

State Budget Reporting and Foundation Aid Survey - Budget ReportingBackground/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 prioritized 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

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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

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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 (\$)

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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 (\$)
	<p>buildings for the 2022-2023 school year, as well as added multiple sections across several of our elementary buildings, with the intention over time to continually grow to where all of our buildings can support up to three sections across grade levels, contingent upon geographical space and building size. SEI design architectural firm has established a partnership and developed a Buildings Condition Survey, to help inform greater usage of our existing facilities. Under consideration as a result of this work, is the possibility of reopening a currently closed building as a PreK-2nd building, to help reduce class size at our earliest learner levels in the district. At all secondary buildings we reduced class sizes. For all courses, we have reduced class sizes from 32 to 28 students, which require additional FTEs</p>		
<p>Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas</p>	<p>Three of our elementary schools engaged in PDSA (Plan-Do-Study-Act) Cycle work, in partnership with our Office of Planning & Accountability. The schools piloted this work, which is designed to review data in chunks of six-week cycles, and adjust instruction based on data and assessment results. It includes collaboration between grade level teams, building administration and our district's Office of Planning and Accountability, as well as the Office of the Executive director of Elementary Schools. The purpose of the PDSA cycles is to best identify students who are at-risk, based on assessment data and differentiated instructed adjustments Our School based Support Teams continue to meet weekly in all of our eleven elementary schools and are comprised of teams of teachers, pupil personnel staff, students with disabilities staff, social/emotional learning support staff, and related services staff, SHS will expand their after school Math and Writing Lab programs to get more students engaged in additional instructional and remediation work to</p>	<p>NA</p>	<p>5516472</p>

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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 (\$)
	ensure that they are prep.92 2->> BDCsa04	6498T 1 0 0 1 535.17 0 repr	

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New

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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 (\$)
	content areas. Additionally, we partnered		

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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.

During the presentation and review of funds received through ARP and ESSER, the district received public comments in regard to use of the funds. Public comments included the use of funds to support the emotional well-being of our students by hiring more school counselors and social workers. In addition, the public also emphasized the importance of class sizes and the current conditions of our facilities citing improvements are needed throughout the district facilities.

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 (# : #)
The district budgeted for additional Counselors, Teachers, and Social Workers to assist and support with the decrease in the per pupil-teacher ratios.	25:1

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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
Since the American Rescue Plan was announced the Schenectady City School District, have gone through many changes to its executive leadership including a new superintendent, deputy superintendent, chief financial officer, and three new assistant superintendents. Due to these changes, there were limited expenditures during the 2021-22 school year. However, the new administration has been reviewing the needs of the district and developing and implementing the changes noted in the following two years. Current year expenditures included safety improvements in the district that allowed students to return to school safely and purchasing of equipment to meet the needs of the students.	507148

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.	435,458	280,365	0
Maximizing in-person instruction time.	880	815,508	831,181
Operating schools and meeting the needs of students.	70,810	220,000	500,256
Purchasing educational technology.	0	185,000	185,000
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	7,000,000	3,085,133

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	2,420,742	490,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	6,416,750	5,424,766
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	10,294,274
Totals:	507,148	17,338,365	20,810,610

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

Infrastructure improvements - repair and upgrade classroom learning areas, chemistry lab improvements, playground upgrades, repair and upgrade