

ASTECC Charter Schools American Rescue Plan

FY22

Revised December 2021

ASTECC Charter School in accordance with the requirements of the American Rescue Plan proposes the following.

The district ARP Plan **must** consist of the following:

1. 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;

In order to mitigate the spread of Covid ASTECC is utilizing \$445,000 to refurbish portable buildings to allow for better social distancing and ventilation, additional cleaning services to mitigate the spread of Covid, and maintenance of the HVAC system at the elementary to improve ventilation. In addition, ESSER II funds are being utilized to purchase virus killing lights, carpet and for furniture for greater social distancing in the classroom.

2. How the LEA will use the funds it reserved under section 2001(e)(1) of the ARP Act [20% of ESSER ARP Act formula funds] 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 after school programs, or extended school year;

In order to address the learning loss due to Covid, ASTECC is allocating \$1,187,825 for summer school programming, educational remediation software, supplemental textbooks, instructional coaches to work with teachers to develop curriculum and improve pedagogy, and implement a credit recovery program for at students at risk of not graduating.

3. How the LEA will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act; and

The remainder of American Rescue Plan funds will be utilized to upgrade the informational technology infrastructure to completely support a 10 GIG internet connection to accommodate the additional strain on our servers since all students are online at the same time. We will also purchase instructional materials to support classroom instruction and remediation, employ staff for communication and to act as a liaison to the community, as well as equipment for engineering labs to provide high quality programming for students.

4. How the LEA will ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) [20% set-aside], will respond to the academic, social, emotional and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.

ASTEC's student population is composed of nearly 1400 students. 97% of them are economically disadvantaged, over 50% are classified as english language learners. ASTEC monitors all student's progress through data tracking in the classroom and common formative assessments.

Intervention is provided throughout the school year for students who are struggling. Enrichment is provided for those who are advanced. ASTEC's three counselors and three counselor assistants work with administration and classroom teachers to monitor the social, emotional, and mental health needs of students and to provide resources to families in need of support.

Specific Interventions are detailed for the following.

Economically Disadvantaged - ASTEC provides supplemental reading and math courses as well as small group instruction. The Dean of Student Success coordinates with the counselors to direct students and families to outside resources when they are in need.

Students of Color - All ASTEC staff are being trained in diversity and inclusion to be more culturally responsive in the classroom.

English Language Learners - All teachers are trained in SIOP strategies. Those strategies are used in whole class, small group and individual instruction.

Homeless - The Dean of Student Success coordinates with counselors and teachers to identify homeless students and to provide appropriate supports that enable learning by directing them and their families to outside resources.

Foster Care - The Dean of Student Success coordinates with counselors and teachers to provide appropriate supports that enable learning by directing them and their families to outside resources.

Migrant Students - The Dean of Student Success coordinates with counselors and teachers to provide appropriate supports that enable learning by directing them and their families to outside resources. In addition, all teachers are trained in SIOP strategies. Those strategies are used in whole class, small group and individual instruction.

