

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	CSDNR's overall high school graduation rate for 2021-2022 was 82%.8%. The graduation rates for 2021-2022 for English Language Learners was 43%; SWD is 66%, African American/Black is 84.2% and Hispanics/Latinos is 76.3% The goal is to increase the graduation rates by 10% overall and for each of the subgroups. Focus is on eliminating the achievement gap for English Language Learners and Special Education students.	The community and Board of Education has strongly voiced the importance of improving graduation rate. An African-American/Latino Taskforce was created comprised of parent, teaching staff, administrators and assistant superintendents to review data for the three subgroups and develop recommendations to increase graduation rates and close the achievement gap among the subgroups. Community members have been vocal in needing to ensure that disproportionality for all subgroups is closed. Support is being given for additional tutoring services for students via after-school and summer-school opportunities, access to 24/7 online tutoring support, and the establishment of an online public facing dashboard to progress monitor progress toward increase graduation rates. Class enrollment and trend data are used to project beyond the 22-23 academic year.	3142921
Reducing class sizes	Class sizes in the CSDNR are currently at an average of 22 students in grades K-12. CSDNR's goal is to continue to maintain smaller class sizes in the elementary schools where possible. The Office of Curriculum and Instruction is working on identifying an SOS (Standards of Model) that will assist in determining the optimal teacher student ratio to maximize resources, support future programming development, and financial planning.	Parents and school administration continue to advocate for maintaining a small class size to be able to respond to student need in response to learning loss and social emotional learning. Further, despite the decrease in COIVD cases, smaller class sizes support the idea of a safer school environment where students can spread out further. Funds are being used to pay to maintain K-12 subject area positions, in addition to adding SEL providers and Academic Intervention Services where student can be provided with one-on-one attention with a certified teacher in a smaller setting. Funds are supporting the purchase of additional resources to support social-emotional learning, during, after-school, summer-school, and teacher training. Additional	0

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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 (\$)
		staff have been identified to provide AIS (Academic Intervention Services) for Math and ELA K-8 and credit recovery courses at NRHS.	
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	For the 2021-22 school year our local ELA assessments demonstrated that 49% of students in K-8 are reading below grade level and 39.0% are performing below grade level in mathematics. Additionally, our 2018-19 NYSED ELA data indicated that that 52.7% of our students were not meeting NYS proficiency; NYSED 3-8 Math data shows that 50.1% were not performing at grade level. CSDNR goal is to increase levels of proficiency on the NYSED Math and ELA and local assessments by 10% for the 2022-23 school year. CSDNR's goal is to ensure that its diverse student population has access to and succeed in culturally responsive, advanced coursework from elementary schools through high school including gifted and talented programs, dual enrollment, and Advanced Placement courses. CSDNR's goal is to ensure that its diverse student population has access to and succeed in culturally responsive, advanced coursework from elementary schools through high school including gifted and talented programs, dual enrollment, and Advanced Placement courses. CSDNR's goal is to increase the number of students participating in advanced coursework at NRHS by 10% for the 2022-2023 school year.	Similarly, the African-American/Latino Taskforce was created comprised of parent, teaching staff, administrators and assistant superintendents to review data for the three subgroups and develop recommendations to increase graduation rates and close the achievement gap among the subgroups via tiered supports. Community members have been vocal in needing to ensure that disproportionality for all subgroups is closed. Board leadership, members of the district Equity and Access Committee, mirrors, parent survey data that a clear vision and implementation of MTSS (Multi-Tiered Systems of Support) is necessary.	3142922
Addressing student social-emotional health	The primary goal is to develop a focus on the whole child, hiring additional clinicians to be present for students, and able to respond to crisis. Increased partnerships with local and regional agencies focused on bringing more services into the school building. Much focus is places on student mental and physical safety, parent engagement, and the development of wrap-around services.	students are getting their social emotional needs met. Children must be heard and have a sense of belonging. Additionally, they should have the right to advocate for themselves (Agency).	4625464

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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 (\$)
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	CSDNR will develop a cohesive districtwide approach to teaching and learning. The curriculum, instructional strategies, assessments, academic interventions and grading practices will be consistent and equitable to address the needs of SWD and English Language Learners. For the 2022-23 school year three additional TESOL/ELA/Special Education teachers have been hired to support the ELL and SWD population. CDSNR's goal is to increase the number of students participating in advanced coursework at NRHS by 10% for the 2022-2023 school year. CSDNR will develop a cohesive districtwide approach to teaching and learning. The curriculum, instructional strategies, assessments, academic interventions and grading practices will be consistent and equitable to address the needs of SWD and English Language Learners. For the 2022-23 school year three additional TESOL/ELA/Special Education teachers have been hired to support the ELL and SWD population. Community voiced opinions on supporting English Language Learners and SWD. The general budget for the 2022-23 academic year included the additional staff to support the expansion of co-teaching within Special Education and additional TESOL/ENL support at NRHS. Further, clarity on RTI (Response to Instruction) delivery is being discussed with school leadership and RTI Steering Committee consisting of administrators, teachers, and clinicians.	The community and Board of Education has strongly voiced the importance of improving graduation rate. An indicated, an African-American/Latino Taskforce was created comprised of parent, teaching staff, administrators and assistant superintendents to review data for the three subgroups and develop recommendations to increase graduation rates and close the achievement gap among the subgroups. Community members have been vocal in needing to ensure that disproportionality for all subgroups is closed. Fureza Latina, a community group, has scheduled every other month meetings with the Superintendent of Schools to check-in on progress made in supporting ESOL/ENL and native Spanish speaking students within the district. Community voiced opinions on supporting English Language Learners and SWD. The general budget for the 2022-23 school year includes four additional ENL teachers. Three at NRHS and a fourth at Columbus Elementary School, that as a larger ENL student population. Currently, there is exploration on expanding the leadership of the Office of Instructional Supports.	3142921

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 (\$)
N/A	N/A	N/A	0

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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)**

Public comments from parents, teachers, and other stakeholders on the plan focused on two primary areas - unfinished learning and social emotional learning. Outreach was conducted via survey, invitation to discuss, and via task-force work. Parents wanted to make sure that enough resources landed at the building level through staffing and building based opportunities for students to reengage and be successful. In essence, experiencing a new level of normalcy of schooling, with added supports, to get back on track. Teachers and Leaders were concerned about identifying the correct instructional strategies to maximize time in schools, accelerate learning, and providing social emotional supports as students reengage with school. In some instances the adults, themselves, inquired about support for their own social emotional well-being. Decisions were based on this feedback and being more strategic in decision making as the district re-cultures around student voice, creating a sense of belonging for all parties, and addressing unfinished learning.

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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.

Overwhelming for a focus on SEL (Social Emotional Learning) and unfinished learning have risen to the top of interest in focusing the work. Community members have been vocal in needing to ensure that disproportionality for all subgroups is closed. Further, despite the decrease in COIVD cases, smaller class sizes support the idea of a safer school environment where students can spread out further Safety and ensuring schools are taking proper steps to respond to student need if key. The community and Board of Education has strongly voiced the importance of addressing a need for closing the achievement gap and creating a culturally responsive school district. Additional staff, to meet the SEL needs, acceleration of teaching, supporting the whole child, and operational effectiveness/transparency were also lifted.

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 (# : #)
Safety Ensure that each campus is equipped with DBD BiPolar Ionization to ensure air quality exceeds industry standards for 100% of students and staff.	9818:990
Instructional Time Support the expansion of AIS servcies in ELA and Math by hiring additional teachers. Further, support in exapandign access to the arts.	440:4
Operating Schools The Assist Princpal hired to support continues to assist in operaionaling systems after a return form COVID-19. Additionally,	9818:990
Technology Ensure that all students have access to Wi-Fi- and hardware to access/ support teaching and learning. In addition, staff having tools available to support learning.	9818:990
Learning Loss, ENL/SPED Support students needing addition support to make up for learning loss.	3273:990
Social Emotional Learning Support all students and staff with supports inclusive of someone to connect with, resources to access if needed, and continuous integration of SEL into teaching and learning.	9818:990
Summer/Extended Day Ensures providing additional time for students to engage in teaching and learning activities related to enrichment, acceleration, and social emotional learning.	9819:990

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 (\$)
Safety Continuation of completing change over to full DBD BiPolar Ionization at each school. 85% completed. Rewiring of electricity to certain areas (locations within buildings) are still being worked on. Completion	1,810,291

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
will make New Rochelle the first with full air purification capacity via DBD BiPolar Ionization.	
<p>Instructional Time Support the expansion and retention of teachers supporting students during school hours. Two additional teachers were hired to support academic intervention services, and teachers across the district K-12 engaged in professional learning on how to respond to unfinished learning via small group targeted instruction in Tier I. Additional work was completed in redefining practice and cut points for Response to Intervention. Two new positions allow for greater support of technology integration at the middle and high school levels.</p>	420,000
<p>Operating Schools School Leadership has supported reorganization and adjusting, as needed, resources, in the operations of schooling. Staffing adjustment made when necessary and repurposing of space. Instructional supports to support the work include the beginning stages of curriculum pacing charts, dashboard of student performance data, and redesigned assessments to support initial, ongoing, and summative.</p>	976,274
<p>Technology Continuation of data service plans are needed to maintain access to initial purchases of software and hardware to support teaching and learning. While not a purchase of hardware data service is categorized as technology as it is in support of this goal attainment.</p>	120,000
<p>Learning Loss, ENL/SPED The purchase of licenses for Tutor.com has allowed all students in the system to gain access to academic supports 24/7. As of the date of this report 3,689 students have tapped into this service. 50.1% the tutoring service can be accessed in both English and Spanish. Support was given to recrafting pacing charts for K-12 classrooms with an integration of technology, ENL/SPED under Summer/Ext. Day.</p>	984,102
<p>Social Emotional Learning The first of two key investments are in the hiring of ten additional support staff. seven social workers and three school counselors to support the emotional well-being of students. The second, is the integration of SEL (Social Emotional Learning) programming into summer school.</p>	1,924,838
<p>2581 students were served in the 2021 summer school program. In addition, the district has increased partnerships with external partners. Three strengthened partnerships include the Harris Foundation, Boys and Girls Club, and Mary McCormick (SEL) service provider - Jefferson and Webster Elementary Schools throughout the school year and in all summer program locations.</p>	983,205

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.	1,810,291	1,810,291	1,250,000
Maximizing in-person instruction time.	420,000	420,000	420,000
Operating schools and meeting the needs of students.	969,931	976,274	2,720,542
Purchasing educational technology.	1,680,908	120,000	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	977,829	984,102	984,102

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
experiencing homelessness.			
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	419,674	1,924,838	2,280,952
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	850,116	983,205	2,255,755
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	7,128,749	7,218,710	9,911,351

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

N/A