

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

## LEA Name

Virtual Preparatory Academy at Lucerne

## CDS Code:

36 75051 0138107

## Link to the LCAP:

*(optional)*

[https://lucerne.virtualpreparatoryacademy.com/wp-content/uploads/sites/6/2023/03/2023\\_LCAP\\_Federal\\_Addendum\\_Virtual\\_Preparatory\\_Academy\\_at\\_Lucerne\\_20230308-1.pdf](https://lucerne.virtualpreparatoryacademy.com/wp-content/uploads/sites/6/2023/03/2023_LCAP_Federal_Addendum_Virtual_Preparatory_Academy_at_Lucerne_20230308-1.pdf)

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

**Strategy**

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

Virtual Preparatory Academy at Lucerne (VPAL) utilizes federal funds in commitment to supplementing and enhancing state and local priorities. These funds are used to improve academic achievement for all students through strong student/teacher engagement utilizing daily and weekly touchpoints. VPAL works to improve the academic achievement of all students by reviewing data provided by i-Ready and state assessments to measure improvement and implement academic intervention strategies. VPAL utilizes funds to support high attendance and a Positive School Climate through strong teacher/student/family engagement. VPAL believes that strong academic achievement and student emotional well-being is supported through positive teacher/student/family engagement. Students that attend school regularly achieve higher levels and have a stronger path toward their future goals. Funds are used to increase stakeholder engagement through student/family engagement coordinators who identify and provide resources for students, support meetings, facilitate communication for parents and the school, and collect survey data. VPAL believes that stakeholders provide feedback and assistance needs relating to academic achievement and school accountability. Stakeholders assist in helping schools attain their goal of providing the best learning environment for all students.

**Alignment**

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

To improve academic achievement and student/teacher engagement, Virtual Preparatory Academy at Lucerne (VPAL) utilizes federal funds to ensure strong tech connectivity and equipment for students to engage daily with the instructional support provided by the teacher through direct instruction, and small and large group instruction. To support high attendance and a Positive School Climate, VPAL uses funds toward an attendance coordinator to support student/teacher/family engagement. VPAL believes that strong academic achievement and student emotional well-being is supported through positive teacher/student/family engagement. Students that attend school regularly achieve higher levels and have a stronger path toward their future goals. To increase stakeholder engagement, VPAL hired a student/family engagement coordinator to identify and provide resources for students, support meetings, facilitate communication for parents and the school, and collect survey data. VPAL believes that stakeholders provide feedback and assistance needed relating to academic achievement and school accountability. Stakeholders assist in helping schools attain their goal of providing the best learning environment for all students.

**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**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
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.

**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.

Virtual Preparatory Academy uses the Household Income Form as the poverty criteria to select school attendance areas in the Consolidated Application Reporting System.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Equity in connectivity is a priority for all students at Virtual Preparatory Academy at Lucerne. The use of federal funds are used to supplement and support the improvement of academic achievement for all students through strong student/teacher engagement utilizing daily and weekly touchpoints. The instructional support and teacher engagement provided online to students are aligned with the data provided by the diagnostic and benchmark assessments. This data is used to measure the effectiveness of instruction and student academic growth.

Review academic achievement for all students based on local and state assessments results and provide targeted intervention: 1. Align instructional support with the data provided by the diagnostic and benchmark assessments. 2. Direct and small group instruction. 3. Measure the effectiveness of instruction and student academic growth.

#### 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).

Teacher/student/family engagement continues to be an integral component of pupil and family outreach. Teachers build community through online engagement, instruction, and office hours for support. These outreach strategies continue to provide and sustain an established communication and assist in helping pupils who are at risk of learning loss.

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Parents and Guardians are an extremely important part of the online learning experience. They help evaluate the school's program each year through meetings and surveys. This ongoing communication with teachers and staff provides open conversation toward student engagement, achievement, and overall school improvement. Virtual Preparatory Academy at Lucerne teachers work with students to engage them in academic inquiry, skill building, and to foster curiosity. Teachers, parents, guardians, and students meet on a regular basis in person and online to evaluate progress and provide additional enhancement learning opportunities.

### **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.

Virtual Preparatory Academy utilizes Title One monies on our students who qualify for the Free and Reduced lunch program.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

In the school model of independent study education, parents have an active involvement in the education of their children. Virtual Preparatory Academy at Lucerne teachers work closely with parents regarding the academic progress of their student(s). In addition to daily touchpoints, Student Success Coaches provide resources and support to families. Working together toward academic achievement growth, student individualized education plans are created along with providing tutoring and academic intervention supplies.

### **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:**

All homeless students are enrolled and placed in age-appropriate courses irrespective of required documents. A student Success Coach is assigned to work with all families from the onboarding process, placement, and services such as tutoring and translation. Connectivity is supported through Chromebooks and hotspots. Virtual Preparatory Academy at Lucerne has a McKinney-Vento liaison and annual training for the school staff.

### **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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:**

Virtual Preparatory Academy at Lucerne high school students have ongoing accessibility to staff that provides support at the high school level, including a full-time guidance counselor, a credentialed teacher, a high school academic coordinator, and student success coach. Upon enrollment, all high school students meet with staff to develop the student's individualized learning plan and complete college entrance/vocational planning. In addition, eighth-grade families meet online with the guidance counselor prior to high school to develop their individualized learning plans and complete college entrance/vocational planning. Virtual Preparatory Academy facilitates effective transitions for students from middle grades to high school through the Student Success Team and onboarding process.

**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:**

Virtual Preparatory Academy at Lucerne has a designated Student Success Coaches to provide regular support for students. The Student Success Coaches ensure that students and families receive all appropriate academic and social and emotional supports offered by the school. Attendance is monitored daily to identify truancy issues and academic progress. Staff provides communication and intervention steps as required by state regulations and in line with the policies adopted by the school, the rules of the governing Board, and State Board of Education.

## 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:

The Professional Development at Virtual Preparatory Academy is designed to provide teacher mentors for induction of teachers, and opportunities for professional growth for school leaders to develop leadership skills. Grade level and subject specific opportunities are identified and provided to support all areas of teacher professional growth. These opportunities are not stand alone, but ongoing and collaborative to sustain the learning experience and improve overall professional growth. Team meetings are designed for teams to meet weekly to discuss best practices, grade level needs, student success interventions, and diagnostic and data driven review meetings.

### Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The Student Success Team and Guidance Counselor use current data platforms to determine which students need additional support in math and literacy. The allocation of support is then used in conjunction with school intervention plans to provide coordinated support.

### 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:

All teachers administer the iReady Benchmark Assessment System three times throughout the year to assess, support and guide student academic achievement. The Student Success team collaborates with teachers, students, and families to guide continued improvement.

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

#### ESSA SECTION 4106(e)(1)

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

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Virtual Preparatory Academy at Lucerne partners with the following agencies:

1. Desert Mountain Charter SELPA to provide professional development trainings on a variety of topics related to Social/Emotional Learning and Support.
2. County Office of Education to provide for English Language support and family engagement.
3. Public School Works for harassment training and non-discrimination training.

Virtual Preparatory Academy at Lucerne partners with parents, staff, and other stakeholders to evaluate the effectiveness of these endeavors and use of funds. The school staff and stakeholders have ongoing conversations and engagement to provide outcomes and feedback for future planning.