

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

**School Year**

2023-24

**Date of Board Approval**

06/27/2023

**LEA Name**

Innovations Academy

**CDS Code:**

37683380118083

**Link to the LCAP:**

*(optional)*

<https://innovationsacademy.org/finance/>

**For which ESSA programs apply to your LEA?**

Choose From:

**TITLE I, PART A**

Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic Enrichment Grants

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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

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

Our ongoing goal at Innovations Academy is to follow our mission: to help students learn to create their lives through self-expression, compassionate connection and purposeful learning. This primary goal is addressed in a variety of ways through our five LCAP goals. The three pronged mission leads us to support students social-emotionally and academically. We first assess students academically using multiple measures: CAASPP scores (state assessment), the Developmental Reading Assessment (DRA) or Dibels reading test and the NWEA Measure of Academic Progress (MAP) as well as a writing sample assessment, spelling assessment, math facts assessments and a social emotional assessment. The DRA/Dibels and MAP are given in the first month of school, providing data for teachers who need it immediately. Teachers also review assessment data from previous years of continuing students. We assess students' social emotional health through observations, a school designed survey, data from previous years for continuing students and social emotional observations and formative assessments. Once assessed we determine who is in need of academic support and who is in need of social-emotional support. Then we engage the following programs.

For social emotional support we train all of our teachers on the pedagogy of social awareness skills development such as teambuilding, conflict resolution, relationship based teaching. We add to that self-awareness skills development such as solution-seeking strategies, growth mindset, self-regulation and mindfulness, how the brain works and levels of moral development. We provide time in the day and support for teachers to embed social emotional learning in their instruction. We also have a full time Associate MFT who provides support to staff, parents and students. Additionally, we provide training and supervision for our AMFT as needed. Our classrooms have teacher assistants that are trained in Positive Discipline strategies for conflict resolution, self-regulation, problem solving with students and minimally invasive classroom strategies. Intervention groups are designed to address specific social -emotional needs.

For academic intervention, our teachers are provided access to MAP specific interventions based on student assessments and use DRA/ Dibels to place children in their zone of proximal development, supporting growth in reading skills. Teachers are encouraged to use reflection as a tool for instructional improvement. Teachers are also provided coaching regarding teaching strategies, time for collaboration with other professionals, and given quality feedback and accountability. Throughout the year our teachers are observed and provided effective feedback and participate in a variety of staff development designed to improve instruction.

## 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.

Innovations Academy, a single charter school site, works with integrity to align all of our program goals with ESSA provisions, integrating our funds into our LCAP goals We also create alignment with our charter and WASC goals. We achieve that by maintaining our dual focus of supporting students to grow socially, emotionally and academically through the actions listed above.

The use of federal funds through Title I A, Title II A and Title IV A will support the funding of these programs to meet our five LCAP goals which all support academic and social emotional improvement.

LCAP Goal #1 (2024-25) Use academic assessment data to improve instruction for all students and provide targeted intervention for struggling students.

LCAP Goal #2 All students will be engaged in academically challenging, inquiry-based learning within classrooms effectively managed by highly qualified teachers using intentionally designed behavioral interventions and supports.

LCAP Goal #3 Provide high-quality, standards-aligned materials, resources and a facility to students and teachers to support their intellectual, physical, emotional and social well-being.

LCAP Goal #4 Provide ongoing analysis, accountability and intervention support for chronically absent and tardy students and their families.

LCAP Goal #5 Provide multiple engagement opportunities for parents through effective communication tools, parent participation opportunities and parent education.

We carefully select materials that meet the parameters of funding so there is alignment and connection throughout our funding. Our school team, which includes our business manager, administration, special education and general education teachers and our SELPA, discuss ESSA and LCAP goals to find these connections develop continuity in our collaboration and continuously strive to improve instruction for children. We receive feedback from students through our morning meeting and class council process and from parents through surveys, email and meetings.

## 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.

As a charter school, our attendance boundaries are set in our charter as having boundaries to accept any student equally from San Diego County. Additionally, we check the housing status of all of our students in order to provide any necessary supports for homeless students and students in foster care. A housing questionnaire is completed by families. We stay in close contact with all parents and guardians regarding attendance.



## 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 CDEs 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:

As a small single charter school we are managing a small number of teachers and we ensure that all our teachers have preliminary, clear or intern credentials. When assignments change at all, we work closely with the county education office to acquire appropriate permits and waivers. All intern credentialed teachers in self-contained classrooms work with the support of a mentor teacher who meets with them weekly. We have 21 classroom teachers on our staff. Teachers do not select their students each year but have a say in the class formation of their current students for the following year to avoid bias. We balance our classes for gender, special education needs, social emotional skills and academic levels so that all classes are heterogeneous. All of our teachers are given ongoing support throughout the school year to work with a diverse group of children. A teaching coach is assigned to spend a larger percentage of time with newer and less experienced teachers. We do not use tracked classrooms thereby creating a full integration of our diverse student population.

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:

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

## Parent and Family Engagement

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

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

Parents are included through surveys, parent meetings and the review of drafts of documents pertaining to school improvement. The director speaks both Spanish and English fluently and is able to communicate directly with parents of both languages. We have an EL coordinator who connects directly with students of English language learners.

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

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

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

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

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Parent engagement is central to our mission and our practices. Family, extended family and guardians are encouraged to participate in a variety of ways on campus. Innovations Academy LCAP goal 5 addresses continued encouragement of parent engagement strategies including the following ways:

Engagement through awareness of academic and social-emotional progress

Engagement through a variety of volunteer opportunities

Engagement through attendance in parent education experiences

Engagement through whole school events held throughout the school year

Direct outreach from school based AMFT to parents of the most challenging students or families experiencing extreme situations to offer family support and education.

- Families are provided a variety of means to volunteer and participate actively in school events and daily school life. Some examples include volunteering in classrooms, in support of school and classroom events (such as parties, dances, performances), as guest speakers in class, driving on field trips and participating in the Parent Association.
- We purchase a parent communication platform (Parent Square) to facilitate seamless communication with our families in their preferred format. Communication goes out from teachers about class topics of study and other class events on a weekly basis. Communication from the director also occurs on a weekly basis in both English and Spanish and all ParentSquare communications are easily received in a variety of preferred translations for parents.
- We provide opportunities for parent education that involve regular meetings with our director (at a minimum monthly), online Zoom meetings in person or to be viewed at a time convenient for parents, sessions with our counselor, articles shared monthly with parents and meetings with teachers.
- We invite parent input via an open door policy with the director, various surveys throughout the year, LCAP meetings offered at a variety of times and feedback forms after school events.

- We believe that parents are primary educators of their children and the most important people in a child's life, need to be informed of progress. All parents receive assessment information in writing at least twice per year in addition to the report card.
- We have a permanent board position designated for a parent.

### **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.

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:**

We do not receive targeted assistance, however, Innovations Academy has a permanent full time staff member that is an Associate Marriage, Family Therapist (AMFT). This position is in addition to our school counselor. Our AMFT intern provides additional support to those in need, including any students who may be placed in living situations out-of-home. In addition, teachers are trained to observe and take note of student behaviors that may be indicative of the need for intervention and support. Families may also reach out to us and request services. Our non-punitive, relationship based learning program teaches communication skills, conflict resolution skills and self-regulation skills. These supports create relationships that encourage communication to support students in crisis.

### **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:**

Eligible students are identified through the enrollment process and through close connection and relationships with families throughout the year. In accordance with the federal McKinney-Vento Act, Innovations Academy has a policy for homeless children and youth and a school liaison is designated each year to ensure that homeless students are identified and receive appropriate opportunities to enroll and participate fully in their education at our school.

### **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.

N/A

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:**

As a K-8 school we encounter two different types of transitions. The first is from elementary to middle school and the second is from middle to high school (as they leave our school). The transition within our school is seamless as the program stays very similar. We provide the opportunity for our 6th graders to speak with our 7th and 8th graders about what to expect. Each year, we celebrate our 8th grade students by providing learning opportunities about the upcoming transition they will encounter moving on to high school. Their teachers hold instructional time to discuss fears and typical differences between middle and high school. Our students are currently coming from a variety of neighborhoods in multiple school districts and their choices include both charter and a variety of high schools in those different districts. We hold a "high school night" during which our graduated students who have attended a variety of high schools return to talk about those schools and the challenges they faced. We invite a variety of high schools to share about their schools with our students and their parents. We provide parents with a list of options for high school. We take students on tours of high schools. We invite transition teams for our special needs students at a final IEP meeting, so they can be connected with their new team moving forward.

**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:**

At Innovations Academy inquiry instruction is the primary method utilized by teachers and is one of the most recommended strategies for work in GATE programs. Inquiry instruction involves project and hands on learning and collaborative explorations and is accessible to the entire student population. This pedagogy lends itself to naturally differentiated instruction allowing students who are seeking more challenge to take on a project in a deeper or distinct way, allowing them to address academic material in their own way. Teachers receive training in this type of instruction and learn to differentiate within classrooms to meet the needs of all students. When students are assessed, academic plans specific to a students' need are made for those who are excelling in any area.

We have and will continue to have one-to-one chromebooks in our 2nd through 8th grade classrooms, ipads for students in grades K-1 and to promote digital literacy in our classrooms. We also teach robotics and coding to all grade levels as an enrichment class with a specific teacher who is training in STEM, robotics and coding. Our students access and produce multimedia content and have access to leveled libraries within classrooms, digital text via software and literacy sites such as Newsela. They are allowed to check books out from school to take home. Every class is required to be reading novels as a whole class in addition to the books they read individually and as research for their projects.

## **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 Innovations Academy Charter School. Innovations Academy Charter School 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 Innovations Academy Charter School. Innovations Academy Charter School 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 Innovations Academy Charter School. Innovations Academy Charter School 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 Innovations Academy Charter School. Innovations Academy Charter School 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 Innovations Academy Charter School. Innovations Academy Charter School 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 Innovations Academy Charter School. Innovations Academy Charter School 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 Innovations Academy Charter School. Innovations Academy Charter School 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 Innovations Academy Charter School. Innovations Academy Charter School 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 Innovations Academy Charter School. Innovations Academy Charter School 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 Innovations Academy Charter School. Innovations Academy Charter School 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 Innovations Academy Charter School. Innovations Academy Charter School 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 Innovations Academy Charter School. Innovations Academy Charter School 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:

##### 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.

Innovations Academy provides a variety of professional development opportunities for teachers and school leaders. Teacher Coaching: All teachers are provided coaching both via peer observations and observations by administration and a teacher coach. Through these observations they are provided feedback, support and information throughout the year.

School Based Professional Development: All teachers participate in professional development related to the current goals as stated in our accountability plans. These opportunities are often with experts in specific fields that provide training. All teachers meet weekly on teacher teams of various configurations including: staff meetings, grade level partner teachers, team level meetings, analyzing student work.

Teacher Observations: All teachers leave campus to observe at other schools of their choice during the school year. All teachers observe a peer within the school setting several times per year.

External Professional Development: Innovations Academy provides funding for teachers and school staff to attend external professional development opportunities. All teachers new to our program are provided trainings to support their implementation of pedagogical strategies aligned with our charter and LCAP.

Induction: Innovations Academy provides financial support to teachers enrolled in multiple induction programs. Innovations Academy provides mentors to teachers as needed.

School leaders participate in collaboration on campus at least one time each month during which they evaluate observation techniques and feedback, discuss areas of particular interest for professional growth and analyze input.

School leaders participate in external professional development at least 1x per semester.

School leaders collaborate with other school leaders at least 1x per semester.

We recognize the skills of our current employees by encouraging leadership from within as evidenced by current employee positions. We have multiple teachers who have started as teacher assistants, then became intern teachers and were ultimately hired as full time teachers. Our current director is the founder of our school. Our lead Education Specialist started as a teacher assistant, achieved her credential and received special training in dyslexia. Two of our Education Specialists started in other positions at our school and moved vertically to their current position. Our Assistant Director position has been filled by a former teacher three different times and our current Nature Studies teacher started as a teacher assistant. Four current teachers started at teacher assistants. Current staff take on roles during the school year that include 504 coordinator, intern placement coordinator, staff activities coordinator, Board Secretary and mentor teachers.

Additionally, we continually evaluate our professional development opportunities by seeking input from staff through surveys and meeting discussions. We look at programs that have grown due to teacher learning. We ask teachers to evaluate external PD so that we can send more teachers or change directions.

### 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:**

As a single school, our funds are utilized and targeted to support growth in the areas of literacy, mathematics and social emotional skills.

We are focused on improving math instruction by increasing the amount of time for math instruction, providing a variety of access points to math understanding and providing additional push in support during math times. We have integrated conceptual math (through STMATH, Math Solutions activities and Jo Boaler activities) with algorithm practice using a spiral approach and we utilize student talk aloud problem solving approaches. Our students work from concept to algorithm and we believe in math practice repetition as well as concept development (Mountain Math, Marcy Cook, ST Math). We are participating in a pilot program with the Art of Problem Solving organization and their Beast Academy curriculum. They provide teachers who work alongside our teachers collaboratively. Our middle school curriculum is teacher selected. and a team of teachers will receive special training to support other teachers to implement it with fidelity.

We are focused on improving literacy through a variety of strategies which can include the use of readers and writers workshops that involve mini-lessons, conferring with students individually and in small groups, both guided and shared reading, the use of close reading strategies in non-fiction and primary source texts and explicit vocabulary instruction. We work on the mechanics of writing in a variety of ways and have resources readily available for teachers. For struggling students we use interventions such as Signs for Sounds, Lindamood-Bell programs (Seeing Stars, Lips), Orton-Gillingham and Wilson strategies and one-on-one support. In our K-2 all teachers use explicit phonics instruction in small groups and class lessons daily.

Our social emotional program involves training all of our teachers in Positive Discipline (by Jane Nelsen) strategies. We use collaborative problem solving and teach children how our brain works, communication skills, conflict resolution skills, mindfulness and other self-regulation techniques and we actively institute positive culture and relationship building through the Responsive Classroom program. We also have the goal of decreasing absences and tardies specifically focusing on students that have chronic situations by offering support and connecting with them more often. Increasing their attendance will improve their learning.

**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.

As a single small school, continuous improvement methodology is our practice. Ongoing evaluations using data from our beginning and end of year assessments (NWEA MAP, DRA/Dibels, CAASPP, writing assessment, social emotional assessment). The MAP specifically allows us to break down skill areas for specific instructional improvement based on individual or subgroup weaknesses. The CAASPP now provides mini assessments that can be used during the school year to gauge student progress. We utilize formative assessments such as our Exhibitions, student lead conferences and portfolio review of student work samples as well as ongoing observation and notes.

Throughout the year we engage with experts who consult with us on the data. These include MAP training designed to help us analyze data, access to a software that houses all student data, our own parent and student input through surveys at least one time per semester. Teachers review student work during scheduled collaborative times and give their own input about program design and progress. Paraprofessionals are consulted during weekly meetings.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **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:**

N/A

### **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:**

N/A

### **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:**

N/A

## 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:**

Innovations Academy utilizes Title IV, Part A funds to support STEAM instruction as part of a well-rounded education program for its students. The STEAM program (called Explorations) has clearly defined objectives and student outcomes are reviewed and revised on a regular basis through staff meetings, monthly special education meetings, parent meetings, and governance board meetings. The designated teachers collaborate with classroom teachers.

Innovations Academy provides a well-rounded education program for its students. Innovations Academy employs a full-time Engineering teacher who teaches robotics, coding and engineering, a full time environmental science teacher, a full time performing arts teacher and two full-time art teachers to support the school's STEAM program. The STEAM program offers each student in grades K-8 instruction in robotics, fine arts, performing arts, and nature studies/gardening on a weekly basis. In addition, students in grades K-2 rotate through each area while students in grades 3-8 select one as an elective for more in-depth instruction one day per week.

The objectives of our STEAM program are to provide students the opportunity to be exposed to a variety of subjects (media arts, performing arts, robotics and programming, fine arts and life science through outdoor experience) and be able to express their learning in science, math, art and engineering through a variety of mediums (art, coding, media, performance). One of our charter goals is "100% of students will demonstrate an understanding of specific concepts at the closing of each project on a project rubric." In our STEAM program, students demonstrate learning through a variety of assessments including class created rubrics, presentations of learning, portfolios and two exhibitions. We expect that students will be able to write and speak about the STEAM concepts that they have demonstrated as an outcome of their work.

Innovations Academy partners with many nonprofit organizations for the implementation of our program. Through these partnerships, our students are provided guidance, information and mentors while they explore academic content through an applied approach. Our students interacted with 69 guest speakers representing community organizations and nonprofits during the 2021-22 school year. Innovations Academy also utilizes nonprofits and community groups to bring in a variety of instruction such as dance, music and media arts. Each class has the assignment of participation in field study experience monthly, often to State and National Parks, museums, community based/non profits (such as the food bank, homeless shelter) where they practice academic skills or participate in service learning. In the 21-22 school year our students attended a total of 140 field trip experiences. Technology is one way to connect with outside organizations.

Students send emails, Skype, make podcasts and listen to them, research etc. Funds that are designated for technology and platforms that allow students to safely access the internet are important to our program. Students at Innovations Academy also utilize multiple online curricular resources for their learning.

All of these resources mentioned are effective in meeting our charter goals and LCAP goals as well as the objectives required in Title IV and they all provide high quality, well-rounded educational experiences for students.

## **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](mailto:TitleIV@cde.ca.gov) Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022