Allegiance STEAM Academy - Thrive

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	5862 C St Chino, CA , 91710	**Principal:**	Sebastian Cognetta
Phone:	(909) 465-5404	**Grade Span:**	K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Sebastian Cognetta

 Principal, Allegiance STEAM Academy - Thrive

About Our School

On behalf of the entire Allegiance STEAM Academy - Thrive (ASA), it is my pleasure to provide the public this School Accountability Report Card or "SARC". The purpose of the SARC is to provide the public with important information about our school. This SARC will provide the public important data about our school, our goals, as well as some recent accomplishments.

Sebastian Cognetta, CEO

Contact

Allegiance STEAM Academy - Thrive
5862 C St
Chino, CA 91710

Phone: (909) 465-5404
Email: info@asathrive.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name   Chino Valley Unified

Phone Number   9096281201

Superintendent   Enfield, Norm

Email Address   norm_enfield@chino.k12.ca.us

Website   www.chino.k12.ca.us

School Contact Information (School Year 2022–23)

School Name   Allegiance STEAM Academy - Thrive

Street   5862 C St

City, State, Zip   Chino, CA , 91710

Phone Number   (909) 465-5404

Principal   Sebastian Cognetta

Email Address   sebastian.cognetta@asathrive.org

Website   http://asathrive.org/

County-District-School (CDS) Code   36676780137547

Last updated: 1/31/23

School Description and Mission Statement (School Year 2022–23)

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

The mission is to teach students the academic, social-emotional, and character skills needed to be college and career ready. ASA Thrive students will develop as critical thinkers, civic leaders, and socially responsible citizens that are integral to their communities and beyond.

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

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.

To realize the ambitious mission and vision, Allegiance STEAM Academy Thrive has developed three goals, included in the Local Control Accountability Plan:

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

Last updated: 1/31/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	120
Grade 1	120
Grade 2	120
Grade 3	120
Grade 4	90
Grade 5	90
Grade 6	90
Grade 7	87
Grade 8	59
Total Enrollment	896
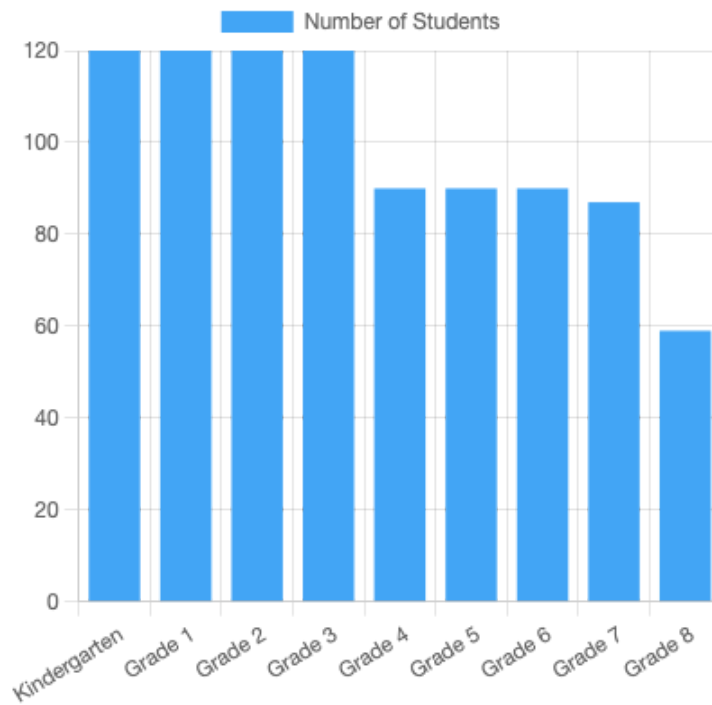
Last updated: 1/31/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	49.00%
Male	51.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	16.70%
Black or African American	3.70%
Filipino	2.60%
Hispanic or Latino	58.80%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	1.70%
White	13.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	8.70%
Foster Youth	0.50%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	27.70%
Students with Disabilities	12.30%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2019–20)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.7	75.42%	1103.1	90.57%	228366	83.12%
Intern Credential Holders Properly Assigned	2	5.63%	8.4	0.69%	4205.9	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.8	10.84%	33.5	2.75%	11216.7	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.6	1.86%	13.3	1.1%	12115.8	4.41%
Unknown/Incomplete/NA	2.2	6.19%	59.5	4.89%	18854.3	6.86%
Total Teaching Positions	35.5	100%	1218	100%	274759	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/31/23

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.7	83.23%	1120.5	91.33%	234405	84%
Intern Credential Holders Properly Assigned	1	2.04%	5.8	0.48%	4853	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.7	7.64%	22.5	1.84%	12001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.4	2.94%	21.2	1.74%	11953.1	4.28%
Unknown/Incomplete/NA	2	4.1%	56.7	4.62%	15831.9	5.67%
Total Teaching Positions	48.9	100%	1227	100%	279045	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/31/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019–20 Number	2020–21 Number
Permits and Waivers	0.00	
Misassignments	3.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.80	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019–20 Number	2020–21 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.60	
Total Out-of-Field Teachers	0.60	

Last updated: 1/11/23

Class Assignments

Indicator	2019–20 Percent	2020–21 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	40.2%	19.1%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	50%	8.4%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: October 2022-23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy	
Reading/Language Arts	? • **McGraw Hill Open Court Reading Foundational Skills in Grades TK-2* (ASA adoption: 2020; Published 2015); K-2 not most recent adoption from publisher** • **McGraw Hill Wonders in Grades 3-5 (ASA adoption: 2021; Published 2020)** • **McGraw Hill StudySync in Grades 6-8 (ASA adoption: 2021; Published 2021)** • **Heinemann Units of Study Reading and Writing in Grades TK-8 (ASA adoption: 2018; Published 2018)?**	No *revised: adopted 2022* *revised: adopted 2022* *revised: adopted 2022* *revised: adopted 2022*	0	*LEAs enjoy the flexibility to choose instructional materials beyond those adopted by the State Board of Education, thanks to Education Code Section 60210. This freedom allows us to select resources that best align with our unique educational approach and the specific needs of our students, as long as they meet academic content standards. In exercising this option, we ensure a majority of stakeholders involved in the review process are our teachers who teach the relevant subject and grade level, guaranteeing informed relevant material selection.*
Mathematics	? • **Great Minds Eureka Math* in Grades Tk-8 (ASA adoption: 2018; Published 2015); K-8 not most recent adoption from publisher?**	No *revised: adopted 2022*	0	

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	? • **Discovery Education Science Techbooks in Grades TK- 8 (ASA adoption: 2018; Published 2018)?**	Yes *revised: adopted 2022*	0
History-Social Science	? • **Studies Weekly in Grades TK-5 (ASA adoption: 2018)** • **Discovery Education Techbooks in Grades 6-8 (ASA adoption: 2018; Published 2018)?**	Yes *revised: adopted 2022*	0
Foreign Language			0
Health	? • **Positive Prevention Plus in Grade 8* (ASA adoption: 2021; Published 2021); not most recent adoption from publisher?** *Text*	No	0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

Last updated: 1/31/23

School Facility Conditions and Planned Improvements

Using the most recently collected Facility Inspection Tool (FIT), the school rating is "Good".

Last updated: 1/31/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Please see attached

Year and month of the most recent FIT report: October 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Lighting was deemed to be inadequate in 4 areas, including exterior lighting. Work orders were submitted and fulfilled to address concern.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Water pressure was deemed to be inadequate in 5 fountains. Work orders were submitted and fulfilled to address concern.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2022

Overall Rating	Good

Last updated: 1/31/23

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
      1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
      2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
      3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	47%	N/A	58%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	38%	N/A	44%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/31/23

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	537	517	96.28%	3.72%	47.20%
Female	272	263	96.69%	3.31%	55.13%
Male	265	254	95.85%	4.15%	38.98%
American Indian or Alaska Native				0%	
Asian	89	89	100.00%	0.00%	57.30%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	22	19	86.36%	13.64%	21.05%
Filipino	13	13	100.00%	0.00%	92.31%
Hispanic or Latino	333	319	95.80%	4.20%	39.81%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	71	68	95.77%	4.23%	66.18%
English Learners	28	27	96.43%	3.57%	14.81%
Foster Youth	--	--	--	--	--
Homeless					
Military				0%	
Socioeconomically Disadvantaged	146	142	97.26%	2.74%	38.73%
Students Receiving Migrant Education Services				0%	
Students with Disabilities	73	65	89.04%	10.96%	16.92%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/23

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	538	521	96.84%	3.16%	37.81%
Female	272	264	97.06%	2.94%	37.12%
Male	266	257	96.62%	3.38%	38.52%
American Indian or Alaska Native				0%	
Asian	89	89	100.00%	0.00%	69.66%
Black or African American	22	19	86.36%	13.64%	21.05%
Filipino	13	13	100.00%	0.00%	61.54%
Hispanic or Latino	334	322	96.41%	3.59%	26.71%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	71	69	97.18%	2.82%	46.38%
English Learners	28	27	96.43%	3.57%	33.33%
Foster Youth	--	--	--	--	--
Homeless				0%	

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Military				0%	
Socioeconomically Disadvantaged	146	143	97.95%	2.05%	31.47%
Students Receiving Migrant Education Services				0%	
Students with Disabilities	74	67	90.54%	9.46%	13.43%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/23

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT%	34.62%	NT%	35.24%	28.5%	29.47%

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	144	130	90.28%	9.72%	34.62%
Female	72	66	91.67%	8.33%	34.85%
Male	72	64	88.89%	11.11%	34.38%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	22	21	95.45%	4.55%	28.57%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	92	81	88.04%	11.96%	25.93%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	22	20	90.91%	9.09%	75.00%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless					
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	36	32	88.89%	11.11%	25.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	14	10	71.43%	28.57%	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 7/26/23

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98.9%	100%	100%	100%	100%
7	98.9%	98.9%	98.9%	98.9%	98.9%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/23

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

ASA Thrive recognizes that parents and guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. ASA Thrive maintains a shared decision-making approach through the use of various groups of staff, parents, and community members, which addresses identified needs of both students and the overall educational program. We engage with families in a variety of manners, including conferences, family forums, Coffee with the Principal, newsletters, emails, social media, website, and phone calls.

Parents have a multitude of ways in which to engage with the school, including:

• Volunteering in school-sponsored events;

• Attending Back to School Night, Open House, parent/teacher conferences, and other school events; and

• Ensuring their child's attendance at school on a daily basis.

ASA Thrive's School Site Council comprised of parents, students, and staff, hold regular meetings to discuss school plans, budget priorities, as well as other school business.

The Parents and Community for Kids (PACK), a seperate entity serving similarly to that of a PTO, fundraises and organizes school events to enrich the experience of students. Every parent is by default a member of the PACK. The extent to which they choose to participate is fully their choice.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	961	939	147	15.7%
Female	483	473	74	15.6%
Male	478	466	73	15.7%
Non-Binary				
American Indian or Alaska Native	2	2	0	0.0%
Asian	162	159	5	3.1%
Black or African American	40	38	5	13.2%
Filipino	25	23	1	4.3%
Hispanic or Latino	578	565	115	20.4%
Native Hawaiian or Pacific Islander	2	2	0	0.0%
Two or More Races	17	17	3	17.6%
White	132	132	18	13.6%
English Learners	101	94	11	11.7%
Foster Youth	4	4	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	331	326	79	24.2%
Students Receiving Migrant	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Education Services				
Students with Disabilities	147	143	31	21.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/23

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	1.04%	1.61%	2.45%
Expulsions	0.00%	0.08%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

Rate	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Suspensions	1.04%	0.36%	1.98%	1.61%	0.36%	2.67%	2.45%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.08%	0.00%	0.06%	0.05%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.98%	0.00%
Female	1.45%	0.00%
Male	2.51%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	1.23%	0.00%
Asian	0.00%	0.00%
Black or African American	2.50%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.60%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	5.88%	0.00%
White	0.00%	0.00%
English Learners	0.99%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.51%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.72%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/31/23

School Safety Plan (School Year 2022–23)

The School Safety Plan is comprehensive in nature, including explicit protocols for natural and man-made emergencies. The Plan was originally developed in summer, 2018, in collaboration with the Chino Fire and Police departments and informed by best practices and has been most recently revised in January, 2023. The plan is revised annually by July of each year and introduced to the staff in August. The plan is reviewed in sections, on a monthly basis. Drills are held every month and each drill is debriefed and used to inform and improve the plan.

The School Site Council and Board of Directors review and adopt the plan every fall, as well.

The plan has since been revised in collaboration with the Risk Management division of the Chino Unified School District and in compliance with pertinent statutes including California Education Code 32282(a).

Due to best practices and for the safety of our community, elements of the plan are not shared in detail.

Due to the COVID-19 pandemic, the plan has been considerably revised to align with California Department of Public Health guidelines.

Last updated: 1/31/23

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2019–20)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	30.00		4	
1	30.00		4	
2	29.00		3	
3	30.00		3	
4	30.00		3	
5	30.00		2	
6	30.00		2	
Other**	5.00			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	30.00		4	
1	30.00		4	
2	28.00	1	4	
3	30.00		3	
4	30.00		3	
5	30.00		3	
6	30.00		2	
Other**	8.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	30.00		3	
1	29.00		4	
2	30.00		3	
3	30.00		4	
4	29.00		3	
5	30.00		3	
6	30.00		2	
Other**	7.00	1	2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	30.00		3	
Mathematics	21.00	4	4	
Science	30.00		3	
Social Science	30.00		3	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	30.00		4	
Mathematics	30.00		6	
Science	30.00		4	
Social Science	30.00		4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00		5	
Mathematics	29.00		5	
Science	29.00		5	
Social Science	29.00		5	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	900

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/31/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	5.00
Other	0.40

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/31/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8706.00	$1945.00	$6761.00	$64165.00
District	N/A	N/A	--	$88458.00
Percent Difference – School Site and District	N/A	N/A	--	27.46%
State	N/A	N/A	$6593.62	$85368.00
Percent Difference – School Site and State	N/A	N/A	--	24.84%

Note: Cells with N/A values do not require data.

Last updated: 1/31/23

Types of Services Funded (Fiscal Year 2021–22)

> Services include speech, occupational therapy, counseling, adaptive physical education, licensed vocational nurse, orientation and mobility, braile support. Programs include STEAM labs, Mandarin, Spanish, Music/Drama, and Physical Education.

Last updated: 1/31/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50914.00	$51080.95
Mid-Range Teacher Salary	$79938.00	$77514.16
Highest Teacher Salary	$106608.00	$105763.62
Average Principal Salary (Elementary)	$123494.00	$133420.78
Average Principal Salary (Middle)	$124556.00	$138593.75
Average Principal Salary (High)	$139243.00	$153391.60
Superintendent Salary	$288509.00	$298376.74
Percent of Budget for Teacher Salaries	33.99%	31.60%
Percent of Budget for Administrative Salaries	4.91%	4.97%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
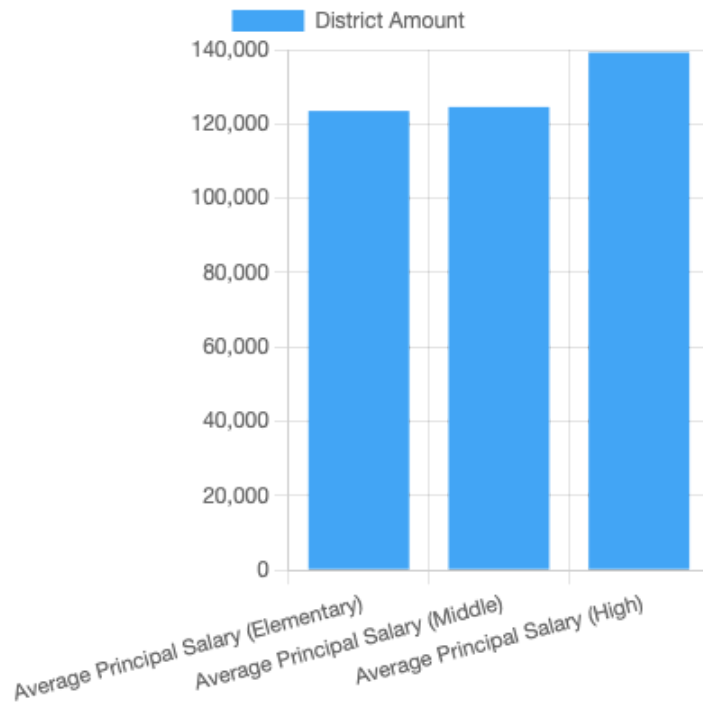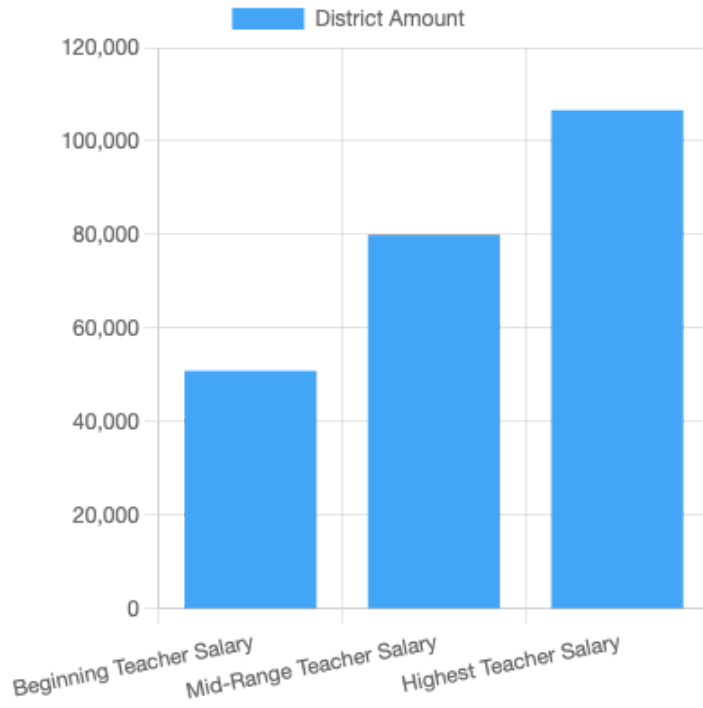
Last updated: 1/31/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	9

Last updated: 1/31/23

Allegiance STEAM Academy - Thrive

5862 C St., Chino CA 91710

Safety

Our commitment to student safety goes beyond a singular measure. We employ a multi-layered approach that encompasses proactive maintenance, vigilant supervision, and secure access control.

Ensuring a Healthy Learning Environment:

- Regular Inspections and Maintenance: Monthly safety inspections and ongoing maintenance proactively address potential hazards before they become issues. This ensures school facilities are kept in good working condition and meet safety standards.

Active Supervision Throughout the Day:

- Dedicated Staff Presence: School administration and teaching staff prioritize adequate adult supervision before, during, and after school hours.
- Strategic Deployment: As students arrive each morning, teachers and safety monitors are stationed at designated entrance areas and the playground. This ensures a welcoming and secure start to the day.
- Recess with a Watchful Eye: During recess, teachers, recess proctors, and paraeducators actively supervise playground activities. This promotes safe play and fosters a positive social environment.
- Orderly Dismissal: At the end of the day, teachers remain vigilant, monitoring student behavior and ensuring a safe and orderly departure.

Maintaining a Secure Campus:

- Closed Campus Policy: Our school operates as a closed campus. During school hours, all visitors must sign in at the office and wear identification badges while on school grounds. This restricted access helps maintain a controlled and secure environment.

By implementing these comprehensive measures, we create a safe and nurturing learning environment where students can thrive. Our multi-layered approach to safety reflects our unwavering commitment to the well-being of each and every student.

Cleanliness

Our clean and inviting campus is maintained by a dedicated team of full-time and day custodians who work closely with site administration. Here's how they keep things running smoothly:

Daytime Crew:

- Custodians ensure classrooms are tidy and ready for learning by taking care of dusting, mopping, and general cleaning.
- Keeping restrooms fresh and hygienic is a top priority, with regular cleaning and restocking of supplies.
- From setup to breakdown, our team ensures the cafeteria/MPR/lunch area is clean and ready for students to enjoy their meals.
- General maintenance of the school grounds keeps things looking neat and tidy, including litter removal and light landscaping tasks.
- Offices are also part of the cleaning routine, ensuring a professional and comfortable workspace for staff.
- Throughout the day, custodians make sure trash doesn't pile up, keeping the campus free of litter and waste.

Evening Crew:

For even more thorough cleaning, in-depth maintenance tasks are scheduled for evenings and weekends. This includes floor stripping and waxing, carpet shampooing, and window cleaning.

Adequacy

All 43 classrooms are actively utilized in delivering our comprehensive instructional program, while the entire site offers ample space to accommodate both students and staff effectively.

Needed Maintenance

Lighting replacement and water pressure inadequacy in 5 faucets have been repaired and no longer require additional maintenance.

Planned Improvements:

There are no planned or recently completed facility improvements.

August 31, 2022 Williams Visit and Findings

Findings	Remedies
The following extreme deficiencies were observed: None. The following good repair deficiencies were observed: **Section 4. Interior Surfaces** • 14: Flooring surface poses trip hazard • 30: Flooring surface poses trip hazard • 14: Cabinets or counters are damaged or broken (remedied 8/31/22) • 20: Hand sanitizer dispensers empty (remedied 8/31/22) **Section 5. Overall Cleanliness** • 23: Unsecured items are stored too high and pose a safety hazard (remedied 8/31/22) • 2: Unsecured items are stored too high and pose a safety hazard (remedied 8/31/22) **Section 7. Electrical** • Locker Room-Girls': Lighting covers are missing, damaged or loose (work order #145979) • Boys' Restroom 2/3: Lighting fixtures or bulbs are not functioning properly or missing (work order #146248) (remedied 8/31/22) • Girls' Restroom 2/3: Lighting fixtures or bulbs are not functioning properly or	**Section 4. Interior Surfaces** • 14: Trip hazard removed • 30: Trip hazard removed • 14: Damages repaired • 20: Hand sanitizer replaced **Section 5. Overall Cleanliness** • 23: Items removed • 2: Items removed **Section 7. Electrical** • Locker Room-Girls': Lighting covers replaced • Boys' Restroom 2/3: Lighting fixtures or bulbs repaired and replaced • Girls' Restroom 2/3: Lighting fixtures or bulbs repaired and replaced • ELD: Lighting fixtures or bulbs repaired and replaced • Rm 40: Lighting fixtures or bulbs repaired and replaced • Rm 39 Mandarin: Proper usage of surge protectors **Section 8. Restrooms** • Girls' Restroom 1: Toilet paper dispensers restocked • Girls' Restroom 6/7/8: Paper towel dispensers restocked • Girls' Restroom 4/5: Paper towel dispensers restocked

missing (work order #146248)
• ELD: Lighting fixtures or bulbs are not functioning properly or missing (work order #146250)
• Rm 40: Lighting fixtures or bulbs are not functioning properly or missing (work order #146251)
• Rm 39 Mandarin: Improper usage of surge protectors or daisy chain of surge protectors (remedied 8/31/22)

Section 8. Restrooms
• Girls' Restroom 1: Toilet paper dispensers empty (remedied 8/31/22)
• Girls' Restroom 6/7/8: Paper towel dispensers empty (remedied 8/31/22)
• Girls' Restroom 4/5: Paper towel dispensers empty (remedied 8/31/22)
• Boys' Restroom 1: Paper towel dispensers empty (remedied 8/31/22)
• Rm 38 - Science Lab: Paper towel dispensers empty (remedied 8/31/22)
• 9: Soap/sanitizer dispensers damaged, broken or missing (remedied 8/31/22)
• Girls' Restroom 2/3: Toilet is not working (work order #145985)

Section 9. Sinks/Fountains
• Exterior Rm 1/2: Sink/fountain is not working properly (work order #145985)

Section 10. Fire Safetv.
• Multi-purpose Room: Elevator/Wheel Chair Lift is not functioning (work order #135733)
• 27: Plug in air fresheners are found in classroom

Section 11, Hazardous Materials
• 15: Cleansers not stored properly (remedied 8/31/22)
• 9: Cleansers not stored properly (remedied 8/31/22)
• 14: Cleansers not stored properly (remedied 8/31/22)
• 20: Cleansers not stored properly (remedied 8/31/22)
• 2: Cleansers not stored properly

• Boys' Restroom 1: Paper towel dispensers restocked
• Rm 38 - Science Lab: Paper towel dispensers restocked
• 9: Soap/sanitizer dispensers replaced
• Girls' Restroom 2/3: Toilet repaired

Section 9. Sinks/Fountains
• Exterior Rm 1/2: Sink/fountain repaired

Section 10. Fire Safetv.
• Multi-purpose Room: Elevator/Wheel Chair Lift work order submitted
• 27: Air fresheners removed

Section 11, Hazardous Materials
15: Cleansers stored properly (remedied 8/31/22)
• 9: Cleansers stored properly (remedied 8/31/22)
• 14: Cleansers stored properly (remedied 8/31/22)
• 20: Cleansers stored properly (remedied 8/31/22)
• 2: Cleansers stored properly (remedied 8/31/22)
• 5: Cleansers stored properly (remedied 8/31/22)

(remedied 8/31/22) • 5: Cleansers not stored properly (remedied 8/31/22)	