

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2025-26

Date of Board Approval

March 10, 2026

LEA Name

The Palmdale Aerospace Academy

CDS Code:

19-64857-0125377

Link to the LCAP:

(optional)

<https://www.tpaa.org/wp-content/uploads/2025/09/LCAP-2025-2026-LCAP.pdf>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

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 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.

The LEA must address the Strategy and Alignment prompts provided on the following page.

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 CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to 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.

Federal funds are used to support our priorities and the initiatives reflected in the LCAP. They are designed to support and offer additional assistance to help students succeed with the core curriculum provided in the classroom and address any learning gaps. The focus is on the effective utilization of materials, personnel, interventions, and staff development. Data driven decisions are made by looking at various data points (Youth Truth Data, CAASSP Data, school-wide screening data and other local benchmarks) to ensure that all students are properly identified. Funds from state and federal sources are used in a coherent manner to support the achievement of the mission and vision of The Palmdale Aerospace Academy.

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.

The LEA will strategically align federal funds with state and local funds by integrating them with LCAP priorities through needs assessments and stakeholder engagement. Collaborative planning will ensure that local, state and federal funds complement each other. Progress will be monitored using data-driven decision-making, transparent reporting, and compliance monitoring. Professional development and capacity-building initiatives will equip staff to manage funds effectively. Unified program planning and cross-program collaboration will ensure cohesion across different federal grants, maximizing their collective impact on achieving educational goals.

Through the LCAP Educator Partner input, TPAA has identified key initiatives that will be supported by various funding sources. Since TPAA is a single-school LEA charter school, the LCAP is the primary planning document. Therefore the School Site Council and the District English Learner Advisory Committee (DELAC) have both had input and approval of the plans for the use of federal funds. The plan for the federal funds has been carefully aligned to the LCAP goals. The needs of the homeless student group, which is not specifically addressed in the LCAP, have been addressed and aligned to the LCAP goals through this addendum. TPAA has also aligned the use of federal funds to each other as well as to state funding that the charter receives.

TPAA, through the planning process, has determined how the federal funds can supplement the actions and practices identified in the LCAP. With the federal funds, TPAA will be able to implement specific programs and provide specific services for our low income students and English learners that will supplement programs and services provided to these students through the LCFF funding.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The poverty criteria that is used is eligibility for free and reduced lunch.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages 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 this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

TPAA has, over the past three years, hired many new teachers. As of February, 2026, 80% of the teaching staff meet the criteria for "effective teacher". This represents the majority of the teaching staff, therefore there is no educator equity gap. There is a general need to increase the effectiveness and capacity of all of our teachers who serve our diverse student population. Since TPAA is a single-school LEA charter school, the ability to ensure that there is an equitable distribution of inexperienced teachers throughout the LEA is not possible. We have identified, however, that more of our inexperienced single-subject credentialed teachers have been assigned to the middle school. To address both this need as well as the increased number of inexperienced teachers throughout the charter, the LEA will provide increased internal coaching support. Through the LCAP and LCFF funding, TPAA will offer an induction program to support eligible teachers working on their credentials. The LEA has also hired three instructional coaches using LCFF funds to specifically provide support at the elementary, middle school and high school levels. One of these coaches is partially funded through Title 1. Title I funds will be used to provide substitute teachers who will release teachers so that they can receive more intensive support from the coaches. A TPAA strategy is to implement coaching cycles that will allow new teachers to receive coaching in the classroom to implement effective instructional strategies. Additionally, coaches will support new teachers outside of the classroom in understanding and using data to plan effective instruction.

TPAA, using Title I funds, will increase the capacity of inexperienced teachers, by providing training and coaching in the effective implementation of professional learning communities. This focus will support these teachers in developing a greater understanding of the continuous improvement cycle, the content standards for their grade/subject area, and the use of formative assessments to inform instructional practice. TPAA will contract with a provider with expertise in this

area and will identify those inexperienced teachers who need additional coaching to ensure a higher level of implementation.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

TPAA has engaged parents through the LCAP Educational Partner process in a variety of ways. Parents had the opportunity to respond to a needs assessment survey. They also were able to express their needs and concerns through

the parent input on the Youth Truth Survey, a school climate survey. Parents were also invited to a community partners meeting to provide their input. Parent leadership is encouraged through participation in the School Site Council and the DELAC. Both of these groups had opportunities to also provide their input related to parent needs for workshops and activities. Although developing parent leaders has been challenging, TPAA continues to reach out to parents to encourage their involvement in leadership roles.

TPAA has a Parent and Family Engagement Board Policy, and TPAA's school site council worked with District staff in developing the parent and family engagement policy. Parents serving on the DELAC also had an opportunity to provide input to the policy. TPAA has a process to ensure that all parents receive the parent involvement policy at the beginning of the school year.

TPAA has a comprehensive parent involvement strategy that is included in the LCAP. Throughout the planning process, TPAA staff has developed a parent engagement plan that focuses on increasing parent involvement but integrates the use of state and federal funds to implement the plan. During the 25-26 school year with Title 1 funding, TPAA will offer a series of workshop training sessions for parents. The outcomes of this series of workshops will be in supporting parents with information and strategies for understanding how to monitor and support their students in achieving challenging state standards.

TPAA's Parent Outreach Coordinator will plan a variety of activities and events for parents that include topics that parents have identified through the needs assessment process. These include support for parents of English Learners in understanding the importance of students being reclassified as fluent English learners and the requirements and expectations for this process to be successful, addressing the importance of early literacy and the appropriate use of technology. Specific parent workshops will be offered for high school students' parents related to college admission and other post-secondary opportunities. Special education staff will continue to provide support for parents in understanding the model that is being implemented to include more opportunities for students with disabilities to be included with their general education peers. Services for parents are made accessible to our parents who are not fluent in English by providing translation services.

TPAA has not been identified for Comprehensive Support and Improvement.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))

4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The following describes the process for parent involvement:

- all parents received a needs assessment survey specifically asking for their input on parent support, workshops, and outreach; parents had the opportunity to respond online or using a paper/pencil survey
- all parents received the Youth Truth climate survey; this survey specifically asks parents for their views on areas such as mutual respect between parents and school staff, the perception of the staff's caring for students, school safety, and the opportunity for parents to have their ideas regarding the school valued by staff
- all parents were invited to attend an in-person community meeting to share their input on areas such as support for their children's academic, social/emotional, and behavioral needs, school safety, use of technology and student/parent/staff relationships
- parents serving in leadership roles on the School Site Council and DELAC had the opportunity to provide input in the LCAP process

Parent input was shared with the charter's leaders, School Site Council and DELAC; their input was prioritized and specific actions were identified that included their input.

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.

TPAA operates a schoolwide Title 1 program

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TPAA does not operate a targeted assistance program.

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.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

TPAA has identified a Homeless Liaison. The Homeless Liaison works with counselors and administrative staff to ensure the needs of homeless students are met. The homeless liaison, working with staff, will identify what the specific needs of these students are and ensure that those services and supports will be available when needed. Included will be services to ensure that students have stability in school. The Homeless Liaison will provide, as needed, services that will provide students with food, outreach to social services agencies to provide students with safe shelter, adequate school supplies, and supplies and services to address any medical or hygiene needs. The Homeless Liaison will work with community agencies and other partners in the community to have these services and supplies readily available when needed.

Counselors will be responsible for identifying barriers for homeless students' related to enrollment and attendance on a regular basis. If homeless students become at-risk for chronic absenteeism, counselors will notify the Homeless Liaison so a re-engagement plan can be implemented.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

TPAA is a charter school and the enrollment is determined through a lottery. Students are not formally identified until the spring prior to their year of enrollment. The majority of our children's first school experience is Transitional Kindergarten and not a preschool program. If, however, if a student is attending pre-school that information is not always readily known so an effective transition plan can be developed. The strategy that TPAA has taken is to provide an orientation before the first day of school for both TK and Kindergarten students, and their parents, attending the Academy to assist those students transition to school.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Counselors meet with each student in grades 9-12 to ensure that students are on track for high school graduation. During these meetings, counselors discuss the student's goals for post-high school including college attendance and career options. A College and Career Master Plan is reviewed and completed each year. Students have access to Naviance, a program where students can take career aptitude and interest assessments and explore various careers.

To support students with the most current information, counselors attend conferences provided by CSU and UC. Counselors provide college and career information throughout the year to high school students. At the middle school level counselors share opportunities for hobbies and other non-academic interests.

Students have access to dual-enrolled classes with Antelope Valley College.

With the purchase of Naviance, TPAA has data related to students' successful transition to post-secondary experiences that can be provided to the National Student Clearinghouse for review. This data is annually available in October annually for review. This information will be shared with students and their families.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

TPAA does not receive Title 1 Part D funds

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE II, PART A

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

TPAA has identified four major areas for professional development. As a TK-12 charter school with a diverse population, there are many identified needs however these four major areas work collectively to address many of these areas. There is an identified need to ensure that students receive instruction based on rigorous grade-level standards. To address this need teachers will receive intensive training and coaching in the deconstructing, planning, and instruction of grade-level standards. To support the college "going" culture AVID is being implemented in grades K-12. Staff attends the AVID Summer Institute annually and the AVID lead for the charter provides access to AVID training in specific strategies based on the plan developed at the AVID Summer Institute. TPAA is a STEAM focus school. Some teachers in grades K-12 have been identified to implement Project Lead the Way. Based on the Project Lead the Way implementation plan and the experience of the teachers who will teach the specific units or courses, training is provided. TPAA has adopted PBIS as the framework for behavior management. To maintain fidelity to the implementation of PBIS, TPAA has contracted with LACOE to provide ongoing training and coaching to PBIS Leadership Teams for both the elementary and secondary levels. During the 2025-26 school year, TPAA has expanded its internal coaching support from one elementary coach to a coach who will support middle and high school staff.

The Charter has administrators that are either new to administration or new to their administrative role. Specific "job" related professional development will be provided to administrative staff and some administrative staff will receive coaching from external providers.

Professional development effectiveness is first determined by the level of implementation in the classroom. Classroom walkthroughs conducted by administrative staff and in some cases consultants who have provided the professional development are routinely conducted to determine the level of implementation and to identify barriers to implementation. AVID and PBIS also include walkthroughs as a strategy to determine the level of implementation. Student data on both formative and summative assessments are used to determine if the strategies are having an impact on student learning and engagement. A review of office discipline referrals and attendance are used in part to determine the impact of programs such as Project Lead the Way, AVID and PBIS. This year the charter leadership will meet regularly throughout the year to review data and determine if modifications to the professional development plan may be needed. This year there will be a strong emphasis on the implementation of effective professional learning communities. These PLCs will also be encouraged to use data to reflect on the impact of instructional practices on student achievement. This will also provide valuable insight into the effectiveness of professional development.

Currently, the majority of teachers and administrators are at the beginning of their careers in their specific roles. Therefore the focus has been to provide the support needed to help staff become confident and successful in their role. Teacher retention is a high need, therefore the support (both professional development and coaching) is intended, especially at the teacher level, to increase teacher retention and increase the number of teachers who become fully credentialed.

The Charter has developed a professional development plan that includes the following:

Teachers:

- intensive professional development and coaching support in the planning and teaching of grade level standards
- the implementation of effective professional learning communities including the understanding of data and the cycle for continuous improvement (Federally funded)
- implementation of AVID strategies
- implementation of Project Lead the Way (specific teachers)
- implementation of PBIS
- instructional coach for teachers in grades TK-12
- department and grade level leads provide mentoring to new teachers in the grade/department
- induction program for eligible new teachers
- AP professional development for specific teachers teaching AP courses

Principals:

- AVID planning and implementation
- PBIS implementation
- leadership coaching
- PLC implementation

Other School Leaders:

- external coaching support
- role-specific training

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TPAA has not been identified as a comprehensive support and improvement school.

The identification of what should be included in the professional development plan and therefore the use of funding have been prioritized based primarily on the experience level of our teaching staff. Based on identified needs, the priority for the use of Title 2 Part A funds will be to continue to work with teachers and principals in developing and implementing strong professional learning communities that are grounded in an understanding of the rigor of grade level standards and the appropriate data to determine if students are achieving these standards. This will complement the professional development focus on the instruction of grade-level standards which is one of the key areas of focus in the LCAP.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

TPAA will provide training and coaching in implementing professional learning communities using Title 2 part A funds. This strategy is related to several areas of focus of the Academy. There is a continuing effort to ensure that students receive a rigorous standards-aligned instructional program in grades TK-12 to prepare them for college or other successful post-secondary experiences. Professional learning communities will further educate teachers and other staff on developing a stronger understanding of the grade level standards and the data that is needed to demonstrate students have learned the standards. Additionally, because TPAA has a high percentage of inexperienced teachers, the PLC training will support the development of a collegial culture with a focus on teaching, learning and the effective use of data. Lastly, TPAA serves a diverse student population. Implementing effective PLCs will also include examining the needs of all students in achieving the rigorous standards. An outcome for PLCs is for a team of teachers working collaboratively to understand the impact of their instructional practices on all students.

The use of data is a central idea in the implementation of PLCs, therefore data will continually be used to evaluate and improve activities. Through this process, teachers will identify meaningful data that will assist them in determining the effectiveness of their teaching practices.

Through the LCAP Educational Partner Process, TPAA will continue to evaluate the effectiveness of the overall professional development and coaching plan including the training and implementation of professional learning communities.

The Academy will evaluate the effectiveness of the entire professional development and coaching plan including the implementation of PLCs. The evaluation will include ongoing needs assessment related to the implementation of the specific strategies including implementing PLCs, specific student data outcomes that include STAR 360, NWEA, writing assessments, FIABs/IABs, and student work. The Academy contracts with an external consultant who examines data and reviews the budget to determine the effectiveness of the strategies that the charter is implementing. This review occurs quarterly to ensure that goals and actions in both the LCAP and the Federal Addendum are being implemented.

The professional development and coaching plan is reviewed and input is gathered during the LCAP Educational Partner process. That process begins in January and continues through April and is conducted in various formats. Teachers, paraprofessionals, and administrators have opportunities to provide their input through surveys and in-person meetings. Annually, school leadership teams are consulted on the professional development needs of staff. Charter administrators meet to provide their input. Parents and community partners have not routinely had input on professional development other than their desire to ensure STEAM continues to be a focus for the school. As a result of their input, Project Lead the Way continues to receive a high priority for professional development. Educational partners have the opportunity to

provide their feedback and input through staff and department meetings, community meetings, needs assessment surveys, and school leadership team meetings.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Through TPAA's LCAP there is a comprehensive plan to provide professional development and support to staff to improve the instruction and assessment of English learners. Through the use of Title 3 funds, the Academy will provide ongoing training and coaching for the implementation of English 3D for teachers in grades 2-12. English 3D is the charter's identified supplemental ELD program that is used during the designated ELD time. This program has been expanded to include students in grades 2-12 during the 25-26 school year. When this program has been implemented at specific grade levels with fidelity that data indicates that English learners make progress in English proficiency attainment. Therefore there will be a focus on the implementation of the program with fidelity that includes using the assessments that are embedded in the program to monitor students' growth. Training will be provided to teachers and para educators and will be monitored and supported by the EL Coordinator. The training will be ongoing and will include coaching support to ensure a high level of implementation.

To increase the capacity to understand the overall needs and plan for educating English Learners, TPAA will provide training for school-level and charter leadership on the specific data relevant to English Learners' progress. Since our principals and assistant principals are relatively inexperienced in their role of supervising and evaluating programs for English Learners, it has been determined that this training will be an effective way to develop common understandings in this area and to build their capacity to create and support a charter-wide program for English Learners.

These two activities will supplement other activities that are being implemented to support English learners described in the LCAP.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TPAA has not applied for these funds.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TPAA will implement several key strategies to address language instruction that is specific to English learners. The majority of these strategies will be funded through LCFF however all of the strategies, including the implementation of English 3D, are intended to work together to increase English language proficiency and English Learners' success in achieving core grade-level content standards.

TPAA will employ (1) EL intervention teacher (LCFF funded). The focus for this teacher will be to provide English Learners with more successful access to grade-level standards in part through increasing students' English proficiency. Students' data on the ELPAC will be analyzed to determine which area(s) of language acquisition are barriers for students to be reclassified. This analysis will determine the focus and instructional strategies that will be used. Similarly, an analysis of CAASPP and other academic assessment data will be conducted to determine the areas of academic needs English learners are experiencing and a plan to address those needs will be developed and implemented. As part of the Title 3 plan, this EL Intervention Teacher will receive training and coaching on effective strategies for increasing language proficiency and addressing specific gaps in academic areas. Training on increasing vocabulary and background knowledge will be included.

The Academy has a cadre of bilingual para educators supervised by the EL Coordinator. As part of this provision, the EL para educators will receive ongoing training to support small group instruction and specifically the implementation of language acquisition strategies. Para educators will also receive training in English 3D.

To support a greater implementation of integrated ELD, the Academy will begin to implement GLAD strategies. GLAD strategies will be implemented in classrooms to allow English learners greater access to the core instructional program. To be able to sustain the training and coaching of GLAD strategies, the Academy will develop a trainer-of-trainer model. A three-person team, including two teachers and the EL coordinator, will receive training to become GLAD trainers. This model will allow the Academy to sustain the implementation of GLAD strategies at all grade levels.

The implementation of English 3D to supplement the core ELD program will be used to increase the rigor and provide a more systematic approach to teaching English language development. With both teachers and para educators being trained, the use of small group instruction and the frequent monitoring of student progress using the embedded assessments to continue the positive growth English Learners have begun to experience.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TPAA is a single-school LEA charter. All of the activities that have been described in the previous responses will be implemented charter-wide. The implementation of English 3D is a supplemental ELD program intended to increase language proficiency. The support provided by (1) EL intervention teacher is specifically to address the needs of English learners' successful access to grade-level standards and to increase language proficiency. The development of a trainer-of-trainer model for the implementation of GLAD strategies is to improve the effectiveness of integrated English language development and to build and sustain the capacity of all teachers at TPAA to meet English Learners' needs in the classroom. Included in the LCAP is the inclusion of an ELPAC Bootcamp to help prepare English Learners to successfully take the ELPAC. In addition, teachers will be encouraged to use ELPAC practice questions and resources from the CAASPP toolkit to help English Learners be better prepared to understand the format of the ELPAC and the CAASPP.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TPAA will use funds from this provision to address two key areas related to students' health and safety. The Academy will implement the program "Every 15 Minutes" - the effects and impact of driving under the influence of alcohol and drugs. This program will be implemented targeting students in grades 11-12.

The Academy will identify speakers that can address students; potential topics related to safety and health concerns such as: vaping, cyberbullying, and safe use of social media.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

In addition to regular common formative assessments, the charter utilizes a Benchmark Assessment multiple times throughout the school year for both math, ELA, and Early Literacy.

What activities will be included within the support for a well-rounded education?

To support a well-rounded education, the charter utilizes small-group instruction, intervention groups, and professional development for staff to support the academic, physical, and emotional growth of our students. Moving beyond textbooks to hands-on experimentation, math manipulatives, and incorporating the arts in STEAM in order to give our students a well-rounded education which is not about doing everything, but to provide the tools so that every student can find success.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The charter's activities will be evaluated based on their alignment with the three pillars of Title IV, Part A of a well-rounded education, safe & Healthy students, and the effective use of technology. Attendance rates, reduction in disciplinary referrals, enrollment rates in AP courses, STEAM program participation, and dual-enrollment completion, and maintaining a one-to-one device-to-student ratio of technology will be used to determine if the charter's program is hitting its mark.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

To help determine if the charter's environment is conducive to learning and whether students feel physically and emotionally safe, the charter will use data received from school climate surveys given to students, parents, and staff. In addition to regularly looking at office discipline referrals for specific behaviors and disproportionality in discipline practices among student subgroups.

What activities will be included within the support for safety and health of students?

Some examples of activities which will be included to support the charter's prevention, mental health, and physical well-being of students will consist of prevention of drug and violence, bullying and harassment, conflict resolution and restorative practices, and suicide prevention and awareness. Counsellors and health teachers will provide lessons for students, in addition to staffing a student well-being center on campus.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The charter will evaluate the effectiveness throughout the the school year with monitoring of data to see if the activities are reaching the target population. Some examples include reduction in office referrals, suspensions, and incidents of bullying or harassment, and school climate surveys.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The charter will use data points to measure how technology is actually being used in the classroom to improve student outcomes from self-assessments to determine how many teachers can effectively implement technology instruction and student competency in digital citizenship through Google Classroom. Also, to provide professional development to staff members in order to implement technology into the classroom.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

The charter will focus on how technology improves academic achievement through coaching for educators on how to use data and technology to adjust the pace and path of instruction for individual student needs. In addition, training staff to teach students how to navigate the internet safely, ethically, and responsibly.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Activities will be evaluated for effectiveness of strategies and activities consisting of participation rates in STEAM, walk-through rubrics, professional development opportunities, and student and staff feedback.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

December 12, 2025

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
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