

**State Budget Reporting Survey - Budget Reporting****Background/Instructions**

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Page Last Modified: 06/22/2022

**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.

**Instructions**

The *State Budget Reporting 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 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 Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/27/2022

**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.

**1a. Please provide a summary of those changes and the need informing those changes.**

CLV completed an inquiry around Social-Emotional Learning programs and curriculum, for which it had budgeted \$35,000. We later learned that we can support a SEL curriculum through our local BOCES at no cost for programming.

CLV decided to relocate these funds for an online platform that would assist the district in collecting a variety of data points around the whole child, including attendance, academics, emotional wellbeing, and so much more. The District purchased Panorama, which will now support the SEL program goal for data collection and planning aligned with Data-Driven Inquiry & MTSS goal.

An amendment was submitted and approved for this minor change.

**2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.**

**PART A: Methods of Getting Public Comment**

1. Community Forums - August 2021; June 2022
2. Board of Education Presentations - February 2022; March 2022
3. District Meetings - August 2021; February 2022; May 2022
4. Stakeholder Feedback Surveys - *Community Engagement Survey; Professional Learning Survey; Initiative Feedback Surveys - on-going*
5. Focus Groups - on-going feedback meetings with community businesses, families, educators, and administrators.

**PART B: Needs Analysis**

The LEA identified a variety of current data, including but not limited to state assessment performance, attendance, social-emotional health check-ins and surveys, community access surveys, focus group interviews, Title I Parent Meeting feedback, and others to conduct a needs assessment. The LEA also developed online surveys and had an open forum to collect additional feedback from all stakeholders, including faculty and staff, Board of Education members, Union leaders, and community members. Here is what we discovered...

- Students who delayed their transition to in-person learning (all virtual in 2020-21) have experienced learning loss and gaps in foundational skills;
- Primary aged students who did not attend PK or who had little exposure to in-person learning in K-2 are missing foundational reading and math skills;
- The district needs a strategic plan to ensure that all programs across all schools are leveraging resources and monies efficiently to ensure a sustainable plan after ESSER funding, which addresses lost instructional time using evidence based interventions; currently the district has personnel overseeing educational programmings;
- Students need individualized supports at Tier II and Tier III levels of RtI to address learning gaps

**PART C: Major Themes Emerging** [Although CLV has not made significant changes to the approved ARP ESSER, in Summer 2022 the district plans to revisit the application to determine if the needs identified above and below can be met with additional programming and staffing].

| LEARNING LOSS   | HEALTH & SAFETY  | ADDITIONAL RESPONSIBILITIES  | INCONSISTENCY & COMMUNICATION   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>• Student absences</li> <li>• Lack of motivation</li> <li>• Inconsistent expectations</li> <li>• Catching kids up</li> <li>• Gathering extra work</li> <li>• Virtual teaching</li> <li>• Student regression</li> <li>• Lack of foundational skills</li> <li>• Inconsistent communication</li> <li>• Learning is no longer engaging and fun!</li> </ul> | <ul style="list-style-type: none"> <li>• Worried about personal health</li> <li>• Mental health concerns for students and staff</li> <li>• Keeping everyone safe!</li> </ul> | <ul style="list-style-type: none"> <li>• Time constraints</li> <li>• Cleaning duties</li> <li>• Teacher aides given extra COVID duties</li> <li>• Mask monitoring</li> <li>• Catching kids up after absences</li> <li>• New admin positions</li> <li>• Staff coverage</li> <li>• Lack of subs</li> </ul> | <ul style="list-style-type: none"> <li>• Communication inconsistent</li> <li>• NYS DOH guidelines for QT/Isolation</li> <li>• Changing policies and procedures</li> </ul> |

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/27/2022

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><b>Academic Intervention Services:</b> Provide targeted skill support to supplement not supplant classroom curriculum and instruction and employ direct, systematic, and explicit supports in the area of documented need.</p> <ul style="list-style-type: none"> <li>• 1.0 FTE - Gr 2-4 Math AIS Teacher (111:1)</li> <li>• 1.0 FTE - Gr 6 Special Education Teacher (37:1)</li> <li>• 1.0 FTE - Learning Loss Coordinator provided academic interventions through the Wolves' Den (50:1)</li> <li>• online tutoring programs to provide individualized instruction and support, coordinated by Learning Loss Coordinator (25:1)</li> </ul>   | 223:3                            |
| <p><b>Data-Driven Inquiry: District- and Building-Level:</b> the systematic collection, analysis, and application of many forms of data from myriad sources in order to enhance student performance while addressing student learning needs. The district is working to implement a full-scale MTSS plan across all schools and at the district-level to track student growth and progress to ensure access to high quality programming, accelerated learning supports, and on-time graduation.</p> <ul style="list-style-type: none"> <li>• 1.0 FTE - Learning Loss Coordinator</li> <li>• 1.0 FTE - Director of Education Programming/DDC</li> <li>• Panorama, an online SEL survey provider, data tracker, and intervention inventory</li> </ul> | 869:2                            |
| <p><b>High-Dosage Tutoring:</b> 1:1 or small groups tutoring program offered at least three times per week before or after school, and/or weekends to support learners with learning loss or accelerated learning needs.</p> <ul style="list-style-type: none"> <li>• Hired certified teachers to provide 1:1 or small group tutoring before and after school, and during the summer</li> </ul>   | 33:15                            |
| <p><b>After School Academic Support:</b> after-school programs that designate time and create optimal space for homework completion. Certified teachers actively assist students in developing organizational, time-management, and study skills that help students complete their homework and encourage their overall academic success.</p> <ul style="list-style-type: none"> <li>• Hired certified teachers to provide after-school Homework Help as part of our HW Club program</li> </ul>   | 300:25                           |
| <p><b>Summer Learning Programming:</b> Research shows that in the summertime, students from low-income families often lose ground compared with their peers. An effective summer learning program can help reverse this trend.</p> <ul style="list-style-type: none"> <li>• Hired certified teachers and teacher aides to run 2 - 1-week all day summer learning programs in July and August 2022</li> <li>• Summer Camp = 91 campers</li> <li>• Summer School = invite only = 50 scholars</li> <li>• Family Field trips = 50 students/field trip = 100</li> </ul>  | 241:30                           |
| <p><b>Speech Improvement Program:</b> A planned <i>speech</i> program conducted in a group setting which is designed to assist children in the <i>primary grades</i> in.</p> <ul style="list-style-type: none"> <li>• 1.0 FTE Speech Teacher to provide IEP Speech Services and Speech Improvement Services</li> </ul>  | 138:1                            |
| <p><b>Social-Emotional Learning &amp; Supports:</b> Implement social-emotional learning programming to support mental health needs and wellness, as well as embed trauma-informed practices.</p> <ul style="list-style-type: none"> <li>• Purchased Panorama, an online SEL survey provider, data tracker, and intervention inventory</li> <li>• Coordinated by the 1.0 FTE Director of Educational Programming</li> </ul>  | 869:1                            |
| <p><b>CDC Guidance for COVID-19 Prevention in Schools:</b> Screening testing, ventilation, handwashing and</p>  | 0:0                              |

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/27/2022

| Program Goals  | Per Pupil Teacher Ratios (# : #) |
|--|----------------------------------|
| respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection are also important layers of prevention to keep schools safe. <ul style="list-style-type: none"> <li>• <b>Purchase of Personal Protective Equipment:</b> The LEA will purchase personal protective equipment (mask, cleaning and sanitizing supplies, temperature probes) to support health and safety protocols.</li> <li>• <b>1.0 FTE Buildings &amp; Grounds Employee:</b> The LEA will hire an additional buildings and grounds employee for two years to provide additional support in maintaining the facilities and safety protocols aligned to local Department of Health regulations and Center for Disease Control and Prevention (CDC) guidelines.</li> </ul> |                                  |
| <b>Preventing, Preparing for, and Responding to COVID-19:</b> Use a layered approach to preventing COVID-19 transmission including improving indoor air quality through upgrading current HVAC systems consistent with Federal, State, and local standards, and industry standards. <ul style="list-style-type: none"> <li>• <b>HVAC System Upgrades:</b> The LEA will expend funds to upgrade the current HVAC system in the elementary school to improve air filtration for a safe and healthy environment.</li> </ul>   | 0:0                              |

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 (\$) |
|---|-----------------|
| CLV will continue to implement the same program goals over the upcoming school year relating to staffing and supports. It will expand on its existing program by scaling up the implementation of a district-wide MTSS framework utilizing data-driven practices and professional learning communities. CLV has added the purchase of Panorama to the grant funds to further enhance/expand on the following program goals:<br><u>NEEDS ASSESSMENT - IMPACT OF LOST INSTRUCTIONAL TIME:</u> <ul style="list-style-type: none"> <li>• Students who delayed their transition to in-person learning (all virtual in 2020-21; only attended 1/2 days) have experienced learning loss and gaps in foundational skills;</li> <li>• Primary aged students who did not attend PK or who had little exposure to in-person learning in K-2 are missing foundational reading and math skills;</li> <li>• The district needs a strategic plan to ensure that all programs across all schools are leveraging resources and monies effeciently to ensure a sustainable plan after ESSER funding, which addresses lost instructional time using evidence based interventions; currently the district does not have personnel overseeing educational programmings;</li> <li>• Students need individualized supports at Tier II and Tier III levels of RtI to address learning gaps</li> <li>• There is not sufficient staff to provide support services for students with disabilities, speech improvement needs, academic interventions services due to the increased needs due to lost instructional time.</li> </ul> <u>EVIDENCE-BASED INTERVENTIONS - IMPACT OF LOST INSTRUCTIONAL TIME:</u><br><b>Multi-Tiered Systems of Supports:</b> a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention; Title I Academic Interventions Supports; PBIS; Social-Emotional & Trauma Informed Learning; Family and Community Engagement. | 53985           |

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.

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/27/2022

|  | 2021-22 School Year (\$) | 2022-23 School Year (\$) | 2023-24 School Year (\$) |
|--|--------------------------|--------------------------|--------------------------|
| Safely returning students to in-person instruction.  | 3,090                    | 0                        | 0                        |
| Maximizing in-person instruction time.   | 0                        | 0                        | 0                        |
| Operating schools and meeting the needs of students.   | 173,279                  | 1,602,555                | 132,939                  |
| Purchasing educational technology.   | 32,010                   | 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. | 440,458                  | 290,064                  | 313,699                  |
| Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.   | 36,000                   | 36,098                   | 36,098                   |
| Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.  | 122,153                  | 122,156                  | 174,451                  |
| Supporting early childhood education.  | 0                        | 0                        | 0                        |
| Other (please describe below)  | 0                        | 0                        | 0                        |
| <b>Totals:</b>   | <b>806,990</b>           | <b>2,050,873</b>         | <b>657,187</b>           |

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

(No Response)