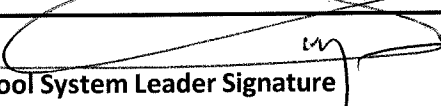


**2022-2023 Louisiana Comeback 2.0 Directions:** School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with federal and state requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and Louisiana Comeback Commitments. **LEAs must submit their plans in the *Achieve!* eGMS application by September 30, 2022. Completion of Act 294 sections are required for an approved plan. Data must be included in narrative responses for an approved plan.**

LEA Name Louisiana Virtual Charter Academy	LEA Code WAG	Enter Grade levels served K - 12th Grade
Planning Contact: Danielle Scott Johnson		
Planning Contact: Head of School		
Planning Contact: dscott@K12.com		
Planning Contact: (504) 322-7543		
Fiscal Contact: Jonvia Metevia		
Fiscal Contact: Business Manager / CFO		
Fiscal Contact: jmetevia@csalonline.org		
Fiscal Contact: (225) 448-5393		
School System Leader: Dujan Johnson, Superintendent		
School System Leader Signature 	Date September 29, 2022	

**Directions: For plan approval, the following must be completed:**

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 4<sup>th</sup> – 8<sup>th</sup> data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).
- If other is selected as an option, please add content to represent “other”.

## NEEDS ASSESSMENTS ✓ ✓ ✓

How will the LEA identify the disproportionate impact of COVID-19 on student group, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

✓ Student demographic data, such as gender, race or ethnicity, FRPL eligibility, or English learner status

✓ Student outcome data, such as assessment scores

□ State administrative data, such as unemployment claims

□ Health data, such as local COVID-19 infection rates or hospitalizations due to COVID-19

□ Conversations with community (stakeholder input)

✓ Student enrollment and attendance data

✓ Student chronic absenteeism data

✓ Student instructional mode (virtual, hybrid, in-person)

✓ Student course enrollment data

✓ Other: Student course enrollment data

**LEAs will submit the 2022 -2023 Academic Recovery and Accelerations Plans in eGMS by September 30, 2022, with the following assurances:**

✓ The proposed actions in this plan comply with the state board and local rules and regulations pertaining to pupil progression plans.

✓ Supporting budgets comply with local, state, and federal requirements, including but not limited to those enacted pursuant to the federal Elementary and Secondary School Emergency Relief Fund.

✓ Evidence-based activities identified for the 20% of ESSER III reservation requirements adhere to Section 8101(21)(A) of the ESEA.

✓ The LEA collected and incorporated public input in their Academic Recovery and Acceleration Efforts.

✓ The LEA must periodically, but no less frequently than every six months, review, and, as appropriate, revise its plan, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023).

✓ Budgets in eGMS will be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.



**Commitment: ATTENDANCE & WELL-BEING ✓ ✓**

**2022-2023 Key Investment: Attendance**

**ESSER  
II**

**\$2,673**

**ESSER III**

**\$0**

The Student Support Team (SST) empowers students to overcome challenges – academic, social, emotional, medical or otherwise – to succeed in school and beyond. This holistic approach includes all school staff, including teachers, administrators, Student Support Student Support Advisors and Student Support Team members and linking families to school and community-based resources. Members of the Student Support Team and teachers work with families to provide the support needed to foster at least one year of academic growth for every student. The SST Team will provide quality, comprehensive training, resources, and consistent support with strengths-based interventions to promote engagement and academic success for LAVCA students.

Louisiana Virtual Charter Academy (LAVCA) is available to Louisiana students in grades K–12 through a partnership between K12 Inc. and Community School for Apprenticeship Learning Inc. (CSAL). Founded in 1997, CSAL is a not for-profit with a mission to provide students with real-world experiences by giving them access to alternative forms of instruction. Since its inception, CSAL has operated a small middle school and high school centered on individualized attention, integrated project-based instruction, and motivating students to do their best. LAVCA is its third charter school. Student Support Team Goals

- Promoting successful onboarding and meaningful connections to the school for all students
- Early identification of students needing additional layers support or intervention ▪
- Ensuring interventions are implemented with fidelity and within established timelines
- Properly documenting connections, support, and interventions to ensure students receive the support they need to succeed.
- Commitment to engaging all students and families

We have a strong commitment to ongoing development and improvement of the student support program; therefore, if a student is not-engaged, we are taking active steps to ensure participation during live remote instruction for all students.

To identify the students who need to be re-engaged, the LEA analyzed the student outcome data, student enrollment and student attendance data to identify the students with the greatest needs. The Student Support Team (SST) relies on two main sources to identify students in need of re-engagement:

1. Teacher/Staff Recommendations: When a staff member detects a lack of engagement, they complete an SST created Microsoft Form to recommend the student(s) for SST support. Lack of engagement includes but is not limited to, no/low login, no/low class attendance, no/low participation in class, and inconsistent assignment submissions.
2. Guided Outreach (GO box) categories provided by Stride issued Academic Trackers: Bi-weekly Stride/K12 sends academic trackers that allow us to isolate the students in need of re-engagement. The section that we use is known as the GO box (6-12 GO Box pictured below). We filter for students in the red and orange categories first and research the students to see if there are any extenuating circumstances or possible reasons for their name being on the list. We then reach out to the yellow category students.

The section that we use is known as the GO box (6-12 GO Box pictured below). We filter for students in the red and orange categories first and research the students to see if there are any extenuating circumstances or possible reasons for their name being on the list. We then reach out to the yellow category students. For SY 20-21, 463 students were disengaged and received student support. For SY 21-22, 952 students were serviced (or at least attempted to be served) at some point by our advisors during the course of the year.

- May 2021

	GO (Guided Outreach) #of Students	Days logged last week			
		0	1-2	3-4	5+
	0%	25	12	30	96
	1-49%	2	8	35	109
	50-99%	2	6	43	311
	100%	1	0	30	495

- May 2022

- Grades K-5

	Gradebook GO (Guided Outreach) #of Students	Days logged last week			
		0	1-2	3-4	5+
	0%	2	8	4	5
	1-49%	18	12	20	14
	50-99%	21	47	44	55
	100%	45	73	52	188

- Grades 6-12

	GO (Guided Outreach) #of Students	Days logged last week			
		0	1-2	3-4	5+
	0%	15	16	25	45
	1-49%	2	12	51	117
	50-99%	4	16	52	191
	100%	3	16	114	461

**Note: The LEA is all virtual. The students listed are those who are also considered as missing the most in-person instruction.**

**2022-2023 Key Investment: Well-Being**

**ESSER  
II**

**\$63,115**

**ESSER III**

**\$212,154**

LAVCA is currently in phase 2 of the 3 year phased implementation of Social Emotional Learning (SEL). We began implementing SEL during the 2021-22 school year.

- Phase 1- Build Awareness, Commitment, and Ownership
- Phase 2- Execute Shared Vision and Plan
- Phase 3- Full Implementation and Continuous Improvement

We help students reach their full potential by creating supportive learning environments with a systematic approach to social -emotional learning that promotes our shared social responsibility for equitable and inclusive communities. We strive to model, teach, and instill the SEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making in all our students. As of Oct 1, 2022 approximately 300 students have been surveyed and are going through an assessment to receive mental health counseling to maintain active engagement.

With Esser funds LAVCA is providing Mental Health Services to address the pandemic's impact on students' social, emotional and mental health as a result of the impact of COVID-19. For successful student learning to occur LAVCA is addressing pandemic related mental health issues, stress, anxiety and depression to help in removing these barriers so our students' can focus on learning.

### ATTENDANCE COMMITMENT:

We have recently made shifts in Attendance in moving it from the SS Team to the Operations Team anticipating that This shift will further improve our attendance practices. The main tool used to re-engage students with poor attendance is early detection, which includes the following:

- Effective communication regarding attendance during orientation and onboarding
  - Building Relationships with the families through monthly homeroom calls
  - Notifications sent as earlier as 2 days of no login
  - Attendance Training Sessions/Videos provided for parents
  - System/Platform Training Sessions provided for parents as needed
  - Teacher/staff recommendations to SST for re-engagement meetings
- This can include a home visit if the initial interventions are not fruitful
- Curriculum lock

Data sources used in our needs assessment were our internal omnibus which identifies students disengaged according to their FRL status and student ethnicity. Because LAVCA is virtual, for the 19-20 SY we identified 331 students who received student support interventions. For SY 20-21, 463 students were disengaged and received student support. For SY 21-22, 952 students received student support.

The main tool used to re-engage students with poor attendance is early detection, which includes the following:

- Effective communication regarding attendance during orientation and onboarding
- Building Relationships with the families through monthly homeroom calls
- Attendance Training Sessions/Videos provided for parents
- System/Platform Training Sessions provided for parents as needed

### Measurables

- Notifications sent as earlier as 2 days of no login
- Since the 2-day notification have been in effect we have seen a steady decrease in students who do not attend class at least 75% of the time.
- The 2-day notification reduces the number of 3-day notifications on the following day.
- This information is monitored and tracked in the LAVCA Login Report.

### WELL BEING COMMITMENT:

School-wide implementation is accomplished with representation from all departments at LAVCA. We will meet regularly on the 2<sup>nd</sup> Wednesday of each month. During each meeting, the team will discuss implementation progress and access areas of need. We will designate roles and responsibilities for team members. The team will consult stakeholders if needed when making decisions:



- Danielle Scott / Head of School / [dscott@k12.com](mailto:dscott@k12.com)
- Heather McFarland (Stride POC) / Student Experience Specialist / [Hmcfarland@lavirtual.org](mailto:Hmcfarland@lavirtual.org)
- Farrah Gregoire / 4th Grade Science/SS / [fgregoire@lavirtual.org](mailto:fgregoire@lavirtual.org)
- Ann Geiger / K-5 Reading Interventionist / [ageiger@lavirtual.org](mailto:ageiger@lavirtual.org)
- Ginger Beck / 3rd & 4th Grade Sped / [gbeck@lavirtual.org](mailto:gbeck@lavirtual.org)
- Thomas Payne / Student Resource Coordinator / [tpayne@lavirtual.org](mailto:tpayne@lavirtual.org)
- Misti Wood / MS Reading Interventionist / [mwood@lavirtual.org](mailto:mwood@lavirtual.org)
- Shandal Walker-Hayes / HS Guidance Counselor / [swalker-haynes@lavirtual.org](mailto:swalker-haynes@lavirtual.org)
- James Baker / Teacher Trainer Analyst / [jmbaker@lavirtual.org](mailto:jmbaker@lavirtual.org)
- Erin Morris/Teacher Trainer Analyst/ [emorris@lavirtual.org](mailto:emorris@lavirtual.org)
- 
- 

All members of the school community will be engaged in foundational learning opportunities to help them understand their role in schoolwide SEL. Staff members will complete the K12 training, Welcome to Social Emotional Learning, PLM Trauma Informed Teaching for teachers and leaders. In addition, staff members will complete monthly professional development conducted by Open Arms Behavioral Services, LLC on learning modules and social emotional learning. At LAVCA, we will support staff in cultivating personal social and emotional competencies and fostering the competencies of peers and students. We will integrate SEL into staff meetings. Staff members will support each other by building a repository of best practices. We will support staff in developing SEL knowledge, dispositions, and skills through:

- Reflecting on their own social and emotional competencies and growth mindsets.
- Understanding motivation to increase workplace collaboration.
- Examining biases for cultural competence.
- Cultivating a growth mindset among staff.
- Developing strategies for self-care.
- Developing a personalized learning plan to build skills and knowledge that support schoolwide SEL implementation

Our goal at LAVCA is to create a supportive classroom climate where students feel emotionally safe, part of a community of learners, motivated and challenged. This type of environment creates a strong foundation for students to engage fully and take academic risks. Teachers will establish classroom norms, routines, and procedures that promote SEL. They will use the following teaching practices to promote safe and supportive classrooms.

- Teacher language
- Warmth and Support
- Competence Building
- Academic Expectations
- Responsibility and Choice
- Classroom Discussions

Our student support team will emphasize on building relationships with students rooted in consistent welcome and connection calls. We will incorporate SEL into daily communications such as announcements, newsletters and email signature. We will also incorporate student recognition tied to mindsets and competencies. During phase 2 of our SEL Implementation, we will provide consistent opportunities for all students to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive. We will also incorporate SEL instruction during our monthly virtual outings and Monday Morning Mingles. The following themes will be incorporated in our monthly lessons and activities.

- August/September: Communication/Relationship Building
- October: Bullying/Cyber Bullying
- December: Depression
- January: Anger Management
- February: Impulse Control
- March: Self-Care
- April/May: Anxiety/Worry
- May: Self-Confidence

Our families will be surveyed at the beginning of the school year. Data collected will determine needs related to SEL competencies and mental health counseling will be made available. In partnership with OABS, mental health counseling will be provided in group and individualized sessions for those in need.

Finally, we will continue to make resources readily available to our families. Our monthly newsletters will promote access to [parentguidance.org](https://parentguidance.org).

**JUNE & JULY:** ACTIVITIES: Advisor Hangouts, Homeroom Hangouts, SEL/Newrow Sessions with SES & SRC, Parent LC Sessions, Parent Attendance Session

**August:** Communication. ACTIVITY: Strong Start, Onboarding, Parent LC Sessions, Parent Attendance Sessions, Back to School Dance

**September:** Relationship Building. ACTIVITY: Strong Start Onboarding/ Parent LC Sessions/ Parent Attendance Sessions/ Contest/video contest/ Escape Room Outing

**October:** Bullying/Cyber Bullying. ACTIVITY: Attendance Awards, STEAM Outing, Red Ribbon Spirit Week, Digital Citizenship Week, Unity Day/Bullying Prevention Month

**November:** Drug Awareness ACTIVITY: Share pictures of your military family, Essay Contest, LAVCA Gives Back "DIY" Outing, Write a Veteran Campaign, Share your Thanksgiving Day Celebrations

**December:** Depression . ACTIVITIES: Parent LC Sessions, Winter Wonderland Formal Dance (K-7th), Attitude of Gratitude Bulletin Board

**January:** Anger Management . ACTIVITY: Strong Start, Onboarding, Parent LC Sessions, Parent Attendance Sessions, LAVCA Goals Outing, LAVCA Spelling Bee, National Day of Service Campaign

**February:** Impulse Control. ACTIVITIES: Wear Red Day, International Field Trip Outing, Black History Month Spirit Week.

**March:** Self- Care. ACTIVITIES: LAVCA goes Wild Outing, Read across America Spirit Week.

**April:** Test Anxiety-Worry. ACTIVITIES: Autism Acceptance Spirit Week, Earth Day Challenge

**May:** Self - Confidence. ACTIVITIES: Teacher Appreciation Spirit Week

Data sources used in our needs assessment were our internal omnibus which identifies students referred to our student support team according to their FRL status and student ethnicity. For the 19-20 SY we identified 331 students who received student support interventions. For SY 20-21, 463 students received student support. For SY 21-22, 952 students received student support. Due to the pandemic, we decided to take a school-wide approach and offer social and emotional support to all students using the 7 Mindsets curriculum.

**ATTENDANCE & WELL-BEING    2022-2023 Total Funding Commitment**

**\$277,942**

**Commitment: RECOVERY AND ACCELERATION** ✓ ✓ ✓

*LEAs must complete a minimum of two Recovery and Acceleration key investments for this plan to be approved.*

How will the LEA provide expanded support for students who did not score mastery or above on the statewide assessment?

*All areas outlined in Act 294 should be addressed.*

**2022-2023 Key Investment: Targeted Learning Support**

ESSER II

\$1,898,644

ESSER III

\$4,849,002

As a result of the COVID -19 pandemic, the LEA believes the 463 disengaged students during the SY 20-21 and the 952 from SY 21-22 students who received support were most impacted. As a result, Teachers, Specialists, Interventionists and Coordinators are strategically placed in our school to reduce class size, enhance and accelerate learning and provide targeted instruction to students disproportionately impacted by the pandemic. A just in time tutoring program designed to provide all students with extra time to connect unfinished learning to new learning. Educators will utilize beginning of year data (LEAP 2025) to select scholars who have not mastered prerequisite skills/standards connected to the current learning. Targeted students showed significant deficits in the 21-22 school year. Scholars will be invited to 3 –30 minute sessions Monday-Wednesday to engage in intense tutoring on the unmastered skill/standard with a formative assessment at the end the third session to assess understanding. In addition, students in grades 4th - 8th who are not on track to attain mastery during the 2022-2023 school session and or who do not score mastery on any statewide assessment during the 2022-2023 will also be prioritized to attend.

**2022-2023 Key Investment: Before and After School Programs**

ESSER II

\$0

ESSER III

\$0

- A Just In Time Tutoring Program designed to provide all students with extra time to connect unfinished learning to new learning. Program funded through Super App Budget.

**2022-2023 Key Investment: Summer Learning Programs**

ESSER II

\$0

ESSER III

\$147,280

Will be implementing activities related to providing extended learning prospects . It will give students the opportunity to study concepts with greater depth, breadth and complexity, while also helping students to pursue their own areas of interest and strengths. Provide the highest quality teaching and learning environment. Students who have been impacted by COVID-19 will be identified based on demographic data as well as attendance and failure to reach mastery. From May 22—June 16, 2023, fourth- through eighth-grade students who failed to meet growth to mastery targets on statewide assessment in the 2019-2020 and 2020-21 school years as reported by LDOE's Growth to Mastery Summary Report will participate in Pelican Summer Camp four days each week for up to 4 hours each day. Effective LAVCA teachers will instruct students in English language arts and mathematics using Tier I curricula provided by LDOE and/or Stride K-12. Teachers will embed ELA and mathematics instruction in engaging cross-curricula activities around a central, grade-appropriate theme. Participating students will increase ELA and mathematics academic achievement as measured by IXL by an average of 7 points.

- Timeline: May 22-June 16, 2022, Summer 2022-23 Frequency—4 days/week; up to 4 hours/day
- LAVCA Teachers will provide instruction and will be paid with Esser funds.
- Measurable Outcome—increase academic achievement in ELA and math as evidenced by LEAP 2025.
- Progress Monitoring—IXL (standards based), analyzed by Lead Teacher and appropriate staff

- Tier One Curriculum will be purchased with Esser Funds.

**2022-2023 Key Investment: Extended Instructional Time**

**ESSER II**

**\$112,000**

**ESSER III**

**\$0**

To ensure the implementation of strategies that address student learning loss; unfinished learning; teaching effectively in a virtual setting; in response to and as a result of COVID-19. And to accelerate learning and provide targeted instruction to students disproportionately impacted by the pandemic. Provide engaging learning experiences. Adapt instruction to individual and small group needs. Maximize student Help students allocate study time efficiently. Teach students how to use delayed judgments of learning to identify content that needs further study. Participation and attendance. Interleave worked example solutions with problem-solving exercises. Help students allocate study time efficiently. Use tests and quizzes to identify content that needs to be learned.

ELA and Math teachers in grades four-eight, Special Education teachers, and reading and math interventionists will provide extended instructional time via small groups to students in grades four through eight. The extended instructional time will begin September 2022 and conclude May 2023 and reconvene September 2023 and conclude May 2024. Identification of the students will be based on the following:

- Students who failed to meet mastery on LEAP 2025 during Spring 2023 and Spring 2024
- Students impacted by COVID-19 based on demographics and absentee data
- Students with disabilities, and/or EL students.

The extended instructional time small groups will include up to 15 students and the sessions will be held weekly Monday-Thursday. During these student-centered extended instructional sessions, teachers will use mini reading and math lessons pulled from Tier 1 curricula to address learning gaps on grade level standards, provide real-time feedback to students, followed by reassessment of standards. Teachers will monitor students' progress through the completion of exit tickets via polling tools, engagement platform (Desmos and Nearpod) and tracking on the school wide data tracking system, BOSS (Book of Standards and Statistics), which aligns with Louisiana Student Standards. The expected measurable outcome is students will demonstrate mastery of the standard as evidenced by retesting on the standard. As a result, improving their score to mastery as tracked in the BOSS.

- Frequency: 4 times a week
- Timeline: September 2022-May 2023 & September 2023- May 2024
- Support: General Teachers, Interventionists
- Measurable Outcome: Student mastery in the Progress Learning

**2022-2023 Key Investment: Individual Student Plans for Success**

**ESSER II**

**\$0**

**ESSER III**

**\$506,722**

Assistance activities, including but not limited to working with students, school faculty and staff, parents, and guardians. They will help all high school students, individually and in groups, regarding high school graduation and completion, including but not limited to analyzing data to identify students or subgroups with potential high school graduation

problems; planning, implementing, and tracking individual high school graduation plans; identifying and resolving barriers to graduation; and facilitating career choices and planning. Will plan and implement educational programs for children with developmental, physical, mental, and psychological disabilities. All current and newly enrolled 8th graders in the Quest for Success course for the 2022-2023 school year will participate in IGP meetings conducted by the high school counseling staff members. The initial IGP informational meeting with the eighth-grade students will take place during the Quest for Success class periods during Spring 2023 and will be conducted by the counselors. In addition, the school counseling staff members will confer individually with students to develop and review their IGP. As a result, of this evidence-based practice, student schedules for the school year 2022-2023 will adequately address individual learning needs. Effectiveness will be measured by all students entering ninth grade with approved IGP and on-track class courses as reviewed by the high school counseling team.

- Timeline: January 2023; May, 2023; Spring Semester 2024
- Frequency: Once during Spring 2023 and Once during Spring 2024
- Who will provide support: Guidance Department Measurable Outcome: Completed schedule; achieving credits
- Progress Monitoring: Reviewing IGP and transcripts by School Counselors

#### **RECOVERY & ACCELERATION COMMITMENT:**

Students identified via NWEA BOY as well as DIBELS data to determine which students displayed evidence of learning gaps. Due to the virtual nature of our school—we enroll students who reside throughout the state of Louisiana. Accelerate support is now available to all students who show learning deficits in specific grade band standards. Educators will utilize beginning of year data (LEAP 2025) to select scholars who have not mastered prerequisite skills/standards connected to the current learning. Targeted students showed significant deficits in the 20-21 school year. Scholars will be invited to 3 –30-minute sessions Monday-Wednesday to engage in intense tutoring on the unmastered skill/standard with a formative assessment at the end the third session to assess understanding. Students who are targeted all reside in areas of the state that have been impacted by COVID-19.

Students who enroll or remain at the LEA for the 22-23 school year will be targeted based on learning deficits identified by NWEA, DIBELS, impacts from COVID-19, and LEAP 2025 from Spring 22 as well as Spring 23. Educators will provide instruction using state approved, released, and aligned lessons to scholars indicated on a shared document. As the year progresses, educators will continue analyzing data and inviting scholars based on needs regarding selected standards/skills. Students referenced in data below who do not have LEAP scores have been impacted by COVID-19.

Louisiana Virtual Charter Academy will ensure federal and state guidelines are followed. Each student who scored basic and below in two core subjects at the end of grade 4 will be placed on an individual academic improvement plan which will continue until the student receives the intervention support until the student scores basic or above. Students in 4th– 8th grade who did not score mastery on any state-wide assessment will be provided expanded support through tutoring designed to provide additional time to connect unfinished learning to new learning and achieve academic growth. As noted, students will be taught by a highly effective teacher. The Leadership team, and counselors will be responsible for progress monitoring the implementation.



The targeted Accelerate lessons will help to close the disproportionate gaps of our students by meeting their individual needs. LAVCA will use ESSER funds for Tier I curriculum and high-quality assessments that are valid and accurately assess students' academic progress and assist our educators in meeting our students' academic needs and providing differentiated instruction. To avoid a permanent impact and any gaps from the pandemic LAVCA is focused on recovery and acceleration for all our students.

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment

\$7,513,648

**Commitment: PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices

ESSER II

\$0

ESSER III

\$64,900

Professional Learning Community planning and professional development after school hours and summer to address learning loss; interventions; Tier 1 curriculum and other applicable needs as a result of the COVID 19 pandemic. Content focus PD.

- Instructional Leadership Teams
- Stipend

**ILT Meetings:** All departments hold bi-weekly ILT meetings. All content areas and teacher subgroups are represented. Student data is presented via mastery trackers such as BOSS and course passing rates. This data is collected by teachers on a weekly basis. Plans are derived based on the data to address learning loss and close learning gaps based on students who did not achieve mastery on statewide assessment during the 2022- 2023 school year. Frequency of ILT- Bi- Weekly Timeline- Once data is collected and presented in the ILT meeting, content leaders bring the plan of action into the content level PLCs that week. The next week the plan is implemented to the highest degree; data is collected and brought to the next ILT meeting. **Measurable Outcomes:** Student data is entered into a school-wide data tracking system known as the BOSS (Book of Standards and Statistics) for all subjects participating in statewide assessments. Course passing rates are also examined for mastery by tested subject area. From these trackers, teachers target students who did not reach mastery, as well as identify those students not on track to mastery. These students are then placed into instructional groups based on their performance level(s). Students are re-assessed, and data is tracked for growth and mastery with the overall goal to target students in tested grades and success or tested standards. **Progress Monitoring:** Standards based checkpoints given weekly by course teachers. Data is placed into the BOSS as it relates to mastery of standards tested on LEAP 2025. **Who Provides Support?** Content leaders who are members of the ILT team. These experts in their subject matter bring the plans to the teachers during weekly PLC meetings. Course teachers implement the plans and reassess students.

- **Stipend:** Content leaders receive a semi-annual stipend for the additional work they complete during the ILT and Content meetings.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$352,274	ESSER III	\$92,300
---	----------	-----------	-----------	----------

**PROFESSIONAL LEARNING & DEVELOPMENT COMMITMENT:**

Narrative statement clearly summarizing all approval criteria elements:

- LAVCA hired a 3 K-2 Reading Interventionist in response to the data to provide small group instruction
- LEA identifies who will provide supports and services for the evidence-based activities indicated
- LEA identifies evidence-based activities which aligns with the needs assessment
- Salary/Benefits for Literacy Coaches and Interventionist
- Resources: LDOE literacy library.

Based upon our LEAP 2025 data from 2021 2022 and continuing to the 2022 2023 school year, ELA teachers will be provided with professional development based upon the areas of weakness. Students in grades 4 through 8 who score below mastery, will be assigned to the MindPlay Reading Program. It is a research-based program that helps students learn to read and/or improves their reading skills.

The following Professional Development has been planned for the 2022-2023 school year:

- The Science of Reading
- CKLA: Phonics Training
- Progress Learning
- Wit & Wisdom Module Study Protocols
- Mindplay Training
- Weekly PLC Meetings to address both student and teacher needs based data

Timeline: August, 2022; May, 2023/ August, 2023 May, 2024

Frequency: Weekly PLC/Monthly PD/Individual Coaching Sessions

Who will provide support: Literacy Coach/Content Leader

Measurable Outcomes: Percentage of students who reach Mastery on LEAP 2025 and MindPlay

Progress Monitoring: MindPlay/Progress Learning (standards based)

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$509,474
--	-----------



## SCHOOL SAFETY & OPERATIONS

2022-2023 Safe School Reopening	ESSER II	\$	ESSER III	\$46,269
---------------------------------	----------	----	-----------	----------

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning <https://lavca.k12.com/faqs/coronavirus-faqs.html>

COVID-19 Vaccination policies for staff and students <https://lavca.k12.com/faqs/coronavirus-faqs.html>

Masking policies for staff and students <https://lavca.k12.com/faqs/coronavirus-faqs.html>

Physical distancing, cohorts, or learning pods <https://lavca.k12.com/faqs/coronavirus-faqs.html>

2022-2023 School Safety Operations

*ESSER II or III budgeting for this section is not required as a part of this plan.*

### SCHOOL SAFETY OPERATIONS:

### EVERYTHING BELOW IS A NEW KEY INVESTMENT AREA IN THE 2022-2023 PLAN I ADDED WHAT WE ARE USING THE ESSER FUNDS FOR:

Louisiana Virtual Charter Academy will use the funds to purchase Sanitizing Health Materials & Supplies to sanitize the school sanctioned by the Department of Health Services for improvements to enable operation of the schools. This will allow us to maintain a safe and healthy learning and work environment for our students, staff and parents. To maintain additional housekeeping, cleaning, janitorial services to provide a safe and clean campus. To thoroughly sanitize all school buildings & facilities that will provide access to a safe, healthy and inclusive learning environment.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical. Ventilation and Air Conditioning (HVAC) Assessment for Indoor Air Quality. This School facility repair and improvement will enable operation of our school to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school. Which will include cleaning the system, air vents and replacing air filters to prevent the spread of COVID-19. These repairs and maintenance will benefit our students, student families and our staff.

With LAVCA Esser funds we will be providing salary and benefits for several positions. A School Operations Support Staff Member that will support the school & students with account access, enrollment and operations. We will be providing Teacher Trainer Analysts that will develop new strategies and plans for an improved learning experience. Building teacher networks and encouraging teachers to share their knowledge and resources. in creating a Professional Development path for a teacher's individual needs and new teacher induction. They will work with the school administration, academic administrators and teacher mentors. LAVCA will also be providing a District Data Manager that will track and analyze the myriad types of school

generated data. Which can include everything to grades, behavior, assessments, curriculum, attendance and demographic statistics. The Data Manager will focus on making sure the school data and operations are efficient and effective.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

\$1,205,917

ATTENDANCE & WELL BEING 2022-2023 Total Funding Commitment

\$277,942

RECOVERY & ACCELERATION 2022-2023 Total Funding Commitment

\$7,513,648

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment

\$509,474

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

\$1,205,917

2022-2023 Total Funding Commitment

\$9,506,981

<input type="checkbox"/>	ARAP Approved
<input type="checkbox"/>	ARAP Approved with contingencies: ARAP returned to LEA to revise based on reviewer feedback/comments
<input type="checkbox"/>	ARAP <b>not approved</b> : LDOE Consultation Required -- ARAP returned to LEA to correct based on reviewer feedback/comments
Reviewer Initials	Click or tap here to enter text.
Date	Click or tap to enter a date.