

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Allegiance STEAM Academy - Thrive:

Allegiance STEAM Academy's (ASA) strategy for using federal funds to supplement and enhance local priorities align directly to the ASA LCAP. The ASA LCAP is organized around three Charter-aligned goals. The goals focus on Student Achievement, Parent Engagement, and School Climate. Title I A, Title IIA, and Title III funding enhance the actions designed to provide a rigorous STEAM-aligned, standards-based curriculum for all students, provide stakeholders access to real-time relevant information regarding school programs, operations, finances, and student learning as well as provide a school environment that is physically and emotionally safe.

APPROVED BY CDE**Alignment**

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Allegiance STEAM Academy - Thrive:

ASA believes strongly in a well-rounded STEAM-centered academic experience for students, and the use of federal funding allows ASA to supplement and improve the well-rounded academic program for ASA's diverse student body compared to if funds were not available. State funds allow ASA core academic as well as enrichment program and instruction while federal funds support strategic support for all students as well as subgroups such as Social-Economically Disadvantaged Students and English Learners.

APPROVED BY CDE**Instructions, Strategy, and Alignment Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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California Department of Education

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Allegiance STEAM Academy - Thrive:

N/A

APPROVED BY CDE

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Allegiance STEAM Academy - Thrive:

ASA promotes Parent and Family Engagement through a variety of means developed in coordination with numerous stakeholders and explicitly aligned to Goal 2 of the LCAP. The Parent and Family Engagement policy at ASA was developed in collaboration with

founders, all of which are parents, staff, and input from our authorizer, Chino Valley Unified School District. In accordance with requirements of the Elementary and Secondary Education Act as reauthorized by the Every Student Succeeds Act Section 1116, the Parent and Family Engagement policy is distributed annually as part of the Student and Family Handbook. The Student and Family Handbook, including the Parent and Family Engagement Policy, is distributed at the beginning of the school year or upon enrollment in the school. The handbook is available electronically on the school website as well as in hard-copy. The opportunities to engage in the school have been distributed through social media, as part of the student/family handbook that is distributed at the beginning of the school year or upon enrollment, through our weekly correspondences to families via email and phone calls as well as being available on our website.

ASA hosts Alpha Ed Nights and Coffee with the Community. These events are held monthly with Alpha Ed nights in the evenings and Coffee with the Community in the morning to accommodate as many parents as possible. At these events, ASA staff provide information to parents on topics such as STEAM-based curricula, content standards, assessments, the importance of digital responsibilities, best practices including implications for the home as well as ways to monitor and support student progress. Alpha Ed and Coffee with the Community are well-attended events that strengthen the school to home connection.

Maintaining strong ties between parents of the school is a priority of ASA as we are a school of the community created by the community. All staff understand this priority as it is articulated in 2 LCAP Goals (2 and 3) and it is discussed weekly at staff meetings. Professional development on parent/family engagement is provided to all staff and is facilitated by supervisors. Teachers receive monthly training focused on clear and accessible communication designed to forge relationships with families. Support staff, including paraprofessionals and administrators, receive training by trimester. Parents, through survey input and stakeholder event participation (SSC, LCAP) assist the focus of the training and support staff receive.

ASA hosts a variety of community events and, as such, ASA's accommodations for family members with disabilities include an ADA compliant campus and services such as sign language interpretation upon request. For families with challenges accessing the campus due to migratory status, homelessness or other means, ASA makes the content of events available electronically and hard-copy upon request. For families with internet connectivity challenges, ASA provides wifi hotspots on a loan basis allowing families to access digital correspondences. For migratory children, staff are designated as liaisons who help ensure educational continuity. Staff, when applicable, meet with students and parents prior to an extended absence and upon return of one. The school's Short-Term Independent studies policy supports educational continuity for migratory children.

With the majority of our English Learner population speaking Spanish in the home, ASA includes in its budget (5900 Communications) a budget to have correspondences and resources translated into Spanish. Interpreters for the two most common languages spoken within the community, Spanish and Mandarin, are staffed at ASA (2100 Instructional and 2200 Support Salaries) and provide real-time interpretation for families requiring it.

Through weekly correspondences disseminated from the school to the community, ASA continually raises awareness of the resources in the community, including counseling services

in the community, STEAM-related events, and similar opportunities that encourage participation in their child's education.

APPROVED BY CDE

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Allegiance STEAM Academy - Thrive:

SWP "n/a"

In respects to Title I, ASA is a Targeted Assistance School. ASA has chosen to utilize our Title I funds to support the provision of Instructional Aides for center-based classes and activities. The intent of this approach is to keep student to adult ratios low and minimize moving students out of the learning environment to receive support aimed to help them master ambitious learning standards. ASA understands that meeting the needs of all students, including English Learner, minority, or low social-economic-status often requires intensive support. Reducing the ration of educator to student intensifies the support students receive to achieve at high levels.

Neglected or delinquent: "n/a"

APPROVED BY CDE

Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

Describe how teachers and school leaders, in consultation with parents, administrators,

paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from Allegiance STEAM Academy - Thrive:

Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children, are eligible for services under this part on the same basis as other children selected to receive services under this part. In consultation with parents and staff, ASA identifies students eligible for services through the following actions:

- universal screening assessments administered 3x per year to identify students not progressing towards mastery of grade level standards.
- Child Find process to identify students requiring more intensive support; convening Student Study Teams to identify supports and monitor their effectiveness

APPROVED BY CDE

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Allegiance STEAM Academy - Thrive:

ASA has a student Homeless Policy that adheres to the McKinney-Vento Homeless Assistance Act. In this policy, aligned with Goals 1 and 2 of the ASA LCAP, ASA outlines policies and supports for homeless students. ASA designates a School Liaison. The School Liaison helps identify and coordinate services for students, ensures protocols for enrollment are followed, parents/guardians are informed of transportation services as applicable, and other items to support the success of homeless students. ASA notifies all parents/guardians of the Homeless Policy on a yearly basis, and more frequently for parents/guardians of homeless students.

Services for homeless youth: ASA has practices and policies in place to ensure that the academic success of a student is not hindered by lack of home support. Homework is not including in academic grades. Web-enabled devices including WiFi hotspots are available for homeless students to ensure access to instructional materials while away from school. This supports continuity of educational access as several of the adopted instructional materials are web-based. Homeless students are invited to participate in before and after school support, including tutoring. Access to enrichment experiences such as robotics contribute to a student's sense of belonging in a school and, therefore, are available to all students. No

student is turned away from a school-based organization or experience due to costs.

ASA provides a short-term independent studies agreement that supports educational continuity for homeless students who may experience challenges to attending school regularly.

APPROVED BY CDE

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Allegiance STEAM Academy - Thrive:

N/A

APPROVED BY CDE

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Allegiance STEAM Academy - Thrive:

N/A

APPROVED BY CDE

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Allegiance STEAM Academy - Thrive:

N/A

APPROVED BY CDE**Title I, Part A Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Allegiance STEAM Academy - Thrive:

N/A - LEA is a charter school.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from Allegiance STEAM Academy - Thrive:

ASA has a professional growth and improvement system for teachers, school leaders and other staff which aligns directly with Goal 1 of the ASA LCAP and is informed with State Superintendent's Quality Professional Learning Standards. ASA's professional growth and improvement system includes support for teachers, school administrators, and other staff. ASA's system is a two-pronged approach. The first focuses on school-wide needs and results in professional development for all staff (e.g., PBIS, writing). The second prong is customized to the individual staff member.

School-wide: Multiple data points, including principal observations, teacher input, and student data shape the school-wide areas for professional growth. A Professional Development (PD)

council, consisting of teachers and administrators examine data sets to determine school-wide growth needs. PD council members receive a stipend for their additional responsibilities (Budget Code 1175) in supporting school-wide professional growth and improvement. The PD council facilitates PD sessions for teachers, provides coaching, as well as helps monitor the effectiveness of PD support.

Teachers: In collaboration with school administrators, teachers set California Standards for the Teaching Profession-aligned goals within the first 4 weeks of the school year. The teacher goals are aligned to LCAP Goal 1 and are customized to the teacher's identified growth areas. Peer and administrative coaching (by PD council) is provided to teachers on an ongoing basis. Coaching takes place embedded in teachers' practice as well as during enrichment class release time. In addition to onsite coaching, teachers receive consultation as part of Budget Code 5804's budget for Professional Development. Teachers are provided ongoing opportunities to reflect on their progress towards goals as well as receive feedback

Principal/School leadership: School leaders and the principal are included in the professional growth and improvement plan as ASA recognized the essential role leadership plays in helping ASA provide a quality education to all students.

The system promotes professional growth by empowering educators to play active roles in their professional growth from identifying areas of improvement to being integrally involved in the monitoring of progress towards goals. Through empowerment, ownership of professional growth, rather than buy-in, is achieved. Growth and improvement are benchmarked against established goals, LCAP outcomes, and actions, and are measured through direct observation by school leaders and data collection/analysis. Employee evaluations incorporate progress towards goals which, in turn, promote professional growth, as well.

ASA measures growth and improvement in a multi-faceted approach. The PD Council evaluates implementation and examines teacher feedback on professional growth. Student data is collected by teachers and school leaders, disaggregated by gender, ethnicity and other pertinent subgroups in order determine trends and patterns. Data collected is both summative and formative and includes local as well as external assessments such as the SBAC interim assessments. Twice per trimester, student data is collected, disaggregated and examined. School leaders collected between 7 to 10 classroom observations per teacher per trimester to monitor implementation of PD initiatives in classrooms. These data collecting processes yield trends, growths, and needs and allow ASA to measure growth and improvement in a systematic manner.

ASA's system is designed to promote growth and improvement for educators with varied experience. For newer teachers, the system includes an induction program as well as a BTSA mentor. Newer educators receive relatively more intensive coaching and support than their more established peers. The coaching, mentoring and support is provided by outside consultation, PD council members, and school leadership. ASA's growth and improvement system allows for more experienced educators to continue to grow and improve in their craft,

as well. Through the opportunity to customize goals to a teacher's context and experience, experienced teachers are able to stretch their capacity in optimizing student learning. ASA seeks to optimize its team's skills and knowledge. Opportunities like serving on the PD council and LCAP stakeholder committee are provided to individuals and generate opportunities for professional advancement. ASA is proud of its culture of ambitious and continuous growth and improvement.

APPROVED BY CDE

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Allegiance STEAM Academy - Thrive:

N/A- ASA is a one school LEA.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Allegiance STEAM Academy - Thrive:

ASA collects, interprets, and disseminates data continuously. Student data, collected by the comprehensive assessment plan which includes literacy and math universal screening, diagnostic, progress monitoring, and outcome assessments, are analyzed routinely and has direct implications for professional development, teacher coaching, as well as student support or interventions.

Grade level teams collect and interpret student achievement data in 6 week cycles. Assessment data yield students' relative strengths and needs as they pertain to grade level standards. Teachers articulate a grade level short-term goal based on standards. Next, teachers develop and implement supports to meet the needs of students at and above, below, and well below identified standards. Progress towards mastery of standards is monitored by teachers using progress monitoring and curricula-based assessments. Outcome-based assessments are administered, scored, and interpreted to determine whether grade-level identified goals are met. The process is modeled after the Professional Learning Community

framework.

CAASPP data are evaluated to identify school-wide strengths and needs, including trends within subgroups, grade levels, and content areas. Identified student needs from CAASPP data impacts professional development foci for teachers, grade-level teams, and the school.

Teacher support is dictated by the observational data collected by school leaders, self-perception data provided by teachers, and ongoing student achievement data collected by comprehensive assessment. The sources of the data collected are local and state assessment data, classroom observation data, and perception data provided by stakeholders, including teachers, parents, and students. Stakeholder input is solicited through community events such as Coffee with the Community, LCAP Stakeholder events, and surveys.

Ongoing consultation, as described in Section 2102(b)(3), with stakeholders including teachers, administrators, paraprofessionals, and others, occurs through surveys, meetings and LCAP, SSC, and ELPAC meetings. Consultation with stakeholders takes place weekly with teachers and administrators and at least once per trimester with paraprofessionals.

The school coordinates its Title II Part A activities with other concurrent programs and activities delineated in the LCAP. This provision aligns directly to Goals 1, 2 and 3 of the ASA LCAP.

APPROVED BY CDE

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

Response from Allegiance STEAM Academy - Thrive:

The school intends to apply the federal transferability rules to transfer Title IV, Part A funding into Title I to support essential Professional Development aligned to existing LCAP Goal 1. After initial consultation on the best uses of Title IV with staff, stakeholders, including School-Site Council and LCAP committee members consisting of teachers, parents, and guardians, activities will include supplementing professional development for supporting integration of technology use. As a STEAM-focused school, effective use of technology is essential to Goal 1 of our LCAP as well as an emphasis in

the charter petition.

Professional development focused on technology integration will provide teachers and school leaders the resources to personalize learning to improve student academic achievement through the use of adaptive software such as Prodigy Math, Google Apps for Education with embedded supports to support student publishing of writing and creation of multi-media;

share relevant high-quality educational resources such as Seesaw which supports school:home communication, student presentation and student reflection; implement blended learning models effectively that allow for personalized learning for students on devices while teachers provided small-group targeted instruction to small groups of students.

The objectives and intended outcomes of these activities align to LCAP 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. The objectives of the activities are:

- provide students weekly personalized reading and math experiences using online software
- implement blended learning in all classrooms

The intended outcomes of the activities are:

- increased student achievement as measured on local and state assessments for all students including closing the achievement gap across subgroups
- ongoing and clear school to home communication on student progress as measured by parent survey data

Allegiance will periodically evaluate the effectiveness of the activities listed here by comparing actual school data to the objectives and intended outcomes. Classroom observations conducted weekly by administration as well as usage reports from online software programs will be used to evaluate the frequency, extent, and efficacy of personalized learning experiences provided to students in classrooms. Classroom observations, conducted weekly by administration, will include monitoring and evaluating of blended learning models in classroom settings.

School-based as well as state-mandated assessment results will be disaggregated by grade level, ethnicity, economic status, as well as disability status to identify subgroup performance. School to home communication will be evaluated through School Site Council input, survey responses, and stakeholder input and monthly Coffee with the Community.

APPROVED BY CDE

- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

Response from Allegiance STEAM Academy - Thrive:**APPROVED BY CDE**

- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

Response from Allegiance STEAM Academy - Thrive:**APPROVED BY CDE**

- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

Response from Allegiance STEAM Academy - Thrive:**APPROVED BY CDE**

- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Allegiance STEAM Academy - Thrive:**APPROVED BY CDE****Title IV, Part A Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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