

State Budget Reporting Survey - Budget Reporting**Background/Instructions**

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Background and Instructions

Background Section 9-a of part A of chapter 56 of the laws of 2021, as amended by §5-a of part A of chapter 56 of the laws of 2022 requires, on or before July 1, 2022, every local educational agency (LEA) receiving funding from the Elementary and Secondary School Emergency Relief (ESSER) funding from the American Rescue Plan (ARP) act of 2021 to post on its website and submit to the New York State Education Department (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritized spending on non-recurring expenses as defined in section 9-a(1) of part A of chapter 56 of the laws of 2021. This updated plan must include:

An analysis of public comment;

Goals and ratios for pupil support;

Detailed summaries of Investments in current year activities; and

Balance of funds spent in priority areas.

Instructions

The *State Budget Reporting Survey* is due by July 1, 2022.

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs) or the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs), are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs are NOT REQUIRED to send hard copies of survey materials to the Department.

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ARP Spending Plan Reporting

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American Rescue Plan (ARP) Spending Plan Reporting

1. Have you made changes to your approved ARP - ESSER application?

- ☒ YES, the LEA has made changes to your approved ARP ESSER application.
- ☐ NO, the LEA has not made changes to your approved ARP ESSER application.

1a. Please provide a summary of those changes and the need informing those changes.

NEED: Gaps in students' academic and social emotional learning caused by the pandemic. Additional investments to staff retention & recruitment as well as social emotional supports.

2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

ESSER I, II and III Stakeholder Feedback Summary Brooklyn Scholars Charter School Spring 2022 **1. After review and analysis of all stakeholder survey results what trends were identified?** Based on the stakeholder survey results, the trends are showing for more academic support in classrooms along with consistent teaching staff especially in Middle School. As schools have fully returned to in-person instruction, many scholars have suffered learning loss and their academics are declining. Students have also been emotionally affected by the strain of the pandemic. Mental health services with an extension of outside outlets for scholars to be creative and have an opportunity to express their feelings would be beneficial as it also supports behavioral issues that may occur in school. Additionally, the need for the Wellness Program to have more appetizing and/or fresher food which in turn would encourage scholars to eat the breakfast/lunch provided. **2. How will these trends be addressed using COVID funding?** The trends would be addressed by hiring four paraprofessionals (three instructional and one non-instructional), an Academic Specialist, and bonuses for high performing teachers. These positions will provide academic intervention for scholars and employee retention to encourage teachers to stay in our school to avoid vacancies. Currently, there has been outsourcing for another school lunch provider that could have a menu that is more appealing to scholars which will boost the wellness program. We need an Academic Specialist to address the needs of the learning loss due to remote learning. The Academic Specialist would work closely with interventionists to target skills and close gaps in learning. This individual will provide instructional support services to scholars who are identified as eligible for intervention services. They would also collaborate with classroom teachers and intervention staff to create and execute individual intervention plans for student success. Through this collaboration, the Response to Intervention will aid in targeting deficiencies through the successful run of the Intervention Assistance Team's tiered interventions. An additional non-instructional para, professional development of our SEL team, and classroom teachers is needed to address the increase in behaviors this school year. We believe the increase in behaviors is a direct result of remote/hybrid learning. With continued professional development that focuses on building positive relationships, crisis intervention, and effective de-escalation strategies, teachers will feel even more empowered with supporting the students emotionally. ESSER I, II, and III: The LEA will consider moving necessary interventions and supports to other COVID grants and/or federal grant funding sources based on data analysis, stakeholder input, and available funding.

3. Please provide a description of program goals and per pupil teacher ratios for priorities supported by ARP - ESSER funding. Click on "Add Row" as needed to include additional program goals.

Program Goals	Per Pupil Teacher Ratios (# : #)
The school will continue the program goals of preventing, preparing for, and responding to COVID-19 in addition to combatting learning loss as a result of the COVID-19 pandemic.	25:1

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

Summary of New Programs <u>or</u> Expansion of Existing Programs in Current Year	Investment (\$)
PPE, Instructional Intervention Staff, Social Emotional Supports, Student & Staff Technology, Support and Connectivity, Summer Programming	833008

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5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	21,760	21,760	21,760
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	63,430	31,650	0
Purchasing educational technology.	106,054	64,956	31,080
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.	60,601	85,298	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	83,177	226,993	226,993
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	497,986	163,028	1,157
Supporting early childhood education.	0	0	0
Other (please describe below)	0	392,560	0
Totals:	833,008	986,245	280,990

6. If 'Other' is indicated in the table above, please describe.

Staff retention & recruitment bonuses