-
MH FY23.24				72,280	63,535				
MH FY24.25					75,140	75,140	75,140	75,140	75,140
	$ 100,450	$ 1,084,783	$ 951,531	$ 1,003,884	$ 1,899,825	$ 702,794	$ 553,324	$ 553,324	$ 553,324

	Year-to-Date			Annual/Full Year		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 6,368,605	$ 8,720,464	$ (2,351,859)	$ 10,148,779	$ 10,540,518	$ (391,739)
Federal Revenue	217,746	303,451	(85,704)	438,698	360,152	78,546
Other State Revenue	1,470,113	1,268,747	201,366	2,279,606	1,705,235	574,371
Other Local Revenue	185,360	-	185,360	494,007	-	494,007
Total Revenue	$ 8,241,825	$ 10,292,661	$ (2,050,837)	$ 13,361,090	$ 12,605,905	$ 755,185

CHARTER IMPACT

Expenses

- **May Updates**
  - **Expenses update –** Negative variance in year-to-date due to timing of expenses.
  - **Expenses forecast above budget –**
    - **Expense increase** - due to change in staffing model, and one-time spending plans.

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	$ 5,472,239	$ 4,878,194	$ (594,045)	$ 5,969,019	$ 5,357,102	$ (611,917)
Classified Salaries	1,749,844	1,930,170	180,326	1,798,139	2,011,648	213,509
Benefits	2,048,864	2,421,299	372,435	2,223,680	2,612,872	389,192
Books and Supplies	806,824	449,913	(356,911)	843,460	479,737	(363,723)
Subagreement Services	896,355	535,728	(360,627)	953,285	589,300	(363,985)
Operations	369,483	345,552	(23,931)	339,275	377,100	37,825
Facilities	33,020	61,600	28,580	38,574	67,200	28,626
Professional Services	718,073	795,565	77,492	1,067,817	893,839	(173,978)
Depreciation	52,855	26,217	(26,639)	56,190	28,600	(27,590)
Interest	-	-	-	-	-	-
Total Expenses	**$ 12,147,556**	**$ 11,444,238**	**$ (703,319)**	**$ 13,289,438**	**$ 12,417,397**	**$ (872,040)**

CHARTER IMPACT

Surplus / (Deficit) & Fund Balance

▪ Current forecast annual surplus **$71K**, **+ ($116K) above** budget due to an increase in expenses.

▪ School forecast ending fund balance of **$6.5M (49.1**%), 179-day expenses.

	Year-to-Date			Annual/Full Year		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	$ (3,905,732)	$ (1,151,576)	$ (2,754,156)	$ 71,652	$ 188,508	$ (116,855)
Beginning Fund Balance	6,451,262	6,451,262		6,451,262	6,451,262	
Ending Fund Balance	$ 2,545,530	$ 5,299,686		$ 6,522,914	$ 6,639,770	
As a % of Annual Expenses	*19.2%*	*42.7%*		*49.1%*	*53.5%*	

Cash Balance

- Cash at month end **$895K, 6**% of expenses.

CHARTER
IMPACT

Allegiance STEAM Academy -Fontana

Monthly Financial Presentation – May 2025

Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	*Forecast*	*Budget*
Average Enrollment	264	261	290
ADA	234	230	276
Attendance Rate	88.6%	88.0%	95.0%
Unduplicated %	43.4%	43.4%	43.6%
Revenue per ADA		$18,107	$16,951
Expenses per ADA		$17,957	$16,079

Attendance Metrics

Forecast 261 enrollment, 88% ADA 230 and UPP 43.41%
LCFF is calculated at $11,830 per ADA.

CHARTER IMPACT

Revenue

- **May Updates**
  - **Forecast revenue**
    - **State Aid-Rev Limit:** LCFF is set at P1.
    - **Federal Revenue**: Adjustment in PCSGP Funds.
    - **Other State revenue:** Adjustment due to P1 numbers.
    - **Other Local Revenue**: Grant Funds (Growth Fund, Calder, Silicon Grants, Capacity Grant, Residency Grant.

Grant Funds							
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
PCSGP	$ 128,169	$ 257,162	$ 214,668	$ -	$ -	$ -	$ -
Charter School Growth Fund 9003	380,000	300,000	300,000				
Louis Calder Foundation	100,000	100,000	-				
Silicon Schools 9006	100,000	200,000	200,000				
Silicon Schools Instructional Support		22,025					
Silicon Schools Instructional Support 9018			55,712				
SBCS School Linked Partnership Capacity Grant 9012			33,646				
Teacher Residency Grant 9009			145,000				
Prop 28 Art and Music FY24.25			27,857	27,857	27,857	27,857	27,857
ELOP 24-25			107,481	107,481	107,481	107,481	107,481
MH FY23.24			15,601				
MH FY24.25 + Future Years			16,176	15,088	15,088	15,088	15,088
	$ 708,169	$ 879,187	$ 1,116,142	$ 150,426	$ 150,426	$ 150,426	$ 150,426

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 2,016,507	$ 2,466,753	$ (450,246)	$ 2,705,550	$ 3,254,383	$ (548,833)
Federal Revenue	160,749	304,431	(143,682)	349,455	406,830	(57,375)
Other State Revenue	234,490	356,081	(121,591)	350,956	508,833	(157,878)
Other Local Revenue	448,368	500,000	(51,632)	752,551	500,000	252,551
Total Revenue	**$ 2,860,114**	**$ 3,627,265**	**$ (767,151)**	**$ 4,158,512**	**$ 4,670,046**	**$ (511,534)**

CHARTER IMPACT

ALLEGIANCE STEAM ACADEMY THRIVE

Expenses

- **May Updates**
  - **Expenses update –** positive variance in year-to-date due to timing of expenses.
  - **Expenses forecast below budget –**
    - **Expense decreases** - due to change in operational expenses.

	Year-to-Date				Annual/Full Year			
	Actual		Budget	Fav/(Unf)	Forecast		Budget	Fav/(Unf)
Expenses								
Certificated Salaries	$ 1,551,268	$	1,500,301	$ (50,966)	$ 1,692,516	$	1,647,082	$ (45,434)
Classified Salaries	578,112		560,359	(17,752)	601,044		589,543	(11,502)
Benefits	721,128		734,673	13,544	776,694		795,185	18,491
Books and Supplies	127,984		372,696	244,712	132,353		387,474	255,120
Subagreement Services	222,599		388,943	166,344	232,584		429,589	197,005
Operations	73,318		22,417	(50,900)	76,198		24,500	(51,698)
Facilities	13,446		8,708	(4,738)	14,050		9,500	(4,550)
Professional Services	497,137		462,323	(34,814)	581,892		509,060	(72,833)
Depreciation	286		26,173	25,887	1,856		28,552	26,696
Interest	14,246		8,503	(5,743)	14,734		9,276	(5,458)
Total Expenses	$ 3,799,523	$	4,085,096	$ 285,573	$ 4,123,922	$	4,429,760	$ 305,838

CHARTER IMPACT

Surplus / (Deficit) & Fund Balance

- Forecast annual surplus +$**34.5K, + ($205K)** below budget due to a decrease in revenue.

- Fund balance forecast deficit + (**$453K), -11**%.

	Year-to-Date			Annual/Full Year		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	$ (939,409)	$ (457,831)	$ (481,578)	$ 34,590	$ 240,286	$ (205,697)
Beginning Fund Balance	(488,067)	(488,067)		(488,067)	(488,067)	
Ending Fund Balance	$ (1,427,476)	$ (945,898)		$ (453,477)	$ (247,781)	
As a % of Annual Expenses	*-34.6%*	*-21.4%*		*-11.0%*	*-5.6%*	

CHARTER IMPACT

Cash Balance

- Cash at month end **$1.2M, 31%** of expenses.

Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Board approval before June 30	**Local Control and Accountability Plan -** The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2025-2026 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents Plan Summary Engaging Educational Partners Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Action Tables Instructions **The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing.** **LCAP and budget adoption must be at least 1 day after the public hearing.**	ASA with Charter Impact support	Yes	No	https://www.cde.ca.gov/re/lc/
FINANCE	Board approval before June 30	**Submit Preliminary Budget Plan to Authorizer -** Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations. **The budget must be presented at the same public meeting as the LCAP, following the budget hearing.** **LCAP and budget adoption must be at least 1 day after the public hearing.**	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/sf/fr/calendar23district.asp
FINANCE	Board approval before June 30	**Education Protection Account (EPA) spending plan -** The governing board is required to approve a spending plan for EPA funds prior to recording allocable expenses for the year. This approval is not required by June 30th but is commonly approved during the annual budget adoption meeting for the upcoming year.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Board approval before June 30	**Complete Consolidated Application reporting - Spring -** The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with ASA support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp
FINANCE	Board approval before June 30	**Prop 28 Annual Report -** This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website. The mandated information for this report includes: The number of full-time equivalent teachers, classified personnel, and teaching aides; The number of pupils served; The number of school sites providing arts education programs with AMS funds.	Charter Impact with ASA support	Yes	No	https://www.cde.ca.gov/eo/in/prop28artsandmusicedfunding.asp
FINANCE	Jun-20	**Certification of the Second Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 20, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/

Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jun-30	**School Nutrition Application Due for Community Eligibility or Provision 2 -** School Nutrition Program Provisions 1, 2, 3, and the Community Eligibility Provision are alternative ways for local educational agencies to claim student meals. Provisions are methods for reducing paperwork and other administrative burdens at the local level by simplifying the traditional operating procedures for meal eligibility and meal counting. Schools must apply to participate in Provisions and receive approval from the California Department of Education (CDE) prior to implementation.	ASA	No	No	https://www.cde.ca.gov/ls/nu/sn/cep.asp https://www.cde.ca.gov/ls/nu/sn/provisions.asp
DATA	Jun-30	**Principal Apportionment Data Collection -** End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known.	Charter Impact with ASA support	No	Yes	https://www.cde.ca.gov/fg/aa/pa/index.asp
DATA	Jun-30	**English Language Proficiency Assessment -** Students must be reclassified as fluent English proficient (RFEP) on or before 6/30 per the school's reclassification criteria. Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. General information on how to setup, monitor and report students' RFEP status can be found at the website within the Notes column.	ASA with Charter Impact support	No	No	https://www.cde.ca.gov/sp/el/rd/
FINANCE	Jun-30	**CSFA Charter School Revolving Loan Application -** The CA School Finance Authority's Charter School Revolving Loan Fund provides low-interest loans of up to $250,000 to new charter schools in their first charter term to assist them with meeting the purposes of the school's approved charter. The program is available to any charter school that is not a conversion of an existing public school, and that has not yet completed the full term of its initial charter.	ASA with Charter Impact support	Yes	Yes	http://www.treasurer.ca.gov/csfa/csrlf/index.asp
OPERATIONS	Jun-30	**Approve school calendar and instructional minutes -** 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	ASA with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/aa/pa/lcffitfaq.asp
FINANCE	Jun-30	**Executive School Leadership Review Evaluation –** The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	ASA	Yes	No	This is an IRS requirement for Executive Director positions. If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.
GOVERNANCE	Jun-30	**Review your Homeless Education Policy -** A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	ASA	No	No	https://www.cde.ca.gov/sp/hs/cy/strategies.asp
GOVERNANCE	Jun-30	**Review your Parental Involvement Policy -** Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	ASA	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp

Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jul-11	**Federal Stimulus Reporting** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through ESSER III. LEAs are required to report corrections for the period through June 30, 2025.	Charter Impact with ASA support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
DATA TEAM	Jul-25	**CALPADS EOY 1, 2, 3 and 4 certification deadline** - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 7/25/25, with an amendment deadline of 8/8/2025.	ASA	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
DATA TEAM	Jul-31	**2024-25 Local Indicators Dashboard deadline** -The 2025 Dashboard reporting window will be open from June 3, 2025 through July 31, 2025. California School Dashboard Coordinators report their LEA's 2024–25 Local Indicators to the Dashboard on the myCDEconnect unified system. These are the local indicators that will be reported on the 2024 Dashboard. This includes reporting the date that the 2025 local indicator results were reported to the local governing board/body on or before July 1, 2025, at the same meeting at which the Local Control and Accountability Plan (LCAP) is adopted. If an LEA does not submit results within the reporting window, a performance rating of "Standard Not Met" or "Standard Not Met for Two or More Years," as applicable, will appear on the LEA's 2025 Dashboard. For further information regarding Dashboard Coordinators or local indicators, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	ASA	Yes	No	https://www.cde.ca.gov/ta/ac/cm/localindicators.asp
FINANCE	Jul-31	**Federal Cash Management - Period 1 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Jul-31	**Public Charter School Grant Program and Dissemination Grant Program - Qtr 4 -** The California Public Charter Schools Grant Program (PCSGP) Quarterly Expenditure Report (QER) is the accountability document that reflects the dollar amount spent towards work plan activities. A QER is due to the California Department of Education's Charter Schools Division within 30 days of each respective quarter.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/cs/re/pcsgp.asp
GOVERNANCE	Jul-31	**Annual review of organization's Fiscal Policies** - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	Charter Impact with ASA support	Yes	No	

Appendices

As of May 31, 2025

- Cash Flow – Monthly and Annual Forecast

- Statement of Financial Position (Balance Sheet)

- Statement of Cash Flows

- Detailed Month and YTD Budget vs. Actual

- Accounts Payable Aging

- Check Register

- Checks issued over $2K – additional details

CHARTER IMPACT

Allegiance STEAM Academy - Thrive

Financial Package
May 31, 2025

Presented by:

CHARTER IMPACT

FY24-25 Allegiance STEAM Academy Thrive Chino

Monthly Cash Flow/Forecast FY23-24

Revised 06/20/25

Actuals Through: 5/31/2025

CHARTER IMPACT

ADA = 903.80

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 912.00	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	379,319	379,319	682,774	682,774	682,774	682,774	682,774	632,142	632,140	632,141	632,142	632,142	7,333,216	7,665,684	(332,468)
8012	Education Protection Account	-	-	-	-	45,235	-	45,234	-	-	44,986	-	-	45,305	180,760	182,400	(1,640)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	(15,708)	(7,854)	-	-	(23,562)	-	(23,562)
8096	In Lieu of Property Taxes	187,780	-	-	-	-	-	-	-	-	-	-	411,764	2,058,821	2,658,365	2,692,434	(34,069)
		187,780	379,319	379,319	682,774	728,009	682,774	728,008	682,774	632,142	661,418	624,287	1,043,906	2,736,268	10,148,779	10,540,518	(391,739)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	34,280	137,121	171,401	171,401	(0)
8220	Federal Child Nutrition	-	-	24,724	23,197	30,668	18,441	17,887	-	-	-	-	6,787	13,575	135,279	72,095	63,184
8290	Title I, Part A - Basic Low Income	-	-	-	22,969	2,038	-	48,748	-	-	-	-	-	29,361	103,116	88,023	15,093
8291	Title II, Part A - Teacher Quality	-	-	-	7,725	-	-	9,573	-	-	1,777	-	-	(173)	18,902	18,633	269
8296	Other Federal Revenue	-	-	-	3,980	-	-	5,000	-	-	1,020	-	-	-	10,000	10,000	-
		-	-	24,724	57,872	32,705	18,441	81,208	-	-	2,797	-	41,068	179,884	438,698	360,152	78,546
Other State Revenue																	
8311	State Special Education	-	-	-	-	69,136	-	124,446	-	124,446	-	62,223	89,662	171,980	641,893	633,155	8,738
8520	Child Nutrition	-	-	5,876	5,594	7,337	4,402	4,248	-	-	-	-	642	1,285	29,383	6,824	22,559
8550	Mandated Cost	-	-	-	-	-	-	18,148	-	-	-	-	-	-	18,148	18,148	(0)
8560	State Lottery	-	-	-	-	-	-	57,979	-	-	73,765	-	-	93,303	225,046	227,088	(2,042)
8598	Prior Year Revenue	-	-	-	-	19,681	-	4,558	-	-	4,323	-	-	-	28,562	-	28,562
8599	Other State Revenue	-	-	7,514	(7,514)	-	-	1,047,258	-	(156,786)	(6,520)	-	452,621	-	1,336,573	820,020	516,553
		-	-	13,390	(1,920)	96,154	4,402	1,256,636	-	(32,340)	71,568	62,223	542,926	266,568	2,279,606	1,705,235	574,371
Other Local Revenue																	
8660	Interest Revenue	773	773	773	773	773	773	488	7,622	489	517	490	-	-	14,246	-	14,246
8690	Other Local Revenue	-	-	-	-	-	-	114,820	-	-	1,110	-	308,647	-	424,577	-	424,577
8689	Other Fees and Contracts	-	-	-	-	50	-	-	-	-	-	-	-	-	50	-	50
8699	School Fundraising	-	-	7,468	-	9,946	(766)	6,968	-	24,422	-	7,097	-	-	55,134	-	55,134
8990	Contributions, Restricted	22,025	-	(22,025)	-	-	-	-	-	-	-	-	-	-	-	-	-
		22,798	773	(13,784)	773	10,770	7	122,276	7,622	24,911	1,627	7,587	308,647	-	494,007	-	494,007
Total Revenue		210,579	380,092	403,649	739,499	867,638	705,624	2,188,128	690,396	624,713	737,409	694,097	1,936,546	3,182,719	13,361,090	12,605,905	755,185
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	15,719	368,432	360,435	361,326	368,803	371,357	374,865	368,558	364,921	362,357	368,128	353,691	-	4,038,592	3,764,807	(273,785)
1170	Teachers' Substitute Hours	-	19,384	19,103	26,873	17,909	17,267	27,943	21,105	22,388	33,247	25,828	9,291	-	240,337	150,200	(90,137)
1175	Teachers' Extra Duty/Stipends	-	183	3,600	8,614	28,656	6,712	11,356	51,284	16,490	38,223	48,183	5,455	-	218,756	50,000	(168,756)
1200	Pupil Support Salaries	30,141	51,417	48,099	47,140	46,544	48,795	60,156	62,604	62,453	51,463	52,048	48,387	-	609,248	593,396	(15,851)
1300	Administrators' Salaries	62,357	69,957	65,404	77,454	70,573	68,823	72,914	78,153	79,523	68,920	68,053	78,915	-	861,045	786,198	(74,847)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	1,042	-	1,042	12,500	11,458
		108,217	509,372	496,642	521,406	532,485	512,955	547,233	581,705	545,775	554,210	562,240	496,780		5,969,019	5,357,102	(611,917)
Classified Salaries																	
2100	Instructional Salaries	5,949	96,142	86,769	105,005	80,104	65,369	85,355	85,775	83,247	113,787	87,234	-	-	894,735	915,188	20,452
2200	Support Salaries	19,236	32,210	32,950	35,186	29,373	30,151	32,876	32,161	32,624	31,567	29,000	-	-	337,334	419,016	81,682
2300	Classified Administrators' Salaries	6,628	6,628	4,419	7,070	7,070	7,070	7,070	6,091	7,070	7,070	7,070	7,070	-	80,326	78,750	(1,576)
2400	Clerical and Office Staff Salaries	28,508	36,658	29,306	36,174	42,310	43,942	43,958	42,984	43,980	42,264	39,237	40,981	-	470,303	554,895	84,592
2900	Other Classified Salaries	25	5,039	5,034	5,074	25	-	-	-	-	-	-	243	-	15,441	43,800	28,359
		60,345	176,677	158,478	188,509	158,882	146,532	169,260	167,012	166,921	194,687	162,541	48,295		1,798,139	2,011,648	213,509
Benefits																	
3101	STRS	20,546	96,594	92,677	92,986	94,002	92,128	72,561	103,568	98,089	102,281	104,016	88,448	-	1,057,895	1,023,206	(34,688)
3202	PERS	16,310	44,507	37,853	46,226	38,980	35,365	41,538	42,146	40,886	49,392	40,055	15,120	-	448,379	544,151	95,772
3301	OASDI	3,675	10,972	9,752	11,677	9,652	9,161	10,509	10,592	10,425	12,609	10,233	3,466	-	112,724	124,722	11,999
3311	Medicare	2,382	9,713	9,217	10,034	9,747	9,258	10,114	10,532	10,056	10,568	10,195	7,780	-	109,597	106,847	(2,750)
3401	Health and Welfare	20,159	40,326	54,158	19,903	17,331	29,280	9,219	28,876	30,514	42,000	8,535	49,375	-	349,678	645,000	295,322
3501	State Unemployment	560	2,971	767	777	506	2,020	24,362	4,930	2,913	2,778	1,018	3,118	-	46,721	65,783	19,063
3601	Workers' Compensation	-	31,842	7,961	7,961	(4,632)	23,399	6,162	6,162	6,162	6,162	-	7,511	-	98,688	103,162	4,474
		63,633	236,926	212,385	189,564	165,586	200,610	174,464	206,806	199,045	225,791	174,054	174,817	-	2,223,680	2,612,872	389,192

FY24-25 Allegiance STEAM Academy Thrive Chino

Monthly Cash Flow/Forecast FY23-24

Revised 06/20/25

Actuals Through: 5/31/2025

CHARTER IMPACT

ADA = 903.80	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Curricula	8,034	323,100	-	689	14,829	-	-	-	-	-	43	-	-	346,695	74,800	(271,895)
4200 Books and Other Materials	-	254	-	1,620	424	-	-	-	-	-	-	-	-	2,299	17,400	15,101
4302 School Supplies	-	966	6,140	11,469	477	765	1,965	595	3,479	760	-	6,678	-	33,295	66,400	33,105
4305 Software	56,596	25,960	3,556	21,406	7,247	21,185	25,744	1,980	891	24,646	1,980	12,977	-	204,167	116,600	(87,567)
4310 Office Expense	-	494	3,302	12,157	215	5,150	911	1,186	4,596	1,932	968	9,776	-	40,687	85,400	44,713
4311 Business Meals	-	-	14	45	77	-	-	-	-	-	-	418	-	553	3,400	2,847
4400 Noncapitalized Equipment	-	-	147	-	67,667	-	4,000	-	-	-	2,107	-	-	73,921	36,818	(37,103)
4700 Food Services	-	234	30,600	28,791	41,436	22,875	10,872	-	-	-	247	6,788	-	141,843	78,919	(62,924)
	64,630	351,008	43,758	76,178	132,373	49,975	43,493	3,760	8,966	27,338	5,345	36,636	-	843,460	479,737	(363,723)
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	14	-	14	100	86
5102 Special Education	33,111	23,129	9,700	70,014	17,848	57,947	51,675	3,960	78,774	43,579	66,205	30,792	-	486,734	400,100	(86,634)
5103 Substitute Teacher	-	3,009	6,889	26,596	16,591	19,157	21,107	12,674	23,998	18,712	14,783	19,160	-	182,676	188,900	6,224
5104 Transportation	-	-	1,928	-	-	-	-	-	3,225	-	-	-	-	5,152	200	(4,952)
5106 Other Educational Consultants	-	-	-	-	-	-	124,993	51,075	26,199	17,680	51,797	6,964	-	278,708	-	(278,708)
	33,111	26,138	18,517	96,610	34,439	77,104	197,775	70,934	128,970	79,971	132,785	56,930	-	953,285	589,300	(363,985)
Operations and Housekeeping																
5201 Auto and Travel	-	101	-	2,243	(104)	51	102	335	417	463	365	1,580	-	5,553	13,400	7,847
5300 Dues & Memberships	-	18,720	4,998	(123)	-	-	-	-	-	-	475.00	44.51	-	24,115	18,600	(5,515)
5400 Insurance	-	74,299	18,574	18,574	(5,982)	15,066	15,066	15,066	15,066	15,067	-	6,111	-	186,909	158,700	(28,209)
5501 Utilities	-	-	-	-	-	-	-	-	-	-	152,287	8,558	(58,145)	102,700	103,600	900
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	443	-	443	3,200	2,757
5531 ASB Fundraising Expense	-	1,013	-	-	500	-	5,934	-	-	-	-	-	-	7,447	300	(7,147)
5900 Communications	-	-	89	783	-	-	-	-	-	-	-	11,018	-	11,891	78,000	66,109
5901 Postage and Shipping	-	-	-	25	-	11	-	-	-	-	-	182	-	217	1,300	1,083
	-	94,132	23,661	21,503	(5,586)	15,128	21,103	15,401	15,484	15,530	153,126	27,937	(58,145)	339,275	377,100	37,825
Facilities, Repairs and Other Leases																
5603 Equipment Leases	-	578	-	26,700	-	-	-	5,293	-	-	-	5,417	-	37,988	65,800	27,812
5610 Repairs and Maintenance	-	450	-	-	-	-	-	-	-	-	-	136	-	586	1,400	814
	-	1,028	-	26,700	-	-	-	5,293	-	-	-	5,553	-	38,574	67,200	28,626
Professional/Consulting Services																
5801 IT	8,259	7,483	9,274	7,522	8,959	7,597	7,459	7,625	7,459	7,459	7,597	7,243	-	93,936	93,100	(836)
5802 Audit & Taxes	-	-	-	-	-	-	-	-	12,609	-	-	-	-	12,609	30,000	17,391
5803 Legal	-	1,614	37,217	12,771	468	-	-	-	-	23,464	3,546	519	-	79,599	50,100	(29,499)
5804 Professional Development	-	-	1,800	7,039	900	20,892	25,904	72	6,964	-	7,280	9,842	-	80,693	47,400	(33,293)
5805 General Consulting	2,550	10,985	-	2,313	-	-	12,123	1,006	-	2,000	31,579	4,136	-	66,691	45,200	(21,491)
5806 Special Activities/Field Trips	-	-	26,527	2,355	9,710	799	14,542	114	4,176	11,394	1,575	-	-	71,191	44,300	(26,891)
5807 Bank Charges	-	35	-	-	-	-	-	-	-	-	-	66	-	101	500	399
5808 Printing	-	-	3,250	2,305	-	1,800	6,480	1,187	-	440	8,379.20	-	-	23,842	1,300	(22,542)
5809 Other taxes and fees	-	2,150	-	75	-	-	-	1,090	-	813	-	539	-	4,667	6,100	1,433
5810 Payroll Service Fee	2,082	4,590	-	1,316	4,331	3,126	3,379	3,379	-	6,874	-	1,117	-	30,193	13,500	(16,693)
5811 Management Fee	23,636	25,539	24,406	27,759	33,101	30,006	25,750	24,895	5,257	55,482	2,184	21,361	-	299,374	242,923	(56,451)
5812 District Oversight Fee	-	-	-	-	-	-	-	-	-	-	-	31,317	273,146	304,463	316,216	11,752
5815 Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	457	-	457	3,200	2,743
	36,527	52,396	102,473	63,453	57,468	64,220	95,636	39,368	36,466	107,926	62,140	76,598	273,146	1,067,817	893,839	(173,978)
Depreciation																
6900 Depreciation Expense	2,525	2,525	2,525	2,525	22,749	3,334	3,334	3,334	3,334	3,334	3,334	3,334		56,190	28,600	(27,590)
	2,525	2,525	2,525	2,525	22,749	3,334	3,334	3,334	3,334	3,334	3,334	3,334	-	56,190	28,600	(27,590)
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	368,987	1,450,203	1,058,438	1,186,449	1,098,397	1,069,858	1,252,298	1,093,613	1,104,961	1,208,788	1,255,565	926,880	215,001	13,289,438	12,417,397	(872,040)
Monthly Surplus (Deficit)	(158,409)	(1,070,110)	(654,789)	(446,949)	(230,759)	(364,234)	935,830	(403,217)	(480,248)	(471,379)	(561,469)	1,009,666	2,967,718	71,653	188,508	(116,855)

FY24-25 Allegiance STEAM Academy Thrive Chino

Monthly Cash Flow/Forecast FY23-24

Revised 06/20/25

Actuals Through: 5/31/2025

ADA = 903.80

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(158,409)	(1,070,110)	(654,789)	(446,949)	(230,759)	(364,234)	935,830	(403,217)	(480,248)	(471,379)	(561,469)	1,009,666	2,967,718	**71,653**		
Cash flows from operating activities																
Depreciation/Amortization	2,525	2,525	2,525	2,525	22,749	3,334	3,334	3,334	3,334	3,334	3,334	3,334	-	**56,190**		
Public Funding Receivables	3,306,067	(372,810)	409,285	(717,449)	826,508	(682,774)	456,692	(682,774)	281,072	632,142	-	336,609	(3,182,719)	**609,849**		
Grants and Contributions Rec.	(1,105)	(18,779)	13,113	(3,450)	9,116	-	-	-	-	-	(21,333)	-	-	**(22,438)**		
Due To/From Related Parties	(77,835)	(279,759)	(199,147)	(92,942)	286,613	(154,086)	240,161	58,344	281,855	23,091	2,965	150,000	-	**239,259**		
Prepaid Expenses	(65,723)	79,606	-	-	(21,547)	(6,931)	(23,124)	51,602	(17,001)	16,439	21,070	-	-	**34,391**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	55,202	(25,196)	(45,786)	52,395	(12,979)	(14,324)	128,560	(149,882)	(1,850)	(2,099)	86,523	-	215,001	**285,563**		
Accrued Expenses	(293,912)	173,709	(45,802)	(116,314)	(103,862)	(69,677)	89,465	(75,836)	53,624	(46,705)	(37,311)	-	-	**(472,620)**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	75,191	(6,509)	346,044	(137,486)	113,124	54,000	(710,091)	-	31,895	151,478	56,491	(1,034,668)	(1,060,532)	**(1,060,532)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	(48,538)	-	-	-	-	-	-	-	-	**(48,538)**		
Total Change in Cash	2,842,000	(1,517,323)	(174,556)	(1,459,670)	840,425	(1,234,691)	1,120,828	(1,198,429)	152,680	306,300	(449,730)	464,941				
Cash, Beginning of Month	1,668,069	4,510,069	2,992,746	2,818,190	1,358,520	2,198,945	964,254	2,085,082	886,653	1,039,333	1,345,634	895,904				
Cash, End of Month	4,510,069	2,992,746	2,818,190	1,358,520	2,198,945	964,254	2,085,082	886,653	1,039,333	1,345,634	895,904	1,360,846				

FY24-25 Allegiance STEAM Academy Thrive - Fontana

Monthly Cash Flow/Forecast FY23-24

Revised 6/20/25

Actuals Through: 5/31/2025

CHARTER IMPACT

ADA = 229.66

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA =	275.50
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	107,511	107,511	193,520	193,520	193,520	193,520	193,520	267,040	267,040	267,037	267,040	267,041	2,517,820	3,025,924	(508,105)
8012	Education Protection Account	-	-	-	-	9,738	-	9,738	-	-	-	14,942	-	11,512	45,930	55,100	(9,170)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	(1,650)	-	-	(1,650.00)	-	(1,650.00)
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	23,908	119,542	143,450	173,358	(29,908)
		-	107,511	107,511	193,520	203,258	193,520	203,258	193,520	267,040	267,040	280,329	290,948	398,095	2,705,550	3,254,383	(548,833)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	6,412	25,649	32,061	33,088	(1,027)
8220	Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	1,968	3,936	5,905	24,979	(19,075)
8294	Title V, Part B - PCSG	-	-	-	-	-	-	158,419	-	-	2,330	-	150,740		311,490	348,763	(37,273)
		-	-	-	-	-	-	158,419	-	-	2,330	-	159,121	29,585	349,455	406,830	(57,375)
Other State Revenue																	
8311	State Special Education	-	-	-	-	15,388	-	27,698	-	27,698	-	13,849	19,991	38,419	143,043	138,191	4,852
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	186	373	559	2,364	(1,805)
8550	Mandated Cost	-	-	-	-	-	-	3,907	-	-	-	-	-	-	3,907	3,907	0
8560	State Lottery	-	-	-	-	-	-	12,652	-	-	-	16,097	-	28,436	57,185	68,600	(11,414)
8598	Prior Year Revenue	-	-	-	-	-	-	4,804	-	-	(1,543)	943	-	-	4,205	-	4,204.53
8599	Other State Revenue	-	-	-	-	-	-	112,996	-	1,376	(1,376)	-	29,061	-	142,057	295,772	(153,715)
		-	-	-	-	15,388	-	162,057	-	29,074	(2,919)	30,889	49,238	67,227	350,956	508,833	(157,878)
Other Local Revenue																	
8690	Other Local Revenue	-	-	-	-	-	300,000	130,175	-	-	-	-	304,183	-	734,358	-	734,358
8699	School Fundraising	-	-	1,716	-	1,427	-	1,391	-	5,505	7,988	166	-	-	18,193	-	18,193
8990	Contributions, Restricted	22,025	-	(22,025)	-	-	-	-	-	-	0	0		-	-	500,000	(500,000)
		22,025	-	(20,309)	-	1,427	300,000	131,566	-	5,505	7,988	166	304,183	-	752,551	500,000	252,551
Total Revenue		22,025	107,511	87,202	193,520	220,073	493,520	655,300	193,520	301,619	274,440	311,384	803,490	494,908	4,158,512	4,670,046	(511,534)
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	2,045	108,798	103,753	99,876	96,083	96,991	97,151	86,841	82,927	82,917	86,040	90,971	-	1,034,392	995,096	(39,296)
1170	Teachers' Substitute Hours	-	6,405	6,100	9,047	8,525	7,048	11,621	13,107	12,454	22,870	17,816	4,692	-	119,686	100,091	(19,595)
1175	Teachers' Extra Duty/Stipends	-	5,250	800	578	3,731	4,248	111	11,598	1,210	20,271	5,844	2,083	-	55,724	25,000	(30,724)
1200	Pupil Support Salaries	10,052	24,946	31,012	28,540	26,137	28,172	33,323	26,754	26,367	23,874	24,023	19,253	-	302,453	242,829	(59,624)
1300	Administrators' Salaries	17,536	19,436	28,779	11,938	11,512	11,512	12,562	13,065	11,787	8,943	8,943	24,250	-	180,261	284,066	103,805
		29,632	164,836	170,444	149,978	145,988	147,970	154,769	151,365	134,746	158,874	142,665	141,249	-	1,692,516	1,647,082	(45,434)
Classified Salaries																	
2100	Instructional Salaries	131	29,214	22,703	29,524	19,937	17,322	26,334	25,651	21,637	32,252	22,145	-	-	246,850	249,773	2,924
2200	Support Salaries	4,596	11,543	7,445	7,905	6,565	7,007	5,666	4,639	4,637	4,640	3,977	7,295	-	75,915	114,730	38,815
2300	Classified Administrators' Salaries	2,209	2,209	4,419	1,768	1,768	1,768	1,768	2,746	1,768	1,768	1,768	1,750	-	25,706	26,250	544
2400	Clerical and Office Staff Salaries	19,372	23,089	28,030	22,568	20,683	20,275	19,733	19,263	19,155	19,844	19,156	13,888	-	245,057	198,789	(46,268)
2900	Other Classified Salaries	-	1,722	1,889	2,207	879	819	-	-	-	-	-	-	-	7,515.83	-	(7,515.83)
		26,308	67,778	64,486	63,972	49,832	47,190	53,501	52,300	47,197	58,503	47,045	22,933	-	601,044	589,543	(11,502)
Benefits																	
3101	STRS	5,660	28,958	30,337	30,569	31,333	30,449	23,561	24,802	22,066	26,549	24,162	25,293	-	303,740	314,593	10,853
3202	PERS	7,116	19,763	19,865	19,597	15,869	15,188	16,850	17,538	15,403	20,208	15,528	5,514	-	188,439	159,471	(28,968)
3301	OASDI	1,626	5,084	4,589	4,618	3,670	3,523	3,944	4,123	3,700	5,085	3,836	1,264	-	45,062	36,552	(8,510)
3311	Medicare	804	3,360	3,365	3,089	2,811	2,807	3,004	2,934	2,621	3,134	2,726	2,202	-	32,855	32,431	(424)
3401	Health and Welfare	14,795	26,395	17,154	8,537	7,642	15,364	9,963	12,688	11,829	15,466	8,076	20,042	-	167,951	227,500	59,549
3501	State Unemployment	2	1,789	461	422	305	804	7,647	1,712	633	615	211	1,176	-	15,778	23,520	7,742
3601	Workers' Compensation	-	-	-	-	10,783	5,850	1,540	1,540	1,540	1,541	-	76	-	22,870	1,118	(21,752)
		30,003	85,349	75,773	66,832	72,413	73,984	66,509	65,336	57,791	72,598	54,539	55,566	-	776,694	795,185	18,491

FY24-25 Allegiance STEAM Academy Thrive - Fontana

Monthly Cash Flow/Forecast FY23-24

Revised 6/20/25

Actuals Through: 5/31/2025

ADA = 229.66

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	7,021	-	355	2,235	-	-	-	-	-	-	-	-	9,611	81,688	72,077
4200	Books and Other Materials	-	-	-	405	-	-	2,315	-	-	-	-	-	-	2,720	3,342	622
4302	School Supplies	-	73	992	6,616	694	124	856	-	835	472	460	1,892	-	13,014	25,100	12,086
4305	Software	-	4,535	765	7,427	25,999	5,396	17,426	1,980	-	6,162	1,880	1,000	-	72,570	103,500	30,930
4310	Office Expense	-	5,630	-	732	(500)	6	-	-	592	-	-	604	-	7,064	18,500	11,436
4311	Business Meals	-	-	40	35	-	-	-	-	298	300	-	65	-	738	400	(338)
4400	Noncapitalized Equipment	-	-	90,234	-	(65,162)	-	756	-	-	-	-	-	-	25,828	127,600	101,772
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	808	-	808	27,344	26,536
		-	17,259	92,031	15,570	(36,733)	5,526	21,352	1,980	1,726	6,934	2,340	4,369	-	132,353	387,474	255,120
Subagreement Services																	
5102	Special Education	-	-	-	14,744	-	-	16,328	-	11,648	7,848	5,824	6,086	-	62,478	71,500	9,022
5103	Substitute Teacher	-	10,934	3,700	9,654	5,440	8,789	8,903	2,777	9,255	7,715	6,165	2,899	-	76,231	182,900	106,669
5106	Other Educational Consultants	-	-	13,650	10,529	-	22,638	-	720	10,927	34,411	-	1,000	-	93,875	175,189	81,314
		-	10,934	17,350	34,927	5,440	31,427	25,231	3,497	31,830	49,974	11,989	9,985	-	232,584	429,589	197,005
Operations and Housekeeping																	
5201	Auto and Travel	-	101	-	774	566	246	26	242	166	103	91	237	-	2,554	5,400	2,846
5300	Dues & Memberships	-	5,363	5,198	(3,373)	-	-	-	-	-	-	-	-	-	7,188	4,400	(2,788)
5400	Insurance	-	-	-	-	26,366	3,767	3,767	3,767	3,767	3,767	-	1,820	-	47,020	-	(47,020)
5900	Communications	-	-	200	6,388	-	-	-	7,920	-	4,077	-	823	-	19,407	14,700	(4,707)
5901	Postage and Shipping	-	-	30	-	-	-	-	-	-	-	-	-	-	30	-	(29.99)
		-	5,463	5,427	3,789	26,933	4,013	3,792	11,929	3,933	7,947	91	2,880	-	76,198	24,500	(51,698)
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	-	2,258	1,803	5,457	-	726	2,004	-	1,197	-	-	604	-	14,050	9,500	(4,550)
		-	2,258	1,803	5,457	-	726	2,004	-	1,197	-	-	604	-	14,050	9,500	(4,550)
Professional/Consulting Services																	
5801	IT	4,766	4,941	4,941	4,866	5,916	4,941	4,866	4,866	4,866	4,866	4,866	3,847	-	58,548	37,900	(20,648)
5802	Audit & Taxes	-	-	-	-	-	-	-	-	3,152	-	-	-	-	3,152.31	-	(3,152.31)
5803	Legal	-	-	12,648	9,690	14,153	-	25,827	-	-	442	-	-	-	62,759	5,600	(57,159)
5804	Professional Development	-	-	13,928	12,964	900	6,964	11,699	2,868	6,964	-	12,085	1,909	-	70,281	25,900	(44,381)
5805	General Consulting	900	3,150	-	1,500	-	-	2,790	-	-	-	9,900	3,212	-	21,452	119,400	97,948
5806	Special Activities/Field Trips	-	1,200	6,050	770	3,410	2,003	3,493	28	-	3,707	-	-	-	20,661	400	(20,261)
5808	Printing	-	-	-	3	-	2,384	(1,744)	-	199	2,859	3,703	31	-	7,436	800	(6,636)
5809	Other taxes and fees	-	400	-	-	-	-	-	257	134	20	-	319	-	1,129	2,950	1,821
5810	Payroll Service Fee	-	-	-	-	-	1,098	845	845	-	1,718	-	-	-	4,506.24	-	(4,506.24)
5811	Management Fee	8,756	8,756	8,756	8,756	(7,933)	8,756	8,016	7,821	1,371	13,190	546	7,340	-	74,130	88,206	14,076
5812	District Oversight Fee	-	-	-	-	-	21,223	21,223	-	123,156	21,223	-	21,223	46,624	254,670	224,254	(30,416)
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	175	175	700	525
5815	Public Relations/Recruitment	-	-	-	-	-	3,990	(1,425)	-	-	350	-	77	-	2,992	2,950	(42)
		14,422	18,447	46,323	38,549	16,446	51,359	75,589	16,685	139,842	48,375	31,100	37,957	46,799	581,892	509,060	(72,833)
Depreciation																	
6900	Depreciation Expense	2,379	2,379	2,379	2,379	(18,654)	1,570	1,570	1,570	1,570	1,570	1,570	1,570	-	1,856	28,552	26,696
		2,379	2,379	2,379	2,379	(18,654)	1,570	1,570	1,570	1,570	1,570	1,570	1,570	-	1,856	28,552	26,696
Interest																	
7438	Interest Expense	773	773	773	773	773	773	488	7,622	489	517	490	488	-	14,734	9,276	(5,458)
		773	773	773	773	773	773	488	7,622	489	517	490	488	-	14,734	9,276	(5,458)
Total Expenses		103,519	375,476	476,790	382,227	262,438	364,540	404,807	312,284	420,321	405,291	291,830	277,600	46,799	4,123,922	4,429,760	305,838
Monthly Surplus (Deficit)		(81,494)	(267,965)	(389,588)	(188,707)	(42,365)	128,980	250,493	(118,764)	(118,703)	(130,852)	19,554	525,890	448,109	34,589	240,286	(205,697)

FY24-25 Allegiance STEAM Academy Thrive - Fontana

Monthly Cash Flow/Forecast FY23-24

Revised 6/20/25

Actuals Through: 5/31/2025

CHARTER IMPACT

ADA = 229.66

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(81,494)	(267,965)	(389,588)	(188,707)	(42,365)	128,980	250,493	(118,764)	(118,703)	(130,852)	19,554	525,890	448,109	**34,589**		
Cash flows from operating activities																
Depreciation/Amortization	2,379	2,379	2,379	2,379	(18,654)	1,570	1,570	1,570	1,570	1,570	1,570	1,570	-	**1,856**		
Public Funding Receivables	33,687	(107,511)	317,015	(193,520)	208,266	6,480	127,162	(193,520)	(63,847)	(267,827)	534,080	314,345	(494,908)	**219,901**		
Grants and Contributions Rec.	-	-	(200)	200	7,646	(2,258)	-	-	-	-	-	-	-	**5,388**		
Due To/From Related Parties	77,835	279,759	199,147	92,942	(286,613)	154,086	(240,161)	(58,344)	(281,855)	(23,091)	(2,965)	(150,000)	-	**(239,260)**		
Prepaid Expenses	-	-	-	-	-	(11,090)	(2,959)	14,050	(2,587)	-	2,312	-	-	**(275)**		
Accounts Payable	(14,440)	9,881	(2,531)	(3,661)	(3,154)	4,003	31,983	(36,424)	496	1,046	9,214	-	46,799	**43,212**		
Accrued Expenses	-	41,247	(11,868)	11,682	12,410	(3,798)	(6,889)	48,846	6,105	38,923	5,332	-	-	**141,989**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	86,465	145,000	27,272	-	(96,317)	-	20,786	(6,512)	55,961	(232,655)	-	**(0)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	48,538	-	-	-	-	-	-	-	-	**48,538**		
Total Change in Cash	17,968	(42,209)	200,818	(133,686)	(46,653)	277,973	64,881	(342,586)	(438,034)	(386,743)	625,059	459,149				
Cash, Beginning of Month	1,486,728	1,504,696	1,462,487	1,663,305	1,529,619	1,482,966	1,760,939	1,825,820	1,483,234	1,045,200	658,457	1,283,516				
Cash, End of Month	1,504,696	1,462,487	1,663,305	1,529,619	1,482,966	1,760,939	1,825,820	1,483,234	1,045,200	658,457	1,283,516	1,742,666				

Allegiance STEAM Academy - Thrive

Statement of Financial Position

May 31, 2025

	Allegiance STEAM Academy - Chino	Allegiance STEAM Academy - Fontana	Combined
Assets			
Current Assets			
Total Cash & Cash Equivalents	$ 895,903	$ 1,283,517	$ 2,179,421
Accounts Receivable	22,733	(5,388)	17,345
Public Funding Receivables	336,609	314,345	650,954
Due To/From Related Parties	2,542,457	(2,542,457)	-
Prepaid Expenses	1,312	275	1,587
Total Current Assets	**3,799,015**	**(949,708)**	**2,849,307**
Long-Term Assets			
Property & Equipment, Net	721,366	51,749	773,115
Total Long Term Assets	**721,366**	**51,749**	**773,115**
Total Assets	**$ 4,520,381**	**$ (897,958)**	**$ 3,622,422**
Liabilities			
Current Liabilities			
Accounts Payable	$ 86,282	$ (6,981)	$ 79,300
Accrued Liabilities	775,859	303,844	1,079,703
Deferred Revenue	1,034,668	232,655	1,267,324
Lease Liability	25,334	-	25,334
Total Current Liabilities	**1,922,144**	**529,517**	**2,451,661**
Other Long-Term Liabilities	52,708	-	52,708
Total Long-Term Liabilities	**52,708**	**-**	**52,708**
Total Liabilities	**1,974,851**	**529,517**	**2,504,369**
Total Net Assets	2,545,530	(1,427,476)	1,118,054
Total Liabilities and Net Assets	**$ 4,520,381**	**$ (897,958)**	**$ 3,622,422**

Allegiance STEAM Academy - Thrive

Statement of Cash Flows

For the period ended May 31, 2025

	Allegiance STEAM Academy - Chino	Allegiance STEAM Academy - Fontana	Month Ended 05/31/25
Cash Flows from Operating Activities			
Change in Net Assets	$ (561,469)	$ 19,554	$ (541,914)
Adjustments to reconcile change in net assets to net cash flows from operating activities:			
Depreciation	3,334	1,570	4,905
Public Funding Receivables	-	534,080	534,080
Grants, Contributions & Pledges Receivable	(21,333)	-	(21,333)
Due from Related Parties	2,965	(2,965)	-
Prepaid Expenses	21,070	2,312	23,381
Accounts Payable	86,523	9,214	95,737
Accrued Expenses	(37,311)	5,332	(31,978)
Deferred Revenue	56,491	55,961	112,452
Total Cash Flows from Operating Activities	**(449,730)**	**625,059**	**175,330**
Change in Cash & Cash Equivalents	(449,730)	625,059	175,330
Cash & Cash Equivalents, Beginning of Period	1,345,633	658,458	2,004,091
Cash and Cash Equivalents, End of Period	**$ 895,903**	**$ 1,283,517**	**$ 2,179,421**

Allegiance STEAM Academy - Chino

Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 632,141	$ 696,670	$ (64,529)	$ 6,068,931	$ 6,272,343	$ (203,412)	$ 7,665,684
Education Protection Account	-	-	-	135,455	136,800	(1,345)	182,400
State Aid - Prior Year	(7,854)	-	(7,854)	(23,562)	-	(23,562)	-
In Lieu of Property Taxes	-	190,557	(190,557)	187,780	2,311,321	(2,123,541)	2,692,434
Total State Aid - Revenue Limit	624,287	887,227	(262,940)	6,368,604	8,720,464	(2,351,860)	10,540,518
Federal Revenue							
Special Education - Entitlement	-	15,577	(15,577)	-	140,247	(140,247)	171,401
Federal Child Nutrition	-	6,849	(6,849)	114,916	51,548	63,368	72,095
Title I, Part A - Basic Low Income	-	-	-	73,755	88,023	(14,268)	88,023
Title II, Part A - Teacher Quality	-	-	-	19,075	18,633	442	18,633
Other Federal Revenue	-	-	-	10,000	5,000	5,000	10,000
Total Federal Revenue	-	22,426	(22,426)	217,746	303,451	(85,704)	360,152
Other State Revenue							
State Special Education	62,223	57,542	4,681	380,251	518,071	(137,820)	633,155
State Child Nutrition	-	648	(648)	27,456	4,879	22,577	6,824
Mandated Cost	-	-	-	18,148	18,148	(0)	18,148
State Lottery	-	-	-	131,743	112,634	19,109	227,088
Prior Year Revenue	-	-	-	28,562	-	28,562	-
Other State Revenue	-	-	-	883,952	615,015	268,937	820,020
Total Other State Revenue	62,223	58,190	4,033	1,470,113	1,268,747	201,366	1,705,235
Other Local Revenue							
Interest Revenue	490	-	490	14,246	-	14,246	-
Other Fees and Contracts	-	-	-	50	-	50	-
Other Local Revenue	-	-	-	115,930	-	115,930	-
School Fundraising	7,097	-	7,097	55,134	-	55,134	-
Total Other Local Revenue	7,587	-	7,587	185,360	-	185,360	-
Total Revenues	**694,097**	**967,844**	**(273,747)**	**8,241,824**	**10,292,661**	**(2,050,837)**	**12,605,905**
Expenses							
Certificated Salaries							
Teachers' Salaries	368,128	342,255	(25,873)	3,684,901	3,422,552	(262,349)	3,764,807
Teachers' Substitute Hours	25,828	13,655	(12,173)	231,046	136,546	(94,500)	150,200
Teachers' Extra Duty/Stipends	48,183	4,545	(43,637)	213,301	45,455	(167,847)	50,000
Pupil Support Salaries	52,048	51,895	(154)	560,861	541,502	(19,359)	593,396
Administrators' Salaries	68,053	65,517	(2,536)	782,130	720,682	(61,448)	786,198
Other Certificated Salaries	-	1,042	1,042	-	11,458	11,458	12,500
Total Certificated Salaries	562,240	478,908	(83,332)	5,472,239	4,878,194	(594,045)	5,357,102
Classified Salaries							
Instructional Salaries	87,234	91,519	4,285	894,735	915,188	20,452	915,188
Support Salaries	29,000	37,498	8,498	337,334	391,003	53,669	419,015
Supervisors' and Administrators' Salaries	7,070	6,563	(508)	73,256	72,188	(1,069)	78,750
Clerical and Office Staff Salaries	39,237	46,659	7,422	429,321	508,236	78,914	554,894
Other Classified Salaries	-	4,331	4,331	15,197	43,557	28,359	43,800
Total Classified Salaries	162,541	186,570	24,029	1,749,844	1,930,170	180,326	2,011,648
Benefits							
State Teachers' Retirement System, certificated positions	104,016	91,471	(12,545)	969,447	931,735	(37,712)	1,023,206
Public Employees' Retirement System, classified positions	40,055	50,467	10,412	433,259	522,111	88,852	544,151
OASDI/Medicare/Alternative, certificated positions	10,233	11,567	1,334	109,258	119,671	10,413	124,722
Medicare/Alternative, certificated positions	10,195	9,649	(546)	101,818	98,721	(3,096)	106,847
Health and Welfare Benefits, certificated positions	8,535	53,750	45,215	300,303	591,250	290,947	645,000
State Unemployment Insurance, certificated positions	1,018	3,289	2,271	43,603	62,494	18,891	65,783
Workers' Compensation Insurance, certificated positions	-	9,317	9,317	91,177	95,317	4,140	103,162
Total Benefits	174,054	229,511	55,458	2,048,864	2,421,299	372,435	2,612,872

Allegiance STEAM Academy - Chino

Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	43	-	(43)	346,695	74,800	(271,895)	74,800
Books and Reference Materials	-	-	-	2,299	17,400	15,101	17,400
School Supplies	-	5,533	5,533	26,617	60,867	34,249	66,400
Software	1,980	9,717	7,737	191,191	106,883	(84,308)	116,600
Office Expense	968	7,117	6,149	30,911	78,283	47,372	85,400
Business Meals	-	283	283	135	3,117	2,982	3,400
Noncapitalized Equipment	2,107	-	(2,107)	73,921	36,818	(37,103)	36,818
Food Services	247	7,174	6,928	135,055	71,745	(63,311)	78,919
Total Books & Supplies	5,345	29,824	24,480	806,824	449,913	(356,911)	479,737
Subagreement Services							
Nursing	-	8	8	-	92	92	100
Special Education	66,205	36,373	(29,832)	455,943	363,727	(92,215)	400,100
Substitute Teacher	14,783	17,173	2,390	163,516	171,727	8,211	188,900
Transportation	-	18	18	5,152	182	(4,970)	200
Other Educational Consultants	51,797	-	(51,797)	271,744	-	(271,744)	-
Total Subagreement Services	132,785	53,572	(79,213)	896,355	535,728	(360,627)	589,300
Operations & Housekeeping							
Auto and Travel	365	1,218	854	3,973	12,182	8,208	13,400
Dues & Memberships	475	1,550	1,075	24,070	17,050	(7,020)	18,600
Insurance	-	13,225	13,225	180,798	145,475	(35,323)	158,700
Utilities	152,287	8,633	(143,653)	152,287	94,967	(57,320)	103,600
Janitorial Services	-	267	267	-	2,933	2,933	3,200
ASB Fundraising Expense	-	25	25	7,447	275	(7,172)	300
Communications	-	6,500	6,500	873	71,500	70,627	78,000
Postage and Shipping	-	130	130	35	1,170	1,135	1,300
Total Operations & Housekeeping	153,126	31,548	(121,578)	369,483	345,552	(23,931)	377,100
Facilities, Repairs & Other Leases							
Equipment Leases	-	5,483	5,483	32,570	60,317	27,746	65,800
Repairs and Maintenance	-	117	117	450	1,283	833	1,400
Total Facilities, Repairs & Other Leases	-	5,600	5,600	33,020	61,600	28,580	67,200
Professional/Consulting Services							
IT	7,597	7,758	162	86,693	85,342	(1,351)	93,100
Audit & Taxes	-	-	-	12,609	30,000	17,391	30,000
Legal	3,546	4,175	629	79,080	45,925	(33,155)	50,100
Professional Development	7,280	4,740	(2,540)	70,851	42,660	(28,191)	47,400
General Consulting	31,579	4,520	(27,059)	62,555	40,680	(21,875)	45,200
Special Activities/Field Trips	1,575	-	(1,575)	71,191	44,300	(26,891)	44,300
Bank Charges	-	50	50	35	450	415	500
Printing	8,379	130	(8,249)	23,842	1,170	(22,672)	1,300
Other Taxes and Fees	-	610	610	4,128	5,490	1,362	6,100
Payroll Service Fee	-	1,125	1,125	29,076	12,375	(16,701)	13,500
Management Fee	2,184	20,244	18,060	278,014	222,680	(55,334)	242,923
District Oversight Fee	-	26,617	26,617	-	261,614	261,614	316,216
Public Relations/Recruitment	-	320	320	-	2,880	2,880	3,200
Total Professional/Consulting Services	62,140	70,289	8,149	718,073	795,565	77,492	893,839
Depreciation							
Depreciation Expense	3,334	2,383	(951)	52,855	26,217	(26,639)	28,600
Total Depreciation	3,334	2,383	(951)	52,855	26,217	(26,639)	28,600
Total Expenses	**1,255,565**	**1,088,206**	**(167,359)**	**12,147,556**	**11,444,238**	**(703,319)**	**12,417,397**
Change in Net Assets	**(561,469)**	**(120,362)**	**(441,106)**	**(3,905,732)**	**(1,151,576)**	**(2,754,156)**	**188,508**
Net Assets, Beginning of Period	3,106,998			6,451,262			
Net Assets, End of Period	**$ 2,545,530**			**$ 2,545,530**			

Allegiance STEAM Academy - Fontana
Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 267,037	$ 369,881	$ (102,844)	$ 1,983,739	$ 2,286,162	$ (302,423)	$ 3,025,924
Education Protection Account	14,942	-	14,942	34,418	41,325	(6,907)	55,100
State Aid - Prior Year	(1,650)	-	(1,650)	(1,650)	-	(1,650)	-
In Lieu of Property Taxes	-	17,046	(17,046)	-	139,266	(139,266)	173,358
Total State Aid - Revenue Limit	280,329	386,927	(106,598)	2,016,507	2,466,753	(450,246)	3,254,383
Federal Revenue							
Special Education - Entitlement	-	4,045	(4,045)	-	24,999	(24,999)	33,088
Federal Child Nutrition	-	2,373	(2,373)	-	17,860	(17,860)	24,979
Title V, Part B - PCSGP	-	-	-	160,749	261,572	(100,823)	348,763
Total Federal Revenue	-	6,418	(6,418)	160,749	304,431	(143,682)	406,830
Other State Revenue							
State Special Education	13,849	16,892	(3,043)	84,633	104,407	(19,774)	138,191
State Child Nutrition	-	225	(225)	-	1,690	(1,690)	2,364
Mandated Cost	-	-	-	3,907	3,907	0	3,907
State Lottery	16,097	-	16,097	28,749	24,248	4,501	68,600
Prior Year Revenue	943	-	943	4,205	-	4,205	-
Other State Revenue	-	-	-	112,996	221,829	(108,833)	295,772
Total Other State Revenue	30,889	17,117	13,773	234,490	356,081	(121,591)	508,834
Other Local Revenue							
Other Local Revenue	-	-	-	430,175	-	430,175	-
School Fundraising	166	-	166	18,193	-	18,193	-
Contributions, Restricted	-	-	-	-	500,000	(500,000)	500,000
Total Other Local Revenue	166	-	166	448,368	500,000	(51,632)	500,000
Total Revenues	**311,384**	**410,462**	**(99,077)**	**2,860,114**	**3,627,265**	**(767,151)**	**4,670,046**
Expenses							
Certificated Salaries							
Teachers' Salaries	86,040	90,463	4,424	943,421	904,633	(38,788)	995,096
Teachers' Substitute Hours	17,816	9,099	(8,717)	114,994	90,992	(24,002)	100,091
Teachers' Extra Duty/Stipends	5,844	2,083	(3,761)	53,641	22,917	(30,724)	25,000
Pupil Support Salaries	24,023	21,463	(2,560)	283,200	221,366	(61,834)	242,829
Administrators' Salaries	8,943	23,672	14,730	156,011	260,394	104,383	284,066
Total Certificated Salaries	142,665	146,781	4,116	1,551,268	1,500,301	(50,966)	1,647,082
Classified Salaries							
Instructional Salaries	22,145	24,977	2,833	246,850	249,773	2,924	249,773
Support Salaries	3,977	10,430	6,453	68,621	104,300	35,680	114,730
Supervisors' and Administrators' Salaries	1,768	2,188	420	23,956	24,063	106	26,250
Clerical and Office Staff Salaries	19,156	16,566	(2,590)	231,169	182,223	(48,946)	198,789
Other Classified Salaries	-	-	-	7,516	-	(7,516)	-
Total Classified Salaries	47,045	54,161	7,115	578,112	560,359	(17,752)	589,543
Benefits							
State Teachers' Retirement System, certificated positions	24,162	28,035	3,873	278,447	286,557	8,111	314,593
Public Employees' Retirement System, classified positions	15,528	14,650	(877)	182,925	151,577	(31,348)	159,471
OASDI/Medicare/Alternative, certificated positions	3,836	3,358	(478)	43,798	34,742	(9,056)	36,552
Medicare/Alternative, certificated positions	2,726	2,914	188	30,653	29,880	(774)	32,431
Health and Welfare Benefits, certificated positions	8,076	18,958	10,882	147,909	208,542	60,632	227,500
State Unemployment Insurance, certificated positions	211	1,176	965	14,602	22,344	7,742	23,520
Workers' Compensation Insurance, certificated positions	-	100	100	22,794	1,030	(21,764)	1,118
Total Benefits	54,539	69,192	14,653	721,128	734,672	13,544	795,185
Books & Supplies							
Textbooks and Core Materials	-	-	-	9,611	81,688	72,077	81,688
Books and Reference Materials	-	-	-	2,720	3,342	622	3,342
School Supplies	460	2,092	1,632	11,122	23,008	11,887	25,100
Software	1,880	8,625	6,745	71,570	94,875	23,305	103,500
Office Expense	-	1,542	1,542	6,460	16,958	10,498	18,500
Business Meals	-	33	33	673	367	(306)	400
Noncapitalized Equipment	-	-	-	25,828	127,600	101,772	127,600
Food Services	-	2,486	2,486	-	24,858	24,858	27,344
Total Books & Supplies	2,340	14,777	12,437	127,984	372,696	244,712	387,474
Subagreement Services							
Special Education	5,824	6,500	676	56,392	65,000	8,608	71,500
Substitute Teacher	6,165	16,627	10,462	73,332	166,273	92,940	182,900
Other Educational Consultants	-	17,519	17,519	92,875	157,670	64,795	175,189
Total Subagreement Services	11,989	40,646	28,657	222,599	388,943	166,344	429,589

Allegiance STEAM Academy - Fontana

Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	91	491	400	2,316	4,909	2,593	5,400
Dues & Memberships	-	367	367	7,188	4,033	(3,154)	4,400
Insurance	-	-	-	45,200	-	(45,200)	-
Communications	-	1,225	1,225	18,585	13,475	(5,110)	14,700
Postage and Shipping	-	-	-	30	-	(30)	-
Total Operations & Housekeeping	91	2,083	1,991	73,318	22,417	(50,900)	24,500
Facilities, Repairs & Other Leases							
Equipment Leases	-	792	792	13,446	8,708	(4,738)	9,500
Total Facilities, Repairs & Other Leases	-	792	792	13,446	8,708	(4,738)	9,500
Professional/Consulting Services							
IT	4,866	3,158	(1,708)	54,701	34,742	(19,959)	37,900
Audit & Taxes	-	-	-	3,152	-	(3,152)	-
Legal	-	467	467	62,759	5,133	(57,625)	5,600
Professional Development	12,085	2,590	(9,495)	68,372	23,310	(45,062)	25,900
General Consulting	9,900	11,940	2,040	18,240	107,460	89,220	119,400
Special Activities/Field Trips	-	-	-	20,661	400	(20,261)	400
Printing	3,703	80	(3,623)	7,405	720	(6,685)	800
Other Taxes and Fees	-	295	295	811	2,655	1,844	2,950
Payroll Service Fee	-	-	-	4,506	-	(4,506)	-
Management Fee	546	7,350	6,804	66,791	80,855	14,065	88,206
District Oversight Fee	-	20,387	20,387	186,824	203,867	17,043	224,254
County Fees	-	-	-	-	525	525	700
Public Relations/Recruitment	-	295	295	2,915	2,655	(260)	2,950
Total Professional/Consulting Services	31,100	46,562	15,462	497,137	462,322	(34,814)	509,060
Depreciation							
Depreciation Expense	1,570	2,379	809	286	26,173	25,887	28,552
Total Depreciation	1,570	2,379	809	286	26,173	25,887	28,552
Interest							
Interest Expense	490	773	283	14,246	8,503	(5,743)	9,276
Total Interest	490	773	283	14,246	8,503	(5,743)	9,276
Total Expenses	**291,830**	**378,146**	**86,316**	**3,799,523**	**4,085,096**	**285,573**	**4,429,760**
Change in Net Assets	**19,554**	**32,315**	**(12,761)**	**(939,409)**	**(457,831)**	**(481,578)**	**240,286**
Net Assets, Beginning of Period	(1,447,030)			(488,067)			
Net Assets, End of Period	**$(1,427,476)**			**$(1,427,476)**			

Allegiance STEAM Academy - Chino

Accounts Payable Aging

May 31, 2025

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
AT10 Education, L.L.C.	2078	4/17/2025	5/17/2025	$ -	$ 3,081	$ -	$ -	$ -	$ 3,081
Braille Abilities, LLC	76076	4/3/2025	5/3/2025	-	12,892	-	-	-	12,892
Chino Valley Unified School District	250150	4/21/2025	5/21/2025	-	1,011	-	-	-	1,011
Chino Valley Unified School District	250151	4/21/2025	5/21/2025	-	865	-	-	-	865
Chino Valley Unified School District	250154	4/21/2025	5/21/2025	-	307	-	-	-	307
Chino Valley Unified School District	250159	4/21/2025	5/21/2025	-	1,200	-	-	-	1,200
Chino Valley Unified School District	250160	4/21/2025	5/21/2025	-	39	-	-	-	39
Chino Valley Unified School District	250163	4/21/2025	5/21/2025	-	3	-	-	-	3
Cintas Corporation #150	4229174999	5/1/2025	5/11/2025	-	110	-	-	-	110
Cintas Corporation #150	4229934000	5/8/2025	5/18/2025	-	110	-	-	-	110
Maranda Claro	CLAR050825	5/9/2025	5/9/2025	-	150	-	-	-	150
LA Speech Pathology Services, Inc.	133	4/30/2025	4/30/2025	-	17,472	-	-	-	17,472
Optiva IT	6712	5/1/2025	5/1/2025	-	7,459	-	-	-	7,459
Procopio, Cory, Hargreaves & Savitch LLP	927578	4/14/2025	4/14/2025	-	3,546	-	-	-	3,546
Scoot.education	116768	4/9/2025	5/9/2025	-	722	-	-	-	722
Scoot.education	116756	4/9/2025	5/9/2025	-	1,731	-	-	-	1,731
Scoot.education	120504	5/7/2025	5/7/2025	-	4,371	-	-	-	4,371
Scoot.education	120730	5/7/2025	5/7/2025	-	1,954	-	-	-	1,954
Scoot.education	118505	4/23/2025	5/23/2025	-	2,187	-	-	-	2,187
Scoot.education	118672	4/23/2025	5/23/2025	-	207	-	-	-	207
Think Together	5200-25-E08	5/1/2025	5/1/2025	-	24,999	-	-	-	24,999
Virco Inc.	1645244	5/5/2025	5/5/2025	-	2,107	-	-	-	2,107
Waxie Sanitary Supply	82369545-R	5/3/2024	5/3/2024	-	-	-	-	(241)	(241)
Total Outstanding Invoices				$ -	$ 86,523	$ -	$ -	$ (241)	$ 86,282

Allegiance STEAM Academy - Chino

Check Register

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Account# 2824				
ACH	Brianna Cordts	Reimbursement, IM Budget, Classroom Library 03/2025	5/12/2025	$ 14.74
ACH	Pride Learning Co.	SPED, Ind Contractor, Reading Specialist - 02/25 & 03/25	5/12/2025	2,450.00
ACH	Hanna Interpreting Services LLC	SPED, Interpretation	5/12/2025	645.00
ACH	Braille Abilities, LLC	SPED, Gen Consulting - VI/O&M Service	5/12/2025	3,543.00
ACH	Chino Valley Unified School District	Printing, Canon 7/1/24-8/31/24,CVUSD Lease Agreement	5/12/2025	158,578.81
ACH	Lauren McGuire	Reimbursement, IM Budget	5/12/2025	28.25
ACH	Callie Moreno	Reimbursement, SPED PD Staff Meals/Snacks CH, Mileage -	5/12/2025	436.12
ACH	Bellwether Education Partners, Inc.	Charter Network Accelerator (CNA) 2.0 - Fall 2024 Cohort - CH	5/12/2025	18,000.00
ACH	Scoot.education	Substitutes, Special Education & Substitutes, General Education	5/12/2025	3,611.00
ACH	Shana Lopez	Reimb, Field Trip Refund - 04/01/25	5/12/2025	375.00
ACH	Instruction Partners	Partnership Contract Invoice #8 out of 10 CH	5/19/2025	6,964.00
ACH	Carmelita Lopez	Mileage, to ASA Fontana CH 80%	5/19/2025	135.27
ACH	Cintas Corporation #150	Facilities	5/19/2025	109.99
ACH	Think Together	ELOP, Childcare (Before/After)	5/19/2025	24,998.60
ACH	Chino Valley Chamber of Commerce	Membership, Chamber of Commerce CH	5/19/2025	475.00
ACH	Waxie Sanitary Supply	Facilities	5/19/2025	268.29
ACH	Beyond the Message, LLC	Website Services, Updating authorizer link, food services, and	5/27/2025	1,050.00
ACH	Monica Argumaniz	SPED, TT Consultations/Assessment - April	5/27/2025	1,800.00
ACH	LA Speech Pathology Services, Inc.	SPED, Speech Services CH SLP, SLPA	5/27/2025	22,729.00
ACH	Pride Learning Co.	SPED, Ind Cont for Reading	5/27/2025	997.50
ACH	Auditory Processing Diagnostic Center	SPED, Ind Cont Central Auditory Processing Evaluation	5/27/2025	3,100.00
ACH	Cintas Corporation #150	Facilities	5/27/2025	219.98
ACH	Charter Impact	Back Office Provider, Student Data Services CH 80%	5/27/2025	2,184.00
ACH	Top Notch Catering	ELOP Spring Break, March 2025 (6 days, Bkfst & Lunch)	5/27/2025	1,103.40
ACH	Citizens Business Bank	Returned Deposit Items Check 122	5/14/2025	17.00
ACH	WageWorks, Inc.	Wage Works Receivable	5/23/2025	75.00
ACH	CalPERS	PERS Payment	5/23/2025	53,865.24
ACH	CalPERS	PERS Payment	5/23/2025	6,417.87
ACH	Mid Atlantic Trust Company	Mid Atlantic 04/25	5/28/2025	2,835.00
ACH	Mid Atlantic Trust Company	Mid Atlantic 05/25	5/28/2025	2,835.00
ACH	Anthem Life	Insurance - 05/25	5/30/2025	824.74
ACH	Inova	Payroll Taxes - 05/09/25	5/9/2025	451.89
ACH	Inova	Payroll Taxes - 05/19/25	5/21/2025	1,781.25
ACH	Inova	Payroll Taxes - 05/23/25	5/22/2025	373.00
ACH	Inova	Payroll Taxes - 05/21/25	5/22/2025	1,633.00
ACH	Anthem Blue Cross	Health Insurance - 05/25	5/28/2025	26,388.24
ACH	Inova	Payroll Taxes - 05/29/25	5/29/2025	499.50
ACH	Inova	Payroll Taxes - 05/30/25	5/30/2025	62.71
Voided - ACH	Setje Brinkmann	Annika/Leyna Zare	5/7/2025	Void
Voided - ACH	Allyson Jaramillo	Darla M Jaramillo	5/7/2025	Void
Voided - ACH	Shravan Boora	Sasha Boora	5/7/2025	Void
Voided - ACH	Ana Martínez	Jacob Okeke	5/7/2025	Void
Voided - ACH	Aracely Lopez	Ethan L Lopez	5/7/2025	Void
Voided - ACH	Anjun Ren	Joanna Z Cao	5/7/2025	Void
Voided - ACH	Allegiance STEAM Academy	Emily C Lahip	5/7/2025	Void
Voided - ACH	Cindy Romero	Sophia M Gomez	5/7/2025	Void
Voided - ACH	Ruby Sinha	Siya Sinha	5/7/2025	Void
Voided - ACH	Tao Lu	Noah Tang	5/7/2025	Void
Voided - ACH	Alannah Ali	Amare C Carter	5/7/2025	Void
Voided - ACH	Ning Ma	Emma Liu	5/7/2025	Void
Voided - ACH	Annie Lin	Anson/Anthony Chen	5/7/2025	Void
Voided - ACH	Trisha Lopez	Kelliya/Kiana Norwood	5/7/2025	Void
Voided - ACH	Rena Ferralez	Kayla M Fisher	5/7/2025	Void
Voided - ACH	Kiran Immadisetty	Jayesh Immadisetty	5/7/2025	Void
Voided - ACH	Justin Yu	Andy Yu	5/7/2025	Void
Voided - ACH	Irina Hardy	Alexander/Aden Hardy	5/7/2025	Void
Voided - ACH	Kalvin Ros	Kalisa Ros	5/7/2025	Void
Voided - ACH	Gisele Chiquito Leon	Ethan Leon	5/7/2025	Void
Voided - ACH	Grace Turnbaugh	Maximus Turnbaugh	5/7/2025	Void
				$ 351,876.39
Account# 2247				
ACH	Bellwether Education Partners, Inc.	Charter Network Accelerator (CNA) 2.0 - Fall 2024 Cohort - CH	5/12/2025	$ 6,000.00
ACH	Callie Moreno	Reimbursement, SPED PD Staff Meals/Snacks CH	5/12/2025	64.49
ACH	Classtime Inc.	Software, School Licenses CH	5/19/2025	1,980.00
ACH	Carmelita Lopez	Mileage, to ASA Fontana CH 80%	5/19/2025	45.09
ACH	LA Speech Pathology Services, Inc.	SPED, Speech Services - CH - Christy Taggart SLP	5/27/2025	5,824.00
				$ 13,913.58

Total Disbursements Issued in May $ 365,789.97

Allegiance STEAM Academy - Fontana

Check Register

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Account# 2247				
80197	San Bernardino County Superintendent of Schools	ASA STRS Fontana 04/2025	5/6/2025	$ 37,101.61
Voided - ACH	Ring LLC	FO Front Office access to Ring	5/7/2025	Void
ACH	Certified Transportation Services, Inc.	Field Trip, Transportation STEAM Day @ Dodgers Stadium FO	5/5/2025	1,338.63
ACH	Scoot.education	Substitutes, General Education	5/12/2025	1,747.00
ACH	Marie Braasch	ASA Fontana Parent Appreciation Event	5/19/2025	300.00
ACH	School Nursing Solutions	Health, Hearing and Vision Screening - 2/2 Installments (50% for Comple	5/19/2025	2,850.00
ACH	Instruction Partners	Partnership Contract Invoice #8 out of 10 FO	5/19/2025	6,964.00
ACH	Printer Copier Guys	Printing, Lease	5/27/2025	1,119.35
ACH	Charter Impact	Back Office Provider, Student Data Services FO 20%	5/27/2025	546.00
ACH	Instruction Partners	Partnership Contract Invoice #9 out of 10 FO	5/27/2025	6,964.00
ACH	Marlin Leasing Corp	Printing, Lease	5/27/2025	1,774.83
ACH	Beyond the Message, LLC	Website Services, Updated authorizer link, weekly wolf update, and upd	5/27/2025	750.00
ACH	Inova	Payroll Taxes - 05/21/25	5/21/2025	953.67
ACH	Inova	Payroll Taxes - 05/23/25	5/22/2025	289.95
ACH	Inova	Payroll Taxes - 05/23/25	5/23/2025	50.29
ACH	Anthem Blue Cross	Health Insurance - 05/25	5/28/2025	10,660.57
ACH	Inova	Payroll Taxes - 05/29/25	5/29/2025	101.79
ACH	Anthem Life	Insurance - 05/25	5/30/2025	275.28
				$ 73,786.97
Account# 2824				
60314	San Bernardino County Superintendent of Schools	ASA STRS Chino 04/2025	5/6/2025	$ 156,207.57
ACH	Callie Moreno	Reimbursement, PD, Mileage - SELPA FO 20%	5/12/2025	64.49
ACH	Bellwether Education Partners, Inc.	Charter Network Accelerator (CNA) 2.0 - Fall 2024 Cohort - FO 20%	5/12/2025	6,000.00
ACH	Classtime Inc.	Software, School Licenses FO	5/19/2025	1,980.00
ACH	Carmelita Lopez	Mileage, to ASA Fontana FO 20%	5/19/2025	45.09
ACH	LA Speech Pathology Services, Inc.	SPED, Speech Services - FO - Christy Taggart SLP	5/27/2025	5,824.00
				$ 170,121.15

Total Disbursements Issued in May $ **243,908.12**

Allegiance STEAM Academy - Fontana

Accounts Payable Aging

May 31, 2025

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Beyond the Message, LLC	1220	03/01/25	3/31/2025	$ -	$ 300	$ -	$ -	$ -	$ 300
Marlin Leasing Corp	1215	04/18/25	5/10/2025	-	809	-	-	-	809
McGraw Hill LLC	130842325001	12/01/23	12/31/2023	-	-	-	-	(9,894)	(9,894)
McGraw Hill LLC	130803698001	12/01/23	12/31/2023	-	-	-	-	(7,791)	(7,791)
McGraw Hill LLC	130645507001	11/15/23	12/15/2023	-	-	-	-	(150)	(150)
Optiva IT	6712	05/01/25	5/1/2025	-	4,866	-	-	-	4,866
Printshop SB	05022025ASA	04/29/25	5/2/2025	-	460	-	-	-	460
Scoot.education	116507	04/09/25	5/9/2025	-	1,439	-	-	-	1,439
Scoot.education	120661	05/07/25	5/7/2025	-	1,232	-	-	-	1,232
Scoot.education	118480	04/23/25	5/23/2025	-	1,747	-	-	-	1,747
			Total Outstanding Invoices	$ -	$ 10,853	$ -	$ -	$ (17,834)	$ (6,981)

Allegiance STEAM Academy - Chino

Check Register - greater than $2,000

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Employee Benefits				
ACH	CalPERS	3202 - PERS	5/23/2025	53,865.24
ACH	CalPERS	3202 - PERS	5/23/2025	6,417.87
ACH	Mid Atlantic Trust Company	3401 - Health and Welfare	5/28/2025	2,835.00
ACH	Mid Atlantic Trust Company	3401 - Health and Welfare	5/28/2025	2,835.00
ACH	Anthem Blue Cross	3401 - Health and Welfare	5/28/2025	26,388.24
				92,341.35
Subagreement Services				
ACH	Pride Learning Co.	5102 - Special Education	5/12/2025	2,450.00
ACH	Braille Abilities, LLC	5102 - Special Education	5/12/2025	3,543.00
ACH	Scoot.education	5103 - Substitute Teachers	5/12/2025	3,611.00
ACH	Think Together	5106 - Other Educational Consultants	5/19/2025	24,998.60
ACH	LA Speech Pathology Services, Inc.	5102 - Special Education	5/27/2025	22,729.00
ACH	LA Speech Pathology Services, Inc.	5102 - Special Education	5/27/2025	5,824.00
ACH	Auditory Processing Diagnostic Center	5102 - Special Education	5/27/2025	3,100.00
				66,255.60
Professional/Consulting Services				
ACH	Chino Valley Unified School District	5808 - Printing	5/12/2025	158,578.81
ACH	Bellwether Education Partners, Inc.	5804 - Professional Development	5/12/2025	18,000.00
ACH	Bellwether Education Partners, Inc.	5804 - Professional Development	5/12/2025	6,000.00
ACH	Instruction Partners	5804 - Professional Development	5/19/2025	6,964.00
ACH	Charter Impact	5811 - Management Fee	5/27/2025	2,184.00
				191,726.81

Total Disbursement over $2,000   **$ 350,323.76**

Allegiance STEAM Academy - Fontana

Check Register - greater than $2,000

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Employee Benefits				
80197	San Bernardino County Superintendent of Schools	9513 - STRS	5/6/2025	37,101.61
60314	San Bernardino County Superintendent of Schools	9513 - STRS	5/6/2025	156,207.57
ACH	School Nursing Solutions	3401 - Health and Welfare	5/19/2025	2,850.00
ACH	Anthem Blue Cross	3401 - Health and Welfare	5/28/2025	10,660.57
				206,819.75
Subagreement Services				
ACH	LA Speech Pathology Services, Inc.	5102 - Special Education	5/27/2025	5,824.00
				5,824.00
Professional/Consulting Services				
ACH	Bellwether Education Partners, Inc.	5804 - Professional Development	5/12/2025	6,000.00
ACH	Instruction Partners	5804 - Professional Development	5/19/2025	6,964.00
ACH	Instruction Partners	5804 - Professional Development	5/27/2025	6,964.00
				19,928.00

Total Disbursement over $2,000 $ **232,571.75**

Allegiance STEAM Academy - Fontana

Coversheet

FY24 Budget - ASA Fontana

Section: V. Finance
Item: B. FY24 Budget - ASA Fontana
Purpose: Vote
Submitted by:
Related Material: May 2025-ASA-Board Summary (2) (1).pdf

CHARTER IMPACT

Allegiance STEAM Academy Schools

Monthly Financial Presentation –May 2025

May Highlights

Highlights

Chino Forecast

- Forecast surplus **$71K,** a **+($116K)** change from budget due to increase in expenses.
- Revenue forecast **$13.3M**, a **+$755K** change from budget due to one-time funds.
- Expenses forecasted at **$13.2M**, above budget **+($872k).** Due to one-time spending plans.
- Cash ended the month at **$895K**, 7% of expenses.
- Current Assets – Outstanding Related party transaction **$2,542,456.71**. **$1,525,132.80** debt payment received YTD.

Fontana Forecast

- Forecast surplus +**$34K, a +($205K)** change from budget due to a decrease in expenses.
- Revenue forecast **$4.15M, a +($511)** change from budget due to P1 numbers.
- Expenses forecast **$4.12M**, below budget +**$305K.** Due to a decrease in operational expenses.
- Cash ended the month at **$1.2M, 31%** of expenses.
- Current Assets – Outstanding related party transaction **($2,542,456.71)**. **($1,525,132.80)** debt payment to Chino YTD.

Compliance and Reporting

- LCAP Due June 30
- Budget Due June 30
- EPA Budget Due June 30

Enrollment and Revenues

- Chino – Forecast Set at P1 904 with an ADA environment at 94.% of enrollment.
- Fontana – Forecast Set at P1 230 with an ADA environment at 88% of enrollment.

CHARTER IMPACT

Current Assets and Liabilities Due To From

	Intra Loan	Payment	FY23.24 Operational Exp.	Payment	FY24.25 Operational Exp.	Payment	Balance
PYB	$ 676,572		$ 1,955,143				$ 2,631,716
July	$ 773	$ -		$ -	$ 77,062	$ -	$ 77,835
August	$ 773				$ 278,986		$ 279,759
September	$ 773	$ 95,187			$ 293,560		$ 199,147
October	$ 773				$ 92,169		$ 92,942
November	$ 773				$ 269,355	$ 556,741	$ (286,612)
December	$ 773				$ 246,253	$ 92,942	$ 154,085
January	$ 488				$ 237,671	$ 478,320	$ (240,161)
February	$ 7,622				$ (65,966)		$ (58,345)
March	$ 489				$ 96,043	$ 378,387	$ (281,855)
April	$ 517				$ 3,455	$ 18,743	$ (14,772)
May	$ 490				$ (11,774)		$ (11,284)
Due to From Balance	$ 690,819	$ 95,187	$ 1,955,143	$ -	$ 1,516,813	$ 1,525,133	$ 2,542,456
CYB	$ 595,632		$ 1,955,143		$ (8,319.56)		$ 2,542,456

*May-
1. A Credit Card transaction recorded $8,319.06 in April was reversed after clarification of double payment was updated- the transfer payment from Chino to Fontana recorded in May left a credit on the account.
2. $3,454.82 Insurance expenses moved to Chino.

CHARTER IMPACT

CHARTER IMPACT

Allegiance STEAM Academy -Thrive

Monthly Financial Presentation – May 2025

Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data

	Actual	Forecast	Budget
Average Enrollment	953	958	960
ADA	895	904	912
Attendance Rate	93.9%	94.3%	95.0%
Unduplicated %	38.0%	38.0%	38.0%
Revenue per ADA		$14,783	$13,822
Expenses per ADA		$14,704	$13,616

Attendance Metrics

958 enrollment, 94.3% ADA 904 and UPP 38.04%
LCFF is calculated at $11,498 per ADA.

CHARTER IMPACT

Revenue

- **May Updates**

  - **Year-To-Date –**Variance in Year-to-Date due to the timing of receivable funds.

  - **Forecast revenue**

    - **State Aid-Rev Limit:** LCFF is set at P1.

    - **Other State revenue:** Adjustment to one-time funds in FY25 and future years.

    - **Other Local Revenue**: Silicon Grant, Treacher Credential Grant, Partnership Capacity Grant, Improvement Grant, Residency Grant.

One-Time Funding	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/2029
ELO-G ESSER II	100,450	$ 364,915	$ 7,291	$ -	$ -	$ -	$ -	$ -	$ -
ESSER III 3213		88,902	148,193	111,370					
ESSER III 3214 Learning Loss		79,687	7,429						
Expanded Learning Opportunities Program FY21-22		79,673	73,021						
Expanded Learning Opportunities Program FY22-23		-	84,117	397,510					
Expanded Learning Opportunities Program FY23-24			-	474,082					
Expanded Learning Opportunities Program FY24-25 Future years					427,129	427,129	427,129	427,129	427,129
UPK/Pre-K FY21-22		-	110,516	2,174					
UPK/Pre-K FY22-23		-		69,016					
Silicon Schools Instructional Support **9008**					55,712				
CSET Grant Teacher Credential **9005** FY23.24					48,000				
CSET Grant Teacher Credential **9005** FY24.25 + FY25.26					96,000	48,000			
Teacher Residency Grant **9009**					80,000				
SBCS School Linked Partnership Capacity Grant **9011**					82,714				
CISS Grant 9004					1,651				
Elevate Instructional Improvement Grant **9013**					56,000				
The Lean Lab					4,500				
Educator Effectiveness Block Grant		16,553	92,946	14,038	33,683				
AMS Prop 28 Funding FY23/24				130,033					
AMS Prop 28 Funding FY24/25						126,195			
AMS Prop 28 Funding FY25/26							126,195		
AMS Prop 28 Funding FY26/27								126,195	126,195
Instructional Material Block Grant		-	286,582	150,468	104,905	-			
Learning Recovery Emergency Block Grant	-	-	141,436	187,029	166,741	101,470		-	-
MH FY23.24				72,280	63,535				
MH FY24.25					75,140	75,140	75,140	75,140	75,140
	$ 100,450	$ 1,084,783	$ 951,531	$ 1,003,884	$ 1,899,825	$ 702,794	$ 553,324	$ 553,324	$ 553,324

	Year-to-Date				Annual/Full Year		
	Actual	**Budget**	**Fav/(Unf)**		**Forecast**	**Budget**	**Fav/(Unf)**
Revenue							
State Aid-Rev Limit	$ 6,368,605	$ 8,720,464	$ (2,351,859)		$ 10,148,779	$ 10,540,518	$ (391,739)
Federal Revenue	217,746	303,451	(85,704)		438,698	360,152	78,546
Other State Revenue	1,470,113	1,268,747	201,366		2,279,606	1,705,235	574,371
Other Local Revenue	185,360	-	185,360		494,007	-	494,007
Total Revenue	$ 8,241,825	$ 10,292,661	$ (2,050,837)		$ 13,361,090	$ 12,605,905	$ 755,185

Expenses

- **May Updates**
  - **Expenses update –** Negative variance in year-to-date due to timing of expenses.
  - **Expenses forecast above budget –**
    - **Expense increase** - due to change in staffing model, and one-time spending plans.

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	$ 5,472,239	$ 4,878,194	$ (594,045)	$ 5,969,019	$ 5,357,102	$ (611,917)
Classified Salaries	1,749,844	1,930,170	180,326	1,798,139	2,011,648	213,509
Benefits	2,048,864	2,421,299	372,435	2,223,680	2,612,872	389,192
Books and Supplies	806,824	449,913	(356,911)	843,460	479,737	(363,723)
Subagreement Services	896,355	535,728	(360,627)	953,285	589,300	(363,985)
Operations	369,483	345,552	(23,931)	339,275	377,100	37,825
Facilities	33,020	61,600	28,580	38,574	67,200	28,626
Professional Services	718,073	795,565	77,492	1,067,817	893,839	(173,978)
Depreciation	52,855	26,217	(26,639)	56,190	28,600	(27,590)
Interest	-	-	-	-	-	-
Total Expenses	**$ 12,147,556**	**$ 11,444,238**	**$ (703,319)**	**$ 13,289,438**	**$ 12,417,397**	**$ (872,040)**

Surplus / (Deficit) & Fund Balance

- Current forecast annual surplus **$71K**, **+ ($116K) above** budget due to an increase in expenses.

- School forecast ending fund balance of **$6.5M (49.1**%), 179-day expenses.

	Year-to-Date				Annual/Full Year		
	Actual	**Budget**	**Fav/(Unf)**		**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	$ (3,905,732)	$ (1,151,576)	$ (2,754,156)	$	71,652	$ 188,508	$ (116,855)
Beginning Fund Balance	6,451,262	6,451,262			6,451,262	6,451,262	
Ending Fund Balance	$ 2,545,530	$ 5,299,686		$	6,522,914	$ 6,639,770	
As a % of Annual Expenses	*19.2%*	*42.7%*			*49.1%*	*53.5%*	

CHARTER
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Cash Balance

- Cash at month end **$895K, 6**% of expenses.

CHARTER IMPACT

Allegiance STEAM Academy -Fontana

Monthly Financial Presentation – May 2025

Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	*Forecast*	*Budget*
Average Enrollment	264	261	290
ADA	234	230	276
Attendance Rate	88.6%	88.0%	95.0%
Unduplicated %	43.4%	43.4%	43.6%
Revenue per ADA		$18,107	$16,951
Expenses per ADA		$17,957	$16,079

Attendance Metrics

Forecast 261 enrollment, 88% ADA 230 and UPP 43.41%
LCFF is calculated at $11,830 per ADA.

Revenue

- **May Updates**
  - **Forecast revenue**
    - **State Aid-Rev Limit:** LCFF is set at P1.
    - **Federal Revenue**: Adjustment in PCSGP Funds.
    - **Other State revenue:** Adjustment due to P1 numbers.
    - **Other Local Revenue**: Grant Funds (Growth Fund, Calder, Silicon Grants, Capacity Grant, Residency Grant.

Grant Funds							
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
PCSGP	$ 128,169	$ 257,162	$ 214,668	$ -	$ -	$ -	$ -
Charter School Growth Fund 9003	380,000	300,000	300,000				
Louis Calder Foundation	100,000	100,000	-				
Silicon Schools 9006	100,000	200,000	200,000				
Silicon Schools Instructional Support		22,025					
Silicon Schools Instructional Support 9018			55,712				
SBCS School Linked Partnership Capacity Grant 9012			33,646				
Teacher Residency Grant 9009			145,000				
Prop 28 Art and Music FY24.25			27,857	27,857	27,857	27,857	27,857
ELOP 24-25			107,481	107,481	107,481	107,481	107,481
MH FY23.24			15,601				
MH FY24.25 + Future Years			16,176	15,088	15,088	15,088	15,088
	$ 708,169	$ 879,187	$ 1,116,142	$ 150,426	$ 150,426	$ 150,426	$ 150,426

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 2,016,507	$ 2,466,753	$ (450,246)	$ 2,705,550	$ 3,254,383	$ (548,833)
Federal Revenue	160,749	304,431	(143,682)	349,455	406,830	(57,375)
Other State Revenue	234,490	356,081	(121,591)	350,956	508,833	(157,878)
Other Local Revenue	448,368	500,000	(51,632)	752,551	500,000	252,551
Total Revenue	**$ 2,860,114**	**$ 3,627,265**	**$ (767,151)**	**$ 4,158,512**	**$ 4,670,046**	**$ (511,534)**

CHARTER IMPACT

Expenses

- **May Updates**
  - **Expenses update –** positive variance in year-to-date due to timing of expenses.
  - **Expenses forecast below budget –**
    - **Expense decreases** - due to change in operational expenses.

	Year-to-Date			Annual/Full Year		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 1,551,268	$ 1,500,301	$ (50,966)	$ 1,692,516	$ 1,647,082	$ (45,434)
Classified Salaries	578,112	560,359	(17,752)	601,044	589,543	(11,502)
Benefits	721,128	734,673	13,544	776,694	795,185	18,491
Books and Supplies	127,984	372,696	244,712	132,353	387,474	255,120
Subagreement Services	222,599	388,943	166,344	232,584	429,589	197,005
Operations	73,318	22,417	(50,900)	76,198	24,500	(51,698)
Facilities	13,446	8,708	(4,738)	14,050	9,500	(4,550)
Professional Services	497,137	462,323	(34,814)	581,892	509,060	(72,833)
Depreciation	286	26,173	25,887	1,856	28,552	26,696
Interest	14,246	8,503	(5,743)	14,734	9,276	(5,458)
Total Expenses	$ 3,799,523	$ 4,085,096	$ 285,573	$ 4,123,922	$ 4,429,760	$ 305,838

CHARTER IMPACT

Surplus / (Deficit) & Fund Balance

- Forecast annual surplus +$**34.5K, + ($205K)** below budget due to a decrease in revenue.

- Fund balance forecast deficit + (**$453K), -11**%.

	Year-to-Date			Annual/Full Year		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	$ (939,409)	$ (457,831)	$ (481,578)	$ 34,590	$ 240,286	$ (205,697)
Beginning Fund Balance	(488,067)	(488,067)		(488,067)	(488,067)	
Ending Fund Balance	$ (1,427,476)	$ (945,898)		$ (453,477)	$ (247,781)	
As a % of Annual Expenses	*-34.6%*	*-21.4%*		*-11.0%*	*-5.6%*	

Cash Balance

- Cash at month end **$1.2M, 31%** of expenses.

**CHARTER
IMPACT**

Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Board approval before June 30	**Local Control and Accountability Plan -** The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2025-2026 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents Plan Summary Engaging Educational Partners Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Action Tables Instructions **The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing.** **LCAP and budget adoption must be at least 1 day after the public hearing.**	ASA with Charter Impact support	Yes	No	https://www.cde.ca.gov/re/lc/
FINANCE	Board approval before June 30	**Submit Preliminary Budget Plan to Authorizer -** Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations**.** **The budget must be presented at the same public meeting as the LCAP, following the budget hearing.** **LCAP and budget adoption must be at least 1 day after the public hearing.**	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/sf/fr/calendar23district.asp
FINANCE	Board approval before June 30	**Education Protection Account (EPA) spending plan -** The governing board is required to approve a spending plan for EPA funds prior to recording allocable expenses for the year. This approval is not required by June 30th but is commonly approved during the annual budget adoption meeting for the upcoming year.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Board approval before June 30	**Complete Consolidated Application reporting - Spring -** The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with ASA support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp
FINANCE	Board approval before June 30	**Prop 28 Annual Report -** This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website. The mandated information for this report includes: The number of full-time equivalent teachers, classified personnel, and teaching aides; The number of pupils served; The number of school sites providing arts education programs with AMS funds.	Charter Impact with ASA support	Yes	No	https://www.cde.ca.gov/eo/in/prop28artsandmusicedfunding.asp
FINANCE	Jun-20	**Certification of the Second Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 20, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/

CHARTER IMPACT

Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jun-30	**School Nutrition Application Due for Community Eligibility or Provision 2 -** School Nutrition Program Provisions 1, 2, 3, and the Community Eligibility Provision are alternative ways for local educational agencies to claim student meals. Provisions are methods for reducing paperwork and other administrative burdens at the local level by simplifying the traditional operating procedures for meal eligibility and meal counting. Schools must apply to participate in Provisions and receive approval from the California Department of Education (CDE) prior to implementation.	ASA	No	No	https://www.cde.ca.gov/ls/nu/sn/cep.asp https://www.cde.ca.gov/ls/nu/sn/provisions.asp
DATA	Jun-30	**Principal Apportionment Data Collection -** End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known.	Charter Impact with ASA support	No	Yes	https://www.cde.ca.gov/fg/aa/pa/index.asp
DATA	Jun-30	**English Language Proficiency Assessment -** Students must be reclassified as fluent English proficient (RFEP) on or before 6/30 per the school's reclassification criteria. Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. General information on how to setup, monitor and report students' RFEP status can be found at the website within the Notes column.	ASA with Charter Impact support	No	No	https://www.cde.ca.gov/sp/el/rd/
FINANCE	Jun-30	**CSFA Charter School Revolving Loan Application -** The CA School Finance Authority's Charter School Revolving Loan Fund provides low-interest loans of up to $250,000 to new charter schools in their first charter term to assist them with meeting the purposes of the school's approved charter. The program is available to any charter school that is not a conversion of an existing public school, and that has not yet completed the full term of its initial charter.	ASA with Charter Impact support	Yes	Yes	http://www.treasurer.ca.gov/csfa/csrlf/index.asp
OPERATIONS	Jun-30	**Approve school calendar and instructional minutes -** 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	ASA with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/aa/pa/lcffitfaq.asp
FINANCE	Jun-30	**Executive School Leadership Review Evaluation –** The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	ASA	Yes	No	This is an IRS requirement for Executive Director positions. If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.
GOVERNANCE	Jun-30	**Review your Homeless Education Policy -** A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	ASA	No	No	https://www.cde.ca.gov/sp/hs/cy/strategies.asp
GOVERNANCE	Jun-30	**Review your Parental Involvement Policy -** Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	ASA	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp

CHARTER IMPACT

Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jul-11	**Federal Stimulus Reporting** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through ESSER III. LEAs are required to report corrections for the period through June 30, 2025.	Charter Impact with ASA support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
DATA TEAM	Jul-25	**CALPADS EOY 1, 2, 3 and 4 certification deadline** - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 7/25/25, with an amendment deadline of 8/8/2025.	ASA	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
DATA TEAM	Jul-31	**2024-25 Local Indicators Dashboard deadline** -The 2025 Dashboard reporting window will be open from June 3, 2025 through July 31, 2025. California School Dashboard Coordinators report their LEA's 2024–25 Local Indicators to the Dashboard on the myCDEconnect unified system. These are the local indicators that will be reported on the 2024 Dashboard. This includes reporting the date that the 2025 local indicator results were reported to the local governing board/body on or before July 1, 2025, at the same meeting at which the Local Control and Accountability Plan (LCAP) is adopted. If an LEA does not submit results within the reporting window, a performance rating of "Standard Not Met" or "Standard Not Met for Two or More Years," as applicable, will appear on the LEA's 2025 Dashboard. For further information regarding Dashboard Coordinators or local indicators, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	ASA	Yes	No	https://www.cde.ca.gov/ta/ac/cm/localindicators.asp
FINANCE	Jul-31	**Federal Cash Management - Period 1 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Jul-31	**Public Charter School Grant Program and Dissemination Grant Program - Qtr 4 -** The California Public Charter Schools Grant Program (PCSGP) Quarterly Expenditure Report (QER) is the accountability document that reflects the dollar amount spent towards work plan activities. A QER is due to the California Department of Education's Charter Schools Division within 30 days of each respective quarter.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/cs/re/pcsgp.asp
GOVERNANCE	Jul-31	**Annual review of organization's Fiscal Policies** - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	Charter Impact with ASA support	Yes	No	

CHARTER IMPACT

Appendices

As of May 31, 2025

- Cash Flow – Monthly and Annual Forecast

- Statement of Financial Position (Balance Sheet)

- Statement of Cash Flows

- Detailed Month and YTD Budget vs. Actual

- Accounts Payable Aging

- Check Register

- Checks issued over $2K – additional details

Allegiance STEAM Academy - Thrive

Financial Package
May 31, 2025

Presented by:

CHARTER IMPACT

FY24-25 Allegiance STEAM Academy Thrive Chino

Monthly Cash Flow/Forecast FY23-24

Revised 06/20/25

Actuals Through: 5/31/2025

CHARTER IMPACT

ADA = 903.80

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 912.00	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	379,319	379,319	682,774	682,774	682,774	682,774	682,774	632,142	632,140	632,141	632,142	632,142	7,333,216	7,665,684	(332,468)
8012	Education Protection Account	-	-	-	-	45,235	-	45,234	-	-	44,986	-	-	45,305	180,760	182,400	(1,640)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	(15,708)	(7,854)	-	-	(23,562)	-	(23,562)
8096	In Lieu of Property Taxes	187,780	-	-	-	-	-	-	-	-	-	-	411,764	2,058,821	2,658,365	2,692,434	(34,069)
		187,780	379,319	379,319	682,774	728,009	682,774	728,008	682,774	632,142	661,418	624,287	1,043,906	2,736,268	10,148,779	10,540,518	(391,739)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	34,280	137,121	171,401	171,401	(0)
8220	Federal Child Nutrition	-	-	24,724	23,197	30,668	18,441	17,887	-	-	-	-	6,787	13,575	135,279	72,095	63,184
8290	Title I, Part A - Basic Low Income	-	-	-	22,969	2,038	-	48,748	-	-	-	-	-	29,361	103,116	88,023	15,093
8291	Title II, Part A - Teacher Quality	-	-	-	7,725	-	-	9,573	-	-	1,777	-	-	(173)	18,902	18,633	269
8296	Other Federal Revenue	-	-	-	3,980	-	-	5,000	-	-	1,020	-	-	-	10,000	10,000	-
		-	-	24,724	57,872	32,705	18,441	81,208	-	-	2,797	-	41,068	179,884	438,698	360,152	78,546
Other State Revenue																	
8311	State Special Education	-	-	-	-	69,136	-	124,446	-	124,446	-	62,223	89,662	171,980	641,893	633,155	8,738
8520	Child Nutrition	-	-	5,876	5,594	7,337	4,402	4,248	-	-	-	-	642	1,285	29,383	6,824	22,559
8550	Mandated Cost	-	-	-	-	-	-	18,148	-	-	-	-	-	-	18,148	18,148	(0)
8560	State Lottery	-	-	-	-	-	-	57,979	-	-	73,765	-	-	93,303	225,046	227,088	(2,042)
8598	Prior Year Revenue	-	-	-	-	19,681	-	4,558	-	-	4,323	-	-	-	28,562	-	28,562
8599	Other State Revenue	-	-	7,514	(7,514)	-	-	1,047,258	-	(156,786)	(6,520)	-	452,621	-	1,336,573	820,020	516,553
		-	-	13,390	(1,920)	96,154	4,402	1,256,636	-	(32,340)	71,568	62,223	542,926	266,568	2,279,606	1,705,235	574,371
Other Local Revenue																	
8660	Interest Revenue	773	773	773	773	773	773	488	7,622	489	517	490	-	-	14,246	-	14,246
8690	Other Local Revenue	-	-	-	-	-	-	114,820	-	-	1,110	-	308,647	-	424,577	-	424,577
8689	Other Fees and Contracts	-	-	-	-	50	-	-	-	-	-	-	-	-	50	-	50
8699	School Fundraising	-	-	7,468	-	9,946	(766)	6,968	-	24,422	-	7,097	-	-	55,134	-	55,134
8990	Contributions, Restricted	22,025	-	(22,025)	-	-	-	-	-	-	-	-	-	-	-	-	-
		22,798	773	(13,784)	773	10,770	7	122,276	7,622	24,911	1,627	7,587	308,647	-	494,007	-	494,007
Total Revenue		210,579	380,092	403,649	739,499	867,638	705,624	2,188,128	690,396	624,713	737,409	694,097	1,936,546	3,182,719	13,361,090	12,605,905	755,185
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	15,719	368,432	360,435	361,326	368,803	371,357	374,865	368,558	364,921	362,357	368,128	353,691	-	4,038,592	3,764,807	(273,785)
1170	Teachers' Substitute Hours	-	19,384	19,103	26,873	17,909	17,267	27,943	21,105	22,388	33,247	25,828	9,291	-	240,337	150,200	(90,137)
1175	Teachers' Extra Duty/Stipends	-	183	3,600	8,614	28,656	6,712	11,356	51,284	16,490	38,223	48,183	5,455	-	218,756	50,000	(168,756)
1200	Pupil Support Salaries	30,141	51,417	48,099	47,140	46,544	48,795	60,156	62,604	62,453	51,463	52,048	48,387	-	609,248	593,396	(15,851)
1300	Administrators' Salaries	62,357	69,957	65,404	77,454	70,573	68,823	72,914	78,153	79,523	68,920	68,053	78,915	-	861,045	786,198	(74,847)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	1,042	-	1,042	12,500	11,458
		108,217	509,372	496,642	521,406	532,485	512,955	547,233	581,705	545,775	554,210	562,240	496,780	-	5,969,019	5,357,102	(611,917)
Classified Salaries																	
2100	Instructional Salaries	5,949	96,142	86,769	105,005	80,104	65,369	85,355	85,775	83,247	113,787	87,234	-	-	894,735	915,188	20,452
2200	Support Salaries	19,236	32,210	32,950	35,186	29,373	30,151	32,876	32,161	32,624	31,567	29,000	-	-	337,334	419,016	81,682
2300	Classified Administrators' Salaries	6,628	6,628	4,419	7,070	7,070	7,070	7,070	6,091	7,070	7,070	7,070	7,070	-	80,326	78,750	(1,576)
2400	Clerical and Office Staff Salaries	28,508	36,658	29,306	36,174	42,310	43,942	43,958	42,984	43,980	42,264	39,237	40,981	-	470,303	554,895	84,592
2900	Other Classified Salaries	25	5,039	5,034	5,074	25	-	-	-	-	-	-	243	-	15,441	43,800	28,359
		60,345	176,677	158,478	188,509	158,882	146,532	169,260	167,012	166,921	194,687	162,541	48,295	-	1,798,139	2,011,648	213,509
Benefits																	
3101	STRS	20,546	96,594	92,677	92,986	94,002	92,128	72,561	103,568	98,089	102,281	104,016	88,448	-	1,057,895	1,023,206	(34,688)
3202	PERS	16,310	44,507	37,853	46,226	38,980	35,365	41,538	42,146	40,886	49,392	40,055	15,120	-	448,379	544,151	95,772
3301	OASDI	3,675	10,972	9,752	11,677	9,652	9,161	10,509	10,592	10,425	12,609	10,233	3,466	-	112,724	124,722	11,999
3311	Medicare	2,382	9,713	9,217	10,034	9,747	9,258	10,114	10,532	10,056	10,568	10,195	7,780	-	109,597	106,847	(2,750)
3401	Health and Welfare	20,159	40,326	54,158	19,903	17,331	29,280	9,219	28,876	30,514	42,000	8,535	49,375	-	349,678	645,000	295,322
3501	State Unemployment	560	2,971	767	777	506	2,020	24,362	4,930	2,913	2,778	1,018	3,118	-	46,721	65,783	19,063
3601	Workers' Compensation	-	31,842	7,961	7,961	(4,632)	23,399	6,162	6,162	6,162	6,162	-	7,511	-	98,688	103,162	4,474
		63,633	236,926	212,385	189,564	165,586	200,610	174,464	206,806	199,045	225,791	174,054	174,817	-	2,223,680	2,612,872	389,192

FY24-25 Allegiance STEAM Academy Thrive Chino

Monthly Cash Flow/Forecast FY23-24

Revised 06/20/25

Actuals Through: 5/31/2025

CHARTER IMPACT

ADA = 903.80

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	8,034	323,100	-	689	14,829	-	-	-	-	-	43	-	-	346,695	74,800	(271,895)
4200	Books and Other Materials	-	254	-	1,620	424	-	-	-	-	-	-	-	-	2,299	17,400	15,101
4302	School Supplies	-	966	6,140	11,469	477	765	1,965	595	3,479	760	-	6,678	-	33,295	66,400	33,105
4305	Software	56,596	25,960	3,556	21,406	7,247	21,185	25,744	1,980	891	24,646	1,980	12,977	-	204,167	116,600	(87,567)
4310	Office Expense	-	494	3,302	12,157	215	5,150	911	1,186	4,596	1,932	968	9,776	-	40,687	85,400	44,713
4311	Business Meals	-	-	14	45	77	-	-	-	-	-	-	418	-	553	3,400	2,847
4400	Noncapitalized Equipment	-	-	147	-	67,667	-	4,000	-	-	-	2,107	-	-	73,921	36,818	(37,103)
4700	Food Services	-	234	30,600	28,791	41,436	22,875	10,872	-	-	-	247	6,788	-	141,843	78,919	(62,924)
		64,630	351,008	43,758	76,178	132,373	49,975	43,493	3,760	8,966	27,338	5,345	36,636	-	843,460	479,737	(363,723)
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	14	-	14	100	86
5102	Special Education	33,111	23,129	9,700	70,014	17,848	57,947	51,675	3,960	78,774	43,579	66,205	30,792	-	486,734	400,100	(86,634)
5103	Substitute Teacher	-	3,009	6,889	26,596	16,591	19,157	21,107	12,674	23,998	18,712	14,783	19,160	-	182,676	188,900	6,224
5104	Transportation	-	-	1,928	-	-	-	-	-	3,225	-	-	-	-	5,152	200	(4,952)
5106	Other Educational Consultants	-	-	-	-	-	-	124,993	51,075	26,199	17,680	51,797	6,964	-	278,708	-	(278,708)
		33,111	26,138	18,517	96,610	34,439	77,104	197,775	70,934	128,970	79,971	132,785	56,930	-	953,285	589,300	(363,985)
Operations and Housekeeping																	
5201	Auto and Travel	-	101	-	2,243	(104)	51	102	335	417	463	365	1,580	-	5,553	13,400	7,847
5300	Dues & Memberships	-	18,720	4,998	(123)	-	-	-	-	-	-	475.00	44.51	-	24,115	18,600	(5,515)
5400	Insurance	-	74,299	18,574	18,574	(5,982)	15,066	15,066	15,066	15,066	15,067	-	6,111	-	186,909	158,700	(28,209)
5501	Utilities	-	-	-	-	-	-	-	-	-	-	152,287	8,558	(58,145)	102,700	103,600	900
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	443	-	443	3,200	2,757
5531	ASB Fundraising Expense	-	1,013	-	-	500	-	5,934	-	-	-	-	-	-	7,447	300	(7,147)
5900	Communications	-	-	89	783	-	-	-	-	-	-	-	11,018	-	11,891	78,000	66,109
5901	Postage and Shipping	-	-	-	25	-	11	-	-	-	-	-	182	-	217	1,300	1,083
		-	94,132	23,661	21,503	(5,586)	15,128	21,103	15,401	15,484	15,530	153,126	27,937	(58,145)	339,275	377,100	37,825
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	-	578	-	26,700	-	-	-	5,293	-	-	-	5,417	-	37,988	65,800	27,812
5610	Repairs and Maintenance	-	450	-	-	-	-	-	-	-	-	-	136	-	586	1,400	814
		-	1,028	-	26,700	-	-	-	5,293	-	-	-	5,553	-	38,574	67,200	28,626
Professional/Consulting Services																	
5801	IT	8,259	7,483	9,274	7,522	8,959	7,597	7,459	7,625	7,459	7,459	7,597	7,243	-	93,936	93,100	(836)
5802	Audit & Taxes	-	-	-	-	-	-	-	-	12,609	-	-	-	-	12,609	30,000	17,391
5803	Legal	-	1,614	37,217	12,771	468	-	-	-	-	23,464	3,546	519	-	79,599	50,100	(29,499)
5804	Professional Development	-	-	1,800	7,039	900	20,892	25,904	72	6,964	-	7,280	9,842	-	80,693	47,400	(33,293)
5805	General Consulting	2,550	10,985	-	2,313	-	-	12,123	1,006	-	2,000	31,579	4,136	-	66,691	45,200	(21,491)
5806	Special Activities/Field Trips	-	-	26,527	2,355	9,710	799	14,542	114	4,176	11,394	1,575	-	-	71,191	44,300	(26,891)
5807	Bank Charges	-	35	-	-	-	-	-	-	-	-	-	66	-	101	500	399
5808	Printing	-	-	3,250	2,305	-	1,800	6,480	1,187	-	440	8,379.20	-	-	23,842	1,300	(22,542)
5809	Other taxes and fees	-	2,150	-	75	-	-	-	1,090	-	813	-	539	-	4,667	6,100	1,433
5810	Payroll Service Fee	2,082	4,590	-	1,316	4,331	3,126	3,379	3,379	-	6,874	-	1,117	-	30,193	13,500	(16,693)
5811	Management Fee	23,636	25,539	24,406	27,759	33,101	30,006	25,750	24,895	5,257	55,482	2,184	21,361	-	299,374	242,923	(56,451)
5812	District Oversight Fee	-	-	-	-	-	-	-	-	-	-	-	31,317	273,146	304,463	316,216	11,752
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	457	-	457	3,200	2,743
		36,527	52,396	102,473	63,453	57,468	64,220	95,636	39,368	36,466	107,926	62,140	76,598	273,146	1,067,817	893,839	(173,978)
Depreciation																	
6900	Depreciation Expense	2,525	2,525	2,525	2,525	22,749	3,334	3,334	3,334	3,334	3,334	3,334	3,334		56,190	28,600	(27,590)
		2,525	2,525	2,525	2,525	22,749	3,334	3,334	3,334	3,334	3,334	3,334	3,334	-	56,190	28,600	(27,590)
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		368,987	1,450,203	1,058,438	1,186,449	1,098,397	1,069,858	1,252,298	1,093,613	1,104,961	1,208,788	1,255,565	926,880	215,001	13,289,438	12,417,397	(872,040)
Monthly Surplus (Deficit)		(158,409)	(1,070,110)	(654,789)	(446,949)	(230,759)	(364,234)	935,830	(403,217)	(480,248)	(471,379)	(561,469)	1,009,666	2,967,718	71,653	188,508	(116,855)

FY24-25 Allegiance STEAM Academy Thrive Chino

Monthly Cash Flow/Forecast FY23-24

Revised 06/20/25

Actuals Through: 5/31/2025

ADA = 903.80

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(158,409)	(1,070,110)	(654,789)	(446,949)	(230,759)	(364,234)	935,830	(403,217)	(480,248)	(471,379)	(561,469)	1,009,666	2,967,718	**71,653**		
Cash flows from operating activities																
Depreciation/Amortization	2,525	2,525	2,525	2,525	22,749	3,334	3,334	3,334	3,334	3,334	3,334	3,334	-	**56,190**		
Public Funding Receivables	3,306,067	(372,810)	409,285	(717,449)	826,508	(682,774)	456,692	(682,774)	281,072	632,142	-	336,609	(3,182,719)	**609,849**		
Grants and Contributions Rec.	(1,105)	(18,779)	13,113	(3,450)	9,116	-	-	-	-	-	(21,333)	-	-	**(22,438)**		
Due To/From Related Parties	(77,835)	(279,759)	(199,147)	(92,942)	286,613	(154,086)	240,161	58,344	281,855	23,091	2,965	150,000	-	**239,259**		
Prepaid Expenses	(65,723)	79,606	-	-	(21,547)	(6,931)	(23,124)	51,602	(17,001)	16,439	21,070	-	-	**34,391**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	55,202	(25,196)	(45,786)	52,395	(12,979)	(14,324)	128,560	(149,882)	(1,850)	(2,099)	86,523	-	215,001	**285,563**		
Accrued Expenses	(293,912)	173,709	(45,802)	(116,314)	(103,862)	(69,677)	89,465	(75,836)	53,624	(46,705)	(37,311)	-	-	**(472,620)**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	75,191	(6,509)	346,044	(137,486)	113,124	54,000	(710,091)	-	31,895	151,478	56,491	(1,034,668)	(1,060,532)	**(1,060,532)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	(48,538)	-	-	-	-	-	-	-	-	**(48,538)**		
Total Change in Cash	2,842,000	(1,517,323)	(174,556)	(1,459,670)	840,425	(1,234,691)	1,120,828	(1,198,429)	152,680	306,300	(449,730)	464,941				
Cash, Beginning of Month	1,668,069	4,510,069	2,992,746	2,818,190	1,358,520	2,198,945	964,254	2,085,082	886,653	1,039,333	1,345,634	895,904				
Cash, End of Month	4,510,069	2,992,746	2,818,190	1,358,520	2,198,945	964,254	2,085,082	886,653	1,039,333	1,345,634	895,904	1,360,846				

FY24-25 Allegiance STEAM Academy Thrive - Fontana

Monthly Cash Flow/Forecast FY23-24

Revised 6/20/25

Actuals Through: 5/31/2025

CHARTER IMPACT

ADA = 229.66

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 275.50	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	107,511	107,511	193,520	193,520	193,520	193,520	193,520	267,040	267,040	267,037	267,040	267,041	2,517,820	3,025,924	(508,105)
8012	Education Protection Account	-	-	-	-	9,738	-	9,738	-	-	-	14,942	-	11,512	45,930	55,100	(9,170)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	(1,650)	-	-	(1,650.00)	-	(1,650.00)
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	23,908	119,542	143,450	173,358	(29,908)
		-	107,511	107,511	193,520	203,258	193,520	203,258	193,520	267,040	267,040	280,329	290,948	398,095	2,705,550	3,254,383	(548,833)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	6,412	25,649	32,061	33,088	(1,027)
8220	Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	1,968	3,936	5,905	24,979	(19,075)
8294	Title V, Part B - PCSG	-	-	-	-	-	-	158,419	-	-	2,330	-	150,740		311,490	348,763	(37,273)
		-	-	-	-	-	-	158,419	-	-	2,330	-	159,121	29,585	349,455	406,830	(57,375)
Other State Revenue																	
8311	State Special Education	-	-	-	-	15,388	-	27,698	-	27,698	-	13,849	19,991	38,419	143,043	138,191	4,852
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	186	373	559	2,364	(1,805)
8550	Mandated Cost	-	-	-	-	-	-	3,907	-	-	-	-	-	-	3,907	3,907	0
8560	State Lottery	-	-	-	-	-	-	12,652	-	-	-	16,097	-	28,436	57,185	68,600	(11,414)
8598	Prior Year Revenue	-	-	-	-	-	-	4,804	-	-	(1,543)	943	-	-	4,205		4,204.53
8599	Other State Revenue	-	-	-	-	-	-	112,996	-	1,376	(1,376)	-	29,061	-	142,057	295,772	(153,715)
		-	-	-	-	15,388	-	162,057	-	29,074	(2,919)	30,889	49,238	67,227	350,956	508,833	(157,878)
Other Local Revenue																	
8690	Other Local Revenue	-	-	-	-	-	300,000	130,175	-	-	-	-	304,183	-	734,358	-	734,358
8699	School Fundraising	-	-	1,716	-	1,427	-	1,391	-	5,505	7,988	166	-	-	18,193	-	18,193
8990	Contributions, Restricted	22,025	-	(22,025)	-	-	-	-	-	-	0	0		-	-	500,000	(500,000)
		22,025	-	(20,309)	-	1,427	300,000	131,566	-	5,505	7,988	166	304,183	-	752,551	500,000	252,551
Total Revenue		22,025	107,511	87,202	193,520	220,073	493,520	655,300	193,520	301,619	274,440	311,384	803,490	494,908	4,158,512	4,670,046	(511,534)
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	2,045	108,798	103,753	99,876	96,083	96,991	97,151	86,841	82,927	82,917	86,040	90,971	-	1,034,392	995,096	(39,296)
1170	Teachers' Substitute Hours	-	6,405	6,100	9,047	8,525	7,048	11,621	13,107	12,454	22,870	17,816	4,692	-	119,686	100,091	(19,595)
1175	Teachers' Extra Duty/Stipends	-	5,250	800	578	3,731	4,248	111	11,598	1,210	20,271	5,844	2,083	-	55,724	25,000	(30,724)
1200	Pupil Support Salaries	10,052	24,946	31,012	28,540	26,137	28,172	33,323	26,754	26,367	23,874	24,023	19,253	-	302,453	242,829	(59,624)
1300	Administrators' Salaries	17,536	19,436	28,779	11,938	11,512	11,512	12,562	13,065	11,787	8,943	8,943	24,250	-	180,261	284,066	103,805
		29,632	164,836	170,444	149,978	145,988	147,970	154,769	151,365	134,746	158,874	142,665	141,249	-	1,692,516	1,647,082	(45,434)
Classified Salaries																	
2100	Instructional Salaries	131	29,214	22,703	29,524	19,937	17,322	26,334	25,651	21,637	32,252	22,145	-	-	246,850	249,773	2,924
2200	Support Salaries	4,596	11,543	7,445	7,905	6,565	7,007	5,666	4,639	4,637	4,640	3,977	7,295	-	75,915	114,730	38,815
2300	Classified Administrators' Salaries	2,209	2,209	4,419	1,768	1,768	1,768	1,768	2,746	1,768	1,768	1,768	1,750	-	25,706	26,250	544
2400	Clerical and Office Staff Salaries	19,372	23,089	28,030	22,568	20,683	20,275	19,733	19,263	19,155	19,844	19,156	13,888	-	245,057	198,789	(46,268)
2900	Other Classified Salaries	-	1,722	1,889	2,207	879	819	-	-	-	-	-	-	-	7,515.83	-	(7,515.83)
		26,308	67,778	64,486	63,972	49,832	47,190	53,501	52,300	47,197	58,503	47,045	22,933	-	601,044	589,543	(11,502)
Benefits																	
3101	STRS	5,660	28,958	30,337	30,569	31,333	30,449	23,561	24,802	22,066	26,549	24,162	25,293	-	303,740	314,593	10,853
3202	PERS	7,116	19,763	19,865	19,597	15,869	15,188	16,850	17,538	15,403	20,208	15,528	5,514	-	188,439	159,471	(28,968)
3301	OASDI	1,626	5,084	4,589	4,618	3,670	3,523	3,944	4,123	3,700	5,085	3,836	1,264	-	45,062	36,552	(8,510)
3311	Medicare	804	3,360	3,365	3,089	2,811	2,807	3,004	2,934	2,621	3,134	2,726	2,202	-	32,855	32,431	(424)
3401	Health and Welfare	14,795	26,395	17,154	8,537	7,642	15,364	9,963	12,688	11,829	15,466	8,076	20,042	-	167,951	227,500	59,549
3501	State Unemployment	2	1,789	461	422	305	804	7,647	1,712	633	615	211	1,176	-	15,778	23,520	7,742
3601	Workers' Compensation	-	-	-	-	10,783	5,850	1,540	1,540	1,540	1,541	-	76	-	22,870	1,118	(21,752)
		30,003	85,349	75,773	66,832	72,413	73,984	66,509	65,336	57,791	72,598	54,539	55,566	-	776,694	795,185	18,491

FY24-25 Allegiance STEAM Academy Thrive - Fontana

Monthly Cash Flow/Forecast FY23-24

Revised 6/20/25

Actuals Through: 5/31/2025

CHARTER IMPACT

ADA = 229.66

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	7,021	-	355	2,235	-	-	-	-	-	-	-	-	9,611	81,688	72,077
4200	Books and Other Materials	-	-	-	405	-	-	2,315	-	-	-	-	-	-	2,720	3,342	622
4302	School Supplies	-	73	992	6,616	694	124	856	-	835	472	460	1,892	-	13,014	25,100	12,086
4305	Software	-	4,535	765	7,427	25,999	5,396	17,426	1,980	-	6,162	1,880	1,000	-	72,570	103,500	30,930
4310	Office Expense	-	5,630	-	732	(500)	6	-	-	592	-	-	604	-	7,064	18,500	11,436
4311	Business Meals	-	-	40	35	-	-	-	-	298	300	-	65	-	738	400	(338)
4400	Noncapitalized Equipment	-	-	90,234	-	(65,162)	-	756	-	-	-	-	-	-	25,828	127,600	101,772
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	808	-	808	27,344	26,536
		-	17,259	92,031	15,570	(36,733)	5,526	21,352	1,980	1,726	6,934	2,340	4,369	-	132,353	387,474	255,120
Subagreement Services																	
5102	Special Education	-	-	-	14,744	-	-	16,328	-	11,648	7,848	5,824	6,086	-	62,478	71,500	9,022
5103	Substitute Teacher	-	10,934	3,700	9,654	5,440	8,789	8,903	2,777	9,255	7,715	6,165	2,899	-	76,231	182,900	106,669
5106	Other Educational Consultants	-	-	13,650	10,529	-	22,638	-	720	10,927	34,411	-	1,000	-	93,875	175,189	81,314
		-	10,934	17,350	34,927	5,440	31,427	25,231	3,497	31,830	49,974	11,989	9,985	-	232,584	429,589	197,005
Operations and Housekeeping																	
5201	Auto and Travel	-	101	-	774	566	246	26	242	166	103	91	237	-	2,554	5,400	2,846
5300	Dues & Memberships	-	5,363	5,198	(3,373)	-	-	-	-	-	-	-	-	-	7,188	4,400	(2,788)
5400	Insurance	-	-	-	-	26,366	3,767	3,767	3,767	3,767	3,767	-	1,820	-	47,020	-	(47,020)
5900	Communications	-	-	200	6,388	-	-	-	7,920	-	4,077	-	823	-	19,407	14,700	(4,707)
5901	Postage and Shipping	-	-	30	-	-	-	-	-	-	-	-	-	-	30	-	(29.99)
		-	5,463	5,427	3,789	26,933	4,013	3,792	11,929	3,933	7,947	91	2,880	-	76,198	24,500	(51,698)
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	-	2,258	1,803	5,457	-	726	2,004	-	1,197	-	-	604	-	14,050	9,500	(4,550)
		-	2,258	1,803	5,457	-	726	2,004	-	1,197	-	-	604	-	14,050	9,500	(4,550)
Professional/Consulting Services																	
5801	IT	4,766	4,941	4,941	4,866	5,916	4,941	4,866	4,866	4,866	4,866	4,866	3,847	-	58,548	37,900	(20,648)
5802	Audit & Taxes	-	-	-	-	-	-	-	-	3,152	-	-	-	-	3,152.31	-	(3,152.31)
5803	Legal	-	-	12,648	9,690	14,153	-	25,827	-	-	442	-	-	-	62,759	5,600	(57,159)
5804	Professional Development	-	-	13,928	12,964	900	6,964	11,699	2,868	6,964	-	12,085	1,909	-	70,281	25,900	(44,381)
5805	General Consulting	900	3,150	-	1,500	-	-	2,790	-	-	-	9,900	3,212	-	21,452	119,400	97,948
5806	Special Activities/Field Trips	-	1,200	6,050	770	3,410	2,003	3,493	28	-	3,707	-	-	-	20,661	400	(20,261)
5808	Printing	-	-	-	3	-	2,384	(1,744)	-	199	2,859	3,703	31	-	7,436	800	(6,636)
5809	Other taxes and fees	-	400	-	-	-	-	-	257	134	20	-	319	-	1,129	2,950	1,821
5810	Payroll Service Fee	-	-	-	-	-	1,098	845	845	-	1,718	-	-	-	4,506.24	-	(4,506.24)
5811	Management Fee	8,756	8,756	8,756	8,756	(7,933)	8,756	8,016	7,821	1,371	13,190	546	7,340	-	74,130	88,206	14,076
5812	District Oversight Fee	-	-	-	-	-	21,223	21,223	-	123,156	21,223	-	21,223	46,624	254,670	224,254	(30,416)
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	175	175	700	525
5815	Public Relations/Recruitment	-	-	-	-	-	3,990	(1,425)	-	-	350	-	77	-	2,992	2,950	(42)
		14,422	18,447	46,323	38,549	16,446	51,359	75,589	16,685	139,842	48,375	31,100	37,957	46,799	581,892	509,060	(72,833)
Depreciation																	
6900	Depreciation Expense	2,379	2,379	2,379	2,379	(18,654)	1,570	1,570	1,570	1,570	1,570	1,570	1,570	-	1,856	28,552	26,696
		2,379	2,379	2,379	2,379	(18,654)	1,570	1,570	1,570	1,570	1,570	1,570	1,570	-	1,856	28,552	26,696
Interest																	
7438	Interest Expense	773	773	773	773	773	773	488	7,622	489	517	490	488	-	14,734	9,276	(5,458)
		773	773	773	773	773	773	488	7,622	489	517	490	488	-	14,734	9,276	(5,458)
Total Expenses		103,519	375,476	476,790	382,227	262,438	364,540	404,807	312,284	420,321	405,291	291,830	277,600	46,799	4,123,922	4,429,760	305,838
Monthly Surplus (Deficit)		(81,494)	(267,965)	(389,588)	(188,707)	(42,365)	128,980	250,493	(118,764)	(118,703)	(130,852)	19,554	525,890	448,109	34,589	240,286	(205,697)

FY24-25 Allegiance STEAM Academy Thrive - Fontana

Monthly Cash Flow/Forecast FY23-24

Revised 6/20/25

Actuals Through: 5/31/2025

CHARTER IMPACT

ADA = 229.66

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(81,494)	(267,965)	(389,588)	(188,707)	(42,365)	128,980	250,493	(118,764)	(118,703)	(130,852)	19,554	525,890	448,109	**34,589**		
Cash flows from operating activities																
Depreciation/Amortization	2,379	2,379	2,379	2,379	(18,654)	1,570	1,570	1,570	1,570	1,570	1,570	1,570	-	**1,856**		
Public Funding Receivables	33,687	(107,511)	317,015	(193,520)	208,266	6,480	127,162	(193,520)	(63,847)	(267,827)	534,080	314,345	(494,908)	**219,901**		
Grants and Contributions Rec.	-	-	(200)	200	7,646	(2,258)	-	-	-	-	-	-	-	**5,388**		
Due To/From Related Parties	77,835	279,759	199,147	92,942	(286,613)	154,086	(240,161)	(58,344)	(281,855)	(23,091)	(2,965)	(150,000)	-	**(239,260)**		
Prepaid Expenses	-	-	-	-	-	(11,090)	(2,959)	14,050	(2,587)	-	2,312	-	-	**(275)**		
Accounts Payable	(14,440)	9,881	(2,531)	(3,661)	(3,154)	4,003	31,983	(36,424)	496	1,046	9,214	-	46,799	**43,212**		
Accrued Expenses	-	41,247	(11,868)	11,682	12,410	(3,798)	(6,889)	48,846	6,105	38,923	5,332	-	-	**141,989**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	86,465	145,000	27,272	-	(96,317)	-	20,786	(6,512)	55,961	(232,655)	-	**(0)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	48,538	-	-	-	-	-	-	-	-	**48,538**		
Total Change in Cash	17,968	(42,209)	200,818	(133,686)	(46,653)	277,973	64,881	(342,586)	(438,034)	(386,743)	625,059	459,149				
Cash, Beginning of Month	1,486,728	1,504,696	1,462,487	1,663,305	1,529,619	1,482,966	1,760,939	1,825,820	1,483,234	1,045,200	658,457	1,283,516				
Cash, End of Month	1,504,696	1,462,487	1,663,305	1,529,619	1,482,966	1,760,939	1,825,820	1,483,234	1,045,200	658,457	1,283,516	1,742,666				

Allegiance STEAM Academy - Thrive

Statement of Financial Position

May 31, 2025

	Allegiance STEAM Academy - Chino	Allegiance STEAM Academy - Fontana	Combined
Assets			
Current Assets			
Total Cash & Cash Equivalents	$ 895,903	$ 1,283,517	$ 2,179,421
Accounts Receivable	22,733	(5,388)	17,345
Public Funding Receivables	336,609	314,345	650,954
Due To/From Related Parties	2,542,457	(2,542,457)	-
Prepaid Expenses	1,312	275	1,587
Total Current Assets	**3,799,015**	**(949,708)**	**2,849,307**
Long-Term Assets			
Property & Equipment, Net	721,366	51,749	773,115
Total Long Term Assets	**721,366**	**51,749**	**773,115**
Total Assets	**$ 4,520,381**	**$ (897,958)**	**$ 3,622,422**
Liabilities			
Current Liabilities			
Accounts Payable	$ 86,282	$ (6,981)	$ 79,300
Accrued Liabilities	775,859	303,844	1,079,703
Deferred Revenue	1,034,668	232,655	1,267,324
Lease Liability	25,334	-	25,334
Total Current Liabilities	**1,922,144**	**529,517**	**2,451,661**
Other Long-Term Liabilities	52,708	-	52,708
Total Long-Term Liabilities	**52,708**	**-**	**52,708**
Total Liabilities	**1,974,851**	**529,517**	**2,504,369**
Total Net Assets	2,545,530	(1,427,476)	1,118,054
Total Liabilities and Net Assets	**$ 4,520,381**	**$ (897,958)**	**$ 3,622,422**

Allegiance STEAM Academy - Thrive

Statement of Cash Flows

For the period ended May 31, 2025

	Allegiance STEAM Academy - Chino	Allegiance STEAM Academy - Fontana	Month Ended 05/31/25
Cash Flows from Operating Activities			
Change in Net Assets	$ (561,469)	$ 19,554	$ (541,914)
Adjustments to reconcile change in net assets to net cash flows from operating activities:			
Depreciation	3,334	1,570	4,905
Public Funding Receivables	-	534,080	534,080
Grants, Contributions & Pledges Receivable	(21,333)	-	(21,333)
Due from Related Parties	2,965	(2,965)	-
Prepaid Expenses	21,070	2,312	23,381
Accounts Payable	86,523	9,214	95,737
Accrued Expenses	(37,311)	5,332	(31,978)
Deferred Revenue	56,491	55,961	112,452
Total Cash Flows from Operating Activities	**(449,730)**	**625,059**	**175,330**
Change in Cash & Cash Equivalents	(449,730)	625,059	175,330
Cash & Cash Equivalents, Beginning of Period	1,345,633	658,458	2,004,091
Cash and Cash Equivalents, End of Period	**$ 895,903**	**$ 1,283,517**	**$ 2,179,421**

Allegiance STEAM Academy - Chino

Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 632,141	$ 696,670	$ (64,529)	$ 6,068,931	$ 6,272,343	$ (203,412)	$ 7,665,684
Education Protection Account	-	-	-	135,455	136,800	(1,345)	182,400
State Aid - Prior Year	(7,854)	-	(7,854)	(23,562)	-	(23,562)	-
In Lieu of Property Taxes	-	190,557	(190,557)	187,780	2,311,321	(2,123,541)	2,692,434
Total State Aid - Revenue Limit	624,287	887,227	(262,940)	6,368,604	8,720,464	(2,351,860)	10,540,518
Federal Revenue							
Special Education - Entitlement	-	15,577	(15,577)	-	140,247	(140,247)	171,401
Federal Child Nutrition	-	6,849	(6,849)	114,916	51,548	63,368	72,095
Title I, Part A - Basic Low Income	-	-	-	73,755	88,023	(14,268)	88,023
Title II, Part A - Teacher Quality	-	-	-	19,075	18,633	442	18,633
Other Federal Revenue	-	-	-	10,000	5,000	5,000	10,000
Total Federal Revenue	-	22,426	(22,426)	217,746	303,451	(85,704)	360,152
Other State Revenue							
State Special Education	62,223	57,542	4,681	380,251	518,071	(137,820)	633,155
State Child Nutrition	-	648	(648)	27,456	4,879	22,577	6,824
Mandated Cost	-	-	-	18,148	18,148	(0)	18,148
State Lottery	-	-	-	131,743	112,634	19,109	227,088
Prior Year Revenue	-	-	-	28,562	-	28,562	-
Other State Revenue	-	-	-	883,952	615,015	268,937	820,020
Total Other State Revenue	62,223	58,190	4,033	1,470,113	1,268,747	201,366	1,705,235
Other Local Revenue							
Interest Revenue	490	-	490	14,246	-	14,246	-
Other Fees and Contracts	-	-	-	50	-	50	-
Other Local Revenue	-	-	-	115,930	-	115,930	-
School Fundraising	7,097	-	7,097	55,134	-	55,134	-
Total Other Local Revenue	7,587	-	7,587	185,360	-	185,360	-
Total Revenues	**694,097**	**967,844**	**(273,747)**	**8,241,824**	**10,292,661**	**(2,050,837)**	**12,605,905**
Expenses							
Certificated Salaries							
Teachers' Salaries	368,128	342,255	(25,873)	3,684,901	3,422,552	(262,349)	3,764,807
Teachers' Substitute Hours	25,828	13,655	(12,173)	231,046	136,546	(94,500)	150,200
Teachers' Extra Duty/Stipends	48,183	4,545	(43,637)	213,301	45,455	(167,847)	50,000
Pupil Support Salaries	52,048	51,895	(154)	560,861	541,502	(19,359)	593,396
Administrators' Salaries	68,053	65,517	(2,536)	782,130	720,682	(61,448)	786,198
Other Certificated Salaries	-	1,042	1,042	-	11,458	11,458	12,500
Total Certificated Salaries	562,240	478,908	(83,332)	5,472,239	4,878,194	(594,045)	5,357,102
Classified Salaries							
Instructional Salaries	87,234	91,519	4,285	894,735	915,188	20,452	915,188
Support Salaries	29,000	37,498	8,498	337,334	391,003	53,669	419,015
Supervisors' and Administrators' Salaries	7,070	6,563	(508)	73,256	72,188	(1,069)	78,750
Clerical and Office Staff Salaries	39,237	46,659	7,422	429,321	508,236	78,914	554,894
Other Classified Salaries	-	4,331	4,331	15,197	43,557	28,359	43,800
Total Classified Salaries	162,541	186,570	24,029	1,749,844	1,930,170	180,326	2,011,648
Benefits							
State Teachers' Retirement System, certificated positions	104,016	91,471	(12,545)	969,447	931,735	(37,712)	1,023,206
Public Employees' Retirement System, classified positions	40,055	50,467	10,412	433,259	522,111	88,852	544,151
OASDI/Medicare/Alternative, certificated positions	10,233	11,567	1,334	109,258	119,671	10,413	124,722
Medicare/Alternative, certificated positions	10,195	9,649	(546)	101,818	98,721	(3,096)	106,847
Health and Welfare Benefits, certificated positions	8,535	53,750	45,215	300,303	591,250	290,947	645,000
State Unemployment Insurance, certificated positions	1,018	3,289	2,271	43,603	62,494	18,891	65,783
Workers' Compensation Insurance, certificated positions	-	9,317	9,317	91,177	95,317	4,140	103,162
Total Benefits	174,054	229,511	55,458	2,048,864	2,421,299	372,435	2,612,872

Allegiance STEAM Academy - Chino

Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	43	-	(43)	346,695	74,800	(271,895)	74,800
Books and Reference Materials	-	-	-	2,299	17,400	15,101	17,400
School Supplies	-	5,533	5,533	26,617	60,867	34,249	66,400
Software	1,980	9,717	7,737	191,191	106,883	(84,308)	116,600
Office Expense	968	7,117	6,149	30,911	78,283	47,372	85,400
Business Meals	-	283	283	135	3,117	2,982	3,400
Noncapitalized Equipment	2,107	-	(2,107)	73,921	36,818	(37,103)	36,818
Food Services	247	7,174	6,928	135,055	71,745	(63,311)	78,919
Total Books & Supplies	5,345	29,824	24,480	806,824	449,913	(356,911)	479,737
Subagreement Services							
Nursing	-	8	8	-	92	92	100
Special Education	66,205	36,373	(29,832)	455,943	363,727	(92,215)	400,100
Substitute Teacher	14,783	17,173	2,390	163,516	171,727	8,211	188,900
Transportation	-	18	18	5,152	182	(4,970)	200
Other Educational Consultants	51,797	-	(51,797)	271,744	-	(271,744)	-
Total Subagreement Services	132,785	53,572	(79,213)	896,355	535,728	(360,627)	589,300
Operations & Housekeeping							
Auto and Travel	365	1,218	854	3,973	12,182	8,208	13,400
Dues & Memberships	475	1,550	1,075	24,070	17,050	(7,020)	18,600
Insurance	-	13,225	13,225	180,798	145,475	(35,323)	158,700
Utilities	152,287	8,633	(143,653)	152,287	94,967	(57,320)	103,600
Janitorial Services	-	267	267	-	2,933	2,933	3,200
ASB Fundraising Expense	-	25	25	7,447	275	(7,172)	300
Communications	-	6,500	6,500	873	71,500	70,627	78,000
Postage and Shipping	-	130	130	35	1,170	1,135	1,300
Total Operations & Housekeeping	153,126	31,548	(121,578)	369,483	345,552	(23,931)	377,100
Facilities, Repairs & Other Leases							
Equipment Leases	-	5,483	5,483	32,570	60,317	27,746	65,800
Repairs and Maintenance	-	117	117	450	1,283	833	1,400
Total Facilities, Repairs & Other Leases	-	5,600	5,600	33,020	61,600	28,580	67,200
Professional/Consulting Services							
IT	7,597	7,758	162	86,693	85,342	(1,351)	93,100
Audit & Taxes	-	-	-	12,609	30,000	17,391	30,000
Legal	3,546	4,175	629	79,080	45,925	(33,155)	50,100
Professional Development	7,280	4,740	(2,540)	70,851	42,660	(28,191)	47,400
General Consulting	31,579	4,520	(27,059)	62,555	40,680	(21,875)	45,200
Special Activities/Field Trips	1,575	-	(1,575)	71,191	44,300	(26,891)	44,300
Bank Charges	-	50	50	35	450	415	500
Printing	8,379	130	(8,249)	23,842	1,170	(22,672)	1,300
Other Taxes and Fees	-	610	610	4,128	5,490	1,362	6,100
Payroll Service Fee	-	1,125	1,125	29,076	12,375	(16,701)	13,500
Management Fee	2,184	20,244	18,060	278,014	222,680	(55,334)	242,923
District Oversight Fee	-	26,617	26,617	-	261,614	261,614	316,216
Public Relations/Recruitment	-	320	320	-	2,880	2,880	3,200
Total Professional/Consulting Services	62,140	70,289	8,149	718,073	795,565	77,492	893,839
Depreciation							
Depreciation Expense	3,334	2,383	(951)	52,855	26,217	(26,639)	28,600
Total Depreciation	3,334	2,383	(951)	52,855	26,217	(26,639)	28,600
Total Expenses	**1,255,565**	**1,088,206**	**(167,359)**	**12,147,556**	**11,444,238**	**(703,319)**	**12,417,397**
Change in Net Assets	**(561,469)**	**(120,362)**	**(441,106)**	**(3,905,732)**	**(1,151,576)**	**(2,754,156)**	**188,508**
Net Assets, Beginning of Period	3,106,998			6,451,262			
Net Assets, End of Period	**$ 2,545,530**			**$ 2,545,530**			

Allegiance STEAM Academy - Fontana

Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 267,037	$ 369,881	$ (102,844)	$ 1,983,739	$ 2,286,162	$ (302,423)	$ 3,025,924
Education Protection Account	14,942	-	14,942	34,418	41,325	(6,907)	55,100
State Aid - Prior Year	(1,650)	-	(1,650)	(1,650)	-	(1,650)	-
In Lieu of Property Taxes	-	17,046	(17,046)	-	139,266	(139,266)	173,358
Total State Aid - Revenue Limit	280,329	386,927	(106,598)	2,016,507	2,466,753	(450,246)	3,254,383
Federal Revenue							
Special Education - Entitlement	-	4,045	(4,045)	-	24,999	(24,999)	33,088
Federal Child Nutrition	-	2,373	(2,373)	-	17,860	(17,860)	24,979
Title V, Part B - PCSGP	-	-	-	160,749	261,572	(100,823)	348,763
Total Federal Revenue	-	6,418	(6,418)	160,749	304,431	(143,682)	406,830
Other State Revenue							
State Special Education	13,849	16,892	(3,043)	84,633	104,407	(19,774)	138,191
State Child Nutrition	-	225	(225)	-	1,690	(1,690)	2,364
Mandated Cost	-	-	-	3,907	3,907	0	3,907
State Lottery	16,097	-	16,097	28,749	24,248	4,501	68,600
Prior Year Revenue	943	-	943	4,205	-	4,205	-
Other State Revenue	-	-	-	112,996	221,829	(108,833)	295,772
Total Other State Revenue	30,889	17,117	13,773	234,490	356,081	(121,591)	508,834
Other Local Revenue							
Other Local Revenue	-	-	-	430,175	-	430,175	-
School Fundraising	166	-	166	18,193	-	18,193	-
Contributions, Restricted	-	-	-	-	500,000	(500,000)	500,000
Total Other Local Revenue	166	-	166	448,368	500,000	(51,632)	500,000
Total Revenues	**311,384**	**410,462**	**(99,077)**	**2,860,114**	**3,627,265**	**(767,151)**	**4,670,046**
Expenses							
Certificated Salaries							
Teachers' Salaries	86,040	90,463	4,424	943,421	904,633	(38,788)	995,096
Teachers' Substitute Hours	17,816	9,099	(8,717)	114,994	90,992	(24,002)	100,091
Teachers' Extra Duty/Stipends	5,844	2,083	(3,761)	53,641	22,917	(30,724)	25,000
Pupil Support Salaries	24,023	21,463	(2,560)	283,200	221,366	(61,834)	242,829
Administrators' Salaries	8,943	23,672	14,730	156,011	260,394	104,383	284,066
Total Certificated Salaries	142,665	146,781	4,116	1,551,268	1,500,301	(50,966)	1,647,082
Classified Salaries							
Instructional Salaries	22,145	24,977	2,833	246,850	249,773	2,924	249,773
Support Salaries	3,977	10,430	6,453	68,621	104,300	35,680	114,730
Supervisors' and Administrators' Salaries	1,768	2,188	420	23,956	24,063	106	26,250
Clerical and Office Staff Salaries	19,156	16,566	(2,590)	231,169	182,223	(48,946)	198,789
Other Classified Salaries	-	-	-	7,516	-	(7,516)	-
Total Classified Salaries	47,045	54,161	7,115	578,112	560,359	(17,752)	589,543
Benefits							
State Teachers' Retirement System, certificated positions	24,162	28,035	3,873	278,447	286,557	8,111	314,593
Public Employees' Retirement System, classified positions	15,528	14,650	(877)	182,925	151,577	(31,348)	159,471
OASDI/Medicare/Alternative, certificated positions	3,836	3,358	(478)	43,798	34,742	(9,056)	36,552
Medicare/Alternative, certificated positions	2,726	2,914	188	30,653	29,880	(774)	32,431
Health and Welfare Benefits, certificated positions	8,076	18,958	10,882	147,909	208,542	60,632	227,500
State Unemployment Insurance, certificated positions	211	1,176	965	14,602	22,344	7,742	23,520
Workers' Compensation Insurance, certificated positions	-	100	100	22,794	1,030	(21,764)	1,118
Total Benefits	54,539	69,192	14,653	721,128	734,672	13,544	795,185
Books & Supplies							
Textbooks and Core Materials	-	-	-	9,611	81,688	72,077	81,688
Books and Reference Materials	-	-	-	2,720	3,342	622	3,342
School Supplies	460	2,092	1,632	11,122	23,008	11,887	25,100
Software	1,880	8,625	6,745	71,570	94,875	23,305	103,500
Office Expense	-	1,542	1,542	6,460	16,958	10,498	18,500
Business Meals	-	33	33	673	367	(306)	400
Noncapitalized Equipment	-	-	-	25,828	127,600	101,772	127,600
Food Services	-	2,486	2,486	-	24,858	24,858	27,344
Total Books & Supplies	2,340	14,777	12,437	127,984	372,696	244,712	387,474
Subagreement Services							
Special Education	5,824	6,500	676	56,392	65,000	8,608	71,500
Substitute Teacher	6,165	16,627	10,462	73,332	166,273	92,940	182,900
Other Educational Consultants	-	17,519	17,519	92,875	157,670	64,795	175,189
Total Subagreement Services	11,989	40,646	28,657	222,599	388,943	166,344	429,589

Allegiance STEAM Academy - Fontana

Budget vs Actual

For the period ended May 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	91	491	400	2,316	4,909	2,593	5,400
Dues & Memberships	-	367	367	7,188	4,033	(3,154)	4,400
Insurance	-	-	-	45,200	-	(45,200)	-
Communications	-	1,225	1,225	18,585	13,475	(5,110)	14,700
Postage and Shipping	-	-	-	30	-	(30)	-
Total Operations & Housekeeping	91	2,083	1,991	73,318	22,417	(50,900)	24,500
Facilities, Repairs & Other Leases							
Equipment Leases	-	792	792	13,446	8,708	(4,738)	9,500
Total Facilities, Repairs & Other Leases	-	792	792	13,446	8,708	(4,738)	9,500
Professional/Consulting Services							
IT	4,866	3,158	(1,708)	54,701	34,742	(19,959)	37,900
Audit & Taxes	-	-	-	3,152	-	(3,152)	-
Legal	-	467	467	62,759	5,133	(57,625)	5,600
Professional Development	12,085	2,590	(9,495)	68,372	23,310	(45,062)	25,900
General Consulting	9,900	11,940	2,040	18,240	107,460	89,220	119,400
Special Activities/Field Trips	-	-	-	20,661	400	(20,261)	400
Printing	3,703	80	(3,623)	7,405	720	(6,685)	800
Other Taxes and Fees	-	295	295	811	2,655	1,844	2,950
Payroll Service Fee	-	-	-	4,506	-	(4,506)	-
Management Fee	546	7,350	6,804	66,791	80,855	14,065	88,206
District Oversight Fee	-	20,387	20,387	186,824	203,867	17,043	224,254
County Fees	-	-	-	-	525	525	700
Public Relations/Recruitment	-	295	295	2,915	2,655	(260)	2,950
Total Professional/Consulting Services	31,100	46,562	15,462	497,137	462,322	(34,814)	509,060
Depreciation							
Depreciation Expense	1,570	2,379	809	286	26,173	25,887	28,552
Total Depreciation	1,570	2,379	809	286	26,173	25,887	28,552
Interest							
Interest Expense	490	773	283	14,246	8,503	(5,743)	9,276
Total Interest	490	773	283	14,246	8,503	(5,743)	9,276
Total Expenses	**291,830**	**378,146**	**86,316**	**3,799,523**	**4,085,096**	**285,573**	**4,429,760**
Change in Net Assets	**19,554**	**32,315**	**(12,761)**	**(939,409)**	**(457,831)**	**(481,578)**	**240,286**
Net Assets, Beginning of Period	(1,447,030)			(488,067)			
Net Assets, End of Period	**$(1,427,476)**			**$(1,427,476)**			

Allegiance STEAM Academy - Chino

Accounts Payable Aging

May 31, 2025

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
AT10 Education, L.L.C.	2078	4/17/2025	5/17/2025	$ -	$ 3,081	$ -	$ -	$ -	$ 3,081
Braille Abilities, LLC	76076	4/3/2025	5/3/2025	-	12,892	-	-	-	12,892
Chino Valley Unified School District	250150	4/21/2025	5/21/2025	-	1,011	-	-	-	1,011
Chino Valley Unified School District	250151	4/21/2025	5/21/2025	-	865	-	-	-	865
Chino Valley Unified School District	250154	4/21/2025	5/21/2025	-	307	-	-	-	307
Chino Valley Unified School District	250159	4/21/2025	5/21/2025	-	1,200	-	-	-	1,200
Chino Valley Unified School District	250160	4/21/2025	5/21/2025	-	39	-	-	-	39
Chino Valley Unified School District	250163	4/21/2025	5/21/2025	-	3	-	-	-	3
Cintas Corporation #150	4229174999	5/1/2025	5/11/2025	-	110	-	-	-	110
Cintas Corporation #150	4229934000	5/8/2025	5/18/2025	-	110	-	-	-	110
Maranda Claro	CLAR050825	5/9/2025	5/9/2025	-	150	-	-	-	150
LA Speech Pathology Services, Inc.	133	4/30/2025	4/30/2025	-	17,472	-	-	-	17,472
Optiva IT	6712	5/1/2025	5/1/2025	-	7,459	-	-	-	7,459
Procopio, Cory, Hargreaves & Savitch LLP	927578	4/14/2025	4/14/2025	-	3,546	-	-	-	3,546
Scoot.education	116768	4/9/2025	5/9/2025	-	722	-	-	-	722
Scoot.education	116756	4/9/2025	5/9/2025	-	1,731	-	-	-	1,731
Scoot.education	120504	5/7/2025	5/7/2025	-	4,371	-	-	-	4,371
Scoot.education	120730	5/7/2025	5/7/2025	-	1,954	-	-	-	1,954
Scoot.education	118505	4/23/2025	5/23/2025	-	2,187	-	-	-	2,187
Scoot.education	118672	4/23/2025	5/23/2025	-	207	-	-	-	207
Think Together	5200-25-E08	5/1/2025	5/1/2025	-	24,999	-	-	-	24,999
Virco Inc.	1645244	5/5/2025	5/5/2025	-	2,107	-	-	-	2,107
Waxie Sanitary Supply	82369545-R	5/3/2024	5/3/2024	-	-	-	-	(241)	(241)
Total Outstanding Invoices				$ -	$ 86,523	$ -	$ -	$ (241)	$ 86,282

Allegiance STEAM Academy - Chino

Check Register

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Account# 2824				
ACH	Brianna Cordts	Reimbursement, IM Budget, Classroom Library 03/2025	5/12/2025	$ 14.74
ACH	Pride Learning Co.	SPED, Ind Contractor, Reading Specialist - 02/25 & 03/25	5/12/2025	2,450.00
ACH	Hanna Interpreting Services LLC	SPED, Interpretation	5/12/2025	645.00
ACH	Braille Abilities, LLC	SPED, Gen Consulting - VI/O&M Service	5/12/2025	3,543.00
ACH	Chino Valley Unified School District	Printing, Canon 7/1/24-8/31/24,CVUSD Lease Agreement	5/12/2025	158,578.81
ACH	Lauren McGuire	Reimbursement, IM Budget	5/12/2025	28.25
ACH	Callie Moreno	Reimbursement, SPED PD Staff Meals/Snacks CH, Mileage -	5/12/2025	436.12
ACH	Bellwether Education Partners, Inc.	Charter Network Accelerator (CNA) 2.0 - Fall 2024 Cohort - CH	5/12/2025	18,000.00
ACH	Scoot.education	Substitutes, Special Education & Substitutes, General Education	5/12/2025	3,611.00
ACH	Shana Lopez	Reimb, Field Trip Refund - 04/01/25	5/12/2025	375.00
ACH	Instruction Partners	Partnership Contract Invoice #8 out of 10 CH	5/19/2025	6,964.00
ACH	Carmelita Lopez	Mileage, to ASA Fontana CH 80%	5/19/2025	135.27
ACH	Cintas Corporation #150	Facilities	5/19/2025	109.99
ACH	Think Together	ELOP, Childcare (Before/After)	5/19/2025	24,998.60
ACH	Chino Valley Chamber of Commerce	Membership, Chamber of Commerce CH	5/19/2025	475.00
ACH	Waxie Sanitary Supply	Facilities	5/19/2025	268.29
ACH	Beyond the Message, LLC	Website Services, Updating authorizer link, food services, and	5/27/2025	1,050.00
ACH	Monica Argumaniz	SPED, TT Consultations/Assessment - April	5/27/2025	1,800.00
ACH	LA Speech Pathology Services, Inc.	SPED, Speech Services CH SLP, SLPA	5/27/2025	22,729.00
ACH	Pride Learning Co.	SPED, Ind Cont for Reading	5/27/2025	997.50
ACH	Auditory Processing Diagnostic Center	SPED, Ind Cont Central Auditory Processing Evaluation	5/27/2025	3,100.00
ACH	Cintas Corporation #150	Facilities	5/27/2025	219.98
ACH	Charter Impact	Back Office Provider, Student Data Services CH 80%	5/27/2025	2,184.00
ACH	Top Notch Catering	ELOP Spring Break, March 2025 (6 days, Bkfst & Lunch)	5/27/2025	1,103.40
ACH	Citizens Business Bank	Returned Deposit Items Check 122	5/14/2025	17.00
ACH	WageWorks, Inc.	Wage Works Receivable	5/23/2025	75.00
ACH	CalPERS	PERS Payment	5/23/2025	53,865.24
ACH	CalPERS	PERS Payment	5/23/2025	6,417.87
ACH	Mid Atlantic Trust Company	Mid Atlantic 04/25	5/28/2025	2,835.00
ACH	Mid Atlantic Trust Company	Mid Atlantic 05/25	5/28/2025	2,835.00
ACH	Anthem Life	Insurance - 05/25	5/30/2025	824.74
ACH	Inova	Payroll Taxes - 05/09/25	5/9/2025	451.89
ACH	Inova	Payroll Taxes - 05/19/25	5/21/2025	1,781.25
ACH	Inova	Payroll Taxes - 05/23/25	5/22/2025	373.00
ACH	Inova	Payroll Taxes - 05/21/25	5/22/2025	1,633.00
ACH	Anthem Blue Cross	Health Insurance - 05/25	5/28/2025	26,388.24
ACH	Inova	Payroll Taxes - 05/29/25	5/29/2025	499.50
ACH	Inova	Payroll Taxes - 05/30/25	5/30/2025	62.71
Voided - ACH	Setje Brinkmann	Annika/Leyna Zare	5/7/2025	Void
Voided - ACH	Allyson Jaramillo	Darla M Jaramillo	5/7/2025	Void
Voided - ACH	Shravan Boora	Sasha Boora	5/7/2025	Void
Voided - ACH	Ana Martínez	Jacob Okeke	5/7/2025	Void
Voided - ACH	Aracely Lopez	Ethan L Lopez	5/7/2025	Void
Voided - ACH	Anjun Ren	Joanna Z Cao	5/7/2025	Void
Voided - ACH	Allegiance STEAM Academy	Emily C Lahip	5/7/2025	Void
Voided - ACH	Cindy Romero	Sophia M Gomez	5/7/2025	Void
Voided - ACH	Ruby Sinha	Siya Sinha	5/7/2025	Void
Voided - ACH	Tao Lu	Noah Tang	5/7/2025	Void
Voided - ACH	Alannah Ali	Amare C Carter	5/7/2025	Void
Voided - ACH	Ning Ma	Emma Liu	5/7/2025	Void
Voided - ACH	Annie Lin	Anson/Anthony Chen	5/7/2025	Void
Voided - ACH	Trisha Lopez	Kelliya/Kiana Norwood	5/7/2025	Void
Voided - ACH	Rena Ferralez	Kayla M Fisher	5/7/2025	Void
Voided - ACH	Kiran Immadisetty	Jayesh Immadisetty	5/7/2025	Void
Voided - ACH	Justin Yu	Andy Yu	5/7/2025	Void
Voided - ACH	Irina Hardy	Alexander/Aden Hardy	5/7/2025	Void
Voided - ACH	Kalvin Ros	Kalisa Ros	5/7/2025	Void
Voided - ACH	Gisele Chiquito Leon	Ethan Leon	5/7/2025	Void
Voided - ACH	Grace Turnbaugh	Maximus Turnbaugh	5/7/2025	Void
				$ 351,876.39
Account# 2247				
ACH	Bellwether Education Partners, Inc.	Charter Network Accelerator (CNA) 2.0 - Fall 2024 Cohort - CH	5/12/2025	$ 6,000.00
ACH	Callie Moreno	Reimbursement, SPED PD Staff Meals/Snacks CH	5/12/2025	64.49
ACH	Classtime Inc.	Software, School Licenses CH	5/19/2025	1,980.00
ACH	Carmelita Lopez	Mileage, to ASA Fontana CH 80%	5/19/2025	45.09
ACH	LA Speech Pathology Services, Inc.	SPED, Speech Services - CH - Christy Taggart SLP	5/27/2025	5,824.00
				$ 13,913.58

Total Disbursements Issued in May **$ 365,789.97**

Allegiance STEAM Academy - Fontana

Check Register

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Account# 2247				
80197	San Bernardino County Superintendent of Schools	ASA STRS Fontana 04/2025	5/6/2025	$ 37,101.61
Voided - ACH	Ring LLC	FO Front Office access to Ring	5/7/2025	Void
ACH	Certified Transportation Services, Inc.	Field Trip, Transportation STEAM Day @ Dodgers Stadium FO	5/5/2025	1,338.63
ACH	Scoot.education	Substitutes, General Education	5/12/2025	1,747.00
ACH	Marie Braasch	ASA Fontana Parent Appreciation Event	5/19/2025	300.00
ACH	School Nursing Solutions	Health, Hearing and Vision Screening - 2/2 Installments (50% for Comple	5/19/2025	2,850.00
ACH	Instruction Partners	Partnership Contract Invoice #8 out of 10 FO	5/19/2025	6,964.00
ACH	Printer Copier Guys	Printing, Lease	5/27/2025	1,119.35
ACH	Charter Impact	Back Office Provider, Student Data Services FO 20%	5/27/2025	546.00
ACH	Instruction Partners	Partnership Contract Invoice #9 out of 10 FO	5/27/2025	6,964.00
ACH	Marlin Leasing Corp	Printing, Lease	5/27/2025	1,774.83
ACH	Beyond the Message, LLC	Website Services, Updated authorizer link, weekly wolf update, and upd	5/27/2025	750.00
ACH	Inova	Payroll Taxes - 05/21/25	5/21/2025	953.67
ACH	Inova	Payroll Taxes - 05/23/25	5/22/2025	289.95
ACH	Inova	Payroll Taxes - 05/23/25	5/23/2025	50.29
ACH	Anthem Blue Cross	Health Insurance - 05/25	5/28/2025	10,660.57
ACH	Inova	Payroll Taxes - 05/29/25	5/29/2025	101.79
ACH	Anthem Life	Insurance - 05/25	5/30/2025	275.28
				$ 73,786.97
Account# 2824				
60314	San Bernardino County Superintendent of Schools	ASA STRS Chino 04/2025	5/6/2025	$ 156,207.57
ACH	Callie Moreno	Reimbursement, PD, Mileage - SELPA FO 20%	5/12/2025	64.49
ACH	Bellwether Education Partners, Inc.	Charter Network Accelerator (CNA) 2.0 - Fall 2024 Cohort - FO 20%	5/12/2025	6,000.00
ACH	Classtime Inc.	Software, School Licenses FO	5/19/2025	1,980.00
ACH	Carmelita Lopez	Mileage, to ASA Fontana FO 20%	5/19/2025	45.09
ACH	LA Speech Pathology Services, Inc.	SPED, Speech Services - FO - Christy Taggart SLP	5/27/2025	5,824.00
				$ 170,121.15
			Total Disbursements Issued in May	$ 243,908.12

Allegiance STEAM Academy - Fontana

Accounts Payable Aging

May 31, 2025

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Beyond the Message, LLC	1220	03/01/25	3/31/2025	$ -	$ 300	$ -	$ -	$ -	$ 300
Marlin Leasing Corp	1215	04/18/25	5/10/2025	-	809	-	-	-	809
McGraw Hill LLC	130842325001	12/01/23	12/31/2023	-	-	-	-	(9,894)	(9,894)
McGraw Hill LLC	130803698001	12/01/23	12/31/2023	-	-	-	-	(7,791)	(7,791)
McGraw Hill LLC	130645507001	11/15/23	12/15/2023	-	-	-	-	(150)	(150)
Optiva IT	6712	05/01/25	5/1/2025	-	4,866	-	-	-	4,866
Printshop SB	05022025ASA	04/29/25	5/2/2025	-	460	-	-	-	460
Scoot.education	116507	04/09/25	5/9/2025	-	1,439	-	-	-	1,439
Scoot.education	120661	05/07/25	5/7/2025	-	1,232	-	-	-	1,232
Scoot.education	118480	04/23/25	5/23/2025	-	1,747	-	-	-	1,747
Total Outstanding Invoices				$ -	$ 10,853	$ -	$ -	$ (17,834)	$ (6,981)

Allegiance STEAM Academy - Chino

Check Register - greater than $2,000

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Employee Benefits				
ACH	CalPERS	3202 - PERS	5/23/2025	53,865.24
ACH	CalPERS	3202 - PERS	5/23/2025	6,417.87
ACH	Mid Atlantic Trust Company	3401 - Health and Welfare	5/28/2025	2,835.00
ACH	Mid Atlantic Trust Company	3401 - Health and Welfare	5/28/2025	2,835.00
ACH	Anthem Blue Cross	3401 - Health and Welfare	5/28/2025	26,388.24
				92,341.35
Subagreement Services				
ACH	Pride Learning Co.	5102 - Special Education	5/12/2025	2,450.00
ACH	Braille Abilities, LLC	5102 - Special Education	5/12/2025	3,543.00
ACH	Scoot.education	5103 - Substitute Teachers	5/12/2025	3,611.00
ACH	Think Together	5106 - Other Educational Consultants	5/19/2025	24,998.60
ACH	LA Speech Pathology Services, Inc.	5102 - Special Education	5/27/2025	22,729.00
ACH	LA Speech Pathology Services, Inc.	5102 - Special Education	5/27/2025	5,824.00
ACH	Auditory Processing Diagnostic Center	5102 - Special Education	5/27/2025	3,100.00
				66,255.60
Professional/Consulting Services				
ACH	Chino Valley Unified School District	5808 - Printing	5/12/2025	158,578.81
ACH	Bellwether Education Partners, Inc.	5804 - Professional Development	5/12/2025	18,000.00
ACH	Bellwether Education Partners, Inc.	5804 - Professional Development	5/12/2025	6,000.00
ACH	Instruction Partners	5804 - Professional Development	5/19/2025	6,964.00
ACH	Charter Impact	5811 - Management Fee	5/27/2025	2,184.00
				191,726.81

Total Disbursement over $2,000   **$ 350,323.76**

Allegiance STEAM Academy - Fontana

Check Register - greater than $2,000

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Employee Benefits				
80197	San Bernardino County Superintendent of Schools	9513 - STRS	5/6/2025	37,101.61
60314	San Bernardino County Superintendent of Schools	9513 - STRS	5/6/2025	156,207.57
ACH	School Nursing Solutions	3401 - Health and Welfare	5/19/2025	2,850.00
ACH	Anthem Blue Cross	3401 - Health and Welfare	5/28/2025	10,660.57
				206,819.75
Subagreement Services				
ACH	LA Speech Pathology Services, Inc.	5102 - Special Education	5/27/2025	5,824.00
				5,824.00
Professional/Consulting Services				
ACH	Bellwether Education Partners, Inc.	5804 - Professional Development	5/12/2025	6,000.00
ACH	Instruction Partners	5804 - Professional Development	5/19/2025	6,964.00
ACH	Instruction Partners	5804 - Professional Development	5/27/2025	6,964.00
				19,928.00
			Total Disbursement over $2,000	**$ 232,571.75**

Allegiance STEAM Academy - Fontana

Check Register - greater than $2,000