

### **ESSER 3 LEA Plan of Use for Vanguard 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:

The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19 including HVAC filter replacements and additional cleaning of the building.

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:

- Vanguard Charter Academy (VCA) will spend no less than 20 percent of ESSER III funds received to implement evidence-based interventions to address student learning loss. VCA universally screens all students using state and local standardized assessments to ensure students experiencing learning loss are quickly identified and interventions are put in place to help bridge the gap of knowledge the student may be experiencing. The Child Study Team, along with the Dean of Intervention monitors our intervention program to ensure that interventions are evidence-based utilizing effective strategies. Funds received from ESSER III will be used to support and expand interventions for our students by providing before or after school tutoring by tutors and support from a coordinator, a summer learning program with teachers, paraprofessionals, and a coordinator, and a middle school math at-risk teacher while also providing online summer learning for all our students. Funds will also be used to purchase digital subscriptions that address learning loss including Accelerated Reader, eSora, GoGuardian, Typing Club, Classkick, DreamBox, Edcite, Goalbook, Learning.com, and McGraw-Hill Digital Curriculum.

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

Vanguard Charter Academy (VCA) utilizes a Multi-Tiered System of Supports (MTSS) framework for behavior and academic achievement. The goal is to ensure that each student is having needs met with evidence-based interventions. The MTSS framework addresses the academic, social, emotional, mental, and behavioral health of our students. VCA recognizes that the COVID pandemic has increased the number students needing social and emotional services. VCA will be using ESSER III funds for academic and behavioral support specialists and social emotional instructional materials which are Habitudes, Second Step materials, and social emotional learning games and activities.

In addition, VCA will use funds to ensure all students have Chromebooks and supplies including Chromebook cases, headphones, mice, chargers and charging stations, and calculators needed to access online learning along with staff to help manage the tools that will help address students' learning. Due to the increase of technology, VCA will also use funds for an educational technology coordinator. Another area of need because of the lost learning time from COVID is professional development centered around trauma and student engagement, VCA will use funds to provide this development to the teaching staff including Kagan cooperative learning strategies, Trauma informed instruction, Playworks, and Rising Resilient. Lastly, another important area is high quality instruction. VCA will also be using the remaining funds for teacher retention and retention bonuses to ensure that we are fully staffed with highly qualified staff members.

VCA will also ensure that funds are used for audit fees.

VCA will also use funds for summer supplies (backpacks, workbooks, and general office supplies) and non-digital curriculum (student books).

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.

The student body at Vanguard, includes 60% of our students that come from low-income families, 12% of our students that are English learners, 7% of our students that are children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Additionally, 32% of our students are Hispanic and 16% of our students are Black or African American.

Vanguard's Academic Intervention Program ensures that ALL students have access to their primary mode of instruction. We differentiate our instruction in (3) Tiers of Intervention:

- Tier 1 – ALL students receive excellent Core Instruction in all content areas from certified classroom teachers.
- Tier 2 – Students below the 50%ile receive excellent Intervention instruction in reading and math from certified classroom teachers, paraprofessionals, at-risk teachers, and reding specialists.
- Tier 3 – Students below the 10%ile receive excellent Response to Intervention instruction in reading and math from paraprofessionals, at-risk teachers, and reding specialists.

Vanguard uses multiple data reports to triangulate and interpret the different tiers of intervention for specific students. Reports include: aimswebPlus, interim data, M-STEP, NWEA, and classroom performance.

Vanguard's Positive Behavior Intervention and supports program ensures that ALL students have access to their primary mode of instruction through behavior support. We differentiate our behavior support in (3) Tiers of Intervention:

- Tier 1 - Teachers with support from Deans
  - Build positive relationships-creating a sense of belonging. Some examples include: greeting students at the door, sharing good news, positive behavior recognition, moral focus awards, 1:1 restorative conversations, regulation safe spot in classroom
  - Establish effective routines and procedures some examples include: following school's PBIS expectations for all common areas, following and posting established schedules, communicating expectations clearly to all students.
  - Send behavior reports and communicate with parents
- Tier 2 – Academic and behavior support specialists role
  - Provide support to students by proactively teaching regulation techniques and problem solving/conflict resolution skills
  - Provide support to teachers and staff when students may need a break from the classroom.
  - Implementation of a behavior support plan

Tier 3 – Referral to behavior intervention team and social worker