

**Education Stabilization Fund Annual Reporting 2023 - Annual 2023**Background & Instructions - Background

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**Background**

LYNCOURT UFSD - 421504020000

**Federal Coronavirus Aid, Relief, and Economic Security (CARES) Act**

**Elementary and Secondary School Emergency Relief (ESSER 1) Funds:** New York State was allocated \$1.037 billion in CARES Act ESSER funding. ESSER funding was allocated to all Local Educational Agencies (LEAs) that received 2019-20 Title I, Part A subgrants, including charter schools, Special Act School Districts and school districts employing fewer than eight teachers.

**Governor's Emergency Education Relief (GEER 1) Funds:** New York State was allocated \$164.2 million in GEER funding. Pursuant to the 2020-21 enacted state budget, GEER funding was allocated to the State's 673 major school districts using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent fiscal year (2019-20).

**Federal Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act)**

**Elementary and Secondary School Emergency Relief (ESSER 2) Funds:** New York State was allocated just over \$4 billion under the CRRSA ESSER 2 fund. The CRRSA Act requires that a minimum of \$3.6 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the CRRSA Act, LEA allocations were calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Pursuant to the 2021-22 enacted state budget, \$395 million of the remaining ESSER 2 funds were allocated to provide school districts of lower wealth with a minimum per pupil allocation.

**Governor's Emergency Education Relief (GEER 2) Funds:** New York State was allocated \$72.8 million under CRRSA's GEER 2 fund. Pursuant to the 2021-22 enacted state budget, the full \$72.8 million of GEER 2 funds were allocated to provide school districts of lower wealth with a minimum per pupil allocation.

**Federal American Rescue Plan Act (ARP ESSER III)**

New York State has been allocated nearly \$9 billion under the American Rescue Plan (ARP) Act's Elementary and Secondary School Emergency Relief (ESSER) Fund. The ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#). The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, students with disabilities, English language learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found in the *Documents* panel at the bottom left of the page.

As a recipient of these federal funds State Educational Agencies (SEAs) and LEAs have an obligation to comply with the reporting requirements set forth by the U.S. Department of Education (USDE). This survey is intended as a data collection tool to satisfy those reporting requirements. Data collected from this survey will be analyzed and shared with USDE according to USDE's prescribed reporting schedule.

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LEAs that received Elementary and Secondary School Emergency Relief funds under the Coronavirus Aid, Relief, and Economic Security (CARES) Act (ESSER I/GEER I), Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) (ESSER II/GEERII), and American Rescue Plan (ARP) Act (ESSER III and State Reserves) must fill out this survey. To fulfill the annual ESSER/GEER fund reporting requirements, answer all questions based on the reporting period shown in the Annual Reporting table below. LEAs must report on expenditures incurred according to the categories defined within the survey for the reporting period as defined below. For purposes of this reporting, expenditures are defined as the reimbursement payments (including the initial advance payment) made by the NYSED to the LEA during the reporting period.

<b>Education Stabilization Fund</b>	<b>Applicable Expenditure Reporting Period</b>
CARES Act - ESSER I and GEER I	July 1, 2021 – June 30, 2022
CRRSA Act - ESSER II and GEER II	July 1, 2021 – June 30, 2022
ARP Act ESSER III	July 1, 2021 – June 30, 2022
ARP State Reserve	July 1, 2021 – June 30, 2022

LEAs must complete all sections and are *required* to answer questions marked with a *red asterisk*. If a required question has not been completed, the business 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*.

Directions for Submitting the Education Stabilization Fund Reporting survey:

- The online survey may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and 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 survey for NYSED review.

Deadline for Submitting the Applications:

- The Education Stabilization Fund Reporting survey is due by close of business March 15, 2023.

If your LEA is unable to meet the mandatory reporting requirements and submit its Education Stabilization Fund Report by March 15, 2023, NYSED will take action necessary to ensure compliance with the reporting requirements. These actions may include placing special conditions on your LEA's grant award which may include, but not be limited to initiating actions to withhold, suspend, or terminate your remaining ESSER funds in accordance with NYSED's enforcement authority in section 2 CFR Part 200.208 and section 2 CFR Part 200.339 of the Uniform Grants Guidance.

Technical Assistance Webinar

To help support LEAs in the completion of the survey a technical assistance webinar will be held on March 3 at 1pm and can be accessed via the following information:

Join Zoom Meeting

<https://us06web.zoom.us/j/81742575857?pwd=UTi2RjR2TDVnMHFuYTU5a3AxM3hPUT09>

Meeting ID: 817 4257 5857

Passcode: 9dnaAq

One tap mobile

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## Education Stabilization Fund Annual Reporting 2023 - Annual 2023

Background &amp; Instructions - Getting Started

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**Getting Started - Points of Contact**

1. Please complete the following chart by providing up-to-date contact information for individuals within the LEA (district/charter school) responsible for work being done in ESSER and GEER program areas.

	Contact Person	Contact Phone Number	Contact Email Address
Education Stabilization Funds Coordinator	James Austin	315-455-7571	jaustin@lyncourtschool.org
Business Manager	Cathryn Marchese	315-455-7571	cmarchese@lyncourtschool.org

**Getting Started - ARP ESSER Allocation**

2. Please complete the following chart below by providing the allocation for ESSER III from the ARP-ESSER Funding Application (*as applicable*).

	ESSER III Allocation (\$)
ARP Act Allocations	1,804,961
<b>Totals:</b>	<b>1,804,961</b>

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ESSER Reporting - ESSER Expended/Planned

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**ESSER Use of Funds - Expenditures**

1. Provide the amount of LEA expenditures of ESSER funding by expenditure category for the current reporting period for Addressing Physical Health and Safety.

	CARES Act ESSER I (\$)	CRRSA Act ESSER II (\$)	ARP Act ESSER III (\$)	Total Amount Expended toward required 20% set-aside to address learning loss (this amount will be exclusive of the amount reported in the preceding column; report each expenditure in only one of the two ARP ESSER columns) (\$)
Personnel Services - Salary	0.00	40,812.84	18,246.00	0.00
Personnel Services - Benefits	0.00	26,401.22	5,166.00	0.00
Purchased Professional/Technical Services	0.00	0.00	0.00	0.00
Purchased Property Services	0.00	0.00	0.00	0.00
Other Purchased Services	0.00	0.00	0.00	0.00
Supplies	0.00	0.00	5,303.00	0.00
Property	0.00	0.00	0.00	0.00
Debt Service and Miscellaneous	0.00	0.00	0.00	0.00
Other Items	0.00	0.00	0.00	0.00
<b>Totals:</b>	<b>0.00</b>	<b>67,214.06</b>	<b>28,715.00</b>	<b>0.00</b>

2. Provide the amount of LEA expenditures of ESSER funding by expenditure category for the current reporting period for Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports).

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ESSER Reporting - ESSER Expended/Planned

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	CARES Act ESSER I (\$)	CRRSA Act ESSER II (\$)	ARP Act ESSER III (\$)	Total Amount Expended toward required set-aside to address learning loss (this amount will be exclusive of the amount reported in the preceding column; report each expenditure in only one of the two ARP ESSER columns) (\$)
Personnel Services - Salary	0.00	19,060.13	102,432.65	46,393.64
Personnel Services - Benefits	0.00	24,349.34	25,941.09	16,895.02
Purchased Professional/Technical Services	0.00	0.00	0.00	(No Response)
Purchased Property Services	0.00	0.00	0.00	(No Response)
Other Purchased Services	0.00	0.00	47,750.00	34,055.00
Supplies	0.00	0.00	214,435.63	139,501.63
Property	0.00	0.00	0.00	(No Response)
Debt Service and Miscellaneous	0.00	0.00	0.00	(No Response)
Other Items	0.00	0.00	55,994.04	5,790.00
<b>Totals:</b>	<b>0.00</b>	<b>43,409.47</b>	<b>446,553.41</b>	<b>242,635.29</b>

3. Provide the amount of LEA expenditures of ESSER funding by expenditure category for the current reporting period for *Mental Health Supports for Students and Staff*.

	CARES Act ESSER I (\$)	CRRSA Act ESSER II (\$)	ARP Act ESSER III (\$)	Total Amount Expended toward required set-aside to address learning loss (this amount will be exclusive of the amount reported in the preceding column; report each expenditure in only one of the two ARP ESSER columns) (\$)
Personnel Services - Salary	0.00	0.00	69,351.00	0.00
Personnel Services - Benefits	0.00	0.00	31,332.30	0.00
Purchased				

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ESSER Reporting - ESSER Expended/Planned

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	CARES Act ESSER I (\$)	CRRSA Act ESSER II (\$)	ARP Act ESSER III (\$)	Total Amount Expended toward required set-aside to address learning loss (this amount will be exclusive of the amount reported in the preceding column; report each expenditure in only one of the two ARP ESSER columns) (\$)
Professional/Technical Services	0.00	0.00	15,374.00	0.00
Purchased Property Services	0.00	0.00	0.00	0.00
Other Purchased Services	0.00	0.00	2,912.50	0.00
Supplies	0.00	52,750.39	1,000.00	0.00
Property	0.00	0.00	0.00	0.00
Debt Service and Miscellaneous	0.00	0.00	0.00	0.00
Other Items	0.00	0.00	0.00	0.00
<b>Totals:</b>	<b>0.00</b>	<b>52,750.39</b>	<b>119,969.80</b>	<b>0.00</b>

4.

Provide the amount of LEA expenditures of CARES Act ESSER funding by expenditure category for the current reporting period for *Operational Continuity and Other Allowed Uses*.

	CARES Act ESSER I (\$)	CRRSA Act ESSER II (\$)	ARP Act ESSER III (\$)	Total Amount Expended toward required set-aside to address learning loss (this amount will be exclusive of the amount reported in the preceding column; report each expenditure in only one of the two ARP ESSER columns) (\$)
Personnel Services - Salary	0.00	34,316.10	0.00	0.00
Personnel Services - Benefits	0.00	28,089.04	0.00	0.00
Purchased Professional/Technical Services	0.00	0.00	0.00	0.00
Purchased Property Services				



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ESSER Reporting - ESSER Expended/Planned

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	CARES Act ESSER I (\$)	CRRSA Act ESSER II (\$)	ARP Act ESSER III (\$)	Total Amount Expended toward required set-aside to address learning loss (this amount will be exclusive of the amount reported in the preceding column; report each expenditure in only one of the two ARP ESSER columns) (\$)
	0.00	0.00	0.00	0.00
Other Purchased Services	0.00	0.00	0.00	0.00
Supplies	0.00	0.00	0.00	0.00
Property	0.00	0.00	0.00	0.00
Debt Service and Miscellaneous	0.00	0.00	0.00	0.00
Other Items	0.00	0.00	0.00	0.00
<b>Totals:</b>	<b>0.00</b>	<b>62,405.14</b>	<b>0.00</b>	<b>0.00</b>

## Planned Uses of Remaining ESSER Funds

5. In the table below, please provide the percentage of *planned uses of remaining ESSER funds* for each program. (Provide the percentage of remaining funds planned for the below expenditure categories. All categories must sum to 100% of remaining ESSER subgrant funds.)

	Addressing Physical Health and Safety (%)	Meeting Student Academic, Social, Emotional, and Other Needs (%)	Mental Health Supports for Students and Staff (%)	Operational Continuity and Other Uses (%)	Not Yet Planned for Specific Use (%)	Total % (must = 100%)
CARES Act	0.00	0.00	0.00	0.00	100.00	100
CRRSA Act	6.09	82.18	0.00	11.73	0.00	100
ARP Act	14.30	52.05	22.54	11.11	0.00	100

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## ESSER Reporting - ESSER Use of Funds

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## ESSER Use of Funds

1. Did the LEA expend ESSER I, II, III and/or State Reserve Funding on any of the items below in the current reporting period for *Maintaining Safe In-Person Instruction in the current reporting period?*

	Yes or No
Promoting Vaccination	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Consistent and correct mask use	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Physical distancing	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Screening testing to promptly identify cases, clusters, and outbreaks	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Ventilation	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Handwashing and respiratory etiquette	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Staying home when sick and getting tested	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Contact tracing	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Cleaning and disinfection	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

2. Did the LEA expend ESSER I, II, III and/or State Reserve Funding on any of the items below in the current reporting period to *Provide Internet Access?*

	Yes or No
Mobile hotspots with paid data plans	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Internet connected devices with paid data plans	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
District pays for the cost of home Internet subscription for student	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
District provides home Internet access through a district-managed wireless network	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

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ESSER Reporting - ESSER Use of Funds

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	Yes or No
Other (Please specify below.)	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

3. If 'Other' is selected in the table above, please specify.

(No Response)

4. Did the LEA seek to reengage students with poor attendance or participation?

Yes

5. How did the LEA seek to Reengage Students with poor attendance or participation?

	Yes or No
Direct outreach to families	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Engaging the school district homeless liaison	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Partnering with community-based organizations	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Offering home internet service and/or devices	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Implementing new curricular strategies to improve student engagement	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Offering credit recovery and/or acceleration strategies	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Other (Please specify below.)	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

6. If 'Other' is selected in the table above, please specify.

(No Response)

ESSER Use of Funds (Cont.)

7. For the following positions, indicate the total number of *positions* supported with any of the ESSER I, II, III and/or State Reserve Funding and the total amount expended during the reporting period. Support indicates salaries and/or benefits were partially or fully paid with ANY ESSER funds.

	Total Number of Positions (#)	Total Dollar Amount Expended (\$)
Special educators and related service personnel	0.00	0.00
Paraprofessionals	1.00	30,100.03

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	Total Number of Positions (#)	Total Dollar Amount Expended (\$)
Bilingual or English as a second language educators	0.00	0.00
School counselors, school psychologists and/or social workers	1.20	85,644.61
Nurses	0.83	18,246.00
Short-term Contractors	0.00	0.00
Classroom educators, not covered by previous categories	0.00	0.00
Support personnel, not covered by previous categories	3.75	94,189.07
Administrative staff, not covered by previous categories	0.00	0.00

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ESSER Reporting - ESSER Allocation of Resources

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**Allocation of ESSER Resources**

1. **What *criteria* did the LEA use to allocate ESSER I, II, III and/or State Reserve Funding to schools within the LEA?**

	Yes or No
Flat amount per school or per pupil	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Number or proportion of students at the school with specific curricular needs, such as students with disabilities or English language learner	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Number or proportion of students at the school who are eligible for Free or Reduced-Price Lunch and/or other indicators of low-income background	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Measure(s) of lost instructional time ("learning loss")	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Stakeholder or community input	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Title I status	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Other data (Please specify below.)	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

2. **If 'Other' is selected in the table above, please specify.**

We have only one building that houses our total student population.

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## ESSER Reporting - ARP ESSER 20% Learning Loss Reserve

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## ARP Learning Loss 20% Reserve

1. The LEA was required to reserve not less than 20% of ARP ESSER III funds to address the impact of learning loss through the implementation of evidence-based interventions. The LEAs minimum reserve is identified below.

360,992.20

2. What is the total amount of ARP ESSER III reserved by the LEA to address the impact of learning loss? (This must be equal or exceed the value in Item 1 above).

448,121

3. In this reporting period, how much has the LEA expended towards meeting the required reserve?

242,635

4. Which activities or interventions did the LEA implement to satisfy the LEA's mandatory set-aside requirements of ARP ESSER funds, which respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underserved student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students)?

	YES the LEA did implement the identified intervention or NO the LEA did not implement the identified intervention in meeting the mandatory 20% reserve.	Total amount expended on each activity during the reporting period. (\$)
Summer learning or summer enrichment	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	0.00
Afterschool programs	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	0.00
Extended instructional time (school day, school week, or school year)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	0.00
Tutoring	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	0.00
Additional classroom teachers	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	0.00
Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students, educators and/or families	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	19,200.88
Other additional staffing and/or activities to assess and support mental health needs, for students, educators and/or families	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	0.00
Other additional staffing and/or activities to		

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ESSER Reporting - ARP ESSER 20% Learning Loss Reserve

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	YES the LEA did implement the identified intervention or NO the LEA did not implement the identified intervention in meeting the mandatory 20% reserve.	Total amount expended on each activity during the reporting period. (\$)
identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English language learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	44,087.78
Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	0.00
Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as foster care services	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	0.00
Early childhood programs	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	0.00
Curriculum adoption and learning materials	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	145,291.63
Core staff capacity building / training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	31,055.00
Other (Please specify below.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	3,000.00
<b>Totals:</b>		<b>242,635.29</b>

## 5. If 'Other' is selected in the table above, please specify.

Whole school hover craft assembly contracted services.

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ESSER Reporting - ARP ESSER 20% Learning Loss Reserve

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6. **Please describe how the activities or interventions selected above address the disproportionate impact of COVID-19 on each listed underserved student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English language learners, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic that have been identified by the SEA.**

We designed our Lyncourt ARP Plan Loss of Learning Plan to specifically support our students of color, English Language Learners, students with disabilities and students experiencing homelessness. Our goal is recover their learning loss from effects of the COVID pandemic through a culturally-responsive, multi-tiered approach. Our team has recognized the need to educate our staff, examine our curriculum, and involve families in our goals of closing COVID impacted academic and social emotional gaps for our students. Over the past 10 years, the racial and ethnic demographics of the Lyncourt UFSD has changed dramatically. In 2010, 89% of student population was white. Today it is 45%. Our population now is 20% Asian, 18% African-American, 9% Hispanic, 7% Multicultural, and 1% American Indian. During this time our ELL population has increased from 1% of our student population to almost 15%. Our student community consists of those speaking 19 different languages and those with families' native to 16 different countries. Within this time frame our free and reduced lunch population has double to over 72%. In 2010 we had 0 students experiencing homelessness. We now have students consistently in this situation. Through these changes, our students with disabilities population has remained the same, at 20%. With this in mind, all of our teams, committees, and administrators recognize the need to reexamine all levels of our instruction, district culture, procedures, community and parent involvement, and outreach with community agencies. We have specifically addressed the unique needs and challenges for our students in the subgroups below, in our plan through the following ways:

- *Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students, educators and/or families*
- *Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English language learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)*

Students of Color (Asian, Black, Hispanic, Multiracial, and American Indian students at Lyncourt)

1. Offering our students with color priority placement in academic intervention groups with our Reading Paraprofessional and in classrooms with additional adult support as needed.
2. Providing additional Guidance Counselor and Student Engagement Specialist supports for students of color who have been disproportionately affected by the pandemic and loss of learning.
3. Providing additional health office and classroom support for students of color in order to help improve academic and social-emotional learning and improve communication between school and home.
4. Providing a School Social Worker who is able to implement a variety of evidence based social-emotional supports and interventions, including Second Step which has strong efficacy for students of color.
5. Providing home visits to families in order to effectively diminish barriers that historically have prohibited some families from accessing supportive services.



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6. Providing middle school students daily Advisory periods and an assigned Advisor to help support their academic and social-emotional learning. Students meet in small groups with an advisor on a daily basis for 30 minutes. The purpose of an advisory is to create a positive, supportive environment where students feel a connection to school and are free to discuss their challenges and celebrate their successes. Students of color are assigned Advisors who they have a positive rapport with and have ongoing communication with their families.

7. Utilizing our additional staffing from the ARP funding to be part of our Diversity, Equity, and Inclusion Team in order to ensure culturally responsive instruction and support is implemented throughout our school.

8. Utilize LAN and Technology support to improve teacher and student access to online learning platforms, support to implement technology-enabled instructional approaches and equipment for providing evidence-based educational technology platforms. This ensures our students of color have access to the latest technology and are able to learn the skills necessary for success in the 21st century.

English Language Learners

1. Providing additional Guidance Counselor supports for ELL students who have been disproportionately affected by the pandemic and loss of learning. The Guidance Counselor and ELL teachers are able to offer home visits and connect our ELL families to additional community agencies and supports as needed.

2. Offering our ELL students priority placement in after-school, small group learning programs

3. Providing additional health office and classroom support for ELL students in order to help improve academic and social-emotional learning and support translated communications between school and home.

4. Providing a School Social Worker who is able to implement a variety of evidence based social-emotional supports and interventions, including Second Step which has strong efficacy for ELL students. Similarly, to the Guidance Counselor statement above, our School Social Worker is able to provide home visits and connect our ELL families to additional agencies and supports as needed.

5. Utilizing our additional staffing from the ARP funding to be part of our Diversity, Equity, and Inclusion Team in order to ensure culturally responsive instruction and support is implemented throughout our school.

6. Providing middle school students daily Advisory periods and an assigned Advisor to help support their academic and social-emotional learning. Students meet in small groups with an advisor on a daily basis for 30 minutes. The purpose of an advisory is to create a positive, supportive environment where students feel a connection to school and are free to discuss their challenges and celebrate their successes. ELL students are placed specifically with advisors who have training and understanding of ELL regulations, best practices for teaching diverse learners and previous connections with their families, whenever possible.

7. Utilize LAN and Technology support to improve teacher and student access to online learning platforms, support to implement technology-enabled instructional approaches and equipment for providing evidence-based educational technology platforms. This ensures our English Language Learner students have access to materials in their native language and have access to the latest multi-lingual technology.

Children from low-income families and Students experiencing homelessness

1. Offering our students from low-income families and those experiencing homelessness priority placement, in intervention groups, classrooms with additional adult support, after-school learning and summer programs Our data shows our students experiencing homelessness have significant loss of academic skills and regression when they are displaced. Therefore, it is vital they have priority placement in our extended learning programs and have direct access to school support personnel.

2. Providing additional health office and classroom support for students from economically disadvantaged households and students experiencing homelessness in order to help improve academic and social-emotional learning and support communications between school and home.

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## ESSER Reporting - ARP ESSER 20% Learning Loss Reserve

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3. Offering Social Worker support to these students and connecting their families to local agencies and non-profits who can help them access needed services. The agencies we currently work with include, The Food Bank of CNY, Catholic Charities, CNY Prevention Network, ARISE, and Onondaga County Social Services.
4. Providing Social Worker and/or Guidance Counselor home visits to these students in order to meet with parents, provide toiletries, and personal care items not covered by Public Assistance benefits, offer them information on their child's learning and ways our school can support them.
5. Providing middle school students daily Advisory periods and an assigned Advisor to help support their academic and social-emotional learning. Students meet in small groups with an advisor on a daily basis for 30 minutes. The purpose of an advisory is to create a positive, supportive environment where students feel a connection to school and are free to discuss their challenges and celebrate their successes. Students experiencing homelessness are placed specifically with Advisors are from the Student Services Team and have additional training and understanding of the needs of their families.
6. Utilize LAN and Technology support to improve teacher and student access to online learning platforms, support to implement technology-enabled instructional approaches and equipment for providing evidence-based educational technology platforms. This ensures our students from low-income households and students experiencing homelessness have equitable access to educational technology their families may not be able to purchase themselves, but that their peers in more affluent areas have readily available in their homes.

Students with Disabilities

1. Offering our students with disabilities priority placement in academic intervention groups with our Reading Paraprofessional and in classrooms with additional adult support, as needed.
2. Providing additional Guidance Counselor and Student Engagement Specialist supports for students with disabilities who have been disproportionately affected by the pandemic and loss of learning.
3. Providing middle school students daily Advisory periods and an assigned Advisor to help support their academic and social-emotional learning. Students meet in small groups with an advisor on a daily basis for 30 minutes. The purpose of an advisory is to create a positive, supportive environment where students feel a connection to school and are free to discuss their challenges and celebrate their successes. Students with disabilities are placed specifically with advisors who have training and understanding of their IEP, best practices for teaching diverse learners and previous connections with their families, whenever possible.
4. Utilize LAN and Technology support to improve teacher and students with disabilities access to online learning platforms, support to implement technology-enabled instructional approaches and equipment for providing evidence-based educational technology platforms. This ensures our students with disabilities have access to technology that enables them to access the general education curriculum and teaches them the skills necessary for success in their education and future.
5. Offering Social Worker support to these students and connecting their families to local agencies and non-profits who can help them access needed services. The agencies we currently work with include, Exceptional Family Resources, ACCESS CNY, CNY Prevention Network, ARISE, and Onondaga County Social Services.
6. Providing additional health office and classroom support for students with disabilities in order to help mitigate health and safety issues to improve academic and social-emotional learning. Health office and support staff can also support communication between school and home for students who have challenges with communication and are limited in their ability to discuss school activities with their families..

*Curriculum adoption and learning material*Students of Color (Asian, Black, Hispanic, Multiracial, and American Indian students at Lyncourt)

**Education Stabilization Fund Annual Reporting 2023 - Annual 2023**

## ESSER Reporting - ARP ESSER 20% Learning Loss Reserve

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1. ARP funds utilized to purchase and update our Literacy and Math Programs and reading materials to ensure diverse populations are represented and multicultural perspectives are included.

2. Ensuring our students with color are provided the necessary reading and math materials for use at home, including decodable texts, supplemental math materials for home use and review, curriculum materials that support parent understanding and involvement in the learning process.

3. Provide students with high quality, evidence-based reading and math programs that are grounded in research and help close academic learning gaps for students of color.

English Language Learners

1. ARP funds utilized to purchase and update our Literacy and Math Programs and reading materials to ensure diverse populations are represented and multicultural perspectives are included.

2. Ensuring our ELL students are provided the necessary reading and math materials for use at home, including decodable texts, supplemental math materials for home use and review, curriculum materials that support parent understanding and involvement in the learning process.

3. Provide students with high quality, evidence-based reading and math programs that are grounded in research and help close academic learning gaps specific to students who are English Language Learners.

4. Purchasing evidence-based intervention materials and texts that offer materials in other languages and specific supports for ELL learners.

Children from low-income families and Students experiencing homelessness

1. ARP funds utilized to purchase and update our Literacy and Math Programs and reading materials to ensure diverse populations are represented and multicultural perspectives are included.

2. Ensuring our students from low-income families and those experiencing homelessness are provided the necessary materials for use outside of school and are able to access materials that give them additional learning opportunities..

3. Ensuring our students are provided the necessary reading and math materials for use at home, including decodable texts, supplemental math materials for home use and review, curriculum materials that support parent understanding and involvement in the learning process.

Students with Disabilities

1. ARP funds utilized to purchase and update our Literacy and Math Programs and reading materials to ensure diverse populations are represented and multicultural perspectives are included.

2. Ensuring our students with disabilities are provided appropriately differentiated materials, as well as access to the general education curriculum.

3. Providing materials for use at home and school that give students with various challenges equitable access to the general education curriculum, as well as the services they need specifically to address goals in their IEP.

•  
*Core staff capacity building / training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff:*

1. All staff members are trained or in the process of being trained in Trauma Informed-Care. Trauma-Informed Care (TIC) is an approach in the human service field that assumes that an individual is more likely than not to have a history of trauma. Trauma-Informed Care recognizes the presence of trauma symptoms and acknowledges the role trauma may play in an individual's life, including school staff. This training will help all Lyncourt employees understand best practices for helping all students, including students of color, students

**Education Stabilization Fund Annual Reporting 2023 - Annual 2023**ESSER Reporting - ARP ESSER 20% Learning Loss Reserve

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experiencing homelessness or are from low-income households, ELL, and students with disabilities.

2. Reading League Professional Development: Our Reading League Professional Development sessions include strategies for teachers to address reading gaps specifically for English Language Learners, students from diverse backgrounds and low-income households. Teachers are given intensive training in the Science of Reading and strategies for meeting their unique language and vocabulary needs of our diverse population.

3. Diversity Equity, and Inclusion Training: Our leadership team in conjunction with the DEI Coordinator at OCM BOCES has been working with our Guidance Counselor, Health Office Staff, School Social Worker and Student Engagement Specialist to develop a plan for giving all staff extensive professional development in Culturally Responsive-Sustaining Education Framework. Our team has completed a book study on, "*Belonging through a Culture of Dignity-The Keys to Successful Equity Implementation*". We are now working together to ensure our district is and will continue to implement equitable instructional practices and communicate with students and families that Lyncourt is a welcoming and affirming school community.

- *Whole school hover craft assembly contracted services*

According to U.S. Department of Education's publication, "*Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time*", an LEA may use funds to develop or implement an innovative approach to providing instruction to accelerate learning and mitigate the effects of lost instructional time for students most impacted by the COVID-19 pandemic. This could include emerging technology based or technology-enabled approaches, including evidence-based educational technology platforms.

The whole school hover craft assembly gave the opportunity for all of our students, including those from low-income families, all racial and ethnic groups, children with disabilities, ELL students, and those experiencing homelessness to participate in an enrichment STEM project that they would have otherwise never been able to experience. The activity gave all our underserved populations to learn about hover crafts and the technology that supports them as well as to try them out. This assembly was a way to enrich our students' educational experience, knowledge, vocabulary and science experiences. This allowed them to have a chance to participate in an activity students in higher socio-economic districts have readily available to them. In addition, the exposure to this emerging technology will help inspire our students to continue working hard in STEM related instruction and to think about pursuing STEM related careers in their future.

## Education Stabilization Fund Annual Reporting 2023 - Annual 2023

ESSER Reporting - ESSER Demographics

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**ESSER - Staff Demographics**

1. **Please provide the count of FTE for *Bilingual educators or English as a second language educators* assigned to serve each school in this LEA, regardless of funding source, as of September 30, 2021.**

**Click on "Add Row" as needed to include additional schools.**

School Name	BEDS	Bilingual educators or English as a second language educators FTE (#)
Lyncourt USFD	421504002	2.00

**Education Stabilization Fund Annual Reporting 2023 - Annual 2023**

ESSER Reporting - ESSER Activities

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**ESSER - Activities by Subgroup**

1. **Identify the ways the LEA used ESSER I, II, III and/or State Reserve funds to support learning recovery or acceleration for student groups who were disproportionately impacted by the COVID-19 pandemic.**

- Evidence-based summer learning or summer enrichment programs
- Evidence-based afterschool programs
- Extended Instructional Time (including extended school day or school week or school year)
- Evidence-based high dosage tutoring
- Early childhood education program expansion or enhancement
- Full-Service Community Schools
- Purchasing educational technology
- Other

## Education Stabilization Fund Annual Reporting 2023 - Annual 2023

ESSER Reporting - Evidence-Based summer learning or summer enrichment programs

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**Evidence-based Summer Learning or Summer Enrichment Program**

1. **Is the evidence-based summer learning or summer enrichment program open to all students?**

NO, the evidence-based summer learning and/or summer enrichment program is not open to all students.

2. **What is the total unique headcount of students that participated in this activity?**

120

3. **Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that participated in this activity.**

	# Enrolled Eligible Students in Subgroup	# Eligible Students in Subgroup Participating
Students with one or more disabilities	27	24
Low-income students	124	103
English language learners	27	22
Students in foster care	0	0
Migratory students	0	0
Students experiencing homelessness	3	3
American Indian and/or Alaska Native	1	1
Asian	31	31
Hispanic	12	11
Black, non-Hispanic	29	27
White, non-Hispanic	52	43
Native Hawaiian or Pacific Islander	0	0
Two or more races	7	7
Other student sub-population (Please specify below.)	0	0

4. **If 'Other' is selected in the table above, please specify.**

(No Response)

## Education Stabilization Fund Annual Reporting 2023 - Annual 2023

## ESSER Reporting - Evidence-Based afterschool programs

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**Evidence-based Afterschool Programs**

1. **Is the *evidence-based afterschool program* open to all students?**

NO, the evidence-based afterschool program is not open to all students.

2. **What is the total unique headcount of students that participated in this activity?**

87

3. **Indicate the number of *eligible* students within each of the following student groups, and the number of eligible students from that student group that participated in this activity.**

	# Enrolled Eligible Students in Subgroup	# Eligible Students in Subgroup Participating
Students with one or more disabilities	18	18
Low-income students	74	74
English language learners	16	16
Students in foster care	0	0
Migratory students	0	0
Students experiencing homelessness	2	2
American Indian/Alaska Native	1	1
Asian	21	21
Hispanic	12	12
Black, non-Hispanic	15	15
White, non-Hispanic	35	35
Native Hawaiian or Pacific Islander	0	0
Two or more races	4	4
Other student sub-population (Please specify below.)	0	0

4. **If '*Other*' is selected in the table above, please specify.**

(No Response)



## Education Stabilization Fund Annual Reporting 2023 - Annual 2023

ESSER Reporting - Extended Instructional Time (including extended school day or school week or school year)

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**Extended Instructional Time**

1. **Is the *extended instructional time* (including extended school day or school week or school year) program open to all students?**

NO, the extended instructional time program is not open to all students.

2. **What is the total unique headcount of students that participated in this activity?**

132

3. **Indicate the number of *eligible* students within each of the following student groups, and the number of eligible students from that student group that participated in this activity.**

	# Enrolled Eligible Students in Subgroup	# Eligible Students in Subgroup Participating
Students with one or more disabilities	25	25
Low-income students	99	99
English language learners	18	18
Students in foster care	0	0
Migratory students	0	0
Students experiencing homelessness	2	2
American Indian/Alaska Native	1	1
Asian	31	31
Hispanic	22	22
Black, non-Hispanic	18	18
White, non-Hispanic	51	51
Native Hawaiian or Pacific Islander	0	0
Two or more races	9	9
Other student sub-population (Please specify below.)	0	0

4. **If '*Other*' is selected in the table above, please specify.**

(No Response)

## Education Stabilization Fund Annual Reporting 2023 - Annual 2023

ESSER Reporting - Purchasing educational technology

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**Purchasing Educational Technology**

1. **Was educational technology purchased for all students?**

NO, educational technology was not purchased for all students.

2. **What is the total unique headcount of students that participated in this activity?**

174

3. **Indicate the number of *eligible* students within each of the following student groups, and the number of eligible students from that student group that participated in this activity.**

	# Enrolled Eligible Students in Subgroup	# Eligible Students in Subgroup Participating
Students with one or more disabilities	37	37
Low-income students	174	174
English language learners	61	61
Students in foster care	0	0
Migratory students	0	0
Students experiencing homelessness	3	3
American Indian/Alaska Native	2	2
Asian	38	38
Hispanic	24	24
Black, non-Hispanic	28	28
White, non-Hispanic	69	69
Native Hawaiian or Pacific Islander	0	0
Two or more races	14	14
Other student sub-population (Please specify below.)	0	0

4. **If 'Other' is selected in the table above, please specify.**

(No Response)

**Education Stabilization Fund Annual Reporting 2023 - Annual 2023**

ESSER Reporting - ARP ESSER State Reserve

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**ARP ESSER State Reserve Expenditures**

1. **Was the LEA a recipient of an ARP ESSER State Reserve award?**

YES, the LEA received ARP ESSER State Reserve

## Education Stabilization Fund Annual Reporting 2023 - Annual 2023

ESSER Reporting - ARP ESSER State Reserve

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**ARP ESSER State Reserve Expenditures**

1. In the table below, please provide the amount of ARP ESSER State Reserve dollars that have been expended on each category during the reporting period.

	Addressing the Impact of Lost Instructional Time (\$)	Summer Learning and Enrichment (\$)	Comprehensive Afterschool Programs (\$)
ARP Act State Reserve Expenditures	148,696.29	28,862.00	86,788.99
<b>Totals:</b>	<b>148,696.29</b>	<b>28,862.00</b>	<b>86,788.99</b>

**Education Stabilization Fund Annual Reporting 2023 - Annual 2023**

GEER Reporting - GEER Reporting

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**GEER Reporting**

1. Did the LEA (district/charter school) receive Governor's Emergency Education Relief (GEER I or II) **funding as a result of applying for the CARES or CRRSA Acts?**

YES, the LEA/charter school did receive GEER funding as a result of applying for the CARES Act.

Education Stabilization Fund Annual Reporting 2023 - Annual 2023

GEER Reporting - GEER Expended/Planned

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**GEER - Expended Funds**

1. Indicate below the purposes for which GEER I and/or GEER II funds were *expended* by the LEA.

	GEER I	GEER II
Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Activities focused specifically on addressing the unique needs of low-income children or students, students with disabilities, English language learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Providing mental health services and supports	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Extended learning time opportunities, including tutoring, summer learning, and supplemental afterschool programs	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Other (Please specify below.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

2. If 'Other' is selected in the chart above, please specify.

(No Response)

3. Please complete the chart below with information on *expenditures* of GEER funds.

	Who is the LEA serving with these funds?	Total amount expended by the LEA (\$) for activities identified above.
GEER I	Only students and teachers in Title I Schools	23,947.00
GEER II	Only students and teachers in Title I Schools	0.00

**GEER - Remaining Funds**

4. In the table below, provide the percent (%) of remaining GEER funds that have planned uses for the purposes below.

	GEER I (%)	GEER II (%)
Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment	0.00	0.00
Providing mental health services and supports	0.00	0.00
Sanitization and minimizing the spread of infectious diseases, including cleaning supplies	0.00	0.00

**Education Stabilization Fund Annual Reporting 2023 - Annual 2023**

GEER Reporting - GEER Expended/Planned

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	GEER I (%)	GEER II (%)
and staff training to address sanitization and minimizing the spread of infectious diseases		
Extended learning time opportunities, including tutoring, summer learning, and supplemental afterschool programs	0.00	0.00
Other (Please specify below.)	0.00	0.00
Not yet determined	0.00	0.00

5. **If 'Other' is selected in the chart above, please specify.**

(No Response)

6. **In the table below, please provide the total percent (%) of remaining funds that are planned for activities focused specifically on addressing the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.**

	GEER II (%)
Activities focused specifically on addressing the unique needs of low-income children or students, students with disabilities, English language learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth	0.00

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GEER Reporting - GEER Use of Funds

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**GEER Use of Funds - Internet Access**

1. Did this LEA use GEER I funds on any of the items below to provide home Internet access for any students in this reporting period?

	Yes or No
Mobile hotspots with paid data plans	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Internet connected devices with paid data plans	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
District pays for the cost of home Internet subscription for student	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
District provides home Internet access through a district-managed wireless network	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Other (Please specify below.)	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

2. If 'Other' is selected in the chart above, please specify.

(No Response)

3. Did this LEA use GEER II funds on any of the items below to provide home Internet access for any students in this reporting period?

	Yes or No
Mobile hotspots with paid data plans	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Internet connected devices with paid data plans	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
District pays for the cost of home Internet subscription for student	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
District provides home Internet access through a district-managed wireless network	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Other (Please specify below.)	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

4. If 'Other' is selected in the chart above, please specify.

(No Response)

**GEER Use of Funds - Dedicated Devices**



## Education Stabilization Fund Annual Reporting 2023 - Annual 2023

GEER Reporting - GEER Use of Funds

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5. Among students enrolled on September 30, 2021, what proportion of students had a dedicated LEA-provided device from GEER I funding?

	Did the LEA use GEER I funds to provide dedicated learning devices to any students?	Students with a dedicated device provided by the LEA (#)	Students enrolled on September 30, 2021 (#)	Proportion of students with an LEA-provided device (%)
ELEMENTARY	NO, the LEA did not use CARES Act GEER I funds to provide dedicated learning devices to any students.	0	0	0.00
SECONDARY	NO, the LEA did not use CARES Act GEER I funds to provide dedicated learning devices to any students.	0	0	0.00
<b>Totals:</b>		<b>0</b>	<b>0</b>	<b>0</b>

6. Among students enrolled on September 30, 2021, what proportion of students had a dedicated LEA-provided device from GEER II?

	Did the LEA use GEER II funds to provide dedicated learning devices to any students?	Students with a dedicated device provided by the LEA (#)	Students enrolled on September 30, 2021 (#)	Proportion of students with an LEA-provided device (%)
ELEMENTARY	NO, the LEA did not use CRRSA Act GEER II funds to provide dedicated learning devices to any students.	0	0	0.00
SECONDARY	NO, the LEA did not use CRRSA Act GEER II funds to provide dedicated learning devices to any students.	0	0	0.00

**Education Stabilization Fund Annual Reporting 2023 - Annual 2023**GEER Reporting - GEER Schools Served

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**GEER Schools Served**

1. In the table below, indicate the number of public K-12 schools that received Cares Act GEER funds or received services paid for with Cares Act GEER funds in this reporting period. Also indicate the number of non-public K-12 schools, if any, that received services paid for with Cares Act GEER funds.

	CARES Act GEER I (#)	CRRSA GEER II (#)
Public Schools	1	0
Non-Public Schools	3	0