

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 ~~D&A memo library at the crest, list of the applicants of the should be added 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

NEW ROCHELLE CITY SD

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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 | | | |

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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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| Summary of New Programs <i>or</i> Expansion of Existing Programs in Current Year | Investment (\$) |
|--|-----------------|
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ARP Spending Plan Reporting

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| | 2021-22 School Year (\$) | 2022-23 School Year (\$) | 2023-24 School Year (\$) |
|---|--------------------------|--------------------------|--------------------------|
| experiencing homelessness. | | | |
| Implementing evidence-based strategies to | | | |
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