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

**Part F - Narrative Description**

**(A) Describe the local methodology/approach used to allocate funds to each school in the district during the process of budget development and implementation. (B) Please also describe the role(s) of all relevant stakeholders in such budgetary processes and decision-making. (C) Finally, if schools are allocated a significant portion of their 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.**

**Specifically, the Division of Budget and the State Education Department would consider a complete response to this question to include explicit answers to the questions included in the rubric below, including a substantive discussion on the translation of students needs into the district's budget (at least 1 sentence per question, when applicable).**

Schools are allocated funds based on need, program and student populations. Principals receive a per pupil allocation to use at their discretion to buy materials, supplies, equipment, or minor contractual agreements. Programs for individual buildings are determined when specific information and data is analyzed quarterly throughout the year. Examples of information reviewed are attendance, discipline, test scores, homeless and ELL students, CPS reports, Superintendent hearings, and suspensions. Working with community organizations were are bringing in community staff to give attendance mediation, conflict resolution and a connection between the school district and our parents to our students. Given our current accountability status, building needs may change yearly as we respond to efforts to improve student outcomes. Six of the eleven buildings currently complete and use a School Comprehensive Education Plan (SCEP) as a template for improvement. The District Comprehensive Improvement Plan guides the broader work by level. Resources are allocated equitably by building for each level (K-2, 3 – 6, and secondary). By nature of program, size and staffing, our secondary buildings tend to have a higher per pupil amount.

**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?**

Step 15 of our collective bargaining agreement provide the largest one year increase in our entire teacher salary schedule. Our District-Wide average of teacher's experience is 14.6 years. EHS average teacher's experience is 18.5 years, Fassett is 16.4 years and Coburn is 16.8 years. These buildings will have higher per pupil costs based on salaries alone.

In addition the district has made concerted efforts to keep early education classes lower, to ensure literacy development prior to the crucial grade three threshold. Pine City and Fassett have two of the district’s lowest average class size.

All buildings now have CIS services, this was previously only in four district buildings.

The District currently has a one-to-one technology initiative that has since expanded from Grades 4-9 to reach Pre-K-3 and the complete secondary level. Each student is assigned a tablet for instructional work and increased technology instruction and expectations accompany the use of the devices.

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

It is worth noting that Elmira City School District provides extended day and extended year programming for students in grades 2 – 12. We are the recipient of three (3) separate grants totaling $1,748,000. These grants being part of our per pupil expenditures skew the overall amount higher than if we did not have them. Elmira High School alone receives over $566,000 yearly. That expense alone adds just over $400 per student in the per pupil expenditure.

One of the other unique things in Elmira is our community schools initiative. While most districts in the state have some kind of relationship between the district and their community, Elmira has taken this one step further. Instead of having one school in a district benefit from the out-reach to community services and community partnerships, Elmira has decided that all buildings within the district should benefit from the support and resources. Instead of the typical community school within a district, Elmira has an entire community schools district that offers over 50 services to grades K-12 and the communities that surround them.

New to this year is the significant new CARES Act Funds the district received. We were a part of 3 different pools of stimulus funds from the federal government. We received just over $2m in ESSER funds in the first year of the CARES Act. This was used for salaries throughout the district to keep class-size small due to the increase spread of the COVID virus. The second stimulus from the CARES Act was the CRRSA funds which for Elmira City School District amounted to just over $9m. These funds are being used to off-set the learning loss the students incurred due to COVID and it will also expand some of our outdoor classroom space to help stop the spread of COVID. The third stimulus package, our ARP funds, consisted of over $21m. These funds will be used to continue to help off-set the learning loss due to COVID and also adds additional community schools services to all of our buildings. Examples of this are Grief Counselling, Social Workers in the buildings, mentoring, tutoring, etc.. We are also looking to increase our air flow throughout the buildings and make the classrooms safer for students to return to school. These CARES Act funds will be spent over a period of 3 years but we are beginning to budget and spend the funds in 2021-2022. These funds are not estimated to be spent equally throughout all years. Year 1 will be a substantial portion, year 2 will be our biggest spending year and year 3 we will spend down whatever remains. This will explain the differences in salaries, operations and maintenance, after-school programs, etc..