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Fall Enrollment Projection

**Albemarle County Public Schools
K-12 Enrollment Projections
FY 2023/24**

	Enrollment Projections												K-12 Actual to Budget		K-12 Budget to Budget				
	K	1	2	3	4	5	6	7	8	9	10	11	12	Post High	K-12 Proj.	2022/23		2023/24	
																Actual Enrollment	Projected Growth	Projected Enrollment	Budget Growth
AGNOR HURT	63	70	70	59	78	60									393	401	(8)	433	(40)
BAKER BUTLER	117	123	135	127	135	110									747	727	20	695	52
BROADUS WOOD	40	55	41	46	37	55									274	269	5	263	11
BROWNSVILLE	85	93	95	84	99	113									569	576	(7)	562	7
CROZET	87	95	86	91	105	98									562	518	44	558	4
GREER	77	65	89	75	80	60									446	454	(8)	452	(6)
HOLLYMEAD	48	54	62	50	62	66									342	341	1	343	(1)
MERWETHER LEWIS	52	44	77	58	58	58									347	342	5	333	14
MOUNTAIN VIEW	130	146	129	102	118	103									728	699	29	710	18
MURRAY	47	50	56	38	49	42									282	277	5	272	10
RED HILL	32	36	34	20	41	22									185	183	2	171	14
SCOTTSVILLE	34	38	27	33	38	37									207	208	(1)	205	2
STONE ROBINSON	72	83	82	70	84	71									462	438	24	448	14
STONY POINT	30	29	36	36	24	31									186	182	4	200	(14)
WOODBROOK	101	100	77	99	103	95									575	560	15	546	29
Elementary Total	1,015	1,074	1,096	988	1,111	1,021									6,305	6,175	130	6,191	114
BURLEY					183	188	182								553	585	(32)	584	(31)
HENLEY					267	262	280								809	805	4	783	26
JOURNEY					237	200	201								638	629	9	687	(49)
LAKESIDE					192	165	170								527	511	16	539	(12)
WALTON					106	110	112								328	336	(8)	336	(8)
Middle Total					985	925	945								2,855	2,866	(11)	2,929	(74)
ALBEMARLE					499	495	484	480							1,958	1,945	13	1,872	86
MONTICELLO					333	269	286	262							1,150	1,170	(20)	1,193	(43)
WESTERN ALBEMARLE					281	294	290	251							1,116	1,115	1	1,116	-
CENTER 1					-	27	51	42							120	99	21	120	-
High Total					1,113	1,085	1,111	1,035							4,344	4,329	15	4,301	43
COMMUNITY LAB SCHOOL					30	29	29	18							189	187	2	201	(12)
POST HIGH					-	-	-	-							28	28	-	26	2
Projected Total	1,015	1,074	1,096	988	1,111	1,021	1,015	954	974	1,147	1,112	1,133	1,053	28	13,721	13,585	136	13,648	73
Actual 2022-23	1,034	1,061	980	1,072	1,035	993	954	961	1,043	1,113	1,165	1,051	1,095	28	13,585				
Variance	(19)	13	116	(84)	76	28	61	(7)	(69)	34	(53)	82	(42)	-	136				

Average Daily Membership (ADM) Projection

	Sep. 30 Enrollment	PREP & * CBIP Enrollment	Enrollment Loss	Percent Enroll Loss	Mar. 31 ADM	Growth Year to Year
FY 23/24	13,721	120	-10	-0.07%	13,591	136
FY 22/23	13,585	114	-10	-0.07%	13,461	167
FY 21/22	13,418	148	-44	-0.33%	13,314	210
FY 20/21	13,208	68	13	0.10%	13,127	-824
FY 19/20	14,032	86	32	0.23%	13,914	396
FY 18/19	13,636	114	-33	-0.24%	13,555	58
FY 17/18	13,578	99	-31	-0.23%	13,510	171
FY 16/17	13,407	98	-53	-0.40%	13,362	35
FY 15/16	13,372	85	-5	-0.04%	13,282	44
FY 14/15	13,328	93	-30	-0.23%	13,205	253
FY 13/14	13,075	105	31	0.24%	13,001	90
FY 12/13	12,985	114	23	0.18%	12,894	185
FY 11/12	12,800	88	-2	-0.02%	12,710	-114
FY 10/11	12,914	78	-42	-0.33%	12,794	172
FY 09/10	12,742	78	-40	-0.31%	12,624	211
FY 08/09	12,531	78	-5	-0.04%	12,458	40
FY 07/08	12,491	71	-70	-0.56%	12,350	45
FY 06/07	12,446	88	-34	-0.27%	12,324	8
FY 05/06	12,438	88	-50	-0.40%	12,300	82
FY 04/05	12,356	86	-44	-0.35%	12,226	105
FY 03/04	12,251	84	-39	-0.32%	12,128	9
FY 02/03	12,242	86	-53	-0.43%	12,177	134
FY 01/02	12,108	86	-27	-0.22%	11,995	-129
FY 00/01	12,237	85	-90	-0.74%	12,062	50
FY 99/00	12,187	86	-40	-0.33%	12,061	206
FY 98/99	11,981	86	-12	-0.10%	11,883	337
FY 97/98	11,644	86	-47	-0.40%	11,511	300
FY 96/97	11,344	131	7	0.06%	11,220	218
FY 95/96	11,126	129	-27	-0.24%	10,970	237
FY 94/95	10,889	85	-80	-0.73%	10,724	308
FY 93/94	10,581	90	-22	-0.21%	10,469	145
FY 92/93	10,436	89	-148	-1.42%	10,199	248
FY 91/92	10,188	94	-60	-0.59%	10,034	44
FY 90/91	10,144	107	-122	-1.20%	9,915	451

All estimates are highlighted

School allocations of staff and funds are based on **September 30 enrollment**.

The state bases its revenues upon average numbers of students enrolled per day until **March 31 (ADM)**.

* Special education students participating in the Piedmont Regional Education Program (PREP) & in the Community Based Intervention Program (CBIP) are counted in the regional programs, not in the Mar. 31 ADM.

Staffing Standards

Purpose

The purpose of the staffing standards is to foster equity across schools; however, if an individual school wishes to deviate from a particular standard for a reason related to its School Improvement Plan, a waiver process has been established. This waiver process is outlined in the Division's Strategic Plan.

Development

The School Division staffing standards were developed by a committee that included central office and school-based staff. In developing the Standards, the committee surveyed school staffs as to the critical issues. Once the committee developed a set of proposed Standards, they were then reviewed by the Division's entire Leadership Team, which includes all school-based and central office administrative staff. Feedback from the Leadership Team has been used to periodically update the Standards.

Format

The standards are organized by school program categories seen throughout the budget document. These categories are guided by state reporting standards. They include standards for staff that are assigned to school locations and are not comprehensive of all staff. The staffing categories are:

- General Education
- School Counseling
- Special Education
- Preschool
- Health
- Elementary Art, Music & PE
- Library Media
- ESOL
- Athletics
- Talent Development
- School Security & Safety
- Instructional Coaching
- Technology
- Building Services
- Transportation Services
- Human Resources
- EDEP

Within each category, standards are presented by elementary school, comprehensive middle school, comprehensive high school, and non-school based.

Review

Staffing standards are reviewed on a 5-year cycle, and changes are proposed during the budget development process.

FY 2023/24 ACPS Staffing Standards

ACPS Staffing Standard Ratio			Staffing Requirement / Industry Standard		Funding Notes
FTE	Criteria		FTE	Criteria	
General Education					
Elementary Schools					
Classroom Teacher K-3	1.00	19.55 students	1.00	24 in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class	New Proposal in FY 2023/24
Classroom Teacher 4-5	1.00	21.75 students	1.00	24 in grades one, two, and three with no class being larger than 30 students	
Class Size Reduction	1.00	70 economically disadvantaged students	1.00	25 in grades four through six with no class being larger than 35 students	
Reading Specialist	1.00	100 economically disadvantaged students (minimum 1 per school, then rounded to nearest 0.0, 0.5, 0.8)	1.00	550 K-3 students	
Tiered Services	1.00	per 200 economically disadvantaged students (provided to schools with at least 50 economically disadvantaged students)			
Principal	1.00	per school	0.50	per school	
Assistant Principal	1.00	per school	1.00	per school >300 students	
	2.00	per school >700 students <i>2-year avg, including preschool enrollment</i>	0.50	per school >600 students	
Clerical (12-mo OA IV/ Bookkeeper)	2.00	per school	1.00	per school >900 students	
Clerical (10-mo OA III)	0.50	per school >500 students (2.50 clerical total)	0.50	per school	
	1.00	per school >600 students (3.00 clerical total) <i>Including preschool enrollment</i>	1.00	per school >300 students	
Teaching Assistant K-1	0.28	per K-1 classroom <i>4/7.25 hrs per day 0.50 TA conversion</i>			
School-Based Substitute (Teaching Assistant)	0.50	per school			
	1.00	per school >350 students			
	1.50	per school >700 students <i>2-year avg, including preschool enrollment 0.50 TA conversion</i>			

Elementary World Languages

	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28
Agnor-Hurt				0.5	1.0	1.0	1.0	1.0
Baker-Butler				1.0	2.0	2.0	2.0	2.0
Broadus Wood			0.5	1.0	1.0	1.0	1.0	1.0
Brownsville						1.0	2.0	2.0
Crozet	0.5	0.5	1.5	2.0	2.0	2.0	2.0	2.0
Greer				0.5	1.0	1.0	1.0	1.0
Hollymead				0.5	1.0	1.0	1.0	1.0
Meriwether Lewis	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Mountain View	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Murray	0.5	0.5	1.0	1.0	1.0	1.0	1.0	1.0
Red Hill					0.5	1.0	1.0	1.0
Scottsville					0.5	1.0	1.0	1.0
Stone-Robinson						0.5	1.0	1.0
Stony Point						0.5	1.0	1.0
Woodrook	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Total	6.0	6.0	8.0	11.5	15.0	18.0	20.0	20.0
<i>Change</i>			2.0	3.5	3.5	3.0	2.0	0.0

ACPS Staffing Standard Ratio			Staffing Requirement / Industry Standard		Funding
FTE	Criteria		FTE	Criteria	Notes
Comprehensive Middle Schools					
Classroom Teacher	1.00	23.00 students	1.00	25 in grades four through six with no class being larger than 35 students	<i>New Proposal in FY 2023/24</i>
Class Size Reduction	1.00	70 economically disadvantaged students	1.00	24 in English classes in grades six through eight	
Reading Specialist	1.00 2.00 3.00	per school per school > 250 economically disadvantaged students per school > 500 economically disadvantaged students			
Tiered Services	1.00	per 110 economically disadvantaged students			
Intervention Teacher	1.00	per school that meets or exceeds the Division's Free/Reduced lunch average		certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services	
Principal	1.00	per school	1.00	per school	
Assistant Principal	1.00 2.00	per school per school >800 students 2-year average	1.00	per school for each 600 students	
Clerical (12-mo OA IV/ Bookkeeper)	2.00	per school	1.00	per school	
Clerical (10-mo OA III)	0.50	per school >600 students (2.50 clerical total)	1.00	additional for each 600 students beyond 200 students	
Testing Specialist	0.50	per school			
School-based Substitute (Teaching Assistant)	0.50 1.00 1.50	per school per school >400 students per school >800 students 2-year average 0.50 TA conversion			<i>Standard has not been updated for FY 2023/24 Proposal</i>

ACPS Staffing Standard Ratio			Staffing Requirement / Industry Standard		Funding
FTE	Criteria		FTE	Criteria	Notes
Comprehensive High Schools					
Classroom Teacher	1.00	23.00 students	1.00	24 in English classes in grades nine through 12	<i>New Proposal in FY 2023/24</i>
Class Size Reduction	1.00	70 economically disadvantaged students			
Reading Specialist	1.00	per school			
	2.00	per school > 250 economically disadvantaged students			
	3.00	per school > 500 economically disadvantaged students			
Tiered Services	1.00	per 200 economically disadvantaged students			
Principal	1.00	per school	1.00	per school	<i>Updated for FY 2023/24</i>
Assistant Principal (12-mo)	2.00	per school	1.00	per school for each 600 students	
	3.00	per school >1000 students			
	4.00	per school >1700 students			
	5.00	per school >1700 student and >30% economically disadvantaged <i>2-year average</i>			
Clerical (12-mo Bookkeeper)	1.00	per school	1.00	per school	
Clerical (12-mo Student Database Specialist)	1.00	per school	1.00	additional for each 600 students beyond 200	
Clerical (11-mo OA III)	1.00	per school			
Clerical (12-mo OA V)	1.00	per school			
Clerical (12-mo OA IV)	1.00	per school			
Clerical (12-mo OA III)	1.00	per school			
Clerical (10-mo OA III)	1.00	per school >1000 students (7.00 total clerical)			
Clerical (12-mo OA III)	2.00	per school >1450 students (8.00 clerical total)			
Clerical (10-mo OA III)	3.00	per school >1900 students (9.00 clerical total)			
Testing Specialist	0.50	per school >1000 students			
	0.75	per school >1500 students			
	1.00	per school >2000 students			
Career Awareness	1.00	per school			
School-based Substitute (Teaching Assistant)	1.00	per school			
	1.50	per school >1000 students			
	2.00	per school >1700 students <i>2-year average</i> <i>0.50 TA conversion</i>			

ACPS Staffing Standard Ratio		Staffing Requirement / Industry Standard		Funding Notes
FTE	Criteria	FTE	Criteria	
School Counseling				
Elementary Schools				
School Counselor	1.00 per school (minimum) 1.50 per school >575 students 2.00 per school >625 students <i>Including preschool enrollment</i>	1.00	one hour per day per 100 students per school >500 students one hour per day additional time per 100 students or major fraction thereof	
Comprehensive Middle Schools				
School Counselor (11-mo)	2.00 per school	1.00	one period per 80 students per school >400 students one additional period per 80 students or major fraction thereof	
School Counselor (10-mo)	1.00 additional per 260 students after 520 or fraction thereof			
Counseling Clerical (11-mo OA III)	1.00 per school			
STEP	0.17 STEP Counselor per school 0.50 STEP TA per school <i>0.50 TA Conversion</i>			
Comprehensive High Schools				
School Counselor (12-mo)	1.00 per school	1.00	one period per 70 students per school >350 students one additional period per 70 students or major fraction thereof	
School Counselor (10-mo)	1.00 additional per 225 after 287 or fraction thereof			
Counseling Director (12-mo)	1.00 per school			
Counseling Clerical (12-mo OA III)	1.00 per school			
STEP	0.17 STEP Counselor per school 0.50 STEP TA per school <i>0.50 TA Conversion</i>			

ACPS Staffing Standard Ratio		Staffing Requirement / Industry Standard		Funding Notes
FTE	Criteria	FTE	Criteria	

Special Education

A-BASE (for children with Autism in the Regular Education environment)

Elementary Schools

Teacher	1.00	per 5-6 children			
Autism Assistant	3.00				
Teacher	1.00	per 7-8 children			
Autism Assistant	4.00				

Middle and High Schools

Teacher	1.00	per 5-8 children			
Autism Assistant	2.00				

B-BASE (for children with behavioral challenges in the Regular Education environment)

Elementary Schools

Teacher	1.00	per 5-8 children			
Behavior Assistant	2.00				

Middle and High Schools

Teacher	1.00	per 5-8 children			
Autism Assistant	1.00				

C-BASE: Functional skills, Community based instruction, Post high programs (self-contained models)

Elementary Schools

Teacher	1.00	per 5-6 children			
Teaching Assistant	2.00	(or 3.00)			
Teacher	1.00	per 7-8 children			
Teaching Assistant	3.00	(or 4.00)			

Middle and High Schools

Teacher	1.00	per 5-8 children			
Teaching Assistant	2.00	(or 3.00)			

Generalist Special Education Program (resource/push-in/pull-out for remaining population)

<p>State points are totaled and divided by 20. Result is rounded up, typically to the nearest 0.50</p> <p>1-49% of Special Education Services: 1 point</p> <p>50-100% of Special Education Services: 2.5 points</p> <p>50-100% of Special Education Services, but child is AUT or MD: 3.3 points</p> <p>Total is divided by 20 and the resulting FTE is used as the staffing calculation</p> <p>Special consideration for adult assistance for individual students are considered on a case-by-case basis outside of this calculation</p>					
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ACPS Staffing Standard Ratio			Staffing Requirement / Industry Standard		Funding Notes
FTE	Criteria		FTE	Criteria	
<u>Speech Pathology</u>					
Speech Pathologist	1.00	2100 minutes per week, approx.			
<u>Psychology</u>					
School Psychologist	1.00	per 700 children			
<u>Occupational and Physical Therapy</u>					
Therapist	1.00	2200 minute per week, approx.			
<u>Specialists</u>					
Director of Special Education	1.00				
Assistant Director of Special Education	1.00				
Coordinators of Special Education	4.00	1 for Preschool & Elementary, 1 for Middle, 1 for High, 1 Post High & Center for Learning and Growth			
Autism Specialist (Board Certified Behavior Analyst)	1.00	per 75 students with Autism			
Behavior Specialist	2.00	(1 for Elementary, 1 for Secondary)			
Learning Disability Specialist	2.00	(1 for Elementary, 1 for Secondary)			
Teacher for Private Schools Service Plans	1.00	Caseload 35-45			
Teacher for students served by CSA	1.00	Caseload 35-45			

ACPS Staffing Standard Ratio		Staffing Requirement / Industry Standard		Funding
FTE	Criteria	FTE	Criteria	Notes

Pre-School / Early Childhood Special Education (ECSE)

Central Preschool Evaluation Team

Teacher	1.00			
Speech Pathologist	1.00			
Psychologist	1.00			

Early Childhood Special Education - Preschool General

Teacher	1.00	per ECSE classroom (up to 8 children with IEPs / 4 typically developing children)			
Teacher - Itinerant	1.00	per 16 - 24 children			
Teaching Assistant	2.00				
Teacher	1.00	per "6 and 6" classroom (up to 6 children with IEPs and 6 typically developing children)			
Teaching Assistant	2.00				
Instructional Assistant	1.00	per Blended / Supported Regular Classroom (4 children with disabilities)			

Special Education Preschool - Autism

Teacher	1.00	per classroom (5-6 children with Autism)			
Autism Assistant	3.00				
Teacher	1.00	per classroom (7-8 children with Autism)			
Autism Assistant	4.00				

Bright Stars

Teacher	1.00	per classroom (12 children eligible for Virginia Preschool Initiative and 4 children with disabilities)			
Teaching Assistant	2.00				
Teacher	1.00	per classroom (18 children eligible for Virginia Preschool Initiative)			
Teaching Assistant	1.00				

ACPS Staffing Standard Ratio		Staffing Requirement / Industry Standard		Funding Notes
FTE	Criteria	FTE	Criteria	
Health				
Nurse	1.00 per school 2.00 per school > 750 students 3.00 per school > 1500 students		While there is not a State Standard, 1 Health Service Staff per 1,000 students is recommended	Partially Funded

Elementary Art, Music, and Physical Education

Elementary Schools

Teacher (Art, Music, PE combined total)	1.80 per school 2.30 per school >240 students 2.70 per school >300 students 3.10 per school >360 students 4.00 per school >420 students 4.40 per school >480 students 5.70 per school >540 students 6.10 per school >600 students 6.66 per school >660 students 7.20 per school >720 students 7.70 per school >780 students 8.20 per school >840 students 8.70 per school >900 students <i>Including preschool enrollment</i>	5.00	per division per 1,000 K-5 students <i>Taught by any K-5 endorsed teacher</i>	
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Art Teacher	0.40 per school 0.50 per school >240 students 0.60 per school >300 students 0.70 per school >360 students 1.00 per school >420 students 1.00 per school >480 students 1.50 per school >540 students 1.50 per school >600 students 1.50 per school >660 students 1.50 per school >720 students 1.50 per school >780 students 1.60 per school >840 students 1.80 per school >900 students			
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Music Teacher	0.40 per school 0.50 per school >240 students 0.60 per school >300 students 0.70 per school >360 students 1.00 per school >420 students 1.00 per school >480 students 1.50 per school >540 students 1.50 per school >600 students 1.50 per school >660 students 1.50 per school >720 students 1.50 per school >780 students 1.70 per school >840 students 1.80 per school >900 students			
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PE Teacher	1.00 per school 1.30 per school >240 students 1.50 per school >300 students 1.70 per school >360 students 2.00 per school >420 students 2.40 per school >480 students 2.70 per school >540 students 3.10 per school >600 students 3.66 per school >660 students 4.20 per school >720 students 4.70 per school >780 students 4.90 per school >840 students 5.10 per school >900 students			
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ACPS Staffing Standard Ratio		Staffing Requirement / Industry Standard		Funding Notes
FTE	Criteria	FTE	Criteria	

Library Media

Elementary Schools

Media Specialist / Teacher	0.80	per school	1.00	part-time per school	
	1.00	per school >285 students <i>Including preschool enrollment</i>	1.00	per school >300 students	
Media Teaching Assistant	0.25	per school >600 students <i>Including preschool enrollment 0.50 TA Conversion</i>			

Comprehensive Middle Schools

Media Specialist / Teacher	1.00	per school	0.50	per school	
	1.33	per school >750 students	1.00	per school >300 students	
			2.00	per school >1000 students	
Media Teaching Assistant	0.25	per school >600 students	1.00	per school >750 students	
	0.50	per school >750 students <i>0.50 TA Conversion</i>			

Comprehensive High Schools

Media Specialist / Teacher	2.00	per school	0.50	per school	
			1.00	per school >300 students	
			2.00	per school >1000 students	
Media Teaching Assistant	0.50	per school >750 students <i>0.50 TA Conversion</i>	1.00	per school >750 students	

ACPS Staffing Standard Ratio		Staffing Requirement / Industry Standard		Funding
FTE	Criteria	FTE	Criteria	Notes

ESOL

The ratios below provide a baseline for designing ESOL programs which should focus on meeting and exceeding the WIDA English Development standards and the ACPS ESOL curriculum. Ratios provided are not exact ratios of teachers to students, but rather a starting point for considering staffing needs to support students at

20	1,000 students identified as having limited English proficiency, which positions may include dual language teachers who provide instruction in English and in a second language
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Kindergarten

Level 1	1.00	per 30 ESOL students
Level 2	1.00	per 60 ESOL students
Level 3	1.00	per 100 ESOL students

1st Grade

Level 1	1.00	per 30 ESOL students
Level 2	1.00	per 45 ESOL students
Level 3 - 6:2	1.00	per 80 ESOL students

2nd and 3rd Grade

Level 1 - 2	1.00	per 30 ESOL students
Level 3	1.00	per 45 ESOL students
Level 4 - 6:2	1.00	per 80 ESOL students

4th and 5th Grade

Level 1 - 3	1.00	per 35 ESOL students
Level 4 - 5	1.00	per 45 ESOL students
Level 6:1 - 6:2	1.00	per 80 ESOL students

Comprehensive Middle Schools

Level 1	1.00	per 15 ESOL students
Level 2	1.00	per 20 ESOL students
Level 3	1.00	per 40 ESOL students
Level 4 - 5	1.00	per 60 ESOL students
Level 6:1 - 6:2	1.00	per 80 ESOL students

Comprehensive High Schools

Level 1	1.00	per 15 ESOL students
Level 2	1.00	per 20 ESOL students
Level 3	1.00	per 40 ESOL students
Level 4 - 5	1.00	per 60 ESOL students
Level 6:1 - 6:2	1.00	per 80 ESOL students

ACPS Staffing Standard Ratio			Staffing Requirement / Industry Standard		Funding Notes
FTE	Criteria		FTE	Criteria	
Athletics					
Comprehensive High Schools					
Athletic Director	1.00	per school			
Athletic Trainer	1.00	per school			
Athletic Clerical (12-mo OA V)	1.00	per school			
Talent Development					
Elementary Schools					
Teacher	0.50	per school			
	0.60	per school >200 students			
	0.70	per school >250 students			
	1.00	per school >300 students			
Comprehensive Middle Schools					
Teacher	1.00	per school			
Comprehensive High Schools					
Teacher	1.00	per school			
School Security & Safety					
Comprehensive Middle Schools					
Student Safety Coach	1.00	per school			
School Security Assistant	1.00	per school			<i>New Proposal in FY 2023/24 (partial funding)</i>
	2.00	per school >400 students			
	3.00	per school >800 students			
Comprehensive High Schools					
Student Safety Coach	1.00	per school			
School Security Assistant	1.00	per school			<i>New Proposal in FY 2023/24 (partial funding)</i>
	2.00	per school >1000 students			
	3.00	per school >1700 students			
Instructional Coaching					
Instructional Coach (including Title II)	1.00	per 40 teachers (approximate)			
Technology					
School-Based Learning Technology Integrator (LTI) Teacher	1.00	1000 students (approx.)			
School-Based Technical Support Specialist (TSS)	1.00	1000 students (approx.)	2.00	per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher	
IT Staff (All)	1.00	per 45 employees	1.00	per 45 employees (WorkForce 75th percentile for organizations with 1,000 to 5,000 employees)	

ACPS Staffing Standard Ratio			Staffing Requirement / Industry Standard		Funding Notes
FTE	Criteria		FTE	Criteria	
Building Services					
Elementary Schools					
Lead Custodian	1.00	per school			
Custodian	1.00	per 17,000 SF	1.00	per 17,000 square feet (APPA Level 2)	
Comprehensive Middle Schools					
Lead Custodian	1.00	per school			
Custodian	1.00	per 21,000 SF	1.00	per 21,000 square feet (APPA Level 2)	
Comprehensive High Schools					
Building Manager	1.00	per school			
Custodial Supervisor	1.00	per school			
Custodian	1.00	per 22,000 SF	1.00	per 22,000 square feet (APPA Level 2)	
Multi-School					
Custodian - Floating		# of Regular Custodians * Average leave hours per year / 2,080		# of Regular Custodians * Average leave hours per year / 2,080	Partially Funded
Custodian - Zone Supervisor	3.00	division-wide			
Department-Based					
Maintenance	1.00	per 62,500 SF	1.00	per 62,500 SF (APPA Level 2)	
Grounds (Regular)	1.00	per 68 acres	1.00	per 10 acres	
Grounds (Seasonal)	1.00	per 100 acres			
Support Staff	1.00	per 620,000 SF	1.00	per 620,000 SF	
Transportation Services					
Lead Bus Driver	1.00	per school			
Bus Driver - Regular	1.00	per route, includes Lead Bus Drivers (routes are designed with maximum on-bus times of 1.0 hour for elementary students and 1.5 hours for middle and high students)			
Bus Driver - Relief	1.00	per 20 Regular Bus Drivers (approx.)			
Bus Driver - Special Education		As needed per school			
Transportation Assistants	1.00	per Special Education bus			
Activity Driver	1.00	per 2,800 students (approx.)			
Mechanics	1.00	per 70 vehicles maintained (approx.)			
Human Resources					
Human Resources	1.03	per 100 employees	1.03	per 100 employees (Society for Human Resource Management)	
Extended Day Enrichment Program (EDEP)					
Site Facilitator	1.00	per school			
Teacher	1.00	per 18 students	1.00	per 18 students (ages 5-8)	
			1.00	per 20 students (ages 9+)	
Teaching Assistant	1.00	as required, based on Special Education student IEP			

Staffing Allocations

School-Based Staffing Allocations¹

2023/24	Adjusted Enrollment ⁽¹⁾	% Differentiation Factor ⁽²⁾	# Economically Disadvantaged	Teacher										Teaching Assistant*				Subtotal					
				Base Teachers	Reduce Class Size	Reading Specialist	Tiered Services	Intervention / Prevention	Testing Specialists	Career Awareness	STEP Counselor	NDCC	Freshman Seminar	Art, Music, P.E.	Elem. World Languages	Talent Development	School Counselors		Media Specialists	K-1 TA	STEP TA	School-Based Substitutes (TA)	Media TA
Elementary																							
Agnor-Hurt	393	53.1%	209	19.39	3.00	2.50	1.00					4.00	0.50	1.00	1.00	1.00	1.96	1.00	0.00	36.35			
Baker-Butler	747	30.3%	226	36.94	3.20	2.50	1.10					7.20	1.00	1.00	2.00	1.00	3.64	1.50	0.25	61.33			
Broadus Wood	274	17.8%	49	13.54	0.70	1.00	0.00					2.30	1.00	0.70	1.00	1.00	1.40	0.50	0.00	23.14			
Brownsville	569	16.4%	93	28.01	1.30	1.00	0.50					5.70		1.00	1.50	1.00	2.52	1.00	0.00	43.53			
Crozet	562	15.5%	87	27.70	1.20	1.00	0.40					5.70	2.00	1.00	1.50	1.00	2.52	1.00	0.00	45.02			
Greer	446	68.2%	304	22.09	4.30	3.50	1.50					4.40	0.50	1.00	1.00	1.00	2.24	1.00	0.00	42.53			
Hollymead	342	14.9%	51	16.83	0.70	1.00	0.30					3.10	0.50	1.00	1.00	1.00	1.40	1.00	0.00	27.83			
Meriwether Lewis	347	8.0%	28	17.15	0.40	1.00	0.00					2.70	1.00	1.00	1.00	1.00	1.40	0.50	0.00	27.15			
Mountain View	728	42.9%	312	36.09	4.50	3.50	1.60					7.20	2.00	1.00	2.00	1.00	4.20	1.50	0.25	64.84			
Murray	282	9.1%	26	13.95	0.40	1.00	0.00					2.30	1.00	0.70	1.00	1.00	1.40	0.50	0.00	23.25			
Red Hill	185	54.2%	100	9.14	1.40	1.00	0.50					1.80		0.50	1.00	0.80	1.12	0.50	0.00	17.76			
Scottsville	207	47.0%	97	10.20	1.40	1.00	0.50					1.80		0.60	1.00	0.80	1.12	0.50	0.00	18.92			
Stone-Robinson	462	27.6%	128	22.83	1.80	1.50	0.60					4.40		1.00	1.00	1.00	2.24	1.00	0.00	37.37			
Stony Point	186	28.9%	54	9.23	0.80	1.00	0.30					1.80		0.50	1.00	0.80	0.84	0.50	0.00	16.77			
Woodbrook	575	67.7%	389	28.39	5.60	4.00	1.90					6.10	2.00	1.00	1.50	1.00	3.36	1.00	0.25	56.10			
Elementary Total	6,305	34.2%	2,154	311.48	30.70	26.50	10.20					60.50	11.50	13.00	18.50	14.40	31.36	13.00	0.75	541.89			
Middle																							
Burley	553	43.7%	242	30.05	3.60	1.00	2.30	1.00	0.50	0.17				1.00	2.13	1.00	0.50	1.00	0.00	44.25			
Henley	809	14.4%	116	43.97	1.70	1.00	1.10		0.50	0.17				1.00	3.11	1.33	0.50	1.50	0.50	56.38			
Journey	638	52.2%	333	34.67	4.80	2.00	3.00	1.00	0.50	0.17				1.00	2.90	1.00	0.50	1.00	0.25	52.79			
Lakeside	527	22.1%	116	28.64	1.70	1.00	1.10		0.50	0.17				1.00	2.58	1.00	0.50	1.00	0.00	39.19			
Walton	425	38.7%	164	23.10	2.30	1.00	1.50	1.00	0.50	0.17				1.00	2.00	1.00	0.50	0.50	0.00	34.57			
Middle Total	2,952	34.0%	972	160.43	14.10	6.00	9.00	3.00	2.50	0.85				5.00	12.72	5.33	2.50	5.00	0.75	227.18			
High																							
Albemarle	1,910	33.1%	633	110.72	9.00	3.00	3.20		0.75	1.00	0.17	2.17		1.00	8.43	2.00	0.50	2.00	0.50	144.44			
Monticello	1,098	35.1%	385	63.65	5.50	2.00	1.90		0.50	1.00	0.17	2.00	1.34	1.00	4.84	2.00	0.50	1.50	0.50	88.40			
Western	1,088	12.7%	139	63.07	2.00	1.00	0.70		0.50	1.00	0.17	1.34		1.00	4.68	2.00	0.50	1.50	0.50	79.96			
Center 1	120	28.2%	34	6.96	0.50	0.00	0.20								1.00					8.66			
High Total	4,216	27.4%	1,190	244.41	17.00	6.00	6.00		1.75	3.00	0.51	2.00	4.85		3.00	18.95	6.00	1.50	5.00	1.50	321.47		
Comm. Lab School	189	22.5%	43	16.04								0.17			1.00			0.50		17.71			
Post High	28																						
CATEC	128																						
TOTAL	13,818	31.8%	4,358	732.4	61.8	38.5	25.2	3.0	4.3	3.0	1.4	2.0	5.0	60.5	11.5	21.0	50.2	26.7	31.4	4.0	23.5	3.0	1108.25

* Teaching Assistants are shown as a 0.5 FTE for a full-time TA for budget purposes.
 (1) Middle School hold harmless at enrollment of 425. High School enrollment adjusted for students attending CATEC.
 (2) Three-year historical weighted average of Free/Reduced Lunch rates. 22-23 is adjusted for schools in the Community Eligibility Program (CEP).

	Teacher / TA						Asst. Princ.		Other Mgmt	Clerical			Health	Build. Srvs.	Technology		Other/Instruction	Total	
	ESOL Teacher	Instructional Coaching Teacher	SPED Teacher	SPED TA*	ECSE Teacher	ECSE TA*	Principal	Assistant Principal	Counseling Director	Athletic Director & Trainer	General Clerical	Counseling Clerical	Athletic Clerical	Nurse, SSC, Psychologist	Custodial	Learning Technology Integrator	Tech Support Specialist		
Elementary																			
Agnor-Hurt	3.00	1.00	2.00	5.00	0.00	0.50	1.00	1.00			2.00			1.00	4.50	0.60	0.60		58.5
Baker-Butler	3.00	0.70	5.00	8.00	1.00	1.00	1.00	2.00			3.00			1.00	5.25	0.60	0.70		93.6
Broadus Wood	0.30	0.70	3.00	3.00	2.00	3.00	1.00	1.00			2.00			1.00	3.00	0.33	0.40		43.9
Brownsville	0.30	0.70	3.50	7.00	1.00	1.00	1.00	1.00			2.50			1.00	5.75	1.00	0.60		69.9
Crozet	0.15	0.70	2.00	2.50	0.00	0.00	1.00	1.00			2.50			1.00	3.50	0.40	0.40		60.2
Greer	5.00	1.00	4.00	7.00	1.00	1.00	1.00	1.00			2.50			1.00	5.00	0.50	0.60		73.1
Hollymead	0.60	0.70	3.00	7.00	1.00	1.00	1.00	1.00			2.00			1.00	4.00	0.40	0.40		50.9
Meriwether Lewis	0.20	0.70	2.00	1.00	0.00	0.00	1.00	1.00			2.00			1.00	3.34	0.40	0.60		40.4
Mountain View	4.00	1.00	6.00	8.00	1.00	1.00	1.00	2.00			3.00			1.00	6.00	1.00	0.60		100.4
Murray	0.20	0.70	2.00	4.00	1.00	1.00	1.00	1.00			2.00			1.00	2.66	0.30	0.40		40.5
Red Hill	0.30	0.70	2.00	1.00	0.00	0.00	1.00	1.00			2.00			1.00	2.00	0.30	0.20		29.3
Scottsville	0.10	1.00	1.00	2.00	0.00	0.00	1.00	1.00			2.00			1.00	2.75	0.40	0.20		31.4
Stone-Robinson	0.60	0.70	2.00	6.00	2.00	2.00	1.00	1.00			2.50			1.00	3.75	0.60	0.40		60.9
Stony Point	0.10	0.70	1.00	2.00	1.00	1.00	1.00	1.00			2.00			1.00	3.00	0.40	0.30		31.3
Woodbrook	4.00	1.00	3.00	5.00	1.00	2.00	1.00	1.00			3.00			1.00	4.63	0.50	0.40		83.6
Elementary Total	21.85	12.00	41.50	68.50	12.00	14.50	15.00	17.00			35.00			15.00	59.13	7.73	6.80		867.90
Middle																			
Burley	2.90	1.00	6.00	4.00			1.00	1.00			2.00	1.00		1.00	5.00	0.50	0.90		70.55
Henley	0.50	1.00	7.00	5.00			1.00	1.00			2.50	1.00		1.00	6.50	1.00	0.50		84.38
Journey	4.50	1.00	7.50	3.50			1.00	1.00			2.50	1.00		1.00	5.00	0.60	0.50		81.89
Lakeside	1.00	1.00	5.50	4.00			1.00	1.00			2.00	1.00		1.00	4.50	0.50	0.60		62.29
Walton	0.50	1.00	4.50	4.00			1.00	1.00			2.00	1.00		1.00	4.00	0.40	0.60		55.57
Middle Total	9.40	5.00	30.50	20.50			5.00	5.00			11.00	5.00		5.00	25.00	3.00	3.10		354.68
High																			
Albemarle	9.00	1.00	16.00	7.00			1.00	4.00	1.00	2.00	9.00	1.00	1.00	2.00	14.50	1.00	2.00		215.94
Monticello	3.00	1.00	14.00	5.00			1.00	3.00	1.00	2.00	7.00	1.00	1.00	1.00	11.00	1.00	1.00		141.40
Western	0.30	1.00	10.00	6.00			1.00	3.00	1.00	2.00	7.00	1.00	1.00	1.00	9.60	1.00	1.00		125.86
Center 1		1.00	0.00	0.50				1.00			1.00			1.00					13.16
High Total	12.30	4.00	40.00	18.50			3.00	11.00	3.00	6.00	24.00	3.00	3.00	5.00	35.10	3.00	4.00		496.37
Comm. Lab School	0.10	1.00	2.50	0.50			1.00	1.00	1.00		2.00			1.00	2.00	0.30	0.10		30.21
			4.00	4.00															8.00
			2.00	1.50															3.50
Center for Learning & Growth / ISAEP																		4.34	4.34
Multi-School	3.00		42.40											14.20	16.06				75.66
Holdback	3.64		5.25	2.00															10.89
Student Safety Coaches														8.00					8.00
Itinerant Bookkeeper										1.00									1.00
Assistant Principal Interns																		2.00	2.00
SEAD Teachers																		4.00	4.00
Emergency Staffing Teachers																		5.79	5.79
Reduce Class Loads Teachers																		3.47	3.47
TOTAL	50.3	22.0	168.2	113.5	14.0	14.5	24.0	34.0	4.0	6.0	73.0	8.0	3.0	48.2	137.3	14.0	14.0	19.6	1875.8

Tiered Services Detailed Allocations

FY 24 FTE:	ESOL	RTI (IDEA)	Differentiated Staffing			Title 1	FY 24 Total FTE
			Reduce Class Size	Reading Specialist	Tiered Services		
Elementary							
Agnor-Hurt	3.0	1.0	3.0	2.5	1.0	2.5	13.0
Baker-Butler	3.0		3.2	2.5	1.1		9.8
Broadus Wood	0.3		0.7	1.0	0.0		2.0
Brownsville	0.3	1.0	1.3	1.0	0.5		4.1
Crozet	0.2	1.0	1.2	1.0	0.4		3.8
Greer	5.0	1.0	4.3	3.5	1.5	3.8	19.1
Hollymead	0.6		0.7	1.0	0.3		2.6
Meriwether Lewis	0.2		0.4	1.0	0.0		1.6
Mountain View	4.0		4.5	3.5	1.6	3.4	17.0
Murray	0.2		0.4	1.0	0.0		1.6
Red Hill	0.3		1.4	1.0	0.5	0.8	4.0
Scottsville	0.1		1.4	1.0	0.5	0.8	3.8
Stone-Robinson	0.6		1.8	1.5	0.6		4.5
Stony Point	0.1		0.8	1.0	0.3		2.2
Woodbrook	4.0	1.0	5.6	4.0	1.9	3.8	20.3
Middle							
Burley	2.9	1.0	3.6	1.0	2.3	1.0 ⁽¹⁾	11.8
Henley	0.5		1.7	1.0	1.1		4.3
Jouett	4.5		4.8	2.0	3.0	1.0 ⁽¹⁾	15.3
Lakeside	1.0		1.7	1.0	1.1		4.8
Walton	0.5		2.3	1.0	1.5	1.0 ⁽¹⁾	6.3
High							
Albemarle	9.0		9.0	3.0	3.2		24.2
Monticello	3.0		5.5	2.0	1.9		12.4
Western	0.3		2.0	1.0	0.7		4.0
Center 1			0.5	0.0	0.2		0.7
Community Lab	0.1						0.1
Multi-School	6.6						6.6
Total FTE	50.3	6.0	61.8	38.5	25.2	18.1	199.9
Est. FY 24 Budget*	\$4,808,026	\$573,636	\$5,908,451	\$3,680,831	\$2,409,271	\$1,730,469	\$19,110,683

*Average teacher cost is projected at \$95,606 and includes FY 24 compensation increase and health care increase proposals.

(1) Previously funded by Title I, but allocated from local funds when Title I grant prioritized elementary schools. Allocations are on page G-18: "Intervention/Prevention"

FY 24 Alloc:	FY 24 Est. FTE Budget	Intervention	PALS	Learning Recovery	Algebra I Readiness	Project Graduation	FY 24 Total Estimated Budgets
Elementary							
	\$1,242,878	\$30,000	\$4,923	\$30,000			\$1,307,801
	\$936,939	\$30,000	\$4,672	\$30,000			\$1,001,611
	\$191,212	\$18,000	\$1,677	\$18,000			\$228,889
	\$391,985	\$22,000	\$4,375	\$22,000			\$440,360
	\$358,523	\$22,000	\$2,669	\$22,000			\$405,192
	\$1,826,075	\$38,000	\$4,292	\$38,000			\$1,906,367
	\$248,576	\$18,000	\$5,045	\$18,000			\$289,621
	\$152,970	\$18,000	\$2,020	\$18,000			\$190,990
	\$1,625,302	\$38,000	\$6,527	\$38,000			\$1,707,829
	\$152,970	\$18,000	\$619	\$18,000			\$189,589
	\$382,424	\$26,000	\$2,415	\$26,000			\$436,839
	\$363,303	\$22,000	\$2,727	\$22,000			\$410,030
	\$430,227	\$26,000	\$3,619	\$26,000			\$485,846
	\$210,333	\$18,000	\$2,233	\$18,000			\$248,566
	\$1,940,802	\$42,000	\$7,187	\$42,000			\$2,031,989
Middle							
	\$1,128,151	\$30,000		\$30,000	\$15,000		\$1,203,151
	\$411,106	\$20,000		\$20,000	\$15,000		\$466,106
	\$1,462,772	\$35,000		\$35,000	\$15,000		\$1,547,772
	\$458,909	\$20,000		\$20,000	\$15,000		\$513,909
	\$602,318	\$20,000		\$20,000	\$15,000		\$657,318
High							
	\$2,313,665	\$50,000		\$50,000		\$4,800	\$2,418,465
	\$1,185,514	\$40,000		\$40,000		\$2,620	\$1,268,134
	\$382,424	\$20,000		\$20,000		\$2,510	\$424,934
	\$66,924	\$5,000		\$5,000		\$420	\$77,344
	\$9,561	\$10,000		\$10,000			\$29,561
	\$634,824						\$634,824
Total FTE							
Est. FY 24 Budget*	\$19,110,683	\$636,000	\$55,000	\$636,000	\$75,000	\$10,350	\$20,523,033

Special Education Detailed Allocations²

Schools	ECSE		K-12		RTI		COB		RTI (IDEA)		K-12 (IDEA)		COB (IDEA)		ECSE Grant
	FY 24 Base	FY 24 Proposed	FY 24 Base	FY 24 Proposed	FY 24 Base	FY 24 Proposed	FY 24 Base	FY 24 Proposed	FY 24 Base Budget	FY 24 Proposed Budget	FY 24 Base Budget (IDEA)	FY 24 Allocation (IDEA)	FY 24 Budget	FY 24 Budget	FY 24 Grant
Agnor-Hurt	0.50	0.50	3.00	7.00	0.00	0.00			1.00	1.00	3.00	2.00			
Baker-Butler	2.00	2.00	7.00	13.00	0.00	0.00			0.60	0.00	8.00	2.00			
Broadus Wood	5.00	5.00	4.00	6.00	0.10	0.00			0.20	0.00	2.00	0.00			
Brownsville	2.00	2.00	5.50	10.50	0.00	0.00			0.70	1.00	5.50	2.00			
Crozet	0.00	0.00	3.50	4.50	0.00	0.00			1.00	1.00	1.50	1.00			
Greer	0.00	2.00	5.50	11.00	0.00	0.00			1.00	1.00	4.50	2.00			
Hollymead	2.00	2.00	5.50	10.00	0.00	0.00			0.50	0.00	3.50	2.00			
Meriwether Lewis	0.00	0.00	3.00	3.00	0.00	0.00			0.50	0.00	0.00	0.00			
Mountain View	2.00	2.00	11.00	14.00	0.50	0.00			0.20	0.00	5.00	2.00			
Murray	2.00	2.00	7.00	6.00	0.30	0.00			0.00	0.00	0.00	1.00			
Red Hill	0.00	0.00	3.00	3.00	0.00	0.00			0.20	0.00	0.00	0.00			
Scottsville	0.00	0.00	4.00	3.00	0.00	0.00			0.20	0.00	0.00	1.00			
Stone-Robinson	5.00	4.00	10.00	8.00	0.00	0.00			0.40	0.00	0.00	2.00			1.00
Stony Point	2.00	2.00	1.50	3.00	0.30	0.00			0.00	0.00	0.00	1.00			
Woodbrook	3.00	3.00	6.00	8.00	1.30	0.00			0.00	1.00	0.00	2.00			
Burley			13.00	10.00	1.00	0.00				1.00		2.00			
Henley			13.50	12.00	0.20	0.00						2.00			
Jouett			14.50	11.00	0.20	0.00						1.00			
Lakeside			9.00	9.50	0.20	0.00						1.00			
Walton			11.00	8.50	0.20	0.00						2.00			
Albemarle			27.00	23.00	0.20	0.00						3.00			
Monticello			22.50	19.00	0.20	0.00						2.00			
Western			20.00	16.00	0.17	0.00						2.00			
Center 1			0.50	0.50	0.00	0.00						0.00			
Community Lab School			2.50	3.00	0.00	0.00						0.00			
Multi-School (Holdback)		2.00	6.38	5.25								0.00			
School Allocations (62100-XXXX)	25.50	28.50	219.38	227.75	4.87	0.00			6.50	6.00	33.00	35.00	0.00		1.00
CATEC (62100-6305)			2.50	3.50								0.00			
Post High (62100-6309)			6.50	8.00								0.00			
Centers Allocations (62100-XXXX)			9.00	11.50								0.00			
Multi School (Interpreters)			2.00	0.00								0.00			
Multi School (Speech)			18.60	18.60								0.00			
Multi School (Specialists)			11.00	15.00								0.00			
Multi School (OT/PT)			8.80	8.80								0.00			
Multi School (Psychologists)			14.20	14.20								0.00			
Multi School (62112-6499)			54.60	56.60								0.00			
Special Education - Admin								10.00	10.00						
Special Education - Teacher								0.50	0.50				0.50		
Special Education - Psychologist								1.00	1.00						
Special Education - Preschool								3.00	3.00						
Medicaid Specialist								1.00	1.00						
Department (62112-6501)								15.50	15.50						
School-Based Total	25.50	28.50	282.98	295.85	4.87	0.00	0.00	0.00	6.50	6.00	33.00	35.00			
Dept-Based Total								15.50	15.50					0.50	
Total Special Education	25.50	28.50	282.98	295.85	4.87	0.00	15.50	15.50	6.50	6.00	33.00	35.00	0.50		1.00
Growth: School Fund	11.00	3.00		12.87		-4.87		0.00							
Growth: IDEA		1.50								-0.50		2.00			

² These allocations are for budget purposes only and actual allocations may reflect shifts between schools and areas.
Supplemental: G-22

Classification Review Cycle

Year	Department/Role	Status	Last Reviewed
22-23	School-based OAs, Bookkeepers, Man	Scheduled	2016
	Transportation	Scheduled	2016
	Instruction - Non-school based		
	Directors/Principals/ APs	Scheduled	18/19
	Building Services		17/18
23-24	Strategic Planning/ Communications		
	EDEP	Scheduled	18/19
	Child Nutrition	Scheduled	18/19
	Teaching Assistants	Scheduled	18/19
	Technology	Scheduled	18/19
25-26	Community Engagement		
	School Nurses		21/22
	Fiscal Services		21/22
	Human Resources		21/22

School-Based Operating Budget Allocations (School Funds)

SCHOOL	FY 23/24 Proj K-12 Enrollment	Adj. FY 23/24 Proj K-12 Enrollment ⁽¹⁾	Differentiation Factor ⁽²⁾	Economic. Disadvant. Enrollment	Base	Per Pupil Variable ⁽³⁾	Economic. Disadvant. Pupil Var. ⁽⁴⁾	FY 24 General Allocation
AGNOR-HURT	393	393	53.15%	209	\$26,000	\$31,440	\$8,360	\$65,800
BAKER-BUTLER	747	747	30.31%	226	\$26,000	\$59,760	\$9,040	\$94,800
BROADUS WOOD	274	274	17.83%	49	\$26,000	\$21,920	\$1,960	\$49,880
BROWNSVILLE	569	569	16.41%	93	\$26,000	\$45,520	\$3,720	\$75,240
CROZET	562	562	15.53%	87	\$26,000	\$44,960	\$3,480	\$74,440
GREER	446	446	68.17%	304	\$26,000	\$35,680	\$12,160	\$73,840
HOLLYMEAD	342	342	14.94%	51	\$26,000	\$27,360	\$2,040	\$55,400
MERIWETHER LEWIS	347	347	8.01%	28	\$26,000	\$27,760	\$1,120	\$54,880
MOUNTAIN VIEW	728	728	42.91%	312	\$26,000	\$58,240	\$12,480	\$96,720
MURRAY	282	282	9.06%	26	\$26,000	\$22,560	\$1,040	\$49,600
RED HILL	185	185	54.25%	100	\$26,000	\$14,800	\$4,000	\$44,800
SCOTTSVILLE	207	207	47.00%	97	\$26,000	\$16,560	\$3,880	\$46,440
STONE-ROBINSON	462	462	27.63%	128	\$26,000	\$36,960	\$5,120	\$68,080
STONY POINT	186	186	28.86%	54	\$26,000	\$14,880	\$2,160	\$43,040
WOODBROOK	575	575	67.67%	389	\$26,000	\$46,000	\$15,560	\$87,560
ELEMENTARY	6,305	6,305	34.15%	2,153	\$390,000	\$504,400	\$86,120	\$980,520
BURLEY	553	553	43.69%	242	\$32,000	\$79,632	\$9,680	\$121,312
HENLEY	809	809	14.38%	116	\$32,000	\$116,496	\$4,640	\$153,136
JOURNEY	638	638	52.25%	333	\$32,000	\$91,872	\$13,320	\$137,192
LAKESIDE	527	527	22.05%	116	\$32,000	\$75,888	\$4,640	\$112,528
WALTON	328	328	38.67%	127	\$32,000	\$47,232	\$5,080	\$84,312
MIDDLE	2,855	2,855	32.71%	934	\$160,000	\$411,120	\$37,360	\$608,480
ALBEMARLE	1,958	1,910	33.12%	633	\$72,000	\$313,240	\$40,512	\$425,752
MONTICELLO	1,150	1,098	35.07%	385	\$72,000	\$180,072	\$24,640	\$276,712
WESTERN	1,116	1,088	12.74%	139	\$72,000	\$178,432	\$8,896	\$259,328
CENTER 1	120	120	28.25%	34	\$40,000	\$19,680	\$2,176	\$61,856
HIGH	4,344	4,216	28.25%	1,191	\$256,000	\$691,424	\$76,224	\$1,023,648
COMMUNITY LAB SCHOOL	189	189	24.00%	42	\$40,000	\$27,156	\$2,280	\$69,436
POST HIGH	28							
TOTAL	13,721	13,565			\$846,000	\$1,634,100	\$201,984	\$2,682,084

(1) High school enrollments are adjusted for students attending CATEC.

(2) 3-year historical weighted average of Free & Reduced Lunch Rates, with adjustments made from Community Eligibility Provision (CEP) Schools. Center 1 and Community Lab assume blended division rates.

(3) Per Pupil Variable

Elementary	\$80.00
Middle	\$120.00
High	\$140.00
Add Class Fee Supplement*	\$24.00

*Middle and high school only. Beginning in FY 19, class fees are eliminated and schools are provided funds to fully offset academic fees. In FY 24, substitute budgets are eliminated, resulting in a \$50 per pupil decrease to partially offset the change.

(4) Econ. Disadv. Per Pupil Adj.

Elementary	\$40.00
Middle	\$40.00
High	\$40.00
Add AP Testing Supplement**	\$24.00

**High school only. Beginning in FY 21, \$2,000 is included in base component and an additional amount is provided for economically disadvantaged per pupil.



SCHOOL	Program Allocations								FY 24 Total Allocation ⁽¹⁰⁾
	Intervention Prevention ⁽⁵⁾	PALS ⁽⁶⁾	Bright Stars	CTE (Career & Tech. Edu.)	ESOL Interpretation ⁽⁷⁾	ESOL Tutoring ⁽⁸⁾	Special Education ⁽⁹⁾	Athletics	
AGNOR-HURT	\$30,000	\$4,923	\$1,600		\$3,500		\$2,800		\$108,623
BAKER-BUTLER	\$30,000	\$4,672			\$3,500		\$6,400		\$139,372
BROADUS WOOD	\$18,000	\$1,677			\$1,200		\$4,000		\$74,757
BROWNSVILLE	\$22,000	\$4,375			\$300		\$4,800		\$106,715
CROZET	\$22,000	\$2,669			\$300		\$2,400		\$101,809
GREER	\$38,000	\$4,292	\$1,600		\$7,000		\$4,000		\$128,732
HOLLYMEAD	\$18,000	\$5,045			\$1,200		\$4,000		\$83,645
MERIWETHER LEWIS	\$18,000	\$2,020			\$300		\$1,600		\$76,800
MOUNTAIN VIEW	\$38,000	\$6,527	\$1,600		\$3,500		\$6,400		\$152,747
MURRAY	\$18,000	\$619			\$300		\$3,200		\$71,719
RED HILL	\$26,000	\$2,415	\$800		\$1,200		\$1,600		\$76,815
SCOTTSVILLE	\$22,000	\$2,727	\$800		\$300		\$1,600		\$73,867
STONE-ROBINSON	\$26,000	\$3,619	\$800		\$1,200		\$4,800		\$104,499
STONY POINT	\$18,000	\$2,233			\$300		\$1,600		\$65,173
WOODBROOK	\$42,000	\$7,187	\$1,600		\$7,000		\$4,000		\$149,347
ELEMENTARY	\$386,000	\$55,000	\$8,800		\$31,100	\$0	\$53,200		\$1,514,620
BURLEY	\$30,000			\$1,200	\$3,500		\$7,200		\$163,212
HENLEY	\$20,000			\$1,200	\$1,200		\$7,200		\$182,736
JOURNEY	\$35,000			\$1,200	\$7,000		\$8,000		\$188,392
LAKESIDE	\$20,000			\$1,200	\$3,500		\$4,800		\$142,028
WALTON	\$20,000			\$1,200	\$1,200		\$5,600		\$112,312
MIDDLE	\$125,000			\$6,000	\$16,400	\$0	\$32,800		\$788,680
ALBEMARLE	\$50,000			\$106,468	\$7,000	\$15,115	\$16,000	\$127,000	\$747,335
MONTICELLO	\$40,000			\$2,200	\$3,500	\$4,739	\$13,600	\$127,000	\$467,751
WESTERN	\$20,000			\$2,200	\$1,200	\$540	\$11,200	\$127,000	\$421,468
CENTER 1	\$5,000			\$250			\$0	\$0	\$67,106
HIGH	\$115,000			\$111,118	\$11,700	\$20,394	\$40,800	\$381,000	\$1,703,660
COMMUNITY LAB SCHOO	\$10,000			\$500	\$300	\$61	\$2,000		\$82,297
TOTAL	\$636,000	\$55,000	\$8,800	\$117,618	\$59,200	\$20,455	\$128,800	\$381,000	\$4,089,257

(5) Intervention / Prevention: Calculated on a step scale and based on the differentiation factor.

(6) Phonological Awareness Literacy Screening (PALS): Calculated based on the number of K-2 students who are identified for supplemental reading services.

(7) English as a Second or Other Language (ESOL) Interpretation Program: based on the prior year distribution of funds as determined by the ESOL department. Actual distribution may vary.

(8) English as a Second or Other Language (ESOL) Tutoring Program: based on the prior year distribution of funds as determined by the ESOL department. Actual distribution may vary.

(9) Allocations for instructional supplies are provided based on the number of Special Education programs and staff at each school.

(10) This is the total allocated amount available to schools at the beginning of the fiscal year (General Allocation + Program Allocations).



SCHOOL	Projections			FY 24
	Dual Enrollment ⁽¹¹⁾	Donations & Misc. Rev. ⁽¹²⁾	Carryover ⁽¹³⁾	Appropriated Budget
AGNOR-HURT		\$6,480	\$3,694	\$118,797
BAKER-BUTLER		\$5,074	\$11,367	\$155,813
BROADUS WOOD		\$8,204	\$3,723	\$86,684
BROWNSVILLE		\$32,044	\$13,301	\$152,060
CROZET		\$32,044	\$13,301	\$147,154
GREER		\$2,756	\$12,539	\$144,027
HOLLYMEAD		\$13,004	\$9,781	\$106,430
MERIWETHER LEWIS		\$21,080	\$9,194	\$107,074
MOUNTAIN VIEW		\$21,980	\$9,210	\$183,937
MURRAY		\$14,812	\$7,941	\$94,472
RED HILL		\$4,489	\$7,658	\$88,962
SCOTTSVILLE		\$510	\$5,040	\$79,417
STONE-ROBINSON		\$7,913	\$11,889	\$124,301
STONY POINT		\$7,779	\$6,409	\$79,361
WOODBROOK		\$4,238	\$9,575	\$163,160
ELEMENTARY		\$182,407	\$134,622	\$1,831,649
BURLEY		\$16,512	\$19,290	\$199,014
HENLEY		\$16,740	\$23,400	\$222,876
JOURNEY		\$11,300	\$18,066	\$217,758
LAKESIDE		\$8,609	\$16,782	\$167,419
WALTON		\$3,845	\$9,834	\$125,991
MIDDLE		\$57,006	\$87,372	\$933,058
ALBEMARLE	\$165,000	\$58,415	\$22,921	\$993,671
MONTICELLO	\$97,000	\$40,322	\$30,438	\$635,511
WESTERN	\$123,000	\$101,714	\$50,883	\$697,065
CENTER 1	\$0	\$136	\$5,991	\$73,233
HIGH	\$385,000	\$200,587	\$110,233	\$2,399,480
COMMUNITY LAB SCHOOL			\$2,773	\$85,070
TOTAL	\$385,000	\$440,000	\$335,000	\$5,249,257

(11) Payments for dual enrollment fees to Piedmont Virginia Community College. Funds are distributed as a reimbursement based on actuals.
 (12) Includes donations, parent-teacher organization contributions, tuition for preschool reverse inclusion, and school activity funds. Projections reflect historic receipts. There is a corresponding revenue to the School Fund for this amount.
 (13) Schools may carry forward balances of the prior year totaling up to 10% of their prior budget. Projections reflect historic carryovers. There is a corresponding revenue to the School Fund for this amount.

School-Based Supplemental Pay Allocations (Division Funds)

SCHOOL	Compensation (Including FICA)							
	Athletics Part-time ⁽¹⁾	Reg. Substitute Teachers ⁽²⁾	SPED Substitute Teachers ⁽³⁾	SPED Sub TAs ⁽³⁾	ALCP Stipends ⁽⁴⁾	National Board Certification ⁽⁶⁾	Athletics Stipends ⁽⁷⁾	Incentives & Bonus ⁽⁸⁾
AGNOR-HURT		\$79,909	\$1,291	\$2,482	\$23,000	\$0		
BAKER-BUTLER		\$136,210	\$3,011	\$6,622	\$39,206	\$2,153		
BROADUS WOOD		\$51,276	\$1,291	\$2,482	\$14,759	\$0		
BROWNSVILLE		\$97,770	\$2,151	\$4,966	\$28,142	\$1,077		
CROZET		\$101,135	\$1,291	\$1,656	\$29,111	\$2,153		
GREER		\$92,228	\$2,151	\$4,138	\$26,546	\$1,077		
HOLLYMEAD		\$61,350	\$1,720	\$4,138	\$17,659	\$0		
MERIWETHER LEWIS		\$59,466	\$1,144	\$0	\$17,116	\$0		
MOUNTAIN VIEW		\$141,864	\$3,442	\$6,622	\$40,834	\$3,230		
MURRAY		\$50,602	\$1,291	\$3,310	\$14,565	\$1,077		
RED HILL		\$39,651	\$860	\$828	\$11,413	\$0		
SCOTTSVILLE		\$42,657	\$860	\$1,656	\$12,279	\$1,077		
STONE-ROBINSON		\$83,789	\$1,720	\$4,966	\$24,118	\$0		
STONY POINT		\$36,487	\$431	\$413	\$10,502	\$1,077		
WOODBROOK		\$120,277	\$1,291	\$2,482	\$34,620	\$0		
ELEMENTARY		\$1,194,671	\$23,945	\$46,761	\$343,870	\$12,921		
BURLEY		\$98,824	\$3,871	\$3,310	\$28,445	\$1,077		
HENLEY		\$125,640	\$3,871	\$3,725	\$36,164	\$4,306		
JOURNEY		\$115,654	\$4,302	\$3,725	\$33,290	\$2,153		
LAKESIDE		\$87,066	\$2,580	\$2,482	\$25,061	\$1,077		
WALTON		\$77,507	\$3,011	\$3,310	\$22,309	\$0		
MIDDLE		\$504,691	\$17,635	\$16,552	\$145,269	\$8,613		
ALBEMARLE	\$47,366	\$315,435	\$8,601	\$5,794	\$90,794	\$9,689	\$307,879	
MONTICELLO	\$47,366	\$198,324	\$7,313	\$4,553	\$51,872	\$3,230	\$307,879	
WESTERN	\$47,366	\$180,214	\$6,022	\$4,966	\$57,085	\$5,383	\$307,879	
CENTER 1		\$19,970	\$0	\$0	\$5,749	\$0	\$0	
HIGH	\$142,098	\$713,943	\$21,936	\$15,313	\$205,500	\$18,302	\$923,637	
COMMUNITY LAB SCHO	\$0	\$38,237	\$1,075	\$0	\$11,006	\$0	\$0	
MULTI-SCHOOL	\$0	\$0	\$0	\$0	\$0	\$80,738	\$0	\$143,660
TOTAL	\$142,098	\$2,451,542	\$64,591	\$78,626	\$705,645	\$120,574	\$923,637	\$143,660

- (1) Represents wages paid to temporary employees who work high school athletic events.
- (2) Based on regular teacher FTE allocations. FY 23 is \$754,596.
In FY 24: \$677,500 is moved from school operating allocations, \$86,120 is moved from Extra Class Stipends, and \$64,590 is moved to Special Ed. Sub. Teachers
\$997,916 is added as part of the Substitute Program Improvements (Phase II) Proposal.
- (3) Based on Special Education FTE allocations. FY 23 is \$0. \$64,590 is moved from Regular Substitute Teachers.
- (4) Based on Special Education FTE allocations.
- (5) Academic Leadership Compensation Program: \$600 per projected number of Regular Teacher FTEs per school.
- (6) Represents stipends paid to teachers to cover National Board Certification.
- (7) Represents stipends paid to for athletic coaching.
- (8) Substitute Program Improvement Incentives.
- (9) Retirement benefits paid to part-time employees who are benefits eligible, but not VRS eligible.
- (10) Voluntary Early Retirement Incentive Program (VERIP): Paid to former employees in the early retirement incentive program. FY 24 adds \$73,426.
- (11) Group Life insurance benefits paid to part-time employees who are benefits eligible, but not VRS eligible.

SCHOOL	Benefits			FY 2023/24
	Annuity Part-time ⁽⁹⁾	Early Retirement ⁽¹⁰⁾	Group Life Part-time ⁽¹¹⁾	62100 Operations
AGNOR-HURT	\$8,452		\$1,105	\$116,239
BAKER-BUTLER	\$5,313		\$2,054	\$194,569
BROADUS WOOD	\$1,297		\$333	\$71,438
BROWNSVILLE	\$5,721		\$1,819	\$141,646
CROZET	\$4,458		\$1,548	\$141,352
GREER	\$5,593		\$1,465	\$133,198
HOLLYMEAD	\$6,126		\$839	\$91,832
MERIWETHER LEWIS	\$2,741		\$807	\$81,274
MOUNTAIN VIEW	\$8,655		\$1,693	\$206,340
MURRAY	\$4,162		\$720	\$75,727
RED HILL	\$2,409		\$596	\$55,757
SCOTTSVILLE	\$3,049		\$558	\$62,136
STONE-ROBINSON	\$2,061		\$1,463	\$118,117
STONY POINT	\$1,541		\$563	\$51,014
WOODBROOK	\$2,123		\$1,654	\$162,447
ELEMENTARY	\$63,701		\$17,217	\$1,703,086
BURLEY	\$2,937		\$718	\$139,182
HENLEY	\$2,569		\$1,399	\$177,674
JOURNEY	\$4,166		\$1,085	\$164,375
LAKESIDE	\$2,018		\$546	\$120,830
WALTON	\$1,345		\$357	\$107,839
MIDDLE	\$13,035		\$4,105	\$709,900
ALBEMARLE	\$3,315		\$1,306	\$790,179
MONTICELLO	\$6,735		\$1,734	\$629,006
WESTERN	\$3,620		\$1,654	\$614,189
CENTER 1	\$0		\$0	\$25,719
HIGH	\$13,670		\$4,694	\$2,059,093
COMMUNITY LAB SCH	\$0		\$428	\$50,746
MULTI-SCHOOL	\$1,545	\$1,100,053	\$565	\$1,326,561
TOTAL	\$91,951	\$1,100,053	\$27,009	\$5,849,386

School-Based Per Pupil Expenditures

	FTE Budget ¹	Operating Budget ²	Supplemental Pay Budget ³	Total Budget ⁴	Adj. Proj. Enrollment ⁵	Differentiation Factor ⁶	Per Pupil Expend. ⁷
Elementary Schools							
Agnor-Hurt	\$ 5,334,735	\$ 118,797	\$ 116,239	\$ 5,569,771	393	53.1%	\$ 14,172
Baker-Butler	\$ 8,558,311	\$ 155,813	\$ 194,569	\$ 8,908,693	747	30.3%	\$ 11,926
Broadus Wood	\$ 3,979,525	\$ 86,684	\$ 71,438	\$ 4,137,647	274	17.8%	\$ 15,101
Brownsville	\$ 6,422,582	\$ 152,060	\$ 141,646	\$ 6,716,288	569	16.4%	\$ 11,804
Crozet	\$ 5,554,559	\$ 147,154	\$ 141,352	\$ 5,843,065	562	15.5%	\$ 10,397
Greer	\$ 6,691,421	\$ 144,027	\$ 133,198	\$ 6,968,646	446	68.2%	\$ 15,625
Hollymead	\$ 4,649,212	\$ 106,430	\$ 91,832	\$ 4,847,474	342	14.9%	\$ 14,174
Meriwether Lewis	\$ 3,671,906	\$ 107,074	\$ 81,274	\$ 3,860,254	347	8.0%	\$ 11,125
Mountain View	\$ 9,236,059	\$ 183,937	\$ 206,340	\$ 9,626,336	728	42.9%	\$ 13,223
Murray	\$ 3,645,782	\$ 94,472	\$ 75,727	\$ 3,815,981	282	9.1%	\$ 13,532
Red Hill	\$ 2,683,710	\$ 88,962	\$ 55,757	\$ 2,828,429	185	54.2%	\$ 15,289
Scottsville	\$ 2,862,285	\$ 79,417	\$ 62,136	\$ 3,003,838	207	47.0%	\$ 14,511
Stone-Robinson	\$ 5,530,642	\$ 124,301	\$ 118,117	\$ 5,773,060	462	27.6%	\$ 12,496
Stony Point	\$ 2,842,122	\$ 79,361	\$ 51,014	\$ 2,972,497	186	28.9%	\$ 15,981
Woodbrook	\$ 7,674,492	\$ 163,160	\$ 162,447	\$ 8,000,099	575	67.7%	\$ 13,913
Middle Schools							
Burley	\$ 6,506,097	\$ 199,014	\$ 139,182	\$ 6,844,293	553	43.7%	\$ 12,377
Henley	\$ 7,726,189	\$ 222,876	\$ 177,674	\$ 8,126,739	809	14.4%	\$ 10,045
Journey	\$ 7,551,800	\$ 217,758	\$ 164,375	\$ 7,933,933	638	52.2%	\$ 12,436
Lakeside	\$ 5,731,784	\$ 167,419	\$ 120,830	\$ 6,020,033	527	22.1%	\$ 11,423
Walton	\$ 5,192,769	\$ 125,991	\$ 107,839	\$ 5,426,599	328	38.7%	\$ 16,545
High Schools							
Albemarle	\$ 20,232,977	\$ 993,671	\$ 790,179	\$ 22,016,827	1,910	33.1%	\$ 11,527
Monticello	\$ 13,014,864	\$ 635,511	\$ 629,006	\$ 14,279,381	1,098	35.1%	\$ 13,005
W. Albemarle	\$ 11,645,098	\$ 697,065	\$ 614,189	\$ 12,956,352	1,088	12.7%	\$ 11,908
Center I	\$ 1,277,155	\$ 73,233	\$ 25,719	\$ 1,376,107	120	28.2%	\$ 11,468
Comm. Lab School	\$ 2,929,099	\$ 85,070	\$ 50,746	\$ 3,064,915	189	24.0%	\$ 16,216
CATEC	\$ 484,775	\$ 2,119,248		\$ 2,604,023			
Post High	\$ 714,490			\$ 714,490			
Center for Learning & Growth	\$ 407,513			\$ 407,513			
Other Multi-School Services	\$ 11,147,959		\$ 1,326,561	\$ 12,474,520			
Total	\$ 173,899,912	\$ 7,368,505	\$ 5,849,386	\$ 187,117,803	13,565		\$ 13,794

1. Based on FTE Allocations as detailed in Section G "School-Based Staffing Allocations".

2. As detailed in Section G "School-Based Operating Budget Allocations".

3. As detailed in Section G "School-Based Supplemental Pay Allocations".

4. School-based budgets only (Columns 1+2+3). Amounts do not include department-based costs such as transportation, building services, technology, etc.

5. High school enrollment adjusted for students attending CATEC.

6. 3-year historical weighted average of Free and Reduced Lunch rates. FY 23 is adjusted for Community Eligible Program (CEP) schools.

7. School-based budgets (Column 4) divided by Adjusted Projected Enrollment (Column 5).

Composite Index Calculation

Calculation of the 2022-2024 Composite Index for ALBEMARLE						002			
Step 1 -- Calculation of the 2022-2024 Average Daily Membership Composite Index:									
.5	$\frac{\text{Local True Values}}{\text{Division ADM}}$ <hr/> $\frac{\text{Statewide Total of Local True Values}}{\text{Total State ADM}}$	+	.4	$\frac{\text{Local Adjusted Gross Income}}{\text{Division ADM}}$ <hr/> $\frac{\text{Total State Adjusted Gross Income}}{\text{Total State ADM}}$	+	.1	$\frac{\text{Local Taxable Retail Sales}}{\text{Division ADM}}$ <hr/> $\frac{\text{Total State Taxable Retail Sales}}{\text{Total State ADM}}$	=	ADM Composite Index
.5	$\frac{\$22,542,286,186}{13,914}$ <hr/> $\frac{\$1,366,012,901,906}{1,250,772}$	+	.4	$\frac{\$5,275,312,679}{13,914}$ <hr/> $\frac{\$308,141,384,910}{1,250,772}$	+	.1	$\frac{\$1,542,201,308}{13,914}$ <hr/> $\frac{\$107,777,771,874}{1,250,772}$	=	ADM Composite Index
.5	$\frac{\$1,620,149}{\$1,092,136}$	+	.4	$\frac{\$379,145}{\$246,361}$	+	.1	$\frac{\$110,840}{\$86,169}$	=	ADM Composite Index
.5	1.4835	+	.4	1.5390	+	.1	1.2863	=	ADM Composite Index
	.7418	+		.6156	+		.1286	=	1.4860
Step 2 -- Calculation of the 2022-2024 Per Capita Composite Index:									
.5	$\frac{\text{Local True Values}}{\text{Local Population}}$ <hr/> $\frac{\text{Statewide Total of Local True Values}}{\text{State Population}}$	+	.4	$\frac{\text{Local Adjusted Gross Income}}{\text{Local Population}}$ <hr/> $\frac{\text{Total State Adjusted Gross Income}}{\text{State Population}}$	+	.1	$\frac{\text{Local Taxable Retail Sales}}{\text{Local Population}}$ <hr/> $\frac{\text{Total State Taxable Retail Sales}}{\text{State Population}}$	=	Per Capita Composite Index
.5	$\frac{\$22,542,286,186}{109,722}$ <hr/> $\frac{\$1,366,012,901,906}{8,535,519}$	+	.4	$\frac{\$5,275,312,679}{109,722}$ <hr/> $\frac{\$308,141,384,910}{8,535,519}$	+	.1	$\frac{\$1,542,201,308}{109,722}$ <hr/> $\frac{\$107,777,771,874}{8,535,519}$	=	Per Capita Composite Index
.5	$\frac{\$205,449}{\$160,039}$	+	.4	$\frac{\$48,079}{\$36,101}$	+	.1	$\frac{\$14,056}{\$12,627}$	=	Per Capita Composite Index
.5	1.2837	+	.4	1.3318	+	.1	1.1131	=	Per Capita Composite Index
	.6419	+		.5327	+		.1113	=	1.2859

Step 3 -- Combining of the Two 2022-2024 Indices of Ability-to-Pay:

(.6667 X ADM Composite Index) + (.3333 X Per Capita Composite Index)	Local = Composite Index
(.6667 X 1.4860) + (.3333 X 1.2859)	Local = Composite Index
.9907 + .4286	Local = Composite Index

Step 4 -- Final Composite Index (adjusted for nominal state/local shares)

(1.4193) X 0.45	= .6387
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Input Data:	
Source Data Used in the Calculation:	
School Division:	ALBEMARLE
Local True Value of Property	\$22,542,286,186
Local AGI	\$5,275,312,679
Local Taxable Retail Sales	\$1,542,201,308
Division ADM	13,914
Local Population	109,722
State True Value of Property	\$1,366,012,901,906
State AGI	\$308,141,384,910
State Taxable Retail Sales	\$107,777,771,874
State ADM	1,250,772
State Population	8,535,519

EXCEPTIONS:

***Please note the following exceptions to the standard composite index calculation as specified in the appropriation act (see actual appropriation act language under the tab labeled "Appropriation Act Language"):**

- 1) For those divisions in which three percent or more of the adjusted gross income is derived from individuals who are not residents of Virginia, the Department of Education shall compute the composite index for such localities by using adjusted gross income data which exclude nonresident income. School divisions are no longer required to submit a certification form requesting the exclusion of nonresident AGI.
- 2) Any division with a calculated composite index that exceeds .8000 is considered as having an index of .8000;
- 3) Under hold harmless provisions addressing the consolidation of school divisions contained in the appropriation act and Section 15.2-1302, *Code of Virginia*, the composite indices to be used for funding in the 2020-2022 biennium for the following divisions are:
 - Bedford County: .3132** (the index approved effective July 1, 2013); the 2022-2024 composite index for Bedford County calculated based on the data elements from base-year 2017 is shown above as .4427. This lower composite index of .3132 will be used for Bedford County.
 - Alleghany County and Covington City** public school divisions will consolidate into a single school division beginning on July 1, 2022. Alleghany County will administer the consolidated division.

Acronyms

A-BASE	Autism-Building Appropriate Services with Evidence
ACPS	Albemarle County Public Schools
ADA	Americans with Disabilities Act
ADM	Average Daily Membership
AFE	Albemarle Foundation for Education
AVID	Advancement Via Individual Determination
B-BASE	Behavior-Building Appropriate Services with Evidence
BOS	Board of Supervisors
BRJDC	Blue Ridge Juvenile Detention Center
CAI	Curriculum Assessment Instruction
CARES	Coronavirus Aid, Relief, and Economic Security Act
CATEC	Charlottesville Albemarle Technical Education Center
CBIP	Community Based Instruction Program
CIP	Capital Improvement Program
CLC	Career Learning Community
CogAT	Cognitive Abilities Test
COVID-19	Coronavirus Disease 2019
CPI-U	Consumer Price Index-Urban
CRO	Community Resource Officer
CRT	Culturally Responsive Teacher/Teaching
CSA	Children's Services Act
CTE	Career and Technical Education
CWRA+	College and Work Readiness Assessment
DSS	Department of Social Services
EAB	Education Advisory Board
ECSE	Early Childhood Special Education
ED	Emotional Disabilities
EDEP	Extended Day Enrichment Programs
EL	English Learner
ESL	English as a Second Language
ESOL	English to Speakers of Other Languages
ESSA	Every Student Succeeds Act
FICA	Federal Insurance Contributions Act
FLES	Foreign Language in Elementary Schools
FLSA	Fair Labor Standards Act
FMLA	Family and Medical Leave Act
FTE	Full Time Equivalent
FY	Fiscal Year
GED	General Educational Development
GRT	Gifted Resource Teacher
HAVE	Having, Advancing, Visualizing and Expanding
HR	Human Resources
IC	Instructional Coaches
IDEA	Individuals with Disabilities Education Act
IELCE	Integrated English Literacy and Civics Education
IEP	Individualized Education Plan
ISAEP	Individual Student Alternative Education Plan
IT	Information Technology

JROTC	Junior Reserve Officer Training Corps
LCI	Local Composite Index
LRPAC	Long Range Planning Advisory Committee
MAP	Measure of Academic Progress
MiraCORE	Migrant Literacy Comprehensive Online Reading Education
NCLB	No Child Left Behind Act
NDCC	National Defense Cadet Corps
OA	Office Associate
PE	Physical Education
PALS	Phonological Awareness Literacy Screening
PDRP	Professional Development Reimbursement Program
PLC	Professional Learning Community
PPA	Per Pupil Amount
PREP	Piedmont Regional Education Program
RFP	Request for Proposals
RTI	Response to Intervention
SEL	Social Emotional Learning
SF	Square Feet
SMART	Specific, Measurable, Achievable, Relevant and Time-bound
SOAs	Standards of Accreditation
SOLs	Standards of Learning
SOP	Standard Operating Procedure
SOQs	Standards of Quality
SPED	Special Education
SRO	Student Resource Officer
STEM	Science, Technology, Engineering and Math education
STEM-H	Science, Technology, Engineering, Math and Health education
STEP	Short Term Education Program
TA	Teaching Assistant
TDRT	Talent Development Resource Teachers
TPA	Teacher Performance Appraisal
TSS	Technology Support Specialist
UVA	University of Virginia
VERIP	Voluntary Early Retirement Incentive Program
VHSL	Virginia High School League
VIA	Virginia Institute of Autism
VDOE	Virginia Department of Education
VRS	Virginia Retirement System
WIDA	World-class Instructional Design and Assessment

Glossary

Appropriation

An appropriation is authorization to make expenditures and to incur obligations for specific purposes. An appropriation is limited in dollar amount and the time within which it may be spent, usually expiring at the end of the fiscal year.

Academic mental health

Refers to student mental health and specifically to the impact that course work has on a student's ability to lead a balanced life outside of school and have time to pursue personal interests.

Access gap

A state in which all students do not have equal and equitable opportunities that allow them to take full advantage of their education.

Achievement gap

Differences in academic achievement between students, whether by racial or ethnic group, gender, socioeconomic status, English language learners, or students with special needs.

Advanced Placement (AP)

Refers to a nationally recognized program run by The College Board consisting of college-level work that students can access while still in high school through AP exams; through this program, students can earn college credit.

Alternative pathways to course credit

Opportunities to earn credit for a class through nontraditional means; for example, through work or volunteering with an organization.

Anti-Racism Policy

A student-written Albemarle County Public Schools policy that considers all forms of racism as destructive to the ACPS vision, mission, values, and goals and strives to identify, challenge, and change the values, structures, and behaviors that perpetuate systemic racism.

Assessment Inequity

Students may be disadvantaged when taking tests or completing other types of assessments due to the design, content, or language choices, or because they have learning or physical disabilities that may impair their performance. In addition, situational factors may adversely affect test performance. For example, lower-income students who do not regularly use computers may be disadvantaged—compared to wealthier students with more access to technology at home or students who use computers regularly in school—when taking tests administered on computers that require basic computer literacy. For more detailed discussions, see test accommodations and test bias.

Assessment Literacy

Assessment literacy refers to the work of Division and building level staff to effectively and appropriately use information yielded by classroom and state mandated assessments. Assessments are used to both inform instructional changes that are needed to advance learning and to measure that learning has occurred appropriate to learning standards set by the State.

Average Class Size

This number is used to determine the baseline teacher staffing assigned to the schools other than for media specialists, school counselors, administrators, teaching assistants, or staffing for talent development, technology support, and other resource support. Half of differentiated staffing assigned to a given school is also included in this number. In elementary schools, art, music, and physical education positions are not included in determining class size. For the purpose of determining baseline teacher staffing, high school enrollment is adjusted for students who spend part of the day at CATEC or outside the school for other reasons.

Average Daily Membership (ADM)

The average daily number of students who are enrolled in the School Division. The March 31 ADM is used to determine the exact level of state funding for the current fiscal year.

Budget

The budget for the Division is a spending plan that defines the maximum available monies permitted to be expended. The School Board and Board of Supervisors allocate monies to meet the needs of students. Our budget is composed of multiple funds: the School Fund, Special Revenue Funds, and the Capital Improvement Fund (CIP). The final adopted budget must always be balanced to final revenues provided by the Board of Supervisors.

Capital Improvement Program (CIP)

The Capital Improvement Program (CIP) is a five-year plan for financial resources used for the acquisition, construction or maintenance of capital facilities and consist of the General Government Capital Improvement Fund, the School Division Capital Improvement Fund, and the Water Resources Capital Improvement Fund. Funding for capital projects is derived from various sources such as borrowed funds, transfers from the General Fund and School Fund, and other federal, state, and local revenues.

Capital Outlay

Capital Outlays are expenditures for items of a substantial value (typically more than \$100) such as computers and vehicles.

Capital projects

Multi-year projects meant to expand, maintain, replace or improve upon a significant piece of physical property; a capital project is distinct from other ACPS projects as it is large in scale, high in cost, and requires considerable planning (examples: new construction, renovations and maintenance; school bus replacement; and technology replacement).

Carbon-neutral emissions

A state in which the operations of an organization or individual emit the same amount of carbon dioxide into the atmosphere that you offset by some other means; solar panels or geothermal HVAC systems reduce carbon emissions in school buildings.

Career Learning Communities

Our Career Learning Communities consist of 14 programs that provide our students with an opportunity to explore real-world problems in their classrooms using creativity and critical thinking. These programs allow our students to connect their interests to academic subjects and career themes while preparing them to for postsecondary education or workforce readiness.

Career pathways/Virginia Career Pathways

The Career Clusters and related Career Pathways serve as an organizing tool for Virginia's schools and academies to develop more effective programs of study and curriculum; the Virginia Department of Education lists 17 national career clusters.

Carl Perkins

This is a federally funded program that supports vocational and career education at the secondary level.

Carry-Over Funds

These are unexpended funds from the previous fiscal year, which may be used in the current fiscal year (schools only).

CATEC

The Charlottesville-Albemarle Technical Education Center (CATEC) is a program operated jointly by the Albemarle County Public Schools and the Charlottesville City Public Schools. The CATEC program offers technical and career education opportunities for high school students and adults.

Common assessments

Standardized assessment, formative or summative, used across all grade levels or courses so that student progress can be compared across a school or school division.

Children's Services Act (CSA)

This legislation mandates funding for children with significant emotional or behavioral concerns on a matching basis with the state (55% from the state).

Composite Index

An Ability-to-Pay index (Composite Index) is used by the state to help determine the level of funding for the School Division.

Compression

A term used to describe pay differences between positions so small they are considered inequitable. The term in this context refers to the pay of experienced employees and new hires in the same position.

Consolidated Omnibus Budget Reconciliation Act (COBRA)

This federal mandate provides for a continuation of health insurance coverage for a period of up to three years for employees who leave employment through no fault of their own. Such employees are required to pay premiums at the employee's group rate.

Cultural Inequity

Students from diverse cultural backgrounds may be disadvantaged in a variety of ways when pursuing their education. For example, recently arrived immigrant and refugee students and their families may have difficulties navigating the public-education system or making educational choices that are in their best interests. In addition, these students may struggle in school because they are unfamiliar with American customs, social expectations, slang, and cultural references. For a related discussion, see multicultural education.

Culturally Responsive Teaching

Instruction that draws on cultural knowledge, prior experiences, and frames of reference to teach to background and experiences of all students; instruction that understands diverse student learning styles.

Devereux Students Strength Assessment (DESSA)

Standardized, norm-referenced behavior rating scale that assesses social emotional competencies in students.

Differentiation Factor

The projection for a school's economically disadvantaged percentage, used for budget purposes. This is calculated using historical free and reduced lunch rates and adjusted for schools designated as Community Eligibility Provision (CEP) schools. CEP allows schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications.

Differentiated Funding/Staffing

Beyond core class size, division-wide, over 100 additional teachers are provided to devote more time/resources for students who are economically disadvantaged. Differentiated staffing is staffing provided above the regular allocation and is determined by a formula that uses grade level and Free/Reduced Lunch percentages. The purpose of differentiated staffing is to assist with equity as some schools have more challenges based on risk factors of students. This staffing can be used to lower class sizes and/or provide additional supports for students. *This methodology is proposed to be re-structured as part of an FY 2023/24 Draft Funding Request Proposal.*

Digital citizenship

Having the knowledge and skills to effectively use digital technologies in order to communicate with others, participate in society and create and consume digital content, leaving a positive digital footprint

Dual enrollment

Courses taught in high schools that earn a student college credit in conjunction with a local community college.

Economically Disadvantaged

The number of students who apply for and receive free and reduced lunch services in schools. This number will decrease for schools that are designated as Community Eligibility Provision (CEP) schools. CEP allows schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications.

Education Foundation

Non-profit philanthropic partner that supports a local school division(s).

Employee Services department

Another name for a Human Resources Department.

Encumbrance

This reservation of funds is used for an anticipated expenditure prior to actual payment of an item. Funds usually are reserved or encumbered once a contract obligation has been signed, but prior to the actual cash disbursement.

Environmental sustainability

Behaviors that ensure future generations have the natural resources available to live an equal, if not better, way of life as current generations.

Equity

The provision of personalized resources needed for all individuals to reach common goals.

Equity Dashboard

A metrics table that documents and monitors certain indicators that demonstrate disparities across student membership groups; this allows us to make adjustments to curricula, instruction and assessment practices, identifying best practices accordingly.

ESOL

English for Speakers of Other Languages (ESOL) is a program that provides English instruction to students from other countries who lack the necessary English skills to benefit fully from school programs.

Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) was enacted in 2015 and reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA). The law advances and upholds protections for disadvantaged and high-need students; requires that students be taught to high academic standards; ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments; helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators; sustains and expands investments in increasing access to high-quality preschool; and maintains an expectation that there will be accountability and action to effect positive change in the lowest-performing schools.

Expenditure

These funds that are paid out for a specific purpose.

Familial Inequity

Students may be disadvantaged in their education due to their personal and familial circumstances. For example, some students may live in dysfunctional or abusive households, or they may receive comparatively little educational support or encouragement from their parents (even when the parents want their children to succeed in school). In addition, evidence suggests that students whose parents have not earned a high school or college degree may, on average, underperform academically in relation to their peers, and they may also enroll in and complete postsecondary programs at lower rates. Familial inequities may intersect with cultural and socioeconomic inequities. For example, poor parents may not be able to invest in supplemental educational resources and learning opportunities—from summer programs to test-preparation services—or they may not be able pay the same amount of attention to their children’s education as more affluent parents, perhaps, because they have multiple jobs.

Field experiences

A learning experience that happens outside of the school (example: a trip to a museum or a live theater experience).

FICA

Federal Insurance Contributions Act (These are Social Security payments based on earnings).

Fiscal Year

This is the period of time measurement used by the County for budget purposes. It runs from July 1st to June 30th.

Flow-Through

These entitlement funds come to the School Division from the federal government through the state.

FTE

This stands for Full-Time Equivalent (FTE) staff, considering all staff members, including full-time and part-time employees.

Framework for Quality Learning

This system is a model for high-quality teaching and learning through which best practices in curriculum, assessment, and instruction are applied to promote deep understanding. It is the Division’s adopted concepts-centered, standards-based curricula.

Freshman Seminar

An advisory course in high school meant to support freshman and help them build social-emotional skills.

Fund Balance

A fund balance is the amount of money or other resources in a fund at a specific time.

Grant

These funds are contributions made by a private organization or governmental agency. The contribution is usually made to aid a specified function and may require a financial match.

Growth

An increase in student enrollment is termed growth.

Guaranteed and viable curriculum

Guaranteed: all students will be taught the same skills and concepts regardless of the teacher to whom they have been assigned; viable: the curriculum can be taught in the amount of time a teacher has to teach.

Highly-qualified candidates

Defined by federal law as a highly qualified teacher who is fully licensed by the state, has at least a bachelor's degree and has demonstrated competency in each subject one is expected to teach; Virginia's licensure regulations emphasize content knowledge and thus require new teachers to far exceed the federal highly qualified standard.

IDEA – Individuals with Disabilities Education Act

This act governs how educational services may be provided to students with disabilities through the age of 21.

IEP

An Individualized Education Plan (IEP) is a plan required for all students receiving Special Education services. It outlines the specific services to be received by an individual student.

Infrastructure

The resources necessary to operate a school division (examples: buildings, transportation, technology software and hardware).

Initiative/Improvement

A new program or service or an increase in the level or expense of an existing program or service is termed an initiative/improvement.

IP-delivered content

IP-delivered content is electronic content delivered via a web-based application through a browser (e.g. Firefox, Internet Explorer) on a computer or hand-held device.

Instructional Coaches

The core mission of the instructional coaching model is to support the continuous improvement of curriculum, assessment, and instruction by working together with teachers to actualize professional goals. These positions support dynamic implementation of the Framework for Quality Learning, the Teacher Performance Appraisal system, Professional Learning Communities, and best teaching and learning practices.

Lapse Factor

This is anticipated savings from staff retirement and replacement, the lag between staff leaving and new staff being hired, and savings from deferred compensation benefits.

Learning framework

Research-informed models for course design that help instructors align learning goals with classroom activities, create motivating and inclusive environments, and integrate assessment into learning.

Learner's mindset

To embrace curiosity to experience new ideas; to possess the desire to learn, unlearn, and relearn; to develop positive attitudes and beliefs about learning; to believe that learning is growing, and doesn't always happen sequentially, linearly, and/or predictably; one of 8 ACPS Portrait of a Learner competencies

LEED

The Leadership in Energy and Environmental Design (LEED) Green Building Rating System, developed by the U.S. Green Building Council (USGBC), provides a suite of standards for environmentally sustainable construction.

LEP

Limited-English Proficient Students are referred to as LEP students.

Lifelong Learner Competencies

Series of twelve areas that do the following: Develop the skill and habits associated with lifelong learning, students must: learn beyond the simple recall of facts; understand the connections to and the implications of what they learn; retain what they learn; and, be able to apply what they learn in context.

Linguistic Inequity

Non-English-speaking students, or students who are not yet proficient in English, may be disadvantaged in English-only classrooms or when taking tests and assessments presented in English. In addition, these students may also be disadvantaged if they are enrolled in separate academic programs, held to lower academic expectations, or receive lower-quality instruction as a result of their English language deficiencies.

Learning Technology Integrator

A teacher who leads schools and teachers into authentic, effective digital learning through individual and small group support, team support, co-teaching, and building level planning.

Networks of care

Systems that ACPS puts in place to take care of the mental health of our students and staff (examples: human resources, specialized staff, programs or other outside resources).

Operations

Non-instructional services provided by the School Division.

Opportunity gap

Gap that exists between students in their ability to participate in division programs such as electives, field experiences or higher level courses and their actual participation.

PALS

Phonological Awareness Literacy Screening (PALS) is an informal screening inventory for students in grades K-3 used across Virginia to provide teachers with information for planning classroom instruction.

Performance appraisal

An annual evaluation for all staff members.

Piedmont Regional Education Program (PREP)

This program is a consortium of school divisions that provides a variety of Special Education services. For example, the Ivy Creek School is a PREP initiative.

Portrait of a Learner

The 8 competencies identified by the ACPS community: Adaptability, Anti Racism, Communication, Creativity, Critical Thinking, Empathy, Learner's Mindset, and Social Justice and Inclusion.

Predictive value

Refers to an ability to predict which student demographic groups are more likely to be successful according to both Virginia and Federally mandated and ACPS measures, based on historical trends and outcome patterns.

Professional Development Reimbursement Program (PDRP)

This program supports professional development for teachers by providing funding for course/conference participation through an application process.

Professional Learning Communities (PLCs)

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

Project-based learning

Teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Recurring Revenue

Funds that continue from year to year are referred to as recurring.

Response to Intervention

RTI is a process to provide rapid deployment of differentiated instruction, assistive technology tools, and intervention strategies to students that can help eliminate learning gaps before they grow in significance.

Revenue

Revenues are assets or financial resources applied in support of the budget.

Revenue, One-time or Non-recurring

Funds that are typically derived from fund balance or unpredictable sources and are often specified for single year use for specific items.

Scale Adjustment

Each year Albemarle County conducts a market survey to evaluate whether pay scales are competitive. If it is determined that a scale adjustment needs to be implemented, the minimum, midpoint and maximum salaries for each paygrade are adjusted by a specified percentage.

School Fund Budget

This is the operational budget for the Division. It is primarily funded from local monies with a substantial contribution from the state and a minimal contribution from Federal sources. It accounts for the day-to-day expenses from pre-K through grade 12 including post-high school special education students. Grants or entitlement programs are typically accounted for separately in the Special Revenue Funds.

School improvement teams

Teams of staff members that support individual schools in developing their school goals and ensuring alignment with the strategic plan as well as VDOE accountability measures as indicated in School Quality Profiles.

Special Revenue Funds (Special Revenue Programs)

These programs operate primarily on external funding such as grants, federal funds, or fees. Accounting or reporting for these programs, including most federal entitlement programs, is done on a separate basis.

School Safety Coach (SSC)

As individuals with training on de-escalation techniques, an emphasis on trauma-informed care and a respect and practice grounded in equity, our School Safety Coaches concentrate on helping establish a safe environment in our schools. The priorities of the School Safety Coaches are the mental health of our students, de-escalation, restorative justice and safe physical interventions. Their goal is to cultivate trusting relationships with students so that they can avert and mitigate behavioral issues.

SOAs

The Virginia "Standards of Accreditation" (SOAs) provide a framework of requirements and accountability for all schools in the State.

Social-emotional learning (SEL)

The process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.

SOLs

The Virginia "Standards of Learning" (SOLs) provide a curriculum framework for the instructional program required by the state for all students.

SOQs

The Virginia "Standards of Quality" (SOQs) are the mandated minimum standards required by statute for schools. The SOQs address areas such as staffing, facilities, and instructional programs.

SRO – (Student Resource Officer)

An Albemarle County police officer assigned to a specific school to assist in providing a safe school environment. Beginning in FY 2021/22, this program is replaced by the School Safety Specialist program.

Standards-based reporting

Reporting the mastery level of individual courses standards (learning targets) instead of simply using one overarching letter grade.

Standards of Learning (SOLs)

Expectations set by the Virginia Department of Education for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education, and driver education.

State Basic Aid

This is the funding that is provided by the State based on enrollment to fund the Standards of Quality.

State Categorical Aid

This is the funding provided by the State for a specific purpose.

Student-led conference

A conference with a family (often the head or heads of the household) led by a student rather than the teacher; the student discusses their work and established academic and social emotional goals.

Teacher Performance Appraisal (TPA)

The Teacher Performance Appraisal provides the structural, functional, and procedural components essential to evaluate professional performance as well as to support the growth and development of teachers using a common set of professional standards.

Total compensation structure

The benefits package in the Employee Services/Human Resources department that includes base pay, leave benefits, work-life balance, medical and dental insurance, etc.

Title I

This is a federal program that supports additional instruction for economically disadvantaged students whose achievements do not meet expected standards.

Title II

This is a federal program that includes staff development funds, School Renovation Grants and Class Size Reduction Grants. The focus is on preparing, training, and recruiting high quality teachers, principals, and paraprofessionals.

Title III

This is a federal program that assists in implementing Every Student Succeeds Act (ESSA) by providing funding to support limited-English proficient and immigrant students.

Title IV

This is a federal program that supports Drug-Free School initiatives.

Title VI

This is a federal program that supports innovative programs in the areas of technology, literacy development and media services.

Voluntary Early Retirement Incentive Program - (VERIP)

VERIP benefits are paid monthly for a period of five years or until age 65, whichever comes first. In addition to the monthly stipend, the County will pay an amount equivalent to the School Board's annual contribution toward medical insurance. Employees may accept it as a cash payment or apply it toward the cost of the continuation of County medical/dental benefits.

VRS

The Virginia Retirement System (VRS) provides pension benefits for retirees from state and local government.

Work-based learning

Activities coordinated with local employers that give students exposure to the world of work.