

**State Budget Reporting Survey - Budget Reporting****Background/Instructions**

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Page Last Modified: 06/28/2022

**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.

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/01/2022

**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.**

Each year, Genesee Community Charter School provides families with an annual survey to collect feedback about the effectiveness of communication and school community culture. During the 2020-2021 school year, GCCS conducted several surveys and held focus groups to determine the effectiveness of remote, hybrid, and full in-person instruction. Additionally, a needs assessment was conducted to determine the number of student devices and connectivity. This information helped to collect preliminary data for determining the need and purpose for American Rescue Plan Funding for the 2022-23 school year.

From the annual family survey conducted in February, 2022, it was determined that 95% of families believe GCCS has responded to family and student needs during and following the pandemic. Additionally, during the 2022 Budget discussion at a public Board Meeting on June 8th, 2022, public comment was open regarding the 2022-23 budget that included the plan for the remaining ARP funds. During this meeting, it was determined from these comments that funding may need to be adjusted to support personnel and interventions to support continued gaps in social-emotional and academic learning.

The July 20th, 2022 Board of Trustees Meeting will be open for another public forum to more specifically discuss the use of ARP funds for the 2022-23 school year where we will determine if an addendum will need to be created for the funds.

**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 (# : #)
Students who are identified as receiving Special Education services, English Language Learners, Economically Disadvantaged will make more than a year's growth in i-Ready and/or K-2 Foundational Skills Benchmark assessments if they are more than two grade levels behind in Reading and/or Math.	3:1
More than 95% of students who identify as Black will name that they <u>do not</u> have to change who they are to fit in at school.	3:1
70% of students will strongly agree that they feel welcomed and included by other students.	3:1

**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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
<p>GCCS piloted an after-school program with EarthWorks to support families and students in additional afterschool social-emotional learning during the 2022-23 school year.</p> <p><b>The After School Wilderness Program provided by EarthWorks</b> is a playful and awareness based after school program providing youth the ability to learn through experiencing the adventure of the natural world. Youth practiced effective communication, used positive language, supported and</p>	

State Budget Reporting Survey - Budget Reporting

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Page Last Modified: 07/01/2022

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>collaboration. This program was offered for 25 students once a week throughout the school year on the weekly early-release days.</p>	
<p>GCCS used ARP funding to support the School's Math Intervention Program. A .5 FTE Math Intervention Specialist was funded to focus on providing support to classrooms during math class, as well as pulling small groups at each grade level to provide targeted intervention on specific skills. Two major research-based interventions were used: The Bridges Intervention program and the math trajectories model. Students who were referred to small-group math intervention were each assessed and given individualized goals, based on Bridges or MathTrajectories. Their progress toward these goals was monitored either weekly or bi-weekly depending on the frequency of meetings.</p>	37,914
<p>ARP funding supported Social-emotional wellness and behavioral intervention during the 2021-2022 school year through funding a .75 FTE Social Worker and a Behavior Specialist consultant. The SEL team provided individualized services to 130 (60%) students through 1:1 student support, peer mediation, Restorative Circles, group counseling and/or individual counseling. The SEL Team provided consultation support for teachers and families to develop individually tailored plans to meet the unique SEL needs of each student. Additionally, with the support of the Behavioral Specialist consultant, the RtI Team developed Behavior Intervention Plans, Functional Behavior Assessments and individualized support plans to address the individual academic needs of each student. Additionally, a Sensory Integration consultant provided direct coaching and support to primary (K-3) teachers to help create environments to strengthen emotion regulation during the school day focusing on oral storytelling, sensory strategies, and gross motor activities that stimulation brain development.</p>	74,151
<p>ARP funding supported Anti-Racist Implicit Bias training for staff during the 2021-22 school year. Staff engaged in eight 2.5 hour sessions learning and developing personal growth goals focused on diversity, racial equity, and inclusion to reduce deficit thinking in our post-pandemic</p>	180 Tm 1 0m 4p7 BT 1 0 D 38-> BDC 2T 1 0

