

**State Budget Reporting and Foundation Aid Survey - Budget Reporting****Background/Instructions**

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**Background and Instructions****Background**

Section 9-a of part A of chapter 56 of the laws of 2021, as amended by §5-a of part A of chapter 56 of the laws of 2022 requires, on or before July 1, 2022, every local educational agency (LEA) receiving funding from the Elementary and Secondary School Emergency Relief (ESSER) funding from the American Rescue Plan (ARP) act of 2021 to post on its website and submit to the New York State Education Department (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritize spending on non-recurring expenses as defined in section 9-a(1) of part A of chapter 56 of the laws of 2021. This updated plan must include:

- An analysis of public comment;
- Goals and ratios for pupil support;
- Detailed summaries of Investments in current year activities; and
- Balance of funds spent in priority areas.

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

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

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

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

**Instructions**

The *State Budget Reporting and Foundation Aid Survey* is due by July 1, 2022.

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business

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portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs) 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 survey materials to the Department.

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Use of Foundation Aid Increase

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Use of Foundation Aid Increase

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

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Increasing graduation rates and eliminating the achievement gap	NA	NA	NA
Reducing class sizes	Ensure small class size for primary-level students	Community continues to provide feedback that small class sizes should be a priority, particularly at the primary level	\$125,000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Provide multi-sensory literacy training for teachers of primary-level students & high school student support services	Parents provided feedback which indicate that we need to improve our instructional strategies for students who struggle to gain early literacy competency and over increases to student support services	\$126,200
Addressing student social-emotional health	Increase access to counseling supports for students at all schools	Community feedback continues to prioritize the need for increased supports related to the social and emotional wellness of students	\$175,804
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Increase to staffing to support English Language Learners	Our Equity Team, inclusive of stakeholders from our community, have identified addressing the needs of our ELLs as the highest priority for the next school year. Supporting them through teacher and teacher aide supports is a priority	\$184,000

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

Priority Area	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Expand use of innovative, highly effective instructional strategies by teachers	Introduce instructional coaching model for faculty at High School	Community feedback has expressed that we should continue to advance the use of innovative instructional practices for our students	150,000
(No Response)	(No Response)	(No Response)	(No Response)

Use of Foundation Aid Increase (Cont.)

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- 3. Please describe your analysis of public comment from parents, teachers, and other stakeholders on the plan. This analysis should include the approach to outreach that was implemented and common recommendations or suggestions. For recommendations not reflected in the plan above, what limitations or rationale led to the decision to not include? (250 words or less)**

The district utilized the ThoughtExchange tool to solicit feedback from our community regarding our vision for the upcoming school year, and their feedback on our current needs and future priorities. Common recommendations included a continued focus on meeting the social and emotional needs of students and to ensure that all students are receiving the academic support that they need. These suggestions led us to prioritize increasing our school psychologist and counselor staffing for the 2022/23 school year, as well as provide for training for primary level teachers in a multi-sensory literacy approach, and to create part-time pedagogical coaching positions at our High School.

The district has also received feedback regarding the need to continue to improve our outreach and engagement with our community's Spanish-speaking families. We provide translation services and ensure that our communications are accessible to our Spanish-speaking families, but based on the feedback that we have received, we recognize that more work needs to be done in this area. We did not address that recommendation specifically through the use of Foundation Aid; however, we have formed a community-wide group of invested thinkers regarding this topic, and we expect that the recommendations from this community-wide group will be implemented by the district in the 2022/23 and thereafter.

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ARP Spending Plan Reporting

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**American Rescue Plan (ARP) Spending Plan Reporting**

**1. Have you made changes to your approved ARP - ESSER application?**

- YES, the LEA has made changes to your approved ARP ESSER application.
- NO, the LEA has not made changes to your approved ARP ESSER application.

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

Public Comment was solicited through the web-based tool, ThoughtExchange. Participants included five demographic groups: Parents/Guardians, Faculty/Staff, Students, Community, and Others. This exchange included 308 participants that generated 289 thoughts and rated 7,148 thoughts of others. The most common themes included a focus on social/emotional supports and mental health, addressing learning loss, providing enriched learning opportunities, professional development, and building innovative learning environments.

**3. Please provide a description of program goals and per pupil teacher ratios for priorities supported by ARP - ESSER funding. Click on "Add Row" as needed to include additional program goals.**

Program Goals	Per Pupil Teacher Ratios (# : #)
The Croton School District is committed to providing our students with research-based supports for student academic recovery from learning lost due to the COVID-19 pandemic. The district will provide students with an opportunity to reengage and be supported in their learning through explicit instruction. Additional academic support teachers will work with students grades 5-9 to address learning loss among students, including students from low income families, students with disabilities, English language learners, and racial and ethnic minorities. Explicit instruction will be provided and progress will be closely measured and monitored.	40:1

**4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.**

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
The district has invested in the following activities: Professional development through the Ron Clark Academy- Representatives from our elementary and middle schools attended. These key members of faculty and administration were taught an innovative way of teaching through a three pronged approach. Data Analyst- The data analyst collects data from school and community sources for input into the school's database. This position is essential in the district meeting the reporting requirements to NYSED. The statistical information allows the district to make decisions based on accurate and realtime data. Summer programs - Remedial programs for learning loss were held over the summer break. The students chosen to participate were referred due to data supporting their performance compared to exiting grade level expectations. This program provided students with opportunities to reinforce learning in a smaller student to teacher ratio classroom. Students were taught strategies to support them in their learning long term.	29830

**American Rescue Plan (ARP) Spending Plan Reporting**

**5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.**

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person			

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ARP Spending Plan Reporting

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
instruction.	0	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	0	29,830	29,830
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.	66,026	91,300	92,826
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	12,987	89,923	82,346
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	19,339	25,000	25,000
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>98,352</b>	<b>236,053</b>	<b>230,002</b>

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

(No Response)