

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	<p>The Pillars of Professional Practice are strategies to address and support students, educators and families at all levels around a continuous cycle of improvement and success. The strategies are research-based, proven effective methodologies that provide a framework for daily actions and interactions of all stakeholders. These Pillars when consistently practiced result in accelerated student achievement and social-emotional well-being within an environment of continuous improvement. Professional development is high quality, multimodal, protocol-driven, interactive, and aligned to the New York State NGLS and District Instructional Foci. It is focused, continuous, and its impact measured by student outcomes. Analysis of student work and performance data is continuously examined through grade level and department meetings, congruence, faculty meetings and within Professional Learning Communities (PLCs), to plan for and adjust instruction. PLCs use root cause analysis to identify problems of practice, potential change ideas to implement and monitor, and make learning public throughout all levels of the organization. Teachers adjust instructional practices to meet the needs of diverse learners. To improve student outcomes, teachers employ the Continuous Learning Cycle, use culturally authentic materials that are on grade level and aligned to the NGLS, integrate technology, conduct data dives and establish action plans. Teachers are expected to communicate with students, families and administrators, to explore different ways to motivate students, and to engage and inform them how the child</p>	<p>18% of feedback reflected: Technology and afterschool programs technology and school building infrastructure.</p>	<p>150400</p>

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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 (\$)
	is doing in class and what is needed to perform better. Through collegial support, professional development and 21st century materials, Yonkers teachers teach and reach all students.		
Reducing class sizes	The District focuses on increased time on task with Culturally Responsive instructional programs embedded in professional learning communities, by creating a data driven culture, establishing/enhancing school specific research based philosophies/models and ensuring that there are professionals to support student social and emotional needs, Multilingual Learners (MLLs), and students with special needs. The District added Certified Teaching Assistants districtwide to reduce student/teacher ratio. The District hired certified ESOL teachers to push into classrooms as well as instruct during extended school day programs to reduce class sizes. This structure allows the schools to prepare youth for graduation, college and careers that emerge in the future, especially around design, innovation, and new fields leveraging technology.	25% of feedback reflected: Professional development for teachers and leaders to build instructional capacity around the instructional priorities of the district.	212494
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The district provide supports through rigorous, evidence-based instruction after school programs, mentoring, credit recovery, increase available to all students. Provide new online tools and instructional materials to support classroom lessons and overall learning. More community projects and parent outreach. Throughout the school year as teachers undergo professional development to increase their mastery of evidence-based interventions that target these two instructional foci, the LEA - in collaboration with the teachers, parents, and administrators - can examine the qualitative and quantitative changes to performance on writing assessments, both formative and summative, and examine their academic-subject teachers'	75% of feedback reflected: School safety, provide resources for all students to achieve in school, additional student support programs/services.	4192973

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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 (\$)
	feedback on these students' growing oracy and literacy in science, mathematics, social studies, and English language arts.		
Addressing student social-emotional health	The District conducted formal and informal needs assessments to determine the social, emotional, mental health, and academic needs of students who are disproportionately impacted by the COVID-19 pandemic including but not limited to students experiencing homelessness, and in foster care by performing data analysis as well as maintaining continuous discussions with families, school principals, and teachers to assist in obtaining relevant information to support families. The District created a Homeless Liaison position. This individual is responsible for the identification, enrollment, referrals, parental involvement, colleague training as well as to meet the needs of unaccompanied youth and foster students. The District will continue to engage in collaboration with family shelters and other agencies involved in providing services to families and students who are experiencing housing insecurities, foster students and migratory students. The District will continue to meet the academic needs of students in relation to technology and internet access to students experiencing homelessness by identifying students in need of devices and internet connection access. The District maintains child study teams. The charge for these teams is to review programs/materials to ensure that academic and social/emotional needs are addressed through a response to intervention framework. The work of this team includes students from all subgroups.	75% of feedback reflected: DEI Training for faculty and staff as well as guidance/social workers to help with mental health issues as well as resources for technology.	1169628
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The district's rigorous, evidence-based instruction after school programs and summer programs are available to all students including MLLs, students with	71% of feedback reflected: Strengthening the PBIS framework throughout the District and deepening stakeholders understanding of MTSS Tier II	3003131

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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 (\$)
	<p>disabilities, students experiencing homelessness, children in foster care and migratory students. All current ELA and Math core materials include components for MLLs and SWD. Teachers are trained on these materials and are expected to implement them in the classroom. Administrators conduct walkthroughs to ensure use of materials. The past five years' of NYSESLAT data across grades K-12 have revealed a few instructional priorities. Given the pattern of writing being their lowest scores on the NYSESLAT, accelerating MLLs' writing skills across grade levels is one priority. Another priority pertains to equity in rigorous instruction: increasing teachers' and students' capacity to understand and demonstrate discipline-specific oracy and literacy in oral and print-based interactions in core subject areas. To address these priorities, the District has identified professional development to teachers: Quality Teaching for English Learners (QTEL) and ongoing monthly sessions focused on improving teachers' instructional practices in light of direct observations of MLLs' learning through the NYSED MLL Shadowing Protocol and other observation tools. The District has selected as its evidence-based intervention for SIFE the Bridges for Academic Success curriculum with teacher professional development. This innovative curriculum offers SIFE both Integrated ENL/ELA instruction and Stand-Alone ENL instruction to build reading skills for SIFE, and the principles and materials are anchored in the research findings of Auslander (2019). The District offers a Saturday and summer academy for SIFE.</p>	<p>interventions are continuing program development needs. Targeted initiatives to address the needs of sub-groups (LGBTQ+, displaced students and students in Foster Care) are also required. Pupil Support Service increases at each building; Funding for Extra and Co Curricular Advisors and Activities</p>	

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.

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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.)

- 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 Yonkers City School District created a survey on our website to seek comments from all stakeholders as well as a had a public hearing to June 14, 2022 to seek further comments from the community. The link was shared via e-mail and a public notice was sent out regarding the public hearing. The link was available for review and comments leading up to the public hearing.

Stakeholders were giving the option to pick multiple top priorities. Their comments and suggestions are listed below.

75% of the feedback reflected their top priority as providing supports for students who ARE NOT MEETING state learning standards in core academic subject areas. Their comments reflected School safety, provide resources for all students to achieve in school, additional student support programs/services & reduce class sizes,

75% of the feedback reflected their top priority as Addressing student social-emotional health. Their comments reflected SDEI Training for faculty and staff as well as guidance/social workers to help with mental health issues as well as resources for technology.

71% of the feedback reflected their top priority as Providing adequate resources to students experiencing homelessness, ELL's and SWD's. Their comments reflected Strengthening the PBIS framework throughout the District and deepening stakeholders understanding of MTSS Tier II interventions are continuing program development needs. Targeted initiatives to address the needs of sub-groups (LGBTQ+, displaced students; Pupil Support Service increases at each building; Funding for Extra and Co Curricular Advisors and Activities; Supply every student with an electronic device

36% of the feedback reflected their top priority as eliminating the achievement Gap. Their comments reflected Afterschool programs for middle and high school students. Civics and anti bullying. Supply every student with an electronic device.

25% of the feedback reflected their top priority as reducing class size. Their comments reflected Professional development for teachers and leaders to build instructional capacity around the instructional priorities of the district.

18% of the feedback reflected their top priority as increasing graduation rates. Their comments reflected Technology and afterschool programs technology and school building infrastructure.

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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 Yonkers City School District created a survey on our website to seek comments from all stakeholders as well as a had a public hearing to June 14, 2022 to seek further comments from the community. The link was shared via e-mail and a public notice was sent out regarding the public hearing. The link was available for review and comments leading up to the public hearing.

Stakeholders were giving the option to pick multiple top priorities. Their comments and suggestions are listed below.

75% of the feedback reflected their top priority as providing supports for students who ARE NOT MEETING state learning standards in core academic subject areas. Their comments reflected School safety, provide resources for all students to achieve in school, additional student support programs/services & reduce class sizes,

75% of the feedback reflected their top priority as Addressing student social-emotional health. Their comments reflected SDEI Training for faculty and staff as well as guidance/social workers to help with mental health issues as well as resources for technology.

71% of the feedback reflected their top priority as Providing adequate resources to students experiencing homelessness, ELL's and SWD's. Their comments reflected Strengthening the PBIS framework throughout the District and deepening stakeholders understanding of MTSS Tier II interventions are continuing program development needs. Targeted initiatives to address the needs of sub-groups (LGBTQ+, displaced students; Pupil Support Service increases at each building; Funding for Extra and Co Curricular Advisors and Activities; Supply every student with an electronic device

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25% of the feedback reflected their top priority as reducing class size. Their comments reflected Professional development for teachers and leaders to build instructional capacity around the instructional priorities of the district.

18% of the feedback reflected their top priority as increasing graduation rates. Their comments reflected Technology and afterschool programs technology and school building infrastructure.

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 (# : #)
Increasing graduation rates and eliminating the achievement gap The Pillars of Professional Practice are strategies to address and support students, educators and families at all levels around a continuous cycle of improvement and success. The strategies are research-based, proven effective methodologies that provide a framework for daily actions and	1:138

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>interactions of all stakeholders. These Pillars when consistently practiced result in accelerated student achievement and social-emotional well-being within an environment of continuous improvement. Professional development is high quality, multimodal, protocol-driven, interactive, and aligned to the New York State NGLS and District Instructional Foci. It is focused, continuous, and its impact measured by student outcomes. Analysis of student work and performance data is continuously examined through grade level and department meetings, congruence, faculty meetings and within Professional Learning Communities (PLCs), to plan for and adjust instruction. PLCs use root cause analysis to identify problems of practice, potential change ideas to implement and monitor, and make learning public throughout all levels of the organization.</p> <p>Teachers adjust instructional practices to meet the needs of diverse learners. To improve student outcomes, teachers employ the Continuous Learning Cycle, use culturally authentic materials that are on grade level and aligned to the NGLS, integrate technology, conduct data dives and establish action plans. Teachers are expected to communicate with students, families and administrators, to explore different ways to motivate students, and to engage and inform them how the child is doing in class and what is needed to perform better. Through collegial support, professional development and 21st century materials, Yonkers teachers teach and reach all students.</p>	
<p>Addressing student social-emotional health</p> <p>The District conducted formal and informal needs assessments to determine the social, emotional, mental health, and academic needs of students who are disproportionately impacted by the COVID-19 pandemic including but not limited to students experiencing homelessness, and in foster care by performing data analysis as well as maintaining continuous discussions with families, school principals, and teachers to assist in obtaining relevant information to support families.</p> <p>The District created a Homeless Liaison position. This individual is responsible for the identification, enrollment, referrals, parental involvement, colleague training as well as to meet the needs of unaccompanied youth and foster students.</p> <p>The District will continue to engage in collaboration with family shelters and other agencies involved in providing services to families and students who are experiencing housing insecurities, foster students and migratory students.</p> <p>The District will continue to meet the academic needs of students in relation to technology and internet access to students experiencing homelessness by identifying students in need of devices and internet connection access.</p> <p>The District maintains child study teams. The charge for these teams is to review programs/materials to ensure that academic and social/emotional needs are addressed through a response to intervention framework. The work of this team includes students from all subgroups.</p>	1:212
<p>Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness</p> <p>The district's rigorous, evidence-based instruction after school programs and summer programs are available to all students including MLLs, students with disabilities, students experiencing homelessness, children in foster care and migratory students.</p> <p>All current ELA and Math core materials include components for MLLs and SWD. Teachers are trained on these materials and are expected to implement them in the classroom. Administrators conduct walkthroughs to ensure use of materials.</p> <p>The past five years' of NYSESLAT data across grades K-12 have revealed a few instructional priorities. Given the pattern of writing being their lowest scores on the NYSESLAT, accelerating MLLs' writing skills across grade levels is one priority. Another priority pertains to equity in rigorous instruction: increasing teachers' and students' capacity to understand and demonstrate discipline-specific oracy and literacy in oral and print-based interactions in core subject areas. To address these priorities, the District has identified professional development to teachers: Quality Teaching for English Learners (QTEL) and ongoing monthly sessions focused on improving teachers' instructional practices in light of direct</p>	1:23

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>observations of MLLs' learning through the NYSED MLL Shadowing Protocol and other observation tools.</p> <p>The District has selected as its evidence-based intervention for SIFE the Bridges for Academic Success curriculum with teacher professional development. This innovative curriculum offers SIFE both Integrated ENL/ELA instruction and Stand-Alone ENL instruction to build reading skills for SIFE, and the principles and materials are anchored in the research findings of Auslander (2019). The District offers a Saturday and summer academy for SIFE.</p>	

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 (\$)
<p>The District expanded summer programs:</p> <p>Continue to expand YPS Elementary Summer program to reach over 1500 students including special education students and Multilingual Learners. The Elementary 2022 Summer Academy will integrate leadership and life skills to expand learning beyond the school year and continue to re-engage our students in their own learning. Our goal is to embrace our students' leadership skills and set them up for success in the next school year. Our families are a key component to the success of our students. We will also offer a Family Academy to strengthen the home-school connection.</p> <p>The goal is to:</p> <ul style="list-style-type: none"> • Build leadership and life skills • Support student individual academic needs • Prepare students for the upcoming school year • Integrate social-emotional supports • Integrate Expressive Arts Instruction • Engage students in enriched hands-on learning experiences <p>Our summer program will provide learning experiences in which students will participate in highly engagement games and activities, creating positive experiences and relationships in order to also attend to the social emotional needs of the students.</p>	4315222
<p>The District created a new Aquatic Therapy Program for our students with disabilities.</p> <p>The Aquatic Therapy Program is designed to improve strength, coordination, gross motor development and reflex repatterning for students with certain limitations. We would be working with consultants (Swim Angelfish) on an adaptive swimming program. The founders, Cindy Freedman, MOTR and Ailene Tisser, MA, PT have developed an adaptive swim methodology (Swim Whisperers®), specifically designed to help children with Autism, sensory and motor coordination issues, anxiety, trauma, or discomfort in the water, to become safe and independent swimmers.</p>	1018055

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.	0	0	0

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Purchasing educational technology.	0	0	0
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.	9,055,865	17,181,002	17,667,489
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	205,491	205,491	821,964
Supporting early childhood education.	0	0	0
Other (please describe below)	5,804,150	11,678,209	12,029,915
Totals:	15,065,506	29,064,702	30,519,368

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

Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.