

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 ~~Non-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;

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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	Increase the percentage of students who earn a local or Regents diploma by August in four years after entering grade 9, from 95% to 96% for all students, and increase 1% point for all subgroups. Ensure high quality curriculum in all areas and materials and resources (books and electronic) to support it. Provide a counseling program that supports students working toward academic goals and staying connected and engaged at school.	Throughout recent years, community members have expressed at budget meetings and other public forums that social and emotional support for students and unfinished learning are key priorities.	832780
Reducing class sizes	Maintaining elementary class size within district targets/guidelines and reducing middle and high school class sizes in many areas. In particular: Reduce the class size in grade 1 at Hillside Elementary School from 25 students/class to 15/class. Increase the number of high school class sections through the addition of 2.95 teaching positions (full-time equivalent/FTE), which will decrease class sizes across a variety of both core and elective classes at the high school. Increase middle school reading and math teaching staff by 0.2 FTE each, decreasing class sizes from 30 students/section to 25 students/section.	Throughout recent years, community members have expressed at budget meetings and other public forums that social and emotional support for students and unfinished learning are key priorities.	341572
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Decrease the number of students failing 3+ courses at the middle and high schools from an average of 6.5% to 4% for all students and decrease by 2.5% for all subgroups. In particular: Provide targeted academic support with a continuation of three full-time intervention teachers at each elementary school, increasing teaching assistants at the elementary and middle school levels to support classroom instruction and provide additional academic help to students at risk of not meeting state standards;	Throughout recent years, community members have expressed at budget meetings and other public forums that social and emotional support for students and unfinished learning are key priorities.	1986586

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Priority Area			

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Program Goals	Per Pupil Teacher Ratios (# : #)
thematic units and small group differentiated instruction Per pupil teacher ratios: increased from 0 Summer Learning Club teachers/71 K-5 pupils to 8 Summer Learning Club teachers/71 K-5 pupils Per pupil teaching assistant ratios: increased from 0 Summer Learning Club teaching assistant/71 K-5 pupils to 2 Summer Learning Club teaching assistants/71 K-5 pupil	
Summer 2021 Learning and Enrichment Activities- Summer Enrichment Program Teachers & Materials (expansion) Goal: To provide an exciting enrichment sessions across all grade levels. There are sessions in the visual arts, language arts, math, science, technology, and some sessions to get our students on the move. Summer Enrichment is a fun way to give students time with their peers and to support their social, emotional, and academic development. Per pupil teacher ratios: increased from 0 Summer Learning Club teachers/71 K-5 pupils to 8 Summer Learning Club teachers/71 K-5 pupils Per pupil teaching assistant ratios: increased from 0 Summer Learning Club teaching assistant/71 K-5 pupils to 2 Summer Learning Club teaching assistants/71 K-5 pupils	114:1
K-5 ENL Summer School (expansion) Goal: To provide instruction for ELLs in speaking, listening, reading and writing alio46SsTm 1 0 0 1ng aloxCTf (r School w 8 506 Tm ET BT 1 0 0. Go	

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ARP Spending Plan Reporting

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
specifically curriculum to support a new 9th grade Health Seminar Course.	
K-5 STEEAM Club to provide each of the five elementary schools with a K-2 and a 3-5 Science, Technology, Engineering, ELA, Art and Mathematics (STEEAM) Enrichment Program, addressing the academic, social and emotional impact of lost instructional time.	\$100,002
K-5 Summer Learning Club to provide evidence-based instruction in both reading and math & FUN, via 1-week authentic thematic units and small group differentiated instruction	\$47,501
Reading & Math Intervention Teachers, Teaching Assistants and Materials to address the academic, social and emotional impact of lost instructional time through the implementation of reading and math tier 2 and 3 evidence-based interventions. Our goal was to decrease the number of students requiring Tier 2 and 3 interventions during the course of the school year, down from 72% in the fall to below 20% by the spring.	\$600,242
Summer Enrichment Program to provide an exciting enrichment sessions across all grade levels. There are sessions in the visual arts, language arts, math, science, technology, and some sessions to get our students on the move. Summer Enrichment is a fun way to give students time with their peers and to support their social, emotional, and academic development.	\$47,501
K-5 English as a New Language Summer School expansion to provide instruction for ELLs in speaking, listening, reading and writing aligned to the NYS Standards.	\$5,000
Grades 6-12 English as a New Language Afterschool Program expansion to provide instruction for ELLs in speaking, listening, reading and writing aligned to the NYS Standards	\$101,317

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	

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Totals:	1,096,303	852,327	0

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

(No Response)