

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	As part of our recent district Strategic Planning, the district established a baseline of the Grade 9 cohort to set an improvement target to track students through their graduation year. The district currently has a graduation rate in the high 80 percentile. While we strive to have a 100% graduation rate, we must first understand the reasons our students are not graduating. Mitigation of chronic absenteeism will be addressed by identifying subgroups of students that are at risk. Suspension rates will also be examined by looking at referral data and discipline reports to determine underlying issues for root causes. To do this we have added more counselors and SEL support services as well as mental health clinics in the majority of our schools. The district will use metrics to track cohorts, which may include discipline data, referral data, as well as using the district benchmarking data such as STAR. The district will also offer equitable access to rigorous courses and enrichment opportunities. Public Comment to this ranged from the feeling that the district still needs to continue addressing learning loss due to the pandemic, with a school year of remote instruction. Tutors need to be available to students after school and over the summer. Additional support, such as Teaching Assistants are needed in difficult classrooms.	Community responded to add counselors, and give more support to teachers	338000
Reducing class sizes	N/A	N/A	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The district will continue the Mentor Scholar program which is a partnership with SUNY Oswego. This program is an afterschool mentoring program for our secondary at-risk students. We continue to have AIS (Academic Intervention	Community feedback had concerns over teacher training, and workshops for parents.	88000

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	Service) teachers providing supports in Math and Reading, for students who are not meeting the standards. The district has hired a Director of Math and Director of ELA which will push in to buildings to support instruction. The district will continue its partnership with the OCLI (Oswego County Literacy Initiative). Reading Coaches will support teachers as they seek to implement reading strategies in their classrooms throughout the school year. They will also help teachers interpret benchmarking and monitoring data which will allow them to plan and model Tier I instruction. This is systematically being expanded to grades 4-12. The K-3 program has garnered positive results. To prevent learning loss the district has implemented summer school programming for K-12 students that have been identified as needing more support and will focus on ELA and Math as well as credit recovery for secondary students. Growth will be monitored using I-Ready		
Addressing student social-emotional health	To support an increase in student achievement, the district has added more counselors and SEL support services as well as mental health clinics in the majority of our schools. COVID continues to play a major part in the behavioral problems seen in the classroom. Counselors will push in to classrooms for 2nd Step SEL lessons at the elementary level. Keeping students connected both emotionally and educationally will be progress monitored by daily check ins for students at risk at the secondary level.	Community Feedback said the top priority was to provide for more SEL for parents and family support at home. They also wanted extended learning time for their children.	50000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The district will monitor at risk sub groups, such as those in poverty, students with disabilities, English Language Learners and students experiencing homelessness. Benchmarking data from Star will be used to identify students needing additional academic support. Small group	community Feedback was for professional workshops for teachers to support these subgroups.	204000

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	instruction will be provided by increasing the number of teaching assistants in classrooms where students are struggling with Math and ELA concepts. Teams will identify at risk students in these subgroups and will make daily connections with these students. They will be trained in TCIS (Therapeutic Crisis Intervention for Schools) to provide crisis intervention for each building. All teachers will be trained with the Poverty Simulation Program to immerse them in the understanding student's in crisis. AIS support will be scheduled to allow more time on task for these subgroups.		

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 (\$)
(No Response)	(No Response)	(No Response)	(No Response)

Use of Foundation Aid Increase (Cont.)

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 used several avenues in order to engage a diverse representation of stakeholders while looking at the additional Foundation Aid in conjunction with the ESSA & ARP funding. The district sent out a survey to the school community and posted it on the website. The district received over a significant number of responses. Another survey was sent out specific to this additional funding for the current year. Of the responses received, the majority of the stakeholders wanted to continue support for SEL for families and students.

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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.

The district did not update the ARP plan for this year. The professional salaries and activities will continue as planned. A survey was conducted and sent out to all stakeholders by posting it to our district website. Social media was used along with ParentSquare messaging to alert the community of the survey posted. The public survey responses aligned with the district continuing the current programming by working with added academic support for both students and parent learning and also the continued social emotional support for students and families.

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 (# : #)
Summer School- Summer school programming will run for 6 weeks, K-12. The K-8 program will focus on ELA/Math and SEL. The program will be monitored for growth using I-Ready. 9-12 will use summer programming for credit recovery in subjects aligned to the current school year. There is professional development for teachers at the start of the program and aligned to the I-Ready platform.	70:250
Addition of Math AIS positions at the 5 elementary buildings and at the high school- the goal is to allow for smaller intervention classes and allow students to have experts lead the intervention time. Currently, students serviced by our AIS math teachers are capped at 8 students and students that don't fit into the groups meet with their classroom teachers for additional intervention time. This allows more students to be in small groups with a math expert. The STAR scores will be followed to see the impact of the better use of intervention or Tier II time.	5:100
Addition of 17 teaching assistants for Literacy program K-3 and 5 reading coaches in all 5 elementary buildings. This program is designed to create Tier II, intervention time, for all students at the K-3 level and 4-6 level. The program allows for small groups that will target learning gaps per student. The teachers are using an evidence based lesson for each independent skill aligned to the student's gaps identified by assessments (DIBELS). The reading coaches supported all the teachers and TA's during this time and beyond. The goal of the program is to catch students up from the learning gaps during the pandemic and better orient teachers toward teaching using science based reading strategies. The following year, Tier I will be inspected and aligned to the next generation standards. There is also the addition of a Director of Literacy that will be funded through Title II, general funding and ARP.	1:8
Additional of 6 counselors placed in 4 elementary buildings, middle school and high school. The addition of the counselors is to help with the social emotional learning loss and the behavioral problems experienced through COVID. This will allow more time in every building for counselors to push into classrooms for 2nd Step (SEL) lessons at the elementary level and SEL lessons tied to the CASEL SEL framework.	6:250

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 (\$)
After school tutoring- The current year, the district did not run after school programming, but will be adding this next year. The funding will cover teacher programming for K-12 after school tutoring and busing for	324,306

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
the students involved in the program.	

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 instruction.	0	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	33,017	33,017	33,017
Purchasing educational technology.	6,066	6,066	6,066
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.	1,410,479	1,410,479	1,410,479
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	415,300	415,300	415,300
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	986,174	986,174	986,175
Supporting early childhood education.	0	0	0
Other (please describe below)	412,771	0	0
Totals:	3,263,807	2,851,036	2,851,037

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

Other expenses will go one year to help offset the the district feeding program. It was used for paying support staff to run the program and also extra busing needed to deliver meals to students who were quarantined and received remote learning.