

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.

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.

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

Throughout the pandemic South Bronx Early College Academy Charter School (SBECA) leaders engaged and are currently learning from teachers, paraprofessionals, parents, and other community members to support student learning. Engagement takes the forms of Zoom meetings, Opinion Surveys, and personal contacts via email and telephone. Topics analyzed in the dialogue with stakeholders include:

1. Data on SBECA's mode of instruction (remote, hybrid, in-person) and student attendance in each modality; the manner in which funds are allocated to meet student's social, emotional, and academic needs through evidence-based interventions, how they advance equity for underserved students and how they sustain and support access to early childhood education programs;
2. Student data, disaggregated by student subgroup, related to how the COVID-19 pandemic has affected instruction and learning;
3. Guidance from the CDC, NYSDOH, and NYSED; and
4. Decisions detailing school operations. Information gathered on these and other topics has been used in planning, including the current Reopening Plan which is/will be posted on the SBECA Internet Site.

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 (# : #) |
|--|----------------------------------|
| Program Goal 1 – To maximize in-person instruction time by providing a safe, supportive school environment for students and staff members returning to school and by providing in-person high-intensity school-day and/or after-school tutoring in 2021-22 and in-person instruction in a summer academic program in 2022-24 and beyond. | 32:332 = 10.06 |
| Program Goal 2 – To purchase educational technology, specifically to purchase computers for students and staff members, cameras, Smartboards, calculators, printers, and speakers to support the regular day, afterschool and summer programs | 28:307 = 10.96 |
| Program Goal 3 – To address the impacts of COVID-19 on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, students with disabilities (SWDs), English language learners (ELLs) and homeless students Icahn 1 has invested in both academic and SEL programming designed to meet the needs of returning students and staff members. | 31:298 = 9.61 |

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 (\$) |
|--|-----------------|
| Program Goal 1 – To maximize in-person instruction time SBECA has identified and invested \$109,897 in sufficient personal protective equipment (PPE) and air purifiers to ensure a continued safe, secure SBECA learning environment. SBECA has also invested in professional development focusing on the needs of students resulting from the pandemic. Finally, ARP funds have been invested in to completion of needed repairs to the gymnasium, including repair of safety padding, and backboards, with the addition of a score board. SBECA has also invested \$346,440 in afterschool, summer and extended day programming. | 456,337 |
| Program Goal 2 – To purchase educational technology, specifically to purchase computers for students and staff members, cameras, Smartboards, calculators, printers, and speakers to support the regular | 432,539 |

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| Summary of New Programs or Expansion of Existing Programs in Current Year | Investment (\$) |
|--|-----------------|
| <p>day, afterschool and summer programs. We have invested \$432,539 in ARP funds to purchase Chromebooks for students, staff computers (Macbooks), and laptop sleeve covers in support of regular day, afterschool, summer and Saturday Academy programs. By expanding our investment in educational technology, we are improving our use of Digital and Blended learning strategies in and outside of the classroom. This is especially important as teachers and students address the impact of the disrupted educational experience of the last 18 months and transition to a more consistently in-person post-pandemic learning experience. Teachers can support differentiation in teaching and to make academic content and lessons more engaging to students which, in turn, will support learning acceleration. (see Reigniting Learning: Strategies for Accelerating Learning Post-Crisis: A Review of Evidence, United States Agency for International Development, November 2020, https://www.eccnetwork.net/sites/default/files/media/file/Technical_Report_Accelerating_Learning_Post-Crisis_Full_Report.pdf) These investments will promote interactivity and classroom collaboration and provide teachers with greater flexibility in their curriculum development, lesson planning, assessments and instruction.</p> | |
| <p>Program Goal 3 – To address the impacts of COVID-19 on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, students with disabilities (SWDs), English language learners (ELLs) and homeless students SBECA has invested \$1,622,780 in an array of academic and SEL staff additions and programming. Professional development has also been an investment. The academic program has been strengthened with staff additions which reduces the student to teacher ratio and improves the impact of teaching at the school.</p> <ul style="list-style-type: none"> • Academic Programming include: <ul style="list-style-type: none"> • Addition of one ELA/Reading Teacher for three years • Addition of one Teaching Assistant for three years • Addition of one Dean for three years • Addition of one Literacy Coach for two years • Addition of one SPED ILT Math Coach for two years • Staff Professional Development • Instructional Supplies and Student Awards • Books for Independent Reading n • SEL Programming for in-school, afterschool, Saturday Academy and summer programming, including: <ul style="list-style-type: none"> • In-School Programming <ul style="list-style-type: none"> • Social Worker for three years • Culture Associate for two years • After School and Saturday Programming <ul style="list-style-type: none"> • Saturday Intervention Program for three years • Saturday Academy Staff Stipends – two years | 1,209,240 |

American Rescue Plan (ARP) Spending Plan Reporting

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 | | | |

SOUTH BRONX EARLY COLLEGE ACADEMY CS
State Budget Reporting Survey - Budget Reporting

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| | 2021-22 School Year (\$) | 2022-23 School Year (\$) | 2023-24 School Year (\$) |
|--|--------------------------|--------------------------|--------------------------|
| instruction. | 104,147 | 3,750 | 2,000 |
| Maximizing in-person instruction time. | 0 | 0 | 0 |
| Operating schools and meeting the needs of students. | 0 | 0 | 0 |
| Purchasing educational technology. | 243,500 | 196,020 | 93,019 |
| 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. | 370,000 | 407,340 | 190,000 |
| Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs. | 117,200 | 117,200 | 75,000 |
| Offering evidence-based summer, afterschool, and other extended learning and enrichment programs. | 155,480 | 95,480 | 95,480 |
| Supporting early childhood education. | 0 | 0 | 0 |
| Other (please describe below) | 0 | 0 | 0 |
| Totals: | 990,327 | 819,790 | 455,499 |

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

N/A