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Executive Summary

BRONX CHARTER SCHOOL FOR THE ARTS - 320800860846

The New York State Education Department (NYSED) has developed the online *2023-24 Consolidated Application for ESSA-Funded Programs* to support the timely administration of programs funded by the Every Student Succeeds Act (ESSA) to local educational agencies (LEAs) across the state. The application is streamlined to focus on the required assurances from Section 8306 of ESSA, as well as fiscal and programmatic information that staff have determined is necessary to properly administer each program. The additional information requested in the application will allow NYSED reviewers to ensure that all LEAs are fully prepared to effectively address key provisions of ESSA regulations. For example, the application includes a significant focus on consultation with required constituent groups in the design of ESSA-supported programs. Even though LEAs will provide assurances that consultation has occurred, NYSED has determined that evidence of that consultation should be provided as part of the application process. Toward that end, documentation of the constituent groups included in consultation, along with an *LEA Affirmation of Private School Consultation* form will be required as part of the initial application.

The online format dramatically improves NYSED's capacity to collect and analyze district-provided data in a timely manner, and then utilize that data to provide targeted support to LEAs as part of shared continuous improvement efforts. For example, the format will allow NYSED to quickly review LEA-determined per pupil amounts for Title I, Part A programs to confirm that funds for services are appropriately distributed among eligible public and non-public schools. For LEAs whose calculation methodologies are not clear or are not consistent with ESSA requirements, NYSED program staff will be able to provide immediate technical assistance to ensure the proper distribution of funds.

The online application also supports better coordination among NYSED program offices – furthering the Department's capacity to support continuous improvement through technical assistance. For example, consultation forms and other data related to equitable services to private school students and teachers will be shared with the Ombudsman to help coordinate technical assistance and monitoring efforts between the Office of ESSA Funded Programs and the State Office of Religious and Independent Schools. Similarly, data about an LEA's use of Title II, Part A funds will be easily shared with District and School Review Teams from the Office of Accountability and the Office of Educator Quality and Professional Development to help LEAs maximize the use of evidence-based professional development strategies in identified schools.

Questions about the *2023-24 Consolidated Application for ESSA-Funded Programs* may be directed to the Office of ESSA Funded Programs at 518-473-0295 or via email at conappta@nysed.gov.

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Submission Instructions

BRONX CHARTER SCHOOL FOR THE ARTS - 320800860846

Directions for Completing the Application:

- LEAs must complete all sections of the application 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.
- FS-10 Budgets and Budget Narrative forms should be completed in a manner that clearly identifies and aligns proposed expenses with program narratives and use of funds charts.

Directions for Submitting the Application:

- 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 general application materials to the Department.
- LEAs are REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: 2023-24 Consolidated Application for ESSA-Funded Programs

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

- Applications cannot be fully approved without hard copies of the FS-10.

Deadline for Submitting the Applications:

- The *2023-24 Consolidated Application for ESSA-Funded Programs* is due by August 31, 2023.
- Signed Budget documents must be postmarked by no later than August 31, 2023.

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Point of Contact Information

BRONX CHARTER SCHOOL FOR THE ARTS - 320800860846

1. Please complete the following chart by providing up-to-date contact information for individuals within the LEA/charter school responsible for work being done in ESSA-funded program areas.

	Contact Person	Contact Phone Number	Contact Email Address
ESSA-Funded Programs Coordinator	Melanie Hok	718-617-5660	mhok@bronxarts.net
McKinney-Vento Homeless Liaison	Steven Roberts	718-893-1042	Sroberts@bronxarts.net
Neglected/Delinquent Transition Liaison	Steven Roberts	718-893-1042	Sroberts@bronxarts.net
Foster Care Student Point of Contact	Milagros Ocasio	718-893-1042	mocasio@bronxarts.net
Migrant Student Data Point of Contact	Milagros Ocasio	718-893-1042	mocasio@bronxarts.net

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Section 8306 Assurances

SEC. 8306 [20 U.S.C. 7846] – Any applicant, other than a state education agency that submits a plan or application under this Act, shall have on file with the state education agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides the following:

1. **The LEA assures that each program will be** administered **in accordance with all applicable statutes, regulations, program plans and applications. SEC. 8306. [20 U.S.C. 7846](a)(1)**

☑ YES, the LEA provides the above assurance.

2. **The LEA assures that the** control of funds **provided under such programs and title to property acquired with program funds will be in a public agency or in an eligible private agency, institution, organization, or Indian Tribe, if the law authorizing the program provides for assistance to those entities. SEC. 8306. [20 U.S.C. 7846](a)(2)(A)**

☑ YES, the LEA provides the above assurance.

3. **The public agency, eligible private agency, institution, or organization, or Indian Tribe will** administer **the funds and property to the extent required by authorizing statutes. SEC. 8306. [20 U.S.C. 7846](a)(2)(B)**

☑ YES, the LEA provides the above assurance.

4. **The applicant will adopt and use proper methods of administering each such program, including the** enforcement of any obligations **imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program. SEC. 8306. [20 U.S.C. 7846](a)(3)(A)**

☑ YES, the LEA provides the above assurance.

5. **The applicant will adopt and use proper methods of administering each such program, including the** correction of deficiencies **in program operations that are identified through audits, monitoring or evaluations. SEC. 8306. [20 U.S.C. 7846](a)(3)(B)**

☑ YES, the LEA provides the above assurance.

6. **The LEA assures that the applicant will cooperate in carrying out any** evaluations **of each such program conducted by or for the state education agency, the Secretary, or other federal officials. SEC. 8306. [20 U.S.C. 7846](a)(4)**

☑ YES, the LEA provides the above assurance.

7. **The LEA assures that the applicant will use fiscal control and fund accounting procedures as will ensure** proper disbursement **of, and accounting for, federal funds paid to the applicant under such program. SEC. 8306. [20 U.S.C. 7846](a)(5)**

☑ YES, the LEA provides the above assurance.

8. **The LEA assures that the applicant will** submit **such** reports **to the state education agency (which will make the reports available to the Governor) and the Secretary as the state educational agency and the Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program. SEC. 8306. [20 U.S.C. 7846](a)(6)(A)**

☑ YES, the LEA provides the above assurance.

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9. **The LEA assures that the applicant will** maintain **such** records**, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties. SEC. 8306. [20 U.S.C. 7846](a)(6)(B)**

☑ YES, the LEA provides the above assurance.

10. **The LEA assures that, before the application was submitted, the applicant afforded a reasonable opportunity for** public comment **on the application and considered such comment. SEC. 8306. [20 U.S.C. 7846](a)(7)**

☑ YES, the LEA provides the above assurance.

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State and Federal Assurances (Part 1 of 8)

1. **The following assurances and certifications are a component of your application. By responding "YES" to this item, you are ensuring accountability and compliance with applicable State and Federal laws, regulations, and grants management requirements.**

Federal Assurances and Certifications, General**:**

- Assurances – Non-Construction Programs
- **Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters**
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

Federal Assurances and Certifications, ESEA**:**

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act.(ESEA)

- **ESEA Assurances**
- **School Prayer Certification**

Please refer to "*Application Assurances*" in the Supporting Documents section of this survey for a complete listing of assurances and certifications for Federal Program funds.

☑ YES, the LEA provides the above assurances.

Supplement Not Supplant (Part 2 of 8)

2. **ESSA Section 1118(b) requires that a local educational agency (LEA) use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.**

☑ Yes, the LEA provides the above assurance.

3. **ESSA Section 2301 requires that a local educational agency (LEA) use Federal funds made available under this subpart to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.**

☑ Yes, the LEA provides the above assurance.

4. **ESSA Section 3115(g) requires that a local educational agency (LEA) use Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.**

☑ Yes, the LEA provides the above assurance.

5. **ESSA Section 4110 requires that a local educational agency (LEA) use Federal funds made available under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.**

☑ Yes, the LEA provides the above assurance.

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6. **ESSA Section 5232 requires that a local educational agency (LEA) use Federal funds made available under subpart 1 or subpart 2 shall be used to supplement, and not supplant, any other Federal, State, or local education funds.**

☑ Yes, the LEA provides the above assurance.

Title I Assurances (Part 3 of 8)

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7. **ESSA Section 1112(c) requires each local educational agency plan shall provide assurances that the local educational agency will:**

(1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;

(2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;

(3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));

(4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

(5) collaborate with the State or local child welfare agency to—

(A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and

(B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—

(i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and

(ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—

(I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;

(II) the local educational agency agrees to pay for the cost of such transportation; or

(III) the local educational agency and the local child welfare agency agree to share the cost of such transportation;

(6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and

(7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

☑ YES, the LEA provides the above assurances.

8. ESSA Section 1115(b)(2)(G) requires that "To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards, each targeted assistance program under this section shall— serve participating students identified as eligible children under subsection (c), including by—providing to the local educational agency assurances that the school will—

(i) help provide an accelerated, high-quality curriculum;

(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and

(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

☑ YES, the LEA provides the above assurance.

9. ESSA Section 1116 requires that local educational agencies may receive Title I funds only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each local educational agency that receives Title I funds must develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement.

☑ YES, the LEA assures that it has developed or is in the process of developing a Title I Parent and Family Engagement Policy consistent with Section 1116 of the Every Student Succeeds Act.

10. ESSA Section 1118(c)(2)(A) related to Comparability states that a local educational agency shall be considered to have met the requirements of paragraph (1) if such agency has filed with the State educational agency a written assurance that such agency has established and implemented—

(i) a local educational agency-wide salary schedule;

(ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and

(iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

☑ YES, the LEA provides the above assurance.

Title II Assurances (Part 4 of 8)

11. **ESSA Section 2102(b)(2) requires that each application submitted under paragraph (1) shall include the following:**

(E) an assurance that the local educational agency will comply with section 8501 (regarding participation by private school children and teachers); and

(F) an assurance that the local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

☑ YES, the LEA provides the above assurances.

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12. **The LEA assures that it will comply with all applicable laws and regulations regarding professional development, including but not limited to 20 U.S.C. 6612, 20 U.S.C. 6613, and 8 NYCRR §100.2(dd).**

☑ YES, the LEA provides the above assurance.

Title III Assurances (Part 5 of 8)

13. ESSA Section 3116(b)(4) requires that each plan submitted under subsection (a) shall contain assurances that—

(A) each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;

(B) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;

(C) the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and

(D) the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

☑ YES, the LEA provides the above assurances.

Title IV Assurances (Part 6 of 8)

14. **ESSA Section 4001(a)(1)(A) requires that an LEA obtains prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under this title and conducted in connection with an elementary school or secondary school under this title.**

☑ Yes, the LEA provides the above assurance.

15. **ESSA Section 4001(a)(1)(B) requires that an LEA, before obtaining the written consent described in the previous assurance (Item #14), has provided the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.**

☑ Yes, the LEA provides the above assurance.

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16. **ESSA Section 4106(e)(2) requires the LEA to assure that it will:**

(A) prioritize the distribution of funds to schools served by the LEA that:

- **(i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;**
- **(ii) have the highest percentages or numbers of children counted under section 1124(c);**
- **(iii) are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i);**
- **(iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or**
- **(v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;**

(B) comply with section 8501 (regarding equitable participation by private school children and teachers);

(C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;

(D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;

(E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and

(F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

SPECIAL RULE **- Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than $30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)..**

☑ Yes, the LEA provides the above assurances.

McKinney-Vento Assurances (Part 7 of 8)

17. **The LEA assures that it will comply with all applicable laws and regulations regarding the rights of students experiencing homelessness, including but not limited to 42 U.S.C. 11431, et seq., Education Law §3209, and 8 NYCRR §100.2(x).**

☑ YES, the LEA provides the above assurance.

Migrant Education Program Assurances (Part 8 of 8)

18. The LEA assures that, to the extent that it has migrant-eligible students as evidenced by their Certificates of Eligibility (COEs) issued by the Statewide Identification & Recruitment/MIS2000/MSIX (ID&R) Program Center, the LEA will properly code such students in its Student Information Management System and that the LEA will timely respond to any request(s) for data and information from a regional Migrant Education Tutorial and Support Services (METS) Program Center in conformance with all applicable laws and regulations, including but not limited to the federal Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. §1232g; 34 CFR Part 99).

☑ YES, the LEA provides the above assurances.

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Consultation & Collaboration

BRONX CHARTER SCHOOL FOR THE ARTS - 320800860846

1. **The Every Student Succeeds Act (ESSA) contains several provisions requiring local educational agencies (LEAs) to** consult and/or collaborate with various groups in the development of the LEA's application/program with respect to each Title. Please identify individuals from the appropriate stakeholder groups listed below using the "***2023-24 Consultation and Collaboration Documentation Form"*** **and upload completed forms** with original signatures**. For individuals whose signatures are unobtainable, documentation of outreach must be maintained by the district (and made available upon request).**

In order to document that appropriate consultation/collaboration has occurred or was attempted with required stakeholder groups, this form, as well as supporting documentation (e.g., meeting agenda, minutes, and rosters), must be maintained on file by the district.

LEAs must**:**

- **Identify individuals from the required stakeholder group using the "*2023-24 Consultation and Collaboration Documentation Form*" and upload multiple forms as needed to accommodate all stakeholders involved; and**
- **Verify that** *all* **required stakeholder groups have been included for** *each* **program area - please clearly label the professional title and stakeholder group represented for each individual listed.**

The "*2023-24 Consultation and Collaboration Documentation Form*" may be found in the *Documents* panel to the left.

2023-24_Consultation_Collaboration_Documentation_Form.docx

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Intent to Apply

BRONX CHARTER SCHOOL FOR THE ARTS - 320800860846

1. **Does the LEA intend to apply for** Title I, Part A **funding for the 2023-24 school year?**

Yes, the LEA intends to apply for Title I, Part A funding for the 2023-24 school year.

2. **Does the LEA intend to apply for Title I, Part D funding for the 2023-24 school year?**

No, the LEA did not receive an allocation for Title I, Part D funding for the 2023-24 school year.

3. **Does the LEA intend to apply for Title II, Part A funding for the 2023-24 school year?**

Yes, the LEA intends to apply for Title II, Part A funding for the 2023-24 school year.

4. **Does the LEA intend to apply for Title III, Part A - English Language Learners (ELL) funding for the 2023-24 school year?**

Yes, the LEA intends to apply for Title III, Part A - ELL funding for the 2023-24 school year.

5. **Does the LEA intend to apply for** Title III, Part A - Immigrant Education **funding for the 2023-24 school year?**

No, the LEA did not receive an allocation for Title III, Part A - Immigrant funding for the 2023-24 school year.

6. **Does the LEA intend to apply for Title IV, Part A funding for the 2023-24 school year?**

Yes, the LEA intends to apply for Title IV, Part A funding for the 2023-24 school year.

7. **Does the LEA intend to apply for Title V - Rural Low Income Student (RLIS) funding for the 2023-24 school year?**

No, the LEA did not receive an allocation for Title V, RLIS funding for the 2023-24 school year.

Transferability

8. **Does the LEA intend to use** Transferability **for the 2023-24 school year?**

Yes, the LEA intends to use Transferability in 2023-24.

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Transferability

As confirmed by the United States Department of Education (USDE), an LEA opting to use *Transferability* must calculate equitable service shares based on the total amount of funds available under a program *after* a transfer (ESEA section 5103(e)(1)). Just as an LEA may not transfer funds to a particular program solely to provide equitable services, it may not retain funds solely for this purpose. Thus, if an LEA chooses to transfer 100 percent of its Title II, Part A or Title IV, Part A funds to Title I, Part A, it may not provide equitable services under Title II, Part A or Title IV, Part A.

1. **In the chart below, please identify funds subject to Transferability** FROM **either** *Title II* **or** *Title IV* **and the program area to which they are being assigned.**

	Transferring the use *from* **Title II** Funds ($)	Transferring the use *from* **Title IV** Funds ($)
Transferring to Title I, Part A	0	0
Transferring to Title I, Part D	0	0
Transferring to Title II, Part A	0	26,529
Transferring to Title III, Part A - English Language Learners (ELL)	0	0
Transferring to Title IV, Part A	0	0
Transferring to Title V - Rural Low Income Students (RLIS)	0	0

2. **The chart below summarizes funds subject to Transferability according to the program area** FROM **which their uses are being transferred -** *Title II* **or** *Title IV***.**

	Transferability FROM Title II, Part A - **TOTAL**	*Transferability* FROM Title IV, Part A - **TOTAL**
Funds Subject to Transferability FROM	-0.00	-26,529.00

3. **The chart below summarizes funds subject to Transferability according to the program area** TO **which their uses are being transferred.**

	Title I, Part A	Title I, Part D	Title II, Part A	Title III - ELL	Title IV, Part A	Title V - RLIS
Funds Subject to Transferability TO	0.00	0.00	26,529.00	0.00	0.00	0.00

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Title I Part A - Program Information (Part 1 of 6)

PLEASE NOTE - All program activities supported by Title I, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

1. **Did the LEA evaluate the progress made toward achieving the Title I, Part A program goals set for the previous school year?**

- ☑ Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- ☐ No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1a. **To what degree did the LEA make progress toward achieving the Title I, Part A goals from the previous school year?**

- ☐ The LEA exceeded the goals it set for the previous school year.
- ☑ The LEA met the goals it set for the previous school year.
- ☐ The LEA did not meet the goals it set for the previous school year.

2. **In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your** Title I, Part A **program is designed to address those needs. The needs should be identified through a recent needs assessment, include homeless and/or neglected youth as applicable, and provide the basis for coordinated efforts on the part of the LEA to address them.**

Bronx Charter School for the Arts (Bronx Arts) has devised an inclusive, balanced, and equity-focused instructional program that caters to the diverse needs of our learners. Regular assessments are conducted throughout the school year, and progress is closely monitored by analyzing student performance, including state assessment results.

The assessments serve the following objectives:

- Evaluate the current level of performance.
- Identify learning standards that require further teaching and learning.
- Drive instruction, identify curriculum and technology needs, master schedules, and daily programming; including academic support services, among others.

Based on the 2023 state assessments, significant improvements in Math and ELA scores were observed for some of the neediest learners. Math and ELA test scores for grades 3-8 showed an improvement in Spring 2023, surpassing pre-pandemic levels.

In ELA:

- 49.4% of students in grades 3-8 scored at levels 3 and 4 in ELA, indicating a 5% increase from the previous year. Bronx Arts Elementary (BAE) had 42.1% proficient students, an increase of 15 percentage points.Bronx Arts Middle (BAM) had 53% proficient students, an increase of 5 percentage points.
- 27.7% of English Language Learner (ELL) students scored at levels 3 and 4, an increase of 11 percentage points.
- 27.4% of Special Education (SPED) students scored at levels 3 and 4, an increase of 13 percentage points.

In Math:

- 52.2% of students in grades 3-8 scored at levels 3 and 4 in Math, indicating a 26% increase from the previous year. BAE had 48.6% proficient students, an increase of 27 percentage points.BAM had 54% proficient students, an increase of 25 percentage points.
- 32.7% of ELL students scored at levels 3 and 4, an increase of 20 percentage points.
- 30.8% of SPED students scored at levels 3 and 4, an increase of 25 percentage points.

Despite the significant improvements on both the 2023 NYS assessments and internal assessment data, a considerable number of students would benefit from targeted, ongoing instruction to reach proficiency in both ELA and Math. To ensure students continue to make gains and reach proficiency, Bronx Arts has implemented a Response to Intervention (RTI) program that provides tier 3 intervention to students who are a grade level or more behind their peers.

To cater to the needs of the most vulnerable learners, RTI teachers have been enlisted. The RTI teachers provide daily small group instruction using programs such as Fountas & Pinnell's Leveled Literacy Intervention, Preventing Academic Failure (PAF), Flocabulary, Diffit (an AI platform that allows text to be leveled, allowing students access to all texts at their independent reading level), Nearpod, Reader's Theater by Teacher Created Materials, and teacher-created learning modules. Most of these modules are based on universal core curriculum but with scaffolding strategies and tools.

The RTI program ensures that the lowest performing students receive targeted instruction in both ELA and Math. The program begins in September to identify the neediest students. Assessments are analyzed, and students are identified, and the student support team works with teachers to ensure the correct students are selected for targeted instruction.

The program runs throughout the school year in 6-12 week cycles with frequent student monitoring (summative assessments) to continuously measure progress and to further tailor instruction. Progress monitoring is measured using both formative and summative assessments, such as Fountas & Pinnell reading records, NWEA Map Growth, i-Ready Diagnostic, teacher-created checks for

understanding, polls, exit tickets, quizzes using both paper and pencil assessments and checklists, and online learning platforms such as Quizlet, Kahoot, and Plickers, and on-demand writing prompts.

Once students are identified, a parent engagement meeting is held by the Family Liaison and RTI teachers to inform families about the RTI program and how it will support their children. Once schedules are made, RTI specialists begin serving students in small groups or pushing into classrooms. Instruction at the elementary level occurs using a pull-out model, while instruction at the middle school level uses both a push-in and pull-out model.

Bronx Arts hosts several family workshops to engage parents throughout the school year that focus on extended learning within the home. These workshops cover topics around homework, online learning platforms, and conversations about the importance of exposure to cultural institutions.

RTI teachers, Director of Student Support Services, and the Directors of Curriculum and Instruction meet with teachers weekly to discuss student performance, progress, and action plans. All action plans are shared with families every 6-12 weeks, and new groups are created if needed.

3. In the space below, please describe the specific goals and/or outcomes the LEA has identified based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs impacting student achievement.

Students receiving RTI support will be subject to close and frequent monitoring. The goal for each student will be tailored to their individual requirements, with the aim of increasing reading levels by three to five levels, as measured by the Fountas and Pinnell reading record assessments.

Additional objectives include:

- Achieving 100% parent participation in all parent-teacher conferences and check-ins. Attendance will be recorded for each event, with alternative arrangements via Zoom provided for families unable to attend. Home visits will be conducted for parents who cannot attend.
- All students, including those receiving RTI, should exhibit at least 5% growth in both NYS ELA and Math.
- Attaining a percentile ranking of 55% or higher in ELA and Math based on NWEA and i-Ready Diagnostic evaluations by the end of the school year.

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Title I Part A - Fiscal Information (Part 2 of 6)

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

1. Please provide the LEA allocation for Title I, Part A **funds for the 2023-24 school year. Do not include carryover funding from the previous year.**

	Title I, Part A 2023-24 Allocation ($)	*Transferability* Funds to Title I, Part A ($)	TOTAL FUNDS for Title I, Part A Purposes (Allocation + Transferability) ($)
Title I, Part A Calculations	333,124	0.00	333,124.00

2. Please complete the following chart to determine Per Pupil Amount and Private School Proportionate Share Amount for Title I, Part A **funds.**

	Amount (#)
Number of K-12 Resident Students Enrolled in PUBLIC Schools (in-district) (#)	616
Number of K-12 Resident Students Enrolled in PRIVATE Schools (in-district) (#)	0
Number of K-12 Resident Students Enrolled in PRIVATE Schools (out-of-district) (#)	0
Number of students from low-income families who reside in Title I attendance areas and who attend PUBLIC schools (in-district) + Number of students served in Neglected Facilities in the LEA (Child Count Oct. 2022) (#)	533
Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (in-district) (#)	0
Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (out-of-district) (#)	0

3. Based on the information provided above, please find below the *Per Pupil Amount*, *LEA Proportionate Share*, and *Private School Proportionate Share* for Title I, Part A**.**

	Title I, Part A - *Per Pupil Amount* ($)	Title I, Part A - *LEA Share* ($)	Title I, Part A - *Private School Share* ($)
Proportionate Share Calculations	625.00	333,124.00	0.00

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Title I Part A - LEA Reserves (Part 3 of 6)

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

1. **The following chart should be used to assist the LEA in calculating appropriate** Homeless Reserve **figures for completing the chart below (Item #4).**

(*PLEASE NOTE* **- All LEAs are required to reserve funds for homeless youth.)**

	Homeless Students (#)	*Best Practice* Reserve Amount (Per Pupil Am't x Student Count) ($)	*Minimum* Recommended Reserve Amount (Student Count x $100) ($)
Calculating Homeless Reserves	66	41,249.88	6,600.00

2. **The following chart should be used to assist the LEA in calculating appropriate** Neglected Youth Reserve **figures for completing the chart below (Item #4).**

(*PLEASE NOTE* **- When determining the amount of funds reserved for services to students in Neglected Facilities, the LEA must multiply the established per pupil amount by the student count.)**

	Neglected Youth (Child Count Oct. 2022) (#)	Neglected Youth Reserve (Per Pupil Am't x Student Count) ($)
Calculating Neglected Reserves	0	0.00

3. **Does the LEA have a Title I** allocation **(including *Transferability*)** greater than $500,000**?**

No, the LEA does not have a Title I, Part A allocation (including Transferability) greater than $500,000?

Title I Part A - LEA Reserves (Part 3 of 6) Cont.

4. **Please complete the following** Title I, Part A **Funding Reserve chart by indicating all reserves that will be made from the LEA Public School Share before funds are distributed to schools.** (Please respond with "0" as applicable to indicate no funds being reserved.)

(PLEASE NOTE **- All reserves should be clearly labeled in the FS-10 budget and budget narrative documents.)**

	Amount ($)
Administration	0
Homeless Reserve (REQUIRED for All LEAs - See Item #1 Above)	10,000
Neglected Youth Reserve (See Item #2 Above)	0
Professional Development	0
Capital Expense	0
Pre-K Services	0
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than $500,000) - Enter LEA SHARE only, as applicable (See Item #3a Above)	0
Improvement Reserve (OPTIONAL - funds reserved to support activities	

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	Amount ($)
related to Targeted Support and Improvement and/or Comprehensive Support and Improvement schools)	0

5. **Based on the information provided above, please find the total amount of Title I, Part A funds** to be distributed **to eligible public school attendance areas.**

	Title I, Part A - *LEA Share* ($)	Title I, Part A - Funds Reserved ($)	Title I, Part A - *Funds to be Distributed to Title I Schools* (LEA Share minus Funds Reserved) ($)
Title I, Part A Funds to be Distributed	333,124.00	10,000.00	323,124.00

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Title I Part A - Distribution Processes (Part 4 of 6)

1. Please identify the ranking system used by the district.

- ☐ LEA-Wide (K-12)
- ☐ Grade Span Grouping
- ☑ K-12 Administrative Option (Applies only to LEAs with fewer than 1000 students)

2. Are there any school building attendance areas with greater than 75 percent poverty rate?

- ☑ Yes, there are school building attendance areas with greater than 75 percent poverty.
- ☐ No, there are not school building attendance areas with greater than 75 percent poverty.

3. Will the LEA serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent?

- ☐ Yes, the LEA will serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent.
- ☑ No, the LEA will not serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent.

4. Will the LEA “skip” over an eligible attendance area with a higher poverty percentage in order to serve a lower poverty school?

- ☐ Yes, the district will skip one or more eligible schools.
- ☑ No, the district will not skip any eligible schools.

5. Will the "Feeder Pattern" option be used for determining the number of children from low-income families in one or more secondary schools?

- ☐ Yes, the LEA does intend to use the Feeder Pattern option.
- ☑ No, the LEA does not intend to use the Feeder Pattern option.

6. Will the LEA be using the "Grandfather" option in any of its schools?

- ☐ Yes, the LEA does intend to use the Grandfather option.
- ☑ No, the LEA does not intend to use the Grandfather option.

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Title I Part A - Distribution of Funds to Eligible Public School Attendance Areas (Part 5 of 6)

1. **The following figure represents the *After Reserve* Title I, Part A *Per Pupil Amount*, based on the information provided in the previous section of the application. This figure may be used to assist the LEA in completing the chart below (Item #4).**

606.24

2. **Will any school attendance area be served with a poverty percent less than 35%?**

☐ Yes, a school attendance area with a poverty percent less than 35% will be served.

☑ No, a school attendance area with a poverty percent less than 35% will not be served.

3. **The following student counts, indicated in *Title I Part A - Fiscal Information (Part 2 of 6)* of the application, should be used when completing the chart below (Item #4).**

	K-12 Students Enrolled in the District (#)	Low-Income Students Residing in Title I School Attendance Area (#)	District Poverty Rate (%)
Title I Enrollment Figures	616.00	533.00	86.53

Title I Part A - Distribution of Funds to Eligible Public School Attendance Areas (Part 5 of 6)

PLEASE NOTE - All expenditures must be reflected in the Title I budget. Within the FS-10, please identify the expenditures by school to reflect the dollar amount identified in the total School Building Allocation column in the chart below.

4. **In the chart below, please provide the requested information for** ALL PUBLIC SCHOOLS **in the LEA individually, regardless of Title I status.**

PLEASE NOTE:

- **If your school participates in the Community Eligibility Provision (CEP), your school is not automatically 100 percent FRPL. The school is still required to submit actual FRPL information. If no funds are allocated to a school, please indicate this with a response of "0". For more information on how to make within district allocations please see the documents titled "*Community Eligibility Provision*" and "*Within District Allocations*" in the *Documents* panel of the application.**

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	School Bldg. Allocation ($)	School Bldg. Per Pupil Amount ($)
320800860846	BRONX CHARTER SCHOOL FOR THE ARTS	Elementary	School-Wide Program (SWP)	616	533	86.53	333,124	625.00

5. **As the LEA completes the school allocation chart above (Item #4), the *remaining balance* will be reflected in the chart below to indicate that all funds have been appropriately assigned. The remaining balance should not be in**

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excess of $1,000.

	Title I, Part A - *Funds to be Distributed* (LEA Share minus Funds Reserved) ($)	Amount Remaining to be Identified ($) - *Remaining Balance*
Title I, Part A Funds to be Distributed	323,124.00	-10,000.00

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Title I Part A - Neglected Facilities (Part 6 of 6)

For some LEAs, a portion of Title I, Part A funds were generated to support Neglected facilities located within the district's boundaries. Please refer to posted "Child Counts for Institutions for the Neglected" to determine if your district has a Neglected facility.

Please refer to the *Documents* panel along the left of the application for the "*Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures"* form.

PLEASE NOTE - If the LEA has no Neglected facilities within its boundaries, please skip this question group and click on "*Save*" or "*Save & Continue*".

1. Identify by name each Neglected facility located in the district. Click on "*Add Row*" as needed to include additional facilities.

Name of Facility	Type of Facility	Child Count (Oct. 2022) (#)	Facility Allocation ($)	Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form
(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

2. Does the LEA have a formal written agreement with each Neglected facility located within the LEA's geographic attendance area?

- ☐ Yes, the LEA has a formal written agreement with each Neglected facility.
- ☑ No, the LEA does not have a formal written agreement with each Neglected facility.

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Title II Part A Program Information

PLEASE NOTE - All program activities supported by Title II, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

1. Did the LEA evaluate the progress made toward achieving the Title II, Part A program goals set for the previous school year?

- ☑ Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- ☐ No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1a. To what degree did the LEA make progress toward achieving the Title II, Part A goals from the previous school year?

- ☐ The LEA exceeded the goals it set for the previous school year.
- ☑ The LEA met the goals it set for the previous school year.
- ☐ The LEA did not meet the goals it set for the previous school year.

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2. In the space provided below, please describe (1) the specific student and/or teacher needs that impact academic achievement, and (2) how your Title II, Part A **program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.**

At Bronx Charter School for the Arts (BCSA), we place a high priority on professional development as a means of enhancing instructional performance. Our approach involves delivering continuous professional development that focuses on improving instructional practices, combined with frequent observations, feedback, coaching, and collaboration sessions.

Our professional development programs begin with Summer Institute, where school leaders comprised of principals and DCIs (Directors of Curriculum and Instruction, and DSS (Director of Student Support Services) convene to develop an annual professional development plan. This plan is based on teacher evaluations and student performance outcomes, with the analysis focused on strengths and weaknesses, utilizing assessments such as NYS test results, NWEA Map Growth results, and Fountas & Pinnell assessments. With this data, we formulate a plan for every teacher, taking into account years of experience.

We support the development of all teachers through Title II funded roles (DCIs and DSS) that provide in-class modeling and coaching sessions, assess and update curriculum learning modules, lead data and grade level meetings, and conduct teacher observations.

In addition, to further improve teacher effectiveness, teachers who have demonstrated mastery, lead PLC groups and serve as mentors and lead teachers. Those in these roles provide lesson plan feedback, conduct inter-visitations/peer observations and feedback sessions. The Math Instructional Coach, which is a stipend paid role, will specifically support the school by assessing data, evaluatiing, and re-aligning our current math curriculum, provide in classroom coaching, and desoign a professional development plan to support in closing the gap in math in grades 3-8.

We continue to provide extensive professional development opportunities in literacy, math, and online learning platforms. These opportunities include training for teachers in grades K-3 in Fundations, a phonics curriculum, training of all instructional teaching staff grades K-5 (including teaching assistants, ENL, and SETSS teachers) in Fountas and Pinnell Level Literacy Intervention, as well as targeted training of teachers in grades K-8 in Preventing Academic Failure (PAF), a reading program that supports students in phonics and reading comprehension. We also provided training for all teachers and teacher assistants in 6+1 Traits of Writing, targeted training of teachers in grades K-8 in leveraging i-Ready for tailored instruction in reading and math, and training of all teachers and teaching assistants in math fluency.

To ensure our students continue to have highly qualified teachers, we support teachers with ongoing certification licensing costs.

Our principals and school leaders also receive professional development through the use of book studies, leadership meetings, online PD opportunities, and participation at well developed teacher and leader conferences.

2a. **The LEA must prioritize Title II, Part A funds to schools that are implementing comprehensive support and improvement (CSI) activities and targeted support and improvement (TSI) activities under section 1111(d),** and/or **have the highest percentage of children counted under section 1124(c) (these include students from low-income households and those counted as part of Neglected and Delinquent student counts).**

Please indicate below which of the following needs were prioritized for the use of Title II, Part A funds. (Click all that apply)

ESSA Section 2101 (b) (2) (c)

- ☑ Poverty Rate
- ☐ CSI/TSI
- ☐ Other (LEAs selecting this method must maintain documentation on file for review)

3. **In the space below, please describe the specific goals and/or outcomes the LEA has identified based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting student achievement.**

At Bronx Charter School for the Arts (BCSA), we believe that student outcomes and achievement are the most reliable measure of teacher effectiveness. We use the following objectives to quantify the success of professional development programs:

- Every year, BCSA students who have been enrolled for two years or more should achieve proficiency in ELA, math, and science state assessments at a rate equivalent to the state average.
- Every year, BCSA students who have been enrolled for two years or more must exceed the district average in terms of proficiency on NYS assessments.
- Every year, K-2 grade cohorts should score at or above the 50th percentile Equivalency (NCE) percentile on the reading and math NWEA Map Growth assessment. If this benchmark is not met, grade-level cohorts must exhibit a minimum of 10% growth.
- Every year, students in grades K-5 must meet or exceed grade-level benchmark expectations as defined in the Fountas and Pinnell Reading assessment.

Furthermore, BCSA is committed to creating a professional teaching environment that is preferred by teachers. We measure our effectiveness through the following objectives:

- At least 75% of the teaching staff should express satisfaction or high satisfaction with BCSA in surveys.
- Turnover of full-time teachers should not exceed 30%.

Title II Part A - Fiscal Information

LEAs are requested to complete each item fully and completely. Please respond with “0” as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. **Please provide the LEA allocation for** Title II, Part A **funds for the 2023-24 school year. Do not include carryover funding from the previous year.**

	Title II, Part A - 2023-24 *Allocation*	*Transferability* Funds (Funds *to* Title II added, Funds *from* Title II deducted) ($)	**TOTAL FUNDS** for Title II, Part A Purposes (Allocation +/- Transferability) ($)
Title II Calculations	37,900	26,529.00	64,429.00

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5. **Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for** Title II, Part A **funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 students served by each private school, regardless of the student's district of residence.**

	Amount ($ or #)
Title II, Part A Program Administration Costs (Public and Private Schools) ($)	0
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	616
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE Schools, Regardless of LEA of Residence (#)	0

6. **Based on the information provided above, please find in the chart below the *Per Pupil Amount*, *LEA Proportionate Share*, and *Private School Proportionate Share* for** Title II, Part A**.**

	Title II, Part A Per Pupil Amount ($)	Title II, Part A LEA Share ($)	Title II, Part A Private School Share ($)
Title II, Part A Calculations	104.59	64,429.00	0.00

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Title II Part A - Use of Funds

No direct action is required of the LEA for Item #1. The calculation chart below is for informational purposes only.

1. **As the LEA completes the questions on this page (Items #2 - #26), the** *remaining balance* **will be reflected in the chart below to indicate when all of the funds have been appropriately assigned.**
(*PLEASE NOTE* **- All expenditures must be reflected in the Title II budget. Within the FS 10, be sure to identify expenditures by Use of Funds category.)**

	Title II, Part A LEA Proportionate Share ($)	Amount Remaining to be Identified ($) - *Remaining Balance*
Title II, Part A Use of Funds	64,429.00	0.00

Title II Part A - Use of Funds - Personalized Professional Development (Part 1 of 3)

PLEASE NOTE - All items in the following sections are required. If a question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. When completing fiscal charts, it may be necessary to click on either the 'Save' or '*Save & Continue*' button to complete automatic calculations.

2. **Is the LEA using Title IIA funds for** *Instructional Coaching***?**

CONDITIONS OF USE:

Coaching programs are broadly defined as in-service PD programs where coaches or peers observe teachers' instruction and provide feedback to help them improve. Coaching should be individualized, time-intensive, sustained over the course of a semester or year, context-specific, and focused on discrete skills.

Common roles for coaches include:

A) Instructional**: Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching;**

B) *Curriculum***: Excels at understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. The instructional coaches can ensure a consistent curriculum implementation throughout a school; and**

C) *Data***: Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction.**

☑ Yes, the LEA intends to allot funds to the above described use.

☐ No, the LEA does not intend to allot funds to the above described use.

2a. **Title II, Part A funding amount for the 2023-24 school year -** *Instructional Coaching***.**

64,429

3. **Is the LEA using Title IIA funds for** *Professional Learning Communities***?**

CONDITIONS OF USE: PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet consistently throughout the year to discuss issues around student learning, collect and analyze data, develop and try out instructional solutions, and assess the impact of these solutions. Research indicates that well-implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

4. **Is the LEA using Title IIA funds for** Principal Leadership**?**

CONDITIONS OF USE: Leadership is second only to teaching among school related factors as an influence on learning. Effective pre-service and in-service principal training programs should be aligned with the 2015 Professional Standards for Educational Leaders (PSELs), and may include high-quality mentoring and coaching, peer observations, visits to other schools, principals networks and conferences, participation in professional development with teachers, and guided “walk-throughs” of schools to look at particular practices in classrooms and consider how to evaluate/improve learning and teaching.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

5. **Is the LEA using Title IIA funds for** Teacher Leadership**?**

CONDITIONS OF USE: Teacher leadership career pathways enable individual teachers to extend the reach of their expertise beyond their own classrooms. The use of teacher leaders, rather than vendors, to perform coaching services related to instruction, curriculum, or data provides incentives for teachers, builds upon strengths, and fosters a more cohesive staff climate and culture while building LEA capacity to increase student learning and student achievement.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

6. **Is the LEA using Title IIA funds for** Induction and Mentoring**?**

CONDITIONS OF USE: High-quality mentoring and induction programs provide new teachers with professional development, research-based resources, and formative assessment tools for beginning teachers, mentors, and school leaders, as well as technical assistance and capacity building for program leaders. In successful models, full-time mentors are carefully selected and receive more than 100 hours of training annually. Teachers receive two years of coaching, meeting with their assigned mentors weekly for a minimum of 180 minutes per month. Mentors and teachers work through a system of formative assessments, including tools to guide observation cycles and to develop teachers' skills in lesson planning and analyzing student work.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

7. **Is the LEA using Title IIA funds for** National Board Certification**?**

CONDITIONS OF USE: National Board Certification is a rigorous certification/professional development process, available in 25 certificate areas spanning disciplines from Pre-K through 12th grade, that has been shown to improve student performance. The National Board Certification process requires teachers to demonstrate standards-based evidence of the positive effect they have on student learning; exhibit a deep understanding of their students, content knowledge, use of data and assessments and teaching practice; and show that they participate in learning communities and provide evidence of ongoing reflection and continuous learning.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

8. **Is the LEA using Title IIA funds for** Other **personalized professional development activities?**

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen professional development practice, which will include providing citations and/or completing a logic model.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

Title II Part A - Use of Funds - Additional Professional Development Activities (Part 2 of 3)

9. **Is the LEA using Title IIA funds to support the integration of** Rigorous Academic Content**?**

CONDITIONS OF USE: ESSA supports training teachers, principals, or other school leaders on strategies to integrate rigorous academic content into curriculum and instruction. This may include collaborative work or professional development to align curriculum and instruction to updated State Learning Standards. It may also include, but is not limited to, sustained, job-embedded professional development to increase teachers' content knowledge in dual or concurrent enrollment curriculum, Advanced Placement (AP) curriculum, and International Baccalaureate (IB) curriculum.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

10. **Is the LEA using Title IIA funds for** Recruiting & Retaining Effective Teachers**?**

CONDITIONS OF USE: ESSA supports the development and implementation of initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, such as: A) providing expert help in searching for and screening candidates and enabling early hiring; B) offering differential pay and recruitment incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas (including but not limited to performance-based pay systems, housing subsidies, travel costs, etc.); C) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; and D) new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement, and increase the retention of effective teachers, principals, or other school leaders.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

11. **Is the LEA using Title IIA funds for** Recruiting Individuals from Other Fields**?**

CONDITIONS OF USE: ESSA supports recruiting mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinctions who demonstrate potential to become effective teachers, principals, or other school leaders.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

12. **Is the LEA using Title IIA funds for** Evaluation/Support Systems**?**

CONDITIONS OF USE: ESSA supports the development or improvement of a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that is based on evidence of student achievement and may include student growth. It should also include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

13. **Is the LEA using Title IIA funds for** Effective Teaching of ELL/MLL Students**?**

CONDITIONS OF USE: ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach English language learners.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

14. **Is the LEA using Title IIA funds for** Effective Teaching of Children with Disabilities**?**

CONDITIONS OF USE: ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities. This may include the use of multi-tier systems of support and positive behavioral intervention and supports so that children with disabilities can meet the challenging State academic standards.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

15. **Is the LEA using Title IIA funds for** Increased Knowledge/Ability to Teach Early Childhood**?**

CONDITIONS OF USE: ESSA promotes the development and use of programs and activities that may be geared toward increasing the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing. This may include increasing the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age eight, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

16. **Is the LEA using Title IIA funds for** High Quality Instruction of Science, Technology, Engineering and Math**?**

CONDITIONS OF USE: ESSA supports the development and provision of professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, mathematics, and computer science.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

17. **Is the LEA using Title IIA funds for** Implementation of Formative Assessments**?**

CONDITIONS OF USE: ESSA supports the training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

18. **Is the LEA using Title IIA funds for** Supporting Students Affected by Trauma and/or Mental Illness**?**

CONDITIONS OF USE: ESSA supports the provision of in-service training for school personnel in techniques and support related to identifying and supporting students affected by trauma or mental illness, including the use of referral mechanisms, partnerships with outside organizations, or addressing school conditions for learning such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

19. **Is the LEA using Title IIA funds for** Identification and Support of Gifted Students**?**

CONDITIONS OF USE: ESSA supports the provision of training to identify students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as: A) early entrance into kindergarten; B) enrichment, acceleration, and curriculum compacting activities; and C) dual or concurrent enrollment programs in secondary school and post-secondary education.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

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20. **Is the LEA using Title IIA funds for** Instructional Services Provided by Libraries**?**

CONDITIONS OF USE: ESSA supports professional development intended to improve the instructional services provided by effective school library programs.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

21. **Is the LEA using Title IIA funds for** Training to Recognize/Prevent Sexual Abuse**?**

CONDITIONS OF USE: ESSA supports the provision of training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

22. **Is the LEA using Title IIA funds for** Feedback Mechanisms to Improve Working Conditions**?**

CONDITIONS OF USE: ESSA supports the development of feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

23. **Is the LEA using Title IIA funds for** Career Readiness Education**?**

CONDITIONS OF USE: ESSA supports training teachers, principals, or other school leaders on strategies to provide effective career/technical education and work-based learning to help prepare students for post-secondary education and the workforce.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

Title II Part A - Use of Funds - Class Size Reduction (Part 3 of 3)

24. **Is the LEA using Title IIA funds for** *Early Grade Class Size Reduction***?**

CONDITIONS OF USE:

Class size reduction programs must meet the following evidence-based criteria. The program must:

A) Extend for multiple years during the early grades, with a focus on low-income and minority students;

B) Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students); AND

C) Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded PD plan.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

25. **Is the LEA using Title IIA funds for** *Class Size Reduction for Special Populations***?**

CONDITIONS OF USE:

ELL – Class size reduction programs may be utilized throughout K-12 to accommodate effective teaching of English language learners. Consideration should be given to the number of ELL speakers in one classroom, as well as the number of different languages spoken, whether languages are low incidence or predominate, and student proficiency levels; models may include teaching with certified ENL teachers, or co-teaching in specific content areas, instructional aides providing evidence-based supports (multimedia, visuals, graphic organizers, etc).

SWD – Class size reduction programs may be utilized throughout K-12 to accommodate the teaching of students with disabilities, through co-teaching or push-in programs with certified special education teachers beyond that which is required through an individual student's IEP. Such classrooms should be accompanied by a rigorous curriculum, ongoing professional development, and possibly tracking of data to determine the efficacy of the model.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

26. **Is the LEA using Title IIA funds for** Other **class size reduction programs?**

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen class size reduction model, which will include providing citations and/or completing a logic model.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

Title II Part A - Use of Funds

No direct action is required of the LEA for Item #27. The calculation chart below is for informational purposes only.

27.

As the LEA completes the questions on this page (Items #2 - #26), the *remaining balance* **will be reflected in the**

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chart below to indicate when all of the funds have been appropriately assigned.

(*PLEASE NOTE* **- All expenditures must be reflected in the Title II budget. Within the FS-10, be sure to identify expenditures by Use of Funds category.)**

	Title II, Part A LEA Proportionate Share ($)	Amount Remaining to be Identified ($) - *Remaining Balance*
Title II, Part A Use of Funds	64,429.00	0.00

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Title III ELL - Program Information

PLEASE NOTE - All program activities supported by Title III, Part A - ELL funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

1. **Did the LEA evaluate the progress made toward achieving the Title III, Part A - ELL program goals set for the previous school year?**

- ☑ Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- ☐ No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1a. **To what degree did the LEA make progress toward achieving the Title III, Part A - ELL goals from the previous school year?**

- ☐ The LEA exceeded the goals it set for the previous school year.
- ☑ The LEA met the goals it set for the previous school year.
- ☐ The LEA did not meet the goals it set for the previous school year.

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2. In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title III, Part A - ELL **program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.**

Bronx Charter School for the Arts (BCSA) is committed to creating an inclusive learning environment for diverse learners, including English and Multi-language learners (ELL/MLL). Our ENL program follows a balanced approach, utilizing a pull-out/push-in model. We follow the guidance outlined in CR Part 154 to determine the eligibility of students as ELLs and use assessment data to develop a customized program for every student.

We group students by grade and proficiency level; and provide targeted instruction during the class "group period." Our ENL teachers offer tailored instruction in phonics, comprehension, math, and other subjects. We use a variety of instructional strategies including visual models, manipulatives, sentence frames, word walls with icons, graphic organizers, and the use of technology such as audio books, text-to-speech apps, and online platforms like i-Ready.

Student receive appropriate instruction in:

- Phonics - Preventing Academic Failure (PAF), which will serve as our core program
- Reading Comprehension - literacy anchor text is differentiated to support ELLs with the use of technology such as Diffit, audio books, use of text to speech apps, and online learning platforms such as i-Ready. When using i-Ready, teachers assign targeted lessons. Use of graphic organizers, word walls, dictionaries with pictures/icons, and native language support are also used to build reading comprehension. Reader’s Theater is also used to integrate the arts and reading fluency. Plays are available through audio on learning platforms such as Nearpod to support in building fluency. We also use the Fountas & Pinnell Leveled Literacy Intervention program.
- Math - different strategies to scaffold new content by implementing visual models, manipulatives, sentence frames, and native language support. Students are also exposed to a variety of Spanish/English cognates.
- We also use online learning platforms such as Flocabulary, Brainpop, Discovery Science, and Nearpod.
- All other subjects - classroom teachers receive professional development in the use of ENL strategies that include word walls with icons, use of graphic organizers, tailored dictionaries, paired partners with students who can provide native language support and use of technology. In most classrooms one adult speaks Spanish which is the primary language of most of our ELL students.

Our push-in model provides additional support to students during classroom instruction. Our ENL teachers come equipped with scaffolds such as the aforementioned resources to support ELLs' learning needs.

Classroom teachers have times built into their schedules to collaborate with the ENL teacher to discuss progress and differentiate instruction.We also have a bilingual counselor who provides counseling and social-emotional learning support as needed.

Furthermore, our Family Liaison works closely with families to provide workshops and address any school-related concerns. All students receive instruction in the arts and attend various trips throughout the school year. Starting in the 2023-24 school year, families in grades K and 1 will receive a "Cool Culture Pass" which allows families to visit over 90 cultural institutions all over NYC. Our goal is to close opportunity gap for ELL students by providing them with a well rounded experience that exposes them to all the arts have to offer. At Bronx Arts, we are dedicated to creating an inclusive and supportive environment for all learners.

3. **In the space below, please describe the specific goals and/or outcomes the LEA has identified for ELLs based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting ELL student achievement.**

The objective of the ENL (English as a New Language) program is to facilitate the acquisition of language skills that are essential for academic success and societal integration. To achieve this goal, we prioritize the following objectives:

- Foster self-identity and linguistic pride in every student.
- Develop proficiency in the English language.
- Attain the required level of proficiency in listening, speaking, reading, and writing, as stipulated by NYS learning standards.
- Achieve a level of mastery in all content areas as specified in our grading policy and expectations.
- Provide ELL students with curricular opportunities that are similar to their non-ELL peers.

To realize our aims, we commit to the following:

- Provide differentiated instruction for each ELL student in listening, speaking, reading and writing.
- Aid ELL students in accessing content areas through Tier 1 instruction, enabling them to remain at grade level and make progress towards content area competence.
- Support ELL students in learning and understanding the social paradigms of school and community to communicate and interact successfully within those paradigms.
- Consistently communicate with school administrators, general education classroom teachers, counselors, and parents to address the learning and emotional needs of ELL students holistically.

Performance Goal:

- By the fifth grade, 80% of ELL students who have participated in the program for at least four years will score proficient on the NYS ELA Assessment. Students who do not meet this criterion will demonstrate an improvement in their levels over time.
- Bronx Charter School for the Arts will prioritize collaboration between home and school.
- Conduct a needs assessment for parent workshops/training.
- Offer monthly workshops for parents.
- Ensure that parents of all backgrounds feel equally valued at the school, as determined by responses to a parent survey.

Title III ELL - Fiscal Information

LEAs are requested to complete each item fully and completely. Please respond with “0” as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. **Please provide the LEA allocation for** Title III, Part A - ELL **funds for the 2023-24 school year.**

	Title III, ELL - 2023-24 *Allocation*	*Transferability* Funds to Title III, ELL ($)	TOTAL FUNDS for Title III, ELL Purposes (Allocation + Transferability) ($)
Title III, ELL Calculations	11,589	0.00	11,589.00

5. **Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for** Title III, Part A - ELL **funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 ELL students served by each private school, regardless of the student's district of residence.**

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	Amount (#)
Total Number of K-12 ELL Students Enrolled in PUBLIC Schools (#)	71
Total Number of K-12 ELL Students Enrolled in In-District PARTICIPATING PRIVATE SCHOOLS, Regardless of LEA of Residence (#)	0

6. **Based on the information provided above, please find below the *Per Pupil Amount*, *LEA Proportionate Share*, and *Private School Proportionate Share* for** Title III, Part A - ELL**.**

	Title III, ELL Per Pupil Amount ($)	Title III, ELL - LEA Share ($)	Title III, ELL - Private Share ($)
Title III ELL Calculations	163.23	11,589.00	0.00

Title III ELL - Intent to Apply

7. **How does the LEA intend to access its** Title III, Part A - ELL **funds?**

- ☑ The LEA receives an allocation greater than or equal to $10,000 and intends to apply for its Title III funds as a SINGLE APPLICANT.
- ☐ The LEA intends to apply for its Title III funds as a MEMBER of a consortium.
- ☐ The LEA intends to apply as the LEAD APPLICANT of a consortium.

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Title IV Part A - Program Information

PLEASE NOTE - All program activities supported by Title IV, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

1. **Did the LEA evaluate the progress made toward achieving the Title IV, Part A program goals set for the previous school year?**

- ☑ Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- ☐ No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1a. **To what degree did the LEA make progress toward achieving the Title IV, Part A goals from the previous school year?**

- ☐ The LEA exceeded the goals it set for the previous school year.
- ☑ The LEA met the goals it set for the previous school year.
- ☐ The LEA did not meet the goals it set for the previous school year.

2. **Does the LEA have a Title IV, Part A allocation equal to or greater than $30,000 prior to transferability?**

- ☐ Yes, the LEA has a Title IV, Part A allocation equal to or greater than $30,000 prior to transferability.
- ☑ No, the LEA does not have a Title IV, Part A allocation equal to or greater than $30,000 prior to transferability.

2e. **In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title IV, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them. If an LEA is transferring 100% of its Title IV, Part A allocation, please identify the specific needs that informed the decision to transfer.**

At Bronx Charter School for the Arts (BCSA), we firmly believe in providing comprehensive educational opportunities to all students, nurturing their creativity, curiosity, and knowledge, and ultimately, fostering a deep passion for learning. As a school founded on the principle that the arts are a key catalyst for academic excellence, we take immense pride in designing rich and rigorous learning modules for dance, visual arts, theater, and music.

As part of our needs assessment for possible use of Title IV, Part A funding, the school determined the needs for the following:

- Directors of Curriculum and Instruction (DCI) at both elementary and middle campuses
- Director of Student Support Services (DSS)

The DCIs and DSS will support our neediest students by providing teachers with the coaching, mentoring, data analysis, lesson studies, and the overall ongoing professional development needed to drive effective instructional and teaching performance. For this reason, we will transferring all of TItle IV funding to Title II to further support these efforts.

2f. **In the space provided below, please describe the goals, objectives and intended outcomes of the** Well Rounded Educational Opportunities, Safe and Healthy Students, and/or Effective Use of Technology **content areas of the** Title IV, Part A **program based on the results of a recent needs assessment.**

The intended outcomes for transferring Title IV funds to Title II, is to both further support instructional professional development programs and to enhance teacher effectiveness. Bronx Charter School for the Arts (BCSA) will measure the success of the professional development programs and teacher effectiveness by student outcomes, which include the following:

- Every year, BCSA students who have enrolled for two years or more should : achieve proficiency in ELA, Math, and Science state exams equivalent to the state averagemust exceed the district average in terms of proficiency on state exams
- Every year, grades K-2 cohorts should score at or above the 50th percentile equivalency (NCE) on internal reading and math NWEA Map Growth assessments. If not met, grade level cohorts must exhibit a minimum of 10% growth
- Every year, grades K-5 must meet or exceed grade levell benchmark expectations as defined by the Fountas & Pinnell reading assessment.

3. **The LEA must prioritize the distribution of Title IV, Part A funds to its schools. Please indicate below which of the following needs were prioritized for the use of Title IV, Part A funds. (Click all that apply)** ***ESEA Section 4106(e)(2)(A)***

- ☑ Schools with the greatest needs as determined by such local educational agency;
- ☑ Schools with the highest percentages or numbers of children counted under Section 1124(c);
- ☐ Schools identified for Comprehensive Support and Improvement (CSI) under Section 1111(c)(4)(D)(i);
- ☐ Schools implementing Targeted Support and Improvement (TSI) plans as described in Section 1111(d)(2); or
- ☐ Schools identified as a persistently dangerous public elementary school or secondary school under Section 8532.

Title IV Part A - Calculation of Proportionate Shares

LEAs are requested to complete each item fully and completely. Please respond with “0” as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. **Please provide the LEA allocation for** Title IV, Part A **funds for the 2023-24 school year. Do not include carryover funding from the previous year.**

	Title IV, Part A - 2023-24 *Allocation*	*Transferability* Funds (Funds *to* Title IV added, Funds *from* Title IV deducted) ($)	**TOTAL FUNDS** for Title IV, Part A Purposes (Allocation +/- Transferability) ($)
Title IV, Part A Calculations	26,529	-26,529.00	0.00

5. **Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for** Title IV, Part A **funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 students served by each private school, regardless of the student's district of residence.**

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	Amount ($ or #)
Title IV, Part A Program Administration Costs (Public and Private Schools - no more than 2%) ($)	0
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	616
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE Schools, Regardless of LEA of Residence (#)	0

6. **Based on the information provided above, please find in the chart below the *Per Pupil Amount*, *LEA Proportionate Share*, and *Private School Proportionate Share* for** Title IV, Part A **.**

	Title IV, Part A Per Pupil Amount ($)	Title IV, Part A LEA Share ($)	Title IV, Part A Private School Share ($)
Title IV, Part A Calculations	0.00	0.00	0.00

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Title IV Part A - Balance

PLEASE NOTE - LEAs with greater than $30,000 in funds used for Title IV, Part A purposes are required to allot:

- A minimum of 20% of its total funds to *Well-Rounded Educational Opportunities;*
- A minimum of 20% of its total funds to *Safe and Healthy Students*; AND
- *Some* portion of its total funds to support *Effective Use of Technology*.

1. **No direct action is required of the LEA for Item #1. The calculation chart below is for informational purposes only. As the LEA completes the items below (Items #2 - #4), the** *remaining balance* **will be reflected in the chart below to indicate when all of the funds have been appropriately assigned.**

	TOTAL FUNDS for Title IV, Part A Purposes (Public and Private Shares) ($)	Amount Remaining to be Identified ($) - *Remaining Balance*
Title IV, Part A Use of Funds	0.00	0.00

Title IV Part A - Use of Funds

Please reference the “Title IV, Part A Allowable/Unallowable Expenditures” document for allowable activities, which can be found in the *Documents* panel along the left side of the application.

(*PLEASE NOTE* - All expenditures must be reflected in the Title IV budget. Within the FS-10, be sure to identify expenditures by Use of Funds category.)

2. **Please complete the chart below by identifying the funds being used to support allowable activities associated with** *Well-Rounded Educational Opportunities***. Please respond with "0" to indicate that no funds are being assigned to a given activity.**

The figures in this chart should represent *BOTH* *public* and *private school* funds.

	Funding Amounts ($)	LEA and/or Private School Activities
Science, Technology, Engineering, and Mathematics	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Music and Arts	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
World Language Instruction	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Programs to Support Student Access to, and Success in, a Variety of Well-Rounded Education Experiences	0	☐ LEA Activity ☐ Private School Activity

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	Funding Amounts ($)	LEA and/or Private School Activities
		☑ N/A - Not Applicable
Accelerated Learning Programs and HS Redesign with Dual/Concurrent Enrollment and/or Early College High Schools	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Civics Instruction	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
College and Career Counseling	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Social Emotional Learning	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Environmental Education	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable

3. **Please complete the chart below by identifying the funds being used to support allowable activities associated with *Safe and Healthy Students*. Please respond with "0" to indicate that no funds are being assigned to a given activity. The figures in this chart should represent *BOTH* *public* and *private school* funds.**

	Funding Amounts ($)	LEA and/or Private School Activities
Preventing Bullying and Harassment	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Relationship-Building Skills	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
School Dropout Prevention	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Re-Entry Programs and Transition Services for Justice Involved Youth	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
School Readiness and Academic Success	0	

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	Funding Amounts ($)	LEA and/or Private School Activities
		☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Child Sexual Abuse Awareness and Prevention	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Suicide Prevention	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Violence Prevention, Crisis Management and Conflict Resolution	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Preventing Human Trafficking	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Building School and Community Relationships	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Culturally Responsive Teaching and Professional Development of Implicit Bias	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Drug and Violence Prevention	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Health and Safety Practices in School or Athletic Programs	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
School-Based Mental Health Services	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Healthy, Active Lifestyle, Nutritional Education	0	☐ LEA Activity

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	Funding Amounts ($)	LEA and/or Private School Activities
		☐ Private School Activity ☑ N/A - Not Applicable
Physical Education Activities	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Trauma-Informed Classroom Management	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Chronic Disease Management Instruction	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable

4. **Please complete the chart below by identifying the funds being used to support allowable activities associated with** *Effective Use of Technology***. Please respond with "0" to indicate that no funds are being assigned to a given activity. The figures in this chart should represent *BOTH* *public* and *private school* funds.**

	Funding Amounts ($)	LEA and/or Private School Activities
Provide Personalized Learning to Improve Academic Achievement	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Discover, Adapt, and Share High-Quality Resources	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Implement Online and Blended Learning Strategies	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Implement School-wide and District-wide Approaches to Inform Instruction, Support Teacher Collaboration, and Personalize Learning	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable

Title IV Part A - Use of Funds CALCULATIONS

No direct action is required of the LEA for Items #5 and #6. The calculation charts below are for informational purposes only.

5. **Please find** total amounts **allocated to each of the** Title IV, Part A **content areas - *Well-Rounded Educational***

***Opportunities*, *Safe and Healthy Students*, and/or *Effective Use of Technology*.**

Additionally, the chart provides the maximum **of 15% of funds allotted to the *Effective Use of Technology* content area for equipment and infrastructure.**

	Well-Rounded Educational Opportunities ***TOTAL*** ($)	Safe & Healthy Students ***TOTAL*** ($)	Educational Technology ***TOTAL*** ($)	***Maximum*** for Technology Infrastructure (Max. 15% of Ed. Tech. Funding) ($)
Content Area Use of Funds	0.00	0.00	0.00	0.00

6. **For LEAs with an allocation (including Transferability)** greater than $30,000 **- the following chart provides the** minimum **Title IV, Part A funding amounts of 20% that an LEA is required to allot to both *Well-Rounded Educational Opportunities* AND *Safe and Healthy Students* content areas.**

	Well-Rounded Educational Opportunities *minimum* (20% of *total* Title IV Allocation) ($)	Safe & Healthy Students *minimum* (20% of *total* Title IV Allocation) ($)
Content Area Minimum/Maximum	0.00	0.00

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Equitable Services

LEAs should utilize the *"2023-24 Private School Equitable Services Consultation Resource*" in the *Documents* panel to determine private schools that served resident students during the 2023-24 school year.

PLEASE NOTE - The equitable services requirement does not apply to *Charter LEAs* or *Special Act LEAs*, as these types of LEAs do not have a defined geographic catchment area for determining a student's residency.

1. Does the LEA have any resident students attending private schools that are located either within the district's geographic boundaries or in another LEA?

- ☐ Yes, the LEA does have students being served by private schools in or out of its district boundaries.
- ☐ No, the LEA does not have any students being served by private schools in or out of its district boundaries.
- ☑ Not Applicable, the applicant is a Charter LEA.
- ☐ Not Applicable, the applicant is a Special Act LEA.

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Budget/Narrative - Title I, Part A

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2023-24 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transfered must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by school, as applicable, to reflect appropriately prioritized distribution of funds amounts.
6. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

1. **The amount of funds shown in the space below reflects the LEA's 2023-24 Title I, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #2 and #3.**

333,124.00

2. **Upload a completed and signed copy of the *FS-10 Budget* for Title I, Part A. The FS-10 should represent the 2023-24 allocation only. *(Carryover may be accessed by way of an amendment, separate from this application process; and funds subject to Transferability should not be included in the FS-10 of another program area.)***

Signed 2023-24 FS10 Title IA 12.21.23.pdf

3. **Upload a completed copy of the *Budget Narrative* for** Title I, Part A.

(Please Note **- an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**

2023-24 Budget_Narrative - BCSA - Title I.docx 1.pdf

Budget/Narrative - Title I, Part D

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2023-24 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transfered must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

4. **The amount of funds shown in the space below reflects the LEA's 2023-24 Title I, Part D allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #5 and #6.**

0.00

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5. **Upload a completed and signed copy of the *FS-10 Budget* for** Title I, Part D.

(Please Note **- a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).**

(No Response)

6. **Upload a completed copy of the *Budget Narrative* for** Title I, Part D.

(Please Note **- an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**

(No Response)

Budget/Narrative - Title II, Part A

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2023-24 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transfered must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.
6. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by Title II, Part A Use Funds category to align with the Title II, Part A Use of Funds Chart.

7. **The amount of funds shown in the space below reflects the LEA's 2023-24 Title II, Part A** allocation**, as identified previously in the application. This is the amount to be used as the LEA completes Items #8 and #9.**

37,900.00

8. **Upload a completed and signed copy of the *FS-10 Budget* for** Title II, Part A.

(Please Note **- a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).**

Signed 2023-24 FS10 Title IIA 12.21.23.pdf

9. **Upload a completed copy of the *Budget Narrative* for** Title II, Part A.

(Please Note **- an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**

2023-24 Budget_Narrative - BCSA - Title II.docx.pdf

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Budget/Narrative - Title III, Part A - English Language Learners (ELL)

PLEASE NOTE:

1. Only SINGLE APPLICANTS and LEAD APPLICANTS of a consortium should upload Title III, Part A - ELL budget information.
2. LEAs applying as a MEMBER of consortium do not upload budget documents.
3. The FS-10 for each program area should reflect only the program area allocation for the 2023-24 school year.
4. Carryover funds should not be included in the FS-10.
5. Funds being transfered must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
6. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
7. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

10. **The amount of funds shown in the space below reflects the LEA's 2023-24 Title III, Part A English Language Learner** allocation**, as identified previously in the application. This is the amount to be used as the LEA completes Items #11 and #12.**

11,589.00

11. **Upload a completed and signed copy of the *FS-10 Budget* for** Title III, Part A English Language Learners (ELL).

(Please Note **- a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).**

Signed 2023-24 FS10 Title IIIA 12.21.23.pdf

12. **Upload a completed copy of the *Budget Narrative* for** Title III, Part A English Language Learners (ELL).

(Please Note **- an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**

2023-24 Budget_Narrative - BCSA - Title III_rev.docx.pdf

Budget/Narative - Title III - Immigrant Education

13. **The amount of funds shown in the space below reflects the LEA's 2023-24 Title III, Immigrant Education** allocation**, as identified previously in the application. This is the amount to be used as the LEA completes Items #14 and #15.**

0.00

14. **Upload a completed and signed copy of the *FS-10 Budget* for** Title III, Immigrant Education.

(Please Note **- a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).**

(No Response)

15. **Upload a completed copy of the *Budget Narrative* for** Title III, Immigrant Education.

(Please Note **- an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**

(No Response)

Budget/Narrative - Title IV, Part A

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2023-24 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transfered must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.
6. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by Title IV, Part A Use Funds category to align with the Title IV, Part A Use of Funds Chart.

16. **The amount of funds shown in the space below reflects the LEA's 2023-24 Title IV, Part A** allocation**, as identified previously in the application. This is the amount to be used as the LEA completes Items #17 and #18.**

26,529.00

17. **Upload a completed and signed copy of the *FS-10 Budget* for** Title IV, Part A.

(Please Note **- a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).**

Signed 2023-24 FS10 - Title IV 12.21.23.pdf

18. **Upload a completed copy of the *Budget Narrative* for** Title IV, Part A.

(Please Note **- an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**

2023-24 Budget_Narrative - BCSA - Title IV.docx.pdf

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Budget/Narrative - Title V Rural Low Income Students (RLIS)

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2023-24 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transfered must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

19. **The amount of funds shown in the space below reflects the LEA's 2023-24 Title V, Rural Low Income Students (RLIS)** allocation**, as identified previously in the application. This is the amount to be used as the LEA completes Items #20 and #21.**

0.00

20. **Upload a completed and signed copy of the *FS-10 Budget* for** Title V Rural Low Income Students (RLIS).

(Please Note **- a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).**

(No Response)

21. **Upload a completed copy of the *Budget Narrative* for** Title V Rural Low Income Students (RLIS).

(Please Note **- an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**

(No Response)

Funded Administrator

Please refer to the *Documents* panel along the left of the application for additional information and access to the "*Funded Administrative Position*" form.

22. **Does the LEA have any professional-level administrative or supervisory positions included in the FS-10 Budget forms submitted for the federal Titles?**

☐ Yes, the LEA does have professional-level administrative or supervisory positions included in the FS-10s submitted for one or more of the federal Titles.

☑ No, the LEA does not have professional-level administrative or supervisory positions included in the FS-10s submitted for any of the federal Titles.

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Submission Summary - Title I, Part A

BRONX CHARTER SCHOOL FOR THE ARTS - 320800860846

1. The following represents a summary of Title I, Part A funding figures based on the information provided in previous sections of the application.

	Title I, Part A Allocation ($)	Total Funds for Title I, Part A Purposes (Allocation + Transferability) ($)	Title I, Part A Per Pupil Amount ($)	Title I, Part A LEA Share ($)	Title I, Part A Private School Share ($)
Title I, Part A - Summary	333,124.00	333,124.00	625.00	333,124.00	0.00

2. The following represents *additional* Title I, Part A summary figures based on information provided is earlier sections.

	Title I, Part A LEA Reserves ($)	Title I, Part A LEA Funds Distributed to Public Schools (LEA Share minus Funds Reserved) ($)
Title I, Part A - Summary (Cont.)	10,000.00	323,124.00

Submission Summary - Title I, Part D

3. The following represents a summary of Title I, Part D funding based on information provided in previous sections.

	Title I, Part D Allocation ($)	Total Funds for Title I, Part D Purposes (Allocation +/- Transferability) ($)
Title I, Part D - Summary	0.00	0.00

Submission Summary - Title II, Part A

4. The following represents a summary of Title II, Part A funding based on information provided in previous sections.

	Title II, Part A Allocation ($)	Total Funds for Title II, Part A Purposes (Allocation +/- Transferability) ($)	Title II, Part A Per Pupil Amount ($)	Title II, Part A LEA Share ($)	Title II, Part A Private School Share ($)
Title II, Part A - Summary	37,900.00	64,429.00	104.59	64,429.00	0.00

Submission Summary - Title III ELL/Immigrant

5. The following represents a summary of Title III, Part A - ELL funding figures based on the information provided in previous sections.

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	Title III - ELL Allocation ($)	Total Funds for Title III - ELL Purposes (Allocation + Transferability) ($)	Title III - ELL Per Pupil Amount ($)	Title III - ELL LEA Share ($)	Title III - ELL Private School Share ($)
Title III - ELL Summary	11,589.00	11,589.00	163.23	11,589.00	0.00

6.

The following represents a summary of Title III, Immigrant Education funding figures based on the information provided in previous sections.

	Title III - Immigrant Allocation ($)	Title III - Immigrant Per Pupil Amount ($)	Title III - Immigrant LEA Share ($)	Title III - Immigrant Private School Share ($)
Title III - Immigrant Summary	0.00	0.00	0.00	0.00

Submission Summary - Title IV, Part A

7. **The following represents a summary of Title IV, Part A funding figures based on the information provided in previous sections of the application.**

	Title IV, Part A Allocation ($)	Total Funds for Title IV, Part A Purposes (Allocation +/- Transferability) ($)	Title IV, Part A - Per Pupil Amount ($)	Title IV, Part A - LEA Share ($)	Title IV, Part A - Private School Share ($)
Title IV, Part A - Summary	26,529.00	0.00	0.00	0.00	0.00

8. **The following represents a summary of the *total* Title IV, Part A allocation - BOTH public and private school shares -** use of funds **by content area based on the information provided in previous sections of the application.**

	Well Rounded Educational Opportunities Total	Safe and Healthy Students Total	Effective Use of Technology Total
Title IV Use of Funds - LEA Share	0.00	0.00	0.00

9. **The following represents a summary of Title IV, Part A - Private School Share** use of funds **by content area based on the information provided in previous sections of the application.**

	Well Rounded Educational Opportunities Total	Safe and Healthy Students Total	Effective Use of Technology Total
Title IV Use of Funds - Private School Share	0.00	0.00	0.00

Submission Summary - Title V Rural Low Income Students (RLIS)

10. **The following represents a summary of Title V Rural Low Income Students (RLIS) funding based on information provided in previous sections.**

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	Title V - RLIS Allocation ($)	Total Funds for Title V - RLIS Purposes (Allocation + Transferability) ($)
Title V RLIS - Summary	0.00	0.00