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## Acknowledgements

As with many of the programs and services of Albemarle County Public Schools, the development of the budget is a team effort. While many department teams and individuals have participated in the development of this budget, the following list identifies key contributors:

### **Superintendent's Cabinet**

Matthew Haas, Ed.D., Superintendent of Schools  
Debora Collins, Deputy Superintendent  
Clare Keiser, Ed.D., Assistant Superintendent  
Bernard Hairston, Ed.D., Assistant Superintendent  
Rosalyn Schmitt, Chief Operating Officer  
Patrick McLaughlin, Ed.D., Chief of Strategic Planning  
Christine Diggs, Ed.D., Chief Technology Officer  
Ross Holden, School Board Attorney

### **Division-Level Leadership Team and Support Staff**

Includes all division, school and department leaders, including the Superintendent's Cabinet, principals, associate and assistant principals, directors, deputy and assistant directors, coordinators, officers, and lead coaches

### **Fiscal Services Department**

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Julian Bivins

Jason Handy

Mary-Huffard Kegley

Charles Lewis

G. Paul Matherne

Dennis Rooker

Jerrod Smith

June West



*Left to Right: Julian Bivins, Jason Handy, June West, Dennis Rooker, Jerrod Smith  
(Not Pictured: Mary-Huffard Kegley, Charles Lewis, G. Paul Matherne)*

## Message from the School Board Chair

### *Stronger Than Before*

Dear Chair Gallaway and Supervisors:

It is with a deep appreciation for your strong support of education in our county that I present our funding request for the 2021-22 School Year, a balanced request that in the words of our Superintendent, makes us *Stronger Than Before*.

When we turn the calendar back one year, our Governor had just mandated, literally overnight, the closure of all schools in the Commonwealth. We remember the great challenge from the pandemic that was thrust before us—to instantly construct and implement a new learning model. We recall the precipitous drop in revenues that downsized programs and services, eliminating such priorities as an expansion of our program that seeks to equitably serve the educational needs of all students.

Today, in large measure due to a rebounding state economy and, most particularly, your stewardship of our county's economy, the outlook for schools to be an even more powerful partner in our community's growth and prosperity is far brighter. The result is a funding request that meets the five goals we set at the beginning of our budget development process:

- Develop a budget that supports the school division's mission to establish a community of learners and learning, through relationships, relevance and rigor, one student at a time.
- Provide a salary/benefit plan that supports a competitive position and reflects market adjustments.
- Represent a responsive and systematic approach to operations that reflects best practices and ensures long-term financial stability.
- Align our budget proposal with the division's strategic plan and School Board priorities.
- Emphasize such metrics as logic models and performance measures as a management and decision-making tool during the budget process.

This \$205.8 million funding request represents a 6% increase in recurring funds beyond our current budget, but is still lower than the most recent funding request we approved prior to the pandemic. The \$12 million increase in revenues expected next year is supported by a forecasted increase of \$6.9 million in the local transfer and state revenues that should be higher by at least \$5.2 million.

As is typical each year, the bulk of our expenditure increase supports the quality of services we will deliver next year to the families of Albemarle County. Seventy-two percent, or \$8.6 million, will be devoted to an investment in our workforce, including a 5% salary increase for teachers and a minimum 2% increase for classified staff that will enable us to continue to recruit, develop and retain high performing professionals. Also included in this expenditure category is the implementation of a compensation commitment delayed by the pandemic—the provision of a \$15 per hour minimum wage for full-time regular employees. Nearly 20% of our employees currently earn less than \$15 an hour.

Our next largest category of expenditure increases—22%, or \$2.7 million—will support restoration of instructional and operational services eliminated a year ago due to the pandemic. This will make it possible to return to class size levels prior to the pandemic and to improve our support of the learning needs of special education students and English Learners.

A total of \$640,000, or 5% of our increase in expenditures, is being allocated to new programs. And while this is a relatively modest investment in terms of our overall funding request, it strengthens our ability to meet two of our most urgent needs—student safety coaches who will broaden our ability to enhance student mental

health and wellness, and an expansion of equity specialists to allow us to more quickly close educational opportunity and achievement gaps between all students.

It is fitting that a funding request that benefits from the economic recovery in our state and county also empowers a vigorous learning recovery program. This year has brought with it decreases in academic and performance test results among elementary, middle and high school students. We are proposing to devote \$6.1 million in federal CARES funding to reverse these declines, beginning with a tuition-less summer academic enrichment program open to all students in grades K-12.

Additionally, recognizing the social, emotional and fitness price that students have paid during the pandemic, the division will introduce a new program model this summer. Youth service organizations are being asked to respond to a request for proposal (RFP) devoting their program expertise and capacity to student activities that develop the social, emotional and fitness health of students.

In his message to our Board, Superintendent Haas, in explaining how we will be *Stronger Than Before*, pointed to several strengths that were developed by teachers and school division staff during the pandemic. These include dynamic and broad-based professional development in virtual instruction strategies and practices that will increase student options beyond the pandemic. They include the dramatic rise in community participation brought about by online technology, in which School Board and community meetings that once attracted a dozen participants now attract over 1,000. They include the substantial increases in collective efficacy within teachers and support staff that came together to put in place and enforce mitigation policies that have made in-school transmission of COVID-19 rare. And they include the increased focus, following the pandemic, of innovative and efficient fiscal management practices that spared the division significant reductions in staff or services.

It is the latter that has made it possible to raise the well-earned increase in teacher compensation from 3%, as originally proposed in February, to 5% today and to consider, if state revenues continue to climb, at least a modest increase for classified staff above the present 2% recommendation. We are mindful of the tradition of commonality between school division and local government classified staff. Yet, this is an unusual year, and all employees, including classified staff, have performed at an outstanding and, at times, even heroic level.

We are deeply grateful that the vision of Albemarle County embraces the provision of exceptional educational opportunities and that its values include diversity, equity and inclusion, as well as lifelong learning and personal and professional growth. These are commitments wholeheartedly shared by our school division and fulfilled in the funding request submitted herein.

On behalf of our entire Board, thank you for your continual interest and support of our families, students, staff and schools and for the collaborative partnership you have made possible as we pursue a future that lifts up all of our residents. I respectfully seek your approval of our 2021-22 Albemarle County Public Schools funding request.

Sincerely,



Graham Paige  
School Board Chair

## General School Division Information

- Address: 401 McIntire Road, Charlottesville, VA 22902
- Phone: (434) 296-5820
- Superintendent: Matthew Haas, Ed.D.
- Region: 5

Albemarle County Public Schools (“ACPS,” “School Division,” or “Division”) serves nearly 14,000 students in preschool through Grade 12 in Albemarle County, Virginia, the sixth largest county by area in the Commonwealth of Virginia. A diverse locality of 726 square miles in the heart of Central Virginia, Albemarle County is a blend of primarily rural, but also suburban and urban settings.

### *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.
- Maximize opportunities for students at all levels to identify and develop personal interests.

### ***Portrait of a Graduate***

In fall 2020, Albemarle County Public Schools (ACPS) began development of a new strategic plan. This first step in this process is to create a new division-wide Portrait of a Graduate.

The Portrait of a Graduate will act as a guide in creating the division's new strategic plan, which will ensure that schools engage with and meet the needs of all students while preparing them with the knowledge and skills they need to thrive in a complex and rapidly-changing world.

Ultimately, the Division's new strategic plan will be a collective, local vision that articulates our community's hopes for all of our students and enables the division to provide our students with an educational experience that prepares them to be lifelong learners and to make positive contributions to society, both while they are our students and in the future.



## School Board

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***School Division Administration: Superintendent's Cabinet***



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of Schools



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Superintendent for  
Organizational  
Development and  
Human Resource  
Leadership



**Bernard Hairston,  
Ed.D.**  
Assistant  
Superintendent for  
School Community  
Empowerment



**Rosalyn Schmitt**  
Chief Operating Officer



**Patrick McLaughlin,  
Ed.D.**  
Chief of Strategic  
Planning

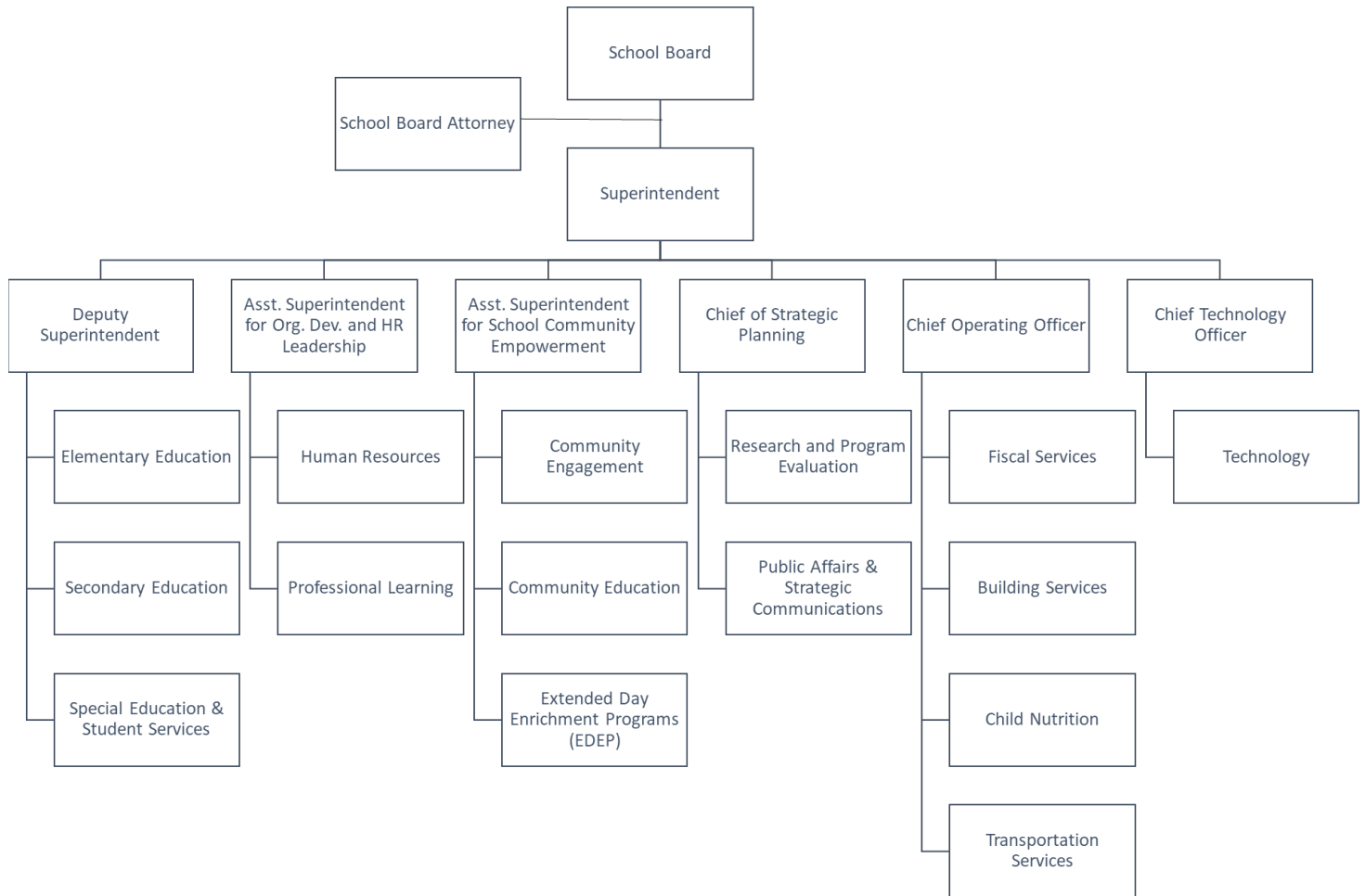


**Christine Diggs,  
Ed.D.**  
Chief Technology  
Officer



**Ross Holden**  
School Board Attorney

## School Division Organizational Chart



## Division Highlights

### Schools

- 15 elementary schools (PK-5)
- 5 middle schools (6-8)
- 3 high schools (9-12)
- 1 community charter school (6-12)
- 4 high school career academies (9-12)
- 1 high school center specializing in project-based learning (9-12)
- 1 education center specializing in short-term intervention (6-12)
- 1 special education center designed to support the transition from school to adult life (serves students aged 18-22)
- 1 regional technical education center (9-12)
- 1 regional center serving special education students (K-12)
- 1 regional center serving students with emotional disabilities (K-12)

### Employees

- 1,342 teachers (including classroom teachers, speech pathologists, school counselors, instructional coaches, and librarians)
  - 69% hold advanced degrees
  - 2% are National Board Certified
  - Average years of teaching experience: 14
- 1,172 classified employees (including school and department leadership, teaching assistants, bus drivers, custodians, maintenance and food service staff, office associates, human resources staff, and other support staff)

### Student Enrollment: Fall Membership

	2018-2019	2019-2020	2020-2021
Total Enrollment	14,013	14,435	13,532
Students with Disabilities	12.5%	12.8%	12.4%
Economically Disadvantaged	29.4%	29.4%	31.7%
English Learners	9.6%	10.0%	10.1%

### International Diversity of Our Student Population

- Countries of Origin: 95
- Home Languages Spoken: 75

## Class of 2020

	Division	State
Students Earning an Advanced Studies Diploma	62.5%	51.8%
On-Time Graduation Rate (Four-Year Cohort)	93.3%*	92.3%
Dropout Rate	4.6%	5.1%

*\*Due to the COVID-19 pandemic, reporting for on-time graduation was delayed at two of our high schools. The on-time graduation rate published here reflects updated reporting and will not match state data.*

## Post-Graduation Plans (Self-Reported)

- Continuing education, military, employment, or another endeavor: 13.9% (132 students)
- 2-year college: 24.8% (236 students)
- 4-year college: 61.3% (583 students)

## Advanced Programs Participation, 2019-2020

- Advanced Placement (AP) Test Taken: 11.94% of high school students
- AP Course Enrollment: 37.15% of high school students
- Dual Enrollment: 21.15% of high school students

## Data Spotlight

- Average number of meals served daily, including breakfast and lunch (Stage 3): 7,758
- School bus miles traveled daily (Stage 3): 14,109, including 2,732 for meal delivery
- Average Class Size:
  - Elementary – 17.88
  - Middle – 20.3
  - High – 20.9
- Student-to-Computer Ratio:
  - 1:1 with tablets for Grades K-2
  - 1:1 with laptops for Grades 3-12
- Children served by our Families in Crisis Program, 2019-2020: Approximately 300

## Budget Snapshot

### Operating Budget (Adopted)

- 2021-2022: \$211,246,077
- 2020-2021: \$193,741,120
- 2019-2020: \$195,478,605
- 2018-2019: \$186,800,503

### Per Pupil Expenses (Adopted)

- 2021-2022: \$14,745\*
- 2020-2021: \$13,609
- 2019-2020: \$14,234
- 2018-2019: \$13,635

*\*Based on recurring operating budget of \$207,115,037*

## State of the Division

Through the annual State of the Division report, the School Division provides information to the School Board and the community about our successes and challenges from the previous school year. The report serves as an accountability tool, whereby ACPS seeks to track our progress toward meeting our goals and identifying and strengthening our weaknesses. The report also informs our decision-making, whether we are evaluating an instructional method, shaping a systemic practice, or considering budget priorities.

Each year, ACPS shares the State of the Division report as another opportunity to engage our stakeholders, including our students and their families, our employees, and our community members. We consider stakeholder feedback to be an essential part of the continuous improvement process, and we encourage community members to contribute to our ongoing efforts to learn, adapt and grow through participation in school board meetings, community meetings, and online surveys.

Access the State of the Division 2020 report at:

<https://www.k12albemarle.org/fs/resource-manager/view/c20e3557-05c1-4ea0-acc1-5a81581d8bc5>

## Budget Introduction

### *(Refer to Policy DB)*

The annual school budget is the financial outline of the Division's education program. It presents a proposed plan of expenditures and the expected means of financing those expenditures. After adoption, it provides the primary means of managing expenditures. The fiscal year begins on the first day of July and ends on the thirtieth day of the following June.

The superintendent prepares, with the approval of the School Board, and submits to the Albemarle County Board of Supervisors (BOS), an estimate of the amount of money needed during the next fiscal year for the support of the public schools of the school division. The estimate sets up the amount of money needed for each major classification prescribed by the Board of Education and such other headings or items as may be necessary.

The superintendent or superintendent's designee prepares a budget calendar identifying all deadlines for the annual budgetary process. The calendar includes a work session for reviewing the budget and at least one public hearing on the budget. Notice of the time and place for the public hearing is published at least ten days in advance, in a newspaper having general circulation within the school division.

Upon approval of the School Division's budget by the Board of Supervisors, the School Board publishes the approved budget including the estimated required local match on its website and the document is also made available in hard copy as needed by citizens for inspection.

### **Fund Structure**

The Division's financial management system is divided into a number of funds. A separate sum of money is set aside for each fund. Funds are established for special program groups which usually have specific revenue sources associated with their expenditures. The Division's major funds, which are subject to appropriation by the Albemarle County Board of Supervisors, are:

1. School Fund (Operating)
2. Special Revenue Funds
3. Capital Improvement Program Fund (CIP) & Debt Service Fund

The School Fund is usually referred to as the operating fund. It is used to finance the day-to-day operations of the Division and comprises the largest part of the Division's total financial operation. Revenues for this fund are obtained from the local government transfer (local taxes), state and federal revenues, and charges for services.

Special Revenue funds are defined as programs generating sufficient revenues to cover their own expenditures. However, in the event these revenues are insufficient, the School Board may appropriate additional funds to sustain the current program. These funds also include both grant funds and holding accounts to facilitate overall operations. *(Policy DI)*

The Capital Improvement Program (CIP) and Debt Service Funds are facilitated by the Albemarle County Board of Supervisors. The Local Government collaborates with the School Board in developing and coordinating the School Division's capital projects, including a) planning for required capital improvements; b) establishing debt ratio targets; and c) preparing debt issuance schedules.

Details about the School Division's Capital Improvement Program can be found on the Albemarle County Finance and Budget website: <https://www.albemarle.org/government/budget>

## Basis of Budgeting

The Superintendent will establish and be responsible for an appropriate system of accounting for all school funds in compliance with applicable federal, state, and local laws. This system will present fairly and with full disclosure the financial position of these funds in conformity with generally accepted accounting principles. *(Policy DI)*

The basis of budgeting for ACPS is the same as the basis of accounting used in the governmental fund financial statements. All budgets are presented on the modified accrual basis of accounting, under which revenues and related assets are recorded when measurable and available to finance operations during the year. Expenditures are recorded as the related fund liabilities are incurred.

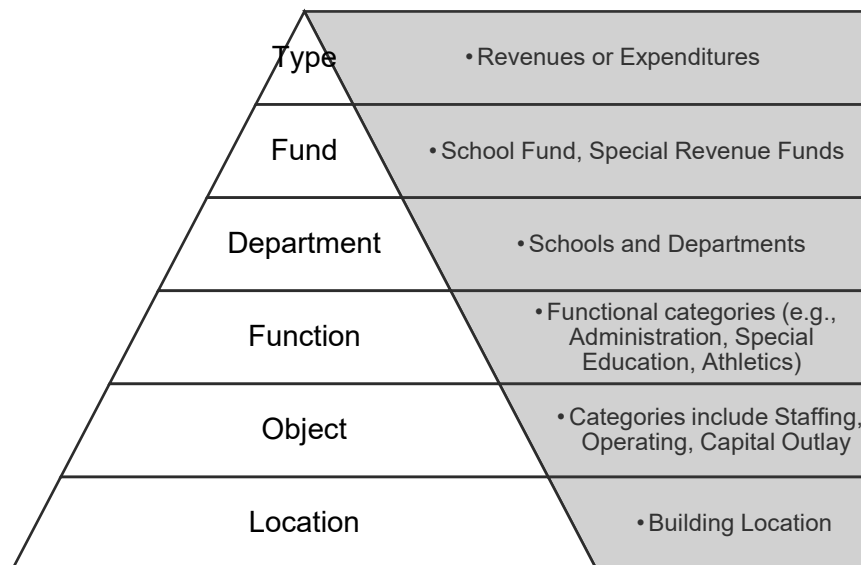
## Budget and Fund Appropriation

An annual operating budget is adopted for the School Fund. Within the School Fund, budgets are legally adopted at the fund level. The Superintendent is authorized to transfer the budget for personnel cost (salaries and fringe benefits), if necessary, between departments; however, any other revisions that alter the total expenditures of any state functional categories are reported to the School Board. Unexpended appropriations lapse at the end of the fiscal year unless carried over by School Board action. Budgets for Special Revenue Funds are adopted on an annual basis.

State and local funds appropriated for use by the School Board for educational purposes shall be administered under state law, regulations of the State Board of Education, policies of the School Board, and regulations of the Superintendent. All federal funds shall be accounted for in accordance with the regulations under which these funds were secured and, in addition, shall be subject to the policies and regulations of the School Board. *(Policy DI)*

## Budget Code Structure

As shown in the chart, budget codes are structured in the order below:





## Budget Goals

1. Develop a budget that supports the mission of establishing a community of learners and learning, through relationships, relevance and rigor, one student at a time.
  - a. Plan, prepare, and implement a fiscally responsible budget that provides the resources necessary for creating equitable educational opportunities for all students.
  - b. Engage stakeholders, including parents, teachers, staff, business leaders, volunteers, civic organizations and the community, in the development of budget priorities.
2. Provide a salary and benefit plan that supports the Division's competitive position and reflects market adjustments where necessary.
3. Develop and maintain a responsive and systematic approach to building and grounds maintenance, technology services, transportation operations, and child nutrition services that reflects industry best practices and ensures long-range financial stability.
4. New budget proposals will align with the Strategic Plan and School Board Priorities.
5. Schools, departments, and strategic proposals will incorporate the use of logic models and/or performance measures to assist in making decisions that support budget priorities related to the Division's Strategic Plan, with the goal of using metrics as a management and decision-making tool during the budget process.

## Budget Guidelines & Policies

### ***General Guidelines***

1. The division's general operating budget amounts will remain the same from year to year. Any increases or decreases are required to be justified in detail.
2. 1.5% of salaries will be budgeted as a Lapse Factor to account for financial savings from vacancies.
3. Investments in new proposals will comprise no more than 2% of the overall budget.
4. Up to 10% of unspent funds within school operational budgets may be carried over into the following year's school operational budget.
5. Annual revenues will be estimated by an objective analytical process. Revenue will not be included in the budget that cannot be verified with documentation as to its source and amount.
6. Fee-based programs in the Special Revenue Funds will set fees and user charges to ensure their funds are self-sufficient.
7. The Division will budget expenditures in its Special Revenue Funds not to exceed projected revenues within grant funds.

### ***School-Based Allocations (Policy DC)***

Under school-based allocations, the School Board will attempt to achieve the following goals:

1. To establish amounts of funding which will provide equitable opportunity for all students in Albemarle County Public Schools.
2. To serve the instructional and support needs of the students.
3. To engage in thorough advance planning by administrators, with broad-based staff and community involvement.
4. To develop budgets and expenditures to maximize educational returns and to meet School Board/site-based goals.

### ***Staffing Standards Guidelines***

1. To the extent practicable, staffing standards should be created for all positions.
2. Staffing standards should be reviewed annually and updated on a periodic basis but no less frequently than every five years to ensure relevance to current workload demands.
3. Periodic updates will be approved by the superintendent and accomplished in time to influence the annual budget cycle.
4. Staffing standards should, at a minimum, ensure compliance with the Virginia Board of Education Standards of Quality and Federal and State law.
5. Staffing standards should ensure equity of resourcing for all schools considering differences in enrollment, demography, and established programs.
6. Staffing standards should provide maximum flexibility for managers to design organizations or create/modify positions to meet changing priorities.
7. Updates to staffing standards shall be phased when their scale is deemed too large to accomplish immediately.

### ***Long Range Planning Advisory Committee (Policy FB)***

The Long-Range Planning Advisory Committee (LRPAC) is formed to inform and advise the Superintendent and School Board in the development of comprehensive, long-term plans for facilities needs in the most effective and efficient way and in support of the School Division's Strategic Plan. As an advisory committee, the LRPAC will make recommendations to the Superintendent and School Board, based on input from the public and staff, for consideration by the School Board and Superintendent.

Issues which may be considered by the advisory committee shall include, but not be limited to:

- School program capacity
- Enrollment and projections
- Transportation and operating efficiencies related to facilities planning
- CIP prioritization
- Creative financing and construction strategies
- Scope of renovations
- School closures and new schools
- Student accommodation planning (building additions/modular relocations/ review of school boundaries)
- Future of 'learning spaces' as influenced by technology and other dynamic fields

## Budget Development Process

The ACPS begins its annual budget planning process in September. The budget development process is a collaborative process involving many stakeholders. The School Board's strategic plan includes a student-centered goal, objectives, and priorities to guide the development of the annual budget.

The Superintendent works closely with the School Board, the Leadership Team, the community, and Local Government to present the needs of the Division. Community engagement is critical during the budget development process. The School Board and Superintendent gather feedback and prepare a funding request that incorporates community input to advance the strategic priorities of the School Board.

In the fall, school enrollment projections are updated and staffing allocations are developed. Around this time, the Division's five-year financial forecast is planned and the School Board provides initial guidance to support staff in budget preparation. Through December, school and department budgets are submitted and proposed changes in revenues and expenditures are provided.

Revenue estimates are developed after the release of the local transfer estimate in October and the proposed state budget in December.

A Draft Funding Request is presented to the School Board in February. The request reflects the full needs of the School Division; proposed expenditures may be higher than estimated revenues for this reason. The School Board makes amendments to the Draft Funding Request after a series of work sessions in preparation for the adoption of the request for the BOS.

From February to May, the BOS finalizes the budget for Albemarle County and sets the final school transfer amount.

A balanced budget is then adopted by the School Board.



## Stakeholder Feedback

Stakeholder feedback is an essential part of the budget development process.

### School Board Meetings

The School Board encourages ACPS students, parents, employees, and community members to participate in the budget development process by attending School Board meetings.

### Community Check-Ins

Among the most important resources in making decisions are the opinions and suggestions that the Superintendent receives from community members. In the time of COVID-19, it has become more important than ever to connect with Division staff, parents and students to gather feedback on the day-to-day operations of schools and virtual learning. At least twice a month, Dr. Haas met with different groups of constituents to obtain information on the experience virtual and hybrid instruction during the pandemic and the manner in which the Division can continue to improve the educational experience of its students

### Advisory Committees

Traditionally, key advisory committees that inform the budget development process include:

#### *Albemarle Education Association (AEA) Exchange Committee*

Subset of representatives from the AEA, a local chapter of the Virginia Education Association. The committee works with the Superintendent and school leaders on issues of concern and importance to AEA members.

#### *Budget Advisory Committee*

Analyzes, evaluates and advises the Superintendent and Division staff regarding budgeting practices and priorities from a business perspective. The committee is composed of business professionals with significant budgeting experience.

#### *Classified Employee Advisory Committee*

Founded to provide a two-way forum for classified employees to have input regarding potential employee policy creation and/or changes and to bring forward employee issues that could not be successfully addressed through existing channels.

#### *County Student Advisory Council*

Represents the opinions of students in an advisory capacity to the School Board. Council members share and exchange ideas and solutions to common problems across schools and work to improve the ACPS and school communities.

#### *Equity and Diversity Advisory Committee*

Advises the Division on adopting and modifying policies and practices to address equity and opportunity gaps to improve student achievement. Committee members serve two-year terms.

#### *Long-Range Planning Advisory Committee*

Informs and advises the School Board and Superintendent in developing comprehensive, long-term plans for facility needs in the most effective way to support of the School Division's strategic plan.

### *Parent Council*

Serves as a forum for parents, educators, and school officials to share ideas and exchange information in order to further advance the quality of the public education system within Albemarle County.

### *Special Education Advisory Committee*

The committee provides advice concerning the needs of children with disabilities receiving special education services and assists the in the formulation and development of long-range plans for these children.

### *Student Cabinet*

Students from grades 3 through 12 from all ACPS schools, share and exchange ideas and solutions to common problems and their ideas for improvement.

### *Teacher Advisory Committee*

Group of teachers, including a representative from each school, who meet with central staff to discuss items of interest to teachers and give feedback on ACPS initiatives and programs.

For more information on our key division-level advisory groups, visit [www.k12albemarle.org/advisory](http://www.k12albemarle.org/advisory).

## FY 2021/22 Budget Development Calendar

Date	Meeting
Sep 24	School Board Work Session: CIP Update/Priorities
Oct 21	BOS/School Board Joint Work Session: Affordability/Compensation & Benefits
Nov 12	School Board Work Session: State of the Division
Nov 24	CIP Advisory Committee Meeting
Dec 3	CIP Advisory Committee Meeting
Dec 10	School Board Meeting: CIP
Dec 17	Special School Board Meeting: Preliminary Budget Input
Jan 28	BOS/School Board Joint Work Session: Compensation & Benefits
Feb 18	School Board Work Session: Superintendent presents Draft Funding Request (Work Session #1)
Feb 25	Special Budget Work Session (Work Session #2)
Mar 4	Public Hearing on School Budget and Special Budget Work Session (Work Session #3)
Mar 11	School Board Meeting: School Board approves Funding Request
April 22	Budget Updates
May 13	School Board Meeting: Adopt Budget

### Questions & Comments

Please direct all questions to: [budget@k12albemarle.org](mailto:budget@k12albemarle.org)

### Board Contacts

- Albemarle County School Board: [schoolboard@k12albemarle.org](mailto:schoolboard@k12albemarle.org)
- Albemarle County Board of Supervisors: [bos@albemarle.org](mailto:bos@albemarle.org)

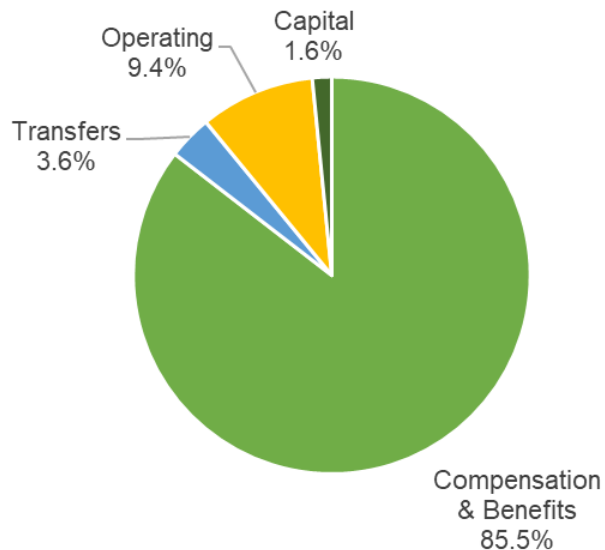
## FY 2021/22 Budget Overview

### School Fund Revenues

	2020-21 Adopted	2021-22 Adopted	\$ Change	% Change
<b>Local</b>	\$137,287,049	\$144,087,097	\$6,800,048	5.0%
<b>State</b>	\$52,771,310	\$59,345,179	\$6,573,869	12.5%
<b>Federal</b>	\$3,682,761	\$3,682,761	\$0	0.0%
<b>One-Time</b>	\$0	\$4,131,040	\$4,131,040	N/A
<b>TOTAL</b>	<b>\$193,741,120</b>	<b>\$211,246,077</b>	<b>\$17,504,957</b>	<b>9.0%</b>

### School Fund Expenditures

	2020-21 Adopted	2021-22 Adopted	\$ Change	% Change
<b>TOTAL</b>	<b>\$193,741,120</b>	<b>\$211,246,077</b>	<b>\$17,504,957</b>	<b>9.0%</b>





## School Fund Summary

Expenditures	Actual 19-20	Adopted 20-21	Adopted 21-22	Increase	% lcr
<b>Instruction</b>					
Staffing	\$130,411,187	\$135,087,966	\$143,932,148	\$8,844,182	6.5%
Operating	\$10,389,896	\$10,160,759	\$10,193,809	\$33,050	0.3%
Capital Outlay	\$341,680	\$559,107	\$559,107	\$0	0.0%
Contingency	\$0	\$186,226	\$75,000	(\$111,226)	-59.7%
SB Reserve	\$0	\$54,969	\$254,969	\$200,000	363.8%
<b>Total</b>	<b>\$141,142,762</b>	<b>\$146,049,027</b>	<b>\$155,015,033</b>	<b>\$8,966,006</b>	<b>6.1%</b>
<b>Admin, Attend &amp; Health</b>					
Staffing	\$8,590,878	\$8,591,187	\$9,767,867	\$1,176,680	13.7%
Operating	\$684,787	\$828,726	\$840,595	\$11,869	1.4%
Capital Outlay	\$55,100	\$54,633	\$164,633	\$110,000	201.3%
<b>Total</b>	<b>\$9,330,765</b>	<b>\$9,474,546</b>	<b>\$10,773,095</b>	<b>\$1,298,549</b>	<b>13.7%</b>
<b>Technology</b>					
Staffing	\$5,016,697	\$4,918,850	\$5,245,344	\$326,494	6.6%
Operating	\$853,244	\$1,022,064	\$1,073,003	\$50,939	5.0%
Capital Outlay	\$351,116	\$175,655	\$115,300	(\$60,355)	-34.4%
<b>Total</b>	<b>\$6,221,057</b>	<b>\$6,116,569</b>	<b>\$6,433,647</b>	<b>\$317,078</b>	<b>5.2%</b>
<b>Building Services</b>					
Staffing	\$9,827,590	\$9,775,641	\$11,213,675	\$1,438,034	14.7%
Operating	\$6,309,917	\$5,402,147	\$5,756,693	\$354,546	6.6%
Capital Outlay	\$926,191	\$1,797,080	\$2,045,667	\$248,587	13.8%
<b>Total</b>	<b>\$17,063,698</b>	<b>\$16,974,868</b>	<b>\$19,016,035</b>	<b>\$2,041,167</b>	<b>12.0%</b>
<b>Facilities</b>					
Staffing	\$27,543	\$31,642	\$0	(\$31,642)	-100.0%
Operating	\$0	\$0	\$0	\$0	N/A
Capital Outlay	\$452,344	\$445,500	\$435,000	(\$10,500)	-2.4%
<b>Total</b>	<b>\$479,888</b>	<b>\$477,142</b>	<b>\$435,000</b>	<b>(\$42,142)</b>	<b>-8.8%</b>
<b>Transportation</b>					
Staffing	\$9,891,593	\$9,234,000	\$10,403,119	\$1,169,119	12.7%
Operating	\$1,380,632	\$1,857,504	\$1,841,997	(\$15,507)	-0.8%
Capital Outlay	\$49,560	\$10,000	\$10,000	\$0	0.0%
<b>Total</b>	<b>\$11,321,786</b>	<b>\$11,101,504</b>	<b>\$12,255,116</b>	<b>\$1,153,612</b>	<b>10.4%</b>
<b>Transfers</b>					
Transfers	\$4,659,361	\$3,547,464	\$7,318,151	\$3,770,687	106.3%
<b>Expenditures Grand Total</b>	<b>\$190,219,317</b>	<b>\$193,741,120</b>	<b>\$211,246,077</b>	<b>\$17,504,957</b>	<b>9.0%</b>
Revenues	Actual 19-20	Adopted 20-21	Adopted 21-22	Increase	% lcr
Local School Revenue	\$1,904,372	\$2,046,896	\$1,860,657	(\$186,239)	-9.1%
State Revenue	\$51,723,143	\$52,771,310	\$59,345,179	\$6,573,869	12.5%
Federal Revenue	\$3,075,008	\$3,682,761	\$3,682,761	\$0	0.0%
Local Government Transfer	\$138,200,512	\$134,184,078	\$141,108,965	\$6,924,887	5.2%
Use of Fund Balance	\$0	\$1,028,600	\$5,221,040	\$4,192,440	407.6%
Other Transfers	\$312,500	\$27,475	\$27,475	\$0	0.0%
<b>Revenues Grand Total</b>	<b>\$195,215,536</b>	<b>\$193,741,120</b>	<b>\$211,246,077</b>	<b>\$17,504,957</b>	<b>9.0%</b>

## School Fund Revenue Changes: Summary

### Local Revenues

Local Government General Fund Transfer	\$6,924,887
General Property Rental	(\$175,000)
LED Lighting	(\$25,287)
Use of Fund Balance	\$61,400
Other Local Revenues	\$14,048
<b>Local Revenue Changes Total</b>	<b>\$6,800,048</b>

### State Revenues

Basic Aid and Sales Tax (SOQ)	\$2,486,683
Other Standards of Quality Accounts	(\$562,134)
Infrastructure & Operations Per Pupil Fund (Lottery)	\$1,035,151
Other Lottery Funded Programs	(\$127,281)
Compensation Supplement	\$1,577,050
No Loss Funding	\$2,081,755
Other State Revenues	\$82,645
<b>State Revenue Changes Total</b>	<b>\$6,573,869</b>

### Federal Revenues

Federal Revenue Changes Total	\$0
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<b>RECURRING REVENUE CHANGES</b>	<b>\$13,373,917</b>
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### One-Time Revenues

One-Time Revenue Changes Total	\$4,131,040
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<b>RECURRING AND ONE-TIME REVENUE CHANGES TOTAL</b>	<b>\$17,504,957</b>
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## School Fund Revenue Changes: Descriptions

### **Local Revenues**

#### **Local Government General Fund Transfer** **\$6,924,887**

Albemarle County shares 60% of the increase or decrease in available shared local tax revenues with the School Division. The majority of local tax revenues are general property taxes. The Local Government General Fund Transfer is increasing as a result of higher real estate assessments and other local tax revenues that to date have been impacted by COVID-19 less than anticipated.

#### **General Property Rental** **(\$175,000)**

Revenues for school building rental are projected to decrease as a result of the COVID-19 pandemic and continued the uncertainty regarding building use. The decrease in revenues may be partially offset by related expenditures in the Building Services Department.

#### **LED Lighting** **(\$25,287)**

As part of the energy performance contract, ACPS receives Qualified Energy Conservation Bond (QECB) subsidies as a partial offset to the financing interest payments. The QECB credit decreases each year as the interest payments decrease and the principal payments increase.

#### **Use of Fund Balance** **\$61,400**

This budgeted amount is used a budget balancing tool. The increase further aligns the amount to historical levels.

#### **Other Local Revenues** **\$14,048**

The decrease in Other Local Revenues is due to an increase in the transfer from Local Government for the shared costs of the Department of Human Resources.

## State Revenues

### **Basic Aid and Sales Tax (SOQ) \$2,486,683**

FY 2021/22 sales tax revenues are forecasted to be significantly higher when compared to FY 2020/21. The FY 2020/21 budget was developed during a period of economic uncertainty, and the FY 2021/22 budget reflects the most recent state projections. The increase is partially offset by a decrease in Basic Aid due to budget-to-budget declining enrollment.

### **Other Standards of Quality Accounts (\$562,134)**

SOQ accounts are decreasing due to budget-to-budget declining enrollment.

### **Infrastructure & Operations Per Pupil Fund (Lottery) \$1,035,151**

FY 2021/22 Infrastructure and Operations Per Pupil Funds are budgeted to be significantly higher when compared to FY 2020/21. The FY 2020/21 budget was developed during a period of economic uncertainty, and the FY 2021/22 budget reflects the most recent state projections.

### **Other Lottery Funded Programs (\$127,281)**

Other Lottery Funded Programs are decreasing due lower projected numbers of eligible students.

### **Compensation Supplement \$1,577,050**

FY 2022 Compensation Supplement funding covers the state share of cost (including fringe benefits) for a 5.0 percent salary increase for funded SOQ instructional and support positions, effective July 1, 2021. School divisions that provide a minimum 2.0 percent, but less than a 5.0 percent salary increase during the biennium are eligible for prorated state funding. School divisions that provide a minimum 5.0 percent salary increase during the biennium are eligible for the full state entitlement. School divisions are required to match the state payments based on the composite index of ability-to-pay.

### **No Loss Funding \$2,081,755**

The state budget recognizes the effects of the COVID-19 pandemic on public school enrollment in school year 2020-2021. The budget provides significant No Loss funding for enrollment in FY 2021 and 2022. School divisions should use these state funds to supplement any of the other state funds provided through Direct Aid for Public Education.

### **Other State Revenues \$82,645**

This category includes other changes in state revenues not captured in the primary drivers outlined above, including an increase in At-Risk funding.

## One-Time Revenues

### **One-Time Revenue Changes \$4,131,040**

Fund balance reflects the use of ACPS savings in prior years for one-time expenditures or emergency needs.

## School Fund Expenditure Changes: Summary

### *Non-Discretionary / Technical*

Baseline Adjustment	\$(1,326,348)
Health Care Rate Increase	\$216,410
Voluntary Early Retirement Incentive Program (VERIP) Increase	\$294,631
Workers Compensation Increase	\$75,000
Energy Performance Contract & Utility Costs	\$250,011
Building Leases	\$(60,910)
Software Costs	\$40,000
Fuel Increase	\$130,409
School Licensing Costs Transfer	\$127,813
Transfer to CATEC	\$163,050
Other Transfers	\$51,700

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<b>Non-Discretionary / Technical Total</b>	<b>\$(38,234)</b>
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### *Operational Restoration*

Transfer to Learning Resources Fund	\$500,000
Department Restoration (7.50 FTEs)	\$697,413

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<b>Operational Restoration Total</b>	<b>\$1,197,413</b>
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### *School and Instructional Restoration*

General Classroom & School Positions (7.10 FTEs)	\$366,614
Elementary Assistant Principals (2.00 FTEs)	\$170,021
ESOL Teachers (5.00 FTEs)	\$382,277
Special Education Teachers (5.00 FTEs)	\$412,392
Special Education Bus Drivers and Assistants (4.00 FTEs)	\$142,272
School Bookkeeper and Reclassification (1.00 FTE)	\$251,992

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<b>School and Instructional Restoration Total</b>	<b>\$1,725,568</b>
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### ***Compensation***

Minimum Pay Rate – Phase 1	\$2,678,554
5.2% Salary Increase for Teachers	\$4,933,573
4.0% Salary Increase for Classified Employees	\$1,976,126
Health Insurance Banding for Part-time Employees	\$82,928

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<b>Compensation Total</b>	<b>\$9,671,181</b>
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### ***New Proposals***

Student Safety Coaches (8.00 FTEs)	\$295,596
Equity Expansion (3.00 FTEs)	\$359,710
STEP Expansion (2.00 FTEs)	\$162,683

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<b>New Proposals Total</b>	<b>\$817,989</b>
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<b>RECURRING EXPENDITURE CHANGES TOTAL</b>	<b>\$13,373,917</b>
--------------------------------------------	---------------------

### ***One-Time Expenditures***

One-Time Expenditures	\$4,131,040
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<b>RECURRING AND ONE-TIME EXPENDITURE CHANGES TOTAL</b>	<b>\$17,504,957</b>
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## School Fund Expenditure Changes: Descriptions

### *Non-Discretionary / Technical*

#### **Baseline Adjustment** **\$(1,326,348)**

The baseline budget for FY 2021/22 assumes that budgeted FTEs and services remain flat from the previously adopted budget. It is developed by using actual compensation and benefits costs of prior fiscal year employees, average compensation assumptions for classified vacancies, and TB6 (Master's Degree + 6 years of experience) for teacher vacancies. This results in savings due to position changes, employee turnover, and employee benefit plan changes. Other changes captured in the baseline adjustment include technical corrections and minor operating adjustments. One-time costs budgeted in the previously adopted budget are eliminated in the new baseline.

The Baseline Adjustment also includes changes in the Lapse Factor, which represents estimated savings anticipated during the operating year to account for vacancies during the year.

#### **Health Care Rate Increase** **\$216,410**

The School Board contribution to health insurance increased 6.5% in Plan Year 2021 (Jan – Dec 2021) and is planned to increase 6.0% in Plan Year 2022 (Jan – Dec 2022). The resulting rate increase of approximately 10% in FY 22 is mostly offset by a planned one-month employer holiday. The net increase to the annual contribution rate is approximately 1%, when including the impact of the holiday.

#### **Voluntary Early Retirement Incentive Program (VERIP) Increase** **\$294,631**

This cost increases as the number of new enrollees/retirees increases.

#### **Workers Compensation Increase** **\$75,000**

This cost increases as total compensation across the Division increases, as a result of raising the minimum hourly pay rate and providing salary increases.

#### **Energy Performance Contract & Utility Costs** **\$250,011**

Costs for electricity are increasing due to an increased footprint throughout the Division, including: Baker-Butler mobile unit, Scottsville gym and classroom addition, and Red Hill gym addition. The Energy Performance Contract replaced lighting at all schools with LED lighting, and the project has reduced electricity usage since the program began in 2017. The project was fully implemented for FY19/20. While the Division continues to benefit from LED lighting upgrade savings, additional square footage, rate increases and increased outside air delivery will increase electricity usage and costs.

#### **Building Leases** **\$(60,910)**

Lease costs are decreasing due to the elimination of lease costs of a mobile unit at Albemarle High School that is planned to be purchased by the Division. The decrease is partially offset by increasing lease costs due to contracts for the Baker-Butler mobile unit and Center 1.

#### **Software Costs** **\$40,000**

An increase in Fiscal Services' software costs is planned in order to support the ongoing fees related to the purchase of a finance and budgeting program that will better meet the needs of principals, office associates, and staff.



**Fuel Increase** **\$130,409**

The costs for fuel are projected to increase 16.2% for diesel and 5.2% for unleaded in FY 2021/22.

**School Licensing Costs Transfer** **\$127,813**

Costs for certain licenses used by local government, schools, and several partner agencies are budgeted in the Local Government Information Technology Department. Beginning in FY 2021/22, licensing costs will be distributed to attribute the ongoing costs of systems from all partners. This amount will be revisited annually based on licenses in use and their cost.

**Transfer to CATEC** **\$163,050**

The transfer to CATEC is planned to increase in FY 2021/22 due to compensation increases, the addition of an FTE for math instruction, and the increasing proportion of ACPS students attending CATEC.

**Other Transfers** **\$51,700**

The transfer to the Children's Services Act (CSA) Fund is increasing by \$50,000 as the need for community-based services for special education grows, and the transfer for Human Resource's computer maintenance services is increasing \$1,700.

**Operational Restoration****Transfer to Learning Resources Fund** **\$500,000**

The Learning Resources Fund (formerly Textbook Replacement Fund) provides instructional staff with necessary and contemporary learning resources that support implementation of curriculum framework, planning, instruction and assessment systems that promote student learning and close the achievement gap as well as prepare all students to be college and workforce ready when they graduate. The recurring transfer to the Fund was eliminated in FY 2020/21 and is proposed to be restored to original recurring levels FY 2021/22.

**Department Positions (7.50 FTEs)** **\$697,413**

In FY 2020/21, 15.00 FTE positions were eliminated. 7.50 of those positions are proposed to be restored in the following departments:

- Department of Human Resources (1.00)
- Department of Technology (1.00)
- Department of Instruction/ESOL (1.00)
- Department of Community Engagement (1.00)
- Building Services Department (2.50)
- Fiscal Services Department (1.00)

## School and Instructional Restoration

### **General Classroom & School Positions (7.10 FTEs) \$366,614**

The staffing standards were adjusted in FY 2020/21 to increase projected student to teacher staffing ratios. In FY 2021/22, the projected student to teacher staffing ratios are lowered to FY 2019/20 levels.

The increase in staffing required for the lower staffing ratios are largely offset by a decrease in budget-to-budget enrollment projections. FY 2020/21 was projected for 14,236 students and FY 2021/22 is projected for 14,046 students.

In addition, school-based classified positions are held harmless for enrollment decreases in FY 2021/22. The resulting net increase in FTEs for general classroom and school positions is 2.1 FTEs.

	<b>FY 2019/20 Adopted</b>	<b>FY 2020/21 Adopted</b>	<b>FY 2021/22 Draft</b>	<b>FY 2021/22 FTE Impact</b>
<b>K-3 Ratio</b>	20.55	20.95	20.55	FTE increase
<b>4-5 Ratio</b>	22.75	23.15	22.75	
<b>6-8 Ratio</b>	24.00	24.60	24.00	
<b>9-12 Ratio</b>	24.00	24.60	24.00	
<b>Projected Enrollment</b>	13,733	14,236	14,046	FTE decrease
<b>Net Change</b>				<b>2.1 FTE increase</b>

An additional 5.00 FTEs is budgeted in FY 2020/21 as a contingency to address continued uncertainties in school operations during the school year. This cost is partially offset by contingency funds that were budgeted in FY 2020/21 of \$186,226.

### **Assistant Principals (2.00 FTEs) \$170,021**

To address the increasing workload as a result of student growth, a shift in Elementary School Assistant Principal (AP) staffing standards was proposed in the FY 2020/21 Funding Request, but was paused due to budget reductions. This item restores the proposal. The current staffing standard provides for one AP at 400 students or one AP at 350 students if greater than 20% are economically disadvantaged. The proposed standard would provide one AP at 350 students or two APs at 700 students. The formula would continue to use a 2-year average and include preschool enrollment. The change simplifies the current standards so that it benefits schools and meets their needs and is easier to interpret and communicate.

*Note: This item was originally included as part of the Operational/Department FTE Restoration proposal of 2.00 Assistant Principal Interns. The adopted budget moves the funds from the AP Intern restoration to Elementary School AP restoration. 2.00 AP Interns continue to be unfunded.*

### **ESOL Teachers (5.00 FTEs) \$382,277**

English Learners (ELs) make up approximately 10 percent of the total ACPS student population and have been consistently increasing over many years. In FY 2020/21, 4.00 FTEs that were needed to address growth were reduced. FY 2021/22 restores these 4.00 FTEs and adds 1.00 FTE to address growth for the next year.

**Special Education Teachers (5.00 FTEs) \$412,392**

The December 1 Child Count is the measure used each year to compare growth in Special Education enrollment and is also used as a basis for staffing and planning. The December 1, 2020 Child Count indicates that students with special needs are increasing in ACPS.

In FY 2020/21 12.66 FTEs were needed to address growth, and 5.00 were ultimately funded. FY 2021/22 restores 5.00 positions. The increase supports both an increase in staffing for growth as well as supporting services that are appropriately serving children in their neighborhood schools (i.e. A-BASE and B-BASE service delivery models), thereby decreasing the need for private day and residential placements.

This staffing will support teachers and teaching assistants to meet Federal and State requirements outlined in the Individuals with Disabilities Education Act (IDEA). The services provided are required as part of staffing parameters outlined in the Virginia regulations, adopted as part of ACPS staffing standards, and/or outlined in students' Individual Education Plans.

**Special Education Bus Drivers and Assistants (4.00 FTEs) \$142,272**

Two Bus Drivers and two Transportation Assistants are budgeted to support the changes in the Special Education population as described above.

**School Bookkeeper and Reclassification (1.00 FTE) \$251,992**

This proposal restores a priority in the FY 2020/21 Funding Request. To address the increasing workload as a result of student growth, a shift in OA staffing standards is proposed. The current staffing standard provides for a 12-month OA IV/Bookkeeper, plus additional full-time or part-time 10-month OA III staffing based on enrollment. The proposed staffing standard is for a 12-month OA IV/Bookkeeper, a 12-month OA IV, then additional 10-month OA III staffing based on enrollment.

In addition, this budget includes the addition of one division-wide OA who will serve as an itinerant bookkeeper.

## **Compensation**

**Health Insurance Banding for Part-time Employees \$82,928**

Part-time employees who are between 0.70 and 0.99 FTE receive health insurance benefits at the same rate as a full-time 1.00 FTE. This proposal would provide a similar benefit to part-time employees who are between 0.50 and 0.69 FTE to receive health insurance benefits at the same rate as a 0.70 FTE. This is a benefit to part-time employees and would also streamline administrative processes.

*The remainder of the Compensation and Proposal descriptions are included in the following section.*

## School Fund Expenditure Changes: Advancing Horizon 2020 Strategic Plan – Descriptions

This section describes the new programs and proposals that are the highest priorities for the School Division. They also include an estimated budget for the next five years, brief description, and what the new funds will be used for. New positions and FTE counts are also included for additional information.

These new proposal descriptions are supported by a logic model in order to ensure that the programs will be implemented in a timely manner and evaluated on both a short-term and long-term basis. A logic model describes the process of a program from implementation to a desired goal or outcome. While these metrics are not comprehensive, they serve as a guide to a minimum baseline of that which will be measured and may change over time. For these particular budget proposals, the definitions below were used:

### *Inputs (“First semester deliverables”):*

Non-budgetary resources that will be invested into the proposal. What will staff do within the first half of the year to implement the proposal?

### *Activities (“First year deliverables”):*

Measurable action items to be completed within the first year. What will staff do within the first year to show that the proposal is in progress?

### *Outputs (“Short-term SMART<sup>1</sup> goals”):*

Items that are produced as a direct result of activities, typically within one to two years. What data point will staff use to show the result of successful implementation?

### *Outcomes (“Long-term SMART<sup>1</sup> goals”):*

Positive changes that result, typically within three to five years or longer. What data point will staff use to show success, effect, or impact?

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<sup>1</sup> Specific, Measurable, Achievable, Relevant and Time-bound

## Previous Year Budget Proposals Dashboard

Budget proposals from previous years (beginning in FY 2019/20) continue to be tracked regularly. This ensures that proposals continue to be implemented in a timely manner, beyond the fiscal year in which it was adopted. Regular tracking also ensures that these programs continue to be evaluated on both a short-term and long-term basis.

The dashboard below provides a summary of the status of previous budget proposals at the time of FY 2021/22 budget adoption (May 2021).

Contemporary High School Programming: High School Centers Expansion			X
Contemporary High School Programming: JROTC/NDCC Program			X
CRT Professional Development: Equity Specialist Expansion			X
Elementary World Language Program: FLES Staffing			X
Strategic Decision-Making: Data and Reporting Specialist and System			X
Safety and Well-being: Anonymous Reporting App			X
Safety and Well-being: Elementary School Counselors Part-Time to Full-Time		X	
Safety and Well-being: Middle School Student Support Counselor		X	
Safety and Well-being: School Safety Coordinator			X
Student Well-being and Success: First School Pilot Program		X	
Student Well-being and Success: Gifted Education Program Redesign			X
Student Well-being and Success: STEP Program Expansion			X
Community Engagement: Website Management / Communication System Upgrade		X	
Student Well-being and Success: Work-Based Learning Management Tool			X
Employee Well-being and Job Satisfaction: Reduced Tuition for Children of Emp.			X
Research-Based Best Practices: Education Advisory Board (EAB) Membership			X
Substitute Program: Program Improvements (Phase 1)		X	
Support Services: Financial Analyst			X
Support Services: Human Resources Specialist II			X
Transportation Services: Bus Driver Compensation			X

X	Proposal is fully implemented and the program will be reviewed as part of the Program Evaluation process.
X	Portions of the logic model are delayed/paused due impacts from the COVID-19 pandemic. Progress continues to be tracked.
X	Proposal has not been implemented.

## Minimum Pay Rate – Phase 1

\$2,678,554

### Advancing Our Objectives:

Engage Every Student	Implement Balanced Assessments	Improve Opportunity and Achievement	Create and Expand Partnerships	Optimize Resources
		✓		✓

### Advancing Our Strategic Priorities:

Create a culture of high expectations for all.	Identify and remove practices that perpetuate the achievement gap.	Maximize opportunities for students at all levels to identify and develop personal interests.
✓		

This proposal institutes a \$15.00 minimum pay rate for VRS-eligible employees and provides compression adjustments for classified employees. Many local employers have recently implemented a minimum starting pay rate of \$15.00 per hour. These employers include: University of Virginia, Sentara Hospital, City of Charlottesville and Charlottesville City Schools.

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- Market analysis of local employer minimum pay rate will be completed

ACTIVITIES: By the end of 2020/21 school year, the following deliverable will be complete to demonstrate the proposal is in progress:

- Based on the market analysis and available funding, minimum pay rate for 2021/2022 will be implemented

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- Analysis of turnover by pay grade will be completed
- Analysis of vacancies will be completed.

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- Trend data (3-5 years) on turnover will indicate decreased turnover rates.
- Exit data and engagement survey trend data (3-5 years) will indicate that classified employees are not dissatisfied with compensation

## 5.2% Teacher Salary Increase<sup>2</sup>

\$4,933,573

### Advancing Our Objectives:

Engage Every Student	Implement Balanced Assessments	Improve Opportunity and Achievement	Create and Expand Partnerships	Optimize Resources
		✓		✓

### Advancing Our Strategic Priorities:

Create a culture of high expectations for all.	Identify and remove practices that perpetuate the achievement gap.	Maximize opportunities for students at all levels to identify and develop personal interests.
✓		

Human Resources staff gathered market information to guide recommendations regarding the teacher salary increase. This process includes: analyzing market increase data from the school divisions included in the Board adopted market and ascertaining if the ACPS teacher scale increase met the Board adopted target to be at the 75th percentile of the market.

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- Market analysis of ACPS 2019/20 Teacher Scales completed

ACTIVITIES: By July 1, 2021, the following deliverable will be complete to demonstrate the proposal is in progress:

- Teacher salary increase for 2021/22 will be implemented

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- Exit survey data will not include compensation as one of the top five reasons for leaving
- Engagement survey data will indicate that teachers are not dissatisfied with compensation
- All Teacher vacancies will be filled by the first day of school.

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- Teacher retention rates will increase
- Trend data (3-5 years) on retention will indicate increased retention rates
- Exit data and engagement survey trend data (3-5 years) will indicate that teachers are not dissatisfied with compensation

<sup>2</sup> After the teacher pay scale was straightened in 2018-19, all teachers now receive the same increase with the exception of those who are at the top of the scale. Those at the top of the scale receive a scale increase only. The salary % increase shown is a total amount, including both step and scale increases.



## 4.0% Classified Salary Increase

\$1,976,126

### Advancing Our Objectives:

Engage Every Student	Implement Balanced Assessments	Improve Opportunity and Achievement	Create and Expand Partnerships	Optimize Resources
		✓		✓

### Advancing Our Strategic Priorities:

Create a culture of high expectations for all.	Identify and remove practices that perpetuate the achievement gap.	Maximize opportunities for students at all levels to identify and develop personal interests.
✓		

Human Resources staff gathers market data adopt to guide recommendations regarding the classified salary increase. This process includes analyzing market increase data from the organizations included in the Joint Board adopted market and ascertaining if the ACPS market increase met the Joint Board adopted target to be at market (50th percentile) relative to our adopted market.

INPUTS: By December 2020, the following deliverables will be completed to get the proposal started:

- Market analysis of ACPS FY 2019/2020 Classified market increase completed based on the Board adopted strategy

ACTIVITIES: By the end of FY 2020/21 school year, the following deliverable will be complete to demonstrate the proposal is in progress:

- Based on the market analysis, classified salary market increase will be implemented

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation:

- Exit survey data will not include compensation as one of the top five reasons for leaving
- Engagement survey data will indicate that classified employees are not dissatisfied with compensation
- Classified employee turnover rates will decrease

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- Trend data (3-5 years) on turnover will indicate decreased turnover rates
- Exit data and engagement survey trend data (3-5 years) will indicate that classified employees are not dissatisfied with compensation

## Student Safety Coaches

### Advancing Our Objectives:

Engage Every Student	Implement Balanced Assessments	Improve Opportunity and Achievement	Create and Expand Partnerships	Optimize Resources
✓		✓		✓

### Advancing Our Strategic Priorities:

Create a culture of high expectations for all.	Identify and remove practices that perpetuate the achievement gap.	Maximize opportunities for students at all levels to identify and develop personal interests.
	✓	

Earlier this year, the School Board joined a growing number of school districts nationwide to increase trained staff to ensure a positive and safe climate while providing basic security measures are followed within its school buildings while minimizing the presence of law enforcement on campus. The School Board directed staff to develop an alternate program promoting the mental health and emotional well-being of ACPS students. One of the primary reasons for this reevaluation was growing evidence that students of color are disproportionately impacted when it comes to the disciplinary infractions that result in loss of instructional time and criminalization of behavior issues.

Focusing on the mental health needs of all students, individuals with training on de-escalation techniques, an emphasis on trauma-informed care and a respect and practice grounded in equity, this program will provide a more welcoming school climate. This new student safety initiative coincides with a broader push inside the ACPS to reform school discipline by taking a less punitive approach, concentrating, instead, on restorative strategies designed to maintain our schools as safe institutions of learning, while holding children accountable yet maximizing instructional time and opportunities.

The Student Safety Coaches will concentrate on helping establish a safe educational environment and focus on mental health, de-escalation, restorative justice, and safe physical interventions. Their goal will lie in cultivating trusting relationships with students so that they can avert and mitigate behavior issues

In addition, the positions will maintain the safety and security of students, the school staff, and property; prevent unauthorized visitors and property damage; and provide for general building security. Student Safety Coaches are employees of the ACPS. They are unarmed and have no authority to carry firearms or arrest individuals for security breaches in the performance of their duties.

This proposal adds 8.0 FTE in the first year.

	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25	FY 2025/26
Total FTEs	8.0	8.0	8.0	8.0	8.0
Operational Budget	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
<b>Total Budget</b>	<b>\$560,188</b>	<b>\$560,188</b>	<b>\$560,188</b>	<b>\$560,188</b>	<b>\$560,188</b>
<i>New Funding*</i>	\$295,596	\$295,596	\$295,596	\$295,596	\$295,596

\*Includes the offsetting impact of eliminating the transfer for School Resource Officers (SROs) beginning in FY 22 of \$264,592.

INPUTS: Prior to the beginning of the 2021-22 school year, the following milestones of program implementation will be completed:

- Student Safety Coach job description developed and adopted
- Organizational chart to include Student Safety Coaches in relation to Director of Student Services and school level administrators, created
- Physical placements / plan for student safety coach coverage finalized
- Operations handbook for student safety coaches published
- All positions screened, interviewed, and hired by the ACPS and assignments confirmed
- Professional Development by ACPS for student safety coaches, coordinated and provided

ACTIVITIES: Prior to the beginning of the 2021-22 school year, the following activities will be completed:

- All ACPS Student Safety Coaches have or will be in the process of securing Virginia Department of Criminal Justice Services School Security Officer Certification, as required.
- All ACPS Student Safety Coaches will have completed training required by ACPS, including, but not limited to:
  - Trauma Informed Interactions
  - Culturally Responsive Student Interaction
  - Mental Health First Aid
  - First Aid & School Safety Measures
  - Crisis Intervention & De-escalation
- All ACPS Student Safety Coaches trained in conducting Title IX investigations
- All ACPS Student Safety Coaches trained to participate in the Threat Assessment Process

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- 100% of State and locally required school safety reviews, audits, inspections and assessments are completed/submitted on time
- Student Safety Coaches will schedule and attend monthly school safety meetings with each school administrative team
- Student Safety Coaches will participate in activities and professional learning as facilitated by the Coordinator of Mental Health and Wellness
- Student Safety Coaches, the Director of Student Services, the School Safety Coordinator, and the School Safety Liaison will meet monthly for safety planning, drills, and procedures. This will include collaboration with a representative from the ACPD with the goal of sharing information and planning proactively for effective communication and coordination

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- An internal survey of school administration, faculty and students concerning perceptions of safety and security
- Accomplishment of tasks agreed upon as part of any work plan written in conjunction with the Director of Student Services and/or Principal
- A trend of improved school climate and working conditions data for selected measures over three (3) years for students and teachers particularly in those areas that reflect the following:
  - Student feelings of safety and security at school
  - Teachers feelings of safety and security at school

## Equity Expansion

### Advancing Our Objectives:

Engage Every Student	Implement Balanced Assessments	Improve Opportunity and Achievement	Create and Expand Partnerships	Optimize Resources
✓		✓	✓	✓

### Advancing Our Strategic Priorities:

Create a culture of high expectations for all.	Identify and remove practices that perpetuate the achievement gap.	Maximize opportunities for students at all levels to identify and develop personal interests.
✓	✓	✓

The demand for services through the Office of Community Engagement requires an immediate expansion to effectively deliver the unique culturally responsive teaching professional development plan and certification model. Also, providing oversight to implementing anti-racism and other equity related policy regulations. Both programs are essential components for identifying barriers to executing the equity mission statement.

The involvement of staff in culturally responsive teaching training and follow-up support increases each year. As of October 2020, there were 84 and 71 intent forms to pursue the Micro-credential and Certification. This requires a year-round commitment from each participant with directed support to meet the high program expectations necessary to impact achievement gaps. Effective 2021, all new hires will be required to complete a Micro-credential or Certification. We typically hire about 160 – 180 educators annually. By 2022, a plan will be introduced for all other instructional staff to meet this requirement.

The inclusion of an equity and anti-racism framework to address a systemic transformation of racial and equity achievement disparities will expedite a concentrated focus on division philosophies, policies, programs, and practices. This requires shifts in human behaviors, thus the need for additional training and follow-up oversight.

This proposal is specific to the strategic priority of identifying and removing practices that perpetuate the achievement gap.

This proposal adds 3.0 FTE in the first year, and the expanded equity specialist team will allow for a more immediate focus on leadership, teaching and learning, and community from an equity and accountability lens.

	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25	FY 2025/26
Total FTEs	3.0	3.0	3.0	3.0	3.0
Operational Budget	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
<b>Total Budget</b>	<b>\$359,710</b>	<b>\$359,710</b>	<b>\$359,710</b>	<b>\$359,710</b>	<b>\$359,710</b>

INPUTS: By June 2021, the following deliverables will be completed for establishing the planning foundation:

- Formulate an operational plan to address the expansion of staff responsibilities
- Review the current equity specialist job description, advertise, hire, and begin training the newly hired equity specialists

ACTIVITIES: By August 2021, the following deliverables will be completed to demonstrate the proposal is in progress:

- Examine the current state utilization of resources targeted to daily operational demands.
- Establish structures that require all new hires (beginning in 2021-22) to receive professional development training and micro-credential or certification within 3 years.
- Incorporate CRT requirements into the teacher and administrator performance appraisal plans.

OUTPUTS: The following short-term goals will demonstrate successful implementation of the proposal:

- Participation in micro-credentialing and certification will increase by 70% in 2021-22
- Successful participants will be recognized, celebrated, and receive stipends
- Principals will establish equity dashboards
- Principals will have acquired skills for goal setting strategies and tracking achievement data based on gradual increases of staff completing the culturally responsive teaching requirements

OUTCOMES: The following long-term goals will help determine the success and impact on the proposal:

- By the end of the 2021-22 school year, structures will be in place to institutionalized Culturally Responsive Teaching as an expectation for all staff to participate
- By the end of the 2023-24 academic year, schools will significantly impact student achievement growth data

## STEP Expansion

### Advancing Our Objectives:

Engage Every Student	Implement Balanced Assessments	Improve Opportunity and Achievement	Create and Expand Partnerships	Optimize Resources
✓		✓	✓	✓

### Advancing Our Strategic Priorities:

Create a culture of high expectations for all.	Identify and remove practices that perpetuate the achievement gap.	Maximize opportunities for students at all levels to identify and develop personal interests.
✓	✓	✓

This proposal improves student well-being and success by expanding the Short-Term Education Program (STEP) to all comprehensive middle and high schools. In FY 2019/20, it was expanded to Walton Middle School and Monticello High School, and in FY 2021/22, the program is planned for expansion into the remaining schools (Sutherland and Henley Middle School, and Albemarle and Western Albemarle High School). This program decreases disproportionate suspension of minority students, as well as decreasing overall out of school suspension rates.

This proposal adds 2.00 FTEs in the first year.

	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25	FY 2025/26
Total FTEs	2.0	2.0	2.0	2.0	2.0
Operational Budget	\$0	\$0	\$0	\$0	\$0
<b>Total Budget</b>	<b>\$162,683</b>	<b>\$162,683</b>	<b>\$162,683</b>	<b>\$162,683</b>	<b>\$162,683</b>

INPUTS: By August 2021, the following deliverables will be completed to get the proposal started:

- Charter developed for the STEP program as a school-division program
- Communication plan, including addition of the program as a formal behavior management option in the school system's student handbook, student data-base, referral forms, and behavior management plan
- Formally identify expectations for person assigned counseling of STEP students
- All STEP personnel hired and working in place

ACTIVITIES: By the beginning of the 2021/22 school year the following deliverable will be complete to demonstrate the proposal is in progress:

- Development of a STEP steering committee for continuous improvement and PLC work
- Professional Development for school administrators working with the STEP program

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the proposal:

- By the end of two years, all students assigned to the STEP interventions will have a completed plan for developing self-control and replacement behaviors
- Each school will have an established procedure for transmitting STEP plans between school coordinators to ensure continued engagement and maintenance of student plans

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal:

- By the end of three years, 100% of students who have participated in STEP will have met the goals identified in their STEP behavior plans
- By the end of three years, ACPS will have eliminated out of school suspension with the only exceptions being cases affecting student and staff safety