

## Contents

Contents .....	1
Acknowledgements .....	2
Message from the Superintendent .....	5
General School Division Information .....	9
Division Highlights .....	15
State of the Division .....	17
Budget Introduction .....	18
Budget Goals .....	20
Budget Guidelines & Policies .....	20
Budget Development Process .....	22
Stakeholder Feedback .....	23
FY 2022/23 Budget Development Calendar .....	26
FY 2022/23 Budget Overview .....	27
School Fund Revenue Changes: Summary .....	29
School Fund Revenue Changes: Descriptions .....	30
School Fund Expenditure Changes: Summary .....	32
School Fund Expenditure Changes: Descriptions .....	34
School Fund Expenditure Changes: Learning for All Proposals – Descriptions .....	39
Compensation Increase .....	40
Class Size Reduction .....	42
Elementary School Assistant Principals .....	44
Health Services .....	46
Substitute Program Improvements .....	48
Schools Field Trip Funding .....	50
Human Resources Redesign .....	52
Technology Replacement Program .....	54
Furniture Replacement Program .....	56
Previous Year Budget Proposals Dashboard .....	59

## Acknowledgements

As with many of the programs and services of Albemarle County Public Schools (“ACPS”, “School Division, or “Division”), 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**

Maya Kumazawa, Director of Budget & Planning  
Christopher Harper, Senior Budget Analyst  
Jackson Zimmermann, School Finance Officer  
Dan Chipman, Senior Financial Analyst  
Reeda Deane, Stephanie Grady, Amy Hottinger, Anita Moore, Avis Morse, Michele Shifflett  
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Nanette DeFrank, Fiscal Admin Training Specialist

### **Key Partners**

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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 Superintendent

### *Learning for All*

This is the first funding resolution I have submitted since our School Board adopted our strategic plan, *Learning for All*. The plan is an important document, because of the process that produced it, what it says about our values and our commitments to you and as a guide for how we will structure programs and invest our resources next year.

*Learning for All* is a bold affirmation of purpose; that we will address the needs of every single student; that we will provide learning opportunities that expand the boundaries of each student's interests and potential and that we will equip both our students and our employees with the skills to be lifelong contributors to and leaders of an increasingly diverse and dynamic world.

The plan came together with the input of students, families, employees and community leaders, and serves as a blueprint for achieving and maintaining a high-quality education system, one that embraces the wisdom, counsel and participation of families, colleagues and community, especially those for whom engagement has been far too rare.

As often noted, while funding requests are by necessity dominated by numbers, they are above all else, primarily about the future of people and communities. Specifically, they detail how a school division will influence that future.

A recent study of high-performing school divisions in various parts of our nation by the Education Trust's Karin Chenoweth, *districts that succeed*, identified five distinguishing characteristics of schools that consistently are making continuous improvements in the lives of their stakeholders, including in such critical areas as closing achievement gaps.

### What Makes School Divisions Great

The good news is that not only does our strategic plan align with these characteristics but this funding request will build upon and extend these strengths. For example, it prioritizes:

- *Effective leaders* by funding a commitment to recruit, develop and retain the most highly qualified, capable, dedicated and accessible professional team in our industry;
- *Collaborative teachers*, who enthusiastically embrace new teaching strategies in virtual environments, in keeping classrooms safe, in partnering with colleagues in professional learning communities and in volunteering as substitutes to support the classrooms of teachers;
- *Involved families*, a new electronic school notification system now in place translates emails from schools to families into 100 different languages and an instant messaging system to be piloted next month and introduced for all schools next year empowers teachers to securely and regularly text one or several families in their native languages and to receive replies;
- *Supportive environments* that fulfill our anti-racism policy, establishing and sustaining an equitable community and removing barriers that prohibit individual excellence and success. Also, the request of a needs-based capital improvement program that delivers the competitive advantages that come from facilities that promote innovation, teamwork, choice, resourcefulness and excellence,

- *Ambitious instruction* practices that measure true student learning growth, promote mastery learning and provide meaningful counsel to families and students. And, the expansion of career learning centers to more closely align college and career preparation with those learning experiences most highly valued by business and community organizations.

The financial news at this time of the year again is promising. Projected revenues for the 2022-23 school year are expected to increase by \$30.8 million, fueled in large part by an expected increase of 17.6 percent in local revenues and an 11 percent increase in state funding. Overall, this funding request seeks a 2022-23 school budget of \$242.0 million, 14.6 percent better than this year's adopted budget.

Almost 70 percent of our 2022-23 budget would be funded by revenues from local government, totaling \$167.5 million and reflecting the continued growth and development of our local economy. Similarly, the strong economic comeback in Virginia will raise the state's share of our budget next year to 27 percent or \$65.9 million. Federal funding is expected to remain at \$3.7 million.

A total of 85.9 percent of this funding request is devoted to compensation and benefits for the more than 2,600 professionals who teach, care for and support our nearly 13,500 students in 25 different schools, three regional centers and four local centers.

### World Class Investments

The pandemic has highlighted the urgency of investing in a world class team. The current school year has been marked by persistent shortages of school bus drivers, school nurses, technology professionals, child nutrition staff and substitute teachers. The marketplace model used to determine our ability to compete for the most qualified professionals is outdated.

Ever since the great recession more than ten years ago, annual compensation increases often have lagged behind inflation and in some years totaled zero.

We took a significant step forward a year ago with the adoption of a 5.2 percent compensation increase for teachers, a four percent raise for classified staff and the first step in the adoption of a \$15 hourly minimum wage for regular hourly employees. Next month, we will supplement these investments with a four percent increase for employees and for July, I propose a six percent compensation increase.

This at a time when the annual inflation rate is 7.5 percent, its highest level in 40 years.

Also provided for in this request is:

- The redesign of our Human Resources capabilities, moving from a staff shared with local government to a model 100 percent dedicated and focused on the staffing needs and employee support services of Albemarle County Public Schools employees;
- An investment of \$2.1 million to add 46 school-based substitute teachers to classrooms.

Prominent among the teaching and learning values in our division has been maintaining class sizes that are well below those required by the Virginia Department of Education. A decline in enrollment allowed us this year to temporarily reduce our class sizes. This funding request would continue these reductions at a cost of \$2.5 million. Average class sizes this year were 17.5 students in our elementary schools; between 18.5 and 20.4 in our middle schools and from 20.1 to 20.3 in our high schools.

## Capital Needs Long Overdue

The most substantial roadblock to continuous improvement facing our school communities are teaching and learning spaces that average more than 50 years in age and are so limited that we are forced to utilize more than 80 mobile classrooms or trailers at 12 of our schools. We have not added a new school to our division in 20 years, when the population of our county was 30 percent lower than it is today.

Our Long-Range Planning Advisory Committee has recommended a capital investment program for the next five years, identifying the need for two new elementary schools, a new high school center and renovations to elementary, middle and high schools.

In 2016, the school division, in partnership with local government, went to the voters to make the case for significant facility improvements that enhanced public safety and our ability to deliver high quality education services. More than 70 percent of those voting supported the capital improvements, resulting in more secure and modern learning environments for thousands of students.

The invaluable lesson of 2016 was one of partnership. When a thoughtful, relevant, well-reasoned, candid and quality of life appeal is made to the taxpayers of Albemarle County, it can prevail.

Regional planners advise us that over the next 30 years, Albemarle County's population will expand by 30 percent. The strategy of continually expanding facilities built before the Eisenhower administration and continuing to add even more mobile classrooms, is not sustainable. It is not in the best educational interests of our children, their families nor representative of our future as a thriving, prosperous county.

Our capital budgets, like our operating budgets, must be based upon documented needs with dedicated funding, designed in cooperation with our school community and our local government partners.

## Learning with and for All

Throughout the pandemic, our widespread use of technology platforms has transformed meetings that once involved a handful of community members to forums that have included hundreds and even thousands of participants.

The participation of our school community has contributed to our strategic plan, the redesign of our high school experience, our school naming reviews, our redistricting studies, our grading policies, the priorities in this funding request and the values that bring us together, are essential to our continuous improvement. We must continue to expand engagement even wider.

As I have noted on several occasions, these past two years, difficult, risky and inconvenient as they have been, have revealed uncommon strengths. Students have experienced learning environments known to no other generation of students, at least for 100 years. Learning has been different, not lost. Students have felt the support of caring adults who enthusiastically offer the expertise and the will to keep alive curiosity and energy, to focus on assets and not deficits, to advance *Learning for All*.

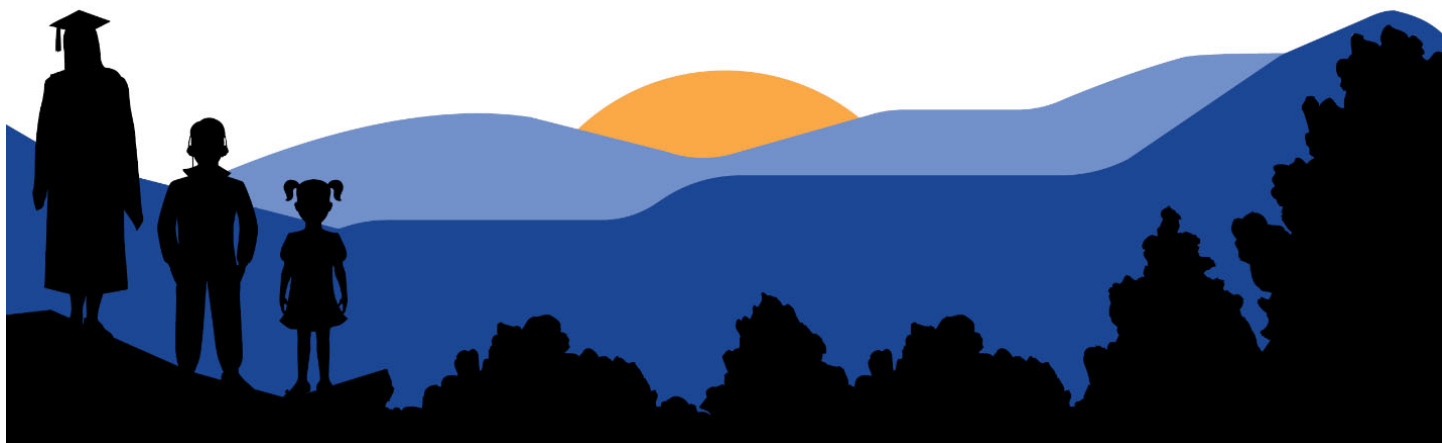
I would like to thank our School Board, our Board of Supervisors and our partners in local government, who come together to support our important work by putting student interests and those of our family and county first.

Especially, I am grateful for the thousands of parents who have partnered with us, the thousands of employees who have moved us closer to our mission every day and for our students, who constantly teach us valuable lessons about that human spirit that so powerfully brings to life, the turning points of transformational opportunities.

A handwritten signature in black ink, reading "Matthew S. Haas".

Sincerely,

Dr. Matthew S. Haas  
Superintendent of Schools





## General School Division Information

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

The ACPS serves nearly 14,000 students in preschool through 12th grade 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 rural, suburban and urban settings.

### **Strategic Plan: Learning for All**

#### Vision

Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

#### Mission

Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

We will know every student.

#### Core Values

**Equity:** We will provide every student with the level of support necessary to thrive.

**Excellence:** We will mitigate barriers and provide opportunities for every student to be academically successful.

**Family and Community:** We will engage with and share the responsibility for student success with families and community partners.

**Wellness:** We will support the physical and emotional health of our students and staff.

#### Goals

There are three goals on which our strategic plan rests:

In order to facilitate **Thriving Students**, ACPS will facilitate learning experiences grounded in high expectations, networks of care, and student curiosity to ensure academic and social-emotional development for all students while eliminating opportunity, access, and achievement gaps.

**Affirming and Empowering Communities** is about strengthening the social context of the environment in which ACPS community works.

**Equitable, Transformative Resources** concerns the intentional flow of critical, equitably distributed human, financial, technological, and other resources to the students and teachers for transformative learning to take place.

Thriving Students	
Objective	Met in Budget
We will ensure that each student is supported to achieve their best.	x
We will develop structures that support students' academic mental health for both proactive and intervention purposes. We will ensure that academic time demands placed on students allow them adequate time to pursue their personal interests, including enrichment activities, life-long learning and career goals.	x
We will increase student engagement in their own learning, in the school culture, and in the student governance.	x

Affirming and Empowering Communities	
Objective	Met in Budget
We will foster culturally responsive environments that affirm the identities and life experiences of all stakeholders.	x
We will commit to developing a culturally responsive environment that will respect and champion the diversity of the life experiences of all stakeholders and supports the physical and mental health of our students, staff, and families so they are actively empowered to engage in our school community.	x
We will actively empower all stakeholders, including those without children in our schools, to engage in our school community, through effective communications and community engagement strategies.	x

Equitable, Transformative Resources	
Objective	Met in Budget
We will attract, develop and retain the highest quality staff.	x
We will develop modern and environmentally sustainable facilities, infrastructure and equipment.	x
We will provide resources in an equitable manner that transforms learning experiences and opportunities for all students.	x

A full copy of our strategic plan, *Learning for All*, can be found on our website at [k12albemarle.org/strategic-plan](https://k12albemarle.org/strategic-plan).

## Portrait of a Learner

The first step our strategic development planning team took was to develop the Portrait of a Learner.

The Portrait acted as a guide in creating *Learning for All*, 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.

The Portrait consists of eight competencies that the Division aims to develop in each student before graduation:



**Adaptability:** Learn new skills and behaviors quickly in response to new conditions. Work effectively in a climate of uncertainty and changing priorities. Show quickness in thoughts and actions. Respond productively to feedback, praise, setbacks and criticism. Understand, negotiate, and balance diverse views and beliefs to reach workable solutions.



**Anti-Racism:** Possess increased awareness of the dynamics between race, power and privilege. Ability to speak out and challenge acts of racism. Maintain healthy cross-racial relationships with peers and school staff.



**Communication:** Express thoughts and ideas using oral, written and nonverbal skills in a variety of forms and contexts. Listen effectively to interpret meaning, including knowledge, values, attitudes and intentions. Exchange ideas for a range of purposes, paying attention to the needs and characteristics of varied audiences.



**Creativity:** Demonstrate originality, imagination and new ways of thinking about things and solving problems. Connect ideas that may not have been connected previously or connect them in new ways.



**Critical Thinking:** Make reasoned judgements that are well thought out. Seek to improve the quality of understanding by analyzing, assessing and reconstructing information. Apply disciplined intellect that is clear, rational, open-minded and informed by evidence.



**Empathy:** Value and engage diverse cultures and perspectives. Inquire about, understand and appreciate what others are thinking, feeling and experiencing. Use this knowledge to nurture relationships, improve conditions, further equity and promote inclusivity.



**Learner's Mindset:** Embrace curiosity to experience new ideas. Possess the desire to learn, unlearn and relearn. Develop positive attitudes and beliefs about learning. Believe that learning is growing, and doesn't always happen sequentially, linearly and/or predictably.



**Social Justice and Inclusion:** Uphold a commitment to equity, diversity and inclusion and the view that everyone deserves equal economic, political and social rights and opportunities. Promote equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege and power. Nurture an ability to navigate and critique dominant narratives and systems.

## School Board

### Jack Jouett District



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*Term expires 12/31/2025*

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*Term expires 12/31/2023*

### Samuel Miller District



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*Term expires 12/31/2025*

### Scottsville District



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*Term expires 12/31/2023*

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*Term expires 12/31/2023*



***School Division Administration***



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Superintendent  
of Schools



**Debora Collins**  
Deputy Superintendent



**Clare Keiser, Ed.D.**  
Assistant  
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

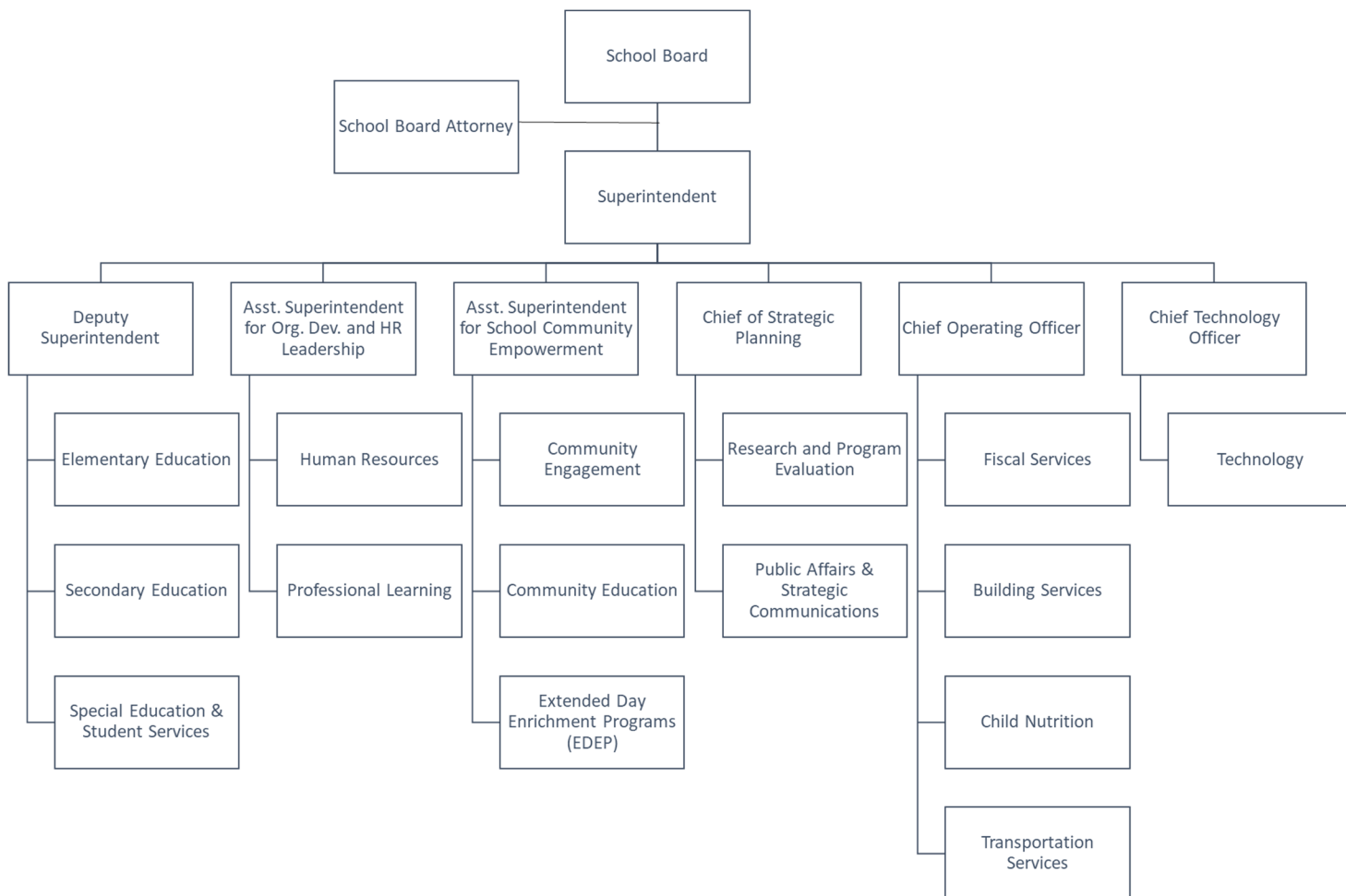


**Christine Diggs,  
Ed.D.**  
Chief Technology  
Officer



**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)
- 1 virtual school (K-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

2,640 total employees, including:

- 1,378 teachers  
(classroom teachers, speech pathologists, school counselors, instructional coaches, and librarians)
- 131 administrators  
(principals, assistant and associate principals, and central office and other leadership personnel)
- 1,131 classified staff  
(all non-teacher and non-administrative positions, such as teaching assistants, bus drivers, custodians, maintenance and food service staff, office associates, human resources staff, and other support staff)

### Our Teachers

- 70% hold advanced degrees
- 2% are National Board Certified
- Average years of teaching experience: 14

### Student Enrollment: Fall Membership

	2019-2020	2020-2021	2021-2022
Total Enrollment	14,435	13,532	13,697
Students with Disabilities	12.8%	12.4%	12.4%
Economically Disadvantaged	29.4%	31.7%	27.6%
English Learners	10.0%	10.1%	10.2%

### International Diversity of Our Student Population

- Countries of Origin: 91
- Home Languages Spoken: 69

## Class of 2021

	Division	State
Students Earning Advanced Diplomas	64.4%	52.8%
Four-Year Virginia On-Time Graduation Rate	96.5%	93.0%
Dropout Rate	3.0%	4.3%

## Advanced Program Information, 2020-2021

- Advanced Placement (AP) Test Taken: 10.09% of high school students
- AP Course Enrollment: 39.87% of high school students
- Dual Enrollment: 22.76% of high school students

## Data Spotlight

- Average number of meals served daily: 4,000 breakfasts and 8,400 lunches
- School bus miles traveled daily: 10,158
- Average Class Size:
  - Elementary – 17.5
  - Middle – 19.2
  - High – 20.1
- Student-to-Computer Ratio:
  - 1:1 with tablets for grades K-2
  - 1:1 with laptops for grades 3-12
- Children served last year (2020-2021) by our Families in Crisis (Homeless) Program: 225\*

*\*Note: The number of ACPS students identified as experiencing homelessness has decreased from school years prior to the COVID-19 pandemic. We attribute the decrease to assistance provided to families such as Virginia's Rent Relief Program and the eviction moratorium.*

## Budget Snapshot

### Operating Budget (Adopted)

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

### Per Pupil Expenses (Adopted)

- 2021-2022: \$15,040
- 2020-2021: \$13,609
- 2019-2020: \$14,234



## 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 2021 report at:

<https://www.k12albemarle.org/our-division/state-of-the-division/state-of-the-division-2021>

## 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/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 BOS, 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.

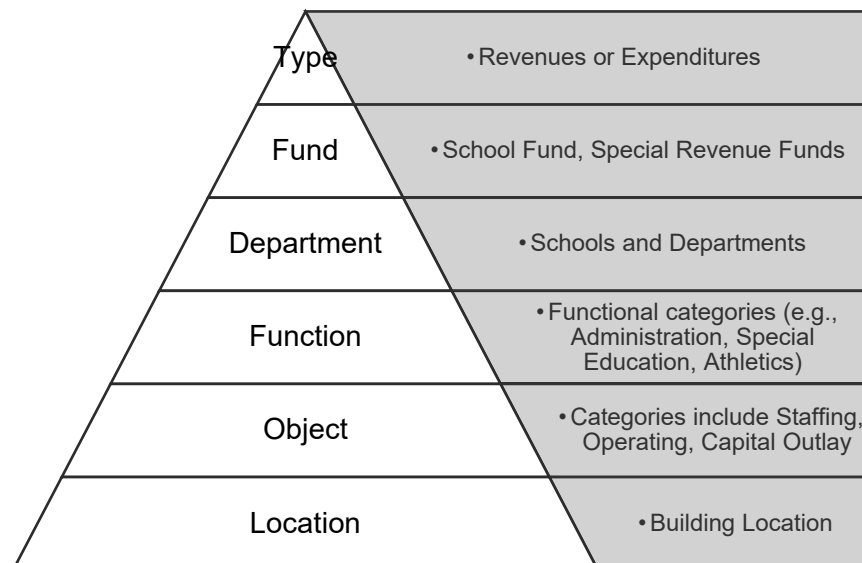
## Budget and Fund Appropriation

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. Plan, prepare, and implement a fiscally responsible budget that provides to the resources necessary to support the mission: *Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds. We will know every student.*
2. Engage stakeholders, including parents, teachers, staff, business leaders, volunteers, civic organizations and the community, in the development of budget priorities.
3. Provide a salary and benefit plan that supports the Division's competitive position and reflects market adjustments where necessary.
4. 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.
5. New budget proposals will align with the Strategic Plan and School Board Priorities.
6. 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. Projected salary and benefit savings based on historical actuals will be budgeted as a Lapse Factor to account for financial savings from vacancies.
3. Up to 10% of unspent funds within school operational budgets may be carried over into the following year's school operational budget.
4. 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.
5. Fee-based programs in the Special Revenue Funds will set fees and user charges to ensure their funds are self-sufficient.
6. 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 the ACPS.
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

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.



September 2021 – May 2022

## 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 Budget Input

In recognition of the changing needs of students and staff, the community input phase of the budget process started at each school with the principal convening two groups: students and teachers. Those groups discussed challenges that prevent them from learning and teaching, and they were empowered to think about what resources would help alleviate those challenges. The process continued at the Division level where a subset of previous participants came to discuss the specific barriers to learning and how those barriers could be removed. These ideas were collected presented to the larger community for their support. The most highly supported ideas have been included in the budget.

### Community Forums

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. Throughout the year, 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 Groups

Parent and citizen advisory groups offer a broad range of opportunities for community engagement with public education. With a commitment to continuous improvement and a belief in the value of community feedback, the ACPS collaborates with the following Division-level advisory groups:

#### *Advisory Committee for Environmental Sustainability*

Informs and advises the superintendent and school board about measures to help the school division develop and reach sustainability goals and foster an integrated series of tools and knowledge for the growth of environmental awareness.

#### *Athletic Advisory Council*

Serves as a forum for parents, students, and school officials to share ideas and exchange information in order to further advance the quality of the athletic student experience within ACPS.

#### *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.

### *Charter Schools Review Committee*

Reviews charter school applications, conducts applicant interviews, and makes recommendations to the school board. The committee convenes upon receipt of charter school applications and meets, as necessary, to carry out the responsibilities designated in School Board Policy LC, *Albemarle County Charter Schools*.

### *Classified Employee Advisory Committee*

Provides 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 aim to better share and exchange ideas and solutions to common problems across schools and work to better the school system and the surrounding community.

### *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.

### *Long-Range Planning Advisory Committee*

Informs and advises 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.

### *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.

### *Redistricting Advisory Committee*

When convened, works in cooperation with staff to analyze relevant data and redistricting options to present to the Superintendent.

### *School Health Advisory Board*

Assists with developing health policy in the division and evaluating the status of school health, health education, the school environment and health services.

### *Special Education Advisory Committee*

Comprised of parents of students who require special education services, educators in the field, and community members who have an interest in special education. The committee provides advice concerning the needs of children with disabilities receiving special education services and assists in the formulation and development of long-range plans for these children.

### *Talent Development Advisory Committee*

Oversees the implementation of the *Local Plan for the Education of the Gifted*, including participating in the biennial review and revision of the Local Plan and reporting to the School Board through the Superintendent about the needs of gifted learners in the ACPS.



### *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 county initiatives and programs.

### *Title I Parent Advisory*

Provides feedback and suggestions for ways the ACPS can improve its Title I program. The Title I Parent Advisory meets semi-annually.

Information about our advisory groups can also be found on our website at [www.k12albemarle.org/advisory](http://www.k12albemarle.org/advisory).

## FY 2022/23 Budget Development Calendar

Date	Meeting
Oct 14	School Board Work Session: CIP Update/Priorities
Oct 20	BOS/School Board Joint Work Session: CIP
Nov 11	School Board Work Session: State of the Division
Nov - Dec	CIP Advisory Committee Meetings
Dec 9	School Board Work Session: Budget Development
Feb 17	School Board Work Session: Superintendent presents Draft Funding Request (Work Session #1)
Feb 24	Special Budget Work Session (Work Session #2)
Mar 3	Public Hearing on School Budget and Special Budget Work Session (Work Session #3)
Mar 10	School Board Meeting: School Board approves Funding Request
April	Budget Updates
May 12	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)

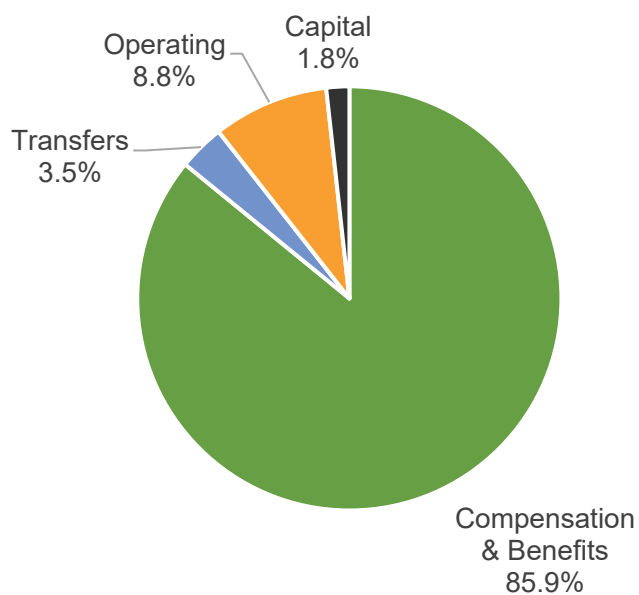
## FY 2022/23 Budget Overview

### School Fund Revenues

	2021-22 Adopted	2022-23 Draft	\$ Change	% Change
<b>Local</b>	\$144,087,097	\$169,469,700	\$25,382,603	17.6%
<b>State</b>	\$59,345,179	\$65,889,292	\$6,544,113	11.0%
<b>Federal</b>	\$3,682,761	\$3,682,761	\$0	0.0%
<b>One-Time</b>	\$4,131,040	\$3,000,000	(\$1,131,040)	-27.4%
<b>TOTAL</b>	<b>\$211,246,077</b>	<b>\$242,041,753</b>	<b>\$30,795,676</b>	<b>14.6%</b>

### School Fund Expenditures

	2021-22 Adopted	2022-23 Draft	\$ Change	% Change
<b>TOTAL</b>	<b>\$211,246,077</b>	<b>\$242,041,753</b>	<b>\$30,795,676</b>	<b>14.6%</b>



## School Fund Summary

Expenditures	18-19 Actuals	19-20 Actuals	20-21 Actuals	21-22 Adopted	22-23 Draft	Increase	Increase %
<b>Instruction</b>	<b>\$137,528,985</b>	<b>\$141,142,762</b>	<b>\$139,883,417</b>	<b>\$155,015,033</b>	<b>\$178,050,339</b>	<b>\$23,035,306</b>	<b>14.9%</b>
Staffing	\$126,455,776	\$130,411,187	\$131,903,587	\$143,932,148	\$165,514,994	\$21,582,846	15.0%
Operating	\$10,676,594	\$10,389,896	\$7,433,467	\$10,193,809	\$10,646,269	\$452,460	4.4%
Capital Outlay	\$396,615	\$341,680	\$546,364	\$559,107	\$1,759,107	\$1,200,000	214.6%
Contingency				\$75,000	\$75,000	\$0	0.0%
SB Reserve				\$254,969	\$54,969	(\$200,000)	-78.4%
<b>Admin/Attend&amp;Health</b>	<b>\$8,209,531</b>	<b>\$9,330,765</b>	<b>\$9,932,946</b>	<b>\$10,773,095</b>	<b>\$12,731,079</b>	<b>\$1,957,984</b>	<b>18.2%</b>
Staffing	\$7,472,076	\$8,590,878	\$9,302,998	\$9,767,867	\$11,438,667	\$1,670,800	17.1%
Operating	\$696,790	\$684,787	\$602,262	\$840,595	\$1,173,779	\$333,184	39.6%
Capital Outlay	\$40,664	\$55,100	\$27,686	\$164,633	\$118,633	(\$46,000)	-27.9%
<b>Technology</b>	<b>\$5,355,682</b>	<b>\$6,221,057</b>	<b>\$6,082,844</b>	<b>\$6,433,647</b>	<b>\$7,309,528</b>	<b>\$875,881</b>	<b>13.6%</b>
Staffing	\$4,513,757	\$5,016,697	\$4,979,712	\$5,245,344	\$5,976,125	\$730,781	13.9%
Operating	\$723,591	\$853,244	\$1,013,957	\$1,073,003	\$1,218,103	\$145,100	13.5%
Capital Outlay	\$118,334	\$351,116	\$89,175	\$115,300	\$115,300	\$0	0.0%
<b>Building Services</b>	<b>\$16,656,862</b>	<b>\$17,063,698</b>	<b>\$17,497,073</b>	<b>\$19,016,035</b>	<b>\$20,627,346</b>	<b>\$1,611,311</b>	<b>8.5%</b>
Staffing	\$9,433,569	\$9,827,590	\$9,751,596	\$11,213,675	\$12,818,780	\$1,605,105	14.3%
Operating	\$6,442,707	\$6,309,917	\$6,072,225	\$5,756,693	\$5,992,896	\$236,203	4.1%
Capital Outlay	\$780,586	\$926,191	\$1,673,252	\$2,045,667	\$1,815,670	(\$229,997)	-11.2%
<b>Facilities</b>	<b>\$992,167</b>	<b>\$479,888</b>	<b>\$436,620</b>	<b>\$435,000</b>	<b>\$435,000</b>	<b>\$0</b>	<b>0.0%</b>
Staffing	\$31,030	\$27,543	\$34,848				
Operating	\$1,900						
Capital Outlay	\$959,238	\$452,344	\$401,772	\$435,000	\$435,000	\$0	0.0%
<b>Transportation</b>	<b>\$11,612,222</b>	<b>\$11,321,786</b>	<b>\$10,847,070</b>	<b>\$12,255,116</b>	<b>\$14,351,669</b>	<b>\$2,096,553</b>	<b>17.1%</b>
Staffing	\$9,544,610	\$9,891,593	\$9,132,062	\$10,403,119	\$12,141,196	\$1,738,077	16.7%
Operating	\$1,617,479	\$1,380,632	\$1,417,533	\$1,841,997	\$2,197,473	\$355,476	19.3%
Capital Outlay	\$450,133	\$49,560	\$297,475	\$10,000	\$13,000	\$3,000	30.0%
<b>Transfers</b>	<b>\$5,122,672</b>	<b>\$4,659,361</b>	<b>\$7,667,475</b>	<b>\$7,318,151</b>	<b>\$8,536,792</b>	<b>\$1,218,641</b>	<b>16.7%</b>
Transfers	\$5,122,672	\$4,659,361	\$7,667,475	\$7,318,151	\$8,536,792	\$1,218,641	16.7%
<b>Expenditures Grand Total</b>	<b>\$185,478,122</b>	<b>\$190,219,317</b>	<b>\$192,347,445</b>	<b>\$211,246,077</b>	<b>\$242,041,753</b>	<b>\$30,795,676</b>	<b>14.6%</b>

Fund Summary	18-19 Actuals	19-20 Actuals	20-21 Actuals	21-22 Adopted	22-23 Draft	Increase	Increase %
Local School Revenue	\$2,407,726	\$1,904,372	\$1,725,116	\$1,860,657	\$898,372	(\$962,285)	-51.7%
State Revenue	\$48,482,073	\$51,723,143	\$58,794,526	\$59,345,179	\$65,889,292	\$6,544,113	11.0%
Federal Revenue	\$3,033,921	\$3,075,008	\$3,172,404	\$3,682,761	\$3,682,761	\$0	0.0%
Local Government Transfer	\$131,312,821	\$138,200,512	\$134,184,078	\$141,108,965	\$167,453,853	\$26,344,888	18.7%
Use of Fund Balance				\$5,221,040	\$4,090,000	(\$1,131,040)	-21.7%
Other Transfers	\$427,475	\$312,500		\$27,475	\$27,475	\$0	0.0%
<b>Revenues Grand Total</b>	<b>\$185,664,016</b>	<b>\$195,215,536</b>	<b>\$197,876,124</b>	<b>\$211,246,077</b>	<b>\$242,041,753</b>	<b>\$30,795,676</b>	<b>14.6%</b>

## School Fund Revenue Changes: Summary

### Local Revenues

Local Government General Fund Transfer	\$26,344,888
Rentals	(\$280,597)
Activity Fees	(\$88,000)
LED Lighting	(\$17,098)
Transfer for Human Resources	(\$586,590)
Other Local Revenues	\$10,000

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Local Revenue Changes Total	\$25,382,603
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### State Revenues

Basic Aid and Sales Tax (SOQ)	\$4,267,436
Other Standards of Quality Accounts	\$487,156
Lottery Funded Programs	\$661,723
Hold Harmless / No Loss Funding	\$409,461
Compensation Supplement	\$127,126
Other State Revenues	\$591,211

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State Revenue Changes Total	\$6,544,113
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### Federal Revenues

Federal Revenue Changes Total	\$0
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<b>RECURRING REVENUE CHANGES</b>	<b>\$31,693,491</b>
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### One-Time Revenues

One-Time Revenue Changes Total	(\$1,131,040)
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<b>RECURRING AND ONE-TIME REVENUE CHANGES TOTAL</b>	<b>\$30,795,676</b>
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## School Fund Revenue Changes: Descriptions

### Local Revenues

#### **Local Government General Fund Transfer** **\$26,344,888**

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.

#### **Rentals** **(\$280,597)**

Revenues for school building rental and other property rentals are projected to decrease as a result of the COVID-19 pandemic and continued the uncertainty regarding building use.

#### **Activity Fees** **(\$88,000)**

This decrease reflects actual activity fees collected from the three comprehensive high schools.

#### **LED Lighting** **(\$17,098)**

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.

#### **Transfer for Human Resources** **(\$586,590)**

Due to the Human Resources Redesign (page A-51), the transfer from Local Government is eliminated. Beginning in FY 2022/23, the Human Resources Department will serve only ACPS.

#### **Other Local Revenues** **\$10,000**

The decrease in Other Local Revenues is due to an increase in the sale of surplus equipment.

## State Revenues

### **Basic Aid and Sales Tax (SOQ) \$4,267,436**

FY 2022/23 sales tax revenues are forecasted to be significantly higher (14.0%) when compared to FY 2021/22. There is also an increase in Basic Aid, which is partially offset by the sales tax projection.

### **Other Standards of Quality Accounts \$487,156**

SOQ accounts are generally increasing due to increasing enrollment, a lower LCI, and higher per pupil allocations.

### **Lottery Funded Programs \$661,723**

Lottery Funded Programs are increasing due to higher projected numbers of eligible students and higher per pupil allocations.

### **Hold Harmless / No Loss Funding \$409,461**

In FY 2022/23, No Loss Funding is eliminated. It is replaced by Grocery Tax Hold Harmless (\$782,237) and Re-benchmarking Hold Harmless (\$1,708,979). Grocery Tax Hold Harmless provides state support for school divisions to cover a loss of funding due to the elimination of the state grocery tax, effective January 1, 2023. An additional state payment is provided to school divisions due to data elements within special education, pupil transportation, and non-personal support costs that are used in the biennial re-benchmarking process and that were affected by the pandemic in FY 2020 or FY 2021.

### **Compensation Supplement \$127,126**

The FY 2022/23 Compensation Supplement funding covers the state share of cost (including fringe benefits) for a 5.0% salary increase for funded SOQ instructional and support positions, effective July 1, 2022.

### **Other State Revenues \$591,211**

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 (\$1,131,040)**

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

## School Fund Expenditure Changes: Summary

### *Technical and Non-Discretionary*

Baseline Adjustment	\$(4,311,917)
Health Care Rate	\$2,385,167
Voluntary Early Retirement Incentive Program (VERIP)	\$40,667
High School Athletics	\$270,828
Building Services	\$165,587
Fiscal Services	\$88,147
Transportation Services	\$321,045
Technology Services	\$159,500
Transfer to CATEC	\$168,569

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<b>Technical and Non-Discretionary Total</b>	<b>\$(712,407)</b>
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### *Operational Changes and Restoration*

Relief Custodians	\$191,169
Deputy Clerk of the School Board	\$68,230
Professional Development	\$293,770
Department Operations Restoration	\$526,798
Positions Restoration	\$164,640
Transfer to Bright Stars	\$50,000
Transfer to Learning Resources	\$100,000

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<b>Operational Changes and Restoration Total</b>	<b>\$1,394,607</b>
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### Enrollment and Demographics

Enrollment and Demographics	\$72,936
Special Education Staffing	\$739,423
Special Education Services	\$330,292

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<b>Enrollment and Demographics Total</b>	<b>\$1,142,651</b>
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### One-Time Expenditures

Compensation Study Recommendations	\$3,000,000
Transfer to the Capital Improvement Program	\$1,500,000

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<b>One-Time Expenditures Total</b>	<b>\$4,500,000</b>
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### Proposals

Compensation Increase	\$17,225,666
Class Size Reduction <sup>1</sup>	-
Elementary School Assistant Principals	\$592,836
Health Services	\$140,777
Substitute Program Improvements	\$2,110,738
Schools Field Trip Funding	\$561,593
Human Resources Redesign	\$839,215
Technology Replacement Program	\$1,800,000
Furniture Replacement Program	\$1,200,000

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<b>Proposals Total</b>	<b>\$24,470,825</b>
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<b>EXPENDITURE CHANGES TOTAL</b>	<b>\$30,795,676</b>
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<sup>1</sup> The cost of the Class Size Reduction proposal is shown as part of *Enrollment and Demographics*.

## School Fund Expenditure Changes: Descriptions

### *Technical and Non-Discretionary*

#### **Baseline Adjustment** **\$(4,311,917)**

The baseline budget for FY 2022/23 assumes that the budgeted number of FTEs and services remain flat from the previously adopted FY 2021/22 budget. It is updated for actual compensation and benefits costs, average compensation assumptions for classified vacancies, and TB6 (Master's Degree + 6 years of experience) for teacher vacancies. This results in savings (-\$1,227,341) 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 (-\$4,131,040)
- Increase in projected vacancy savings (lapse factor) (-\$480,309)
- Addition of approved mid-year expenditure changes (+\$1,125,182)
- Other mid-year changes and technical corrections (+\$401,591)

#### **Health Care Rate** **\$2,385,167**

In Plan Year 2022 (January to December 2022), the employer premium rate increase was approximately 8%. Plan Year 2023 (January to December 2023) is planned for a 6% increase. The fiscal year budgeted rates (July 2022 to June 2023) reflect an approximate 16% increase, because there was a holiday planned in FY 2021/22 and no holiday planned in FY 2022/23.

#### **Voluntary Early Retirement Incentive Program (VERIP)** **\$40,667**

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

#### **High School Athletics (3.0 FTE)** **\$270,828**

Due to contractual changes with the current vendor for athletics training services, one trainer at each comprehensive high school is added to maintain current service levels. This increase is partially offset by a slight decrease in school contracts costs.

#### **Building Services** **\$165,587**

Operating costs for building services are increasing due to higher contractual obligations and increasing utility rates and supplies costs. Custodial and building repair costs have increased sharply, including pricing for paper products, trash liners, hand soap, gloves, floor finish, scrubbing pads, repair parts, HVAC filters and parts, copper piping, electrical components, lumber, building supplies, paint, fertilizer and road salt.

- Energy performance contract (\$16,412)
- Cost of supplies (\$77,400)
- Water/sewer utility rates and increased building area (\$45,000)
- Center 1 lease and cleaning services contract (\$26,775)

#### **Fiscal Services** **\$88,147**

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 (\$19,000). In addition, an increase is budgeted for vehicle insurance payments (\$5,500), an increase in the transfer to local government for Purchasing card (P-card) administration services (\$5,010) and Workers Compensation benefits for the division as a result of overall compensation increases (\$58,637).

**Transportation Services** **\$321,045**

Operating costs for transportation services are increasing due to higher contractual obligations and increasing costs for fuel and parts. Previously, vehicle replacements were funded by one-time funding which was uncertain from year to year.

- Transfer to the Vehicle Replacement Fund (\$200,000)
- Fuel cost increase (\$107,845)
- Tire cost increase (\$30,000)

**Technology Services** **\$159,500**

Operating costs for technology services are increasing due to higher licensing costs, contractual obligations, and increased technology use. Examples includes costs for cell phones, visitor management system, Zoom, Anonymous Reporting App, firewall and network switches. In addition, \$55,000 is added for a document and asset management systems.

**Transfer to CATEC** **\$168,569**

The transfer to CATEC is planned to increase in FY 2022/23 primarily due to due to compensation and benefits increases. In addition, this budget reflects an increase in the Career and Technical Education state flow-through grant (\$9,699).

**Operational Changes and Restoration****Relief Custodians (3.0 FTE)** **\$191,169**

The Building Services department is adding additional floating custodians, to bring the total up from 7 to 10 FTE. According to the staffing standards, the number of floating custodians should be equal to the number of regular custodian's times the average leave hours per year, divided by 2,080. With 130 regular custodians, and average leave hours of 24 days times 8 hours a day, or 192 hours, current standards support 12 FTEs for the floating custodial position. The additional 3 FTE move the Building Services department much closer to that number.

**Deputy Clerk of the School Board** **\$68,230**

This budget adds one Deputy Clerk of the School Board. The position will serve the administrative functions of the Office of the School Board and provide support to the Clerk of the School Board.

**Professional Development** **\$293,770**

This increase adds additional stipends for Culturally Responsive Teaching (CRT). All new ACPS employees are required to participate in CRT training. In addition, the budget includes additional funds for professional learning stipends for classified employees to bring professional development payment practices in line with teacher professional development practices.

**Department Operations Restoration** **\$526,798**

In FY 2020/21, department operating budgets were reduced in response to a projected decrease in revenues. This proposal restores the funding in department operating budgets, which are generally held flat from year to year.

**Positions Restoration** **\$164,640**

In FY 2020/21, 2.0 instructional coach positions were left unfilled in response to a projected decrease in revenues. This proposal restores the funding for these positions.

### **Transfer to Bright Stars** **\$50,000**

The transfer to the Bright Stars Fund is increasing by \$50,000 to support the costs of a full-time Bright Stars coordinator.

### **Transfer to Learning Resources** **\$100,000**

The transfer to the Learning Resources Fund is increasing by \$100,000 to meet the material needs for learning resource replacement and maintenance.

## **Enrollment and Demographics**

### **Enrollment and Demographics** **\$72,936**

There are several enrollment and demographic factors that have significantly shifted the level of FTEs for FY 2022/23. A projected to projected K-12 enrollment decrease of 398 students results in an FTE decrease of 29.4 FTE. The World Languages program in elementary schools and English as a second or other language (ESOL) program is expanded per the staffing standards. A counselor is added to Center I for increasing enrollment, and FTEs are shifted from Brownsville to Crozet Elementary School as a result of redistricting. These changes are offset by a reduction in contingency FTEs that were budgeted in FY 2021/22.

The overall 30.8 FTE decrease is offset by a proposal to reduce class size staffing ratios by one student at all levels (page A-40).

	<b>FY 2021/22</b>	<b>FY 2022/23</b>	<b>FTE</b>	<b>Total Change</b>
<b>Enrollment Change</b>	14,046 K-12 students	13,648 K-12 students	-29.4	
<b>Redistricting</b>	Crozet: 339 K-5 students Brownsville: 781 K-5 students	Crozet: 558 K-5 students Brownsville: 562 K-5 students	-0.4	
<b>World Languages</b>	5 elementary schools	7 elementary schools	+2.0	<b>-30.8 FTE decrease</b>
<b>Center I</b>	71 students (actual)	120 students (projected)	+1.0	
<b>ESOL</b>	1,041 EL students	1,112 EL students	+1.0	
<b>Contingency</b>	5.0 FTEs	0.0 FTEs	-5.0	
<b>Class Size Reduction Proposal</b>	K-3: 20.55 to 1 4-5: 22.75 to 1 6-12: 24.00 to 1	K-3: 19.55 to 1 4-5: 21.75 to 1 6-12: 23.00 to 1		<b>+30.5 FTE increase</b>

**Special Education Staffing (8.98 FTEs) \$739,423**

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, 2021 Child Count indicates that the level of needs for students with special needs is increasing in ACPS.

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 Services \$330,292**

The transfer to the Children's Services Act (CSA) Fund is increasing by \$300,000 for three primary reasons:

1. the number of students with special needs that require private day placements is increasing;
2. the cost for private day and residential placements is increasing, and
3. a small increase in the number of students with disabilities with extremely challenging behaviors in which all in-State options have been exhausted resulting in costly out of State residential services.

Payments to Piedmont Regional Education Program (PREP) and Ivy Creek tuition are projected to increase by \$30,292 due to increased cost for individual tuition as well as the addition of vision services to address the orientation and mobility needs of students with visual impairments in our neighborhood schools.

**One-Time Expenditures****Compensation Study Recommendations \$3,000,000**

This amount is budgeted for the one-time use of fund balance, which will be used to address compensation recommendations as provided by the Compensation Study being conducted during 2021-22. Since the final amount required is unknown, this placeholder amount will serve as a temporary funding solution to address the most urgent compensation needs during 2022-23.

**Transfer to the Capital Improvement Program \$1,500,000**

A one-time transfer to the Capital Improvement Program (CIP) is recommended to address unfunded ACPS facilities' needs.



## School Fund Expenditure Changes: Learning for All Proposals – 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>2</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>2</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>2</sup> Specific, Measurable, Achievable, Relevant and Time-bound

## Compensation Increase

**\$17,225,666**

Thriving Students	Empowering Communities	Transformative, Equitable Resources
✓ ACPS will increase student engagement in their own learning, in the school culture, and in student governance.	✓ Support the physical and mental health of our students, staff and families.	✓ Provide resources in an equitable manner that transforms learning experiences and opportunities for all students

This proposal includes strategies for attracting, developing, and retaining the highest quality staff. During FY 2021-22 a 4% salary increase was implemented mid-year, and a further 6% salary increase is proposed for the beginning of FY 2022-23 (July 1, 2022). In addition, a comprehensive compensation study is planned during Spring, 2022 to review instructional and classified positions against various markets and provide further recommendations for teacher and classified pay scales and the supplemental pay schedule.

\$878,796 of this proposal will be used for targeted pay increases for certain hard-to-fill positions based on internal reviews and results of the compensation study.

An additional \$350,000 of the proposal will be used to provide adjustment pay to select groups of non-exempt employees due to changes in the payroll structure and cycle. These adjustments will raise the overall annual pay for positions such as bus drivers, teaching assistants, and office assistants.

	FY 2022/23	FY 2023/24	FY 2024/25	FY 2025/26	FY 2026/27
10.24% salary increase	\$15,996,870	\$15,996,870	\$15,996,870	\$15,996,870	\$15,996,870
Targeted pay increases	\$878,796	\$878,796	\$878,796	\$878,796	\$878,796
Adjustment pay	\$350,000	\$350,000	\$350,000	\$350,000	\$350,000
<b>Total Budget</b>	<b>\$17,225,666</b>	<b>\$17,225,666</b>	<b>\$17,225,666</b>	<b>\$17,225,666</b>	<b>\$17,225,666</b>



**INPUTS:** Prior to the beginning of the 2022-23 school year, the following milestones of program implementation will be completed:

- A consultant will be hired to conduct a division-wide compensation study.
- Recommendations of the compensation study will be presented.
- Comparative Markets for various positions and employee groups will be developed.

**ACTIVITIES:** By July 1, 2022, the following activities will be completed:

- A phased approach of compensation adjustments will be developed, beginning in FY 2022-23.
- 6% salary increase will be implemented July 1, 2022.
- Additional market analyses will be conducted as necessary.

**OUTPUTS:** The following short-term SMART goals will help demonstrate successful implementation of the Proposal, as measured on June 30, 2023:

- Exit survey data will not include compensation as one of the top five reasons for leaving.
- Engagement survey data will indicate a decrease in the percentage of employees that are 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 by June 30, 2025:

- Employee 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 a decrease in the percentage of employees are dissatisfied with compensation.

## Class Size Reduction

*Budget included as part of Enrollment and Demographics on page A-36*

Thriving Students	Empowering Communities	Transformative, Equitable Resources
 <p>ACPS will increase student engagement in their own learning, in the school culture, and in student governance.</p>	 <p>Support the physical and mental health of our students, staff and families.</p>	 <p>Provide resources in an equitable manner that transforms learning experiences and opportunities for all students</p>

Teacher FTEs are allocated to schools based on projected enrollments for the next school year. In FY 2021/22, the staffing ratios are: K-3: 20.55 students per FTE; 4-5: 22.75 students per FTE; 6-12: 24.00 students per FTE (and adjusted for class loads). The resulting actual number of students per class are related to the accuracy of the enrollment projection and how FTEs are assigned to specific subjects. While related, the staffing ratio and actual class size may differ for this reason.

This proposal reduces the staffing ratio by 1 student at each level. The proposed FY 2022/23 staffing ratios are:

- K-3: 19.55 students per FTE
- 4-5: 21.75 students per FTE
- 6-12: 23.00 students per FTE (and adjusted for class loads).

During the 21-22 school year, class sizes were reduced due to lower than projected enrollment and by allocating additional FTE using federal one-time pandemic relief funds. This proposal adds 30.0 FTEs in recurring operating expenses and is projected to maintain the average class sizes seen during the 21-22 school year.

*This proposal adds 30.5 FTE in the FY 2022/23.*

**INPUTS:** Prior to the beginning of the 2022-23 school year, the following milestones of program implementation will be completed:

- Class size ratios will be implemented for each school and student/teacher ratios are examined prior to the start of school (August 2022).

**ACTIVITIES:** By August, 2022, the following activities will be completed:

- All schools will have a staffing meeting to determine deployment of staff to meet student/teacher ratios.
- All schools will provide documentation that their class sizes met the standards set. Waivers will be submitted for those classes unable to meet the standard. Waiver will include reasons and ways to meet the spirit of the ratio requirements (more student support, know every student, etc.)

**OUTPUTS:** The following short-term SMART goals will help demonstrate successful implementation of the Proposal, as measured in December 2022:

- All schools will submit their initial class assignment plans to determine if schools are meeting the standards established by ACPS.
- Class size reports will be run on September 15 and November 15. Adjustments will be made if necessary.

**OUTCOMES:** The following long-term SMART goals will help determine success/effect/impact of the proposal by June 2023:

- 80% of students will successfully pass their grade or courses assigned.
- All schools will be accredited as determined by the Virginia Department of Education.

## Elementary School Assistant Principals

\$592,836

Thriving Students	Empowering Communities	Transformative, Equitable Resources
 ACPS will develop structures that support students' academic mental health for both proactive and intervention purposes.	 Support the physical and mental health of our students, staff and families.	 Attract, develop and retain the highest quality staff.

This proposal enhances the Elementary School Assistant Principal staffing standard by ensuring that every elementary school has at least two administrators. In FY 2022/23, this would add 5.0 FTE, assigned to Broadus Wood, Murray, Red Hill, Scottsville and Stony Point Elementary Schools. Not only has the administrative workload increased due to increasing demands of testing requirements, student health requirements, safety and security and overall logistics, the strategic plan calls for more direct attendance at Professional Learning Communities (PLC), establishing stronger relationships between school and home, and providing feedback and coaching around instructional practices as outlined in learning walks and the Educator Performance Appraisal. Most of these small elementary schools are in the rural regions of Albemarle County and when the principal is away they may be without administrative coverage and support. In parallel, the Elementary Assistant Principal School job scope will be reviewed and updated.

	FY 2022/23	FY 2023/24	FY 2024/25	FY 2025/26	FY 2026/27
FTE	5.0	5.0	5.0	5.0	5.0
Operational Budget	-	-	-	-	-
<b>Total Budget</b>	<b>\$592,836</b>	<b>\$592,836</b>	<b>\$592,836</b>	<b>\$592,836</b>	<b>\$592,836</b>

**INPUTS:** Prior to the beginning of the 2022-23 school year, the following milestones of program implementation will be completed:

- Convene a committee of principals and assistant principals to review and rewrite the elementary assistant principal job description.
- Follow the hiring processes for assistant principals.
- Survey current principals about job satisfaction (ability to complete all tasks in a timely manner, ability to connect with parents, ability to connect with students, ability to provide testing services in their schools, ability to attend PLCs, and complete requirements of the EPA).

**ACTIVITIES:** By August 1, 2022, the following activities will be completed:

- By March 1, 2022, the job description for Elementary Assistant Principals will be reviewed and updated by a small representative committee.
- By March 15, 2022, the new Assistant Principal job description will be reviewed by current elementary assistant principals and principals with feedback provided to allow for additional edits to be made.
- By April 15, the new Elementary Assistant Principal job description will be finalized, reviewed and classified by Human Resources and provided to all elementary school principals.
- By July 1, 2022, all assistant principal vacancies will be filled following the designated recruitment and hiring process.

**OUTPUTS:** The following short-term SMART goals will help demonstrate successful implementation of the Proposal, as measured by June, 2023:

- The number of Learning Walks completed by principals and APs for each teacher by the end of the first semester will show an increase over prior year data.
- Either the principal or Assistant Principal will attend PLC meetings, demonstrating an increase in attendance when compared with the prior year data.
- Check-ins with principals include statements that indicate an increased level of job satisfaction.
- Testing services (plan and implementation) will be completed without error.

**OUTCOMES:** The following long-term SMART goals will help determine success/effect/impact of the proposal by June 2023.

- A survey of principals will show job satisfaction trending more favorably than in the initial survey.
- A survey of staff will indicate overall feelings of support from the faculty trending favorably.
- A survey of community members will show a feeling of connection trending favorably.

## Health Services

\$140,777

Thriving Students	Empowering Communities	Transformative, Equitable Resources
 ACPS will develop structures that support students' academic mental health for both proactive and intervention purposes.	 Support the physical and mental health of our students, staff and families.	 Develop modern and environmentally sustainable facilities, infrastructure and equipment.

This proposal improves health services at schools by enhancing the staffing standards of school nurses to meet the increased demands of the positions. It adds 1.0 Coordinator of Nursing and Health Services and 1.0 School-based Nurse in the first year. An enhanced staffing standard, which will be implemented over the next five years is based on ACPS enrollment projections and the National Association of School Nurses 750:1 Ratio Recommendation.

	FY 2022/23	FY 2023/24	FY 2024/25	FY 2025/26	FY 2026/27
FTE	2.0	5.0	8.0	8.0	9.0
Operational Budget	-	-	-	-	-
<b>Total Budget</b>	<b>\$140,777</b>	<b>\$380,000</b>	<b>\$620,000</b>	<b>\$620,000</b>	<b>\$700,000</b>

**INPUTS:** Prior to the beginning of the 2022-23 school year, the following milestones of program implementation will be completed:

- Coordinator of Nursing and Health Services is active.
- Staffing Plan is finalized (licensure, placement, job descriptions).
- Metrics for nursing services are finalized.

**ACTIVITIES:** By 7/1/23, the following activities will be completed:

- Expectations for health services are assessed, analyzed and reported to the Superintendent.
- Metrics for health services are assessed, analyzed and reported to the Superintendent.
- All high schools are staffed to meet national standards.

**OUTPUTS:** The following short-term SMART goals will help demonstrate successful implementation of the Proposal, as measured on 7/1/23:

- System for collection of baseline for health services activities collected at high schools by 9/1/22.
- Quarterly data health services data collected, and analyzed (Control vs. AHS Team) by 12/15/22.
- Nursing / health services team at AHS will develop procedures, practices and recommendations for successful high school nursing teams for the 2022-23 school year by April 15, 2023.

**OUTCOMES:** The following long-term SMART goals will help determine success/effect/impact of the proposal by 7/1/2023:

- AHS will report all required documentation, health screenings and health services delivered according to expectations quarterly.
- AHS health services data will confirm additional staffing increased nursing job satisfaction by 12/15/2022.

## Substitute Program Improvements

**\$2,110,738**

Thriving Students	Empowering Communities	Transformative, Equitable Resources
✓  ACPS will ensure that each student is supported to achieve their best.	✓  Support the physical and mental health of our students, staff and families.	✓  Attract, develop and retain the highest quality staff.

Substitute Teachers have served as essential personnel throughout the pandemic and they have been a significant part of our ability to continue to maintain school operations. Substitute Teachers have been flexible, and willing to take on the presented challenges, stepping into diverse situations, committed to working to ensure that our students are supported amidst constantly changing circumstances.

In an effort to attract more highly qualified substitute teachers, ACPS will implement the following Substitute Program Improvements to:

- (1) Help schools with providing in-person instruction by increasing the number of Substitute Teachers;
- (2) Increase same day fill rates by implementing a temporary "Critical Need/Hard-to-Fill Supplement" for daily substituting;
- (3) Incent our current school staff (who know our students, school routines, and Division vision, mission, and goals) to substitute for teachers when they are absent; and
- (4) Maintain competitiveness in the current market and standing as a Division that attracts High Quality Substitute Teachers to fill in when teachers are absent.

This proposal adds 46 school-based substitutes and 1 central substitute coordinator.

	FY 2022/23	FY 2023/24	FY 2024/25	FY 2025/26	FY 2026/27
Positions	47.0	47.0	47.0	47.0	47.0
Operational Budget	-	-	-	-	-
<b>Total Budget</b>	<b>\$2,110,738</b>	<b>\$2,110,738</b>	<b>\$2,110,738</b>	<b>\$2,110,738</b>	<b>\$2,110,738</b>



INPUTS: Prior to the beginning of SY 2022-23, the following milestones of program implementation have been completed:

- Developed a Standard Operating Procedure for substitute pay structures, to include daily subs, long-term subs, retiree incentive, and incentives for current employees who are asked to substitute.
- Allocated FTE and hiring a “permanent sub” for each school.
- Developed a staffing standard for “school-based substitutes.”
- Developed a job description and will have hired a Substitute Coordinator.

ACTIVITIES: By the end of SY 2022-2023, the following activities will be completed:

- Share information with Principals and Leadership Team (Previous program iteration during SY 2019-2020; 2020-2021).
- Incentive implementation plan
  - Interest Meeting, contracts, tracker, end of the month payment (transitioning SY 2021-2022 to bi-weekly pays) received in paycheck.
- Developed Communication Plan (Compass, SAB, Leadership/Principals Meeting).
- Floater Substitute (SY 2019-2020-one year only); School-Based Substitutes (SY 2021-2022)
- Retiree Incentives (SY 2019-2020); Daily Substitute Rate Increase (SY 2021-2022).
- Implemented Incentive for Teaching Assistants & Teachers to Serve as Substitutes (SY 2020-2021; Daily Substitute Rate/Incentive Increased (SY 2021-2022).
- Developed process for inputting “vacancy filled by staff”.
- Review and finalize a job description for “school-based substitutes.”
- Recruit and hire school-based substitutes at each school to align with the staffing standard.
- Continued implementation of the sub incentive programs as indicated by the developed SOP.
- Ensure that all daily substitutes are utilizing the substitute management system to seek and select jobs.

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the Proposal, as measured on June 30, 2023:

- Metrics from month-to-month comparisons for the last three academic years will show an increased fill rate.
- The number of daily substitutes needed will decrease when compared with prior year metrics.
- Fewer staff members will be asked to cover classes in addition to their own workload when compared with prior year metric.
- The number of available daily substitutes will increase to allow for a 85% fill rate.

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal by June 30, 2024:

- Staff filling same day substitute assignments will know the students and teachers which will increase the continuity of instruction during a teacher’s absence.
- Substitute teachers will indicate that they have received training to help them feel successful in their role.
- The Substitute Coordinator will have a positive impact on the recruitment, onboarding, development, and placement of substitutes as indicated on a survey.

## Schools Field Trip Funding

**\$561,593**

Thriving Students	Empowering Communities	Transformative, Equitable Resources
 ACPS will increase student engagement in their own learning, in the school culture, and in student governance.	 Actively empower all stakeholders to engage in our school community.	 Provide resources in an equitable manner that transforms learning experiences and opportunities for all students.

Field experiences, defined as trips outside of the school building or experiences brought into the school for the purpose of bringing relevance to the curriculum, offer a unique opportunity for students to create connections, which will help them gain understanding and develop an enjoyment of learning. These experiences enrich and expand the curriculum, strengthen observation skills by immersing students into sensory activities, increase knowledge and understanding in a particular subject area and expand children's awareness of their own community and future career opportunities.

To date, field trips have been left to individual grade levels and schools. With this proposal, field experiences will be developed for each grade level (2 per year) and constructed to touch multiple content areas over the course of the student's K-12 experience. In addition, by developing a program of field experiences (both the experience and the lessons for the experience), all ACPS students will have equitable access with clear curricular connections. Finally, by providing the funding for field trips (to the Transportation Department) or field experiences (to schools), this proposal will guarantee the resources will be provided.

	FY 2022/23	FY 2023/24	FY 2024/25	FY 2025/26	FY 2026/27
FTE	-	-	-	-	-
Operational Budget	\$561,593	\$561,593	\$561,593	\$561,593	\$561,593
<b>Total Budget</b>	<b>\$561,593</b>	<b>\$561,593</b>	<b>\$561,593</b>	<b>\$561,593</b>	<b>\$561,593</b>

**INPUTS:** Prior to the beginning of the SY 2022-23, the following milestones of program implementation will be completed:

- Co-construct with teachers, the grade experiences for each grade level.
- Develop a K- 12 continuum for the field experiences tied to content and career areas.

**ACTIVITIES:** By June, 2023, the following activities will be completed:

- Co-construct with teachers, the grade experiences for each grade level through a series of meetings (August, 2022).
- With a teacher from each grade level group, develop a continuum of experiences for K-12 (August, 2022).
- Share field experiences with teachers and confirm all expectations during pre-school week (August, 2022).
- Develop a Division-wide approach for payment for these experiences (September, 2023)
- Iterate the field experiences based on feedback from students and teachers. (June, 2023)
- Create and deliver teacher and student surveys to be collected after each field experience (ongoing).

**OUTPUTS:** The following short-term SMART goals will help demonstrate successful implementation of the Proposal, as measured by the end of 2022-23 school year:

- All students, by the end of the SY 2022-23, will have mastered the key understandings of the field experiences in which they participated.
- All teachers will provide feedback to students for each field experience's essential understandings.

**OUTCOMES:** The following long-term SMART goals will help determine success/effect/impact of the proposal by June, 2023:

- By the end of the school year (June, 2023), students will show mastery of the expectations set in each field experience.
- By the end of the school year (June, 2023), all 70% of the students and each PLC (teachers) will provide written feedback to the field trip coordinator (lead coaches at central level) regarding the lesson, objectives, and projects/products).

## Human Resources Redesign

\$839,215

Thriving Students	Empowering Communities	Transformative, Equitable Resources
✓  ACPS will ensure that each student is supported to achieve their best.	✓  Support the physical and mental health of our students, staff and families.	✓  Attract, develop and retain the highest quality staff.

ACPS and Albemarle County Government are both currently supported by a single Human Resources department. As a Human Resources department's systems and structures must be aligned to support the organizational culture, leadership has recognized that the current model cannot effectively support the needs of both organizations. As such, a decision has been made for to separate into two distinct Human Resources departments (for ACPS and Albemarle County) to better serve the growing employee workforce and to best meet the priorities of the two agencies.

Based on recommendations from the HR Redesign consultant, funding is necessary to provide the structures necessary to best support the needs of our employees through all aspects of their ACPS career. In FY 2021-22, the Human Resources department has 22.5 shared FTE (17.5 of which are dedicated to ACPS), and has hired an additional 6 temporary employees to meet the demands.

In order to best support the restructure of the Human Resources department, an increase to 26.0 FTE dedicated to ACPS is needed. This increase will eliminate the need for long-term temporary employees. Through the addition of FTE, the restructure of human resources will have dedicated focus areas:

- a Center for Expertise that focuses on HR functions such as compensation, benefits, wellness and safety,
- a Service Center to allow employees both self-service and in-person access to respond to their questions, and
- Business Partners who will work with ACPS leaders and employees to address school, department and/or employee needs.

Additionally, in FY 2021/22, all major technology operations are owned, operated, and supported by the Albemarle County Government. As such, the ACPS will need to implement its own Human Resources Information System (HRIS) to support the HR-related needs of the School Division. 2.0 FTE are recommended to be added to the Department of Technology to serve as an HRIS administrator and as a Technical Support Specialist (TSS).

This proposal adds 3.5 FTE to the Department of Human Resources and 2.0 FTE to the Technology Department. Operationally, \$46,000 is added for new talent and recruitment expenses, and \$200,000 is added for ongoing licensing costs for the HRIS.

	FY 2022/23	FY 2023/24	FY 2024/25	FY 2025/26	FY 2026/27
Total FTE	5.5	5.5	5.5	5.5	5.5
Operational Budget	\$246,000	\$246,000	\$246,000	\$246,000	\$246,000
<b>Total Budget</b>	<b>\$839,315</b>	<b>\$839,315</b>	<b>\$839,315</b>	<b>\$839,315</b>	<b>\$839,315</b>
<i>New Funding*</i>	<i>\$1,425,905</i>	<i>\$1,425,905</i>	<i>\$1,425,905</i>	<i>\$1,425,905</i>	<i>\$1,425,905</i>

\*Includes the elimination of the revenue transfer from Local Government of \$586,590.

INPUTS: Prior to the beginning of SY 2022-23, the following milestones of program implementation will be completed:

- A consultant was hired to research best practices in school division Human Resources and develop a proposal based on that research. The proposal was completed in December 2021.
- All job descriptions for roles in the Human Resources department will be reviewed, rewritten, and reclassified to align with the roles and responsibilities of the proposed redesign.
- A Request for Information (RFI) was posted to gain information regarding Human Resources Information Systems (HRIS). The selection of the new system is in process with anticipated completion by April 2022.

ACTIVITIES: By July 1, 2022, the following activities will be completed:

- The current Human Resources staff will be realigned into new roles and responsibilities, and the hiring for vacant positions will be completed.
- A Human Resource Information System (HRIS) will be selected, under contract, and be working towards complete implementation.
- The Human Resources department staff will develop the vision, mission, goals and outcomes based on the intention of the redesign and the ACPS Strategic Plan.

OUTPUTS: The following short-term SMART goals will help demonstrate successful implementation of the Proposal, as measured on September 30, 2022:

- By September 30, 2022 the Human Resources Department will develop a Department Improvement plan with goals, strategies and metrics developed to align with the three primary functions of the Human Resources department.
- By December 30, 2022 the HRIS will be fully functional with staff trained in use of the system as evidenced by the ability to input data and run reports to identify current state and historical information regarding employees.
- By October 1, 2022 a communications plan will be implemented to introduce ACPS employees to the new Human Resources department which will include employee facing information about how HR can best serve them.

OUTCOMES: The following long-term SMART goals will help determine success/effect/impact of the proposal by June 30, 2023:

- By June, 2023, retention of teachers, administrators and support staff will show an increase of 2%.
- By June, 2023 customer service metrics will be determined and results from the related survey will show that employees indicate their experience with Human Resources to be favorable.
- By June, 2023 a survey of the Human Resources staff will show a favorable rating as related to work responsibilities, collaboration and satisfaction in their work.

## Technology Replacement Program

**\$1,800,000**

Thriving Students	Empowering Communities	Transformative, Equitable Resources
✓ ACPS will ensure that each student is supported to achieve their best.	✓ Support the physical and mental health of our students, staff and families.	✓ Provide resources in an equitable manner that transforms learning experiences and opportunities for all students.

The Department of Technology's mission is to empower all members of our learning community by providing exceptional technology solutions and support that results from collaborative decision-making and effective, timely communication. These budget items provide the technology tools essential for meeting the instructional and operational needs and processes of our school division.

Ideally, the School Division's technology program supports instruction and operations seamlessly, without impediments or barriers, in support of both virtual and face to face instruction. That goal requires both reliable hardware capable of running up to date resources, as well as an adequate number of talented staff members to provide support for our teachers, students and staff.

Our digital learning environment is based on the optimal functioning of complex machines and programs that require up to date equipment and timely support. Digital security also requires up to date equipment and a data network maintained in as secure a manner as possible, especially as it is well documented that school districts around the country are frequent targets of ransomware and data breaches, as documented by the VDOE.

During 2021-22, the criteria for which projects can qualify in Albemarle County's Capital Improvement Program (CIP) was updated, and the ACPS device replacement program will not be funded beginning in FY 2022/23. \$1,800,000 represents new funding for technology replacements, of which \$988,000 is a shift from the CIP to the School Fund. The total expenditure in the School Fund is \$2,800,000.

	FY 2022/23	FY 2023/24	FY 2024/25	FY 2025/26	FY 2026/27
FTE	-	-	-	-	-
Operational Budget	\$1,800,000	\$1,600,000	\$2,300,000	\$1,600,000	\$1,900,000
<b>Total Budget</b>	<b>\$1,800,000</b>	<b>\$1,600,000</b>	<b>\$2,300,000</b>	<b>\$1,600,000</b>	<b>\$1,900,000</b>

**INPUTS:** Prior to the beginning of SY2022-23, the following milestones of program implementation will be completed:

- 3600 student laptops purchased with appropriate warranties (for 3rd, 6th, 9th graders) and 660 student iPad replacements purchased for kindergarten students (2:1 ratio for iPads/students)
- 200 new teacher laptops purchased and 500 replacement laptops purchased for teachers, staff and departments, following replacement cycles
- 450 Desk phone replacements purchased for current staff (out of 2500).
- 125 security cameras purchased to replace 5-year old cameras (out of 250)
- Cross-functional group advises on new image configuration (requires instructional and technical input)

**ACTIVITIES:** By December, 2022, the following activities will be completed:

- Prior to the start of school, 3800 new laptops will be imaged to provide appropriate ACPS resources, depending on grade level or staff role and 660 iPads will be imaged based on grade level instructional needs.
- 500 replacement laptops will be imaged based on staff role
- Ongoing - current staff laptops will be re-imaged for optimal performance and/or data security
- Security cameras will be replaced for up to date security patches and image clarity
- Ongoing existing fiber connecting our schools will be maintained as needed

**OUTPUTS:** The following short-term SMART goals will help demonstrate successful implementation of the Proposal, as measured on December 30, 2022:

- We will meet the replacement cycle needs detailed here and the 10-year replacement cycle for staff desk phones and the 5-year replacement cycle for security cameras
- Students, teachers and staff have the devices and resources they need to meet the instructional and operational needs of the School Division
- Reliable, robust connectivity is provided and maintained within and between school buildings

**OUTCOMES:** The following long-term SMART goals will help determine success/effect/impact of the proposal by June 30, 2023:

- The Department of Technology's department improvement plan goals (DIP) will be met in order to meet ACPS Strategic Plan Metrics for SY 22-23
- The technology tools in use help facilitate both physical and digital safety for ACPS staff and students
- The Department of Technology will meet the established replacement cycles for essential technology equipment:

Device	Replacement (Years)
Student Laptops	4
Teacher/Staff Laptops	4
iPads	4
ActivPanel Displays	7
Document Cameras	4
Desktops	5

## Furniture Replacement Program

**\$1,200,000**

Thriving Students	Empowering Communities	Transformative, Equitable Resources
 ACPS will ensure that each student is supported to achieve their best.	 Support the physical and mental health of our students, staff and families.	 Provide resources in an equitable manner that transforms learning experiences and opportunities for all students.

This program will provide the replacement of classroom furniture including tables, desks, seating, storage, and specialty items. New furniture replaces items that are often aged and past their useful life. It will also bring outdated items up to modern standards. Current furniture will be replaced with flexible and mobile furniture, to support current educational practices. Replacement was previously completed as a part of the previous Learning Space Modernization capital project. However, the criteria for which projects can qualify in Albemarle County's Capital Improvement Program (CIP) was recently updated, and the ACPS furniture replacement program does not qualify as a capital funding request beginning in FY 2022/23. In response, it is included as new funding in the School Fund.

Furniture was previously replaced in all kindergarten and first grade classrooms division wide. Funding in FY 2022/23 will replace furniture in all second-grade classrooms for the 2023-24 school year (excluding any rooms which have recently been updated during a previous CIP project). The replacement, as was done with the early grades, will be accompanied by division-wide professional development. Each subsequent year the next grade level will be replaced. After all elementary schools are completed, the program will primarily support replacement at secondary schools. Other specialty rooms or more urgent needs may be identified in addition to larger grade level replacement efforts.

	FY 2022/23	FY 2023/24	FY 2024/25	FY 2025/26	FY 2026/27
Total FTE	-	-	-	-	-
Operational Budget	1,200,000	1,260,000	1,323,000	1,389,150	1,458,608
<b>Total Budget</b>	<b>1,200,000</b>	<b>1,260,000</b>	<b>1,323,000</b>	<b>1,389,150</b>	<b>1,458,608</b>



**INPUTS:** Prior to the beginning of SY2022-23, the following milestones of program implementation will be completed:

- Review prior plans for second grade classrooms which were completed pre-pandemic but never implemented.
- Develop detailed project schedule including selection and procurement of product as well as a professional development plan.

**ACTIVITIES:** By April 1, 2023, the following activities will be completed:

- Update inventory of needs in all second-grade classrooms.
- Gather stakeholder input on product selection.
- Complete professional development activities for all second grade teachers.
- Finalize product specifications and quantities.
- Place order by March 2023 for install during Summer 2023.

**OUTPUTS:** The following short-term SMART goals will help demonstrate successful implementation of the Proposal, as measured on August 1, 2023:

- All second-grade classrooms will have updated furniture installed prior to the start of the 2023/24 school year.

**OUTCOMES:** The following long-term SMART goals will help determine success/effect/impact of the proposal by June 1, 2024:

- In survey responses after installation, classroom teachers will view the new furniture favorably as well as supportive of classroom activities, collaboration, and functionality.



## Previous Year Budget Proposals Dashboard

### Proposal Implementation

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 provides a summary of the status of previous budget proposals at the time of the FY 2022/23 Draft Funding Request (February 2022).

### Proposal Evaluation

Budget proposals in the green will be placed on an evaluation schedule and reviewed to ensure that the programs are meeting intended outcomes. Proposals that are in the yellow are not fully realized and will be evaluated once complete. Proposals in the red did not continue.

FY 2019/20 Proposals				Program Evaluation
Contemporary High School Programming: High School Centers Expansion			X	2022-23
Contemporary High School Programming: JROTC/NDCC Program			X	2023-24
CRT Professional Development: Equity Specialist Expansion			X	2022-23
Elementary World Language Program: FLES Staffing			X	2025-26
Strategic Decision-Making: Data and Reporting Specialist and System			X	2021-22
Safety and Well-being: Anonymous Reporting App			X	2023-24
Safety and Well-being: Elementary School Counselors Part-Time to Full-Time			X	2024-25
Safety and Well-being: Middle School Student Support Counselor			X	2024-25
Safety and Well-being: School Safety Coordinator			X	2023-24
Student Well-being and Success: First School Pilot Program	X			-
Student Well-being and Success: Gifted Education Program Redesign			X	2024-25
Student Well-being and Success: STEP Program Expansion			X	2022-23
Community Engagement: Website Management / Communication System Upgrade			X	2023-24
Student Well-being and Success: Work-Based Learning Management Tool			X	2022-23
Employee Well-being and Job Satisfaction: Reduced Tuition for Children of Emp.			X	2021-22
Research-Based Best Practices: Education Advisory Board (EAB) Membership			X	2022-23
Substitute Program: Program Improvements (Phase 1)		X	-	-
Support Services: Financial Analyst			X	2024-25
Support Services: Human Resources Specialist II			X	2024-25
Transportation Services: Bus Driver Compensation			X	2025-26
FY 2021/22 Proposals				
Student Safety Coaches		X		2023-24
Equity Expansion			X	2022-23
STEP Expansion			X	2022-23