Allegiance STEAM Academy - Thrive
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	5862 C St. Chino, CA , 91710-4471	**Principal:**	Cyndi Valenta
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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Cyndi Valenta

📍 Principal, Allegiance STEAM Academy - Thrive

About Our School

Contact

Allegiance STEAM Academy - Thrive
5862 C St.
Chino, CA 91710-4471

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

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Chino Valley Unified
Phone Number	(909) 628-1201
Superintendent	Enfield, Norm
Email Address	norm_enfield@chino.k12.ca.us
Website	www.chino.k12.ca.us

School Contact Information (School Year 2023–24)

School Name	Allegiance STEAM Academy - Thrive
Street	5862 C St.
City, State, Zip	Chino, CA , 91710-4471
Phone Number	(909) 465-5404
Principal	Cyndi Valenta
Email Address	cyndi.valenta@asathrive.org
Website	http://asathrive.org/
Grade Span	K-8
County-District-School (CDS) Code	36676780137547

School Description and Mission Statement (School Year 2023–24)

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:

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

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	120
Grade 1	119
Grade 2	119
Grade 3	120
Grade 4	120
Grade 5	90
Grade 6	90
Grade 7	89
Grade 8	89
Total Enrollment	956
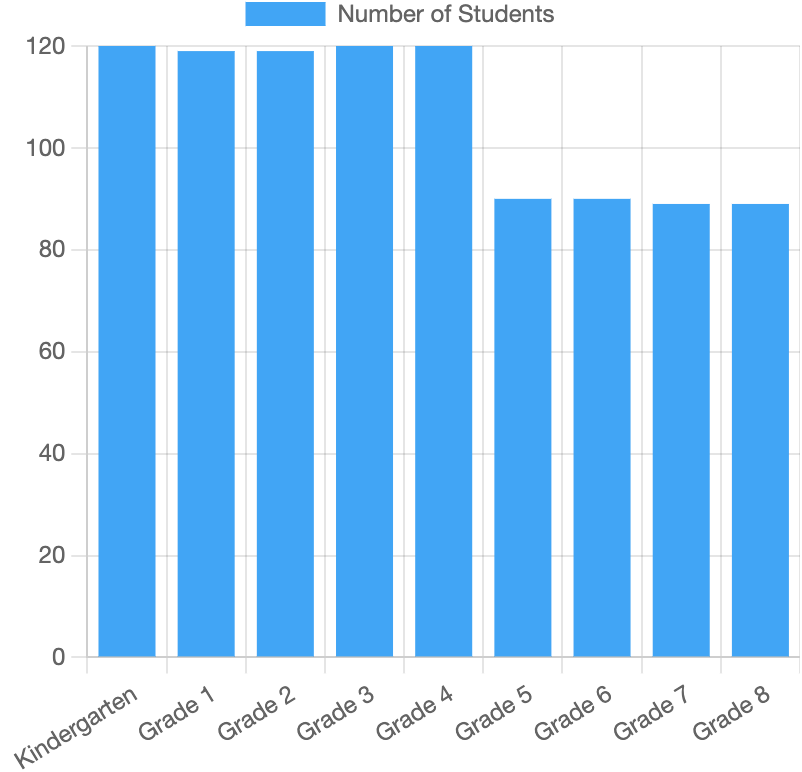
Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	48.60%
Male	51.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	15.30%
Black or African American	4.80%
Filipino	3.60%
Hispanic or Latino	62.90%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	2.40%
White	10.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	9.60%
Foster Youth	0.30%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	33.30%
Students with Disabilities	14.20%

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 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)	26.70	75.42%	1103.10	90.57%	228366.10	83.12%
Intern Credential Holders Properly Assigned	2.00	5.63%	8.40	0.69%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.80	10.84%	33.50	2.75%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.86%	13.30	1.10%	12115.80	4.41%
Unknown/Incomplete/NA	2.20	6.19%	59.50	4.89%	18854.30	6.86%
Total Teaching Positions	35.50	100.00%	1218.00	100.00%	274759.10	100.00%

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.

Teacher Preparation and Placement (School Year 2021–22)

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)	40.70	83.23%	1120.50	91.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	2.04%	5.80	0.48%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.70	7.64%	22.50	1.84%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	2.94%	21.20	1.74%	11953.10	4.28%
Unknown/Incomplete/NA	2.00	4.10%	56.70	4.62%	15831.90	5.67%
Total Teaching Positions	48.90	100.00%	1227.00	100.00%	279044.80	100.00%

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.

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	3.80	3.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.80	3.70

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.60	1.40
Total Out-of-Field Teachers	0.60	1.40

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	40.20%	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)	50.00%	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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: **August, 2023**

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	*Education Code Section 60210 grants Local Educational Agencies (LEAs) the flexibility to select instructional materials beyond those adopted by the State Board of Education. This autonomy allows LEAs to curate resources that optimally align with their distinctive educational philosophies and cater to the specific requirements of their student population, provided the chosen materials adhere to established academic content standards. To guarantee an informed and pertinent selection process, LEAs ensure the participation of stakeholders, including teachers directly responsible for instruction in the relevant subject and grade level, in the review of potential instructional materials.* McGraw Hill Open Court Reading Foundational Skills in Grades TK-2 **(Adopted 2023)** McGraw Hill dWonders in Grades 3-5 **(Adopted 2023)** McGraw Hill StudySync in Grades 6-8 **(Adopted 2023)**	0
Mathematics	*Education Code Section 60210 grants Local Educational Agencies (LEAs) the flexibility to select instructional materials beyond those adopted by the State Board of Education. This autonomy allows LEAs to curate resources that optimally align with their distinctive educational philosophies and cater to the specific requirements of their student population, provided the chosen materials adhere to established academic content standards. To guarantee an informed and pertinent selection process, LEAs ensure the participation of stakeholders, including teachers directly responsible for instruction in the relevant subject and grade level, in the review of potential instructional materials.* Great Minds Eureka Math in Grades Tk-8 **(Adopted 2023)** **Integrated Math 1, McGraw-Hill** **(Adopted 2023)**	0
Science	Discovery Education Science Techbook in Grades TK- 8 **(Adopted 2023)**	0
History-Social Science	Studies Weekly in Grades TK-5 **(Adopted 2023)** Discovery Education Techbooks in Grades 6-8 **(Adopted 2023)** **(Adopted 2023)**	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Foreign Language		0
Health	*Education Code Section 60210 grants Local Educational Agencies (LEAs) the flexibility to select instructional materials beyond those adopted by the State Board of Education. This autonomy allows LEAs to curate resources that optimally align with their distinctive educational philosophies and cater to the specific requirements of their student population, provided the chosen materials adhere to established academic content standards. To guarantee an informed and pertinent selection process, LEAs ensure the participation of stakeholders, including teachers directly responsible for instruction in the relevant subject and grade level, in the review of potential instructional materials.* Positive Prevention Plus in Grade 8	0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report: 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	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
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: 2022

Overall Rating	Exemplary

Findings from August 30, 2023 Williams Visit

School Facilities
The following extreme deficiencies were observed:
None.
The following good repair deficiencies were observed:

Section 4. Interior Surfaces
      • Boys' Restroom 6/7/8: Flooring is damaged (work order #159971)

Section 5. Overall Cleanliness
      • Basketball Court: Area evaluated has accumulated dirt and grime (remedied 8/30/23)

Section 8. Restrooms
      • Staff Lounge: Paper towel dispensers empty (remedied 8/30/23)
      • Room 34 District Office: Sink is not working or functioning properly (work order #159967; remedied September, 2023)
      • Boys' Restroom 6/7/8: Restroom not stocked with menstrual products (remedied September, 2023)
      • Girls' Restroom 4/5: Restroom not stocked with menstrual products (remedied September, 2023)
      • Girls' Restroom 6/7/8: Restroom not stocked with menstrual products (remedied September, 2023)
      • Girls' Restroom 1: Restroom not stocked with menstrual products
      • Main Office Building: Restroom not stocked with menstrual products
      • Room 43 Think Together: Restroom not stocked with menstrual products

Section 9. Sinks/Fountains
      • 32: Water pressure too low (work order #159966; remedied September, 2023)
      • Room 1 Kinder: Water pressure too low (work order #159972; remedied September, 2023)
      • Multi-purpose Room: Water pressure too low (work order #159972; remedied September, 2023)
Section 11. Hazardous Materials
      • 9: Cleansers not stored properly (remedied 8/30/23)
      o Deficiency was noted in prior year.
      • 12: Cleansers not stored properly (remedied 8/30/23)
      • 15: Cleansers not stored properly (remedied 8/30/23)
Section 12. Structural Damage
      • Room 43 Think Together: Damage to skirting, siding and/or exterior vents (work order #159973; remedied September, 2023)
Section 14. Playground/School Grounds
      • Grounds: Significant cracks, trip hazards, holes or deterioration (work order #159969 and 159970; remedied September, 2023)
      • Weight Room: Open "S" hooks, protruding bolt ends, sharp points or edges in play/sports equipment (work order #159968; remedied September, 2023)

School Facility Conditions and Planned Improvements
Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:
The most recent inspection took place in August, 2023.

Description of the safety, cleanliness, and adequacy of the school facility. Sample narratives
that would fulfill the requirements of our review include, but are not limited to:

Safety:
Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe, in good
working condition.
School staff administration and teaching staff place a high priority on providing adequate adult
supervision on campus before, during, and after school. As students arrive on campus each
morning, teachers and safety monitors are strategically assigned to designate entrance areas and
the playground. During recess, staff, including teachers and proctors, supervise assigned areas of the
recess grounds. During dismissal, staff, including administrators, teachers, and paraprofessionals, monitor
student behavior to ensure a safe and orderly departure.
Our school is a closed campus. During school hours, all visitors must sign in at the school's office
and wear identification badges while on school grounds.

Cleanliness:
Full time custodians work with site administration to maintain a clean campus. Day custodians are
responsible for: classroom and restroom cleaning; cafeteria setup/cleanup; general grounds
maintenance; office area cleaning; and trash removal. In-depth cleaning is done in the evening by evening
custodians.

Adequacy:
The site consists of 43 classrooms and there are two STEAM Labs, two World Language Labs, two Music
Labs, two student services and support rooms, a multipurpose room and several playground areas. All site
facilities provide adequate space for our students and staff.

Description of any planned or recently completed facility improvements
Recent improvements based on our last inspection that took place in October 2022 include:
• Repairs to toilets
• Installation of water stations
• repaired ramps
• Painting projects

No additional improvements are planned at this time.
Since our last inspection in August, 2023, there are no planned or recently completed facility
Improvements.

Description of any needed maintenance to ensure good repair
The district takes great efforts to ensure that all schools are clean, safe, and functional.
District maintenance staff ensure that repairs and ongoing maintenance necessary to keep the school in
good repair and working order are completed in a timely manner. A work order process is used to ensure
efficient service and emergency repairs are given the highest priority.

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	47%	47%	58%	60%	47%	46%
Mathematics (grades 3-8 and 11)	38%	34%	44%	46%	33%	34%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	590	586	99.32%	0.68%	46.93%
Female	298	295	98.99%	1.01%	51.53%
Male	292	291	99.66%	0.34%	42.27%
American Indian or Alaska Native	--	--	--	--	--
Asian	89	89	100.00%	0.00%	65.17%
Black or African American	31	30	96.77%	3.23%	33.33%
Filipino	16	16	100.00%	0.00%	75.00%
Hispanic or Latino	376	373	99.20%	0.80%	40.21%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00%	0.00%	27.27%
White	64	64	100.00%	0.00%	60.94%
English Learners	33	33	100.00%	0.00%	21.21%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	207	206	99.52%	0.48%	37.38%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	86	84	97.67%	2.33%	4.76%

Note: ELA test results include the Smarter Balanced Summative Assessments 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: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	590	586	99.32%	0.68%	34.36%
Female	298	295	98.99%	1.01%	33.90%
Male	292	291	99.66%	0.34%	34.83%
American Indian or Alaska Native	--	--	--	--	--
Asian	89	89	100.00%	0.00%	70.45%
Black or African American	31	30	96.77%	3.23%	26.67%
Filipino	16	16	100.00%	0.00%	56.25%
Hispanic or Latino	376	373	99.20%	0.80%	22.79%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00%	0.00%	36.36%
White	64	64	100.00%	0.00%	48.44%
English Learners	33	33	100.00%	0.00%	15.15%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	207	206	99.52%	0.48%	23.41%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	86	84	97.67%	2.33%	8.33%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	34.62%	40.59%	35.24%	36.02%	29.47%	30.29%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	174	174	100.00%	0.00%	40.80%
Female	87	87	100.00%	0.00%	45.98%
Male	87	87	100.00%	0.00%	35.63%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	24	24	100.00%	0.00%	62.50%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	104	104	100.00%	0.00%	33.65%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	26	26	100.00%	0.00%	50.00%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	63	63	100.00%	0.00%	25.40%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	25	100.00%	0.00%	8.00%

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.

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 2022–23)
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	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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.

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 2023–24)

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, parent/teacher conferences, STEAM Live, 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 separate 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 graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	993	983	168	17.1%
Female	481	476	77	16.2%
Male	512	507	91	17.9%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	149	147	2	1.4%
Black or African American	47	47	9	19.1%
Filipino	37	37	2	5.4%
Hispanic or Latino	623	617	135	21.9%
Native Hawaiian or Pacific Islander	2	2	0	0.0%
Two or More Races	29	27	4	14.8%
White	105	105	16	15.2%
English Learners	98	98	13	13.3%
Foster Youth	5	5	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	363	359	82	22.8%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	169	167	27	16.2%

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.

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.36%	1.98%	1.31%	0.36%	2.67%	2.87%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.09%	0.00%	0.07%	0.08%

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.

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.31%	0.00%
Female	0.42%	0.00%
Male	2.15%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	2.13%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.44%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	3.45%	0.00%
White	1.90%	0.00%
English Learners	2.04%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.93%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.55%	0.00%

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.

School Safety Plan (School Year 2023–24)

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 the fall of 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.

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 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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	8	3	0
1	30.00	0	4	0
2	30.00	0	4	0
3	30.00	0	4	0
4	30.00	0	4	0
5	30.00	0	3	0
6	30.00	0	3	0
Other**	7.00	1	0	0

* 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 2020–21)

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)

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	30.00	0	6	0
Mathematics	29.00	0	6	0
Science	29.00	0	6	0
Social Science	29.00	0	6	0

* 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.

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	955

* 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.

Student Support Services Staff (School Year 2022–23)

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	
Speech/Language/Hearing Specialist	3.00
Resource Specialist (non-teaching)	
Other**	1.40

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11309.00	$2764.00	$8545.00	$52826.00
District	N/A	N/A	--	$88567.00
Percent Difference – School Site and District	N/A	N/A	--	-40.35%
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	11.03%	-39.89%

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

Types of Services Funded (Fiscal Year 2022–23)

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.

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51754.00	$55549.60
Mid-Range Teacher Salary	$81257.00	$80702.84
Highest Teacher Salary	$108367.00	$109417.68
Average Principal Salary (Elementary)	$125319.00	$137703.47
Average Principal Salary (Middle)	$126640.00	$143759.63
Average Principal Salary (High)	$145784.00	$159020.77
Superintendent Salary	$294279.00	$319442.91
Percent of Budget for Teacher Salaries	35.55%	30.35%
Percent of Budget for Administrative Salaries	5.03%	4.87%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
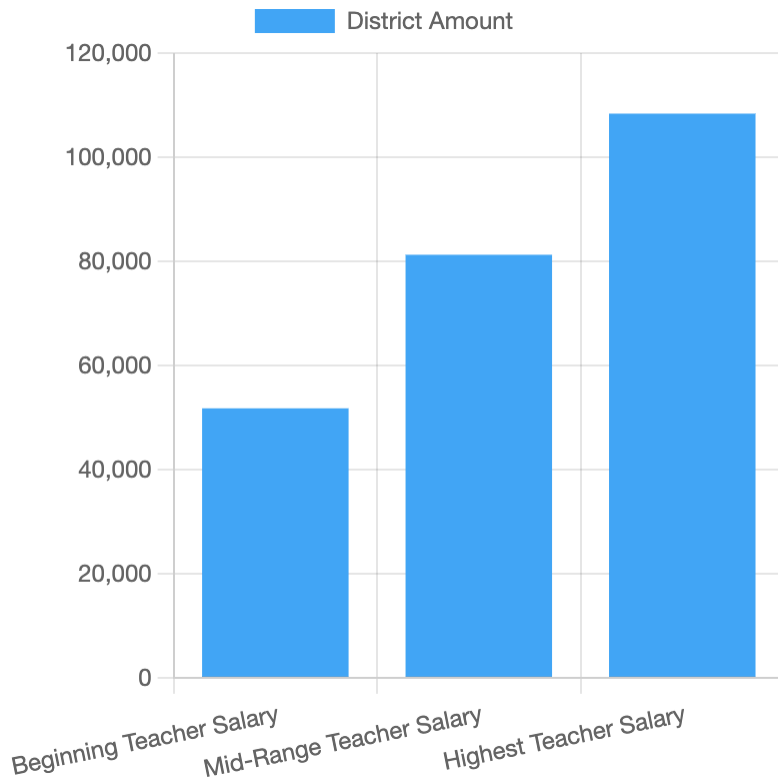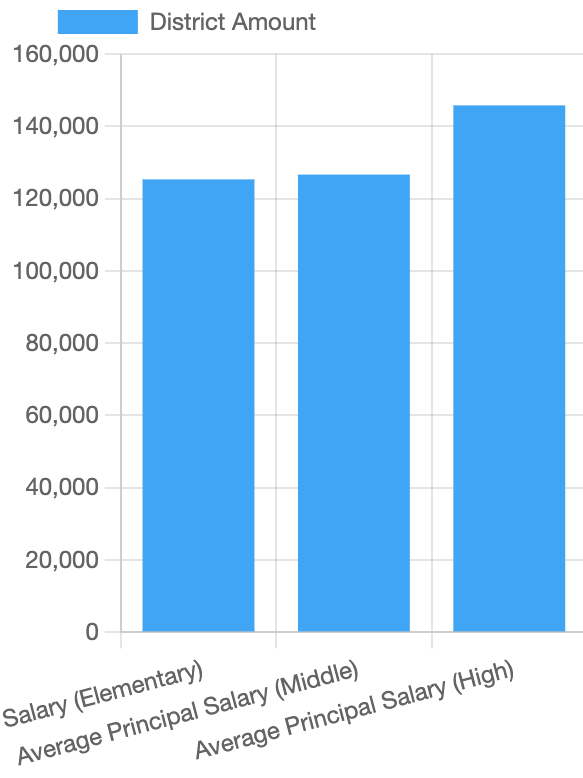
Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	7	9	7