



**State Budget Reporting and Foundation Aid Survey - Budget Reporting**

**Background/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 LEA)

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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

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## Use of Foundation Aid Increase

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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 (\$)
	evaluate our success is increasing the graduation rate by 3%.		
Reducing class sizes	<p>Liberty Central School District's student population has been on the rise for several years. For example, during the 2015-2016 school year, Liberty Central School District had an enrollment of 1574 students. During the 2018-2019 school year, Liberty Central School District's enrollment was 1764 students, and during the 2019-2020 school year, our enrollment was 1747. Upon navigating through the COVID-19 pandemic, the District's current enrollment as of June 2022 is 1777. Thus, in 3 years we have 203 more students K-12, which equals 15 more students in each grade. According to Tennessee's Student Teacher Achievement Ratio (STAR) project study, when interventions are provided to a class of 13-17 students, the probability of student success increases. Therefore, the District has taken the steps to reduce class sizes. The District has accomplished this by adding more staff to help minimize class sizes. Specifically, we have calculated that our average class size will be between 17-20 students. As mentioned, having smaller class sizes will increase the probability of student success.</p>	<p>Throughout the Community Forums that took place on August 4, 2021, August 23, 2021, and August 24, 2021, during focus groups, and during other open meetings (ie. Board of Education meetings) our stakeholders stated that class sizes were large and they were concerned. Specifically, our stakeholders mentioned that our needs have increased due to learning loss and other sociodemographic variables. Therefore, more staff were recommended and requested to create learning environments more conducive to learning.</p>	771941
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	<p>In order to support students who are not meeting the expectations of the NYS Standards, the District has taken several steps to support our struggling students. To start, the District will continue to implement the iTutor program. This virtual tutoring program will help students receive additional support from a certified teacher at times that are most convenient for the student and their family. Also, the</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 (\$)
	BOCES. The programming helps students in crisis or are at risk. This programming supports social, emotional, and academic needs in a therapeutic manner. In addition, the District has added more Special Education instructional staff to provide more support for our most at risk students. In addition,		

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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>referrals, improved attendance, list of restorative practices. Recent district wide school performance surveys suggest 78% of students feel that student behavior interferes with academic instruction, and 59% of students feel that the school district does not have procedures in place for chronic offenders experiencing ongoing difficulties. In addition to the surveys, the District took part in focus groups with students, staff, and parents/guardians to verify the findings. Thus, the findings from our surveys were consistent with our findings from our qualitative conversations.</p>		
<p>Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness</p>	<p>It is evident that our Multi-Language Learners require additional support to ensure that we are closing the achievement gap. Therefore, to support our MLL students, the District has expanded its support with afterschool programming that provided a TESOL teacher to ensure our MLL students will receive additional support. Also, the District has expanded its use of a Newcomer program that will help our students who require additional language acquisition support. In addition to the Newcomer Program, we are supporting our students with additional summer school supports that include MLL supports. Moreover, we are taking the steps to address our MLL students' social and emotional needs by increasing social and emotional support with social workers and school psychologists. Ultimately, we want to increase our MLL student achievement or graduation rate by 3% as we implement more opportunities for our MLL students. These resources help address the District's</p>	<p>According to focus groups, the vast majority of Multi Language Learners and their families state that they do not have a trusted adult to go to and because of language and cultural barriers they do not all feel included in the school community. Therefore, the District is taking the steps to provide more opportunities for MLL students so they feel accepted, supported, and nurtured.</p>	<p>309627</p>

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add Row" as applicable for additional priority areas.

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ARP Spending Plan Reporting

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