



Co-presented February 21, 2019, by School Board Chair, Jonno Alcaro, and Vice-Chair, Graham Paige

Good evening, Chair Gallaway and Members of the Board. Thank you for allotting this time to discuss the school division's budget for next fiscal year. Our vice-chair, Graham Paige, and I are here this evening with a brief presentation on the School Board's 2019-20 funding request. We also have staff on hand to help us answer any questions you may have at the end of the presentation.

The theme of our presentation is, "Albemarle Rising: The Rising Tide Lifts Us All," and while our funding request focuses on lifting the performance of every student across our division, in every demographic group, it's based on the undercurrent that what is good for our schools is even better for our community. We recognize the importance and value of the connection between our school division and our county's services and businesses and the future prosperity of our residents. This is a prosperous time for Albemarle County, and we're in this together with the Board of Supervisors as great stewards of financial resources and strategy.

We are presenting to you tonight a needs-based funding request that aligns with our Strategic Plan, our biennial priorities for 2018 to 2020, and the ongoing conversation around addressing the well-being and success of our students through a focus on equity.



DIVISION SPOTLIGHT

This year, ACPS is serving our **13,981** PK-12 students with a staff of **1,315** teachers and **1,258** classified employees.

9.7% of our students are identified as English Learners; **29.5%** are eligible for free and reduced price meals; and **12.5%** are served by Special Education.

Each day, our school cafeterias serve more than **8,000** meals, and our buses travel **14,384** miles.

Our students were born in **89** countries and speak **74** home languages.

Last school year, the Families in Crisis Program served approximately **457** homeless children, including **255** ACPS students and **202** other children.

63.4% of our 2018 graduates earned an Advanced Studies diploma, and **43%** of them passed at least one AP exam.

Before we dive into the dollar signs, I'd like to take a moment to shine a spotlight on some division statistics:

- It is, apparently, the year of the 14s. Not only are we serving nearly 14,000 students this year in pre-K through 12th grade, but we are spending roughly \$14,000 to educate each of those 14,000 students, and our buses travel more than 14,000 miles each school day to transport them.
- The division currently employs over 1,300 teachers, 64% of whom hold advanced degrees, and approximately 1,260 classified employees, including 120 Child Nutrition employees who serve our students over 8,000 meals each school day.
- According to our fall enrollment data, one-tenth of our students are English Learners; 30% are economically disadvantaged; and 12.5% are served by our Special Education programs.
- At last count, our students were born in 89 countries and speak at least 74 languages at home.
- Last school year, our Families in Crisis Program served more than 450 homeless children in our county, more than half of whom are students in our school division.
- On a celebratory note, nearly two-thirds of our 2018 high school graduates earned an Advanced Studies diploma, compared to only half of their peers across the state. Additionally, 43% of our graduates earned a passing score on at least one Advanced Placement exam, compared with only 28.5% of high school graduates across the Commonwealth.

NICHE 2019 BEST SCHOOLS

Albemarle County Public Schools Rankings



Best School Districts for Athletes in Virginia

#1 of 132



Best School Districts in Virginia

#3 of 131



Districts with the Best Teachers in Virginia

#10 of 132



Best Places to Teach in Virginia

#11 of 132



Safest School Districts in Virginia

#32 of 131



Most Diverse School Districts in Virginia

#56 of 133

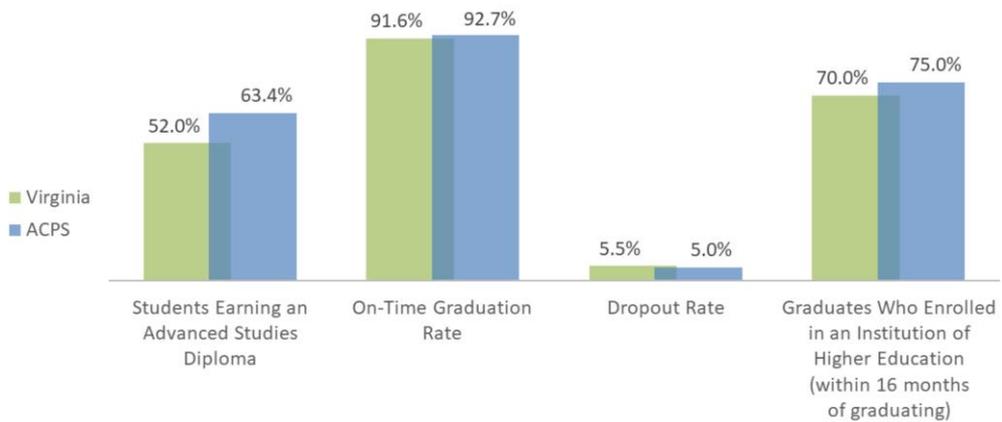
Again this year, the national education assessment organization, Niche, bestowed their highest grade, an A-plus, upon Albemarle County Public Schools, based on the quality of our academics, college prep, and sports; our teachers, clubs and activities, and administration; as well as other factors.

Overall, Niche ranked our school division the third best in the state and among the top 2% of school districts in the country.

Also of note, our division ranked first in the state for its athletic programming and in the top 1% of school divisions nationwide.

SUCCESSFUL BENCHMARKS

State/Division Comparison

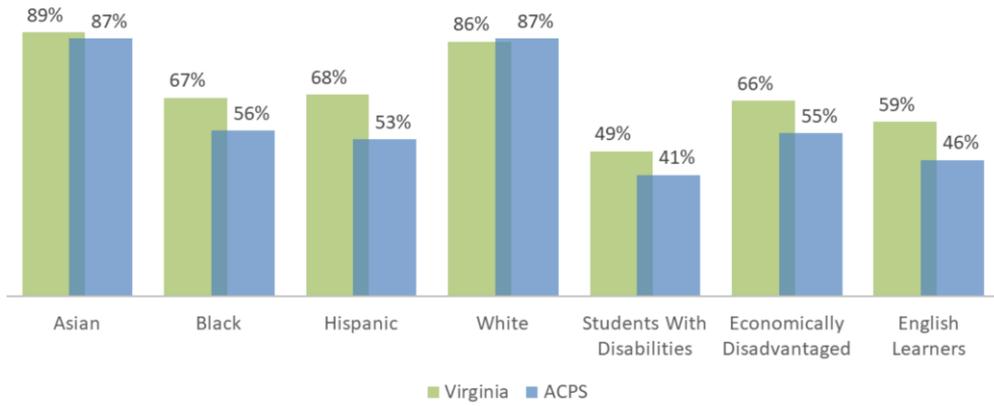


Albemarle County Public Schools is a successful school system in so many ways. Across each of the important metrics on this slide, our students are outperforming their peers across the state.

And while we are very proud of these accomplishments, and very grateful for your support and for the high-quality educators, support staff, administrators, and community volunteers who make it all happen, we still have a lot of work to do.

READING SOL PERFORMANCE

Pass Rates Among Demographic Peers



The fact is, every one of our students is capable of learning and growing, but we are not reaching every student from every demographic group with the same level of success.

Look at our recent performance on the state Standards of Learning tests, for example. While we are looking at Reading here, the same story is reflected in our data for every subject area: For every demographic group, our scores are either on par with or below the state average. And, as you can see, some of our demographic groups and students in special populations are significantly underperforming their white peers.

But it's not just about test scores. In comparison with their white peers, our African American and Hispanic students are enrolling in our advanced classes and enrichment opportunities at a lower rate, and their suspension rates are higher.

This is a serious problem, but it is not unique to Albemarle County Public Schools; in fact, it is prevalent across our nation. It is the reason our school division is on a mission to end the predictive value of race, class, gender, and special capacities on student success.



STRATEGIC PLAN
Horizon 2020

MISSION:
The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through relationships, relevance and rigor, one student at a time.

VISION:
All learners believe in their power to embrace learning, to excel, and to own their future.

CORE VALUES:
Excellence • Young People • Community • Respect

STUDENT-CENTERED GOAL:
All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

OBJECTIVES:

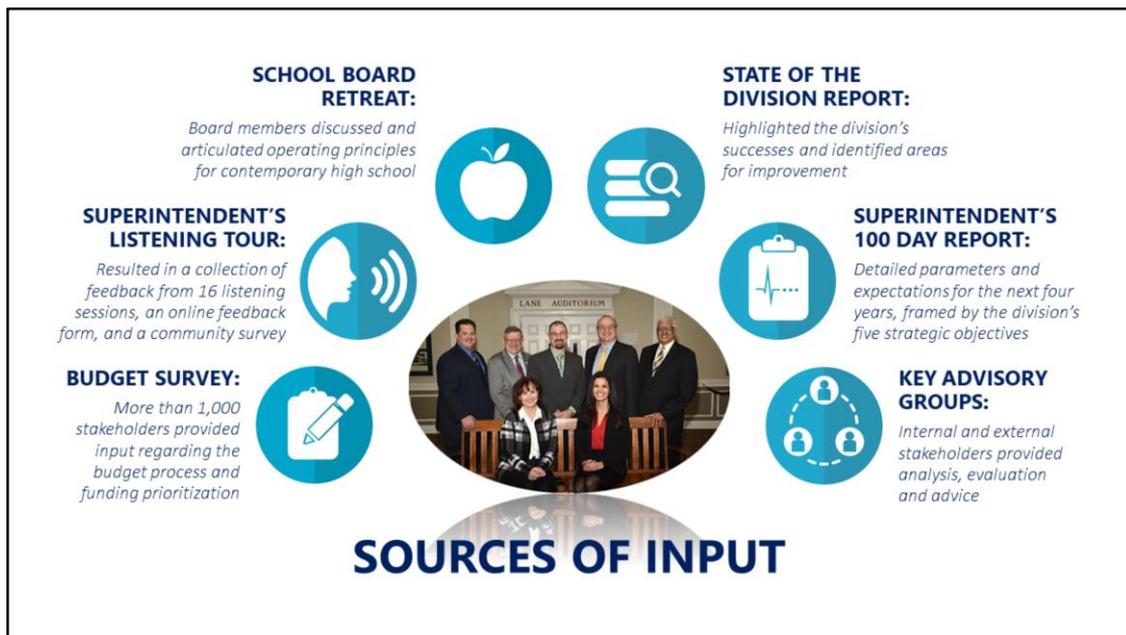
1. We will engage every student.
2. We will implement balanced assessments.
3. We will improve opportunity and achievement.
4. We will create and expand partnerships.
5. We will optimize resources.

STRATEGIC PRIORITIES:

- Create a culture of high expectations for all.
- Identify and remove practices that perpetuate the achievement gap.
- Ensure that students identify and develop personal interests.

Which brings us to our Strategic Plan.

Everything we do as a school system is rooted in our mission, vision, values, student-centered goal, objectives, and strategic priorities. Collectively, our Strategic Plan provides the framework for the decisions we make, the ambitions we chase, and the annual funding request we present to you.



While our Strategic Plan serves as our compass, we depend on several other sources of information to help us develop our funding request.

This budget season, the school division received input regarding our budget process and funding prioritization from more than 1,000 students, parents, employees, and community members. Top issues identified for funding prioritization were:

- Competitive salaries to attract and retain high-quality teachers and support staff;
- Increasing student health and wellness services;
- Physical safety and security measures in our school buildings; and
- Increasing career and workforce readiness opportunities, such as internships, for high school students.

Our Superintendent, Dr. Matthew Haas, conducted a listening tour last fall as part of his first 100 days as superintendent, and through that process, received wide-ranging feedback through 16 listening sessions, an online feedback form, and a community survey. He concluded his first 100 days with a report to the Board that set expectations for the next four years, and like this funding request, his report was based on community feedback and structured around the division's Strategic Objectives.

Our Board collaborated last summer to articulate the future direction of our division's work around contemporary high schools, and we dedicated time in October to review the State of the Division, including not only successes, but also areas for improvement.

Also, throughout the budget development season, school leaders interacted with multiple advisory groups that provided information and guidance.

2019-20 REVENUES

\$195.33 Million

	2018-19 Adopted	2019-20 Request	\$ Change	% Change
Local	\$135,540,021	\$141,564,076	↑ \$6,024,055	↑ 4.44%
State	\$48,263,009	\$50,767,269	↑ \$2,504,260	↑ 5.19%
Federal	\$2,997,473	\$2,999,523	↑ \$2,050	↑ 0.07%
TOTAL	186,800,503	\$195,330,868	↑ \$8,530,365	↑ 4.57%

And now the numbers.

Currently, revenues for next fiscal year are projected at \$195.3 million, including:

- A 4.4% increase in local funding of \$6 million;
- A 5.2% increase in state funding of \$2.5 million; and
- A negligible increase in federal funding of \$2,000.

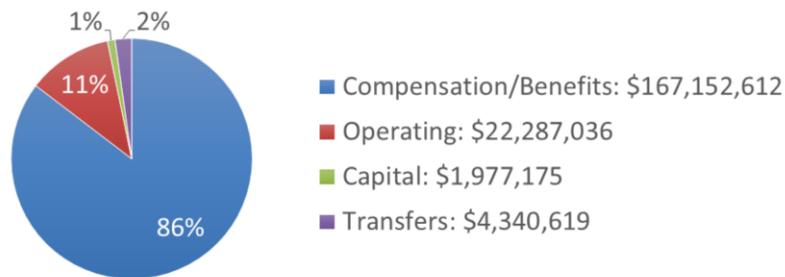
At this time, the state is expected to hold steady at providing 26% of our per pupil costs. Prior to the recession, the state was supporting as much as 32% of these costs. If the state had continued to provide even 30% of our per pupil costs, we would be receiving an additional \$8 million in revenues annually.

So, to the Board of Supervisors, Local Government staff, and local taxpayers, we say thank you. On behalf of our 14,000 students, their families, and our employees, thank you for making the important work of our school division possible.

2019-20 EXPENDITURES

\$195.76 Million

2018-19 Adopted	2019-20 Request	\$ Change	% Change
\$186,800,503	\$195,757,442	↑ \$8,956,939	↑ 4.79%



Our 2019-20 funding request totals just under \$195.8 million, which is an increase over the current year of nearly \$9 million. Budget-to-budget, this is an increase of about 4.8%.

I will point out that 86% of our expenses, or \$167 million, is allocated to compensation and benefits for our nearly 2,600 employees.

2019-20 FUNDING GAP

Less Than \$500,000

Increase in Revenues		\$8,530,365
	Compensation & Benefits	\$5,089,211
	Compensation & Benefits (Savings)	(\$1,406,577)
Increase in Expenditures	Directed/Non-Discretionary	\$617,953
	Growth	\$1,921,664
	Advancing Strategic Objectives	\$2,734,688
Resulting Funding Gap		(\$426,574)

In summary, our 2019-20 funding request projects a total revenue increase of \$8.5 million and an \$8.9 million increase in expenditures, including:

- \$5.1 million for Compensation & Benefits, which primarily includes funds to address salary increases and compensation strategies for teachers and classified staff and a 5.4% increase in the School Board’s contribution to health insurance.
- Our Comp and Ben Savings of \$1.4 million include both lapse savings and operational savings.
- The \$0.6 million increase in Directed/Non-Discretionary expenses includes our transfers to CSA and PREP—the Children’s Services Act and Piedmont Regional Education Program—among other increases, including utility and fuel costs.
- The \$1.9 million for Growth is primarily made up of staffing increases resulting from enrollment growth, but also includes funds to address special education staffing growth and operational impacts of the recent addition at Western Albemarle High School.
- And, finally, \$2.7 million of our increase is dedicated to advancing our Strategic Objectives, and we’ll talk more about this in subsequent slides.

The difference between our revenues and expenses is a funding gap of about \$426,000—the lowest funding shortage we’ve presented to the Board of Supervisors since our 2009-10 request, when we presented a balanced budget.

PRIMARY DRIVERS OF THE INCREASE

COMPENSATION & BENEFITS:

- 86% of our budget is people
- 2.3% Market Increase for Teachers
- 2.3% Market Increase for Classified Staff + Merit
- Increased compensation for bus drivers

ENROLLMENT GROWTH:

Compared to 5 years ago, we serve:

- 4.2% (561) more students overall
- 21.5% (240) more English Learners
- 9.1% (345) more Economically Disadvantaged students
- 28.4% (387) more Students with Disabilities

ADVANCING OUR STRATEGIC OBJECTIVES:

- Engage every student
- Implement balanced assessments
- Improve opportunity and achievement
- Create and expand partnerships
- Optimize resources

EQUITY:

The shared mission of our schools is to end the predictive value of race, class, gender, and special capacities on student success by working together with families and communities to ensure each individual student's success.

Our increase has multiple drivers, the biggest of which is Compensation and Benefits. Our priorities for 2019-20 include a 2.3% market increase for teachers; a 2.3% market + merit increase for classified staff; and significant shifts in our bus driver compensation and benefits model, as we continue to encounter a shortage of applicants and difficulty retaining drivers.

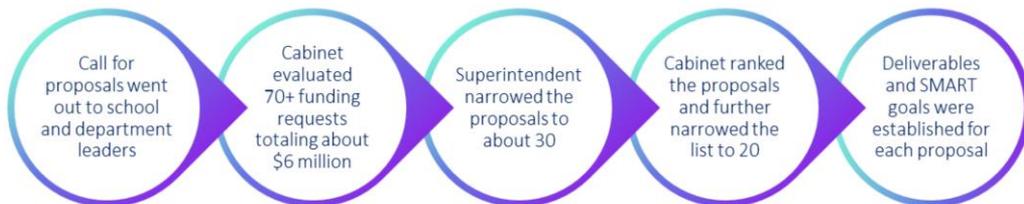
Growth is another factor driving our funding request. We continue to see growth in our overall student population, with noticeable increases in special populations. While our total student enrollment has increased by 4.2% in the last five years, our population of English Learners has increased by 21.5% in that same time; our economically disadvantaged student population has grown by 9.1%; and we are now serving 28.4% more students with disabilities.

Our 2019-20 funding request includes 20 new budget proposals in support of our five Strategic Objectives, including our commitment to engaging every student; implementing balanced assessments; improving opportunity and achievement; creating and expanding partnerships; and optimizing resources. Ultimately, how well we meet these objectives will determine the impact our schools will have on our community's quality of life and economic vitality.

I also want to note that this funding request builds upon last year's Equity & Opportunity theme and moves us toward lifting all students by reinforcing successful strategies, adding specific resources where needed; and setting measurements for evaluation from the start.

NARROWING OUR FOCUS

From 70+ New Budget Proposals to 20



As I mentioned, you're going to see 20 new budget proposals included in our 2019-20 funding request, all in support of our Strategic Objectives.

As part of our commitment to being good stewards of the funds and resources available to us, our division leaders employed a deliberate process by which to select these proposals.

Following this process of evaluation and ranking, the Superintendent and his Cabinet reduced the proposals to a list of 20, then collaborated with school and department leaders to identify non-budgetary resources, measureable action items, and short- and long-term SMART goals (goals that are Specific, Measurable, Attainable, Realistic, and Timely) for each proposal.

All 20 proposals are listed in the following subset of slides; however, I'm only going to highlight a few. We encourage you to refer to our budget book for details about any of the proposals you'd like to learn more about.

WE WILL ENGAGE EVERY STUDENT.

Contemporary High School Programming	High School Centers Expansion	\$470,793	\$620,793
	JROTC/NDCC Program	\$150,000	
CRT Professional Development	Equity Specialist Expansion	\$175,347	\$175,347
Elementary World Language Program	FLES Staffing	\$101,352	\$101,352

\$897,492

Our four proposals in support of engaging every student aim to facilitate more focused professional development and special programming creation and expansion.

For example, a proposal to expand our Equity Specialist staffing will address an increased demand for high-quality professional training around Culturally Responsive Teaching, or CRT.

WE WILL IMPLEMENT BALANCED ASSESSMENTS.

Strategic
Decision-Making

Data and Reporting
Specialist and System

\$219,478

\$219,478

\$219,478

We're putting forward only one proposal in alignment with our commitment to implement balanced assessments.

Funding a Data and Reporting Specialist and System will enable us to make more meaningful connections between the data we collect and school operations. We collect data about many aspects of the school division—from student grades and assessments to enrollment and attendance, from employee information to finance to school bus cycles—but almost none of it is integrated to help us make better decisions, and this proposal is an avenue to change that.

WE WILL IMPROVE OPPORTUNITY AND ACHIEVEMENT.

Safety and Well-Being	Elem School Counselors Part-Time to Full-Time	\$190,460	\$350,919
	Middle School Student Support Counselor	\$76,184	
	School Safety Coordinator	\$74,275	
	Anonymous Reporting App	\$10,000	
Student Well-Being and Success	Gifted Education Program Redesign	\$105,682	\$187,494
	STEP Program Expansion	\$76,812	
	First School Pilot Program	\$5,000	

\$538,413

We know that one of the key factors in student learning is the student’s social and emotional well-being. We also know that providing a safe and stable environment helps remove barriers to student achievement and helps teachers, support staff, and administrators create and maintain a positive climate. All seven proposals aligned to our commitment to improve opportunity and achievement are specific to student well-being.

The first of these proposals involves promoting wellness and access to mental health support at five small elementary schools by increasing counselor staffing from part-time to full-time.

Another proposal improves student safety and well-being by hiring a School Safety Coordinator to improve and manage the division’s school safety program, including crisis management.

A third proposal provides the opportunity to reform our gifted education program. Not quite 10% of our students are identified as Gifted, and 82% of those students are white. We want to shift our Gifted model from one that provides extra time and support to a few students with specific gifts to one that acknowledges that every single child has a gift that we can support with attention and encouragement. To be clear, students who excel academically always will be supported through accelerated programming, but as our Superintendent so aptly said in his presentation to the School Board, “Let’s begin looking for gifted behaviors that all students can develop, rather than only looking for gifted individuals.”

WE WILL CREATE AND EXPAND PARTNERSHIPS.

Community Engagement	Website Management and Communication System Upgrade	\$100,000	\$100,000
Student Well-Being and Success	Work-Based Learning Management Tool	\$20,000	\$20,000

\$120,000

Two of our new proposals aim to create and expand partnerships.

The Work-Based Learning Management Tool, for example, will help us facilitate meaningful work-based learning experiences for our students, with the ultimate goal of helping them master the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens. In order to make this a reality, we need to build and foster more business and community partnerships, and we need an infrastructure in place that will connect our learners with work-based learning opportunities like internships, mentorships, job shadowing, apprenticeships, and other experiences related to a student's career goals or interests.

WE WILL OPTIMIZE RESOURCES.

Transportation Services	Bus Driver Compensation	\$645,550	\$645,550
Research-Based Best Practices	Education Advisory Board (EAB) Membership	\$25,000	\$25,000
Substitute Program	Program Improvements (Phase 1)	\$123,184	\$123,184
Support Services	Financial Analyst	\$102,070	\$165,571
	Human Resources Specialist II	\$63,501	
Employee Well-Being and Job Satisfaction	Reduced Tuition for Children of Employees	\$ -	\$ -

\$959,305

In support of our fifth and final objective, we are putting forth six proposals to help us optimize resources.

The biggest ticket item on the list proposes strengthening our bus driver compensation model as a means to attract and retain qualified bus drivers. I don't think it's a secret that we've struggled in this area; in fact, earlier this school year, we reached a peak of 14 bus driver vacancies. What you may not know, however, is that, as a result, it has been necessary to reduce transportation services for extracurricular activities such as field trips and after-school tutoring and to lengthen bus ride times for some students by as much as 30 minutes. The reality is that we are competing with several other area transportation service providers, and we currently offer among the lowest salaries for drivers.

One final proposal I want to highlight improves employee well-being and job satisfaction without contributing to our expenditure increase. Through this proposal, we would reduce annual tuition fees for the children of employees who live out of district from \$5,400 to \$1,000. As a note of clarification, this benefit would extend to Local Government employees as well.

SUMMARY: ADVANCING STRATEGIC OBJECTIVES

	FTE	FTE Cost	Operating	TOTAL
Engage every student.	8.01	\$606,204	\$291,288	\$897,492
Implement balanced assessments.	1	\$99,478	\$120,000	\$219,478
Improve opportunity and achievement.	6.5	\$523,413	\$15,000	\$538,413
Create and expand partnerships.	0	\$ -	\$120,000	\$120,000
Optimize resources.	3	\$238,497	\$720,808	\$959,305
	18.51	\$1,467,592	\$1,267,096	\$2,734,688

Here we have a summary of the staffing and operational funding needed for all 20 proposals aimed toward advancing the Board’s five strategic objectives, with a total cost of \$2.7 million.

As we implement each of these proposals, we will evaluate our progress based on the established SMART goals (goals that are Specific, Measurable, Attainable, Realistic, and Timely), and in accordance, we will adjust, expand or abandon strategy.

Again, for more details about any of our 20 new proposals, I encourage you to refer to Section A of our budget book.

OUR PRIORITIES

-  Create a culture of high expectations for all.
-  Identify and remove practices that perpetuate the achievement gap.
-  Ensure that students identify and develop personal interests.

"A rising tide lifts all boats."

popularized by
John F. Kennedy

A rising tide lifts all boats. While he didn't author the phrase, President Kennedy often is credited with popularizing it. He first used it in 1963 when speaking about the merits of a new dam in Arkansas, and his point was that what was good for Heber Springs, Arkansas, would benefit the entire region. Likewise, our spin-off, *The Rising Tide Lifts Us All*, recognizes that what is good for the students in our schools will benefit our community as a whole.

When he presented his funding request to the School Board, Superintendent Haas shared stories of two of our students. He spoke about Sadie, a Western Albemarle senior who is pursuing her passions of art and science at our Environmental Studies Academy as well as Center One, our pilot program for contemporary high school. Sadie has been offered scholarships by two universities and credits her success to the opportunities available to her through such customized programming. In Sadie's words, "It is seriously a dream come true."

Dr. Haas also shared the success story of Albemarle High School senior class president and athlete, Marquan. Marquan began participating in our Advancement Via Individual Determination program, known as AVID, as a middle-schooler and now feels prepared for the next big phase of his life as a soon-to-be first-generation college student with multiple college acceptances from which to choose.

As we reflect on our strategic direction—specifically, our priorities of creating a culture of high expectations; eliminating practices that sustain the achievement gap; and ensuring that every student has the opportunity to discover his or her passions and pursue them—we envision a reality in which each student develops the skills he or she needs to thrive in a rapidly changing world. We envision many more success stories like those of Sadie and Marquan.

If we adequately support these priorities through focused energy and resources, we can lift every student; we can lift our community.



ALBEMARLE RISING:

The Rising Tide Lifts Us All

2019-20 School Board's Funding Request

On behalf of the School Board, I respectfully request that you join us in support of this needs-based funding request and of the strategies, priorities and solutions it offers for bringing a more prosperous future to our county and our residents.

And with that, we wrap up our presentation. Thank you for your time today. We'll be happy to respond to any questions at this time.