

State Budget Reporting and Foundation Aid 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 prioritize 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.

In addition, Section 10-d of part A of chapter 56 of the laws of 2021, as amended by §5-b of part A of chapter 56 of the laws of 2022, requires school districts receiving a foundation aid increase of more than 10% or \$10,000,000 must create plans on how these funds will be used to address student performance and need. These plans must be completed, submitted to the department, and posted to district websites prior to July 1 of 2021, 2022, and 2023. Each district subject to this requirement is required to:

- Seek public comment from parents, teachers, and other stakeholders;
- Take public comments into account in the development of the plan;
- Include an analysis of public comments within the plan;
- Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of seven listed areas;
- Post the plan on the district website; and
- Submit the plan to the State Education Department in a form prescribed by the Department to be posted publicly.

The list of school districts that are required to submit a plan aligned with the increase in foundation aid may be found in the "Foundation Aid and ARP Plan Notification Guidance" memo located in the *Documents* library at the lower left of the application. It should be noted that this requirement does not obligate districts to spend additional foundation aid funds in specific ways, but does require district seek public comment and share plans on how they intend to spend these additional funds. Plans are required to cover only the foundation aid *increase*. The plan should *not* cover how the district intends to use its *entire* foundation aid amount. Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of the following seven areas:

- Increasing graduation rates and eliminating the achievement gap;
- Reducing class sizes;
- Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;
- Addressing student social-emotional health;
- Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness;
- Goals and ratios for pupil support; and
- Detailed summaries of investments in current year initiatives and balance of funds spent in priority areas.

Instructions

The *State Budget Reporting and Foundation Aid 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

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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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Use of Foundation Aid Increase

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Use of Foundation Aid Increase

1. Please describe how the district plans to utilize funds provided by the foundation aid increase in the following priority areas. If these funds will not be used for one of the priority areas listed below, please respond with "N/A."

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Increasing graduation rates and eliminating the achievement gap	The summer program offerings will be greatly expanded to include opportunities for students of all ages, from those entering kindergarten to those entering grade 12. The goal is to combat learning loss, which may have occurred during the pandemic, provide enrichment for students and to expose students to additional academic and athletic content. Pupil personnel services (PPS) staff will be available to students attending summer programs to assist with social-emotional challenges. The District's Summer Programs for Arts, Research, Recreation, and Knowledge (S.P.A.R.R.K.) can be found at: https://www.bufsd.org/academics/activities-programs/youth-enrichmentprevention-programs/summer-enrichment/summer-enrichment-programs-2021 . The District will offer before and after-school programs, as well as weekend programs, beyond school hours to provide students with additional opportunities for learning and growth. Studies show that extending the length of the school year leads to increased student achievement. We will offer robust summer programs with quality reading and writing instruction to remedy learning loss experienced during the pandemic. Additionally, the District is offering high school students with credit recovery opportunities and options for acceleration both during the summer and during the academic year.	Community and staff input was solicited during six public meetings held between January 2022 and May 2022. The meetings were also broadcast on YouTube and Facebook in both Spanish and English.	6100688
Reducing class sizes	The district will continue to schedule classes under the contracted class size maximums when possible; therefore, increasing support for individual learners. Academic Intervention and SIFE remedial classes at the secondary level will continue to have a maximum of 24	Community and staff input was solicited during six public meetings held between January 2022 and May 2022. The meetings were also broadcast on YouTube and Facebook in both Spanish and English.	1250000

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	students.		
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Several academic support specialists were reinstated in school buildings during the 2021/22 school year to target students who are at risk of not meeting State learning standards. These positions include Response to Intervention (RTI) specialists and content area specialists. Additional positions will be added in the 2022/23 school year to expand this focused learning to the math and science curriculum. The Multi-Tiered System of Supports (MTSS) introduced in 21/22 will continue to be used to identify struggling students early to help them catch up with their peers sooner. Content area specialists co-teach and co-plan to create a more inclusive classroom. They provide students with classroom-based instructional services, modeling, and specific intervention strategies, particularly for Academic Intervention Services (AIS), English Language Learners and Special Education students. In addition, they assist in the identification of RTI services based on reading inventory assessment results and monitor the growth of students. There will be a focus on revising curriculum to norm expectations for all students. Teams of content area teachers certified in general education, TESOL and SWD will concentrate on scaffolding the general education curriculum to support the needs of students with disabilities as well as students who are acquiring a new language.	Community and staff input was solicited during six public meetings held between January 2022 and May 2022. The meetings were also broadcast on YouTube and Facebook in both Spanish and English.	3608840
Addressing student social-emotional health	The District will continue to expand its PPS staff during the 2022/23 school year. The following positions will be added: social worker, guidance counselor, psychologist, and transition coordinator. These staff members will address the social-emotional challenges faced by students in recent years. The District is in the process of installing playgrounds at	Community and staff input was solicited during six public meetings held between January 2022 and May 2022. The meetings were also broadcast on YouTube and Facebook in both Spanish and English.	3210000

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	<p>the elementary level to improve student social emotional health and wellbeing. Spontaneous play on the playground encourages children to explore their physical limits and challenges them to improve skills through regular practice. Playgrounds foster socialization, communication, and cognitive development as well as create an atmosphere where children learn to approach other children through a process of trial and error. Most play is governed by verbal and non-verbal communication cues that help children participate in play. Cognitive or brain development is also greatly enhanced through free play.</p>		
<p>Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness</p>	<p>To better support the District's special needs and ENL populations, pupil personal staff will be increased by four psychologists and four social workers. The additional staff will be able to spend more time with the at-risk population to assist them with navigating their challenges. This includes providing crisis support, counseling, and evaluation services. A transition coordinator will be added to help with the evolution from high school to becoming a productive citizen. Students will be exposed to community service and various employment opportunities. This will help them determine which career opportunities appeal to them. They will also develop the skills they need to be successful post high school. The transition coordinator will provide professional development, expand, and supervise work-based learning opportunities (WBL) opportunities as well as, increase the number of students obtaining a Career Development Occupational Studies (CDOS) commencement credential. The transition coordinator will also assist with developing linkages for students and families with adult transition agencies, colleges, trade schools, and employment</p>	<p>Community and staff input was solicited during six public meetings held between January 2022 and May 2022. The meetings were also broadcast on YouTube and Facebook in both Spanish and English.</p>	<p>3590000</p>

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	<p>opportunities. With the introduction of the nine-period day at the High School, students will have the ability to take a wider variety of classes. New course offerings include barbering, cosmetology, computer programming, dance, automotive certification program and Latin. The extra period permits students who receive academic intervention services and expanded ENL/Special Education classes to accommodate a lunch period in their schedule or to take an elective course. Pupil personnel and guidance services will be expanded at the secondary level to guide students on their path to graduation. Starting at the middle school level, early warning systems will be in place to detect students at risk of failure. A graduation counselor will be assigned to each student to keep them progressing on their individual path. Students will be able to monitor their progress towards graduation with the use of Naviance. Attendance teachers will monitor students' attendance and contact those with excessive absences. In addition, accelerated classes will be offered at the middle school level and credit recovery options will be introduced starting at the Freshman Center. Response to Intervention (RTI) specialists will provide support in math, science, and literacy. Library media specialists will be added at the elementary schools to encourage a love of reading at an early age. Given the significant level of technology students have access to, these positions will instruct students on digital awareness, fluency, and cyber security. Funds are allocated to engage motivational speakers and increase field trips. When students who are struggling with physical and mental health issues hear how others overcame challenges, they find hope that they can too. The coping skills they gain from others and new experiences help them to become</p>		

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	their best selves.		

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add Row" as applicable for additional priority areas.

Priority Area	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Building Upgrades	Due to the receipt of additional Foundation Aid funding, aging infrastructure will be upgraded in the coming years. The improvements contained in the 2022/23 budget include: renovating the cafeterias in each building, renovating the science labs at the middle schools, and installing secured entries at our elementary schools.	Community and staff input was solicited during six public meetings held between January 2022 and May 2022. The meetings were also broadcast on YouTube and Facebook in both Spanish and English.	8,884,300
Accelerate Debt Repayment	In order to create long lasting fiscal stability for the District, debt service on a previous construction project will be paid in full. This will create positive cash flow in the future as building aid will continue to be received.	Community and staff input was solicited during six public meetings held between January 2022 and May 2022. The meetings were also broadcast on YouTube and Facebook in both Spanish and English.	8,200,000

Use of Foundation Aid Increase (Cont.)

3. Please describe your analysis of public comment from parents, teachers, and other stakeholders on the plan. This analysis should include the approach to outreach that was implemented and common recommendations or suggestions. For recommendations not reflected in the plan above, what limitations or rationale led to the decision to not include? (250 words or less)

Community and staff input was solicited during six public meetings held between January 2022 and May 2022. The meetings were also broadcast on YouTube and Facebook in both Spanish and English. Community and staff input was solicited during six public meetings held between January 2022 and May 2022. The meetings were also broadcast on YouTube and Facebook in both Spanish and English. Analysis revealed that there was general alignment with parent/family perceptions of prioritized need, with the district's. All recommendations were/are reflected in the plan above.

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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.

We executed one budget transfer for ARP-ESSER3 during the 2021-2022 school year. We moved \$975 from Code 16, Support Staff Salaries, to Code 40, Purchased Services. The move was made because we over-budgeted in Code 16, and did not originally plan to spend \$975 on student t-shirts to promote the BUFSD Summer Arts Academy. The need informing this change was a continued emphasis on supporting students' social and emotional well-being. Focusing on arts is one way our district has, and will continue to do that. The idea of prioritizing the arts is supported by all stakeholder groups through various means/mediums; including survey's, questionnaires and public BOE meetings and workshops.

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

Upon notification of receipt of ARP funding, the BUFSD engaged in meaningful consultation with stakeholders by giving the public an opportunity to provide input into the development of the budget and plan. Specifically, the BUFSD consulted with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, their unions and the Board of education.

Through these engagement processes, the BUFSD consulted with stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated and other underserved students.

The process of collaborative ARP budget prioritization and plan development began with strategic analysis of key stakeholder survey data going back 3 years.

From May 2019 to June 2021, 1,696 teachers representing all 17 BUFSD schools took part in a comprehensive needs-assessment survey. Elementary and secondary participants represented over 14 academic departments. This included but was not limited to general education, special education, English as a New Language (ENL) and bilingual teachers. Teachers responded to 50 prompts aligned to key DTSDE tenets, specifically: leadership, curriculum, teaching/learning, student social-emotional development and parent/family engagement. During the same time, 2,642 parents/family and community members representing all BUFSD schools and a myriad of Community Based Organizations (CBO's) took part in a similar needs-assessment survey. Parents/family and community members responded to 25 prompts aligned to key DTSDE tenets. Their overall satisfaction level was gauged from "extremely satisfied" to "very unsatisfied." During the same three-year span, 11,227 students representing both elementary and secondary schools also took part in a comprehensive needs-assessment survey. Student participants had a wide range of historical academic performance, participated in an array of school activities, and were representative of all BUFSD racial/ethnic subgroups.

The objective of these surveys, administered in an iterative and cyclical nature over time to approximately 15,000 constituents sought answers to the following questions:

1. What are we (our schools/district) doing well?
2. What areas should we consider for improvement/refinement?
3. What do we need (infrastructure, tools, resources, support) to improve our schools/district?

Artifacts of this longitudinal survey analysis were triangulated with quantitative and qualitative building and district-level student outcome data.

Emergent needs were then analyzed in the context of 1) NYSED's 20 allowable expenses under ARP, and 2) established district plans/initiatives, including: building-level School Improvement Team (SIT) plans, School Comprehensive Education Plans (SCEPs), and the District Comprehensive Improvement Plan (DCIP). Comprehensive analysis resulted in the identification of the following preliminary ARP priorities:

- Infrastructure
- Ventilation systems
- Devices for students and teachers
- Cybersecurity
- Social-emotional health
- Hire additional social workers, guidance counselors, and nurses
- Academic support
- Extended school day, i.e., before/after school activities, summer school
- Professional development

In July 2021, the BUFSD created and shared a survey with the community, parents and families, and staff to give the public an opportunity to provide input into the development of the ARP budget and plan. The survey was administered in both English and Spanish and advertised broadly through various means and mediums. The BUFSD Assistant Superintendent of Secondary and Bilingual Education and the Coordinator of Funded Programs recorded and published videos in English and Spanish describing the purpose of the survey, while providing technical guidance for completion of the survey form. Respondents had an opportunity to rate 40 preliminary ideas, organized in buckets aligned to the preliminary priorities that resulted from longitudinal stakeholder input (infrastructure, social-emotional health, and academic support) on a scale ranging from 'extremely important' to 'not important.' Respondents also had an opportunity to offer novel ideas in these prioritized areas.

District administrators analyzed the parent/family and community data, and staff data, looking for data that was convergent, or, where agreement existed. The development of the district's ARP budget and plan was significantly informed by the identification of this convergent data. Some examples of staff and community ARP plan/budget priority agreement may be seen below:

% Extremely/Very Important

- Cybersecurity
- Staff: 79.5%
- Community: 83.1%
- Enhance Wi-Fi Software
- Staff: 96%

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- *Community:* 85.3%
- Purchase Devices/Laptops for New Entrants
- *Staff:* 84.8%
- *Community:* 83.6%
- Post High-School Planning for College and Career Readiness
- *Staff:* 77.4%
- *Community:* 88.3%
- Professional Development for Teachers
- *Staff:* 79.1%
- *Community:* 81.1%
- Homeless Transportation
- *Staff:* 75.9%
- *Community:* 82.6%
- Hire Social Workers and Psychologists
- *Staff:* 83.3%
- *Community:* 72.1%

Other areas with strong community and staff support (+70% extremely/very important) included, but were not limited to:

- Improve air quality in all buildings
- Remodel elementary playgrounds and libraries
- Remodel science and technology rooms
- Purchase devices for teacher use
- Rosetta Stone licenses for students, staff and parents
- Increase translation services
- Extend school day programs (before/after school and summer)

On August 19th, 2021, The BUFSO Coordinator of Funded Programs presented the results of this survey analysis to the community via a public Board of Education Meeting. Both the Board and the community at-large had an opportunity to ask questions and provide further input. At this time, the plan for ARP implementation and progress monitoring was shared. This included monitoring goal attainment of established school and district improvement plans, including SIT plans, SCEPs, and the DCIP. The Office of Funded Programs will also provide a quarterly report of ARP spending and impact to the BUFSO Board of Education.

Community and staff input was also solicited during six public meetings held between January 2022 and May 2022. The meetings were broadcast on YouTube and Facebook in both Spanish and English.

The idea of prioritizing the arts is also supported by all stakeholder groups through various means/mediums; including survey's, questionnaires and public BOE meetings and workshops. In response to a Parent and Family Engagement Survey to inform the ARP-ESSER3 plan during the 2021-2022 school year, parents/family members indicated:

- "We need good music and art programs with engaged teachers who push their students to strive for better."
- "Put more money into the district's tech, music programs and other art/sports programs."
- "I feel like this school should have more kid friendly, age appropriate activities, such as art time, in classroom arts and craft projects, music sessions, field day (even if it's just with their own classmates due to the COVID/Pandemic situation)."
- "Need more science and art projects."
- "An afterschool tutoring program will benefit our children so that they can catch up in all the subjects they need help in. Also, I believe that books are not given the same attention as years ago and that is why our children lack in reading and writing. They should be taught to respect others' ideas, and to be accountable and responsible so that they can create a healthy, balanced lifestyle. The effects of social media should be discussed. Also, fostering academic, artistic, and athletic abilities can help them be confident and well-rounded students."

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 (# : #)
<u>NYSED Accountability-Based ARP-ESSER3 Elementary Goals</u>	25:1
ARP GOAL #1: English Language Arts Proficiency	

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Program Goals	Per Pupil Teacher Ratios (# : #)
<ul style="list-style-type: none"> • Goal: All grades 3-8 Students in the Brentwood UFSD will increase their aggregate ELA proficiency rate from a baseline of 21%, established in August 2019, to 25.2% (20% increase) as measured by the % of all students earning a Level 3 or Level 4 on the New York State ELA assessment, during the May 2022 administration of the exam <p>ARP GOAL #2: Mathematics Proficiency</p> <ul style="list-style-type: none"> • Goal: All grades 3-8 Students in the Brentwood UFSD will increase their aggregate math proficiency rate from a baseline of 24%, established in August 2019, to 28.8% (20% increase) as measured by the % of all students earning a Level 3 or Level 4 on the New York State mathematics assessment, during the May 2022 administration of the exam <p>ARP GOAL #3: Increase Participation Rates for State Exams in Grades 4-8</p> <ul style="list-style-type: none"> • Goal: All grades 3-8 Students in the Brentwood UFSD will increase their Participation Rate from a baseline of 41.3% (ELA) and 40.6% (math) respectively, established in August 2019, to 52.3% (ELA) and 51.6% (math), respectively, as measured by the % of all students taking the New York State ELA and mathematics assessments, during the May 2022 administration of the exams. The targets represent a 20% gap reduction (95% Participation Goal - baseline / 5) <p>ARP GOAL #4: Close Achievement Gaps for English Language Learners (ELLs)</p> <ul style="list-style-type: none"> • Goal: Grades 3-8 ELL students in the Brentwood UFSD will increase their ELA MIP from a baseline of 60.6, the most recently recorded on the NYSEDs report of institutional accountability for the BUFSD, to the state's 2017-2018 MIP of 87.7 as recorded on the NYSEDs 2021-2022 report of institutional accountability for the BUFSD <p>ARP GOAL #5: Close Achievement Gaps for Students with Disabilities</p> <ul style="list-style-type: none"> • Goal: Grades 3-8 Students with Disabilities in the Brentwood UFSD will increase their ELA MIP from a baseline of 115.2, the most recently recorded on the NYSEDs report of institutional accountability for the BUFSD, to the school/district's 2017-2018 MIP of 124.4 as recorded on the NYSEDs 2021-2022 report of institutional accountability for the BUFSD <p><u>ARP-ESSER3 Elementary Priorities</u></p> <p>Elementary ARP priorities include an increased focus on student social-emotional well-being and equity, not at the expense of academics, but in order to create the mental, social and emotional space for academic learning to occur, improving state assessment participation rates, and improving ELA and mathematics proficiency rates. To maximize impact, 90% ARP resources will be strategically aligned to support the district's 2021-2022 District Comprehensive Improvement Plan (DCIP). This includes a focus on improving outcomes of the All-Students group at the district's 4 CSI schools, and students with disabilities at the one Targeted Support and Improvement School (TSI) in the district. The BUFSD will also leverage ARP funds to improve outcomes for sub-groups district-wide where achievement gaps have been noted; specifically, ELLs and students with disabilities. In addition to the NYSED accountability-based data previously noted, qualitative and quantitative data provided below informed prioritized ARP needs K-8 in the BUFSD.</p> <p><u>Quantitative and Qualitative Data that Informed ARP-ESSER3 Priorities, K-8</u></p> <ul style="list-style-type: none"> • Pursuant to an analysis of Brentwood UFSD grade 1-8 i-Ready growth results in ELA as of the spring, 2021, the following percentages of students at each grade level met annual typical growth targets, annual stretch growth targets, and improved placement targets, respectively. This data illustrates the needs that informed ARP plan priorities, as well as positive momentum towards systemic improvement K-8 in our district. • Grade 1 • % meeting annual typical growth: 18% • % meeting annual stretch growth: 7% • % meeting improved placement targets: 33% • Grade 2 	

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Program Goals	Per Pupil Teacher Ratios (# : #)
<ul style="list-style-type: none"> • % meeting annual typical growth: 29% • % meeting annual stretch growth: 10% • % meeting improved placement targets: 39% • Grade 3 • % meeting annual typical growth: 33% • % meeting annual stretch growth: 12% • % meeting improved placement targets: 44% • Grade 4 • % meeting annual typical growth: 39% • % meeting annual stretch growth: 15% • % meeting improved placement targets: 39% • Grade 5 • % meeting annual typical growth: 44% • % meeting annual stretch growth: 16% • % meeting improved placement targets: 43% • Grade 6 • % meeting annual typical growth: 41% • % meeting annual stretch growth: 17% • % meeting improved placement targets: 38% • Grade 7 • % meeting annual typical growth: 32% • % meeting annual stretch growth: 10% • % meeting improved placement targets: 32% • Grade 8 • % meeting annual typical growth: 39% • % meeting annual stretch growth: 14% • % meeting improved placement targets: 34% <p>Pursuant to an analysis of Brentwood UFSD grade 1-5 i-Ready growth results in math as of the spring, 2021, the following percentages of students at each grade level met annual typical growth targets, annual stretch growth targets, and improved placement targets, respectively. Again, this data illustrates the needs that informed ARP plan priorities, as well as positive momentum towards systemic improvement K-8 in our district.</p> <ul style="list-style-type: none"> • Grade 1 • % meeting annual typical growth: 17% • % meeting annual stretch growth: 8% • % meeting improved placement targets: 23% • Grade 2 • % meeting annual typical growth: 21% • % meeting annual stretch growth: 7% • % meeting improved placement targets: 30% • Grade 3 • % meeting annual typical growth: 19% • % meeting annual stretch growth: 5% • % meeting improved placement targets: 47% • Grade 4 • % meeting annual typical growth: 23% • % meeting annual stretch growth: 5% • % meeting improved placement targets: 46% • Grade 5 • % meeting annual typical growth: 39% 	

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Program Goals	Per Pupil Teacher Ratios (# : #)
<ul style="list-style-type: none"> • % meeting annual stretch growth: 10% • % meeting improved placement targets: 50% • Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, still the most recent state-level data available, the following subgroups received an ELA Academic Progress Level of 1: All Students, Economically Disadvantaged, Hispanic and Students with Disabilities. This indicator measures student growth on state assessments in ELA and applies to grades 4-8. Level 1 indicates a growth index of 45% or less, and for the All Students Group, was significantly impacted by results from the four CSI schools in the district • Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, still the most recent state-level data available, the following subgroups received an Average ELA & Math Academic Progress Level of 1: All Students; Economically Disadvantaged, Hispanic and Students with Disabilities. This indicator measures student growth on state assessments in ELA and math and applies to grades 4-8 • Learning loss associated with intermittent school quarantines and closures in 2020-2021 for all students, and particularly our most vulnerable students, including ELLs, students with disabilities and Economically Disadvantaged students <p>Another identified need K-8 is to increase NYSED assessment participation rates, as per the data, below:</p> <ul style="list-style-type: none"> • As per the 2017-2018 NYSED Report Card for the Brentwood UFSD, the participation rate for the state ELA exam was 41.3% (17,619), and the participation rate for the state Mathematics exam was 40.6% (17,600) • During the 2019-2020 school year, Southwest Elementary School, Twin Pines Elementary School, and North Middle School were required to develop Participation Rate Improvement Plans (PRIPs). Southwest Elementary School and North Middle School were among the lowest 10% in the state. Hemlock Park Elementary School was also identified as a Potential Participation Rate Improvement Plan (PPRIP) school for the 2020-2021 school year <p><u>ARP-ESSER3 High School Priorities</u></p> <p>ARP priorities at the High School level include an increased focus on student social-emotional well-being and equity, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur, increasing graduation rates, and decreasing drop-out rates for "at-risk" youth, particularly for ELLs, where an achievement gap has been noted, as illustrated below. ARP resources will also support a significant and growing homeless and neglected student population.</p> <p>Given the lack of recent state assessment data and the need to prioritize student's social-emotional well-being as they fully transition back to school this year, data/information derived from SCEP student interviews and building-level equity self-reflection activities also helped to inform and shape 2021-2022 ARP priorities and goals.</p> <p><u>Student Voice to Inform 2021-2022 ARP-ESSER3 Priorities and Goals - Areas of Strength</u></p> <p>Many themes emerged through the student interview process in our identified schools that suggest that we have made progress toward the vision, values and aspirations of the district. In all, 5 identified schools participated in the interview process, including:</p> <ul style="list-style-type: none"> • North Middle School, CSI • East Middle School, CSI • South Middle School, CSI • Southwest Elementary School, CSI • Hemlock Park Elementary School, TSI for Students with Disabilities <p>Interview protocols were customized by each school. Questions varied and included a range of topics, including students' perceptions of teaching and learning, student family life, student social-emotional</p>	

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>well-being, race, racism, inclusion, diversity, implicit bias, and students' aspirations, hopes and dreams. While the district has a long way to go to bridge the gap between our current reality and the shared vision of our future, information derived from student interviews suggests we are moving in the right direction.</p> <p>Of the many identified themes, students made it abundantly clear that they prefer learning at school as opposed to learning from home in a hybrid and/or fully remote environment. Many students spoke nostalgically and longingly for the welcoming and nurturing environment in place in BUFSD schools. Students indicated how deeply they missed their peers and the special school events that typically take place in Brentwood. Students, at all levels, mentioned the value and importance of relationships and social connections among and between students and faculty.</p> <p>Students overwhelmingly indicated that they feel safe at school, cared for and protected. Many students expressed gratitude for their teachers and indicated appreciation for the encouragement that they regularly receive from them. Many students reported that there are adults at school that they can trust with their problems, and, that many staff members do in fact "get them." These conditions contributed to students' intrinsic motivation to pass their classes.</p> <p>Students also expressed deep appreciation for all the school did to support them and their families throughout the pandemic, including providing a laptop, hot-spots/internet, books, tutoring, family-fun nights, and choice for how they might demonstrate mastery of content. Also, many students indicated that the changes in the way we taught this year improved their ability to learn, i.e., leveraging Microsoft TEAMS, chat, i-Ready, and having assignments available online. Finally, students generally expressed an understanding of and appreciation for diversity and inclusion and indicated a sincere desire to have more explicit conversations to ensure that their school is inclusive for all students and families.</p> <p>Most students also spoke positively about the connection between their school and home/family life. Many students reported that their parents motivate them to succeed at school. Students also indicated that their parents are comfortable talking to and working with their school. While students clearly prefer to learn at school, many also indicated that they were comfortable working from home, where they could find all necessary supplies, had more time to complete assignments and had more choice among various tasks to complete.</p> <p><u>Student Voice to Inform 2021-2022 ARP-ESSER3 Priorities and Goals - Areas for Growth</u></p> <p>Our conversations with students also revealed room for growth, while yielding specific information related to the challenges at hand. Of the many identified themes, it is clear that most students are concerned about transitioning back to school. Many students indicated they feel anxious, that they don't like speaking to people as much as they had in the past, and that they have experienced a general loss of social skills. These feelings are evident in one student's candid observation that, "We can't interact with our friends like we used to. It makes me sad." Many students also expressed fear of being forced to wear masks again, as reflected in a poignant statement by one middle school student who said, "Wearing masks makes me feel sad and embarrassed because you have to ask multiple times what someone says."</p> <p>The interview process also revealed that students want more of a voice for school-wide decisions as they pertain to academic and social/emotional learning. Some students reported feeling overwhelmed with a 'paralyzing' array of assignments and communicated a lack of pedagogical creativity. Some students felt that the pace of instruction was too fast, that there was not enough processing time, and that adults didn't consistently understand or value their opinions or perspectives. For some students, these dynamics resulted in a general sense that they do not feel like they have an active role in their own learning; and, that they do not feel a personal connection to the things they are learning. Finally, some students indicated that during the pandemic it was difficult to get academic assistance, that they wanted/needed more modeling and examples of how to complete remote assignments. They also expressed a sincere desire for more engaging learning activities when working from home or at school. Other themes identified during student interviews were challenges associated with school and</p>	

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<p>family/home life connections, including but not limited to COVID-related dynamics. As an example, some students indicated that they felt disconnected from the relationship between their classrooms and their experiences outside of school. Many students reported that while at home during hybrid and/or fully remote instruction, that there are too many distractions including video games, social media and laziness (we can relate). Also, some students reported that their parents need translators, and that often times, their parents call the school and nobody at the school can speak Spanish, so their parents hang up.</p> <p>Other topics that came to the forefront from student focus groups were related to diversity and inclusion. Several students expressed concerns related to racism and/or implicit bias, indicating that their academic, social, emotional, and cognitive development may have been compromised by a narrow curriculum and limited opportunities to explore more diverse opinions and perspectives, both historical and contemporary.</p> <p>While sobering, we find these courageous and authentic observations to be extraordinarily meaningful. Priorities, as reflected in our ARP budget and plan have been significantly informed by these insights. Generally, they include prioritizing transition back-to-school dynamics, keeping the establishment of relationships, rapport, and students’ social-emotional well-being at the forefront of our minds and activities. Also, we will focus on ensuring that students have a greater voice in their academic and social-emotional learning, while striving to achieve greater student engagement. This will be done, in part, by prioritizing project-based, cross-curricula learning experiences that embed student choice and voice in how students explore and display knowledge. Finally, we are committed to providing spaces and experiences that are inclusive for all students, particularly for subgroups where inequities exist.</p> <p><u>Aligning ARP-ESSER3 Priorities to Improve Diversity, Equity, and Inclusion to Close Achievement Gaps – Identified Strengths</u></p> <p>In all, 5 identified schools participated in the Equity Self-Reflection process, including:</p> <ul style="list-style-type: none"> • North Middle School, CSI • East Middle School, CSI • South Middle School, CSI • Southwest Elementary School, CSI • Hemlock Park Elementary School, TSI for Students with Disabilities <p>To establish common understanding and expectations, central office administrators facilitated a whole-group conversation with stakeholders from all five identified schools. The objectives of the meeting included unpacking the Equity Self-Reflection tool, exploring NYSED’s “How Learning Happens Messaging Framework”, including embedded/associated resources, and (re)orientating building-level staff to NYSED’s, “Culturally Responsive-Sustaining Education Framework.” Together, we also affirmed shared values, beliefs, and assumptions related to inclusion and diversity in the Brentwood UFSD. Facilitation protocols, including self-assessment analytical activities, were then customized by each school.</p> <p>Several themes emerged through the Equity Self-Reflection process in our identified schools that suggest that we have made progress toward the vision, values and aspirations of the district. This is evident, for example, in school reflections pertaining to the “Welcoming and Affirming Environment” principle. NYSED defines a welcoming and affirming environment as, “a space where people can find themselves represented and reflected and where they understand that all people are treated with respect and dignity. The environment ensures all cultural identities (i.e., race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.” Several practices within this principle were consistently rated “integrating” and/or “sustaining” in participating BUFSD schools, including:</p> <ul style="list-style-type: none"> • Assess school climate using a variety of measures (i.e., surveys, interviews, focus groups, informal gatherings) to collect diverse stakeholder impressions and experiences using questions that consider issues of diversity, equity and inclusion 	

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<ul style="list-style-type: none"> • Prioritize social-emotional learning programs, such as restorative justice • Highlight materials that represent and affirm student identities; and • Cultivate a school and classroom environment of affirmation and acceptance. Respond to instances of disrespectful speech about student identities by intervening <p>Two practices included as a part of the “Inclusive Curriculum and Assessment” principle were also consistently rated “integrating” and/or “sustaining” in participating BUFSD schools. These include:</p> <ul style="list-style-type: none"> • Incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered; and • Use resources written and developed by racially, culturally, and linguistically diverse perspectives <p>NYSED defines inclusive curriculum and assessment as tools and resources that, “elevate historically marginalized voices. It includes opportunities to learn about power and privilege in the context of various communities and empowers learners to be agents of positive social change. It provides the opportunity to learn about perspectives beyond one’s own scope. It works toward dismantling systems of biases and inequities and decentering dominant ideologies in education.”</p> <p><u>Aligning ARP-ESSER3 Priorities to Improve Diversity, Equity, and Inclusion to Close Achievement Gaps – Areas for Growth</u></p> <p>Data derivative of Equity Self-Reflection processes at the elementary and secondary levels indicate that the district is on the right path toward realizing our shared vision, values and aspirations. These processes also revealed potential for improvement, while yielding operational information that significantly informed SCEP commitments in identified schools.</p> <p>An analysis of the “Ongoing Professional Learning and Support” principle is instructive. NYSED defines ongoing professional learning and support as being, “rooted in the idea that teaching and learning is an adaptive process needing constant re-examination. It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture and institutions. Learners must be self-directed and take on opportunities that directly impact learning outcomes.” Several practices included within this principle were consistently rated “emerging” in participating BUFSD schools. These include:</p> <ul style="list-style-type: none"> • Create learning communities (i.e., professional learning communities, book studies, discussion groups, online webinars, digital subscriptions) for teachers and students to engage in topics that directly address educator and student identities and understand and unpack privilege, • Provide opportunities for all staff to receive training on topics related to diversity, equity, and inclusion (i.e., critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, and microaggressions, etc.), • Support teachers in conducting cross-curricular culturally responsive-sustaining planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning; and • Disseminate self-assessment tools and resources for educators to assess and reflect on their implicit biases <p>A key practice within the “Inclusive Curriculum and Assessment” principle, “Include students as co-designers of curriculum” was also consistently rated as “emerging” in participating schools. This finding represents convergent data when compared with information derived from student interviews, where students expressed a sincere desire to be more actively involved in the design of their own scholastic experiences.</p> <p>NYSED defines the principle of “High Expectations and Rigorous Instruction” as the extent to which the school “prepare(s) the community for rigor and independent learning. The environment is academically rigorous and intellectually challenging while also considering the different ways students learn. Instruction includes opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Messages encourage positive self-image and empower others to succeed.” Two practices included within this principle were consistently rated “emerging” in participating</p>	

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<p>BUFSD schools. These include:</p> <ul style="list-style-type: none"> Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations; and Initiate student-led civic engagement projects and school-based student leadership opportunities <p>Again, these findings represent convergent data when compared with information derived from student interviews, where students expressed a desire to participate in more engaging learning experiences that are meaningful to their own lives.</p> <p>Our entire BUFSD learning community finds these insights to be extraordinarily meaningful. Goals, as reflected in our ARP budget and plan have been significantly informed by these new learnings. Generally, they include prioritizing explicit instruction which teaches community members/families, staff, and students to be welcoming and inclusive. This includes providing training to staff, and instruction to students, on topics related to diversity, equity, and inclusion (i.e., critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, implicit bias and microaggressions, etc.). We are also committed to prioritizing teaching and learning practices that enables our students to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations. This will be accomplished, in part, by facilitating student-led civic engagement projects and expanding school-based student leadership opportunities.</p> <p><u>ARP-ESSER3 Commitments Derivative of Student Interviews and Equity Self-Reflection Processes</u></p> <ol style="list-style-type: none"> We will prioritize dignity and inclusion for all students, particularly for subgroups where inequities exist. This will involve the establishment of a district-wide Diversity, Equity, and Inclusion Committee (DEIC) comprised of all key stakeholder groups. The DEIC will be tasked with developing a comprehensive plan to ensure that the district creates spaces and experiences that are inclusive for all students We will prioritize relationships, rapport, and students' social-emotional well-being. This includes ensuring that students have a greater voice in their academic and social-emotional learning, while striving to achieve greater student engagement. This will involve training, including self-directed Professional Learning Experiences (PLE) that will "transform the classroom" in Brentwood. This includes the establishment of a Problem-Based, Technology-Infused, Lab-Classroom Project (PTLP) which will focus on the design of problem-based, cross-curricula, technology-infused experiences for children within an explicit curricular framework. 	

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 or Expansion of Existing Programs in Current Year	Investment (\$)
<p>The BUFSD will continue to use ARP ESSER3 funds to ensure safety, and to expand programs through the implementation of targeted academic and social-emotional programming. The BUFSD has designed such interventions to address the impact of COVID-19 on groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The expansion of planned comprehensive, evidenced-based interventions include:</p> <ul style="list-style-type: none"> Extended school day and Saturday programs to support groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care Adult continuing education programs in the evenings and on weekends; i.e. culinary, yoga, and citizenship classes 	30922598

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<ul style="list-style-type: none"> • Summer Institute to support groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care • After school and weekend programming for High School counselors to create Individualized Graduation Plans (IGPs) for groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care • Post high-school planning for college and career readiness to support groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care • Expanding summer job opportunities for groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care <p>Examples of targeted academic and social-emotional resources and programming that will be embedded as a part of the comprehensive evidenced-based interventions previously described, include:</p> <ul style="list-style-type: none"> • Bridge to Kindergarten supplies and materials to support at-risk youth, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care • Summer program to support transition from UPK to kindergarten for participating youth from Community Based Organization (CBO) UPK sites • Providing mental health services and supports. Guest speakers to support students' social-emotional development • Economic Opportunity Council of Suffolk, and/or approved vendors • During summer enrichment, extended day, comprehensive afterschool programs, and/or extended school year programs • Providing mental health services and supports. Crisis Prevention Institute. • Crisis Prevention Institute (CPI). Classroom Culture Training is for school leaders and education professionals interested in fostering a positive culture within each classroom. This training provides practical techniques to implement consistent and sustainable standards that prevent, or mitigate, the need for de-escalation interventions • Elementary Swim Program to support at-risk youth, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care • During summer enrichment, extended day, comprehensive afterschool programs, and/or extended school year programs • Transportation for homeless youth and families to participate in summer enrichment, extended day, comprehensive afterschool programs, and/or extended school year programs • Providing mental health services and supports. Contract with Make the Road Foundation to support equity, diversity, and inclusion • Make the Road New York builds the power of immigrant and working-class communities to achieve dignity and justice • During summer enrichment, extended day, comprehensive afterschool programs, and/or extended school year programs • Purchase of Fountas and Pinnell libraries for elementary buildings to support at-risk youth, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care • To be used during summer enrichment, extended day, comprehensive afterschool programs, and/or extended school year programs • Textbook adoptions for English learners • Teacher's College Units of Study at the elementary level to support at-risk youth, including low-income 	

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care</p> <ul style="list-style-type: none"> To be used during summer enrichment, extended day, comprehensive afterschool programs, and/or extended school year programs <p>As we approach the 2022-2023 school year, we are committed to operationalizing the valuable lessons the pandemic has taught us. This includes a deeper understanding of our responsibility to prioritize dignity and to provide spaces and experiences that are inclusive for all students, particularly for subgroups where inequities exist. Now, more than ever, we understand the importance of connections and community within our schools, and therefore will prioritize relationships within and among all stakeholder groups. In the face of enormous adversity this past year, we have marveled at the ingenuity and resourcefulness of our students, staff, and community. As a result, we have reaffirmed our commitment to 1) make sure that student, staff, and family well-being remain central to our work; and 2) to provide each individual with all of the tools, resources, and support they need to be successful. Consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act, the BUFSO will expand its use of ARP ESSER funds seamlessly to realize our district's vision: The Brentwood School District, in partnership with our community, will provide an exceptional education, build character, and empower all students to reach their full potential as life-long learners in a diverse, global society. Specific expenses related to an expansion of programs include:</p> <ul style="list-style-type: none"> Providing scholarships for Teaching Assistants to obtain minimum employment requirements Offering supplemental support for teachers to acquire a TESOL license or Bilingual/special education extension Professional development for administrators to support at-risk youth, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care Increase the number of full-day UPK seats Charging stations for student laptop devices Rosetta Stone licenses for students, staff and parents Bertliz course for staff New equipment, textbooks and professional training for secondary technology departments Middle School novels to support at-risk youth, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care AQUOS Boards to support instruction for at-risk youth, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care Devices for teachers to support instruction for to support at-risk youth, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care Devices for new student entrants, including prekindergarten students 	

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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.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	17,000,000	10,000,000	5,000,000
Maximizing in-person instruction time.	0	5,000,000	10,000,000
Operating schools and meeting the needs of students.	1,500,000	1,500,000	1,500,000
Purchasing educational technology.			

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
	880,000	880,000	880,000
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.	11,185,448	11,185,448	11,185,448
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	207,150	207,150	207,150
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	2,000,000	2,000,000
Supporting early childhood education.	0	0	0
Other (please describe below)	150,000	150,000	150,000
Totals:	30,922,598	30,922,598	30,922,598

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

Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).