

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 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.

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.

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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.

ESSER I, II and III Stakeholder Feedback Summary
 Southside Academy Charter School
 June 2, 2022

1. After review and analysis of all stakeholder survey results what trends were identified?

The first question of identifying most important priorities as the school responds to COVID-19 had a significant trend between parents and school staff (board members, staff, administration, teachers). There was an emphasis on summer learning programs. School staff identified this 14 out of 26 times. Parents identified this 17 out of 21 times. This was addressed last summer and again this summer. We had a significant increase in student participation due to being able to provide transportation and extended hours and learning using the ESSER funds. There was also an emphasis on wrap around services to address social emotional needs. School staff identified this as a priority for 22 out of 26 times and parents identified it 7 out of 21 times. This trend has been addressed by partnering with Arise to address the social emotional needs of our students at Southside. Both parents and staff did not identify the use of technology as a priority. This could be due to the 1:1 device program that we adopted during the beginning of the pandemic. Academic materials were mentioned with little priority by parents and school staff. Southside has always been provided with academic materials and has continued to provide paper packets for the students. Three school staff and five parents would like to see more PPE being purchased. Most of this was purchased in the beginning of the year. The overarching trend is a focus on summer learning and wrap around services to address the academic and social emotional needs of our scholars. When parents and staff were asked about the 20 percent academic funding, they agreed that a priority should be materials and resources. Parents agreed with this with 15 out of 21 responses and staff were 12 out of 26. Another focus was summer learning. This was a common theme amongst the first question and where the 20 percent of the funding should go. Another theme was tutoring. Both parents and school staff were in high agreement for this. Staff (19 out of 26) and parents (13 out of 21) supported this. Additional staff was also identified as an area by both parties and use of technology.

2. How will these trends be addressed using COVID funding?

To address the trend of summer learning programs, we are offering a comprehensive summer program. This program is offering transportation using ESSER funds. There will be a focus on academics and enrichment opportunities and being offered from 9:00-2:00. There was much success with student participation. We had over 200 students last year and plan for the same last year. Some of the enrichment opportunities are arts and crafts, dance instructors, life coaches, drumming, and musical opportunities. Southside has been working with Arise to create a partnership. Southside and Arise have signed a contract to work together to address the social emotional needs of our scholars. This contract is going to be for two years, and the counselor can see 35-40 students a year. A counselor will be assigned to Southside and a designated space in the building will be provided. PPE could be purchased in addition to what the county and state has provided for us. Masks, hand sanitizer, and cleaning supplies can be continuously purchased to keep the school safe. Southside has been able to secure an additional ABSS with the use of ESSER funds. Southside does have two ABSS positions currently. There is an ABSS designated for K-4 and 5-8. There have been opportunities for recess aides to be able to help as well with lunch coverages. A covid contact tracer has been hired as well to help with COVID calls. Technology was a focus on where the 20 percent of the ESSER funds should be allocated to. Southside has provided each student with a Chromebook. There has been purchases of hot spots and internet for families that are virtual. Retention bonuses are being allocated as well to staff to help keep staff at Southside and offer incentives for them.

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

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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, Student & Staff Technology, Support and Connectivity, Instructional Intervention staff, Social Emotional Supports & Summer Programming	655652

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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.	50,551	23,224	34,128
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	19,262	38,872	38,872
Purchasing educational technology.	120,243	159,010	10,000
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.	80,857	234,790	192,195
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	2,569	12,000	158,643
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	382,170	330,829	177,654
Supporting early childhood education.	0	0	0
Other (please describe below)	0	454,160	0
Totals:	655,652	1,252,885	611,492

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

Staff retention and recruitment bonuses.