

State Budget Reporting Survey - Budget Reporting

Background/Instructions

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Page Last Modified: 06/29/2022

**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.

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State Budget Reporting Survey - Budget Reporting

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

Summary of New Programs <i>or</i> 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"> <li>• <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.</li> <li>• <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.</li> </ul> <p><u>Mental Health and Social-Emotional Learning (SEL)</u> 442 Tm ET 0.53333 w 80 439.33 m 298.574 710 0 1 0 0 Tm 1 0 0 1 87.52 Tm hl7 0 1 0 0 Tm 1 0 0</p>	

State Budget Reporting Survey - Budget Reporting

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Page Last Modified: 06/29/2022

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

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

(No Response)