

# **Public Charter Schools Grant Program (PCSGP) Application Received from Allegiance STEAM Academy-Thrive, Fontana**

This document was provided to California Department of Education (CDE) and is posted to the CDE website to meet the requirements of the [U.S. Department of Education's 2024 Notice Inviting Applications for New Awards; Expanding Opportunity Through Quality Charter Schools Program \(CSP\)-Grants to State Entities \(State Entity\)](#).

This document may be inaccessible, nor fully meet CDE web standards. This document is being posted on behalf of a 3<sup>rd</sup> party and has assumed a Title II, Section 3 of the revised Americans with Disabilities Act (ADA) regulations exception. For more information regarding the Title II revision, please visit the [2024 ADA Revision Fact Sheet](#).

Additional details regarding this grant application and its requirements are available at [RFA: PCSGP 2024-25 Waiver Entry Start-Up Sub-Grant](#).

Posted by the California Department of Education on April 25, 2025.

## Part 3 – Narrative Response

### Question 1. Autonomy and Flexibility

**1A. Describe how the autonomy and flexibility granted to your charter school by the authorizer is consistent with the definition of a charter school in ESEA Section 4310(2) (2020 RFA – Rubric Item 1A “Autonomy from Authorizer”).**

*Provide one of the following responses:*

By checking this box, the applicant confirms that there are no changes to the plan reviewed and approved by external peer reviewers during a subgrant competition under California’s 2020 CSP grant and that the implementation of that plan will continue under the school's new subgrant, if awarded.

*or*

If the school’s plan for ensuring autonomy and flexibility has changed since submission of the school’s subgrant application under California’s 2020 CSP grant, explain:

### **1B. Provide Articles of Incorporation and Governing Board By-Laws**

*Provide one of the following responses:*

Provide a copy of the charter school’s Articles of Incorporation and Governing Board By-Laws. Identify the page numbers in each document that describe the process for selection and removal of governing board members.

Articles of Incorporation (Include a copy with this application as Attachment A)

Page Numbers: *p. 4-5*

*and*

Board By-Laws (Include a copy with this application as Attachment B)

Page Numbers: *p. 4-5 (same as attachment A)*

### Question 2. Management Organization

PCSGP subgrant awards are made to charter public schools, not any other entity. Regardless of the charter public school’s relationship with a management organization, the charter public school and board retain responsibility for all aspects of the subgrant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization. Subgrant applications and budgets may not include any management fees that the school incurs as part of the

management contract but may pay for allowable activities carried out by the school or the management organization.

Pursuant to California *Education Code (EC)* Section 47604, a charter school shall not operate as, or be operated by, a for-profit corporation, a for-profit education management organization (EMO), or a for-profit charter management organization (CMO). Operate as, or be operated by, means services provided by a for-profit corporation to a charter school that include:

- a. Nominating, appointing, or removing board members or officers of the charter school.
- b. Employing, supervising, or dismissing employees of the charter school, including certificated and noncertificated school personnel.
- c. Managing the charter school's day-to-day operations as its administrative manager.
- d. Approving, denying, or managing the budget or any expenditures of the charter school that are not authorized by the governing body of the charter school.
- e. Providing services to a charter school before the governing body of the charter school has approved the contract for those services at a publicly noticed meeting.

Any applicant which does not meet the requirements above will not be eligible for funding. As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants.

Schools choosing to engage a nonprofit educational service provider (ESP) or EMO or CMO must demonstrate that they and their governing boards are independent of the provider, and that all fees and agreements are fair and reasonable. The ESP, EMO or CMO does not qualify as an eligible applicant, nor may it hold or manage a subgrant awarded to a school. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the ESP, EMO or CMO, is identified to administer the grant, as required per 34 Code of Federal Regulations (CFR) 74.40-48, 75.524-525, and 80.36. Contracts between schools and ESPs will be subject to review as part of the application and eligibility processes per ESEA Section 4303 (f)(1)(C)(i)(I).

**2A. Describe the level of autonomy your charter school has from the CMO or non-profit operating multiple schools under one governing board (2020 RFA – Rubric Item 1B “Autonomy from CMO or non-profit operating multiple schools under one governing board”)**

*Provide one of the following responses:*

By checking this box, the applicant confirms that the school did not include Rubric Item 1B in its original PCSGP application because:

1. The applicant school is not affiliated with a CMO, and
2. The applicant school is the only school managed by the non-profit organization

*or*

By checking this box, the applicant confirms that there are no changes to the autonomy from the CMO or non-profit description reviewed and approved by external peer reviewers during a subgrant competition under California's 2020 CSP grant and that the implementation of that plan will continue under the school's new subgrant, if awarded.

*or*

If the autonomy from the CMO or non-profit varies since submission of the school's subgrant application under California's 2020 CSP grant, explain:

## **2B. Describe Management Organization Affiliations**

*Provide all applicable responses.*

2Bi. Does the charter school work with a CMO, EMO, or ESP? Mark all applicable statements below:

- Yes, CMO(s)
- Yes, EMO(s)
- Yes, ESP(s)
- No

2Bii. If the charter school works with CMOs, EMOs, or ESPs, identify each entity's:

Legal name: Allegiance STEAM Academy, Inc.

Employer Identification Number (EIN): 82-2556226

Addresses of all offices: 5862 C St., Chino, CA 91710

Status of the entity as non-profit or for-profit: Non-Profit

2Biii. Provide a copy or description of any contract executed for each CMO, EMO, or ESP identified above including the name and contact information; the cost (i.e., fixed costs and estimates of any ongoing costs or fees), **including the amount of PCSGP**

**funds proposed to be used toward such cost**, and the percentage such cost represents of the school's overall funding; the duration of the contract; roles and responsibilities of the management organization; and steps the applicant will take to ensure that it pays fair market value for any services or other items purchased or leased from the management organization, makes all programmatic decisions, maintains control over all PCSGP funds, and directly administers or supervises the administration of the grant in accordance with 34 CFR 75.701. (Include a copy or description of each contract with this application as Attachment C) *N/A*

## **2C. Management Organizations – Business or Financial Relationships**

*Required for applicants who responded “Yes” to working with any CMO, EMO, or ESP in Question 2Bi.*

Describe any business or financial relationship between the charter school developer/founding group and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities that will be used by the charter school.

*Allegiance STEAM Academy's central office includes the CEO, CAO, COO, Compliance Coordinator, Recruitment Coordinator, and HR and Business Clerks, with salaries and benefits proportionally distributed based on total enrollment across both schools. The central office expenses, covering salaries and equipment only, represent 6% of the school's total revenue of \$17.4 million, while 94% is allocated directly to school sites. No PCSGP funds are used for central office costs, ensuring all grant funds directly support ASA Fontana.*

## **2D. Management Organizations – Conflicts of Interest**

*Required for applicants who responded “Yes” to working with any CMO, EMO, or ESP in Question 2Bi.*

Provide the name and contact information for each member of the governing board of the charter school and a list of the management organization's officers, chief administrator, or other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c).

*Board of Directors:*

*Troy Stevens, Chair  
Marcylin Jones, Secretary  
Samantha Odo, Treasurer  
Shehzad Bhojani, Member  
Shantay Thompson, Member*

*Chief Administrators:*

*Sebastian Cagnetta, CEO*

Callie Moreno, CAO  
Sara Lopez, COO

*No perceived or actual conflict of interests*

## **2E. Management Organizations – Governance Autonomy**

*Required for applicants who responded “Yes” to working with any CMO, EMO, or ESP in Question 2Bi.*

Describe how the applicant will ensure that members of the governing board of the charter school are not selected, removed, controlled, or employed by the management organization and that the charter school’s legal, accounting, and auditing services will be procured independently from the management organization.

*ASA Fontana ensures that members of its governing board are not selected, removed, controlled, or employed by the management organization through its Board Recruitment Process. The charter school’s legal, accounting, and auditing services are procured independently from the management organization. The governing board retains full authority over policy, financial decisions, and strategic direction, ensuring proper checks and balances.*

## **2F. Student Records**

Describe the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student from the charter school to another public school, including due to closure of the charter school, in accordance with section 4308 of the ESEA (2020 RFA – Rubric Item 3D “Student Record Retention and Transfer Process”).

*Provide one of the following responses.*

By checking this box, the applicant confirms that there are no changes to the plan reviewed and approved by external peer reviewers during a subgrant competition under California’s 2020 CSP grant and that the implementation of that plan will continue under the school's new subgrant, if awarded.

*or*

If the student record retention and transfer process varies from the previously-approved plan, explain:

## **Question 3. Fiscal Sustainability**

Describe how your charter school will maintain financial sustainability after the end of the subgrant period (2020 RFA – Rubric Item 11 “Capacity Building”).

*Provide one of the following responses.*

**X** By checking this box, the applicant confirms that there are no changes to the plan reviewed and approved by external peer reviewers during a subgrant competition under California’s 2020 CSP grant and that the implementation of that plan will continue under the school's new subgrant, if awarded.

*or*

If the financial sustainability plan varies since submission of the school’s subgrant application under California’s 2020 CSP grant, explain:

#### **Question 4. Conditions of Learning**

*Required for all applicants.*

Describe how the charter school will meet the educational needs of its students, including “children with disabilities” and English learners:

*ASA Fontana implements a Multi-Tiered System of Supports (MTSS) model, ensuring equitable access for students, including children with disabilities and English Learners. Special education services are provided in partnership with the Desert Mountain Charter SELPA, and both Integrated and Designated English Language Development (ELD) strategies are used for English Learners.*

#### **Question 5. Input from Parents and Community**

Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds under the SE’s program. (2020 RFA – Rubric Item 5A “Parent and Community Involvement”)

*Provide one of the following responses.*

**x** By checking this box, the applicant confirms that there are no changes to the plan reviewed and approved by external peer reviewers during a subgrant competition under California’s 2020 CSP grant and that the implementation of that plan will continue under the school's new subgrant, if awarded.

*or*

If the parent and community involvement plan will vary since submission of the school’s subgrant application under California’s 2020 CSP grant, explain:

## **Question 6. Effective Engagement Strategies**

*Required for all applicants.*

Describe how the charter school will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funding:

*ASA Fontana emphasizes continuous parent and community engagement through open communication platforms, regular family workshops, and multi-language resources to foster partnerships and maintain transparency.*

## **Question 7. Student Discipline**

*Required for all applicants.*

Describe the school's student discipline practices:

*ASA Fontana follows a Positive Behavior Intervention and Supports (PBIS) framework integrated with MTSS. This model emphasizes positive reinforcement, restorative practices, and clear behavioral expectations to support student well-being and school culture. The school adheres to its Conduct and Discipline policies which align with Education Code Sections 48900-48927, 47605, 47610, 220, and 32261-32282.*

## **Question 8. Lottery and Waitlist Policies and Procedures**

PCSGP subgrantees must meet all requirements of the federal definition of a "charter school" including ESEA 4310(2) that the charter school is a school to which parents choose to send their children, and that—

(i) Admits students on the basis of a lottery, consistent with section 4303(c)(3)(A) of the ESEA, if more students apply for admission than can be accommodated; or (ii) In the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in paragraph (i).

### **8A. Recruitment, Enrollment, Admissions, and Waitlist Practices**

*Required for all applicants.*

Describe the charter school's lottery and waitlist policy and procedures to ensure compliance with state and federal law, including:

- a. Recruitment practices: *ASA Fontana recruits within the communities it serves, including the city of Fontana and surrounding communities. Recruitment materials and events are offered in English and Spanish to ensure a broad reach across the community.*
- b. Enrollment practices: *Enrollment practices align with Education Code Sections 47605(e) and 47605(d) and ensure that the school is open to all students who wish to attend.*
- c. Admissions practices, including lottery preferences and projected timeline for conducting a lottery: *Preferences described in the charter petition include siblings of enrolled students, students residing within the Fontana Unified School District boundaries. Admission preferences for ASA Fontana's public random lottery will be prioritized as follows: (a) currently enrolled students (exempt from lottery); (b) siblings of enrolled students (exempt if space is available, to keep families together per Ed Code § 47605(e)(2)(B)); (c) children of ASA Fontana staff (exempt, not exceeding 10% of total enrollment); (d) children residing within the District's boundaries (2:1 weighting); and (e) students from a District elementary school with at least 50% free/reduced lunch eligibility or those residing in its attendance area (3:1 weighting per Ed Code § 47605.3).*
- d. Waitlist practices, including how and when students are offered seats if they become available: *ASA Fontana enrolls students up to its facility's capacity without exceeding the enrollment targets outlined in its charter petition. If seats become available during the school year, offers are extended to students in the order they appear on the waitlist.*

## **8B. Enrollment Preferences or Lottery Exemption Assurances**

CSP Nonregulatory Guidance (January 2014) allows for the following categories of enrollment preferences or lottery exemptions:

1. Students who are enrolled in a public school at the time it is converted into a public charter school;
2. Students who are eligible to attend, and are living in the attendance area of, a public school at the time it is converted into a public charter school;
3. Siblings of students already admitted to or attending the same charter school;
4. Children of a charter school's founders, teachers, and staff (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); or
5. Children of employees in a work-site charter school, (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

ESEA 4310(2)(H)(ii) additionally allows for the following enrollment preference or lottery exemption:

1. Students who are enrolled in the immediate prior grade level of the affiliated charter school (such as a school that is part of the same charter school network).

California state law allows the following enrollment preferences or lottery exemptions:

1. Locally and State Board of Education authorized charter schools must comply with *EC* Section 47605(e)(2)(B) which states that “preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district.”
2. Charter schools authorized as a countywide benefit charter must comply with *EC* 47605.6(e)(2)(B) which states that “preference shall be extended to pupils currently attending the charter school and pupils who reside in the county.”

Per CSP Nonregulatory Guidance (January 2014), “Weighted lotteries (i.e., lotteries that give additional weight to individual students who are identified as part of a specified set of students, but do not reserve or set aside seats for individual students or sets of students) are permitted only in certain circumstances.” Under this RFA, PCSGP subgrantees may not implement weighted lottery categories without prior approval by the U.S. Department of Education.

*Provide one of the following responses.*

By checking this box, the applicant confirms that the school’s authorizer-approved enrollment preference, lottery exemption, and weighted lottery categories only include the categories described above in compliance with CSP Nonregulatory Guidance (January 2014), *ESEA 4310(2)(H)(ii)*, or *EC* section 47605(e)(2)(B) or 47605.6(a)(2)(B).

*or*

Lottery Assurances (Include a copy or description of each contract with this application as Attachment D): If the school’s authorizer-approved enrollment preferences, lottery exemptions, or weighted lottery include categories which are not included above, provide the following assurance and information on the charter school’s letterhead, signed by the charter school administrator:

*[Name of charter school] will implement only enrollment preference, lottery exemption, and weighted lottery categories that are compliant with CSP Nonregulatory Guidance (January 2014), ESEA 4310(2)(H)(ii), and EC section 47605(e)(2)(B) or 47605.6(a)(2)(B) for the term of the PCSGP subgrant.*

*The school proposes the following timeline and/or schedule for its 2024–25 lottery:*

*See attachment D.*

## Question 9. Needs Analysis

Describe how the proposed project would serve the interests and meet the needs of students and families in the communities the charter school intends to serve. The needs analysis, which may consist of information and documents previously submitted to an authorized public chartering agency to address need, must include, but is not necessarily limited to, the following:

*Required for all applicants.*

**9A. Describe the local community support**, including information that demonstrates interest in, and need for, the charter school; benefits to the community; and other evidence of demand for the charter school that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections. Such information may include information on waiting lists for the proposed charter school or existing charter schools or traditional public schools; data on access to seats in high-quality public schools in the districts from which the charter school expects to draw students; and family interest in specialized instructional approaches proposed to be implemented at the charter school: *ASA Fontana addresses community needs by offering a STEAM-aligned instructional model with enrichment programs in music, drama, world language, and STEAM Lab, which are unavailable in other district schools. Only 1% of public students in the community are in charter schools while the state-wide charter enrollment is approximately 12% of public school enrollment. Furthermore, while the authorizing district has experienced an average of 480 students per year attrition, ASA Fontana has grown 25% in its enrollment from year one to year two and currently has waitlists in several grade levels further substantiating the demand for the school.*

**9B. Provide information on the proposed charter school's projected student enrollment**, and evidence to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used: *In May, 2023, ASA Fontana and its authorizer, the Fontana Unified School District agreed to a facility use agreement that, while significantly limited the enrollment capacity of ASA Fontana as compared to the projections in its charter petition, also included exclusive use of a closed continuation high school with several attractive amenities. ASA Fontana opened in August, 2023, with 156 students and grew to enroll up to 232 students within the same year. The current year enrollment is at 264 and is now at capacity at its current location. For the 25-26 school year, ASA Fontana will move to its new campus, with a capacity of 430 students. ASA Fontana will enroll up to 360 students in the 25-26 school year and then increase to 400 in 26-27 and 430 in 27-28. Currently, ASA Fontana has waitlists in several grade levels and has admitted, through its enrollment process, 60 students for the 25-26 school year.*

**9C. An analysis of the proposed charter school's projected student demographics** and a description of the demographics of students attending public schools in the local community in which the charter school would be located and the school districts from which the students are, or would be, drawn to attend the charter school; a description of how the applicant plans to establish and maintain a racially and socio-economically

diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body. An applicant that is unlikely to establish and maintain a racially and socio-economically diverse student body at the proposed charter school because the charter school would be located in a racially or socio-economically segregated or isolated community, or due to the charter school’s specific education mission, must describe:

9Ci. Why it is unlikely to be able to establish and maintain a racially and socio-economically diverse student body at the proposed charter school:

9Cii. How the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP to provide high-quality educational opportunities to all students, which may include a specialized educational program or mission:

9Ciii. The anticipated impact of the proposed charter school on the racial and socio-economic diversity of the public schools and school districts from which students would be drawn to attend the charter school:

*The school mirrors the diverse demographics of the Fontana community and employs targeted recruitment strategies, such as bilingual outreach and neighborhood canvassing, to ensure a balanced and representative student body. The table below includes ASA Fontana’s current ethnicity and race demographics as well as the city of Fontana’s most recent Census (April, 2020) data which illustrates ASA Fontana’s strong mirroring of the community it serves.*

	Asian	Native Hawaiian/Other Pacific Islander	Black or African American	White	Hispanic/Latino	Two or More Race Categories
<b>ASA Fontana</b>	<b>4.92%</b>	<b>1.89%</b>	<b>9.47%</b>	<b>6.06%</b>	<b>73.86%</b>	<b>3.79%</b>
<b>Fontana (Census April, 2020)</b>	<b>8.20%</b>	<b>0.20%</b>	<b>8.40%</b>	<b>12.50%</b>	<b>67.90%</b>	<b>16.40%</b>

*Recruitment and outreach efforts target the very community we serve thus resulting in ASA Fontana mirroring the ethnic, racial, and socio economic make up of the community we serve.*

**9D. A robust family and community engagement plan** designed to ensure the active participation of families and the community that includes the following:

9Di. How families and the community were, are, or will be engaged in determining the vision and design for the charter school, including specific examples of how families’ and the community’s input was, is, or is expected to be incorporated into the vision and design for the charter school: *ASA Fontana*

*was developed in response to community needs, including the demand for school choice and elementary and middle school programs that prepare students for robust CTE offerings in local high schools. The school actively engages families and community stakeholders in shaping its vision and design. ASA Fontana participates in the Mayor's Education Taskforce, which includes businesses, colleges, and nonprofits, to ensure collaborative input. Additionally, the school hosts town hall-style meetings with parents to gather feedback and incorporate their voices into program development and improvement efforts.*

9Dii. How the charter school will meaningfully engage with both families and the community to create strong and ongoing partnerships: *ASA Fontana meaningfully engages families and the community through ongoing partnerships such as PACK (Parent Volunteer Organization), School Site Council, and local collaboration with businesses and higher education institutions. Regular communication through newsletters, bilingual workshops, and community events fosters active participation in the school's continuous improvement process.*

9Diii. How the charter school will foster a collaborative culture that involves the families of all students, including underserved students, in ensuring their ongoing input in school decision-making: *ASA Fontana fosters a collaborative culture by actively seeking input from all families, including underserved populations, through multilingual surveys, focus groups, and advisory committees. The school ensures that feedback from diverse voices influences decision-making processes, including budgetary and instructional planning.*

9Div. How the charter school's recruitment, admissions, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color, including by holding enrollment and recruitment events on weekends or during non-standard work hours, making interpreters available, and providing enrollment and recruitment information in widely accessible formats (e.g., hard copy and online in multiple languages; as appropriate, large print or braille for visually-impaired individuals) through widely available and transparent means (e.g., online and at community locations): *The school ensures inclusivity in its recruitment, admissions, and retention practices by hosting informational sessions during evenings and weekends, providing interpreters, and distributing multilingual enrollment materials in print and digital formats. Outreach is conducted both online and in key community locations to maximize access and engagement.*

9Dv. How the charter school has engaged or will engage families and the community to develop an instructional model to best serve the targeted student population and their families, including students with disabilities and English learners: *ASA Fontana has consistently engaged families and the community in the development of its instructional model. This collaboration includes regular feedback sessions with parents of students with disabilities and English learners to ensure instructional strategies and resources align with their needs.*

*Adjustments to the instructional program are made based on this feedback and performance data.*

**9E. How the plans for the operation of the charter school will support and reflect the needs of students and families in the community**, including consideration of district or community assets and how the school's location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population (e.g., access to public transportation or other transportation options, the demographics of neighborhoods within walking distance of the school, and transportation plans and costs for students who are not able to walk or use public transportation to access the school): *ASA Fontana's operational plans are closely aligned with community needs, ensuring accessibility and equity for families. The school's location was selected based on proximity to the population it serves with walkable neighborhoods. The facility and programs have been designed to meet the diverse needs of the community, emphasizing STEAM education and college readiness while integrating evidence-based instructional practices.*

**9F. A description of the steps the applicant has taken or will take to ensure that the proposed charter school:**

(1) would not hamper, delay, or negatively affect any desegregation efforts in the community in which the charter school would be located and the public school districts from which students are, or would be, drawn to attend the charter school, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools; and

(2) to ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn to attend the charter school.

*ASA Fontana ensures its operations support and reflect the community's diversity and desegregation efforts. The school conducts outreach and recruitment across diverse neighborhoods, ensuring a diverse applicant pool. ASA Fontana's lottery and admissions policies comply with federal and state regulations, preventing segregation. Collaboration with local educational groups and public forums further ensures that the school supports inclusive enrollment without contributing to racial or socio-economic isolation.*

## **Question 10. Closure Plans and Procedures**

*Required for all applicants.*

Describe clear plans and procedures to provide student records to another public school or school district in a timeline manner and to help students enrolled in the charter school to attend other high-quality schools, in the event that the applicant school closes or loses its charter:

*ASA Fontana maintains a statutorily compliant Student Record Retention and Transfer Procedure, ensuring timely transfer of student records in case of school closure or student withdrawal. In the event of a school closure, ASA Fontana will implement its procedure to ensure every enrolled student is aware and able to connect with high-quality schools in the community similarly to how ASA connects its promoting 8th grade students to high-quality high school options in the community.*

## **Question 11. Transportation Plans**

*Required for all applicants.*

Describe the steps that the applicant has taken to consider and plan for the transportation needs of all students:

*ASA Fontana works closely with local transit to ensure families are well-informed of the transportation options available in the community. For students with disabilities whose IEPs include transportation, ASA has a contract with a provider who offers transportation to school age children.*

## **Question 12. Notification to the Authorizer**

*Required for all applicants.*

Indicate the date and specify person at its charter authorizer the charter school notified of its intent to apply for a continuation of PCSGP funds (Include a copy of this notification with this application as Attachment E).

Date Charter Authorizer Contacted: *January 13, 2025*

Name of Person at Charter Authorizer Contacted: *Leslie Barnes, Associate Superintendent*

## **Question 13. Quality Controls**

Each applicant must describe the quality controls agreed to between the applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the SE and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

*Required for all applicants.*

13A. Describe the quality controls agreed to between the applicant and the authorized public chartering agency involved. Describe the 15 required elements under 47605(c)(5) contained in the charter petition and identify the page number of the charter petition on which they are located: *The quality controls agreed between ASA Fontana and its authorizing public chartering agency, Fontana Unified School District, are outlined in the ASA Fontana Charter Petition. These controls ensure legal and educational compliance under EC 47605(c)(5). The charter includes 15 required elements, located as follows:*

- **Element 1:** *Description of Educational Program (p. 14)*
- **Element 2:** *Measurable Student Outcomes (p. 63)*
- **Element 3:** *Methods for Measuring Student Outcomes (p. 70)*
- **Element 4:** *Governance Structure (p. 76)*
- **Element 5:** *Employee Qualifications (p. 85)*
- **Element 6:** *Health and Safety (p. 121)*
- **Element 7:** *Racial/Ethnic Balance (p. 129)*
- **Element 8:** *Admission Policies and Procedures (p. 133)*
- **Element 9:** *Financial Audits (p. 138)*
- **Element 10:** *Student Suspension and Expulsion (p. 140)*
- **Element 11:** *Employee Retirement (p. 162)*
- **Element 12:** *Attendance Alternatives (p. 164)*
- **Element 13:** *Employee Rights (p. 165)*
- **Element 14:** *Dispute Resolution (p. 166)*
- **Element 15:** *School Closure Procedures (p. 168)*

*Each element outlines the legal, operational, and instructional frameworks ASA adheres to, ensuring high standards in academic performance, student achievement, and operational transparency.*

13B. Identify the page number of the charter petition on which the following requirements under EC Section 47605(e)(1) are located:

13Bi. The charter school is nonsectarian in its programs, admissions policies, employment practices, and all other operations: (p. 7)

13Bii. The charter school shall not charge tuition: (p. 7)

13C. Describe additional quality controls contained in a Memorandum of Understanding or any additional contract or agreement with the charter authorizer: N/A

13D. Describe how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter: *Under AB 1505 and as outlined in the ASA Fontana Charter Petition, a school's performance in the state's accountability system, including the California School Dashboard metrics such as CAASPP results, English Learner progress, and chronic absenteeism, is a critical factor for charter renewal. ASA Fontana's renewal is*

*contingent upon meeting the academic performance requirements set by Education Code Section 47607, including multiple indicators of student achievement and growth. Failure to meet these standards may lead to non-renewal or revocation of the charter.*

13E. Describe how the charter authorizer involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school: *Under California Education Code Section 47607 and as reflected in the ASA Fontana Charter Petition, the charter authorizer reserves the right to revoke or not renew a charter if the school fails to meet financial, structural, or operational standards. This includes financial mismanagement, significant operational deficiencies, or governance issues. Key factors for revocation or non-renewal include:*

- *Failure to adhere to generally accepted accounting principles.*
- *Material violations of the charter.*
- *Breach of fiduciary duties leading to fiscal instability.*

## **Question 14. High-Quality Criteria – Replication and Expansion Applicants Only**

*Required for all Replication and Expansion applicants.*

Each Replication or Expansion applicant must describe how they have met the following high-quality criteria and provide any applicable supporting documentation. Federal grant funds can be used for the operation of new charter schools and to replicate and expand existing high-quality charter schools as defined in 20 U.S.C. Section 7221i(8)(A) through (D). For the purposes of the grant application, the CDE defines “high-quality” criteria, which aligns with federal CSP requirements, as follows:

20 U.S.C. Section 7221i(8)(A)

- For existing charter schools applying for subgrants to replicate or expand, the CDE has defined “strong academic results” as those schools that:
  - Meet the “high performing” track for renewal based on *EC* Section 47607 criteria, as adopted by the Legislature in Assembly Bill 1505, or
  - Meet the “middle performing” track for renewal based on *EC* Section 47607.2 criteria and:
    - Meet or exceed the district in which the charter school is physically located on academic performance indicators for English language arts and math.

20 U.S.C. Section 7221i(8)(B)

- The charter school has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance.

20 U.S.C. Section 7221i(8)(C-D)

- Evidence of increasing academic achievement for all students and each subgroup of students served by the charter school based on the charter school's Local Control and Accountability Plan (LCAP), and
- Evidence of increasing graduation rates, if applicable, for all students and each subgroup of students served by the charter school.

All applicants for Replication and Expansion subgrants must meet the high-quality criteria in order to be awarded funds. All charter management organizations or non-profit organizations with authority over more than one charter school are only eligible to apply for Replication or Expansion subgrants and must meet the high-quality criteria for the charter school being replicated or expanded.

**14a. 20 U.S.C. Section 7221i(8)(A) – Identify which criteria the replicating or expanding school meets:**

1. Meet the “high performing” track for renewal based on *EC* Section 47607 criteria, as adopted by the Legislature in Assembly Bill 1505, or
2. Meet the “middle performing” track for renewal based on *EC* Section 47607.2 criteria and:
  - Meet or exceed the district in which the charter school is physically located on academic performance indicators for English language arts and math.

*ASA Fontana, after its inaugural year, would meet the middle performing track for renewal as it exceeds the district on academic performance for English Language Arts and Math, including school-wide and for the majority of subgroups.*

**14b. 20 U.S.C. Section 7221i(8)(B) – Provide an assurance from the charter administrator on school letterhead that the charter school that the school has had has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance in the past 3 years and that the school has provided CDE with all official communications from its authorizer (e.g. notices of concern, notices to cure, notices of violation, intent to revoke, etc).**

**14c. 20 U.S.C. Section 7221i(8)(C-D) – Provide written description of how the charter school has met the following, with a link to the public posting of the school’s LCAP.**

1. Evidence of increasing academic achievement for all students and each subgroup of students served by the charter school based on the charter school’s Local Control and Accountability Plan (LCAP), and *The current LCAP was drafted before CAASPP assessments were administered. However, publicly available CAASPP data indicate that ASA Fontana outperformed its authorizer in English Language Arts and Math its inaugural year.*
2. Evidence of increasing graduation rates, if applicable, for all students and each subgroup of students served by the charter school. *N/A*