

State Budget Reporting and Foundation Aid 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.

In addition, Section 10-d of part A of chapter 56 of the laws of 2021, as amended by §5-b of part A of chapter 56 of the laws of 2022, requires school districts receiving a foundation aid increase of more than 10% or \$10,000,000 must create plans on how these funds will be used to address student performance and need. These plans must be completed, submitted to the department, and posted to district websites prior to July 1 of 2021, 2022, and 2023. Each district subject to this requirement is required to:

- Seek public comment from parents, teachers, and other stakeholders;
- Take public comments into account in the development of the plan;
- Include an analysis of public comments within the plan;
- Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of seven listed areas;
- Post the plan on the district website; and
- Submit the plan to the State Education Department in a form prescribed by the Department to be posted publicly.

The list of school districts that are required to submit a plan aligned with the increase in foundation aid may be found in the "Foundation Aid and ARP Plan Notification Guidance" memo located in the *Documents* library at the lower left of the application. It should be noted that this requirement does not obligate districts to spend additional foundation aid funds in specific ways, but does require district seek public comment and share plans on how they intend to spend these additional funds. Plans are required to cover only the foundation aid *increase*. The plan should *not* cover how the district intends to use its *entire* foundation aid amount. Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of the following seven areas:

- Increasing graduation rates and eliminating the achievement gap;
- Reducing class sizes;
- Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;
- Addressing student social-emotional health;
- Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness;
- Goals and ratios for pupil support; and
- Detailed summaries of investments in current year initiatives and balance of funds spent in priority areas.

Instructions

The *State Budget Reporting and Foundation Aid 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

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Use of Foundation Aid Increase

- Please describe how the district plans to utilize funds provided by the foundation aid increase in the following priority areas. If these funds will not be used for one of the priority areas listed below, please respond with "N/A."**

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Increasing graduation rates and eliminating the achievement gap	The summer program offerings will be greatly expanded to include opportunities for students of all ages, from those entering kindergarten to those entering grade 12. The goal is to combat learning loss, which may have occurred during the pandemic, provide enrichment for students and to expose students to additional academic and athletic content. Pupil personnel services (PPS) staff will be available to students attending summer programs to assist with social-emotional challenges. The District's		

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	<p>the elementary level to improve student social emotional health and wellbeing. Spontaneous play on the playground encourages children to explore their physical limits and challenges them to improve skills through regular practice. Playgrounds foster socialization, communication, and cognitive development as well as create an atmosphere where children learn to approach other children through a process of trial and error. Most play is governed by verbal and non-verbal communication cues that help children participate in play. Cognitive or brain development is also greatly enhanced through free play.</p>		
<p>Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness</p>	<p>To better support the District's special needs and ENL populations, pupil personal staff will be increased by four psychologists and four social workers. The additional staff will be able to spend more time with the at-risk population to assist them with navigating their challenges. This includes providing crisis support, counseling, and evaluation services. A transition coordinator will be added to help with the evolution from high school to becoming a productive citizen. Students will be exposed to community service and various employment opportunities. This will help them determine which career opportunities appeal to them. They will also develop the skills they need to be successful post high school. The transition coordinator will provide professional development, expand, and supervise work-based learning opportunities (WBL) opportunities as well as, increase the number of students obtaining a Career Development Occupational Studies (CDOS) commencement credential. The transition coordinator will also assist with developing linkages for students and families with adult transition agencies, colleges, trade schools, and employment</p>	<p>Community and staff input was solicited during six public meetings held between January 2022 and May 2022. The meetings were also broadcast on YouTube and Facebook in both Spanish and English.</p>	<p>3590000</p>

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	<p>opportunities. With the introduction of the nine-period day at the High School, students will have the ability to take a wider variety of classes. New course offerings include barbering, cosmetology, computer programming, dance, automotive certification program and Latin. The extra period permits students who receive academic intervention services and expanded ENL/Special Education classes to accommodate a lunch period in their schedule or to take an elective course. Pupil personnel and guidance services will be expanded at the secondary level to guide students on their path to graduation. Starting at the middle school level, early warning systems will be in place to detect students at risk of failure. A graduation counselor will be assigned to each student to keep them progressing on their individual path. Students will be able to monitor their progress towards graduation with the use of Naviance. Attendance teachers will monitor students' attendance and contact those with excessive absences. In addition, accelerated classes will be offered at the middle school level and credit recovery options will be introduced starting at the Freshman Center. Response to Intervention (RTI) specialists will provide support in math, science, and literacy. Library media specialists will be added at the elementary schools to encourage a love of reading at an early age. Given the significant level of technology students have access to, these positions will instruct students on digital awareness, fluency, and cyber security. Funds are allocated to engage motivational speakers and increase field trips. When students who are struggling with physical and mental health issues hear how others overcame challenges, they find hope that they can too. The coping skills they gain from others and new experiences help them to become</p>		

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	their best selves.		

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add Row" as applicable for additional priority areas.

Priority Area	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Building Upgrades	Due to the receipt of additional Foundation Aid funding, aging infrastructure will be upgraded in the coming years. The improvements contained in the 2022/23 budget include: renovating the cafeterias in each building, renovating the science labs at the middle schools, and installing secured entries at our elementary schools.	Community and staff input was solicited during six public meetings held between January 2022 and May 2022. The meetings were also broadcast on YouTube and Facebook in both Spanish and English.	8,884,300
Accelerate Debt Repayment	In order to create long lasting fiscal stability for the District, debt service on a previous construction project will be paid in full. This will create positive cash flow in the future as building aid will continue to be received.	Community and staff input was solicited during six public meetings held between January 2022 and May 2022. The meetings were also broadcast on YouTube and Facebook in both Spanish and English.	8,200,000

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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.

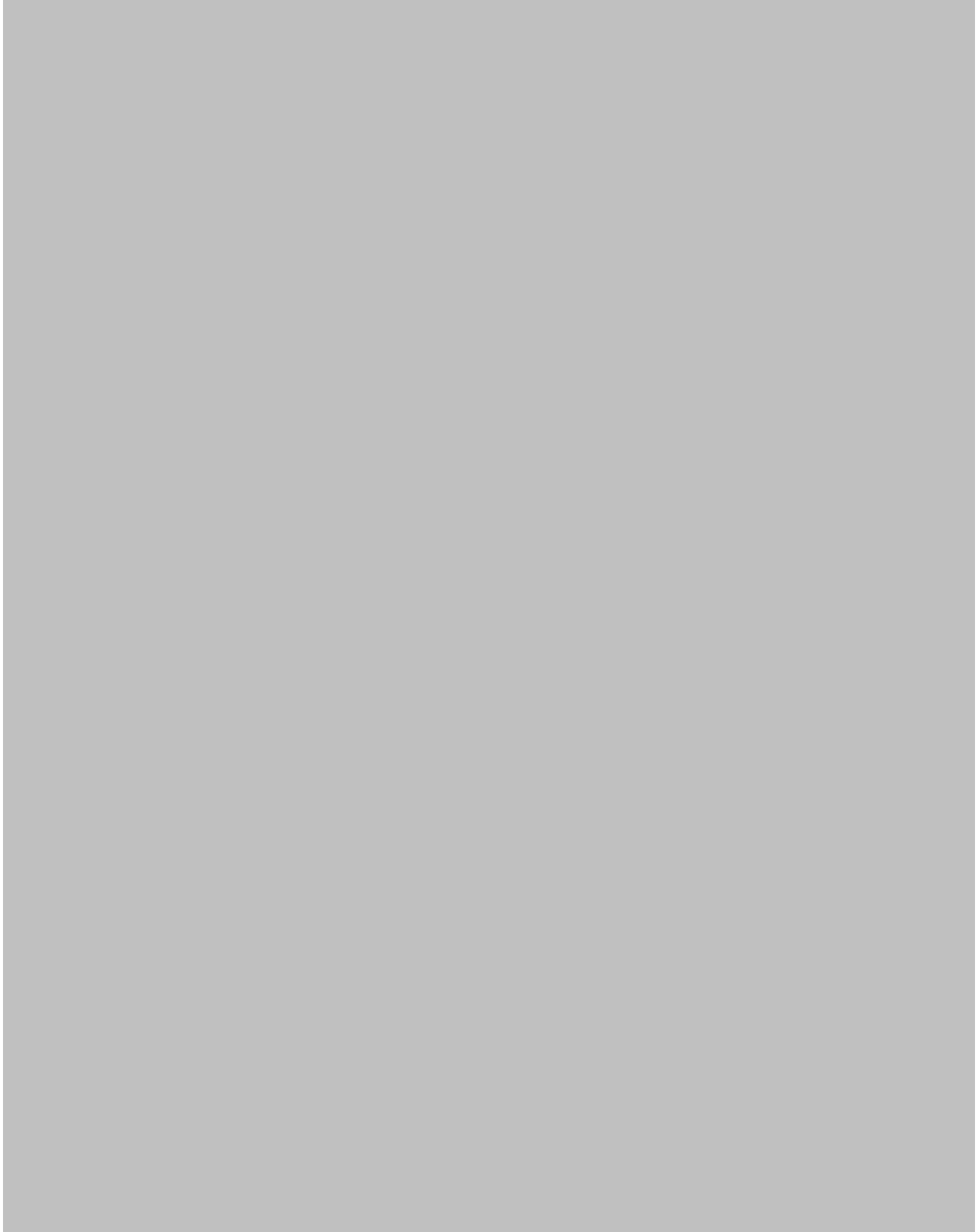
We executed one budget transfer for ARP-ESSER3 during the 2021-2022 school year. We moved \$975 from Code 16, Support Staff Salaries, to Code 40, Purchased Services. The move was made because we over-budgeted in Code 16, and did not originally plan to spend \$975 on student t-shirts to promote the BUFSD Summer Arts Academy. The need informing this change was a continued emphasis on supporting students' social and emotional well-being. Focusing on arts is one way our district has, and will continue to do that. The idea of prioritizing the arts is supported by all stakeholder groups through various means/mediums; including survey's, questionnaires and public BOE meetings and workshops.

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



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- *Community:* 85.3%
- Purchase Devices/Laptops for New Entrants
-

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Program Goals	Per Pupil Teacher Ratios (# : #)
<ul style="list-style-type: none"> • % meeting annual stretch growth: 10% • % meeting improved placement targets: 50% • Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, still the most recent state-level data available, the following subgroups received an ELA Academic Progress Level of 1: All Students, Economically Disadvantaged, Hispanic and Students with Disabilities. This indicator measures student growth on state assessments in ELA and applies to grades 4-8. Level 1 indicates a growth index of 45% or less, and for the All Students Group, was significantly impacted by results from the four CSI schools in the district • Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, still the most recent state-level data available, the following subgroups received an Average ELA & Math Academic Progress Level of 1: All Students; Economically Disadvantaged, Hispanic and Students with Disabilities. This indicator measures student growth on state assessments in ELA and math and applies to grades 4-8 • Learning loss associated with intermittent school quarantines and closures in 2020-2021 for all students, and particularly our most vulnerable students, including ELLs, students with disabilities and Economically Disadvantaged students <p>Another identified need K-8 is to increase NYSED assessment participation rates, as per the data, below:</p> <ul style="list-style-type: none"> • As per the 2017-2018 NYSED Report Card for the Brentwood UFSD, the participation rate for the state ELA exam was 41.3% (17,619), and the participation rate for the state Mathematics exam was 40.6% (17,600) • During the 2019-2020 school year, Southwest Elementary School, Twin Pines Elementary School, and North Middle School were required to develop Participation Rate Improvement Plans (PRIPs). Southwest Elementary School and North Middle School were among the lowest 10% in the state. Hemlock Park Elementary School was also identified as a Potential Participation Rate Improvement Plan (PPRIP) school for the 2020-2021 school year <p><u>ARP-ESSER3 High School Priorities</u></p> <p>ARP priorities at the High School level include an increased focus on student social-emotional well-being and equity, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur, increasing graduation rates, and decreasing drop-out rates for "at-risk" youth, particularly for ELLs, where an achievement gap has been noted, as illustrated below. ARP resources will also support a significant and growing homeless and neglected student population.</p> <p>Given the lack of recent state assessment data and the need to prioritize student's social-emotional well-being as they fully transition back to school this year, data/information derived from SCEP student interviews and building-level equity self-reflection activities also helped to inform and shape 2021-2022 ARP priorities and goals.</p> <p><u>Student Voice to Inform 2021-2022 ARP-ESSER3 Priorities and Goals - Areas of Strength</u></p> <p>Many themes emerged through the student interview process in our identified schools that suggest that we have made progress toward the vision, values and aspirations of the district. In all, 5 identified schools participated in the interview process, including:</p> <ul style="list-style-type: none"> • North Middle School, CSI • East Middle School, CSI • South Middle School, CSI 	

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>family/home life connections, including but not limited to COVID-related dynamics. As an example, some students indicated that they felt disconnected from the relationship between their classrooms and their experiences outside of school. Many students reported that while at home during hybrid and/or fully remote instruction, that there are too many distractions including video games, social media and laziness (we can relate). Also, some students reported that their parents need translators, and that often times, their parents call the school and nobody at the school can speak Spanish, so their parents hang up.</p> <p>Other topics that came to the forefront from student focus groups were related to diversity and inclusion. Several students expressed concerns related to racism and/or implicit bias, indicating that their academic, social, emotional, and cognitive development may have been compromised by a narrow</p>	

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Program Goals	Per Pupil Teacher Ratios (# : #)
<ul style="list-style-type: none">• Prioritize social-emotional learning programs, such as restorative justice• Highlight materials that represent and affirm student identities; and• Cultivate a school and classroom environment of affirmation and acceptance. Respond to instances of disrespectful speech about student identities by intervening <p>Two practices included as a part of the “Inclusive Curriculum and Assessment” principle were also consistently rated “integrating” and/or “sustaining” in participating BUFSD schools. These include:</p> <ul style="list-style-type: none">•	

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>BUFSD schools. These include:</p> <ul style="list-style-type: none"> Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations; and Initiate student-led civic engagement projects and school-based student leadership opportunities <p>Again, these findings represent convergent data when compared with information derived from student interviews, where students expressed a desire to participate in more engaging learning experiences that are meaningful to their own lives.</p> <p>Our entire BUFSD learning community finds these insights to be extraordinarily meaningful. Goals, as reflected in our ARP budget and plan have been significantly informed by these new learnings. Generally, they include prioritizing explicit instruction which teaches community members/families, staff, and students to be welcoming and inclusive. This includes providing training to staff, and instruction to students, on topics related to diversity, equity, and inclusion (i.e., critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, implicit bias and microaggressions, etc.). We are also committed to prioritizing teaching and learning practices that enables our students to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations. This will be accomplished, in part, by facilitating student-led civic engagement projects and expanding school-based student leadership opportunities.</p> <p><u>ARP-ESSER3 Commitments Derivative of Student Interviews and Equity Self-Reflection Processes</u></p> <ol style="list-style-type: none"> We will prioritize dignity and inclusion for all students, particularly for subgroups where inequities exist. This will involve the establishment of a district-wide Diversity, Equity, and Inclusion Committee (DEIC) comprised of all key stakeholder groups. The DEIC will be tasked with developing a comprehensive plan to ensure that the district creates spaces and experiences that are inclusive for all students We will prioritize relationships, rapport, and students' social-emotional well-being. This includes ensuring that students have a greater voice in their academic and social-emotional learning, while striving to achieve greater student engagement. This will involve training, including self-directed Professional Learning Experiences (PLE) that will "transform the classroom" in Brentwood. This includes the establishment of a Problem-Based, Technology-Infused, Lab-Classroom Project (PTLP) which will focus on the design of problem-based, cross-curricula, technology-infused experiences for children within an explicit curricular framework. 	

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 (\$)
<p>The BUFSD will continue to use ARP ESSER3 funds to ensure safety, and to expand programs through the implementation of targeted academic and social-emotional programming. The BUFSD has designed such interventions to address the impact of COVID-19 on groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The expansion of planned comprehensive, evidenced-based interventions include:</p> <ul style="list-style-type: none"> Extended school day and Saturday programs to support groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care Adult continuing education programs in the evenings and on weekends; i.e. culinary, yoga, and citizenship classes 	30922598

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
	880,000	880,000	880,000
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.	11,185,448	11,185,448	11,185,448
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	207,150	207,150	207,150
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	2,000,000	2,000,000
Supporting early childhood education.	0	0	0
Other (please describe below)	150,000	150,000	150,000
Totals:	30,922,598	30,922,598	30,922,598

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

Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).