

LCFF Budget Overview for Parents

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

CDS Code: 36-67678-0137547

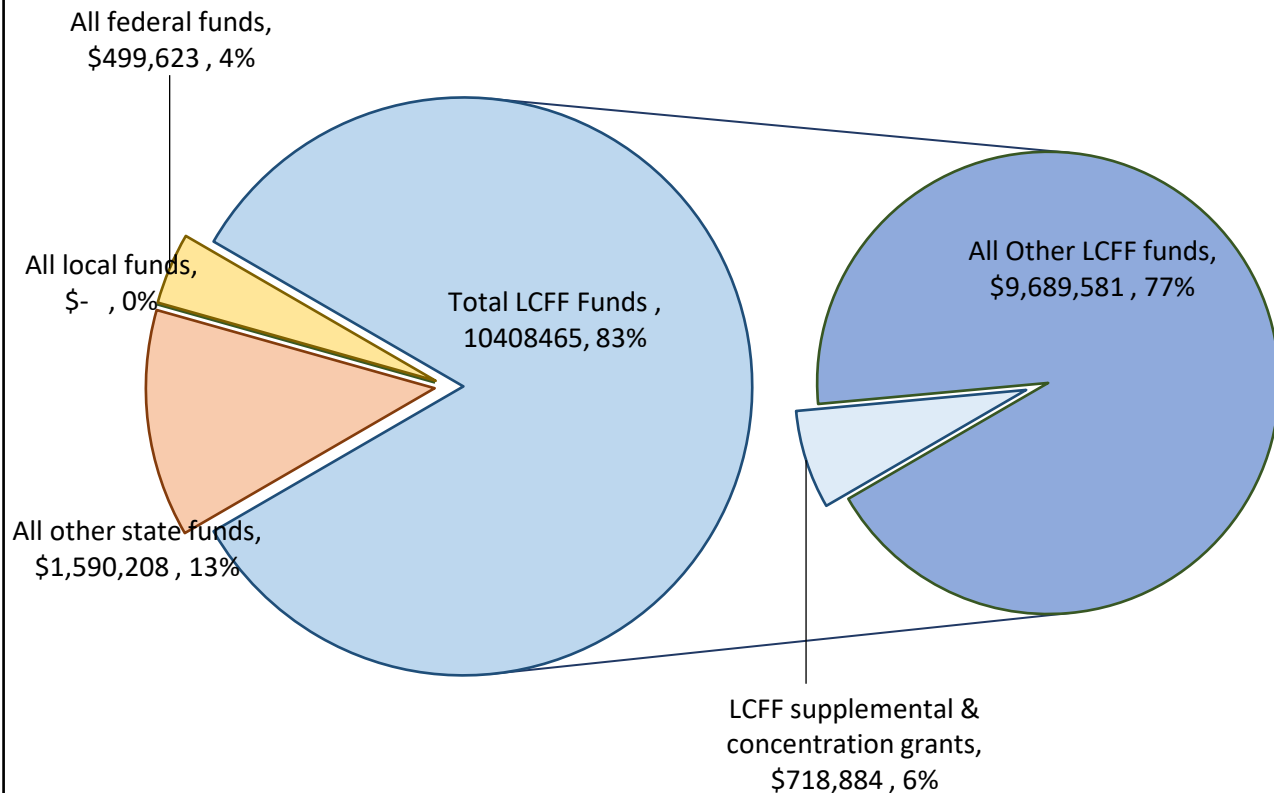
School Year: 2023-24

LEA contact information: Sebastian Cогnetta, Chief Executive Officer Email: sebastian.cognetta@asathrive

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 2023-24 School Year

Projected Revenue by Fund Source

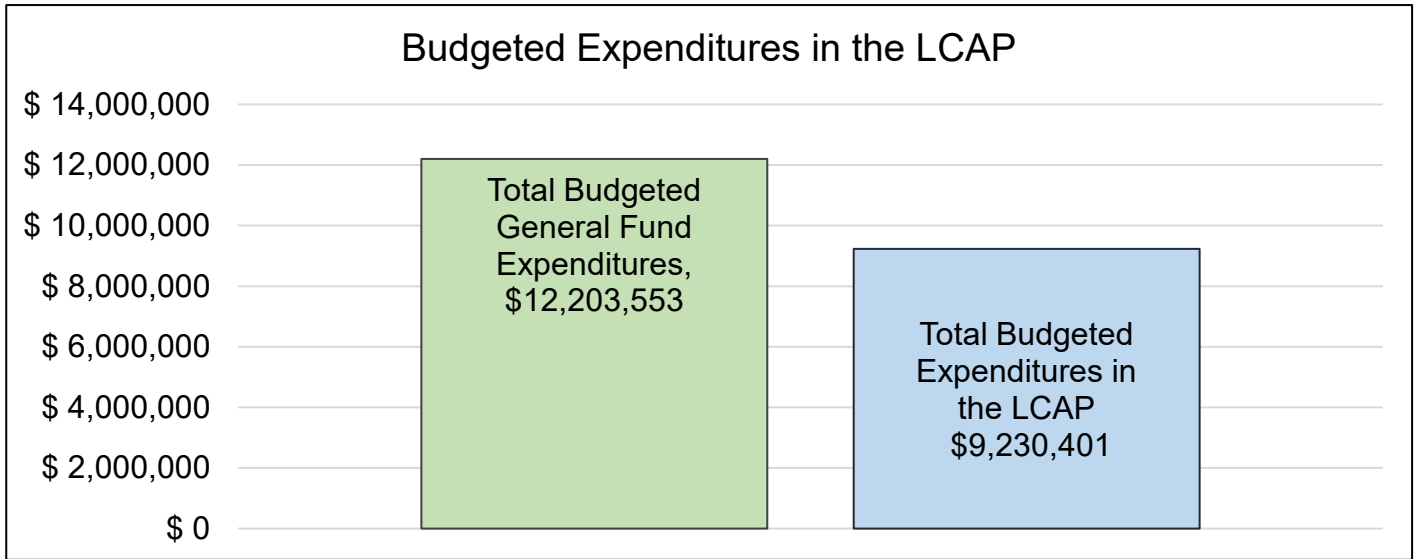


This chart shows the total general purpose revenue Allegiance STEAM Academy Chino expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Allegiance STEAM Academy Chino is \$12,498,296.00, of which \$10,408,465.00 is Local Control Funding Formula (LCFF), \$1,590,208.00 is other state funds, \$0.00 is local funds, and \$499,623.00 is federal funds. Of the \$10,408,465.00 in LCFF Funds, \$718,884.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Allegiance STEAM Academy Chino plans to spend for 2023-24. 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 Chino plans to spend \$12,203,553.00 for the 2023-24 school year. Of that amount, \$9,230,401.00 is tied to actions/services in the LCAP and \$2,973,152.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

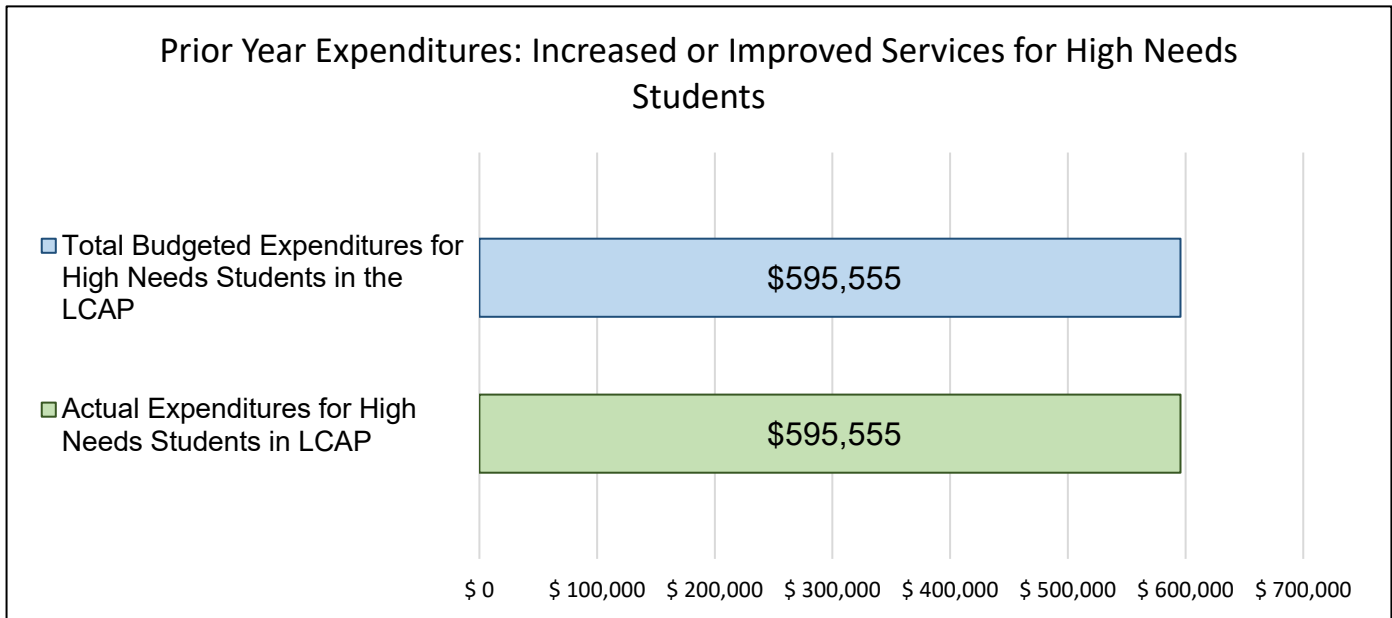
Budgeted General Fund Expenditures not included in the 2023-24 Local Control and Accountability Plan include facility rent, operating costs, and administrative expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Allegiance STEAM Academy Chino is projecting it will receive \$718,884.00 based on the enrollment of foster youth, English learner, and low-income students. Allegiance STEAM Academy Chino must describe how it intends to increase or improve services for high needs students in the LCAP. Allegiance STEAM Academy Chino plans to spend \$718,884.00 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 2022-23



This chart compares what Allegiance STEAM Academy Chino 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 Chino 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 2022-23, Allegiance STEAM Academy Chino's LCAP budgeted \$595,555.00 for planned actions to increase or improve services for high needs students. Allegiance STEAM Academy Chino actually spent \$595,555.00 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

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

Plan Summary [2023-2024]

General Information

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

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

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

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

Reflections: Successes

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

Based on the California School Dashboard (Dashboard) and local data, ASA Thrive students continue to outperform similar schools across the county and state. ASA Thrive prioritized academic intervention and mental health support in 2022-2023. These interventions and supports were appropriately timed but will require further implementation in order to support students.

ASA Thrive, in a year where California schools experienced a drop in enrollment of .67% from 2021-22 to 2022-23, ASA Thrive's enrollment increased by 7% in the same time period.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Evaluating the 2022-23 school year relative to the LCAP goals, ASA Thrive has identified the following areas of need:

1. academically supporting all students in mathematics core instruction
2. providing tier 2 and tier 3 supports in mathematics and literacy
3. supporting students' mental health and social emotional needs
4. engaging families productively and positively

LCAP Highlights

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

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

1. All students will experience a rigorous STEAM-aligned, standards-based curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state, and federal assessments.
2. ASA Thrive will provide stakeholders access to real-time relevant information regarding school operations, finances, governance and student learning.
3. ASA Thrive will provide a school environment which fosters physical and emotional security and focuses the school climate on creating opportunities for students to take risks to gain the skills required in the STEAM fields.

The 2023-24 LCAP highlights include an emphasis on attracting and retaining high performing educators, providing students targeted instruction and support, and providing both school-wide directed and employee-led professional development.

Comprehensive Support and Improvement

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

Schools Identified

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

ASA Thrive is not identified for CSI.

Support for Identified Schools

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

ASA Thrive is not identified for CSI.

Monitoring and Evaluating Effectiveness

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

ASA Thrive is not identified for CSI.

Engaging Educational Partners

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

The annual and ongoing engagement of educational partners is a key component of ASA Thrive’s LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. The educational partner engagement process for the 2023=24 LCAP has built upon the foundation established by the input informing the 2022-23 LCAP, the Educator Effectiveness Block Grant Plan, and the Extended Learning Opportunities Program plans.

A range of educational partner engagement activities occurred throughout 2022-23 including School Site Council meetings, English Learner Advisory Council (ELAC) meetings, Conversations with the Community, Regular and Special Board Meetings, and Educational Partner Surveys. The input received from these activities helped to further articulate the community’s priorities for ASA Thrive and to inform the annual development of the LCAP.

- School Site Council
- ELAC
- Conversations with the Community
- Regular and Special Board Meetings
- Surveys

A summary of the feedback provided by specific educational partners.

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

Goal 1: Conditions of Learning

Ensure that students performing below and above expectations are appropriately supported

Continue to attract and retain highly-effective educators

Goal 2: Engagement

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

Improve communication to parents in the area of student learning, namely in the enrichment areas

Increase volunteer opportunities

Goal 3: Culture and Climate

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

Provide comprehensive anti-bullying support

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

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

- Increased academic support for students who are high performing
- Continued prioritization of intervention and mental health supports
- Professional Development in anti-bullying and trauma-informed practices
- expand on employee supports through Classified Grant, Educational Assistance, and Residency programs

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FullyCredentialed Staff per Credential Status per the California Commission on Teacher Credentialing	100% of General and Special Education teachers credentialed. 33% of Enrichment/Non Core Teachers credentialed.	100% of General and Special Education teachers credentialed. 75% of Enrichment/Non Core Teachers credentialed.	100% of General and Special Education teachers credentialed. 88% of Enrichment/Non Core Teachers credentialed.	[Intentionally left blank]	100% of General and Special Education teachers credentialed. 100% of Enrichment/Non Core Teachers credentialed.
Students will perform at or above the performance levels of comparison schools per CAASPP.	2018-19: ELA: 65.5% met or exceeded standard for ELA Math: 53.84% met or exceeded standard for Math	CAASPP waived in 2020-21; NWEA MAP administered	2021-22: ELA: 48% met or exceeded standard for ELA Math: 38.5% met or exceeded standard for Math	[Intentionally left blank]	ELA: 85% meet or exceed standard for ELA Math: 80% meet or exceed standard for Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students' mean RIT score will be greater than the national norms for NWEA MAP in Math, Reading, and Language Usage.	<p>Spring 2021 Mean RIT Scores:</p> <p>Math:</p> <p>3rd Grade: 193.6 4th Grade: 203.9 5th Grade: 213.8 6th Grade: 219.4 7th Grade: 223.4 8th Grade: 232.4</p> <p>Reading:</p> <p>3rd Grade: 192.2 4th Grade: 203.4 5th Grade: 211.7 6th Grade: 218.5 7th Grade: 219.9 8th Grade: 226.1</p> <p>Language Usage:</p> <p>3rd Grade: 191.5 4th Grade: 202.6 5th Grade: 209.4 6th Grade: 216.2 7th Grade: 215.3 8th Grade: 221.8</p>	<p>Winter 2022 Mean RIT Scores:</p> <p>Math:</p> <p>3rd Grade: 196.7 4th Grade: 201.9 5th Grade: 209.6 6th Grade: 215.6 7th Grade: 220.8 8th Grade: 223.2</p> <p>Reading:</p> <p>3rd Grade: 195.7 4th Grade: 199.8 5th Grade: 205.9 6th Grade: 214.2 7th Grade: 219.8 8th Grade: 218.4</p> <p>Language Usage:</p> <p>3rd Grade: 196.2 4th Grade: 199.8 5th Grade: 207.6 6th Grade: 213 7th Grade: 218.6 8th Grade: 219</p>	<p>Spring 2023 Mean RIT Scores:</p> <p>Math:</p> <p>3rd Grade: 195.7 4th Grade: 208.3 5th Grade: 213.6 6th Grade: 219.8 7th Grade: 220.6 8th Grade: 229</p> <p>Reading:</p> <p>3rd Grade: 190.6 4th Grade: 204.9 5th Grade: 206.4 6th Grade: 214.3 7th Grade: 217 8th Grade: 219.1</p>	[Intentionally left blank]	<p>Spring 2024 Mean RIT Scores:</p> <p>Math:</p> <p>3rd Grade: 202 4th Grade: 213 5th Grade: 220 6th Grade: 225 7th Grade: 229 8th Grade: 233</p> <p>Reading:</p> <p>3rd Grade: 200 4th Grade: 207 5th Grade: 213 6th Grade: 218 7th Grade: 221 8th Grade: 224</p> <p>Language Usage:</p> <p>3rd Grade: 201 4th Grade: 208 5th Grade: 213 6th Grade: 217 7th Grade: 219 8th Grade: 221</p>
English Learners progress towards proficiency as measured by the ELPAC.	2020-21: 29.41% of English Learners designated as Fluent English Proficient.	2021-22: 19.57% of English Learners designated as Fluent English Proficient.	2022-23: 9.47% of English Learners designated as Fluent English Proficient.	[Intentionally left blank]	2023-24: 50% of English Learners designated as Fluent English Proficient.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff Retention A comprehensive hiring process that results in highly-qualified educators prepared to meet the rigorous expectations placed on them at ASA Thrive.	Staff will prioritize attracting and retaining highly-qualified teachers and staff by offering competitive compensation and benefits and thoroughly vetting applicants. Furthermore, ASA Thrive is exploring a Teacher Residency program designed to promote employees from within the organization.	\$6,420,300.00	Y
1.2	Instructional Materials Evidence-based instructional materials to provide STEAM- aligned and Standards based teaching and learning to all students.	Staff will recommend and procure evidence-based instructional materials that align to the ASA charter and programs with an emphasis on challenging students who are performing at and above grade level.	\$282,300.00	Y
1.3	Intervention Interventionists and ELD Instructor(s) provide targeted intervention to students not meeting grade level benchmarks and those having experienced significant disruption to learning in the 2020-21 school year.	ASA Thrive will provide targeted intensive interventions for English Learners, Foster Youth, Low Income, and students performing below grade level.	\$194,889.00	Y
1.4	Professional Development Professional Development opportunities: - STEAM: All teachers provide rigorous and interdisciplinary STEAM experiences through the Engineering Design Process. - Instructional Materials: All teachers implement adopted instructional materials to fidelity.	Staff will participate in Professional Development designed to further the implementation of ASA Thrive's rigorous STEAM-aligned model, including Engineering Design Process, Understanding by Design, and Instructional Technology. Professional development, tailored specifically to enrichment programs such as Music, is also included.	\$110,006.00	Y

Action #	Title	Description	Total Funds	Contributing
1.5	Expanded Learning- Summer School Through the Expanded Learning Opportunities Grant Plan, ASA Thrive will provide a summer school program prioritizing students with disabilities, English Learners, and those who were identified as having experienced the most disruption to their learning due to the pandemic.	ASA Thrive will provide expanding learning opportunities through a summer school program to support English Learners and other students requiring additional support.	\$574,601.00	Y

Goal Analysis for [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Host a minimum of one virtual and/or in-person educational partner events per trimester.	In 2020-21, monthly stakeholder events were held virtually.	In 2021-22, educational partner events were held in 8 of the 10 months of the school year.	In 2022-23, educational partner events were held in 9 of the 10 months of the school year.	[Intentionally left blank]	2023-24: ASA Thrive will hold monthly virtual and/or in-person educational partner events throughout the school year.
Provide a minimum of one academically centered parent information meeting per trimester.	In 2020-21, the first and second trimesters included academically centered information meetings for parents with 90% of parents or guardians attending.	In 2021-22, one academically centered parent information meeting per trimester with over 90% of parents or guardians attending either virtually or in person.	In 2022-23, one academically centered parent information meeting per trimester with over 90% of parents or guardians attending either virtually or in person.	[Intentionally left blank]	2023-24: ASA Thrive will hold a minimum of one academically centered parent information meeting per trimester with over 95% of parents or guardians attending.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Solicit educational partner input once per semester via survey.	In 2020-21, surveys were conducted at least once per trimester with 40% educational partner participation.	In 2021-22, surveys were conducted in two of the three trimesters with 42% educational partner participation.	In 2022-23, surveys were conducted in two of the three trimesters with 40% educational partner participation.	[Intentionally left blank]	2023-24: Solicit educational partner input once per trimester via a survey with over 90% educational partner participation.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Survey Data Provide intuitive surveys that lead to direct and observable actions for stakeholders.	Provide intuitive surveys that lead to direct and observable actions for stakeholders.	\$1,000.00	Y
2.2	School Site Council Hold School Site Council Meetings in order to inform proposed expenditures of funds allocated through the Consolidated Application.	Hold School Site Council Meetings six times in the school year in order to inform proposed expenditures allocated through the Consolidated Application as well as to solicit input.	\$1,600.00	Y
2.3	Parent Portal Provide parents access to real-time attendance and performance data through Student Information System.	Provide parents access to real-time attendance and performance data through Student Information System and inform parents six times in the school year to access the Parent Portal.	\$8,316.00	Y
2.4	Parent Events Schedule monthly parent events to update stakeholders and showcase student learning and achievement.	Schedule in person monthly parent events to provide updates and showcase student learning and achievement. Streamline processes for volunteering.	\$1,500.00	Y

Goal Analysis for [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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

2.1: Survey Data: Educational Partner Survey participation remained lower than anticipated at approximately 40% of parents/guardians.

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

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

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

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

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

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

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

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

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

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

2.1: Survey Data: Increasing participation in educational partner surveys will be a focus in 2023-24. ASA Thrive will provide varied opportunities for input as well as provide the surveys in multiple languages.

2.3: Parent Portal: ASA Thrive will provide parents progress reports through the Parent Portal and prompt them to access the portal on a frequent basis. ASA Thrive will improve communication between enrichment courses and parents in 2023-24.

2.4: Parent Events: ASA Thrive anticipates holding more monthly events to engage parents and continuing one academically-centered in-person event per trimester (e.g., triad conferences, student-led celebrations, STEAM Live).

Goal

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

An explanation of why the LEA has developed this goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate of 96% or greater.	Attendance rate in 2020-21 was 95.5%.	Attendance rate in 2021-22 was 95.8%.	Attendance rate in 2022-23 was 93.4%.		Attendance rate of 96% or greater.
Percentage of students that feel safe at school.	2020-21 Stakeholder survey indicated that 94% of respondents agree that ASA prioritized the	2021-22 Stakeholder survey indicated that 94.3% of respondents agree that ASA prioritized the	2022-23 Stakeholder survey indicated that 90% of respondents agree that ASA prioritized the		100% of respondents indicate that ASA provides a safe learning environment for all students

	wellbeing of its Students during the 2020-21 school year.	wellbeing of its Students during the 2021-22 school year.	wellbeing of its Students during the 2022-23 school year.		
Percentage of students that feel supported at school.	2020-21 Stakeholder survey indicated that 92% of respondents feel their student is supported at school.	2021-22: Stakeholder survey indicated that 89% of respondents feel their student is supported at school.	2022-23: Stakeholder survey indicated that 88% of respondents feel their student is supported at school.		100% of respondents indicate that ASA provides appropriate support to students.
Suspension Rate less than 1%	Suspension Rate 2018- 19:0.6% 2019-20: 1% 2020-21:0.8%	Suspension Rate 2021-22: 1.6%	Suspension Rate 2022-23: 1.2%		Suspension Rate of less than 1%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attendance Notification	Implement an attendance notification practice including home contact, excessive absences/tardies, and ARB process	\$79,000.00	Y
3.2	SchoolClimate Survey- Students	Conduct a Fall and Spring School Climate Survey for students	\$1,000.00	Y
3.3	Mental Health and Social Emotional Learning Support	Provide school-wide and targeted mental health and social emotional learning support for students aligned to the American School Counselor Association's National Model.	\$1,400,166.00	Y
3.4	Basic Services	Provide adequate instructional materials, including web-enabled devices for students.	\$155,307.00	Y

Goal Analysis for [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

3.4: ASA Thrive has procured enough web-enabled devices and wifi hotspots to ensure every student has access to instructional materials at school and at home.

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$ 718,884.00	\$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
6.91%	0.00%	\$0.00	6.91%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

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

All students will benefit from these actions and services. However, unduplicated students, low-income students, and English Learners will experience accelerated gains.

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

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

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

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

Not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	5:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	5:1	N/A

2022-23 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)
\$ 9,231,796	\$ 595,555	0.00%	6.45%	\$ 5,547,261	0.00%	60.09%	\$0.00 - No Carryover	0.00% - No Carryover

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,514,484	\$ 2,200,190	\$ -	\$ 515,727	9,230,401	\$ 8,301,097	\$ 929,304

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Staff Retention	All	\$ 5,508,212	\$ 698,077	\$ -	\$ 214,011	\$ 6,420,300
1	1.2	Instructional Materials	All	\$ 132,604	\$ 126,229	\$ -	\$ 23,467	\$ 282,300
1	1.3	Intervention	English Learners Foster Youth Low Income	\$ 194,889	\$ -	\$ -	\$ -	\$ 194,889
1	1.4	Professional Development	English Learners Foster Youth Low Income	\$ -	\$ 110,006	\$ -	\$ -	\$ 110,006
1	1.5	Expanded Learning-Summer School	English Learners	\$ 212,348	\$ 362,253	\$ -	\$ -	\$ 574,601
2	2.1	Survey Data	All	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000
2	2.2	School Site Council	English Learners Foster Youth	\$ 1,600	\$ -	\$ -	\$ -	\$ 1,600
2	2.3	Parent Portal	All	\$ 8,316	\$ -	\$ -	\$ -	\$ 8,316
2	2.4	Parent Events	All	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500
3	3.1	Attendance Notificaiton	English Learners Foster Youth	\$ 79,416	\$ -	\$ -	\$ -	\$ 79,416
3	3.2	School Climate Survey-Students	All	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000
3	3.3	Mental Health and Social Emotional Learning Support	English Learners Foster Youth	\$ 373,599	\$ 890,196	\$ -	\$ 136,371	\$ 1,400,166
3	3.4	Basic Services PPE	All	\$ -	\$ 13,429	\$ -	\$ 141,878	\$ 155,307
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -

2023-24 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
\$ 10,408,465	\$ 718,884	6.91%	0.00%	6.91%	\$ 6,514,484	0.00%	62.59%	Total:	\$ 6,514,484
								LEA-wide Total:	\$ 5,652,632
								Limited Total:	\$ 861,852
								Schoolwide Total:	\$ -

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	LEA-wide	All	Specific Schools: Alliance STEAM Academy Thrive TK-8	\$ 5,508,212	0.00%
1	1.2	Instructional Materials	Yes	LEA-wide	All	Specific Schools: Alliance STEAM Academy Thrive TK-8	\$ 132,604	0.00%
1	1.3	Intervention	Yes	Limited	English Learners Foster Youth Low Income	Specific Schools: Alliance STEAM Academy Thrive TK-8	\$ 194,889	0.00%
1	1.4	Professional Development	Yes	Limited	English Learners Foster Youth Low Income	Specific Schools: Alliance STEAM Academy Thrive TK-8	\$ -	0.00%
1	1.5	Expanded Learning-Summer School	Yes	Limited	English Learners	Specific Schools: Alliance STEAM Academy Thrive TK-8	\$ 212,348	0.00%
2	2.1	Survey Data	Yes	LEA-wide	All	Specific Schools: Alliance STEAM	\$ 1,000	0.00%
2	2.2	School Site Council	Yes	Limited	English Learners Foster Youth	Specific Schools: Alliance STEAM	\$ 1,600	0.00%
2	2.3	Parent Portal	Yes	LEA-wide	All	Specific Schools: Alliance STEAM	\$ 8,316	0.00%
2	2.4	Parent Events	Yes	LEA-wide	All	Specific Schools: Alliance STEAM	\$ 1,500	0.00%
3	3.1	Attendance Notificaiton	Yes	Limited	English Learners Foster Youth	Specific Schools: Alliance STEAM	\$ 79,416	0.00%
3	3.2	School Climate Survey-Students	Yes	LEA-wide	All	Specific Schools: Alliance STEAM	\$ 1,000	0.00%
3	3.3	Mental Health and Social Emotional Learnin	Yes	Limited	English Learners Foster Youth	Specific Schools: Alliance STEAM	\$ 373,599	0.00%
3	3.4	Basic Services PPE	Yes	LEA-wide	All	Specific Schools: Alliance STEAM	\$ -	0.00%
							\$ -	0.00%
							\$ -	0.00%
							\$ -	0.00%