

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)

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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.**

The feedback regarding Summit Academy Charter School's ESSER funding has been minimal. Our constituents were satisfied with the school's decision to address the digital divide amongst families and social-emotional learning within the school community. Scholars without computer devices at home have been able to borrow a device for the entire school year. Computers have been used in support of traditional instruction in and out of the classroom. Additionally, they have been beneficial in the instances where we had to close due to high COVID numbers within the school. The presence of two social workers was extraordinarily beneficial as scholars participated in a myriad of individual and group sessions to deal with their feelings. The team also implemented some social-emotional learning into the classrooms that allowed teachers to focus on instruction while managing behavioral challenges.

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 (# : #)
The mission of Summit Academy Charter School was to compensate for kids' lost academic ground and educate them to the appropriate level for their grade level. This involved the introduction of new technologies as well as a proactive response to the social-emotional stress and loss caused by the pandemic. We introduced guidance counselors to help our students with their social and emotional development, and we developed small intervention groups to address the reading and mathematics loss that had happened. When it comes to these priorities, our student-to-teacher ratio is 15 to 1. We believe that smaller groups allowed teachers to meet the individual needs of scholars while ensuring that the entire class was progressing appropriately. The SEL team worked alongside teachers to ensure that instructional practices incorporated addressing the emotional needs of children.	15:1

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 (\$)
We implemented an Arts Academy and invested on hiring dance and theater teachers to broaden our program services and make it more attractive to new students along with the current students.	156,940

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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.**

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	0	19,5700	0
Maximizing in-person instruction time.	0	0	

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.			
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	225,000	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:	263,232	520,338	75,000

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

(No Response)