

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.

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ARP Spending Plan Reporting

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>DREAM Charter School allocated 100% of its ARP funds to support the academic impact of lost instructional time through its extended day, extended year model. ARP funding supported core instruction led by teachers and deans (MH) to counteract the effects of Covid learning loss.</p> <p>Specific interventions included:</p> <ul style="list-style-type: none"> • <u>Intervention and high dosage tutoring</u> - DREAM introduced special tutors and additional intervention teachers this year to provide extra academic assistance and supplement classroom learning. These activities addressed learning loss including low-income students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness. DREAM administered and used high-quality assessments to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. • <u>Special Education</u> - 28% of DREAM students have identified special needs. These students were hit hardest by the pandemic. The Network Director of Special Education and her team build out new roles, supports, and strategic initiatives to help special education students readjust to a fully in-person school model. For example, DREAM collaborated with the Lit Group, a literacy consulting company, to evaluate its reading curriculum and offer differentiation as well as special components specifically designed for special education students and ELL students. <p><u>Mental Health and Social-Emotional Learning (SEL)</u>: DREAM implemented evidence-based activities to meet the comprehensive needs of students and provided information and assistance to parents and families on how they could effectively support students. DREAM used earlier rounds of ESSER funding to support school counselors and social workers in responding to students' social-emotional wellbeing. DREAM also has a full-time Family and Community Engagement Team that works directly with parents to connect them to in-house and external resources in the neighborhood where youth can receive mental health care. As mentioned above, teachers built social-emotional lessons into their curricula to teach SEL skills on a weekly basis. Students also were also assessed using the Hello Insight tool to evaluate growth on core competences related to social and emotional learning</p>	442,500

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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	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	442,500	442,500	442,500
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

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Totals:	442,500	442,500	442,500

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

(No Response)