

State Budget Reporting and Foundation Aid Survey - Budget Reporting**Background/Instructions**

Page Last Modified: 06/06/2022

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

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Background/Instructions

Page Last Modified: 06/06/2022

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.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 07/01/2022

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	Target is to increase graduation rates to 75% in 22-23	Eliminating the achievement gap and increasing the graduation rate is a Board of Education and community priority. Targeted programs to address high needs areas are required to help all students work at and above grade level leading to long-term academic success.	\$8,330,667
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	Reduce drop-out rate to 10% in 22-23; Reduce chronic absenteeism to 23% (Grades 1-8) and 40% (Grades 9-12) in 22-23	Community members have expressed support for additional staff and resources to remove barriers to attendance and improve delivery of academic programs to enable students to meet state learning standards. The lack of academic success is a significant cause for chronic absenteeism and student drop-outs.	\$2,584,781
Addressing student social-emotional health	Reduce out of school suspensions by 5% in 22-23; 100% of schools to be restorative practices schools in 2023	A number of Public Budget Hearing speakers stressed the need for improving student social-emotional support through the addition of mental health counselors.	\$455,695
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Increase percentage of Students with Disabilities in Least Restrictive Environment to 70% of time in 22-23	Many parents, staff members, and community stakeholders spoke in favor expanding the Rochester International Academy to a K-12 Model.	\$269,536

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.)

State Budget Reporting and Foundation Aid Survey - Budget ReportingUse of Foundation Aid Increase

Page Last Modified: 07/01/2022

- 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)**

Community members and stakeholders were involved continuously throughout the creation of the RCSD strategic plan which created the key metrics for 2020 through 2023. The District conducted multiple public forums in the 2021-2022 school year to support the creation of the 2022-2023 budget and use of foundation aid funding. Improving Student achievement and graduation rates were a consistent theme from students, parents, and community stakeholders. Community input focused on recommendations to address school safety, supports for students with disabilities and ELL students, as well as providing social-emotional supports for at-risk students.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

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 LEA has not yet made any changes to our approved ARP ESSER application. An analysis of public comment for the District's original application can be accessed as part of the RCSD Federal Relief Funding Plan.

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 (# : #)		
<p>Priority 1 - Rigorous Academics & Instruction</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Initiatives</p> <ul style="list-style-type: none"> • Supporting High Quality Learning Environments • Improving Academic Programs • District-Based Expanded Learning Programs • Supporting Digital Learning • Improving Learning for Students with Disabilities • Supporting ENL Achievement • Building Staff Capacity for Student Success • East EPO Technical Assistance Center: Curriculum and Professional Development • Transforming Instruction • School Redesign and Program Diversification • Building Freshman Academies • Promoting College & Career Readiness </td> <td style="vertical-align: top;"> <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Increased levels of student engagement • Increased levels of proficiency in ELA and Math • Increased graduation rate for all subgroups • Increased teacher capacity to provide high-quality, culturally responsive learning experiences • Increased student ELA proficiency • Increase in Regents Exam passing rates • Increase in student college and career readiness • Increased student access to CTE curriculum </td> </tr> </table>	<p>Initiatives</p> <ul style="list-style-type: none"> • Supporting High Quality Learning Environments • Improving Academic Programs • District-Based Expanded Learning Programs • Supporting Digital Learning • Improving Learning for Students with Disabilities • Supporting ENL Achievement • Building Staff Capacity for Student Success • East EPO Technical Assistance Center: Curriculum and Professional Development • Transforming Instruction • School Redesign and Program Diversification • Building Freshman Academies • Promoting College & Career Readiness 	<p>Intended Outcomes</p> <ul style="list-style-type: none"> • Increased levels of student engagement • Increased levels of proficiency in ELA and Math • Increased graduation rate for all subgroups • Increased teacher capacity to provide high-quality, culturally responsive learning experiences • Increased student ELA proficiency • Increase in Regents Exam passing rates • Increase in student college and career readiness • Increased student access to CTE curriculum 	N/A
<p>Initiatives</p> <ul style="list-style-type: none"> • Supporting High Quality Learning Environments • Improving Academic Programs • District-Based Expanded Learning Programs • Supporting Digital Learning • Improving Learning for Students with Disabilities • Supporting ENL Achievement • Building Staff Capacity for Student Success • East EPO Technical Assistance Center: Curriculum and Professional Development • Transforming Instruction • School Redesign and Program Diversification • Building Freshman Academies • Promoting College & Career Readiness 	<p>Intended Outcomes</p> <ul style="list-style-type: none"> • Increased levels of student engagement • Increased levels of proficiency in ELA and Math • Increased graduation rate for all subgroups • Increased teacher capacity to provide high-quality, culturally responsive learning experiences • Increased student ELA proficiency • Increase in Regents Exam passing rates • Increase in student college and career readiness • Increased student access to CTE curriculum 		
<p>Priority 2 - Social and Emotional Learning Support</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Initiatives</p> <ul style="list-style-type: none"> • Creating a Culture of Support • Supporting Equity, Inclusion, and Social-Emotional Learning </td> <td style="vertical-align: top;"> <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Students empowered to lead their own learning resulting in anticipated decreases in disciplinary infractions • Decrease in the frequency of violent incidents in schools • Greater number of in-District placements of students with severe behavioral challenges • Anticipated improvements observed in school climate data • Anticipated drop in suspensions and improvement in school climate • Anticipated decrease of 10% or more in disciplinary referrals and out-of-school suspensions </td> </tr> </table>	<p>Initiatives</p> <ul style="list-style-type: none"> • Creating a Culture of Support • Supporting Equity, Inclusion, and Social-Emotional Learning 	<p>Intended Outcomes</p> <ul style="list-style-type: none"> • Students empowered to lead their own learning resulting in anticipated decreases in disciplinary infractions • Decrease in the frequency of violent incidents in schools • Greater number of in-District placements of students with severe behavioral challenges • Anticipated improvements observed in school climate data • Anticipated drop in suspensions and improvement in school climate • Anticipated decrease of 10% or more in disciplinary referrals and out-of-school suspensions 	N/A
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State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

Program Goals	Per Pupil Teacher Ratios (# : #)		
<ul style="list-style-type: none"> • Supporting NorthSTAR and Responding to the Unique Needs of Students with Disabilities 	<ul style="list-style-type: none"> • Increased ability of staff to provide support responding to whole child needs • Increased student social and emotional health • Increased student engagement and achievement 		
<p>Priority 3 - Leadership & Instructional Capacity</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Initiatives</p> <ul style="list-style-type: none"> • Establish Teacher Recruitment Pipelines • "Teach Rochester" Program • Staff Affinity Groups • Rochester Urban Fellowship & Mentoring • Recruitment & Retention Incentives for High-Need Staff • Increasing Staff & Educator Effectiveness • Targeted Support to Schools in Accountability Status • Developing Youth Leadership • East EPO Technical Assistance Center: Urban Leadership Academy </td> <td style="vertical-align: top;"> <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Increases in the number/proportion and retention of teachers of color • Increase in number of teachers with urban experience • Reduced vacancies in subject shortage areas (through both hiring and improved retention) • Increase in the number/proportion of certified bilingual teachers and administrators • Reduced number/proportion of bilingual staff vacancies • Increased levels of job satisfaction, self-efficacy, and staff retention • Increased number/proportion of highly effective staff • Increased teacher and leader effectiveness • Increased student achievement • Decrease in schools in accountability status • Increased levels of student leadership and youth advocacy • Increased staff capacity to engage in successful school transformation </td> </tr> </table>	<p>Initiatives</p> <ul style="list-style-type: none"> • Establish Teacher Recruitment Pipelines • "Teach Rochester" Program • Staff Affinity Groups • Rochester Urban Fellowship & Mentoring • Recruitment & Retention Incentives for High-Need Staff • Increasing Staff & Educator Effectiveness • Targeted Support to Schools in Accountability Status • Developing Youth Leadership • East EPO Technical Assistance Center: Urban Leadership Academy 	<p>Intended Outcomes</p> <ul style="list-style-type: none"> • Increases in the number/proportion and retention of teachers of color • Increase in number of teachers with urban experience • Reduced vacancies in subject shortage areas (through both hiring and improved retention) • Increase in the number/proportion of certified bilingual teachers and administrators • Reduced number/proportion of bilingual staff vacancies • Increased levels of job satisfaction, self-efficacy, and staff retention • Increased number/proportion of highly effective staff • Increased teacher and leader effectiveness • Increased student achievement • Decrease in schools in accountability status • Increased levels of student leadership and youth advocacy • Increased staff capacity to engage in successful school transformation 	<p>N/A</p>
<p>Initiatives</p> <ul style="list-style-type: none"> • Establish Teacher Recruitment Pipelines • "Teach Rochester" Program • Staff Affinity Groups • Rochester Urban Fellowship & Mentoring • Recruitment & Retention Incentives for High-Need Staff • Increasing Staff & Educator Effectiveness • Targeted Support to Schools in Accountability Status • Developing Youth Leadership • East EPO Technical Assistance Center: Urban Leadership Academy 	<p>Intended Outcomes</p> <ul style="list-style-type: none"> • Increases in the number/proportion and retention of teachers of color • Increase in number of teachers with urban experience • Reduced vacancies in subject shortage areas (through both hiring and improved retention) • Increase in the number/proportion of certified bilingual teachers and administrators • Reduced number/proportion of bilingual staff vacancies • Increased levels of job satisfaction, self-efficacy, and staff retention • Increased number/proportion of highly effective staff • Increased teacher and leader effectiveness • Increased student achievement • Decrease in schools in accountability status • Increased levels of student leadership and youth advocacy • Increased staff capacity to engage in successful school transformation 		
<p>Priority 4 - Unfinished Learning</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Initiatives</p> <ul style="list-style-type: none"> • Expanded Learning Before- and After- School • Expanded Summer Programming • Supporting Students with Disabilities to Improve Academic Performance </td> <td style="vertical-align: top;"> <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Increases in number of students scoring proficient on NYS 3-8 ELA and Math exams • Increased passing rates on NYS Regents exams • Increased graduation rates • Decreases in the occurrence of negative social behaviors at school • Increase attendance rate • Increase in students' individual progress toward IEP goal • Increased proficiency rates on NYS 3-8 ELA/Math assessments • Increased passing rates on NYS Regents exams </td> </tr> </table>	<p>Initiatives</p> <ul style="list-style-type: none"> • Expanded Learning Before- and After- School • Expanded Summer Programming • Supporting Students with Disabilities to Improve Academic Performance 	<p>Intended Outcomes</p> <ul style="list-style-type: none"> • Increases in number of students scoring proficient on NYS 3-8 ELA and Math exams • Increased passing rates on NYS Regents exams • Increased graduation rates • Decreases in the occurrence of negative social behaviors at school • Increase attendance rate • Increase in students' individual progress toward IEP goal • Increased proficiency rates on NYS 3-8 ELA/Math assessments • Increased passing rates on NYS Regents exams 	<p>N/A</p>
<p>Initiatives</p> <ul style="list-style-type: none"> • Expanded Learning Before- and After- School • Expanded Summer Programming • Supporting Students with Disabilities to Improve Academic Performance 	<p>Intended Outcomes</p> <ul style="list-style-type: none"> • Increases in number of students scoring proficient on NYS 3-8 ELA and Math exams • Increased passing rates on NYS Regents exams • Increased graduation rates • Decreases in the occurrence of negative social behaviors at school • Increase attendance rate • Increase in students' individual progress toward IEP goal • Increased proficiency rates on NYS 3-8 ELA/Math assessments • Increased passing rates on NYS Regents exams 		

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

Program Goals	Per Pupil Teacher Ratios (# : #)
<p>Priority 5 - Community Collaboration</p> <p>Initiatives</p> <ul style="list-style-type: none"> • Participatory Budgeting • Community Schools Implementation • Parent Engagement • Engaging Multilingual Families • Connecting with Communities <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Increase in student and family civic skills • Increased student and family engagement • Full implementation of the Community School model. • Increase in attendance and graduation rates • Reduction in achievement gaps. • Increased parent participation in courses and survey with results indicating future courses of merit • Increased participation in job fairs; survey that indicates job opportunities for students and parents were identified • New Parent Engagement Plan aligned with RCSD strategic Plan; plan implemented • Professional learning will enhance targeted aspect of employees' work • Increased levels of parent education and engagement • Improved educational outcomes of related students • Increase effectiveness of school-based communication with families. • Increased ability of schools to live stream events and engage with families virtually • Increases in number of active alumni and alumni support 	<p>N/A</p>
<p>Priority 6 - District-Wide Infrastructure</p> <p>Initiatives</p> <ul style="list-style-type: none"> • Effective Use of Federal Funds • District Infrastructure Improvements <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Improved ability to manage, monitor, and report out on usage of supplemental federal funding. • Increased capacity to respond to District financial needs • Increased accountability for all staff regarding the usage of supplemental federal funding. • Improved operational effectiveness with modernized communications systems and upgraded hardware • Increased transparency for all stakeholders through improved and more convenient access to student records including student health data. • Improved levels of cybersecurity for District applications and services, keeping students and staff safer in the on-line environment. 	<p>N/A</p>

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

Program Goals	Per Pupil Teacher Ratios (# : #)
<ul style="list-style-type: none"> Achieving and Maintaining Digital Equity 	<ul style="list-style-type: none"> Improve student academic performance with updated equitable access to digital technology. Achieving and Maintaining Digital Equity
<p>Priority 7 – Safe & Healthy Reopening of Schools</p> <p>Initiatives</p> <ul style="list-style-type: none"> Student Health & Safety (Reopening & COVID Response) 	<p>Intended Outcomes</p> <ul style="list-style-type: none"> Learning environments that fully adhere to COVID-19 safety protocols Reduced levels of in-school COVID-19 transmission. Increased levels of safety and security for students, staff, and families.
	N/A

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>Priority 1 - Rigorous Academics & Instruction</p> <p>This priority is composed of thirteen initiatives that promote high-quality learning environments and focus on transforming instruction and improving academic programs. In addition to school redesign and program diversification district-wide, supports for individual schools and specific subgroups of students such as ELLs and SWDs are included. Reengaging students in learning post-pandemic, and providing rigorous instruction to help ameliorate unfinished learning are goals addressed by the initiatives in this priority. Specific examples include expanded learning programming, investments in implementing specialized school models, and updates to instructional materials for academic and special subject area classes.</p>	\$518,662.26
<p>Priority 2 - Social and Emotional Learning Support</p> <p>This priority is composed of four initiatives that support equity, inclusion and social-emotional learning for students. Creating a culture of support district-wide is a main focus as students return to full-time, in-person instruction after hybrid and remote pandemic learning. In addition, activities to support the unique needs of students with disabilities and school-based SEL programming are prioritized. Specific examples include direct services to students through SEL providers, counselors, social workers and restorative practices. Additionally, training for staff on the implementation of therapeutic intervention techniques and student materials that address sensory and self-regulation needs are included.</p>	\$45,048.05
<p>Priority 3 - Leadership & Instructional Capacity</p> <p>This priority is composed of ten initiatives designed to increase the capacity of leaders in multiple constituencies across the district (students, teachers administrators) and increase staff and educator effectiveness in instruction. As a response to pandemic-related staffing issues, initiatives to recruit and retain highly qualified, diverse staff and staff for high-needs areas are a main focus. Professional learning opportunities for students, teachers, administrators and the board of education are included in this priority. Specific examples include establishing teacher residency and pipeline programs, recruitment and retention incentives for bus drivers, leadership coaching for schools in accountability status and youth leadership activities.</p>	\$1,049,483.55
<p>Priority 4 - Unfinished Learning</p> <p>This priority is composed of four initiatives aimed at providing students with additional instruction to address unfinished learning as a result of the COVID-19 pandemic. Expanded summer programming, as well as expanded before and after school learning opportunities for students district-wide are highlights.</p>	\$231,850.01

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Activities to support the unique needs of students with disabilities and school-specific needs are also included. Specific examples are supplies and materials to support unique enrichment, tutoring and acceleration programming, community-based summer programs and additional compensatory services from related service providers for students with disabilities.	
Priority 5 - Community Collaboration This priority is composed of six initiatives that promote community engagement, partnership and participation. School-level and district-level activities that promote and foster family and community engagement are planned to strengthen relationships as students transition back to full-time in-person learning. Specific examples include funds to implement participatory budgeting, community schools implementation, food pantries and learning opportunities for parents and families.	\$19,955.86
Priority 6 - District-Wide Infrastructure This priority is composed of four initiatives that support effective and efficient district operations and infrastructure in response to the effects of the COVID-19 pandemic. Investing in district infrastructure improvements and in staff to ensure effective use of Federal funds will ensure that purchases made to benefit students and to address the impacts of the COVID-19 pandemic are processed in a timely manner. Achieving and maintaining digital equity is another initiative within this priority. To this end, updated classroom technology, devices such as iPads and Chromebooks for student use, and staff to provide Helpdesk services will ensure that students and staff across the district have access to equitable technological resources to aid and improve instruction.	\$1,218,088.76
Priority 7 - Safe & Healthy Reopening of Schools This priority is composed of two initiatives which aim to ensure healthy and safe environments in schools. Each school was provided the opportunity to make specific requests to meet the health and safety needs of their students above and beyond what is routinely provided by the District. In addition, to promote healthy learning environments, the District invested in staff to oversee our vaccination program, Coronavirus saliva testing kits, and installation of water bottle filling stations. To promote safe learning environments, the District will fund additional school safety officers and the replacement of door access control devices.	\$5,716.96

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.	1,705,389	1,471,686	2,827,769
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	9,860,128	11,151,050	12,872,595
Purchasing educational technology.	3,845,707	10,992,478	9,761,188
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.	0	0	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	13,097,260	18,747,701	13,682,326
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	5,061,754	17,254,655	17,836,842

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Supporting early childhood education.	0	0	0
Other (please describe below)	8,515,683	16,401,386	14,434,187
Totals:	42,085,921	76,018,956	71,414,907

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

The following initiatives are included in the totals for "Other" listed above:

Priority I. Rigorous Academics and Instruction

- Building Staff Capacity for Student Success: The District will provide staff with comprehensive professional learning focused on using best practices in instruction.
- East EPO - Technical Assistance Center - Curriculum and Professional Development: A core component of the East EPO is the creation of viable, relevant, and rigorous curricula. As part of this initiative, staff at East Lower and Upper Schools will engage RCSD staff in professional learning focused on implementing the East High School curriculum district-wide.

Priority III. Leadership & Instructional Capacity

- Establish Teacher Recruitment Pipelines: The District will partner with local colleges and universities to create a Teacher Recruitment Pipeline Program that will provide tuition assistance for candidates who live in-District and will commit to teaching in RCSD for three years.
- Teach Rochester Program: The "Teach Rochester" program will provide support to encourage RCSD students to pursue a career in teaching.
- Staff Affinity Groups: Staff Affinity Groups will provide opportunities for staff sharing common a common background or experiences to establish connections and find support and inspiration from each other.
- Rochester Urban Fellowship & Mentoring: The Rochester Urban Fellowship Program will support new and current staff through individual and group connections, addressing diversity and equity, privilege, micro-aggressions, and racism.
- Recruitment & Retention Incentives for High-Need Staff: Signing bonuses and retention incentives will promote the recruitment and retention of staff in high need areas.
- Increasing Staff & Educator Effectiveness: The District will provide executive leadership with training and purchase electronic staff evaluation software to facilitate the evaluation process through increased rigor, validity, and reliability of information related to staff and educator effectiveness and a 1.0FTE Director of Staff and Educator Effectiveness.
- Targeted Professional Learning to Schools in Accountability Status: The District recognized that persistently struggling schools have unique needs that must be addressed in order to improve student outcomes. As such, the District will implement a variety of targeted and specialized supports to meet the needs of building leaders and teachers as they support students in these schools.
- East EPO Technical Assistance Center - Urban Leadership Academy: Based on the findings of the State Monitor's Report, professional learning plans will be created to address the organizational leadership needs of the District. In alignment with NYSED-sponsored Teacher and Leader Quality Partnership Program, this initiative will include coaching and professional development for RCSD building leaders.

Priority V. Community Collaboration

- Parent Engagement: Increasing levels of parent education and engagement is a major priority of the District. Through collaborative efforts, parents and families will be provided with workforce development activities, career training, and job search and employability training.
- Engaging Multilingual Families: The District is committed to empowering multilingual parents through advocacy, training programs, and ensuring effective communication takes place between teachers and families.
- Partnering with Communities: The District is committed to increasing the effectiveness of school-based communication with families by expanding the digital platform and the use of virtual communication, including additional staffing in the Communications Department.

Priority VI. District-Wide Infrastructure

- Effective Use of Federal Funds: The District is committed to providing the services needed to effectively manage federal relief funding. This will include additional staffing in the Office of Grants & Program Accountability and Finance to create a temporary Program Office that will effectively monitor use of supplemental federal relief funding.
- District Infrastructure Improvements: To meet the needs of students, staff, and families as well as increase internal efficiencies, the District will modernize District IT security systems and practices by engaging in a number of foundational District-Wide infrastructure improvements.

PLEASE NOTE: The 2021-22, 2022-23, and 2023-24 amounts listed in question 6 of the ARP Spending Plan Reporting section equal a total of \$189,519,784. The remainder of the District's ARP funding - \$7,306,670 - is planned to be spent in the 2024-25 school year before the end of the project period.