

**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.

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

Voice is given to all stakeholders in the decision-making process. This includes our Parent-Teacher Organization (PTO) as well our Board of Trustees. Monthly meetings are held with our PTO and Board members, and their feedback in these meetings is used to guide our decision-making as an organization. We truly appreciate and encourage all stakeholders to be transparent, candid, and insightful in their feedback and in guiding our direction as a school. We also encourage critical thinking in these meetings and futuristic vision so that we can always remain ahead of the curve in a rapidly changing world of education. In these transformative times, we believe stakeholder feedback is critical. In fact, our CMO survey conducted twice each year provides yet another platform and mode for all stakeholders to express their ideas and provide feedback that is both quantitative and qualitative in nature (in the form of scaled questions and open-ended response questions).

**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 (# : #)
We believe our current student-to-teacher ratio is allowing our teachers to work in small groups and one-on-one with students in conferencing writing and developing close reading strategies. This close support is enabling our students to make truly focused progress while being involved in the revision process alongside our dedicated support staff. Moreover, our teachers are helping students grow in terms of active reading, which is, in turn, creating more authentic engagement inside the classroom. In Math, students are engaging in productive struggle and solving problems in unique ways that allow them to take ownership over the learning process while feeling empowered to come to their own conclusions. Productive struggle in small groups and work with hands-on projects is essentially providing our students the necessary balance of structure, space, and freedom to become creative problem-solvers.	9:1

**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 or Expansion of Existing Programs in Current Year	Investment (\$)
ARP ESSER funding was successfully used to support the existing programs in the current year as well as for new initiatives that are put in place. Two additional teachers and one ESL teacher's salaries and their benefits were funded by the ARP ESSER grant. Classroom and office furniture as well as Chromebooks and I pads for students were purchased to support the program. Some school management fees were part of the ARP ESSER expenditure as well. Our investments in Balanced Literacy with the addition of instructional coaches and in adding a Basic Skills Instruction (BSI) Teacher have been critical steps in helping our students close the gap and address unfinished learning head on as we move forward from COVID-19. The addition of instructional coaches within our Balanced Literacy approach helps provide added support to our teachers around lesson planning and guiding student progress. By adding a BSI Teacher, too, we are taking a proactive approach to providing the necessary one-on-one and small group support for struggling students. The number of struggling students has increased significantly since the onset of COVID-19 and in the wake of distance and hybrid learning. Furthermore, the Edulastic, IXL, and Reading A-Z platforms have allowed us to create customized assessments for students targeting focus standards based on their	437211

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>areas for most improvement as gathered from STAR Reading and Math results. Reading A-Z is helping us to establish the foundational linguistic skills in students to navigate texts for ELA and to actively tackle complex word problems in Math. Edulastic is a platform we utilize to design our own reading checks for students, and these are tailored to meet the needs of each individual student. This kind of focused assessment and analysis of feedback is more critical now than ever before as we take a very focused approach to helping students move forward in these challenging times. IXL then allows students to practice consistently throughout the school year, making multiple touches on skills and standards that lead to eventual mastery of the content with hands-on projects fostering an understanding and imagination for how these skills can then be made real-world applicable in the future.</p>	

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	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	317,924	295,145	102,000
Purchasing educational technology.	107,273	38,432	0
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.	12,014	100,567	100,567
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>437,211</b>	<b>434,144</b>	<b>202,567</b>

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

(No Response)