

Education Law §3614 School Funding Allocation Report
Part F - Narrative Description

1. Describe the local methodology/approach used to allocate funds to each school in the district. 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.

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. This current year the district is piloting a couple of programs to help improve attendance in 4 of our struggling buildings. Working with community organizations we 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. Ten 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. Discipline

2. 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?

Our K-2 buildings are our most sought out positions by veteran teachers. Pine City has an average of 15 years of experience and Fassett has an average of 17 years of experience, compare to average of district-wide 13.8. Step 15 of our collective bargaining agreement provide the largest one year increase in our entire teacher salary schedule.

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.

Pine City houses a special emotionally disturbed program that requires additional staff such as a social worker and teaching assistant.

Fassett Elementary also has embedded a CIS worker to coordinate children integration services. The additional position is responsible for working directly with the county in ensuring the safety and transition of incoming students.

Broadway Academy houses our 7th grade students only and provides a robust middle school experience for all students. The school was intended to provide a "safety net" of sorts for students transitioning between the elementary school and the secondary buildings. The theory behind the single grade configuration was intended to maximize the opportunity for students to successfully make the transition to the expectations of the "secondary" buildings in a safe and nurturing technology rich environment. The building provides vast social emotional and academic supports for students.

Broadway Academy hosts our pilot one to one technology initiative. Each student has been given a tablet for instructional work and increased technology instruction and expectations accompany the use of the devices.

Broadway Academy is tasked with meeting the state mandates for Middle School curriculum and core classes and it does this in a single grade level configuration. Due to the focus on one grade level in the building the ratio for teachers to students is higher than in any other building in the district. Fluctuations in student numbers here impact that ratio in greater proportion due to the single grade level.

Broadway Academy focusses on creating an atmosphere to support both the physical needs of the students as well as the students' social and emotional development. The building has a dedicated licensed clinical social worker to provide on-site mental health counseling to students in need. The building also has three school counselors to provide in depth support, guidance and conflict resolution services. The building houses a Children's Integrated Services worker to help assist students and families connecting with community services to address specific needs. Broadway Academy shares a Trinity Case manager to address drug and alcohol issues, provide preventative education and counseling to students. Broadway also participates in our Suicide Prevention and Awareness training program intended to educate staff about the issues and warning signs associated with teen self-harm. The building houses one LPN and one RN to support the general health needs of the student body and address specific health conditions. Broadway Academy also has a full time SRO to help ensure building safety and security.

Despite the single grade level the building must have a full complement of office staff, custodial staff, cafeteria staff and support personnel such as hall monitors and aides to ensure the building operates effectively and efficiently.

Each of these factors will contribute to the slightly elevated cost disparity indicated for Broadway Academy. We strongly believe that the intense support, focus on social and emotional development, technology rich environment and increased opportunities for students warrant the higher cost and in the long run benefit our students and families.

Elmira High School, grades 10 – 12, offers a wide variety of courses, programs and opportunities in order to provide multiple pathways to graduation. Examples would be Career and Technical education and dual enrollment college courses (ACE) through Corning Community College. Honors classes, as well as standard courses are required for graduation. On the support side, EHS provides a multitude of social emotional supports for its students.

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

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.