

Allegiance STEAM Academy - Thrive

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

Sebastian Cagnetta, CEO

Principal, Allegiance STEAM Academy - Thrive

About Our School

On behalf of the entire Allegiance STEAM Academy - Thrive, it is my pleasure to provide the public this School Accountability Report Card or "SARC". The purpose of the SARC is to provide parents and the community with important information about our school. As schools are required to develop a SARC every year, Allegiance's first SARC will include limited data sets as it is developed prior to completing our first year in operation.

Nonetheless, we hope the SARC provides you insight into our school and community.

Contact

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

Phone: 9094655405
E-mail: info@asathrive.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Chino Valley Unified
Phone Number	(909) 628-1201
Superintendent	Norm Enfield
E-mail Address	norm_enfield@chino.k12.ca.us
Web Site	www.chino.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Allegiance STEAM Academy - Thrive
Street	5862 C St.
City, State, Zip	Chino, Ca, 91710-4471
Phone Number	9094655405
Principal	Sebastian Cognetta, CEO
E-mail Address	info@asathrive.org
Web Site	http://asathrive.org/
County-District-School (CDS) Code	36676780137547

Last updated: 1/21/2019

School Description and Mission Statement (School Year 2018—19)

School Profile:

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.

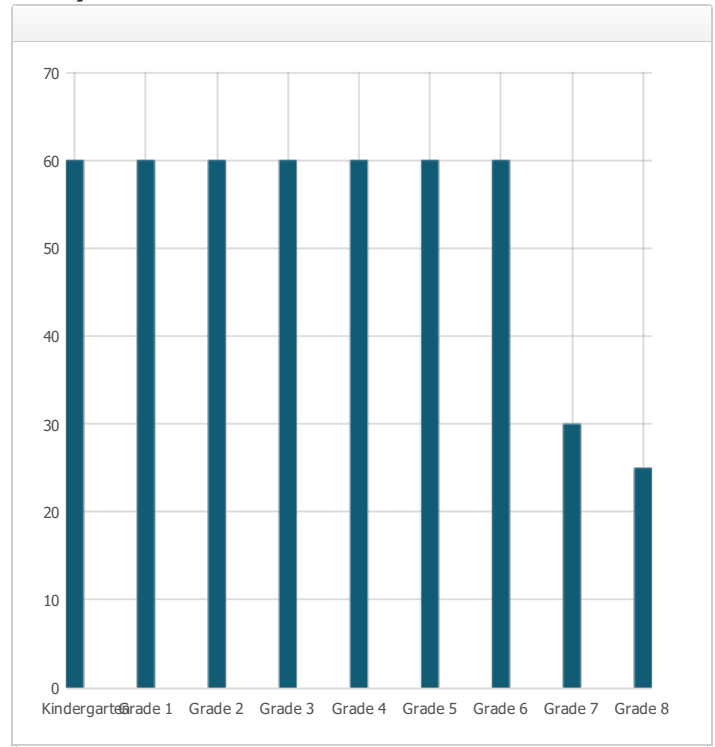
ASA Thrive currently has three community-wide goals as outlined in our Local Control Accountability Plan (LCAP). They are:

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

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.

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	60
Grade 1	60
Grade 2	60
Grade 3	60
Grade 4	60
Grade 5	60
Grade 6	60
Grade 7	30
Grade 8	25
Total Enrollment	475



Last updated: 1/22/2019

Student Enrollment by Student Group (School Year 2017–18)

The enrollment displayed here is for 2018-19.

Student Group	Percent of Total Enrollment
Black or African American	3.6 %
American Indian or Alaska Native	%
Asian	17.3 %
Filipino	%
Hispanic or Latino	60.3 %
Native Hawaiian or Pacific Islander	%
White	17.9 %
Two or More Races	%
Other	0.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.7 %
English Learners	5.0 %
Students with Disabilities	14.0 %
Foster Youth	%

A. Conditions of Learning

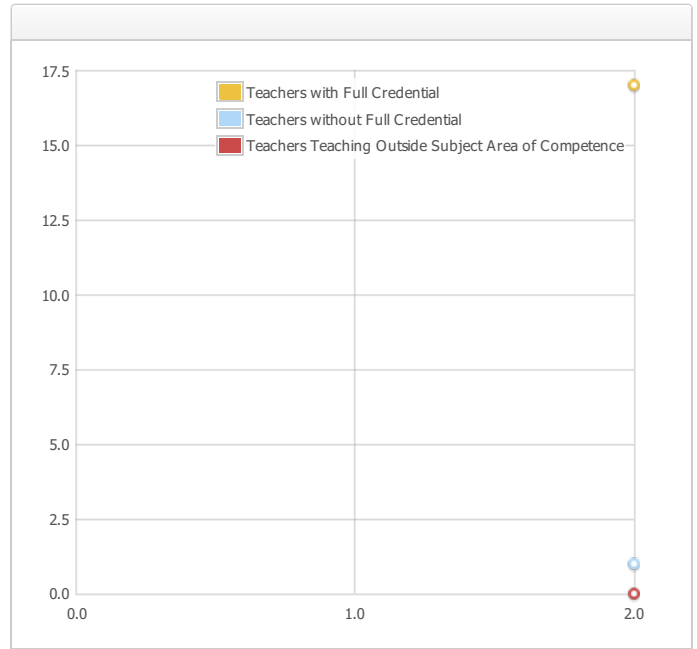
State Priority: Basic

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 Credentials

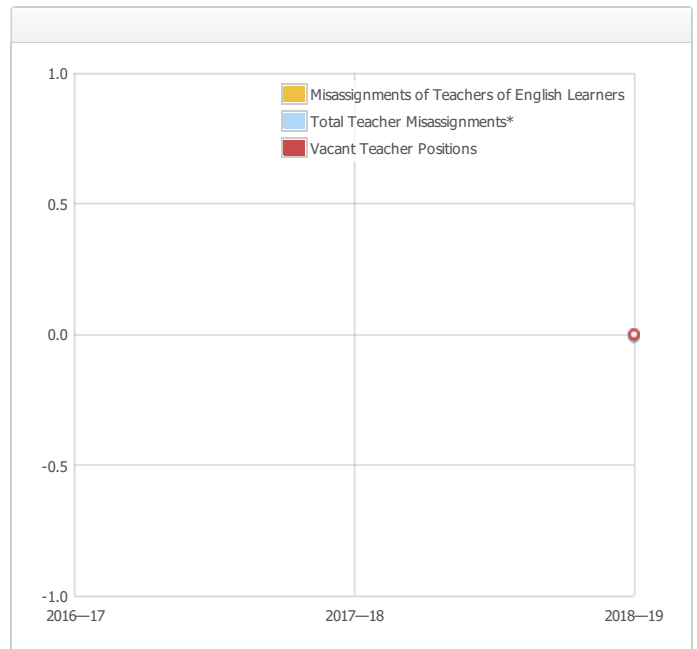
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential			17	
Without Full Credential			1	
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	



Last updated: 1/22/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/21/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: November 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ASA Thrive has adopted the Units of Study by Lucy Calkins published by Heinemann. All grades Kindergarten through 8th grade use Units of Study for Reading and Writing resulting in school-wide alignment.	Yes	0.0 %
Mathematics	ASA Thrive has adopted Eureka Math in all grades. Each student receives Eureka Math workbooks, digital access, and each teacher possesses the Eureka Math Teachers' Edition for the courses/grades each teaches.	Yes	0.0 %
Science	ASA Thrive has adopted Discovery Education Digital Techbooks in all grades, Kindergarten through 8th grade.	Yes	0.0 %
History-Social Science	In grades Kindergarten through 5th, ASA Thrive has adopted Studies Weekly for History-Social Science. In grades 6th through 8th grade, Discovery Education History-Social Science Techbooks have been adopted. Both curricula were adopted in 2018 and are the most recent editions of the publications.	Yes	0.0 %
Foreign Language	ASA Thrive uses Realidades, published by Pearson for its Spanish curriculum.	Yes	0.0 %
Health	n/a		0.0 %
Visual and Performing Arts	ASA Thrive has adopted Music Studio by McGraw Hill for its kindergarten through 8th grade Music program.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/21/2019

School Facility Conditions and Planned Improvements

ASA Thrive, in a Prop 39 agreement with our authorizer, Chino Valley Unified School District, operates its program on the El Rancho Elementary School Campus. ASA Thrive uses the administrative offices, multi-purpose room, locker room, and 21 classrooms to accommodate the 475 students currently enrolled.

The campus is a fully enclosed for student safety. By employing 2 full time custodians and in partnership with CVUSD, students enjoy a clean campus which receives regular custodial, landscaping and other maintenance for cleanliness. The entire campus is WiFi enabled. The playground and athletic facilities accommodate all 475 students enrolled.

The campus continues to undergo significant facilities upgrades. Recently, AC has been upgraded across the entire campus. The play structures have been replaced by modern play structures. As of January, 2019, the campus is receiving complete plumbing upgrades, as well.

Future repair and upgrades include modern safety and security upgrades as well as exterior painting.

Last updated: 1/21/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

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	Fair	Plumbing upgrades currently underway (January, 2019) to improve water pressure and water cleanliness.
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: December 2018

Overall Rating	Good
----------------	------

Last updated: 1/21/2019

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

Career Technical Education (CTE) Programs (School Year 2017–18)

While not a high school Career Tech Education program, ASA Thrive's STEAM Lab is hyper-focused on the skills, dispositions, and traits largely desired in the STEAM fields, including communication, analytical and research skills, precision and attention to detail, and technical skills.

STEAM Lab is aligned to the science curriculum provided in the General Education classrooms. While general education science classrooms emphasize establishing a conceptual base of science content, STEAM Lab emphasizes application, creativity, and innovation.

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

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

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 the classroom and at school-sponsored events;
- Attending Back to School Night, Open House, parent/teacher conferences, awards assemblies, and other school events; and
- Ensuring their child's attendance at school on a daily basis.

State Priority: Pupil Engagement

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

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

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

School Safety Plan (School Year 2018—19)

The School Safety Plan is comprehensive in nature, including explicit protocols for natural and man-made emergencies. The Plan was developed in summer, 2018, in collaboration with the Chino Fire and Police departments and informed by best practices. The plan was introduced to the staff in August, 2018 and 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.

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

Last updated: 1/21/2019

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.

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

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

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

Last updated: 1/21/2019

Professional Development

Professional Development priorities were determined by the charter petition priorities, LCAP goals, and growing understanding of our inaugural student population through the collection of local data.

Inclusion remains an emphasis in our PD plans as ASA Thrive's percentage of students receiving Special Education services (13%) remains higher than the state average (10%).

STEAM and instructional technology also are PD priorities as both are outlined in our LCAP goals and charter petition.

PD for staff is provided in several formats including weekly collaboration and workshops during our weekly early release day for students, workshop and conference attendance and embedded coaching for teachers.

Teachers meet with the principal and/or Director of Ed Programs to monitor implementation as frequently as every week depending on the implementation priorities of the teachers. Teachers receive in-class observations with feedback, collaboration session, co-planning opportunities, and demonstration lessons as part of their PD support.

Last updated: 1/21/2019