

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

School Year

2026-2027

Date of Board Approval

June 23, 2026

LEA Name

Achieve Charter School

CDS Code:

04100410141085

Link to the LCAP:

(optional)

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

(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.

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.

Strategy for Using Federal Funds to Supplement and Enhance Local Priorities:

Strategy for Using Federal Funds to Supplement and Enhance Local Priorities. Achieve Charter School of Paradise, Inc. strategically aligns both Local Control Funding Formula (LCFF) and Elementary and Secondary Education Act (ESSA) federal funds to comprehensively meet the needs of all students, ensuring federal resources directly supplement and enhance the core local initiatives outlined in our Local Control and Accountability Plan (LCAP). For the 2026–27 school year, the school's total projected revenue consists of \$5,670,507 in LCFF funds (including \$497,599 in supplemental and concentration grants generated by high-needs student enrollment) and \$117,709 in total federal funds.

Student Demographics and Community Context:

Achieve Charter School opened in the 2025–26 school year as a unified TK–12 grade countywide benefit public charter school, building upon the successes of the former Achieve Charter School of Paradise and Achieve Charter School of Chico. The school remains deeply responsive to the evolving, long-term impacts of community trauma resulting from major historical challenges like the 2018 Camp Fire and the pandemic. Current student demographics show that 50% of the student body qualifies for Free or Reduced Price Meals (economically disadvantaged). Additionally, the student population includes 19.29% Students with Disabilities, 18.81% Hispanic students, 3.57% English Learners, and 0.46% homeless youth, resulting in an overall unduplicated pupil percentage of 52%. Historical data show that low-income students, Hispanic students, and students with special needs have experienced persistent achievement gaps compared to other subgroups, driving our targeted resource allocation.

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.

To close performance gaps, foster trauma recovery, and elevate academic rigor, federal funds are strategically integrated to amplify Achieve Charter Schools' core LCAP goals. For the 2026–27 school year, the allocation of federal Title I, Part A funding is strictly dedicated to a Reading Specialist, to drive targeted academic recovery. This federal investment directly enhances and aligns with the following three LCAP goals:

Goal 1 (Broad Goal): Build a joyful and healthy community of belonging that empowers students, staff, and families.

Alignment: Foundational literacy is tied directly to a student's sense of belonging and confidence. By providing intensive, dignified reading intervention to struggling readers, the Reading Specialist helps mitigate academic frustration, thereby improving attendance rates, reducing behavioral incidents, and increasing academic achievement. Furthermore, the specialist engages with families during Personalized Learning Plan (PLP) conferences, increasing parental involvement to support student success at home.

Goal 2 (Broad Goal): Offer a highly effective academic model.

Alignment: The Reading Specialist is the cornerstone of the LEA's Tier 2 academic intervention model. This position ensures increased student academic outcomes and mastery of Common Core State Standards (CCSS) through strong differentiation, evidence-based instruction, and intensive targeted support. This directly serves our most vulnerable learners (low-income students, Hispanic students, English learners, and students with disabilities) who are failing, or most at risk of failing, to meet state reading standards.

Goal 3: Research the creation of a TK-12th-grade career exploration and pathway program.

Alignment: Advanced literacy is a prerequisite for career readiness. Ensuring that all students achieve reading proficiency in the elementary and middle school grades establishes the structural foundation required for students to successfully access and navigate future career technical education (CTE) and pathway programs.

Data-Driven Monitoring and Performance Targets:
Because Achieve Charter Schools was established as a newly consolidated entity starting in the 2025–26 school year, official state Dashboard data and baseline CAASPP outcomes are pending release in Fall 2026. To proactively monitor performance and address learning deficits, the school utilizes local data benchmarks. Specifically, the school targets 55% proficiency for all students meeting or exceeding standards on CAASPP ELA and Math assessments, and 55% of students meeting individual growth goals on NWEA MAP Reading and Math assessments.

Under our Targeted Support Program (TSP), tri-annual NWEA MAP Reading assessments, Amira reading assessments, and local diagnostic tools serve a dual purpose: they measure progress toward our macro LCAP targets and function as the direct gatekeeper to identify the specific students qualified to receive services from the Title I-funded Reading Specialist.

Resource Coordination and Supplement-Not-Supplant Strategy:
To maximize resource coordination and maintain a robust Multi-Tiered System of Supports (MTSS), the LEA carefully braids its local, state, and federal allocations:

State and Local Allocations: LCFF supplemental funding is fully dedicated to foundational, high-impact services. This includes hiring 15 paraprofessionals (with bilingual paraprofessionals stationed on each campus in Chico and Paradise) to provide core Tier 1 and Tier 2 academic and social-emotional supports. In addition, general funds are used to fund comprehensive mental health counseling services to support trauma recovery.

Federal Title I, Part A Allocations: To ensure strict compliance with federal supplement-not-supplant guidelines, 100% of Achieve’s Title I, Part A funding allocation is directed toward the salary of a dedicated Reading Specialist. The Reading Specialist provides intensive Tier 2 reading interventions that are layered directly on top of, and coordinated with, the Tier 1 and 2 instructional support provided by our state-funded paraprofessionals. This dual-funding strategy ensures full fiscal compliance while delivering an uncompromised, integrated academic and emotional support model across our campuses.

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.

Achieve Charter Schools utilizes eligibility for the federal Free and Reduced Price Meals (FRPM) program under the National School Lunch Act as its primary poverty criterion to identify low-income families and guide the allocation of Title I, Part A funds. Students are identified as meeting this poverty criterion through two primary methods:

- 1.The collection and verification of annual income forms or National School Lunch Program household applications.
2. Direct Certification data matches provided by the state, which automatically qualify students who participate in public assistance programs such as CalFresh, CalWORKs, and Medi-Cal, or who are designated as Foster Youth or Homeless.

As a unified, countywide benefit public charter school operating as a single Local Educational Agency (LEA) with campuses in Paradise and Chico, Achieve Charter Schools does not have traditional geographic attendance zones or separate neighborhood boundaries. Instead, the school's attendance area is defined by its total student enrollment across its campuses. Because it operates as a single-school LEA with an open-enrollment structure, it is exempt from the requirement to rank separate attendance areas under ESSA Section 1113.

For the 2026–27 school year, approximately 50% of the student population meets the established poverty criteria, contributing to an overall unduplicated pupil percentage (UPP) of 52%.

As a new school, Achieve Charter Schools is implementing a Targeted Support Program (TSP) for the 2026–27 school year. To ensure strict compliance with federal supplement-not-supplant guidelines and maximize instructional impact, the LEA directs 100% of its Title I, Part A funding allocation toward the salary of a dedicated Reading Specialist. While the poverty criteria are used to establish the school's baseline funding, this specialist's instructional services are strictly targeted. The Reading Specialist works exclusively with individual students across our campuses who are identified through local educational metrics (such as NWEA MAP and local diagnostic assessments) as failing, or most at risk of failing, to meet the state's challenging academic reading standards.

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:

Not applicable. LEA is a charter school.

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	An ineffective teacher is any of the following: • 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. Under this definition, teachers with the following limited emergency permits would be considered ineffective: Provisional Internship Permits, Short-Term Staff Permits Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	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: - General Education Limited Assignment Permit (GELAP) - Special Education Limited Assignment Permit (SELAP) Short-Term Waivers Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
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.

Achieve Charter Schools has a comprehensive written Parent and Family Engagement Policy developed in joint partnership with families through Monthly Parent Advisory (PAC) Meetings, meetings with the Achieve Familias Hispanas (AFH), annual LCAP and parent satisfaction surveys, and specialized committees such as the Board Community Engagement Committee and the Board Governance Committee. The policy is reviewed, amended, and agreed upon annually to reflect changing campus needs and is distributed to all parents and family members at the start of each school year in a language and format they can easily comprehend.

Achieve has not been identified for Comprehensive Support and Improvement (CSI) or for Targeted Assistance and Intervention (TSI).

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);

- How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
- 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 1116(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 Family Engagement Policy is reviewed, amended, and agreed upon jointly with parents and family members through the Parent Advisory Council (PAC). The PAC operates similarly to a school site council, providing a structured forum for developing, reviewing, and evaluating school improvement programs and school budgets linked to federal funding. The policy is distributed broadly to all families of participating children via annual registration materials, student-parent orientation packets, and directly during personalized school-year onboarding. Additionally, the policy is reviewed at monthly PAC meetings to ensure continuous feedback, transparency, and alignment with the school's overarching goals.

Assistance to parents of children served by Achieve is systematically provided through student-centered Personalized Learning Plan (PLP) Conferences held three times a year (Fall, Winter, and Spring) involving teachers, parents, and students. During these conferences, educators walk parents through individual student performance on State assessments (CAASPP) and local diagnostic metrics (such as NWEA MAP assessments). Parents are trained to use internal parent portals to monitor day-to-day academic progress, understand the California Common Core State Standards (CCSS), and collaborate on individualized learning goals. Teacher newsletters inform parents about the standards being covered in class and include resources to help them support students at home. In addition, school curriculum and assessment workshops are included in monthly PAC and AFH meetings. Newsletters and workshops provide physical and digital toolkits for home-based literacy and math enrichment, guidance on our Math Deliberate Practice protocols, and training on utilizing educational technology. Included in our technology onboarding is explicit education regarding digital citizenship, online safety, and the legal/academic harms of copyright piracy. Parent Advisory Council representatives from each classroom send a monthly classroom newsletter to all families, informing guardians of

discussions, feedback, and ideas presented at the monthly Parent Advisory Council meetings, with additional ways for families to be involved at the school.

Staff capacity is built during the annual back-to-school staff orientation and ongoing Friday staff meetings. All professional development is linked to our school mission of Achieve being a place where everyone belongs, where everyone gets the challenge and the support they need, and where everyone makes the world a better place, including our families. All staff review Achieve's organizational beliefs, including the belief that parents are valued partners and customers of the school. Staff also attend Parent Advisory Council meetings, new parent orientation meetings, and back-to-school meetings. Using direct feedback compiled from parent surveys (including Kelvin Fall and Spring Pulses and Parsec Real Surveys) and in-person meetings, teachers and administrators analyze parental preferences and needs. Targeted professional development is provided to teachers on expectations for personalized learning plans and best practices for including parents. Teachers schedule these meetings around times that work best for parents, including mornings and evenings. All information is shared with parents in their language.

Parent engagement initiatives are directly integrated with local and regional community agencies via the Achieve Student Services and Wellness Team. Achieve partners with the Butte County Office of Education (BCOE), the El Dorado Charter SELPA, Youth 4 Change, Butte County Social Service, Chico State University, and local family support networks (such as the Magalia Community Center, the Camp Fire Collaborative Long-Term Recovery Group and the North Valley Community Foundation) to offer comprehensive resource mapping and unified support services for families.

To ensure strict compliance with federal supplement-not-supplant guidelines, the LEA directs 100% of its Title I, Part A funding allocation toward the salary of a dedicated Reading Specialist to operate its Targeted Support Program (TSP). To remove broader operational barriers, the LEA coordinates state supplemental and concentration grants to fund 15 paraprofessionals across its Paradise and Chico campuses, including specialized bilingual paraprofessionals to bridge outreach efforts.

Achieve ensures equitable communication by translating all vital notices, reports, forms, and newsletters into all languages through the use of the Parent Square communication platform. Achieve has a Spanish interpreter/translator on staff and has formalized the Achieve Familias Hispanas parent group, conducted completely in Spanish to eliminate language barriers. Furthermore, the LEA aims to have a dedicated bilingual paraprofessional stationed at both the Paradise and Chico campuses to assist with real-time interpretation, parent outreach, and enrollment support.

Achieve's administration is focused on parents being equal partners in their child's education and on building personal relationships and open communication with each family. The superintendent and site leaders have an open-door policy and are available to meet with parents by email, in person, through texts, by phone, or through Parent Square. Parents can also request involvement through Kelvin pulse surveys and site-level parent leadership teams.

The parent involvement strategies required under Section 1116 are explicitly woven into the fabric of Achieve's LCAP partner engagement process. Parent feedback gathered from surveys, advisory councils, informal conversations, parent committees, and trimester PLP conferences serves as the direct foundation for the school's broader funding strategies. This alignment is institutionalized in LCAP Goal 1, which explicitly charges the LEA with increasing parental involvement and cultivating a joyful, healthy community of belonging to drive pupil outcomes.

Achieve employs a Spanish interpreter and translator, contracts with the Butte County Office of Education for additional language translation services to provide printed information and reports to parents in their language, and provides oral translation during meetings. Achieve uses the Parent Square communication platform to translate communication between school and home in our families' home languages. The LEA is structured to guarantee that all vital notifications, student reports, and meeting materials are accessible to its diverse community:

Bilingual Staffing: Achieve uses state and local funding to place at least one dedicated bilingual paraprofessional at each campus (Chico and Paradise). These staff members provide real-time translation, interpret school reports, and facilitate direct outreach regarding TSP participation.

Native-Language Forums: To support its Spanish-speaking demographic, the LEA utilizes Achieve Familias Hispanas. This group meets monthly with agendas, resources, and policy discussions conducted entirely in Spanish, ensuring that language barriers do not impede parental governance or school integration.

Achieve Charter Schools was established as a new countywide public charter school starting in the 2025–26 school year. Based on the 2026–27 Local Control and Accountability Plan (LCAP), the school is neither identified for nor eligible

for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI/ATSI). Additionally, the LEA is not receiving any form of state technical or differentiated assistance. In the absence of these identifications, this provision is not applicable.

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.

SWP: N/A

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

For the 2026–27 school year, Achieve Charter Schools strictly adheres to federal supplement-not-supplant guidelines by dedicating 100% of its Title I, Part A allocation toward the salary of a dedicated Reading Specialist. The nature of this Targeted Support Program is structured as follows:

Data-Driven Identification: Student eligibility for the TSP is determined strictly by academic deficiencies rather than economic status. The LEA coordinates local educational metrics—primarily NWEA MAP Reading benchmarks and Amira diagnostic assessments administered triannually alongside local diagnostics—to identify individual students who are failing or at highest risk of failing to meet the state's challenging academic reading standards.

Nature of Services: The Reading Specialist delivers evidence-based, intensive reading interventions to identified students across both campuses. These targeted services operate in one-on-one or small-group pull-out and push-in structures. Instruction focuses heavily on foundational literacy keys, including phonemic awareness, systematic phonics instruction, decoding, encoding, and multi-sensory oral reading fluency strategies (leveraging research-backed frameworks such as ISME).

Systemic Alignment: The TSP is fully integrated into the school's Multi-Tiered System of Supports (MTSS) framework. The Reading Specialist collaborates weekly within Professional Learning Communities (PLCs) alongside general education teachers and the school's 15 state-funded paraprofessionals (who are funded entirely via LCFF Supplemental and Concentration grants) to ensure targeted reading interventions perfectly reinforce core classroom instruction.

Neglected or delinquent: N/A

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:

50% of Achieve's students qualify for free and reduced meals and 1% qualify as homeless. Achieve utilizes multiple data sources to develop responsive and compliant School Plans for Student Achievement.

Teachers, specialized instructional support personnel, and school leaders analyze data and share it with parents and paraprofessionals to identify eligible children in need of services. Data from multiple assessments and measurements will be used when identifying students for Title 1 services, including NWEA MAP, Amira, and CAASPP scores, classroom assignments and participation, and class assessments. All students at Achieve Charter School will be assessed in the Fall, Winter, and Spring using a nationally normed benchmark such as NWEA MAP. Goals will be set for each student based on benchmark scores and progress toward mastery of standards. Short-term goals for each trimester will be set in partnership with teachers and parents, working toward the long-term goal of students reaching grade level mastery at the end of each year.

Students will be identified as academically low-achieving and eligible for Title 1 supports if:

Classroom performance is one or more years below grade level based on class assignments and/or assessments;
Benchmark assessment data show the student is below grade level on NWEA MAP assessments;
The student has not met standards on CAASPP assessments in ELA;
The student fails to demonstrate a minimum of one year of academic growth in reading or writing during each year; or
The student has an existing Individualized Education Program (“IEP”) that specifically identifies a history of low academic achievement.

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:

Achieve seeks to ensure homeless children and youth are provided with equal access to the educational program, an opportunity to meet the same challenging state of California academic standards as all students, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness. Homeless students may enroll immediately if there is room at the school and it's during an open enrollment period. No documentation or paperwork is required for enrollment. Since Achieve is a school of choice, students may remain enrolled regardless of their place of residence. The school principal serves as the Homeless Liaison and is tasked with ensuring that homeless students are identified and receive appropriate opportunities to enroll in and fully participate in the educational program offered by Achieve. Each homeless student shall be promptly provided with services comparable to those offered to other students at Achieve. Services may include transportation via city bus, educational services, intervention programs, Title 1 services, access to the school meal program, and any other educational services deemed necessary. Students also receive access to the Butte County Office of Education's School Ties program including access to bus passes, toiletries, school supplies, and additional tutoring and academic support.

A portion of Achieve's funds reserved under Section 1113(c)(3)(A) will be reserved to provide the following supports and resources for students in homeless situations:

- Clothing and shoes necessary for full participation in school programs, including school uniforms, caps, and gowns for 8th-grade graduation
- Student fees for class projects and/or field trips
- Personal school supplies such as backpacks and notebooks
- Birth certificates necessary to enroll in school
- Immunizations
- Food
- Collect data on homeless children and youth
- Transportation to and from school
- Medical and dental services
- Eyeglasses and hearing aids
- Counseling services to address anxiety related to homelessness that is impeding learning
- Extended learning time
- Parental involvement specifically oriented to reaching out to parents of homeless students

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.

Achieve reaches out to local pre-school programs to share information about transitional kindergarten and kindergarten enrollment and host new TK and kindergarten parent information meetings.

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:

Achieve provides our 8th grade students with enrollment information for all high schools in Butte County. Achieve administration brings local high school staff to visit Achieve students on our campuses to share information about their programs. Achieve participates in all high school preview day events. Achieve's Special Education staff holds transition IEP meetings with the high schools our 8th grade students qualifying for special education services choose to attend.

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:

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.

Achieve believes in a school-wide system of professional growth and improvement. This includes induction for new teachers, training for new principals, and the development of teacher capacity through the Get Better Faster classroom observation and feedback program. Professional development is planned for staff based on student achievement data, teacher observation feedback, and school initiatives.

Each year, all teachers develop professional goals based on self-assessments and principal feedback using the Danielson Framework, and tie those goals into supporting school-wide initiatives. At the end of the year, teachers self-reflect on progress toward goals. Principals review teacher observation and feedback data and begin developing professional development and school-wide initiative plans for the following year.

Administration supports staff interested in leadership by providing appropriate training and opportunities for leadership positions within committees, instructional initiatives, and special projects. Teachers interested in school leadership positions are given the opportunity to participate in organizational-level leadership meetings and trainings.

Induction: Achieve supports new teachers through a two-year induction program to clear their credentials. A mentor from the Achieve staff, trained as a coach, works 1-1 with new teachers during the two-year induction cycle. Achieve also supports aspiring leaders through the process to clear a tier one or tier two administrative services credential. Internal training and mentorship provide a platform for interested staff to pursue leadership and grow as educators.

Instructional coaching: All Achieve teachers receive instructional coaching and feedback from our Director of Curriculum and Instruction and/or site-level Principals. In addition, experienced Achieve teachers mentor new teachers.

On-site Staff Training: Professional development and teacher collaboration is scheduled on a regular and ongoing basis to support teachers throughout their careers. In establishing a professional teaching environment, Achieve ensures collaborative planning time for teachers to design student-focused curriculum, pedagogy and assessment and to review achievement data and plan to reteach content. Achieve has 2.5 hours of scheduled staff development time per week and a total of 10 full staff development days scheduled before, during, and after the school year. All staff training focuses on the greatest needs of our school based on annual student achievement and wellness data, including suicide prevention, state standards, trauma recovery, mindfulness, supporting foster and homeless youth, social emotional learning, restorative justice, strategies to support low-income students, strategies for English language learners, Get Better Faster instructional strategies, along with mandated training for the year. Achieve provides training for new curriculum adoptions and program development. Achieve teachers also have the opportunity to visit other innovative, successful charter schools each year. Achieve teachers from our Paradise and Chico campuses meet regularly in grade-level teams to analyze data and instruction.

Leadership Development: Achieve leaders, including the Superintendent, site Principals, and the Chief Business Officer, receive regular professional development and are encouraged to take on city, county-level, and statewide leadership roles. Leaders participate in training from the Charter Schools Development Center, The Silicon Schools Fund, Instruction Partners, and Transend, and receive training in teacher observation and feedback strategies, as well as school development. Achieve's Superintendent develops and shares annual goals with the Board of Directors as part of the Superintendent's annual evaluation process. The Superintendent completes a self-evaluation and discusses professional development training needs with the Board of Directors. Training also includes regular attendance at significant conferences and legal updates relative to charter law, school operations, school leadership, and student achievement.

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:

Not applicable. LEA is a charter school.

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.

1. Coordination of Title II, Part A Activities

Achieve Charter Schools strategically aligns and coordinates its Title II, Part A funding and activities with local, state, and other federal programs to create a unified, high-impact instructional and professional growth strategy:

LCFF Supplemental & Concentration Funds: Title II funds are braided with Local Control Funding Formula (LCFF) high-needs allocations to support comprehensive staff development focused on equity, a campus-wide "culture of belonging" (LCAP Goal 1), and restorative, trauma-responsive classroom environments. State funds also entirely support the school's 15 paraprofessionals.

Title I, Part A Alignment (Targeted Support Program): Because 100% of Title I, Part A funds are directed toward the salary of a dedicated Reading Specialist, Title II professional development is specifically mapped to maximize this targeted investment. Title II activities train general education teachers, special education staff, and state-funded paraprofessionals in high-quality reading instructional strategies to collaborate seamlessly with the Reading Specialist, implement push-in/pull-out reading interventions, and maintain alignment between core classroom instruction and specialized targeted services.

2. Use of Data to Continually Update and Improve Activities

The LEA employs an ongoing, cyclical data analysis model to evaluate the effectiveness of Title II-funded professional development and instructional strategies:

Identifying Gaps & TSP Eligibility: Administration and instructional coaches regularly analyze aggregated and disaggregated student data to identify performance gaps across student subgroups (Socioeconomically Disadvantaged, English Learners, and Students with Disabilities). Local educational metrics (NWEA MAP and local diagnostic assessments) are analyzed to identify students who are failing or at high risk of failing to meet state reading standards, thereby making them eligible for Title I targeted support.

Targeted Adjustments: If data reveals stagnated growth in specific literacy standards or grade levels, Title II resources are redeployed to provide immediate, targeted teacher coaching, professional learning community (PLC) interventions, or curriculum-embedded adjustments to support the Reading Specialist's efforts.

Refining Pedagogical Delivery: Data from staff self-reflections and regular observations by administrators and coaches are reviewed to tailor internal professional development workshops, ensuring that training directly aligns with documented classroom needs.

3. Ongoing Consultation for Continuous Improvement

In compliance with ESSA Section 2102(b)(3), Achieve maintains structured consultation loops that guide the continuous optimization of Title II actions throughout the academic year. Feedback collected from advisory committees and parent/educator groups is synthesized by school leadership. This process enables the LEA to modify or expand professional development themes mid-year—such as increasing focus on early literacy interventions, data-driven reading diagnostics, or intensifying trauma-informed training, ensuring that professional development remains dynamic and responsive to real-time needs.

4. Sources of Data Monitored and Frequency of Analysis

Achieve systematically monitors an array of qualitative and quantitative data sources to track the efficacy of its Title II investments:

State Metric Performance (Annual): Comprehensive tracking of CAASPP (Smarter Balanced Assessments) in ELA and Mathematics, ELPAC (English Language Proficiency Assessments for California) outcomes, and California School Dashboard metrics.

Local Benchmark Testing & Literacy Diagnostics (Tri-Annual): Local assessments administered every trimester, including NWEA MAP metrics in Reading and Math, and state and local reading diagnostic assessments. These reading diagnostics serve as the regulatory mechanism for identifying students who qualify for the Title I Targeted Support Program.

Culture and Climate Indicators (Biannual): Qualitative feedback extracted from Kelvin Parent and Student Surveys, Parsec Real Surveys, and dedicated LCAP engagement polls to evaluate school connectivity and the impact of staff's social-emotional training.

Staffing and Credentials (Continuous/Annual): Ongoing validation of appropriate teacher credentialing, legal assignments, and compliance metrics utilizing the California State Assignment Monitor (CALSAAS).

Instructional Artifacts (Weekly): Collaborative analysis of student reading portfolios, work samples, and curriculum-embedded formative checks within teacher PLCs.

5. Meaningful Consultation with Educational Partners

a. Teachers

Teachers are actively engaged as collaborative planners of Title II initiatives. They participate in Action Research Groups to identify instructional challenges, form research-based hypotheses, implement targeted strategies, and report findings to the full staff. Regular consultation occurs during weekly Professional Learning Communities (PLCs), where teachers directly inform the administration about the resources, coaching, and reading intervention training needed to elevate classroom practice.

b. Principals and Other School Leaders

Site Principals across the Chico and Paradise campuses collaborate closely with the Superintendent, Curriculum and Instruction Director, Reading Specialist, and Special Education Director. This leadership team systematically assesses instructional metrics, cross-examines trends in student reading and math performance, and defines macro-level professional development strategies to improve instructional practices across both campuses.

c. Paraprofessionals

Paraprofessionals are fully integrated into staff-wide training frameworks and standards alignment initiatives. Because Achieve deploys a network of 15 state-funded instructional assistants to provide classroom support, their frontline feedback on classroom management, push-in instructional literacy strategies, and curriculum accessibility is collected during site-level check-ins and used to shape Title II-supported professional development that complements Reading Specialist services.

d. Specialized Instructional Support Personnel

The LEA's specialized staff—including the Director of Wellness and Special Education, the School Psychologist, the Crisis Counselor, and Special Education teachers—actively consult on the design of professional development. They provide expert input during Student Study Team (SST) loops and staff alignment meetings, helping to structure school-wide training on multi-tiered systems of support (MTSS), universal design for learning (UDL), and trauma-responsive behavior interventions.

e. Charter School Leaders

As a unified, single-school LEA operating an open-enrollment public charter organization across two campuses, Achieve's executive leadership (including the Superintendent and Principals) functions directly as the LEA leadership network. They maintain routine communications and professional dialogue with peer charter leaders and regional networks across Butte County to share effective professional development methodologies, data trends, and compliant title-funding configurations.

f. Parents

Parents actively influence professional development priorities through governance structures such as the Parent Advisory Council (PAC) and by participating in tri-annual Personalized Learning Plan (PLP) Conferences. Parents of students served by the Reading Specialist provide crucial qualitative data regarding the visible impact of targeted reading interventions at home. Parent survey outcomes (Kelvin and LCAP tools) are evaluated by staff to identify areas where families feel further educator development is required.

g. Community Partners

Achieve coordinates with local community groups, regional support networks, and community centers (such as the Paradise Community Center) to ensure families' holistic needs are addressed. Feedback from these entities informs staff training on community demographics, localized crisis response, and the integration of external social welfare resources.

h. Organizations or Partners with Relevant and Demonstrated Expertise

The LEA works intensely with Instruction Partners, Transend Education, and the Silicon Schools Fund to receive ongoing, high-level instructional and leadership coaching to maximize curriculum implementation and standards-based instruction. Additionally, the LEA consults with the Butte County Office of Education (BCOE) for professional oversight, legal compliance updates, and specialized workshops for educators.

6. Frequency of Meaningful Consultation

To secure authentic and continuous educational partner input, consultation is deliberately structured across multiple regular intervals throughout the academic calendar:

Weekly: Teacher PLCs, Action Research Group collaboration, and site-level administrative huddles.

Monthly: Parent Advisory Council (PAC) sessions, organization-wide leadership reviews, and specialized network meetings (such as Achieve Familias Hispanas).

Tri-Annually (Per Trimester/Semester): Data analysis days, Personalized Learning Plan (PLP) student-parent conferences, and benchmark assessment/TSP evaluation intervals.

Annually / Biannually: Formal stakeholder climate surveys (Kelvin/Parsec), comprehensive annual LCAP reviews, and pre-service summer staff professional development orientations.

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:

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:

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:

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:

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)

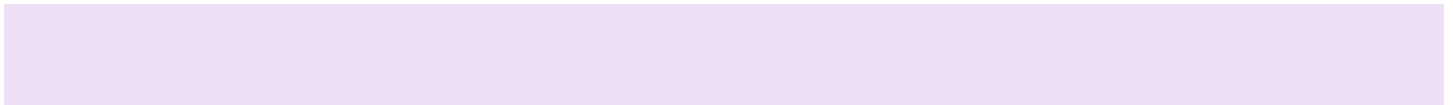
Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (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:



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.

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

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?

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.

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

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?

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.

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])

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?

- 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:

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
February 2022