

LCFF Budget Overview for Parents

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

CDS Code: 36-67710-0141952

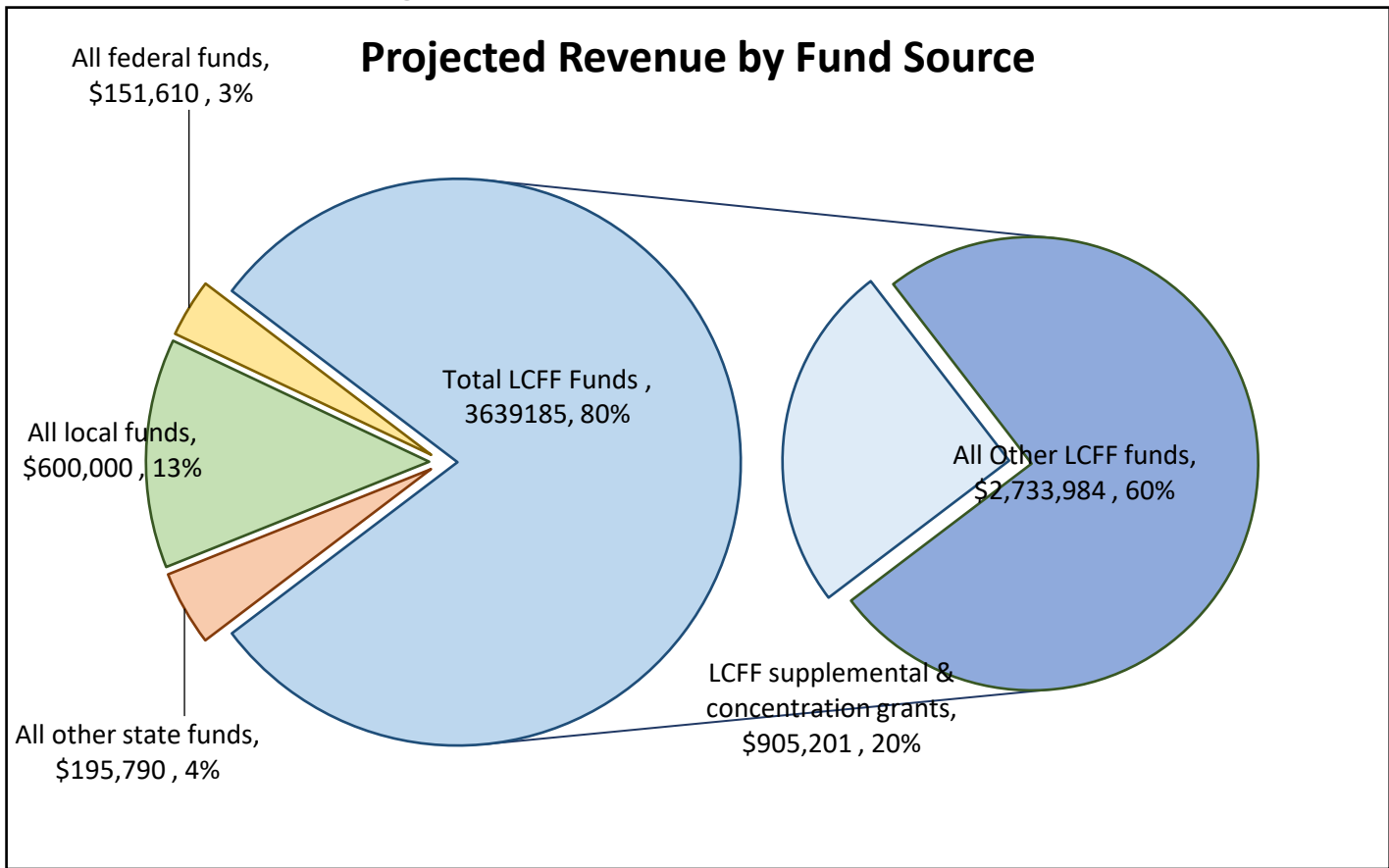
School Year: 2023-24

LEA contact information: Sebastian Cogneta, 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

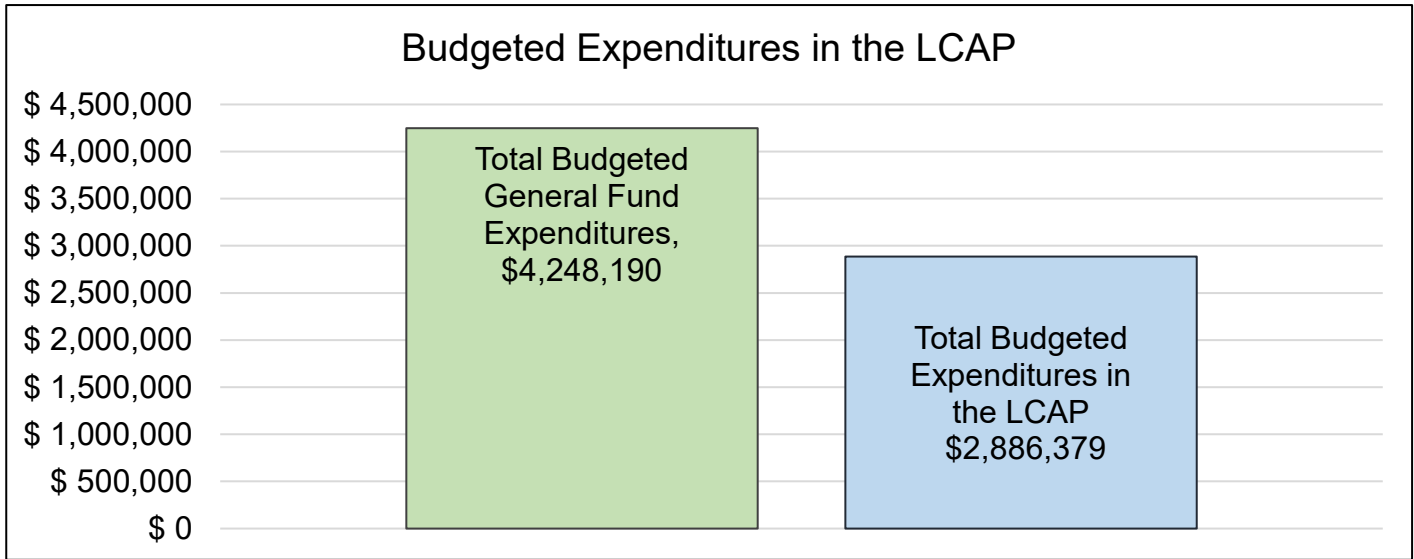


This chart shows the total general purpose revenue Allegiance STEAM Academy Fontana expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Allegiance STEAM Academy Fontana is \$4,586,585.00, of which \$3,639,185.00 is Local Control Funding Formula (LCFF), \$195,790.00 is other state funds, \$600,000.00 is local funds, and \$151,610.00 is federal funds. Of the \$3,639,185.00 in LCFF Funds, \$905,201.00 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 Fontana 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 Fontana plans to spend \$4,248,190.00 for the 2023-24 school year. Of that amount, \$2,886,379.00 is tied to actions/services in the LCAP and \$1,361,811.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

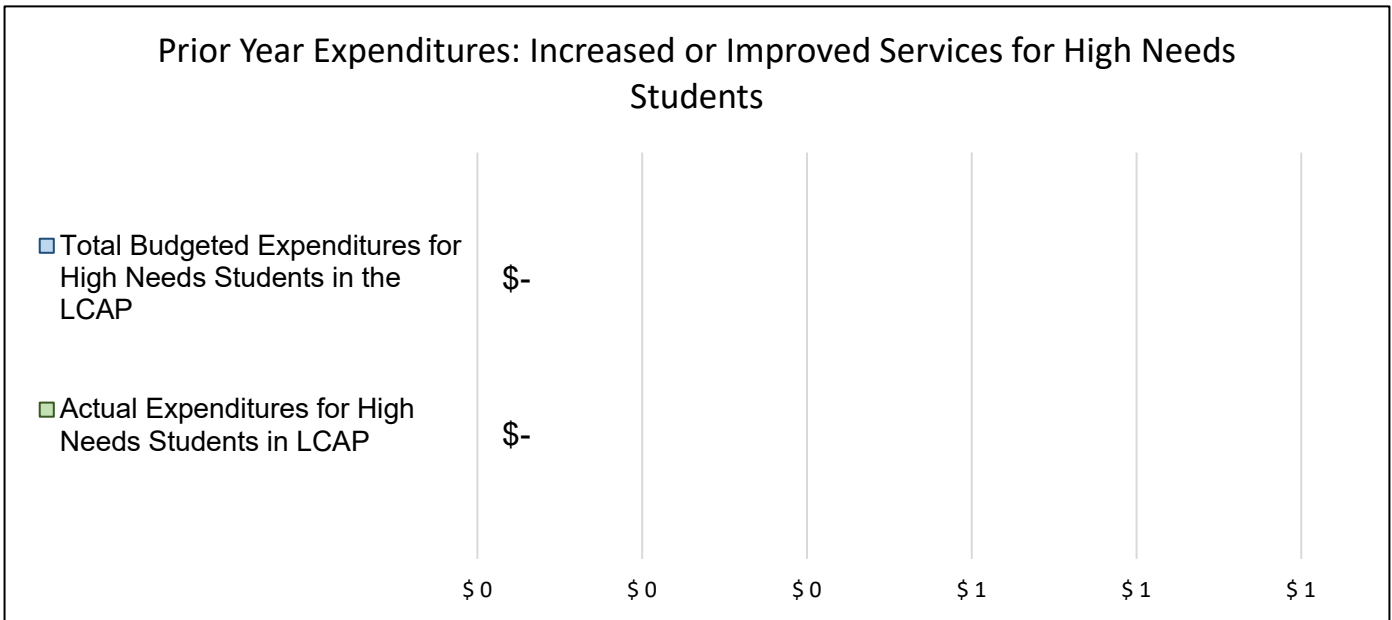
Budgeted General Fund Expenditures not included in the 2023-24 Local Control and Accountability Plan include facility rent, operating costs, and administrative expenses.

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

In 2023-24, Allegiance STEAM Academy Fontana is projecting it will receive \$905,201.00 based on the enrollment of foster youth, English learner, and low-income students. Allegiance STEAM Academy Fontana must describe how it intends to increase or improve services for high needs students in the LCAP. Allegiance STEAM Academy Fontana plans to spend \$905,201.00 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 Fontana budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Allegiance STEAM Academy Fontana estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Allegiance STEAM Academy Fontana's LCAP budgeted \$0.00 for planned actions to increase or improve services for high needs students. Allegiance STEAM Academy Fontana actually spent \$0.00 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, Fontana	Sebastian Cognetta CEO	sebastian.cognetta@asathrive.org 909-258-9937

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, Fontana (ASA Fontana) will welcome 266 students in grades Transitional Kindergarten through 8 beginning in August, 2023. ASA Fontana’s comprehensive program will expand public school choice in Fontana and surrounding areas through its comprehensive and rigorous STEAM-aligned model.

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

Reflections: Successes

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

N/A ASA Fontana will begin serving students in August, 2023.

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.

N/A ASA Fontana will begin serving students in August, 2023.

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 Fontana 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 Fontana 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 Fontana 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.

Efforts to engage educational partners has helped identify the priorities in this LCAP. Engaging partners have been underway predating ASA Fontana’s authorization in April, 2022. Partner input has been gained through numerous recruitment and awareness campaigns.

- Biweekly Virtual Tours showcasing the instructional program
- In-person Informational Sessions
- Regular Social Media Posts that include polls for partner input

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

Attract and retain highly-effective teachers

Replicate ASA Chino’s rigorous comprehensive model including Inclusion and Enrichment programs

Goal 2: Engagement

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

Communicate regularly to parents in the area of student learning

Goal 3: Culture and Climate

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

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

See above

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 Fontana'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 2025-26
FullyCredentialed Staff per Credential Status per the California Commission on Teacher Credentialing	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	[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.	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	ELA: 65% meet or exceed standard for ELA Math: 55% meet or exceed standard for Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2025-26
<p>Students' mean RIT score will be greater than the national norms for NWEA MAP in Math, Reading, and Language Usage.</p>	<p>[Intentionally left blank]</p>	<p>[Intentionally left blank]</p>	<p>[Intentionally left blank]</p>	<p>[Intentionally left blank]</p>	<p>Spring 2026 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>
<p>English Learners progress towards proficiency as measured by the ELPAC.</p>	<p>[Intentionally left blank]</p>	<p>[Intentionally left blank]</p>	<p>[Intentionally left blank]</p>	<p>[Intentionally left blank]</p>	<p>50% of English Learners designated as Fluent English Proficient.</p>

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.	\$1,920,593.00	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.	\$247,554.000	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 Fontana will provide targeted intensive interventions for English Learners, Foster Youth, Low Income, and students performing below grade level.	\$36,244.00	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 Fontana'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.	\$7,581.00	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.

N/A

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.

N/A

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

N/A

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.

N/A

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 2025-26
Host a minimum of one virtual and/or in-person educational partner events per trimester.	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	ASA Fontana 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.	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	ASA Fontana will hold a minimum of one academically centered parent information meeting per trimester.
Solicit educational partner input once per semester via survey.	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	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.	\$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.

N/A

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.

N/A

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

N/A

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.

N/A
 2.4: Parent Events: ASA Thrive anticipates holding more in-person events than in 2021-22.

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.

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 2025-26
Average Daily Attendance	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	Attendance rate of 95% or greater.
Percentage of students that feel safe at school.	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	100% of respondents indicate that ASA provides a safe learning

					environment for all students
Percentage of students that feel supported at school.	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	100% of respondents indicate that ASA provides appropriate support to students.
Suspension Rate less than 1%	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	[Intentionally left blank]	Suspension Rate of less than 2%

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	\$73,702.00	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.	\$476,561.000	Y
3.4	Basic Services	Provide adequate instructional materials, including web-enabled devices for students.	\$110,728.00	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.

N/A

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.

N/A

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

N/A

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.

N/A

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)
	\$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
24.87%	0.00%	\$0.00	24.87%

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.

ASA Fontana is projecting that the incoming needs of our inaugural students will reflect that of our authorizing district. As such, ASA Fontana is prepared to support English Learners and low income strategically and intensively. To address these achievement gaps, ASA Fontana incorporates intervention systems, 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 Instruction. 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 responsible for direct support to 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	N/A	1:08
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:10

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,917,797	\$ 380,552	\$ 432,200	\$ 155,830	2,886,379	\$ 2,386,652	\$ 499,727

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Staff Retention	ALL	\$ 1,546,599	\$ 173,673	\$ 171,101	\$ 29,220	\$ 1,920,593
1	1.2	Instructional Materials	ALL	\$ 33,991	\$ 11,978	\$ 201,585	\$ -	\$ 247,554
1	1.3	Intervention	English Learners Foster Youth Low Income	\$ 36,244	\$ -	\$ -	\$ -	\$ 36,244
1	14	Professional Development	English Learners Foster Youth Low Income	\$ 7,581	\$ -	\$ -	\$ -	\$ 7,581
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 Event	ALL	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500
3	3.1	Attendance Notification	English Learners Foster Youth	\$ 73,702	\$ -	\$ -	\$ -	\$ 73,702
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	\$ 189,639	\$ 186,764	\$ 59,514	\$ 40,644	\$ 476,561
3	3.4	Basic Services PPE	ALL	\$ 16,625	\$ 8,137	\$ -	\$ 85,966	\$ 110,728
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