



WARBIXINTA MIISAANIYADA ARDAYGA EE CAPSTONE

Waxaa loo diyaariyey Degmada Dugsiga Cherry Creek 5

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SOO KOOBID FULINTA

HORDHAC

Cherry Creek School Degmada 5 (CCSD) waxay ku jirtaa habka loo hirgelinayo qaab cusub oo maalgelin degmo ah si loo hubiyo qaybinta dhaqaalaha diiradda lagu saarayo taageerada ardayda. Si loo taageero hindisahan, Cherry Creek wuxuu la shaqeeyay Cilmi-baarista Hanover (Hanover) mashaariic taxane ah oo la xidhiidha qoondaynta khayraadka ardayga (lagu tilmaamey warbixintan si loo caddeeyo iyo joogtaynta sida Miisaaniyada Ardayga [SCB]). Hanover ayaa sidoo kale ka qaybgalay shirarka kooxda shaqada CCSD si ay ula jaanqaadaan cilmi-baaristeeda baahiyaha iyo qorshayaasha soo kordhaya ee degmada. Cherry Creek wuxuu u adeegsaday shaqadan si uu u horumariyo qaacidada sanad dugsiiyeedka 2022-23 wuxuuna diyaarinayaa hirgelin tartiib ah maadaama ay u dhowdahay marxaladda miisaaniyadeed. CCSD waxay sii wadi doontaa in ay wajahdo isbedel dheeraad ah sanadaha soo socda, waxaana habka iyo qorshayaasha loo soo bandhigay Guddiga La Xisaabtanka Degmada iyo Guddiga Waxbarashada. Warbixintan furaha ah waxay soo saartaa natiijooyinka muhiimka ah iyo walxaha ficilka suurtogalka ah ee falanqaynta si loo caawiyo hagaha Cherry Creek ee talaabooyinka xigta ee xidhiidhka xubnaha degmada iyo bulshada iyo go'aan qaadayaasha.

Warbixintan waxaa loo qabanqaabiyaa laba qaybood:

- **Qaybta I** waxay soo koobaysaa cilmi-baarista ay bixisay Hanover ilaa kooxda shaqada CCSD si ay ugu wargeliyaan horumarintooda qaabka miisaaniyada ardayda.
- **Qaybta II waxay** qeexaysaa qaabka Cherry Creek ee fulinta inta lagu jiro 2022-23 nidaamka miisaaniyada. Nidaamkani wuxuu sii wadi doonaa inuu kobciyo sanadaha dugsiga ee soo socda.

HAB

Hanover ayaa falanqeeyay xogta laga helay warbixinta Best Practices, daraasad Benchmarking, iyo taxane ah oo wareysiyo qoto-dheer si ay u bixiyaan aragti ku saabsan dhaqanka iyo hirgelinta moodooyinka miisaaniyada ardayda xuddun. Capstone Tani waxay soo koobaysaa natiijooyinka ka waxbarashada, kuwaas oo la Jaantuska ES 1 muujinaya mashruuc kasta oo ay la socdaan hagaya su'aalaha cilmi baarista iyo shaybaarka.

Jaantuska ES 1: Soo koobka Mashaariicda Cilmi Baarista

MASHRUUC	SU'AALAHADA RESEARCH	SAMPLE
 Dhaqdhaqaaqyada ugu wanaagsan ee ku salaysan saamiga iyo Miisaaniyada Ardayda	▪ Waa maxay farqiga u dhexeeya moodooyinka maalgelinta (tusaale ahaan, saamiyada miisaaniyadda ardayga, qaaciidooyinka ardayga miisaanka leh, maamulka dugsiga, moodooyinka isku dhafan)? ▪ Sidee ayay kuwan moodooyinka maalgelinta kala duwan iyo qaab-dhismeedka qoondaynta khayraadka mudnaanta ardayga? ▪ Waakuwee kooxaha ardayga waa in degmooyinka dugsiga ay tixgeliyaan marka la go'aaminayo miisaanka ama saamiyada? ▪ Sidee dadka ardayga kala duwan loo miisaamaa (tusaale ahaan, waxbarashada gaarka ah, bartayaasha Ingiriisiga)? ▪ Sidee waa in sifooyinka dugsiga kala duwan loo miisaamaa (tusaale ahaan, size, dhaqdhaqaaqa dadweynaha)? ▪ Maxaa lagu talinayaa horumarinta xirfadaha iyo tababarka tababarka si loo hubiyo in maamulayaasha degmada iyo dugsiyada ay si fiican u ogaadaan dhismayaasha maalgelinta?	Suugaanta cilmi-baarista ee dadweynaha la heli karo, bayaanka siyaasadda degmada, iyo dukumiintiyada hay'adda-soo saartay ee la xidhiidha moodooyinka

MASHRUUC	SU'AALAH RESEARCH	SAMPLE
 Noocyada Qoondaynta Maalgelinta Dugsiga Ardayga Xuddun	- Maxay yihiin sababaha raadinta qaabka miisaaniyada ardayga? - Maxay yihiin natiijooyinka muhiimka ah ee guud iyo talooyinka lagu qeexay mashaariicda Hanover hore? - Sidee ayuu noocan cusub u saameyn doonaa dugsiyada degmada oo dhan sanad dugsiyeedka 2022-23?	Shan degmo oo iskuul ah: Dugsiyada Dadweynaha ee Boston, Dugsiyada Dadweynaha ee Denver, Dugsiyada Dadweynaha ee Degmada Fairfax, Dugsiyada Dadweynaha Metro Nashville, Dugsiyada Dadweynaha County Montgomery
 Wareysiyo iyo Falanqeyn qotodheer	- Maxay yihiin fikradaha jawaabaha ee ku saabsan hirgelinta moodooyinka WSF? a. Waa maxay casharada laga bartay marxalad kasta oo hirgelinta ah? b. Waa maxay dib-u-eegista iyo isbeddelada dhacay tan iyo markii la hirgeliyey? c. talo maxay sameeyaan jawaabeyaasha bixiyaan Cherry Creek sida ay ka soconayo fulinta? - Sidee miisaanka la xiriira iyo xisaabiyaa ku salaysan kooxaha ardayga aqoonsaday? a. Sidee barnaamijyada xarunta ku salaysan u saameeyeen (tusaalayaal: adeegyada SPED ee dhexe ee maalgelinta, waxqabadyada akhriska degmada oo dhan, barnaamijyada EL)? b. Maxaa ka reeban jira daydo WSF jawaabaha '? - Sidee miisaanka loo aqoonsadaa, loo adeegsadaa, oo loo qiyaasaa? a. Waa maxay saameynta shuruudaha dhabta ah ee dhacay ee ku saabsan isku dhigma wakhti buuxa iyo doolarka miisaaniyada dhabta ah ee xarumaha degmada iyadoo ay sabab u tahay qaabka WSF? b. Waa maxay tilmaamayaasha waxqabadka muhiimka ah ee cabiraya saameynta la xidhiidha hadafyada degmada iyo mudnaanta istaraatiijiyadeed? - Discretionary/Non-discretionary: maxay yihiin xorriyadaha iyo xayiraadaha la siiyo dugsiyada shakhsiga ah/maamulayaasha? - Saameynta mushaaraadka dugsiga: Celceliska (FTE) Vs. Dhab ahaantii?	Agaasimayaasha miisaaniyadda, saraakiisha maaliyadeed, iyo CFOs oo matalaya 13 degmo dugsiga: Dugsiyada Dadweynaha Atlanta, Dugsiyada Dadweynaha ee Baltimore, Dugsiyada Dadweynaha ee Boston, Cleveland Metro Dugsiyada Dadweynaha, Dugsiyada Dadweynaha Denver, Dugsiyada Dadweynaha Hawaii, Dugsiyada Dadweynaha Indianapolis, Dugsiyada Dadweynaha Jeffco, Poudre Dugsiyada, Dugsiyada Dadweynaha ee Gobolka Prince George, Dugsiyada Midaysan San Francisco, Dugsiyada Dadweynaha Seattle, Dugsiyada Gobolka Shelby

QAYBTA I: KOOBAN CILMI BAARIS KU SAABSAN MIISAANIYADA ARDAYDA

NATIIJOOYINKA MUHIIMKA AH



Labada nooc ee maalgelinta dugsiga ee miisaanka badan waa qaacidada ardayga miisaanka leh (WSF) iyo shaqaale ku salaysan saamiga. Si kastaba ha ahaatee, WSF, oo ah kuwa ugu caansan labada, waxay miisaanka u xilsaartaa dadka ardayga ee degmada gaarka ah iyo astaamaha dugsiyada, taas oo awood u siinaysa degmooyinka inay u qoondeeyaan khayraadka ardayda baahida sare leh iyada oo aan loo eegin dugsiyada ay dhigtaan. Habkani wuxuu qaadanayaa hab aad u yaryar, ardayga oo loo baahan yahay marka loo eego qaabka miisaaniyada ardayga aasaasiga ah. Haddii kale, shaqaalaha ku salaysan saamiga - oo sidoo kale isticmaala qaab miisaan leh - waxay u qaybisaa maalgelinta iyo ilaha sida waafaqsan qadarka buuxa ee u dhigma shaqaalaha (FTE) dugsi kasta. Shaqaalaha WSF iyo saamiga ku saleysan labadaba waxay isticmaalaan qiyaasta xisaabinta dadka gaarka ah iyo baahiyaha iyo kor u qaadista caddaalad laakiin way kala duwan yihiin haddii qaaciddu ay tahay arday xuddun ama shaqaale ku salaysan.



Horumarinta qaacidooyin isku dhafan ayaa caawin kara degmooyinka si loo qiimeeyo sida ay arrimuhu u wada shaqeeyaan si ay u taageeraan baahida ardayda iyo dugsiga. Qaaciidooyinka Miisaaniyada Ardayda xuddun caadi ahaan waxaa ka mid ah isku-darka dadka ardayda iyo dugsiga ardayga diiradda saaran iyo sifooyinka bulshada ee ka dhalanaya wadahaladada degmada iyo daneeyaha iyo go'aan qaadashada xogta ku salaysan. Waxaa intaa dheer, daydo WSF u muuqdaan in ay waafajiyaan tirada ardayga iyo bulshada si guul leh miisaankas. Tusaale ahaan, dadka caadiga ah ee ardayda ay aqoonsadeen degmooyinka waxaa ka mid ah Barayaasha Ingiriisiga, ardayda naafada ah, ardayda yaryar iyo kuwa sare, heerka fasalka, iyo ardayda saboolnimada ah. Waxyaabaha kale ee ardayda ee la ogaan karo laakiin aan yareyn waxaa ka mid ah dhaqdhaqaaqa, hoy la'aanta, iyo ardayda xirfadeed. Qaaciidooyinka sidoo kale caadi ahaan waxaa ka mid ah dabeecadaha dugsiga iyo bulshada in turjumaan miisaanka ardayga ku salaysan. Astaamahan waxaa ka mid noqon kara dembiyada ama saboolnimada heerka halkaas oo ardayda ku nool yihiin. Intaa waxaa dheer, degmooyinka ayaa miisaamaya qayb kasta oo ka socda wadahaladada maxaliga ah iyo ka fekerka, falanqaynta xogta, iyo jilitaanka qaacidada.



Degmooyinku waxay ilaaliyaan xakamaynta dhexe ee barnaamijyada muhiimka u ah istaraatiijiyadooda ama caafimaadka ardayga iyo badbaadada iyagoo ilaalinaya dhaqaalahooda inta badan ama gebi ahaanba bartamaha loo maamulo oo u baahan dugsiyada si loo xisaabiyo kharashkooda. Qaabkan maalgelinta cusub wuxuu u sahlayaa maamulayaasha dugsiga inay yeeshaan xakameyn iyo dabacsanaan weyn oo ay ku bixiyaan doolarka dhaqaalahooda si ay u daboolaan baahida ardaydooda, halka degmada ay weli maamusho maalgelinta barnaamijka dhexe ee dadaallada muhiimka ah ee u baahan in ay sii joogteeyaan guud ahaan degmada. Xaaladaha intooda badan, miisaanka la xiriira waxbarashada gaarka ah waa mid yar, loogu talagalay oo kaliya in lagu kabo qalabka ama la siiyo fursado shaqaale oo dheeraad ah.

➔ Xogta sahanka aasaasiga ah waxay muujinayaan in degmooyinka sida caadiga ah ay bixiyaan macluumaad ku saabsan hababka maalgelinta dugsiga, laakiin degmooyinka iyo barnaamijyada shahaadada ma diyaariyaan maamulayaasha xirfadaha muhiimka ah ee miisaaniyadda. Maamulayaasha iyo shaqaalaha degmada inta badan ma fahmaan qaabka maalgelinta dugsiga degmada; markaa tababar dheeraad ah iyo horumarinta muddada dheer waxay awood u siin karaan inay kordhiyaan awoodda qoondaynta khayraadka. Intaa waxaa dheer, hogaamiyayaasha degmada ma raacaan hababka horumarinta maalgelinta dugsiga caadiga ah waxayna ku baaqayaan in diiradda la saaro istaraatiijiyadeed ee maamulayaasha, iskaashiga asxaabta, iyo qorsheynta muddada dheer. Degmooyinku waxay

isticmaali karaan qorshayaasha horumarinta xirfadeed ee qeexaya dhinacyada horumarinta xirfadeed (tusaale ahaan, yaa, maxay, goorta, sida) si ay u taageeraan qorshahan iyo hirgelinta horumarinta xirfadeed.



Istaraatiijiyadaha kor u qaadaya fariimaha hufan iyo faahfaahsan ee ku saabsan miisaaniyada iyo isbeddelka moodooyinka maalgelinta waxay awood u siin doonaan faham weyn oo ku saabsan habka miisaaniyada iyo falsafadeeda. Hababka ugu wanaagsan ee fariimaha waxaa ka mid ah horumarinta iyo hirgelinta istaraatiijiyada isgaarsiinta oo ka kooban saddex walxood: muuqaalka guud ee nidaamka miisaaniyada, qorshaha ka qayb qaadashada daneeyaha, iyo sharaxaadda go'aamada degmada. Fariimahani waxay aad muhiim ugu yihiin kuwa ugu saameeya isbeddelka qaybinta maalgelinta dugsiga (tusaale ahaan, maamulayaasha). Intaa waxaa dheer, hogaamiyayaasha degmooyinka waa inay la socdaan xidhiidhka taxadar leh, gaar ahaan marka la wadaago macluumaadka isbedelada saameynaya qoondaynta, qaybaha qaacidada, madaxbannaanida maamulaha, iyo sinnaan la'aan-inkastoo aan loo baahnayn sinnaan la'aan-qaybinta. Hoggaamiyayaashu waa inay sidoo kale caddeeyaan wixii isbeddel ah ee la xiriira ee laga filayo.

CILMI BAARIS KU SAABSAN ARDAY-XUDDUN MIISAANIYADDAING

Qaybtan, Hanover waxay soo saartaa natiijooyinka cilmi-baarista ee la xidhiidha caqliga, istaraatiijiyada, caqabadaha, iyo casharrada la bartay marka degmooyinka ay doortaan inay u guuraan miisaaniyadda ardayda. Hanover ayaa wareysiyo qoto-dheer la yeeshay agaasimayaasha miisaaniyadda, saraakiisha maaliyadeed, iyo CFOs oo matalaya degmooyinka dugsiyada 13 kuwaas oo isticmaala nooc ka mid ah istaraatiijiyadan miisaaniyadeed. Hanover ayaa sidoo kale sameeyay dib-u-eegis suugaanta ugu fiican iyo daraasad baaxad leh oo ku saabsan degmooyinka asxaabta si loo helo aragtiyo taaban karo oo ku saabsan raadinta qaabka miisaaniyadda ardayga.



Degmooyinku waxay ujeedadoodu tahay in wax laga qabto baahida yara. Ka qaybgalayaasha wareysiga qoto-dheer ayaa muujinaya in ardayda heerarka kala duwan ee horumarinta ay u baahan yihiin heerar kala duwan iyo noocyada adeegyada. Tusaale ahaan, ardayda da'da yar ee Fasalada K-

3 waxay u muuqdaan inay u baahan yihiin qiyaasta fasalka yar, halka ardayda dugsiyada sare ay u baahan karaan taageero dheeraad ah si loo hubiyo qalin-jabinta wakhtiga. A firfircoon miisaan caadi ah la wadaago ka mid ah ka qaybgalayaasha intooda badan waxaa ka mid ah miisaanka fasalka ku salaysan in diiradda saaraan fasalada hore, halka fasalada sare ay yihiin miisaan ama miisaanno u muuqdaan in ay hoos u dhacaan heerarka dugsiga dhexe iyo sare si xawli ah.

"Mar dambe ma maal galinno dadka waaweyn, mar dambe ma maal barnaamijyada, mar dambe ma maal dugsiyada shakhsiga ah. Waxaanu maalgelinaynaa ardayda, maalgelintaasna waxay ku saleysan tahay baahidooda. ' Tani waxay ahayd dheg noo."

- peer Degmada CFO



Degmooyinka wax ka qabtaan baahida loo qabo in la hubiyo daahfurnaanta. Ka qaybgalayaasha wareysiga qoto-dheer ayaa si joogta ah u tixraacaya baahida loo qabo in ay soo bandhigaan bulshooyinka iyo dugsiyada leh nidaam miisaaniyad hufan oo u sahlaya dadka in ay si sax ah u arkaan meesha lacagta degmada (iyo doolarka canshuurta) lagu hagaajiyo. By iskaashi dheeraad ah si ula kac ah la madaxda campus, degmada xaqiijin karaa xubnaha bulshada in lacag loo baahnayn aan loo qoondeeyey ujeedooyin maamulka dhexe.

*"Hadafkayaga ugu muhiimsan marka aan horumarinay qaabka wuxuu ahaa inaan awoodno inuu noqdo mid aad u macquul ah isticmaalaha ugu dambeeya. Ma aanan dooneynin inaan yeelano geedi socod isku dhafan, oo wareersan. Waxaan sidoo kale dooneynay in ay si quruxsan u **noqoto mid hufan bulshadeena** ku saabsan sida aan ula imaaneynay qaabka."*

- Peer Degmada CFO



Degmooyinka doonayaan in kor loogu qaado madaxbannaani site. Inta badan hoggaamiyeyaasha degmooyinka ayaa la waraystay waxay hirgeliyaan moodooyinka miisaaniyada ardayda xuddun u ah habka kooxda. Degmooyin badan ayaa leh guddiyo ka kooban khubaro miisaaniyadeed, barayaal, iyo xubnaha bulshada oo iska kaashanaya sidii ay u go'aamin lahaayeen sida miisaanka lagu bixin doono dollar dhaqaale.

"Waxaan leenahay guddi ka hadlaya wixii baahi ah ama isbedel ah. Waxaa saameyn weyn ku sinnaanta sababtoo ah qof walba wuxuu leeyahay tidhaahdaan ah meesha lacagta la socday"

– Agaasimaha Miisaaniyadda Degmada



Degmooyinka isticmaalaan qaaciidooyinka si ay uga hortagaan saboolnimada iyo isbadalka diiwaangelinta. Ka qaybgalayaasha wareysiga qoto-dheer ayaa soo sheegaya in degmooyinka ay hirgeliyaan moodooyinka maalgelinta miisaanka leh si loo hubiyo in dugsiyada leh tiro badan oo saboolka ah iyo/ama ardayda hooseeya ay helaan khayraad dheeraad ah si loo hagaajiyo natiijooyinka tacliinta iyo bulsho-dareenka. Moodooyinka hore ee loo qoondeeyey lacagaha ku saleysan lambarada diiwaangelinta iyo raashinka FTE waxay abuureen sinnaan la'aanta daran ee dugsiyada yaryar, gaar ahaan kuwa leh saami weyn ee ardayda dhaqaale la'aanta ah.

CILMI BAARIS KU SAABSAN SAMAYNTA IYO HIRGELINTA QAABKA MIISAANIYADA ARDAYDA XUDDUN U AH

Cilmi-baaristu waxay tilmaamaysaa dhinacyada ugu adag ee hirgelinta qaabka SCB: xidhiidhka iyo qorshaynta looga baahan yahay bilawga si loo hubiyo in daneeyaha iibsashada iyo tababarka ku filan ee dhammaan go'aamada go'aamiyayaasha degmada. Iyadoo lagu saleynayo natiijooyinkan, CCSD waxay qaadatay qaab ula kac ah iyada oo la abuurayo koox shaqo oo iskutallaabsan si ay wax uga qabtaan arimaha, su'aalaha, iyo bixinta jawaab celin inta lagu jiro horumarinta qaabka SCB.

Jaantuska 1.1 wuxuu soo bandhigayaa shayada ficilka lagu qeexay inta lagu jiro wajiga cilmi-baarista ee degmooyinka si loo tixgeliyo marka la sameynayo iyo hirgelinta miisaaniyada ardayga ku salaysan, oo ku habboon hababka ugu wanaagsan iyo natiijooyinka muhiimka ah ee ka imanaya degmooyinka asxaabta ee heerka iyo daraasadaha wareysiga qoto-dheer ee hirgelinta nidaamka WSF. Waxyaabaha lagu calaamadeeyay calaamad hubin waxay ahaayeen dhaqamada ay CCSD aqoonsadeen, la qabsadeen, loona dhamaystiray qayb ka mid ah nidaamkooda socda. Natiijooyinkani waxay ka caawiyeen hogaaminta CCSD inay sameeyaan go'aamada maxaliga ah ee horumarinta qaabka CCSD SCB.

Jaantuska 1.1: Qaabaynta Miisaaniyadda Ardayda iyo Ficilka Ficilka Fulinta

	Waxyaabaha Waxqabadka ✓ Maskaxda ioy ururinta aragtida daneeyaha ee dadka ardayga iyo barnaamijyada la xidhiidha si ay ugu jiraan qaybaha si loo go'aamiyo taas oo ka muuqata qaacidada maalgelinta dugsiga.¹ ✓ Aqoonso qaybaha caanaha dadweynaha ardayga si madaxbannaan oo wadajir ah u dabooli doona baahiyaha dugsiga.² Waxaa intaa dheer, tixgeli sida qodobada (tusaale ahaan, isku xirnaanta miisaanka qaybaha, maalgelinta si ay u taageeraan miisaanka) si wadajir ah u wada shaqeeyaan si ay u taageeraan baahida ardayda iyo dugsiga. ✓ ☒ Marka lagu daro qaybaha caanaha dadweynaha ardayga, tixgeli astaamaha dugsiga iyo bulshada (ie, saboolnimada ama ardayga waxay u baahan yihiin fiirsashada, baahida bulshada, barnaamijyada gaarka ah, iyo dugsiyada yaryar) marka la go'aaminayo qaacidada qeybo. Dugsiyada qaarkood waxay u baahan karaan mageero ka baxsan baahida dadka ku salaysan ardayga.³ ☐ Isticmaal miisaanka xogta ku salaysan si aad u dhiso qaaciidooyinka, ka dibna sahaminta sida nooca formula saameynta dugsiyada iyo ardayda jimicsi khiyaali ah si loo tijaabiyo waxtarka miisaanka.⁴ Dib u eegida cabirka miisaanka oo qiimee haddii qaaciidooyinka ay ka kooban yihiin miisaanka ugu wanaagsan ee qayb kasta. ☐ Hindise siyaasado iyo xalal ujeedadiisu tahay in la ilaaliyo dugsiyada leh diiwaangelinta hoose ama hoos u dhaca iyo tilmaamaha qeexaya sida mushaharka shaqaalaha u saameeyo xisaabinta (ie, mushaharka dhabta ah ama celceliska) oo sharax sida degmadu u bixiso maalgelin dheeri ah jagooyinka loo baahan yahay iyo adeegyada lagama maarmaanka ah. ✓ Inla hubiyo in lagu daydo ay soo mareen dhowr dibsi had iyo goorba loo qiimeeyo model miisaan. Dib-u-eegista dib-u-celinta waxaa ka mid ah yareynta ama kordhinta miisaanka, ku darista ama ka saarida miisaanka, iyo dib u cusbooneysiinta xakamaynta dhexe. ✓ Bixi tallaabooyinka kala-guurka iyo magdhawga kale ee dugsiyada kuwaas oo lumin doona maalgelinta. Abuuritaanka qorshe ku-meel-gaar ah oo siman si loo hubiyo in si tartiib tartiib ah luminta iyo bixinta lacagaha dheeraadka ah ee dhexe loo qoondeeyey waxay ka caawisaa hubinta in iskuulada lagu qabto si aan dhib lahayn oo ay yareeyaan walaaca. ☐ In la siiyo horumar xirfadeed oo loogu talagalay madaxda dugsiga iyo degmada kuwaas oo wargelinaya ka qaybgalayaasha qaabka maalgelinta degmada, doorka ay ku leeyihiin hannaanka maalgelinta, xirfadaha loo baahan yahay doorkooda (tusaale ahaan, isticmaalka buugga miisaaniyadda, dhaqanka hoggaanka), iyo sababta iyo sida gaar ah Go'aamada ka dhacay si loo hubiyo in daneeyayaasha muhiimka ah ay si buuxda u fahmaan, iibsadaan, iyo hirgelinta model ah.
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Gaar ahaan, SCB waxay ku bilaabataa lacagta aasaasiga ah ee maalgelinta ardayda waxbarashada guud, waxay aqoonsadaan kooxaha ardayga ee u baahan khayraad dheeraad ah, waxayna go'aamisaa maalgelinta dugsiga iyadoo la isticmaalayo qaacido miisaankeedu yahay koox kasta oo arday ah oo ku salaysan baahida khayraadka. Inkastoo qaaciidooyinka kala duwan oo ku salaysan mudnaanta degmada iyo sifooyinka, wadaagga for Qaababka SCB caadi

¹ [1] "Fair Student Funding Summit: Conference Proceedings and Recommendations for Action." Education Resource Strategies. p. 9\.. <https://www.erstrategies.org/cms/files/1022-fair-student-fundingsummit.pdf> [2] "Transforming School Funding for Equity, Transparency, and Flexibility: A Nuts-and-Bolts Guide to Implementing Student-Based Budgeting," Op. cit., pp. 28-29.

² Ibid., pp. 30-31.

³ Ibid., p. 30.

⁴ "Transforming School Funding for Equity, Transparency, and Flexibility: A Nuts-and-Bolts Guide to Implementing Student-Based Budgeting," Op. cit., p. 34.

ahaan waxaa ka mid ah qaybaha ku cad Jaantuska 1.2. Gaar ahaan, daraasad 2020 ah oo lagu daabacay Miisaaniyada Dadweynaha & Maaliyadda ma helin nooca SCB caadiga ah sababtoo ah baahida gaarka ah ee degmada iyo sifooyinka.⁵

Jaantuska 1.2: Qaybaha Model Miisaaniyada Ardayga ah

QAYB	SHARAXAAD
Aasaas	Aasaaska ama qadarka waxbarashada asaasiga ah ee ku salaysan falanqaynta xogta la xaqiijin karo iyo waxay bixisaa ilo ku filan si loo baro ardayda si heer dastuuri ah oo ku filan.
Miisaan	Miisaanku wuxuu qoondeeyey khayraad ku filan ardayda u baahan khayraad weyn si ay u bartaan una gaaraan heerar la mid ah asxaabtooda aan u baahnayn.
Qabo Xeeladaha aan dhib lahayn	Qodobbada lagu xadidayo xaddiga khasaaraha maalgelinta ee dugsiga uu la kulmi karo sanad ilaa sanad.
Muuqaalka Diiwaangelinta	Isbeddellada diiwaangelinta waxaa loo arkaa falanqaynta miisaaniyadda si loo ogaado baahiyaha xarumaha gaarka ah.
Shuruudaha Dugsiyada Yar	Fikradaha qaacidada si ay u bixiyaan dhaqaale dheeraad ah dugsiyada yaryar si ay uga caawiyaan daboolidda kharashka aasaasiga ah ee hawlgalka dugsiyada.
Qiime	formula waxay leedahay jadwal fulinta macquul ah, sida in formula la kulmay xuduudaheedu miisaaniyadda degmada sannad ilaa sannad.

Waxaa laga soo xigtay: Mashruuca Maaliyadda Iskuulka Connecticut⁶

Laga soo bilaabo wareysiyada qoto-dheer ee Hanover oo lala yeeshay agaasimayaasha miisaaniyadda, saraakiisha maaliyadeed, iyo CFOs oo matalaya 13 degmo dugsi, kaqeybgalayaashu waxay muujiyaan aragtiyaha miisaanka kaas oo awood u siin kara in la kulmo heerarka kala duwan ee baahiyaha ardayga iyo adeegyada taageeraya ee u dhigma baahiyahaas. Tusaale ahaan, bartayaasha Ingiriisiga ee heerarka aqoonta sare waxay u baahan yihiin taageero ka yar kuwa heerarka bilowga ah ama dhexe. miisaanka fasalka ku salaysan yihiin ka mid ah ka qaybgalayaasha caan ah, gaar ahaan kuwa diiradda lagu saaray fasalada hore, siiyey baahida loo qabo tirada fasalka yar. Si kastaba ha ahaatee, ka qaybgalayaashu waxay xusaan siinta miisaanno gaar ah dugsiyada sare si wax looga qabto takhasuska maadada iyo fasalo badan baahida xaalado badan. Miisaanka dugsiyada sare ee gaarka ah ayaa sidoo kale la adeegsadaa marka shaqada iyo waxbarashada farsamada lagu daro qaabka miisaanka.

Iyada oo ku xidhan heerarka kala duwan ee waxbarashada gaarka ah, ardayda u socdaan in ay u baahan yihiin rt suppo more. Isla bartayaasha Ingiriisi iyo ardayda KO in 1. Lahaanshaha kala duwanaanshahaas runtii waa muhiim iyo in la hubiyo in dugsiyada leh tiro badan oo ardaydaas ah ay leeyihiin khayraadka ay u baahan yihiin ay muhiim tahay. Oo waxay qaadataa factor u ololeeya in.”
— Agaasimaha Miisaaniyadda Degmada

⁵ “Funding Formula Guidebook: A Framework for Equitable School Funding and a New School Finance System for Connecticut’s Public Schools.” Connecticut School Finance Project, November 2016. pp. 4, 9.
<http://ctschoolfinance.org/assets/uploads/files/Funding-Formula-Guidebook-2016.pdf>

⁶ Figure text reproduced verbatim from: Ibid., p. 9.

“ Dugsiga sare, ardaydu waxay ka guuraan fasal ilaa fasal, waxaadna haysataa macalimiin ku takhasusay maadooyin kala duwan. Waxyaabaha sida in ay abuuraan baahi loo qabo baahida shaqaalaha weyn iyo sidoo kale ballaarinta barnaamijyada. Waxaad leedahay tiknoolajiyad iyo waxyaabo kale oo aan ahayn sida laga arki karo guddiga. Sidaa daraadeed dhammaantood marka la yidhaahdo, waxaynu haysanaa dheeraadka dugsiga sare.”

—Agaasimaha Miisaaniyadda Degmada

CILMI BAARIS KU SAABSAN TIXGELINTA MIISAANKA

Xogtu waxay u sahlayaa degmooyinka in ay dib u eegaan qiyaasta miisaanka waxayna qiimeeyaan haddii qaacidooyinka ay ka kooban yihiin miisaanka ugu wanaagsan ee qayb kasta. Sidaa awgeed, degmooyinka waa in si taxadar leh loo qiimeeyo sida wax ka beddelka formula saameeyo dhammaan dadka iyo tixgeliyaan caqabadaha caadiga ah ee xulashada miisaanka formula maalgelinta dugsiga soo bandhigay Jaantuska 1.3.⁷

Jaantuska 1. 3: Caqabadaha Caamka ah ee Doorashada Qaacidooyinka

	Baahida is khilaafsan ee kooxaha ardayda kala duwan		Magdhawga iskuulada aan lacagaha dibadda ku ururin karin
	In aad awood u yeelato in ay naqshadeeyaan qaabab ku salaysan barnaamijyada la rabo halkii ay ka noqon lahayd xaqiiqooyinka miisaaniyadda		Sameynta dhiirigelin xaq iyada oo loo marayo miisaanka (si looga fogaado barnaamijyada lagu xakamaynayo oo qaali ah)
	Sidee dhakhso ah qaacidooyinka noqon kartaa mid aad u adag		Helitaanka dheelitirka saxda ah ee maalgelinta guud ahaan xarumaha kala duwan iyo kala duwan.
	La qabsiga qaababka isbeddelka jawiga maaliyadeed iyo dugsiga		In la hubiyo in miisaanka/maalgelinta uu daboolayo kharashka waxbarashada noocyada kala duwan ee ardayda iyo in dugsiyadu dhab ahaantii bixiyaan barnaamijyo iyo adeegyo ku haboon (sida, hirgelinta nidaamyada isla xisaabtanka iyo maamulka waxqabadka)

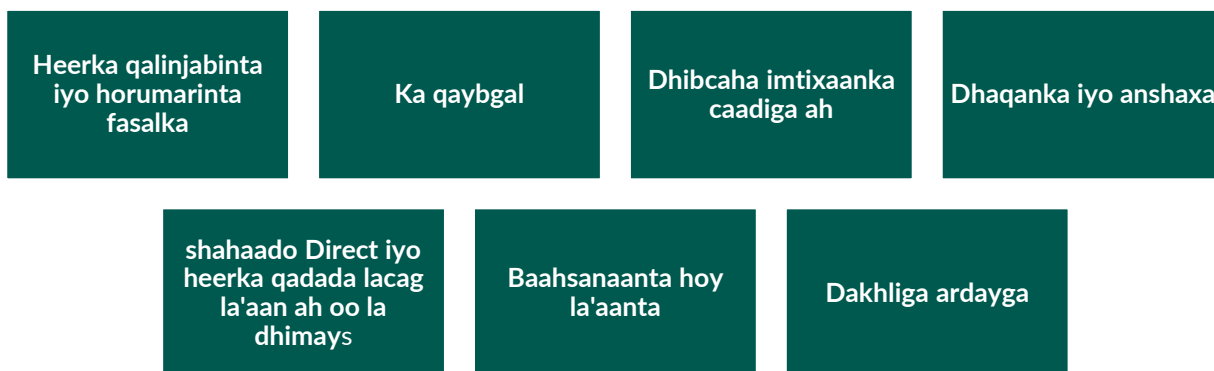
Isha: Istaraatiijiyada Khayraadka Waxbarashada⁸

Laga soo bilaabo wareysiyada qoto-dheer ee Hanover, kaqeybgalayaashu waxay tixraacaan tallaabooyin kala duwan oo ay isticmaalaan si ay u sameeyaan qaabab ayna hubiyaan in qaabkoodu uu u shaqeeynayo hab u dhigma mudnaanta istaraatiijiyadeed ee degmada. Nidaamyada bulshada ee bulshada ayaa badanaa la baaraa si loo xaqiijiyo sinnaanta. Jaantuska 1.4 taxan tallaabooyinka loo isticmaalo si loo go'aamiyo loona qiimeeyo miisaanka.

⁷ [1] “Transforming School Funding for Equity, Transparency, and Flexibility: A Nuts-and-Bolts Guide to Implementing Student-Based Budgeting,” Op. cit., p. 32. [2] “Fair Student Funding Summit: Conference Proceedings and Recommendations for Action,” Op. cit., p. 10.

⁸ Figure text reproduced verbatim from: “Fair Student Funding Summit: Conference Proceedings and Recommendations for Action,” Op. cit., p. 10.

Jaantuska 1.4: Tallaabooyinka lagu raadinayo Waxqabadka



TIRADA ARDAYDA

Tirada caadiga ah ee ardayda miisaamay moodooyinka miisaaniyadeed ee ardayda ku jira waxaa ka mid ah Barayaasha Ingiriisiga, ardayda naafada ah, ardayda yaryar iyo kuwa sare, heerka fasalka, iyo ardayda saboolnimada. Degmooyinka waaweyn ee magaalooyinka, saboolnimada, heerka fasalka, iyo ardayda hooseeya iyo kuwa sare waxay ka kooban yihiin arrimaha ugu miisaanka badan. Inkasta oo ay soo noqnoqdaan, degmooyinku waxay tixgelin karaan hoy la'aan, dhaqdhaqaaqa, ardayda xirfadaha, iyo dadka kale ee degmada gaarka ah. **Ka qayb qaadashada daneeyayaasha ee aragtida ku saabsan dadka ardayga iyo barnaamijyada la xiriira in ay ku jiraan waxay ku wargelin doonaan go'aamada go'aaminta kaas oo ka muuqda qaacidada maalgelinta dugsiga.**⁹ Jaantuska 1.5 liisaska heerarka iyada oo qaybaha caanaha dadweynaha ardayga lagu cabbiri karo waxtarka si madaxbannaan oo si wadajir ah loo daboolo baahida dugsiga.

Jaantuska 1.5: Heerarka Qaybaha Dadweynaha Ardayda

☐ La Xiriira: Ku xidhan baahida ardayga dhabta ah ee caadi ahaan u baahan yahay khayraad dheeraad ah si wax looga qabto si wax ku ool ah;

☐ La cabbiri karo: Ujeedo, la qiyaasi karo, iyo ilaha xogta oo si weyn loo tixgeliyo inuu yahay mid sax ah oo la isku halayn karo;


☐ Independent: Ma aha wax dugsiyadu xakamayn karaan. Haddii kale, miisaanku wuxuu abuurii karaa si aan ula kac ahayn (iyo mararka qaarkood qalloocan) dhiirigelin;

☐ Muhiim: Ku soo bandhigaan ugu yaraan saddex ilaa shan boqolkiiba dadka ardayga ah iyada oo aan codsan dhammaan ardayda; iyo

☐ Kala duwanaansho: Ku soo bandhigaan wax ka badan hal dugsi oo uu leeyahay kala duwanaansho weyn oo iskuulada ah.

⁹ [1] "Fair Student Funding Summit: Conference Proceedings and Recommendations for Action." Education Resource Strategies. p. 9\.. <https://www.erstrategies.org/cms/files/1022-fair-student-fundingsummit.pdf> [2] "Transforming School Funding for Equity, Transparency, and Flexibility: A Nuts-and-Bolts Guide to Implementing Student-Based Budgeting," Op. cit., pp. 28–29.

ASTAAMAHA DUGSIGA IYO BULSHADA

Degmooyinka waa inay sidoo kale tixgeliyaan astaamaha dugsiga iyo bulshada marka la go'aaminayo qaybaha caanaha, maadaama dugsiyada qaarkood ay u baahan karaan taageero ka baxsan baahida dadka ku salaysan ardayga. Jaantuska 1.6 wuxuu soo bandhigayaa shan sifooyin oo caadi ah oo muujinaya muhiimada xisaabinta arrimaha aan ardayga ahayn ee qaababka maalgelinta. Astaamahani waxay khuseeyaan arrimaha dugsiga (tusaale ahaan, barnaamijyada la bixiyo, cabbirka) iyo arrimaha bulshada (tusaale ahaan, saboolnimada, dembiyada).¹¹

Jaantuska 1.6: Waxyaabaha Qaacidada Iskuulka iyo Bulshada

DABEECAD	CAQLI GAL	TIXGELINTA MUHIIMKA AH
Saboolnimada ama Ardayga Uga Baahan	Qoondaynta maalgelinta ardayda meelaha saboolnimada sare waxay u oggolaaneysaa degmooyinka inay xisaabtamaan saameynta qoysaska dakhligoodu hooseeyo natiijooyinka ardayda.	Degmooyinka waa in ay ka fogaadaan maalgelinta fiirsashada saboolnimada la cutoffs fiiqan maadaama ay abuuri karaan farqiga dugsiyada la mid ah iyo kala duwanaanshaha weyn ee maalgelinta sanad-ilaasannad marka dugsiyada gudbaan calaamadaha xadka.
Baahida Bulshada	Dugsiyadu waxay ka faa'iideysan karaan maalgelinta marka ay saameeyeen arrimo xaafad-gaar ah. Tusaale ahaan, dugsiyada meelaha leh heerarka dambiyada sare waxay u baahan karaan khayraad dheeraad ah si ay u taageeraan ardayda la kulma dhaawacyo badan.	Degmooyinku waxay wax ka qaban karaan arrimaha la xidhiidha bulshada iyagoo adeegsanaya lacagaha ardayda ku saleysan xaafadahooda. Habkani wuxuu u sahlayaa in degmooyinka ay taageeraan ardayda degan goobaha aan la adeegin oo ku nool goobaha aan la adeegin balse dhigta dugsiga xaafad kale.
Barnaamijyada Gaarka ah	Dugsiyadu waxay u baahan karaan maalgelin si ay u maamulaan barnaamijyo gaar ah (tusaale ahaan, xirfadda iyo waxbarashada farsamada, Baccalaureate International).	Bixinta maalgelinta barnaamijyada gaarka ah waxay sababtaa maalgelin aan sinnaan lahayn sababtoo ah waxay hubisaa in dugsiyada qaarkood ay leeyihiin waxyaabo badan oo kobcin ah oo aan la xiriirin baahida ardayga. Si kastaba ha ahaatee, maalgelinta noocan oo kale ah waxay ballaarin kartaa fursadaha ardayda oo dhan oo faa'iido leh haddii dugsiyadu si taxadar leh u eegaan helitaanka barnaamijka.
Dugsiyada yaryar	Dugsiyada yaryar waxaa laga yaabaa inay u baahan yihiin ilo dheeraad ah sababtoo ah kharashyada joogtada ah iyo maalgelinta yar ee ardayga.	Dugsiyada yaryar waa inay maamulaan kharashka caadiga ah ee joogtada ah si ay u shaqeeyaan dhismahooda laakiin waxay helaan maalgelin yar sababtoo ah diiwaangelinta hoose. Sidaa daraadeed, degmooyinku waxay u qoondayn karaan khayraad dheeraad ah si ay dugsiyada yaryar Si kastaba ha ahaatee, xalkani wuxuu yareynayaa sinnaanta dugsiyada sababtoo ah dugsiyada leh dadka ardayga la midka ah waxay helayaan heerar maalgelin oo kala duwan
Saadaasha Diwaangelinta	Dugsiyadu waxay arki karaan isbeddelo waaweyn miisaaniyaddooda loo qoondeeyey hal sano ilaa kan xigta sababtoo ah korodhka ama hoos u dhaca diiwaangelinta xarunta gaarka ah iyo/ama guud ahaan degmada guud ahaan.	Xasiloonida miisaaniyadda waxay si toos ah ugu xiran tahay xasiloonida diiwaangelinta ardayda ee heer degmo iyo heer dugsiga labadaba. Isbeddelka dadweynaha ee degmada iyo isbeddelada dadweynaha ee aagga juqraafi waxay keenaysaa hoos u dhac ku yimaada diiwaangelinta iyo sidoo kale isbedelka noocyada ardayda ee degmooyinka iyo xarumaha ay u adeegaan.

Isha: Istaraatiijiyada Khayraadka Waxbarashada¹²

¹⁰ Bulleted text reproduced nearly verbatim from: Ibid., p. 31.

¹¹ Ibid., p. 30.

¹² Figure design reproduced verbatim with text adapted from: Ibid.

Ka qaybgalayaasha wareysiga qoto-dheer waxay xusaan dugsiyada hirgeliyey moodooyinka hore ee loo qoondeeyey lacagaha ku saleysan lambarrada diiwaangelinta iyo saamiyada FTE miisaan leh oo aan lahayn awood u leh inay bixiyaan taageero waxbarasho iyo bulsho oo ku filan si loo yareeyo saameynta saboolnimada ardayda, sida ka qaybgalka iyo arrimaha dabeecadda, iyo horumarinta fasalka iyo heerka qalin jabinta. **Sidaa daraadeed, degmooyinku waxay hirgeliyaan qaababka miisaaniyada ardayda si loo hubiyo in dugsiyada leh tiro badan oo saboolka ah iyo/ama ardayda hooseeya ay helaan ilo dheeraad ah si loo hagaajiyo natiijooyinka tacliinta iyo bulsho-dareenka.**

*Aynu sheegno **hal dugsi wuxuu leeyahay saboolnimo aad u hooseeya, waxaa laga yaabaa in 20% ardaydu ay bilaash yihiin oo ay hoos u dhigaan qadada waxaadna haysataa dugsi kale, isla qiyaasta, laakiin 80% ardaydu waa kuwo bilaash ah oo la dhimay qadada waxaadna leedahay heerka qalin-jabinta ama heerka aqoonta akhriska. Qaabka maalgelinta ee aynu hore u helnay, dugsiyadaas ayaa la maalgelin doonaa si lamid ah, waxaa laga yaabaa in marka laga reebo lacagta yar ee cinwaanka I. Marka aad bedesho moodooyinka maalgelinta **miisaanka waxyaabaha sida saboolnimada, ka dibna khayraadka dugsiya leh saboolnimo sare ayaa heli doona wax badan, iyo sidaa darteed waxaad awoodi doontaa inaad iibsato ilo badan oo loogu talagalay ardayda. Waxaa laga yaabaa in aad samayn lahayd lataliye dheeraad ah ama macalimiin dheeraad ah ama hoggaanka dugsiya dheeraad ah ama ka qayb qaadasho dheeraad ah ee ardayda.*****

- Peer Degmada CFO

KA QAYB QAADASHADA BULSHADA

Waxbarashada iyo ku lug lahaanshaha xubnaha bulshada ayaa ah talada tirada koowaad ee degmooyinka la waraystay. Degmooyin badan ayaa ku lug leh bulshooyinka maxalliga ah iyo shaqaalaha dugsiya horumarinta iyo dib-u-eegista. Talooyinka bulshada iyo macalimiinta waxaa laga heli karaa iyada oo loo marayo kulamada dadweynaha iyo guddiyada daneeyayaasha badan. Degmooyin dhowr ah ayaa sidoo kale si joogto ah u isticmaalaan sahan iyo qalab la mid ah opinion-ururinta, oo ay ku jiraan soo jeedinta tartamaya ee xeeladaha miisaan. Si kastaba ha ahaatee, ka qaybgalayaashu waxay muujinayaan in qaacidada WSF kasta ay keento kuwa ku guuleysta iyo kuwa khasaaray. Degmooyinku waa inay ilaaliyaan nidaam cad oo hufan oo wax ku baraya daneeyayaasha una sahlaya inay bixiyaan talooyin.

Ka qaybqaadashada bulshada waa qayb weyn oo ka mid ah. Ka qayb qaadashada daneeyayaasha iyo hubinta inay dareemayaan inay leeyihiin talooyinku saabsan geeddi-socodka ayaa muhiim u ah hirgelinta guusha ee qaabka. Qofka ayaa had iyo jeer u socdaa inuu dareemo sida ay ku luminayaan qaabka. Waa inaad ka fekertaa taas oo aad ogaatid sida aad u lug lahayd sababta ay taasi u tahay ama sida ay u faa'iido u leedahay degmada guud ahaan."

— Agaasimaha Miisaaniyadda Degmada

Waxaa intaa dheer, degmooyinku waa inay sameeyaan istaraatiijiyad isgaarsiineed si loo hubiyo in daneeyayaashu ay fahmaan habka maalgelinta, waxa dhici doona, iyo sababaha go'aamada. Istaraatiijiyada isgaarsiinta waa inay ku jiraan saddexda walxood ee lagu sharraxay Jaantuska 1.7. Degmooyinku waa inay sidoo kale aqoonsadaan cidda la xidhiidha oo helaya macluumaadka, hababka isgaadhsiinta, iyo hababka loo helo jawaab celin.¹³

Jaantuska 1.7: Qaybaha Istaraatiijiyada Isgaarsiinta

CUNSUR	SHARAXAAD
Guudmarka Geeddi-socodka	- Sharax sida degmadu u horumariso miisaaniyadeeda (tusaale ahaan, taariikhaha muhiimka ah, waqtiyada kama dambaysta ah) - Sharaxaad ka bixi habka go'aan qaadashada - Soo bandhigida mabaadi'da iyo mudnaanta istaraatiijiyadeed ee hagaya miisaaniyada, oo tixgeli taageeridda macluumaadkan iyada oo la adeegsanayo himilada, aragtida, ama qiimaha qoraalka ama Aragtida Waxqabadka iyo hadafyada ama aagaga horumarinta - Bixi macluumaad ku saabsan waxqabadkii hore si ay u muujiyaan baahida loo qabo isbedel
Ka qayb qaadashada saamileyda	- Abuur nidaam ku lug leh aragtiyaha daneeyaha - Hubi in daneeyayaashu ay leeyihiin faham cad oo ku saabsan caqabadaha ay degmadu ka hadlayso talooyinka daneeyaha (tusaale ahaan, isbadalka xidhiidhka, ku lug leh daneeyayaasha go'aan qaadashada) - Hagaaji ficilada ku lug leh daneeyayaasha (tusaale ahaan, dhiirigelinta ka qaybgalka haddii aad xiiseyneyso isticmaalka jawaab-celinta daneeyaha si loo sameeyo isbedel
Sharaxaadda Go'aamada	- U gudbi go'aamada miisaaniyadda si cad iyo sida ay uga duwan yihiin qorshayaashii hore - Bixi macnaha isbedelka moodooyinka - Macluumaadka soo bandhigaya habka xubin kasta oo dhagaystayaasha ah ay fahmi karaan - Waxaa ka mid ah fikradaha, ganacsiyada loo tixgeliyo, iyo mabaadi'da hagaya ee loo isticmaalo geedi socodka go'aan qaadashada

Source: Ururka Saraakiisha Maaliyadda Dowladda¹⁴

¹³ "1D. Plan and Prepare: Identify Communications Strategy." Government Finance Officers Association. pp. 19–20. https://smarterschoolspending.org/sites/default/files/resource/file/GFOASchoolBudgetBP-1D-IdentifyCommunicationsStrategy_2017FINAL.pdf

¹⁴ Figure adapted from: Ibid., pp. 18–19.

Marka degmooyinku ay qaybiyaan maalgelinta iyo khayraadka, hogaamiyayaashu waxay sidoo kale u diyaarin karaan fariimaha muhiimka ah ee kooxaha daneeyayaasha gaarka ah, sida maamulayaasha, iyo wadaagaan macluumaadka bulshada oo dhan. Jaantuska 1.8 wuxuu taxayaa tallaabooyinka ay hoggaamiyayaashu qaadaan ka dib marka la go'aamiyo qaabka miisaaniyadda.

Jaantuska 1.8: Shayada Fecilka Isgaarsiinta Qaabka Miisaaniyadda

	Waxyaabaha Waxqabadka ☐ La wadaag go'aamada naqshadeynta kama dambaystaah (oo ay ku jiraan wadarta doolarka barkadda, astaamaha ardayga ee la doortay miisaanka, iyo go'aamada siyaasadeed ee la xidhiidha) oo leh daneeyayaasha degmada ballaaran, maamulayaasha, xubnaha bulshada, iyo guddiga iyada oo loo marayo shirarka hoolka magaalada, FAQs, ama goobaha kale. ☐ Qeexaya sida miisaaniyadda dugsiga ay isbedeli doonto iyo waxyaabaha kale, sida dakhliga iyo isbadalka diiwaangelinta, miisaaniyadda saameynta. ☐ La kulan la yeeshay daneeyayaasha bulshooyinkaas aadka u saameeyey isbedelka maalgelinta, oo ay ku jiraan maamulayaasha, kormeerayaasha maamulaha, iyo xubnaha guddiga (sida, dugsiyada la kulma khasaare ballaaran iyo/ama guulo waaweyn oo ay sabab u tahay qaacidada). ☐ La xiriir isbedelka waqtiga miisaaniyada muhiimka ah iyo taageerooyinka cusub ee maamulayaasha geedi socodka miisaaniyadda soo socota. ☐ Cadee doorka maamulaha iyo xafiiska degmada iyo filashooyinka habka miisaaniyadda soo socota.
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Isha: Istaraatiijiyada Khayraadka Waxbarashada¹⁵

¹⁵ Figure text reproduced verbatim from: "Transforming School Funding for Equity, Transparency, and Flexibility: A Nuts-and-Bolts Guide to Implementing Student-Based Budgeting," Op. cit., p. 53.

QAYBTA II: NIDAAMKA MIISAANIYADA ARDAYGA EE CHERRY CREEK

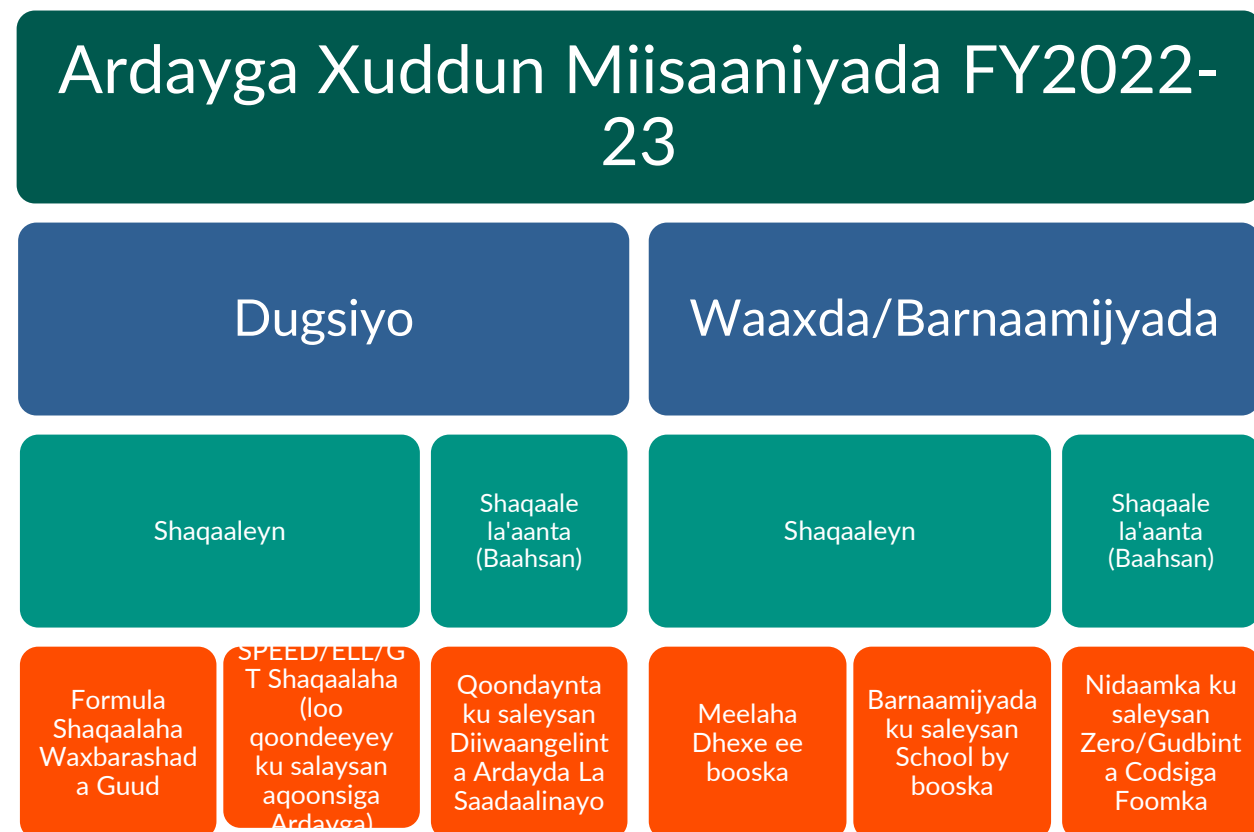
MIISAANIYADA KU SALAYSAN ARDAYDA : TAAGEERADA ARDAYDA CCSD IYO BAAHIDA DUGSIGA

Iyadoo lagu saleynayo cilmi-baarista lagu sharraxay qaybtii hore, CCSD waxay bilowday qorshe hawleed Janaayo 2021 si ay u horumariso qaab iyo qaacido loogu talagalay hirgelinta bilowga ah sanad dugsiyeedka 2022-23. Qaybtani waxay qeexaysaa tallaabooyinka iyo go'aanka qodobada CCSD ay qaadatay inta lagu jiro geeddi-socodka. Degmada School Cherry Creek bixiyo dhammaan xogta iyo faahfaahinta soo bandhigay qaybtan. Hadafta guud ee degmada wuxuu ahaa in la siiyo hab hufan oo dhan degmada oo muujinaya sida CCSD u qoondaysay khayraadka miisaaniyadda, labadaba shaqaale iyo shaqaale la'aan, si loo baro loona adeego ardayda inta ay la kulmayaan heerarka heer sare ah sida lagu qeexay Qiimayaasha iyo Qorshaha Istaraatiijiyadeed.

QAABKA GUUD

Nidaamka miisaaniyada ardayda ee CCSD ee hirgelinta bilowga ah ee sanad dugsiyeedka 2022-23. Jaantuska 2.1. qeexayaa qaybaha muhiimka ah.

Jaantuska 2.1: Qaybaha Qaab-dhismeedka



DHAQANKA UGU WANAAGSAN: Maskaxda iyo ururinta aragtida daneeyaha

CCSD abuuray koox isku dhafan ee madaxda degmada iyo wakiillada si ay u sahamiyaan saddex meelood oo diiradda ku xusan Jaantuska 2.2. Meelaha diiradda lagu saarayo waxay hagi doonaan hirgelinta iyo qorsheynta inta lagu jiro nolosha buuxda ee mashruuca.

Jaantuska 2.2: Meelaha diiradda



Mashruucan sanadaha badan ayaa ujeedkiisu yahay in qaabka miisaaniyadu uu hago dhaqaalaha degmada iyo ilaha dhaqaalaha si ay ula kulmaan ardayda halka ay joogaan marka ay yimaadaan dugsiyada CCSD. Kooxda shaqadu waxay bilaabeen iyagoo qeexaya heerarka ugu hooseeya ee helitaanka heerka dugsiga. Heerarkani waa barnaamijyada ugu yar iyo fursadaha kobcinta ee dhammaan ardayda CCSD ay tahay in ay helaan, iyadoon loo eegin dugsiga, si loo hubiyo heerarka CCSD ee heer sare ah. Kooxdu waxay markaa baartay shaqaalaha guud ahaan iskuulada, heerka, labadaba joogtada ah ee helitaanka iyo sinnaanta si loo ogaado baahiyaha shaqaalaha dheeraadka ah halka khayraadka weyn la aqoonsado ama la filayo iyo sidoo kale sida isbedelka diiwaangelinta la saadaaliyay ay saameyn ku yeelan karto shaqaalaha xiriirka baahiyahaas. Kooxda degmada ayaa sidoo kale iska kaashaday gudaha iyo lamaanayaasha dibadda si ay u aqoonsadaan kooxaha ardayga ee taariikhiga ah ee la faquuqo, oo ay ku jiraan aqoonsiga kooxaha ardayga dheeraadka ah ee CCSD oo wajahaya caqabado nidaamsan iyo qaabdhismeed.

DHAQANKA UGU WANAAGSAN: Aqoonso nooca qaacidada ay dabooli doonto baahiyaha dugsiyada iyo degmooyinka oo tixgeliya astaamaha dugsiga iyo bulshada

CCSD waxay ku dadaaleysaa inay mudnaanta siiso oo wax ka qabato fayodhowrka guud ee ardayda degmada. Jaantuska 2.3 wuxuu qeexayaa qaybaha la aqoonsaday oo la ansixiyay si loo hubiyo hababka ay la socdaan mudnaanta degmada.

Jaantuska 2.3: Formula Shaqaalaha

Waxbarashada Guud

- Diiwaangelinta la saadaaliyay
- Shaqaalaha kaxeeya ardayga ilaa saamiga macalinka

Barashada Dareenka Bulshada Factor (S.E.L.F.)

- Cinwaanada kakanaanta bulshada/dareenka ee ardayda dhismaha
- Xogta ku saleysan:
 - Bilaash & La Dhimay
 - Leaners luqadaha badan
 - Sicirka celceliska Maalinlaha ah
 - Home insecurities
 - Dugsiyada kaalinta a “darajo tier”

Factor School Yar

- Wuxuu taageeraa shaqaalaha aasaasiga ah iyo barnaamijyada iyo hubinta helitaanka aasaaska joogtada ah ee CCSD

DHAQANKA UGU WANAAGSAN: Isticmaal miisaanka xogta ku salaysan si aad u dhiso qaabab iyo hindisid istaraatiijiyado si loo ilaaliyo dugsiyada leh hoos u dhigista diiwaangelinta

CCSD waxay horumarisay S.E.L.F. qiimeynta heerka iyo hoos u dhaca isdiiwaangelinta celceliska sida hababka la qiimeyn doono loona nadiifin doono sanadaha soo socda laakiin waxay u adeegaan taageerada dugsiyada inta lagu jiro kala-guurka bilowga ah ee qaabka cusub iyo qaacidada. Intaa waxaa dheer, degmada ayaa sameeyay qaab Qabasho aan dhib lahayn si ay u bixiyaan sii dheeraad ah muddo gaaban. Tirokoobyada 2.4 - 2.6 muujiyaan xisaabaha kuwan.

Jaantuska 2.4: S.E.L.F. Heerarka Tier

Free and Reduced Lunch					Average Daily Attendance (ADA)				
		Elementary	Middle School	High School			Elementary	Middle School	High School
	Tier 1	0% - 20%	0% - 20%	0% - 20%		Tier 1	Above 94%	Above 94%	Above 92%
	Tier 2	20% - 40%	20% - 40%	20% - 40%		Tier 2	93% - 94%	93% - 94%	91% - 92%
	Tier 3	40% - 50%	40% - 50%	40% - 50%		Tier 3	92% - 93%	92% - 93%	90% - 91%
	Tier 4	Above 50%	Above 50%	Above 50%		Tier 4	Below 92%	Below 92%	Below 90%
English Language Learners					Home Insecurities (Homeless)				
		Elementary	Middle School	High School			Elementary	Middle School	High School
	Tier 1	0% - 15%	0% - 10%	0% - 10%		Tier 1	Below 0.5%	Below 0.5%	Below 0.5%
	Tier 2	15% - 20%	10% - 15%	10% - 15%		Tier 2	0.5% - 1%	0.5% - 1%	0.5% - 1%
	Tier 3	20% - 40%	15% - 35%	15% - 30%		Tier 3	1% - 2%	1% - 2%	1% - 2%
	Tier 4	Above 40%	Above 35%	Above 30%		Tier 4	Above 2%	Above 2%	Above 2%

qayb kasta waxaa kaalinta heerka a dugsi kasta, sida ka muuqata Jaantuska 2.4. Wadarta S.E.L.F. darajo tier dugsiga waa celcelis ahaan dhammaan afar qaybood. Iyada oo ku saleysan S.E.L.F. darajayn tier celcelis ahaan, shaqaalaha in lagu daray waa sida soo socota:

- Dugsiyada Hoose — ku dhufo 0.25
- Dugsiyada Dhexe — ku dhufo 0.5
- Dugsiyada sare - ku dhufo 1.0

In Jaantuska 2.5, tusaale ahaan muujinayaa sababta shaqaalaha guud ee FY2022-23 noqon doonaa 0.56 FTE ka badan formula hore inkastoo hoos u diiwaangelinta.

Jaantuska 2.5: Hoos u dhaca celceliska Diwaangelinta - Tusaalaha Dugsiga Hoose

	Old Formula	New Formula
FY2021-22 Projected Enrollment	475	475
FY2022-23 Projected Enrollment	442	442
Enrollment Used for Staffing	442	459
Student / Teacher Ratio	18.50	18.50
Calculated Staffing	23.89	24.78
Add for Small School Staffing	-	-
Enrollment Based Staffing	23.89	24.78
Prior Alternate Allocations	0.77	-
S.E.L.F. Tier Score		1.75
S.E.L.F. Tier Staffing		0.44
FY2022-23 Gen Ed Staffing with New Formula	24.66	25.22

School is seeing the benefit of the declining enrollment averaging

Dugsiyada qaarkood, caanaha hore ayaa laga yaabaa inay bixiyaan shaqaale dheeraad ah. Dugsiyadan waxaa la qaban doonaa dhib lahayn inta lagu guda jiro kala guurka adigoo codsanaya formula hore, sida muujiyeen tusaale ahaan in Jaantuska 2.6.

Jaantuska 2.6: Qabo aan dhib lahayn - Tusaale Dugsiga Hoose

	Old Formula	New Formula
FY2021-22 Projected Enrollment	439	439
FY2022-23 Projected Enrollment	432	432
Enrollment Used for Staffing	432	436
Student / Teacher Ratio	18.50	18.50
Calculated Staffing	23.35	23.54
Add for Small School Staffing	-	-
Enrollment Based Staffing	23.35	23.54
Prior Alternate Allocations	1.28	-
S.E.L.F. Tier Score		1.75
S.E.L.F. Tier Staffing		0.44
FY2022-23 Gen Ed Staffing with New Formula	24.63	23.98

DHAQANKA BEST: Hubi in lagu daydo ayaa lagu sameeyay dhowr dib iyo in la siiyo tallaabooyin kala guurka oo ay la socdaan horumarinta xirfadeed ee madaxda dugsiga iyo degmada

CCSD waxay isticmaashay qaabka iyo qaababka dhamaan xarumaha iyadoo la adeegsanayo xogta ugu wanaagsan ee la heli karo si loo cabbiro saameynta. Sida ku cad tusaalooyinka kor ku xusan, madaxda degmada ka dibna sameeyey go'aamada sixitaanka iyo madaxda campus shaqeeyay horumarinta khayraadka iyo tababarka codsanaya qaaciidooyinka cusub. Degmadu waxay leedahay oo sii wadi doontaa in ay la hoggaamiyayaasha campus shaqsi si fiican u fahmaan fulinta. Iyada oo ku saleysan qiyaasta hordhaca ah, waayo, FY2022-23, haddii degmada ayaa la formula hore joogay, shaqaalaha ayaa hoos u lahaa 127 jagooyinka. Iyadoo qaabka maalgelinta cusub, 61 ka mid ah jagooyinkaas waa in la ilaaliyaa, inkastoo go'aamada ugu dambeeya iyo heerarka shaqaaluhu ay ku xiran yihiin isbedelka inta lagu jiro nidaamka miisaaniyada.

- 37 jagooyinka Heerka Hoose
- 22 jagooyinka Heerka Dugsiga Dhexe
- 2 Jagooyinka Heerka Dugsiga Sare.

In s kooban, Jaantuska 2.7 muujinaysaa saameynta guud ee maalgelinta degmada marka la barbar formula cusub formula hore. Guud ahaan, xarumaha degmada waxay arki doonaan korodhka lacag dhan \$6,000,000 oo maalgelin ah.

Jaantuska 2.7: Soo koobida Shaqaalaha Waxbarashada Guud ee Hordhaca*

	Elem	Middle	High	Total
FY2022-23 (Old Formula)	90,668,061	50,660,228	78,458,036	219,786,325
FY2021-22 (Old Formula)	99,146,703	53,600,110	77,946,592	230,693,406
Variance	\$ (8,478,642)	\$ (2,939,882)	\$ 511,444	\$ (10,907,081)
FY2022-23 (New Formula)	93,840,376	52,548,391	78,643,831	225,032,598
FY2022-23 (Old Formula)	90,668,061	50,660,228	78,458,036	219,786,325
Preserved Staffing	\$ 3,172,315	\$ 1,888,164	\$ 185,794	\$ 5,246,273
	Elem	Middle	High	Total
Ratio Based (Current Proj Enrollment)	87,291,898	49,556,052	76,046,736	212,894,686
Declining Enrollment	4,350,882	1,524,978	257,985	6,133,845
Small School	255,661	244,226	558,968	1,058,854
S.E.L.F.	1,596,282	956,694	1,053,439	3,606,415
Hold Harmless	345,653	266,441	726,703	1,338,798
Total New Formula Allocations	6,548,479	2,992,339	2,597,094	12,137,912
FY2022-23 (New Formula)	\$ 93,840,376	\$ 52,548,391	\$ 78,643,831	\$ 225,032,598

This shows the incremental financial impact by lever of the new formula

* Saadaasha isqorista isbeddelka inta lagu jiro geeddi-socodka; lambarrada kama dambaysta ah ee la go'aamiyo

KU SAABSAN CILMI-BAARISTA HANOVER

Cilmi-baarista Hanover waxay bixisaa cilmi-baaris tayo sare leh, cilmi baaris iyo falanqeyn iyada oo loo marayo qaab kharash-ool ah oo ka caawiya macaamiisha inay sameeyaan go'aamo xog ogaal ah, aqoonsadaan oo qabsadaan fursadaha,

XALALKEENA

XALALKA TACLIINTA

- **Kuleejka & Xirfadda Diyaargarowga:**
Taageerada qalin-jabinta ardayga iyo diyaarinta dhammaan ardayda waxbarashada dugsiga sare iyo xirfadaha.
- **Qiimeynta Barnaamijka:**
Cabbiraaddasaameynta barnaamijka si loo taageero maalgelinta la wargeliyay, caddaynta ku salaysan khayraadka oo kordhiya natiijooyinka ardayga iyo maareynta kharashka.
- **Deegaanka Badbaadada & Taageerada:**
Abuur jawi taageera baahiyaha tacliinta, dhaqanka, iyo dareenka bulshada ee ardayda, waalidiinta, iyo shaqaalaha iyada oo loo marayo qiimeyn sanadle ah oo dhamaystiran oo ku saabsan cimilada iyo dhaqanka.

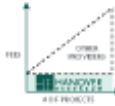
XALALKA MAAMULKA

- **Qoyska iyo Bulshada Engagement:**
Ballaarinta iyo xoojinta xiriirka qoyska iyo bulshada iyo aqoonsado iskaashiga bulshada in ay taageeraan guusha ardayga.
- **Shaqaaleynta hibada, Haynta & Horumarka: Soo**
jiido oo hayso shaqaalaha ugu fiican iyada oo loo marayo faham sare oo ku saabsan khibradda macalimiinta iyo baahiyaha horumarinta shaqaalaha.
- **Hagaajinta Hawlgalada:**
Si firfircoon wax uga qabashada isbeddelka tirakoobka, heerarka diiwaangelinta, iyo rajooyinka bulshada ee go'aamada miisaaniyadaada.

XALKA HOGGAAMINTA

In la dhiso maamul sare oo ah dooqa koowaad ee ardayda, waalidiinta, iyo shaqaalaha.

FAA'IIDOOYINKA OUR

			
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