

Virtual Preparatory Academy at Lucerne

REGULAR BOARD MEETING AGENDA

Wednesday, February 15, 2023 2:00 PM

Meeting Location: Conference Call +1 888-585-9008 Conference Room ID#: 404245753

Individuals wishing to speak at the board meeting during the public comment period may call (888) 628-2542. Individuals may also direct written comments to the Head of School, Michelle Romaine, at mromaine@vpreplucerne.org.

MEETING AGENDA & RELATED MATERIALS

For more information concerning this agenda or for materials relating to this meeting, please contact the Head of School, Michelle Romaine, at mromaine@vpreplucerne.org. Any public records relating to an agenda item for an open session of the Board shall be available for inspection at 2335 W. Foothill Blvd., Upland, CA 91786.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting the Head of School, Michelle Romaine, at mromaine@vpreplucerne.org.

I. Opening Items

A. Meeting Called to Order

B. Welcome and Roll Call

C. Board findings pursuant to Government Code Section 54953(e)

The Board shall consider adopting the following findings:

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020 and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

D. Adoption of Agenda

E. Approval of Minutes

1/18/23 Regular Board Meeting

F. Public Comment

Members of the public may address the Board at regular meetings on agenda or non-agenda items that are within the subject matter jurisdiction of the Board, and at special meetings on agenda items only. Speakers should plan to call the indicated conference call number on the agenda and join by conference call at the beginning of the meeting at the time indicated. Speakers on items not on the agenda for action will be heard at the conclusion of the public input period. Each speaker is allowed a maximum of three minutes for his or her comments. Accommodations are made for translation and for those needing assistance. Each speaker may only make a single appearance at each Board Meeting. Exceptions are made for items labeled "Public Hearing".

II. Information Item

Draft - Second Interim

The Board will review the Draft of the Second Interim Report.

The Second Interim Report is an update of the actual year to date. This comparison is to show the board where the school's budget stands from what was originally budgeted.

A. Administrative Reports:

Michelle Romaine, Head of School

Kristen Mandell, Principal

III. Action Items

A. Certificated Employee Contracts

The Board will consider ratifying the following new employee contract: 22230046 (one Elementary Teacher).

B. Comprehensive School Safety Plan

The Board will consider approval of the Comprehensive School Safety Plan.

California Education Code (EC) Section 32281(a) requires every kindergarten through grade twelve school, public and public charter schools to develop and maintain a CSSP designed to create a safe, secure learning environment for students and school personnel.

C. Educator Effectiveness

Adoption of Virtual Preparatory Academy at Lucerne's written plan delineating the expenditure of funds under apportioned pursuant to Education Code Section 41480, the Educator Effectiveness Block

Governing Board Meeting
VPA Lucerne

Date: February 15, 2023

Grant.

D. School Accountability Report Card (SARC) updates

The Board will consider approval of the School Accountability Report Card (SARC) updates.

E. Accel School Services Vendor Invoice

The Board will consider approval for the payment of invoice for January services.

F. Accel School Services Expense Invoice

The Board will consider approval for the payment of expenses for December.

IV. Closing Items

A. Board Member Comments

B. Motion for Adjournment

CHARTER NAME: Elite Academic Academy - Virtual Prep Lucerne
 CDS #: 36-75051-0138107
 CHARTER #: 1975

Fiscal Year 2022-23 Second Interim Report
 Summary MYP

DESCRIPTION	Adopted Budget 2022-23	Latest Revised Budget 2022-23	Second Interim Actual thru January 31, 2023	Second Interim Projected Budget 2022-23	Percent Change	Second Interim Projected Budget 2023-24	Percent Change	Second Interim Projected Budget 2024-25	Percent Change	
REVENUES										
LCFF Sources										
LCFF	8011	8,090,636	5,166,835	3,580,172	6,682,553	-17.40%	9,648,838	44.39%	11,030,389	14.32%
EPA	8012	157,400	102,000	74,820	119,000	-24.40%	159,989	34.44%	175,988	10.00%
State Aid - Prior Year	8019	-	-	18,324	18,324		-		-	
In Lieu Property Taxes	8096	204,132	132,284	86,044	154,331	-24.40%	207,490	34.44%	228,239	10.00%
Federal	8100-8299	534,875	534,875	494,907	459,429	-14.11%	57,301	-87.53%	-	
State										
Lottery - Unrestricted	8560	133,984	86,826	61,960	105,647	-21.15%	142,037	34.44%	156,240	10.00%
Lottery - Prop 20 - Restricted	8560	-	-	-	41,637		55,979	34.44%	61,577	10.00%
Other State Revenue	8300-8599	-	-	4,168	132,067		176,253	33.46%	225,000	27.66%
Local										
Interest	8660	-	-	-	-		-		-	
AB602 Local Special Education Transfer	8792	645,340	418,200	270,392	487,900	-24.40%	655,954	34.44%	721,550	10.00%
Other Local Revenues	8600-8799	-	-	-	-		-		-	
Total Revenues		9,766,367	6,441,020	4,590,787	8,200,889	-16.03%	11,103,840	35.40%	12,598,983	13.47%
EXPENDITURES										
Certificated Salaries	1000-1999	3,817,928	2,995,169	1,665,295	3,115,281	-18.40%	3,953,898	26.92%	4,447,191	12.48%
Classified Salaries	2000-2999	136,651	111,193	82,835	140,035	2.48%	142,085	1.46%	147,058	3.50%
Benefits	3000-3999	1,164,437	777,098	462,690	827,841	-28.91%	1,041,626	25.82%	1,168,337	12.16%
Books & Supplies	4000-4999	522,371	370,313	175,284	281,610	-46.09%	463,141	64.46%	508,882	9.88%
Contracts & Services	5000-5999	4,783,554	2,682,796	2,196,012	4,108,343	-14.12%	5,758,164	40.16%	6,330,761	9.94%
Capital Outlay	6000-6599	14,362	22,116	14,110	-		-		-	
Other Outgo	7100-7299	2,499	2,499	-	-		-		-	
Debt Service (see Debt Form)	7400-7499	-	-	1,087	1,087		-		-	
Total Expenditures		\$ 10,441,802	\$ 6,961,184	\$ 4,597,313	\$ 8,474,197	-18.84%	\$ 11,358,913	34.04%	\$ 12,602,228	10.95%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ (675,435)	\$ (520,164)	\$ (6,526)	\$ (273,308)		\$ (255,072)		\$ (3,246)	
OTHER SOURCES & USES										
Other Sources/Contributions to Restricted Programs	8900	-	-	-	-		-		-	
Other Uses	7600	(945,000)	(360,000)	-	-		(210,000)		-	
Net Sources & Uses		\$ 945,000	\$ 360,000	\$ -	\$ -		\$ 210,000		\$ -	
NET INCREASE (DECREASE) IN FUND BALANCE		\$ 269,565	\$ (160,164)	\$ (6,526)	\$ (273,308)		\$ (45,072)		\$ (3,246)	

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FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	9791	193,691	193,691	193,691	193,691	0.00%			
Adjustments for Unaudited Actuals	9792		-	-	-				
Beg Fund Balance at Unaudited Actuals			193,691	193,691	193,691				
Adjustments for Audit	9793		-	-	-				
Adjustments for Restatements	9795		-	-	-				
Beginning Fund Balance as per Audit Report +/- Restatements			193,691	193,691	193,691		(79,617)	(124,689)	
Ending Balance	9790	\$ 463,256	\$ 33,527	\$ 187,164	\$ (79,617)		\$ (124,689)	\$ (127,935)	
Components of Ending Fund Balance (Budget):									
a. Nonspendable									
Revolving Cash	9711	-	-	-	-		-	-	-
Stores	9712	-	-	-	-		-	-	-
Prepaid Expenditures	9713	-	-	-	-		-	-	-
All Others	9719	-	-	-	-		-	-	-
b. Restricted	9740	78,152	-	-	-		-	-	-
c. Committed									
Committed - Stabilization Arrangements	9750	-	-	-	-		-	-	-
Committed - Other	9760	-	-	-	-		-	-	-
d. Assignments	9780	-	-	-	-		-	-	-
e. Unassigned									
Reserve for Economic Uncertainties	9789	-	-	-	-		-	-	-
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	385,104	267,339	333,727	342,748	-11.00%	445,973	528,217	18.44%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		4.06%	4.05%	7.26%	4.04%		4.00%	4.19%	

Reserve Standard (unless different standard identified in MOU)	4%	4%	4%	4%	4%	4%	4%
If MOU contains a Reserve Standard other than above, enter here							
Reserve Standard Met/Not Met	Met	Met	Met	Met	Met	Met	Met

If not meeting standards, discuss fiscal recovery plan:

Unrestricted Deficit Spending Percentage	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Unrestricted Deficit Spending Standard	1.4%	0.0%	2.4%	1.3%	1.3%	1.4%	1.4%
Unrestricted Deficit Spending Standard Met/Not Met	Met	Met	Met	Met	Met	Met	Met

If deficit spending, explain cause and if one-time or on-going. If for on-going, what is the Charter's plan to eliminate the deficit?

Virtual Preparatory Academy at Lucerne Comprehensive School Safety Plan

2022-2023

<https://lucerne.virtualpreparatoryacademy.com>
8560 Aliento Rd., Lucerne Valley, CA 92356
36 75051 0138107
Phone: (888) 885-0284

Administration

Michelle Romaine: Head of School
Kristen Mandell: Principal

Board

Rina Fernandez
Jack Pierce
Stephanie Van Epps

Date of Adoption:
2/15/23

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at 2235 W Foothill Blvd. Upland, CA 91786.

Safety Plan Vision

The Virtual Preparatory Academy at Lucerne Comprehensive School Safety Plan (CSSP) was established to ensure the health and safety of pupils and staff, in compliance with California SB 719 and AB 115. Staff and student health and safety are very important at Virtual Academy Preparatory at Lucerne (VPAL). While Virtual Preparatory Academy at Lucerne is an online school there are no physical classrooms utilized for instruction. Immunization forms and other pertinent medical records will be kept (confidentially) on file by the school administration. Parents are expected to ensure that their children obtain proper immunizations prior to matriculating pursuant to Chapter 1 (commencing with §120325) of Part 2 of Division 105 of the Health and Safety Code. The school may exempt students from enrolling who are not properly immunized pursuant to §48216 (a-c) of the Education Code. Those parents who are having difficulty obtaining immunizations for their children will be provided information on where to get immunized in their community. All pertinent and required health and safety documentation is collected at time of hire or enrollment as appropriate. Copies of employee records and student records can be made available at the request of the School District.

Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**Child Abuse Reporting Definitions**

1. Child Abuse includes the following: a) A physical injury inflicted by other than accidental means on a child by another person. b) Sexual abuse of a child. c) Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody. d) Unlawful corporal punishment or injury resulting in a traumatic condition. e) Neglect of a child or abuse in out-of-home care. 2. Mandated Reporters are those people defined by law as childcare custodians, health practitioners, child visitation monitors, and employees of a child protective agency. Mandated reporters include virtually all school employees. The following school personnel are required to report: Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, school psychologists, licensed nurses, counselors, and those instructional aides or other classified employees trained in child abuse reporting. 3. Child Protective Agencies are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation.

Duty to Report

In conformance with the requirements of the Penal Code, any school employee who has knowledge of or observes a child in their professional capacity or within the scope of their employment whom they know or reasonably suspects has been a victim of child abuse shall report the known or suspected instance of child abuse to the local law enforcement and/or child protective agency immediately or as soon as practically possible by telephone, and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166. For the purposes of this reporting procedure and the Penal Code, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on their training and experience, to suspect child abuse. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the School Director or designee as soon as possible after the initial verbal report by telephone. When so notified, the School Director shall inform the Chief Executive Officer or designee. Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and school regulations. At the mandated reporter's request, the School Director may assist in the completion and filing of these forms. If the mandated reporter does not disclose their identity to a school administrator, they shall at least provide or mail a copy of the written report to the school without their signature or name.

Legal Responsibility and Liability Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse. If a mandated reporter fails to report an instance of child abuse, which they know to exist or reasonably should know to exist, then they are guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so. Within 36 hours of suspicion of child abuse, a written report must be sent, faxed, or submitted electronically. The written report should be completed on form SS 8572, "Suspected Child Abuse Report," which can be downloaded at: http://ag.ca.gov/childabuse/pdf/ss_8572.pdf (Appendix C).

Child Abuse Training Requirement

All school employees must annually complete the mandated reporter training requirement as determined by the school administration. The training must be completed no later than October 15th every year. Newly hired employees are required to complete the training course within six (6) weeks of employment. Proof of completion of the training will be kept on file by Human Resources.

Reporting procedures training resources: Mandated Reporter Online Training for School Personnel

<https://mandatedreporter.ca.com/training/school-personnel> Safeguarding Children Through Distance Learning - Foster Youth Services (CA Dept of Education) <https://www.cde.ca.gov/ls/pf/fy/cps202006.asp>

Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Response Procedures

Virtual Preparatory Academy at Lucerne (VPAL) will take all necessary measures to keep students, staff and visitors safe in the event of a disaster, as set forth in this Plan.

Overview – What is an Emergency?

An emergency is a duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder or other causes. This may be beyond the control of the services, personnel, equipment and resources of VPAL and require the combined efforts of state and local governments. Schools must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.

Purpose of Emergency Plan

All personnel must complete training on the School Safety Plan. Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This plan will provide step-by-step guidelines to help deal with emergencies that may occur.

This plan cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. As VPAL acquires physical facilities, this School Safety Plan will be amended to include additional procedures for fire drills, drop procedure, and other matters specific to physical facilities.

Definitions

- All Clear communicates to students and staff that the emergency is over and normal school operations can resume.
- Emergency Damage Assessment is the inspection process used immediately following an emergency to determine if it is safe to resume occupancy of school facilities. This assessment should be performed following any event with the potential to cause damage to school facilities or equipment.
- Lockdown is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. Lockdown is used to prevent intruders from entering occupied areas of the buildings.
 - Lock the doors
 - Close and lock windows, and close blinds or cover windows
 - Turn off lights
 - Silence all electronic devices
 - Remain silent
 - Use strategies to silently communicate with first responders if possible
 - Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room)
 - Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
- Shelter In Place is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, window and vents; shutting down the building heating, ventilation and air conditioning systems to prevent exposure to the outside air and turning off pilot lights. Shelter In Place allow for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in buildings with exterior passageways must remain in the room while Shelter In Place is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.
- Take Cover is implemented when it is necessary to move to and take refuge in the best shielded areas within the school building. It is appropriate for, but not limited to, severe windstorms and tornados.
 - Move students/staff into the school's permanent buildings, on the ground floor
 - Group students/staff together at the furthest point away from windows on the floor
 - Face the wall with backs to the windows, crouch down on knees and elbows, hands covering the back of heads/necks
 - If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal

An order to Take Cover should remain in place until the National Weather Service has lifted the warning.
- Duck, Cover and Hold On is the action taken during an earthquake to protect students/staff from flying and falling debris. Duck, Cover and Hold On is an appropriate action for use during an earthquake or explosion. Immediate Evacuation and an Emergency Damage Assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of Duck, Cover and Hold On.

- Evacuation is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.
- Off-Site Evacuation is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations, Off Site

Evacuation may require the use of busing.

Reunification should be used following any Off-Site Evacuation.

- Early Release may be implemented when circumstances make keeping students at school inadvisable. The Executive Director or designee must authorize an Early Release. During an Early Release, students follow normal dismissal procedures.
- Structured Reunification is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed.

Structured Reunification requires:

- Maintaining accurate information on the location of each child
- Preventing unauthorized individuals from having access to or removing children
- Verifying the identity of individuals coming to take custody of children
- Verifying each individual has the legal right to take custody the child for which they have asked
- Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up

General Emergency Actions

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The site safety team will decide which Emergency Actions to implement, based on the situation. The most common immediate emergency actions are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

School Suspension, Expulsion and Mandatory Expulsion Guidelines

Virtual Preparatory Academy at Lucerne (VPAL) complies with applicable state laws regarding suspension and expulsion. The VPAL Suspension and Expulsion policy will be reviewed annually and be provided in the VPAL Parent/Guardian and Student Handbook. Suspension/Expulsion Procedures.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. To ensure compliance with federal and state constitutional procedural and substantive due process requirements, the Charter School will provide advance notice of the disciplinary offenses and procedures and students will be afforded the opportunity to respond to charges prior to the imposition of a suspension or expulsion. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

Sexual Harassment Policies (EC 212.6 [b])

Sexual Harassment includes, but is not limited to, making unwelcome advances, requests for sexual favors, hostile treatment, sexual desire, or other verbal or physical conduct of a sexual nature and includes harassment based on sex (including pregnancy, childbirth, breastfeeding, or related medical conditions), gender, gender identity or gender expression. Unlawful sexual harassment need not be motivated by sexual desire and may include situations that began as reciprocal relationships, but that later cease to be reciprocal. Harassment can also include offensive remarks about a person's sex. For example, it is illegal to harass a woman by making offensive comments about women in general. Both victim and the harasser can be either a woman or a man, and the victim and harasser can be the same sex. The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer. There are two distinct categories of Sexual Harassment.

Quid Pro Quo: Sexual harassment occurs when an individual's submission to or rejection of unwelcome sexual advances or other conduct based on sex is made an explicit or implicit term of employment or is used as a basis for employment promotion or other decisions affecting that individual; and is used as a basis for employment promotion or other decisions affecting that individual; and
Hostile Work Environment: Sexual harassment occurs when unwelcome sexual conduct has the purpose or effect of unreasonably interfering with an individual's job performance or creates an intimidating, hostile, or offensive working environment, even if it does not lead to tangible or economic job consequences.

Retaliation

As used in this policy, retaliation is defined as any adverse employment action taken against an employee because the employee engaged in a protected activity. Protected activities may include, but are not limited to, reporting, or assisting in reporting suspected violations of this policy and/or cooperating in investigations or proceedings arising out of a violation of this policy. Adverse employment action is conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in protected activity. Even actions that do not result in a direct loss of compensation may be regarded as an adverse employment action when considered in the totality of the circumstances.

Examples of retaliation under this policy include but are not limited to: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing someone's work assignments for identifying harassment or other forms of discrimination in the workplace; treating people differently such as denying an accommodation; or not talking to an employee when otherwise required by job duties, or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Reporting Violations of this Policy:

Anyone who is subjected to or witnesses behavior that they believe violates this policy, is encouraged, if they feel comfortable doing so, to immediately tell the offending individual that the behavior is inappropriate and to stop the behavior. The individual should also report the alleged violation to their supervisor or the Human Resources Department of the Organization immediately after the incident. If the alleged offender is the employee's supervisor or manager, the employee should report the conduct to any other supervisor, manager, or the Human Resources Department. You will be asked to provide details of the incident or incidents, names of individuals involved and names of any witnesses. Although preparation of a written report is encouraged, it is not required. If you prefer to make a complaint in person, contact the Human Resources Department.

Supervisors who observe harassing conduct or receive information regarding alleged unlawful harassment or discrimination should immediately advise the Human Resources Department of the Organization so that the Organization can try to resolve it. Anonymous complaints will also be investigated. The method will depend on the details provided in the anonymous complaint.

The reported matter will be promptly and thoroughly investigated by qualified personnel in a timely and impartial manner and the investigation will be documented and tracked. To the extent possible, the Organization will endeavor to keep the reporting of the applicant or employee's concerns confidential; however, complete confidentiality cannot be guaranteed when it interferes with the Organization's ability to fulfill its obligations under this policy. It is the obligation of all employees, volunteers, or interns to cooperate fully in the internal investigation process.

After reviewing all the evidence, a timely determination will be made concerning whether reasonable grounds exist to believe that discrimination, retaliation and/or harassment has occurred. If the investigation determines that prohibited discrimination, retaliation, harassment, or other conduct which violates the Organization's policy has occurred, the Organization will take disciplinary action against those who engaged in the misconduct, up to and including termination of employment, and appropriate action will be taken to remedy the injury, if any, to the employee subjected to the misconduct. If appropriate, Human Resources Department will advise all parties concerned of the results of the investigation. The Organization will not retaliate against you for filing a good faith complaint or for cooperating in providing information in the investigation of any complaint, and will not tolerate or permit retaliation by management, employees, or co-workers.

The Organization encourages all employees to report any incidents forbidden by this policy immediately so that complaints can be timely, fairly, and completely resolved. If any employee, volunteer, or intern believes that the above procedure has not resolved his or her situation, that person may contact the California Department of Fair Employment and Housing ("DFEH") or the federal Equal Employment Opportunity Commission ("EEOC") to file a claim. The DFEH and EEOC serve as neutral fact finders and will attempt to assist the parties to voluntarily resolve their disputes. In the event that the DFEH or EEOC is unable to obtain voluntary resolution and finds that harassment or discrimination has occurred, the DFEH and the EEOC may award reinstatement or monetary damages. To obtain the telephone number for the most convenient EEOC office, call 800-669-4000. For the most convenient DFEH office, call 800- 884-1684.

A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Virtual Preparatory Academy at Lucerne (VPAL) wants students to know they are valued and contribute to daily operation of the school as well as its success. Students are respected and their opinion and skill in solving problems is valued. Students are able to approach their learning with confidence and with the assurance that this school is their home. VPAL welcomes the direct involvement of parents and community members. Copies of VPAL's suicide prevention and anti-bullying policies are available with administration and at the VPAL office.

VPAL also maintains a Fingerprinting Policy, which is summarized in this Section.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation.

No person with a violent or serious felony conviction outlined in Education Code Sections 44830.1, 45122.1, 45123, and 45124 will be employed by VPrep. Additionally, employment with VPrep will be subject to subsequent arrest notifications provided by the Department of Justice (Education Code Section 45125(2)(j)).

No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Head of School.

Assessment of Current Status: At this time, there has been no reports of crime, suspensions or expulsions. In addition, while meeting with the school safety committee it has been assessed that there has been zero reports or suspicion of crime at the school/school-related functions.

Virtual Preparatory Academy at Lucerne (VPAL) is a non-classroom based-online school program. By nature, students are not in physical classrooms, and the school would only be in custody of students in the event of in person annual state test proctoring. In the event that students are in direct care of the school during any disaster (including earthquakes, fire, natural disaster, harmful threat, etc.), school personnel will follow the safety protocol and procedures of the rented or visiting facility. Special consideration will be taken for students with disabilities in all cases.

Discrimination and Harassment

Unlawful Harassment Policy

It is the policy of Virtual Preparatory Academy at Lucerne (VPAL) to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, age, disability, marital status, citizenship, or any other characteristic protected by law. VPAL prohibits any such discrimination or harassment. It is VPAL's mission to provide a professional work and learning environment free of harassment, that maintains equality, dignity, and respect for all. It is a violation of this policy for any student, teacher, administrator, or other employee of VPAL to harass a student, teacher, administrator, or other employee through conduct or communication. This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to VPAL (e.g., an outside vendor, consultant, or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business trips, business meetings and business-related social events.

What is Harassment?

Harassment can take many forms. As used in the CSSP, the term "harassment" includes:

1. Offensive remarks, comments, jokes, or slurs pertaining to an individual's race, religion, sex, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status defined by law.
2. Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors, regardless of the gender of the individuals involved.
3. Offensive physical conduct, including touching, regardless of the gender of the individuals involved, including threats of harm, violence, or assault.
4. Offensive pictures, drawings, photographs, or other communications, including email.
5. Threatening reprisals of an employee's refusal to respond to requests for sexual favors or for reporting a violation of this policy.
6. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
 - b. Submission to, or rejection of, such conduct by an individual is used as a basis of employment decisions affecting such individual.

c. Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment.

Responsibility

All VPAL students, staff, and administrators have a responsibility for keeping their work and educational environment free of harassment.

Reporting

VPAL encourages reporting of all actual or perceived incidents of discrimination, harassment, or retaliation, regardless of the offender's identity or position. However, VPAL cannot resolve a harassment claim that has not been reported. Employees are responsible for reporting claims to the school, and the school in turn will take all necessary steps to address the employee's concerns. Individuals who believe that they have been the victim of such conduct should discuss their concerns with their immediate supervisor, and/or the school administration. In addition, VPAL encourages individuals who believe they are being subjected to such conduct promptly to advise the offender that their behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. VPAL recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties.

Investigation/Complaint Procedure

All complaints of harassment will be promptly investigated. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but is not limited to, reprimand, suspension, or dismissal, depending on the nature and severity of the offense. Additionally, appropriate action will also be taken in the event the accusations are intentionally false or malicious in intent.

Informal Procedure

If for any reason an individual does not wish to address their offender directly, or if such action does not successfully end the offensive conduct, the individual should notify their immediate supervisor who may, if the individual so requests, talk to the alleged offender on the individual's behalf. In addition, there may be instances in which an individual seeks only to discuss matters with one of the school's designated representatives, and such discussion is encouraged. An individual reporting harassment, discrimination or retaliation should be aware; however, that VPAL may decide it is necessary to take action to address such conduct beyond an informal discussion. This decision will be discussed with the individual. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Moreover, the informal procedure is not a required first step for the reporting individual.

Formal Procedure

As noted above, individuals who believe they have been the victims of conduct prohibited by this policy statement, or believe they have witnessed such conduct, should discuss their concerns with their supervisor, school administrator or the Director of Human Resources. VPAL encourages the prompt reporting of complaints or concerns so that rapid and constructive action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality and discretion will be maintained throughout the investigation process to the extent consistent with adequate investigation and appropriate corrective action. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay, or termination as VPAL believes appropriate under the circumstances. If a party to a complaint does not agree with the school's resolution, that party may appeal to the VPAL School Director or Director of Human Resources. False and malicious complaints of harassment, discrimination or retaliation as opposed to complaints which, even if erroneous are made in good faith, may be the subject of appropriate disciplinary action.

VPAL wants to ensure that all employees can work in an environment free from harassment, discrimination, and retaliation. VPAL will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has any questions or concerns about these policies may speak with their supervisor, the School Director, or the Director of Human Resources. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion to avoid allegations of harassment. The law and the policies of VPAL prohibit disparate treatment based on sex or any other protected characteristic, with regard to terms, conditions, privileges, and prerequisites of employment. The prohibitions against harassment, discrimination, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

Bullying, Cyber-Bullying and Harassment

Virtual Preparatory Academy at Lucerne (VPAL) strives to provide a safe and welcoming environment for all students to learn. Bullying, cyber-bullying, and harassment based on sex, race, color, national origin, or disability is unlawful and will not be tolerated. In addition to prohibiting harassment, discrimination, and retaliation, VPAL prohibits intimidation and bullying of employees and students.

VPAL believes that all students and employees should be treated with respect in the school and workplace. It is the commitment of the VPAL and its management to ensure this place of work is free from negative and aggressive behaviors, and that the school and work environment is aimed at providing high quality services in an atmosphere of respect, collaboration, safety, and equality. All students and employees have the right to be treated with dignity and respect. School and workplace bullying by anyone working for VPAL or on its behalf toward any student or employee is strictly prohibited. Any student or employee engaging in school or workplace bullying may be subject to discipline, up to and including termination. As part of its commitment to encouraging positive and healthy behaviors, VPAL has established training on bullying for all employees and managers. Training is included as part of VPAL's harassment and discrimination training. Training will identify factors which contribute to a bully-free environment, familiarize participants with responsibilities under this policy, and provide steps to overcoming a bullying incident. School and workplace bullying, also known as abusive conduct, is malicious conduct that a reasonable person would find hostile, offensive, and unrelated to a legitimate business interest.

- Bullying, cyber-bullying, or harassment based on sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic or written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying based on sex, and the harasser or bully and the victim can be of the same sex. Bullying based on sex constitutes sexual harassment.
- Bullying, cyber-bullying, or harassment based on race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color, or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying based on race, color, or national origin constitutes racial harassment.
- Bullying, cyber-bullying, or harassment based on disability refers to intimidation or abusive behavior towards a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying based on disability constitutes disability harassment. If a student is being harassed in the school environment, it is important to report it immediately to the appropriate school administrator. Harassment comes in many forms including: Spam (unsolicited emails not about the course), Threatening communications, Offensive communications or any other kind of communication that makes the student, parent, legal guardian, and learning coach feel comfortable.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Internet Safety and Network Etiquette It is the policy of Virtual Preparatory Academy at Lucerne (VPAL) to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;

- (b) prevent unauthorized access and other unlawful online activity;
- (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

VPAL students, are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online.

VPAL students abide by these standards:

- Avoid sarcasm, jargon, and slang
- Swear words are unacceptable
- Do not harass or threaten others
- Do not use all capital letters (this is considered yelling)
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health
- Focus your responses on the questions or issues being discussed, not on the individuals involved
- Be constructive with your criticism, not hurtful
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos
- Respect other people's privacy
- Do not broadcast online discussions, and never reveal other people's email addresses
- Do not post personal information, (personal information, Social Media Apps, YouTube, Facebook, email address etc.

Student Computer Use Policy

Permitted Use

- VPAL shall permit the student and the responsible teaching adult to use the equipment and materials of VPAL solely for the education of the student while enrolled at VPAL and for no other purpose.
- Students and the responsible teaching adult are only permitted to visit websites for the purpose of VPAL related educational research.

Prohibited Use - Only software that is required by VPAL will be allowed on the VPAL computer. All other software will be prohibited.

- Users shall not use the equipment, software, online classrooms, and other materials of VPAL view, download, save, receive, or send material related to or including any of the following:
- Illegal activities
- Offensive content of any kind, including pornographic material

- Content that promotes discrimination on the basis of race, gender, national origin, age, marital status, sexual orientation, religion, or disability
- Threatening or violent behavior
- Gambling or wagering
- Commercial messages.
- Religious, political, or racial messages
- Messages that misrepresent yourself
- Download of any software on the VPAL computer
- Websites or chat rooms that are not for the purpose of VPAL related education.

Virtual Preparatory Academy at Lucerne Educator Effectiveness Block Grant Spending Plan

The Educator Effectiveness Block Grant is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

These funds are allocated on the basis of an equal amount per certificated and classified full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) and the California Basic Educational Data System (CBEDS) for the 2020–21 fiscal year.

Virtual Preparatory Academy at Lucerne is as follows:

2021-22 School Year \$14,495.00.

Ed. Eff. funds will be used to cover:

Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Coaching and mentoring of staff serving in an instructional setting and teacher or administrator induction.

Instructional Library, Media, and Technology Support Training for teachers

Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. An annual data and expenditure report will be reported each year on or before September 30. A final data and expenditure report will be reported on or before September 30, 2026. Any funds not expended by June 30, 2026, will be returned to the California Department of Education (CDE). Information will also be available in the Virtual Preparatory Academy at Lucerne financial report.

Virtual Preparatory Academy at Lucerne

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	8560 Aliento Rd. Lucerne Valley, California , 92356	Principal:	Kristen Mandell
Phone:	(800) 868-6192	Grade Span:	K-11

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fj/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Kristen Mandell

Principal, Virtual Preparatory Academy at Lucerne

About Our School

Contact

Virtual Preparatory Academy at Lucerne
8560 Aliento Rd.
Lucerne Valley, California 92356

Phone: (800) 868-6192

Email: kmandell@vpreplucerne.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Virtual Preparatory Academy at Lucerne
Phone Number	818-532-5133
Superintendent	Romaine, Michelle
Email Address	mromaine@vpreplucerne.org
Website	https://lucerne.virtualpreparatoryacademy.com/

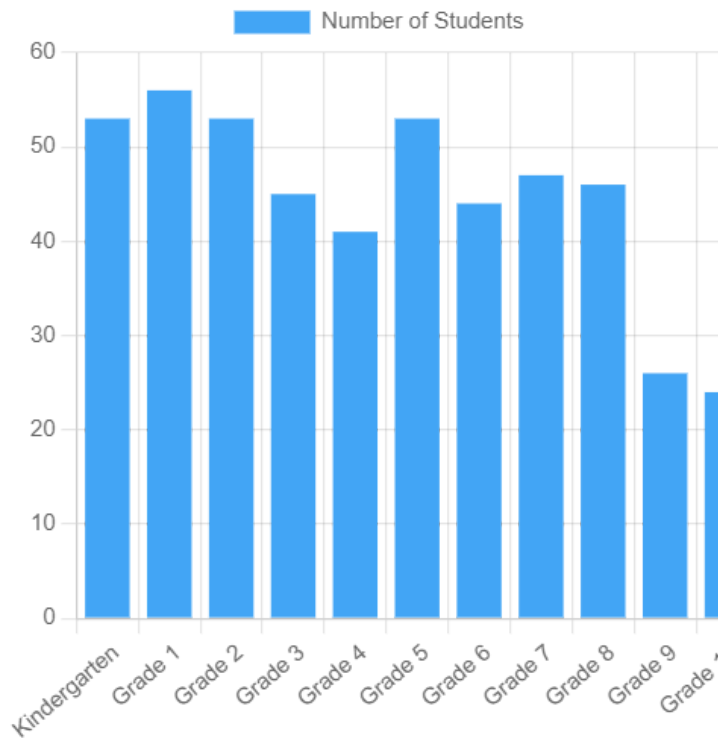
School Contact Information (School Year 2022–23)

School Name	Virtual Preparatory Academy at Lucerne
Street	8560 Aliento Rd.
City, State, Zip	Lucerne Valley, California , 92356
Phone Number	(800) 868-6192
Principal	Kristen Mandell
Email Address	mromaine@vpreplucerne.org
Website	https://lucerne.virtualpreparatoryacademy.com/
County-District-School (CDS) Code	36750510138107

Last updated: 1/31/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	53
Grade 1	56
Grade 2	53
Grade 3	45
Grade 4	41
Grade 5	53
Grade 6	44
Grade 7	47
Grade 8	46
Grade 9	26
Grade 10	24
Total Enrollment	488



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/31/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	49.00%
Male	51.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	2.90%
Black or African American	21.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	9.40%
Foster Youth	0.20%
Homeless	0.40%
Migrant	0.00%
Socioeconomically Disadvantaged	55.50%
Students with Disabilities	16.00%

Student Group	Percent of Total Enrollment
Filipino	2.90%
Hispanic or Latino	49.40%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	4.90%
White	16.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.50	100.00	119.40	29.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.74	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.20	2.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	267.70	65.72	12115.80	4.41
Unknown	0.00	0.00	8.90	2.20	18854.30	6.86
Total Teaching Positions	4.50	100.00	407.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/31/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/31/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Virtual Preparatory Academy at Lucerne uses an online education platform and curriculum that has been carefully designed to meet the standards required by California. Students are engaged in a variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, discussions, group and individual projects, formative assessments, objective tests, and written exams.	Yes	0%
Mathematics	Virtual Preparatory Academy at Lucerne uses an online education platform and curriculum that has been carefully designed to meet the standards required by California. Students are engaged in a variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, discussions, group and individual projects, formative assessments, objective tests, and written exams.	Yes	0%
Science	Virtual Preparatory Academy at Lucerne uses an online education platform and curriculum that has been carefully designed to meet the standards required by California. Students are engaged in a variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, discussions, group and individual projects, formative assessments, objective tests, and written exams.	Yes	0%
History-Social Science	Virtual Preparatory Academy at Lucerne uses an online education platform and curriculum that has been carefully designed to meet the standards required by California. Students are engaged in a variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, discussions, group and individual projects, formative assessments, objective tests, and written exams.	Yes	0%
Foreign Language	Virtual Preparatory Academy at Lucerne uses an online education platform and curriculum that has been carefully designed to meet the standards required by California. Students are engaged in a variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, discussions, group and individual projects, formative assessments, objective tests, and written exams.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Virtual Preparatory Academy at Lucerne uses an online education platform and curriculum that has been carefully designed to meet the standards required by California. Students are engaged in a variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, discussions, group and individual projects, formative assessments, objective tests, and written exams.	Yes	0%
Visual and Performing Arts	Virtual Preparatory Academy at Lucerne uses an online education platform and curriculum that has been carefully designed to meet the standards required by California. Students are engaged in a variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, discussions, group and individual projects, formative assessments, objective tests, and written exams.	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/31/23

School Facility Conditions and Planned Improvements

Virtual Preparatory Academy at Lucerne is a non-site-based virtual school. We have an office location located in Upland, CA, where we have one in-person employee report daily. This building is up to code and provides a safe working environment for our office manager as well as a secure location to house sensitive student records.

Last updated: 1/31/23

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	31%	N/A	44%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	16%	N/A	24%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/24/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	260	252	96.92	3.08	31.47
Female	120	117	97.50	2.50	31.90
Male	140	135	96.43	3.57	31.11
American Indian or Alaska Native	0	0	0	--	
Asian	6	5	83.33	--	0
Black or African American	62	61	98.39	1.61	22.95
Filipino	8	8	100	--	0
Hispanic or Latino	120	116	96.67	3.33	33.62
Native Hawaiian or Pacific Islander	0	0	0	--	
Two or More Races	22	21	95.45	4.55	19.05
White	39	39	100.00	0.00	34.21
English Learners	14	13	92.86	7.14	0.00
Foster Youth	1	1	100	0	0
Homeless	0	0	0	0	
Military	0	0	0	0	
Socioeconomically Disadvantaged	112	107	95.54	4.20	21.70
Students Receiving Migrant Education Services	0	0	0	0	
Students with Disabilities	33	31	93.94	6.06	16.13

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment

**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	260	251	96.54	3.46	15.60
Female	120	116	96.67	3.33	14.66
Male	140	135	96.43	3.57	16.42
American Indian or Alaska Native	0	0	0	0.00	
Asian	6	5	83.33	16.67	
Black or African American	62	61	98.39	1.61	10.00
Filipino	8	8	100	0.00	--
Hispanic or Latino	120	116	96.67	3.33	17.24
Native Hawaiian or Pacific Islander	0	0	0	0	--
Two or More Races	22	21	95.45	4.55	9.52
White	39	38	97.44	2.56	13.16
English Learners	14	13	92.86	7.14	0.00
Foster Youth	1	1	100	0	
Homeless	0	0	0	0	
Military	0	0	0	0	
Socioeconomically Disadvantaged	112	106	94.64	5.36	10.48
Students Receiving Migrant Education Services	0	0	0	0	
Students with Disabilities	33	31	93.94	6.06	13.33

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not;

however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

CAASPP Test Results in Science for All Students**Grades Five, Eight and High School****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT		NT		28.5	29.47

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	93	96.88	3.12	22.58
Female	41	40	97.56	2.44	17.50
Male	55	53	96.36	3.64	26.42
American Indian or Alaska Native	0	0	0	0	--
Asian	0	0	0	0	--
Black or African American	24	24	100.00	0.00	12.50
Filipino	7	7	100	0	--
Hispanic or Latino	42	39	92.86	7.14	23.08
Native Hawaiian or Pacific Islander	0	0	0	0	
Two or More Races	7	7	100	0	--
White	13	13	100.00	0.00	15.38
English Learners	8	8	100	0	--
Foster Youth	1	1	100	0	
Homeless	0	0	0	0	
Military	0	0	0	0	
Socioeconomically Disadvantaged	45	44	97.78	2.22	11.36
Students Receiving Migrant Education Services	0	0	0	0	
Students with Disabilities	8	6	75	25	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/23

Career Technical Education (CTE) Programs (School Year 2021–22)

II. D

Virtual Preparatory Academy at Lucerne offers students elective options that correlate to many of the 15 career pathways that make up CTE. These electives include but are not limited to the following: Intro to Nursing, Gaming Unlocked, Life Skills, Study Skills, Veterinary Science, Intro to Business Law, Fashion and Design, Culinary Arts, Computer Basics, Public Speaking, Criminology, Workplace and Internship Readiness, Digital Media Fundamentals, Business Information Management, Career Planning, Theatre, Cinema, and Film Production, Interior Design, Entrepreneurship, Graphics, and Web Design, Sports and Entertainment Marketing, Early Childhood Education, and Journalism.

*Last updated: 1/31/23***Career Technical Education (CTE) Participation (School Year 2021–22)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/24/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/24/23

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	97.87%	97.87%	97.87%	97.87%	97.87%
9	95.83%	95.83%	95.83%	95.83%	95.83%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/23

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

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. Our administration provides parents and guardians with a quarterly parent survey that allows our stakeholders to weigh in on the school's progress and growth as well as offer suggestions for improvement. We feel that these surveys support and promote open conversation toward student engagement, achievement, and overall school improvement.

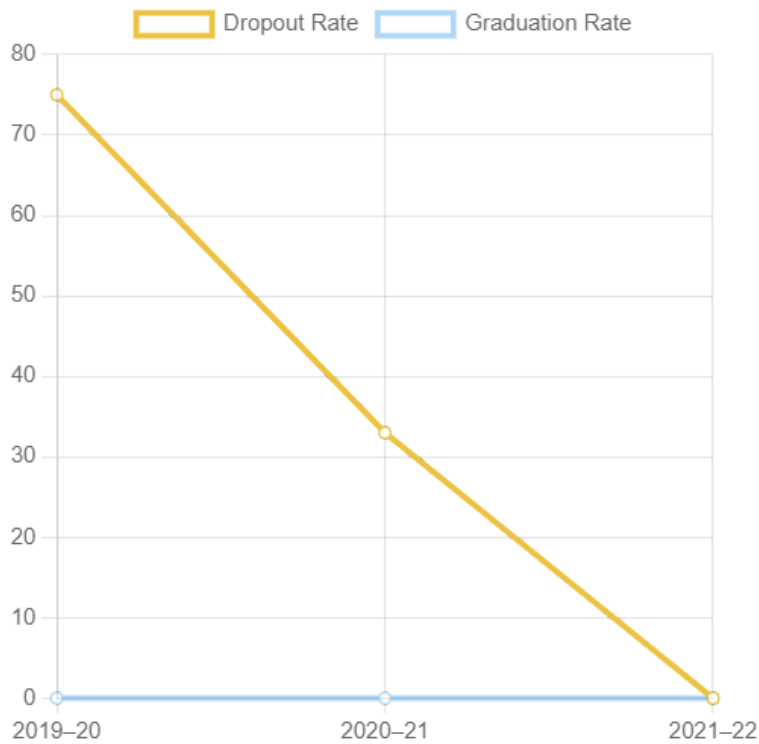
State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	75.00%	33.00%	0.0%		23.20%	21.00%	8.9%	9.4%	7.8%
Graduation Rate	0.0%	0.0%	0.0%		35.70%	46.20%	84.2%	83.6%	87.0%



Last updated: 1/31/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated: 1/25/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	696	617	37	6.0
Female	343	305	19	6.2
Male	353	312	18	5.8
American Indian or Alaska Native	3	3	0	0.0
Asian	18	12	0	0.0
Black or African American	166	150	12	8.0
Filipino	17	16	1	6.3
Hispanic or Latino	345	307	17	5.5
Native Hawaiian or Pacific Islander	2	1	0	0.0
Two or More Races	25	23	1	4.3
White	108	94	6	6.4
English Learners	56	49	3	6.1
Foster Youth	4	4	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	439	396	28	7.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	94	9	9.6

Last updated: 1/31/23

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.58%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.09%	0.63%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/25/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 1/25/23

School Safety Plan (School Year 2022–23)

Virtual Preparatory Academy at Lucerne is an online independent study program where students are schooled in their home with the support of a parent/guardian serving as the learning coach. In the event of in-person state testing, the school's procedures for evacuation and emergency preparedness are outlined in the comprehensive school safety plan that is updated in March of each school year. The roles, responsibilities, training, necessary resources, and emergency response actions, if applicable, are defined in the school safety plan.

Last updated: 1/31/23

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	27.00	0	1	0
1	5.00	2	0	0
2	10.00	1	0	0
3	14.00	1	0	0
4	9.00	1	0	0
5	9.00	1	0	0
6		0	0	0
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	0	1	0
1	23.00	0	1	0
2	17.00	1	0	0
3	23.00	0	1	0
4	30.00	0	1	0
5	27.00	0	1	0
6	26.00	0	1	0
Other**	21.00	3	5	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	0	2	0
Mathematics	25.00	0	2	0
Science	25.00	0	2	0
Social Science	25.00	0	2	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/25/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10901.00	\$518.00	\$10384.00	\$64260.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	--	\$74185.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$73001.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/25/23

Types of Services Funded (Fiscal Year 2021–22)

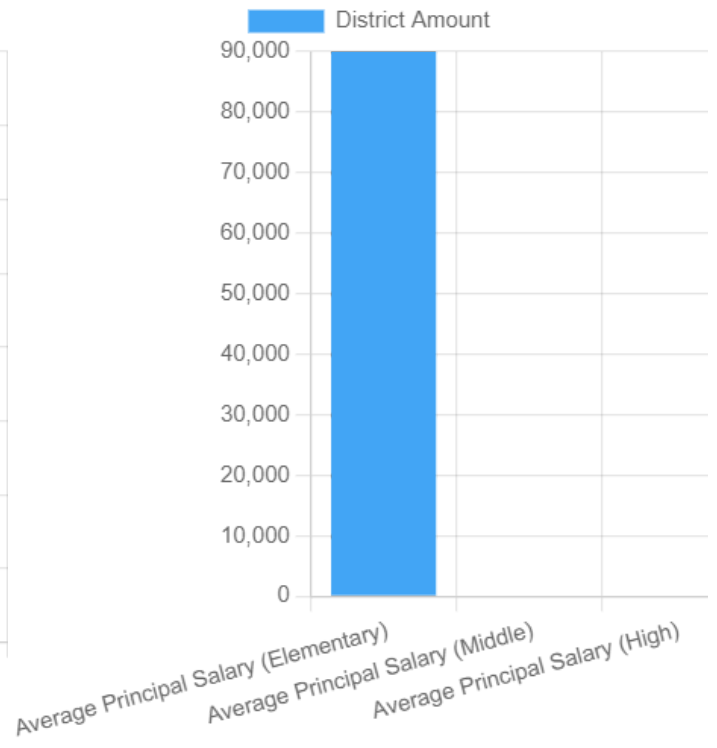
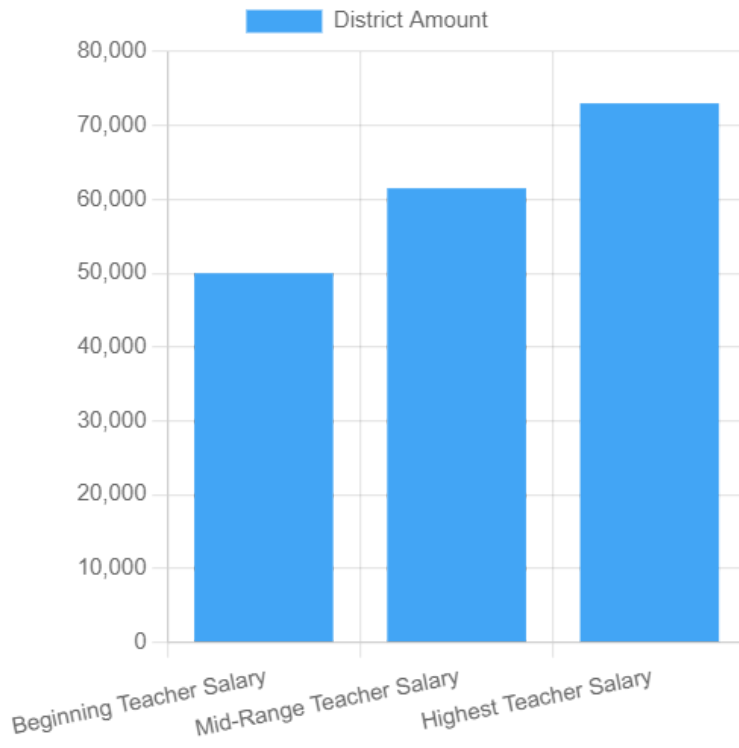
Virtual Preparatory Academy at Lucerne (VPAL) is a tuition-free TK-11 public online school that uses innovative technology to help students thrive in their schoolwork and life. VPAL credentialed teachers meet with students daily to provide homeroom, direct instruction, small group instruction, and office hours for support and guidance. These collaborative academic experiences engage students in academic inquiry, skill building, and foster curiosity. Teachers work with elementary, middle, and high school students to review lessons and assessments, and to guide and support students and learning coaches through the program. In addition to scheduled learning period meetings, students and parents/guardians have access to their teachers during the school day via phone, email, online platforms, and one-on-one appointments, as needed. The Student Success Team meets on a regular basis to evaluate progress and provide additional enhancement learning opportunities and support resources for students such as tutoring and social-emotional counseling services.

Last updated: 1/31/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50000.00	\$46418.61
Mid-Range Teacher Salary	\$61500.00	\$69901.86
Highest Teacher Salary	\$73000.00	\$97912.34
Average Principal Salary (Elementary)	\$90000.00	\$111731.31
Average Principal Salary (Middle)	--	\$122011.72
Average Principal Salary (High)	--	\$122212.22
Superintendent Salary	\$140000.00	\$150971.42
Percent of Budget for Teacher Salaries	--	28.52%
Percent of Budget for Administrative Salaries	--	6.10%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/31/23

Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses**

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	1.00%

* Where there are student course enrollments of at least one student.

Last updated: 1/25/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	15

Last updated: 1/25/23



Invoice No. MGT-VPLU20230131

Accel Online California, LLC
1750 Tysons Blvd
13th Floor
McLean, VA 22102

Name: Virtual Preparatory Academy of Lucerne
Address: 8560 Aliento Rd.
City: Lucerne Valley, CA 92356
Country: USA

Date: 1/31/2023
Payment Due: Upon Receipt

Table with 2 columns: Description, TOTAL. Rows include January 2023 curriculum and materials, student technology support, academic advising, professional services, payroll processing, SubTotal, Shipping & Handling, Taxes, Other, and TOTAL.

Please wire payment to:
Accel School, LLC
ABA # for WIRE 026009593
Account # 435029094484

Lucerne Revenue Actual - FY23

	<u>July</u>	<u>August</u>	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>
LCFF State Aid—Current Year	1,117,413.05	378,881.00	335,840.00	533,599.88	1,003,281.00	473,278.00	857,567.36				
Education Protection Account State Aid—Current Year											
Transfers to Charter Schools in Lieu of Property Taxes (Effective 2007–08)											
	1,117,413.05	378,881.00	335,840.00	533,599.88	1,003,281.00	473,278.00	857,567.36	-	-	-	-

Enrollment

Curriculum, Student Tech Support

	First Login	Monthly	First Login	Monthly
	<i># Students</i>	<i># Students</i>		
	<i># Students</i>	<i>(cumulative)</i>		
August	429	429	<i>Students logged in Aug</i>	<i>Aug Monthly with First Login</i>
September	173	585	<i>Students logged in Sep</i>	<i>Sep Monthly with First Login</i>
October	92	646	<i>Students logged in Oct</i>	<i>Oct Monthly with First Login</i>
November	20	628	<i>Students logged in Nov</i>	<i>Nov Monthly with First Login</i>
December	25	635	<i>Students logged in Dec</i>	<i>Dec Monthly with First Login</i>
January	94	716	<i>Students logged in Jan</i>	<i>Jan Monthly with First Login</i>
February				
March				
April				
May				
June				

833

Description	Fee	Unit	Description	Recurring
Curriculum & Materials, AMP System, and Instructional Support Services	\$1,500	per enroll	Curriculum: Core, Elective, CTE and AP Courses; Balanced Assessment system, AMP System-SIS, LMS, incourse email, Schoolwide communication system, and Web Conference technology, and Teacher Professional Development. Offline and online textbooks and materials	gross (one time)

Fee Basis

Upfront Fee - First Login Date	\$260	
Monthly Fee - Exit Date in month or later (10 months)	\$124	Aug through May
	<u>\$1,500</u>	

FY23: -	Upfront Revenue	Monthly Revenue	Total	Upfront Enrolled #	Monthly Enrolled #
July	\$ -	\$ -	\$ -	-	-
August	\$ 111,540	\$ 53,196	\$ 164,736	429	429
September	\$ 44,980	\$ 72,540	\$ 117,520	173	585
October	\$ 23,920	\$ 80,104	\$ 104,024	92	646
November	\$ 5,200	\$ 77,872	\$ 83,072	20	628
December	\$ 6,500	\$ 78,740	\$ 85,240	25	635
January	\$ 24,440	\$ 88,784	\$ 113,224	94	716
February	\$ -	\$ -	\$ -	-	-
March	\$ -	\$ -	\$ -	-	-
April	\$ -	\$ -	\$ -	-	-
May	\$ -	\$ -	\$ -	-	-
June	\$ -	\$ -	\$ -	-	-
	<u>\$ 216,580</u>	<u>\$ 451,236</u>	<u>\$ 667,816</u>	<u>833</u>	<u>3,639</u>

Student Tech Support	\$200	per enroll	Provide 24/7 technical support through on-line Help and live phone support via Accels Support Services to parents, students, and staff Monday-Friday 9:00 a.m. to 7:00 p.m. (PST); and on-call support all other times.	gross (one time)
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FY23: -

Enrollment #:

August	\$	85,800	429	School starts August 15th
September	\$	34,600	173	
October	\$	18,400	92	
November	\$	4,000	20	
December	\$	5,000	25	
January	\$	18,800	94	
February	\$	-	-	
March	\$	-	-	
April	\$	-	-	
May	\$	-	-	
June	\$	-	-	
	\$	166,600	833	

Academic Advising	\$400	per enroll	Academic Advising Services including : Homeless and Migrant Services Support, School Counseling Support, Accessibility Support, ELL Support, Family Support Services.	net monthly
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FY23: -

Enrollment #;

August	\$	17,160	429	School starts August 15th
September	\$	23,400	585	
October	\$	25,840	646	
November	\$	25,120	628	
December	\$	25,400	635	
January	\$	28,640	716	
February	\$	-	-	
March	\$	-	-	
April	\$	-	-	
May	\$	-	-	
June	\$	-	-	
	\$	145,560		

Professional, Business, and Operating Services	16%	of total revenue	Comprehensive School Financial Services, Federal Programs Support, Accounts Payable, Student ISP Stipend Administration, Procurement, Audit Support, Insurance/Risk Mgt. Support, Facility Support, Records Security, Human Resources, School Leadership Support and Development, Accreditation Support, External Reporting Support, State Testing Support, Legal, Board Relations, Staff Tech. Support, Special Education Support, Gifted Program, Marketing Plan Support, Implementation, Oversight, and Compliance of School Public Website.	monthly
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FY23: -	Fee	Revenue
July	\$ 178,786.09	\$ 1,117,413.05
August	\$ 60,620.96	\$ 378,881.00
September	\$ 53,734.40	\$ 335,840.00
October	\$ 85,375.98	\$ 533,599.88
November	\$ 160,524.96	\$ 1,003,281.00
December	\$ 75,724.48	\$ 473,278.00
January	\$ 137,210.78	\$ 857,567.36
February	\$ -	\$ -
March	\$ -	\$ -
April	\$ -	\$ -
May	\$ -	\$ -
June	\$ -	\$ -
	<u><u>\$ 751,977.65</u></u>	<u><u>\$ 4,699,860.29</u></u>

Revenue Actual FY23	
Ye adjustment	

Payroll Processing Support	\$215	per employee		monthly
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FY23: -	Number of Employees	Per month	Monthly	Cumulative
January 2023	44	\$ 215.00	\$ 9,460.00	\$ 61,490.00

Employees

- Abdul-Khabir, Jameelah
- Bean-Rungwerth, Linda
- Borges Spencer, Gina
- Buffo, Sierra
- Burrola, Megan H.
- Call, Tiffany
- Collins, Delores
- Cook, Lorraine L.
- Dore, MacKenzie
- Escojido, Linda
- Fessler, Paige
- Hamilton, Crimson T.
- Horne, Sarah
- Ildau, Laurie
- Kapadia, Katayun
- Kapadia, Reuben
- Karakas, Annah
- Kelly, Rosa
- Konyak, Erica
- Lewis, Stephanie A.
- Lopez, Lisa L.
- Lopez, Rosa
- Lothyan, Laura
- Lovell, Malia
- Malcolm, Michele
- Mandell, Kristen
- Moe, Jessica L.
- Mongoven, Cory W.
- Montanarelli, Stephanie
- Morris, Alessandra S.
- Murillo, Patricia
- Nguyen, Peter
- Petrashishina, Irina M.
- Ramirez, Sandra
- Reynolds, Tamara L.
- Romaine, Michelle
- Sahin, Kimberly
- Sneed, Sophia
- Tran, Tien T.
- Trone, Elainea M.
- Van Epps, Stephanie
- Vasquez Jr., Juan F.
- Wortmann, Suzanne
- Ypma, Erica L.



Invoice No.

EXP-VPLU20221231

Accel Online California, LLC
 1750 Tysons Blvd
 13th Floor
 McLean, VA 22102

Name	Virtual Preparatory Academy of Lucerne	Date	12/31/2022
Address	8560 Aliento Rd.	Payment Due:	Upon Receipt
City	Lucerne Valley, CA 92356		
Country			

Description	TOTAL
Balance due to Accel / Pansophic	\$ 109,999.08
Lucerne school expenses paid for by Accel / Pansophic for the period Dec 2022	

Please wire payment to:

Accel School, LLC
 ABA # for WIRE 026009593
 Account # 435029094484

SubTotal	\$ 109,999.08
Shipping & Handling	\$ -
Taxes	\$ -
Other	\$ -
TOTAL	\$ 109,999.08

Lucerne school expenses paid by Accel and Pansophic (period Dec 2022)

	<u>Balance Due</u>
Due to Accel	-
Due to Pansophic	109,999.08
Total	109,999.08

Category	Amount
Office Rent	1,506.33
CALSTRS	58,523.96
Fixed Assets-Staff Computers	1,312.86
Tutoring Platform	27,000.00
Spec. Ed. Services (Berry SLP)	-
Spec. Ed. Teacher (3rd party)	-
Occupational Therapist (3rd party)	540.00
School Counselor (3rd party)	7,200.00
School Psychologist (3rd party)	-
Speech Therapist (3rd party)	2,400.00
Telephone/Internet/Student hotspot	2,379.36
Technology Equipment	1,346.75
Technology Services	-
Life/AD&D/STD/LTD Benefits	-
Teaching/Student Supplies	1,590.47
Office Supplies	266.70
Anna Serin-CALPADS	4,300.00
Registration Fee-Conferences	-
Corporate Insurance	166.00
Legal Services	-
Mileage/Parking/Tolls	181.00
Travel/Lodging/Meals	893.56
Postage & Delivery-Business	24.62
Postage & Delivery-Educational	367.47
Dues & Memberships	-
Marketing	-
District Oversight Fee	-
Tax / Audit Fees	-
TOTAL	109,999.08

9255 Due from (to) Pansophic (109,999.08)

GL Extract;

Posted Dt.	Doc Dt.	Doc	Memo / Description	Dep:	JNL	Debit	Credit	Balance	Comments
12/1/2022	12/1/2022		Microtek (1 staff computer + Misc Equip)				2,659.61	(2,659.61)	Staff Computers and Misc staff equipment
12/1/2022	12/1/2022		College Business Park LLC - DEC RENT 2022				1,506.33	(4,165.94)	CA Office Space Rent
12/5/2022	12/5/2022		The Stepping Stones Group LLC - M0127674 Sep 2022				3,600.00	(7,765.94)	School Counselor
12/8/2022	12/8/2022		San Bernardino County Superintendent of Schools (CALSTRS-NOV)				58,523.96	(66,289.90)	EE & ER STRS contribution Nov 2022
12/9/2022	12/9/2022		Philadelphia Insurance Companies 2004802966				166.00	(66,455.90)	Corp Insurance - Package & Umbrella policies
12/15/2022	12/15/2022		The Stepping Stones Group LLC - M0131028 Oct 2022				6,540.00	(72,995.90)	Occupational Therapist / School Counselor / Speech Therapist
12/15/2022	12/15/2022		Focus Care INV# FEVP1583 (Nov 2022 - Jan 2023)				27,000.00	(99,995.90)	Tutoring Platform
12/15/2022	12/15/2022		Ring Cental # 490766 - Nov 2022				1,493.60	(101,489.50)	Telephone services
12/22/2022	12/22/2022		Anna Serin Inv # 26 - Nov 2022				4,300.00	(105,789.50)	CALPADS data
12/31/2022	12/31/2022		Verizon # 9921561528 - Nov 2022				885.76	(106,675.26)	student hotspot equipment / data plans
									Teaching/Student Supplies - \$95.48-SPED; \$1,045.67-MKV; \$449.32-LLM;
									Office Supplies - \$266.70; Mileage, Parking, & Tolls - \$90.02-MKV;
									\$90.98; Travel, Lodging, & Meals - \$175.84-MKV; \$717.72; Postage &
12/31/2022	12/31/2022		VPAL Expensify - Dec 2022				3,323.82	(109,999.08)	Delivery-Business - \$24.62; Postage & Delivery-Educational - \$367.47
							Diff	-	

Invoice #	Customer PO #	Sales Order	Order Quantity	Ship Quantity	Item	Description	Unit Price	Extended Price	School	% of units shipped	Shipping Cost Allocated	Cost per unit shipped	Total cost to be billed by SO
76023-A	STAFF	54357	1	1	KIT-ACCEL STAFF	New Hire Laptop Package	1.00	1.00	VP-LU	8%	28.47	28.47	29.47
76239-A	STAFF	54614	1	1	KIT-ACCEL STAFF	New Hire Laptop Package	1,142.00	1,142.00	VP-LU	25%	170.86	170.86	1,312.86
76317-A	STAFF	54741	1	1	VERBATIM 99765	Mouse,Wireless	9.23	9.23	VP-LU	6%	31.69	31.69	40.92
76405-B	STAFF	54785	5	5	RECLAIMED - CLEANING	Reclaimed - Cleaning	10.00	50.00	VP-LU	85%	52.56	10.51	102.56
76566-A	STAFF	54988	1	1	KIT-STAFF REPLACE	Staff Replacement/Repair Swap	33.00	33.00	VP-LU	6%	52.85	52.85	85.85
76566-A	STAFF	55009	1	1	KIT-STAFF REPLACE	Staff Replacement/Repair Swap	33.00	33.00	VP-LU	19%	52.85	52.85	85.85
76637-A	STAFF	55112	1	1	KIT-STAF REPLACE NEW	Staff Replacement/Repair Swap NEW	920.00	920.00	VP-LU	8%	82.10	82.10	1,002.10
1 staff computer + misc equipment													<u>2,659.61</u>

SO#54614							
Custom ID	First Name	Last Name	Job	Serial Number	Tracking Number	Ship Date	Custom Attribute 1
KIT-ACCEL STAFF							
smontanarelli@vpreplucerne.org	Stephanie	Montanarelli	Accel Online Staff	5CG1474HN4	1ZX7992X0152890701	2022-10-19T00:00:00Z	Lucerne