

ESSER 3 LEA Plan of Use for Vista Charter Academy

Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:

As we embark on the 2023-2024 school year, we will continue to prioritize in-person learning while remaining prepared to adjust course if the need should arise.

- Personal protective equipment: Masks are optional for staff, students, and visitors. If state or local governments require something, the school will adjust its policy to comply. The school will follow any CDC, state, or local requirements for using masks and face coverings, should they change. The school will support students and staff who choose to continue wearing a mask.
- Social/physical distancing: Plexiglass barriers are utilized in the main office to assist with social distancing efforts. The school uses multiple entrances/exits to allow for social distancing.
- Hygiene and cleaning: All high touch point locations (i.e., light switches, door handles, bathroom faucet handles, etc.,) are disinfected and cleaned once per day as part of normal janitorial operations. All cleaning materials are EPA-approved for use against COVID-19 and are stored safely and in compliance with standards.

Vista continues to follow CDC guidance for cleaning in response to a confirmed case of COVID19 in the school building. Current recommendations include disinfection in indoor community settings where there has been a suspected or confirmed case of COVID-19 within the last 24 hours. In addition to the added efforts of our provider of janitorial services, we are all joining in the effort to promote safe hygiene habits. Handwashing posters instructing and reinforcing proper handwashing techniques are placed in bathrooms. Each classroom has materials to disinfect commonly shared items such as computers and curricular tools. All hands-on classroom materials are disinfected between each student group.

Investments

- Aramark Cleaning Contract
- Swiffer Mops, Pads, and Cleaner- these items are used to clean the classroom floors.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

Students were placed into the following programs utilizing a triangulation of data: 25th percentile or below on aimswebPLUS Benchmarking, NWEA, Interims and MSTEP. We also considered student FRL status and home language.

- 8 At Risk Teachers at 1.0 FTE
 - Subgroup- all students who qualify for Title 1 services and English Language Learners
 - Core Content- ELA, Math, Social Studies and Science
 - Explanation- At Risk teachers are utilized to provide small group instruction for students in Tier 3 Intervention, who were significantly behind their age level peers, utilizing the triangulation of data sources to determine the highest need students, including English Language Learners.
- 6 Paraprofessionals at .875 FTE
 - Subgroup- all students who qualify for Title 1 services and English Language Learners
 - Core Content- ELA and Math
 - Explanation- At Risk teachers are utilized to provide small group instruction for students in Tier 3 Intervention, who were significantly behind their age level peers, utilizing the triangulation of data sources to determine the highest need students, including English Language Learners.
- After school Tutoring
 - Subgroup- all students who qualify for Title 1 services and English Language Learners
 - Core Content- ELA and Math
 - Explanation- Paraprofessionals are utilized to provide small group intervention for students in Tier 2 or 3 Intervention, who were significantly behind their age level peers, utilizing the triangulation of data sources to determine the highest need students, including English Language Learners.
- Summer Learning Program Investments
 - Coordinators x 2 (Summer 21, 22 and 23)
 - Remote Coordinator x 2 (Summer 21 and Summer 22)
 - Teachers x 8
 - Paras x 10
 - Cleaning
 - Office Staff
 - Workbooks
 - Incentives- math and literacy games, and STEM kits
 - Take home books
 - Subgroup- all students who qualify for Title 1 services and English Language Learners
 - Core Content- ELA and Math

- Explanation-Teachers and Paraprofessionals are utilized to provide small group instruction and intervention for students in Tier 2 or 3 Intervention, who were significantly behind their age level peers, utilizing the triangulation of data sources to determine the highest need students, including English Language Learners.
- Curriculum Specialists
 - Will provide curriculum and assessments for teachers, actively track and evaluate the effectiveness of created resources, provide professional development, promote best practices in assigned content areas and collaborate with school leadership to observe, model lessons, and coach teachers within the school in order to strengthen instruction and increase academic proficiency.

Please describe how your school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

- Take Home Learning- families have the opportunity to extend learning through take home supplies that we invested in.
 - Book Fair
 - STEM Kits
 - Books
 - Board Games
- Licenses- licenses were purchased to enhance online instruction and learning both during remote and in-person learning.
 - Sora
 - Lexia
 - Dreambox
 - GoGuardia
 - Learning.com
 - Teachers Pay Teachers
 - Typing Club
 - Edcite
 - NewsELA
 - STEMScopes
 - Goalbook
 - ABCya
 - Google Licenses
- Teacher PD- all teachers had the opportunity to attend two Professional Development sessions.
 - Thought Design- Creating a Psychologically Safe Classroom
 - understand Psychological Safety and how it impacts the classroom culture and group learning
 - identify key barriers to fostering Psychological Safety in their classrooms and implement behaviors to overcome those barriers
 - implement a plan of specific strategies in the first few weeks of school that optimize a learning environment
 - implement communication strategies to maintain Psychological Safety
 - manage classroom conflicts in a way that increases Psychological Safety
 - better develop rapport with difficult students
 - empower student leaders to promote Psychological Safety
 - apply “frames” to their PLC meetings for increased learning
 - engage more deeply in group learning with their peers.
 - Kagan Cooperative Learning
 - Kagan Structures make full student engagement easy.
 - Teachers, schools, and districts have taken what they've learned in Kagan workshops to dramatically increase student achievement and make the classroom a more fun and friendly learning environment.
- Non-digital Curriculum
 - Bridges Math Kits
 - Inquiry Journeys
 - McGraw Hill Reading Mastery
 - Science Equipment
 - STEAM Kits
- Social/Emotional Learning- Additional Social Emotional learning supports are put in place to address the social and emotional learning gap created in some students who stayed at home for long periods of time, away from age level peers and opportunity for socialization.
 - At Risk School Social Worker 1.0
 - At Risk School Social Worker 0.2
 - Student Family Liaison .75
 - Centervention
 - Second Step materials
 - Assemblies
 - Lionheart Experience x2
 - Jim Jones Basketball
- After School Programming- our school is providing enrichment opportunities for students after school to explore additional interests outside of the typical instructional model. Students have the opportunity to choose from Robotics, STEM, Chess, Book Club and Art Club.
 - Coordinator
 - Providers x 4 (22-23) x 8 (23-24)

- Staff Retention & Staff Recruitment bonuses
 - Large scale disruptions caused by COVID-19, to the school as well as school staff and students, have created significant new challenges in attracting and retaining our school staff. These disruptions have become more pronounced as the pandemic continues to create talent shortages in multiple sectors of the economy across the United States. Using Elementary and Secondary School Emergency Relief (ESSER) and Governor’s Emergency Education Relief (GEER) program funds made available under the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplement Appropriations (CRRSA) Act, and American Rescue (ARP) Act, the school is able to award bonuses to help attract new talent and retain talent where needed. In determining the need for such bonuses, considerations included the impact of the pandemic on the following:
 - Recruitment and retention of school staff, as indicated by vacancies, turnover rates, and other related data; and
 - Changes in working conditions, including the need to return to in-person work with COVID-19 still prevalent in our communities.
 - Staff positions eligible for any COVID-19 Response Bonus, as well as bonus amounts, are determined based on the impact the pandemic has had on recruitment and retention rates, as well as on the availability of funding. A list of eligible positions and corresponding bonus amounts for the current school year are included within this policy.
- Uniforms- uniforms are available for families considered at risk. Students receive a school culture shirt to wear on School Spirit days and moral focus shirts as an incentive for positive behavior.
 - Uniform shirts
 - Moral focus shirts
 - Uniform pants
- Technology- Investments were made to enhance online instruction and learning, as well as in person learning upon return to the classroom. A 1:1 Chromebook program is utilized at Vista for use in intervention as well as assessment.
 - Educational Technology Coordinator .5
 - Chromebook Distribution Stipends 2K x 3
 - Chromebooks 1:1
 - Carts
 - Chargers
 - Headphones
 - Ipads + Cases
 - Staff laptops
 - Webcams, tripods, monitors and mics
 - Document cameras
 - ELMO
 - Cables, cords, monitors, presentation pointers, surge protectors
 - Scientific Calculators
 - Hotspots
- Backpacks + School Kits- All At Risk families had the opportunity to get backpacks and school supply kits for returning to learn, both in 2022-23 and 2023-24.
- Student incentives for Positive Behavior Support System (Husky Den Supplies)
- Field Experiences + Transportation- Field experiences are provided for our students to enhance the classroom curriculum for all students.
 - Adventure Point
 - Mackinaw Island
 - Camp Roger
 - Meijer Gardens
 - Robinettes
 - John Ball Zoo
 - Air Zoo
- ESSER III Audit Fees

Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

- Detailed description of your intervention program.
 - Chronic Absenteeism
 - Subgroup- all students at Vista who are absent more than 10% of the scheduled days. This group is students who are low-income, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.
 - Core Content- ELA, Math, Social Studies, and Science
 - Explanation- Our student family liaison calls parents on our chronic absenteeism list on a regular basis. Letters were sent to families in October to notify parents of chronic absenteeism.
 - Reading Intervention
 - Subgroup: Students are Identified through triangulation of NWEA, aimswebPLUS, Interims and MSTEP data. This group is students who are low- income, students of color, English learners, , students experiencing homelessness, children in foster care and migratory students.
 - Core Content: Reading

- Explanation:
 - Tiers 1 & 2 receive Reading Mastery Intervention in small groups with paraprofessionals
 - Tier 3 groups receive reteaching of phonics and phonemic awareness in small groups with At Risk Teachers
 - In grades 4- 8, students who are at risk receive standards based instruction prepared by the classroom teacher.
- Math Intervention
 - Subgroup: Students are Identified through triangulation of NWEA, Bridges Placement Tests, Interims and MSTEP data. This group is students who are low- income, students of color, English learners, , students experiencing homelessness, children in foster care and migratory students.
 - Core Content: Math
 - Explanation
 - In grades K-5, Tier 3 students receive Bridges or Intervention in small groups, provided by paraprofessionals. They are placed using a placement test and paraprofessionals provide instruction using Bridges Intervention Kits.
 - In grades 6-8, Tier 3 students receive reteaching of Illustrative Math by HQ teachers in small groups
- Behavior Intervention- MTSS
 - Subgroup- all students at Vista who are absent more than 10% of the scheduled days. This group is students who are low- income, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.
 - Core Content- ELA, Math, Social Studies, and Science
 - Explanation
 - We have Schoolwide behavior expectations
 - Students receive Husky paws for positive behaviors
 - Students are able to trade Husky Paws for incentives once per month- incentives are books, school supplies, educational games, and fidgets
 - Students are placed on Positive Behavior Support plans as data suggests (20 behavior write ups in 10 days)
 - Academic behavior support specialists provide check in/ check outs, with 3 specific goals for these students
 - Centervention is a program used for our K-2 students needing to understand how to treat each other.
 - Preventative small groups are created in all grades to teach social skills and appropriate behavior
 - School Social Worker for students who are at risk provides services for students who have needs due to the trauma of the stay at home and learn from home orders.