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 Departent (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.**

    We needed to reallocate funds necessary to continue to open schools safely and address learning loss.

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

    Achievement First (AF) schools regularly receive feedback from students, staff, families, and school leaders. Achievement First (AF) schools follow a process of designing "with" not "for", and as part of designing our response to COVID programming we conducted in-depth surveys of families, students, staff, and school leaders.

    The AF Brooklyn school board received regular updates on reopening plans and ESSER use of funds and had opportunities to ask questions and provide feedback.

    Achievement First has prioritized listening and responding to the needs of scholars, families, and staff on a consistent and ongoing basis. Achievement First will continue to engage its stakeholders in defining its most important educational needs resulting from COVID-19 through:

    •   Virtual Parent and Family Town Halls on scholars' academic progress and recovery, curriculum shifts and interventions, school buildings' safety plan updates, enrichment programming and social emotional resources

    •   School boards continue to meet on a bi-monthly basis and receive updates on the academic program, non-academic offerings, facilities' health and safety, student and family experience feedback and expenditures

    •   School leader cohort meetings at each academy level are held 1 to 2 times each month in which Achievement First network leaders and principals meet to discuss the current state of schools, attendance and classroom engagement, share best practices, review the efficacy of elements of the reopening and safety plans and align on necessary actions

    •   Accessible, two-way communication and coordination among educators and administrators and Achievement First families via the ParentSquare digital tool. The platform was provided by each school facilitates and encourages engagement about daily school happenings, special events and developments, collect and respond to feedback.

    •   Ongoing outreach to families by Achievement First's School Operations team about non-academic needs including meals, rent and utilities support.

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 (# : #)
K-4 Reading: Schools improve from their 2021-22 average number of levels grown per student from BOY to EOY as measured by STEP.	12:1
K-2 Math: Schools improve from their 2021-22 EOY average student growth percentile as measured by MAP.	12:1
5-12 Reading: Schools improve from their 2021-22 EOY average student growth percentile on STAR.	12:1
3-8 Secondary Measure: Math state test - Average scaled score is higher than the 2021-22 school year.	12:1
3-8 Secondary Measure: Math state test - Average scaled score is higher than the 2021-22 school	12:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
year.	

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 ($)
The school did not use ARP-ESSER funds in SY 21-22.	0

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 instruction.	0	181,709	20,821
Maximizing in-person instruction time.	0	53,960	53,960
Operating schools and meeting the needs of students.	0	130,907	0
Purchasing educational technology.	0	69,879	34,287
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.	0	18,337	8,704
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	6,480	6,480
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	37,330	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	**0**	**498,602**	**124,252**

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

(No Response)