

IVA's 2019-2020 and 2020-2021 Federal Addendum Plan for Title Funds

- Approved by the California Department of Education Nov. 1, 2019.
- Approved by the CA State Board of Education Sept. 10-11, 2020

This addendum contains 4 Sections.

Note: Section 4 is marked appropriately N/A for IVA as an independent charter school.

Instructions, Strategy, and Alignment

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Instructions, Strategy, and Alignment Section" button below to review (and print) your responses.

[View Instructions, Strategy, and](#)

Title I, Part A

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Title I, Part A Section" button below to review (and print) your responses.

[View Title I, Part A Section](#)

Title I, Part A, Educator Equity

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Title I, Part A, Educator Equity Section" button below to review (and print) your responses.

[View Title I, Part A, Educator Eq](#)

Title II, Part A

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Title II, Part A Section" button below to review (and print) your responses.

[View Title II, Part A Section](#)

Title IV, Part A

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Title IV, Part A Section" button below to review (and print) your responses.

[View Title IV, Part A Section](#)

SECTION 1: 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.

Response from Intellectual Virtues Academy of Long Beach:

Intellectual Virtue Academy's strategy for using federal funds is to increase low income and English learner student performance to proficient standards. IVA will focus Title One monies toward a focus on connecting academically struggling students with the practices, resources, and access that will help them achieve literacy levels in both math and English. IVA teachers collaborate annually to provide all students with common instructional policies, which students can learn to practice (e.g. extended time on tests, test corrections), resources on campus (e.g. Office Hours intervention time with teachers), and access (e.g. effective use of Illuminate gradebook, and Google classrooms).

Primarily, IVA will guide students toward the practices, resources, and access as preventative measures by check-ins with both parents and students by our Intervention Coordinator and follow through during the school day with our instructional aides. The Intervention Coordinator will be keeping track of parent connections to school as well as communicating student needs to families, teachers, and administrative team. The Intervention Coordinator will be the first to identify when a student may need a Student Support Team (SST) and will create the meeting and schedule follow up meetings to ensure that the entire team is on the same page.

Secondarily, IVA will use federal funds to provide supplemental funding to math lab classes and math classes with the highest percentage of low income students to allow for instructional aides. IVA data reveals that the gap between low income students and their counterparts can become more pronounced through the gradebooks in math classes. Instructional aides will participate in additional professional development in order to understand how IVA school's philosophy adjusts our faculty belief about students, including students' ability to grow and develop as a part of long term formative development. In addition, instructional aides will participate in professional development aimed at equipping faculty to know how to address student needs and intervention within the language and philosophy of a restorative framework.

The specific strategies listed in this Addendum coincide with IVA's LCAP Goal 4: Supportive Academic Environment which identifies the percent of students who access resources and percent of parents who engage and participate in decision-making. With the support of our Intervention Coordinator, we will track our unduplicated students access to office hours, use of google classroom, and Illuminate to track our effectiveness in these interventions in addition to the metric tracking of student grades and state test scores.

IVA’s counselor will address the social and emotional needs of students and with Title Funds other staff members on campus will be able to become a part of the preventative team for students academic as well as social-emotional lives in order to provide additional support and to more directly refer additional needs to the counselor. The Title Funds will help the multiple systems of support

Section 1: 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.

Response from Intellectual Virtues Academy of Long Beach:

The federal funds and activities outlined in this Addendum are in line with multiple goals in IVA's LCAP outlined below.

IVA's LCAP Goal 2 is a Thoughtful Academic Environment which is primarily enacted through professional development which promotes deep understanding and engagement with content, differentiated instructional practices, and opportunities for students to grow in their intellectual virtues. IVA has recently realized that this professional development has been aimed at its teaching staff but as we develop the support systems for students both instructional aide as well as recreation aides are well served through their student and participation of how our model is implemented with students in the classroom. The use of federal funds through Title Programs would help to coordinate participation in professional development to deeper levels of implementation so that administration, teachers, as well as Advisors and instructional aides receive the same supportive foundations.

IVA's LCAP Goal 3 is a Challenging Academic Environment, which is primarily enacted through the development of our curriculum and measured through state test results. IVA would use these state test results, as well as performance tasks grades to identify which students need the most services and to direct the assignment of instructional aides to classes.

IVA's LCAP Goal 4 is a Supportive Academic Environment, which enacts the multiple measures of support for students and engagement for parents both in education and in participation in the decision-making process. Federal Funds would support student's use of and guidance for our unduplicated students and their families for the effective use of the multiple measures available.

IVA's LCAP Goal 5 is a Supportive Academic Environment focused on attendance and suspension supports. IVA's intervention coordinator would take a particular focus on our unduplicated students to ensure their academics, behavior needs, and attendance needs are gathered into a consistent focus.

IVA's educational philosophy utilizes the state, local, and federal funds and functions of school to connect students into a deeper awareness of their thinking practices. The federal funds will help to close the gap by ensuring that students are not only offered multiple measures of support but are checked in with and their families intentionally connected to the students' use of these measures.

APPROVED BY CDE

Section 2: Title I Part A :: Parent and Family Engagement

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

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

Response from Intellectual Virtues Academy of Long Beach:

N/A APPROVED BY CDE

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

Response from Intellectual Virtues Academy of Long Beach:

IVA promotes parent, family, and community engagement in the education of Title I Students. As it is in its first year of accepting Title Funds, IVA has worked with parents to gather suggestions and feedback on our current engagement policy practices and plans to submit the engagement policy to our newly formed School Site Council beginning the Fall semester of 2019. Prior to an official School Site Council formation, IVA has utilized feedback through all other methods available to the school in order to create a policy and practices. In the Fall of 2019, IVA will form a School Site Council who will review, make suggestions, seek feedback, edit, and approve an engagement policy that will be distributed to parents and students through multiple methods including an updated Student-Parent Handbook attached to a weekly newsletter, linked on our website, and reviewed through a signature form in our student information system along with family contact updates at the semester.

IVA builds capacity for parent and family engagement that helps parents understand standards, monitor child's progress, and work with educators through multiple measures. These measures include materials and training to foster involvement beginning with a new family orientation in the fall of each year, a parent-student handbook, and a set of on-boarding Parent Academy meetings to help parents become comfortable with the practices and resources offered at the school site.

Most importantly, these Parent Academies and other events and conversations are led by teachers and staff and the preparation for these in IVA's professional development as well as the event of the academies and conversations themselves provides ongoing education and engagement in professional development for teachers, support personnel, and other staff in the value and utility of parent contributions including how to reach out to parents, communicate and work with parents as equal partners implement and coordinate parent programs, and build ties between parents and the school. This educational rhythm of inquiry, research, discussion, and collaborative problem-solving is a practice IVA values in a thoughtful community that is a Culture of Thinking that practices Self-Knowledge through Openness and Respect believing in a Growth Mindset through our events.

IVA's collaboratively created Parent Academy agendas guide IVA's educators to invite parents into asking questions together with faculty and staff results in deeply ingrained staff participation and practice in inquiry-focused Parent Academies where all participants seek to practice a Culture of Thinking. Parent Academies include Back to School Night, three beginning of the year new parents,

and a Parent Academy on encouraging Healthy Relationships. In addition, IVA's Each of these Parent Academies equip all families to access resources at the school site, have direct relationships with teachers, and guide parents in how to best support their students academically. These trainings are developed by the administrative team in consultation with the IVA faculty and returning parents and students who support by participating in these meetings. IVA's communication practices also provide capacity and access for families. IVA produces a weekly parent newsletter, encourages parents to contact teachers with an "apprenticeship model" where the parent involves the student in speaking directly with teachers, and through scheduled student-parent-teacher conferences.

In addition to the capacity-building family engagement opportunities, the school provides specific outreach to families through our Intervention Coordinator for Title I students to ensure that parents are able to utilize community resources. In addition, current parents act as parent liaisons at Parent Academy nights so that the parent has a peer support system in place. IVA's professional development model includes training and ongoing check in on parent communication to ensure that educators communicate with a clear value for parent contributions, work as equal partners, and connection to help build parent-school ties.

To ensure our families of ELs, student disabilities, and migratory children are provided access to our programs and kept informed of participation and decision-making opportunities, all school events are communicated through the newsletter & text messages, with follow up phone calls to communicate translation services and accessibility info. Translation services continue to be in development for school mailings.

Annually, IVA collects survey results including narrative feedback. Overall themes of these narrative comments as well as survey results are brought to IVA staff as well as parent newsletter communication in order to consider and address goals related to reasonable support as parents request. All of these methods of engagement align with the LCAP stakeholder consultation process and include more methods for family advisory review. **APPROVED BY CDE**

Title I Part A :: 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.

Response from Intellectual Virtues Academy of Long Beach:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: For Intellectual Virtues Academy (IVA), the CDE identified one area of improvement from the Performance Indicator Review, Indicator three (Statewide Assessments-Participation Rate). IVA had a

50% in English and Math from the 2017 Participation Rate for Statewide assessments, with the goal being 100% compliance/participation.

IVA has worked extensively with the Long Beach Unified School District to create a comprehensive plan, approved by CDE, to address this compliance area which includes extensive training to IVA staff members in areas related to special education compliance and reporting, testing protocol, as well as Accommodations and Modifications afforded to students with disabilities to ensure access to all State and Federal testing requirements.

Specifically, the intervention and program to support identifies special education students and during IEP meetings ensures that state testing is encouraged and supported with accommodations. The program supports the implementation of training so that our at-risk special education students do not opt out of state testing. The ongoing evaluation required by this measure is through IEP meeting conversations, notes, and in limiting the numbers of students who opted out of state testing. In 2017, LBUSD assigned teachers directed students and families to opt out of the test. The training plan is based on rectifying that communication. In IVA's case, the intervention required is not about meeting state standards but about having our students take the state test.

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A" **APPROVED BY CDE**

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.

Response from Intellectual Virtues Academy of Long Beach:

The LEA works with our SELPA the Long Beach Unified School District to assist in targeted assistance regarding SpEd students and testing.

Special Education students are identified through cumulative file and registration processes as both LBUSD and IVA seek and find all students with special education needs. By identification into special education, these students are identified as most at risk of failing to meet challenging State academic standards.

In order for the LEA to meet its responsibility to provide for all SpEd students, specifically in having access to the CAASPP state testing, the LEA identifies all SpEd students and holds conferences with the families and/or IEP team to review access for state testing. These individual conferences with each identified SpEd student and family ensures that students have access and are encouraged toward the rigorous program measured by the CAASPP testing.

The training and interventions provided for LBUSD RSP staff and IVA staff includes extensive training to IVA staff members in areas related to special education compliance and reporting, testing protocol, as well as Accommodations and Modifications afforded to students with disabilities to ensure access to all State and Federal testing requirements. The goal of these training interventions is to have 100% compliance in IVA's Special Education State Assessment Participation Rates.

APPROVED BY CDE

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.).

Response from Intellectual Virtues Academy of Long Beach:

Enrollment: IVA has enhanced the student pre-registration and family information collection procedures to properly identify and provide services to our underserved students including those who may be homeless. All students follow the school's process for enrolling students. As with all students, enrollment depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student. If the homeless student seeking to enroll is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-enrollment. Provided that the enrollment process has been followed in all other respects, a homeless student will be enrolled in the School despite the missing paper work. Upon enrollment, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who will assist in obtaining necessary immunizations or medical records. If a dispute arises over enrollment in IVA of a homeless student, the student will be immediately enrolled in IVA in which enrollment is sought, pending resolution of the dispute. 'Enrolled' means attending classes and participating fully in school activities. IVA will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about enrollment and may seek assistance from social services, advocates, and/or service providers in the dispute process. IVA will provide the parent or guardian of the student with a written explanation of IVA's decision regarding enrollment, including the rights of the parent, guardian, or unaccompanied youth to appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

Attendance: IVA continues to implement a coherent system for recording and monitoring students to

ensure increased student attendance by having meetings/trainings to ensure that parents/guardians, teachers, principal and classified staff have the latest training to understand and follow the laws regarding enrolling Homeless students and the need to remove any barriers to a speedy enrollment in school. IVA works with the Homeless Liaison at LACOE to coordinate services and assist with students transitioning from homelessness. Staff assist students but also families to connect them with county resources but also provide clothing, meals, transportation, and educational opportunities. IVA partners with outside agencies to provide targeted support (additional counseling services, tutoring, social work, etc.)

Success: IVA provides professional learning on trauma informed practices to teachers and eventually to parents to develop awareness and common language. IVA's faculty and staff implement SST meetings for any students that are struggling academically and or socially. These meetings can be called by our teachers, parents, staff, counselor, or intervention coordinator based on anecdotal concerns or looking at the data. Our intervention coordinator will track our Homeless students in particular to ensure they are able to access resources to be academically and socially successful. IVA's culture of thinking and approach to learning that supports the whole child - both mind and heart - creates an instructional and social-emotional support model to ensure support for all students both in the classroom and through other resources on campus and in the community.

IVA has not yet received any reservation funds for homeless education and therefore but would reserve these funds by object code in our budget to be only used in the service of homeless students. **APPROVED BY CDE**

Student Transitions

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

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

Response from Intellectual Virtues Academy of Long Beach:

N/A APPROVED BY CDE

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:

- 1. through coordination with institutions of higher education, employers, and other local partners; and**
- 2. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.**

Response from Intellectual Virtues Academy of Long Beach:

In Long Beach, middle school families have many choices for what high schools they can apply to.

These choices include almost 40 LBUSD school options, private schools, and one charter school, Intellectual Virtues Academy High School. It takes both knowledge and attention to make the appropriate choice for IVA families. IVA's counselor primarily works to coordinate information, awareness, and communication between IVA and LBUSD schools. IVA's counselor partners with IVA families in making this decision.

The strategies to facilitate an effective transition for students include a Parent Academy meeting, class meetings with the counselor, parent communication home through the weekly parent newsletter with a section called Counselor Corner, and direct contact with each family by the counselor. IVA works closely with the LBUSD team who has a "well-oiled machine" to support the transition of middle school students into the different high school choice options. IVA provides transcript information to LBUSD and follows up with any individual parent concerns or questions related to their transition. **APPROVED BY CDE**

Title I. Part A :: Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Intellectual Virtues Academy of Long Beach:

N/A - This is a charter school. **APPROVED BY CDE**

Title II, Part A - PROFESSIONAL DEVELOPMENT

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. Each provision identified on this page must be addressed, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Intellectual Virtues Academy of Long Beach:

IVA's Professional Growth and Improvement systems are informed by the mission, vision, and values of the school.

- IVA MISSION: to foster meaningful growth in intellectual character virtues in a thoughtful, challenging, and supportive academic environment.
- IVA VISION: to equip students to engage the world with curiosity and thoughtfulness, to know themselves, and to live well.
- IVA VALUES:
 - Sense of purpose: we deliberately align all of our thinking and decision-making with the mission, vision, and values of the school.
 - Culture of thinking: we ask questions, seek understanding, and practice the habits of good thinking.
 - Self-knowledge: believing in the importance of self-knowledge, we practice ongoing self-reflection and self-awareness.
 - Openness and respect: we strive for a strong sense of community marked by collaboration, empowerment, and intentional openness and respect for the thinking of others
 - Growth mindset: being optimistic about the potential for personal growth, we embrace challenges and regard failure as an opportunity to learn and improve.
- IVA MOTTO: equipping every student to learn and live well.

Through the hiring process, IVA begins an enculturation of its staff to seek a deep understanding of intellectual character education and intellectual virtues in particular. IVA's paper, phone, and in-person interview include opportunities for candidates to connect their own teaching philosophy with the concept of formative growth in intellectual virtues. The in-person interview is conducted with a panel of administrators, teachers, parents, and students and requires candidates to teach a mini lesson that allows "opportunity for practice and growth in intellectual virtues." Candidates who are selected to join the staff at IVA begin their induction into the educational philosophy of the school with two separate week-long Pedagogy Seminars. The first Pedagogy Seminar introduces educators

into the educational philosophy studying questions such as What are intellectual virtues? What is intellectual character education? These seminars include reading, discussion, reflection, and practice in the interactions that mark IVA's culture of thinking. The second Pedagogy Seminar includes similar retreat-like qualities and is guided by IVA teachers and staff to address some of the questions that have arisen in the previous year. This seminar also provides time for teachers to dive deep into the curriculum, consider common instructional practices, set up their gradebooks and first communication with families, and provides time for teachers to prepare for new students and Parent Orientation.

As the year continues, IVA's professional development model is guided by the questions that the community are considering together whether those be curriculum, instruction, assessment, intervention, behavior, or subject-specific considerations. IVA's teacher community guides the inquiry and contributes to leading based on individual passions. Teachers often lead Teacher Advisories, which are structured hours where teachers bring their own questions, resources, and use a thinking routine to explore this together with their peers. IVA's adult culture is deeply reflective, intellectually humble, flexible, collaborative, and supportive. We often remark that we would not ask anything of our students that we would not first experience together ourselves. IVA faculty and staff are those who desire to grow in their intellectual character virtues.

IVA also has an annual Teacher Growth process that includes considering areas of strengths and growth based on the principles and practices of an IV education. Teachers form two goals which are revisited as a part of ongoing observation and feedback through reflective peer coaching conversations. IVA colleagues visit each others' classes and provide feedback based on teacher goals, this includes time to process and discuss in small groups in professional development. IVA leaders observe and hold two formal conferences annually in addition to ongoing informal observations and conferences to provide support, feedback, and connection. IVA teachers consider multiple forms of feedback including parent conferences, Annual Survey of Parent and Students which collect narrative feedback used as a reference and reflection to reflect on identified goals and growth through the self-analysis and observation process.

IVA's community of educators continually seek to grow in their practice of intellectual virtues and do so by placing themselves in trusting relationships with their peers, their subject matter, and their students. IVA teachers demonstrate the need for personal presence required to seek deep understanding of content. IVA teachers become leaders through their internal leadership and in disseminating and codifying our model through charter school venues and in our own Intellectual Virtues Institute. IVA connects with other organizations for continued engagement and growth in the model. **APPROVED BY CDE**

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).

Response from Intellectual Virtues Academy of Long Beach:

IVA as it's own LEA prioritizes funds toward the comprehensive support of students who need additional support. IVA's model directs the school to provide students with an intellectual challenge so that they can practice intellectual virtues and see intellectual character growth but we know that students need to struggle within reasonable measures. IVA uses data from student grades, test scores, teacher reports, and demographics to determine where our focus of comprehensive and coordinated support can be provided to students so that they can access the multiple measures of resource and support we provide. **APPROVED BY CDE**

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.

Response from Intellectual Virtues Academy of Long Beach:

As an independent charter school with a particular educational philosophy, IVA's consultation with stakeholders is guided by our mission and vision. For example, IVA meaningfully consults with teachers in the following manner. IVA teachers use a curriculum that is developed from the intellectual character education model which provides a thoughtful, challenging, and supportive instructional program. It is the goal of the IVA curriculum that students would be challenged and struggle with the rigorous content and that we would provide support systems to help students navigate that challenge so that they are equipped to learn and live well through their practices and use of resources.

In order to best support students we need to identify when they are struggling and when their struggle requires intervention. IVA collects data to identify that level of struggle which may include classroom observations, parent conversations, and student interactions in class and also during Office Hours. Office Hours is our intervention block during the school day. Beyond these more anecdotal and interpersonal interactions, IVA teachers rely on how students demonstrate proficiency on each course's end of unit Performance Task. IVA teachers collaborate to identify common core standards for literacy that students would be able to demonstrate on each of those performance task assignments and track student progress over time both within individual classes but also across content areas. Performance tasks are the standard-aligned benchmarks that teachers use to examine how students are doing and where gaps might exist for individual students as compared to their classroom or grade-level peers. IVA performance tasks provide ongoing standards-aligned feedback to both teachers and parents and are used as one measure of student progress in addition to grades and state test scores.

It is our desire to collaboration and shared accountability meaningfully with stakeholders to update

and improve Title II, Part A activities through some of the following processes for each stakeholder group:

Community Partners

IVA consults with the organization of Charter School Development Center (CSDC) and CA Charter School Association (CCSA) to attend conferences and training related to development and policy implementation. IVA also regularly seeks additional training and collaboration from LACOE or other local universities related to the particular content focus such as Restorative Practices with LMU. IVA consults closely with our co-founder Dr. Jason Baehr, a professor in philosophy who wrote the Implementation Guide for a school founded on Intellectual Virtues Education. IVA is also a part of a consortium of schools focused on meaningful growth in intellectual characters sponsored by Boston University and the Kern Family Foundation.

IVA Faculty and Staff Educators

IVA's internal consultations happen regularly during our scheduled professional development, which takes place weekly from 1:30pm-3:30pm on Thursdays. IVA reviews data and feedback for our initiatives bringing the responses of our surveys to a collaborative team of teachers, principal and other leaders, paraprofessionals and instructional support personnel. IVA's professional development is focused on analyzing the effectiveness of its intervention and support initiatives at least once monthly and these meetings specifically include leadership, teachers, instructional aides, and support staff.

IVA Families including Parents and Students

The feedback that we seek to evaluate and check in on initiatives include data but more importantly survey feedback from our families both annually on each initiative or as needed based on new initiatives. For example, last year IVA implemented a change to our parent conferences and sent all attendees a survey after the event to seek their input. These surveys often ask a few pointed questions but consistently request comments, concerns, and other questions families would like to hear results from by asking. IVA reviews these results at the monthly Parent Teacher Association meeting, in our weekly newsletter, and shares the results with students through weekly announcements. In particular, IVA creates an open-door environment through our four beginning of year Parent Academy nights held in August and September, which are interactive evenings where IVA provides training to parents on particular requested topics but also uses these events to collect questions, concerns, suggestions, and all manner of feedback from families. These Parent Academy events are open to both parents and students and the results of the conversations are shared with each stakeholder group through the weekly newsletter forum.

IVA analyzes instructional and social-emotional needs collected through processes listed above through the year and compares identified needs to LCAP goals which are identified, evaluated, and adjusted annually to ensure alignment. **APPROVED BY CDE**

Title IV, Part A Activities and Programs (\$4,800)

ESSA SECTION 4106(e)(1)

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

1. 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;
2. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
3. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
4. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
5. 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.

Response from Intellectual Virtues Academy of Long Beach:

Intellectual Virtues Academy (IVA) developed this application through consultation with teachers and staff in professional development and further in surveys. In addition, parents and students were consulted through surveys and narrative feedback. IVA's Board of Directors Academic Oversight team finally reviewed this application and approved it at the June 2019 Meeting. IVA will take advantage of federal transferability rules to move Title IVA, Part A funding into Title II to support ongoing professional development.

This funding will help support the ongoing development of curriculum and social-emotional health objectives, which for the 2019-2020 school year include both intervention support for students to access and know how to access resources the school provides. The funds will support professional learning community time for teachers to plan instructional improvements which include challenge curriculum and vertical alignment of grade levels. In addition, IVA has implemented restorative practices in response to needs identified by students responses to questions on the annual survey and will be implementing forums for civil discourse on topics related to racism, sexual harassment, bias, privilege, gender and identity, and other topics that students identified as challenging. The funds will support continued small learning community response to these topics and discussion and engagement-based exploration lessons that will be conducted school-wide through class size Advisory discussions. In addition to the Advisory discussions, IVA's faculty and staff separately and together will hold training to learn about and utilize a Life Compass reflection process. We will determine together whether and to what extent we can incorporate the Life Compass reflection process into our current behavior support models including office reflections, Alternative Lunch reflections, and ongoing conversations both inside and outside of the classroom. The outcome of this professional development include a plan for Advisor training, 5 Advisory Exploration Sessions, additions to our Advisory Curriculum, communication home through our parent newsletters, and a

platform for open conversation about the topics that cause harm to our students in their low sense of belonging and connection at school, and potentially adjusted reflective protocols in the classroom and in the office.

These activities will be evaluated for their effectiveness through ongoing Advisor surveys, student surveys after the beginning of the year sessions, a check of our discipline incidents this year compared to last and the types of discipline we are seeing, and our annual student and parents surveys and narrative feedback at the end of the year.

This Advisory civil discourse process, explored with staff first through professional development, is the process we will use this year to address a well-rounded education through §7117(3)(C)H,J "programs and activities that promote volunteerism and community involvement;" and "other activities and programs to support student access to, and success in, a variety of well-rounded education experiences." IVA's mission is to provide meaningful development in students intellectual virtues or the good habits of thinking that allow them to learn and live well both individually and in community. These civil discourse approaches in Advisory provide access to well-rounded educational experiences that require them to be personally present in their learning applying what they know and experience about culture and society to conversation together directly and indirectly through opened topics to be accessible in all of their content area classes. The curriculum development for challenge level support for students will be informed by these civil discourse dialogues through the content options that teachers provide in the challenge thread. For example, teachers can include readings from authors and on topics including a variety of minority voices where they would have felt other conversations need to be had prior to those options previously.

In addition, these processes support the application safe and healthy programs through §7118(iv) improving instructional practices for developing relationship-building skills, such as effective communication and Section(F) helping students to understand our discipline models' practices that reduce exclusion by understanding that behavior is a response to emotion and to help students process their emotions in addition to providing the space for empathy as those around them do the same. IVA uses research based practices both instructionally and in our social-emotional health model and uses professional development in areas that support our LCAP goals.

At this time, enhancing professional development is the best use of Title IV to achieve our primary goal: closing the achievement gap through an appropriate level of challenge and support (academically and social-emotionally) for all students. **APPROVED BY CDE**