

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 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.

A summary of the changes are as follows:

Due to mid year teacher departures, other staff members were supported through ARP-ESSER funding.

Amending the professional salaries for ARP ESSER III Part 2, over the next two years, will help REACH employ and retain strong individuals, as we continue to increase grade levels each academic year, to help with the academic, social and emotional impact caused by COVID-19. Staffing and salary adjustments made after the completion of the grant will allow for personalized instruction and immediate and consistent activities for our scholars. Professional salaries increased by \$99,873.

Amending the support staff salaries (Teacher Assistants) to the professional staff for ARP ESSER III Part 2, will help REACH employ strong individuals to help with the academic, social and emotional impact caused by COVID-19. The support staff salaries positions were removed from the grant for 2022-2023 school year, but not eliminated from REACH. There support is still needed and will be funded by other means for 2022-2023 and moving forward. Support staff salaries decreased by \$99,873.

Updated amendment was approved on 6/13/2022.

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

REACH Academy Charter School (RACS) communicates and engages school personnel, parents and the community on the whole through the following means: Faculty meetings, grade level meetings, Monthly "All Ears" meetings, monthly Family Council meetings, Zoom Meetings, Parent Teacher conferences, School-wide Social events, Town Hall meetings, through Classroom Dojo Messages and Facebook posts, Parent Surveys, our RACS website, Robo-calls, school correspondence, phone calls and text messaging. Every one of these modes of communication have been utilized to make sure we are able to share out and to obtain valuable input and insights from our staff, parents and community

In addition, RACS communicates and engages with families and the School Community in more personal ways. This communication starts with the appointment of a parent representative to the RACS Board of Trustees. This Board of Trustees member is intimately involved in the community and adds a lot to the Boards decision making process. RACS also has a Community Liaison on staff. The liaison is often used to provide needed support for our REACH families. This individual spends time visiting families and doing community outreach and has his finger on the pulse of what parents and guardians are feeling and dealing with.

School administrators and the School Social Worker are also actively involved in the sharing and soliciting of meaningful feedback from our school community. They are part of morning arrival and afternoon dismissal procedures, and have the opportunity to speak directly to parents/guardians transporting their Scholars to and from school on a daily basis, to keep them apprised of any and all new school information, school events, and parent and guardian meetings that are forthcoming for the purpose of soliciting their participation and input.

RACS casts a wider net through personal outreach efforts and by forging partnerships with various community organizations throughout Western New York. This Outreach sought assistance and input on expansion and the possible acquisition of property. Outreach efforts included national, state and local politicians, including Senator Tim Kennedy, Assembly Majority Leader Crystal People-Stokes, Assembly Chair April Baskin, Legislator Howard Johnson (see support letter attached), Common Council President Darius Pridgeon, Common Council Members Nowakowski and Rivera, Buffalo City School Board President Louis Petrucci, Buffalo City School Board Members Hope Jay and Larry Scott, Buffalo Community Activist Betty Jean Grant (see support letter attached), Board of Regents Members from the 8th Judicial District, Dr. Catherine Collins, and Board of Regents Member from the 9th Judicial District, Dr. Frances G. Wills, among others. The community organizations include NorthWest Community Bank, Gateway Longview, FeedMore Western New York, the Buffalo Police and Fire Departments, D'Youville College, Medaille College and State University of New York at Buffalo. RACS will continue to utilize Zoom and in-person meetings to reiterate community ties and the desire to expand in Buffalo, and will continue to use these outreach methods throughout the renewal process and beyond.

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.

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>To employ strong literacy and mathematical support structure through the leadership of a Director of Instruction.</p> <p>-To observe instructional management and delivery and provide meaningful feedback to enhance and support the development teacher's in their content areas. In addition, to support teachers in lesson plan design and data analysis in order to meet students' needs.</p> <p>-Working with and supporting staff in the school by sharing best practices.</p>	4:1
<p>Instructional Coaches for Math, ELA and Behavior</p> <p>These experts will provide instructional and behavioral support as well as coaching to all REACH Academy staff as they work to ensure that each student is able to reach his or her academic potential. Specific to the Behavior Coach, this individual will provide support to teachers in dealing with social and emotional issues as well as with classroom management. Their primary role is to work with teachers to support best practices in using data, providing school-wide trends and making recommendations about potential next steps in addressing areas in need.</p> <p>All Coaches will provide constructive feedback to teachers in an effort to enhance and support staff development</p>	1:1
<p>Instructional Interventionists</p> <p>The ELA (including Reading) and Math Interventionists are responsible for supporting student achievement with special attention to Tier II and Tier III instruction. These individuals will provide individual and small group instruction to students who are struggling academically. Interventionists are responsible for monitoring, reporting and communicating student progress and performance to the Coaches and Director of Instruction.</p>	4:1
<p>REACH will also ensure that the social and emotional needs of students and families are being met through the hiring of an additional Social Worker. This person will assist and support in addressing the psychological and social well-being of our students and will seek the feedback from teachers and parent/guardians to do so. The Social Worker will provide information to students, parent/guardians, and school staff, counsel students with personal and psychological challenges and address all relevant matters in the school, such as school attendance, bullying, abuse, homelessness, poverty and violence. This person will work on this via 1:1, within the classrooms and on an entire school wide basis.</p>	1:1
<p>Teachers in Development and Science</p> <p>REACH will employ Teachers in Development to lend academic support to classroom teachers and to provide smaller teacher to student ratios in the Inclusion classrooms. By doing so, students will be able to receive more personalized instruction and immediate and consistent assessment to occur</p> <p>REACH will employ a new Science Teacher to support student enrichment and to implement and design and implement exciting and motivating Challenge Learning activities.</p>	20:1

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 <u>or</u> Expansion of Existing Programs in Current Year	Investment (\$)
Not applicable	0

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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.

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	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.	749,117	735,900	0
Purchasing educational technology.	0	0	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.	0	0	0
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
Totals:	749,117	735,900	0

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

Not Applicable