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## Acknowledgements

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

### **Superintendent's Cabinet**

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

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

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

### **Fiscal Services Department**

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Julian Bivins

Jason Handy

Mary-Huffard Kegley

Charles Lewis

G. Paul Matherne

Dennis Rooker

Jerrod Smith

June West



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

## Message from the Superintendent

### ***Stronger Than Before***

As often is the case in our nation, the most difficult challenges and their resolutions can be eloquently addressed through the creative arts. Amanda Gorman, our country's youngest inaugural poet, has written that "Being American is more than a pride we inherit, it's the past we step into and how we repair it."

This entreaty has universal utility, including today, when our community is combatting a devastating health crisis. Yet, at its most hopeful, history teaches us that adversity produces extraordinary acts of courage, dedication, resilience and, ultimately, triumph.

This school division funding request for the 2021-22 school year honors this truth.

No school division in our nation could have been fully prepared for the immediate and radical displacement of our school and family lives that confronted us in March of 2020. The price we paid was measured by the numbers of people affected by COVID-19, lives lost to the disease, and diminished economic opportunities. Almost overnight, we were forced to scale back our plan for the 2020-21 school year to align an appropriately conservative budget with revenue and enrollment uncertainties. Programs and services were scaled back, priorities were delayed, and such decent and compelling provisions as a \$15 minimum hourly wage for our lowest paid employees disappeared.

Less easily calculated were costs measured not in dollars, but in the economic, academic, social and emotional progress lost by students and families. It is during times like these that one is reminded of the words of Booker T. Washington—"There are two ways of exerting one's strength: one is pushing down, the other is pulling up."

Nearly a year has passed since schools were closed across our Commonwealth and nation. And here, in Albemarle County, it is obvious which of Mr. Washington's paths were chosen by our school community: We are rising, and we are pulling and being pulled up by the Albemarle community.

### **On the Frontline**

Our choice to pull up is revealed in the 17 school nurses assisting with the COVID-19 vaccination program as members of the Emergency Medical Corps; in the countless visits to student homes by principals and teachers; in the hands that were raised by our Child Nutrition team members and bus drivers who volunteered to distribute student meals from schools empty of students; in the enthusiasm and commitment from a Technology team that brought internet service into the homes of thousands of our students across our 726-square mile county; in our Building Services staff whose job descriptions instantly broadened to become even more crucial to public health; and to all within our community whose devotion to our mitigation strategies, in the words of the health department, made our schools among the safest places in the community.

These are strengths that surely will outlive the pandemic and make more certain the fulfillment of our goal for students—that all become more successful throughout their lives as continuous learners, fully employed workers in careers that interest them, and valued contributors to their communities.

*It will make us stronger than before.*

Prior to March 13, 2020, online learning was a dormant resource for most K-12 public school divisions across our nation. This certainly was the case in Albemarle County; however, after their initial reaction to mandated school closures, our educators got to work and engaged in the necessary professional development to stand up a virtual school system where there had been none.

In this new learning environment, teachers and staff expanded the frontiers of creativity and engagement. And so did our families, who are often at the side of their children as they interact with teachers and engage with learning activities at home. Projects such as online art galleries to showcase student work, the use of computer modeling to conduct and display research, the distribution of mini-computers programmed by students in their homes, greater collaboration among schools, and newfound community partnerships have brought more learning resources into the homes of students of all demographic groups.

Much of what has been experienced and accomplished in a virtual learning world will be preserved and will springboard more innovative practices in future years.

*We will be stronger than before.*

In addition to the new capabilities, the innovative strategies and instructional practices brought to us by the online learning environment are the contributions from an engaged and thoughtful community.

School Board and community meetings that once counted 20 participants as a reasonable expectation zoomed to hundreds and even thousands of virtual participants when important decisions were being debated. With the valued assistance of our school administrators, and for the first time in our division, concentrated plans were put in place to specifically include the voices of community members historically underrepresented or absent as decisions were shaped and resolved. We conducted more surveys on more issues, heard from more families and employees, and received more insight than ever before on how to solve issues that continue to deeply impact family lives.

*It is a collaboration that makes us stronger than before.*

As the result of the critical decisions the pandemic demanded, we became more efficient and resourceful in matching operational and instructional needs to fewer resources. And a year later, as the result of better-than-expected economic results in our state and county, we are well-positioned to meet the highest expectations of our students and families and to restore greater competitive balance to our ability to recruit, develop, and support and retain exceptional employees.

Helpfully, 22 percent of the \$12 million increase in expenditures in this funding request will be devoted to the restoration of learning resources and support that were lost to the pandemic. Separately, over \$6 million in federal CARES funding will be allocated for learning recovery programs, such as universal eligibility for robust, community- and school-based summer programming to support the social, emotional and physical health of students.

We are considering the issue of a request for proposals to the community of highly experienced youth and service organizations in our local community to provide these services, which will be funded by CARES monies.

### **Meeting our Commitments to Students**

This request also makes good on our commitment to provide students with the highest quality of support and services by furthering our ability to recruit, develop, and support and retain a highly competitive educator and support staff.

Nearly two-thirds of the increase in expenditures next year will be used to provide well-earned employee salary increases. We also will reinstate our decision a year ago to raise all hourly pay scales to a minimum of \$15 per hour for all full-time regular employees.

Two other commitments are addressed in this funding request:

Early last summer, the Albemarle County School Board voted unanimously to depart from our long-standing School Resource Officer program. We have been working on plans to create a team of School Safety Specialists who will report to school administrators and our Director of Student Services. Focused on best practices for student, employee, and school visitor safety, this team will be housed across our secondary schools and available as a resource for all schools feeding into them. This program will be designed to improve our school climates, student attendance, and relationships with students. We have set aside \$557,000 for this purpose with a net cost to the school division of \$292,000, since we no longer will be transferring \$265,000 back to Local Government to offset the costs of the previous program.

We also are increasing our Culturally Responsive Teaching (CRT) program by \$356,000, which has proven that as the population of teachers earning credentials in CRT grows, so do the positive results for their students. Effective next year, all new teachers hired by the division will be required to complete a CRT micro-credential or earn their CRT certification within their first three years of service.

This past year, the division earned two highly prestigious awards for striving to close achievement gaps for minority students through evidence-based practices, including the federal government's Blue Ribbon School designation presented to Baker-Butler Elementary and the state's Mary Peake Award to our team of equity specialists.

For the second consecutive year, the division's funding request is balanced, with a projected increase of 838 students—the equivalent of adding a large middle school. While many of these students joining our rolls will be new to our county or to kindergarten, I look forward to welcoming back those students who will return to the division after being enrolled elsewhere this year.

Recurring revenue is anticipated to be \$205.8 million, a 6 percent increase over the current year. This improvement is led by a \$6.9 million increase (5.2 percent) in revenues received from Local Government. Total revenue from Local Government is projected to reach \$141.1 million. State revenues are showing an increase of nearly 10 percent, up from \$52.8 million in the current year to \$58 million for 2021-22.

The companion 6 percent increase (\$12 million) in expenditures includes \$7.7 million in employee compensation. The largest portion, \$3.9 million, will fund the establishment of the \$15 minimum hourly wage for full-time employees.

Other major components of this funding request's \$12 million increase include \$1.5 million to enable supports for student enrollment increases, including special education and students who are English Learners, and the restoration of instructional program reductions forced by the pandemic.

### Albemarle Rising

The year ahead offers even more opportunities to prepare our students for lifetime success as we modernize our strategic plan; mature our non-profit foundation to generate private resources to extend innovation and equity; more fully align student learning experiences with real-world employment and post-K-12 education demands; and reach out to more families, partners and employees to attain the best possible decisions for our schools and community.

I am deeply grateful for our School Board's guidance in developing this funding request. In addition, I greatly appreciate our strong working relationship with County Executive Jeff Richardson's outstanding team, which has kept us closely informed of economic and financial trends in our county, region and state.

Challenging times can either pull a team—a community—apart, or pull it together through the creativity and grit of its individual members. I have witnessed the coming together of our students, employees and families throughout 2020-21, and I am very proud to be part of this resilient community. Because of this resilience and the determination, the years ahead will prove prescient, the title of our 2019 message—*Albemarle Rising*.

I am reminded once again, of the words of Amanda Gorman: “When this ends, we'll smile sweetly, finally seeing in testing times, we became the best of things.”

Stay safe.

Sincerely,

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

Matthew S. Haas, Ed.D.  
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

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

### *Strategic Plan: Horizon 2020*

#### Mission

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



#### Vision

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

#### Core Values

Excellence • Young People • Community • Respect

#### Student-Centered Goal

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

#### Objectives

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

#### Strategic Priorities

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



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

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

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

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

## School Board

### Jack Jouett District



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



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Superintendent  
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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,  
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Chief of Strategic  
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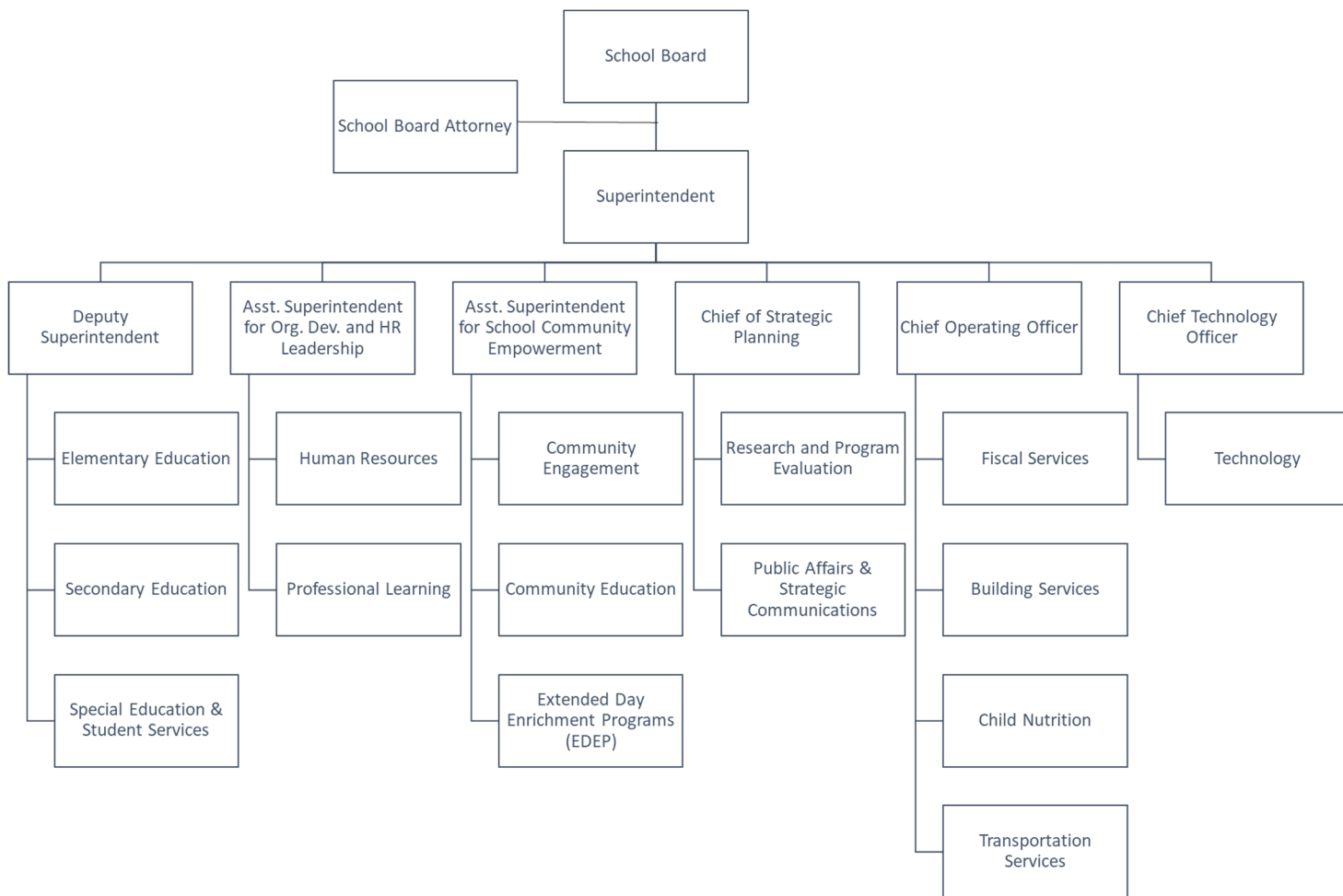


**Christine Diggs,  
Ed.D.**  
Chief Technology  
Officer



**Ross Holden**  
School Board Attorney

## School Division Organizational Chart



## Division Highlights

### Schools

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

### Employees

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

### Student Enrollment: Fall Membership

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

### International Diversity of Our Student Population

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

## Class of 2020

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

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

### Post-Graduation Plans (Self-Reported)

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

## Advanced Programs Participation, 2019-2020

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

## Data Spotlight

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

## Budget Snapshot

### Operating Budget (Adopted)

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

### Per Pupil Expenses (Adopted)

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



## State of the Division

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

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

Access the State of the Division 2020 report at:

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

## Budget Introduction

### *(Refer to Policy DB)*

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

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

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

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

### ***Fund Structure***

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

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

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

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

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

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



## Basis of Budgeting

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

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

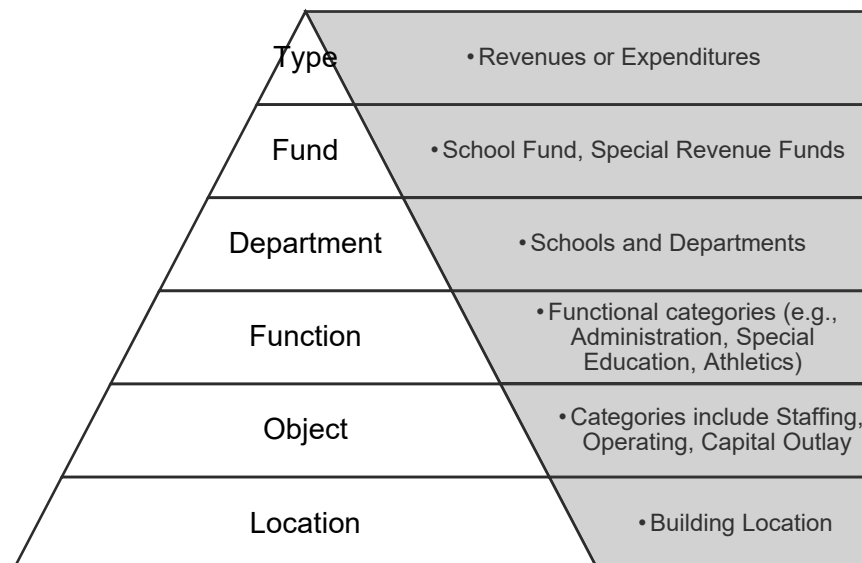
## Budget and Fund Appropriation

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

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

## Budget Code Structure

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



## Budget Goals

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

## Budget Guidelines & Policies

### *General Guidelines*

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

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

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

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

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

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

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

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

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

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

## Budget Development Process

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

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

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

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

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

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

A balanced budget is then adopted by the School Board.



## Stakeholder Feedback

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

### School Board Meetings

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

### Community Check-Ins

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

### Advisory Committees

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

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

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

#### *Budget Advisory Committee*

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

#### *Classified Employee Advisory Committee*

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

#### *County Student Advisory Council*

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

#### *Equity and Diversity Advisory Committee*

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

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

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

### *Parent Council*

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

### *Special Education Advisory Committee*

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

### *Student Cabinet*

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

### *Teacher Advisory Committee*

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

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

## FY 2021/22 Budget Development Calendar

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

### Questions & Comments

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

### Board Contacts

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

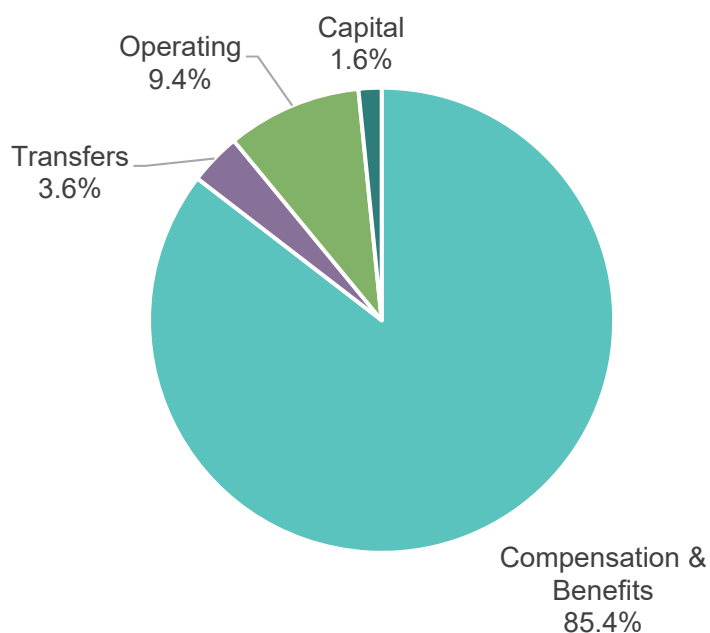
## FY 2021/22 Budget Overview

### School Fund Revenues

	2020-21 Adopted	2021-22 Draft	\$ Change	% Change
<b>Local</b>	\$137,287,049	\$144,068,121	\$6,781,072	4.9%
<b>State</b>	\$52,771,310	\$57,999,706	\$5,228,396	9.9%
<b>Federal</b>	\$3,682,761	\$3,682,761	\$0	0.0%
<b>One-Time</b>	\$0	\$4,131,040	\$4,131,040	N/A
<b>TOTAL</b>	<b>\$193,741,120</b>	<b>\$209,881,628</b>	<b>\$16,140,508</b>	<b>8.3%</b>

### School Fund Expenditures

	2020-21 Adopted	2021-22 Draft	\$ Change	% Change
<b>TOTAL</b>	<b>\$193,741,120</b>	<b>\$209,881,628</b>	<b>\$16,140,508</b>	<b>8.3%</b>





### School Fund Summary

Expenditures	Actual 19-20	Adopted 20-21	Draft 21-22	Increase	% lcr
<b>Instruction</b>					
Staffing	\$130,411,187	\$135,087,966	\$144,253,342	\$9,165,376	6.8%
Operating	\$10,389,896	\$10,160,759	\$10,030,759	(\$130,000)	-1.3%
Capital Outlay	\$341,680	\$559,107	\$559,107	\$0	0.0%
Contingency	\$0	\$186,226	\$75,000	(\$111,226)	-59.7%
SB Reserve	\$0	\$54,969	\$254,969	\$200,000	363.8%
<b>Total</b>	<b>\$141,142,762</b>	<b>\$146,049,027</b>	<b>\$155,173,177</b>	<b>\$9,124,150</b>	<b>6.2%</b>
<b>Admin, Attend &amp; Health</b>					
Staffing	\$8,590,878	\$8,591,187	\$9,581,340	\$990,153	11.5%
Operating	\$684,787	\$828,726	\$837,826	\$9,100	1.1%
Capital Outlay	\$55,100	\$54,633	\$164,633	\$110,000	201.3%
<b>Total</b>	<b>\$9,330,765</b>	<b>\$9,474,546</b>	<b>\$10,583,799</b>	<b>\$1,109,253</b>	<b>11.7%</b>
<b>Technology</b>					
Staffing	\$5,016,697	\$4,918,850	\$5,182,818	\$263,968	5.4%
Operating	\$853,244	\$1,022,064	\$1,073,003	\$50,939	5.0%
Capital Outlay	\$351,116	\$175,655	\$115,300	(\$60,355)	-34.4%
<b>Total</b>	<b>\$6,221,057</b>	<b>\$6,116,569</b>	<b>\$6,371,121</b>	<b>\$254,552</b>	<b>4.2%</b>
<b>Building Services</b>					
Staffing	\$9,827,590	\$9,775,641	\$10,328,658	\$553,017	5.7%
Operating	\$6,309,917	\$5,402,147	\$5,805,693	\$403,546	7.5%
Capital Outlay	\$926,191	\$1,797,080	\$2,065,667	\$268,587	14.9%
<b>Total</b>	<b>\$17,063,698</b>	<b>\$16,974,868</b>	<b>\$18,200,018</b>	<b>\$1,225,150</b>	<b>7.2%</b>
<b>Facilities</b>					
Staffing	\$27,543	\$31,642	\$31,642	\$0	0.0%
Operating	\$0	\$0	\$0	\$0	N/A
Capital Outlay	\$452,344	\$445,500	\$435,000	(\$10,500)	-2.4%
<b>Total</b>	<b>\$479,888</b>	<b>\$477,142</b>	<b>\$466,642</b>	<b>(\$10,500)</b>	<b>-2.2%</b>
<b>Transportation</b>					
Staffing	\$9,891,593	\$9,234,000	\$9,952,133	\$718,133	7.8%
Operating	\$1,380,632	\$1,857,504	\$1,841,997	(\$15,507)	-0.8%
Capital Outlay	\$49,560	\$10,000	\$10,000	\$0	N/A
<b>Total</b>	<b>\$11,321,786</b>	<b>\$11,101,504</b>	<b>\$11,804,130</b>	<b>\$702,626</b>	<b>6.3%</b>
<b>Transfers</b>					
Transfers	\$4,659,361	\$3,547,464	\$7,282,741	\$3,735,277	105.3%
<b>Expenditures Grand Total</b>	<b>\$190,219,317</b>	<b>\$193,741,120</b>	<b>\$209,881,628</b>	<b>\$16,140,508</b>	<b>8.3%</b>
<b>Revenues</b>					
Local School Revenue	\$1,904,372	\$2,046,896	\$1,841,681	(\$205,215)	-10.0%
State Revenue	\$51,723,143	\$52,771,310	\$57,999,706	\$5,228,396	9.9%
Federal Revenue	\$3,075,008	\$3,682,761	\$3,682,761	\$0	0.0%
Local Government Transfer	\$138,200,512	\$134,184,078	\$141,108,965	\$6,924,887	5.2%
Use of Fund Balance	\$0	\$1,028,600	\$5,221,040	\$4,192,440	407.6%
Other Transfers	\$312,500	\$27,475	\$27,475	\$0	0.0%
<b>Revenues Grand Total</b>	<b>\$195,215,536</b>	<b>\$193,741,120</b>	<b>\$209,881,628</b>	<b>\$16,140,508</b>	<b>8.3%</b>

## School Fund Revenue Changes: Summary

### Local Revenues

Local Government General Fund Transfer	\$6,924,887
General Property Rental	(\$175,000)
LED Lighting	(\$25,287)
Use of Fund Balance	\$61,400
Other Local Revenues	(\$4,928)

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Local Revenue Changes Total	\$6,781,072
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### State Revenues

Basic Aid and Sales Tax (SOQ)	\$1,397,097
Other Standards of Quality Accounts	(\$562,134)
Infrastructure & Operations Per Pupil Fund (Lottery)	\$965,593
Other Lottery Funded Programs	(\$127,281)
Bonus Payment	\$545,628
No Loss Funding	\$2,933,087
Other State Revenues	\$76,406

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State Revenue Changes Total	\$5,228,396
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### Federal Revenues

Federal Revenue Changes Total	\$0
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<b>RECURRING REVENUE CHANGES</b>	<b>\$12,009,468</b>
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### One-Time Revenues

One-Time Revenue Changes Total	\$4,131,040
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<b>RECURRING AND ONE-TIME REVENUE CHANGES TOTAL</b>	<b>\$16,140,508</b>
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## School Fund Revenue Changes: Descriptions

### **Local Revenues**

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

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

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

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

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

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

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

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

#### **Other Local Revenues** (\$4,928)

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

## **State Revenues**

### **Basic Aid and Sales Tax (SOQ) \$1,397,097**

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

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

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

### **Infrastructure & Operations Per Pupil Fund (Lottery) \$965,593**

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

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

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

### **Bonus Payment \$545,628**

The proposed state budget provides a two percent one-time bonus payment in FY 2022 for funded SOQ instructional and support positions on September 1, 2021. Funded SOQ instructional positions include teacher, school counselor, librarian, instructional aide, principal, and assistant principal positions funded through the SOQ staffing standards for each school division. State funding is provided to school divisions that certify to VDOE that a minimum average two percent bonus or “equivalent action” will be provided in FY 2022, by September 1, 2021, to all instructional and support employees in the division.

### **No Loss Funding \$2,933,087**

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

## **One-Time Revenues**

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

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

## School Fund Expenditure Changes: Summary

### *Non-Discretionary / Technical*

Baseline Adjustment	\$(1,475,106)
Health Care Rate Increase	\$1,646,380
Voluntary Early Retirement Incentive Program (VERIP) Increase	\$294,631
Energy Performance Contract & Utility Costs	\$250,011
Building Leases	\$(18,910)
Software Costs	\$40,000
Fuel Increase	\$130,409
School Licensing Costs Transfer	\$127,813
Other Transfers	\$51,700

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<b>Non-Discretionary / Technical Total</b>	<b>\$1,046,928</b>
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### *Operational Restoration*

Transfer to Learning Resources Fund	\$500,000
Department Positions (6.50 FTEs)	\$639,913

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<b>Operational Restoration Total</b>	<b>\$1,139,913</b>
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### *School and Instructional Restoration*

General Classroom & School Positions (7.10 FTEs)	\$367,254
ESOL Teachers (5.00 FTEs)	\$382,841
Special Education Teachers (5.00 FTEs)	\$413,764
Special Education Bus Drivers and Assistants (4.00 FTEs)	\$143,140
School Bookkeeper and Reclassification (1.00 FTE)	\$183,269

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<b>School and Instructional Restoration Total</b>	<b>\$1,490,268</b>
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### *Compensation*

Minimum Pay Rate – Phase 1	\$3,870,000
Minimum 3% Salary Increase for Teachers	\$2,795,650
2% Salary Increase for Classified Employees	\$931,055
Health Insurance Banding for Part-time Employees	\$87,817

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<b>Compensation Total</b>	<b>\$7,684,522</b>
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***New Proposals***

School Safety Specialists (8.00 FTEs)	\$291,957
Equity Expansion (3.00 FTEs)	\$355,880

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<b>New Proposals Total</b>	<b>\$647,837</b>
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<b>RECURRING EXPENDITURE CHANGES TOTAL</b>	<b>\$12,009,468</b>
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***One-Time Expenditures***

One-Time Expenditures	\$4,131,040
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<b>RECURRING AND ONE-TIME EXPENDITURE CHANGES TOTAL</b>	<b>\$16,140,508</b>
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## Unfunded Expenditures

These expenditures were approved as part of the FY 2020/21 School Board's Funding Request. They continue to represent the needs of the Division, but are not included as part of the Draft Funding Request, which represents a balanced revenue and expenditure scenario. They are additional priorities that may be funded, should revenue or expenditure assumptions change throughout the budget development process.

### Compensation

Additional 1% to 2% salary increase for Teachers	\$931,883 to \$1,863,766
Additional 1% salary increase for Classified	\$465,528

### Restoration & Growth

Department Position Restoration (8.50 FTEs)	\$630,630
School and Department Operating Budget Restoration	\$699,427
Custodians (1.25 FTEs)	\$55,917
Assistant Principals (2.00 FTEs)	\$216,200
Central Office Administration (1.50 FTEs)	\$88,174

### Proposals

Elementary World Language Program: FLES Staffing	\$39,042
Student Well-Being and Success: STEP Program Expansion	\$195,210
Student Well-Being and Success: Counseling/Mental Health Coordinator	\$78,085
Community Engagement: EDEP Accessibility	\$87,663

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<b>Unfunded Expenditures Total</b>	<b>\$3,487,759 to \$4,419,642</b>
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## School Fund Expenditure Changes: Descriptions

### *Non-Discretionary / Technical*

#### **Baseline Adjustment** **\$(1,475,106)**

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

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

#### **Health Care Rate Increase** **\$1,646,380**

The School Board contribution to health insurance increased 6.5% in Plan Year 2021 (Jan – Dec 2021) and is planned to increase 6.0% in Plan Year 2022 (Jan – Dec 2022). This results in an increase in FY 22 of approximately 10.2%.

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

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

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

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

#### **Building Leases** **\$(18,910)**

Lease costs are increasing due to contracts for the Baker-Butler mobile unit and Center 1. These increases are offset by a decrease in lease costs for a mobile unit at Albemarle High School, that is planned to be purchased by the Division.

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

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

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

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



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

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

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

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

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

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

**Department Positions (6.50 FTEs)** **\$639,913**

In FY 2020/21, 15.00 FTE positions were eliminated. 6.50 of those positions are proposed to be restored in the following departments:

- Department of Human Resources (1.00)
- Department of Technology (1.00)
- Department of Instruction/ESOL (1.00)
- Department of Community Engagement (1.00)
- Building Services Department (1.50)
- Fiscal Services Department (1.00)

## School and Instructional Restoration

### **General Classroom & School Positions (7.10 FTEs) \$367,254**

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

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

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

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

An additional 5.00 FTEs is budgeted in FY 2020/21 as a contingency to address enrollment levels that may be higher than projections due to continued uncertainties of the COVID-19 pandemic. This cost is partially offset by contingency funds that were budgeted in FY 2020/21 of \$186,226.

### **ESOL Teachers (5.00 FTEs) \$382,841**

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

### **Special Education Teachers (5.00 FTEs) \$413,764**

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

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

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

**Special Education Bus Drivers and Assistants (4.00 FTEs)** **\$143,140**

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

**School Bookkeeper and Reclassification (1.00 FTE)** **\$183,269**

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

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

***Compensation*****Health Insurance Banding for Part-time Employees** **\$87,817**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Minimum Pay Rate – Phase 1****\$3,870,000**

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

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

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

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

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

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

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

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

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

**Minimum 3.0% Teacher Salary Increase<sup>2</sup>****\$2,795,650**

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

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

- Market analysis of ACPS 2019/20 Teacher Scales completed

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

- Teacher salary increase for 2021/22 will be implemented

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

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

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

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

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

## **2.0% Classified Salary Increase**

**\$931,055**

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

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

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

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

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

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

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

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

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

### School Safety Specialists

This position maintains the safety and security of students, the school staff, and property; prevents unauthorized visitors and property damage; and provides for general building security. School Safety Specialists are employees of the ACPS. They are unarmed and have no authority to carry firearms or arrest individuals for security breaches in the performance of their duties.

This proposal adds 8.0 FTE in the first year.

	<b>FY 2021/22</b>	<b>FY 2022/23</b>	<b>FY 2023/24</b>	<b>FY 2024/25</b>	<b>FY 2025/26</b>
Total FTEs	8.0	8.0	8.0	8.0	8.0
Operational Budget	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
<b>Total Budget</b>	<b>\$556,549</b>	<b>\$556,549</b>	<b>\$556,549</b>	<b>\$556,549</b>	<b>\$556,549</b>
<i>New Funding*</i>	\$291,957	\$291,957	\$291,957	\$291,957	\$291,957

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



**INPUTS:** By December, 2021, the following initial deliverables will be completed:

- School Safety Specialist job description developed and adopted
- Organization and reporting chart for school safety specialists in relation Director of Student Services and school level administrators
- Operations manual for School Safety Specialists created
- All positions screened, interviewed and hired at the division level and assigned to feeder patterns
- Professional Development by ACPS for School Safety Specialists identified and/or developed

**ACTIVITIES:** By the end of 2021/22 school year, the following deliverables will be completed to implement the program:

- All ACPS School Safety Specialists have or are in the process of securing Virginia Department of Criminal Justice Services School Security Officer Certification is required.
- All ACPS School Safety Specialists have completed professional developed and required by ACPS to include but not limited to the following:
  - Trauma Informed Interactions
  - Culturally Responsive Student Interaction
  - Mental Health First Aid
  - First Aid & School Safety Measures
  - Crisis Intervention & De-escalation
- All ACPS School Safety Specialists trained in conducting Title IX investigations
- All ACPS School Safety Specialists trained to support the Threat Assessment Process

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

- One hundred (100%) percent of state and locally required school safety reviews and assessments (school safety Inspections, school safety audits) are completed/submitted on time.
- School Safety Specialists will schedule and attend monthly school safety meetings with each school administrative team.
- School Safety Specialists, the Director of Student Services, the School Safety Coordinator, and the School Safety Liaison will meet monthly with school-based designees for safety planning, drills, and procedures and with a representative from the ACPD to share information and plan proactively for good communication and coordination.

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

- A trend of improved school climate and working conditions data for selected measures over three (3) years for students and teachers particularly in those areas that reflect the following:
  - Student feelings of safety and security at school
  - Teachers feelings of safety and security at school

## Equity Expansion

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

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

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

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

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

	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25	FY 2025/26
Total FTEs	3.0	3.0	3.0	3.0	3.0
Operational Budget	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
<b>Total Budget</b>	<b>\$355,880</b>	<b>\$355,880</b>	<b>\$355,880</b>	<b>\$355,880</b>	<b>\$355,880</b>

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

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

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

- Use a driver diagram to examine the current state utilization of resources (people, funds, and things) targeted to daily operational demands. The results will assist with a restructuring plan to focus on potential highest yields.
- Collaborate with the Human Resources and Professional Development Departments to establish structures that require all new hires to receive professional development training and the micro-credential or certification in culturally responsive teaching within three years of their employment.
- Collaborate with division leaders to incorporate requirements into the teacher and administrator performance appraisal plans.

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

- Participation in micro-credentialing and certification will increase by 70%, then stabilize after the third or fourth year.
- Successful candidates will be promoted.
- Principals will have acquired skills for goal setting strategies and tracking achievement data based on gradual increases of staff completing the culturally responsive teaching requirements.
- Principals will establish equity dashboards specific to their schools to develop short and long-range equity and achievement goals.

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

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