FUSD FONTANA UNIFIED SCHOOL DISTRICT
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MEMORANDUM

TO: Miki R. Inbody, Superintendent

FROM: Christopher Hollister, Ed.D.
Associate Superintendent Teaching and Learning Division

DATE: October 20, 2026

RE: STAFF ANALYSIS AND PROPOSED FINDINGS OF FACT REGARDING REQUEST FOR RENEWAL OF CHARTER PETITION FOR ALLEGIANCE STEAM ACADEMY INC.

INTRODUCTION

Allegiance STEAM Academy - Thrive, Fontana ("ASA Fontana" or the "Charter School") was authorized by the Fontana Unified School District (FUSD or "District") in April 2022, and opened its doors in August 2023 for students in Transitional Kindergarten through 8th grade. ASA Fontana is a STEAM-focused charter public school where rigorous instruction in the core subjects is tailored to individual students' needs through research-backed learning principals, including; Universal Design for Learning Principles ("UDL"); Project Based Learning ("PBL"); inquiry-based learning; collaborative learning; and direct instruction.

ASA Fontana currently serves approximately 359 students[1]. Based on the prior two years of data from the California Dashboard, ASA Fontana is a middle performing school. ASA Fontana students participate in both CAASPP and ELPAC annually. The California Dashboard assessment results show that ASA Fontana is an academically competitive school within the District.

The Charter Renewal Petition ("Petition" or "Renewal Charter") presents a sound educational program and a reasonably comprehensive description of all required elements and affirmations; the Charter School is fiscally sound; and no statutory ground for denial is supported by the record.

District staff, led by Christopher Hollister, Ed.D., Associate Superintendent Teaching and Learning, conducted a comprehensive review of ASA's Petition, which included meetings with ASA's leadership team, independent analysis and validation of the submitted data, and in-person classroom observations of the program in operation. Based on that review, and for the

[1] 359 students enrolled according to Data Quest – Enrollment by Grade - Allegiance STEAM Academy - Thrive, Fontana (CA Dept of Education); however, the California School Dashboard reports that there are 245 students enrolled – Allegiance STEAM Academy - Thrive, Fontana Summary | California School Dashboard (CA Dept of Education).

reasons set forth below, District Staff recommends that the Board approve the Petition and grant a renewed charter for a five-year term from July 1, 2027, through June 30, 2032.

PROCEDURAL STATUS

The Fontana Unified School District (FUSD or "District") granted ASA Fontana's initial charter petition for the term starting in August 2023 and ending in June 2027. The District received the charter renewal petition ("Petition") on August 28, 2026. Pursuant to the Charter School Act of 1992 ("CSA") the District Governing Board has held a public hearing on the provisions of the Petition on October 7, 2026, within 60 days of receipt of the Petition. The District Board is to approve or deny the renewal request within 90 days of receipt, which time can be extended for an additional 30 days upon mutual agreement of the parties.

ASA Fontana is seeking approval to renew its charter serving students in grades K-8, pursuant to Education Code sections 47607 and 47607.2. If approved, the District Board would renew ASA Fontana's charter term for 5 years for the period from July 1, 2027, through June 30, 2032, based of ASA Fontana's performance category as middle-performing. The Board will render the final determination on the Petition at the Board meeting on November 4, 2026, following a full review of the Petition and accompanying documentation.

CRITERIA FOR RENEWAL OF A CHARTER PETITION

A petition submitted for renewal pursuant to Education Code Sections 47607 and 47607.2 shall be considered by the chartering authority's governing board in accordance with the following standards:

(1) Standards and Criteria in Education Code section 47605

A renewal charter is governed by the standards and criteria described in Education Code Section 47605. Education Code Section 47605(c) establishes that governing boards are to be aware of "the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The [District Board] shall grant a [renewal] charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposed to locate," though, as described below, the renewal process does include additional considerations and standards.

Education Code Section 47605 specifies that the District Board may deny a renewal petition if it makes written factual findings to support one or more of the following findings:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

3. The petition does not contain an affirmation of each of the conditions required by statute.

4. The petition does not contain a reasonably comprehensive description of all required elements.

5. The petition does not contain a declaration of whether the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of the Educational Employment Relations Act (EERA).

(2) Determination of High, Middle, or Low Performing School Status

Education Code sections 47607 and 47607.2 require a determination of whether a charter school seeking renewal is in the High, Middle, or Low Performance category based on academic performance results:

a. High Performing – Renewal term 5-7 years based on authorizer's discretion

   (A) Had all students in the two highest performance bands for all indicators on the California Dashboard for the preceding two years prior to renewal, OR
   (B) Had all students out-perform the State in all academic indicators on the California Dashboard (or a majority of the student groups out-perform the State) for the preceding two years prior to renewal.

b. Middle Performing – Any school that is not deemed high or low performing, will be considered for a 5-year renewal term. In determining renewal, the authorizer is to consider:

   (A) Performance on the state and local indicators on the Dashboard, giving greater weight to measurements of academic performance
   (B) Clear and convincing evidence based on verified data showing either:

      (i) The school achieved measurable increases in academic achievement, defined by at least one year of growth for each year of school, OR
      (ii) Strong post-secondary outcomes, as defined by college enrollment, persistence and completion rates equal to similar peers.

c. Low Performing – Presumptive non-renewal, except when authorizer renews for two years based on "second review opportunity"

   (A) Had all students in the two lowest performance bands for all indicators on the California Dashboard for the preceding two years prior to renewal, OR
   (B) Had all students not out-perform the State in all academic indicators on the

California Dashboard (or a majority of the student groups not out-perform the State) for the preceding two years prior to renewal.

The authorizer is permitted to make an exception and renew a low-performing charter school for a 2-year term if it makes both the following written factual findings:

(A) The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the charter school's governing body, AND
(B) There is clear and convincing evidence that the charter school has either achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or the charter school has demonstrated strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

These written factual findings must be specific to the charter school's particular petition, setting forth specific facts to support the findings. (Ed. Code § 47607.2(a)(3).) The findings must also be demonstrated by verifiable data. (Ed. Code § 47607.0(a)(3).) The meaning and application of "verified data" to be used in considering and making these findings are discussed in more detail in Section 2, below.

State Level Data Availability

In accordance with the recent standards established by AB 1505 in Education Code Sections 47607 and 47607.2, the California Department of Education ("CDE") created a list of all charter schools and ranked their academic performance indicators from the California Dashboard, specifying whether each school is in the high, middle, or low performance levels, or is a Dashboard Alternative School Status program. This list was intended to relieve the burden on authorizers in determining the performance category of a specific charter school, and provide a starting place for the renewal process.

(3) A Renewal Charter Petition

The renewal petition shall include a reasonably comprehensive description of any new requirements of charter schools enacted into law after the charter was originally granted or last renewed. (Ed. Code § 47607(b).) The charter should also be updated as necessary to reflect the current program offered by the charter school.

(4) Additional Criteria for Denying a Charter Renewal

A chartering authority may deny renewal of a charter school (EC Section 47607(e)), in any of the three performance categories if it finds that the school is unlikely to successfully implement the program due to:

a. Substantial fiscal factors
b. Substantial governance factors, or
c. The charter school is not serving all pupils who wish to attend

PERFORMANCE CRITERIA FOR RENEWAL

As specified in CDE's Performance Category Data File, and confirmed in the Petition, ASA Fontana fits into the middle performance category. Therefore, any renewal of ASA Fontana's Charter would be for a five-year renewal term pursuant to Education Code section 47607.2(a). if the District renews the Charter, the new Charter term would being July 1, 2027, and run through and including June 30, 2032.

CDE's latest Performance Category Data File, released January 7, 2026, is found here: Release of Charter School Performance Category - Charter Schools (CA Dept of Education). The data file with the list of charter schools and their respective performance categories will be updated annually and can also be accessed on the CDE Charter School Performance Category Data File web page at: https://www.cde.ca.gov/sp/ch/csperformcategory.asp.

STAFF ANALYSIS AND PROPOSED FINDINGS OF FACT

In its Petition, ASA Fontana states that it is eligible for, and meets the criteria for, a term of five years. To demonstrate its academic performance against the criteria for five-year term renewal for middle-performing charter schools, ASA Fontana submitted its data from the California Assessment of Student Performance and Progress ("CAASPP"), English Language Proficiency Assessments for California ("ELPAC") for the 2024-25 school year. The data below represent some of the most significant data provided by ASA Fontana and/or is available for consideration of academic performance.

2025 Dashboard Performance

2025 ASA Fontana All Students Dashboard State Indicators

Indicator	2025	
	Color	Status
ELA (academic)	Yellow	-25.6
Math (academic)	Orange	-74.6
ELPI (academic)	N/A*	22.7%
Science (information/academic)	Green	49.1
Chronic Absenteeism	Red	32.5%
Suspension Rate	Orange	2.9%

*N/A due to having fewer than 30 English Learners ("EL") who qualified for the ELPI for two consecutive years. To qualify for ELPI an EL must have taken the same summative ELPAC assessment for two consecutive years and be enrolled in grades 1-8.

2025 ASA Fontana Student Group Performance

Subgroup	ELA CAASPP	Math CAASPP	Science	Chronic Absenteeism	Suspension
All Students	-25.6 Yellow	-74.6 Orange	49.1 Green	32.5% Red	2.9% Orange
African American	-37.7*	-92.7*	N/A	37.9%*	3.2%*
Hispanic	-25.2 Yellow	-70 Orange	50.8 Green	34.2% Red	2.6% Orange
Two or More Races	N/A	N/A	N/A	N/A	7.7%*
White	N/A	N/A	N/A	23.5%*	5.9%*
English Learners	-22*	-56.3*	N/A	30%*	2.5%*
Socioeconomically Disadvantaged	-52 Yellow	-103.6 Red	46.1*	41.2% Orange	2.7% Orange
Students with Disabilities	-123.1*	-146.1*	N/A	41.7% Red	5.4% Orange

N/A means 10 or fewer students were in the student group for the specific indicator, so no data was reported.
*Means the student group had more than 10 but it did not have 30 or more students for the last two Dashboards, so the student group's status is reported on the Dashboard but it is not provided a performance level (color).

This table reflects the Distance from Standard and Performance Level for all students at ASA Fontana; however, Dashboard indicators vary in which students and grade levels are analyzed for a particular subject. For example, suspension rates look at all students, whereas the

Science indicator only looks at students who completed the California Science Test ("CAST"), which is only for grades five at eight at ASA Fontana.

The Petition does not include any data from the 2024 school year. Therefore, the District reviewed data available on the California Dashboard. The Dashboard indicates that ASA Fontana observed an increase of 5.1 points in ELA scores, an increase of 4.2 points in Science, a decrease of 13.6 points in Mathematics, and an increase of 3.2% in Chronic absenteeism.

2025 Student Group Performance Comparison: ELA

Indicator	Student Group	ASA Fontana	District	California
ELA (academic)	All Students	-25.6 Yellow	-28.7 Yellow	-8.1 Yellow
	African American	-37.7	-37.5 Orange	-51.3 Yellow
	Hispanic	-25.2 Yellow	-31.8 Yellow	-33.7 Yellow
	English Learners	-22	-62.4 Yellow	-59.9 Yellow
	Socioeconomically Disadvantaged	-52 Yellow	-33.3 Yellow	-35.3 Yellow
	Students with Disabilities	-123.1	-108.6 Orange	-89.4 Orange

The chart above shows a comparison of English Language Arts scores between ASA Fontana, the District, and California. ASA Fontana outperformed the District in ELA for all students, students who identify as Hispanic, and English Learners. ASA Fontana students who are socioeconomically disadvantaged earned lower scores than the District average, however, they earned the same color classification of yellow.

The Petition identified a plan to ensure growth in ELA, including the multi-year instruction plan with core priorities, goals, and strategic action steps detailed in its LCAP. ASA Fontana utilizes evidence-based literacy curricula, embedding rigorous ELA practices within the interdisciplinary STEAM model, and providing ongoing, data-driven professional learning for instructional staff. The progress of all student subgroups, specifically English Learners, Foster Youth, and Socioeconomically Disadvantaged students, is monitored systematically through standardized diagnostic tools and universal screeners (such as DIBELS, NWEA MAP and CAASPP data) to dynamically tailor instruction and close persistent achievement gaps.

2025 Student Group Performance Comparison: Math

Indicator	Student Group	ASA Fontana	District	California
Math (academic)	All Students	-74.6 Orange	-69.8 Yellow	-42.4 Yellow
	African American	-92.7	-80.7 Yellow	-95.8 Orange
	Hispanic	-70 Orange	-73.5 Yellow	-73.6 Yellow
	English Learners	-56.3	-95.6 Orange	-86.1 Yellow
	Socioeconomically Disadvantaged	-103.6 Red	-74.4 Yellow	-72.9 Yellow
	Students with Disabilities	-146.1	-141.2 Red	-120.7 Orange

The chart above shows a comparison of Math scores between ASA Fontana, the District, and California. ASA Fontana outperformed the District for two student groups where data is available: students who identify as Hispanic and English Learners. ASA Fontana also outperformed the state for African American students and Hispanic students, as well as English Learners. Overall, ASA Fontana earned scores lower than the District by 4.8 points. The largest gap between ASA Fontana and the District is in students who are socioeconomically disadvantaged as ASA Fontana is currently 29.2 points below the District.

The Petition indicates that ASA Fontana is actively exploring a shift to mathematics curricula that are fully aligned with the new California Mathematics Framework and formally adopted by the State Board of Education.

2025 Comparison: ELPI

Indicator	Student Group	ASA Fontana	District	California
ELPI (academic)	English Learners	22.7%	44.3% Orange	46.4% Yellow

ASA Fontana did not have enough English Learners eligible for the English Learners Progress Indicator score to qualify under a performance level on the California Dashboard. ASA Fontana scored lower than the District and California on this metric. Even though ASA Fontana does not have enough English Learners to qualify as a numerically significant group in the context of ELPI scores, the Petition states that this student group is a priority at ASA Fontana and identified an approach to supporting those students.

2025 Student Group Performance Comparison: Science

Indicator	Student Group	ASA Fontana	District	California
Science (Informational Purposes)	All Students	49.1 Green	48 Green	52.6 Yellow
	Hispanic	50.8 Green	47.4 Green	47.1 Yellow
	Socioeconomically Disadvantaged	46.1*	47.2 Green	47.1 Yellow

The chart above shows a comparison of Science scores between ASA Fontana, the District, and California. ASA Fontana outperformed the District in all students, and students who identify as Hispanic. ASA Fontana scored 1.1 points lower than the District for socioeconomically disadvantaged but did not have enough students in that category to receive a color classification.

ASA Fontana is implementing a new strategy built on an integrated STEAM model with the Engineering Design Process as the instructional centerpiece. To support the shift, ASA Fontana is expanding hands-on career technical education exposure to make science learning relevant, interdisciplinary, and engaging.

2025 Student Group Performance Comparison: Chronic Absenteeism

Indicator	Student Group	ASA Fontana	District	California
Chronic Absenteeism (academic engagement)	All Students	32.5% Red	23.8% Red	17.1% Yellow
	African American	37.9%*	28.9% Red	29.8% Orange
	Hispanic	34.2% Red	24% Red	20.1% Orange
	White	23.5%*	21.4% Orange	12.2% Yellow
	English Learners	30%*	20.2% Red	18.1% Yellow
	Socioeconomically Disadvantaged	41.2% Orange	24.8% Red	21.7% Orange
	Students with Disabilities	41.7% Red	31.1% Red	24.9% Orange

The chart above shows a comparison of Chronic Absenteeism between ASA Fontana, the District, and California. ASA Fontana has a chronic absenteeism of 32.5%, which is higher than the District and State. ASA Fontana increased its chronic absenteeism by 3.2% between 2024 and 2025.

Chronic Absenteeism is a priority for ASA Fontana, and the Petition identified a plan to improve attendance by fostering a school culture where every student feels connected, supported and motivated to attend daily. Central to this strategy is the launch of a targeted mentorship program for students with a history or demonstrated risk of chronic absenteeism. By establishing predictable touchpoints, their goal is for staff to build trusting relationships, help eliminate underlying barriers to attendance, and cultivate a strong sense of school belonging, ensuring students know their presence is valued every day.

2025 Student Group Performance Comparison: Suspension Rate

Indicator	Student Group	ASA Fontana	District	California
Suspension (Conditions and Climate)	All Students	2.9% Orange	2.3% Green	3.2% Green
	African American	3.2%*	5.9% Orange	7.7% Yellow
	Hispanic	2.6% Orange	2.1% Green	3% Green
	Two or More Races	7.7%*	3.7% Orange	2.8% Green
	White	5.9%*	2.8% Yellow	2.4% Green
	English Learners	2.5%*	2.4% Green	3.2% Green
	Socioeconomically Disadvantaged	2.7% Orange	2.4% Green	3.6% Green
	Students with Disabilities	5.4% Orange	3.1% Green	5% Yellow

The chart above shows a comparison of Suspension Rates between ASA Fontana, the District, and California. Overall, these scores indicate that ASA Fontana outperforms or meets expectations in all categories.

The Petition indicates that to significantly decrease suspension rates and cultivate a positive, inclusive school climate, ASA Fontana is shifting from a reactive model of behavior management to a proactive, systemic framework centered on student belonging and safety. ASA Fontana is expanding Classroom Agreements across all grade levels. These agreements establish predictable routines, explicit behavioral expectations, and common language network-wide, ensuring students clearly understand the rationale behind daily expectations.

Additional Dashboard Indicators and Analysis

ASA Fontana 2024, and 2025 Dashboard Local Indicators

Local Indicator	2024	2025
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met

This chart indicates that ASA Fontana met standards for all local indicators in all years in which local indicators were reported on the California Dashboard.

REVIEW OF THE CHARTER PETITION ELEMENTS

FUSD Staff reviewed the Petition using the criteria established in California Education Code sections 47605, 47607, and 47607.2, and the District's Board Policy and Administrative Regulations 0420.4.

1. Sound Education Program

The Petition presents an educational program grounded in a STEAM-focused, project-based learning model organized around the Engineering Design Process, aligned to the Common Core State Standards, Next Generation Science Standards, English Language Development Standards, History–Social Science Framework, and the remaining State Standards. The program is designed to enable pupils to become self-motivated, competent, and lifelong learners, and articulates a Graduate Profile emphasizing academic empowerment, engineering/innovation, and critical thinking.

ASA Fontana affirms it will meet all applicable legal requirements for English learners, operating a Structured English Immersion program with daily designated ELD and integrated ELD across subjects, supported by ELPAC/CAASPP data analysis and specialized professional development.

Charter School affirms adherence to Section 504, Title II of the ADA, and the IDEA, and provides MTSS-based intervention and monitoring for special populations, including socioeconomically disadvantaged students.

District Staff concludes that the Petition provides sufficient information to substantiate a sound educational program provided to all student groups.

2. Ability to Successfully Implement the Program Set Forth in the Petition

District Staff found facts demonstrating that ASA Fontana is demonstrably likely to successfully implement the program set forth in the Renewal Charter, based on its three-year operating record, its measurable student outcomes, and its detailed program and improvement plans.

3. Required Signatures (Not Applicable)

4. Required Affirmations

District Staff found that the Petition contains all required affirmations of the conditions in Education Code section 47605(e), including that the Charter School shall be nonsectarian, shall not charge tuition, shall not discriminate, shall admit all students subject to a public random drawing, and shall comply with the Brown Act, the Public Records Act, the Political Reform Act, Government Code section 1090, FERPA, and ESEA/ESSA, and shall provide an annual independent audit under Education Code section 41020. Accordingly, District Staff found that the Petition provides a sufficiently comprehensive description of the required elements for approval.

5. Comprehensive Description of All Required Elements

As discussed more fully below, District Staff found that the Petition contains a reasonably comprehensive description of its program sufficient to satisfy Elements A–N under Education Code section 47605(c)(5).

Element A: Educational Program

Education Code section 47605(c)(5)(A) requires a reasonably comprehensive description of the educational program, identifying whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs, with the objective of enabling pupils to become self-motivated, competent, and lifelong learners, together with annual goals for all pupils and each subgroup aligned to the state priorities.

Whom the school serves; mission, vision, and Graduate Profile. ASA Fontana is a TK–8 school of choice serving a diverse population reflective of the District and the surrounding Fontana community, with a mission to "unleash students' natural potential for creativity and innovation" and a vision of a safe, innovative community where students take risks and build a foundation for lifelong success. The program is organized around four core values; Personalized Learning Environments, College/Career/Life Readiness, Families as Partners, and Data Informed Decisions, and a Graduate Profile defining the competencies students master: Academically Empowered, Innovative Engineers, Critical Thinkers, Strong in Character, Civically Engaged, and Skilled Collaborators.

What it means to be an educated person in the 21st century. The Petition defines the educated person as one proficient across language, reasoning, problem solving, reading, writing, computation, interpersonal skills, technology, and personal responsibility, prepared to succeed in a rapidly changing global economy. Curriculum is aligned to the Common Core State Standards, Next Generation Science Standards, History–Social Science Standards, English Language Development Standards, and the remaining State Standards, with instruction developed through the unpacking of standards, Webb's Depth of Knowledge, and analysis of adopted high-quality instructional materials.

How learning best occurs. The Petition grounds instruction in research-based practices, describing high-quality instruction as designed by specialized teachers; personalized to student needs; differentiated (including Universal Design for Learning, project-based learning, inquiry-based learning, collaborative learning, and direct instruction); standards-based; backwards-designed (per Wiggins and McTighe's Understanding by Design); relevant and culturally responsive; continually assessed; clearly articulated and measured; and supported by families. The program applies Dr. David Conley's college-readiness framework (Key Cognitive Strategies, Key Content Knowledge, Key Learning Skills and Techniques, and Key Transition Knowledge and Skills) and Mastery Learning principles to advance every student toward proficiency.

STEAM instructional design — project-based learning and the Engineering Design Process. The instructional core pairs the student-driven inquiry of project-based learning ("PBL") with the Engineering Design Process ("EDP"), through which students Ask, Imagine, Plan, Create, Test, and Improve as they build and refine solutions to authentic, real-world problems aligned to the NGSS science and engineering practices. The STEAM program advances through a deliberate grade-band progression: TK–2 "Jump Start" introduces foundational PBL and the EDP through real-world and nature-based projects; grades 3–5 "Missions" launch interdisciplinary design challenges pairing core science with reading, art, engineering, and mathematics; and grades 6–8 "Expeditions" immerse students in complex, student-driven inquiry, coding, and CTE-pathway exploration. Instruction is reinforced through a dedicated STEAM Lab makerspace, hands-on learning, and professional development in the EDP, gold-standard PBL, and UDL.

Curriculum and course offerings. The Petition describes a standards-aligned core curriculum in English Language Arts (a comprehensive, balanced literacy program spanning phonics, fluency, comprehension, and writing across genres), Mathematics (vertically aligned and spiraled, culminating in Integrated Math I proficiency in grade 8), Science (three-dimensional NGSS instruction across the four science domains), and History/Social Studies (aligned to the California History–Social Science Standards). These are complemented by enrichment in Visual and Performing Arts, World Language (including Mandarin and Spanish), Physical Education, the STEAM Lab, and middle-school electives such as Digital

Literacy/Cybersecurity, Financial Literacy, Introduction to Coding, Music Production, Mandarin, Genius Hour, and Leadership.

High academic standards, mastery learning, and grading. The program sets high expectations grounded in Mastery Learning, using standards-based grading to report proficiency and provide students multiple opportunities to demonstrate competence, with trimester report cards and mid-trimester progress reports based on multiple measures. Homework is designed to reinforce learning and build responsibility without penalizing a student's academic grade.

Instructional time. ASA Fontana offers at least 175 instructional days and meets or exceeds the minimum annual instructional minutes required by Education Code section 47612.5 — 36,000 minutes (TK/K), 50,400 minutes (grades 1–3), and 54,000 minutes (grades 4–8).

Annual goals aligned to the Eight State Priorities. As required by Education Code sections 47605(c)(5)(A)(ii) and (B), the Petition provides annual goals, actions, and measurable outcomes — both schoolwide and for each numerically significant subgroup — aligned to the Eight State Priorities and set out in the Charter School's LCAP, which is on file with the District, annually updated under Education Code section 47606.5, and posted publicly.

Addressing the needs of all students. The Petition describes a multi-tiered system of supports serving all learners in the least restrictive environment. For English learners, the Charter School administers the Home Language Survey and Initial/Summative ELPAC, operates a Structured English Immersion program with daily designated and integrated ELD across the four language domains, provides EL-focused professional development, and follows defined reclassification procedures. For students achieving below grade level, the school uses universal screening, tiered interventions through its MTSS framework, and Student Success Teams; it also provides enrichment for students achieving above grade level. For students with disabilities, the school implements Child Find, assessment, IEP development and implementation, and non-public placements as needed, and it serves students under Section 504 of the Rehabilitation Act; the Charter School affirms adherence to the IDEA, Section 504, and Title II of the ADA. Supports for socioeconomically disadvantaged students are provided through the LCAP and the school's differentiated, data-driven instructional model.

Proposed finding. District Staff finds that the Petition contains a reasonably comprehensive description of the educational program that identifies the pupils to be served, defines an educated person in the 21st century, explains how learning best occurs, and sets annual goals aligned to the state priorities for all pupils and each subgroup, satisfying Education Code section 47605(c)(5)(A). The educational program is sound, and there is no basis for a finding that the program is unsound or that the petitioner is demonstrably unlikely to implement it.

Element B: Measurable Student Outcomes

The Petition sets out annual goals, actions, and measurable outcomes, both schoolwide and for each numerically significant subgroup, aligned to the Eight State Priorities described in Education Code section 52060(d), and incorporated in the Charter School's Local Control and Accountability Plan ("LCAP"). The metrics tied to these goals allow the Charter School to confirm that specific subgroups are making satisfactory progress and receiving the additional support funded through the Local Control Funding Formula.

Proposed finding. District Staff finds that the Petition identifies measurable pupil outcomes aligned to the state priorities, schoolwide and by subgroup, satisfying Education Code section 47605(c)(5)(B).

Element C: Method by Which Pupil Progress in Meeting Outcomes Will be Measured

The Petition commits to growth for all students toward mastery of the State Standards, with emphasis on low-performing students and targeted subgroups and describes a multiple-measures assessment system combining authentic assessment with state-mandated exams. The Charter School administers the required state assessments applicable to its grade levels including the CAASPP (grades 3–8), the California Science Test in grades 5 and 8, the ELPAC, and the California Physical Fitness Test in grades 5 and 7, and supplemented by local assessments including the NWEA MAP (grades 3–8) and DIBELS or another Board-adopted screener and dyslexia screening in grades K–2, together with the Initial and Summative ELPAC and California Alternate Assessments where applicable.

The Petition describes a defined process for collecting reliable data within compliance timelines, analyzing it to identify schoolwide, grade-level, and subgroup trends, and reporting it through the School Site Council, LCAP stakeholder meetings, the SARC, and direct parent communications. Data drives instruction: staff disaggregate results by standard, subgroup, grade level, individual student, and classroom, track numerically significant subgroups against growth targets, and work to narrow gaps between the highest- and lowest-performing subgroups. The Charter School affirms that, to the extent practicable, its methods of measuring pupil outcomes for the state priorities are consistent with SARC reporting.

Proposed finding. District Staff finds that the Petition describes a reasonably comprehensive, SARC-consistent method of measuring pupil progress through multiple state and local assessments, satisfying Education Code section 47605(c)(5)(C).

Element D: Governance Structure

Corporate structure and autonomy. ASA Fontana is a direct-funded independent charter school operated by Allegiance STEAM Academy Inc., a California nonprofit public benefit corporation, operating autonomously from the District and governed under adopted Bylaws consistent with the Petition, with Articles of Incorporation on file with the Secretary of State and state and federal tax-exempt status. Pursuant to Education Code section 47604(d), the District

is not liable for the Charter School's debts and obligations or for claims arising from its acts, errors, or omissions where the District has complied with its oversight responsibilities.

Board composition and conflict-of-interest compliance. The governing body is the Allegiance STEAM Academy Inc. Board of Directors, currently there are no fewer than three and no more than seven members, each serving three-year terms; the District is entitled to a single representative with full voting rights under Education Code section 47604(c). Board members and employees comply with applicable ethics and conflict-of-interest standards, including the California Corporations Code, the Political Reform Act, and Government Code section 1090, and the Charter School has adopted a Conflict of Interest Code, a Conflict of Interest Policy, and an Anti-Nepotism policy.

Board operations under the Brown Act. Board meetings are held in accordance with the Brown Act and Education Code section 47604.1, with agendas posted at least 72 hours before regular meetings (24 hours for special meetings), teleconference locations established as required, public comment periods, and public voting; the Board currently meets approximately monthly and receives training as required by law, including ethics training under Education Code section 53235.1. The Board also follows the public-hearing and posting requirements of Education Code section 47606.5 when adopting the LCAP.

Roles, officers, and executive leadership. The Board's duties include guiding the mission, hiring and evaluating the CEO, maintaining sound internal fiscal controls, approving major contracts, and developing performance measures; officers include a President, Secretary, and Treasurer. The CEO serves as general manager, supervising the Charter School's operations, personnel, financial affairs, and reporting to the District, subject to Board control.

Parental involvement. The Petition provides for parental involvement through a School Site Council meeting the composition requirements of Education Code section 65000(c), an English Learner Advisory Committee under Education Code section 52176, and a parent organization ("the PACK"), along with family orientations offered in English and Spanish; parental involvement is encouraged but is not a condition of admission or continued enrollment.

Proposed finding. District Staff finds that the Petition describes a governance structure, including a process to ensure parental involvement, that satisfies Education Code section 47605(c)(5)(D) and applicable governance laws.

Element E: Employee Qualifications

Pursuant to Education Code section 47605(l)(1), teachers hold the Commission on Teacher Credentialing certificate, permit, or other document required for their assignment; these documents are maintained on file and are subject to periodic District inspection. The Charter School may use local assignment options and may request emergency permits or waivers from the CTC in the same manner as a school district, and all students, including those in independent study, are supervised by an appropriately credentialed teacher. Teachers

assigned to a transitional kindergarten classroom meet the additional requirements of Education Code section 48000(g).

The Petition sets out detailed qualifications, duties, and expectations for the range of positions across the organization including the CEO, Chief Academic Officer, Chief Operations Officer, Principals and Assistant Principals, teachers, counselors and psychologists, and classified and support staff.

Proposed finding. District Staff finds that the Petition describes the qualifications to be met by employees, including statutorily required teacher credentialing, satisfying Education Code section 47605(c)(5)(E).

Element F: Health and Safety

Background checks and personnel screening. Employees and contractors must submit fingerprints to the Department of Justice and furnish a criminal record summary under Education Code sections 44237 and 45125.1; the Charter School will not hire any person convicted of a violent or serious felony, and volunteers working outside the direct supervision of a credentialed employee are fingerprinted and cleared. Employees and frequent-contact volunteers are assessed for tuberculosis under Education Code section 49406, and all mandated reporters receive annual child-abuse-reporting training under Education Code section 44691.

School Safety Plan and emergency preparedness. The Charter School has adopted a School Safety Plan, reviewed and updated by March 1 each year, addressing the topics required by Education Code section 32282(a)(2), together with an instructional continuity plan for emergency disruptions, staff emergency-response/first-responder training, and disaster procedures adapted for students with disabilities.

Student health and campus-safety requirements. The Petition addresses immunizations, administration of medication and emergency epinephrine and albuterol (Education Code sections 49414, 49414.7, 49423), vision/hearing/scoliosis screening, diabetes information, blood-borne pathogen controls, comprehensive anti-discrimination and harassment policies, Field Act/Building Code-compliant facilities with annual fire-safety testing and drills, suicide-prevention and bullying-prevention policies, free school meals, human-trafficking and mental-health resources, menstrual-product access, gun-safety notices, a workplace violence prevention plan, LGBTQ cultural-competency training, recess protections, and an extreme-weather policy.

Proposed finding. District Staff finds that the Renewal Charter describes comprehensive health and safety procedures, including the required criminal-record-summary and annual school-safety-plan provisions, satisfying Education Code section 47605(c)(5)(F).

Element G: Racial, Ethnic, English Learner, and Special Education Balance

ASA Fontana commits to an annual comprehensive student recruitment plan rooted in best practices and targeted to a diverse group of underserved students, using strategies including school tours, informational meetings on the EL and special education programs, evening and weekend events, multilingual newsletters and social media, webinars in English and Spanish, local media, participation in community organizations, and multilingual flyers explaining that charter schools are tuition-free public schools. The outreach plan is reviewed annually and revised as needed to achieve a demographic balance reflective of the District, and Spanish-speaking and special education staff are available during outreach events. The Charter School's 2025–26 enrollment is broadly reflective of the District and surrounding community, as detailed in the Petition's demographic comparison.

Proposed finding. District Staff finds that the Renewal Charter describes the means by which ASA Fontana will achieve and maintain a reflective racial, ethnic, English learner, and special education balance, satisfying Education Code section 47605(c)(5)(G).

Element H: Admissions Policies and Procedures

Nondiscriminatory, open admission. The Charter School is nonsectarian, charges no tuition, and does not discriminate on the characteristics listed in Education Code section 220; it admits all pupils who wish to attend, administers no pre-enrollment test, does not determine admission by residence (except as permitted by Education Code section 47605(e)(2)), and imposes no mandatory parental-volunteer requirement. Consistent with Education Code section 47605(e)(4), the Charter School does not discourage enrollment or encourage disenrollment, does not request records before enrollment, adheres to the McKinney-Vento Homeless Assistance Act, and posts and distributes the CDE notice at the required times.

Lottery and enrollment process. Applications are accepted during a publicly advertised open-enrollment period; when applications exceed capacity in a grade level, admission is determined by a public random drawing under Education Code section 47605(e)(2), with preferences in the order of (1) siblings of enrolled/admitted students, (2) children of staff (capped at 10% of enrollment), (3) District residents, and (4) all other applicants, with a 2:1 weighting applied to District residents in the final two preference tiers. Applicants drawn beyond available seats are placed on a waiting list in the order drawn (expiring at year's end), and admitted students submit an enrollment packet; the Charter School maintains complete and accurate admissions and enrollment records.

Proposed finding. District Staff finds that the Petition's admission policies and procedures, including its lottery preferences, are consistent with Education Code section 47605(e) and satisfy Education Code section 47605(c)(5)(H).

Element I: Suspension and Expulsion Procedures

Due process procedures. The Renewal Charter and the accompanying Student Discipline Policy & Due Process establish that, for suspensions of fewer than 10 days, the pupil receives

oral or written notice of the charges and an opportunity to respond; and for suspensions of 10 days or more and all expulsions, the pupil receives timely written notice of the charges and basic rights and a hearing before a neutral officer with the opportunity to present and cross-examine witnesses and be represented by counsel or an advocate.

Involuntary-removal protections. No pupil may be involuntarily removed (disenrolled, dismissed, transferred, or terminated) without written notice to the parent/guardian at least five school days before the effective date, in the recipient's native language, with heightened notice to the educational rights holders, attorneys, and social workers of foster, homeless, and Indian children; a pupil who initiates the hearing process remains enrolled until a final decision issues.

Special education protections. The discipline policy provides special procedures for students with disabilities, including manifestation determination meetings, consistent with the IDEA and Section 504. (Student Discipline Policy & Due Process) Discipline policies are provided to families in writing upon enrollment and are available in the Student/Family Handbook and on the Charter School's website.

Proposed finding. District Staff finds that the Petition's suspension, expulsion, and involuntary-removal procedures comply with constitutional due process and satisfy Education Code section 47605(c)(5)(I).

Element J: Employee Retirement System

All eligible employees participate in the State Teachers' Retirement System ("STRS"), with employee and employer contributions on creditable compensation reported through the San Bernardino County Office of Education, and all eligible employees participate in the Public Employees' Retirement System ("PERS"), reported through the appropriate PERS-approved agency; social security is provided for non-STRS employees. The Charter School will maintain STRS and PERS participation under the same CDS code for the duration of its operation and comply with applicable federal and state requirements, with the Chief Operations Officer or designee responsible for coverage arrangements.

Proposed finding. District Staff finds that the Renewal Charter describes the manner of staff retirement-system coverage, satisfying Education Code section 47605(c)(5)(J).

Element K: Public School Attendance Alternatives

The Renewal Charter provides that ASA Fontana is a school of choice that no student is required to attend, and that pupils who choose not to attend may enroll in other public schools in their district of residence or pursue inter-district transfers under existing policies; parents are informed that enrollment confers no right to admission to a particular program of any other local educational agency except as that agency may extend.

Proposed finding. District Staff finds that the Petition adequately describes the public school attendance alternatives, satisfying Education Code section 47605(c)(5)(K).

Element L: Description of Employee Rights

The Renewal Charter provides that no District (or other LEA) employee is required to work at the Charter School; that employees leaving the District to work at the Charter School have such rights to leave and return as the District may specify; and that employment by the Charter School confers no automatic return rights or other rights at any other entity, including upon closure.

Proposed finding. District Staff finds that the Renewal Charter describes employee return rights, satisfying Education Code section 47605(c)(5)(L).

Element M: Dispute Resolution

District–Charter School disputes. The Petition establishes a staged process: written notice initiating dispute resolution; a meeting between the Superintendent (or designee) and the CEO (or designee) within ten calendar days of the notice; if unresolved, a joint committee of two members from each board convened within thirty business days; and, failing that, non-binding mediation before a jointly selected neutral within sixty business days, with costs shared equally, after which either party may pursue any available legal remedy. The process preserves the District's authority: where the District determines a violation poses a severe and imminent threat to pupil health or safety, or that a dispute could lead to revocation, it may proceed directly under Education Code section 47607 without being bound by these procedures.

Internal disputes. Internal disputes are resolved under the Charter School's own policies, including its Uniform Complaint Procedures and Title IX and Section 504 grievance procedures, with a designated coordinator, and the District is not involved unless the dispute concerns a possible violation of the Petition or law.

Proposed finding. District Staff finds that the Petition describes dispute-resolution procedures satisfying Education Code section 47605(c)(5)(M).

Element N: Closure Procedures

A decision to close is documented by an official Board Closure Action, generally warranted upon revocation or non-renewal (after appeals are exhausted), a Board vote to close, or lapse of the charter term; the Board designates a responsible person to oversee closure, and the Charter School provides written notice to the District, parents/guardians, the San Bernardino County Office of Education, the SELPA, the retirement systems, and the CDE, including the effective date, contact information, students' districts of residence, and instructions for obtaining records.

The Charter School will maintain and transfer pupil records in compliance with FERPA and transfer records to the District (or, if it cannot store them, a suitable alternative coordinated with the County); ensure a final independent audit within six months accounting for all assets

and liabilities; file required closeout reports under Education Code section 47604.33; and dispose of net assets after satisfying liabilities in accordance with its Articles, Bylaws, and applicable law, using reserve funds to cover closure expenses.

Proposed finding. District Staff finds that the Petition describes closure procedures ensuring a final audit and the orderly disposition of assets, liabilities, and pupil records, satisfying Education Code section 47605(c)(5)(N).

6. Exclusive Public Employer

The Petition declares that Allegiance STEAM Academy Inc. shall be deemed the exclusive public employer of the Charter School's employees for purposes of the Educational Employment Relations Act, satisfying Education Code section 47605(c)(6).

7. Required Additional Information

Administrative services. The Charter School provides business and administrative services (human resources, financial management and accounting, enrollment and attendance accounting, and payroll) through a combination of in-house staff and a contracted back-office provider, Charter Impact.

Facilities. ASA Fontana is located in a District facility at 7930 Locust Avenue, Fontana, and intends to continue at that location.

Insurance and civil liability. The Charter School maintains general liability, workers' compensation, property, and directors' and officers' insurance, and its corporate Bylaws provide for indemnification; the District is not liable for the Charter School's debts or obligations where it meets its oversight duties (Education Code section 47604(d)).

Fiscal soundness. A charter school must provide for an annual independent financial and compliance audit under Education Code section 41020, and fiscal soundness is assessed against a realistic financial and operational plan, including a viable multi-year budget, cash flow, three-year projections, and adequate reserves. (Cal. Code Regs. tit. 5, § 11967.5.1; Cal. Educ. Code § 47605) The Charter School has completed independent audits for FY2023, FY2024, and FY2025. The FY2025 audit reflects an unmodified opinion on the financial statements and on state compliance, with no material weaknesses and no significant deficiencies and no financial-statement findings. The organization reported net assets of $6,466,437 and a positive change in net assets of $503,243 (operating surplus), on total support and revenues of $17,856,760 and total expenses of $17,353,517. The Renewal Charter includes the required multi-year financial projections supporting continued fiscal viability over the term.

Audit findings and remediation. The only open state-compliance item is Finding 2025-001 (ELO-P): ASA Fontana did not operate the required 30 non-school days during 2024–25 because of emergency campus closures in July 2024 and June 2025. The finding carries no

fiscal penalty because Education Code section 46120(b)(9) exempts closures caused by emergency conditions where the governing board adopts a supporting resolution, which the Board did on October 13, 2025; it is a repeat finding at the organization level but not for the Fontana campus. The organization adopted a corrective action plan. The three prior-year (FY2024) findings, all at the Chino campus, have been resolved as implemented. These items do not approach the threshold for denial under Education Code section 47607(e), which requires a finding that corrective action failed or that violations are so severe and pervasive as to render a corrective action plan unviable. (Cal. Educ. Code § 47607)

CONCLUSION

District Staff reviewed the Allegiance STEAM Academy – Thrive, Fontana Renewal Charter Petition utilizing the criteria for charter renewal set forth in Education Code sections 47605, 47607, and 47607.2. The Charter School is properly classified as middle-performing; the Renewal Charter presents a sound educational program and a reasonably comprehensive description of all required elements and affirmations; the Charter School is fiscally sound; and no statutory ground for denial is supported by the record. A renewal under Education Code section 47607.2(b) must be granted for a term of five years.

District Staff recommends that the Renewal Charter be **APPROVED** and that the District Board adopt findings consistent with this analysis approving the renewal of the charter for Allegiance STEAM Academy – Thrive, Fontana for a five-year term from July 1, 2027, through June 30, 2032.