**Education Law §3614 School Funding Allocation Report**

**Part F - Narrative Description**

**Describe the local methodology/approach used to allocate funds to each school in the district during the process of budget development and implementation. If schools are allocated funds—either in part or in full—through a formula, outline the nature/mechanics of the formula and the elements impacting each school’s allocation. In addition, explain any non-formulaic elements impacting each school’s allocation. (Please note that this question asks about the district’s budget process, not about how the district completed the New York State School Funding Transparency Form.)**

The District’s methodology for allocating Federal, State, and local funds is based on projected enrollment at each school, personnel count and their expenditures, school programs, guidelines from the Board of Education and Superintendent of Schools, mandates and other legal requirements from authorities. Classroom staffing positions are allocated based on NYSED requirements, bargaining unit’s requirements, as well as additional needs of the school as determined by the school classification level. Operating dollars are allocated based on a basic amount for all students, plus additional funding for SWD, ELL students, and an amount for elementary school lunchroom monitors.

**If applicable, is there anything unique about certain schools which explain why per pupil spending at these locations may be significantly higher/lower than the district average?**

The District is targeting Comprehensive Support and Improvement (CSI) schools and Targeted Support and Improvement schools to ensure these schools are adequately resourced to improve their performance. There are 21 Comprehensive Support and Improvement (CSI) schools formally known as receivership schools and 13 Targeted Support and Improvement schools formally known as focus schools. Adlai E. Stevenson School #29 has a special program that caters specifically to students with autism. RISE Community School is a newly created turnaround program that focus on innovation. The East Lower and High Schools is under a special Educational Partnership Organization (EPO) arrangement with the University of Rochester which has been approved by the NYS Education Department. This arrangement added additional funding to the East. The District offers special programs for preschool students at Jefferson Campus and Rochester Early Childhood Center. All City High is a non-traditional program school that offers students in grades 10-12 between the ages of 17-21 years old an opportunity to get caught up on high school credits and in some cases accelerate graduation. The Rochester International Academy provides newly arrived English language learners with an instructional program that simultaneously facilitates acquisition of the English language, content knowledge, and academic skills. The Bilingual Language and Literacy Academy serves students from hurricane-affected areas in grades one through twelve.

**If applicable, describe any items which the district feels are anomalous in nature and require additional description beyond the Excel entry.**

The Rochester City School District is a high-need district, as evidenced by its overall student poverty rate in excess of 88% (as determined by free and reduced-price lunch eligibility). In addition, 22% of the RCSD student population are students with disabilities, and 15% are English Language Learners.