

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	by measuring the scores on ELA/Math/Science assessments and regents exams, supports were targeted to students with disabilities and those who were economically disadvantaged. Additionally, supports were targeted to increase the mastery level on regents exams, and also to increase the number of HS students enrolling in at least one AP course.	Although the graduation rates were high (94%), the comments indicated a desire for expanded opportunities and career pathways for students who may not be suited for college, including more academic structure for "kids in the middle". Also sought a closer look at needs of Special Education students. All recommendations were reflected in the plan.	314400
Reducing class sizes	Class sizes are assessed each year, with class rosters developed in order to enable all classes to be sized within teacher:student ratios set by the district for varying grade levels.	As measured by consistently high approvals of the proposed budget, staffing levels were maintained at levels that would enable smaller class sizes in keeping with targeted levels by grade.	314398
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	by measuring the scores on ELA/Math/Science assessments and regents exams, supports were targeted to students with disabilities and those who were economically disadvantaged. Additionally, supports were targeted to increase the mastery level on regents exams, and also to increase the number of HS students enrolling in at least one AP course.	The comments reflected a desire to provide supports for struggling learners and enrichment for advanced learners.	314398
Addressing student social-emotional health	by closely monitoring absenteeism and actively reaching out to those with chronic absenteeism, strive to provide appropriate supports to enable a return to school. Provide supports to minimize the need for suspensions/expulsions/disciplinary referrals, in hopes of increasing access to school resources. Offer expanded counseling, guidance and social worker supports to students struggling with SEL. Provide classroom instruction from counseling staff, on important SEL topics.	The comments reflected a desire to see students prepared for the next stage of life, as a productive member of society. Wanted to see students well-rounded, happy and kind, possessing self-confidence and self-worth. Also important was acquiring a lifelong love of learning, and for students to be globally aware.	314398
Providing adequate resources to English language learners, students with disabilities, and students experiencing	by measuring the scores on ELA/Math/Science assessments and	The comments reflected a desire to support all students especially those from	314398

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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 (\$)
homelessness	regents exams, supports were targeted to students with disabilities and those who were economically disadvantaged. Additionally, supports were targeted to increase the mastery level on regents exams, and also to increase the number of HS students enrolling in at least one AP course.	marginalized or historically underperforming populations.	

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)

1,401 students in grades 6-12 completed the survey, 554 community members, and 226 staff members. The common themes in the responses were that the quality of education was still excellent, but felt that with the academic focus on ELA & Math, there was a decline in social studies and science. It was noted that there were still plenty of opportunities for students to succeed. Teachers were trying to meet higher standards, but felt that sometimes students were unprepared for the rigor, which was a challenge. There were mixed responses about the role of technology when evaluating the quality of the educational program. The top ten areas that the district was asked to focus on were: quality of teaching staff; preparing students with life skills; students' social/emotional development; respect for cultural and individual differences; rigorous academic program; project-based learning experiences; aligning curriculum and instruction to job market; addressing achievement gaps between subgroups of students; individualized/differentiated education for each child; access to cutting-edge technology.

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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.

None.

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 (# : #)
Key indicators of success are: <ol style="list-style-type: none"> 1. Student Growth - Measuring the growth of students toward the goal of college and career acknowledges the value that schools add to students each year. 2. College & Career Readiness - Measuring student experiences and development of skills acknowledges the necessities of the work required in college and a career. 3. Academic Benchmarks - Measuring students in comparison to benchmarks acknowledges an expected level of attainment for students to be ready for college and a career. 4. Social & Emotional Learning - Measuring students' social-emotional learning acknowledges the critical role of SEL in improving academic performance and lifelong learning. Key metrics are: <ol style="list-style-type: none"> 1. Attendance 2. Discipline 3. NYS Tests 4. AP Examinations 5. i-Ready 6. Classroom Performance 7. Climate Survey Results 8. Co-Curricular Engagement Key interventions include: <ol style="list-style-type: none"> 1. High-frequency tutoring: Paper Tutoring Platform 2. COVID Supplemental Instruction 3. Summer Academic Recovery Program: Credit Recovery/Credit Repair 4. Summer Programming: ELF (Early Learning Focus) Grades K-2 5. Summer Programming: Step-Up Middle School Summer Learning Program Remaining funds will be spent to support the need to redesign classrooms into more flexible learning spaces.	20:1

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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
<ol style="list-style-type: none"> 1. High-frequency tutoring: Paper Tutoring Platform 2. COVID Supplemental Instruction 3. Summer Academic Recovery Program: Credit Recovery/Credit Repair 4. Summer Programming: ELF (Early Learning Focus) Grades K-2 5. Summer Programming: Step-Up Middle School Summer Learning Program 	1923020.15

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Summary of New Programs <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
Remaining funds will be spent to support the need to redesign classrooms into more flexible learning spaces.	

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.	115,200	30,062	30,062
Operating schools and meeting the needs of students.	17,443	30,062	30,062
Purchasing educational technology.	82,573	135,781	135,781
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.	144,300	56,166	56,166
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	75,336	56,166	56,166
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	50,001	50,001
Supporting early childhood education.	0	0	0
Other (please describe below)	1,488,168	1,771,064	1,771,063
Totals:	1,923,020	2,129,302	2,129,301

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

Classroom furniture, outdoor learning spaces, ventilation systems, classroom remodeling