**Community Budget Input**

Fall 2022

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Q1. How familiar are you with our strategic plan?** | | | | | | **Answer** | **N** | **Value** | **%** | **Percentage of total respondents** | | 1 - Not familiar | 90 | 1 | 6.62% |  | | 2 | 89 | 2 | 6.54% |  | | 3 | 88 | 3 | 6.47% |  | | 4 - Somewhat familiar | 313 | 4 | 23.01% |  | | 5 | 221 | 5 | 16.25% |  | | 6 | 221 | 6 | 16.25% |  | | 7 - Very familiar | 338 | 7 | 24.85% |  | | **Total: 1,360** | | | | **Weighted Score: 4.84** | |

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Q2. Proposed recommendations to support this objective:**   * **Investigate materials to support adopted curriculums, emphasizing support for students who need extra help** * **Provide all student materials to all students, so all students have equal access to learning**   **How well will proposals, such as those listed above and others, help achieve Goal 1 Objective 1?** | | | | | | **Answer** | **N** | **Value** | **%** | **Percentage of total respondents** | | 1 - Not at All | 28 | 1 | 1.93% |  | | 2 | 108 | 2 | 7.44% |  | | 3 - Somewhat | 363 | 3 | 25.02% |  | | 4 | 518 | 4 | 35.70% |  | | 5 - Very well | 434 | 5 | 29.91% |  | | **Total: 1,451** | | | | **Weighted Score: 3.84** | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Q3. Proposed recommendations to support this objective:**   * **Provide ways for students to be productive during rides to and from school** * **Create more after school activities (e.g. sports, clubs, and tutoring) and provide activity buses so all students can participate** * **Increase pathways to graduation that reflect the career interests of students**   **How well will these proposals help achieve Goal 1 Objective 2?** | | | | | | **Answer** | **N** | **Value** | **%** | **Percentage of total respondents** | | 1 - Not at All | 32 | 1 | 2.21% |  | | 2 | 109 | 2 | 7.54% |  | | 3 - Somewhat | 335 | 3 | 23.17% |  | | 4 | 507 | 4 | 35.06% |  | | 5 - Very well | 463 | 5 | 32.02% |  | | **Total: 1,446** | | | | **Weighted Score: 3.87** | |

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Q4. Proposed recommendations to support this objective:**   * **Maintain lower class sizes** * **Create a single sign-on portal for students to access all their digital materials**   **How well will these proposals help achieve Goal 1 Objective 3?** | | | | | | **Answer** | **N** | **Value** | **%** | **Percentage of total respondents** | | 1 - Not at All | 24 | 1 | 1.65% |  | | 2 | 78 | 2 | 5.36% |  | | 3 - Somewhat | 280 | 3 | 19.24% |  | | 4 | 451 | 4 | 31.00% |  | | 5 - Very well | 622 | 5 | 42.75% |  | | **Total: 1,455** | | | | **Weighted Score: 4.08** | |

Comments and Additional Ideas for **Goal 1**:

* Continue to fund, and possibly expand, SEL counselors
* Look for ways to improve student engagement, especially with the new career learning clusters
* Provide more professional learning to support adopted curriculums, and improve teacher facility with those curriculums
* Make all schools meals free, and emphasize healthy food options and eating habits
* Provide school-based summer programming to help students maintain their learning; consider a twelve-month school calendar
* School-bus assistants to help monitor students while the driver is driving
* Focus on student behavior outside the classroom, especially as it relates to school safety and student well-being
* Prioritize new school facilities in the northern feeder pattern
* Provide classroom TA’s based on enrollment (i.e. classes above 22 students have a TA), and not grade level
* Consider how to connect students, and their families, to community resources within the school environment
* Additional learning opportunities for parents related to the school- and/or division-adopted materials so they can support their child(ren)
* Add recess time to middle school
* Create embedded translator positions at schools instead of relying on tele-translation services
* Provide more clarity about what education for high ability students looks like across the Division
* Increase intervention staffing for every school

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Q6. Proposed recommendations to support this objective:**   * **Make Social-Emotional Learning counselor position permanent to ensure all students have access to school counseling services** * **Add adaptive play equipment to playgrounds, make play spaces accessible for students with special physical needs** * **Curate diverse literacy resources that can be distributed to families to build libraries at home**   **How well will these proposals help achieve Goal 2 Objective 1?** | | | | | | **Answer** | **N** | **Value** | **%** | **Percentage of total respondents** | | 1 - Not at All | 34 | 1 | 2.39% |  | | 2 | 106 | 2 | 7.44% |  | | 3 - Somewhat | 278 | 3 | 19.51% |  | | 4 | 448 | 4 | 31.44% |  | | 5 - Very well | 559 | 5 | 39.23% |  | | **Total: 1,425** | | | | **Weighted Score: 3.98** | |

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Q7. Proposed recommendations to support this objective:**   * **Create more support structures for staff (i.e. more TAs in more classes, bus aides, hall monitors)** * **Investigate ways to better connect ACPS students and families with community-based resources** * **Add family support liaisons in schools to help families in need**   **How well will these proposals help achieve Goal 2 Objective 2?** | | | | | | **Answer** | **N** | **Value** | **%** | **Percentage of total respondents** | | 1 - Not at All | 27 | 1 | 1.88% |  | | 2 | 65 | 2 | 4.51% |  | | 3 - Somewhat | 243 | 3 | 16.88% |  | | 4 | 471 | 4 | 32.71% |  | | 5 - Very well | 634 | 5 | 44.03% |  | | **Total: 1,440** | | | | **Weighted Score: 4.13** | |

Comments and Additional Ideas for Goal 2:

* Collaborate with community groups/organizations to provide more services at school sites to help families access them
* Make support positions full-time to attract more applicants and give them responsibilities that will reduce teacher workload
* Expand Pre-K opportunities (classrooms available at every elementary school)
* Increase staff compensation and incentivize retention across all positions
* Offer better/more mental health support to staff
* Increase access (both financial and spaces available) to after school activities, including EDEP, with transportation available

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Q9. Proposed recommendations to support this objective:**   * **Offer more early contracts for hard to fill positions (e.g. special education, high school math)** * **Hire more bus drivers, Teaching Assistants, and permanent substitute teachers** * **Create on-boarding and support programs for specialized staff in school buildings (e.g. bookkeepers and lead custodians)** * **Maintain market competitiveness for staff compensation**   **How well will these proposals help achieve Goal 3 Objective 1?** | | | | | | **Answer** | **N** | **Value** | **%** | **Percentage of total respondents** | | 1 - Not at All | 15 | 1 | 1.04% |  | | 2 | 46 | 2 | 3.18% |  | | 3 - Somewhat | 201 | 3 | 13.90% |  | | 4 | 419 | 4 | 28.98% |  | | 5 - Very well | 765 | 5 | 52.90% |  | | **Total: 1,446** | | | | **Weighted Score: 4.30** | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Q10. Proposed recommendations to support this objective:**   * **Audit school facilities to evaluate where inequities in resources (i.e. playgrounds, field quality, parking) are and how to bring facilities to greater consistency** * **Establish a long-term plan to move away from fossil fuels** * **Look into ways to update classrooms to create more small group or individual learning spaces**   **How well will these proposals help achieve Goal 3 Objective 2?** | | | | | | **Answer** | **N** | **Value** | **%** | **Percentage of total respondents** | | 1 - Not at All | 41 | 1 | 2.87% |  | | 2 | 103 | 2 | 7.22% |  | | 3 - Somewhat | 313 | 3 | 21.93% |  | | 4 | 451 | 4 | 31.60% |  | | 5 - Very well | 519 | 5 | 36.37% |  | | **Total: 1,427** | | | | **Weighted Score: 3.91** | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Q11. Proposed recommendations to support this objective:**   * **Examine job responsibilities across non-credentialed positions** * **Establish a care closet stocked with coats, hygiene supplies, and snacks so all students have their basic needs met at school** * **Digitize historical student records to make them more permanent and readily accessible**   **How well will these proposals help achieve Goal 3 Objective 3?** | | | | | | **Answer** | **N** | **Value** | **%** | **Percentage of total respondents** | | 1 - Not at All | 38 | 1 | 2.67% |  | | 2 | 106 | 2 | 7.46% |  | | 3 - Somewhat | 363 | 3 | 25.55% |  | | 4 | 480 | 4 | 33.78% |  | | 5 - Very well | 434 | 5 | 30.54% |  | | **Total: 1,421** | | | | **Weighted Score: 3.82** | |

Comments and Additional Ideas for Goal 3:

* Create a professional learning plan for new teachers to ensure they are familiar and prepared to use all Division-adopted materials
* Build systems that support staff to become credentialed teachers, licensed drivers, certificated professionals, etc.
* Focus on building new schools rather than renovating existing schools
* Expand access to snacks to high school
* Build systems that allow teachers to change positions or locations to minimize burn out and increase tenured staff retention
* Provide more opportunities for families to virtually attend school events
* Consider other forms of environmentalism such as moving away from single use plastics, increased recycling programs, and starting compositing programs

Note: Collective bargaining was mentioned in comments, but it is not budgetary

Respondent Demographics:

|  |  |  |  |
| --- | --- | --- | --- |
| **Q13. I am:** | | | |
| **N** | **N** | **%** | **Percentage of total respondents** |
| Albemarle County Community Member | 109 | 7.45% |  |
| ACPS Employee | 425 | 29.05% |  |
| ACPS Family Member | 436 | 29.80% |  |
| ACPS Parent & Employee | 408 | 27.89% |  |
| ACPS Student | 85 | 5.81% |  |
| **Total:** | **1,463** |  |  |

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| --- | --- | --- | --- |
| **Q14. Ethnicity/Race (check all that apply)** | | | |
| **N** | **N** | **%** | **Percentage of total respondents** |
| Asian | 84 | 6.16% |  |
| Black/African American | 116 | 8.50% |  |
| Hispanic/Latino | 84 | 6.16% |  |
| Native American/Alaska Native | 32 | 2.35% |  |
| Native Hawaiian/Other Pacific Islander | 19 | 1.39% |  |
| White | 1,161 | 85.12% |  |
| **Total:** | **1,496** |  |  |
| Because multiple answers per participant are possible, the total percentage may exceed 100%. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Q15. Gender** | | | |
| **N** | **N** | **%** | **Percentage of total respondents** |
| Female | 1,026 | 73.50% |  |
| Male | 343 | 24.57% |  |
| Non-binary | 27 | 1.93% |  |
| **Total:** | **1,396** |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Q16. In my household:** | | | |
| **N** | **N** | **%** | **Percentage of total respondents** |
| We primarily speak English | 1,287 | 90.76% |  |
| We primarily speak another language | 35 | 2.47% |  |
| We speak both English and another language | 96 | 6.77% |  |
| **Total:** | **1,418** |  |  |