**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 Departent (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritized 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 LE 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 | n/a | n/a | 0 |
| Reducing class sizes | Keep grade level and subject level class sizes as low was possible while also offering electives, advanced coursework, academies, and specials | none | 2124462 |
| Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas | Provide academic intervention services to assist all students in meeting state learning standards | One comment in support provide additional support of additional interventions in math, reading, and writing to combat learning loss due to interrupted instruction | 202330 |
| Addressing student social-emotional health | n/a | n/a | 0 |
| Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness | Serve increasing population of ELL and SWD students | none | 716351 |

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 prioroty 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.)

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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)**

An email was sent out to all district stakeholders (parents, faculty, and staff), providing information on the reason for the plan, a link to where the draft plan was located on the district website, and the opportunity and method in which to provide input. The message and website also notes the method (email) to provide feedback at any time, even beyond this initial reporting period.

The district received input from two stakeholders (parents). One was regarding additional math, reading, and writing interventions to address learning loss. The other was for an additional groundskeeper to make the baseball field nicer. Learning loss is included extensively in our ARP grants, so we consider it included. We did not include the groundskeeper as the situation the parent is basing their recommendation on has been already addressed. We are reaching every parent and every faculty and staff member with our outreach. Based on minimal response, we can only assume that the plans for both our Foundation Aid and ARP plans suit the needs and best interests of our students, families, and employees.

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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 received input from two stakeholders.  One was regarding additional math, reading, and writing interventions to address learning loss. The other was for an additional groundskeeper to make the baseball field nicer.  Learning loss is included extensively in our ARP grants.  We did not include the groundskeeper as the situation the parent is basing their recommendation on has been already addressed and it's not relevant to any of the ARP grant funding purposes.

    We are reaching every parent and every faculty and staff member with our outreach.  Based on minimal response, we can only assume that the plans for both our Foundation Aid and ARP plans suit the needs and best interests of our students, families, and employees.

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 (# : #) |
|---|---|
| Safely returning students to in person instruction | 765:1 |
| Operating schools and meeting the needs of students | 595:1 |
| Purchasing educational technology | 1:1 |
| Addressing interrupted instruction and learning loss | 487:1 |
| Meeting students social, emotional, mental health, and academic needs | 632:1 |
| Summer, afterschool, and extended learning and enrichment programs | 564:1 |

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 ($) |
|---|---|
| Expansion of Math and Reading AIS programs. New ELA and reading intervention programs. Expansion of AP program. | 1040389 |
| Additional social worker, counselor, and psychologist FTEs along with social emotional trainings and learning programs (sy and summer) | 351822 |
| Expanded summer learning (academic and social emotional), new afterschool reading bootcamp, afterschool intervention program, and academic support during quarantine periods. | 324359 |

## 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. | 417,295 | 417,295 | 417,294 |
| Maximizing in-person instruction time. | 0 | 0 | 0 |
| Operating schools and meeting the needs of | | | |

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ARP Spending Plan Reporting

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| | 2021-22 School Year ($) | 2022-23 School Year ($) | 2023-24 School Year ($) |
|---|---|---|---|
| students. | 585,006 | 585,006 | 585,005 |
| Purchasing educational technology. | 672,026 | 325,012 | 325,011 |
| 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. | 1,040,389 | 869,375 | 869,375 |
| Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs. | 351,822 | 346,197 | 346,197 |
| Offering evidence-based summer, afterschool, and other extended learning and enrichment programs. | 324,359 | 324,359 | 324,359 |
| Supporting early childhood education. | 0 | 0 | 0 |
| Other (please describe below) | 0 | 0 | 0 |
| **Totals:** | **3,390,897** | **2,867,244** | **2,867,241** |

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

(No Response)