

State Budget Reporting and Foundation Aid Survey - Budget Reporting

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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 priority areas. If these funds will not be used for one of the priority areas listed below, please respond with "N/A."

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Increasing graduation rates and eliminating the achievement gap	Goals in this priority area include: Host a College Fair for High School Students in 2022-23; Establish Career Counseling Centers in each high school; Plan for the implementation of a new CTE HVAC pathway in 2023-24; Plan for a Countywide STEAM High School anticipated to open in District in Fall 2025; and Add supports for athletic programs.	The idea of Career Counseling Centers was presented to the Board of Education by a group of current and former students as a way to encourage students to stay in school and plan for college and careers after graduation. These centers were the subject of comments of support at subsequent Board meetings, prior to and after the budget being adopted. During the process of getting community input for the 2022-23 budget, several individuals voiced the need for additional CTE programming in the District and the need to provide more creative arts programming and support for athletics. In addition, the Countywide STEAM High School has been a topic of conversation at multiple Board meetings, with public support for providing this type of curriculum to both SCSD students and those in surrounding Districts.	1945676
Reducing class sizes	Goals for this priority area include: Maintaining smaller class sizes; Enhancing diversity recruitment efforts; and Hiring and retaining the most effective staff to work with our students.	During the process of getting community input for the 2022-23 budget, the community provided feedback about getting more diverse teachers in front of students, paying teachers higher wages and developing pipelines for hard to fill staffing areas.	5026278
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Goals for this priority area include: Completing the phase-in of Montessori programming at LeMoyné Elementary School; Planning for implementation of Montessori programming at an additional location in 2023-24; Implementation of scheduling that includes 30 minutes of additional teaching time in all schools in the District; and Continuation of extended day learning programs (EDLP) for high schools students needing credit recovery to keep them on track for graduation.	The public voiced support for diversified programming to help support students through varied learning opportunities and by making school more interesting and fun for students. Montessori supports students in self directing their learning starting at the youngest age groups. In addition, the District received comments about providing relatable resources for students - also supported in the Montessori model. Many comments were shared on the topic of providing additional compensation to teachers, and	7132913

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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 (\$)
Addressing student social-emotional health	Providing additional mental and social emotional health supports, for both students and staff, in response to the pandemic is a high priority for the District. Funding for these initiatives, however, is being sourced from federal stimulus and recovery grants rather than Foundation Aid increases for the 2022-23 school year.	The community voiced great concern over the need to provide additional social emotional and mental health support to students, including but not limited to adding social workers, psychologists and counselors, helping children learn to cope with their emotions, addressing bullying and overall providing a better support network for students and staff.	0
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness			

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ARP Spending Plan Reporting

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American Rescue Plan (ARP) Spending Plan Reporting

1. Have you made changes to your approved ARP - ESSER application?

- YES, the LEA has made changes to your approved ARP ESSER application.
- NO, the LEA has not made changes to your approved ARP ESSER application.

2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

The District used a web based prioritizing software (Prioritize by Balancing Act) to seek public input about the proposed updates to the District's

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Program Goals	Per Pupil Teacher Ratios (# : #)
Summer School - Middle School - the goal of this program is to strengthen math and reading proficiency for students, reduce the number of students scoring at Level 1, provide a variety of enrichment activities and prepare students for the next school year.	25:1
Summer School - High School - the goal of this program is to strengthen math and reading proficiency for students, reduce the number of students scoring at Level 1, increase the number of high school credits earned, provide a variety of enrichment activities and prepare students for the next school year.	30:1
Virtual Academy (HS) - the goal of this program is to provide a virtual learning environment for high schools students who may not be able to participate in in-person instruction and to reduce the number of these students who drop out or become disengaged.	140:1

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Academic Intervention - this included the salary and benefits of an Academic Intervention Specialist (AIS) teacher to support planning and implementation of interventions in the District, the continuation and expansion of both small group reading and math intervention at all grade levels, including but not limited to staffing costs, materials and online data tools for students.	6,012,204
Physical Health and Safety - this included upgrades to HVAC controls, purchase of replacement filters for air purifiers deployed throughout the District and staffing costs for extended time worked by nurses in response to student needs.	3,095,124
Professional Development and Staffing Incentives - this included partnering with third party vendors to provide training to staff in the areas of project-based learning and curriculum writing and the creation of engaging, equity centered classrooms that result in improved learning outcomes for students. This also included bonuses for new staff in the District.	1,054,732
Student Achievement - this included field trip experiences for students, supplies to support in-person and remote learning, and staffing costs for instructional coaches and teachers working extended hours.	2,077,155
Social Emotional Supports - this included working with third party vendors to provide youth advocates and services to students, staffing costs for initiatives to improve student attendance, and instructional materials and supplies focused on social emotional learning and culturally responsive education (CRE)	2,692,096
Summer School - this included an extended full day summer school program focused on accelerating proficiency, mitigating learning loss and providing meaningful enrichment opportunities. Investments	

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Purchasing educational technology.			