

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

LEA name:

The Palmdale Aerospace Academy

CDS code:

19 64857 0125377

Link to the LCAP:

(optional)

[LCAP 2019](#)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Titles I – Part A

Title II – Part A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

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.

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.

The TPAA LCAP goals focus on three overarching categories, which embed all of the California state priorities: *Conditions of learning, Pupil Outcomes and Engagement*.

Title I, Part A: The ultimate aim of all of LCAP goals is to improve student learning outcomes. To provide comprehensive and customized student support, TPAA will continue to invest in school counselors. This includes four high school counselors, two middle school counselors and one elementary school counselor. The statewide average student to counselor ratio is approximately 800. TPAA is proud to maintain ratios that are under 400:1 at the middle and high school levels. The low student to counselor ratio is a root cause of TPAA's success with graduation rate (2017-18 result: 99.4% - CA Dashboard indicator result - Blue) and College/Career Readiness (2017-18 result: 59.1% of students prepared for college/career - CA indicator dashboard result - Green). As a STEM school, TPAA will continue to invest in student technology. TPAA will use Title I, Part A funds to increase student access to technology - critical to working to ensure that our students have comparable and equitable education experiences to their peers in more privileged communities. Finally, Title I, Part II funds will be used to support expanding implementation of the PRTI system. This includes PRTI consulting services and supplemental curriculum. TPAA understands that a comprehensive PRTI system ensures that all students' needs are met in a timely data-driven and reflective process rooted in continuous improvement. TPAA will also dedicate 1% of Title II, Part A funds to parent involvement, specifically parent education programs. Finally, Title I, Part A funds will be dedicated to support homeless students by providing hygiene items and basic supplies. Title II, Part A: TPAA understands the critical role that teacher and administrator professional development plays in teacher growth, development and engagement. For this reason, TPAA will continue to invest in developing staff members' knowledge and skills to lead, drive and sustain positive change. These decisions are based on staff need and intended to improve TPAA's performance on state priorities, federal metrics and the CA Dashboard. The allocation of resources as detailed above reflects the results of a comprehensive needs-assessment facilitated as part of the LCAP and LCAP addendum/SPSA process, which included the School Site Council.

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 goals in the schools' Single Plan for Student Achievement (SPSA) are aligned to State priorities and the goals in the District's LCAP. Data and the LCAP metrics help to identify targeted areas in need of supplemental support.

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	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

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)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

This section does not apply. The Palmdale Aerospace is a charter school.

Currently, TPAA is a single-school district. The school implements a robust and comprehensive teacher recruitment program to ensure that all students are taught by highly qualified teachers. In 2018-19, 71/72 (98.6%) teachers were fully credentialed and teaching within their authorization(s). TPAA has been able to achieve similar success in prior years. For example, last year 61/62 teachers (98%) were fully credentialed and teaching within their authorization(s). In 2018-19, 14/72 (20%) of teachers participated in the Antelope Valley Union School District Teacher Induction ("AVTI") program. Approximately 80% of TPAA teachers have already cleared their credential. TPAA continues to defray costs associated with AVTI to support early-career teachers.

Since its inception, TPAA has implemented a teacher mentoring program. In 2018-19, the program was streamlined to ensure that the mentor:mentee ratio did not exceed 1:4. This has allowed mentor teachers to provide more robust support. Mentees are selected based on administrator recommendations, formal evaluation data, and years of experience at TPAA and overall. Mentor teachers are provided a release period. During the release period, mentor teachers will typically conduct classroom observations, implement demonstration lessons, and/or observe and deconstruct – with the mentee(s) - best practices in other classrooms.

TPAA implements a supportive and formative teacher observation and evaluation process. For example, each teacher is scheduled to receive two informal snapshot visits each month. After these visits, administrators provide specific and actionable feedback to support teacher development. Teachers are formally observed once each year. In post-observation meetings, administrators share resources and link teachers to experts on campus. The purpose of the teacher evaluation system is to ensure that teachers are given the feedback necessary to grow in the profession. In 2017-18, the

TPAA teacher retention rate was 94%. Since TPAA's opening year in 2012, the rate has consistently been over 90%. To continue to attract and retain teachers to our school, TPAA is committed to the following overarching principles:

- Providing an environment that emphasizes and supports professional growth.
- Providing a pay schedule comparable to local district public schools.
- Including teachers in governance process and school decision-making to the extent practicable.
- Providing coaching by administrators, consultants, and peer mentors.
- Scheduling weekly collaborative time (grade level, content, governance and flexible), summer professional development days, and other on site and off campus opportunities.

Parent and Family Engagement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

As an initial and critical step, parents/guardians are encouraged to participate in LEA governance. For example, parents/guardians are invited to participate in the English Language Advisory Committee ("ELAC") and School Site Council ("SSC") as appropriate. These groups provide input into the Single Plan for Student Achievement ("SPSA"), containing programs and expenses related to federal categorical funding. Parents' and guardians' informed participation enables meaningful collaboration. Partnering with school staff, parent/guardian leaders develop and approve the Title I Parent and Family Engagement Policy. TPAA recognizes that exceptional schools provide multiple opportunities for parents/guardians and families to participate in school life – from Parent University, which addresses a variety of topics from general academic support and Study Skills to college application support. In addition, the Parent Teacher Student Organization ("PTSO") continues to grow its membership. The PTSO has a strong presence on campus, supporting clubs and activities and plays an integral role in staff morale by planning appreciation and celebration events and potlucks. As communication is key to engaging stakeholders, TPAA employs multiple strategies to ensure that all parents/guardians receive timely information on school wide activities, events and happenings. For example, TPAA uses the following strategies in English and Spanish: All-call, email blast, newsletter, social media updates, and hard copy/digital flyers. The Parent Portal is available 24 hours a day, 7 days a week and provides information on academic and behavioral student performance. For the past three years, TPAA has offered the Parents in Quality Education ("PIQE") program to empower parents/guardians as advocates for their child(ren).

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.

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 is a single school district. Approximately 83% of students qualify for free or reduced lunch. The district is not operating any targeted assistance school programs. TPAA develops a Single Plan for Student Achievement (SPSA), which is embedded in the Local Control and Accountability Plan. The content of the SPSA is aligned with goals to improve student learning outcomes. The plan also addresses how funds will be used to improve academic performance. Our School Site Council annually writes or updates the Single Plan for Student Achievement. As part of this process, the SSC engages in an annual comprehensive needs assessment. The needs assessment drives the creation of a program that provides supplemental services and resources to support student mastery of grade level standards. School expenditures are based on the priorities detailed in the Single Plan for Student Achievement and available funds. The supplemental services and resources support achievement of the School's goals: 1) Continue to improve conditions of learning; 2) Increase achievement for all students; 3) Increase school community connectedness. TPAA emphasizes a rigorous instructional program in which all students receive the support necessary to thrive. In 2018-19, TPAA implemented a formal and systematic Pyramid Response to Intervention ("PRTI") program to provide customized and differentiated student supports.

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 uses the Student Residency Questionnaire (SRQ), which is included with enrollment materials, to identify eligible homeless students and provide support services. The SRQ includes the parent/student's rights under the federal McKinney-Vento Homeless Assistance Act. The education subtitle of the McKinney-Vento Act was reauthorized by ESSA. This law entitles all homeless school-aged children equal access to the same free, appropriate public education that is provided to non-homeless students. TPAA is committed to remove obstacles to enrollment, attendance or academic success. The school has a designated school site homeless liaison. Parents can self-identify via the SRQ at any time during the school year. In addition, our designated LEA Homeless Liaison works with the identified student population and school site staff to support our homeless student population.

Student Transitions

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

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

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:

In 2019-20, TPAA will expand to serve students in grades TK-5. TPAA will host orientation and family workshops to support students in transitions into school. These workshops will occur prior to the start of the instructional year and be ongoing throughout the year. Topics will be responsive to community needs as determined by needs-assessment surveys. Initially, the primary focus areas will be building and developing students' academic and social skills.

Elementary to Middle School

In 2018-19, TPAA implemented the Where Everyone Belongs ("WEB") program to support students in their transition to middle school. As part of the program, eighth grade students apply to be peer mentors. As part of the selection process, aspiring peer mentors complete an application and interview. As positive role models, WEB Leaders act as mentors and student leaders. Research continues to show that when students have a positive transition to middle school, their chances for success dramatically increase. WEB provides a structure of middle school students to leverage their knowledge of what it takes to be successful and share it with new middle school students.

Middle to High School

In 2019-20, TPAA will expand the WEB program, labeled Link Crew at the high school level, to offer the same opportunities for students to be leaders and mentors. The school recognizes that the transition to high school can be extraordinarily challenging for incoming freshmen and freshwomen. In fact and, not surprisingly, research shows that the transition to high school can create emotional stress and discomfort. This can result in a decrease in academic achievement and challenging adjustment to high school social life. Without transition support, ninth graders may engage in self-destructive or counterproductive behaviors. TPAA is excited to expand transition support to the high school level.

High School to College/Career

TPAA high school counselors facilitate Parent University workshops to help parents learn about financing post-secondary education, including completing the FAFSA, and the college admissions process. TPAA maintains 5.5 full-time counselors who regularly meet with students and families to discuss college and career planning. In 2019-20, high school counselors will expand services their college support by meeting with each ninth-grade student and beginning to develop a college plan. Notably, as part of Bridge – starting in middle school – students complete a School to Career Master Plan ("STCMP"). The counseling team's work is intended to complement the STCMP. Counselors will continue to develop and implement Bridge lessons that support students in the transition from high school to college/career. In 2018-19, TPAA hired a registrar/college financial planning and alumni support coordinator. This is due to a root cause analysis in which counselors identified lack of financial planning as a barrier to college access for historically underserved students. Our school continues to develop collaborative relationships with local colleges, trade schools, universities, and military recruiters to provide students with exposure to the multiple options that exist post high school graduation.

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:

TPAA has a digital school library. The digital library is funded through a grant and provides opportunities for our students to check out e-books. In 2019-20, TPAA will expand to serve students in TK-5. As part of this expansion, TPAA will house an elementary school multimedia center. The multimedia center will function as a contemporary library and include both physical copy and electronic books as well as digital tools and resources to support the design process. TPAA does not have a formal Gifted and Talented Education (GATE) Policy or program; however, all teachers receive professional development in differentiation strategies toward meeting the needs of all students.

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:

Not applicable to TPAA. TPAA does not receive Title I, 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:

Not applicable to TPAA. TPAA does not receive Title I, Part D funds.

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:

Not applicable to TPAA. TPAA does not receive Title I, Part D funds.

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:

Not applicable to TPAA. TPAA does not receive Title I, Part D funds.

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:

Not applicable to TPAA. TPAA does not receive Title I, Part D funds.

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:

Not applicable to TPAA. TPAA does not receive Title I, Part D funds.

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:

Not applicable to TPAA. TPAA does not receive Title I, Part D funds.

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:

Not applicable to TPAA. TPAA does not receive Title I, Part D funds.

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:

Not applicable to TPAA. TPAA does not receive Title I, Part D funds.

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:

Not applicable to TPAA. TPAA does not receive Title I, Part D funds.

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:

Not applicable to TPAA. TPAA does not receive Title I, Part D funds.

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:

Not applicable to TPAA. TPAA does not receive Title I, Part D funds.

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:

TPAA embraces a comprehensive and needs-based professional development system. Teachers, principals and other school leaders have access to both external conferences and ongoing onsite professional development facilitated through pupil-free days. The Faculty and Administrative Team ("FACT") is responsible for site-based professional development, administering needs-assessment surveys to teachers to identify high-leverage topics. To build internal capacity, teachers and administrators design and facilitate workshops to leverage their knowledge and skills. As a key component of adult learner engagement is choice, teachers are able to select workshops based on interest and need. Administrators often support teachers, especially those who are early career, in making high yield workshop selections. To complement this campus-based professional development, the school has also invested heavily in sending teachers to national conferences such

as ASCA and NCTM. In 2019-20, TPAA will begin to transition away from sending administrators and teachers to conferences, instead hiring content experts to tailor workshops to meet team needs. This shift is based on results from the TNTP survey (administered in the Fall) and cost-benefit analysis conducted by the administrative team. Overarchingly, the consultants will support teachers with implementation of the recently adopted standards, including identifying and deconstructing essential standards and aligning curriculum, instruction and assessment. While there will be the primary focus areas of consultants, they will also provide ongoing support in differentiating instructions to meet the needs of all learners, especially those who have been historically underserved. TPAA supports administrator and teacher induction through defraying costs associated with clearing credentials. For example, early career teachers have participated in the Antelope Valley Union School District (“AVUSD”) beginning teacher support program. Administrators will participate in county office of education programs. Title II funds will be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. Research shows that effective teachers are the most critical factor contributing to student achievement. In addition, more and more research links effective school leaders to improved student learning outcomes. TPAA will use Title II funds to support administrators and teachers in clearing their credentials. Through the credential clearing process, administrators and teachers obtain the knowledge, skills and experience that improve the instructional program and student learning outcomes. Currently 14 teachers participate in the Beginning Teacher Support Program (“BTSA”). Based on documented instructional improvement, the effectiveness of the program is clear. BTSA participants compliment the robust support system and the practical skills that they learn within the program. In 2019-20, TPAA will expand its administrative intern program. The program provides teachers interested in administration with the opportunity to be an administrator every other day. Within our block schedule, this means that a teacher will teach on his/her A Day and be an administrative intern on the B Day or vice versa. Next year, the program will serve the elementary, middle and high school campuses. TPAA is proud of the administrative intern program and intends to continue to support prospective administrators in clearing their credentials. A fundamental TPAA philosophy is building internal capacity to drive student learning. Our school is committed to developing early career school leaders who are able to leverage program successes and meaningfully address gaps and opportunities from Day 1.

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).

THIS ESSA PROVISION IS ADDRESSED BELOW:

TPAA is a single site LEA where all school funding goes directly to the school. School priorities are established school staff based on data and root cause analyses and aligned to the school’s program as detailed in the charter petition, the mission and vision, LCAP, and other state/local goals. These priorities include ways to improve academic programming, enhance school wide support, and provide targeted support, if applicable. TPAA has a free and reduced lunch population of >80% and will deliver school wide academic programs.

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:

The school employs multiple systems to collect data, monitor academic progress, and implement changes to support continuous improvement. The cycle of inquiry is anchored in the operations of the school. For example, each year content teams identify a SMART goal. Throughout the year, the team collects and disaggregates data. As part of this process, teams engage in a root cause analysis to determine actionable steps that are likely to be effective. To scaffold this process, administrators provide guiding and essential questions. Content teams meet once each month formally in PLC to discuss data and results.

Similarly, as part of the LCAP process, administrators regularly review data generating an action plan to address gaps. For example, when it was clear that the suspension rate was on pace to exceed the 2017-18 result, administrators met to generate an action plan. The action plan included critical next steps, such as providing additional professional development in restorative practices to early career administrators, revising/refining the discipline matrix to embrace restorative practices and assembling a Behavior Intervention Team (“BIT”) to provide a multi-tiered system of behavioral support for students.

Finally, as part of the LCAP process, the Accountability Manager regularly shares data and performance on state indicators with staff. For example, at an all-staff meeting, teams reviewed and analyzed data and supported the school is identifying actionable steps. These proactive and solutions-oriented discussions are shared at weekly Faculty and Administrative Collaborative Team (“FACT”) meetings. Through progress monitoring, TPAA is able to collaborate as a school community and embrace continuous improvement.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TPAA does not receive Title III funds.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TPAA does not receive Title III funds.

Title III Programs and Activities

ESSA SECTION 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TPAA does not receive Title III funds.

English Proficiency and Academic Achievement

ESSA SECTION 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TPAA does not receive Title III funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

TPAA does not receive Title IV funds.