

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Background/Instructions

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Background and Instructions

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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

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

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- 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.

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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.

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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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 <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 	

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<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

