

FISCAL YEAR  
**2021**



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# SCHOOL BOARD'S **ADOPTED BUDGET**



ARLINGTON  
PUBLIC SCHOOLS

Syphax Education Center • 2110 Washington Blvd • Arlington, VA 22204





ARLINGTON PUBLIC SCHOOLS  
Arlington, Virginia

# SCHOOL BOARD'S **ADOPTED BUDGET**

FISCAL YEAR  
**2021**



## **School Board**

Reid Goldstein

Dr. Barbara Kanninen

Monique O'Grady

Tannia Talento

Nancy Van Doren

## **Interim Superintendent**

Cintia Johnson



# Budget Award



The Association of School Business Officials International presented its Meritorious Budget Award to Arlington Public Schools for its annual budget for the fiscal year beginning July 1, 2019. This is the eleventh year APS has received this award.



This Meritorious Budget Award is presented to

## ARLINGTON PUBLIC SCHOOLS

for excellence in the preparation and issuance of its budget  
for the Fiscal Year 2019–2020.

The budget adheres to the principles and standards  
of ASBO International's Meritorious Budget Award criteria.



Thomas E. Wohlleber, CSRM  
President

David J. Lewis  
Executive Director

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# Acknowledgements

The Finance and Budget staff extends its thanks and appreciation to everyone on the Executive Leadership Team, principals, program managers, and support staff that helped us generate the School Board's Adopted FY 2021 Budget. Each year the budget process is challenging and exhausting, but together, our hard work helps to ensure that it is efficient and effective.

## **BUDGET AND FINANCE STAFF**

LESLIE PETERSON

*Assistant Superintendent, Finance and Management Services*

TAMEKA LOVETT-MILLER

*Budget Director*

**Jorge Velazquez**, Budget Analyst

**Alvera Wilson**, Budget Analyst

TERRI CARSON

*Finance Director*

**Blair DeLorge**, Analyst

**Michael Freda**, Analyst

**Mextli Guerrero**, Analyst

**Tomika Robinson**, Analyst

**Irene Wong**, Analyst

**Endia G. Holmes**, Executive Administrative Specialist

A special thank you to Ann-Marie Wildman for designing and constantly updating this document and to Jim Long, Printing Services, for the quick turn-around on printing this document.



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Cost Per Pupil

Budget Forecast



# Administration

## SCHOOL BOARD MEMBERS

TANNIA TALENTO

*Chair*

MONIQUE O'GRADY

*Vice Chair*

REID GOLDSTEIN

*Member*

DR. BARBARA KANNINEN

*Member*

NANCY VAN DOREN

*Member*

## EXECUTIVE LEADERSHIP TEAM

CINTIA JOHNSON

*Interim Superintendent*

RAJESH ADUSUMILLI

*Assistant Superintendent for Information Services*

DR. JEANNETTE ALLEN

*Acting Assistant Superintendent for Administrative Services*

CATHERINE ASHBY

*Assistant Superintendent for School and Community Relations*

JOHN CHADWICK

*Assistant Superintendent for Facilities and Operations*

BRIDGET LOFT

*Assistant Superintendent for Teaching and Learning*

LESLIE PETERSON

*Assistant Superintendent for Finance and Management Services*

DAN REDDING

*Assistant Superintendent for Human Resources*

DR. ARRON GREGORY

*Chief Diversity, Equity, and Inclusion Officer*

LISA STENGLE

*Executive Director for Planning and Evaluation*

JULIA BURGOS

*Chief of Staff*



# Message from the School Board

June 30, 2020

Dear Chairman Garvey:

On behalf of the Arlington School Board, I am pleased to transmit the Arlington Public Schools Adopted Budget for FY 2021. The budget totals \$670,274,629, which represents a 0.1 percent increase over the FY 2020 School Board Adopted Budget. This year we faced unprecedented challenges and as a result, our budget focuses on maintaining our 28,000 student system while continuing to provide Arlington's children with a quality education.

This year's budget began with a projected deficit of \$26.1 million which was driven by enrollment growth and several unique and expensive challenges including the requirements being imposed by the English Learners Department of Justice (DOJ) Settlement Agreement. This deficit was also affected by the one-time funds we used from our reserves last year, needed in order to balance our FY 2020 budget.

We worked through the fall on our budget development, reviewing additional budget needs due to the recent program evaluations for English Learners and Services for Students with Special Needs, increasing staff salaries, especially for employees who have gone without a salary increase for years, and our projected enrollment growth. Through this fall budget development, we sought out savings by eliminating our systemwide FLES program and reluctantly repurposing the existing roles of our English Learner resources to comply with the DOJ Settlement Agreement, while still striving to meet the needs of our English Learners. With all this work and effort, we still landed with a need of and request for an additional \$27.5 million from the County. Then the world was struck by the COVID-19 pandemic and the resulting economic crisis. We returned to the drawing board under these new devastating constraints and determined our main priority was to maintain our 28,000-student school system while considering our school system's needs and projected growth in the future.

In order to balance the budget under the economic challenges of the pandemic, we used a three-part strategy. First, we determined which new investments are needed based on federal and state regulations. Secondly, we identified several efficiencies and changes in service delivery which reduced our budget by \$30.2 million. Finally, we used, once again, our reserves in the amount of \$16.5 million to balance the budget, resulting in a remaining reserve balance of \$12.1 million (2% of our overall budget).

In the FY 2021 adopted budget, APS:

- ⦿ Fund student enrollment growth after implementing a class size increase;
- ⦿ Continue the growth initiatives begun in the FY 2017 and FY 2018 budgets. These initiatives include the final year of expanding Arlington Tech and increasing the number of bus drivers, bus attendants, and technicians;
- ⦿ Meets some of the requirements of the three-year Department of Justice (DOJ) English Learners Settlement Agreement by adding additional teacher positions as well as providing incentives to special education teachers to obtain a dual endorsement in EL pedagogy;
- ⦿ Provide additional support to special education in the form of additional interpreters and one-to-one assistants; and
- ⦿ Add a small number of transportation positions in order to get our students to school efficiently, safely, and on time.

.....  
**EXECUTIVE SUMMARY**



## Message from the School Board

Unfortunately, we were not able to provide salary increases to any of our staff, we had to increase class sizes by 1 at all grades K-12, and had to make departmental cuts across the board. This was a very hard year and the decisions made in this budget were extremely difficult decisions. The School Board reluctantly made reductions in this budget in hopes that we will be in a more financially positive position next year, allowing some of these reductions to be restored. Even with these reductions, our budget is still in close alignment with the School Board's Strategic Plan and we expect that we will be able to continue to meet the needs of our community, our schools, our staff, and our students.

As always, we are very appreciative of all the support the County has provided and we look forward to working closely with you as we develop the FY 2022 budget in hopes of a better year and a strong recovery from the pandemic for our schools and our community.

Sincerely,

Tannia Talento  
School Board Chair, FY 2020-21



## School Board Profiles: **TANNIA TALENTO (CHAIR)**



*Tannia Talento* joined the Arlington County School Board on January 1, 2017. She is a longtime advocate for schools and the community and has previously served on several key Arlington Public Schools citizen committees, including the Career Center Parent Advisory Committee, the joint county and schools Facility Study Committee, the Superintendent’s Master Planning Working Group, and the ESOL/HILT Citizen’s Advisory Committee. She also served on the Advisory Council on Instruction as Vice Chair and liaison to the Budget and Math Advisory Committees.

Tannia was born and raised in the D.C. area, and is a proud Latina American born to immigrant parents from Guatemala and is fluent in English and Spanish. She quickly learned to advocate for herself and her brother to ensure they were successful as first generation Americans. Her advocacy career began with her helping students and their families navigate Arlington Public Schools and Northern Virginia Community College pathways and by tirelessly advocating on behalf of Arlington’s immigrant and minority families. Tannia has been a mentor to many Arlington young adults, helping them with financial and budget management, as well as college career and admissions counseling. She developed a passion for helping others achieve success through education, and became heavily involved in local education policy, minority rights, and volunteering.

Professionally, Tannia spent 15 years in the legal field as key support staff in major corporate and international law firms, and worked her way up from a file clerk in a Crystal City law firm to a Legal Secretary at Skadden, Arps, Slate, Meagher and Flom, LLP.

Tannia continues to be involved in our community through her service as Chair of the Dream Project Advisory Board, a member of the Community Advisory Council for Encore Learning, and a member of the NAACP-Arlington Branch. She has previously served on the Board of Directors for the Dream Project and for Challenging Racism and was also an initial participant in the Community Progress Network Coalition. She continues to encourage others to get involved at any level with their community, whether it be volunteering with non-profits, through civic engagement on advisory boards, committees or commissions, or volunteering with local neighborhood and community programs.

Tannia lives in Arlington with her husband, Gary, and together they have five children and two English springer spaniels. Her three stepsons, son and daughter are all proud graduates of Arlington Public Schools.



## School Board Profiles: **MONIQUE O'GRADY (VICE-CHAIR)**



*Monique O'Grady* joined the Arlington County School Board on January 1, 2018.

Monique is a passionate 26-year Arlington resident, 20-year APS parent, longtime community advocate, and communications professional.

Before being elected to the School Board Monique worked inside schools and across the APS system to bring positive change for students, teachers, and the greater community. She served on the South Arlington Boundary Committee, Early Childhood Advisory Committee, APS South Arlington Working Group, New Elementary School at Thomas Jefferson Building Level Planning Committee, Strategic Planning Committee, and Multi-

Site Committee for School Facilities. Monique also co-chaired the 2016 School Bond Campaign and was a member of the Arlington Arts Commission.

Monique is the recipient of the APS Honored Citizen award and has been recognized by her church and neighborhood for her volunteer efforts.

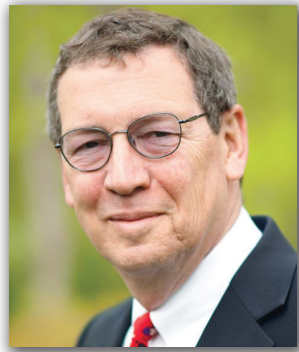
Monique holds a Bachelor of Arts degree in Broadcast Journalism, with a minor in Business, from American University. She worked as a television reporter in Lafayette, Indiana and New Orleans, Louisiana before opening a Washington Bureau for three TV stations in the Midwest, where she served as bureau chief. During her nine-year tenure as bureau chief, Monique covered three presidents and many members of Congress. She went on to become the Capitol Hill Correspondent for Black Entertainment Television, where she interviewed First Lady Laura Bush, then-Senator Barack Obama, and many cabinet-level officials.

Monique now works as a PR professional, and has experience in the non-profit arena promoting Rosslyn's business community, energy efficiency, aging issues, and national parks.

She and her husband Mike have three children: Mikey is an 8th grader at Gunston Middle School, Caitlin is a W-L and Pepperdine University graduate (2017), and Brittany is a W-L graduate who spent three semesters at Pepperdine before putting college on hold after being cast in a network TV show.



## School Board Profiles: REID GOLDSTEIN



*Reid Goldstein* has lived in Arlington for over 30 years. Reid’s family has a deep commitment to public education. He and his wife are both products of the public school system, and he attended the public university in New York State. He is the son of two public school teachers, and the father of two Arlington Public Schools graduates. His older daughter, a graduate of Washington-Lee High School (2008) and Virginia Commonwealth University (2012), currently teaches pre-school. His younger daughter, attended H-B Woodlawn (2011) and also graduated from VCU (2016).

Reid has an extensive record of advocacy and volunteerism to his neighborhood, to Arlington Public Schools and to the greater Arlington community. His service has included the APS Advisory Council on Instruction, Superintendent’s Strategic Planning Committee, County Council of PTAs, Chair of the H-B Woodlawn Parent Advisory Committee, Arlington Civic Federation Schools Committee, active member of the parent-teacher organization in all of his children’s schools, Board member of the Arlington Sister City Association, Arlington County Citizens Advisory Commission on Housing, Affordable Housing Task Force, President of the Columbia Pike Revitalization Organization Board of Directors, Columbia Pike Land Use and Planning Study Working Group, President of the Douglas Park Civic Association, Community Facilities Study Resident Forum. In 2011, Reid received the APS “Honored Citizen” award.

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EXECUTIVE SUMMARY



## School Board Profiles: DR. BARBARA KANNINEN



*Dr. Barbara Kanninen* joined the Arlington School Board in 2015 and currently serves as Vice Chair of the Board, Chair of the Audit Committee, and Liaison to the Legislative Process and Facilities Advisory Council. Barbara has previously served as Chair and Vice Chair of the Board, as well as Liaison to the Advisory Council on Instruction, Budget Advisory Committee, South Arlington Working Group, Whole Child Working Group, Arlington Partnership for Children, Youth, and Families, and Student Advisory Board.

Barbara knows that every child is more than a test score and is committed to expanding opportunities for all students to develop their critical thinking, creative, technical, and job skills. She believes teachers are the backbone of our schools and works hard to empower them, and she will continue to tackle rapid growth with constructive, positive community engagement. Barbara's goal is to always focus on what matters most: supporting teachers and students in the classroom every day.

Barbara has been honored with a number of awards for her consistent commitment to educators and students, including the Arlington Education Association's "Friend of Education" award and AGLA's Equality award. In 2017, Washingtonian magazine named Barbara one of the Most Powerful Women in Washington.

Barbara also contributes toward improving education across the Commonwealth. She serves on the Governor's Commission on K-12 STEM Education and the stakeholder work group to support transgender students in Virginia public schools. She also serves as Chair of the Northeastern Region and member of the Board of Directors of the Virginia School Boards Association.

In addition to her work on the School Board, Barbara is a Ph.D. environmental economist, children's book author, and co-founder of the Youth Ultimate League of Arlington. She and her husband Kevin have lived in Arlington for more than 25 years and have two sons, Fred and Markus, who were both K-12 Arlington Public Schools students.



## School Board Profiles: **NANCY VAN DOREN**



*Nancy Van Doren* was appointed to the School Board on September 12, 2014. She has served at the Board's Vice Chair in 2015-16 and as Chair in 2016-17. Nancy is an education advocate with ten years of experience as a parent, volunteer, and leader in Arlington Public Schools. Prior to joining the Board, Nancy served as the PTA President of Thomas Jefferson Middle School, chaired the Arlington Special Education Advisory Committee, and served on the Multi-Modal Transportation and Student Safety Special Committee, the Family and Community Engagement Working Group, and the Arlington Career Center Parent Advisory Committee. Nancy has also served on APS' Advisory Council on Instruction (ACI), the County Council of PTAs, and the ADHD Task Force. A strong advocate for students and parents, Nancy was a co-founder of the Arlington Latino Network and founder of the Arlington ADHD and Arlington Reading support groups. Nancy has lectured at Georgetown University and serves as an advisor to Children's National Medical Center on education issues related to students with disabilities.

Nancy has extensive business and international experience. From 1984-1995, Nancy worked in the private sector with Connecticut National Bank, The Travelers Companies, The Hartford Courant and Newsday. Her expertise is in general management and communications. From 1996-2004, Nancy lived overseas with her husband Jack Zetkolic, a Foreign Service Officer. During those years, Nancy and her family lived in Serbia, Sweden and Switzerland.

Nancy is a graduate of Georgetown University's School of Foreign Service and holds a Master's Degree in Management from the Hartford Graduate Center/Rensselaer Polytechnic Institute. In addition, Nancy studied at the University of Madrid in Spain and served as a volunteer teacher and community organizer in Nicaragua. She is fluent in Spanish.

For the last decade, Nancy and her family have lived in Arlington's Ashton Heights neighborhood. Nancy and her husband have four children: Matt, Patsy and Katie are graduates of Washington-Lee High School and attending the University of Virginia, McDaniel College and George Washington University, respectively, and Anne will be a junior at W-L in the Fall.

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**EXECUTIVE SUMMARY**



## Interim Superintendent Profile: **CINTIA JOHNSON**



*Cintia Johnson*, a bilingual educator for more than 35 years, has served APS in a variety of instructional, management and leadership roles since 1986, including most recently as assistant superintendent for administrative services. In this role, Mrs. Johnson works collaboratively with school principals and staff across APS to enhance operations, strengthen schools and promote student success and achievement. She has also served as the Superintendent's designee throughout his tenure when he has been away from the office.

Mrs. Johnson began her career in APS in 1986 as a 4th grade teacher at Patrick Henry Elementary and then taught 6th grade at Thomas Jefferson Middle School. She was a teacher for nearly 20 years before starting her administrative career as assistant principal of Randolph Elementary.

In 2002, Mrs. Johnson, who is fluent in Spanish, helped open and establish Arlington's second dual-language immersion elementary school, Claremont Immersion, where she was principal for ten years until 2012. She also served as principal of Patrick Henry Elementary for eight years.

Mrs. Johnson earned numerous awards throughout her tenure, including Principal of the Year while at Patrick Henry Elementary in 1999 and Teacher of the Year while at Thomas Jefferson Middle School in 1992.

She earned her Bachelor of Arts degree in Early Childhood Education and Spanish from Rutgers University and has a master's degree in linguistics. She later earned her educational leadership licensure from George Mason University.



## Meet Our New Superintendent: DR. FRANCISCO DURÁN



*Dr. Francisco Durán*, has a diverse background in education spanning 26 years, including top-level leadership and superintendent experience in a variety of large urban school divisions with culturally diverse populations. He has served in various roles as a teacher, director, principal, administrator and superintendent. In 2018, Dr. Durán was appointed to the Virginia State Board of Education where he played a key role in the adoption of the new Standards of Quality for Virginia.

Dr. Durán has a bachelor's degree in education from the University of New Mexico, a master's degree in educational administration from San Francisco State University, and a master's degree and doctorate in organization and leadership from Columbia University. Dr. Durán is a bilingual educator who began his career as a special education assistant in Albuquerque Public Schools, and he also served for five years as a middle school language arts and social studies teacher in Albuquerque and California. He went on to hold administrative and leadership positions in the San Francisco Unified School District and Philadelphia City Schools.

Prior to joining Fairfax County Public Schools in 2015, Dr. Durán was superintendent of Trenton Public Schools in New Jersey, where he was unanimously appointed for a second five-year term. In Fairfax County, Dr. Durán's work as an equity leader is driven by his background and commitment to support all students. He helped develop, initiate and implement the "One Fairfax" policy to close opportunity, access and achievement gaps, a joint social and racial equity policy with Fairfax County.

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**EXECUTIVE SUMMARY**



# Budget at a Glance

## EXPENDITURE HIGHLIGHTS

The FY 2021 Adopted budget totals \$670.3 million, an increase of \$0.7 million or 0.1% compared with the FY 2020 Adopted budget.

Salary and benefits costs account for 78.7% of the total budget and 88.2% of the School Operating Fund.

School-based positions were 91.6% of the total School Operating Fund positions in FY 2020, according to Washington Area Boards of Education (WABE) data, an increase from 91.4% in FY 2019.

Funding has been provided for:

- ⦿ An additional 103.10 positions plus materials and supplies for enrollment growth
- ⦿ Four additional bus drivers, four bus attendants, two special education support vehicles and three new buses as a result of enrollment growth
- ⦿ Increased debt service based on the anticipated Fall 2020 bond sale

New investments address the School Board's budget direction and include funding to support the growth of our school system. These new investments total \$7.4 million and 75.20 positions, and include funding for:

- ⦿ The Department of Justice (DOJ) English Learners Settlement Agreement, which adds 24.20 teacher positions as well as providing incentives to special education teachers in self-contained settings to become dual endorsed in EL, such as reimbursement for fees and an additional step
- ⦿ Special education needs such as additional interpreters and one-to-one assistants
- ⦿ Transportation requirements including additional bus attendants, routing planners, a swing driver, and a dispatcher
- ⦿ Other investments for facilities maintenance and staff professional development
- ⦿ Contingency against further revenue loss due to the coronavirus pandemic

Funding has also been provided to continue several growth initiatives begun in prior years' budgets, which total \$1.6 million and 20.75 positions, and include:

- ⦿ Expanding Arlington Tech at the Career Center
- ⦿ Infrastructure and support needed in order to provide central support to students and staff including increasing the number of full-time bus drivers and bus attendants and additional technicians to meet SOQ requirements

In order to address the budget shortfall in FY 2021, reductions and changes in service delivery were made totaling \$30.2 million and eliminating 124.85 positions. These include:

- ⦿ Offsetting the additional English Learner teachers by reducing the number of English Learner assistants by 24.50
- ⦿ Using current English Learner teachers for dually-identified students as instructors for half day to meet the DOJ requirements
- ⦿ Eliminating the FLES program but provide one to two flexible positions to meet planning needs
- ⦿ Reducing exemplary project staffing by half at non-Title I schools
- ⦿ Increasing class size by one at all grade levels



# Budget at a Glance

- ⦿ Delaying capital improvement projects including the Kenmore field conversion and the Education Center furniture and technology purchases
- ⦿ Suspending tuition reimbursement for one year
- ⦿ Reducing the Minor Construction/Major Maintenance budget by two-thirds for one year
- ⦿ Reducing debt service by delaying the bond sale to Fall 2020
- ⦿ Using Virginia Preschool Initiative (VPI) carryover funds to offset the cost of VPI teachers and assistants for one year
- ⦿ Reducing central office department budgets by \$5.6 million which includes reducing necessary baseline increases for current services and additional reductions

### REVENUE HIGHLIGHTS

County revenue increases by \$2.2 million in FY 2021. This results from the School’s share of increased local tax revenue.

Beginning balance, or carry-forward, remains at \$3.5 million, the same amount as in the FY 2020 Adopted Budget.

Funding reserves increases \$4.8 million due to the difference in the reserve funds included in the FY 2020 budget and the reserve funds included in the FY 2021 budget.

State revenue increases \$2.8 million or 3.4%, primarily due to increased enrollment, sales tax, and additional funding in grants and restricted programs.

Federal revenue increases \$0.4 million or 2.4%, due to an increase in IDEA and anticipated increases in funding for Food and Nutrition Services from the National School Lunch program.

Local revenue from fees, charges, and grants is expected to increase by \$0.6 million or 2.5% for FY 2021 based on historical trends and increased revenue due to increased participation in the Food and Nutrition Services and Extended Day programs.

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**EXECUTIVE SUMMARY**

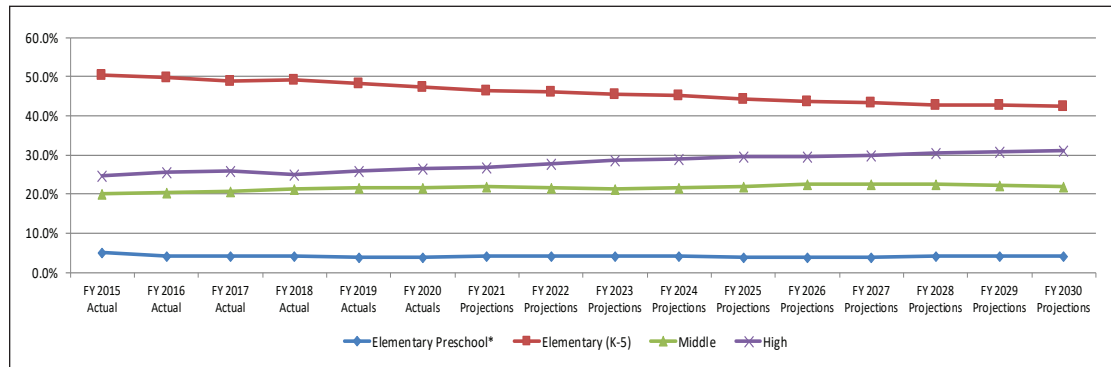


# Budget at a Glance

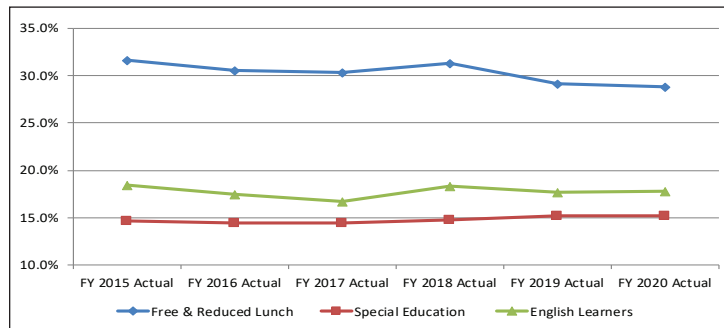
## ENROLLMENT HIGHLIGHTS

Enrollment is expected to increase 1,122 students from September 2019 to September 2020 for a total enrollment of 29,142.

## ENROLLMENT TRENDS



## SPECIAL NEEDS ENROLLMENT TRENDS





# Arlington Public Schools Overview

## STUDENTS AND SCHOOLS

Arlington Public Schools represent one of the nation's most diverse and sophisticated student populations. Our 28,020 PreK-12 students come from around the world and speak more than 114 languages. We operate nearly 40 schools and programs, including 24 elementary schools, 6 middle schools, and 4 high schools, designed to meet individual student needs. Arlington Public Schools serves Arlington County which is located in northern of Virginia, directly across the Potomac River from Washington D.C., and encompasses 26 square miles of land.

Arlington is the 14th largest of 132 school divisions in the Commonwealth of Virginia and neighboring jurisdiction include three of the five largest school divisions in the Commonwealth. From FY 2003 to FY 2006, enrollment in Arlington had declined 729 students or 3.8 percent. Since FY 2006, enrollment has increased 9,609 students or 52.2 percent and is projected to increase 1,122 students or 4.0 percent in FY 2021. From FY 2020 to FY 2024, enrollment is projected to increase 10.1 percent or 2,841 students.

## GOVERNANCE

The Arlington County public school system is directed by an elected five-member School Board. School Board members serve staggered four-year terms in a sequence similar to that of the County Board members. The Superintendent of Schools is appointed by the School Board for a four-year term.

## ECONOMIC OVERVIEW AND OUTLOOK

Fiscal Year (FY) 2021 revenues reflect extraordinary and changing circumstances in the Northern Virginia economy. Arlington's proximity to the nation's capital, balanced economy, smart growth planning, and highly-educated workforce help produce Arlington's revenues which have been significantly impacted by the impacts of social distancing, public gathering restrictions, and greater macroeconomic effects amid the COVID-19 outbreak. In Calendar Year (CY) 2020, the County expects measured revenue growth from real estate taxes, driven by a 4.6 percent increase in Arlington's property values in January 2020.

For the FY 2021 adopted budget, General Fund tax revenues are forecast to increase by 0.4 percent. This gain is driven primarily by overall real estate assessment increases of 4.6 percent. Other taxes combined are forecast to decrease 5.7 percent in FY 2021. Personal property tax (including business tangible tax) is up 0.8 percent. Sales tax is down 3.5 percent and transient occupancy tax is down 25.9 percent reflecting expected drops in consumer spending and tourism. Business, Professional and Occupational License Tax (BPOL) is projected to decrease 8.7 percent.

The FY 2021 adopted budget has no increase in the Calendar Year 2020 tax rate. The FY 2021 adopted budget reflects a CY 2020 real estate tax rate of \$1.026, which includes the current base rate of \$1.013 and the County-wide sanitary district rate of \$0.013 for stormwater management. Arlington will continue to have one of the lowest real estate tax rates in the Northern Virginia region, maintaining its history of providing excellent value. Because of assessment growth, the average homeowner will pay \$284 more in real estate taxes in CY 2020 than in CY 2019 at existing rates, an increase of 4.2 percent.



# Performance Highlights

## ACHIEVEMENT MEASURES

### APS Recognitions

- ⦿ Niche.com 2020 ranked Arlington Public Schools as the top school division in the Commonwealth of Virginia for the fifth consecutive year. Nationally, APS was ranked 374th best school division in the United States. A high ranking indicates that the district contains great schools with exceptional teachers, sufficient resources, and a diverse set of high-achieving students.
- ⦿ Four Arlington Public Schools (APS) high schools ranked among the top 2 percent of schools in the nation in the Jay Mathews Challenge Index, a nationwide ranking of U.S. high schools. Challenge Index scores are a ratio of the number of Advanced Placement (AP), International Baccalaureate and/or Cambridge tests given at a school each year compared with the number of seniors who graduated that year. Only 2,500 (9 percent) of the 22,000 high schools nationwide earned a score of 1.000 or higher. Four APS high schools ranked in the top 2 percent nationally.
  - ✦ Yorktown – #110 in the nation, #1 in Virginia.
  - ✦ H-B Woodlawn – #127 in the nation, #2 in Virginia.
  - ✦ Washington-Liberty – #145 in the nation, #4 in Virginia.
  - ✦ Wakefield – #437 in the nation, #17 in Virginia.
- ⦿ The Virginia Board of Education recognized five Arlington schools for high student achievement or continuous improvement under the Board’s new Exemplar Performance School Recognition Program. Tuckahoe Elementary, Abingdon Elementary School, Arlington Community High School, Arlington Science Focus Elementary and Hoffman-Boston Elementary School are among 235 schools honored across the Commonwealth. The Exemplar Performance School Awards recognize schools that are exceeding state accreditation standards and making continuous improvement in narrowing achievement gaps.
- ⦿ Arlington Public Schools was one of three school divisions to be named a Green Schools Challenge winner at the 2019 Virginia School Boards Association’s (VSBA) annual conference. The VSBA Green Schools Challenge is a friendly competition designed to encourage implementation of specific environmental policies and practical actions that reduce the carbon emissions generated by both the local school division and the broader community.
- ⦿ For the fifth year in a row, all APS schools are fully accredited by the Virginia Department of Education (VDOE) for the 2019-2020 school year based on last year’s Standards of Learning (SOL) test results. School accreditation ratings reflect student achievement on SOL assessments and other tests in English, history/social science, mathematics and science during the previous school year.



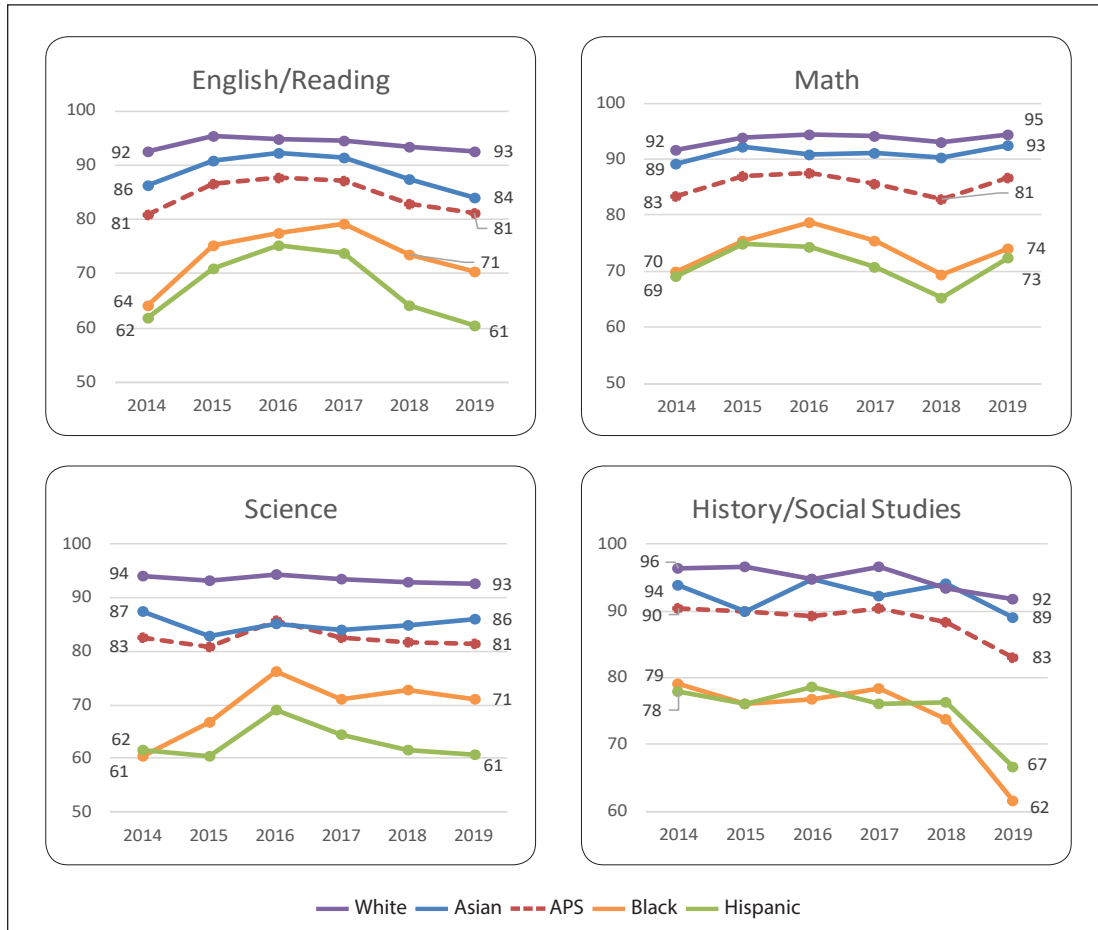


# Performance Highlights

## Standards of Learning

### ELEMENTARY SCHOOL SOL PASSING RATES, GRADES 3, 4 & 5

*Beginning with years when new subject standards were assessed*



*Note: The Virginia General Assembly eliminated the Grade 3 Science and Grade 3 History and Social Science SOL assessments. 2015 passing rates for Science and Social Studies exclude the Grade 3 Science and Grade 3 History and Social Science SOL assessments.*

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**EXECUTIVE SUMMARY**

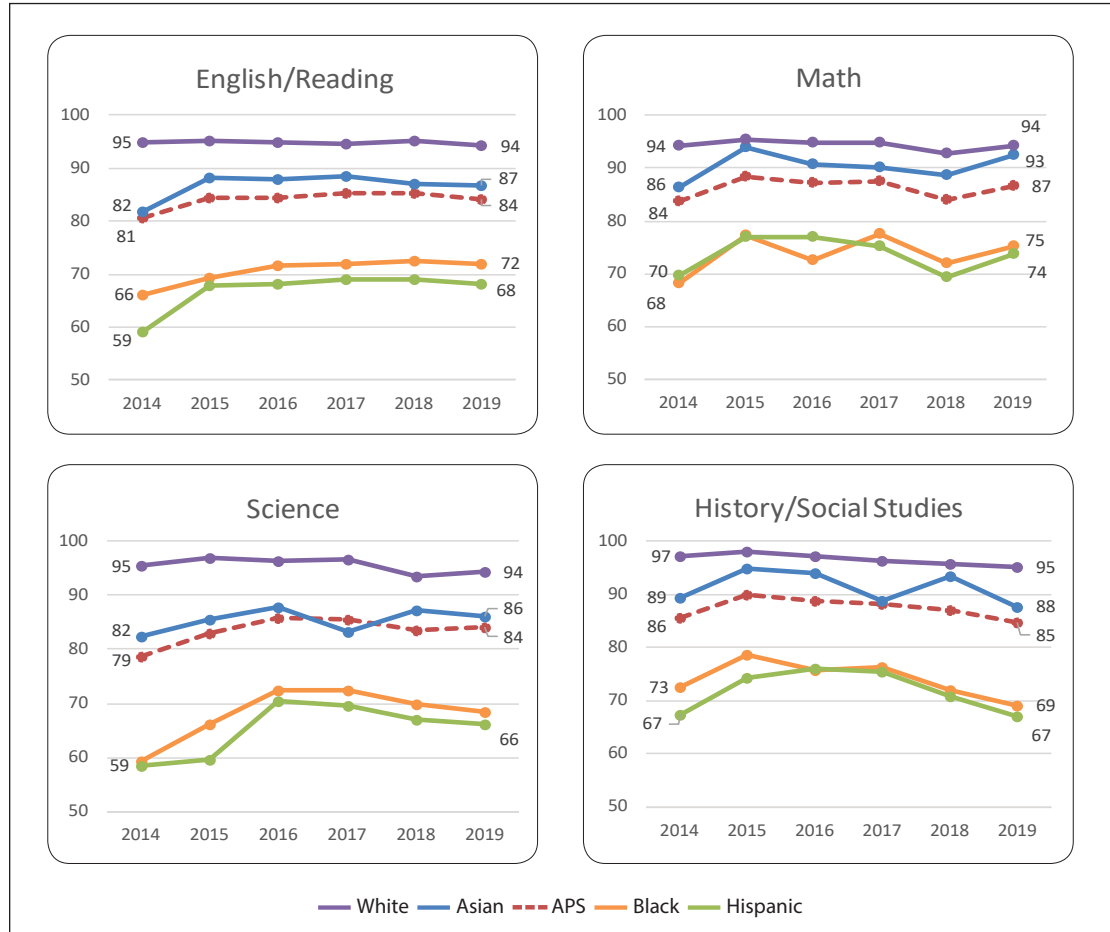


# Performance Highlights

## Standards of Learning

### MIDDLE SCHOOL SOL PASSING RATES, GRADES 6, 7 & 8

*Beginning with years when new subject standards were assessed*



*Note: The Virginia General Assembly eliminated the United States History I and II assessments given to students in grades 6 and 7. 2015 passing rates for Social Studies is limited to Grade 8 World Geography.*

EXECUTIVE SUMMARY

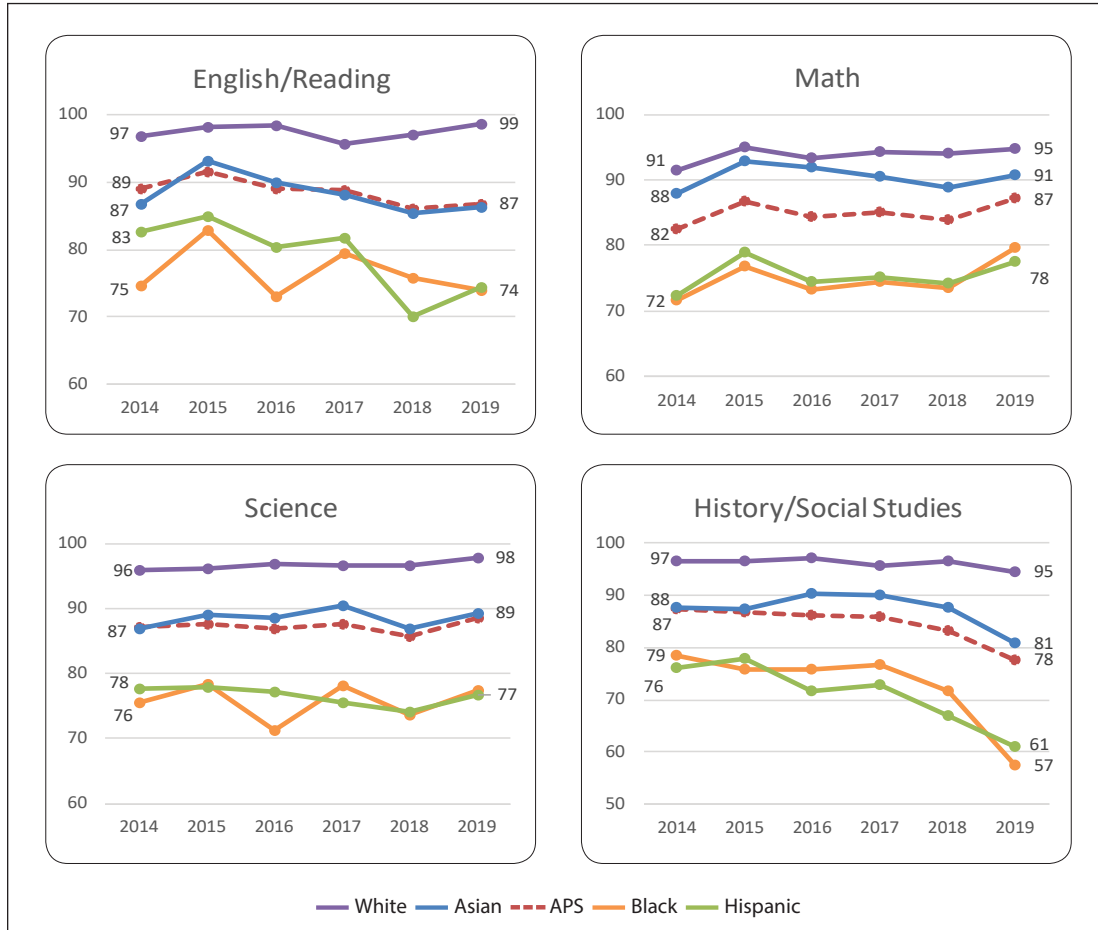


# Performance Highlights

## Standards of Learning

### HIGH SCHOOL END OF COURSE (EOC) SOL PASSING RATES, GRADES 9, 10, 11 & 12

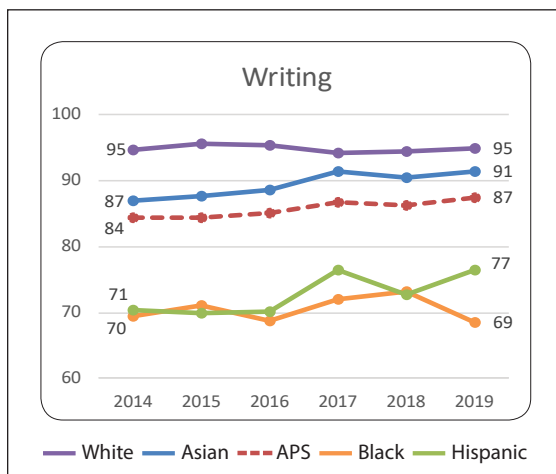
*Beginning with years when new subject standards were assessed*



EXECUTIVE SUMMARY

## Standards of Learning

### WRITING SOL PASSING RATES, GRADES 5, 8 & 11



*Note: The Virginia General Assembly eliminated the Grade 5 Writing SOL. The 2015 passing rates include Grade 8 and High School End-of-Course writing assessments.*

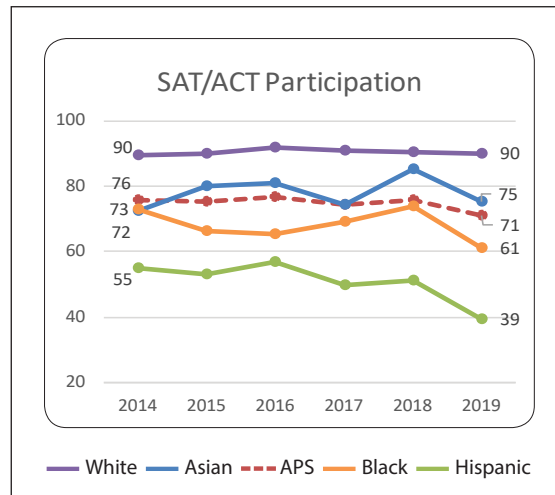


# Performance Highlights

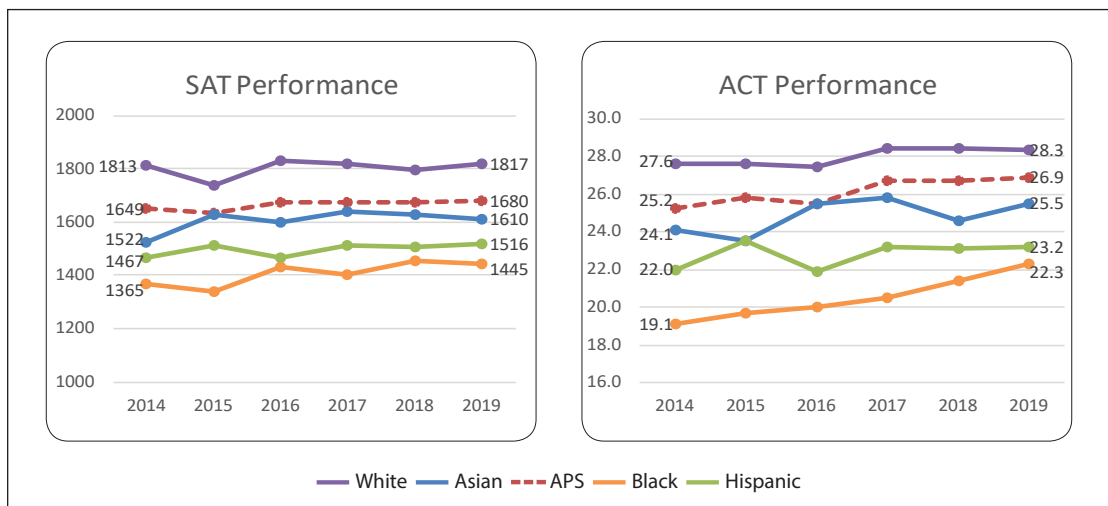
## ACT and SAT

- Students consistently score above state and national averages on standardized tests, including the SAT and ACT. Among 2019 APS graduates, 76% took the ACT and/or the SAT.
- The average combined score on the SAT was 1208 for Arlington graduates, 95 points higher than the average score of 1113 for Virginia students and 169 points higher than the national SAT average of 1039.
- Compared to the previous year, APS had a 11.2% decrease in the number of ACT test takers in 2019. Arlington's average ACT composite score was 26.7, compared to 23.9 for VA graduates and a national composite of 20.3.

PERCENT OF GRADUATES PARTICIPATING IN SAT OR ACT



SAT AND ACT PERFORMANCE AMONG PARTICIPATING GRADUATES



Note: For comparison purposes SAT scores for 2017 have been adjusted to account for students taking the new SAT test and translated using the College Board SAT score converter.



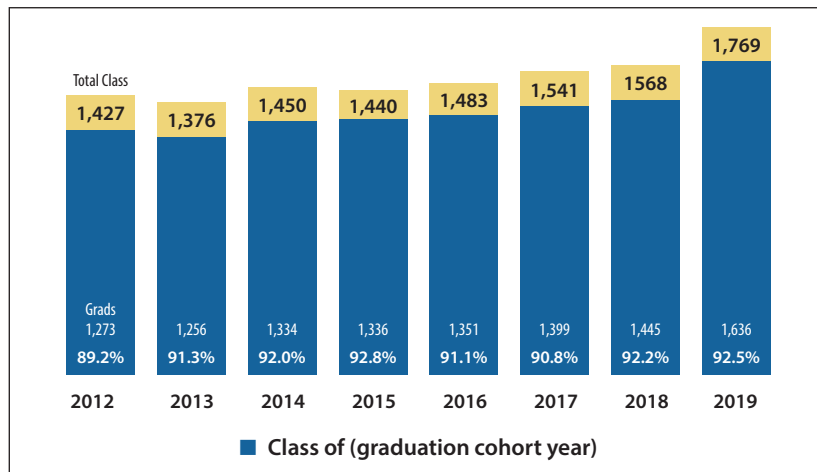
# Performance Highlights

## 2019 On-Time Graduates

The Virginia On-Time Graduation Rate expresses the percentage of students in a cohort who earned a Board of Education-approved diploma within four years of entering high school for the first time. Percentages are based on longitudinal student-level data and account for student mobility and retention and promotion patterns.

- ⊙ Graduation rate for the three comprehensive high schools is 96%.
- ⊙ The on-time graduation rate is 92.5% (The on-time graduation rate is the percentage of students in a cohort who earned a Board of Education-approved diploma within four years of entering high school for the first time.)
- ⊙ Among graduates
  - ✦ 65% received an advanced or International Baccalaureate diploma.
  - ✦ 90% plan to attend a 2- or 4-year college.

### APS ON-TIME GRADUATION RATE

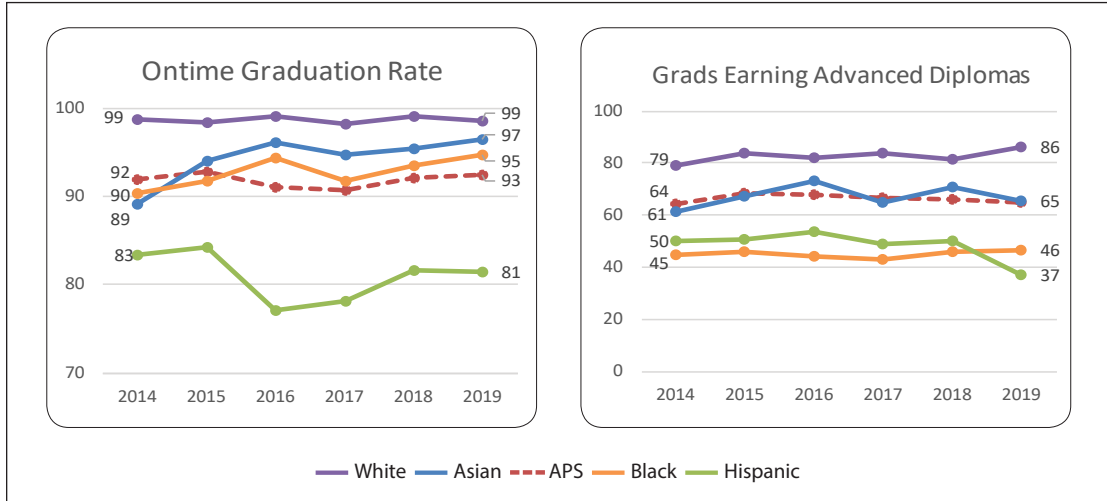


EXECUTIVE SUMMARY



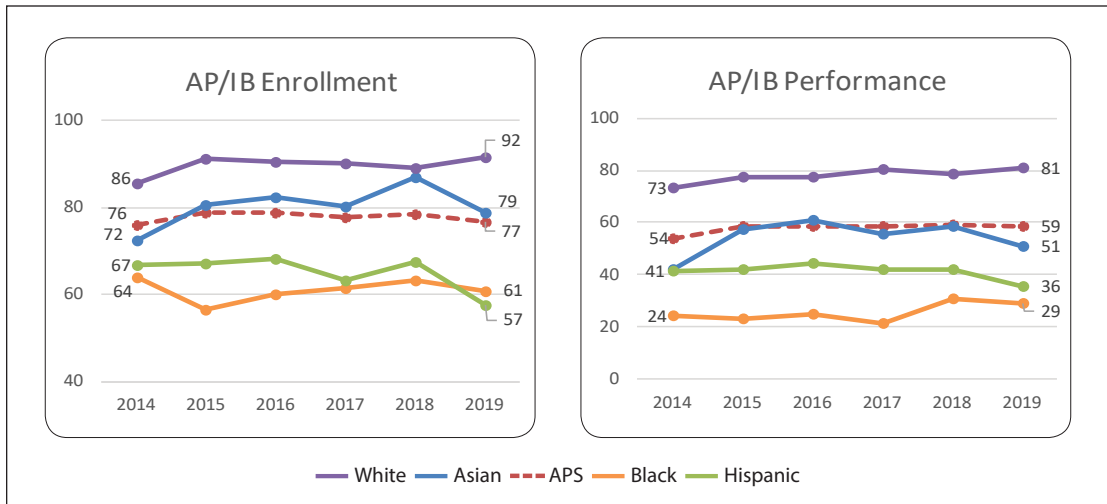
# Performance Highlights

## ON-TIME GRADUATE RATE AMONG COHORT AND PERCENTAGE OF GRADUATES EARNING AN ADVANCED DIPLOMAS



EXECUTIVE SUMMARY

## PERCENT OF GRADES ENROLLED IN AN AP/IB COURSE AND PERCENT EARNING PASSING SCORE AMONG ENROLLED





# Performance Highlights

## School Recognitions

- ⦿ The American School Counselor Association (ASCA) has recognized Randolph Elementary School as a Recognized ASCA Model Program (RAMP) school. The RAMP designation, awarded for aligning with the criteria in the ASCA National Model, recognizes schools that are committed to delivering a comprehensive, data-driven school counseling program and an exemplary educational environment.
- ⦿ Arlington Traditional School (ATS) was named a 2019 Blue Ribbon School by the U.S. Department of Education based on its overall academic excellence. ATS is one of only 362 schools nationwide and one of seven public elementary schools in Virginia to receive this prestigious honor. Since 1982, the U.S. Department of Education’s National Blue-Ribbon Schools Program has honored America’s most successful public and private elementary, middle, and high schools. The National Blue-Ribbon Schools award honors schools where students perform at very high levels or where significant improvements are being made in students’ levels of achievement. The award acknowledges and validates the hard work of students, staff members, families, and communities in reaching high levels of student achievement.
- ⦿ Arlington Public Schools has been honored with the Best Communities for Music Education designation from the National Association of Music Merchants (NAMM) Foundation for its outstanding commitment to music education. The Best Communities for Music Education designation is awarded to districts that demonstrate outstanding achievement in efforts to provide music access and education to all students. This award recognizes that APS is leading the way with learning opportunities as outlined in Every Student Succeeds Act (ESSA). ESSA recommends music and the arts as important elements of a well-rounded education for all children.
- ⦿ Discovery Elementary School was one of 123 schools to be recognized as a Purple Star school by the Virginia Department of Education (VDOE) and the Virginia Council on the Interstate Compact on Educational Opportunity for Military Children. This is the second year VDOE and the Virginia Council have designated Purple Star schools. The Purple Star designation is awarded to military-friendly schools that have demonstrated their commitment to meeting the needs of military-connected students and their families.
- ⦿ Campbell Elementary School received an Expeditionary Learning (EL) Credential for Excellence in Character and Scholarship from EL Education, a leading K-12 education nonprofit working to close opportunity gaps. Campbell is one of five schools nationwide to receive this recognition. The hallmark of EL Education’s approach is an expanded definition of student achievement that combines student character and high-quality work with mastery of knowledge and skills. The EL Education Credential recognizes schools that have attained remarkable achievement impacts with all students in each of these areas through deep implementation of the EL Education school model. The model is a blueprint for transforming instruction, assessment, leadership, curriculum, school culture and character, with the support of EL Education school designers.

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**EXECUTIVE SUMMARY**



# Performance Highlights

## Staff Recognitions

- ⦿ At its 2020 Awards Ceremony, the Northern Virginia PTA recognized Arlington Science Focus School teacher Stephanie Lin as the recipient of its NOVA District PTA Outstanding Educator of the Year Award. Lin was recognized for leading the school's Investigation Station and Science City programs and for coordinating Family STEM Nights, Outside the Box Day, Habitat Week, Aquarium Club and Lego Robotics Team.
- ⦿ Oakridge Elementary School kindergarten teacher Jennifer Burgin was selected by George Washington's Mount Vernon to participate in the 2019-20 Life Guard Teacher Fellowship Program. Burgin is one of five teachers selected for this opportunity to enhance their 18th-century knowledge, explore different teaching techniques, and create new curricula for Mount Vernon during their residential fellowship at the Fred W. Smith National Library for the Study of George Washington.
- ⦿ Swanson Middle School teacher Mary Beth Donnelly has been named the 2019 Virginia History Teacher of the Year, an award presented annually by the Gilder Lehrman Institute of American History, the nation's leading organization dedicated to K-12 American History education. The award honors one K-12 teacher from each state, the District of Columbia, Department of Defense schools and US Territories.
- ⦿ Arlington Public Schools German teacher Silke Reeves received the Klett Award for the Outstanding Virginia Novice Teacher of German by the Virginia chapter of the American Association of Teachers of German. The Klett award honors excellence in teaching by novice teachers (1-3 years of teaching experience) of German in Virginia.
- ⦿ The National Board of Professional Teaching Standards (NBPTS) announced that 18 Arlington Public Schools teachers successfully earned their National Board Certification. National Board Certification is a priority for APS. To date, there are more than 200 APS teachers, or 7%, who are National Board Certified Teachers. The state average is a little more than 4%. APS ranks second in Virginia for the number of National Board Certified teachers.
- ⦿ Thomas Jefferson Middle School band director Catrina Tangchittsumran was named to the School Band and Orchestra Magazine's "50 Directors Who Make a Difference" list. The list includes one Director per State and Catrina is the selected Director for Virginia. Directors were nominated by students, both former and current, colleagues, musical instrument retailers, band parents, administrators, friends and former band directors for their hard work and dedication to their school music programs.





# Performance Highlights

## Student Recognitions

- ⦿ The National Merit Scholarship Corporation (NMSC) announced that Washington-Liberty High School senior Rebecca E. Stewart and Yorktown High School senior Albert R. Johnson II earned National Merit Scholarships financed by colleges or universities. College sponsored awards provide between \$500 and \$2,000 annually for up to four years of undergraduate study at the institution financing the scholarship.
- ⦿ The Alliance for Young Artists & Writers announced that 17 APS students have received recognition in the National Scholastics Art and Writing Competition. Regional competitions award Gold and Silver Keys as well as Honorable Mentions. Gold Keys are sent on to the national level for competition. Four APS students earned Gold Key recognitions. This year, over 340,000 works were submitted to the Alliance for Young Artists & Writers – receiving a National Medal places these students within the top 1% of all submissions.
- ⦿ The Southern Region American Choral Directors Association hosted their bi-annual conference March 11-13, 2020. Arlington Public Schools had nine students that were selected in one of the three honors choirs which performed at the Saenger Theater in Mobile, Alabama. Over 1,200 students from 11 states submitted auditions to the National Junior and Senior Honor Choirs for which approximately 300 were selected to participate.
- ⦿ Yorktown High School senior and Career Center Culinary Arts student Sajith Udumalaga earned a full-tuition scholarship valued at \$122,450 to the Culinary Institute of America. Throughout the 2018-19 school year, students in the Arlington Career Center Culinary Arts & Science Program have participated in the Careers Through Culinary Arts Program (C-CAP) Culinary Scholarship Competition.
- ⦿ Washington-Liberty High School sophomore James Licato placed second in the Earth and Environmental Sciences category at the Intel International Science and Engineering Fair (ISEF) in Phoenix. With the second-place award, James also received \$1,500. His project, Optimizing Metformin HCl Removal: Utilizing Molecular Sieves and Absorbents within Sand Filtration Units, competed against more than 1,800 students from over 80 countries.
- ⦿ H-B Woodlawn Secondary Program senior Cole Goco has been awarded Wesleyan University’s prestigious Hamilton Prize for Creativity. Goco is one of three students whose creative written works best reflect the originality, artistry, and dynamism of Hamilton: An American Musical, created by Lin-Manuel Miranda and directed by Thomas Kail. Goco, who plans to attend Wesleyan, will receive a \$5,000 stipend as part of the award.
- ⦿ Twenty-three APS students were invited to attend the Summer Residential Governor’s School for Academics, Mentorship, Visual and Performing Arts and World Language Academies. Summer Residential Governor’s Schools provide gifted high school juniors and seniors in Virginia with intensive educational experiences in one special area of interest in visual and performing arts; humanities; mathematics, science, and technology; or through mentorships in marine science, medicine and health sciences, or engineering. Summer Residential World Language Academies include full-immersion academies in French, German and Spanish; a partial-immersion Japanese Academy; and a Latin Academy.

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**EXECUTIVE SUMMARY**



## Performance Highlights

- ⦿ North Carolina Central University (NCCU) has selected Wakefield High School senior Cambria White to receive the Cheatham-White Merit Scholarship award. White was one of 21 students named by NCCU as part of the cohort of incoming Cheatham-White Merit Scholars to receive a state-funded merit scholarship award. Established in 2017, the Cheatham-White Merit Scholarship Program was funded with \$3.2 million authorized by the North Carolina General Assembly to create four-year scholarships at NCCU and North Carolina A&T State University. The awards cover tuition, room and board, student fees, books, a laptop computer, supplies and personal expenses, including four summer experiences that could include international studies. The cohort's average academic profile is: 4.34 GPA, 1347 SAT and/or 29 ACT.
- ⦿ A team from the Arlington Career Center has won the eighth annual student video challenge sponsored by the Virginia School Boards Association (VSBA). The contest challenged high school students across Virginia to create a 30-second video around the theme of "Virginia is for Learners." The top three winners, selected out of 31 submissions, were announced at the opening general session of the VSBA Annual Convention in Williamsburg.

To review additional performance highlights, various reports may be found on the Arlington Public Schools website using the following links:

**2019 SOL Results:**

[http://www.doe.virginia.gov/statistics\\_reports/sol-pass-rates/index.shtml](http://www.doe.virginia.gov/statistics_reports/sol-pass-rates/index.shtml)

**2018–2024 Strategic Plan:**

<https://www.apsva.us/strategic-plan/>

**FY 2021 Capital Improvement Plan (CIP):**

<https://www.apsva.us/engage/cip/>

**Current Initiatives:**

<https://www.apsva.us/engage/>

**News Releases:**

<https://www.apsva.us/post/category/news-release/>

**School Board Briefing Reports:**

<https://www.apsva.us/publications/briefings/>

**Annual Report:**

<https://www.apsva.us/publications/annual-reports/>

# Budget Development Process and Calendar



DATE	FY 2021 BUDGET CALENDAR
Aug 2019 - Jan 2020	APS reviewed budget requests and gathered community and employee feedback
February 27, 2020	Interim Superintendent presented the FY 2021 Superintendent's Proposed Budget
February 27, 2020	School Board conducted a budget work session
March 10, 2020	School Board conducted a budget work session
March 17, 2020	School Board conducted a budget work session
April 16, 2020	Interim Superintendent presented the FY 2021 Revised Superintendent's Proposed Budget
April 21, 2020	School Board conducted a budget work session
April 21, 2020	School Board held a public hearing on the revised proposed budget
April 23, 2020	County Board held a public hearing on the tax rate and budget
April 23, 2020	School Board adopted the FY 2021 School Board Proposed Budget
April 30, 2020	County adopted the FY 2021 Budget and Appropriations Resolutions for County government, public schools, and Pay As-You-Go Capital; adopted the CY 2020 real estate tax rate and other FY 2021 taxes and fees
May 5, 2020	School Board conducted a budget work session
May 5, 2020	School Board held a public hearing on the budget
May 7, 2020	School Board approved the FY 2021 School Board Adopted Budget
July 1, 2020	FY 2021 began

EXECUTIVE SUMMARY



# The APS Strategic Plan

Every six years, Arlington Public Schools, under the guidance of the School Board, develops a new strategic plan with staff and community involvement that represents Arlington’s vision for education and plans for monitoring progress on goals as well as focus areas for school system improvement.

On June 7, 2018, the School Board adopted the 2018-2024 Strategic Plan. Additional details on the Strategic Plan can be found in the Organizational section beginning on page [108](#).

## 2018-2024 STRATEGIC PLAN GOALS


- ⦿ **Student Success:** Multiple Pathways to Student Success
- ⦿ **Student Well-Being:** Healthy, Safe, and Supported Students
- ⦿ **Engaged Workforce**
- ⦿ **Operational Excellence**
- ⦿ **Partnerships:** Strong and Mutually Supportive Partnerships

Understanding that APS, as well as the profession of education as a whole, is dynamic and constantly evolving, each year the Strategic Plan will be reviewed by staff, parents, and community members to determine annual performance toward goals as well as to make any adjustments that may be needed. Adjustments may be made to goals, desired outcomes, objectives, or strategies as we engage in constant monitoring and realignment. In addition to this annual process, the Strategic Plan drives the annual School Board and Superintendent priorities, district department plans, school plans, and specific projects and tasks.


### STUDENT SUCCESS: MULTIPLE PATHWAYS TO STUDENT SUCCESS

Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.

- ⦿ All students are academically challenged
- ⦿ Access to personalized learning opportunities
- ⦿ Multiple pathways to graduation
- ⦿ Engagement in activities that reflect college and career opportunities and provide the opportunity to learn about and experience workplace expectations and career options
- ⦿ Access to all curriculum, options schools, and programs without barriers




**STUDENT SUCCESS: MULTIPLE PATHWAYS TO SUCCESS FOR ALL STUDENTS**  
Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.



**STUDENT WELL-BEING: HEALTHY, SAFE, AND SUPPORTED STUDENTS**  
Create an environment that fosters the growth of the whole child. APS will nurture all students’ intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.



**ENGAGED WORKFORCE**  
Recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is the place where talented individuals choose to work.



**OPERATIONAL EXCELLENCE**  
Strengthen and improve system-wide operations to meet the needs of Arlington’s growing and changing community.



**STRONG AND MUTUALLY SUPPORTIVE PARTNERSHIPS**  
Develop and support strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth.



# The APS Strategic Plan

## STUDENT WELL-BEING: HEALTHY, SAFE, AND SUPPORTED STUDENTS

Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.

- ⊙ Our learning environment is physically and emotionally safe for students and adults
- ⊙ Prevention and intervention services for physical, mental, behavioral, and social-emotional health
- ⊙ Engagement in healthy practices that can be continued throughout life

## ENGAGED WORKFORCE

Recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is the place where talented individuals choose to work.

- ⊙ Strong recruitment and hiring as well as strong staff retention
- ⊙ Professional learning opportunities engage all staff
- ⊙ Evaluation processes provide actionable feedback for all staff
- ⊙ Employees are included, respected, and supported
- ⊙ Information is readily accessible to all staff in order for them to do their jobs effectively
- ⊙ Visionary leadership is demonstrated while supporting high expectations that balance the needs of all stakeholders

## OPERATIONAL EXCELLENCE

Strengthen and improve system-wide operations to meet the needs of Arlington's growing and changing community.

- ⊙ Resources are aligned with needs
- ⊙ Technology is leveraged to support learning and administrative needs
- ⊙ Facilities are designed, developed, and maintained for high performance learning and working environments
- ⊙ Environmental stewardship practices are in place
- ⊙ Data-based decision making leads to continuous improvement

## PARTNERSHIPS: STRONG AND MUTUALLY SUPPORTIVE PARTNERSHIPS

Develop and support strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth.

- ⊙ High-impact strategies for engaging all families
- ⊙ APS programs and services integrate with those in the broader community
- ⊙ Community businesses and organizations provide opportunities for internships/externships, service, and leadership development



# Budget Direction

Each year, the School Board adopts a budget direction and framework that are grounded in the Strategic Plan. On March 25, 2020, the School Board adopted a revised budget direction in response to the Coronavirus pandemic.

In the revised budget direction, the School Board directed the Superintendent to:

- ⦿ prepare a revised, proposed FY 2021 budget that maintains our growing 28,000-student school system.
- ⦿ present the Board with a revised proposed budget at its first meeting in April or once sufficient information is available regarding projected County, State, and Federal revenues.

The revised proposed budget should:

- ⦿ continue to consider our school system’s needs going forward and be consistent with APS’s Mission, Vision, Core Values and Strategic Plan,
- ⦿ reflect our new reality and the current state of economic affairs of Arlington County again due to the Coronavirus pandemic and its effect on our local economy.

The FY 2021 adopted budget responds to the revised budget direction.

This revised budget direction replaces the budget direction approved on October 3, 2019 which is included on the following pages for reference.

The following FY 2021 Budget Direction was adopted by the School Board on October 3, 2019.

Arlington Public Schools is an excellent school system and the School Board is committed to continuing to provide a high-quality education to our students. We are grateful for Arlington County’s commitment to public education and anticipate this support will continue as Arlington Public Schools faces continuing cost pressures due to ongoing student enrollment growth, increasing debt service, and staff compensation requirements.

The School Board directs the Interim Superintendent to prepare an FY 2021 budget that maintains our almost 28,000-student school system, focuses on supporting our staff, and emphasizes the School Board’s three top priorities:

- ⦿ increased achievement for all reporting groups that shows progress toward eliminating the opportunity gap,
- ⦿ improved mental health measures and access to mental health resources, and
- ⦿ all students can identify at least one school-based adult who supports and encourages their academic and personal growth.



# Budget Direction

The School Board is also focused on the need to ensure long-term efficiency and sustainability. The School Board therefore also directs the Interim Superintendent to:

- ⦿ Present a budget that is consistent with APS’s Mission, Vision, Core Values and Strategic Plan.
- ⦿ In order to provide maximum flexibility to both the Interim Superintendent and the School Board in providing a compensation increase to all employees, the School Board waives the policy requirement for the Interim Superintendent to include a step increase in her budget (see Policy G-3.2.1 Salary) with the caveat that the amount of funding for a compensation increase included in the Interim Superintendent’s Proposed budget should be at least that which would have been provided under policy. The Interim Superintendent should proceed with the compensation study with the understanding that:
  - ✦ The School Board’s goal is to provide a compensation increase to all employees; and
  - ✦ The findings and recommendations of the compensation study would likely not be available in time to be incorporated in the Interim Superintendent’s Proposed budget but may be available in time to be incorporated into the School Board’s Adopted budget.
- ⦿ Provide a compensation increase for School Board members.
- ⦿ Include funding to support the growth of our almost 28,000-student system.
- ⦿ If possible,
  - ✦ continue the implementation of the initiatives for Arlington Tech and bus drivers and bus attendants begun in the FY 2017 and FY 2018 budgets.
  - ✦ fund new initiatives and expenditures aligned to the School Board’s 2018-2024 Strategic Plan.
  - ✦ consider steps to implement recommendations from the evaluations of Services for Students with Special Needs and English Learners, and the English Learners (DOJ) Settlement Agreement, including but not limited to phasing in over three to five years those recommendations with budget implications.
- ⦿ Present a needs-based budget with options for reductions that take into account the results of the budget study/studies and are focused on strategic changes in service delivery across the school division.

The Interim Superintendent is further directed to:

- ⦿ Review all budget categories to identify potential efficiencies and cost savings.
- ⦿ Explore longer-term strategies for efficiencies, such as collaboration with the County on services and service fees.
- ⦿ Present a transparent budget that provides details for significant changes in a major expenditure category (salaries, benefits, purchased services, etc.).
- ⦿ Consider recommendations from the 2018-19 citizen advisory council reports, program evaluations, internal audits, and other relevant reports.
- ⦿ Explore increases in revenue, including a review of all APS fees.
- ⦿ Consider reserve funds for one-time costs in FY21 in accordance with School Board practice.
- ⦿ Provide three-year forecasts of revenues and expenditures to gauge long-term financial sustainability.
- ⦿ Ensure that APS complies with all federal, state and local laws.



## Building the FY 2021 Budget

Planning for the FY 2021 budget began shortly after the FY 2020 budget was adopted. As budget development accelerated in the fall, APS faced a budget deficit between \$26.1 million, a significant funding challenge. This deficit was primarily due to enrollment growth, a settlement agreement for English Learners (EL) with the Department of Justice (DOJ), and changes in the demographics of our student population, especially students with special needs. In addition, the Coronavirus pandemic resulted in a significant decrease in projected revenue from the County.

This year the School Board's budget direction had to be revised in response to the pandemic and it directed the Interim Superintendent to develop a budget that was focused on:

- ⦿ APS's Mission, Vision, Core Values, Strategic Plan and the School Board's priority to support the whole child.
- ⦿ Maintaining our growing 28,000-student school system.

As a result of the revised budget direction, the budget includes funding to implement recommendations from the Services for Students with Special Needs and English Learners evaluations and the EL DOJ Settlement Agreement and the initiatives begun in prior years' budgets are funded. In order to accomplish these priorities and balance the budget, a number of reductions and changes in service delivery are also included in the adopted budget. Details on those reductions and changes are outlined in the Building the Budget – Expenditures section.

The FY 2021 Adopted Budget represents a 0.1 percent increase over the FY 2020 Adopted Budget.





# Building the FY 2021 Budget

## BUILDING THE BUDGET—REVENUE

The FY 2021 Adopted Budget includes a 1.4 percent decrease in the County transfer, increases in state aid primarily due to enrollment growth, and an increase in local revenue primarily in Food and Nutrition Services and Extended Day. Details of these changes follow.

When developing the budget, the prior year’s adopted budget is the starting point or base for the next year’s budget. The FY 2020 Adopted budget of \$669.6 million is the base from which the FY 2021 budget is constructed.

### ALL FUNDS REVENUE SUMMARY

IN MILLIONS	FY 2019	FY 2020	FY 2021	COMPARISON ADOPTED TO ADOPTED	
				AMOUNT	PERCENT
ALL FUNDS	ACTUAL	ADOPTED	ADOPTED		
Carry Forward from Prior Year Closeout	\$3.3	\$3.7	\$3.5	(\$0.2)	(4.9%)
County Transfer	\$507.1	\$522.4	\$524.6	\$2.2	0.4%
County Transfer - One-time	\$0.0	\$9.9	\$0.0	(\$9.9)	(100.0%)
State Aid	\$47.6	\$51.4	\$52.1	\$0.7	1.4%
State Sales Tax	\$28.4	\$30.1	\$32.2	\$2.1	6.8%
Federal Aid	\$20.6	\$15.9	\$16.3	\$0.4	2.4%
Local Revenue	\$35.0	\$24.5	\$25.1	\$0.6	2.4%
Use of Reserves	\$21.8	\$11.6	\$16.5	\$4.8	41.4%
<b>TOTAL REVENUE ALL FUNDS</b>	<b>\$664.0</b>	<b>\$669.6</b>	<b>\$670.3</b>	<b>\$0.7</b>	<b>0.1%</b>

Since the budget is based on the prior year adopted funding, the dollar figures and FTEs listed throughout this section indicate the change between the FY 2020 School Board’s Adopted budget and the FY 2021 School Board’s Adopted budget.

#### Carry Forward from Prior Year Closeout (\$0.2)

This budget assumes that \$3.5 million will be carried forward from FY 2020 Closeout funds to be used to fund the FY 2020 budget. The \$0.2 million in Food and Nutrition Services Fund carry forward from prior years’ reserve is removed from the FY 2021 budget.

#### County Transfer to APS (\$7.7)

APS is fortunate to receive strong support from the Arlington community. The County government and Schools have a long history of sharing local tax revenue. As a result of this agreement, revenue comes to APS at different times of the year and is designated as one-time or ongoing revenue; most revenue comes from the County as ongoing. Unfortunately, the County transfer is decreased due to the economic challenges caused by the Coronavirus pandemic. In the FY 2021 budget, the total County transfer of \$524.6 million, which reflects a revenue share of 47 percent of local tax revenue, which is all ongoing funds.

EXECUTIVE SUMMARY



# Building the FY 2021 Budget

## State Revenue

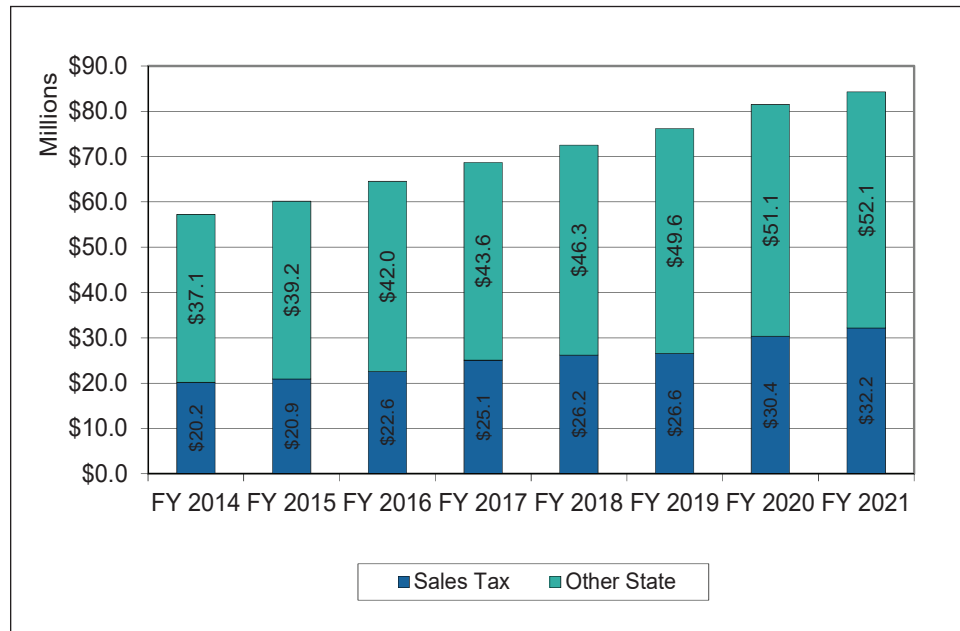
\$2.8

State revenue for Basic Aid and Virginia sales tax represents 12.6 percent of APS's budget. In FY 2021 state aid will be \$84.3 million compared to \$81.5 million last year. The increases for FY 2021 are primarily the result of increased enrollment growth and additional receipts for sales tax. The budget was developed based on the General Assembly's adopted 2020-2022 biennial budget as amended on April 29, 2020.

State revenue in the Grants and Restricted Program Fund is anticipated to increase \$0.1 million due to increased funding for the Technology VPSA grant and early reading intervention.

The chart below identifies the two broad sources of revenue received from the state: sales tax and Basic Aid for Education. Growth in state revenue is primarily the result of increasing student growth in Arlington County and increasing sales tax revenue in Virginia.

STATE REVENUE





# Building the FY 2021 Budget

## **Federal Funds** **\$0.6**

Federal funding of \$16.3 million, which represents 2.4 percent of the APS budget, will increase in FY 2021. In FY 2021, federal funding will increase in the Food and Nutrition Services Fund as a result of increased participation in the National School Lunch Program, and in the IDEA grant for special education. In contrast, Medicaid reimbursement for qualifying special education is estimated decrease by \$0.2 million.

## **Local Revenue from Fees, Charges and Local Grants** **\$0.6**

Revenues from fees and charges for services include funds paid directly to the school division by individuals or groups for various types of services received. These services include use of school buildings, adult education classes, school breakfasts and lunches, to name a few. In addition, the school division receives some local grants to support various schools or school division initiatives.

In FY 2021 local revenue from fees and grants is projected to increase from \$24.5 million in FY 2020 to \$25.1 million, an increase of \$0.6 million or 2.4 percent. The increase in local revenue is primarily due to increased demand for services and additional revenue in some programs. Highlights of the changes in revenue include:

- ⦿ **Food and Nutrition Services**

The number of students participating in APS's breakfast and lunch programs continues to increase and will contribute to additional fee income (as well as additional expenses). The increased student participation is projected to generate an additional \$0.4 million in fee revenue.

- ⦿ **Extended Day**

The Extended Day tuition fees remain unchanged in FY 2021. Increased participation is projected to generate an additional \$0.1 million in fee revenue.

- ⦿ **Montessori Tuition for Three and Four-year Old Students**

The Montessori tuition rates will increase next year in accordance with a multi-year 4-6 percent rate adjustment schedule designed to set fees at market rates. A sliding scale will remain in place. The increased fees is projected to generate an additional \$0.1 million.

- ⦿ **Summer School**

The summer school revenue is projected to decrease \$0.2 million due to a change in how the registration fee is applied and the elimination of the summer enrichment program.



# Building the FY 2021 Budget

The chart below provides a summary of local revenue paid directly to the school division.

## LOCAL REVENUE SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Admission, Enrollment	\$11,601,187	\$12,639,068	\$12,758,962
Adult Education Tuition	\$1,135,270	\$31,000	\$28,500
Apple Buyback	\$567,094	\$1,000,000	\$1,000,000
Bond Premium	\$10,662,088	\$0	\$0
Building Rentals	\$175,387	\$165,500	\$150,500
Community Swim Fees	\$1,055,806	\$1,420,000	\$1,180,000
Credit Card Fees	\$4,588	\$0	\$0
Donations & Special Grants	\$1,001,708	\$0	\$0
Driver Education Fees	\$0	\$10,000	\$0
Summer School Tuition	\$728,714	\$695,000	\$545,000
Enrichment Program	\$25,508	\$75,000	\$0
Fines - Bus Cameras	\$64,094	\$200,000	\$150,000
High School Gate Receipts	\$148,918	\$155,000	\$155,000
Miscellaneous Local Receipts	\$887,096	\$1,641,384	\$1,999,429
Music Instrument Rental	\$79,326	\$80,000	\$80,000
MySchoolBucks Fees	\$46,860	\$35,000	\$55,000
Planetarium Admission Fees	\$12,346	\$10,000	\$10,000
Regular Tuition	\$150,901	\$10,000	\$10,000
Sale of Breakfast and Lunch	\$4,800,944	\$4,545,000	\$4,981,748
Other Food Services Revenue	\$472,300	\$200,000	\$435,000
Sale of Surplus Equipment	\$4,832	\$35,000	\$30,000
Student Parking Fees	\$0	\$30,000	\$22,000
Transcript Receipts	\$511	\$1,800	\$1,800
Tuition Montessori 3&4 Year Olds	\$1,192,734	\$1,144,000	\$1,205,000
Tuition Other Districts	\$218,442	\$375,000	\$300,000
<b>TOTAL LOCAL REVENUE</b>	<b>\$35,036,654</b>	<b>\$24,497,752</b>	<b>\$25,097,939</b>

Details of the fees for FY 2020 and FY 2021 can be found in the Supplemental Information section.



# Building the FY 2021 Budget

## Use of Reserves

\$4.8

RESERVES ADJUSTMENTS (ONE-TIME REVENUE)	(IN MILLIONS)
Reserves to Offset Increases in FY 2020 Budget from Future Budget Years Reserve	(\$4.9)
Reserves to Offset Increase in Compensation in FY 2020 Budget	(\$6.5)
Reserves to Offset Increases in Debt Service in FY 2020 Budget	(\$0.3)
Reserves to Offset Increases in FY 2021 Budget from Future Budget Years Reserve	\$11.2
Reserves to Offset Increase in Compensation in FY 2021 Budget	\$3.9
Reserves to Offset Increase in VRS in FY 2021 Budget	\$1.1
Reserves to Offset Increases in Debt Service in FY 2021 Budget	\$0.3
<b>NET RESERVES ADJUSTMENTS</b>	<b>\$4.8</b>

The remaining revenue adjustments reflect APS’s use of funds from prior periods (such as closeout) and the use of reserves set aside in earlier budgets for a specific purpose. These adjustments include:

- The FY 2020 base budget included one-time funding of \$0.3 million from the Debt Service Reserve that is eliminated in FY 2021.
- The FY 2020 budget also included \$6.5 million taken from the Compensation Reserve and used to partially offset the compensation increase in FY 2020 and is eliminated in FY 2021.
- Funding totaling \$4.9 million from the Future Budget Years reserve was used to offset one-time costs. Because this is one-time funding, it is eliminated in FY 2021.
- In accordance with School Board practice in prior years, \$0.3 million from the Debt Service Reserve will be used to partially offset the increased FY 2021 debt service costs.
- Similarly, \$1.1 million is taken from the VRS Reserve and used to partially offset the increased VRS costs in FY 2021.
- Funding totaling \$11.2 million from the Future Budget Years Reserve is used to offset one-time expenditures and balance the budget with one-time funds.
- Also, \$3.9 million is taken from the Compensation Reserve and used to balance the budget with one-time funds.

.....  
**EXECUTIVE SUMMARY**

USES OF FUTURE BUDGET YEARS RESERVE IN FY 2021	(IN MILLIONS)
One-time funded in Baseline	
Additional 3 buses	\$0.4
Additional support vehicles	\$0.1
One-time funded in New Capacity/Capital Improvement Projects	
Reed - furniture and technology	\$1.3
Career Center/Arlington Tech - furniture and technology	\$0.8
One-time funded in Enrollment Adjustments (furniture and technology) - School Operating	\$0.1
One-time funded in Enrollment Adjustments (relocatables) - Capital Projects	\$0.8
One-time funded in Replacement Buses and Technology	\$1.5
<b>TOTAL USE OF FUTURE BUDGET YEARS RESERVE IN FY 2021</b>	<b>\$4.8</b>



# Building the FY 2021 Budget

## BUILDING THE BUDGET—EXPENDITURES

The FY 2021 budget was developed with the FY 2020 Adopted Budget of \$669.6 million as the beginning baseline. Expenditure adjustments were made focusing on the Budget Direction from the School Board. As part of the budget process, the base budget was reviewed and modified to maintain current services and address the changes occurring at APS, specifically the rapidly growing student population. The chart below provides a summary of these changes and explanations follow.

### ALL FUNDS EXPENDITURE SUMMARY

IN MILLIONS	FY 2019	FY 2020	FY 2020	FY 2021	FY 2021	COMPARISON ADOPTED TO ADOPTED	
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED	AMOUNT	PERCENT
Salaries (includes hourly)	\$367.9		\$387.4		\$387.3	(\$0.1)	(0.0%)
Employee Benefits	\$125.0		\$134.8		\$140.0	\$5.2	3.9%
Purchased Services	\$25.2		\$26.8		\$27.4	\$0.6	2.1%
Other Charges	\$17.6		\$23.3		\$24.6	\$1.3	5.6%
Debt Service	\$58.4		\$59.2		\$56.9	(\$2.3)	(3.8%)
Materials & Supplies	\$21.1		\$24.3		\$22.5	(\$1.8)	(7.2%)
Capital Outlay	\$35.5		\$14.3		\$12.1	(\$2.3)	(15.8%)
Other Uses of Funds	(\$0.5)		(\$0.5)		(\$0.5)	\$0.0	(0.3%)
<b>TOTAL EXPENDITURES ALL FUNDS</b>	<b>\$650.1</b>	<b>4,897.36</b>	<b>\$669.6</b>	<b>4,988.61</b>	<b>\$670.3</b>	<b>\$0.7</b>	<b>0.1%</b>

### Expenditures

**\$0.7 / 91.25**

The total increase in expenditures for FY 2021 is \$0.7 million and 91.25 positions. This represents a 0.1 percent increase from the FY 2020 Adopted budget.

This year we have chosen to explain the changes in expenditures by major category and type. The types of expenditures can include:

- ⊙ Baseline Adjustments
  - ✦ Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue current services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next.
- ⊙ Continuing Initiatives
  - ✦ Prior years' budgets included funding for various new investments that would be phased in and fully implemented over a number of years.
- ⊙ New Budget Requests
  - ✦ New investments include requests to support our growing system, comply with the DOJ settlement agreement, and increase support for our changing population of students.
- ⊙ Reductions/Efficiencies
  - ✦ Reductions or changes in service delivery that have been implemented to balance the budget.



# Building the FY 2021 Budget

FY 2021 EXPENDITURES BY CATEGORY	IN MILLIONS	FTE
One-Time Costs in FY 2020 Budget	(\$7.1)	
Continuing one-time costs	\$1.5	
Salary Base Adjustment	(\$2.4)	
Employee Benefits	\$5.0	
Other Funds	(\$5.6)	31.30
Contractual Obligations	\$0.5	
Enrollment Growth	\$11.4	113.70
Compensation	\$0.0	
Capital Improvement Projects	\$2.0	
DOJ Settlement	\$0.4	(12.40)
Transportation Requirements	\$0.4	15.00
Special Education	\$2.9	44.00
Schools and Students	(\$9.6)	(106.10)
Professional Development	(\$0.4)	
Facilities Maintenance	\$0.6	(1.00)
Network Infrastructure and Technology Support	\$0.5	4.00
Investments to Support Growth	(\$1.0)	2.75
Contingency	\$1.5	
<b>TOTAL FY 2021 EXPENDITURES BY CATEGORY</b>	<b>\$0.7</b>	<b>91.25</b>

## One-Time Costs in FY 2020

(\$7.1) / 0.00

Expenditures added to the FY 2020 budget that were for one-time needs or were ongoing costs funded for one year only with one-time funds are removed from the baseline when developing the FY 2021 budget as the funding is not available again in FY 2021. The one-time costs removed from the budget include the following:

ONE-TIME COSTS IN FY 2020 ADOPTED BUDGET	IN MILLIONS	FTE
One-time funded in Baseline		
Consultant fees for SPED and ESOL/HILT Evaluation	(\$0.1)	
Replacement vehicle	(\$0.1)	
Budget studies	(\$0.1)	
Compensation study	(\$0.2)	
Art Bus Pilot	(\$0.1)	
One-time funded in Enrollment Adjustments (furniture & technology) - School Operating	(\$0.1)	
One-time funded in Enrollment Adjustments (relocatables) - Capital Projects	(\$0.8)	
One-time funded in New Schools and Programs	(\$3.9)	
One-time funded in Continuing Growth Initiatives		
Safety & Security Needs - Radio antennae in MS; Year 4 of 4 year security plan	(\$0.3)	
One-time funded in Capital Improvement Projects	(\$0.3)	
One-time funded in Replacement Buses and Technology	(\$1.4)	
<b>TOTAL ONE-TIME COSTS IN FY 2020 ADOPTED BUDGET</b>	<b>(\$7.1)</b>	<b>0.00</b>



# Building the FY 2021 Budget

**Continuing One-Time Costs** **\$1.5 / 0.00**

In order to balance the FY 2016 budget, funds of \$0.5 million for technology replacement and funds of \$1.0 million to replace buses were funded with one-time funds. These funds continue to be necessary and are reallocated using one-time funds from the Future Budget Years reserve in the FY 2021 budget.

**Salary Base Adjustment** **(\$2.4) / 0.00**

The salary base must be adjusted prior to building the next year’s budget. This reduction adjusts last year’s salaries and benefits budget base for the employees who are “current and on board.”

**Employee Benefits** **\$5.0 / 0.00**

Based on our health insurance claims experience over the past three years, health insurance plan design changes implemented by APS, as well as current and projected health insurance premiums for current staff, additional funding of \$2.8 million is provided for these accounts for FY 2021.

The VRS rate for professional staff is increased from 15.68% to 16.62%. This requires additional funding of \$2.2 million in FY 2021. Other VRS rates also increased and resulted in a small increase to the budget.

The County retirement contribution rate decreases to 14.9%, resulting in a small decrease in expenses for FY 2021.

**Other Funds** **(\$5.6) / 31.30**

When revenue is increased or decreased for funds other than the School Operating Fund, a corresponding expenditure adjustment is required. The following summarizes the changes in the other funds accounts.

- ⊙ Debt Service decreases \$2.3 million due to prior bond sales, refinancing and moving anticipated bond sales, as adopted in the FY 2019-2028 Capital Improvement Plan, from spring 2020 to fall 2020.
- ⊙ Extended Day adds 6.00 team leader positions for the elementary school program.
- ⊙ The Community Activities Fund decreases due to reclassifying funds received for shared use of the pools from the County as a reduction in expenditures versus an increase in local revenue. In addition, in order to balance the budget, funding for the Planetarium’s new projector was eliminated. Details on this reduction can be found on the next page.
- ⊙ The Minor Construction/Major Maintenance (MC/MM) decreases \$4.4 million by reducing the number of MC/MM projects that will be completed in FY 2021 in order to partially balance the budget.
- ⊙ Grants and Restricted Programs increases \$0.6 million and increases positions by 31.30 FTEs.

OTHER FUNDS	IN MILLIONS	FTE
Debt Service	(\$2.25)	
Extended Day expenditures	\$0.12	6.00
Community Activities Fund	(\$0.24)	
Food and Nutrition Services	\$0.59	
Children’s Services Act	\$0.00	
Grants and Restricted Programs	\$0.63	25.30
Planetarium Projector	(\$0.06)	
Minor Construction/Major Maintenance (MC/MM)	(\$4.41)	
<b>TOTAL OTHER FUNDS</b>	<b>(\$5.62)</b>	<b>31.30</b>





# Building the FY 2021 Budget

## Reductions/Efficiencies

### Eliminate Funds Related to Purchasing a New Planetarium Projector (\$0.20) / (0.00)

The David M. Brown Planetarium offers programs to school children, with programs offered for Kindergarten through 7th grade as well as preschool classes and the Shriver Program.

#### *Organizational/Instructional Impact*

The lack of a projector will force the closure of the Planetarium for one year.

#### *Implementation Plan*

The funds would not be allocated for the required repairs to the projector.

#### *Communications Plan*

The Supervisor of the Office of Science Education is aware of this potential cut. Communication with APS staff, the Friends of the Planetarium, the Planetarium Director and the community would need to occur.

#### *Strategic Plan Goals*

- ⦿ Partnerships: Strong and Mutually Supportive Partnerships

#### *Performance Objectives*

- 22. At least 95% of APS families will respond favorably on student and family engagement on the Your Voice Matters.

#### *Impact on the Strategic Plan*

This reduction could impact the creation of Strong and Mutually Supportive Partnerships in the following ways:

- ⦿ APS would not be able to foster effective and meaningful collaboration among and between resources in APS and the community, including APS programs and services, County government agencies and programs, non-profit organizations, businesses, advisory groups, and community groups.
- ⦿ APS would not be able to build partnerships with local organizations, and governments to support a variety of learning experiences.

.....  
**EXECUTIVE SUMMARY**



# Building the FY 2021 Budget

## Enrollment and Capacity

\$11.4 / 113.70

FY 2021 will represent the fifteenth consecutive year of student enrollment growth in APS. Since the fall of 2010, enrollment has increased by 7,901 students or 37 percent. The actual enrollment on September 30, 2019 was 28,020 students; the projected enrollment for September 30, 2020 is 29,142 students or an increase of 1,122, representing a one-year increase of 4.0 percent.

Additional funding for teachers, teacher assistants, school administrative staff, and other school-based positions must be added to accommodate this growth. A total of \$9.5 million is required to provide 103.70 school-based positions. Approximately \$0.8 million is for relocatable classrooms and \$0.05 million to provide the materials, technology, furniture and equipment needed to make the relocatables fully-functioning classrooms.

Increasing enrollment and recent boundary changes have also increased demand for transportation services resulting in \$0.8 million in funding for four additional bus drivers, four additional bus attendants, three new buses, and two additional support vehicles. Finally, a principal and principal's assistant are added to prepare for the new elementary school opening in fall 2021.

EXECUTIVE SUMMARY

ENROLLMENT GROWTH	IN MILLIONS	FTE
<b>Enrollment</b>		
Elementary	\$2.42	26.00
Secondary	\$3.32	32.60
Other School-based	\$0.54	5.80
Special Education Enrollment Growth	\$3.18	39.30
<b>Enrollment Subtotal</b>	<b>\$9.45</b>	<b>103.70</b>
<b>Capacity</b>		
Relocatables	\$0.77	
Furniture and Technology for Relocatables	\$0.05	
Principal and Principal's Assistant at Reed	\$0.26	2.00
<b>Capacity Subtotal</b>	<b>\$1.08</b>	<b>2.00</b>
<b>Transportation</b>		
Bus Attendants	\$0.15	4.00
Bus Drivers	\$0.21	4.00
Additional Buses	\$0.36	
Additional Support Vehicles	\$0.12	
<b>Transportation Subtotal</b>	<b>\$0.84</b>	<b>8.00</b>
<b>TOTAL COST OF ENROLLMENT GROWTH</b>	<b>\$11.37</b>	<b>113.70</b>

## Contractual Obligations

\$0.5 / 0.00

CONTRACTUAL OBLIGATIONS	IN MILLIONS	FTE
Utilities	\$0.33	
Leases (net)	\$0.10	
Contract Services	\$0.02	
Insurance Premiums	\$0.01	
<b>TOTAL COST OF CONTRACTUAL OBLIGATIONS</b>	<b>\$0.46</b>	<b>0.00</b>



# Building the FY 2021 Budget

## Compensation Adjustment

**\$0.0 / 0.00**

Because teacher and staff quality are fundamental to student achievement and student success, funds were provided for a step increase for all eligible employees and 1.6 percent cost of living adjustment (COLA) for all employees including hourly employees, stipends, and professional standards in the Interim Superintendent's Proposed budget presented on February 27, 2020. Unfortunately, due to economic challenges faced as a result of the Coronavirus pandemic, all proposed compensation adjustments were eliminated in the adopted budget.

The chart below outlines the compensation adjustments provided since FY 2012.

FISCAL YEAR	STEP INCREASE?	OTHER SALARY ADJUSTMENTS
2020-21	No	None.
2019-20	Yes	Salary scale adjustments for positions identified in the compensation study as being under market.
2018-19	Yes	Salary scale adjustments for positions identified in the compensation study as being under market.
2017-18	Yes	Salary scale adjustments for positions identified in the compensation study as being under market.
2016-17	Yes	1.75% increase for eligible employees at the top of the scale or on longevity steps.
		Increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
2015-16	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.
2014-15	No	2% compensation adjustment
		\$500 one-time bonus for all eligible employees
2013-14	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.
2012-13	No	2.68% compensation adjustment
		5% compensation adjustment required by General Assembly as part of VRS '5 for 5' Swap
2011-12	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.

EXECUTIVE SUMMARY

## Capital Improvement Projects

**\$2.0 / 0.00**

CAPITAL IMPROVEMENT PROJECTS	IN MILLIONS	
New Elementary School at the Reed Building Furniture and Technology	\$1.25	
Career Center	\$0.75	
<b>TOTAL COST OF CAPITAL IMPROVEMENT PLANS</b>	<b>\$2.00</b>	<b>0.00</b>



# Building the FY 2021 Budget

DOJ Settlement Agreement

\$0.4 / (12.40)

DOJ SETTLEMENT AGREEMENT		
<b>Baseline Adjustments</b>		
Translation of essential documents	\$0.40	
<b>Subtotal Baseline Adjustments</b>	<b>\$0.40</b>	
<b>New Budget Requests</b>		
Staffing to Meet Requirement in DOJ Settlement Agreement	\$2.28	24.60
Incentives for EL Endorsement for Special Education Teachers	\$0.26	
<b>Subtotal New Budget Requests</b>	<b>\$2.53</b>	<b>24.60</b>
<b>Reductions/Efficiencies</b>		
Reduce English Learners Assistants to Offset Increase in English Learners Teachers	(\$1.27)	(24.50)
Use Current EL Teachers for Dually Identified Students as Instructors for Half Day	(\$1.23)	(12.50)
<b>Subtotal Reductions/Efficiencies</b>	<b>(\$2.49)</b>	<b>(37.00)</b>
<b>DOJ SETTLEMENT AGREEMENT TOTAL</b>	<b>\$0.44</b>	<b>(12.40)</b>

## New Budget Requests

### Staffing to Meet Requirements in the DOJ Settlement Agreement

\$2.28 / 24.60

In June 2019, APS and the Department of Justice (DOJ) entered into a Settlement Agreement which states that “The District will provide all English learners (ELs), including ELs with disabilities, at least a daily period or instructional block of English as a Second Language (ESL) taught by an ESL-Certified Teacher.” In addition, at the secondary level, APS must provide two periods or instructional blocks to ELP Level 1 and 2 students.

#### *Rationale*

In order to meet the requirements for the DOJ Settlement Agreement, English learner teacher staffing must increase.

#### *Organizational/Instructional Impact*

The DOJ Settlement Agreement paragraphs 10 and 11 specifically outline that all ELs, including ELs with disabilities, are given at least a daily period or instructional block of ESL taught by an ESL-Certified Teacher. And, at the secondary level it is stated that ELP Level 1 and 2 students must receive two periods of ESL instruction.

#### *Implementation and Evaluation Plan*

If the money is allocated for the increase in the English learner teachers, it will be evaluated by looking at the number of English learners who are provided the required hours versus those who are not provided the required services.

#### *Strategic Plan Goals*

- ☉ Student Success: Multiple Pathways to Success for All Students



# Building the FY 2021 Budget

## *Performance Objectives*

1. Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
2. All students will make at least one year's worth of growth as measured by federal, state, and/or district assessments.

## *Alignment with the Strategic Plan Goals and Performance Objectives*

The increase in English learner teacher staffing will meet the requirements of the DOJ Settlement Agreement as well as increase the achievement for English learners.

## **Incentives for EL Endorsement for Special Education Teachers**

**\$0.26 / 0.00**

The Department of Justice Settlement Agreement requires secondary school students at WIDA Levels 1 and 2 to receive the equivalent of two periods per day of English Language Arts instruction from an ESOL-certified teacher. Within our self-contained special education classes and countywide special education program classes, there are dually-identified students who require highly specialized and focused instruction in English and communication, but under the terms of the DOJ Settlement Agreement require daily contact with an ESOL-endorsed teacher.

One way that APS can realign resources to meet the requirements of the DOJ Settlement Agreement is to ensure that Special Education Teachers who work in self-contained settings or countywide special education programs (e.g. MIPA, Life Skills, Deaf and Hard of Hearing Program, Communications Classrooms and Interlude) obtain licensure in English for Speakers of Other Languages.

In many cases, students in these programs have specific communication needs that require the highly specialized training of a special education teacher (e.g. use of switches, PECS and augmented communication devices). Language and communication instruction may be most appropriately delivered by a special education teacher who has some understanding of English language proficiency and development and can consult with English Learner teachers regarding English acquisition.

## *Organizational/Instructional Impact*

This change will allow us to provide the resources required under the DOJ Settlement Agreement for English Learner students in self-contained special education program classes using teachers currently in APS. We estimate this will mitigate the need for an additional ten EL teachers in FY 2021.

## *Implementation Plan*

The Office of Special Education has identified 65 teachers who we would want to support in adding this endorsement to their license. The FY 2021 budget envisions 10 of these 65 teachers meeting the licensure requirements by Fall 2020. The remaining 55 teachers could be phased in over several years.

APS would fund the cost of these teachers obtaining the ESOL endorsement which would include a course to prepare for the Praxis exam, the cost of the exam itself, and the cost of adding the endorsement to the teacher's license. We would also provide an additional step increase to teachers who obtain this additional endorsement, as we do with new hires who are dually-endorsed. The costs per person to obtain the additional endorsement include:

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**EXECUTIVE SUMMARY**



## Building the FY 2021 Budget

- ⦿ VDOE course to prepare for Praxis exam in ESOL - \$2,025
- ⦿ Praxis exam in ESOL - \$120
- ⦿ VDOE licensure add-on fee - \$50

The cost for the additional step varies based on the individual's current placement on the salary scale.

These costs would be offset by the reduced need for additional EL teachers.

### *Communications Plan*

The Departments of Human Resources and Teaching and Learning will work together to identify a pool of at least ten teachers who would complete the requirements for the ESOL endorsement by Fall 2020.

### *Strategic Plan Goals*

- ⦿ Student Success: Multiple Pathways to Success for All Students
- ⦿ Student Well-Being: Healthy, Safe, and Supported Students

### *Performance Objectives*

1. Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
2. All students will make at least one year's worth of growth as measured by federal, state, and/or district assessments.
3. Historically over-represented and under-represented groups accessing services will be aligned with student need and proportionate with demographics.
8. Each school will report 95% implementation of the Whole Child indicators in the areas of safe, healthy, and supportive learning environments (ASCD).

### *Alignment with the Strategic Plan Goals and Performance Objectives*

This efficiency will provide additional resources to English Learners to increase their achievement and close the opportunity gap.



# Building the FY 2021 Budget

## Reductions/Efficiencies

### Reduce English Learners Assistants to Offset Increase in English Learners Teachers (\$1.27) / (24.50)

The number of English Learner (EL) endorsed teachers must be increased in order to meet the requirements of the DOJ Settlement Agreement. This proposal reduces the number of EL assistants at the elementary level to offset the increase in teachers.

From the DOJ Settlement Agreement and the English Learner Program Evaluation, it is clear that English learners are a main focus for APS. The reduction of support for English learners goes contrary to both of those. By losing EL instructional assistants, APS will lessen the quantity of instruction for ELs. In addition, the EL assistants, for many students, are a school age adult who supports and encourages their academic and personal growth. Reducing or eliminating EL assistants will affect students' relationships with that school-based adult. This, however, is a necessary step at this time to ensure compliance with the DOJ Settlement Agreement.

#### *Organizational/Instructional Impact*

The impact on student achievement is significant. EL assistants provide support for students in their development of reading, writing, speaking and listening. These four domains are the main focus of EL assistants and the domains are what is measured in the federally mandated WIDA ACCESS for ELLs annual English language proficiency assessment. By reducing the assistants, there will be a reduction in the amount of support provided to English learners.

#### *Implementation Plan*

Since the allocation of EL assistants at elementary is based on a planning factor, the formula would need to be updated and the affected schools will receive fewer EL assistants starting in SY 2020-21. Principals will have to rearrange instructional groups, literacy supports and English language development supports. Many ELs will receive less instruction and support in the areas of reading, writing, speaking and listening.

#### *Communications Plan*

Affected EL assistants would need to be contacted and informed that their position is being eliminated and the appropriate Human Resources procedures would need to be followed. Principals would need to be informed, as they look at creating a master schedule for SY 2020-21. EL lead teachers would need to be informed, as they will have to re-create schedules of support.

#### *Strategic Plan Goals*

- ⦿ Student Success: Multiple Pathways to Success for All Students
- ⦿ Student Well-Being: Healthy, Safe, and Supported Students

#### *Performance Objectives*

1. Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
2. All students will make at least one year's worth of growth as measured by federal, state, and/or district assessments.
3. Historically over-represented and under-represented groups accessing services will be aligned with student need and proportionate with demographics.

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**EXECUTIVE SUMMARY**



## Building the FY 2021 Budget

9. All students can identify at least one school-based adult who supports and encourages their academic and personal growth.
10. Disproportionality in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be reduced and overall suspensions will not increase.

### *Alignment with the Strategic Plan Goals and Performance Objectives*

The Strategic Plan calls for increased achievement for all reporting groups on district and state assessments, shows progress toward eliminating the opportunity gap and that all students will make at least one year's worth of growth as measured by federal, state, and/or district assessments. Reducing EL assistants will impede opportunities for elementary ELs to make expected growth in the English language development, as well as in their literacy development. This, however, is a necessary step at this time to ensure compliance with the DOJ Settlement Agreement.

### **Use Current EL Teachers for Dually Identified Students as Instructors for Half Day** (\$1.23) / (12.50)

The number of English Learner (EL) endorsed teachers must be increased in order to meet the requirements of the DOJ Settlement Agreement. This proposal converts the existing EL resource teachers, who support students identified for both special education and EL services, to EL teachers. The converted positions would teach dually identified students half the day and students not identified for special education services the other half the day.

From the DOJ Settlement Agreement and the English Learner Program Evaluation, it is clear that English learners are a main focus for APS. The reduction or elimination of EL resource teachers, a very specialized position, is contrary to both of those. In fact, West Ed, who conducted the program evaluation, praised APS for providing teachers specifically to work with our dually identified students. Reducing or eliminating EL resource teachers directly impacts APS's ability to increase achievement for all reporting groups that shows progress toward eliminating the opportunity gap. In addition, the EL resource teachers, for many students, are a school age adult who supports and encourages their academic and personal growth. Reducing or eliminating them will affect students' relationships with that school-based adult. This, however, is a necessary step at this time to ensure compliance with the DOJ Settlement Agreement.

### *Organizational/Instructional Impact*

The impact on student achievement is significant. EL resource teachers are experts in both language development and meeting the needs of students with IEPs. By reducing or eliminating these positions, students who are dually identified will not get the necessary instructional support. EL resource teachers understand how best to teach dually identified ELs and their development of reading, writing, speaking and listening. These four domains are what is measured in the federally mandated WIDA ACCESS for ELLs annual English language proficiency assessment. In addition, many students will immediately need changes in their IEP.

### *Implementation Plan*

Since EL resource teachers are allocated by planning factor based on the number of dually identified students at each location, the formula would need to be updated and the affected schools will receive fewer EL resource teachers starting in SY 2020-21. Schools will have to change the way they are supporting the dually identified students, alter IEPs and possibly increase sizes of some sections of classes.





# Building the FY 2021 Budget

### *Communications Plan*

Affected EL resource teachers would need to be contacted by Human Resources and provided with contracts indicating the new position. Principals would need to be informed, as they look at creating a master schedule for SY 2020-21. EL department chairs would need to be informed, as they will have to re-create class schedules.

### *Strategic Plan Goals*

- ⦿ Student Success: Multiple Pathways to Success for All Students
- ⦿ Student Well-Being: Healthy, Safe, and Supported Students

### *Performance Objectives*

1. Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
2. All students will make at least one year’s worth of growth as measured by federal, state, and/or district assessments.
3. Historically over-represented and under-represented groups accessing services will be aligned with student need and proportionate with demographics.
9. All students can identify at least one school-based adult who supports and encourages their academic and personal growth.
10. Disproportionality in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be reduced and overall suspensions will not increase.

### *Alignment with the Strategic Plan Goals and Performance Objectives*

The Strategic Plan calls for increased achievement for all reporting groups on district and state assessments, shows progress toward eliminating the opportunity gap and that all students will make at least one year’s worth of growth as measured by federal, state, and/or district assessments. Reducing or eliminating EL resource teachers will impede opportunities for secondary dually identified students to make expected growth in the English language development. This, however, is a necessary step at this time to ensure compliance with the DOJ Settlement Agreement.

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**EXECUTIVE SUMMARY**



# Building the FY 2021 Budget

## Transportation Requirements

\$0.5 / 15.00

TRANSPORTATION REQUIREMENTS	IN MILLIONS	FTE
<b>Baseline Adjustments</b>		
Bus Equipment and Supplies	\$0.08	
Equipment Bureau contract services	\$0.04	
Bus Repairs and Parts	\$0.05	
<b>Baseline Adjustments Subtotal</b>	<b>\$0.17</b>	<b>0.00</b>
<b>Continuing Initiatives</b>		
Contracted bus drivers	\$0.26	5.00
Contracted bus attendants	\$0.08	2.00
<b>Continuing Initiatives Subtotal</b>	<b>\$0.33</b>	<b>7.00</b>
<b>New Budget Requests</b>		
Routing Planners	\$0.20	2.00
Attendants: Regular and Special Education	\$0.15	4.00
Swing Driver	\$0.06	1.00
Dispatcher	\$0.09	1.00
<b>New Budget Requests Subtotal</b>	<b>\$0.50</b>	<b>8.00</b>
<b>Reductions/Efficiencies</b>		
Eliminate Field Trips for One Year	(\$0.14)	
Gasoline and Motor Vehicle Fuel Savings	(\$0.27)	
Reduce Overtime in Transportation Services	(\$0.12)	
Reduce Transportation Demand Management (TDM) Benefits	(\$0.03)	
<b>Reductions/Efficiencies Subtotal</b>	<b>(\$0.56)</b>	<b>0.00</b>
<b>TOTAL COST OF TRANSPORTATION REQUIREMENTS</b>	<b>\$0.45</b>	<b>15.00</b>



# Building the FY 2021 Budget

## Continuing Initiatives

### Additional Contracted Bus Driver Positions

**\$0.26 / 5.00**

APS Transportation employs both full-time drivers in budgeted FTE positions with benefits and substitute drivers paid by the hour without benefits. The goal is to have one full-time budgeted FTE driver position for each route plus contracted driver positions for six cluster leads, five swing drivers, one driver trainer and nine substitute drivers.

#### *Rationale/Instructional Impact*

APS Transportation regularly loses substitute drivers, who take full-time positions with benefits in other school districts or in the private sector, hence the goal to have one full-time driver position for each route and this budget request for five additional positions. Seasoned drivers have fewer accidents, are more familiar with Arlington students and streets and have better on-time performance than new drivers. In addition, it takes more than six weeks to train a new driver so both time and money are invested in preparing drivers to transport children safely. Retaining drivers by providing them with full-time positions with benefits improves safe, on-time delivery of students to schools so instructional time is not lost.

#### FIVE YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		FY 2020		FY 2021		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE
\$0.44	9.00	\$0.67	14.00	\$0.24	5.00	\$0.25	5.00	\$0.26	5.00	\$1.85	38.00

### Additional Contracted Bus Attendant Positions

**\$0.08 / 2.00**

APS Transportation employs both full-time attendants in budgeted FTE positions with benefits and substitute attendants paid by the hour without benefits on routes carrying young students and students with special needs. The goal is to have one budgeted FTE attendant position for each route that requires one.

#### *Rationale/Instructional Impact*

Transportation constantly loses substitute attendants who find full-time positions with benefits in other school districts or in the private sector. Seasoned attendants are more familiar with the students and have better on-time performance than new attendants. In addition, it takes several weeks to train a new attendant so both time and money are invested in preparing attendants to transport children safely. Retaining attendants by providing them with full-time positions with benefits improves safe, on-time delivery of students to schools so instructional time is not lost and ensures that their special needs are met.

#### FIVE YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		FY 2020		FY 2021		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE
\$0.38	11.00	\$0.56	16.00	\$0.07	2.00	\$0.07	2.00	\$0.08	2.00	\$1.16	33.00



# Building the FY 2021 Budget

## New Budget Requests

### Routing Planners

\$0.20 / 2.00

This request adds two additional routing planner positions to effectively route students. These positions handle all student routing through Synergy, maintain current/historical data for all students utilizing bus services, analyze boundary changes, monitor on-time performance, correct overloads/under capacity buses, student counts, establish safe bus stops, monitor student walk zones, create bus routes for every rider, including special needs contracted services, meet with internal/external constituents, participate in IEP meetings and communicate with stakeholders regarding all the above.

#### *Rationale*

Transportation does not have enough staff to support increasing enrollments among general and special education students. More staff are needed to create safe routes to school for all eligible riders, while also providing field trips, shuttles, athletic trips, emergencies and the specialized needs of students with transportation accommodations in their IEPs.

#### *Organizational/Instructional Impact*

Currently there is one routing planner for general education, one routing coordinator for specialized transportation and one clerk for field trips. This request will benefit the school division by having staff complete routing requests and changes swiftly and accurately. It will also provide sufficient staff to address community concerns.

#### *Implementation and Evaluation Plan*

If approved, the increased staffing will improve routing for over 18,000 eligible students including those with transportation accommodations in their IEPs. Employees will be evaluated and cross trained by the routing and special education coordinators in the skills set of school bus routing, special needs, field trips and athletics. They will also receive certified training through our routing software contracted vendor.

#### *Strategic Plan Goals*

- ⊙ Student Well-Being: Healthy, Safe, and Supported Students
- ⊙ Engaged Workforce
- ⊙ Operational Excellence

#### *Performance Objectives*

12. At least 95% of APS staff will respond favorably on staff engagement, as indicated on the Your Voice Matters survey.
13. At least 95% of APS staff will respond favorably in areas of leadership, as indicated on the Your Voice Matters survey.
18. All school and department management plans will clearly articulate the data used to write SMART goals aligned to the strategic plan.

#### *Alignment with the Strategic Plan Goals and Performance Objectives*

It would increase staff engagement, by having skilled qualified routing leaders who could evaluate the services rendered, make equitable realistic adjustments to routes as needed, meet and resolve community issues, and participate in future planning strategies for enrollment.



# Building the FY 2021 Budget

## Bus Attendants - Regular and Special Education

\$0.15 / 4.00

Transportation is requesting four new bus attendant positions, in addition to the two positions already included in the continuing growth initiatives, to cover increased enrollment and growing numbers of students with transportation accommodations in their individualized education plans (IEPs). Special needs students require attendants daily for supervision and support.

### *Rationale*

Enrollment growth, including students with transportation accommodations in their IEPs.

### *Organizational/Instructional Impact*

The request for four bus attendants will comply with the increasing enrollment and services needed for FY 2021. The staffing additions will help APS to comply with federal mandates to provide transportation when identified in students' IEPs.

### *Implementation and Evaluation Plan*

The program will be evaluated through daily, weekly, monthly review of employee work assignments, Your Voice Matters Surveys, audits of payroll, and internal/external engagement.

### *Strategic Plan Goals*

- ⊙ Student Well-Being: Healthy, Safe, and Supported Students
- ⊙ Engaged Workforce
- ⊙ Operational Excellence

### *Performance Objectives*

7. Key findings on student surveys, including the Your Voice Matters and Youth Risk Behavior Surveys will show an improvement in mental health measures and access to mental health resources.
12. At least 95% of APS staff will respond favorably on staff engagement, as indicated on the Your Voice Matters survey.
13. At least 95% of APS staff will respond favorably in areas of leadership, as indicated on the Your Voice Matters survey.
18. All school and department management plans will clearly articulate the data used to write SMART goals aligned to the strategic plan.

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**EXECUTIVE SUMMARY**



# Building the FY 2021 Budget

## Swing Driver

\$0.06 / 1.00

This request will create a swing driver position for the second special needs cluster which will ensure all six clusters have a swing driver available.

### *Rationale*

Swing drivers support cluster drivers by filling in for them when they are in cluster lead training or out on personal or sick leave. They also ride buses regularly to ensure quality control and manage accident locations.

### *Organizational/Instructional Impact*

These new positions will have a major impact on the Transportation Office's operational efficiency and the services it provides to staff, school administrators and families. They are essential to improved operations and response to many complaints and concerns received.

### *Implementation and Evaluation Plan*

The positions will be evaluated by the Director, Operations Manager and direct supervisor daily, weekly, and monthly. These positions will also reduce overtime for which all the positions are currently eligible based on 6-hour contracts.

This request is critical to ensure all clusters have the necessary support.

### *Strategic Plan Goals*

- ⊙ Student Well-Being: Healthy, Safe, and Supported Students
- ⊙ Engaged Workforce
- ⊙ Operational Excellence

### *Performance Objectives*

9. All students can identify at least one school-based adult who supports and encourages their academic and personal growth.
12. At least 95% of APS staff will respond favorably on staff engagement, as indicated on the Your Voice Matters survey.
13. At least 95% of APS staff will respond favorably in areas of leadership, as indicated on the Your Voice Matters survey.
14. APS will retain a high-quality workforce, with 95% of respondents to exit surveys indicating a reason for leaving to be an external factor.
15. All staff participate in training that meets or exceeds industry standards for their position and focuses on student success and well-being.
18. All school and department management plans will clearly articulate the data used to write SMART goals aligned to the strategic plan.

### *Alignment with the Strategic Plan Goals and Performance Objectives*

It would increase operational excellence by permitting us to serve eligible students. This will create a favorable engaged workforce and leadership team by addressing the Your Voice Matters employee concerns.



# Building the FY 2021 Budget

## Dispatcher

\$0.09 / 1.00

One new dispatcher would be added to the dispatch team, which currently comprises one lead dispatcher and one dispatcher.

### *Rationale*

On a typical school day, buses are on the road from 6:00 a.m. through 10:00 p.m. The two dispatchers we have now are overloaded and unable to cover the number of hours necessary to handle constant communications with the number of buses out on the road. It is very challenging to manage the dispatch operation when one of the two existing dispatchers is out on sick or personal leave.

### *Organizational/Instructional Impact*

Adding one dispatcher will improve on-time arrival at schools and lead to more efficient and smoother bus operations. Also, adding this position will reduce the amount of overtime needed to cover a full day.

### *Implementation and Evaluation Plan*

The dispatcher and the dispatch operation evaluation is completed by the Director and Operations Manager daily, weekly, and monthly.

### *Strategic Plan Goals*

- ⊙ Engaged Workforce
- ⊙ Operational Excellence
- ⊙ Partnerships: Strong and Mutually Supportive Partnerships

### *Performance Objectives*

12. At least 95% of APS staff will respond favorably on staff engagement, as indicated on the Your Voice Matters survey.
13. At least 95% of APS staff will respond favorably in areas of leadership, as indicated on the Your Voice Matters survey.
18. All school and department management plans will clearly articulate the data used to write SMART goals aligned to the strategic plan.
22. At least 95% of APS families will respond favorably on student and family engagement on the Your Voice Matters.

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**EXECUTIVE SUMMARY**



# Building the FY 2021 Budget

## Reductions/Efficiencies

### Eliminate Field Trips for One Year

(\$0.14) / (0.00)

Currently, APS funds between 14-18 field trips per year per school. Additional field trips are taken by schools but are funded through other sources (PTA, Boosters, parents, grants, etc.) Eliminating district funding for all field trips will save \$138,825 in transportation overtime costs. It is recommended that this reduction not extend beyond one year.

#### *Organizational/Instructional Impact*

Although alternative methods of teaching without taking a field trip can be used, eliminating all field trips could have an instructional impact. Propose this be for only one year.

#### *Implementation Plan*

No implementation plan needed beyond communications.

#### *Communications Plan*

School administrators have been informed of this budget savings, and have been asked to communicate it to families and staff.

#### *Strategic Plan Goals*

- ☉ Student Success: Multiple Pathways to Success for All Students

#### *Impact on the Strategic Plan*

This reduction will limit the variety of settings to provide learning opportunities.

### Gasoline and Motor Vehicle Fuel Savings

(\$0.27) / (0.00)

Historical expenditures show that the gasoline account is underspent each year.

#### *Organizational/Instructional Impact*

This reduction will have minimal organizational impact.

#### *Implementation Plan*

Continue to monitor consumption through the school year to make sure that savings are actually achieved.

#### *Communications Plan*

Internal communications to Transportation Services staff.

#### *Strategic Plan Goals*

- ☉ Operational Excellence

#### *Performance Objectives*

20. APS Departments (Finance and Management Services, Facilities and Operations, Teaching and Learning, and Planning and Evaluation) will collaborate to plan innovatively, cost effectively, and within budget to meet 100% of student seat needs through both permanent and temporary facilities, based on 10-year projections.

#### *Impact on the Strategic Plan*

This reduction aligns to the Operational Excellence goal because it realigns existing resources with the needs of the organization.





# Building the FY 2021 Budget

## Reduce Overtime in Transportation Services

(\$0.12) / (0.00)

Each year the Transportation Services office spends a large amount on overtime and in order to reduce the budget, the office will more efficiently manage non-core services. For example, reducing, but not eliminating, late bus service for elementary, middle and high schools and doubling up on athletic and band trips. This will allow all students to participate in sports/activities regardless of household vehicle/parental availability to do pick up.

### *Organizational/Instructional Impact*

Although we will endeavor to improve service, any changes could be seen by stakeholders as a reduction in service.

### *Implementation Plan*

Implementing changes to how staff is assigned to reduce overtime hours and developing an Employee Handbook. Increased vigilance on overtime expenditures to make sure that the savings are actually achieved.

### *Communications Plan*

Internal communications to Transportation Services staff.

### *Strategic Plan Goals*

- ⦿ Operational Excellence

## Reduce Transportation Demand Management (TDM) Benefits

(\$0.03) / (0.00)

In an effort to reduce the demand for parking and encourage carpooling and the use of public transportation, APS provides \$60 per month to employees that do not drive to work. This reduction will reduce the transit benefit from \$60 to \$45 per month, saving \$30,000.

### *Organizational/Instructional Impact*

Those who rely on the TDM benefit would receive a reduced benefit which could impact their willingness to continue taking transit. Our goals for reduced use of single occupancy vehicles will be challenged.

### *Implementation Plan*

No implementation plan needed beyond communications.

### *Communications Plan*

Internal communications to staff regarding reduction in benefits.

### *Strategic Plan Goals*

- ⦿ Engaged Workforce
- ⦿ Operational Excellence

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**EXECUTIVE SUMMARY**



# Building the FY 2021 Budget

## Special Education

**\$2.9 / 44.00**

The evaluation of services for students with disabilities was completed in November 2019 and 54 recommendations were provided. In order to address some of these recommendations, 43.00 positions were added to the budget. Details of those positions follow and include information on how these requests align with the completed evaluation. The evaluation can be found on the Special Education website, <https://www.apsva.us/special-education/programs-and-services>, and the summary of recommendations begins on page 208.

SPECIAL EDUCATION	IN MILLIONS	FTE
<b>Baseline Adjustments</b>		
Special Education Director	\$0.15	1.00
<b>Baseline Adjustments Subtotal</b>	<b>\$0.15</b>	<b>1.00</b>
<b>New Budget Requests</b>		
Instructional Assistants	\$1.68	30.00
American Sign Language (ASL) Interpreters	\$0.77	9.00
Cued Language Transliterators (CLT)	\$0.34	4.00
<b>New Budget Requests Subtotal</b>	<b>\$2.78</b>	<b>43.00</b>
<b>TOTAL COST OF SPECIAL EDUCATION</b>	<b>\$2.93</b>	<b>44.00</b>

## New Budget Requests

### Special Education 1:1 Instructional Assistants

**\$1.68 / 30.00**

We have several students who require 1:1 support throughout the day for medical and behavioral needs. Special Education assistants can provide that support in the classroom to ensure the students are accessing their learning and their IEPs are in compliance.

#### *Rationale*

In FY 2020, many instructional assistants for 1:1 support were provided from contingency funds. Budgeting these positions will allow us to proactively plan for student supports that are not automatically accounted for in the normal planning factors. The Office of Special Education used to be able to supplement this through the surplus in our IDEA grant, but we no longer have the surplus.

#### *Organizational/Instructional Impact*

The assistants would report to the building supervisor.

#### *Implementation and Evaluation Plan*

All assistants would go through an onboarding training during pre-service week along with other new hires and will be evaluated during the annual performance evaluation process.

#### *Strategic Plan Goals*

- ☉ Student Success: Multiple Pathways to Success for All Students

#### *Performance Objectives*

1. Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
2. All students will make at least one year's worth of growth as measured by federal, state, and/or district assessments.



# Building the FY 2021 Budget

## *Alignment with the Strategic Plan Goals and Performance Objectives*

This supports student success by providing services to assist these students in accessing their education. The 1:1 assistants help support increased achievement by providing the students with a connection to an adult in the building as well as increasing their social emotional well-being.

## **American Sign Language (ASL) Interpreters**

**\$0.77 / 9.00**

Due to changing needs of our students, nine American Sign Language (ASL) interpreters are required in order to comply with the Individuals with Disabilities Act (IDEA) and student IEPs.

### ***Rationale***

In FY 2020, 12.00 ASL interpreters were funded using contingency funding, however, this is an ongoing need based on IEPs. Providing for these in our operating budget will reduce costs from using agency interpreters.

### ***Organizational/Instructional Impact***

Providing students with these services to access their education is mandated based on their IEPs.

### ***Implementation and Evaluation Plan***

The current staff are under the Office of Special Education (OSE) and are supervised by the directors. The ASL interpreters will be evaluated during the annual performance evaluation process.

### ***Strategic Plan Goals***

- ⊙ Student Success: Multiple Pathways to Success for All Students

### ***Performance Objectives***

1. Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
2. All students will make at least one year's worth of growth as measured by federal, state, and/or district assessments.
3. Historically over-represented and under-represented groups accessing services will be aligned with student need and proportionate with demographics.
5. At least 80% of students with disabilities will spend 80% or more of their school day in a general education setting.

## ***Alignment with the Strategic Plan Goals and Performance Objectives***

This supports student success by providing services to assist these students in accessing their education. ASL interpreters ensure students are working toward increased and continued achievement.

## ***Alignment with Special Education Program Evaluation Recommendations***

- ⊙ IEAD Compliance within Students' IEPs
- ⊙ #50 - Conduct an In-Depth Analysis of Staffing Allocations



# Building the FY 2021 Budget

## Cued Language Transliterators (CLT)

\$0.34 / 4.00

Due to changing needs of our students, four Cued Language Transliterators (CLTs) are required in order to comply with student IEPs.

### *Rationale*

In FY 2020, four CLT positions were funded using contingency funding however this is an ongoing need based on IEPs. Providing for these in our operating budget will reduce costs from using agency interpreters.

### *Organizational/Instructional Impact*

Providing students with these services to access their education is mandated based on their IEPs.

### *Implementation and Evaluation Plan*

The current staff are under the Office of Special Education (OSE) and are supervised by the directors. The CLTs will be evaluated during the annual performance evaluation process.

### *Strategic Plan Goals*

- ☉ Student Success: Multiple Pathways to Success for All Students

### *Performance Objectives*

1. Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
2. All students will make at least one year's worth of growth as measured by federal, state, and/or district assessments.

### *Alignment with the Strategic Plan Goals and Performance Objectives*

This supports student success by providing services to assist these students in accessing their education.

### *Alignment with Special Education Program Evaluation Recommendations*

- ☉ IEAD Compliance within Students' IEPs
- ☉ #50 - Conduct an In-Depth Analysis of Staffing Allocations



# Building the FY 2021 Budget

## Schools and Students

(\$9.6) / (77.10)

SCHOOLS AND STUDENTS	IN MILLIONS	FTE
<b>Baseline Adjustments</b>		
Integration Station Tuition Expense (reclassified from leases)	\$0.64	
School Security	\$0.16	1.00
Stipends	\$0.03	
Testing Materials	\$0.01	
Software Licenses	\$0.00	
<b>Baseline Adjustments Subtotal</b>	<b>\$0.83</b>	<b>1.00</b>
<b>Continuing Initiatives</b>		
Arlington Tech	\$0.87	9.75
<b>Continuing Initiatives Subtotal</b>	<b>\$0.87</b>	<b>9.75</b>
<b>New Budget Requests</b>		
School Mint Software	\$0.04	
<b>New Budget Requests Subtotal</b>	<b>\$0.04</b>	<b>0.00</b>
<b>Reductions/Efficiencies</b>		
Eliminate FLES but Provide Flexible Positions to Meet Planning Needs (1-2 per school based on enrollment)	(\$2.79)	(28.50)
Increase Class Size by One (K-12)	(\$4.85)	(51.20)
Reduce Exemplary Project Staffing by Half at Non-Title I Schools	(\$1.19)	(8.15)
Use VPI Carryover Funds to Offset the Cost of VPI Teachers and Assistants for One Year*	(\$2.50)	(29.00)
<b>Reductions/Efficiencies Subtotal</b>	<b>(\$11.34)</b>	<b>(116.85)</b>
<b>TOTAL COST OF SCHOOLS AND STUDENTS</b>	<b>(\$9.60)</b>	<b>(106.10)</b>

\*These positions have not been eliminated but are being funded from Grant funds instead of School Operating funds.

## Continuing Initiatives

### Arlington Tech

**\$0.87 / 9.75**

Arlington Tech is designed to meet the needs of learners who thrive on hands-on, project-based, and work-based learning experiences. Students apply interdisciplinary academic knowledge to skills developed through Career and Technical Education (CTE) classes. College credits may be earned through dual enrollment in academic and CTE courses. Students will learn how to effectively combine their interdisciplinary core academic knowledge with their developed skills in CTE classes to solve environmental, ecological, and engineering problems. There will be an emphasis on hands-on, work-based activities and projects in which students will put theory into action and use critical thinking skills to solve relevant local and global real-world problems. Initially, Arlington Tech's focus will be on Engineering and IT/Digital Media.

Regular school bus transportation is available to students to and from school. After school bus transportation is available from the Career Center to each of the comprehensive high schools for extra-curricular activities.

FY 2017 was the first year of a multi-year plan to implement and develop the Arlington Tech program at the Career Center and approximately 40 students were served. The program expanded to serve an additional 100 students in FY 2018 and 120 students in FY 2019. Additional 100 students were enrolled in FY 2020. The program is expected to continue growing in FY 2021.



# Building the FY 2021 Budget

## *Rationale/Instructional Impact*

Arlington Tech provides the opportunity for students to explore and become certified in a variety of CTE programs. Certifications allow students to enter into a range of professional careers upon exiting high school. This program also allows students to get a jump start on college by earning college credits through dual enrolled academic and STEM related courses in Engineering and IT/Digital Media.

## FIVE YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		FY 2020		FY 2021		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE
\$0.75	4.30	\$1.21	10.00	\$1.35	14.30	\$1.11	11.40	\$0.87	9.75	\$5.29	49.75

## New Budget Requests

### School Mint Software

**\$0.04 / 0.00**

This request adds funding for the School Mint software that manages the application process, lotteries and waitlists for all option schools, programs and neighborhood transfers.

#### *Rationale*

Centralizing the application process, lotteries and waitlist management supports School Board policies on unequal access to academic opportunities for all students.

“The Arlington Public Schools carries out a sustained, vigorous, inclusive, and culturally appropriate program to communicate clearly the attributes of all its schools and programs including preschool, to assist families and students in making informed decisions. Arlington Public Schools provides a range of learning opportunities to respond to the interests and needs of students through (1) a blend of neighborhood and options schools/programs and (2) equitable access for all students.” Policy J-5.3.31 Options and Transfers

#### *Organizational/Instructional Impact*

This request supports all Arlington families and all schools by providing easy, reliable online access to the options and transfers applications as well as information related to the lottery results and students’ waitlist status. It also provides consistency in the way applications are submitted and processed, how lotteries are run and how waitlists are managed.

#### *Implementation and Evaluation Plan*

This will be the third year using the School Mint Lottery Management System. Since the lottery process was centralized, this software has proven to be extremely successful. It allows for easy management of thousands of applications, equitable lotteries, and fair and consistent handling of the waitlists at each school/program.

#### *Strategic Plan Goals*

- ☉ Student Success: Multiple Pathways to Success for All Students

#### *Performance Objectives*

- Historically over-represented and under-represented groups accessing services will be aligned with student need and proportionate with demographics.



# Building the FY 2021 Budget

## *Alignment with the Strategic Plan Goals and Performance Objectives*

The centralized management of applications, lotteries, and waitlists provides access to more families especially to students in under-represented groups. It also allows for student choice and therefore provides a better match for their academic pathways leading to success and a healthier school environment. The School Mint software provides equal access for all students to neighborhood and option/school programs regardless of language or ethnic background and/or special needs since the system runs double-blind lotteries. It also allows families to access the online portal through any device. Consistent and accurate data on Arlington families’ interests and choices helps the Planning and Evaluation Office as well as the Department of Teaching and Learning plan for seats and programs.

## **Reductions/Efficiencies**

### **Eliminate FLES and Provide Schools with Additional Planning Staff** (\$2.79) / (28.50)

The Foreign Language in Elementary Schools (FLES) program would be discontinued, resulting in the reduction of all FLES. To maintain the current instructional time at elementary schools, an additional 1.0-2.0 FTE would be staffed at each school, depending on enrollment and need, to provide the planning time required by teachers. Principals will have flexibility in how they utilize these additional positions to meet the specific needs of the students in their schools. This reduction will mitigate the need for additional resources for staffing to meet the increased needs of English Learners and students with special needs.

#### *Organizational/Instructional Impact*

This reduction/efficiency will not result in an instructional impact on the students. As shared in the World Languages Report, prepared by the Office of Planning and Evaluation Response from the World Languages Office, April 2013 (revised May 2013), “An analysis of World Language enrollment patterns indicates that the FLES program does not appear to have the impact on secondary enrollment that elementary Immersion has, and in many cases subgroups of students who had no elementary World Language instruction enrolled in secondary World Language courses at a higher rate than former FLES students.” Additionally, it is challenging to hire highly-qualified FLES teachers to meet the staffing demands of all elementary schools. Eliminating FLES and not providing the additional staffing for teachers’ instructional planning would have a significant organizational impact. This proposal, as described, would have no impact on student learning.

#### *Implementation Plan*

This reduction would be implemented in one phase and would be in place by the beginning of FY 2021, prior to the start of school in Fall 2020. This service is being discontinued entirely because it allows for instructional staffing to be realigned to meet specific needs and instructional goals of the individual schools. This service is considered unnecessary or less necessary than others because it is not supported by the results of the program evaluation and it does not provide direct instruction related to the Virginia Standards of Learning.

#### *Communications Plan*

The Departments of Human Resources and Teaching and Learning will work together with principals to inform FLES teachers of the change. With increased enrollment, and the need for additional staffing for EL students and students with special needs, there would be the ability for the formerly dedicated FLES staffing, who are interested and meet the necessary qualifications, to transition into other positions.

.....  
**EXECUTIVE SUMMARY**



# Building the FY 2021 Budget

## *Strategic Plan Goals*

- ⦿ Student Success: Multiple Pathways to Success for All Students
- ⦿ Student Well-Being: Healthy, Safe, and Supported Students

## *Performance Objectives*

1. Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
2. All students will make at least one year's worth of growth as measured by federal, state, and/or district assessments.
3. Historically over-represented and under-represented groups accessing services will be aligned with student need and proportionate with demographics.
8. Each school will report 95% implementation of the Whole Child indicators in the areas of safe, healthy, and supportive learning environments (ASCD).

## *Alignment with the Strategic Plan Goals and Performance Objectives*

This efficiency will provide additional resources for staffing for English learners and students with special needs to increase their achievement and close the opportunity gap.

## **Increase Class Size**

**(\$4.85) / (51.20)**

Increasing class size would increase the general education planning factor and recommended maximum by 1 at grade levels K-12. This change may or may not change the number of students in an individual class but it will increase the average class size.

## *Organizational/Instructional Impact*

APS has maintained its low class sizes in spite of many challenging budget years. With the suggested increases in the classroom planning factors, APS will be well under the class sizes required by the Virginia Standards of Quality (SOQ) and will maintain relatively low class sizes when compared to other divisions in the metropolitan area. These increases in the classroom planning factors will also lessen the burden of rapidly growing enrollment and will ease the pressure on school capacity but will increase teacher workloads.

## *Implementation Plan*

Taking this action will not result in program eliminations or changes in service delivery and will decrease anticipated expenditures for core services at the school level.

## *Communications Plan*

This reduction would be communicated to impacted groups via the adopted budget process.

## *Strategic Plan Goals*

- ⦿ Student Success: Multiple Pathways to Success for All Students
- ⦿ Student Well-Being: Healthy, Safe, and Supported Students
- ⦿ Operational Excellence





# Building the FY 2021 Budget

### *Performance Objectives*

- 1. Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
- 2. All students will make at least one year’s worth of growth as measured by federal, state, and/or district assessments.
- 3. Historically over-represented and under-represented groups accessing services will be aligned with student need and proportionate with demographics.
- 8. Each school will report 95% implementation of the Whole Child indicators in the areas of safe, healthy, and supportive learning environments (ASCD).

### *Impact on the Strategic Plan*

Increasing class size by relatively small increments remains consistent with the School Board’s Strategic Plan Goals and should not affect the achievement of these goals.

### **Reduce Exemplary Project Staffing by Half at Non-Title I Schools (\$1.19) / (8.15)**

All non-Title I elementary schools with exemplary project staffing will be reduced by half.

### *Organizational/Instructional Impact*

The following elementary schools are reduced: Arlington Science Focus, Long Branch, Oakridge, Tuckahoe (0.50 teacher each); Glebe, Claremont, Alice West Fleet, Jamestown, Key, Discovery, and Nottingham (0.25 teacher each).

### *Communications Plan*

The affected schools would be notified through the existing budgeted staffing process.

### *Strategic Plan Goals*

- ⊙ Student Success: Multiple Pathways to Success for All Students

### *Performance Objectives*

- 1. Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
- 2. All students will make at least one year’s worth of growth as measured by federal, state, and/or district assessments.
- 3. Historically over-represented and under-represented groups accessing services will be aligned with student need and proportionate with demographics.

### *Impact on the Strategic Plan*

This reduction will limit the variety of settings to provide learning opportunities.

.....  
**EXECUTIVE SUMMARY**



# Building the FY 2021 Budget

## **Use VPI Carryover Funds to Offset the Cost of VPI Teachers and Assistants for One Year** (\$2.50) / (29.00)

APS has a significant Virginia Preschool Initiative (VPI) carryover funds that we originally projected to use to add more VPI classes. Given existing space constraints, we will not be able to add these classes; instead, we can use these funds to pay for 16 VPI teaching positions and 13 VPI assistant positions. These positions are not being eliminated, instead, these positions are being paid from the VPI grant carryover funds.

### *Organizational/Instructional Impact*

This will result in a savings to the School Operating Fund and there will be no instructional impact of this reduction.

### *Implementation Plan*

The Budget Office will work with Human Resources and the Office of Early Childhood and Elementary Education to reassign the costing of these positions.

### *Communications Plan*

No official communication to the teachers and assistants will be necessary as this is a change in the central office STARS application.

### *Strategic Plan Goals*

- ☉ Operational Excellence

### *Performance Objectives*

20. APS Departments (Finance and Management Services, Facilities and Operations, Teaching and Learning, and Planning and Evaluation) will collaborate to plan innovatively, cost effectively, and within budget to meet 100% of student seat needs through both permanent and temporary facilities, based on 10-year projections.

### *Impact on the Strategic Plan*

This reduction aligns to the Operational Excellence goal because it realigns existing resources with needs of the organization.



# Building the FY 2021 Budget

## Professional Development

(\$0.4) / 0.00

PROFESSIONAL DEVELOPMENT	IN MILLIONS	
<b>Baseline Adjustments</b>		
Substitutes for Professional Development	\$0.02	
Professional Development Travel and Registration Fees	\$0.02	
Software Licenses	\$0.04	
<b>Baseline Adjustments Subtotal</b>	<b>\$0.08</b>	<b>0.00</b>
<b>New Budget Requests</b>		
Professional Learning Catalog and Content Library	\$0.08	
<b>New Budget Requests Subtotal</b>	<b>\$0.08</b>	<b>0.00</b>
<b>Reductions/Efficiencies</b>		
Eliminate the Administrative Conference for One Year	(\$0.02)	
Professional Learning for Administrators	(\$0.05)	
Suspend Tuition Reimbursement for One Year	(\$0.46)	
Eliminate Tuition Reimbursement for Aspiring Leaders and GMU Cohort	(\$0.01)	
<b>Reductions/Efficiencies Subtotal</b>	<b>(\$0.54)</b>	<b>0.00</b>
<b>TOTAL COST OF PROFESSIONAL DEVELOPMENT</b>	<b>(\$0.38)</b>	<b>0.00</b>

## New Budget Requests

### Professional Learning Catalog and Content Library

\$0.08 / 0.00

Currently \$20,000 is allocated to the online professional learning catalog. . Over the past several years, APS has engaged in the process of researching and conducting the RFP and contracting process to upgrade a core set of our HR functions which are not handled through STARS to include our professional learning catalog and absence management system. A system was selected that includes the consolidation of several applications to include the substitute management system, the online professional learning catalog, and other HR systems. This will provide a more integrated experience for the employee and provide processes and tools for data analysis to use in strategic planning.

Funds were allocated FY 2020 for the initial purchase and implementation. Over the next 6 years the Department of Teaching and Learning’s portion of the costs include these amounts for the annual fees. As a part of the contract, there is an increase in each year of the contract.

- ⦿ 2020-21 Year 1 = DTL \$57,728.25 + \$60,000.00 = \$117,728.25 - \$20,000 = \$97,728.25
- ⦿ 2021-22 Year 2 = DTL \$59,480.10 + \$61,800.00 = \$121,280.10 - \$20,000 = \$101,280.10
- ⦿ 2022-23 Year 3 = DTL \$62,433.10 + \$64,890.00 = \$127,323.10 - \$20,000 = \$107,323.10
- ⦿ 2023-24 Year 4 = DTL \$65,554.76 + \$68,134.50 = \$133,689.26 - \$20,000 = \$113,689.26
- ⦿ 2024-25 Year 5 = DTL \$68,832.50 + \$71,541.23 = \$140,373.73 - \$20,000 = \$120,373.73

### Rationale

APS is migrating to a new integrated system that has tools that are built for the unique needs of school districts. As supported by Your Voice Matters survey data and the professional learning program evaluation, bringing software systems together will provide an improved experience for employees.

EXECUTIVE SUMMARY



# Building the FY 2021 Budget

The new integrated system will contain the following software applications:

- ⦿ Professional Learning Management: online catalog of learning opportunities that will replace ERO
- ⦿ Learning and Collaboration Resources: learning resources including courses, micro-credentials, videos, and collaborative discussion tools. This is a new tool/resource that integrates with Canvas
- ⦿ Absence Management: substitute management tool for teacher and instructional assistant absences that will replace STAN, the current substitute management system
- ⦿ Recruiting and Hiring: online hiring processes that will replace Winocular
- ⦿ Frontline Central: to manage our employee-related forms and information which will automate the employee contract process

### *Organizational/Instructional Impact*

To address findings and opportunities for improvement identified in the professional learning program evaluation and the Your Voice Matters employee survey findings, an integrated solution was selected to support the “life cycle of an employee,” from hire to retire, for ALL employees.

### *Implementation and Evaluation Plan*

The implementation plan includes deploying the systems in a tiered approach over the next year, starting with absence management and the on-line learning catalog. The evaluation of the implementation includes ongoing monitoring of the deployment and gathering stakeholder feedback on the set up of the systems and a cycle of improvement to ensure a positive end user experience.

### *Strategic Plan Goals*

- ⦿ Engaged Workforce

### *Performance Objectives*

11. At least 95% of APS staff will respond favorably that opportunities for professional development meet their needs, as indicated on the Your Voice Matters survey.
12. At least 95% of APS staff will respond favorably on staff engagement, as indicated on the Your Voice Matters survey.
13. At least 95% of APS staff will respond favorably in areas of leadership, as indicated on the Your Voice Matters survey.
14. APS will retain a high-quality workforce, with 95% of respondents to exit surveys indicating a reason for leaving to be an external factor.
15. All staff participate in training that meets or exceeds industry standards for their position and focuses on student success and well-being.

### *Alignment with the Strategic Plan Goals and Performance Objectives*

The integrated system will support the goals of the strategic plan in that it will support us in reporting, analyzing, and making decisions about succession planning, employee learning, and workforce engagement.



# Building the FY 2021 Budget

## Reductions/Efficiencies

### Eliminate the Administrative Conference for One Year

(\$0.02) / (0.00)

Administrative Conference provides a day of learning and celebrating our yearlong successes. It is designed for APS administrators to collectively focus on the APS Strategic Plan that identifies targeted goals and areas of focus for the new school year while providing professional learning opportunities through breakout sessions. The day is designed to build learning communities and partnerships through collective work with other administrators and community members

#### *Organizational/Instructional Impact*

The one day set aside for all administrators prior to the beginning of the 2020-21 school year will be eliminated.

#### *Implementation Plan*

The conference will be modified due to the school closure and conducted using a virtual meeting option.

#### *Communications Plan*

Will notify impacted groups via email and through meeting announcements.

#### *Strategic Plan Goals*

- ☉ Engaged Workforce

#### *Performance Objectives*

- 11. At least 95% of APS staff will respond favorably that opportunities for professional development meet their needs, as indicated on the Your Voice Matters survey.
- 15. All staff participate in training that meets or exceeds industry standards for their position and focuses on student success and well-being.

#### *Impact on the Strategic Plan*

It impacts a growth and leadership opportunity for administrators that aligns to areas of focus for the year.

### Professional Learning for Administrators

(\$0.05) / (0.00)

Administrative Services provides funds to school administrations for professional learning opportunities.

#### *Organizational/Instructional Impact*

The Administrative Services office will no longer be able to support professional learning opportunities for school administrators.

#### *Communications Plan*

The impacted group will be notified through email and meeting announcements.

#### *Strategic Plan Goals*

- ☉ Engaged Workforce

#### *Performance Objectives*

- 11. At least 95% of APS staff will respond favorably that opportunities for professional development meet their needs, as indicated on the Your Voice Matters survey.
- 15. All staff participate in training that meets or exceeds industry standards for their position and focuses on student success and well-being.



# Building the FY 2021 Budget

## *Impact on the Strategic Plan*

This impacts the Engaged Workforce goal because it reduces the number of available opportunities for professional development to meet school administrators needs.

## **Suspend Tuition Reimbursement for One Year**

**(\$0.46) / (0.00)**

APS offers tuition reimbursement for college credit which is based on the UVA K-12 Educators rate. Textbook costs and associated fees are not eligible for the refund. For licensed personnel, the eligible course must meet licensure/endorsement requirements and for support staff, the course must be intended to improve the effectiveness of his/her contribution to APS. Scholarships support teachers in their professional learning and allow HR to offer “cohorts” to help teachers gain additional endorsements in areas of in high needs areas such as special education and Montessori.

- ⊙ A-Scale scholarships support career pathways for instructional assistants to pursue coursework and opportunities that are in line with their career goals and APS initiatives.
- ⊙ M-Scale scholarships support career pathways for maintenance staff to pursue coursework and industry certification.
- ⊙ E-Scale scholarships support career pathways for staff to pursue coursework and certification.
- ⊙ G-Scale scholarships support career pathways for staff to pursue coursework.
- ⊙ P-Scale scholarships provide support for instructional leaders with professional learning, centered on school management plans and division goals.
- ⊙ T-Scale scholarships support VDOE course licensure requirements and licensure renewal fees. With this reduction, teachers would pay for courses required under provisional licensure, licensure renewal fees, and all coursework toward recertification.

## *Organizational/Instructional Impact*

APS will not be able to offer these opportunities this year which will have a negative impact on morale.

This reduction would eliminate all scholarships for A, M, E, and G scales, reducing career pathway training and opportunities.

## *Implementation Plan*

All funding for scholarships will be eliminated for one year only. A change to the policy may need to be completed and if so, that policy change would be communicated to the affected employee groups.

## *Communications Plan*

HR is communicating with staff as they seek guidance about application for scholarships.

## *Strategic Plan Goals*

- ⊙ Student Success: Multiple Pathways to Success for All Students
- ⊙ Engaged Workforce
- ⊙ Operational Excellence



# Building the FY 2021 Budget

## *Performance Objectives*

- 11. At least 95% of APS staff will respond favorably that opportunities for professional development meet their needs, as indicated on the Your Voice Matters survey.
- 15. All staff participate in training that meets or exceeds industry standards for their position and focuses on student success and well-being.

## *Impact on the Strategic Plan*

This reduction would have an effect on the engage workforce goal as it reduces the career pathways for employees. This has a negative impact on our ability to attract and retain highly qualified staff and impacts staff morale.

## **Eliminate Tuition Reimbursement for Aspiring Leaders and GMU Cohort (\$0.007) / (0.00)**

Administrative Services currently provides up to \$1,200 one-time tuition reimbursement for members of the Aspiring Leaders and GMU Cohort.

## *Organizational/Instructional Impact*

Employees participating in the Aspiring Leaders and GMU Cohort will not receive one-time tuition grants.

## *Communications Plan*

The impacted group will be notified through email and meeting announcements.

## *Strategic Plan Goals*

- ⊙ Engaged Workforce

## *Performance Objectives*

- 11. At least 95% of APS staff will respond favorably that opportunities for professional development meet their needs, as indicated on the Your Voice Matters survey.
- 13. At least 95% of APS staff will respond favorably in areas of leadership, as indicated on the Your Voice Matters survey.



# Building the FY 2021 Budget

## Facilities Maintenance

\$0.6 / (1.00)

FACILITIES MAINTENANCE	IN MILLIONS	
<b>Baseline Adjustments</b>		
Facilities Maintenance	\$0.40	(1.00)
Stormwater Management	\$0.07	
<b>Baseline Adjustments Subtotal</b>	<b>\$0.48</b>	<b>(1.00)</b>
<b>New Budget Requests</b>		
Budget for Repairs and Maintenance of the Syphax Building	\$0.10	
<b>New Budget Requests Subtotal</b>	<b>\$0.10</b>	<b>0.00</b>
<b>TOTAL COST OF FACILITIES MAINTENANCE</b>	<b>\$0.58</b>	<b>(1.00)</b>

## New Budget Requests

### Budget for Repairs and Maintenance of the Syphax Building

\$0.10 / 0.00

This request establishes a budget to provide maintenance and repairs to the Syphax building to keep it operational and functioning for APS employees. In addition, based on the terms and conditions of the lease agreement with Foulger Pratt, APS is obligated to maintain specific areas and floors occupied by APS.

#### *Rationale*

Maintaining the overall condition of the Syphax building is imperative in order to provide APS employees with a safe, clean and healthy work environment.

#### *Organizational/Instructional Impact*

All APS employees, students and visitors who frequent the Syphax building.

#### *Implementation and Evaluation Plan*

All repairs, contracts and routine maintenance will be paid from these accounts. The number of maintenance issues corrected and outstanding will be used to evaluate the effectiveness of these funds.

#### *Alignment with Budget Direction*

- ☉ Include funding to support the growth of our almost 28,000-student system

#### *Strategic Plan Goals*

- ☉ Operational Excellence

#### *Performance Objectives*

17. Organizational operations will meet or exceed benchmarks in comparable school divisions.





# Building the FY 2021 Budget

## Network Infrastructure and Technology Support

\$0.5 / 4.00

NETWORK INFRASTRUCTURE AND TECHNOLOGY SUPPORT		IN MILLIONS	
<b>Baseline Adjustments</b>			
Equipment Maintenance		\$0.03	
Additional Network Equipment		\$0.08	
Telephone Service		\$0.06	
<b>Baseline Adjustments Subtotal</b>		<b>\$0.16</b>	<b>0.00</b>
<b>Continuing Initiatives</b>			
Additional Technicians		\$0.37	4.00
<b>Continuing Initiatives Subtotal</b>		<b>\$0.37</b>	<b>4.00</b>
<b>TOTAL COST OF NETWORK INFRASTRUCTURE AND TECHNOLOGY SUPPORT</b>		<b>\$0.53</b>	<b>4.00</b>

## Continuing Initiatives

### Additional Technicians

\$0.37 / 4.00

APS's technicians provide hardware and software support for schools and central offices. The technicians ensure that technology functions correctly so teachers can leverage technology to enhance student learning. Due to increasing enrollment and the opening of new schools, along with the use of technology in the classroom, other staff including Instructional Technology Coordinators (ITCs) are often required to perform work that should be performed by a technician. The increasing demand for technology services requires that we increase the number of staff members who help to keep our technology running smoothly. This is the second year of a three-year plan to add 13 new technician positions, permitting the ITCs to provide a greater focus on supporting teacher's effective use of technology in the classroom.

In FY 2020, five technician positions were added. In FY 2021 and FY 2022, four additional technician positions will be added per year. For FY 2023 and onward, the position requests would be determined by student enrollment.

#### Rationale/Instructional Impact

The Virginia Standards of Quality (SOQ) require that we have one technical support position per every 1,000 students in grades kindergarten through 12 to support technology and devices in schools. This request will ensure APS complies with the SOQ without counting Network Analysts, whose primary responsibility is management of the division-wide network infrastructure. Technicians focus their support on end user equipment used primarily at schools. The additional technicians will have the greatest impact on ensuring the availability of technology for instructional use. Adding technicians will allow IS to complete service requests more quickly, improving both student learning and staff productivity.

#### THREE YEAR FUNDING PLAN

FY 2020		FY 2021		FY 2022		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$0.46	5.00	\$0.37	4.00	\$0.37	4.00	\$1.19	13.00



# Building the FY 2021 Budget

## Investments to Support Growth/Internal Infrastructure

(\$1.0) / 2.75

INVESTMENTS TO SUPPORT GROWTH / INTERNAL INFRASTRUCTURE	IN MILLIONS	FTE
<b>Baseline Adjustments</b>		
ADA Costs	\$0.10	
Contract Services	\$0.02	
Substitutes	\$0.15	
Arlington Tiered System of Support (ATSS) Office	\$0.14	
Legal Fees	\$0.02	
Office of Diversity, Equity, and Inclusion	\$0.09	1.00
Overtime/Hourly	\$0.10	
Curriculum Work	\$0.01	
Office Supplies	\$0.00	
Vehicles Accident Repairs	\$0.01	
Postage	\$0.00	
Software Licenses and Maintenance	(\$0.01)	
Memberships/Professional Licenses Fees	\$0.00	
Outdoor Lab	\$0.00	1.75
Shared School/County Buildings	(\$0.01)	
<b>Baseline Adjustments Subtotal</b>	<b>\$0.63</b>	<b>2.75</b>
<b>Reductions/Efficiencies</b>		
Reduce Funds Available to the Budget Office for Custom Report Building	(\$0.01)	
Reduce Funds Available in the Forms Account for District Publications	(\$0.00)	
Reduce Printing and Professional Meeting Related Items	(\$0.02)	
Reduce Funds Available in the Reference Materials Account for Style Guides and Other Reference Materials	(\$0.00)	
Reduce Funds Available in the Travel Professional Account for Staff Professional Development	(\$0.00)	
Reduce Funds Available in the Printing and Duplicating Account and the Publications Account Used for Producing and Printing District-Wide Publications	(\$0.05)	
Reduce Funds Available in the Office Supplies and Paper Accounts for Printing Services	(\$0.02)	
Delay Hiring the Accountability/Data Coordinator Position for One Year	(\$0.13)	
Delay Hiring the Assistant Director of Finance Position for One Year	(\$0.12)	
Delay Hiring the Lead ERP Position for One Year	(\$0.13)	
Delay Hiring the Talent Acquisition Management (TAM) Employment Specialist Position for One Year	(\$0.10)	
Delay Hiring the Payroll Account Specialist Position for One Year	(\$0.10)	
Delay Hiring the Leave Benefits Specialist Position for One Year	(\$0.10)	
Delay Hiring the Arlington Tiered System of Supports (ATSS) Specialist Position for One Year	(\$0.10)	
Delay Hiring the Partnership Coordinator Position for One Year	(\$0.13)	
Eliminate Smartsheet Subscription and Replace it with Open Source Software and Eliminate Additional Services and Professional Training Support for IQ by Maintaining a Basic Service Contract	(\$0.04)	
Eliminate the Retiree Rehire Budget	(\$0.10)	
Reduce Funds Available for the Service Awards Celebrations (SCR)	(\$0.00)	
Formalize the Current Voluntary Technology "Co-op" and Extend it to Include Elementary Schools	(\$0.30)	
Reduce Funds Available Overtime Work Performed By G-Scale Staff and Work Performed By AETV	(\$0.01)	

EXECUTIVE SUMMARY



# Building the FY 2021 Budget

INVESTMENTS TO SUPPORT GROWTH / INTERNAL INFRASTRUCTURE	IN MILLIONS	FTE
Reduce the Communities in Schools (CIS NOVA) Contract by Half	(\$0.14)	
Reduce the Recruiting Budget	(\$0.05)	
Eliminate the Black History Month Celebration	(\$0.01)	
Eliminate the Harvesting Our Dreams Celebration	(\$0.01)	
<b>Reductions/Efficiencies Subtotal</b>	<b>(\$1.66)</b>	<b>0.00</b>
<b>TOTAL COST OF INVESTMENTS TO SUPPORT GROWTH / INTERNAL INFRASTRUCTURE</b>	<b>(\$1.03)</b>	<b>2.75</b>

## Reductions/Efficiencies

### Reduce Funds Available to the Budget Office for Custom Report Building (\$0.005) / (0.00)

Due to the complexity of the chart of accounts, the Budget Office must request vendor of the budget software development custom reports. These reports allow the Budget Office to verify information in the budget and assist in developing the budget document.

**Organizational/Instructional Impact**

The Budget Office will have to continue to prioritize new reports based on criteria, complexity, and impact on the development of the budget.

**Implementation Plan**

The requirement will not be discontinued entirely but available funding will be reduced by half.

**Communications Plan**

The Budget Director will inform the small number of Budget Office employees so a communications plan would not be necessary.

**Strategic Plan Goals**

- ⊙ Operational Excellence

**Performance Objectives**

- 20. APS Departments (Finance and Management Services, Facilities and Operations, Teaching and Learning, and Planning and Evaluation) will collaborate to plan innovatively, cost effectively, and within budget to meet 100% of student seat needs through both permanent and temporary facilities, based on 10-year projections.

**Impact on the Strategic Plan**

This reduction could have an impact on Operational Excellence because the Budget Office may have to delay the development of needed budget reports.

EXECUTIVE SUMMARY



# Building the FY 2021 Budget

## Reduce Funds Available in the Forms Account for District Publications

(\$0.004) / (0.00)

School and Community Relations (SCR) has previously used the Forms account for forms that we are no longer printing, such as the volunteer application forms and the Teacher of the Year application forms. Many of these forms are now primarily available electronically or online.

### *Organizational/Instructional Impact*

The organizational impact is minimal for this account, especially because the funds available are not significant.

### *Implementation Plan*

We will immediately reduce the budget and revisit any application forms that have not yet been made available electronically to make them available online.

### *Communications Plan*

SCR staff will be made aware of this change via a staff meeting.

### *Strategic Plan Goals*

- ⊙ Operational Excellence

### *Performance Objectives*

20. APS Departments (Finance and Management Services, Facilities and Operations, Teaching and Learning, and Planning and Evaluation) will collaborate to plan innovatively, cost effectively, and within budget to meet 100% of student seat needs through both permanent and temporary facilities, based on 10-year projections.

### *Impact on the Strategic Plan*

Reducing our budget may cause other departments or community groups to absorb the cost of printing some of the available non-essential forms, often requested by families with limited access to the Internet.

## Reduce Printing and Professional Meeting Related Items

(\$0.03) / (0.00)

Administrative Services prints emergency handbooks for every site and provides materials and supplies for Administrative Conference, Aspiring Leaders meetings, the Student Advisory Board, and the Discipline Committee. This reduction eliminates the funding available to support these responsibilities.

### *Organizational/Instructional Impact*

Emergency handbooks (EH) will not be printed for the 2020-21 school year. In the past, each school received one per instructional space and one for each of their crisis team. The rest of staff were given a digital copy. For the 2020-21 school year, we will provide new staff with a digital copy only. We will need to print EH for the 2021-22 school year because of new schools opening. We will not be able to support various committees with materials and supplies. Materials printed for Administrative Conference, Aspiring Leaders meetings, the Student Advisory Board, and the Discipline Committee will be provided electronically and the individuals receiving the information will have the option to print the materials.

### *Communications Plan*

The impacted groups will be notified through email and meeting announcements.

### *Strategic Plan Goals*

- ⊙ Operational Excellence



# Building the FY 2021 Budget

## Reduce Funds Available in the Reference Materials Account for Style Guides and Other Reference Materials

(\$0.002) / (0.00)

School and Community Relations (SCR) uses these funds to pay for style books and other reference materials used to ensure that our publications follow federal/state guidelines.

### *Organizational/Instructional Impact*

The organizational impact is minimal for this account, especially because the funds available are not significant.

### *Implementation Plan*

We will immediately reduce the budget and would review our current needs and prioritize them.

### *Communications Plan*

SCR staff will be made aware of this change via a staff meeting.

### *Strategic Plan Goals*

- ⊙ Operational Excellence

### *Performance Objectives*

17. Organizational operations will meet or exceed benchmarks in comparable school divisions.

### *Impact on the Strategic Plan*

This will affect SCR's ability to obtain key resources often needed in the production of guidelines and handbooks.

## Reduce Funds Available in the Travel Professional Account for Staff Professional Development

(\$0.002) / (0.00)

School and Community Relations (SCR) staff often participate in professional development events hosted by the National School Public Relations Association and The Chesapeake Chapter of the National School Public Relations Association and we use this account to fund for them.

### *Organizational/Instructional Impact*

Although the funds available are minimal for this account, the SCR department depends on these funds for staff professional development, often needed to keep up with advancing technology and communications platforms.

### *Implementation Plan*

We will cease all professional development trips but will continue acquiring memberships for the team to maintain access to member benefits and resources.

### *Communications Plan*

SCR staff will be made aware of this change via a staff meeting.

### *Strategic Plan Goals*

- ⊙ Engaged Workforce
- ⊙ Operational Excellence
- ⊙ Partnerships: Strong and Mutually Supportive Partnerships

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**EXECUTIVE SUMMARY**



# Building the FY 2021 Budget

## *Performance Objectives*

- 11. At least 95% of APS staff will respond favorably that opportunities for professional development meet their needs, as indicated on the Your Voice Matters survey.
- 15. All staff participate in training that meets or exceeds industry standards for their position and focuses on student success and well-being.
- 17. Organizational operations will meet or exceed benchmarks in comparable school divisions.
- 21. At least 90% of family and community engagement activities build the capacity of staff and families in capabilities (skills and knowledge), connections (networks), cognition (understanding) and confidence (a Dual Capacity-Building Framework for Family-School Partnerships).

## *Impact on the Strategic Plan*

SCR staff learn about innovative communications platforms and strategies through participation in professional development activities, and not being able to fund their participation might result in APS falling behind in key communication strategies. Additionally, our network of support often comes from their participation in professional development activities.

## **Reduce Funds Available in the Printing and Duplicating Account and the Publications**

### **Account Used for Producing and Printing District-Wide Publications**

**(\$0.05) / (0.00)**

This will reduce the School and Community Relations' department printing & duplicating budget by a total of \$45,073. These funds are used for paper supplies, the printing of publications and vendors hired to assist SCR with large mailings, such as Linden. This reduction still leaves us with remaining budget that should be sufficient for current needs based on last year's volume.

## *Organizational/Instructional Impact*

This reduces the volume of printing and quantities of publications we are able to print, produce and distribute to staff and families throughout the year. However, with the implementation of digital initiatives like the Annual Online Verification Process (AOVP), we are working to reduce our volume to conserve resources. It also eliminates the cushion we've had in the past in the event outside designers are needed to support the development of the annual report or other materials.

## *Implementation Plan*

This will be an immediate reduction and unless there is a need to begin printing more quantities of materials as we expand languages and translation in the future, this reduction will still leave us with sufficient funds for APS publications and materials. The service is not needed at the volume required in previous years due to the shift to ParentVue and online communications. That said, we are still mindful of the need to provide printed copies of materials and information in multiple languages for families with limited computer access, so we will continue to print our materials - just at a lower quantity.

## *Communications Plan*

No communication necessary except to the Print Shop and schools regarding anticipated volumes of materials being delivered for guidebooks and other materials. We will also need to continue working with schools to ensure appropriate quantities of printed materials are provided in the right language for families who need them.



# Building the FY 2021 Budget

## Strategic Plan Goals

- ⊙ Operational Excellence

## Performance Objectives

20. APS Departments (Finance and Management Services, Facilities and Operations, Teaching and Learning, and Planning and Evaluation) will collaborate to plan innovatively, cost effectively, and within budget to meet 100% of student seat needs through both permanent and temporary facilities, based on 10-year projections.

## Impact on the Strategic Plan

This will support the implementation of our goal to achieve operational excellence by collaborating with other departments to conserve resources and reduce costs. I do not think there is a substantial negative impact on any of the performance objectives since we have enough within the remaining budget to meet the needs of our population based on FY19 levels. If we have a greater need and cannot meet it, we will communicate that with the appropriate personnel.

## Reduce Funds Available in the Office Supplies and Paper Accounts for Printing Services (\$0.03) / (0.00)

We are proposing the eliminate some of the printing budget that covers paper supplies based on the volume and remaining funds available in the previous year.

## Organizational/Instructional Impact

This reduces the volume of printing we are able to support throughout the year. However, with the implementation of digital initiatives like the Annual Online Verification Process (AOVP), we are working to reduce our volume to conserve resources. It also eliminates the cushion we've had in the past in the event outside designers are needed to support the development of the annual report or other materials.

## Implementation Plan

This will be an immediate reduction that will take effect for 2021. Unless there is a need to begin printing more quantities of materials as we expand languages and translation in the future, this reduction will still leave us with sufficient funds for APS publications and materials. The service is not needed at the volume required in previous years due to the shift to ParentVue and online communications. That said, we are still mindful of the need to provided printed copies of materials and information in multiple languages for families with limited computer access, so we will continue to print our materials - just at a lower quantity.

## Communications Plan

We have already communicated this with the Print Shop after the initial reduction submissions in November 2019.

## Strategic Plan Goals

- ⊙ Operational Excellence
- ⊙ Partnerships: Strong and Mutually Supportive Partnerships

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EXECUTIVE SUMMARY



# Building the FY 2021 Budget

## *Performance Objectives*

- 20. APS Departments (Finance and Management Services, Facilities and Operations, Teaching and Learning, and Planning and Evaluation) will collaborate to plan innovatively, cost effectively, and within budget to meet 100% of student seat needs through both permanent and temporary facilities, based on 10-year projections.
- 21. At least 90% of family and community engagement activities build the capacity of staff and families in capabilities (skills and knowledge), connections (networks), cognition (understanding) and confidence (a Dual Capacity-Building Framework for Family-School Partnerships).

## *Impact on the Strategic Plan*

This will support the implementation of our goal to achieve operational excellence by collaborating with other departments to conserve resources and reduce costs. I do not think there is a substantial negative impact on any of the performance objectives since we have enough within the remaining budget to meet the needs of our population based on FY19 levels. If we have a greater need and cannot meet it, we will communicate that with the appropriate personnel.

## **Delay Hiring the Accountability/Data Coordinator Position for One Year**

**(\$0.13) / (0.00)**

Information Services will delay hiring the vacant Accountability/Data Coordinator position for FY 2021.

## *Organizational/Instructional Impact*

Information Services will have to continue to work with the current capacity and take care of the basic accountability reporting with the help of existing analysts but cannot continue to offer any additional support to the Data Projects or address new requests in the pipeline. IS will only prioritize essential and mandatory reporting to the state for compliance and not expand on the pipeline of requirements that exist around additional needs across various platforms and programs.

## *Implementation Plan*

The Enterprise Solutions office is picking up additional functionality of State reporting and Data reporting that was previously performed by the Data Coordinator position.

## *Communications Plan*

ELT has been notified of the loss of this service and redelegation of functions.

## *Strategic Plan Goals*

- ⊙ Operational Excellence

## *Impact on the Strategic Plan*

The state reporting is a mandatory function of APS that will need to be performed. There will be a reduced capacity to support APS as a system with Data needs.





# Building the FY 2021 Budget

## Delay Hiring the Assistant Director of Finance Position for One Year

(\$0.12) / (0.00)

Delay hiring the Assistant Director of Finance position in the Finance and Management Services department for one year. This position is currently vacant.

### *Organizational/Instructional Impact*

In the short term APS may be able to continue finance operations without adding this position, but only if additional part time hourly salaries are provided to get assistance during the year end close, annual reporting, and audit season. This budget reduction is not viable in the long run and it will put a strain on our current Finance staff, which may result in staff job dissatisfaction, burnout, and higher employee turnover.

### *Implementation Plan*

This position has not been filled. The position will not be posted and will remain vacant through June 30, 2021.

### *Communications Plan*

The Director of Finance will inform current Finance staff.

### *Strategic Plan Goals*

- ⊙ Engaged Workforce
- ⊙ Operational Excellence

### *Impact on the Strategic Plan*

The delay in hiring this position is not recommended to be extended beyond one year as it will impede APS's ability to provide financial services to staff and stakeholders, compromising both operational excellence and good stewardship. In addition, employee job satisfaction may be negatively effected.

## Delay Hiring the Lead ERP Position for One Year

(\$0.13) / (0.00)

Delay hiring the Lead ERP Analyst position in the Finance and Management Services department for one year. This position is currently vacant.

### *Organizational/Instructional Impact*

In the short term APS may be able to continue essential Oracle functions using the current Junior ERP position in Finance and Information Services' Enterprise Solutions staff. However, this budget reduction is not viable in the long run especially as we move to upgrade our system in the near future. It will put a strain on current Finance and IS ERP staff, which may result in delays in project completion (e.g., position control), staff job dissatisfaction, burnout, and higher employee turnover.

### *Implementation Plan*

This position has not been filled. The position will not be posted and will remain vacant through June 30, 2021.

### *Communications Plan*

The Assistant Superintendent of Finance and Management Services will inform all F&MS staff.

### *Strategic Plan Goals*

- ⊙ Engaged Workforce
- ⊙ Operational Excellence

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**EXECUTIVE SUMMARY**



# Building the FY 2021 Budget

### *Impact on the Strategic Plan*

The delay in hiring this position is not recommended to be extended beyond one year as it will impede APS's ability to provide Oracle support and technical assistance to STARS users compromising both operational excellence and good stewardship. In addition, employee job satisfaction may be negatively effected.

### **Delay Hiring the Talent Acquisition Management (TAM) Employment Specialist Position for One Year**

**(\$0.10) / (0.00)**

This position reviews data in the system for accuracy.

### *Organizational/Instructional Impact*

We are likely to see an increase in errors and overpayments and a slowdown in processing employment paperwork.

### *Implementation Plan*

This position has not been filled and remains vacant.

### *Communications Plan*

None needed

### *Strategic Plan Goals*

- ⊙ Engaged Workforce
- ⊙ Operational Excellence

### *Impact on the Strategic Plan*

Reduces operational excellence and negatively impacts engaged workforce.

### **Delay Hiring the Payroll Account Specialist Position for One Year**

**(\$0.10) / (0.00)**

This position provides overall payroll support to departments.

### *Organizational/Instructional Impact*

A reduction in customer service and support to ensure accuracy of semi-monthly payroll.

### *Implementation Plan*

This vacancy was not filled.

### *Communications Plan*

None needed

### *Strategic Plan Goals*

- ⊙ Engaged Workforce
- ⊙ Operational Excellence

### *Impact on the Strategic Plan*

Reduces operational excellence and negatively impacts engaged workforce.



# Building the FY 2021 Budget

## Delay Hiring the Leave Benefits Specialist Position for One Year

(\$0.10) / (0.00)

This individual manages family medical leave and other leaves.

### *Organizational/Instructional Impact*

This work will be split between the Employee Relations supervisor and G-scale benefits staff to process paperwork.

### *Implementation Plan*

This work has been provided to the Benefits Supervisor, who is currently processing all leave applications.

### *Communications Plan*

We have implemented a leave mailbox - leaveadmin@apsva.us, and staff are directed to reach out to this mailbox for all inquiries.

### *Strategic Plan Goals*

- ⊙ Engaged Workforce
- ⊙ Operational Excellence

### *Impact on the Strategic Plan*

The reduction in customer service will have a negative impact on measures of employee engagement.

## Delay Hiring the Arlington Tiered System of Supports (ATSS) Specialist Position for One Year

(\$0.10) / (0.00)

The ATSS specialist supports the ATSS framework which uses the data decision-based model in the Professional Learning Communities (PLC), to analyze data, identify students who are in need of remediation or extension and create timely action plans. The ATSS specialist supports school staff in implementing evidence-based core (Tier 1) instruction with additional Tier 2 and 3 interventions extensions for students who need them to create a unified system of timely responses for all students to achieve success.

### *Organizational/Instructional Impact*

By delaying the hiring of this position, the ability of the Office of ATSS to support the intervention and extension needs of staff and students at all schools will be severely limited. It is likely that the office would only be able to aide schools most in need of external coaching and support.

### *Implementation Plan*

This position would not be filled for the 2020-21 school year.

### *Communications Plan*

The Director of Curriculum and Instruction will inform the supervisor of the Office of ATSS.

### *Strategic Plan Goals*

- ⊙ Student Success: Multiple Pathways to Success for All Students

### *Performance Objectives*

1. Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
2. All students will make at least one year's worth of growth as measured by federal, state, and/or district assessments.

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**EXECUTIVE SUMMARY**



# Building the FY 2021 Budget

## *Impact on the Strategic Plan*

This reduction could have an impact on Student Success because would slow the adaptation of curriculum and instruction to meet the needs of each student and it would likely be a factor in decreasing meaningful inclusive learning environments for students.

## **Delay Hiring the Partnership Coordinator Position for One Year**

**(\$0.13) / (0.00)**

The Partnership Coordinator, a new position to DTL, would be tasked with developing community partnerships to support, extend and enrich students' learning. This position would allow for students to apply their learning in real world contexts and would support students' development of the 5 C's of the Virginia Profile of a Graduate - communication, citizenship, critical thinking, collaboration and creative thinking.

## *Organizational/Instructional Impact*

Given that this position has not yet been filled, individual DTL offices will continue to incorporate real world learning opportunities into content presentation.

## *Implementation Plan*

The position will not be filled for the 2020-21 school year.

## *Communications Plan*

DTL staff will communicate the rationale for why this position was not filled to various stakeholders.

## *Strategic Plan Goals*

- ⊙ Student Success: Multiple Pathways to Success for All Students
- ⊙ Partnerships: Strong and Mutually Supportive Partnerships

## *Performance Objectives*

4. All graduates will have engaged in at least one experience that demonstrates productive workplace skills, qualities, and behaviors and may include a work-based experience (internships, externships, formal job shadowing, etc.). (Virginia Profile of a Graduate)
23. The number of partnerships/ volunteer opportunities will meet the needs of students, specifically in the areas of internships and externships.

## *Impact on the Strategic Plan*

This reduction could have an impact on Student Success because it removes a conduit to ensuring that students are engaged in at least one experience that demonstrates productive workplace skills, qualities, and behaviors and may include a work-based experience (internships, externships, formal job shadowing, etc.). It would also have an impact on Partnerships because it would reduce connections for students to possibly participate in internships.



# Building the FY 2021 Budget

## Eliminate Smartsheet Subscription and Replace it with Open Source Software and Eliminate Additional Services and Professional Training Support for IQ by Maintaining a Basic Service Contract

(\$0.04) / (0.00)

- ⦿ Smartsheet - A comparable software with no cost will have to be identified and users transitioned to that software.
- ⦿ IQ - There will be no enhancements to the product and no additional PD support from the vendor.

### *Organizational/Instructional Impact*

IS will have to replace Smartsheet functionality with open source software from either the Microsoft 365 platform or the Google Platform. IQ will not lose functionality but additional functional changes will have to be purchased on a case by case basis as needed by the respective stakeholders requesting additional functionality. The support structures will remain the same.

### *Implementation Plan*

The Microsoft 365 Platform offers some tools that are similar in functionality to Smartsheet that will be available to staff. For Intranet Quorum (IQ), we are not losing functionality but additional enhancements will not be supported this year.

### *Communications Plan*

ELT team has been the primary user group for Smartsheet and will be notified of the changes and asked to adopt opensource or alternate solutions.

### *Strategic Plan Goals*

- ⦿ Engaged Workforce
- ⦿ Operational Excellence
- ⦿ Partnerships: Strong and Mutually Supportive Partnerships

### *Impact on the Strategic Plan*

The current user base of Smartsheets is limited and will need to adopt to new software. There will be a need for training and additional time needed for staff to adopt alternate solutions. For Intranet Quorum, additional funding will be needed for new features/functionality in the future. Additional features to support current engage@APS will not be possible without additional funding for each function requested to be added in the future.

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**EXECUTIVE SUMMARY**



# Building the FY 2021 Budget

## Eliminate the Retiree Rehire Budget

(\$0.10) / (0.00)

This provides funding to rehire retirees for special projects.

### *Organizational/Instructional Impact*

We will no longer be able to supplement priority projects with hourly staffing.

### *Implementation Plan*

This line item has been eliminated. When departments wish to hire retirees, they must provide an account to cover the costs.

### *Communications Plan*

Communicated to ELT members in the budget process.

### *Strategic Plan Goals*

- ⊙ Operational Excellence

### *Impact on the Strategic Plan*

Negatively impacts operational excellence, as gaps that were previously filled by retiree rehires are redistributed to existing staff.

## Reduce Funds Available for the Service Awards Celebrations (SCR)

(\$0.004) / (0.00)

School and Community Relations (SCR) uses these funds to pay for annual celebrations that honor APS staff for their service years.

### *Organizational/Instructional Impact*

This eliminates the annual celebration for staff service years.

### *Implementation Plan*

We will find alternative, creative methods for honoring staff that have dedicated many years of service to APS.

### *Communications Plan*

We will notify all departments involved in the planning and execution of these awards and will also email staff to notify them of the changes when the time is appropriate.

### *Strategic Plan Goals*

- ⊙ Engaged Workforce

### *Performance Objectives*

12. At least 95% of APS staff will respond favorably on staff engagement, as indicated on the Your Voice Matters survey.
13. At least 95% of APS staff will respond favorably in areas of leadership, as indicated on the Your Voice Matters survey.

### *Impact on the Strategic Plan*

Reducing this account might affect our engaged workforce if the change is perceived negatively by staff members.



# Building the FY 2021 Budget

## Formalize the Current Voluntary Technology “Co-op” and Extend it to Include Elementary Schools

(\$0.30) / (0.00)

The budget for instructional technology hardware/software can be reduced from \$22.80 per student to \$12.30 per student, for a savings of \$300,000. In alignment with the current co-op model, Information Services would manage the replacement of the school Interactive White Boards and the purchase of all apps. This has the added benefit of standardizing the classroom technology profile for APS which simplifies training and support. Savings are realized through the efficiencies created by bulk purchases and standardization, validated through the existing co-op used by secondary schools. Formalizing the co-op would involve transferring the school planning factor for Instructional Technology Hardware/Software from schools to Information Services.

### *Organizational/Instructional Impact*

There will be loss of service to the system. On top of that , APS will be able to achieve the standardization and sustainable replacement plans and models for classroom technology across the board in a matter of three to four years with no additional costs. DTL is already holding the line for costs for instructional software and IS will ensure that all current apps being used by schools that are approved by DTL are maintained. In addition to this, we will also be able to negotiate with the vendor and ensure that the other functionality that is lost due to the proposed cut for SMART software is also included for free for the district from the vendor with a committed consistent district model. The limited funds will be shared between schools equitably to ensure that all instructional spaces will eventually be equipped with Interactive smart boards over the next four years.

### *Implementation Plan*

The smart boards purchased will be distributed to all APS schools to ensure equitable access to Interactive functionality in all instructional spaces.

### *Communications Plan*

Notification will be sent to all Principals with this information and potential plans.

### *Strategic Plan Goals*

- ⦿ Student Success: Multiple Pathways to Success for All Students
- ⦿ Operational Excellence

### *Impact on the Strategic Plan*

All students will have a consistent learning experience in all instructional spaces across APS schools. In addition, consistency of technology in the classrooms will enable easier maintenance and support by Information Services.

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**EXECUTIVE SUMMARY**



# Building the FY 2021 Budget

## Reduce Funds Available Overtime Work Performed By G-Scale Staff and Work Performed By AETV

(\$0.01) / (0.00)

SCR depends on outside contractors for video and live streaming services during many of our key district-sponsored events, like Kindergarten Information Night for parents, and for assistance with the numerous APS websites, of which there are 46. Outsourcing to these contractors also allows SCR and AETV full-time staff to focus their attention on other pertinent matters, such as creating video content that supports the 2018-24 Strategic Plan, website and Intranet implementation and important initiatives underway.

### *Organizational/Instructional Impact*

The reduction of these two budgets may impact the number of events we are able to cover, produce, livestream and distribute. The AETV crew is heavily utilized by departments and schools for expanded support beyond video and production. They are now called on to assist with shaping messages and promoting or explaining division-wide initiatives and instructional programs and services, as video has become central to many communications plans. Similarly, the webmaster is now utilized for both the external-facing and internal-facing sites, so eliminating external support for school websites may impact our ability to take on new projects.

### *Implementation Plan*

We will immediately reduce the budget and will review the calendar of events and prioritize them.

### *Communications Plan*

We will personally notify AETV staff and contractors affected by this change and re-prioritize to identify the jobs that we will continue to outsource.

### *Strategic Plan Goals*

- ⊙ Student Success: Multiple Pathways to Success for All Students
- ⊙ Engaged Workforce
- ⊙ Operational Excellence
- ⊙ Partnerships: Strong and Mutually Supportive Partnerships

### *Performance Objectives*

3. Historically over-represented and under-represented groups accessing services will be aligned with student need and proportionate with demographics.
14. APS will retain a high-quality workforce, with 95% of respondents to exit surveys indicating a reason for leaving to be an external factor.
17. Organizational operations will meet or exceed benchmarks in comparable school divisions.
21. At least 90% of family and community engagement activities build the capacity of staff and families in capabilities (skills and knowledge), connections (networks), cognition (understanding) and confidence (a Dual Capacity-Building Framework for Family-School Partnerships).

### *Impact on the Strategic Plan*

Reducing our budget for AETV support may place some limits on the number of events and resources we are able to cover, which limits access to vital information for some families. Additionally, reducing the support for both AETV and our webmaster may affect employee morale - SCR is currently understaffed with a vacancy and this impact is felt across the department so contractors are relied upon.





# Building the FY 2021 Budget

## Reduce the Communities in Schools (CIS NOVA) Contract by Half

(\$0.14) / (0.00)

This contract provides additional support in the coordination of academic supports and management and oversight of non-academic supports, including food backpacks (coordinated with community non-profit groups), dental, vision and health care.

### *Organizational/Instructional Impact*

This reduction would cause additional strain on site-based social workers to liaise with Arlington government and community agencies to provide food and health care support for students in need.

### *Implementation Plan*

The services provided in the contract will be reduced in order to reduce the cost of the contract by half.

### *Communications Plan*

The Director of Student Services is aware the reduction and will work with Procurement to reduce the contract and notify CIS personnel.

### *Strategic Plan Goals*

- ⊙ Partnerships: Strong and Mutually Supportive Partnerships

### *Performance Objectives*

- 22. At least 95% of APS families will respond favorably on student and family engagement on the Your Voice Matters.

### *Impact on the Strategic Plan*

This reduction would impact Strong and Mutually Supportive Partnerships because APS would no longer partner with local organizations to provide wraparound services to students including healthcare, nutrition, academic, and social and emotional supports.

## Reduce the Recruiting Budget

(\$0.05) / (0.00)

Reduce funds available to recruit highly qualified staff.

### *Organizational/Instructional Impact*

This will mean our funds can only support our most critical positions - such as special education and immersion. Departments will need to transfer funds to advertise positions.

### *Implementation Plan*

We are reducing the number of job fairs we will attend to recruit staff.

### *Communications Plan*

None needed

### *Strategic Plan Goals*

- ⊙ Engaged Workforce
- ⊙ Operational Excellence

### *Impact on the Strategic Plan*

Negatively impacts our ability to recruit diverse and highly qualified staff.



# Building the FY 2021 Budget

## Eliminate the Black History Month Celebration

(\$0.01) / (0.00)

The annual Black History Month celebration highlights achievements and cultural contributions of African-American and Black staff, students and Arlington community members.

### *Organizational/Instructional Impact*

While individual sites will continue to highlight African-American staff and student achievements and cultural contributions, APS will not have the opportunity to highlight them as a community.

### *Implementation Plan*

This celebration will not be held during the 20-21 school year.

### *Communications Plan*

The Supervisor of the Office of Equity and Excellence is aware of this reduction. APS staff and community members will be notified as well.

### *Strategic Plan Goals*

- ☉ Partnerships: Strong and Mutually Supportive Partnerships

### *Performance Objectives*

- 22. At least 95% of APS families will respond favorably on student and family engagement on the Your Voice Matters.

### *Impact on the Strategic Plan*

This reduction could have an impact on the creation of Strong and Mutually Supportive Partnerships by making it challenging to foster effective and meaningful collaboration among and between resources in APS, parents and the community.



# Building the FY 2021 Budget

## Eliminate the Harvesting Our Dreams Celebration

(\$0.008) / (0.00)

The annual Harvesting Our Dreams celebration highlights the achievements and cultural contributions of Hispanic staff, students and Arlington community members.

### *Organizational/Instructional Impact*

While individual sites will continue to highlight Hispanic staff and student achievements and cultural contributions, APS will not have the opportunity to highlight them as a community.

### *Implementation Plan*

This celebration will not be held during the 20-21 school year.

### *Communications Plan*

The Coordinator of the Office of Family And Community Engagement is aware of this reduction. APS staff and community members will be notified as well.

### *Strategic Plan Goals*

- ☉ Partnerships: Strong and Mutually Supportive Partnerships

### *Performance Objectives*

- 22. At least 95% of APS families will respond favorably on student and family engagement on the Your Voice Matters.

### *Impact on the Strategic Plan*

This reduction could have an impact on the creation of Strong and Mutually Supportive Partnerships by making it challenging to foster effective and meaningful collaboration among and between resources in APS, parents and the community.



# All Funds Summary

## FY 2021 SCHOOL BOARD'S ADOPTED BUDGET SUMMARY

	FY 2020	FY 2021	VARIANCE ADOPTED TO ADOPTED	
	ADOPTED	ADOPTED	AMOUNT	PERCENT
<b>REVENUE</b>				
<i>County Funds</i>				
County Transfer	\$522,426,668	\$524,631,092	\$2,204,423	0.4%
County Transfer - One-Time	\$9,902,338	\$0	(\$9,902,338)	(100.0%)
<b>Sub Total</b>	<b>\$532,329,006</b>	<b>\$524,631,092</b>	<b>(\$7,697,915)</b>	<b>(1.4%)</b>
<i>Other Revenue</i>				
Budget Savings	\$11,649,258	\$16,474,087	\$4,824,829	41.4%
Carry Forward from Prior Years	\$3,680,000	\$3,500,000	(\$180,000)	(4.9%)
State - Sales Tax	\$30,377,851	\$32,186,910	\$1,809,059	6.0%
State - Other	\$51,132,438	\$52,111,050	\$978,612	1.9%
Federal	\$15,888,400	\$16,273,551	\$385,151	2.4%
Other Revenue	\$24,497,752	\$25,097,939	\$600,187	2.4%
<b>Sub Total</b>	<b>\$137,225,699</b>	<b>\$145,643,537</b>	<b>\$8,417,838</b>	<b>6.1%</b>
<b>TOTAL REVENUE</b>	<b>\$669,554,705</b>	<b>\$670,274,629</b>	<b>\$719,923</b>	<b>0.1%</b>
<b>EXPENDITURES</b>				
School Operating Fund	\$553,274,408	\$559,933,853	\$6,659,445	1.2%
Community Activities Fund	\$20,244,873	\$19,756,037	(\$488,837)	(2.4%)
Food and Nutrition Services Fund	\$10,728,000	\$11,321,748	\$593,748	5.5%
Capital Projects Fund	\$6,458,495	\$2,040,843	(\$4,417,652)	(68.4%)
Children's Services Act Fund	\$4,225,000	\$4,225,000	\$0	0.0%
Grants and Restricted Programs	\$15,463,367	\$16,091,408	\$628,041	4.1%
Debt Service Fund	\$59,160,562	\$56,905,740	(\$2,254,822)	(3.8%)
<b>TOTAL EXPENDITURES</b>	<b>\$669,554,705</b>	<b>\$670,274,629</b>	<b>\$719,923</b>	<b>0.1%</b>
<b>RESERVE FUND (NOTE 1)</b>	<b>\$4,507,950</b>	<b>\$3,838,504</b>		

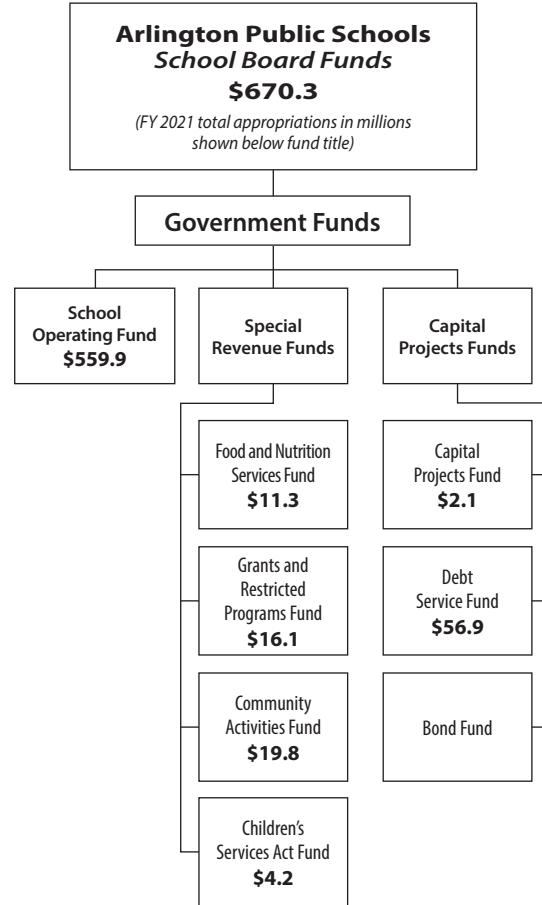
Note 1: The Reserve Fund is not included in the Total Revenue/Total Expenditures figures. In FY 2021, it includes the following Reserves: Capital (-\$4.8), VRS (\$1.4M), Future Debt Service (\$0.4M), Future Budget Years (\$0.0M), Compensation (\$3.8M), Unfunded Liabilities (\$2.0M), and Health Care (\$1.0M).



# All Funds Summary

The Arlington School Board budgets for its financial activity in eight different funds, all of which are governmental funds. Each fund is a self-balancing set of accounts reflecting the activities operated using that fund. Seven are shown here; the eighth fund is the Bond Fund in which bond proceeds from bonds approved through a referendum every two years are tracked.

- ⦿ **School Operating Fund** accounts for the day to day operations of the school system.
- ⦿ **Community Activities Fund** accounts for the operation of joint community/school facilities and programs.
- ⦿ **Food and Nutrition Services Fund** accounts for the school food services program and is self supporting from the sale of lunches, catering fees and other sources.
- ⦿ **Children's Services Act Fund** accounts for the special education services provided to Arlington students and their families under the state Children's Services Act (CSA) legislation.
- ⦿ **Capital Projects Fund** accounts for both minor and major construction projects along with major maintenance.
- ⦿ **Grants and Restricted Programs Fund** accounts for the grant funds and restricted funds received from federal, state and local sources.
- ⦿ **Debt Service Fund** accounts for the principal and interest payments on obligated debts incurred for major school construction.



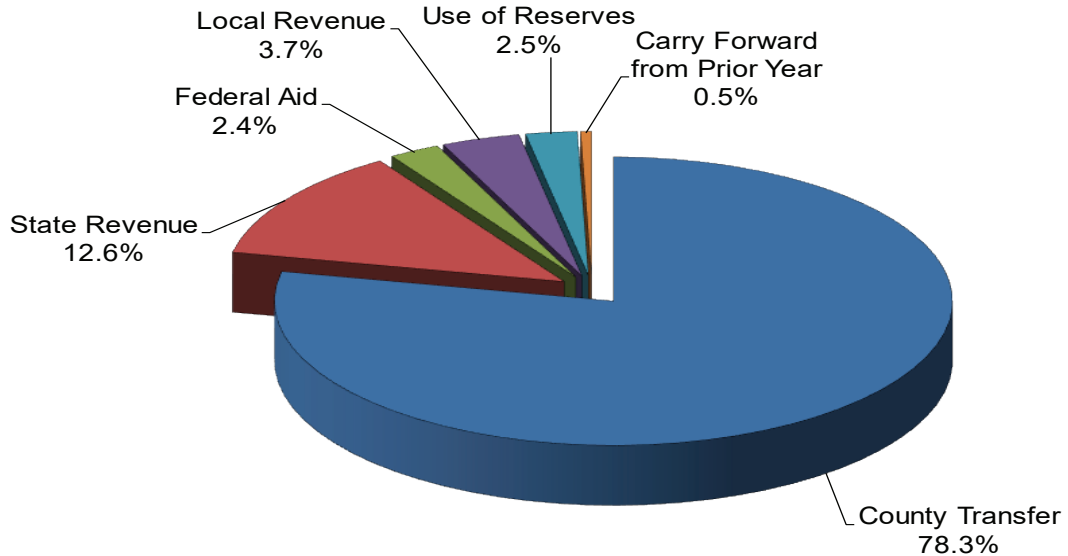
## ALL FUNDS REVENUE SUMMARY

IN MILLIONS FUND	FY 2019	FY 2020	FY 2021	COMPARISON ADOPTED TO ADOPTED	
	ACTUAL	ADOPTED	ADOPTED	AMOUNT	PERCENT
School Operating Fund	\$529.5	\$553.3	\$559.9	\$6.7	1.2%
Community Activities Fund	\$17.7	\$20.2	\$19.8	(\$0.5)	(2.4%)
Food and Nutrition Services Fund	\$11.2	\$10.7	\$11.3	\$0.6	5.5%
Capital Projects Fund	\$23.9	\$6.5	\$2.0	(\$4.0)	(61.9%)
Children's Services Act Fund	\$3.4	\$4.2	\$4.2	\$0.0	0.0%
Grants and Restricted Programs Fund	\$19.9	\$15.5	\$16.1	\$0.6	4.1%
Debt Service Fund	\$58.4	\$59.2	\$56.9	(\$2.3)	(3.8%)
<b>TOTAL ALL FUNDS</b>	<b>\$664.0</b>	<b>\$669.6</b>	<b>\$670.3</b>	<b>\$1.1</b>	<b>0.2%</b>



# All Funds Summary

## FY 2021 ADOPTED BUDGET BY FUND



### EXECUTIVE SUMMARY

#### School Operating Fund

The School Operating Fund receives most of its support (81.9%) from the County Transfer. The remainder of the revenue comes from State Aid (8.2%), State Sales Tax (5.7%), local fees and charges (0.7%), carry forward from prior years (0.6%), reserves (2.8%), and Federal Aid (0.1%).

#### Community Activities Fund

The Community Activities Fund receives less than half of its support from the County Transfer (29.1%). In addition, fees are received by the Extended Day program and for building rentals of the Gunston and Thomas Jefferson community centers. Local revenue generated by these fees account for the remaining 70.9% of the Community Activities Fund revenue.

#### Food and Nutrition Services Fund

The Food and Nutrition Services Fund is a self-supporting fund. Primary sources of revenue for the Food and Nutrition Services Fund are Federal (50.3%) and State (1.1%) funds as well as receipts from the sale of lunches and breakfasts and other programs (48.6%).

#### Capital Projects Fund

The Capital Projects Fund will primarily be supported by reserves (37.9%). County Transfer will provide an additional 62.1%.

#### Children's Services Act Fund

The Children's Services Act Fund is supported by County Transfer (53.0%) and State CSA funds (47.0%).

#### Grants and Restricted Programs Fund

The Grants and Restricted Programs Fund is supported by grants and awards from federal, state and local sources. All federal revenue is reported in both this fund and the Food and Nutrition Services Fund.

#### Debt Service

The Debt Service Fund is supported primarily by the County Transfer (99.5%). In FY 2020, reserves set aside to offset increases in debt service will provide 0.5% of funding.



# All Funds Summary

## ALL FUNDS COUNTY TRANSFER SUMMARY

The Arlington Public Schools are fiscally dependent on Arlington County government, since the school system has no legal authority to raise taxes or issue debt. On the other hand, the County may not direct how the School Board spends its money. The school system receives the majority of its funding from the County as a transfer of funds.

The County Transfer decreases 1.4% from the FY 2020 Adopted Budget to the School Board's FY 2021 Adopted Budget.

### COUNTY TRANSFER ALLOCATION SUMMARY

IN MILLIONS	FY 2019	FY 2020	FY 2021	COMPARISON	
				ADOPTED TO	ADOPTED
FUND	ACTUAL	ADOPTED	ADOPTED	AMOUNT	PERCENT
<b>County Transfer</b>					
School Operating Fund	\$439,488,752	\$463,264,169	\$458,730,509	(\$4,533,660)	(1.0%)
Community Activities Fund	\$5,137,867	\$6,125,305	\$5,756,575	(\$368,731)	(6.0%)
Capital Projects Fund	\$6,868,930	\$1,842,133	\$1,268,343	(\$573,790)	(31.1%)
Children's Services Act Fund	\$1,947,142	\$2,239,925	\$2,239,925	\$0	0.0%
Debt Service Fund	\$53,695,031	\$58,857,474	\$56,635,740	(\$2,221,734)	(3.8%)
<b>TOTAL COUNTY TRANSFER</b>	<b>\$507,137,723</b>	<b>\$532,329,006</b>	<b>\$524,631,092</b>	<b>(\$7,697,915)</b>	<b>(1.4%)</b>

.....  
EXECUTIVE SUMMARY



# All Funds Summary

## ALL FUNDS EXPENDITURE SUMMARY

### Salaries/Employee Benefits

Salaries include all current projected positions and funding for hourly or part-time staff. Fringe benefits are budgeted in the same cost center as the salaries with which they are associated. Some system-wide benefits are budgeted in the Human Resources department.

### Purchased Services

All expenditures for services acquired or purchased from sources outside the school system (i.e., private vendors, public authorities or other governmental entities). Purchase of service must be on a fee basis or fixed time contract basis.

### Other Charges

Funding to pay expenditures that support the use of programs. Items included are utilities, communications, insurance, leases and rentals, etc.

### Debt Service

Funding to pay principal and interest payments on outstanding bond issuances. Bond funding is used for major capital construction projects.

### Materials and Supplies

All expenditures for instructional materials, office and school supplies, textbooks, uniform costs and other operating supplies which are consumed or materially altered when used.

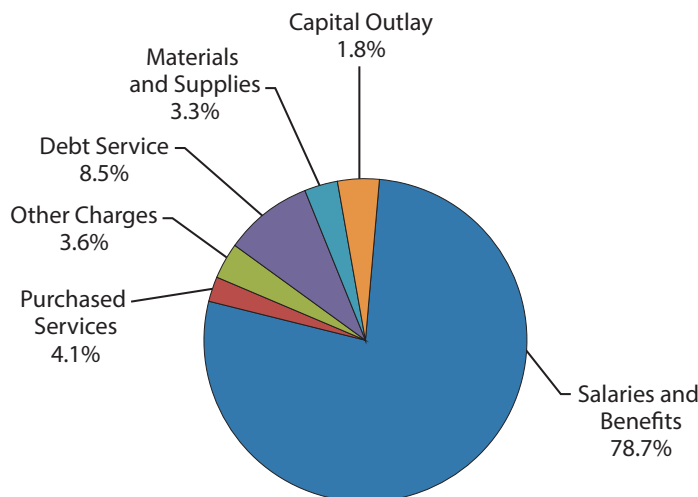
### Capital Outlay

All expenditures for purchase of fixed assets including replacement and additional items. This includes technology hardware, infrastructure, and capitalized software.

### Other Uses of Funds

Funding to pay principal and interest on long-term debt and capitalized lease payments.

EXECUTIVE SUMMARY



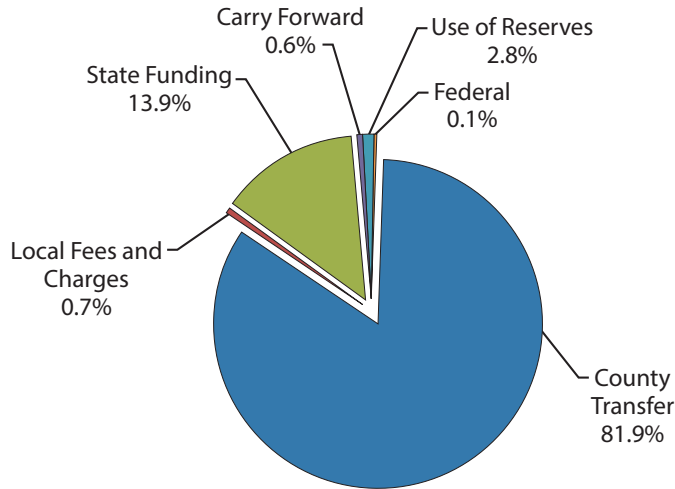
CATEGORY	AMOUNT
Salaries	\$387,287,512
Employee Benefits	\$139,998,329
Purchased Services	\$27,379,489
Other Charges	\$24,604,460
Debt Service	\$56,905,740
Materials and Supplies	\$22,548,670
Capital Outlay	\$12,050,277
Other Uses of funds	(\$499,847)
<b>TOTAL</b>	<b>\$670,274,629</b>





# All Funds Summary

## SCHOOL OPERATING FUND SUMMARY



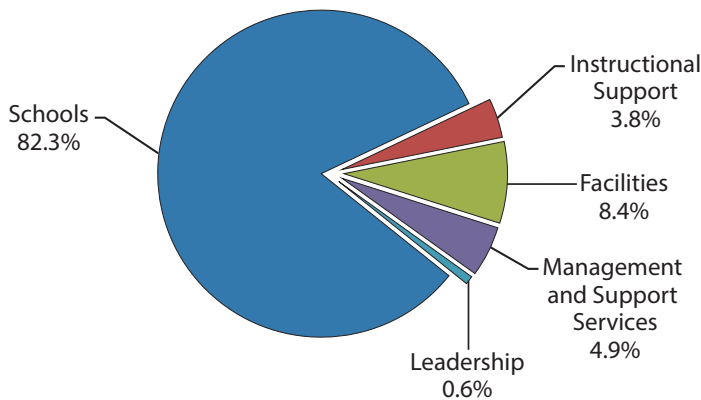
### Where Does the Money Come From?

The **County Transfer** is the amount required from the County General fund.

**State funding** includes sales tax and state aid to education.

**Local fees and charges** include tuition, building rentals and other charges borne by the user.

**Carry Forward** includes funds budgeted through FY 2020, which will be carried forward for use in FY 2021.



### Where Does the Money Go?

**Schools** include all school-based funding including those funds budgeted centrally but expended in the schools.

**Instructional Support** refers to the Department of Teaching and Learning, and Administrative Services.

**Management/Support Services** includes Finance and Management Services, Information Services, Human Resources, Planning and Evaluation and School and Community Relations.

**Facilities** includes the Department of Facilities and Operations.

**Leadership** includes the School Board Office, the Superintendent's Office, and Assistant Superintendents and Executive Director/Officer positions.



# Cost Per Pupil

Cost per pupil information provides a measure of resource allocation based on student population. It is a useful tool for analyzing our expenditures over time and for comparing our expenditures to those of other school systems.

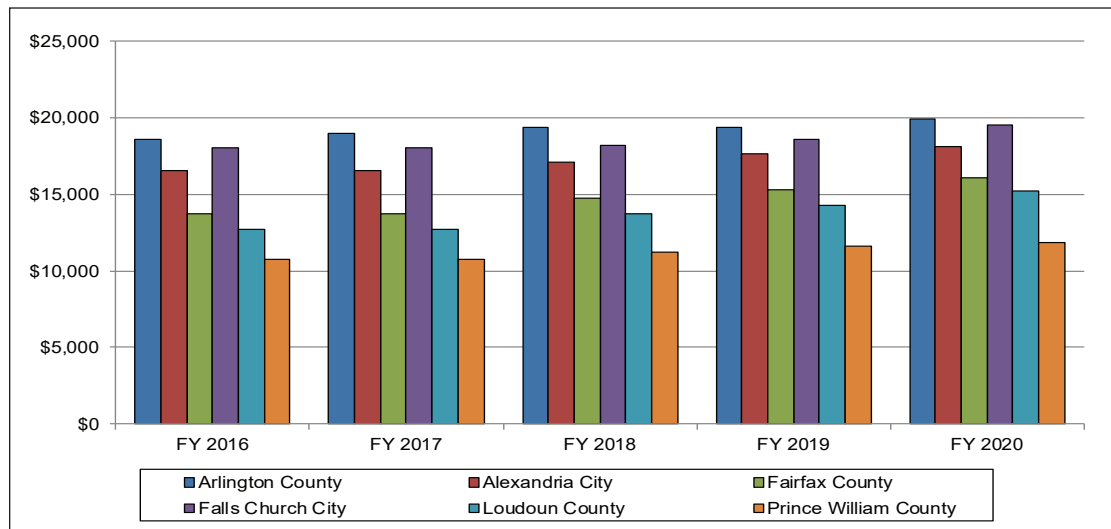
Arlington Public Schools uses the Washington Area Boards of Education (WABE) methodology to calculate the cost per pupil presented in the budget. The WABE calculation includes all students, including PreK students, the School Operating Fund, entitlement grants, police services costs and the Minor Construction/ Major Maintenance portion of the Capital Projects Fund. It excludes only the self-funded portion of the summer school and Adult Education program costs in the School Operating Fund. The chart below presents the cost per pupil as reported in the FY 2017 through FY 2021 budgets.

## APS COST PER PUPIL FY 2017–FY 2021 (WABE METHOD)

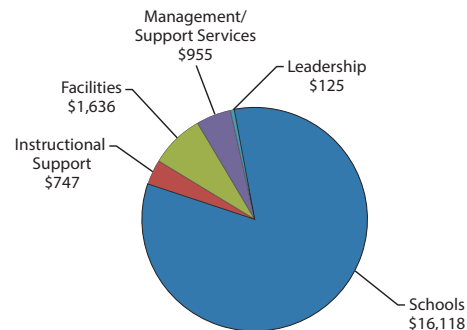
FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
ADOPTED	ADOPTED	ADOPTED	ADOPTED	ADOPTED
\$18,957	\$19,340	\$19,348	\$19,921	\$19,581

EXECUTIVE SUMMARY

## WABE COST PER PUPIL COMPARISON



## FY 2021 COST PER PUPIL BY CATEGORY



- Ⓞ **Facilities** includes the Department of Facilities and Operations.
- Ⓞ **Instructional Support** refers to the Department of Teaching and Learning and Administrative Services.
- Ⓞ **Leadership** includes the School Board Office, the Superintendent's Office and the Assistant Superintendent and Executive Director/Officer positions.
- Ⓞ **Management/Support Services** includes Finance and Management Services, Human Resources, Information Services, Planning and Evaluation, and School and Community Relations.
- Ⓞ **Schools** includes all school-based funding, including funds budgeted in central accounts and in Grants and Restricted Programs but expended at the schools.

# Budget Forecast



	FY 2021 SCHOOL BOARD'S ADOPTED	FTEs	FY 2022 PROJECTED	FY 2023 PROJECTED	FY 2024 PROJECTED
<b>REVENUE</b>					
Prior Year Budget - All Funds	\$669,554,705		\$670,274,629	\$664,805,100	\$663,886,058
<b>CHANGES IN REVENUE</b>					
Increase/(Decrease) in County Revenue	(\$7,697,914)		\$2,203,451	\$2,212,705	\$2,221,998
Increase/(Decrease) in Local Revenue	\$600,186		\$550,000	\$450,000	\$450,000
Increase/(Decrease) in State Funds - All funds	\$2,787,671		\$2,824,338	\$1,032,784	\$410,251
Increase/(Decrease) in Federal Revenue	\$385,151		\$200,000	\$200,000	\$200,000
<b>NET REVENUE</b>	<b>\$665,629,799</b>		<b>\$676,052,417</b>	<b>\$668,700,589</b>	<b>\$667,168,308</b>
<b>USE OF RESERVES</b>					
Reserves Used in Prior Year Budget	(\$11,649,258)		(\$16,474,087)	(\$5,226,770)	(\$412,239)
Carry Forward from Prior Year	(\$180,000)		\$0	\$0	\$0
Reserves Used in Current Year Budget	\$16,474,087		\$5,226,770	\$412,239	\$0
<b>NET USE OF RESERVES</b>	<b>\$4,644,830</b>		<b>(\$11,247,317)</b>	<b>(\$4,814,531)</b>	<b>(\$412,239)</b>
<b>TOTAL FUNDS AVAILABLE</b>	<b>\$670,274,629</b>		<b>\$664,805,100</b>	<b>\$663,886,058</b>	<b>\$666,756,069</b>
<b>EXPENDITURES</b>					
Prior Year Budget - All Funds	\$669,554,705	4,897.36	\$670,274,629	\$710,264,452	\$731,044,138
<b>BASELINE ADJUSTMENTS</b>					
Salaries and Benefits Baseline Adjustments & Efficiencies	\$2,680,000		\$2,900,000	\$2,900,000	\$2,900,000
Baseline Savings	(\$7,105,345)	0.00	(\$4,845,895)	(\$3,350,752)	(\$2,365,895)
Contractual Obligations	(\$2,150,499)		\$4,571,887	\$115,682	\$2,495,493
Additional Funds for Baseline Services	\$4,383,152	35.05	\$1,286,926	\$995,116	\$996,157
<b>NET BASELINE ADJUSTMENTS</b>	<b>(\$2,192,692)</b>	<b>35.05</b>	<b>\$3,912,918</b>	<b>\$660,046</b>	<b>\$4,025,755</b>
<b>ONGOING EXPENDITURES</b>					
Enrollment Growth	\$9,811,184	111.70	\$10,155,482	\$6,053,745	\$4,224,178
New Schools	\$257,495	2.00	\$2,431,516	\$0	\$0
Compensation	\$0		\$10,700,000	\$11,700,000	\$12,700,000
Investments to Support Growth	\$7,377,445	75.60	(\$1,471,995)	\$0	\$0
Initiatives from Prior Years' Budgets	\$1,570,082	20.75	\$2,068,812	\$0	\$0
<b>NET ONGOING EXPENDITURES</b>	<b>\$19,016,206</b>	<b>210.05</b>	<b>\$23,883,815</b>	<b>\$17,753,745</b>	<b>\$16,924,178</b>
<b>ONE-TIME EXPENDITURES</b>					
Additional Funds for Baseline Services	\$1,815,895		\$1,815,895	\$1,540,895	\$1,540,895
Enrollment Growth	\$1,305,000		\$825,000	\$825,000	\$825,000
New Schools	\$2,000,000		\$984,857	\$0	\$0
<b>NET ONE-TIME EXPENDITURES</b>	<b>\$5,120,895</b>	<b>0.00</b>	<b>\$3,625,752</b>	<b>\$2,365,895</b>	<b>\$2,365,895</b>
<b>TOTAL ONGOING + ONE-TIME</b>	<b>\$24,137,101</b>	<b>210.05</b>	<b>\$27,509,567</b>	<b>\$20,119,640</b>	<b>\$19,290,073</b>
<b>NET EXPENDITURES</b>	<b>\$691,499,114</b>	<b>5,142.46</b>	<b>\$701,697,114</b>	<b>\$731,044,138</b>	<b>\$754,359,966</b>
<b>REDUCTIONS</b>					
FY 2021 Reductions Not Taken Elsewhere	(\$21,224,486)	(153.85)	\$8,567,338	\$0	\$0
<b>TOTAL REDUCTIONS</b>	<b>(\$21,224,486)</b>	<b>(153.85)</b>	<b>\$8,567,338</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL EXPENDITURES</b>	<b>\$670,274,629</b>	<b>4,988.61</b>	<b>\$710,264,452</b>	<b>\$731,044,138</b>	<b>\$754,359,966</b>
<b>Surplus/(Shortfall)</b>	<b>\$0</b>		<b>(\$45,459,352)</b>	<b>(\$67,158,080)</b>	<b>(\$87,603,897)</b>

EXECUTIVE SUMMARY



## Budget Forecast

A summary of the budget forecasts for FY 2022 through FY 2024 is shown on the previous page and is based on the School Board's Adopted budget for FY 2021. Given the revenue and expenditure assumptions included in the forecast, it is clear APS will face financial challenges over the next three years. Revenue across all sources is projected to decrease by 0.8 percent in FY 2022 and by 0.1 percent in FY 2023, and increase by 0.4 percent in FY 2024. Expenditures are projected to increase by 6.0 percent in FY 2022 due to increasing enrollment, building renovations, and employee compensation. These cost drivers will also increase expenditures in FY 2023 and FY 2024. The forecast projects the use of reserve funding to assist in balancing the budget, however, these funds will not close the gap completely. To balance each year's future budget, as required by law, APS staff will need to work with the School Board, County Board, and the community as a whole to determine an appropriate course of action.

These forecasts are intended to show how the budget will change in order to maintain the current instructional, support, and extracurricular programs and services as well as to provide services to the 1,719 additional students projected to enroll in APS in FY 2021 through FY 2024. These forecasts are not intended to show the effects of any programmatic decisions that might be made in any of those years.

This budget forecast is a best estimate based on the information that was available during development.

Estimates will change based on, but not limited to:

- ⊙ Upcoming boundary changes.
- ⊙ Decisions on programs located at existing and new schools.
- ⊙ Updated 10-year enrollment projections.
- ⊙ Adopted changes in the medium term FY 2022-26 Capital Improvement Plan.
- ⊙ New initiatives that align with the 2018-2024 Strategic Plan.
- ⊙ Additional funding placed in the reserve accounts.

Detail on the forecasts and the revenue and expenditure assumptions used can be found in the Financial section beginning on page [160](#).

# ORGANIZATIONAL

Administration

Mission, Vision and Core Values

Organization Chart

Arlington Public Schools

Overview

The APS Strategic Plan

Budget Development Process

Budget Development Calendar

Financial Controls and Policies



# Administration

## SCHOOL BOARD MEMBERS

TANNIA TALENTO

*Chair*

MONIQUE O'GRADY

*Vice Chair*

REID GOLDSTEIN

*Member*

DR. BARBARA KANNINEN

*Member*

NANCY VAN DOREN

*Member*

## EXECUTIVE LEADERSHIP TEAM

CINTIA JOHNSON

*Interim Superintendent*

RAJESH ADUSUMILLI

*Assistant Superintendent for Information Services*

DR. JEANNETTE ALLEN

*Acting Assistant Superintendent for Administrative Services*

CATHERINE ASHBY

*Assistant Superintendent for School and Community Relations*

JOHN CHADWICK

*Assistant Superintendent for Facilities and Operations*

BRIDGET LOFT

*Assistant Superintendent for Teaching and Learning*

LESLIE PETERSON

*Assistant Superintendent for Finance and Management Services*

DAN REDDING

*Assistant Superintendent for Human Resources*

DR. ARRON GREGORY

*Chief Diversity, Equity, and Inclusion Officer*

LISA STENGLE

*Executive Director for Planning and Evaluation*

JULIA BURGOS

*Chief of Staff*



# Mission, Vision, and Core Values

## MISSION

To ensure all students learn and thrive in safe, healthy, and supportive learning environments.

## VISION

To be an inclusive community that empowers all students to foster their dreams, explore their possibilities, and create their futures.

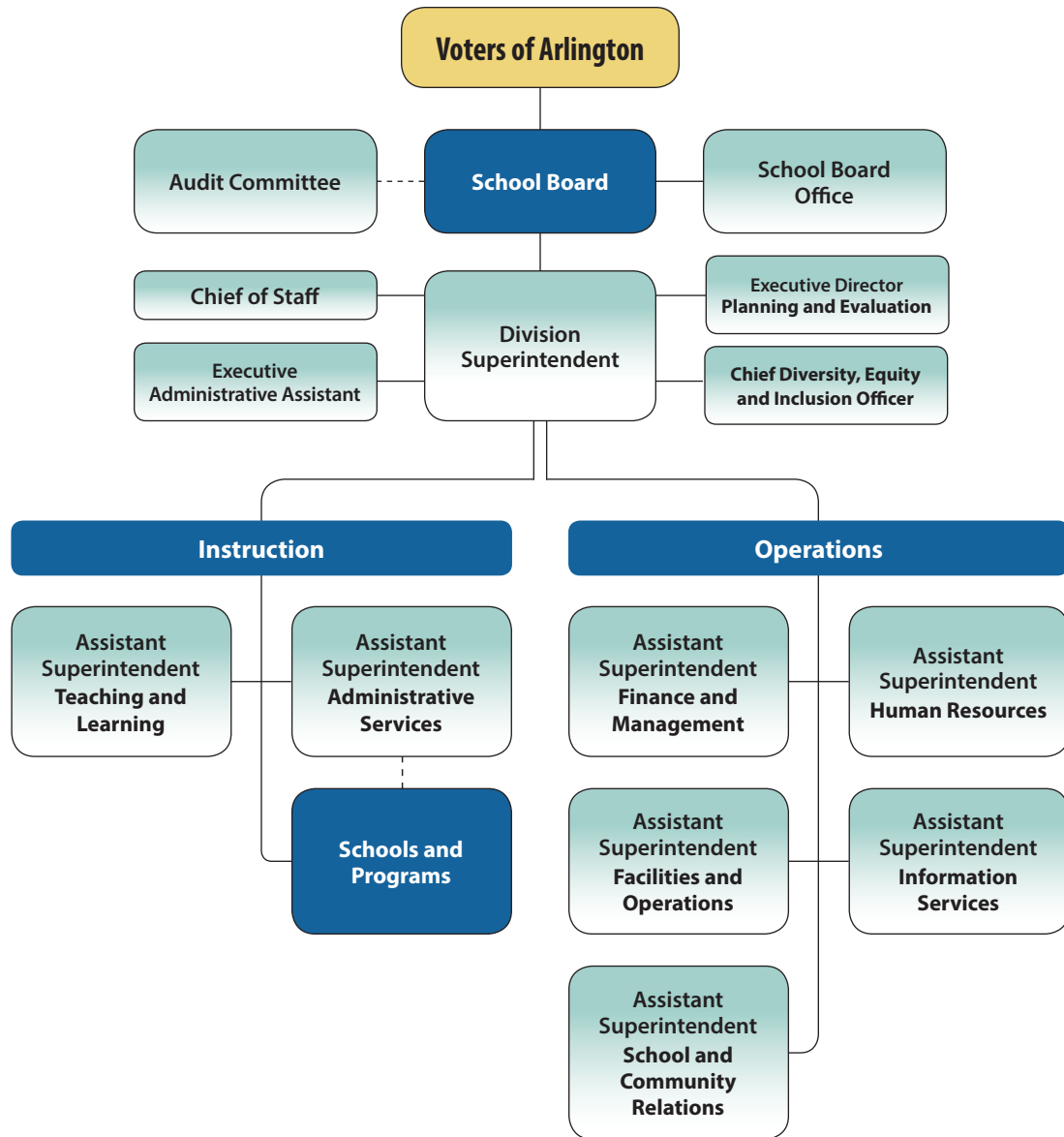
## CORE VALUES

- ⦿ **Excellence:** Ensure all students receive an exemplary education that is academically challenging and meets their social and emotional needs.
- ⦿ **Equity:** Eliminate opportunity gaps and achieve excellence by providing access to schools, resources, and learning opportunities according to each student’s unique needs.
- ⦿ **Inclusivity:** Strengthen our community by valuing people for who they are, nurturing our diversity, and embracing the contributions of all students, families, and staff.
- ⦿ **Integrity:** Build trust by acting honestly, openly, ethically, and respectfully.
- ⦿ **Collaboration:** Foster partnerships with families, community, and staff to support the success of our students.
- ⦿ **Innovation:** Engage in forward-thinking to identify bold ideas that enable us to be responsive to the expectations of our organization and community while cultivating creativity, critical thinking, and resourcefulness in our students.
- ⦿ **Stewardship:** Manage our resources to honor the community’s investment in our schools; create safe, healthy, and environmentally sustainable learning environments; support civic and community engagement; and serve current and future generations.

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**ORGANIZATIONAL**



# Organization Chart



ORGANIZATIONAL





# Arlington Public Schools Overview

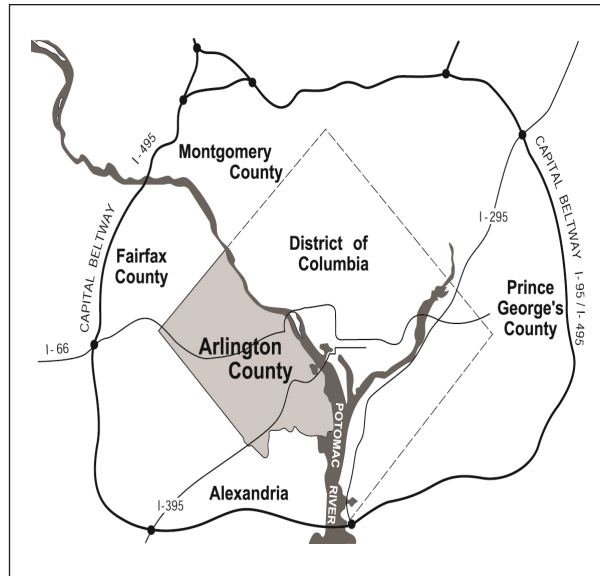
## STUDENTS AND SCHOOLS

Arlington Public Schools represents one of the nation's most diverse and sophisticated student populations. Our 28,020 PreK-12 students come from around the world and speak more than 114 languages. We operate nearly 40 schools and programs, including 24 elementary schools, 6 middle schools, and 4 high schools, designed to meet individual student needs. Arlington Public Schools serves Arlington County which is located in northern Virginia, directly across the Potomac River from Washington D.C., and encompasses 26 square miles of land.

Academic Standards are high in Arlington's schools. Students consistently score above state and national averages on standardized tests, including the SAT and ACT. Among 2019 APS graduates, 76 percent took the ACT and/or the SAT. The average combined score on the SAT was 1208<sup>1</sup> for Arlington graduates, APS scores are 95 points higher than the average score for Virginia students which is 1113 and 169 points higher than the national SAT average which is 1039. Compared to the previous year, APS had a 11.2 percent decrease in the number of ACT test takers in 2019. Arlington's average ACT composite score was 26.7, compared to 23.9 for Virginia graduates and a national composite of 20.3.

Arlington offers a wide array of individualized education programs for all students, from the gifted to students with severe disabilities. Computers are used as teaching tools and information sources, and all schools are linked to the Internet. The school system operates twenty-four elementary schools, six middle schools, four high schools, a secondary alternative school, a technical education and career center, a high school continuation program and programs for special education students. The Syphax Education Center and the Thurgood Marshall building house a variety of administrative offices and specialized programs.

Arlington is the 14th largest of 132 school divisions in the Commonwealth of Virginia and neighboring jurisdiction include three of the five largest school divisions in the Commonwealth. From FY 2003 to FY 2006, enrollment in Arlington had declined 729 students or 3.8 percent. Since FY 2006, enrollment has increased 9,609 students or 52.2 percent and is projected to increase 1,122 students or 4.0 percent in FY 2021. From FY 2020 to FY 2024, enrollment is projected to increase 10.1 percent or 2,841 students.



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1. Because of the changes in the design of the SAT, the performance of 2019 graduates can't be compared with previous years. For comparison purposes, the 2019 scores can be converted using the College Board SAT score converter. The converted score for 2019 is 1680.



# Arlington Public Schools Overview

## GOVERNANCE

The Arlington County public school system is directed by an elected five-member School Board. School Board members serve staggered four-year terms in a sequence similar to that of the County Board members. The Superintendent of Schools is appointed by the School Board for a four-year term.

The School Board functions independently of the County Board but is required to prepare and submit an annual budget to the County Board for its consideration. The cost of operating the public schools is met with an appropriation and transfer by the County Board from the County's General Fund as well as aid from the State and from the Federal government. Because the School Board can neither levy taxes nor incur indebtedness under Virginia law, the local costs of the school system are provided by appropriation from the General Fund of the County. The funds necessary to construct school facilities are provided by capital appropriations from the General Fund of the County or by general obligation bonds approved by Arlington voters and issued by the County.

## ECONOMIC OVERVIEW AND OUTLOOK

Fiscal Year (FY) 2021 revenues reflect extraordinary and changing circumstances in the Northern Virginia economy. Arlington's proximity to the nation's capital, balanced economy, smart growth planning, and highly-educated workforce help produce Arlington's revenues which have been significantly impacted by the impacts of social distancing, public gathering restrictions, and greater macroeconomic effects amid the COVID-19 outbreak. In Calendar Year (CY) 2020, the County expects measured revenue growth from real estate taxes, driven by a 4.6 percent increase in Arlington's property values in January 2020.

Arlington's residential property tax base grew 4.3 percent, demonstrating the continued attractiveness of our community. New construction represented 0.1 percentage points of the overall residential growth. Detached home and townhome assessments increased by 4.6 percent while condominium assessments increased by 3.5 percent. The average value of existing residential properties, including condominiums, townhouses, and detached homes, increased from \$658,600 in CY 2019 to \$686,300 in CY 2020, an increase of 4.2 percent.

Commercial property assessments increased by 4.9 percent over the previous year with the general commercial, apartment, and office segments all increasing in value. Apartment values grew 8.9 percent and general commercial properties increased by 1.8 percent. Office property assessments maintained their measured growth, increasing 2.5 percent over the previous year mainly due to a gradually declining office vacancy rate and continued demand for rental properties. New construction, largely in apartments, contributed 1.5 percentage points to the overall commercial growth. Growth was partially offset by lower hotel assessed values which were down 1.7 percent from the previous year.

Meanwhile, other revenue streams are experiencing a variety of changes. A number of local taxes other than real estate are expected to decrease, 5.7 percent in the aggregate. Local fees are expected to increase by 5.9 percent while local fines are forecasted to decrease 4.1 percent. Interest revenue is also expected to decrease due to declining interest rates. Revenue from the Commonwealth is up 4.1 percent while funds from the federal government are expected to be fairly flat.

For the FY 2021 adopted budget, General Fund tax revenues are forecast to increase by 0.4 percent. This gain is driven primarily by overall real estate assessment increases of 4.6 percent. Other taxes combined are forecast to decrease 5.7 percent in FY 2021. Personal property tax (including business tangible tax) is



# Arlington Public Schools Overview

up 0.8 percent. Sales tax is down 3.5 percent and transient occupancy tax is down 25.9 percent reflecting expected drops in consumer spending and tourism. Business, Professional and Occupational License Tax (BPOL) is projected to decrease 8.7 percent.

FY 2021 revenue from the Commonwealth is expected to be up 4.1 percent while federal government revenues are expected to be up 0.5 percent. The increase in the Commonwealth revenue can be attributed to additional funding for commuter assistance and mental health grants and increases in Northern Virginia Transportation Commission and Compensation Board funding. These increases are offset by a reduction to social services grants and grantor's tax. The slight increase in federal funds is primarily driven by an increase in social service grants.

The FY 2021 adopted budget reflects a CY 2020 real estate tax rate of \$1.026, which includes the current base rate of \$1.013 and the County-wide sanitary district rate of \$0.013 for stormwater management. Arlington will continue to have one of the lowest real estate tax rates in the Northern Virginia region, maintaining its history of providing excellent value. Because of assessment growth, the average homeowner will pay \$284 more in real estate taxes in CY 2020 than in CY 2019 at existing rates, an increase of 4.2 percent.

The FY 2021 adopted transfer to APS at existing tax rates is \$524,631,091 in ongoing FY 2021 local tax revenues – a \$2.2 million increase over the FY 2020 adopted budget. These funds are generated from a 47.0 percent share of ongoing local tax revenues.

Arlington continues to economically surpass much of the region and the nation but has not been spared from the impacts of the global pandemic. Before the COVID-19 outbreak, Arlington's unemployment rate remained the lowest in the Commonwealth. The County's per capita income remained among the highest in the state. Home prices continued to have measured growth and the commercial real estate sector was showing signs of positive momentum, including the uptick in the development pipeline coinciding with the Amazon headquarters development in the County. However, the economic outlook has changed dramatically since the FY 2021 budget was originally proposed. In response to the rapid spread of COVID-19, the State issued a stay at home order prohibiting public gatherings in excess of ten individuals. In Arlington there have been over 13,000 claims of unemployment, 12 hotels that have temporarily suspended operations, and more than 300 restaurants that have switched to exclusively take out/delivery services. The County is now poised to begin FY 2021 with changing revenue streams, an uncertain real estate market, and increasing unemployment levels.

Arlington is one of approximately 48 counties in the United States to be awarded a triple Aaa/AAA/AAA credit rating. As of October 2019, the three primary rating agencies all reaffirmed the highest credit rating attainable for jurisdictions. Ratings issued by Fitch, Inc. (AAA), Moody's Investors Service (Aaa), and Standard & Poor's (AAA) validate that Arlington's financial position is outstanding, and it reflects the strong debt position, stable tax base, and sound financial position.

APS also receives local revenue from individuals or groups who pay fees for services provided by the district. Services include school building rental fees, music instrument rentals, and bus camera fines. Local revenue is also received through tuition paid for a number of programs including, adult education classes, enrichment programs, Montessori program, summer school, and from other jurisdictions. The FY 2021 budget reflects an increase of 2.4 percent in local revenue sources.



# The APS Strategic Plan

Every six years, Arlington Public Schools, under the guidance of the School Board, develops a new strategic plan with staff and community involvement that represents Arlington’s vision for education and plans for monitoring progress on goals as well as focus areas for school system improvement.

On June 7, 2018, the School Board adopted the 2018-2024 Strategic Plan.

## 2018-2024 STRATEGIC PLAN GOALS


- ⦿ **Student Success:** Multiple Pathways to Student Success
- ⦿ **Student Well-Being:** Healthy, Safe, and Supported Students
- ⦿ **Engaged Workforce**
- ⦿ **Operational Excellence**
- ⦿ **Partnerships:** Strong and Mutually Supportive Partnerships

Understanding that APS, as well as the profession of education as a whole, is dynamic and constantly evolving, each year the Strategic Plan will be reviewed by staff, parents, and community members to determine annual performance toward goals as well as to make any adjustments that may be needed. Adjustments may be made to goals, desired outcomes, objectives, or strategies as we engage in constant monitoring and realignment. In addition to this annual process, the Strategic Plan drives the annual School Board and Superintendent priorities, district department plans, school plans, and specific projects and tasks.


### STUDENT SUCCESS: MULTIPLE PATHWAYS TO STUDENT SUCCESS

Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.

- ⦿ All students are academically challenged
- ⦿ Access to personalized learning opportunities
- ⦿ Multiple pathways to graduation
- ⦿ Engagement in activities that reflect college and career opportunities and provide the opportunity to learn about and experience workplace expectations and career options
- ⦿ Access to all curriculum, options schools, and programs without barriers




**STUDENT SUCCESS: MULTIPLE PATHWAYS TO SUCCESS FOR ALL STUDENTS**  
Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.



**STUDENT WELL-BEING: HEALTHY, SAFE, AND SUPPORTED STUDENTS**  
Create an environment that fosters the growth of the whole child. APS will nurture all students’ intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.



**ENGAGED WORKFORCE**  
Recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is the place where talented individuals choose to work.



**OPERATIONAL EXCELLENCE**  
Strengthen and improve system-wide operations to meet the needs of Arlington’s growing and changing community.



**STRONG AND MUTUALLY SUPPORTIVE PARTNERSHIPS**  
Develop and support strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth.

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# The APS Strategic Plan

## Performance Objectives

1. Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
2. All students will make at least one year's worth of growth as measured by federal, state, and/or district assessments.
3. Historically over-represented and under-represented groups accessing services will be proportionate with student need and demographics.
4. All graduates will have engaged in at least one experience that demonstrates productive workplace skills, qualities, and behaviors and may include a work-based experience (internships, externships, formal job shadowing, etc.). (Virginia Profile of a Graduate)
5. At least 80% of students with disabilities will spend 80% or more of their school day in a general education setting.

## Strategies

- ⊙ Embed global competencies, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction.
- ⊙ Adapt curriculum and instruction to the needs of each student.
- ⊙ Increase meaningful inclusive learning environments for students.
- ⊙ Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.
- ⊙ Increase high-quality options for PreK-12 instructional models within and beyond neighborhood schools.
- ⊙ Ensure equity of access and opportunity across all school programs.
- ⊙ Address unconscious racial bias throughout APS.

## STUDENT WELL-BEING: HEALTHY, SAFE, AND SUPPORTED STUDENTS

Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.

- ⊙ Our learning environment is physically and emotionally safe for students and adults
- ⊙ Prevention and intervention services for physical, mental, behavioral, and social-emotional health
- ⊙ Engagement in healthy practices that can be continued throughout life

## Performance Objectives

6. Key findings on student surveys, including the Your Voice Matters and Youth Risk Behavior Surveys will show a reduction in bullying, violence, sexual harassment, and substance use.
7. Key findings on student surveys, including the Your Voice Matters and Youth Risk Behavior Surveys will show an improvement in mental health measures and access to mental health resources.
8. Each school will report 95% implementation of the Whole Child indicators in the areas of safe, healthy, and supportive learning environments (ASCD).



# The APS Strategic Plan

9. All students can identify at least one school-based adult who supports and encourages their academic and personal growth.
10. Disproportionality in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be reduced and overall suspensions will not increase.

## Strategies

- ⊙ Deliver curriculum through innovative and relevant instruction that is adaptable to the diverse needs of each student.
- ⊙ Integrate culturally relevant concepts and practices into all levels of school interactions.
- ⊙ Establish and promote a culture of physical and mental wellness.
- ⊙ Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs and provides interventions when needed through APS and/or community partnerships.

## ENGAGED WORKFORCE

Recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is the place where talented individuals choose to work.

- ⊙ Strong recruitment and hiring as well as strong staff retention
- ⊙ Professional learning opportunities engage all staff
- ⊙ Evaluation processes provide actionable feedback for all staff
- ⊙ Employees are included, respected, and supported
- ⊙ Information is readily accessible to all staff in order for them to do their jobs effectively
- ⊙ Visionary leadership is demonstrated while supporting high expectations that balance the needs of all stakeholders

## Performance Objectives

11. At least 95% of APS staff will respond favorably that opportunities for professional development meet their needs, as indicated on the Your Voice Matters survey.
12. At least 95% of APS staff will respond favorably on staff engagement, as indicated on the Your Voice Matters survey.
13. At least 95% of APS staff will respond favorably in areas of leadership, as indicated on the Your Voice Matters survey.
14. APS will retain a high-quality workforce, with 95% of respondents to exit surveys indicating a reason for leaving to be an external factor.
15. All staff participate in training that meets or exceeds industry standards for their position and focuses on student success and well-being.



# The APS Strategic Plan

## Strategies

- ⊙ Recruit, retain, and advance high-quality employees.
- ⊙ Provide growth and leadership opportunities for all staff by providing meaningful, high-quality, and relevant professional learning opportunities.
- ⊙ Strengthen evaluation processes.
- ⊙ Promote employee health, wellness, and engagement.
- ⊙ Establish intentional and focused recruitment efforts to bolster a diverse applicant pool.

## OPERATIONAL EXCELLENCE

Strengthen and improve system-wide operations to meet the needs of Arlington’s growing and changing community.

- ⊙ Resources are aligned with needs
- ⊙ Technology is leveraged to support learning and administrative needs
- ⊙ Facilities are designed, developed, and maintained for high performance learning and working environments
- ⊙ Environmental stewardship practices are in place
- ⊙ Data-based decision making leads to continuous improvement

## Performance Objectives

16. APS will be Accredited by the Emergency Management Accreditation Program (EMAP).
17. Organizational operations will meet or exceed benchmarks in comparable school divisions.
18. All school and department management plans will clearly articulate the data used to write SMART goals aligned to the strategic plan.
19. All School Board policies will be up to date and will be reviewed every five years.
20. APS Departments (Finance and Management Services, Facilities and Operations, Teaching and Learning, and Planning and Evaluation) will collaborate to plan innovatively, cost effectively, and within budget to meet 100% of student seat needs through both permanent and temporary facilities, based on 10-year projections.

## Strategies

- ⊙ Manage available resources and assets efficiently, cost effectively, and equitably.
- ⊙ Use long-term and systematic processes to ensure organizational capacity to accommodate sustained growth.
- ⊙ Provide high performance learning and working environments that support Universal Design for Learning standards.

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# The APS Strategic Plan

## **PARTNERSHIPS: STRONG AND MUTUALLY SUPPORTIVE PARTNERSHIPS**

Develop and support strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth.

- ⦿ High-impact strategies for engaging all families
- ⦿ APS programs and services integrate with those in the broader community
- ⦿ Community businesses and organizations provide opportunities for internships/externships, service, and leadership development

### **Performance Objectives**

21. At least 90% of family and community engagement activities build the capacity of staff and families in capabilities (skills and knowledge), connections (networks), cognition (understanding) and confidence (a Dual Capacity-Building Framework for Family-School Partnerships).
22. At least 95% of APS families will respond favorably on student and family engagement on the Your Voice Matters.
23. The number of partnerships/ volunteer opportunities will meet the needs of students, specifically in the areas of internships and externships.

### **Strategies**

- ⦿ Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.
- ⦿ Foster effective and meaningful collaboration among and between resources in APS and the community, including APS programs and services, student, parent, and teacher organizations, County government agencies and programs, non-profit organizations, businesses, advisory groups, and community groups.
- ⦿ Build partnerships with local, state, and national businesses, organizations, and governments to support a variety of learning experiences.
- ⦿ Partner with local organizations to provide wraparound services to students including healthcare, nutrition, academic, and social and emotional supports.
- ⦿ Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality.





# The APS Strategic Plan

## STRATEGIC PLAN “TUNING” PROCESS

Understanding that APS, as well as the profession of education as a whole, is dynamic and constantly evolving, each year the Strategic Plan will be reviewed by staff, parents, and community members to determine annual performance toward goals, as well as to make any adjustments that may be needed.

This “tuning” process provides flexibility as APS implements the Strategic Plan. As part of tuning, APS will:

1. Conduct an assessment at the end of each school year to review:
  - ⊙ Progress to date on each performance objective, key strengths and opportunities for improvement;
  - ⊙ Potential revisions or changes necessary; and
  - ⊙ Additional resource needs and budget implications.
  
2. Work with staff and advisory committees to provide a comprehensive analysis of each performance objective from various perspectives, including:
  - ⊙ Should we stay the course and continue to focus on the performance objective?
  - ⊙ If not, what do we need to adjust?
    - Is the 2023-24 outcome for the performance objective too high or too low?
    - Does the performance objective need adjustment to better align with the strategic plan goals?
    - Are there unanticipated changes that are outside of our control that need to be considered?
  
3. Each September, if needed, the Superintendent will recommend revisions to the School Board’s adopted performance objectives for consideration.

Adjustments may be made to goals, desired outcomes, objectives, or strategies as we engage in constant monitoring and realignment. In addition to this annual process, the Strategic Plan drives the annual School Board and Superintendent priorities, district department plans, school plans, and specific projects and tasks.

In addition to the tuning process, APS staff will prepare an annual implementation plan, describing the detailed tasks that will be undertaken in order to meet the goals in the Strategic Plan.

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# The APS Strategic Plan

The chart below shows the steps of each of these components and the timing of the related tuning processes.

## PLANNING SYSTEM

PLANNING	STEPS	HORIZON	TUNING
<pre> graph TD     SP[Strategic Plan] --&gt; SB[SB/Supt Priorities]     SB --&gt; DP[Department Plans]     SB --&gt; SP2[School Plans]     DP &lt;--&gt; SP2     DP --&gt; PT[Projects and Tasks]     SP2 --&gt; PT           </pre>	<ol style="list-style-type: none"> <li>1. Conduct community outreach.</li> <li>2. Update Environmental Scan.</li> <li>3. Review relevant data.</li> <li>4. Update long-term goals, strategies, desired outcomes, and indicators.</li> </ol>	6 year	Annual
	<ol style="list-style-type: none"> <li>1. Develop a "vital few" set of priorities.</li> <li>2. Cascade priorities to all levels of the division.</li> <li>3. Align annual budget and resource allocation to priorities.</li> </ol>	1 - 5 years	Annual
	<ol style="list-style-type: none"> <li>1. Update current condition.</li> <li>2. Create priority-aligned SMART goals and projects with specific targets and time limits.</li> <li>3. Develop project management plans.</li> <li>4. Establish SB/Supt approval of SMART goals and project management plans.</li> </ol>	1 - 3 years	90 days
	<ol style="list-style-type: none"> <li>1. Create activity and task list of key actions for completing SMART goals and projects.</li> <li>2. Monitor and report progress.</li> <li>3. Adjust activities and tasks, as needed.</li> </ol>	Various	90 days or less

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# Budget Development Process

## ARLINGTON PUBLIC SCHOOLS BUDGET PROCESS AND PROCEDURES

The budget process for Arlington Public Schools spans thirteen months, from process review and policy guidance through distribution of the adopted budget documents. The process and procedures followed during the budget process are briefly described below.

### Budget Policy Guidance and Process Evaluation

June – September

Budget development for the next budget cycle begins with a debriefing in June on the most recently completed budget process. Staff evaluates the budget process and recommendations to improve the process/ procedures for the next year are reviewed and approved by the Superintendent and Executive Leadership Team. The Budget Advisory Council provides a written report to the School Board that may raise issues and concerns about the budget and/or budget process as well.

The Superintendent and Executive Leadership Team meet with the School Board later in June, and receive policy direction from the Board on a number of areas including initial school system priorities for the upcoming year and budget policy guidance to meet the priorities. Budget process changes requiring School Board approval are discussed at this time. Budget process changes are incorporated into the budget work plan and calendar for the coming year. The budget calendar is formally adopted by the School Board at the organizational School Board meeting in July. During this period, the School Board receives comments and input on the budget process and the next year’s priorities from the public and from representatives from a number of constituent groups including the Advisory Council on Instruction, County Council of PTAs, the School Leadership Group, the Civic Federation and the Budget Advisory Council.

The County generally provides preliminary forecasts of local tax revenue for the next fiscal year in October, nine months prior to the fiscal year in question. This preliminary forecast assumes the current tax rate and is based primarily on trend analysis of actual revenues from previous fiscal years and any known economic or demographic information. In November or December, the School Board approves a budget framework that focuses on the school system goals and priorities that are to be considered in budget development for the upcoming fiscal year.

### Budget Development

September – March

Once budget policy guidance, budget strategy and budget development process changes are incorporated into the budget work plan and calendar for the coming year, staff then begin development of the baseline budget.

Staff makes a number of assumptions in developing the APS baseline budget. In general, baseline budget assumptions address:

- ⊙ projected vacancy savings resulting from position lapse and employee turnover;
- ⊙ known or preliminary adjustments to fringe benefit rates based on the most current information from Social Security, VRS, health plan administrators, and County staff;
- ⊙ starting salary levels for vacant budgeted positions based on an analysis of recent starting salary trends;
- ⊙ application of planning factors for school-based budgets to maintain the current level of service in the schools;
- ⊙ the number of positions required to staff the schools based on projected student enrollment; and
- ⊙ known or anticipated one-time purchases.

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# Budget Development Process

Budget staff incorporates the salary, fringe benefits and position assumptions into an automated salary calculation report that projects the personnel costs for the next budget year. Personnel costs (salary and fringe benefits) comprise nearly 88.6% of the School Operating Fund budget. The salary amounts are then incorporated into the baseline budget estimates.

Baseline budget estimates historically do not include funds for a cost of living adjustment, as this is addressed later in the budget process. The estimates have included salary (step) increases for eligible employees as a matter of School Board policy. The increases are partially offset by budgeted savings from position lapse and employee turnover. In the APS budget, these savings accrue centrally.

After the previous fiscal year is closed, normally by late September or October, a final accounting of actual locally generated tax revenues is known. At that time, any revenue in excess of the projected amount is shared between the Schools and the County in accordance with the revenue sharing allocation. The School Board makes decisions regarding the use of this “one-time” revenue and the County appropriates the funds as requested. In October, County staff makes preliminary estimates of the amount anticipated to be available in the current year to carry forward and projects revenue from local fees and charges. Generally, the County updates their preliminary revenue forecast throughout the fall with a “best guess” estimate in December based on known changes in real estate assessments. The final development of the County and Schools budget is based on the estimate of revenues provided in the middle of January. Early information from the State regarding sales tax and state aid amounts, if available, is incorporated into the revenue summary. State aid figures are updated again in the spring reflecting the final actions of the General Assembly.

Baseline expenditure budgets, which are developed centrally by Budget staff, are forwarded to program managers (support department budgets) and principals (school budgets) for their review in October and November respectively. Approved changes resulting from their review are incorporated. Generally, program managers and principals may submit budget requests for new resources. These requests may include changes to planning factors that generate school budget estimates. Budget requests, including proposed planning factor changes, are reviewed by Budget staff for fiscal impact and evaluated during the Superintendent/ Executive Leadership Team review of the budget.

Throughout the fall and early winter, meetings are held with both staff and community members to inform them of the current budget situation and to solicit suggestions on how to address budget challenges, specifically suggestions on efficiencies and reductions the school division could undertake. A list of strategies and initiatives for budget savings is generated from these meetings and posted on line. In addition, periodic budget updates are posted on the APS web site. Surveys may be conducted to elicit suggestions or obtain feedback on specific options.

The baseline budget and supporting analytical materials are reviewed by the Superintendent and Executive Leadership Team during a budget review period in December, and decisions are made regarding system-wide programs and priorities. As part of the Superintendent’s review, significant budget issues are presented to the Administrative Council - the Schools’ senior leadership group consisting of principals, department heads and program managers - for its review and recommendations. The Budget Advisory Council makes recommendations on policies and practices related to the presentation and preparation of the operating budget as well. The Superintendent’s Proposed Budget is prepared by Budget staff in January and presented to the School Board and the public at a School Board meeting in late February.



# Budget Development Process

## Budget Review and Adoption

March – June

After the Superintendent’s Proposed Budget is presented to the School Board and the public, the School Board holds a number of work sessions to review the budget and a public hearing to provide an opportunity for public comment. The Budget Advisory Council advises the School Board on the degree to which the Superintendent’s Proposed Budget supports best fiscal practices and the School Board’s priorities and assists in educating the community about the content of the budget and the budget process. While the Superintendent’s Proposed Budget is under review, staff responds to budget-related questions posed by the School Board to assist with their review of the budget. Budget staff also meets with, as requested, and responds to questions posed by the School Board’s Budget Advisory Council, the County Council of PTAs Budget Committee, the County Fiscal Affairs Advisory Committee’s Schools Sub-Committee, and the Civic Federation’s Schools Committee.

In mid-February, spring enrollment projections are released and school staffing is recalculated. The revised projections are the basis of the School Board’s Proposed Budget. State funding estimates are updated in March based on the actions of the General Assembly, and incorporated into the School Board’s Proposed Budget. Upon adoption, the School Board’s Proposed Budget is forwarded to the County Board for its review and consideration. The School Board meets with the County Board to present the School Board’s Proposed Budget, and to address any questions raised by the County Board. The County Board advertises the tax rate soon after the School Board adopts its Proposed Budget and sets the tax rate when the County adopts its final budget (generally in mid-April). After the County Board adoption, including the General Fund appropriation to the Schools, the School Board makes final adjustments and adopts the School Board’s Adopted Budget generally at the end of April/beginning of May. Budget staff then prepares and distributes the adopted budget document.

## Arlington Public Schools Capital Improvement Plan Development Process

Every two years Arlington Public Schools (APS) develops a ten-year Capital Improvement Plan (CIP) to address future facility needs. The CIP responds to requirements for new facilities, additions and renewals of existing schools, and other student accommodation needs as set forth in the Arlington Facilities and Student Accommodation Plan (AFSAP). In addition to major construction projects, the CIP also addresses minor construction and major maintenance needs. The CIP serves as a project planning and financial planning document for the ten-year period.

Staff develops the CIP on a two-year cycle. During the first year of the cycle (also known as the “off year”), no changes are made to the prior year’s CIP. Instead, staff studies various programs, space needs, and policies to substantiate and update the projects for inclusion in the next year’s CIP. The second year of the cycle (also known as the “on year”) corresponds with the year in which a bond referendum is held. During the second year of the cycle, project scopes and estimates are revised as necessary based on the findings from the staff studies and based on current construction market conditions. The CIP is proposed in the second year of the two-year CIP development cycle for major construction projects and, as such, contains project scopes, schedules and cost estimates received since the prior adopted CIP.

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# Budget Development Process



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# Budget Development Calendar

BUDGET DEVELOPMENT CALENDAR	
<b>JULY 2019</b>	
1	Consent Item – Budget Development Calendar FY 2021
<b>SEPTEMBER 2019</b>	
19	Board Information Item – School Board FY 2021 Budget Direction
<b>OCTOBER 2019</b>	
3	Board Action Item – School Board FY 2021 Budget Direction
<b>DECEMBER 2019</b>	
4	Executive Leadership Team/Principal Chairs Budget Review
17	FY 2021 revenue estimate from County
19	Board Information Item – FY 2019 Final Fiscal Status Report
<b>JANUARY 2020</b>	
17	Revised FY 2021 revenue estimate from County
<b>FEBRUARY 2020</b>	
6	Board Action Item – FY 2019 Final Fiscal Status Report
27	Board presentation – Superintendent’s Proposed Budget FY 2021
27	Budget Work Session #1 following Board meeting
<b>MARCH 2020</b>	
6	Executive Leadership Team reviews spring enrollment and staffing
10	Budget Work Session #2 - Employee Advisory Group
17	Budget Work Session #3
<b>APRIL 2020</b>	
16	Revised FY 2021 Superintendent’s Proposed Budget
21	Budget Work Session #4
21	Public Hearing on Superintendent’s Proposed Budget
23	County Board Public Hearing on Tax Rate and on the County Budget
23	Board Action Item – School Board’s Proposed FY 2021 Budget
30	County Board adoption of FY 2021 County Budget
<b>MAY 2020</b>	
5	Budget Work Session #5 - Advisory Chairs
5	Public Hearing on School Board’s Proposed Budget
7	Board Action Item - School Board’s Adopted FY 2021 Budget
7	Board Information Item - Superintendent’s Proposed One-Year FY 2021 Capital Improvement Plan (CIP)
27	CIP Work Session #1
27	Public Hearing on Superintendent’s Proposed One-Year FY 2021 CIP
28	CIP Work Session #2
<b>JUNE 2020</b>	
2	CIP Work Session #3
16	CIP Work Session #4
23	School Board/County Board Joint Work Session – Capital Improvement Plan
25	Board Action Item – School Board’s Adopted One-Year FY 2021 CIP
<b>JULY 2020</b>	
21	County Board adoption of One-Year FY 2021 CIP

ORGANIZATIONAL



## Financial Controls and Policies

The Finance Department is responsible for the fiscal operations of the school division including budget development and management, maintenance of the accounting system, payment of invoices, and receipt and posting of revenues. The Director of Finance with the direction of the Assistant Superintendent of Finance and Management Services is responsible for the financial functions required for the school division.

The budgeting and accounting systems of Arlington Public Schools are organized and operated on the basis of self-balancing accounts, which comprise its assets, liabilities and fund balances, revenues and expenditures as appropriate. School division resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled. The Arlington School Board budgets for its financial activity in eight different funds, all of which are governmental funds. The funds are as follows:

- ⦿ **The School Operating Fund** is the largest fund in the school system and accounts for the day to day operations of APS. It includes the funding for all of the schools and the departments that support the schools. The transfer from the County provides most of the revenue for this fund. Other revenue comes from the state, local fees, and any carry forward from the prior fiscal year.
- ⦿ **The Community Activities Fund** provides support for the operation of joint community/school facilities and programs. Conceptually, these programs and facilities directly benefit both students and community members or are administered and/or delivered collaboratively by school and county personnel. The level and extent of joint participation among the programs may vary; however, the common element is their collaborative nature. APS site-based staff manages the Community Activities programs and facilities and the APS Finance department administers the fund. Revenue for the Community Activities Fund comes from the County Transfer and local revenue, which represents fees and charges for some of the programs in this fund.
- ⦿ **The Capital Projects Fund** accounts for the capital projects that are funded on a “pay as you go” basis. Until FY 2005, the Capital Projects Fund included only the Minor Construction/Major Maintenance program. In response to the School Board’s direction to allocate current revenues to major construction projects, a second program, Major Construction, was established to distinguish funds for major construction from those allocated for minor construction/major maintenance projects. The Capital Projects Fund is supported by the County Transfer and re-estimated County revenue.
- ⦿ **The Food and Nutrition Services Fund** accounts for the school food services program and is responsible for the school breakfast program, the school lunch program, breakfast and lunch programs for summer school and summer camps, lunch programs at several child care centers, the A La Carte programs in the schools, limited vending machine operations, lunch programs at New Directions, the Family Center, and some PreK programs, as well as catering for special school functions. The Food and Nutrition Services Fund is a self-supporting fund.
- ⦿ **The Grants and Restricted Programs Fund** represents funding received by Arlington Public Schools through fees, grants and awards. The Grants and Restricted Programs Fund is further broken down by source of funds: Federal, State, Local/County, and Combined. Within each of these sources are three categories: Entitlements, Discretionary, and Adult Education Grants. Entitlements are funds that Arlington Public Schools is entitled to receive for various reasons. The entitlement funds are included in the calculation of the APS cost per pupil. Discretionary funds are funds for which Arlington Public Schools applies and is awarded on a discretionary basis by the provider.





# Financial Controls and Policies

- ⦿ **The Children’s Services Act (CSA) Fund** accounts for those expenditures outlined in the legislation passed by the Virginia General Assembly in 1993. This act restructured Virginia’s state and local services and their related funding to better meet the needs of children with emotional and behavioral problems and their families, youth at risk of an out-of-the-home placement, youth referred by the schools who are in need of services which are not provided by the schools, youth placed in foster care, and youth who may be referred by the Juvenile Court. Both State funds and the County Transfer support this fund.
- ⦿ **The Debt Service Fund** accounts for the principal and interest payments for debts incurred for major school construction. This fund is supported by County Transfer and reserve funds set aside by the School Board to offset increases in debt service.
- ⦿ **The Bond Fund** accounts for the bonds sold annually through referenda every two years for the purpose of school construction and renovations. The Bond Fund is accounted for separately from the annual budget process since the County appropriates bond proceeds to Arlington Public Schools only after each bond sale.

## EXPENDITURE CONTROL AND APPROVALS

### Budget Management

Budget administration and management is the process of monitoring revenues and expenditures throughout the fiscal year. Revenues are monitored to ensure that anticipated receipts are posted and to make adjustments in the revenue accounts when either the revenue budget or the actual receipts do not agree. Expenditures are monitored to ensure that they do not exceed authorized amounts and that they are expended for intended, appropriate and legal purposes. Monitoring of both revenues and expenditures on summary levels is a continuous activity of the Finance Department.

◆ **Revenues**

The school division receives revenues from federal, state and county sources as well as from fees and tuition payments for some specific programs such as summer school, adult education, and extended day. Revenue estimates for the fiscal year are completed through cooperation of the Finance Department and appropriate department personnel. Grant programs are responsible for estimating fiscal year grant amounts for anticipated revenues and expenditures.

Most federal and state revenues are received via electronic transfers, the county fund transfer is posted monthly by the county, and other revenues are received by cash, check or credit card and are posted on a daily basis by Finance. After recording all receipts, they are forwarded to the County’s finance department for posting and deposit. Reconciliation of revenue receipts with the County’s financial reporting system is done on a monthly basis, and any required adjustments are completed.

◆ **Expenditures**

The annual appropriated budget is integrated into the automated accounting system at the beginning of each year. Each program manager or principal is responsible for operating within the limits of the annual appropriated budget for their department or school. Expenditures, encumbrances and budget amounts are controlled at the cost center or school level within the program by the automated accounting system which prevents a department or school from overspending its budget by prohibiting a purchasing or payment transaction from being entered when the total budgeted appropriation amount has been obligated.

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**ORGANIZATIONAL**



## Financial Controls and Policies

Certain portions of the budget are administered centrally. All full-time salary accounts and employee benefit accounts are the responsibility of the Finance Department. Debt service and lease accounts are also the responsibility of Finance.

Program managers are authorized to approve expenditure of funds within their respective department, office, or school, provided the funds are used in accordance with APS' purchasing procedures and legal requirements. Administrative regulations require that, prior to processing, all purchase orders be verified for the availability of funds and proper account codes. The Procurement Department ensures that all orders are in compliance with legal purchasing regulations and approves all bid awards and contracts. The Finance Department and program managers monitor comparisons between budget and actual expenditures to maintain cost control and ensure against overspending.

### Encumbrance Control

Another important component of APS' financial control and reporting system is the encumbrance of funds. All expenditures require that an appropriation of funds be made prior to authorization. Once an obligation is made to expend funds, the amount of the obligation is encumbered. Encumbrances are an obligation in the form of purchase orders, contracts, or salary commitments chargeable to appropriations. The purpose of encumbering funds is to ensure that funds remain available and obligations are recognized as soon as the financial commitment is made. The encumbrance process is an important control measure to prevent the inadvertent over-expenditure of budget appropriations due to lack of information about future commitments. For budgetary purposes, appropriations lapse at the end of the fiscal year and outstanding encumbrances at year-end must be re-appropriated into the next fiscal year.

### Budget Transfers between Accounts

The budget is a spending plan based on a series of assumptions and estimates. Typically, during the course of the year, adjustments are made between various budget accounts to cover higher than expected costs or to provide for unanticipated expenses. School principals and program managers have flexibility to reallocate funds within their school or program to support specific needs.

Transfers between functions within a responsible program or school must be approved by the Finance Department. Amendments, changes, or transfers at the legal level or individual fund level require the specific approval of the School Board.

### Financial Information and Reporting

The Finance Department prepares midyear and end of fiscal year reports for the School Board on the status of all revenue and expenditure accounts. These accounts are reevaluated based on current projections and revised accordingly by the School Board.

In addition, as a component unit of the County, APS participates in the county audit process and prepares the Schools section of the County's Comprehensive Annual Financial Report (CAFR). The CAFR reports the results of all funds under County authorization, including its component units. The combined financial statements of APS are prepared in conformity with generally accepted accounting principles (GAAP) applicable to government units. For FY 2017, the CAFR received an unqualified or "clean" audit opinion, the highest opinion possible, which indicates strong fiscal management and internal controls, indicates adherence to GASB and GAAP standards, and indicates good record-keeping and documentation of transactions.

The school division also prepares the Annual School Report for the Virginia Department of Education. APS is considered to be a component unit of Arlington County.



# Financial Controls and Policies

## SIGNIFICANT FINANCIAL MANAGEMENT AND ACCOUNTING POLICIES

### Financial Management Policies

The following is a summary of School Board Policies related to financial management. These policies can be found at [www.apsva.us/school-board-policies](http://www.apsva.us/school-board-policies). Each year at its organizational meeting in July, the School Board readopts all existing policies and regulations, reaffirming its commitment to those policies and regulations.

### Budget Framework

The School Board's operating and capital budget directions are grounded in the Board's Strategic Plan goals and the ten-year Capital Plan. Both guide development of a strategic plan resource allocation for a designated period of time. The School Board will provide budget direction to the Superintendent each year prior to the development of the next fiscal year's budget. In those years when a Capital Improvement Plan (CIP) is developed (every two years), the School Board will also provide direction to the Superintendent on the development of the CIP. (see Policy D-2.35 Financial Management – Budget Direction; adopted and effective September 22, 2016)

### Budget Development

Arlington Public Schools prepares and estimates the amount of money needed during the next fiscal year for the support of schools and the school division. This will be prepared in the form of an annual budget approved by the School Board and submitted to the Arlington County Board. The schedule for budget development will provide sufficient time for review and analysis by staff, community and advisory groups and the School Board. (see Policy D-2.36 Financial Management – Operating Budget Development; adopted and effective September 22, 2016)

### Capital Improvement Plan Development

Arlington Public Schools develops a ten-year Capital Improvement Plan (CIP) using a two-year development cycle. During the first year, the Superintendent will provide information and report on capital related issues and studies as directed by the School Board. The School Board uses the results of these studies, along with other information, including debt analysis and the prioritization of the identified projects, to determine future facility improvements and student accommodation needs. (see Policy F-1 Financial Management – Capital Improvement Plan; adopted and effective October 4, 2007)

### Revenue Sharing

The Arlington County School Board and the Arlington County Board maintain either a revenue sharing agreement or revenue sharing principles that provides the allocation of net local County tax revenue (gross revenues less tax refunds) between the County and the Schools. Non-local School revenues that increase or decrease do not alter the allocation. All increases or decreases in local tax revenues will be allocated or absorbed at the same rate defined in the most recent revenue sharing agreement or principles. The revenue sharing agreement or principles may provide for other revenue to be shared with Arlington Public Schools. (see Policy D-2.31 Financial Management – Revenue Sharing; adopted and effective September 22, 2016)



# Financial Controls and Policies

## **Additional County Revenue**

Arlington Public Schools may receive additional revenue from the County at close-out of its current fiscal year. Upon approval by the School Board and re-appropriation by the County Board, these funds may be allocated to fund expenditures or added to a reserve. (see Policy D-2.33 Financial Management – Additional County Revenue; adopted and effective September 22, 2016)

## **Reserve Policy**

The Arlington School Board may establish reserves to meet planned or unplanned future needs. Any use of reserves must be approved by the School Board. The status of reserves at the time of budget adoption will be included in School Board's Adopted Budget or as requested by the School Board. (see Policy D-2.34 Financial Management – Reserve Fund; adopted and effective September 22, 2016)

## **Periodic Reporting**

The Finance office prepares midyear and end of fiscal year reports for the School Board on the status of all revenue and expenditure accounts. These revenue and expenditure accounts are reevaluated based on current projections and revised accordingly for approval by the School Board. (see Policy D-2.30 Financial Management – General; adopted and effective September 22, 2016)

## **Budget Savings**

The school system may have savings derived from funds not encumbered or spent by the end of the fiscal year (June 30). Upon approval by the School Board and re-appropriation by the County Board, savings may be allocated to fund expenditures or added to a reserve. (see Policy D-1.31 Financial Management – Budget Savings; adopted and effective September 22, 2016)

## **Debt Management Policy**

Because the school division does not have the authority to incur long-term debt, the County of Arlington, Virginia is responsible for the issuance and maintenance of debt for APS. Arlington Public Schools is responsible for paying Arlington County for all debt incurred for school purposes. Although the County is responsible for the issuance and maintenance of debt for the school division, the School Board oversees the management of School debt service to balance operating and capital needs and to ensure compliance with County debt policies. Arlington County's debt capacity is maintained within the following primary goals:

- ⦿ The ratio of Debt Service to General Expenditures should not exceed 10%
- ⦿ The ratio of Tax-Supported General Obligation and Subject to Appropriation Financing to Market Value should not exceed 3%
- ⦿ The ratio of Tax-Supported General Obligation Debt to Per Capita Income should not exceed 6%
- ⦿ Debt service growth over the six-year projection should not exceed the average ten-year historical revenue growth

(see Policy D-1.32 Financial Management – Debt Management; adopted and effective October 4, 2007)



# Financial Controls and Policies

## Accounting Policies

The following is a summary of APS' significant accounting policies:

### *Basis of Presentation – Fund Accounting*

APS accounts are organized on the basis of funds, each of which is considered a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses, as appropriate. Governmental resources are allocated and accounted for in the individual funds based on the purposes for which they are to be spent and the means by which spending activities are controlled.

### *Basis of Accounting*

All governmental and agency funds follow the modified accrual basis of accounting. Under this method, revenues are recognized when they become measurable and available. APS' primary sources of funding are funds appropriated by other governmental units; accordingly, most revenues are considered to be available at the time they are appropriated or otherwise measurable. Governmental fund expenditures generally are recognized under the modified accrual basis of accounting when the liability is incurred. APS uses the modified accrual basis when budgeting for governmental funds. All proprietary and trust funds follow the accrual basis of accounting. Under this method, revenues are recognized when earned and expenses are recognized when goods and services are received.

The accounting and reporting treatment applied to a fund is determined by its measurement focus. All governmental funds are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and liabilities generally are included on the balance sheet. Operating statements of these funds present increases and decreases in net current assets.

All proprietary funds and trust funds are accounted for on a flow of economic resources measurement focus. With this measurement focus, all assets and liabilities associated with the operation of these funds are included on the balance sheet. Proprietary fund equity (i.e. net total assets) is segregated into contributed capital and retained earnings components. Proprietary fund-type operating statements present increases and decreases in net total assets.

In accordance with Governmental Accounting Board (GASB) Statement No. 20, APS has elected to follow GASB statements issued after November 30, 1989, rather than the Financial Accounting Standards Board (FASB) Statements, in accounting for proprietary funds.

### *Budgetary Basis*

Budgets are adopted on a basis consistent with generally accepted accounting principles; APS uses the modified accrual basis in budgeting for governmental funds. Annual appropriated budgets are adopted for all funds except the Bond Fund. Projects funded by bonds are budgeted on a project-by-project basis. All appropriations are legally controlled at the fund level. Additionally, a ten-year Capital Improvement Plan is adopted. APS presents an annual balanced budget where revenues match expenditures. In addition to being balanced as a whole, the budget is also balanced at the fund level. For example, revenues budgeted for the Community Activities Fund match the expenditures budgeted for that fund.

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# Financial Controls and Policies

## *Relationship between Accounting and Budgeting*

Arlington Public Schools uses the modified accrual basis for financial reporting and for preparing the budget document. The timeframe is the same for the budget period as for the financial reporting period. APS uses a fiscal year that runs from July 1 to June 30. The budget document contains the same funds as the financial reports.

## *Equity in Pooled Cash and Investments*

Cash on deposit with Arlington County represents the majority of APS' available cash within the County's cash and investment pool. To optimize investment returns, APS' funds are invested together with all other County-pooled funds, which are fully insured or collateralized.

## *Interfund Receivables and Payables*

During the course of operations, numerous transactions occur between individual funds, and between the primary government, for goods provided and services rendered. These receivables and payables are classified as "Due from/to Other Funds" on the Schools' balance sheet.

## *Inventories*

Inventories are valued at cost, which approximates market value, using the first-in first-out method in the School Cafeteria Fund. Inventories are accounted for using the purchase method.

## *Compensated Absences*

APS employees, excluding teachers, are granted vacation leave based upon length of employment. Teachers do not earn vacation leave but instead earn personal leave. A total of 40 days of vacation may be carried over from one year to the next. APS does not place a limit on the accumulation of sick leave, which is paid only at retirement at a rate of 50%. Accumulated vested compensated absences are recorded as an expense and liability as the benefits accrue to employees.

## *Grant Revenue*

Revenue from federal, state and other grants for funding specific program expenditures, is recognized at the time that the specific expenditures are incurred. Revenue from general purpose grants is recognized in the period to which the grant applies.

## *Debt Service*

The School Board is obligated to repay all principal and interest on any debt incurred by the County on APS' behalf. General obligation bonds of the County of Arlington fund school construction programs. Information on general obligation bonds can be found in the county's Comprehensive Annual Financial Report and the Debt Service Fund section of the budget.

## *Retirement Plans*

APS employees participate in public employee retirement systems administered by the State of Virginia or Arlington County. These plans are the Virginia Retirement System and the Arlington County Employee Supplemental Retirement System.

# FINANCIAL

All Funds Summary

Fund Statements by Fund

Revenue Assumptions

Revenue History

Expenditure Assumptions

Expenditure History

Budget Forecast

FY 2021 Capital

Improvement Plan

**SCHOOLS**

**DEPARTMENTS**

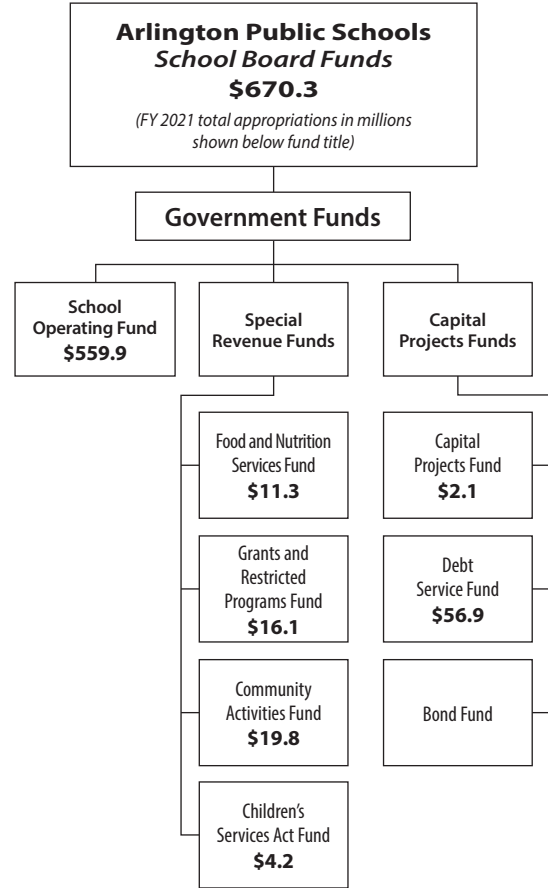
**OTHER FUNDS**



# All Funds Summary

The Arlington Public Schools budget includes eight different funds: the School Operating Fund, Community Activities Fund, Capital Projects Fund, Debt Service Fund, Food and Nutrition Services Fund, Children's Services Act Fund, and Grants and Restricted Programs Fund which are appropriated annually by the County Board. The Bond Fund is accounted for separately and the County appropriates the funds only when the bonds are sold.

At the end of each fiscal year, the County maintains any fund balance and the entire amount is re-appropriated to the Schools by fund in the next fiscal year. The detail below provides the FY 2019 Actual, FY 2020 Adopted and FY 2021 Adopted revenue and expenditures for all funds. Information for each separate fund is provided on the following pages.



FINANCIAL

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$507,137,723	\$522,426,668	\$524,631,092
County Transfer - One-time	\$0	\$9,902,338	\$0
State	\$76,055,372	\$81,510,289	\$84,297,960
Local	\$35,036,654	\$24,497,752	\$25,097,939
Federal	\$20,605,161	\$15,888,400	\$16,273,551
Carry Forward from Prior Year	\$3,349,387	\$3,680,000	\$3,500,000
Use of Reserves	\$21,819,573	\$11,649,258	\$16,474,087
<b>TOTAL</b>	<b>\$664,003,870</b>	<b>\$669,554,705</b>	<b>\$670,274,629</b>

	FY 2019	FY 2020		FY 2021	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$367,870,127		\$387,372,194		\$387,287,512
Employee Benefits	\$125,001,868		\$134,785,972		\$139,998,329
Purchased Services	\$25,186,380		\$26,816,308		\$27,379,489
Other Charges	\$17,569,450		\$23,310,127		\$24,604,460
Debt Service	\$58,361,410		\$59,160,562		\$56,905,740
Materials and Supplies	\$21,107,107		\$24,302,028		\$22,548,670
Capital Outlay	\$35,501,483		\$14,308,950		\$12,050,277
Other Uses of Funds	(\$498,526)		(\$501,435)		(\$499,847)
<b>TOTAL</b>	<b>\$650,099,300</b>	<b>4,897.36</b>	<b>\$669,554,705</b>	<b>4,988.61</b>	<b>\$670,274,629</b>





# All Funds Summary

## SCHOOL OPERATING FUND

The School Operating Fund is the largest fund in the school system and accounts for the day to day operations of APS. It includes the funding for all of the schools (24 elementary, 11 secondary, and 4 other school programs) and the departments (School Board Office, Superintendent's Office, Department of Teaching and Learning, Administrative Services, Finance and Management Services, School and Community Relations, Human Resources, Facilities and Operations, and Information Services) that support the schools. The transfer from the County provides most of the revenue for this fund. Other revenue comes from the state, local fees, and carry forward from the prior fiscal year.

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$439,488,752	\$455,072,012	\$458,730,509
County Transfer - One-time	\$0	\$8,192,157	\$0
State	\$70,784,428	\$74,963,631	\$77,734,457
Local	\$3,965,921	\$4,016,800	\$3,737,300
Federal	\$973,071	\$800,000	\$800,000
Carry Forward from Prior Year	\$3,500,000	\$3,500,000	\$3,500,000
Use of Reserves	\$10,821,747	\$6,729,808	\$15,431,587
<b>TOTAL</b>	<b>\$529,533,920</b>	<b>\$553,274,408</b>	<b>\$559,933,853</b>

	FY 2019	FY 2020		FY 2021	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$341,925,888		\$361,089,648		\$360,806,651
Employee Benefits	\$118,090,939		\$127,751,895		\$133,010,301
Purchased Services	\$18,188,357		\$21,860,201		\$23,032,393
Other Charges	\$14,658,655		\$19,152,197		\$21,012,498
Materials and Supplies	\$11,826,289		\$15,613,962		\$14,013,599
Capital Outlay	\$11,460,777		\$8,307,940		\$8,558,258
Other Uses of Funds	(\$498,526)		(\$501,435)		(\$499,847)
<b>TOTAL</b>	<b>\$515,652,379</b>	<b>4,617.91</b>	<b>\$553,274,408</b>	<b>4,678.36</b>	<b>\$559,933,853</b>

FINANCIAL



# All Funds Summary

## COMMUNITY ACTIVITIES FUND

The Community Activities Fund provides support for the operation of joint community/school facilities and programs. These include the Humanities Project, the Planetarium, Alternatives for Parenting Teens, Extended Day, Aquatics, the Career Center, and Charles Drew, Carver, Gunston and Thomas Jefferson Community Centers. Conceptually, these programs and facilities directly benefit both students and community members or are administered and/or delivered collaboratively by school and county personnel. The level and extent of joint participation among the programs may vary; however, the common element is their collaborative nature. APS site-based staff manages the Community Activities programs and facilities and the APS Finance department administers the fund.

Revenue for the Community Activities Fund generally comes from the County Transfer and Local Revenue, which represents fees and charges for some of the programs in this fund.

FINANCIAL

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$5,137,867	\$6,125,305	\$5,756,575
Local	\$12,750,112	\$14,119,568	\$13,999,462
Carry Forward from Prior Year	(\$150,613)	\$0	\$0
<b>TOTAL</b>	<b>\$17,737,366</b>	<b>\$20,244,873</b>	<b>\$19,756,037</b>

	FY 2019	FY 2020		FY 2021	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$11,483,168		\$13,086,816		\$12,845,882
Employee Benefits	\$2,698,491		\$3,180,980		\$3,196,078
Purchased Services	\$231,949		\$294,222		\$60,922
Other Charges	\$1,762,011		\$2,040,407		\$1,931,955
Materials and Supplies	\$1,287,634		\$1,309,827		\$1,385,580
Capital Outlay	\$274,112		\$332,621		\$335,621
<b>TOTAL</b>	<b>\$17,737,366</b>	<b>129.25</b>	<b>\$20,244,873</b>	<b>134.75</b>	<b>\$19,756,037</b>



# All Funds Summary

## CAPITAL PROJECTS FUND

The Capital Projects Fund accounts for those capital projects that are funded on a “pay as you go” basis. Until FY 2005, the Capital Projects Fund included only the Minor Construction/Major Maintenance program. In response to the School Board’s direction to allocate current revenues to major construction projects, a second program, Major Construction, was established to distinguish funds for major construction from those allocated for minor construction/major maintenance projects. In FY 2016, the School Board elected to move the positions related to Major Construction Projects to the Bond Fund.

The Capital Projects Fund is supported by the County Transfer as well as the Future Budget Years Reserve.

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$6,868,930	\$131,952	\$1,268,343
County Transfer - One-time	\$0	\$1,710,181	\$0
Bond Premium	\$10,662,088	\$0	\$0
Use of Reserves	\$6,331,447	\$4,616,362	\$772,500
<b>TOTAL</b>	<b>\$23,862,465</b>	<b>\$6,458,495</b>	<b>\$2,040,843</b>

	FY 2019	FY 2020		FY 2021	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$632,521		\$98,862		\$98,862
Employee Benefits	\$122,116		\$33,090		\$33,773
Purchased Services	\$987,547		\$400,053		\$0
Other Charges	\$695		\$983,667		\$510,707
Materials and Supplies	\$1,504,150		\$1,095,463		\$0
Capital Outlay	\$22,426,015		\$3,847,360		\$1,397,500
<b>TOTAL</b>	<b>\$25,673,043</b>	<b>1.00</b>	<b>\$6,458,495</b>	<b>1.00</b>	<b>\$2,040,843</b>

FINANCIAL



# All Funds Summary

## FOOD AND NUTRITION SERVICES FUND

The Food and Nutrition Services Fund accounts for the school food services program. The Food and Nutrition Services Fund is responsible for the school breakfast program, the school lunch program, breakfast and lunch programs for summer school and summer camps, lunch programs at several child care centers, the A La Carte programs in the schools, limited vending machine operations, lunch programs at New Directions, the Family Center, and some PreK programs, as well as catering for special school functions.

The Food and Nutrition Services Fund is a self-supporting fund.

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
State	\$119,523	\$188,000	\$120,000
Local	\$5,351,526	\$4,810,000	\$5,501,748
Federal	\$5,759,159	\$5,550,000	\$5,700,000
Carry Forward from Prior Year	\$0	\$180,000	\$0
<b>TOTAL</b>	<b>\$11,230,208</b>	<b>\$10,728,000</b>	<b>\$11,321,748</b>

	FY 2019	FY 2020		FY 2021	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$3,531,968		\$3,636,042		\$3,691,042
Employee Benefits	\$902,271		\$1,004,735		\$828,564
Purchased Services	\$30,756		\$12,500		\$12,500
Other Charges	\$18,675		\$268,723		\$272,384
Materials and Supplies	\$5,510,160		\$5,656,000		\$6,497,259
Capital Outlay	\$138,964		\$150,000		\$20,000
<b>TOTAL</b>	<b>\$10,132,794</b>	<b>6.00</b>	<b>\$10,728,000</b>	<b>6.00</b>	<b>\$11,321,748</b>

FINANCIAL



# All Funds Summary

## GRANTS AND RESTRICTED PROGRAMS FUND

The Grants and Restricted Programs Fund represents funding received by Arlington Public Schools through fees, grants and awards. The Grants and Restricted Programs Fund is further broken down by source of funds: Federal, State, Local/County, and Combined. Within each of these sources are three categories: Entitlements, Discretionary, and Adult Education Grants. Entitlements are funds that Arlington Public Schools is entitled to receive for various reasons. The entitlement funds are included in the calculation of the APS cost per pupil. Discretionary funds are funds for which Arlington Public Schools applies and is awarded on a discretionary basis by the provider.

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
Local	\$3,693,143	\$4,373,583	\$4,458,428
State	\$2,307,007	\$1,551,384	\$1,859,429
Federal	\$13,872,931	\$9,538,400	\$9,773,551
<b>TOTAL</b>	<b>\$19,873,081</b>	<b>\$15,463,367</b>	<b>\$16,091,408</b>

	FY 2019	FY 2020		FY 2021	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$10,296,583		\$9,460,826		\$9,845,075
Employee Benefits	\$3,188,051		\$2,815,272		\$2,929,613
Purchased Services	\$3,046,255		\$599,332		\$623,673
Other Charges	\$425,509		\$290,134		\$301,917
Materials and Supplies	\$978,874		\$626,776		\$652,232
Capital Outlay	\$1,201,615		\$1,671,029		\$1,738,897
<b>TOTAL</b>	<b>\$19,136,888</b>	<b>143.20</b>	<b>\$15,463,367</b>	<b>168.50</b>	<b>\$16,091,408</b>

FINANCIAL



# All Funds Summary

## CHILDREN'S SERVICES ACT (CSA) FUND

The Children's Services Act (CSA) is legislation passed by the Virginia General Assembly in 1993. This act restructured Virginia's state and local services and their related funding to better meet the needs of children with emotional and behavioral problems and their families, youth at risk of an out-of-the-home placement, youth referred by the schools who are in need of services which are not provided by the schools, youth placed in foster care, and youth who may be referred by the Juvenile Court.

Both State funds and the County Transfer support this fund.

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$1,947,142	\$2,239,925	\$2,239,925
State	\$1,458,278	\$1,985,075	\$1,985,075
<b>TOTAL</b>	<b>\$3,405,420</b>	<b>\$4,225,000</b>	<b>\$4,225,000</b>

	FY 2019	FY 2020		FY 2021	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Purchased Services	\$2,701,516		\$3,650,000		\$3,650,000
Other Charges	\$703,904		\$575,000		\$575,000
<b>TOTAL</b>	<b>\$3,405,420</b>	<b>0.00</b>	<b>\$4,225,000</b>	<b>0.00</b>	<b>\$4,225,000</b>

FINANCIAL



# All Funds Summary

## DEBT SERVICE FUND

The Debt Service Fund accounts for the principal and interest payments for debts incurred for major school construction. The County Transfer provides most of the support for this fund which is also supported by debt service reserves created from close out from prior fiscal years.

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$53,695,031	\$58,857,474	\$56,635,740
Use of Reserves	\$4,666,379	\$303,088	\$270,000
<b>TOTAL</b>	<b>\$58,361,410</b>	<b>\$59,160,562</b>	<b>\$56,905,740</b>

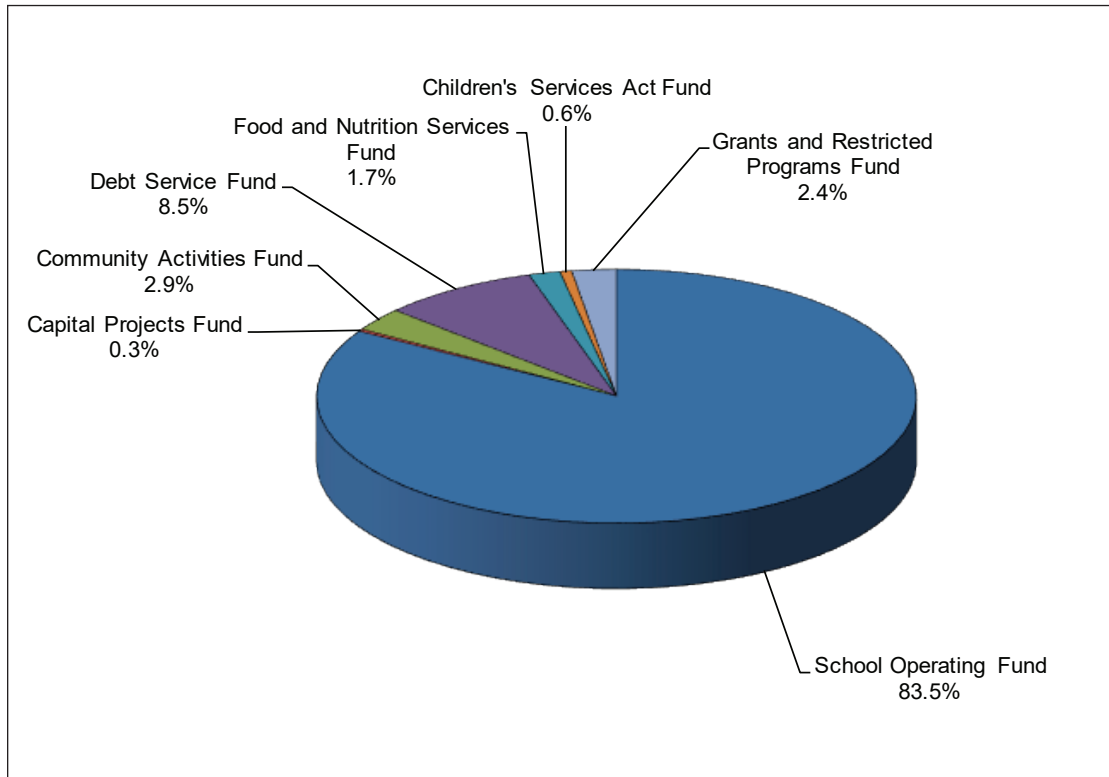
	FY 2019	FY 2020		FY 2021	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Other Uses of Funds	\$58,361,410		\$59,160,562		\$56,905,740
<b>TOTAL</b>	<b>\$58,361,410</b>	<b>0.00</b>	<b>\$59,160,562</b>	<b>0.00</b>	<b>\$56,905,740</b>

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**FINANCIAL**



# All Funds Summary

FY 2021 ADOPTED BUDGET BY FUND



FINANCIAL





# Fund Statements by Fund

## CLASSIFICATION OF FUND BALANCES UNDER GASB 54

Arlington Public Schools classifies fund balances as follows:

- ⦿ Restricted includes fund balance amounts that are to be used for specific purposes as defined by the funds provider. Bond and PAYGO funds are restricted to Capital projects and Grant funds are to be used only for the purposes outlined in the individual grants.
- ⦿ Committed includes fund balance amounts that are constrained to a specific purpose due to a formal action such as incomplete projects and purchase orders that have been committed in the accounting system and the balance used in the FY 2021 Adopted Budget.
- ⦿ Assigned includes fund balance amounts that are intended for a specific purpose but are not considered restricted or committed. The reserve accounts are assigned based on School Board authorization.

## CHANGES IN FUND BALANCES

The change in the School Operating fund balance for FY 2021 includes a decrease in reserve funds of \$16.5 million in order to partially offset increases and balance the FY 2021 School Board's Adopted budget. The decrease in reserves include: \$0.3 million from the subsequent years' debt service reserve, \$1.1 from the Virginia Retirement System (VRS) reserve, \$11.2 million from the general reserve, and \$3.9 million from the compensation reserve.

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**FINANCIAL**



# Fund Statements by Fund

## COMBINED FUND STATEMENT

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
<b>REVENUES:</b>								
Sales Tax	24,458,713	26,332,866	28,417,611	30,377,851	31,936,910	32,997,104	33,400,877	33,548,885
Commonwealth of VA	43,031,519	45,263,986	47,637,761	51,132,438	52,361,050	54,125,194	54,754,205	55,016,448
Federal Government	15,191,225	16,406,620	20,605,161	15,888,400	16,273,551	16,442,801	16,610,951	16,779,101
Charges for Services	33,408,214	22,228,128	24,216,473	24,497,752	25,097,939	25,573,439	25,902,539	26,231,639
Use of Money and Property	372,376	1,409,689	2,561,957	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>116,462,047</b>	<b>111,641,289</b>	<b>123,438,963</b>	<b>121,896,441</b>	<b>125,669,450</b>	<b>129,138,538</b>	<b>130,668,572</b>	<b>131,576,073</b>
<b>EXPENDITURES:</b>								
<b>Current:</b>								
Community Activities	16,909,533	17,552,491	17,737,366	20,505,775	19,756,037	20,012,637	20,162,637	20,312,637
Education	19,601,467	19,243,778	22,542,312	24,762,715	20,316,408	20,510,234	20,510,234	20,510,234
Personnel	423,306,980	448,514,269	464,451,066	493,482,321	498,336,557	529,314,089	543,756,961	559,205,817
Operating	48,246,990	51,774,177	49,734,366	71,146,407	64,340,786	64,617,180	64,599,078	65,568,617
Capital Outlay	8,373,298	11,240,315	11,599,741	8,457,940	8,578,258	9,328,258	9,328,258	9,328,258
Capital Projects	49,970,393	78,659,939	125,257,196	216,662,157	44,390,843	44,258,495	30,858,495	48,458,495
<b>Debt Service:</b>								
Principal	32,313,399	34,747,054	40,309,215	37,978,215	37,128,753	38,913,992	39,292,999	41,137,500
Interest and Fiscal Charges	13,929,730	15,564,822	18,200,253	21,182,347	19,776,987	22,266,295	21,700,643	22,038,785
Interfund Charges	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>612,651,790</b>	<b>677,296,845</b>	<b>749,831,515</b>	<b>894,177,877</b>	<b>712,624,629</b>	<b>749,221,180</b>	<b>750,209,305</b>	<b>786,560,343</b>
REVENUE OVER/(UNDER) EXPENDITURES	(496,189,743)	(565,655,556)	(626,392,552)	(772,281,436)	(586,955,179)	(620,082,642)	(619,540,733)	(654,984,270)
<b>OTHER FINANCING SOURCES</b>								
Operating Transfers In	476,070,856	500,912,789	498,158,376	540,484,360	528,131,092	545,371,016	537,409,345	539,179,749
Operating Transfer Out	(2,972,376)	(3,951,527)	(5,003,864)	-	-	(8,547,725)	(412,239)	-
Interfund Transfer	-	-	-	-	-	-	-	-
Proceeds of Sales of Bonds	75,200,000	107,842,463	73,940,146	63,130,000	42,350,000	37,800,000	24,400,000	42,000,000
Proceeds from Lease	1,991,412	-	5,139,346	-	-	-	-	-
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>550,289,892</b>	<b>604,803,725</b>	<b>572,234,004</b>	<b>603,614,360</b>	<b>570,481,092</b>	<b>574,623,291</b>	<b>561,397,106</b>	<b>581,179,749</b>
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	54,100,149	39,148,169	(54,158,548)	(168,667,076)	(16,474,087)	(45,459,352)	(58,143,628)	(73,804,521)
<b>FUND BALANCE</b>								
Beginning of Year	23,774,336	77,874,485	117,022,654	117,022,654	62,864,106	(51,644,422)	46,390,019	(97,103,774)
End of Year	77,874,485	117,022,654	62,864,106	(51,644,422)	46,390,019	(97,103,774)	(11,753,609)	(170,908,295)

FINANCIAL



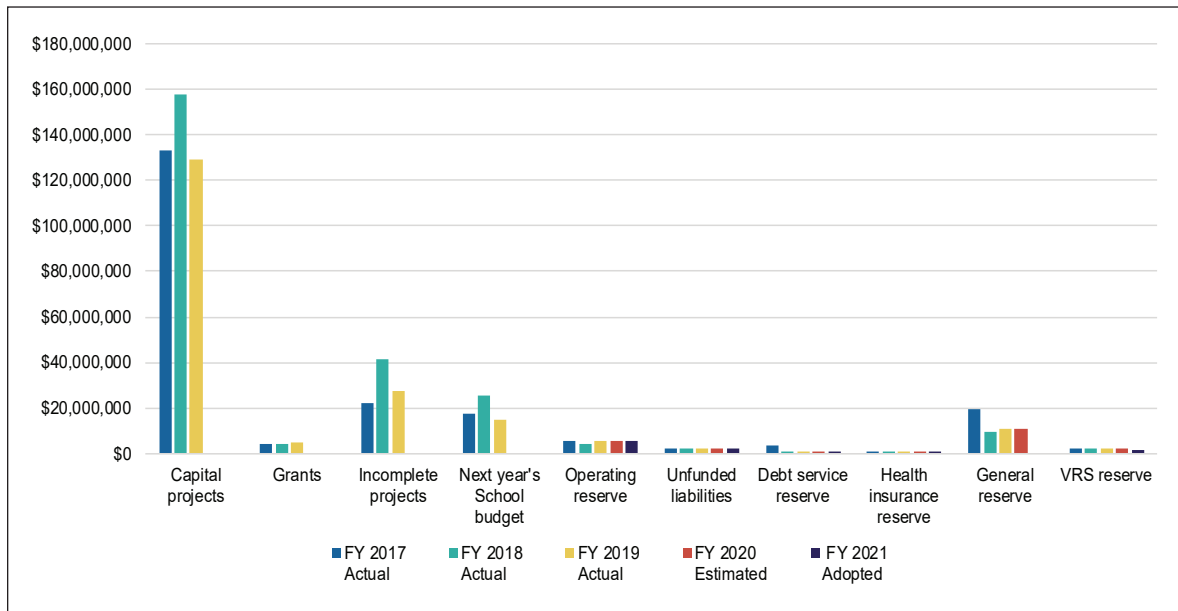
# Fund Statements by Fund

## COMBINED FUND STATEMENT (CONT.)

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
<b>FUND BALANCE</b>								
<b>Restricted for:</b>								
Capital Projects	132,830,419	157,543,728	129,085,720	-	-	-	-	-
Grants	3,955,671	4,338,159	5,074,348	-	-	-	-	-
<b>Committed to:</b>								
Incomplete Projects	21,980,077	41,673,570	27,417,096	-	-	-	-	-
Next Year's School Budget	17,317,655	25,319,573	15,149,258	-	-	-	-	-
<b>Assigned to:</b>								
Operating Reserve	5,534,110	4,216,675	5,420,295	5,504,287	5,324,287	5,324,287	5,324,287	5,324,287
Unfunded Liabilities	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Subsequent Years' Debt Service	3,310,000	643,621	684,474	684,474	414,474	-	-	-
OPEB Reserve	-	-	-	-	-	-	-	-
Health Insurance Reserve	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
General Reserve	19,204,667	9,495,442	10,941,029	11,165,389	-	-	-	-
VRS Reserve	2,512,239	2,512,239	2,512,239	2,512,239	1,412,239	412,239	-	-
Capital Reserve	-	-	-	-	-	-	-	-
Compensation Reserve	4,650,000	4,700,000	-	7,750,994	3,812,296	-	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$214,294,838</b>	<b>\$253,443,007</b>	<b>\$199,284,459</b>	<b>\$30,617,383</b>	<b>\$13,963,296</b>	<b>\$8,736,526</b>	<b>\$8,324,287</b>	<b>\$8,324,287</b>

FINANCIAL

## FUND BALANCE TREND ANALYSIS





# Fund Statements by Fund

## SCHOOL OPERATING FUND

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
<b>REVENUES</b>								
Sales Tax	24,458,713	26,332,866	28,417,611	30,377,851	31,936,910	32,997,104	33,400,877	33,548,885
Commonwealth of VA	37,206,066	39,034,873	42,366,817	44,585,780	45,797,547	47,317,865	47,896,876	48,109,119
Federal Government	309,052	646,080	973,071	800,000	800,000	849,600	874,400	899,200
Charges for Services	3,027,954	3,100,882	3,965,921	4,016,800	3,737,300	3,825,850	3,898,300	3,970,750
Use of Money and Property	-	-	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>65,001,785</b>	<b>69,114,701</b>	<b>75,723,420</b>	<b>79,780,431</b>	<b>82,271,757</b>	<b>84,990,419</b>	<b>86,070,453</b>	<b>86,527,954</b>
<b>EXPENDITURES</b>								
<b>Current:</b>								
Education								
Personnel	419,303,984	444,337,184	460,016,827	488,841,544	493,816,952	524,675,076	538,989,760	554,301,648
Operating	43,179,688	46,266,502	44,174,775	65,209,184	57,558,643	57,654,445	57,464,531	58,271,038
Capital Outlay	8,335,929	11,233,056	11,460,777	8,307,940	8,558,258	9,308,258	9,308,258	9,308,258
<b>TOTAL EXPENDITURES</b>	<b>470,819,601</b>	<b>501,836,742</b>	<b>515,652,379</b>	<b>562,358,668</b>	<b>559,933,853</b>	<b>591,637,779</b>	<b>605,762,549</b>	<b>621,880,944</b>
REVENUE OVER/(UNDER) EXPENDITURES	(405,817,816)	(432,722,041)	(439,928,959)	(482,578,237)	(477,662,096)	(506,647,360)	(519,692,096)	(535,352,990)
<b>OTHER FINANCING SOURCES:</b>								
Operating Transfers In	401,688,697	433,113,228	436,949,407	471,239,523	462,230,509	470,922,708	462,733,208	462,320,969
Operating Transfer Out	(2,600,000)	(2,600,000)	(2,600,000)	-	-	(8,547,725)	(412,239)	-
Interfund Transfer	(3,120,476)	(4,500,000)	(10,997,826)	(4,919,450)	(1,042,500)	(1,186,974)	(772,500)	(772,500)
Proceeds from Lease	1,991,412	-	5,139,346	-	-	-	-	-
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>397,959,633</b>	<b>426,013,228</b>	<b>428,490,927</b>	<b>466,320,073</b>	<b>461,188,009</b>	<b>461,188,009</b>	<b>461,548,469</b>	<b>461,548,469</b>
REVENUE AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	(7,858,183)	(6,708,813)	(11,438,032)	(16,258,164)	(16,474,087)	(45,459,352)	(58,143,628)	(73,804,521)
<b>FUND BALANCE</b>								
Beginning of Year	67,376,288	59,518,105	52,809,292	41,371,260	25,113,096	8,639,009	(36,820,343)	(94,963,971)
End of Year	59,518,105	52,809,292	41,371,260	25,113,096	8,639,009	(36,820,343)	(94,963,971)	(168,768,492)
<b>FUND BALANCE</b>								
<b>Committed to:</b>								
Incomplete Projects	7,523,544	7,138,417	9,084,260	-	-	-	-	-
Next Year's School Budget	17,317,655	25,319,573	15,149,258	-	-	-	-	-

FINANCIAL



# Fund Statements by Fund

## SCHOOL OPERATING FUND (CONT.)

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
<b>Assigned to:</b>								
Operating Reserve	2,000,000	-	-	-	-	-	-	-
Unfunded Liabilities	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Subsequent Years' Debt Service	3,310,000	643,621	684,474	684,474	414,474	-	-	-
Health Insurance Reserve	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
General Reserve	19,204,667	9,495,442	10,941,029	11,165,389	-	-	-	-
VRS Reserve	2,512,239	2,512,239	2,512,239	2,512,239	1,412,239	412,239	-	-
Compensation Reserve	4,650,000	4,700,000	-	7,750,994	3,812,296	-	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$59,518,105</b>	<b>\$52,809,292</b>	<b>\$41,371,260</b>	<b>\$25,113,096</b>	<b>\$8,639,009</b>	<b>\$3,412,239</b>	<b>\$3,000,000</b>	<b>\$3,000,000</b>

FINANCIAL



# Fund Statements by Fund

## FOOD AND NUTRITION SERVICES FUND

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
<b>REVENUES</b>								
Commonwealth of VA	231,007	129,552	119,523	188,000	120,000	170,000	220,000	270,000
Federal Government	5,444,180	5,681,988	5,759,159	5,550,000	5,700,000	5,819,650	5,963,000	6,106,350
Charges for Services	4,503,088	4,686,471	5,193,433	4,810,000	5,501,748	5,632,098	5,738,748	5,845,398
Use of Money and Property		58,162	158,093					
<b>TOTAL REVENUES</b>	<b>10,178,275</b>	<b>10,556,173</b>	<b>11,230,208</b>	<b>10,548,000</b>	<b>11,321,748</b>	<b>11,621,748</b>	<b>11,921,748</b>	<b>12,221,748</b>
<b>EXPENDITURES</b>								
<b>Current:</b>								
Education								
Personnel	4,002,996	4,177,085	4,434,239	4,640,777	4,519,605	4,639,013	4,767,201	4,904,169
Operating	5,067,302	5,507,675	5,559,591	5,937,223	6,782,143	6,962,735	7,134,547	7,297,579
Capital Outlay	37,369	7,259	138,964	150,000	20,000	20,000	20,000	20,000
<b>TOTAL EXPENDITURES</b>	<b>9,107,667</b>	<b>9,692,019</b>	<b>10,132,794</b>	<b>10,728,000</b>	<b>11,321,748</b>	<b>11,621,748</b>	<b>11,921,748</b>	<b>12,221,748</b>
REVENUE OVER/(UNDER) EXPENDITURES	1,070,608	864,154	1,097,414	(180,000)	-	-	-	-
<b>OTHER FINANCING SOURCES:</b>								
Operating Transfers In	-	-	-	180,000	-	-	-	-
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>180,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
REVENUE AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	1,070,608	864,154	1,097,414	-	-	-	-	-
<b>FUND BALANCE</b>								
Beginning of Year	2,472,111	3,542,719	4,406,873	5,504,287	5,504,287	5,324,287	5,324,287	5,324,287
End of Year	3,542,719	4,406,873	5,504,287	5,504,287	5,324,287	5,324,287	5,324,287	5,324,287
<b>FUND BALANCE</b>								
<b>Committed to:</b>								
Incomplete Projects	8,609	190,198	83,992	-	-	-	-	-
<b>Assigned to:</b>								
Operating Reserve	3,534,110	4,216,675	5,420,295	5,504,287	5,324,287	5,324,287	5,324,287	5,324,287
<b>TOTAL FUND BALANCES</b>	<b>\$3,542,719</b>	<b>\$4,406,873</b>	<b>\$5,504,287</b>	<b>\$5,504,287</b>	<b>\$5,324,287</b>	<b>\$5,324,287</b>	<b>\$5,324,287</b>	<b>\$5,324,287</b>

FINANCIAL



# Fund Statements by Fund

## COMMUNITY ACTIVITIES FUND

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
<b>REVENUES</b>								
Charges for Services	11,344,954	12,054,570	12,750,112	14,119,568	13,999,462	14,256,062	14,406,062	14,556,062
Use of Money and Property	-	-	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>11,344,954</b>	<b>12,054,570</b>	<b>12,750,112</b>	<b>14,119,568</b>	<b>13,999,462</b>	<b>14,256,062</b>	<b>14,406,062</b>	<b>14,556,062</b>
<b>EXPENDITURES</b>								
<b>Current:</b>								
Community Activities	16,909,533	17,552,491	17,737,366	20,505,775	19,756,037	20,012,637	20,162,637	20,312,637
<b>TOTAL EXPENDITURES</b>	<b>16,909,533</b>	<b>17,552,491</b>	<b>17,737,366</b>	<b>20,505,775</b>	<b>19,756,037</b>	<b>20,012,637</b>	<b>20,162,637</b>	<b>20,312,637</b>
REVENUE OVER/(UNDER) EXPENDITURES	(5,564,579)	(5,497,921)	(4,987,254)	(6,386,207)	(5,756,575)	(5,756,575)	(5,756,575)	(5,756,575)
<b>OTHER FINANCING SOURCES</b>								
Operating Transfers In	5,490,043	5,422,625	5,137,867	6,125,305	5,756,575	5,756,575	5,756,575	5,756,575
Interfund Transfer	20,000	-	-	-	-	-	-	-
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>5,510,043</b>	<b>5,422,625</b>	<b>5,137,867</b>	<b>6,125,305</b>	<b>5,756,575</b>	<b>5,756,575</b>	<b>5,756,575</b>	<b>5,756,575</b>
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	(54,536)	(75,296)	150,613	(260,902)	-	-	-	-
<b>FUND BALANCE</b>								
Beginning of Year	240,121	185,585	110,289	260,902	-	-	-	-
End of Year	185,585	110,289	260,902	-	-	-	-	-
<b>FUND BALANCE</b>								
<b>Committed to:</b>								
Incomplete Projects	185,585	110,289	260,902	-	-	-	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$185,585</b>	<b>\$110,289</b>	<b>\$260,902</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

FINANCIAL



# Fund Statements by Fund

## GRANTS AND RESTRICTED PROGRAMS FUND

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
<b>REVENUES</b>								
Commonwealth of VA	3,490,772	3,590,683	3,693,143	4,373,583	4,458,428	4,652,254	4,652,254	4,652,254
Federal Government	9,437,993	10,078,552	13,872,931	9,538,400	9,773,551	9,773,551	9,773,551	9,773,551
Charges for Services	2,817,486	2,386,205	2,307,007	1,551,384	1,859,429	1,859,429	1,859,429	1,859,429
Use of Money and Property								
<b>TOTAL REVENUES</b>	<b>15,746,251</b>	<b>16,055,440</b>	<b>19,873,081</b>	<b>15,463,367</b>	<b>16,091,408</b>	<b>16,285,234</b>	<b>16,285,234</b>	<b>16,285,234</b>
<b>EXPENDITURES</b>								
<b>Current:</b>								
Education	15,377,956	15,672,952	19,136,892	20,537,715	16,091,408	16,285,234	16,285,234	16,285,234
<b>TOTAL EXPENDITURES</b>	<b>15,377,956</b>	<b>15,672,952</b>	<b>19,136,892</b>	<b>20,537,715</b>	<b>16,091,408</b>	<b>16,285,234</b>	<b>16,285,234</b>	<b>16,285,234</b>
REVENUE OVER/(UNDER) EXPENDITURES	368,295	382,488	736,189	(5,074,348)	-	-	-	-
<b>FUND BALANCE</b>								
Beginning of Year	3,587,376	3,955,671	4,338,159	5,074,348	-	-	-	-
End of Year	3,955,671	4,338,159	5,074,348	-	-	-	-	-
<b>FUND BALANCE</b>								
<b>Restricted For:</b>								
Grants	3,955,671	4,338,159	5,074,348	-	-	-	-	-
<b>Committed to:</b>								
Incomplete Projects	-	-	-	-	-	-	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$3,955,671</b>	<b>\$4,338,159</b>	<b>\$5,074,348</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

FINANCIAL





# Fund Statements by Fund

## CHILDREN'S SERVICES ACT FUND

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
<b>REVENUES</b>								
Commonwealth of VA	1,972,245	1,795,411	1,458,278	1,985,075	1,985,075	1,985,075	1,985,075	1,985,075
<b>TOTAL REVENUES</b>	<b>1,972,245</b>	<b>1,795,411</b>	<b>1,458,278</b>	<b>1,985,075</b>	<b>1,985,075</b>	<b>1,985,075</b>	<b>1,985,075</b>	<b>1,985,075</b>
<b>EXPENDITURES</b>								
<b>Current:</b>								
Education	4,223,511	3,570,826	3,405,420	4,225,000	4,225,000	4,225,000	4,225,000	4,225,000
<b>TOTAL EXPENDITURES</b>	<b>4,223,511</b>	<b>3,570,826</b>	<b>3,405,420</b>	<b>4,225,000</b>	<b>4,225,000</b>	<b>4,225,000</b>	<b>4,225,000</b>	<b>4,225,000</b>
REVENUE OVER/(UNDER) EXPENDITURES	(2,251,266)	(1,775,415)	(1,947,142)	(2,239,925)	(2,239,925)	(2,239,925)	(2,239,925)	(2,239,925)
<b>OTHER FINANCING SOURCES</b>								
Operating Transfers In	2,251,266	1,775,415	1,947,142	2,239,925	2,239,925	2,239,925	2,239,925	2,239,925
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>2,251,266</b>	<b>1,775,415</b>	<b>1,947,142</b>	<b>2,239,925</b>	<b>2,239,925</b>	<b>2,239,925</b>	<b>2,239,925</b>	<b>2,239,925</b>
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	-	-	-	-	-	-	-	-
<b>FUND BALANCE</b>								
Beginning of Year	-	-	-	-	-	-	-	-
End of Year	-	-	-	-	-	-	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

FINANCIAL



# Fund Statements by Fund

## CAPITAL PROJECTS BOND FUND

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
<b>REVENUES</b>								
Use of Money and Property	372,376	1,351,527	2,403,864	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>372,376</b>	<b>1,351,527</b>	<b>2,403,864</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>EXPENDITURES</b>								
<b>Current:</b>								
Capital Projects	38,662,910	60,386,722	99,584,153	150,808,992	42,350,000	37,800,000	24,400,000	42,000,000
<b>TOTAL EXPENDITURES</b>	<b>38,662,910</b>	<b>60,386,722</b>	<b>99,584,153</b>	<b>150,808,992</b>	<b>42,350,000</b>	<b>37,800,000</b>	<b>24,400,000</b>	<b>42,000,000</b>
REVENUE OVER/(UNDER) EXPENDITURES	(38,290,534)	(59,035,195)	(97,180,289)	(150,808,992)	(42,350,000)	(37,800,000)	(24,400,000)	(42,000,000)
<b>OTHER FINANCING SOURCES</b>								
Operating Transfer Out	(372,376)	(1,351,527)	(2,403,864)	-	-	-	-	-
Proceeds of Sales of Bonds	75,200,000	92,400,000	63,130,000	63,130,000	42,350,000	37,800,000	24,400,000	42,000,000
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>74,827,624</b>	<b>91,048,473</b>	<b>60,726,136</b>	<b>63,130,000</b>	<b>42,350,000</b>	<b>37,800,000</b>	<b>24,400,000</b>	<b>42,000,000</b>
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	36,537,090	32,013,278	(36,454,153)	(87,678,992)	-	-	-	-
<b>FUND BALANCE</b>								
Beginning of Year	55,582,777	92,119,867	124,133,145	87,678,992	-	-	-	-
End of Year	92,119,867	124,133,145	87,678,992	-	-	-	-	-
<b>FUND BALANCE</b>								
<b>Restricted For:</b>								
Capital Projects	82,497,481	95,425,038	73,989,446	-	-	-	-	-
<b>Committed to:</b>								
Incomplete Projects	9,622,386	28,708,107	13,689,546	-	-	-	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$92,119,867</b>	<b>\$124,133,145</b>	<b>\$87,678,992</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

FINANCIAL



# Fund Statements by Fund

## CAPITAL PROJECTS FUND

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
<b>REVENUES</b>								
Commonwealth of VA	131,429	713,467	-	-	-	-	-	-
Charges for Services	11,714,732	-	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>11,846,161</b>	<b>713,467</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>EXPENDITURES</b>								
<b>Current:</b>								
Capital Projects	11,307,483	18,273,217	25,673,043	65,853,165	2,040,843	6,458,495	6,458,495	6,458,495
Interest & Fiscal Charges	-	-	148,058	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>11,307,483</b>	<b>18,273,217</b>	<b>25,821,101</b>	<b>65,853,165</b>	<b>2,040,843</b>	<b>6,458,495</b>	<b>6,458,495</b>	<b>6,458,495</b>
REVENUE OVER/(UNDER) EXPENDITURES	538,678	(17,559,750)	(25,821,101)	(65,853,165)	(2,040,843)	(6,458,495)	(6,458,495)	(6,458,495)
<b>OTHER FINANCING SOURCES</b>								
Operating Transfers In	21,047,721	11,589,645	428,929	1,842,133	1,268,343	5,685,995	5,685,995	5,685,995
Interfund Transfer	2,450,476	3,200,000	6,331,447	4,616,362	772,500	772,500	772,500	772,500
Proceeds of Sales of Bonds	-	15,442,463	10,810,146	-	-	-	-	-
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>23,498,197</b>	<b>30,232,108</b>	<b>17,570,522</b>	<b>6,458,495</b>	<b>2,040,843</b>	<b>6,458,495</b>	<b>6,458,495</b>	<b>6,458,495</b>
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	24,036,875	12,672,358	(8,250,579)	(59,394,670)	-	-	-	-
<b>FUND BALANCE</b>								
Beginning of Year	30,936,016	54,972,891	67,645,249	59,394,670	-	-	-	-
End of Year	54,972,891	67,645,249	59,394,670	-	-	-	-	-
<b>FUND BALANCE</b>								
<b>Restricted For:</b>								
Capital Projects	50,332,938	62,118,690	55,096,274	-	-	-	-	-
<b>Committed to:</b>								
Incomplete Projects	4,639,953	5,526,559	4,298,396	-	-	-	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$54,972,891</b>	<b>\$67,645,249</b>	<b>\$59,394,670</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

FINANCIAL



# Fund Statements by Fund

## DEBT SERVICE FUND

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
EXPENDITURES								
<b>Debt Service:</b>								
Principal	32,313,399	34,747,054	40,309,215	37,978,215	37,128,753	38,913,992	39,292,999	41,137,500
Interest and Fiscal Charges	13,929,730	15,564,822	18,052,195	21,182,347	19,776,987	22,266,295	21,700,643	22,038,785
Interest and Fiscal Charges	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>46,243,129</b>	<b>50,311,876</b>	<b>58,361,410</b>	<b>59,160,562</b>	<b>56,905,740</b>	<b>61,180,287</b>	<b>60,993,642</b>	<b>63,176,285</b>
REVENUE OVER/(UNDER) EXPENDITURES	(46,243,129)	(50,311,876)	(58,361,410)	(59,160,562)	(56,905,740)	(61,180,287)	(60,993,642)	(63,176,285)
OTHER FINANCING SOURCES								
Operating Transfers In	45,593,129	49,011,876	53,695,031	58,857,474	56,635,740	60,765,813	60,993,642	63,176,285
Interfund Transfer	650,000	1,300,000	4,666,379	303,088	270,000	414,474	0	0
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>46,243,129</b>	<b>50,311,876</b>	<b>58,361,410</b>	<b>59,160,562</b>	<b>56,905,740</b>	<b>61,180,287</b>	<b>60,993,642</b>	<b>63,176,285</b>
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	-	-	-	-	-	-	-	-
FUND BALANCE								
Beginning of Year	-	-	-	-	-	-	-	-
End of Year	-	-	-	-	-	-	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

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# Revenue Assumptions

## LOCAL

### *Beginning Balance/Carry Forward from Prior Year - \$3,500,000*

Each year, we build the budget assuming funding from closeout from the current year will fund a portion of the next year's budget. For FY 2021, \$3.5 million in carry forward is anticipated from FY 2020 for the School Operating Fund.

### *Use of Reserves - \$16,476,194*

Over the past several years, the School Board has placed funds from closeout into reserve to help offset one-time costs in future budgets, and to defray increases in future debt service, Virginia Retirement system contributions, and compensation increases. The FY 2021 Adopted Budget uses \$16.5 million from reserves. This includes \$0.3 million from the Debt Service reserve, \$3.9 million from the Compensation Reserve, \$1.1 million from the VRS reserve, and \$11.2 million from the Future Budget Years reserve.

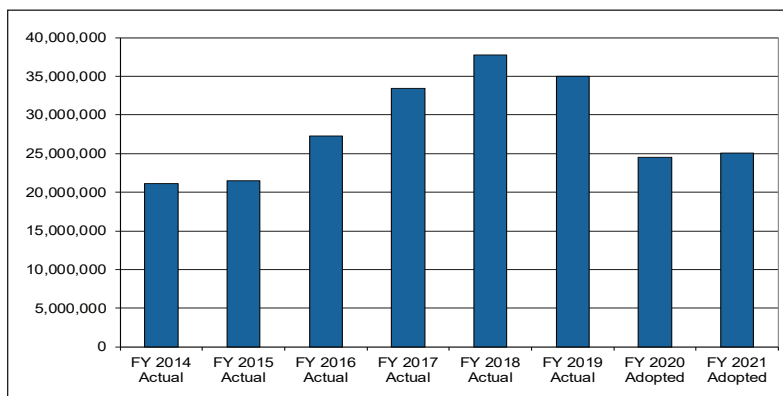
USE OF RESERVES BY FISCAL YEAR				
FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
1.92%	2.87%	2.81%	1.74%	2.46%

### *Fees and Charges - \$25,097,938*

Revenues from fees and charges include funds paid directly to the school division by individuals or groups for various types of services or products received. Fees and charges furnish revenue to the School Operating Fund, the Community Activities Fund and the Food and Nutrition Services Fund and provide \$25.1 million or 3.7 percent of the total revenue for all funds.

Fees for services related to enrollment (before and after school care in the Extended Day program, school breakfast and lunches in the Food and Nutrition Services Fund, tuition revenues for Montessori, Summer School, etc.) are determined by looking at total enrollment projections for FY 2021 and projecting the number of students who will take advantage of those services. Additionally, the costs of the services are projected to determine an increase in specific fees, if necessary. Fees for building rentals, musical instrument rentals, athletic events, sale of obsolete equipment, etc., are determined by reviewing the actual revenues received for the past three years for these products or services and then projecting the amounts that will be received in the next fiscal year. Any changes in policy that might impact fees are also reviewed.

## LOCAL REVENUE - FEES AND CHARGES



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# Revenue Assumptions

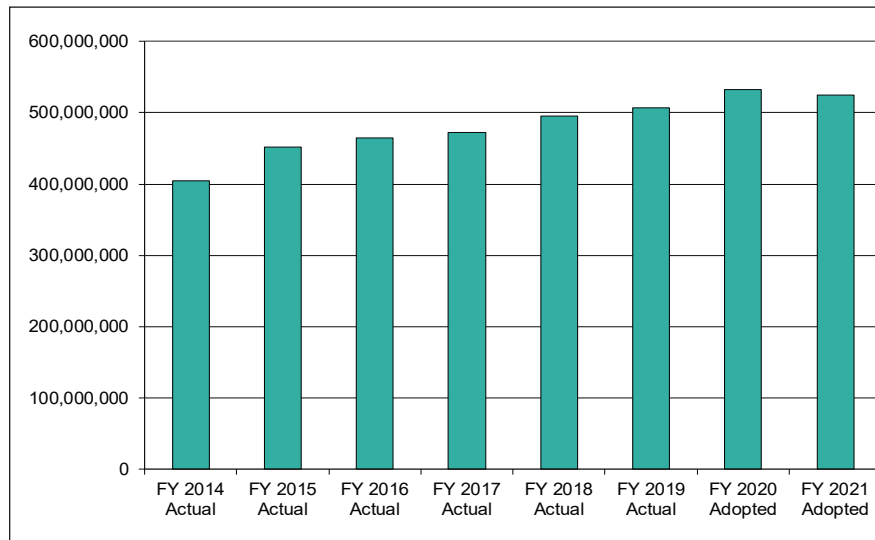
As a result of reviewing historical fee receipts, baseline fee revenue for FY 2021 was decreased \$279,500. Expected decreases in local revenue include summer school fees (\$150,000), building rentals (\$15,000), the enrichment program (\$75,000), drivers education fees (\$10,000), adult education (\$2,500), tuition from other jurisdictions (\$75,000), student parking (\$8,000), bus camera fines (\$50,000), and sale of junk and equipment (\$5,000). Estimated increases in local revenue include Montessori tuition (\$61,000) and local revenue rebates (\$50,000). Food and Nutrition Services revenue will increase by \$0.7 million based on increased student participation and increased revenue from state and federal programs. Increased enrollment in Extended Day is expected to generate \$0.1 million in local revenue.

### County Transfer/Revenue Sharing – \$524,631,092

The County Transfer based on revenue sharing totals \$524.6 million or 78.3 percent of the total revenue for all funds, a decrease of \$7.7 million or 1.4 percent from the FY 2020 Adopted Budget. The County Transfer comprises 524.6 million in on-going revenue in accordance to the revenue sharing policy. Revenue sharing between the County and the Schools has been in place since FY 2002 and provides the Schools with a percentage share of local tax revenues. The School Board's Adopted budget reflects a revenue sharing allocation of 47.0 percent of local tax revenue.

Within the total transfer amount, the Schools fund the expenditures in the School Operating Fund, the Community Activities Fund, the Children's Services Act Fund, the Capital Projects Fund, and the Debt Service Fund. In FY 2021, the County Transfer for the School Operating Fund decreases \$4.5 million or 1.0 percent from the FY 2020 Adopted Budget. When compared with the FY 2020 Adopted Budget, County funding is projected to decrease for the Debt Service Fund (\$2.2 million), the Capital Projects Fund (\$0.6 million), and the Community Activities Fund (\$0.4 million).

### COUNTY TRANSFER





# Revenue Assumptions

## STATE

State revenue provides \$84.3 million or 12.6 percent of the total revenue for all funds, a \$2.8 million increase from the FY 2020 Adopted budget. The State revenue in the FY 2021 budget is based on the General Assembly’s adopted 2020-2022 biennial budget as amended on April 29, 2020. In addition to State Sales Tax Revenue, there are four types of support under State Aid to Education: Standards of Quality; Incentive Programs; Categorical Programs; and Lottery Funded Programs. In addition to the funds provided by the General Assembly’s budget to the School Operating Fund (\$77.7 million), state funding is received in the Children’s Services Act Fund (\$2.0 million), Grants and Restricted Programs Fund (\$4.5 million), and Food and Nutrition Services Fund (\$0.1 million).

### *State Aid to Education: Standards of Quality – \$42,511,858*

The State Standards of Quality (SOQ) prescribe the minimum foundation program that all public schools in Virginia must provide. SOQ funding is provided for basic education, some vocational and special education support, education for limited English proficient students, English as a Second Language support, support for at-risk students and gifted students, textbook funding, and reimbursement of employee benefits.

The General Assembly is responsible for determining how state funds are distributed to school divisions. It apportions the cost of funding the SOQ between the state and local governments, adjusted for each locality by an equalization formula, also known as the Local Composite Index (LCI), the state’s measure of local “ability to pay.” Localities with lower LCIs receive more state funding than those with higher LCIs. Arlington’s LCI of 0.8000 means that the state will only pay 20 percent of the cost of funding the SOQ because Arlington is calculated to have the “ability to pay” 80 percent of the cost of funding the SOQ.

### *State Aid to Education: Incentive Programs – \$2,858,806*

Incentive programs provide funding above the SOQ funding for specific needs provided the school division certifies it meets the specific requirements for each of the programs. The Superintendent must provide certifications to the state each year in order to receive these funds. The Technology-VPSA grant increases by \$0.1 million and 68 percent of At-Risk funding is provided through the incentive programs. In addition, the General Assembly’s budget includes additional funding of \$1.5 million for VPI, a decrease of \$0.1 million from FY 2020 which will allow us to request reimbursement for 487 students.

### *State Aid to Education: Categorical Programs – \$221,458*

Categorical program funding is allocated to meet the needs of special populations or programs typically required by state or federal law or regulation, such as special education, foster care, adult education, and school nutrition. State aid is derived from state enrollment projections and formulas modified to reflect the school division’s most current enrollment estimates.

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# Revenue Assumptions

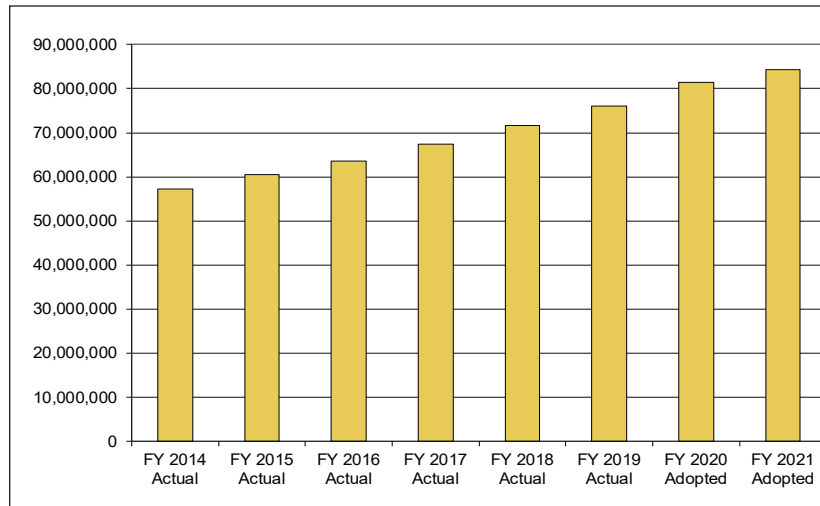
## *State Aid to Education: Lottery Funded Programs – \$3,911,964*

Accounts funded entirely by Lottery proceeds include: K-3 Primary Class Size Reduction, Early Reading Intervention, SOL Algebra Readiness, ISAEF, Career and Technical Education, Mentor Teacher Program, School Breakfast, Special Education Regional Tuition, and Project Graduation. At-Risk is split-funded with incentive funding and 32 percent is funded by Lottery funds.

## *State Sales Tax – \$31,936,910*

A portion of the local sales tax is collected on a statewide basis and allocated back to individual school divisions based upon the most recent school-age population estimates provided by the Weldon Cooper Center. State sales tax projections are also provided by the State and are modified to reflect historical trends and an analysis of current economic conditions. The General Assembly’s adopted budget includes an increase of \$1.8 million in sales tax revenue for APS in FY 2021.

### STATE REVENUE



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### FEDERAL

## *Federal Revenue – \$16,273,551*

Federal revenue is budgeted in the School Operating Fund, Food and Nutrition Services Fund and the Grants and Restricted Programs Fund. Federal revenue totals \$16.3 million for FY 2021, an increase of \$0.4 million or 2.4 percent from the FY 2020 Adopted budget. Federal revenue includes funds for the Individuals with Disabilities Education Improvement Act (IDEA), Every Student Succeeds Act (ESSA) funding, and other grants. Federal revenue projections for the Grants and Restricted Programs Fund and the Food and Nutrition Services Fund are based on current federal legislation and the best estimates available at the time of budget preparation. Federal revenue in the School Operating Fund is based on anticipated reimbursements from the Medicaid program.





# Revenue Assumptions

## RESERVES

The County maintains a reserve of 5.5 percent of the General Fund, including Schools. Funds necessary to meet the requirement of maintaining this reserve are taken out of the local tax revenues prior to their being shared with the Schools. Because the County is phasing in an increase in the percentage held in reserves, we anticipate adding additional funds at closeout, over the next several years, to meet the new reserve levels.

During FY 2010 and FY 2011, the School Board created additional reserves from both greater than anticipated revenue as well as expenditure savings primarily to help offset known increases in debt service and VRS rates but also to set aside funds for leave payouts for retiring employees and to create a general reserve.

Details on the sources, uses, and balances of the reserves can be found in the Supplemental Section beginning on page [541](#).

During the FY 2019 close out, the School Board designated \$7.8 million to the Compensation reserve.

The FY 2021 budget uses \$0.3 million from the Debt Service reserve to partially offset the increase in Debt Service. Funding of \$1.1 million is taken from the VRS reserve to partially offset the increase in retirement costs. In addition, \$11.2 million is taken from the Future Budget Years reserve and \$3.9 million is taken from the Compensation reserve to offset one-time costs and balance the budget.

The chart below shows the balance of reserve funds as of May 7, 2020.

### RESERVES AVAILABLE

RESERVE	CURRENT BALANCE	USED IN FY 2021 ADOPTED BUDGET	NEW BALANCE
Capital	\$39.1		\$39.1
VRS	\$2.5	(\$1.1)	\$1.4
Debt Service	\$0.7	(\$0.3)	\$0.4
Future Budget Years	\$11.2	(\$11.2)	\$0.0
Compensation	\$7.8	(\$3.9)	\$3.8
Separation Pay	\$2.0		\$2.0
Health Care	\$1.0		\$1.0
<b>TOTAL</b>	<b>\$64.3</b>	<b>(\$16.5)</b>	<b>\$47.8</b>

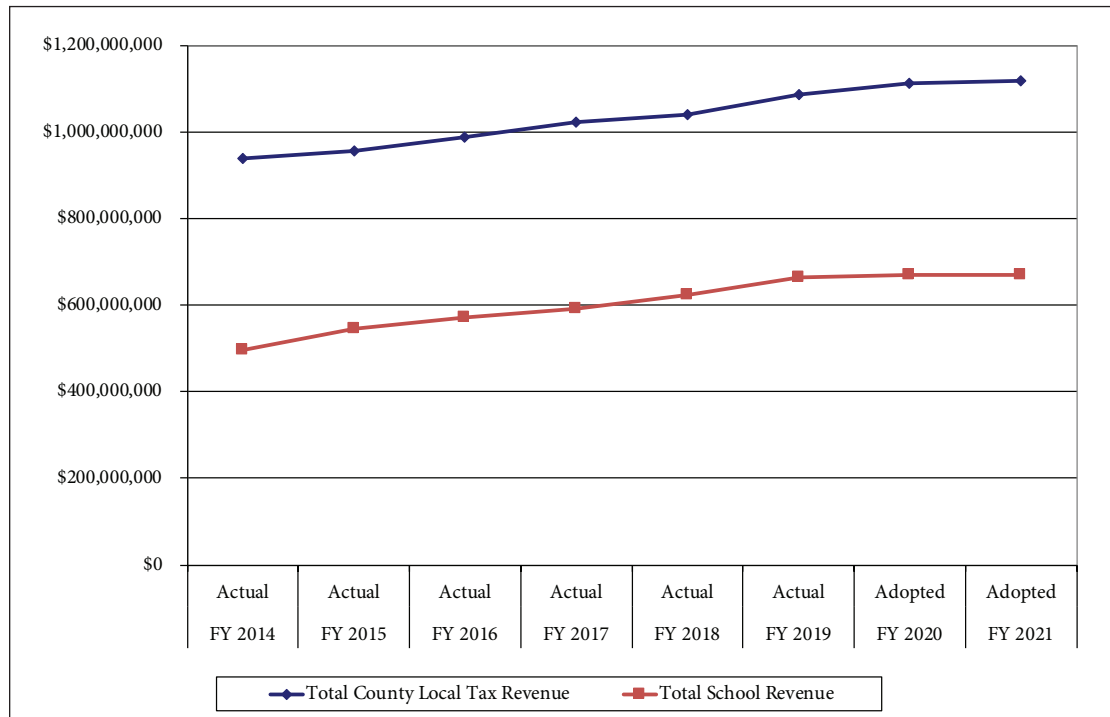
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# Revenue History

In the FY 2021 budget, 78.3 percent of the total revenue to the Schools comes from the County in the form of County Transfer, as a result of revenue sharing. Revenue sharing has been in place since FY 2002 and provides the Schools with a percentage share of locally-generated tax revenues. The School Board's Adopted budget is based on a revenue sharing allocation of 47.0 percent, the same percentage as FY 2020. In FY 2021, the total County Transfer comprises \$524.6 million of ongoing local tax revenue. The remaining revenue is received from the federal government, from the State, and from local fees and charges. The graph below shows the County's total local tax revenue and the Schools' total revenue from FY 2014 Actual to FY 2021 Adopted.

## REVENUE HISTORY



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# Expenditure Assumptions

## SALARIES

Salary calculations are automated and based on current salaries. A larger than expected number of retirements as well as changes in hiring practices resulted in a larger than normal savings in salaries. Typically, salary savings average \$1.5 million each year; for the FY 2021 budget, salary savings total \$2.4 million. For FY 2021, the salary calculation program budgets an average salary for all vacant positions.

The budget does not include funding for any compensation adjustments.

In FY 2021, salaries and the associated benefits account for 88.2 percent of the School Operating Fund, a decrease of 0.2 percent, and 78.7 percent of the total budget, an increase of 0.7 percent.

The chart below outlines the compensation adjustments provided since FY 2012.

FISCAL YEAR	STEP INCREASE?	OTHER SALARY ADJUSTMENTS
2020-21	No	None
2019-20	Yes	Salary scale adjustments for positions identified in the compensation study as being under market.
2018-19	Yes	Salary scale adjustments for positions identified in the compensation study as being under market.
2017-18	Yes	Salary scale adjustments for positions identified in the compensation study as being under market.
2016-17	Yes	1.75% increase for eligible employees at the top of the scale or on longevity steps.
		Increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
2015-16	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.
2014-15	No	2% compensation adjustment
		\$500 one-time bonus for all eligible employees
2013-14	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.
2012-13	No	2.68% compensation adjustment
		5% compensation adjustment required by General Assembly as part of VRS '5 for 5' Swap
2011-12	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.

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# Expenditure Assumptions

## EMPLOYEE BENEFITS

Benefits are allocated using the direct cost of personnel.

The General Assembly’s adopted budget, as amended on April 29, 2020, increases the VRS rate from 15.68 percent to 16.62 percent. The budget is adjusted to reflect a 0.94 percentage point increase in the Virginia Retirement System (VRS) retirement rate for professional personnel. This change along with additional rate changes will increase the budget \$2.2 million. The County’s retirement rate decreases from 15.1 percent to 14.9 percent for FY 2021, resulting in a small decrease to the adopted budget.

### VIRGINIA RETIREMENT SYSTEM (VRS) RATE

RATE TYPE	FY20 ADOPTED	FY21 ADOPTED	RATE CHANGE	PERCENT CHANGE
Retirement – Professional	15.68%	16.62%	0.94%	6.0%
Retirement – Non-professional	5.79%	5.79%	0.00%	0.0%
Group Life Insurance	1.31%	1.34%	0.03%	2.3%
Retiree Health Care Credit	1.20%	1.21%	0.01%	0.8%

### Health Insurance and Other Post-Employment Benefits (OPEB)

The employer contribution for health insurance is estimated to increase by \$2.8 million in FY 2021 based on changes in health care selections.

In addition, APS funds the accrued obligation for future retiree health insurance. Every year, APS’s actuary values the division’s unfunded OPEB liability and recalculates the amount of the annual payment required to fund the Annual Required Contribution. The contribution to the OPEB trust remains the same in FY 2021. APS currently has an unfunded OPEB obligation of \$188.4 million and a Net OPEB Obligation of \$115.1 million.

### Defined Contribution match

For FY 2021, the defined contribution match remains at 0.4 percent of salary or \$240 per year, whichever is greater.

### Other Benefits

Funding for all other benefits is adjusted based on salary projections and on expenditure history.



# Expenditure Assumptions

## ENROLLMENT AND CAPACITY NEEDS

Adjustments in expenditures are made based on the change in projected enrollment from one budget year to the next. The FY 2021 budget reflects an increase in enrollment over that which was projected for FY 2020. The FY 2020 Adopted budget included funds and positions based on a projected enrollment of 28,510 students. On September 30, 2019, actual enrollment was 28,020 students. For FY 2021, the projected enrollment is 29,142 students. This represents an increase of 632 students from the FY 2020 projected enrollment of 28,510 students, upon which the FY 2020 Adopted Budget was built. Each year, the Superintendent's Proposed budget is built using projections made in the fall based on September 30 enrollment. After the Superintendent's Proposed budget comes out, enrollment is re-projected based on January 31 enrollment and any adjustments are made as part of the School Board's Proposed budget.

Prior to the FY 2015 budget, special education enrollment was projected in the fall and re-projected in the spring but because of the nature of special education enrollment, changes primarily affected the spring projections. Beginning with the FY 2015 budget, special education enrollment was projected in the fall and again using the official December 1 special education count for the state prior to the Superintendent's Proposed budget. Using this methodology resulted in a better projection for special education being included in the Superintendent's Proposed budget for FY 2015 and FY 2016 as well as a smaller change in special education projected enrollment in the spring. We have used this methodology again for the FY 2021 projections.

The projected enrollment included in the School Board's adopted budget results in an increase of \$11.4 million, based on changes in positions, materials and supplies allocations generated by the planning factors currently in place. In addition, funding totaling \$0.8 million is provided for relocatables, including furniture and technology and \$0.8 million is provided for four additional bus drivers and additional bus attendants, three new buses, and two support vehicles for special education needs. A principal and principal's assistant are added for the new elementary school opening in fall 2021 for capacity needs.

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COST OF ENROLLMENT GROWTH	IN MILLIONS	FTE
<b>Enrollment</b>		
Elementary	\$2.42	26.00
Secondary	\$3.32	32.60
Other School-based	\$0.54	5.80
Special Education Enrollment Growth	\$3.18	39.30
<b>Enrollment Subtotal</b>	<b>\$9.45</b>	<b>103.70</b>
<b>Capacity</b>		
Relocatables	\$0.77	
Furniture and Technology for Relocatables	\$0.05	
Principal and Principal's Assistant at Reed	\$0.26	2.00
<b>Capacity Subtotal</b>	<b>\$1.08</b>	<b>2.00</b>
<b>Transportation</b>		
Bus Attendants	\$0.15	4.00
Bus Drivers	\$0.21	4.00
Additional Buses	\$0.36	
Additional Support Vehicles	\$0.12	
<b>Transportation Subtotal</b>	<b>\$0.84</b>	<b>8.00</b>
<b>TOTAL COST OF ENROLLMENT GROWTH</b>	<b>\$11.37</b>	<b>113.70</b>



# Expenditure Assumptions

## STAFFING

School budgets are developed by applying approved staffing standards (planning factors) and per pupil cost factors for materials, supplies and equipment to the projected student enrollment. School staffing and operating costs are calculated in the fall for the Superintendent’s Proposed Budget and are recalculated in the spring based on revised enrollment projections for the School Board’s Adopted budget. This results in an entire recalculation from the bottom-up of the staffing and operating needs for each school based on the projected PreK and K-12 enrollments for each budget cycle. The Planning Factors for FY 2021 can be found in the Supplemental Section and on the APS web site.

## LEASES / UTILITIES / MANDATES

The costs associated with mandated services and multi-year commitments (leases, contract services, etc.) are included in the baseline budget. Costs for utilities are adjusted based on current rates and are revised to incorporate anticipated usage, space increases/decreases, and usage at locations under construction.

## DEBT SERVICE

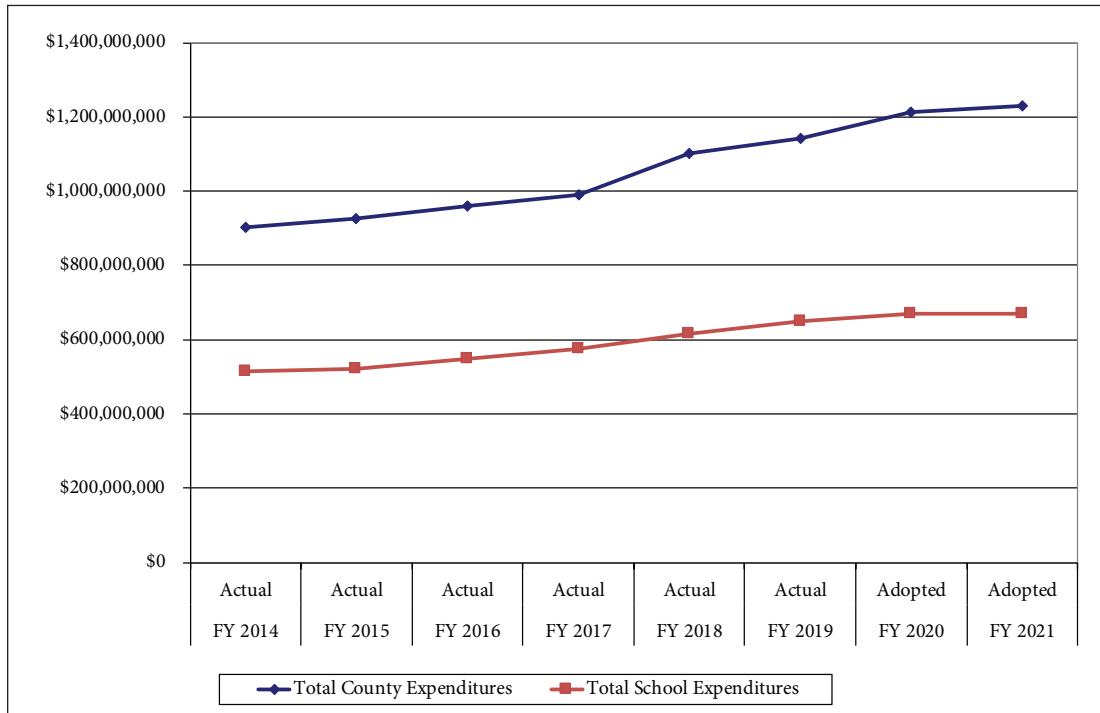
Due to the Coronavirus pandemic and the uncertain financial outlook, the spring 2020 sale of bonds was deferred until the fall of 2020 which will increase Debt Service by \$540,000 to account for the principal and interest payments on bonds previously sold for construction projects and for the \$42.35 million to be sold in fall 2020 to fund construction projects as outlined in the School Board’s Adopted FY 2019 – FY 2028 Capital Improvement Plan (CIP). Projected Debt Service is based on the School Board’s FY 2019 – FY 2028 CIP adopted on June 21, 2018 and the one-year CIP adopted on June 25, 2020.



# Expenditure History

The graph below shows total expenditures for Arlington County and Arlington Public Schools from FY 2014 Actual to FY 2021 Adopted.

## EXPENDITURE HISTORY



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# Budget Forecast

## BUDGET FORECAST SUMMARY

	FY 2021 SCHOOL BOARD'S ADOPTED	FTEs	FY 2022 PROJECTED	FY 2023 PROJECTED	FY 2024 PROJECTED
<b>REVENUE</b>					
Prior Year Budget - All Funds	\$669,554,705		\$670,274,629	\$664,805,100	\$663,886,058
<b>CHANGES IN REVENUE</b>					
Increase in County Revenue	\$2,204,424		\$2,203,451	\$2,212,705	\$2,221,998
County One-Time Revenue	\$0		\$0	\$0	\$0
County One-Time Revenue - Prior Year	(\$9,902,338)		\$0	\$0	\$0
Increase/(Decrease) in Local Revenue	\$600,186		\$550,000	\$450,000	\$450,000
Increase/(Decrease) in State Funds - All funds	\$2,787,671		\$2,824,338	\$1,032,784	\$410,251
Increase/(Decrease) in Federal Revenue	\$385,151		\$200,000	\$200,000	\$200,000
<b>NET REVENUE</b>	<b>\$665,629,799</b>		<b>\$676,052,417</b>	<b>\$668,700,589</b>	<b>\$667,168,308</b>
<b>USE OF RESERVES</b>					
VRS Reserve Used in Prior Year Budget	\$0		(\$1,100,000)	(\$1,000,000)	(\$412,239)
Debt Service Reserve Used in Prior Year Budget	(\$303,088)		(\$270,000)	(\$414,474)	\$0
Future Budget Years Reserve Used in Prior Year Budget	(\$4,896,170)		(\$11,165,389)	\$0	\$0
Compensation Reserve Used in Prior Year Budget	(\$6,450,000)		(\$3,938,698)	(\$3,812,296)	\$0
Carry Forward from Prior Year - Food and Nutrition Services	(\$180,000)		\$0	\$0	\$0
Future Budget Years Reserve Used in Current Year Budget (See Note 1)	\$11,165,389		\$0	\$0	\$0
Compensation Reserve Used in Current Year Budget (See Note 1)	\$3,938,698		\$3,812,296	\$0	\$0
VRS Reserve Used in Current Year Budget (See Note 1)	\$1,100,000		\$1,000,000	\$412,239	\$0
Debt Service Reserve Used in Current Year Budget (see Note 1)	\$270,000		\$414,474	\$0	\$0
<b>NET USE OF RESERVES</b>	<b>\$4,644,830</b>		<b>(\$11,247,317)</b>	<b>(\$4,814,531)</b>	<b>(\$412,239)</b>
<b>TOTAL FUNDS AVAILABLE</b>	<b>\$670,274,629</b>		<b>\$664,805,100</b>	<b>\$663,886,058</b>	<b>\$666,756,069</b>
<b>EXPENDITURES</b>					
Prior Year Budget - All Funds	\$669,554,705	4,897.36	\$670,274,629	\$710,264,452	\$731,044,138
<b>BASELINE ADJUSTMENTS</b>					
<b>Salaries and Benefits Baseline Adjustments and Efficiencies</b>	\$2,680,000		\$2,900,000	\$2,900,000	\$2,900,000
<b>Baseline Savings</b>					
Eliminate one-time costs in prior year	(\$7,105,345)	0.00	(\$4,845,895)	(\$3,350,752)	(\$2,365,895)
<b>Contractual Obligations</b>					
Debt Service	(\$2,254,823)		\$4,274,547	(\$186,645)	\$2,182,643
Other contractual obligations	\$104,324		\$297,340	\$302,327	\$312,850
<b>Additional Funds for Baseline Services</b>					
Baseline services in other funds (CSA, F&NS, Grants, Ext. Day)	\$1,101,682	31.30	\$693,826	\$450,000	\$450,000
Other baseline services	\$3,281,470	3.75	\$593,100	\$545,116	\$546,157
<b>NET BASELINE ADJUSTMENTS</b>	<b>(\$2,192,692)</b>	<b>35.05</b>	<b>\$3,912,918</b>	<b>\$660,046</b>	<b>\$4,025,755</b>
<b>ONGOING EXPENDITURES</b>					
<b>Enrollment Growth</b>					
Changes in enrollment	\$9,451,668	103.70	\$9,255,482	\$5,253,745	\$3,424,178
Additional bus drivers (4) and bus attendants (4)	\$359,516	8.00	\$0	\$0	\$0
Spring update placeholder	\$0		\$800,000	\$800,000	\$800,000
Other enrollment related needs ( <i>contingencies</i> )	\$0		\$100,000	\$0	\$0
<b>New Schools: Ongoing Costs</b>	\$257,495	2.00	\$2,431,516	\$0	\$0
<b>Compensation</b>					
Step increase	\$0		\$10,700,000	\$11,700,000	\$12,700,000

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# Budget Forecast



## BUDGET FORECAST SUMMARY (CONT.)

	FY 2021 SCHOOL BOARD'S ADOPTED	FTEs	FY 2022 PROJECTED	FY 2023 PROJECTED	FY 2024 PROJECTED
<b>Investments to Support Growth</b>					
DOJ Settlement Agreement					
Teachers	\$2,275,200	24.60		\$0	\$0
Incentives to take PRAXIS; subs for PL for secondary teachers	\$258,000			\$0	\$0
One-to-One Special Ed Assistants	\$1,677,000	30.00		\$0	\$0
American Sign Language (ASL) Interpreter	\$765,000	9.00		\$0	\$0
Cued Language Transliterater (CLT)	\$340,000	4.00		\$0	\$0
Transportation Staffing	\$370,000	8.00		\$0	\$0
Budget for Repairs and Maintenance of the Syphax Building	\$100,250			\$0	\$0
Professional Learning Catalog and Content Library	\$80,000			\$0	\$0
School Mint software for school lotteries	\$40,000			\$0	\$0
Contingency against further revenue loss (state, County)	\$1,471,995		(\$1,471,995)	\$0	\$0
<b>Initiatives from Prior Years' Budgets</b>					
Arlington Tech	\$866,304	9.75	\$0	\$0	\$0
Student and Instructional Support	\$0		\$1,700,000	\$0	\$0
Infrastructure and Support Needs	\$334,966	7.00	\$0	\$0	\$0
Technicians	\$368,812	4.00	\$368,812	\$0	\$0
<b>NET ONGOING EXPENDITURES</b>	<b>\$19,016,206</b>	<b>210.05</b>	<b>\$23,883,815</b>	<b>\$17,753,745</b>	<b>\$16,924,178</b>
<b>ONE-TIME EXPENDITURES</b>					
<b>Additional Funds for Baseline Services</b>					
One-time costs in the baseline	\$1,815,895		\$1,815,895	\$1,540,895	\$1,540,895
<b>Enrollment Growth</b>					
Redistributing existing relocatables including furniture, equipment, and technology	\$825,000		\$825,000	\$825,000	\$825,000
Additional buses and additional support vehicles	\$480,000		\$0	\$0	\$0
<b>New Schools: Start-up Costs</b>	\$2,000,000		\$984,857	\$0	\$0
<b>NET ONE-TIME EXPENDITURES</b>	<b>\$5,120,895</b>	<b>0.00</b>	<b>\$3,625,752</b>	<b>\$2,365,895</b>	<b>\$2,365,895</b>
<b>TOTAL ONGOING + ONE-TIME</b>	<b>\$24,137,101</b>	<b>210.05</b>	<b>\$27,509,567</b>	<b>\$20,119,640</b>	<b>\$19,290,073</b>
<b>NET EXPENDITURES</b>	<b>\$691,499,114</b>	<b>5,142.46</b>	<b>\$701,697,114</b>	<b>\$731,044,138</b>	<b>\$754,359,966</b>
<b>REDUCTIONS</b>					
Reduce MC/MM for one year only	(\$4,411,495)		\$4,411,495		
Remove budget and compensation study	(\$275,000)				
Use VPI carryover funds to offset cost of VPI teachers and assistants for one year ( <i>positions have not been eliminated</i> )	(\$2,430,633)	(29.00)	\$2,430,633		
Increase class size by 1 (K-12)	(\$4,853,760)	(51.20)			
Suspend tuition reimbursement for one year	(\$460,000)		\$460,000		
Reduce exemplary project staffing by half at non-Title I schools	(\$1,192,670)	(8.15)			
Reduce department budgets	(\$2,257,328)		\$1,208,610		
Delay purchase of Planetarium projector	(\$56,600)		\$56,600		
EL Assistants	(\$1,269,000)	(24.50)			
Use EL teachers for dually identified	(\$1,225,000)	(12.50)			
Eliminate FLES but provide Flex positions	(\$2,793,000)	(28.50)			
<b>TOTAL REDUCTIONS</b>	<b>(\$21,224,486)</b>	<b>(153.85)</b>	<b>\$8,567,338</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL EXPENDITURES</b>	<b>\$670,274,629</b>	<b>4,988.61</b>	<b>\$710,264,452</b>	<b>\$731,044,138</b>	<b>\$754,359,966</b>
<b>Surplus/(Shortfall)</b>	<b>\$0</b>		<b>(\$45,459,352)</b>	<b>(\$67,158,080)</b>	<b>(\$87,603,897)</b>

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Note 1: Future Budget Years Reserve, Compensation Reserve, VRS Reserve, and Debt Service Reserve used in FY 2022 through FY 2023 assumes full depletion of current reserve balances if no additional funding is provided.



# Budget Forecast

The budget forecasts for FY 2022 through FY 2024 are based on the adopted budget for FY 2021. Given the revenue and expenditure assumptions below, the potential deficits or surpluses are shown on the previous pages. However, should any variables change, the surpluses or shortfalls will change as well and could be higher or lower. These forecasts are intended to show how the budget will change in order to maintain the current instructional, support, and extracurricular programs and services as well as to provide services to the 859 additional students projected to enroll in APS in FY 2022 through FY 2024. These forecasts are not intended to show the effects of any programmatic changes or school boundary decisions that might be made in any of those years.

The revenue and expenditure assumptions used to build the three-year forecast are listed below.

## Revenue Assumptions

- ⦿ **County Transfer**–This forecast uses the 0.4% growth in total County local tax revenue in FY 2021 and projects the same growth in FY 2022, FY 2023, and FY 2024. The County Transfer amount is based on 47.0% share of County local tax revenue. Any tax increases or decreases in future years for either the County or the Schools would change the Schools’ share and would change the projected revenue in the out years. When the County forecast is received, this forecast may be updated.
- ⦿ **State Revenue**–Assumes growth in State funding beyond FY 2021 strictly for increased enrollment based on the General Assembly’s Adopted 2020-2022 biennial budget as amended on April 29, 2020.
- ⦿ **Local Revenue**–Assumes a slight increase in local revenue each year based on historical trends and projected increases in expenditures for self-funded programs such as Extended Day and Food and Nutrition Services and decreases in revenue received from the Summer School program fees.
- ⦿ **Federal Revenue**–Assumes a slight increase in Federal revenue each year based on historical trends, primarily in the Food and Nutrition Services Fund and Medicaid reimbursements.
- ⦿ **Carry Forward**–Assumes Carry Forward will remain at the same level as FY 2021.
- ⦿ **Reserves**–The School Board has created a number of reserves over the past seven years as a way to help offset the increasing costs of capital, VRS, debt service, compensation, health insurance, and other unfunded liabilities in the out years. In addition, the School Board has allocated funds from closeout from the past several fiscal years to create a Future Budget Years reserve to help defray one-time costs in upcoming fiscal year budgets.

Reserves are used in the forecast to partially offset any projected increases in debt service in the FY 2021 budget and in the out years until depleted.

The Future Budget Years reserve and the Compensation reserves are used offset one-time costs in the FY 2021 budget and to balance the budget and as a result, the Future Budget Years Reserve is depleted.

The remaining Compensation reserve is used in FY 2022 to partially offset the cost of a step increase and although a step increase is assumed in the out years, the compensation reserve is depleted in FY 2022 so any compensation increases cannot be offset in FY 2023 and beyond.

Because the reserves are one-time revenue sources each year, the subsequent year is decreased by the amount of reserves used in the prior year. All reserves, except the Capital Reserve, will be depleted in FY 2022 unless additional funding is provided.



# Budget Forecast

## Expenditure Assumptions

- ⦿ Salaries and Benefits Baseline Adjustments and Efficiencies includes:
  - ✦ Estimated changes in the salary and benefits base from the prior year adopted budget to current and on board.
  - ✦ Projected changes in fringe benefit rates
    - Using the rates in the General Assembly’s Adopted 2020-2022 biennial budget, as amended on April 29, 2020, for the VRS retirement rate for professional staff, it is estimated that the rate will increase 0.94 percent in FY 2021 and remain at that level for FY 2022 then increase again in and FY 2023, the first year of the next biennium. The VRS retirement rate for the group life insurance rate and the retiree health care credit rate also increased in FY 2021 and are projected to remain at the same level in the out years. The VRS retirement rate for non-professional staff are projected to remain the same as in FY 2021 in the out years.
    - Health insurance premiums are projected to increase \$2.8 million per year based on historical trends and premium increases of 6 percent in FY 2022 and beyond.
- ⦿ *Baseline Savings* includes costs removed from the budget because they were one-time costs in the prior year, or because the cost of an item or service has decreased.
- ⦿ *Contractual Obligations* includes those items for which we are legally bound to pay such as Debt Service and Building Lease Costs, and those items which must be paid in order for schools to run such as Utilities.
- ⦿ *Additional Funds for Baseline Services* includes increases necessary in order to maintain the same level of service for students and staff as is currently in place such as increased expenditures for the Food and Nutrition Services fund, the Extended Day program, as well as increased building and equipment maintenance, repair costs, and substitutes costs. Reductions of \$2.5 million were taken from the baseline budgets of all departments but services are not expected to be impacted.
- ⦿ *Additional Costs for New Capacity* include additional operating costs required for either new or enlarged schools such as staffing and utilities as well as any start-up costs needed such as furniture, equipment, technology, library materials, buses, etc.
- ⦿ *Enrollment Growth includes:*
  - ✦ Changes in enrollment which includes additional positions and additional materials and supplies resulting from applying the FY 2021 Adopted planning factors to the projected increase in enrollment
  - ✦ Other enrollment-related needs include funds to move currently owned relocatables to a new location along with technology and furniture for the relocatables, if needed, to address capacity.
- ⦿ *Transportation needs* such as bus drivers and bus attendants and additional buses and support vehicles resulting from increased enrollment.

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## Budget Forecast

- ⦿ *Compensation* in FY 2021 has been eliminated due to the drastic reductions in revenue. However, a step increase is included in FY 2022 and beyond, per policy.
- ⦿ *Arlington Tech* includes the costs for expansion of the program in FY 2021 and FY 2021 is the final year of the phase in of the program.
- ⦿ *Infrastructure and Support Needs* includes funding for additional contracted bus drivers and bus attendants. This is the final year of the phase in of this initiative.
- ⦿ *New Investments* includes funding for additional central office assistant to support students in preparation for becoming a 30,000-student school division and to meet the requirements of the Department of Justice (DOJ) Settlement Agreement for English Learners. Any known out-years costs for technicians are included in FY 2022. Any one-time costs are funded with one-time funds and eliminated in the following year.
- ⦿ *Use of One-time Funds* includes those items that will be funded with one-time funds from the Future Budget Years reserve that have not been included elsewhere in the forecast such as replacement buses and technology. One-time funds will also be used to offset the technology and furniture start-up costs for the Career Center and the new elementary school at the Reed site, and the redistribution of existing relocatables and necessary furnishings for the relocatables.
- ⦿ *Reductions*—Recognizing that, as the budget process began, the Schools were facing a very large deficit which was made worse by the coronavirus pandemic, a variety of *efficiencies and changes in service delivery* were implemented in order to reduce the funding gap. These reductions include reducing the number of English Learners (EL) assistants, using existing resource teachers for dually identified students to teach EL students for half the day, eliminating FLES but providing each elementary school with 1-2 flexible positions based on enrollment, reducing the Minor Construction/Major Maintenance budget by two-thirds, reducing exemplary project staffing by half at non-Title I schools, using grant carryover funds to offset the costs of VPI teachers and assistants, suspending tuition reimbursement, and reducing department budgets. A number of these reductions are for one year only and are restored in FY 2022.



# Budget Forecast

## Long-Range Sustainability

In the FY 2021 School Board's Adopted Budget, a total of \$16.5 million is used from a number of reserves in order to balance the budget. These funds are one-time revenue sources and must be eliminated in subsequent years, which increases the shortfall for APS in future years. While this practice works for expenditures that are incurred one-time, such as purchasing a vehicle or a software package, this is not sustainable over time for ongoing expenditures.

As indicated in the budget forecast, the future budget years reserve, VRS reserve, compensation reserve and debt service reserve will be fully depleted if no additional funding is provided. APS will work to reduce its dependence on reserves to balance the budget in the future.

## Long-Term Savings

As the forecast indicates, there is an increasing shortfall in FY 2022 through FY 2024. In order to balance the budget in future years, the following will continue to be reviewed to determine if long-term savings can be realized:

- ⊙ Energy savings
- ⊙ Transportation efficiencies
- ⊙ Planning factors study
- ⊙ Collaboration with the County

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# FY 2021 Capital Improvement Fund

## School Board Message

June 25, 2020

The Honorable Libby Garvey, Chair  
Arlington County Board  
2100 Clarendon Blvd. Suite 300  
Arlington, VA 22201

Dear Chair Garvey,

On behalf of the School Board, I want to thank you and the County Board for your collaboration and support as we prepared the APS FY 2021 Capital Improvement Plan (CIP). The School Board especially appreciates our partnership with the County Board as we serve our community and navigate the uncertain environment and economic and operational challenges caused by the COVID-19 pandemic.

In response to these challenges, we have aligned the Arlington Public Schools (APS) approach to the FY 2021 CIP process with that of the County by addressing only essential capital needs in a one-year CIP, following it with a longer-term interim CIP in Spring 2021. This departure from the typical 10-year CIP allows us to use limited resources effectively to add capacity, maintain and improve existing facilities, and continue to plan for safe, healthy and supportive learning environments in which our students can learn and thrive. In adopting the FY 2021 CIP, the School Board directed Superintendent Dr. Francisco Durán to prepare a four-to-six-year Interim FY 2022 CIP that continues to plan for future enrollment growth and facility needs.

In our previous CIPs, we have worked to ensure sufficient capacity to meet pre-pandemic enrollment projections of more than 30,000 students in Fall 2021. This marks an enrollment milestone for our school division, which has grown by almost 7,800 PreK-12 students, or 38%, since 2009, and is projected to continue to grow by an additional 3,100 students through 2024-25. In preparation for meeting projected elementary school capacity needs and conducting a boundary adjustment process in Fall 2020, the School Board voted in February to move three elementary schools to other facilities. This decision will provide needed neighborhood school seats in the Rosslyn-Ballston corridor and will allow APS to focus future capital resources on other high-growth areas such as the Columbia Pike and Route 1 corridors.

Several APS capital projects are currently underway that were funded in the FY 2019-28 CIP and will be completed by January 2022. These include the new 725-seat elementary school at the Reed site, which will open in Fall 2021; additional capacity for 250 Arlington Tech seats at the Career Center, which will be available in Fall 2021; the addition of 600 high school seats at the Education Center, which will now be completed in January 2022; and the Transportation Staff Facility renovation, which will be fully completed in March 2021. We are pleased to see steady progress on these projects.

At our June 25 School Board meeting, the School Board voted 5-0 to adopt our FY 2021 CIP, which includes \$186.6 million in funding for school and infrastructure needs. This CIP was the result of extensive discussion, deliberation, and hard work by the Board and staff, especially as we had to pivot in a new direction in May and focus on a one-year CIP versus a 10-year CIP, due to the economic effects of the pandemic. We incorporated adjustments to the FY 2021 CIP in response to challenges caused by the pandemic and the unexpected change in direction and economic crisis in our County and nation. In adjusting to these constraints and aligning with the Arlington County CIP process, we have moved forward responsibly to meet the needs of our community and to prepare to begin developing the Interim FY 2022 CIP in Spring 2021.

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# FY 2021 Capital Improvement Fund

## School Board Message



In adopting the FY 2021 CIP, the School Board is requesting a bond referendum in November 2020 of \$52.6 million for the following projects:

- ⦿ Planning and design funds to meet 10-year projected seat needs at all school levels
- ⦿ Major infrastructure projects (i.e. HVAC replacement for schools)
- ⦿ Building refreshes and kitchen renovations at the sites of Arlington Traditional School, Francis Scott Key Elementary School and McKinley Elementary School
- ⦿ Entrance renovations for security at Taylor Elementary School; Gunston, Jefferson and Williamsburg Middle Schools; and Wakefield High School

With this CIP, we provided direction to Superintendent Dr. Durán to complete an instruction-driven staff analysis that will inform the Interim FY 2022 CIP process with capital and/or non-capital solutions as follows:

- ⦿ Meet the projected need for seats at all levels based on the Fall 2020 projections
- ⦿ Potentially include additions, modifications, program moves, leased space, new construction, and/or other solutions that fit within the projected 10-year CIP funding
- ⦿ Consider creative solutions for sizes, grade levels, and locations of all option schools, to include consideration of PreK thru 8 and/or Grades 6-12 models of instruction for some option schools
- ⦿ Provide the appropriate facilities to accommodate the full-time high school students on the Career Center campus
- ⦿ Examine creative solutions for more cost-effective expansion of the Career Center campus
- ⦿ Consider creative solutions to meet accessibility and short-term parking needs at The Heights

The Interim FY 2022 CIP process will also be informed by an APS after-action study of the Career Center project which will help us address and improve our construction planning and design process to avoid significant overruns and ensure needed projects are completed on time, within budget, and with the seats needed.

The School Board recognizes that the County Board faces many competing needs for funding in an extraordinarily difficult fiscal environment and we value the opportunity to continue working together to leverage resources and meet school and community needs as efficiently as possible. We look forward to continued collaboration between the School Board and County Board as we prepare the Interim FY 2022 CIP and present our school division's capital needs over the next four to six years.

On behalf of the School Board, I thank you and the County Board, and look forward to continuing our partnership to keep Arlington strong and ready for what the future will hold as we navigate through and recover from this pandemic. Our work together is more vital than ever for the sake and well-being of our community.

Sincerely,

A handwritten signature in black ink that reads "Tannia Talento".

Tannia Talento, Chair

cc: School Board Members  
Superintendent Dr. Francisco Durán

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# FY 2021 Capital Improvement Fund

## Executive Summary

COVID-19 has impacted both the County’s and APS’s financial resources and brought about a degree of economic uncertainty that significantly impacts efforts at economic forecasting over the next few years. At the same time, APS continues to experience and must address enrollment growth each year. For these reasons, the FY 2021 Capital Improvement Plan (CIP) focuses on investing in buildings, infrastructure and on managing enrollment growth.

Our financial resources are being used to address near-term funding needs considered essential to completing capital projects currently underway, maintaining infrastructure, and meeting projected capacity needs, as the school division expects to add about 1,100 more students in 2020-21, a 4% enrollment increase.

Staff identified opportunities to create flexibility for APS capital planning by adjusting the timing of some capital projects where possible, drawing down some capital reserves, and postponing new initiatives. Interim Superintendent Johnson identified priorities for the FY 2022 CIP and future years, noting that the need to plan for enrollment growth continues, with a focus on projected middle and high school enrollment, as well as the ongoing need to maintain and improve existing schools by addressing kitchen renovations, security entrances, roofs, HVAC, etc.

A significant project not included in this one-year CIP is the Career Center Expansion. In our current financial position, and the estimated cost overruns for the project, APS is exploring alternate ways to create 800+ additional seats to meet future enrollment needs.

**TABLE 1: The School Board’s FY 2021 CIP Projects**

FOCUS	PROJECTS
Enrollment Capacity	New elementary school at Reed site
	Renovation of the Education Center
	Renovations for Arlington Tech at the Career Center
	Planning and Design funds to meet 10-year projected seat needs, designed within budgetary constraints, and to include creative solutions that may affect planning and seat design and additions at all school levels and to address accessibility at The Heights
Improvements for Existing Facilities, Other Needs	Major Infrastructure
	Facility refreshes and kitchen renovations at ATS, Key and McKinley
	Security entrances for Taylor, Gunston, Jefferson, Williamsburg and Wakefield
	The Heights field and covered entrance TBD after Summer 2020 work session
	Transportation Staff Facility Project Phases 1 and 2
	Field conversion to synthetic turf at Kenmore MS in FY 2022 (removed due to County deferment)
Planning	Direction provided for next year's development of Interim CIP

See Appendix D for project descriptions and cost estimates.



# FY 2021 Capital Improvement Fund

## School Board's Adopted FY 2021 CIP



PROJECT DESCRIPTION <i>(projects in italics are from the FY19-28 CIP; the others are new)</i>	OTHER FUNDING SOURCES					BOND FUNDING			TOTAL FUNDING IN FY 2021 CIP
	OPERATING	CAPITAL RESERVE <sup>1</sup>	JOINT FUND		PREVIOUS BOND FUNDING	FY 2020	FY 2021	FY 2022	
			APS	ARLCO					
<b>SEATS AVAILABLE IN</b>						<b>FALL 2019</b>	<b>FALL 2020</b>	<b>FALL 2021</b>	
<b>ENROLLMENT CAPACITY</b>									
<i>New ES at Reed - Expanded (725 seats in 2021)<sup>2</sup></i>	\$1.25	\$4.00	\$2.75	\$2.75	\$24.10	\$17.75	\$2.40	725	\$55.00
<i>Education Center Reuse (600 HS seats in 2021)</i>	\$0.75				\$20.00	\$14.10	\$2.15	600	\$37.00
<i>Arlington Tech Expansion (FY17-26 project; 250 seats in 2021)</i>	\$0.75				\$13.00		\$5.00	250	\$18.75
Planning funds to provide options to meet 10-year projected seat needs					\$2.00				\$2.00
Design funds to meet 10-year projected seat needs					\$5.00	\$3.10	\$7.70	\$16.60	\$32.40
<b>IMPROVEMENTS AT EXISTING FACILITIES</b>									
<i>Major Infrastructure Projects</i>						\$7.40	\$7.60	\$7.80	\$22.80
<i>Refresh and Kitchen Renovation - ATS, Key, McKinley</i>		\$2.60					\$7.65		\$10.25
<i>Entrance Renovation - Taylor, Gunston, Jefferson, Williamsburg, Wakefield</i>							\$5.30		\$5.30
<i>The Heights Building - TBD after Summer 2020 Work Session</i>							\$0.00	\$0.00	\$0.00
<i>Transportation Staff Facility Renovation Phase 1 (December 2020)<sup>2</sup></i>		\$2.10							\$2.10
<i>Transportation Staff Facility Renovation Phase 2 (March 2021)</i>		\$1.20							\$1.20
<i>Field conversion to synthetic turf - Kenmore MS (APS Share)<sup>3</sup></i>							\$0.00		\$0.00
<b>TOTAL PROJECTS</b>	<b>\$2.75</b>	<b>\$3.80</b>	<b>\$0.00</b>	<b>\$2.75</b>	<b>\$64.10</b>	<b>\$42.35</b>	<b>\$37.80</b>	<b>\$24.40</b>	<b>\$186.80</b>

Color coding in the chart above corresponds with the bond referendum year in which it would be approved by voters as shown on the line "Bond Referenda Amounts" below (e.g., figures in blue above would be in the 2020 referendum).

300 Shows the number of seats coming online that year

#### BOND REFERENDA AMOUNTS

2020
\$52.65

Debt Service Ratio is calculated based on the FY 2021 School Board adopted budget projected out for ten years with no increase in County revenue.

Debt Service Ratio Target ≤ 9.8%

Debt Service Ratio - APS

Annual Bond Issuance

#### ANNUAL APS DEBT SERVICE INCREASE

	FY 2020	FY 2021	FY 2022
Debt Service Ratio - APS	8.91%	9.07%	9.25%
Annual Bond Issuance	\$42.35	\$37.80	\$24.40
<b>ANNUAL APS DEBT SERVICE INCREASE</b>		<b>\$1.52</b>	<b>\$0.47</b>

1. Capital Reserve funds are allocated to projects in order to mitigate the need for bond funding.
2. Funds have already been transferred from the Capital Reserve to the project and are therefore not included in the total.
3. There are no other field conversions planned in the 10-year horizon at this time.

#### NOTE

- An online copy of the above table is available at [https://go.boarddocs.com/vsba/arlinton/Board.nsf/files/BQWS3G6AE7EE/\\$file/E-1%20FY%202021%20Capital%20Improvement%20Plan%20presentation%20062520.pdf](https://go.boarddocs.com/vsba/arlinton/Board.nsf/files/BQWS3G6AE7EE/$file/E-1%20FY%202021%20Capital%20Improvement%20Plan%20presentation%20062520.pdf)
- **Bond financing** is generated through the sale of general obligation bonds by Arlington County as authorized by County voters through bond referenda. Bond referenda are scheduled for even-numbered calendar years, with the next bond referendum in November 2020.
- APS's **bonding capacity** is framed by the County Board-adopted financial and debt management policies. These policies provide the parameters for the amounts and timing of bond-financed projects to be included in the County's CIP, ensuring that the CIP is financially sustainable and that it supports the County's triple, triple-A bond ratings.
- Within the CIP period, net tax-supported debt service payments should not exceed 10% of general expenditures, not including the Capital Projects Fund. This percentage is known as the **debt service ratio**.
- Major Infrastructure Projects represents major maintenance investment needs for APS facilities, such as the repair and/or replacement of HVAC, roofing, and building envelope systems..

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# FY 2021 Capital Improvement Fund

## Arlington Public Schools Map

### LEGEND

#### School Level:

-  Elementary
-  Middle
-  High
-  Secondary (Middle and High)



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*\*The School Board adopted a proposal on Feb. 6, 2020, to move two elementary option schools to new sites (Key Immersion to ATS site and Arlington Traditional moves to McKinley site) and the majority of McKinley students to the new neighborhood school under construction at the Reed site. These changes will take effect in August 2021.*

# FY 2021 Capital Improvement Fund

## *CIP Overview*



### **CAPITAL IMPROVEMENT PLAN**

Managing enrollment growth and maintaining the quality of facilities are critical to the success of the school division. Constructing, renovating, and adding to existing school buildings are all lengthy processes. Typically, from the time the School Board makes a commitment, it takes five years to open a school. The process begins by identifying the needs of the school division and is followed by obtaining bond authority from the citizens, after which construction may follow.

APS typically develops 10-year CIP every two years. Each plan re-evaluates and/or confirms the previous plan to reflect changes in enrollment projections, changes to various conditions informing the plan, and changes in School Board priorities. Every CIP includes two broad categories of projects: Capital Improvement and Major Infrastructure Projects.

Major construction projects include new buildings, additions and renovations. Major infrastructure projects primarily include HVAC, roofing, and utility improvements. Regardless of the category, all CIP projects have a useful life of 20 years or more. Most CIP projects are funded by general obligation bonds, but they may also be funded with supplemental funding or current revenues set aside in the Capital Reserve.

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# FY 2021 Capital Improvement Fund

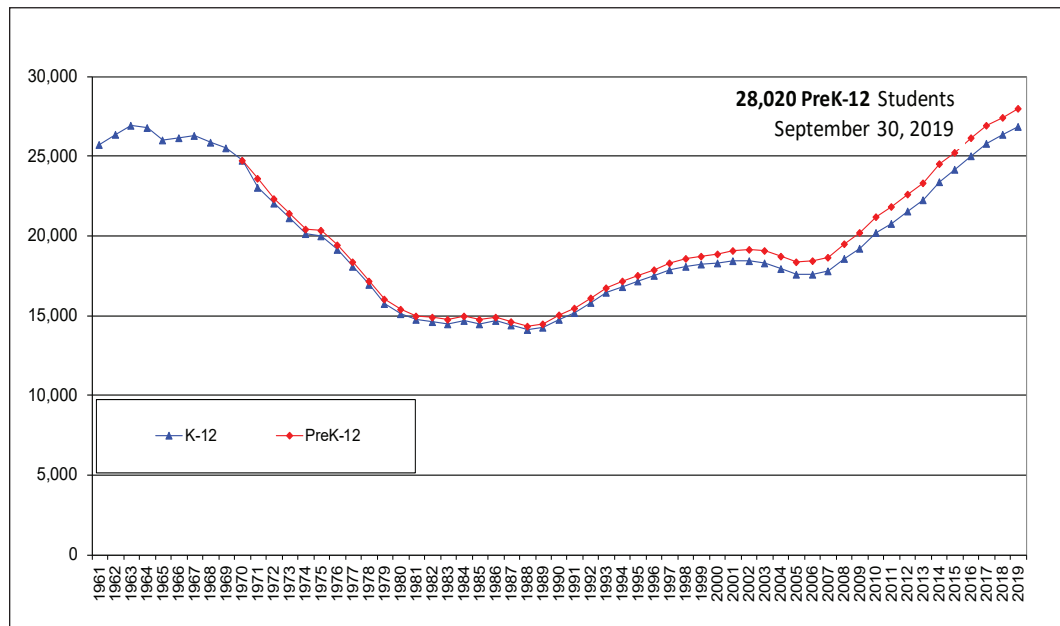
## ENROLLMENT GROWTH

All enrollment projections are completely based on assumptions from birth, future construction, and past cohort transition rates continuing into the future. The source information is from APS, Planning & Evaluation, Fall 2019. Facilities & Operations, February 2020.

All Arlington Public Schools (APS) budget and operations decisions are based on the best information available at the time. Staff and community members are reminded that funding forecasts from Arlington County and the state may change, based on many external factors. Similarly, student enrollment and projections are based on the best available information, but are also subject to change due to employment, housing and other economic factors. For these reasons, APS and the Arlington School Board may adjust future budget allocations, staffing and other operations decisions to reflect the existing community and operating landscape.

Underscoring the need to manage enrollment growth, Figure 1 (below) shows historical enrollment trends. Since 2006, PreK to Grade 12 enrollment has increased by about 9,560 students through 2019. In this period, enrollment growth has averaged just over 3% year-over-year.

**FIGURE 1: Total K-12 and PreK-12 Enrollment (September 30th), 1961-2019**

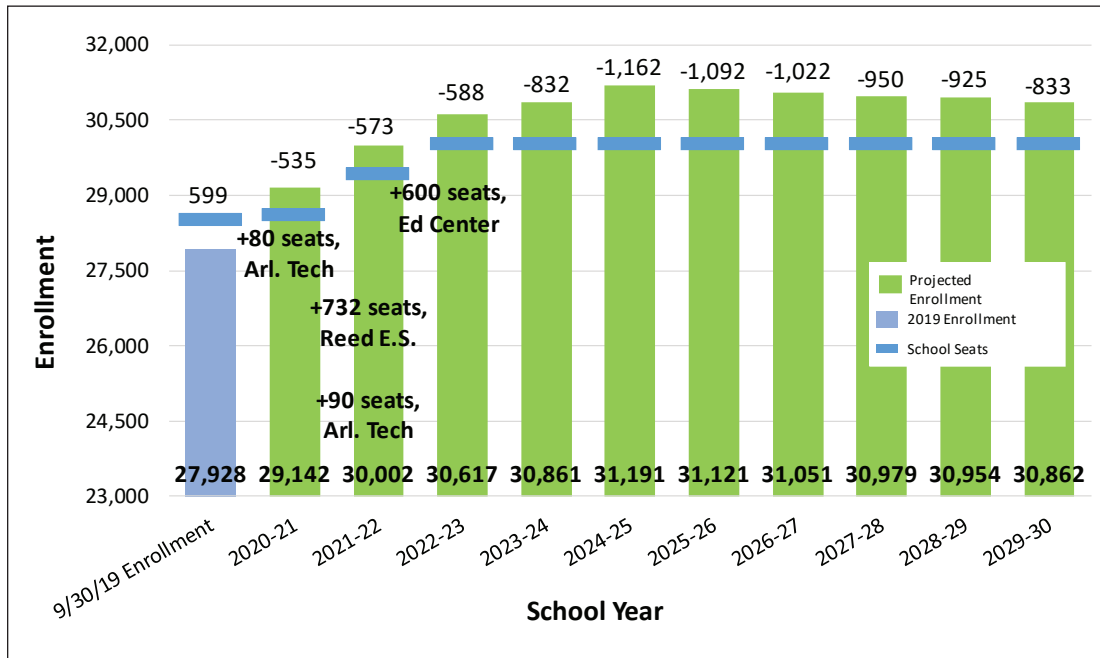




# FY 2021 Capital Improvement Fund

When the 10-year enrollment projections for PreK to Grade 12 students are compared to the seats from capital projects currently underway that were funded in the previous FY 2019-28 CIP, there are years when APS is expected to experience more students than permanent seats. This difference changes from about 600 more students than seats in 2022-23, to more than 1,000 in the 2024-25 to 2026-27 period. Over time, in about 2025-26, PreK to Grade 12 enrollment growth is expected to gradually decline and the student seat deficit will moderate as well. (See Fig. 2)

**FIGURE 2: Comparison of School Seats and Projected PreK to Grade 12 School Enrollment**



APS, Planning & Evaluation, Fall 2019. Facilities & Operations, February 2020

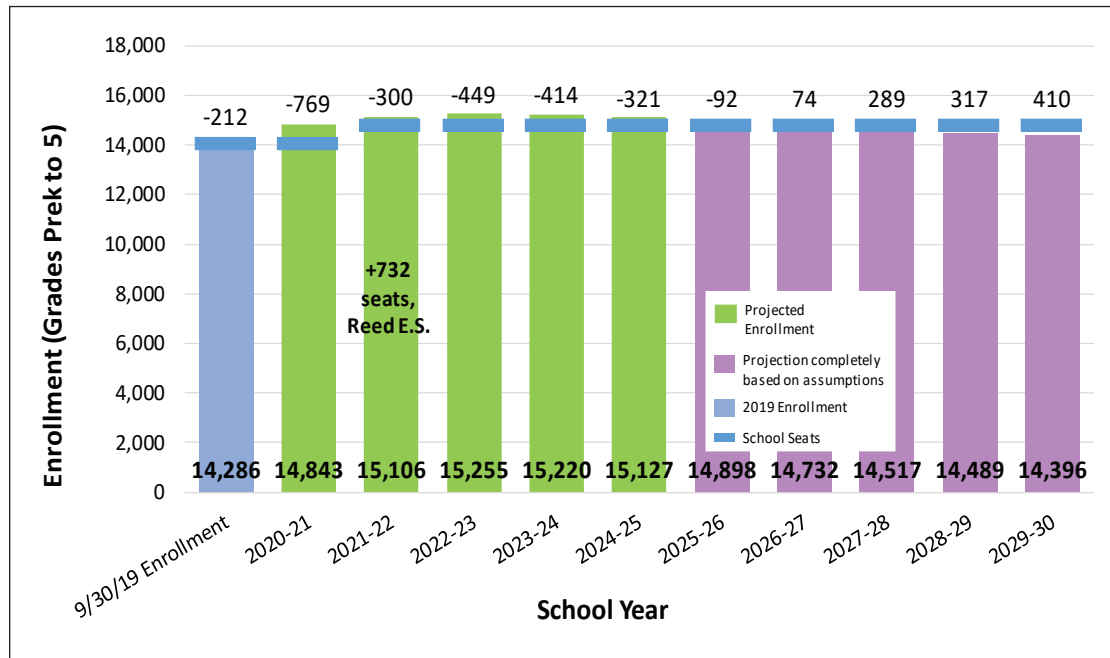
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# FY 2021 Capital Improvement Fund

Figure 3 shows that when the 725 elementary seats are added at the New Elementary School at the Reed Site in school year 2021-22—a FY 2017-26 CIP priority—there will remain a seat deficit of 300 more projected students and seats. The deficit could be most pronounced in school year 2023-24, with approximately 449 more projected students than seats. Similar to the CIP, which is reevaluated every two years, projections are reviewed annually to assess changes in enrollment growth and monitor enrollment levels at each school to ensure balanced enrollment across schools<sup>1</sup>.

**FIGURE 3: Comparing Projected Elementary School Enrollment (PreK to Grade 5) and Capacity in the FY 2021 CIP**



APS, Planning & Evaluation, Fall 2019. Facilities & Operations, February 2020

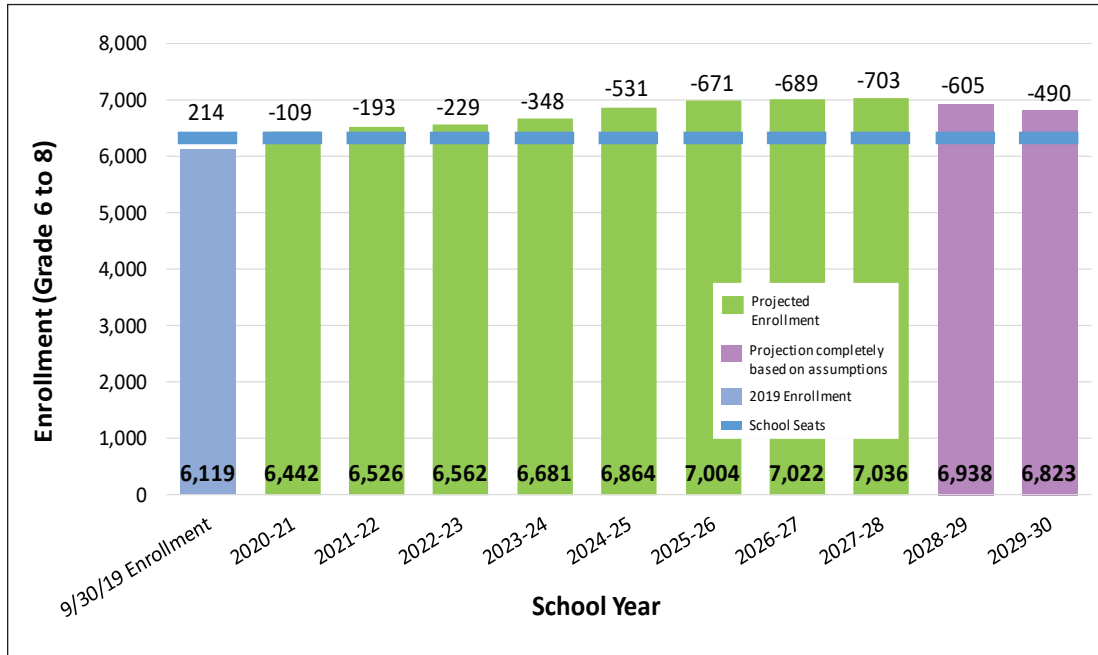
1. In 2019-2020, Alice W. Fleet opened and provided 752 elementary school seats.



# FY 2021 Capital Improvement Fund

Likewise, Figure 4 shows that with the addition of 1,000 seats at Dorothy Hamm Middle School in school year 2019-20, there was a temporary surplus of 214 seats, but by the following school year, 2020-21, the need for seats increases with about 109 more projected students than seats. This difference grows to about 703 more students than permanent seats by 2027-28<sup>2</sup>.

**FIGURE 4:** Comparing Projected Middle School Enrollment (Grades 5-8) and Capacity in the FY 2021 CIP



APS, Planning & Evaluation, Fall 2019. Facilities & Operations, February 2020

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2. In 2019, 1,022 seats, were added at the secondary level.

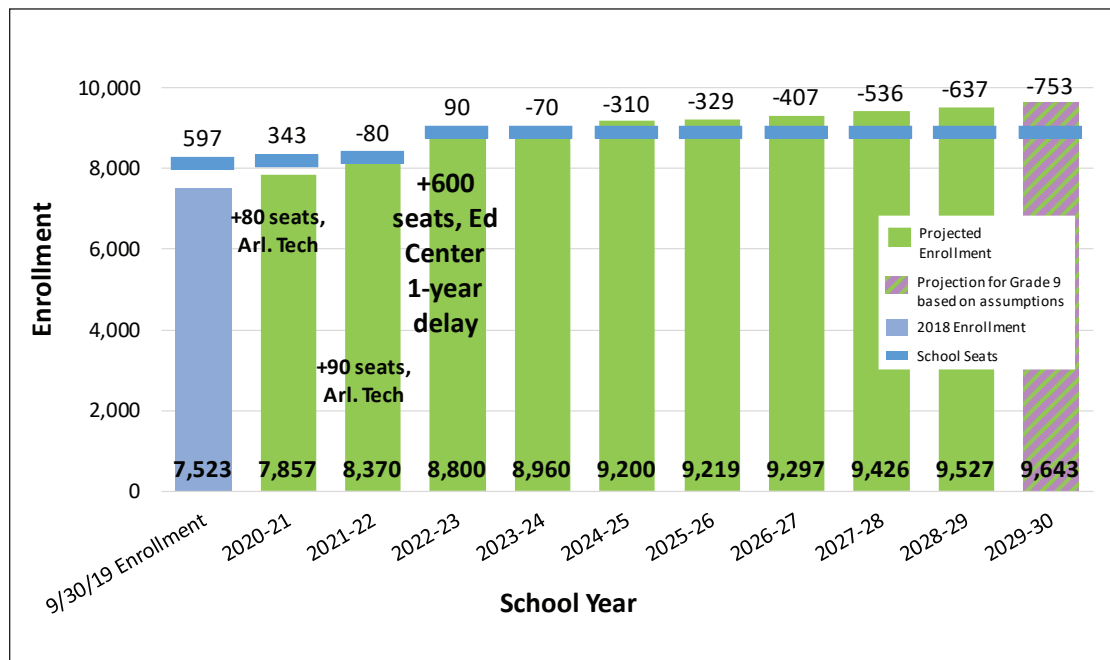


# FY 2021 Capital Improvement Fund

The capacity landscape for seats at the high school has changed since the FY 2019-28 CIP. Through the use of relocatable classrooms, an additional 237 seats were available for use at Arlington Tech and The Heights (Grades 9-12) and contributed to a surplus of 597 seats in 2019-20. The 600+ seats at the Ed Center are now expected to be completed in Jan. 2022 or a later date to be determined and those additional seats will lead to 90 more seats than projected high school students in 2022-23.

Starting in school year 2023-24, there are expected to be about 70 more students than seats at the high school level. Since the planned 800+ seats at the Career Center will not come online in school year 2025-26, because of costs, there is a deficit between seats and projected enrollment of 329 and the difference increases by 308, to more than 637 more students than seats by 2028-29. (See Fig. 5)

**FIGURE 5: Comparing Projected High School Enrollment (Grades 9-12) and Capacity in the FY 2021 CIP**



APS, Planning & Evaluation, Fall 2019. Facilities & Operations, February 2020

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# FY 2021 Capital Improvement Fund

## PROCESS

Table 2 shows the planned and revised CIP development timeline. The process to shape the priorities of the FY 2021 CIP began in Fall 2019 with a work session on the Arlington Facilities Student Accommodation Plan (AFSAP) (available at <https://www.apsva.us/wp-content/uploads/2018/03/AFSAP-Decision-Points-FINAL-03-06-19.pdf>) and collaboration between APS and the Arlington County Government’s Department of Community Planning, Housing and Development (CPHD), to preview changes to forecast for future Arlington County births and the impact on APS projections. That information was used to update the 2019 enrollment projections and showed a decrease in future Kindergarten enrollment estimate(s). Because of this change in the trend of future births, the Fall 2019 10-year enrollment projections for PreK to Grade 12 had growth that was less pronounced than had been anticipated in prior years. Still, the PreK to Grade 12 enrollment is expected to increase to 30,000 students by the 2021-22 school year. The work informed the following recommendations:

- ⦿ Defined the needs for this CIP in the 2019 AFSAP
- ⦿ Updated capital priorities after revising enrollment projections
- ⦿ Addressed urgent need for neighborhood school seats along the eastern end of the Rosslyn-Ballston Corridor with School Board adoption of elementary school moves
- ⦿ Identified opportunities to create financial flexibility for APS capital planning by:
  - ✦ Adjusting the timing of some capital projects where possible
  - ✦ Drawing down some capital reserves
  - ✦ Postponing new initiatives

On February 6, 2020, elementary school moves were adopted to address the most urgent CIP need for neighborhood elementary seats on the eastern end of the Rosslyn-Ballston Corridor. Based on the revised enrollment projections, the February 11 work session on the Annual Update and Projections provided revised priorities for the FY2021-30 CIP, shifting the emphasis from elementary school seats to middle and high school seats.

In March 2020, the onset of COVID-19 in the region resulted in significant changes for APS and ACG as they were drafting their CIPs. The economic uncertainty led to a decrease in revenue and to difficulty forecasting the cost of projects in the near- and long-term. APS refocused the CIP to address the most urgent, near-term projects. These circumstances delayed and compressed the School Board Work Session calendar.

Over the next month, expectations were revised, financing capacity was reviewed, and CIP priorities were shifted. Between May 13-21, in keeping with the County’s approach, the Interim Superintendent proposed a revised, one-year CIP for FY2021 and outlined projects and priorities for future CIPs.

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# FY 2021 Capital Improvement Fund

**TABLE 2: Overview of FY 2021 CIP Process (September 2019-February 2020)**

DATE	FOCUS	OUTCOMES
Sept. 24, 2019	Arlington Facilities Student Accommodation Plan (AFSAP) Work Session	Identified priorities for FY 2021-30 CIP with emphasis on elementary school seats in high-growth planning corridors
Nov. 6-Dec. 5	CIP Direction developed through Work Session, Information and Action	Defined priorities for FY 2021-30 CIP
Dec. 3	Review of collaboration and data sharing between APS and ACG in Joint Work Session with County Board	Preview of changes to forecasts for future Arlington County births and the impact on APS projections
Dec. 20	Publication of updated 2019 enrollment projections	Annual report showed decrease in future Kindergarten enrollment estimate
Feb. 6, 2020	Elementary school moves adopted	Addressed most urgent CIP need for neighborhood elementary school seats on the eastern end of Rosslyn-Ballston Corridor
Feb. 11	Work Session on Annual Update and Projections	Revised priorities for FY 2021-30 CIP with emphasis on high school and middle school enrollment
March 16, 2020	School closures due to coronavirus/COVID-19	Revenues decrease, impacting Budget and CIP
May 13-May 21	Interim Superintendent shares preview at Work Session, then presents Proposed CIP for FY 2021 and Future CIPs in regular meeting	Plan is reshaped to address most urgent needs and adjust other projects
May 27	CIP Work Session #1 and Public Hearing	Reviewed projects in the proposed CIP
May 28	CIP Work Session #2	Review of Career Center Expansion Project and its removal from FY 2021 CIP due to budget concerns
June 2	CIP Work Session #3	School Board shapes its Proposed FY 2021 CIP
June 4	School Board's Proposed FY 2021 CIP	Priorities defined, including direction for next CIP
June 16	CIP Work Session #4	Statements from FAC and JFAC supporting the School Board's priorities, further refinement of priorities, and a focus on direction for next CIP
	Joint Work Session with County Board	
June 25, 2020	School Board's Adopted FY 2021 CIP	

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The School Board CIP Work Session (May 27) ([https://go.boarddocs.com/vsba/arlington/Board.nsf/files/BPZSU871990B/\\$file/CIP%20Work%20Session%201%20-%20052720.pdf](https://go.boarddocs.com/vsba/arlington/Board.nsf/files/BPZSU871990B/$file/CIP%20Work%20Session%201%20-%20052720.pdf)) focused on the Interim Superintendent's Proposed CIP projects and was immediately followed by a Public Hearing.

Work Session #2 (May 28) ([https://go.boarddocs.com/vsba/arlington/Board.nsf/files/BQ2R676BDB06/\\$file/CIP%20Work%20Session%202%20-%20Presentation%20052820.pdf](https://go.boarddocs.com/vsba/arlington/Board.nsf/files/BQ2R676BDB06/$file/CIP%20Work%20Session%202%20-%20Presentation%20052820.pdf)), focused on the Career Center expansion project. The cost overruns were shared, and that project was removed from the FY 2021 CIP due to budget concerns.

At the June 2 Work Session (Work Session #3) [https://go.boarddocs.com/vsba/arlington/Board.nsf/files/BQ7SVD71D477/\\$file/CIP%20Work%20Session%203%20060220%20-%20FINAL.pdf](https://go.boarddocs.com/vsba/arlington/Board.nsf/files/BQ7SVD71D477/$file/CIP%20Work%20Session%203%20060220%20-%20FINAL.pdf), staff shared funding scenarios and discussed the CIP directions with the School Board. On June 4, the School Board presented its Proposed FY 2021 CIP ([https://go.boarddocs.com/vsba/arlington/Board.nsf/files/BQ9QG61D17A/\\$file/F-1%20School%20Board's%20Proposed%202021%20Capital%20Improvement%20Plan.pdf](https://go.boarddocs.com/vsba/arlington/Board.nsf/files/BQ9QG61D17A/$file/F-1%20School%20Board's%20Proposed%202021%20Capital%20Improvement%20Plan.pdf)), and the Chairs of the APS Facilities Advisor Council (FAC) and the ACG Joint Facilities Advisory Committee (JFAC) provided statements of support for the School Board's priorities. Those letters are in Appendices B (<https://www.apsva.us/wp-content/uploads/2020/06/FAC-CIP-Comments-June-2020.pdf>) and C (<https://www.apsva.us/wp-content/uploads/2020/06/2020-APS-CIP-JFAC-Recommendations.pdf>). Those priorities were further refined, and more focus was placed on creating direction on the next CIP. On June 25, the School Board adopted the FY 2021 CIP. (See Appendix A for the School Board Motion).



# FY 2021 Capital Improvement Fund

## COMMUNITY ENGAGEMENT

APS informed the community about progress on development of the CIP throughout the year, from planning for the original 10-year CIP through the final one-year FY 2021 CIP. While engagement efforts were affected by the COVID-19 pandemic and restrictions on public gatherings, opportunities for community input were provided throughout the process.

Beginning in Fall 2019, Planning and Evaluation staff regularly updated the CIP webpage ([www.apsva.us/engage/cip/](http://www.apsva.us/engage/cip/)) and published the work that informed the FY 2021 CIP process:

- ⦿ The 2019 AFSAP report, appendices, supplemental information, and presentation (Arlington Facilities & Student Accommodation Plan)
- ⦿ Frequent updates about the CIP throughout the process were posted online:
  - ✦ CIP process timeline
  - ✦ School Board CIP Work Session/Meetings, which were all broadcast live online and available as recordings for viewing at a later date, and any presentations made
  - ✦ Staff answers to several questions from School Board members about specific issues raised during the CIP process

Information about the development of the CIP was shared throughout the process via APS communications channels including School Talk Engage messages, social media, APS School Ambassador updates, and a news release on the adoption of the FY 2021 CIP. These communications included information on how stakeholders could share input on the CIP with the School Board, such as:

- ⦿ Providing public comment at a School Board meeting, per instructions on the School Board webpage
- ⦿ Writing to [engage@apsva.us](mailto:engage@apsva.us) or sharing input via the APS Engage online feedback form
- ⦿ Participating virtually in the May 27 School Board Public Hearing on the Interim Superintendent's Proposed FY 2021 CIP ([www.apsva.us/post/how-to-participate-in-upcoming-public-hearing-on-the-interim-superintendents-proposed-fy-2021-capital-improvement-plan/](http://www.apsva.us/post/how-to-participate-in-upcoming-public-hearing-on-the-interim-superintendents-proposed-fy-2021-capital-improvement-plan/))



# FY 2021 Capital Improvement Fund

## CIP FUNDING

Capital Improvement and Major Infrastructure Projects may be funded through bond financing, current revenues, reserves, County funds on joint-use projects, and, in some cases, through a combination of all four sources. Bond financing is generated through the sale of general obligation bonds by Arlington County as authorized by County voters through bond referenda.

Projects with total costs of more than \$500,000 and useful lives of 20 years or more are typically funded with proceeds from bond sales, although, in the FY 2021 CIP, certain facilities are partially or wholly paid with capital reserves. To keep the current CIP's Debt Service Ratio below 10%, the FY 2021 CIP uses \$9.9 million from the Capital Reserve to fund certain projects, including the new elementary school at the Reed site, building refreshes and kitchen renovations at Arlington Traditional School, Key School, and McKinley School, and renovation of the Transportation staff facility Phases 1 and 2. If a project is financed with bonds, it must have a useful life equal to or longer than the repayment schedule of the bonds issued for it.

The approved FY 2021 CIP does not include a specific project for major expansion at the Career Center site. As directed by the School Board, the site will be subject to study for possibly accommodating high school seat need, in preparation for, and during development of the FY 2022 CIP. Any major capital project at the Career Center campus will be included in the FY 2022 CIP, which the School Board is anticipated to adopt in June 2021. Career Center renovations are ongoing to support the planned enrollment growth of Arlington Tech. To prepare for the 2020-21 School Year, summer 2020 activities include renovations within a portion of the second floor and installation of additional relocatable classrooms. To prepare for further planned growth, renovations are planned to consolidate the Columbia Pike Branch Library on the first floor in order to provide shared APS/County classrooms on the second floor. The consolidation is expected to be complete in November 2020.



# FY 2021 Capital Improvement Fund

## ESTIMATED PROJECT COSTS

Estimated costs included in the CIP for major construction projects represent total project costs. Total project costs comprise construction costs; soft costs and contingencies calculated based on current costs; plus an allowance for escalation, or potential cost increase, through the midpoint of construction.

For each project under consideration, a preliminary scope of work was developed by Architecture/Engineering (A/E) firms with input from Design and Construction Services staff. Two independent estimates were prepared for each project based on the preliminary scope of work; one by a cost estimator on the A/E team, and another by a Construction Manager. The two estimates were reconciled with one another to ensure that each was based on the same assumptions and scope of work. This process ensured that APS obtained two separate professional opinions of probable cost for each project. Staff selected the higher of the two numbers to use in the total costs for the projects included in the FY 2021 CIP.

The total project cost estimates were initially based on 2020 dollars; see Appendix D for a list of all project costs considered in the FY 2021 CIP. To plan for projects that would be completed after 2020, 5% compounded annual escalation was added to account for increasing costs of labor and materials through the anticipated mid-point of construction for each project, for the first 4 years, and 4% for the remaining years. Anticipated escalation causes the total cost of a project to vary according to the year in which it is scheduled for completion.

Because of the conceptual nature of the estimates, several design, construction, and soft cost contingencies are included in all CIP total project cost estimates. Design cost contingency is an estimated cost that is added to total project cost for development of the design drawings. The amount of this contingency typically diminishes as a facility's design becomes better defined and more details during the process from Concept through Final Design. Construction contingencies are included to cover unanticipated costs arising during construction and soft cost contingencies are included because many of APS's direct costs are unclear at the early stages of a project.

The approved FY 2021 CIP does not include a specific project for major expansion at the Career Center site. As directed by the School Board, the site will be subject to study for possibly accommodating high school seat need, in preparation for, and during development of the FY 2022 CIP. Any major capital project at the Career Center campus will be included in the FY 2022 CIP, which the School Board is anticipated to adopt in June 2021. Career Center renovations are ongoing to support the planned enrollment growth of Arlington Tech. To prepare for the 2020-21 School Year, summer 2020 activities include renovations within a portion of the second floor and installation of additional relocatable classrooms. To prepare for further planned growth, renovations are planned to consolidate the Columbia Pike Branch Library on the first floor in order to provide shared APS/County classrooms on the second floor. The consolidation is expected to be complete in November 2020.

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# FY 2021 Capital Improvement Fund

## PLANNING FOR FY 2022 CIP PER THE JUNE 25, 2020 SCHOOL BOARD MOTION

In the June 25 School Board Motion, the School Board directed the Superintendent to “complete an instruction-driven staff analysis to inform the FY 2022 CIP. The analysis will provide capital and/or non-capital solutions that:

- ⊙ Meet the projected need for seats at all levels based on the Fall 2020 projections
- ⊙ Potentially include additions, modifications, program moves, leased space, new construction, and/or other solutions that fit within the projected 10-year CIP funding
- ⊙ Consider creative solutions for sizes, grade levels, and locations of all option schools, to include consideration of Pre-K thru 8 and/or Grades 6-12 models of instruction for some schools
- ⊙ Provide the appropriate facilities to accommodate the full-time high school students on the Career Center campus
- ⊙ Examine creative solutions for more efficient use of the Career Center campus
- ⊙ Consider creative solutions to meet accessibility and short-term parking needs at The Heights

To read the full June 25 School Board motion, see Appendix A.



# FY 2021 Capital Improvement Fund

## PUBLICATIONS THAT INFORMED THE CIP

### Arlington Facilities and Student Accommodation Plan (AFSAP)

The AFSAP is produced every other calendar year to provide a comprehensive look at student enrollment and building capacity; it is used to inform the CIP. A copy of the March 6, 2018, AFSAP can be found at [www.apsva.us/engage/afsapreport/](http://www.apsva.us/engage/afsapreport/).

### 2018-24 Strategic Plan

The Strategic Plan is a six-year plan that charts a course for students, staff and APS overall. The Strategic Plan addresses the needs and aspirations of students, parents, citizens, teachers, administrators and staff, while mapping out the school system's core activities. On June 7, 2018, the School Board adopted the 2018-24 Strategic Plan. In September 2018, the Superintendent will propose final strategies and performance objectives of the Strategic Plan for School Board approval. A copy of the Strategic Plan can be found at [www.apsva.us/wp-content/uploads/2019/02/StrategicPlanFINAL-Doc-10-26-18.pdf](http://www.apsva.us/wp-content/uploads/2019/02/StrategicPlanFINAL-Doc-10-26-18.pdf).

### Facilities Optimization Study, SY 2017-18

The APS Facilities Optimization Study provides the number of relocatable classrooms that may be deployed at each APS school. The study was developed by APS staff. It provides data with which to make informed decisions about adding capacity to APS schools through the use of relocatable classrooms. The study can be found at [www.apsva.us/wp-content/uploads/2017/11/Facilities-Optimization-Study.pdf](http://www.apsva.us/wp-content/uploads/2017/11/Facilities-Optimization-Study.pdf).

## COMMITTEES THAT INFORMED THE CIP

### Advisory Council on School Facilities and Capital Programs (FAC)

The FAC assists the School Board in the continuous, systematic review of school facilities and the annual and long-range Capital Improvement Program. The Council offers recommendations and suggestions to the School Board on the Arlington School Facilities and Student Accommodation Plan (AFSAP), which includes the ten-year Capital Improvement Plan (CIP), and for future funding for school facilities.

### Joint Facilities Advisory Commission (JFAC)

The JFAC is an advisory body jointly appointed by the County Board and the School Board to provide input on capital improvements plans and long-range planning. These members should include residents with varying degrees of experience in planning, education, public finance, design and construction, participation in organizations or processes sanctioned by Arlington County and/or Arlington Public Schools, or other work or community participation related to the JFAC mission. Appointees should also reflect the geographic and demographic diversity of Arlington County.

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# FY 2021 Capital Improvement Fund

## *Appendix A: Motion for Adoption of FY 2021 CIP: June 25, 2020*

Typically, every two years, the School Board adopts a Capital Improvement Plan (CIP) addressing capital needs over the next ten years. This approach to capital planning anticipates needs for the next decade, while providing flexibility to adjust to changing circumstances.

During the CIP development process that began in the fall of 2019, the School Board focused on providing seats for students in the areas of most critical need in light of the continued, sustained growth in student enrollment.

However, beginning in March 2020, the Coronavirus pandemic caused major economic uncertainties in Arlington and across the nation. This resulted in the need for the School Board to approach the development of this biennial CIP differently.

The School Board recognizes that its priority in this CIP is identifying the funding needed for the 2020 bond referendum, in order to begin work on the areas of most critical need. With this in mind, and to align with Arlington County's CIP process this year, the School Board developed a one-year CIP.

The School Board further recognizes that an interim four- to six-year CIP will need to be developed in Spring 2021. With that in mind, the School Board is providing additional direction to the Superintendent for the coming year.

Consistent with these goals, I move that the School Board adopt the FY 2021 Capital Improvement Plan, delineated in Slides 17 through 21.

I further move that the School Board direct the Superintendent to complete an instruction-driven staff analysis to inform the FY 2022 CIP. The analysis will provide capital and/or non-capital solutions that:

Meet the projected need for seats at all levels based on the Fall 2020 projections

- ⊙ Potentially include additions, modifications, program moves, leased space, new construction, and/or other solutions that fit within the projected 10-year CIP funding
- ⊙ Consider creative solutions for sizes, grade levels, and locations of all option schools, to include consideration of Pre-K thru 8 and/or Grades 6-12 models of instruction for some schools
- ⊙ Provide the appropriate facilities to accommodate the full-time high school students on the Career Center campus
- ⊙ Examine creative solutions for more efficient use of the Career Center campus
- ⊙ Consider creative solutions to meet accessibility and short-term parking needs at The Heights

The School Board shall also direct the superintendent to bring forward for Board approval no later than January 7, 2021, an overall plan, to be embodied in the School Board's Direction for the FY 2022 CIP to guide development of capital project options that, upon execution, will meet middle, high, and elementary seat needs as confirmed by the Fall 2020 enrollment projections, that are in alignment with planned further development of the Instructional Program Pathways (IPP) process, and that can be completed as close as possible to when the seats are needed and within anticipated available funding. This will result in a process that develops concept designs and total project cost estimates for the capital projects, narrows options, and results in the inclusion of specific capital projects in the School Board's FY 2022 CIP.



# FY 2021 Capital Improvement Fund

## Appendix A: Motion for Adoption of FY 2021 CIP: June 25, 2020



For each capital project developed, staff shall prepare a project scope, outline educational and construction specifications, the estimated project cost, and a commitment to the number of seats to be provided and to the date on which the project will be completed. The estimated total cost of capital projects should be within the anticipated limits of capital funding available. The above information on the capital projects developed should be provided not later than March 2021. The estimated total cost for each project will then be considered for inclusion in the FY 2022 CIP.

The Board shall approve the concept design for each project in a public session. Included in the plan should be projected cost monitoring checkpoints to ensure that each capital project remains within the allocated funding stated in the FY 2022 CIP as the design and construction phases proceed for each project.

Every effort shall be made by the Superintendent to utilize only those capital funds needed for planning and design and reserve any excess funds from this allocation for construction of other needed capital projects.

In addition, the School Board directs the Superintendent to conduct an after-action study of the Career Center project to determine how to improve APS' construction planning and design process to avoid significant overruns and ensure needed projects are completed on time, within budget, with the seats needed. This study should be completed in time to inform the above capital project development process for the FY 2022 CIP.

I further move that the School Board direct the Superintendent to hire an independent consultant to collaborate with the School Board and staff to revise, and as appropriate, supplement the Policies and Policy Implementation Procedures relating to the CIP and the planning, design and construction of capital projects in order to improve financial controls and reporting to the School Board during the process leading up to School Board approval of capital projects in the CIP and during public engagement on and design and construction of capital projects.

The Policies and Policy Implementation Procedures to be revised include, but are not limited to:

- ⦿ Policy F-1 Financial Management – Capital Improvement Plan
- ⦿ Policy Implementation Procedure F-1 PIP-1 Financial Management – Capital Improvement Plan
- ⦿ Policy F-5.7 Construction and Maintenance
- ⦿ Policy Implementation Procedure F-5.7 PIP-1 Capital Program Implementation
- ⦿ Policy Implementation Procedure F-5.7 PIP-2 Building Level Planning Committees
- ⦿ Policy Implementation Procedure F-5.7 PIP-3 Project Planning

The Policies and Policy Implementation Procedures shall be revised and approved by November 2020, so that they may be applied to development of the School Board's FY 2022 CIP and the capital projects included in it.

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# FY 2021 Capital Improvement Fund

## *Appendix A: Motion for Adoption of FY 2021 CIP: June 25, 2020*

WHEREAS, Section 15.2-2640 of the Code of Virginia of 1950, as amended (the “Code”), requires that the School Board of Arlington County (“School Board”) request, by resolution, that the County Board of Arlington County (“County Board”) adopt a resolution regarding the contracting of a debt and the issuance of general obligation bonds of Arlington County for school purposes;

NOW, THEREFORE, BE IT RESOLVED, that the School Board, as required by Section 15.2- 2640 of the Code, does hereby request that the County Board adopt a resolution setting forth the maximum amount of its general obligation bonds to be issued for capital projects for school purposes and requesting that the Circuit Court of Arlington County order an election on the question of contracting a debt and issuing the general obligation bonds of Arlington County in an amount not to exceed \$52,650,000 for the purpose of paying the costs of capital projects for school purposes. This resolution shall take effect immediately.

Motion by Barbara J Kanninen, second by Nancy Van Doren.

Final Resolution: Motion Carries

Yea: Nancy Van Doren, Reid S Goldstein, Barbara J Kanninen, Tannia Talento, Monique O’Grady

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# FY 2021 Capital Improvement Fund

## Appendix B: FAC Recommendations on the FY 2021 CIP



The Capital Improvement Plan (CIP) the School Board is considering today is certainly different the document we all thought would be developed when this process began earlier this year. COVID-19 has brought with it the weight of a great deal of uncertainty around finances, enrollment as well as our daily operations. That uncertainty is unlikely to go away in the near term and the strains upon our school division are likely to grow. We must work as a community to find innovative and efficient uses of space and money looking at both operational and capital solutions. Unfortunately, the strain from COVID-19 is going to make it even more challenging to ensure we have adequate seats for students across our system and a need to ensure our school buildings are refreshed and maintained to provide equitable learning environments. The 2021 CIP as proposed provides a reasoned and logical interim approach to addressing our most immediate capital needs. More specifically, we appreciate the focus on providing planning funds for seats at all school levels. We recommend that identifying a path forward to ensure not only that we have seats at all levels, but that we have seats in the right places to ensure no part of the county is bearing an unfair burden when it comes to capacity issues.

There is no way to predict how this pandemic and recession will impact student enrollment in Arlington. As we move forward into the 2022 CIP cycle, we encourage the School Board and staff to consider the following:

1. With these challenges come opportunities to create a new vision for facilities in Arlington Public Schools (APS) that is better aligned with instructional goals to be outlined in the PreK–12 Instructional Program Pathways (IPP).
2. It is unlikely that we will see an alleviation of our budget constraints any time soon. How can we identify the most critical capital needs to ensure we are not leaving any schools or students behind?
3. With the elimination of new high school seats Career Center project from this CIP we stand ready to work with staff to identify how to approach this project to bring it into budget and provide services to students.
4. We appreciate the collaboration between APS and the County and encourage continuing to increase this collaboration will be critical to finding efficiencies to maximize our use of existing buildings, buildable sites and resources. We also encourage strong lines of communication between APS and the county planners to ensure that as residential building and development plans change APS has full visibility into the impacts on our schools.
5. Identify how we can maximize and optimize existing facilities including continued review of the placement of options programs. This analysis can and should be guided by the IPP to ensure instructional alignment with facility needs.
6. Because we are going to be under significant budget pressures it will be important to ensure that we understand the maximum capacity of our school facilities and what the limits are that would obstruct quality and equitable instruction.
7. The challenges we face may be bigger than we realize today and will require our school division to think differently and broadly about the way we approach learning spaces and capital projects in order to work within budget constraints while simultaneously addressing future needs.
8. How can we better reconcile our facility locations with transportation needs in order to better optimize transportation services to minimize costs?

The FAC stands ready to work with staff to address these questions and those that will come to light as our new reality continues to evolve.



# FY 2021 Capital Improvement Fund

## Appendix C: JFAC Recommendations on the FY 2021 CIP

### RECOMMENDATIONS FOR THE ARLINGTON PUBLIC SCHOOLS' CAPITAL IMPROVEMENT PLAN (CIP)

June 10th, 2020

#### Planning Process and Enrollment Capacity

The Arlington Public Schools' CIP planning process has reinforced the understanding that there are enrollment capacity shortfalls of 700 seats for middle school students and 800 seats for high school students over the next decade. Now that the Career Center estimates have come in substantially over budget, the location of those high school seats is once again in question. Several ideas worthy of consideration have been brought forward in recent CIP discussions. This follows several years of creative ideas put on the table starting with the [Superintendent's Master Planning process](#) in 2015, through the [Community Facility Study recommendations](#) and those of subsequent working and advisory groups. We need to look at these ideas through the lens of the economic realities stemming from our current crisis. Now is the right time for Arlington Public Schools (APS) to employ fresh, bold thinking to meet facility needs and stretch every CIP dollar. We must not let this crisis pass by with us believing we will return to business as usual in the next few months. Instead, we should seize this opportunity to chart a new, fiscally sustainable course when it comes to meeting capacity needs through facilities planning and delivery.

It should come as no surprise that the Chairs of a Commission charged with planning for facility needs would strongly endorse the recommendation to add planning funds to the current CIP. As we look around us, the impact of the pandemic has created general and long-term economic uncertainty. At the same time, it has given us a "bootcamp" of knowledge and experience in providing distance learning. We are also disappointed that the public Career Center processes failed to deliver a plan that could be built within the funding available. With all this, it seems prudent that we take a pause to re-assess the APS capacity needs and how those needs can best be met in the near- and long-term.

As the Chairs of the Commission, we recommend that the School Board direct staff to craft an agile and time-bounded planning process for meeting capacity needs. This process should leverage the existing commissions and advisory committees, joined with a diverse set of stakeholders, to review existing recommendations along with new ideas. The planning process should consider the letter from the County Manager [list County-owned sites](#) to help address school enrollment capacity needs. This process should also include a review the just-published results of APS' fourteen [Design Studies](#) undertaken per School Board direction last December. "Big picture, visionary thinking and providing a forum where fresh and creative ideas can be discussed freely" is stated in the [charge of the JFAC](#), and we encourage APS to leverage our Commission as needed to move this work forward, provide a forum for public input throughout the process, and help craft recommendations that both align with APS needs and are informed by Arlington County's plans and principles.

If those recommendations include the need for siting new school facilities, we encourage APS to start the siting process, as outlined in the Community Facilities Study, to site a facility or facilities that can provide this needed enrollment capacity.

Any good planning process provides for after-action assessments to identify improvements for the next process. In this way, projects learn from and do not repeat past mistakes. The Commission recommends that an after-action process be taken to assess the Career Center BLPC and PFRC process to determine how a project with a known cost ceiling resulted in a design that could not be built within that ceiling. While this is not the first time

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# FY 2021 Capital Improvement Fund

## Appendix C: JFAC Recommendations on the FY 2021 CIP



we have had challenges keeping to cost ceilings, the Career Center planning produced the largest gap between expected and final estimated costs. A report on how this occurred for the Career Center process can inform the assumptions and expectations, and result in process improvements for the next project.

### Other Capital Projects

Commission members advised that the kitchen renovation needs should be substantiated, and those plans should be put in the larger context of school kitchen needs overall. These questions are similar to the School Board's concerns listed under CIP Question #3. It appears that the answers to Question #3 do provide substantiation for the kitchen needs and the larger context of kitchen renovations.

Commission members also highlighted that COVID-19 has had a substantial impact on the use of distance learning. This change led to questions around whether this increased use of distance learning could have longer-term impacts on the overall APS seat needs. The current CIP plans do not appear to consider this potential impact.

Questions were raised around the fact that the CIP does not appear to consider green spaces, apart from playing fields, to be part of the APS infrastructure. Commissioners advised that, especially with Arlington County's biophilic commitment, APS should consider doing explicit green infrastructure planning and bring that investment in the CIP.

Commissioners raised questions around APS' planned changes for the Trades Center. Were the APS changes planned in concert with the County's space utilization plans for the Trades Center? From the website, the planning appears delayed. Will this plan be moving forward? In which CIP year will this work be reflected?

The proposal in the CIP for bus parking and the access road on the Kenmore Campus is relatively new. Commissioners asked for details on the broader plans for bus parking on the Kenmore Campus, and we note this was part of the Design Studies undertaken at the direction of the School Board and recently published on the APS website. Commissioners asked if those plans have been discussed and shared with the broader community, and if not, we recommend engagement with the neighborhood if those plans move forward.

### Background

The Joint Facilities Advisory Commission (JFAC) was created as an advisory body jointly appointed by the Arlington County Board and the Arlington County School Board, based on a recommendation from the 2015 Community Facilities Study. The Commission has been charged with reviewing the APS CIP prior to its adoption and making recommendations to the School Board on the adoption of the CIP.

Our Commission was not able to have a public meeting due to the current restrictions on meeting during the COVID-19 emergency. Rather, Commissioners observed the School Board Work Sessions held on May 27th, May 28th and June 2nd to review the APS CIP, and provided their thoughts to the Commission Chairs for this recommendation. As a result, this letter is from the Chairs, rather than from the entire Commission, but it was informed by Commissioners' comments.

This letter summarizes the Commission Chairs' recommendations to the School Board and is intended to provide input to the School Board on the CIP for APS.



# FY 2021 Capital Improvement Fund

## Appendix D: Project Descriptions and Cost Estimates

A list of all capital projects considered in the FY 2021 CIP and their cost is below and can also be found at [https://go.boarddocs.com/vsba/arlington/Board.nsf/files/BQMKPH5126E9/\\$file/CIP%20Work%20Session%204%20Power%20Point%20061620.pdf](https://go.boarddocs.com/vsba/arlington/Board.nsf/files/BQMKPH5126E9/$file/CIP%20Work%20Session%204%20Power%20Point%20061620.pdf) and projects proposed for future CIPS (slides 28-31) can be found at [https://go.boarddocs.com/vsba/arlington/Board.nsf/files/BQ7SVD71D477/\\$file/CIP%20Work%20Session%203%20060220%20-%20FINAL.pdf](https://go.boarddocs.com/vsba/arlington/Board.nsf/files/BQ7SVD71D477/$file/CIP%20Work%20Session%203%20060220%20-%20FINAL.pdf).

### FOCUS: CAPITAL PROJECTS CURRENTLY UNDERWAY THAT WERE FUNDED IN THE PREVIOUS FY 2019-28 CIP

PROJECT	DESCRIPTION	PROJECT COMPLETED	MAXIMUM ESTIMATED COSTS
New ES at the Reed Site	<ul style="list-style-type: none"> <li>Construction is on track and the facility is scheduled to open for 2021-22 school year</li> <li>McKinley Elementary School administration will move to the new building in summer 2021*</li> <li>Project adds 732 additional seats for elementary school students, addressing urgent need for elementary school capacity</li> </ul>	Aug. 2021	<ul style="list-style-type: none"> <li>November 2018, Arlington voters supported a bond that included \$44.25 million for the completion of the new school at the Reed site</li> <li>Construction is on track, and facility is scheduled to open for 2021-22 school year</li> <li>McKinley Elementary School administration will move to the new building in summer 2021*</li> <li>Project adds 732 additional seats for elementary school students, addressing urgent need for elementary school capacity</li> </ul>
Education Center Reuse	<ul style="list-style-type: none"> <li>Project repurposes office building, adding 600 additional seats for high school students, addressing urgent need for high school capacity</li> <li>Facility will expand capacity for Washington-Liberty High School</li> </ul>	Jan. 2022	<ul style="list-style-type: none"> <li>In November 2018, Arlington voters supported a bond that included \$32.25 million for the completion of the renovation of the Education Center</li> <li>After the Fall 2020 bond sale occurs, the Education Center funds will be replenished, and construction will proceed</li> <li>Opening now planned for January 2022</li> <li>Facility will expand capacity for Washington-Liberty High School</li> <li>Project repurposes office building, adding 600 additional seats for high school students, addressing urgent need for high school capacity</li> </ul>
Career Center/ Arlington Tech	Estimate adding 250 new seats	Aug./Sept. 2021	\$18,000,000
Transportation Staff Facility Ren-ovation Phase 1	<ul style="list-style-type: none"> <li>Staff break room, restrooms, showers, exercise and training rooms</li> <li>Interior demolition completed</li> </ul>	Dec. 2020	\$2,100,000

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# FY 2021 Capital Improvement Fund

## Appendix D: Project Descriptions and Cost Estimates



### FOCUS: IMPROVEMENTS FOR EXISTING FACILITIES, OTHER NEEDS

PROJECT	DESCRIPTION	PROJECT COMPLETED	MAXIMUM ESTIMATED COSTS
Major Infrastructure Projects	These projects, which must continue in order to maintain existing APS buildings, include--but are not limited to--the following: <ul style="list-style-type: none"> <li>– HVAC</li> <li>– Roofing</li> <li>– Windows</li> </ul>	Over next 2 years	\$15,400,000
Building Refreshes and Kitchen Renovations at ATS, Key and McKinley Sites	Renovation may include kitchen and additional space, kitchen equipment, owner (soft) cost	Start of school Aug./ Sept. 2021	\$10,225,000
Security Entrances at Taylor, Gunston, Jefferson, Williamsburg and Wakefield	Schools where the office is not located directly adjacent to the main entrance	Start of school Aug./ Sept. 2021	\$5,300,000
Transportation Staff Facility Ren-ovation Phase 2	<ul style="list-style-type: none"> <li>• Renovation of administrative offices</li> <li>• New ramp will make entire Trades Center facility accessible</li> </ul>	Mar. 2021	\$1,200,000
The Heights Building	<ul style="list-style-type: none"> <li>• Construct a synthetic turf field above covered access to ground floor of building with short-term and accessible parking required for the Shriver and H-B Woodlawn Programs</li> <li>• The Heights field and covered entrance TBD after Summer 2020 work session</li> </ul>	TBD After Summer 2020 work session	TBD After Summer 2020 work session

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### FOCUS: PLANNING

PROJECT	DESCRIPTION	PROJECT COMPLETED	MAXIMUM ESTIMATED COSTS
Planning and Design for Middle and High School Seats	Approve funding to develop, evaluate and select options to be included as capital projects in the FY 2022 CIP, to be adopted in June 2021, and include: <ul style="list-style-type: none"> <li>• Middle school enrollment growth, shaped by the vision in the PreK-12 Instructional Program Pathways (IPP)</li> <li>• Timelines and phasing to address high school enrollment growth: <ul style="list-style-type: none"> <li>• Creating the 800 seats at the Career Center and/ or at other locations to address high school enrollment growth</li> <li>• Adding common spaces needed for Arlington Tech and the other programs at the Career Center</li> </ul> </li> </ul>		MS seats: \$6.7M <ul style="list-style-type: none"> <li>• \$2.5M from Capital Reserve</li> <li>• \$4.2M from bonds in FY22</li> </ul> HS seats: \$27.7M <ul style="list-style-type: none"> <li>• \$5.2M from Capital Reserve</li> <li>• \$12.4M from bonds in FY22; \$7M in previous bond funds</li> <li>• \$3.1M from bonds being sold in Fall 2020</li> </ul>



# FY 2021 Capital Improvement Fund

## Appendix E: Glossary of Terms

**Bonding Capacity** — The amount of bonds that can be issued in a given year that meets the debt service ratio. APS’s bonding capacity is framed by the County Board-adopted financial and debt management policies. These policies provide the parameters for the amounts and timing of bond-financed projects to be included in the County’s CIP, ensuring that the CIP is financially sustainable and that it supports the County’s triple, triple-A bond ratings.

**Bond Financing** — Funds generated through the sale of general obligation bonds by Arlington County as authorized by County voters through bond referenda. Bond referenda are scheduled for even-numbered calendar years, with the next bond referendum in November 2020.

**Capital Improvement Plan (CIP)** — Every two years, the School Board adopts a CIP that addresses APS capital needs—investments needed to improve or enhance the infrastructure of our schools—over the next ten years. The CIP includes major capital projects, such as new schools and school additions, as well as major maintenance and minor construction projects. See CIP Overview (p. 7) for more information.

**Construction Contingency** — An estimated value added to total project cost to cover unanticipated expenses that come up during construction.

**Debt Service Ratio** — Within the 10-year CIP period, net tax-supported debt service payments should not exceed 10% of general expenditures, not including the Capital Projects Fund. This percentage is known as the debt service ratio.

**Debt Service Increase** — In the APS CIP process, it reflects a debt service increase of \$3 million or more over the previous fiscal year.

**Design Cost Contingency** — An estimated cost added to total project cost to account for development of the design drawings. This contingency’s estimated cost is typically reduced as a facility’s design becomes increasingly well-defined from conceptual design through bid documents.

**Escalation Cost** — To plan for projects that would be completed after 2019, a 4% compounded annual increase, or escalation, was added to account for increasing costs of labor and materials through the anticipated mid-point of construction for each project. Anticipated escalation causes the total cost of a project to vary according to the year in which it is scheduled for completion.

**Major Construction and Minor Construction/Major Maintenance (MC/MM)** — major maintenance investment needs for APS facilities, such as the repair and/or replacement of HVAC, roofing, and building envelope systems.

**Permanent Seat** — school seats associated with a current or future school structure. Permanent seats do not include relocatable classrooms.

**Soft Costs** — Include architecture/engineering design fees, construction management, third-party testing and commissioning fees, permitting fees, moving and legal costs, furniture, fixtures, and equipment costs, and other miscellaneous costs needed to provide a complete project. Soft costs can vary greatly depending on the size, scope, and complexity of the project.

**Total Project Cost** — Includes construction costs; soft costs and contingencies calculated based on current costs; plus an allowance for escalation, or potential cost increase, through the midpoint of construction.



## Planning Factors

### Typical School Staffing

#### ELEMENTARY SCHOOLS

Abingdon Elementary School  
Arlington Science Focus School  
Arlington Traditional School  
Ashlawn Elementary School  
Barcroft Elementary School  
Barrett Elementary School  
Campbell Elementary School  
Carlin Springs Elementary School  
Claremont Elementary School  
Discovery Elementary School  
Dr. Charles R. Drew Elementary School  
Alice West Fleet Elementary School  
Glebe Elementary School

Hoffman-Boston Elementary School  
Integration Station Program  
Jamestown Elementary School  
Francis Scott Key Elementary School  
Long Branch Elementary School  
McKinley Elementary School  
Montessori Public School  
of Arlington  
Nottingham Elementary School  
Oakridge Elementary School  
Randolph Elementary School  
Taylor Elementary School  
Tuckahoe Elementary School

#### SECONDARY SCHOOLS

Gunston Middle School  
Dorothy Hamm Middle School  
Jefferson Middle School

Kenmore Middle School  
Swanson Middle School  
Williamsburg Middle School  
H-B Woodlawn Program  
Wakefield High School  
Washington-Liberty High School  
Yorktown High School

#### OTHER SCHOOL PROGRAMS

Arlington Career Center/  
Arlington Tech  
Arlington Community High School  
Langston High Continuation Program  
New Directions Alternative High  
School Program  
Eunice Kennedy Shriver Program  
Teenage Parenting Program

FINANCIAL: **SCHOOLS**



# Planning Factors

A large part of the schools' budgets are calculated according to formula. These formulas are commonly referred to as "planning factors". Allocating funds using formulas based on enrollment projections is done to ensure funding equity among schools and programs. All Arlington schools receive a similar level of support for those resources subject to the formulas. The purpose of planning factors is to provide a base level of equity and consistency for personnel, equipment and supplies to meet instructional goals and to adequately deliver instruction, to provide predictability regarding budgetary planning and to assure compliance with state standards.

When school starts in September, changes in the actual enrollment when compared to what had been projected are reviewed for any staffing changes. A contingency fund in the Human Resources Department funds additional staffing required based on the planning factor application.

The FY 2021 Adopted Budget teacher staffing ratios for the different levels are as follows:

- ⊙ Kindergarten      24.0:1    (Maximum class size of 25)
- ⊙ Grade 1            21.0:1    (Recommended maximum class size 25)
- ⊙ Grades 2 and 3    23.0:1    (Recommended maximum class size 27)
- ⊙ Grades 4 and 5    25.0:1    (Recommended maximum class size 29)
- ⊙ Middle School      25.15:1
- ⊙ High School        26.9:1

More detail on the staffing ratios is listed in the FY 2021 Adopted Budget Planning Factor document at the following website address: [www.apsva.us/budget-finance/planning-factors](http://www.apsva.us/budget-finance/planning-factors).

### Class Size

The following reflects the average class size in Arlington Public Schools for FY 2020 as reported in the WABE (Washington Area Boards of Education) Guide.

### STUDENTS PER CLASSROOM TEACHER

- ⊙ Elementary        21.5
- ⊙ Middle             21.0
- ⊙ High                19.7

### How Class Sizes Are Balanced

Projecting the number of students who will attend school in an upcoming year is extremely important. Student enrollment projections are vital in the planning of class sizes, teacher assignments, room assignments and acquisition of materials for those classes.

When school starts in September, we often see slight changes in our actual enrollment numbers when compared to what had been projected as a result of unanticipated movement of students into or out of the area. These and other variances in our ever-changing community may require us to reexamine staffing to ensure that our teaching staff is utilized in the best and most balanced way possible.



# Typical School Staffing

The following data illustrate typical staffing allocations for an average elementary school, middle school, and high school based on the FY 2021 adopted planning factors. Staffing and enrollment listed here reflect an estimated average of staffing and enrollment at each level. Actual enrollment and staffing at individual schools will vary due to the number and type of students enrolled and the programs and needs at each school. Additionally, schools may have some differential staffing funded through exemplary projects, instructional initiatives, such as PreK, or county-wide programs which are not reflected below.

TYPICAL STAFFING FOR AN AVERAGE ELEMENTARY SCHOOL	
	STAFF
Principal	1.00
Assistant Principal	1.00
Administrative Assistants	3.50
Classroom Teachers	20.00
Music Teachers	2.40
Art Teachers	2.40
Reading Teachers	1.50
Flexible Planning Teacher	1.00
PE Teachers	2.00
K Teachers and Assistants	8.00
VPI Teachers and Assistants	4.00
Math Coach	0.50
Resource Teacher for the Gifted	1.00
Instructional Technology Coordinator	1.00
Counselors	1.40
Librarian	1.00
Library Assistant	1.00
Special Education Staffing	12.50
English Learners Staffing	6.00
Custodians	4.50
<b>TOTAL</b>	<b>75.70</b>

AVERAGE ENROLLMENT BY GRADE	
Kindergarten	94
Grade 1	95
Grade 2	98
Grade 3	97
Grade 4	90
Grade 5	90
<b>TOTAL ENROLLMENT</b>	<b>564</b>

AVERAGE ENROLLMENT BY CATEGORY	
English Learners	144
VPI	32
Special Ed PreK	16
Special Ed	66



# Typical School Staffing

FINANCIAL: SCHOOLS

TYPICAL STAFFING FOR AN AVERAGE MIDDLE SCHOOL	
	STAFF
Principal	1.00
Assistant Principals	3.00
Administrative Assistants	7.50
Classroom Teachers	52.80
Health Ed Specialist	0.40
Counselors	4.20
Director of Counseling	1.00
Middle School Skills Teachers	2.40
Librarian	1.00
Equity and Excellence Teacher	0.50
ACT II Teachers	1.00
Resource Teacher for the Gifted	1.00
Elective/Core Supplement Teacher	1.00
Resource Assistants	1.80
Instructional Technology Coordinator	1.00
Testing Coordinator	0.50
Activity Coordinator	1.00
Special Education Staffing	21.00
English Learners Staffing	6.80
Custodians	10.50
<b>TOTAL</b>	<b>119.40</b>

AVERAGE ENROLLMENT BY GRADE	
Grade 6	348
Grade 7	345
Grade 8	338
<b>TOTAL ENROLLMENT</b>	<b>1031</b>

AVERAGE ENROLLMENT BY CATEGORY	
English Learners	88
Special Education	139

TYPICAL STAFFING FOR AN AVERAGE HIGH SCHOOL	
	STAFF
Principal	1.00
Assistant Principals	3.50
Administrative Assistants	16.00
Classroom Teachers	96.00
Health Ed Specialist	0.60
Counselors	9.40
Director of Counseling	1.00
Music Teacher	1.00
Librarian	2.00
Equity and Excellence Teacher	1.00
In-School Alternative Specialist	1.00
Resource Teacher for the Gifted	1.00
SOL Core Teacher	4.00
Resource Assistants	3.00
Instructional Technology Coordinator	1.00
Testing Coordinator	1.00
Career College Counselor	1.00
Student Activities Director	1.00
Assistant Director of Student Activities	0.50
Athletic Trainer	0.50
Special Education Staffing	49.60
English Learners Staffing	13.00
Custodians	20.00
<b>TOTAL</b>	<b>228.10</b>

AVERAGE ENROLLMENT BY GRADE	
Grade 9	575
Grade 10	597
Grade 11	535
Grade 12	468
<b>TOTAL ENROLLMENT</b>	<b>2175</b>

AVERAGE ENROLLMENT BY CATEGORY	
English Learners	177
Special Education	334



# Schools Summary

The Schools section includes position and enrollment information for all of the schools. These include twenty-four elementary schools, six middle schools, one alternative school and three high schools. The “Other School Programs” in this section provides information for Arlington Community High School, Arlington Career Center/Arlington Tech, Langston High Continuation Program, New Directions Program, Eunice Kennedy Shriver Program, and the Teenage Parenting Program. All schools are funded in the School Operating Fund.

## SCHOOLS SUMMARY

	FY 2019	FY 2020	FY 2020	FY 2021	FY 2021
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Elementary Schools	\$188,409,556	1,984.60	\$196,152,419	1,935.75	\$194,252,629
Secondary Schools	\$157,715,617	1,524.42	\$167,720,101	1,542.22	\$170,638,698
Other School Programs	\$20,889,666	198.19	\$22,853,422	217.94	\$24,782,328
<b>TOTAL</b>	<b>\$367,014,839</b>	<b>3,707.21</b>	<b>\$386,725,942</b>	<b>3,695.91</b>	<b>\$389,673,655</b>

FINANCIAL: SCHOOLS



# Schools Enrollment Summary

SCHOOL	FY 2021 PROJECTIONS						FY 2020 ADOPTED	DIFFERENCE
	PREK <sup>6</sup>	K <sup>1</sup>	1-5	6-8	9-12	TOTAL	TOTAL	TOTAL
Abingdon	48	140	634			822	679	143
Arlington Science Focus	0	114	637			751	682	69
Arlington Traditional	38	100	507			645	596	49
Ashlawn	48	121	605			774	797	-23
Barcroft	54	66	341			461	480	-19
Barrett	81	83	423			587	582	5
Campbell	48	72	339			459	454	5
Carlin Springs	117	86	467			670	643	27
Claremont	32	144	577			753	745	8
Discovery	36	92	481			609	596	13
Dr. Charles R. Drew	84	65	333			482	502	-20
Alice West Fleet	78	111	565			754	620	134
Glebe	14	88	467			569	605	-36
Hoffman-Boston	96	74	366			536	574	-38
Integration Station <sup>2</sup>	56	0	0			56	78	-22
Jamestown	71	85	470			626	631	-5
Francis Scott Key	32	144	538			714	726	-12
Long Branch	22	67	414			503	539	-36
McKinley	0	128	647			775	807	-32
Montessori Public School of Arlington	119	50	318			487	502	-15
Nottingham	28	71	389			488	513	-25
Oakridge	60	113	472			645	640	5
Randolph	60	72	335			467	470	-3
Taylor	14	98	571			683	670	13
Tuckahoe	28	80	419			527	536	-9
Dual Enroll						0	112	-112
<b>TOTAL ELEMENTARY</b>	<b>1,264</b>	<b>2,264</b>	<b>11,315</b>			<b>14,843</b>	<b>14,779</b>	<b>64</b>
Gunston				1,172		1,172	1,200	-28
Dorothy Hamm				903		903	670	233
Jefferson				1,091		1,091	1,043	48
Kenmore				1,032		1,032	1,001	31
Eunice Kennedy Shriver Program				18		18	13	5
Swanson				1,011		1,011	971	40
Williamsburg				970		970	1,063	-93
H-B Woodlawn				245		245	243	2
<b>TOTAL MIDDLE <sup>3</sup></b>				<b>6,442</b>		<b>6,442</b>	<b>6,204</b>	<b>238</b>

FINANCIAL: SCHOOLS



# Schools Enrollment Summary

SCHOOL	FY 2021 PROJECTIONS						FY 2020 ADOPTED	DIFFERENCE
	PREK <sup>6</sup>	K <sup>1</sup>	1-5	6-8	9-12	TOTAL	TOTAL	TOTAL
Arlington Career Center (full-time) <sup>4</sup>					592	592	reported in home school	592
Arlington Community <sup>5</sup>					84	84	91	-7
Arlington Tech <sup>4</sup>					0	0	346	-346
Langston <sup>5</sup>					108	108	121	-13
New Directions					17	17	reported in home school	17
Eunice Kennedy Shriver Program					39	39	36	3
Wakefield					2,225	2,225	2,213	12
Washington-Liberty					2,107	2,107	2,155	-48
Yorktown					2,194	2,194	2,085	109
H-B Woodlawn					491	491	480	11
<b>TOTAL HIGH</b>					<b>7,857</b>	<b>7,857</b>	<b>7,527</b>	<b>330</b>
<b>TOTAL</b>	<b>1,264</b>	<b>2,264</b>	<b>11,315</b>	<b>6,442</b>	<b>7,857</b>	<b>29,142</b>	<b>28,510</b>	<b>632</b>

- Five-year-old Montessori students are reported in Kindergarten.
- Integration Station is housed outside of APS with community PreK partners; totals do not include 60 community-based resource students.
- Schools that accept enrollment through a lottery process can also include students from the Secondary Program for Students with Autism (Grade 6 to 12) and H.S. HILT students (English Learners) enter through the year (Grade 9 to 12). H-B Woodlawn is an example of such a school.
- Arlington Career Center full-time students include Arlington Tech, Academic Academy, HILT Institute, and PEP. Arlington Career Center part-time students are included at their neighborhood school.
- Langston and Arlington Community membership does not include students over 20 years old. The above projections do not include the adult students at Arlington Community and at Langston.
- PreK estimates are prepared by the Department of Teaching and Learning.

**Note:** All Grade K-12 Special Education students, including those in self-contained classes, and English Learners are included within the grade totals at each school.

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**FINANCIAL: SCHOOLS**



# Elementary Schools Summary

The FY 2021 School Board's Adopted Budget for the twenty-four elementary schools and a PreK special education program totals \$194,252,629 and includes 1,935.75 positions.

	FY 2019	FY 2020	FY 2020	FY 2021	FY 2021
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Abingdon	\$8,958,909	87.60	\$9,052,552	99.20	\$10,095,518
Arlington Science Focus	\$7,326,633	79.70	\$7,635,887	83.00	\$8,000,120
Arlington Traditional	\$7,253,478	73.00	\$7,556,933	73.60	\$7,719,820
Ashlawn	\$9,044,045	94.65	\$9,478,165	95.65	\$9,335,182
Barcroft	\$8,288,368	79.30	\$8,385,631	73.80	\$8,028,032
Barrett	\$8,652,678	101.40	\$9,347,557	103.40	\$9,655,798
Campbell	\$6,856,804	71.10	\$7,041,989	64.40	\$6,722,404
Carlin Springs	\$9,545,505	101.50	\$9,968,138	96.30	\$9,791,605
Claremont	\$8,456,449	85.20	\$8,713,076	82.65	\$8,481,134
Discovery	\$6,719,744	72.90	\$6,903,843	71.65	\$6,973,584
Dr. Charles R. Drew	\$5,994,647	82.70	\$7,784,512	85.80	\$8,206,854
Alice West Fleet	\$223,085	92.40	\$8,851,383	102.75	\$9,954,766
Glebe	\$7,468,957	71.60	\$7,597,501	63.35	\$7,142,896
Henry	\$9,018,766	0.00	\$0	0.00	\$0
Hoffman-Boston	\$9,098,575	99.40	\$9,203,177	95.50	\$8,926,262
Jamestown	\$7,444,066	82.25	\$8,255,414	74.80	\$7,653,337
Francis Scott Key	\$9,256,610	84.70	\$8,843,156	80.45	\$8,509,717
Long Branch	\$7,268,675	80.50	\$7,769,691	70.80	\$7,074,648
McKinley	\$7,566,980	83.50	\$8,088,358	79.30	\$7,758,023
Montessori Public School of Arlington	\$4,383,455	65.40	\$6,168,492	64.60	\$6,385,322
Nottingham	\$6,239,979	60.90	\$6,421,938	57.55	\$5,668,899
Oakridge	\$9,015,413	85.20	\$7,960,761	81.60	\$8,212,616
Randolph	\$7,483,612	77.60	\$7,514,759	74.10	\$7,188,086
Integration Station	\$2,476,765	31.20	\$3,102,165	26.20	\$2,843,137
Taylor	\$8,027,764	77.50	\$7,963,652	74.60	\$7,796,587
Tuckahoe	\$6,339,593	63.40	\$6,543,689	60.70	\$6,128,282
<b>TOTAL</b>	<b>\$188,409,556</b>	<b>1,984.60</b>	<b>\$196,152,419</b>	<b>1,935.75</b>	<b>\$194,252,629</b>

FINANCIAL: SCHOOLS





# Elementary Schools Summary

Arlington Public Schools’ 24 elementary schools include neighborhood elementary schools, four countywide options programs at five sites including Montessori Public School of Arlington, Expeditionary Learning at Campbell, Arlington Traditional School, and Immersion at Claremont and Francis Scott Key. The two immersion schools draw from approximately one-half of the county. The Integration Station has several Prekindergarten special education programs that serve students ages 2-5 who have disabilities. All the elementary schools instruct students according to the Virginia Standards of Learning (SOLs) and the countywide curriculum as, described in the Elementary Program of Studies, and all use textbooks and supplementary materials selected centrally. In addition to classroom teachers, each school has additional art, music, and physical education teachers. Resource teachers are also provided in the schools for reading, mathematics, and gifted services. Special education teachers and assistants provide resource and self-contained services for special education students and English Learners teachers are provided to work with limited English proficient students. Counselors and Instructional Technology Coordinators (ITCs) serve each school. Schools also receive additional support for patrol sponsors, lunchroom attendants, clinic aides, and other staff.

The following schools have specialized programs to provide services to students with specific needs:

**Title I at:**

Abingdon, Barcroft, Barrett, Campbell, Carlin Springs, Dr. Charles R. Drew, Hoffman-Boston, Randolph

**PreK Initiative at:**

Abingdon, Arlington Traditional, Ashlawn, Barcroft, Barrett, Carlin Springs, Campbell, Claremont, Dr. Charles R. Drew, Alice West Fleet, Hoffman-Boston, Key, Long Branch, Oakridge, Randolph

**All-Day Montessori Programs at:**

Barrett, Carlin Springs, Montessori Public School of Arlington, Discovery, Alice West Fleet, Oakridge, Jamestown

**Exemplary Projects at:**

Abingdon, Arlington Science Focus, Ashlawn, Barcroft, Barrett, Campbell, Discovery, Alice West Fleet, Carlin Springs, Dr. Charles R. Drew, Glebe, Hoffman-Boston, Jamestown, Key, Long Branch, McKinley, Nottingham, Oakridge, Randolph, Tuckahoe, Taylor

**PreK Special Education at:**

Abingdon, Arlington Traditional, Ashlawn, Barcroft, Barrett, Carlin Springs, Discovery, Dr. Charles R. Drew, Alice West Fleet, Glebe, Montessori Public School of Arlington, Hoffman-Boston, Jamestown, Long Branch, Nottingham, Oakridge, Randolph, Integration Station, Taylor, Tuckahoe

**Interlude:**

Campbell

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**FINANCIAL: SCHOOLS**



# Elementary Schools Summary

## FY 2021 PRIORITIES

Each school is required to develop an annual school management plan that outlines its most salient goals and an action plan for the current school year. These plans are based on the school leadership team's assessment of the school's student data and aligned with the goal areas of the division's strategic plan. The development process includes the participation of the school's advisory committee. School management and improvement planning is specified in the Virginia Standards of Quality. In addition, Arlington Public Schools supports this planning process as a best practice in promoting continuous improvement in each of its schools.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Reductions

In order to balance the budget, the following reductions, totaling 54.05 FTEs, were taken from the elementary school accounts.

- ⊙ To offset the cost of the increased English Learner (EL) teacher positions, the planning factor formula for elementary EL assistants is changed to provide a savings of 24.50 assistant positions. The formula provides 0.50 assistant for 33-65 ELP 1-3 students, 1.00 assistant for 66-98 ELP 1-3 students, 1.50 assistant for 99-131 ELP 1-3 students, and 2.00 assistants for 132-164 ELP 1-3 students. The new formula allocation reduces 24.50 assistant positions at the following schools: Discovery, Glebe, McKinley, Montessori Public School of Arlington, and Taylor (0.50 each); Ashlawn, Arlington Traditional, Campbell, Fleet, Long Branch, and Oakridge (1.00 each); Abingdon, Arlington Science Focus, Barcroft, Barrett, Claremont, Dr. Charles R. Drew, Hoffman-Boston, Key, Randolph (1.50 each); and Carlin Springs (2.50). (202000-41375)
- ⊙ Exemplary projects staffing at non-Title 1 schools are reduced by half which provides a savings of 8.15 positions (3.75 at the elementary schools and 4.40 at the secondary schools). The following elementary schools are reduced: Arlington Science Focus, Long Branch, Oakridge, Tuckahoe (0.50 teacher); Glebe, Claremont, Alice West Fleet, Jamestown, Key, Discovery, and Nottingham (0.25 teacher). (211100-41254)
- ⊙ The budget includes increasing the classroom teacher planning factor and recommended maximum by 1 at grade levels K-5, by 1.0 at grades 6-8 and by 1.0 at grades 9-12 for a savings of 51.20 positions. This change may or may not change the number of students in an individual class, but it will increase the average class size. The staffing formula that allocates staffing is changed as follows: Kindergarten: from 23 to 24 students per class and the maximum class size is changed from 24 to 25 students per class. Grade 1: from 20 to 21 students per class; the recommended maximum class size is changed from 24 to 25 students per class. Grade 2 and 3: from 22 to 23 students per class; the recommended maximum class size is changed from 26 to 27 students per class. Grade 4 and 5: from 24 to 25 students per class; the recommended maximum class size is changed from 28 to 29 students per class. Arlington Traditional: Grades 1-3: from 24 students per class to 25 students per class and grades 4-5 from 25 students per class to 26 students per class. Montessori Public School of Arlington: Grades 1-3: from 1 teacher per the recommended maximum class size of 25 students to 26 students and grades 4-5 from 1 teacher per the recommended maximum class size of 28 students to 29 students. (201000-41254, 206000-41254, 41375)



# Elementary Schools Summary

- ⦿ The planning factor for instructional technology hardware/software supplies is reduced from \$22.80 to \$12.30 for elementary and middle schools and \$27.35 to \$16.85 for high schools providing a savings of \$305,000. The current voluntary technology co-op will be formalized and extended to include all schools. Formalizing the co-op includes moving the funds from the schools to the Office of Technology Services. Savings are realized through the efficiencies created by bulk purchases and standardization, validated through the existing co-op used by secondary schools. In alignment with the current co-op model, the Office of Technology Services will manage the replacement of the school Interactive White Boards and the purchase of all apps. This has the added benefit of standardizing the classroom technology profile for APS which simplifies training and support. (216000, 316000, 416000, 516000, 911100-48835)

## Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

## New Funding

- ⦿ The planning factor for English Learner (EL) teacher positions is changed to provide additional teacher allocations to schools to be in compliance with the settlement agreement between APS and the Department of Justice (DOJ). In the agreement, it is stated that the school district will provide all English learners, including English learners with disabilities, at least a daily period or instructional block of ESL taught by an ESL-Certified Teacher. The new planning factor formulas for EL teachers are shown below. The allocation provides 12.10 additional EL teacher positions at the following schools: Abingdon (1.50), Alice West Fleet, Barrett, Carlin Springs, Key, Randolph (1.00), Montessori Public School of Arlington, Claremont (0.70), Arlington Science Focus, Arlington Traditional, Ashlawn, Barcroft, Dr. Charles R. Drew, Hoffman-Boston, Long Branch, Oakridge (0.50), and Glebe (0.20). (202000-41254)

### ELEMENTARY SCHOOL PLANNING FACTOR

CRITERIA	
TEACHER	ENGLISH LEARNER PROFICIENCY 1 - 3
0.50	1-22 students
1.00	23-44 students
1.50	45-66 students
2.00	67-88 students
2.50	89-110 students
3.00	111-132 students
3.50	133-154 students

CRITERIA	
TEACHER	ENGLISH LEARNER PROFICIENCY 4
0.30	1-10 students
0.50	11-20 students
1.00	21-30 students
1.50	31-40 students
2.00	41-50 students
2.50	51-60 students
3.00	61-70 students



# Elementary Schools Summary

## Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next.

## Baseline Increases

In order to continue providing existing services, the following items are funded.

- ⦿ In FY 2020, a 0.50 reading teacher position was added to Barrett and Dr. Charles R. Drew to reinstate, for one year, the reading teacher position that was lost due to the formula calculation of the planning factor. In FY 2021, these positions calculated by the planning factor formula are budgeted in the schools. (201020-41254)
- ⦿ A 0.50 reading teacher position is added to Montessori Public School of Arlington and Nottingham to reinstate, for one year, the reading teacher position that was lost due to the formula calculation of the planning factor. Maintaining these positions continues the high quality reading program at the schools. (201020-41254)
- ⦿ The Virginia Preschool Initiative (VPI) grant will fund an additional 16.00 VPI teacher positions and 13.00 VPI teacher assistant positions. These positions previously paid out of the Operating Fund are funded by the Grants and Restricted Programs Fund in FY 2021. (207200-41254, 41375)
- ⦿ Utility accounts for heating fuel, electricity, and water were evaluated by the energy manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. (217000-45624, 217000-45630, 217000-45680)
- ⦿ Integration Station, which is co-located with The Children's School, will move to a new facility in FY 2021. As a result, funding of \$631,436 for the lease agreement is eliminated and \$635,000 is added to the tuition account to cover the cost of Integration Station students co-locating in the new facility with The Children's School. (217000-45643, 43482)
- ⦿ Materials and supplies are calculated using current enrollment projections and approved planning factor formulas. These calculations may have resulted in increases and decreases to materials and supplies allocations at each school and are dependent on changes in the population at each school.
- ⦿ Cleaning supplies are allocated to the schools to allow greater flexibility in obtaining supplies when needed. The funding has been calculated using enrollment projections and the square footage of the buildings. These calculations may have resulted in either increases or decreases to cleaning supplies at each location. (217000-46613)





# Abingdon

## SCHOOL INFORMATION

Abingdon Elementary emphasizes higher level thinking, an appreciation for learning, the use of art integration, and innovative literacy strategies throughout its instructional programs. As a Kennedy Center CETA (Changing Education Through the Arts) school, art integration accentuates the instructional program by incorporating the arts into teaching and learning. Students use creative processes to build knowledge and understanding through an integration of art and technology in the curriculum. In addition to CETA, Abingdon incorporates Project GIFT (Gaining Instruction through Fine Arts and Technology), which enhances the integration of art and technology throughout the school by providing wheel classes in Architecture, Living Histories, Science Lab, Spanish and Technology. Project GIFT challenges students to use multiple intelligences to solve real world concerns. Abingdon Elementary specializes in many school-wide activities. Families are encouraged to be active in their children's education to promote a wide array of purposeful learning experiences that encourage every child to become a lifelong learner.



## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ Kennedy Center's Changing Education Through the Arts Program (CETA) provides three Kennedy Center arts coaches
- ⊙ Architecture and communications classes, all PreK-5
- ⊙ Video Journalism
- ⊙ Math resource teacher
- ⊙ Science Lab, all PreK-5
- ⊙ Orff Music Instruction, K-5
- ⊙ Instrumental music instruction, grade 5
- ⊙ School Yard Gardening Project
- ⊙ History Alive! Program
- ⊙ Emphasis on interdisciplinary units
- ⊙ Book Buddies
- ⊙ Living Histories classes
- ⊙ Emphasis on use of technology to support instruction
- ⊙ SIOB (Sheltered Instruction Observation Protocol)
- ⊙ Spanish instruction for all students

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	741
Special Education Self-Contained	33
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	16
<b>TOTAL ENROLLMENT</b>	<b>822</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	39
EL 1, 2, 3	221
Gifted*	55
Special Education Resource	42
Receiving Free and Reduced Lunch*	336

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	24.33
First Grade	20.00
Second Grade	20.20
Third Grade	24.60
Fourth Grade	22.20
Fifth Grade	26.50

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
685	751	822



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,466,408	\$6,509,519	\$7,248,303
Employee Benefits	\$2,203,855	\$2,264,524	\$2,563,322
Purchased Services	\$4,814	\$7,915	\$7,915
Other Charges	\$134,644	\$152,596	\$154,483
Materials and Supplies	\$96,087	\$88,608	\$104,690
Capital Outlay	\$53,101	\$29,390	\$16,805
<b>TOTAL</b>	<b>\$8,958,909</b>	<b>\$9,052,552</b>	<b>\$10,095,518</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	22.00	26.00
FLES Teachers	3.00	0.00
Teachers for Planning Needs	0.00	2.00
Special Project Teachers	2.00	2.00
Kindergarten Teachers	6.00	6.00
PreK Teachers	2.00	2.00
Special Education Teachers	4.00	5.00
Special Education Resource Teachers	2.00	2.00
PreK Special Education Teachers	1.00	2.00
Math Coach	0.50	0.50
English Learner Teachers	4.90	7.40
Music Teachers	2.60	3.40
Art Teachers	2.60	3.40
Physical Education Teachers	2.60	3.20
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.40	1.80
Librarian	1.00	1.00
Bilingual Family Liaison	0.50	1.00
Kindergarten Assistants	6.00	6.00
Library Assistants	1.00	1.50
English Learner Teacher Assistants	4.50	3.00
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	1.00	1.00
PreK Special Education Teacher Assistant	1.50	2.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	5.00
Custodians	5.50	5.50
<b>TOTAL</b>	<b>87.60</b>	<b>99.20</b>



# Arlington Science Focus

## SCHOOL INFORMATION

The program at Arlington Science Focus School (ASFS) is designed to develop extensive understanding of science content and process through inquiry-based learning. Science content is used as the catalyst to teach all curricula, as natural inquiry methods are used to develop students' skills of thinking, analyzing, reflecting, problem-solving and hypothesizing. In addition, science, technology, engineering and mathematics (STEM) are integrated into the delivery of all instruction. Students are encouraged to use various strategies to tackle complex problems. The ASFS philosophy celebrates diversity and uniqueness. As Gardner's Theory of the Nine Multiple Intelligences is implemented in classrooms, the focus is to promote the skills that are valued in the community and the broader society. This approach allows students to gradually assume responsibility for their own learning. ASFS provides a strong academic program that is enriched with many challenging experiences. In doing so, its students are truly young scientists constructing the future.



## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ Weekly Science City Experiments
- ⊙ Investigation Station—"hands on" science lab
- ⊙ Water Gardens and Courtyard
- ⊙ Outdoor Education Gardens, Weather Station
- ⊙ Bright Link Interactive Technology in every instructional space
- ⊙ School Yard Habitat Day, Family Math Day, Science/Technology Night
- ⊙ Continental Math League, Math Dice Competition
- ⊙ Geography Bee, Odyssey of the Mind
- ⊙ Freshwater aquarium, Aquarium Club
- ⊙ Integrated instruction

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	704
Special Education Self-Contained	47
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	0
<b>TOTAL ENROLLMENT</b>	<b>751</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	24
EL 1, 2, 3	131
Gifted*	85
Special Education Resource	28
Receiving Free and Reduced Lunch*	142

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	24.40
First Grade	20.67
Second Grade	23.40
Third Grade	20.80
Fourth Grade	27.00
Fifth Grade	22.60

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
683	717	751



# Arlington Science Focus



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,281,091	\$5,500,020	\$5,697,013
Employee Benefits	\$1,768,862	\$1,890,068	\$2,059,122
Purchased Services	\$3,157	\$0	\$0
Other Charges	\$132,338	\$127,644	\$132,587
Materials and Supplies	\$109,139	\$88,636	\$96,032
Capital Outlay	\$32,045	\$29,519	\$15,366
<b>TOTAL</b>	<b>\$7,326,633</b>	<b>\$7,635,887</b>	<b>\$8,000,120</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	25.00	26.00
FLES Teachers	3.00	0.00
Teachers for Planning Needs	0.00	2.00
Special Project Teachers	1.00	0.50
Kindergarten Teachers	5.00	5.00
Special Education Teachers	7.00	7.00
Special Education Resource Teachers	1.50	1.50
Math Coach	0.50	0.50
English Learner Teachers	3.40	4.40
Music Teachers	2.40	3.00
Art Teachers	2.40	3.00
Physical Education Teachers	2.40	3.00
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.60	1.60
Librarian	1.00	1.00
Bilingual Family Liaison	1.00	0.50
Kindergarten Assistants	5.00	5.00
Library Assistants	1.00	1.50
English Learner Teacher Assistants	2.00	1.50
Special Education Teacher Assistants	1.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.50
Custodians	4.00	4.00
<b>TOTAL</b>	<b>79.70</b>	<b>83.00</b>

FINANCIAL: SCHOOLS



# Arlington Traditional

## SCHOOL INFORMATION

Established in 1978, ATS is a nationally recognized countywide elementary school celebrating student diversity from all Arlington neighborhoods representing over 25 countries. ATS's success is grounded in a traditional approach to education focused on the ABCs of Success: Academics, Behavior, Character; classroom teachers instructing all core subjects in self-contained classrooms; emphasis on reading, writing, and arithmetic; regular homework and weekly summaries of student progress to parents at all grade levels; promotion based on grade level mastery; behavior and dress standards; and weekly school-wide assemblies. All ATS students learn responsibility and leadership through required participating in: choreographed theatrical productions, music instruction (choral, band, orchestra), Safety Patrols, Summer Reading Challenge, and Reading Carnival Day. The school colors, blue and gold, signify the importance of individual achievement and the Golden Rule.



ATS offers students, families, and community a commitment to learning and character development in a safe structured environment with traditions. ATS's goal is to engage, educate, and empower all students to succeed.

## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ National Blue Ribbon School (2019, 2012, 2004)
- ⊙ Focus on the ABCs of Success (Academics, Behavior, Character)
- ⊙ Self-contained classrooms
- ⊙ Nightly homework
- ⊙ Weekly summary
- ⊙ Orchestra/Band/Chorus for all 4th and 5th grade students
- ⊙ Patrols for all 5th grade students
- ⊙ Class plays
- ⊙ Weekly assembly
- ⊙ Summer Reading Challenge and Reading Carnival Day

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	578
Special Education Self-Contained	29
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	6
<b>TOTAL ENROLLMENT</b>	<b>645</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	30
EL 1, 2, 3	104
Gifted*	93
Special Education Resource	39
Receiving Free and Reduced Lunch*	182

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	24.00
First Grade	24.00
Second Grade	23.75
Third Grade	24.00
Fourth Grade	25.00
Fifth Grade	25.00

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
562	589	645

# Arlington Traditional



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,211,499	\$5,402,330	\$5,446,380
Employee Benefits	\$1,785,602	\$1,907,620	\$2,027,316
Purchased Services	\$275	\$0	\$0
Other Charges	\$146,785	\$142,247	\$148,772
Materials and Supplies	\$73,008	\$78,919	\$84,131
Capital Outlay	\$36,310	\$25,817	\$13,221
<b>TOTAL</b>	<b>\$7,253,478</b>	<b>\$7,556,933</b>	<b>\$7,719,820</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	19.00	20.00
FLES Teachers	2.50	0.00
Teachers for Planning Needs	0.00	1.50
Kindergarten Teachers	4.00	4.00
PreK Teachers	2.00	1.00
Special Education Teachers	5.00	4.00
Special Education Countywide Teachers	1.00	1.00
Special Education Resource Teachers	1.50	2.00
Math Coach	0.50	0.50
English Learner Teachers	2.70	3.90
Music Teachers	2.20	2.60
Art Teachers	2.20	2.60
Physical Education Teachers	2.20	2.60
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.40
Librarian	1.00	1.00
Bilingual Family Liaison	0.50	0.50
Kindergarten Assistants	4.00	4.00
PreK Teacher Assistants	2.00	1.00
Library Assistants	1.00	1.00
English Learner Teacher Assistants	2.00	1.50
Testing Coordinator	0.00	0.50
Special Education Countywide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	4.00
Custodians	4.50	4.50
<b>TOTAL</b>	<b>73.00</b>	<b>73.60</b>

FINANCIAL: SCHOOLS



# Ashlawn

## SCHOOL INFORMATION

Ashlawn Elementary is a welcoming school with a strong community spirit. Staff, students, and parents together create a sense of “Ashlawn Pride.”

Ashlawn is a close-knit neighborhood school with a reputation of being a friendly, inclusive and caring community. The diverse student population reflects the demographics in Arlington, representing over 30 different countries and cultures. This fosters an appreciation for world cultures and individual differences and coincides with their Global Citizen Project.

Ashlawn is an environment that focuses on the whole child. Ashlawn strives to create global citizens who accept all people, work for peace, help those in need, and protect the environment. In addition, there are high expectations for student growth so that students have opportunities and choices in their future.



## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ Global Citizenship Project
- ⊙ PTA-sponsored science aide to support hands-on science lessons
- ⊙ Full-time Gifted Resource teacher
- ⊙ English Learners program
- ⊙ School-wide and classroom community service
- ⊙ Preschool education program: Toddler Preschool Special Education, Virginia Preschool Initiative (VPI)
- ⊙ Outdoor education experiences focused on conservation
- ⊙ Themed library nights and First Grade Read-a-thon
- ⊙ Special Education Inclusion model

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	669
Special Education Self-Contained	43
Countywide Special Education K-5	14
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	16
<b>TOTAL ENROLLMENT</b>	<b>774</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	26
EL 1, 2, 3	104
Gifted*	107
Special Education Resource	24
Receiving Free and Reduced Lunch*	115

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	23.80
First Grade	22.60
Second Grade	21.50
Third Grade	23.00
Fourth Grade	20.83
Fifth Grade	23.40

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
779	735	774



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,554,062	\$6,830,442	\$6,646,242
Employee Benefits	\$2,187,994	\$2,344,583	\$2,402,771
Purchased Services	\$12,577	\$13,920	\$13,920
Other Charges	\$137,802	\$146,444	\$150,938
Materials and Supplies	\$113,529	\$108,305	\$105,476
Capital Outlay	\$38,081	\$34,471	\$15,835
<b>TOTAL</b>	<b>\$9,044,045</b>	<b>\$9,478,165</b>	<b>\$9,335,182</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	28.00	25.00
FLES Teachers	3.00	0.00
Teachers for Planning Needs	0.00	1.50
Kindergarten Teachers	5.00	6.00
PreK Teacher	1.00	0.00
Special Education Teachers	6.00	6.00
Special Education Countywide Teachers	1.00	2.00
Special Education Resource Teachers	2.00	1.00
PreK Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
English Learner Teachers	3.20	3.70
Music Teachers	3.20	3.20
Art Teachers	3.20	3.20
Physical Education Teachers	3.20	3.20
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Teacher Mentor	0.25	0.25
Counselors	1.60	1.60
Librarian	1.00	1.00
Bilingual Family Liaison	0.50	0.50
Kindergarten Assistants	5.00	6.00
Library Assistants	1.50	1.50
English Learner Teacher Assistants	2.50	1.50
Special Education Countywide Teacher Assistant	2.00	4.00
Special Education Teacher Assistant	1.00	4.00
PreK Special Education Teacher Assistant	2.50	2.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.50
Custodians	5.50	5.50
<b>TOTAL</b>	<b>94.65</b>	<b>95.65</b>



# Barcroft

## SCHOOL INFORMATION

Barcroft's unique exemplary school project, the Leonardo da Vinci Project, is modeled after Leonardo da Vinci's actions as a thinker. Barcroft students 'Learn Like Leonardo' by being: well in body and mind, balanced thinkers, curious, risk takers, good citizens, communicators, reflective, open-minded, aware and problem solvers. By employing creative and scientific thought throughout their learning experiences, Barcroft students are challenged with focused thinking and problem-solving activities. The highly regarded project provides students with explorations of their academic studies through interdisciplinary thematic units.



Barcroft Elementary School is the only Arlington school that follows a modified school year calendar. This calendar balances the school year and provides continuous learning opportunities for all. Summer learning losses are reduced due to the shorter summer break. Each quarter is followed by either a two week Intersession, where students study in extension courses, or a break during the school year to provide continuous learning cycles.

## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ EL/FLS Program
- ⊙ Even Start for Preschoolers
- ⊙ Extended Day Program
- ⊙ Gifted Education Services
- ⊙ Green Week
- ⊙ Leonardo da Vinci fairs
- ⊙ Leonardo da Vinci Project thematic units
- ⊙ Leonardo Learning days
- ⊙ Reading is Fundamental
- ⊙ Reading Recovery
- ⊙ School Project Including Musical Garden
- ⊙ School-Wide Positive Behavior System
- ⊙ School-Wide Title I Project
- ⊙ Science Lab
- ⊙ Spanish Language Instruction
- ⊙ Special Education Services
- ⊙ The Leonardo da Vinci Exemplary Project
- ⊙ Virginia Preschool Initiative (VPI) classes

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	341
Special Education Self-Contained	66
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	22
<b>TOTAL ENROLLMENT</b>	<b>461</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	17
EL 1, 2, 3	177
Gifted*	28
Special Education Resource	15
Receiving Free and Reduced Lunch*	278

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	16.25
First Grade	18.00
Second Grade	18.00
Third Grade	16.67
Fourth Grade	15.50
Fifth Grade	18.75

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
438	450	461



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,975,080	\$6,027,681	\$5,733,057
Employee Benefits	\$2,046,238	\$2,142,299	\$2,091,677
Purchased Services	\$3,633	\$958	\$958
Other Charges	\$110,106	\$123,676	\$123,626
Materials and Supplies	\$94,304	\$70,539	\$69,220
Capital Outlay	\$59,006	\$20,479	\$9,494
<b>TOTAL</b>	<b>\$8,288,368</b>	<b>\$8,385,631</b>	<b>\$8,028,032</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	14.00	14.00
Even Start Teacher	2.00	2.00
FLES Teachers	2.00	0.00
Teachers for Planning Needs	0.00	1.00
Special Project Teachers	0.90	0.90
Kindergarten Teachers	4.00	3.00
PreK Teachers	2.00	0.00
Special Education Teachers	8.00	9.00
Special Education Resource Teachers	1.00	1.00
PreK Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
English Learner Teachers	4.90	5.40
First Language Support Teacher	0.20	0.20
Music Teachers	2.00	2.00
Art Teachers	2.00	2.00
Physical Education Teachers	1.80	1.80
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.00	1.00
Librarian	1.00	1.00
Bilingual Family Liaison	0.50	0.50
Kindergarten Assistants	4.00	3.00
Teacher's Assistant	1.00	1.00
PreK Teacher Assistants	2.00	0.00
Library Assistants	1.00	1.00
English Learner Teacher Assistants	3.50	2.50
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	2.00	3.00
PreK Special Education Teacher Assistant	3.00	3.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.00	3.00
Custodians	4.00	4.00
<b>TOTAL</b>	<b>79.30</b>	<b>73.80</b>



# Barrett

## SCHOOL INFORMATION

Kate Waller Barrett Elementary School opened its doors in 1939 to meet the educational needs of children in the rapidly developing neighborhoods of central Arlington. Barrett teachers use a workshop approach to focus on students' current needs and take steps to get to the next level, focusing on talent development for all students. Staff incorporate Responsive Classroom community building strategies as well as Growth Mindset principles to meet the needs of the Whole Child. Barrett's unique Project Discovery and Project Interaction link the entire school in an integrated program using hands-on instruction to promote an in-depth understanding of science and math in everyday life, a mastery of technological tools, and a strong foundation in the communication arts that fosters critical thinking and clear expression.



As an Alumni NASA Explorer School, Barrett staff works with NASA education specialists, mathematicians, engineers and scientists to incorporate innovative strategies, resources, and technology tools into math and science instruction.

## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ Project Discovery provides hands-on/minds-on activity centered learning to promote an in-depth understanding of STEM: Science, Technology, Engineering and Mathematics
- ⊙ Project Interaction is a school-wide initiative having three inter-related components: a communication arts curriculum with associated instructional methods; family/community involvement; and professional staff development
- ⊙ Alumni NASA Explorer School activities
- ⊙ Title I Reading Program
- ⊙ PreK and Montessori programs
- ⊙ Spanish First Language Support classes
- ⊙ Summer Reading Challenge
- ⊙ Outdoor Habitat Classroom, Field Station and Peace Gardens
- ⊙ Partnership with Lockheed Martin, U.S. Fish and Wildlife Service, Crystal City Hyatt Regency, Culpepper Gardens Senior Recreation Center, Outreach Committee of Trinity Community Services and American Association of University Women, Arlington Branch

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	434
Special Education Self-Contained	54
Countywide Special Education K-5	18
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	42
PreK Special Education**	22
<b>TOTAL ENROLLMENT</b>	<b>587</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	34
EL 1, 2, 3	232
Gifted*	52
Special Education Resource	30
Receiving Free and Reduced Lunch*	350

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	21.00
First Grade	18.20
Second Grade	18.25
Third Grade	20.00
Fourth Grade	24.00
Fifth Grade	27.00

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
560	564	587





## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,221,155	\$6,662,308	\$6,798,663
Employee Benefits	\$2,197,765	\$2,460,327	\$2,640,772
Purchased Services	\$78	\$0	\$0
Other Charges	\$124,589	\$120,781	\$124,804
Materials and Supplies	\$89,073	\$77,588	\$78,173
Capital Outlay	\$20,018	\$26,554	\$13,385
<b>TOTAL</b>	<b>\$8,652,678</b>	<b>\$9,347,557</b>	<b>\$9,655,798</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	18.00	17.00
FLES Teachers	2.50	0.00
Teachers for Planning Needs	0.00	1.00
Special Project Teachers	2.00	2.00
Kindergarten Teachers	4.00	4.00
Montessori Teachers	1.00	1.00
PreK Teachers	3.00	2.00
Special Education Teachers	8.00	7.00
Special Education Countywide Teachers	4.00	6.00
Special Education Resource Teachers	2.00	1.50
PreK Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
English Learner Teachers	5.60	7.60
First Language Support Teacher	0.20	0.20
Music Teachers	2.60	2.60
Art Teachers	2.60	2.60
Physical Education Teachers	2.20	2.20
Reading Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
Bilingual Family Liaison	1.00	1.00
Kindergarten Assistants	4.00	4.00
PreK Teacher Assistants	2.00	2.00
Library Assistants	1.00	1.00
English Learner Teacher Assistants	4.50	3.50
Testing Coordinator	0.50	0.50
Special Education Countywide Teacher Assistant	8.00	10.00
Special Education Teacher Assistant	1.00	3.00
PreK Special Education Teacher Assistant	2.50	2.50
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.00	4.00
<b>TOTAL</b>	<b>101.40</b>	<b>103.40</b>

FINANCIAL: SCHOOLS



# Campbell

## SCHOOL INFORMATION

Campbell is a member of the EL Education national organization. In EL schools, there is an emphasis on authentic learning, rigorous academics and a supportive school culture. Campbell students engage in interdisciplinary units called “Learning Expeditions.” Content is integrated into meaningful, real life experiences that foster character growth, high expectations and equity. Students showcase their learning through culminating projects and parent presentations. Campbell also has an outdoor learning focus, in which students learn through planting vegetables, preparing organic foods, and observing nature.



At Campbell, students loop with their teacher for two years, which promotes long term relationships with teachers and peers. Campbell’s alternate report card highlights a student’s academic progress, habits as a learner, and social/ personal responsibility. Student-led parent conferences allow students to share their learning as documented in their portfolios. Responsive Classroom techniques and a daily morning meeting foster a safe and supportive environment. Campbell is a natural place to learn.

## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ A Credentialed EL Education (formerly named Expeditionary Learning) network school
- ⊙ The EL Education model focuses on character, achievement and high quality work
- ⊙ K-5 students stay with the same teacher for two years
- ⊙ A robust outdoor learning program including a partnership with Long Branch Nature Center
- ⊙ An alternative grading system including a standards based report card, K-5 portfolio and student led conferences

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	391
Special Education Self-Contained	20
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	48
PreK Special Education**	0
<b>TOTAL ENROLLMENT</b>	<b>459</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	19
EL 1, 2, 3	114
Gifted*	83
Special Education Resource	35
Interlude	25
Receiving Free and Reduced Lunch*	225

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	22.00
First Grade	18.25
Second Grade	21.67
Third Grade	20.67
Fourth Grade	21.00
Fifth Grade	20.33

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
443	447	459



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,909,692	\$5,003,556	\$4,798,226
Employee Benefits	\$1,662,243	\$1,761,271	\$1,654,884
Purchased Services	\$53,002	\$71,942	\$71,942
Other Charges	\$114,197	\$116,794	\$118,817
Materials and Supplies	\$87,984	\$68,721	\$69,080
Capital Outlay	\$29,686	\$19,705	\$9,455
<b>TOTAL</b>	<b>\$6,856,804</b>	<b>\$7,041,989</b>	<b>\$6,722,404</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	16.00	15.00
FLES Teachers	2.00	0.00
Teachers for Planning Needs	0.00	1.00
Kindergarten Teachers	3.00	3.00
PreK Teachers	3.00	1.00
Special Education Teachers	3.00	3.00
Special Education Resource Teachers	2.00	1.50
Interlude Teacher	3.00	3.00
Math Coach	0.50	0.50
English Learner Teachers	3.90	3.70
Music Teachers	1.80	1.80
Art Teachers	1.80	1.80
Physical Education Teachers	1.60	1.60
Reading Teachers	1.00	1.00
Gifted Teachers	1.00	1.00
Counselors	1.00	1.00
Librarian	1.00	1.00
Bilingual Family Liaison	1.00	0.50
Kindergarten Assistants	3.00	3.00
PreK Teacher Assistants	2.00	1.00
Library Assistant	1.00	1.00
English Learner Teacher Assistants	2.00	1.50
Testing Coordinator	0.50	0.50
Interlude Resource Assistants	6.00	6.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.00	3.00
Custodians	4.00	4.00
<b>TOTAL</b>	<b>71.10</b>	<b>64.40</b>



# Carlin Springs

## SCHOOL INFORMATION

Carlin Springs Elementary School serves an international community of children PreK through grade five. The school's primary mission is to teach and empower students to be lifelong learners. As a national award-winning community school, Carlin Springs' school facility is used as a base to support students and their families with the help of thirty business and community partners.



Carlin Springs' instructional program is challenging and enriching. Differentiated instruction allows teachers to meet the diverse needs of students by planning instruction that is responsive to their readiness, interests and learning styles. Conscious Discipline skills and Brain Smart Starts foster a safe environment and promote wise decision-making. A strong technology program includes a STEM Lab funded by a Verizon grant and many interactive and innovative learning opportunities for all students. Class size ratios are small and learning is extended through over twenty-five after-school enrichment clubs and tutoring sessions. The school offers a wide variety of opportunities for parental involvement.

## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ Mathematics instructional resource teacher and Resource Teacher for the Gifted provide curriculum support to staff and students
- ⊙ Summer school and summer camp
- ⊙ Science enrichment classes, PreK-5
- ⊙ School-wide implementation of Title I and Reading is Fundamental (RIF)
- ⊙ Full implementation of Reading Recovery
- ⊙ Virginia Preschool Initiative Program (VPI) for four-year-olds
- ⊙ Outdoor learning area for science and history
- ⊙ Implementation of My Reading Coach
- ⊙ Implementation of Jan Richardson guided reading program
- ⊙ Carlin Springs Equity Team

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	526
Special Education Self-Contained	27
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	58
PreK Special Education**	42
<b>TOTAL ENROLLMENT</b>	<b>670</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	29
EL 1, 2, 3	383
Gifted*	71
Special Education Resource	34
Receiving Free and Reduced Lunch*	521

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	20.25
First Grade	19.20
Second Grade	20.00
Third Grade	19.50
Fourth Grade	16.40
Fifth Grade	24.25

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
624	645	670

# Carlin Springs



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,918,616	\$7,126,545	\$6,943,197
Employee Benefits	\$2,320,487	\$2,465,962	\$2,477,340
Purchased Services	\$202	\$73,413	\$73,413
Other Charges	\$184,653	\$174,946	\$181,339
Materials and Supplies	\$96,087	\$99,605	\$102,590
Capital Outlay	\$25,460	\$27,667	\$13,726
<b>TOTAL</b>	<b>\$9,545,505</b>	<b>\$9,968,138</b>	<b>\$9,791,605</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	19.00	18.00
FLES Teachers	2.50	0.00
Teachers for Planning Needs	0.00	1.00
Kindergarten Teachers	4.00	4.00
Montessori Teacher	1.00	1.00
PreK Teachers	4.00	3.00
Special Education Teachers	5.00	4.00
Special Education Resource Teachers	1.50	1.50
PreK Special Education Teachers	4.00	4.00
Math Coach	0.50	0.50
English Learner Teachers	8.30	10.80
First Language Support Teacher	0.20	0.20
Music Teachers	3.00	3.00
Art Teachers	3.00	3.00
Physical Education Teachers	2.80	2.60
Reading Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
Community School Coordinator	0.50	0.50
Bilingual Family Liaison	1.00	1.00
Special Project Resource Assistant	0.50	0.50
Kindergarten Assistants	4.00	4.00
PreK Teacher Assistants	3.00	2.00
Library Assistants	1.00	1.00
English Learner Teacher Assistants	6.50	5.50
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	3.00	2.00
PreK Special Education Teacher Assistant	5.00	5.00
Montessori Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	4.50	4.50
<b>TOTAL</b>	<b>101.50</b>	<b>96.30</b>

FINANCIAL: SCHOOLS



# Claremont

## SCHOOL INFORMATION

Claremont Immersion Elementary School is a learning community where students are immersed in both English and Spanish.

In Claremont's kindergarten through grade five dual-language immersion program, children learn a second language the natural way through everyday conversation and content instruction. Students spend half of their day in a Spanish-language classroom learning math, Spanish reading/writing, science and music or art, and the other portion of the day learning reading, writing, social studies, physical education and music or art in English. This learning environment develops fluency in two languages and fosters caring, respectful and supportive cross-cultural relationships.

Claremont's exemplary initiative "SPARK" ignites student learning through a variety of unique art opportunities specific to Spanish language and multicultural experience. Claremont Immersion students are bilingual, global citizens, caring and kind team players, effective communicators, independent problem solvers and persistent, life-long learners. We are proud of our students learning in two languages!



## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ Dual language education (50/50 model Spanish/ English)
- ⊙ Developing bilingual, biliterate, and culturally competent global citizens
- ⊙ VPI – classes for 4 year olds
- ⊙ Collaborative, team-teaching approach
- ⊙ SPARK exemplary project - students actively engage in interactive experiences with a professional artist
- ⊙ Strong school-family partnerships and events - STEAM Night, Read-A-Thon, Book Fair, and more
- ⊙ Commitment to students' academic and social-emotional success in a supportive two-language learning environment

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	689
Special Education Self-Contained	32
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	0
<b>TOTAL ENROLLMENT</b>	<b>753</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	14
EL 1, 2, 3	177
Gifted*	116
Special Education Resource	52
Receiving Free and Reduced Lunch*	226

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	22.33
First Grade	23.00
Second Grade	20.17
Third Grade	20.50
Fourth Grade	22.25
Fifth Grade	20.40

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
750	741	753



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,135,261	\$6,235,859	\$5,975,558
Employee Benefits	\$2,055,387	\$2,173,684	\$2,213,009
Purchased Services	\$23,841	\$26,026	\$26,026
Other Charges	\$140,287	\$150,934	\$155,820
Materials and Supplies	\$78,649	\$94,341	\$95,313
Capital Outlay	\$23,024	\$32,232	\$15,408
<b>TOTAL</b>	<b>\$8,456,449</b>	<b>\$8,713,076</b>	<b>\$8,481,134</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	24.00	23.00
FLES Teachers	3.00	0.00
Teachers for Planning Needs	0.00	1.50
Special Project Teachers	0.50	0.25
Kindergarten Teachers	6.00	6.00
PreK Teachers	1.00	0.00
Special Education Teachers	5.00	4.00
Special Education Resource Teachers	2.00	2.50
Math Coach	0.50	0.50
English Learner Teachers	4.90	5.40
Music Teachers	2.80	3.20
Art Teachers	2.80	3.20
Physical Education Teachers	2.60	3.00
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.60	1.60
Librarian	1.00	1.00
Bilingual Family Liaison	1.00	1.00
Kindergarten Assistants	6.00	6.00
PreK Teacher Assistants	1.00	0.00
Library Assistants	1.00	1.50
English Learner Teacher Assistants	3.50	2.50
Testing Coordinator	0.50	0.00
Special Education Teacher Assistant	0.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.50
Custodians	4.50	4.50
<b>TOTAL</b>	<b>85.20</b>	<b>82.65</b>



# Discovery

## SCHOOL INFORMATION

Discovery Elementary is a neighborhood school where students engage in sustainability practices and serve as stewards of the environment. Discovery is a Net Zero Energy school in that the total amount of energy used in a year is approximately equal to the amount of renewable energy created during that year. As a green building, Discovery supports experiential learning and encourages students to be stewards of the environment through service and leadership. John Glenn lived in the neighborhood and ran orbital patterns with his children on the school site. The name Discovery is not only a nod to Glenn, but evokes the spirit of learning.



As a Professional Learning Community, Discovery teachers collaborate to plan and deliver engaging and interactive lessons and assess student learning via standard-based grading. Further, teachers implement the Responsive Classroom approach to support students' academic, social, and emotional development.

Discovery Vision: *We learn together as a team and encourage everyone to explore, dream, and discover while making a positive impact in our community.*

Discovery Mission: *Explorers learn, collaborate, and innovate with the world in mind.*

## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ Preschool special education program
- ⊙ Montessori program
- ⊙ Countywide Functional Life Skills program
- ⊙ Professional Learning Community
- ⊙ Arlington Tiered System of Support
- ⊙ Instructional Coaches for math, reading and writing, technology, and gifted
- ⊙ Responsive Classroom
- ⊙ Standard-based Grading
- ⊙ Eco-Action Team

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	557
Special Education Self-Contained	8
Countywide Special Education K-5	8
Montessori 3 and 4 year-old students	28
Pre-School 4 year-old students	0
PreK Special Education**	8
<b>TOTAL ENROLLMENT</b>	<b>609</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	1
EL 1, 2, 3	29
Gifted*	98
Special Education Resource	59
Receiving Free and Reduced Lunch*	20

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	21.25
First Grade	23.75
Second Grade	19.80
Third Grade	22.25
Fourth Grade	23.25
Fifth Grade	21.00

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
594	588	609





## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,923,954	\$5,031,713	\$5,020,219
Employee Benefits	\$1,654,511	\$1,743,302	\$1,836,392
Purchased Services	\$34	\$0	\$0
Other Charges	\$25,496	\$23,997	\$24,057
Materials and Supplies	\$89,253	\$79,013	\$80,424
Capital Outlay	\$26,496	\$25,818	\$12,492
<b>TOTAL</b>	<b>\$6,719,744</b>	<b>\$6,903,843</b>	<b>\$6,973,584</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	21.00	20.00
FLES Teachers	2.50	0.00
Teachers for Planning Needs	0.00	1.50
Special Projects Teacher	0.50	0.25
Kindergarten Teachers	4.00	4.00
Montessori Teachers	2.00	2.00
Special Education Teachers	2.00	2.00
Special Education Countywide Teachers	1.00	2.00
Special Education Resource Teachers	3.00	2.50
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
English Learner Teachers	0.50	1.30
Music Teachers	2.00	2.40
Art Teachers	2.00	2.40
Physical Education Teachers	2.20	2.60
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
Kindergarten Assistants	4.00	4.00
Library Assistants	1.00	1.00
Special Education Countywide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	2.00	0.00
PreK Special Education Teacher Assistant	1.50	1.50
Montessori Teacher Assistants	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	4.00
Custodians	5.00	5.00
<b>TOTAL</b>	<b>72.90</b>	<b>71.65</b>



# Dr. Charles R. Drew

## SCHOOL INFORMATION

Dr. Charles R. Drew School serves a diverse and rich population of students. Drew provides students with authentic, inquiry-based learning experiences which focus on core instructional components with an emphasis of STEAM (Integration of Science, Technology, Engineering, Art and Music.) Students engage in innovative and differentiated learning experiences to promote learning; enhancement of critical thinking and problem-solving skills and the development of the whole child. At Drew, partnerships are developed to connect staff, families and community members to ensure that all members are actively involved, connected and valued to ensure students' academic, social and emotional success. Drew believes in fostering choice and responsibility among students when it comes to their education.



## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Dr. Charles R. Drew Elementary School is a newly established neighborhood elementary school that serves a diverse and rich population of students.
- Provides students with authentic, inquiry-based learning experiences that focus on core instructional components with an emphasis on STEAM (Integration of Science, Technology, Engineering, Art and Music) and integration of Project-Based Learning.
- Students engage in innovative and differentiated learning experiences to promote learning, enhancement of critical thinking and problem-solving skills and the development of the whole child.

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	341
Special Education Self-Contained	45
Countywide Special Education K-5	12
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	26
PreK Special Education**	58
<b>TOTAL ENROLLMENT</b>	<b>482</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	21
EL 1, 2, 3	154
Gifted*	30
Special Education Resource	25
Receiving Free and Reduced Lunch*	267

\*FY 2020 Actual Enrollment (see note below)

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	19.67
First Grade	19.75
Second Grade	20.67
Third Grade	19.33
Fourth Grade	19.33
Fifth Grade	24.00

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
679	442	482

Note: FY 2019 actual enrollment data includes Drew Model and Montessori Program at Drew. See separate section for the Montessori Public School of Arlington information for FY 2020 and FY 2021.

# Dr. Charles R. Drew



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,254,543	\$5,427,854	\$5,793,549
Employee Benefits	\$1,498,245	\$2,062,311	\$2,145,398
Purchased Services	\$94	\$0	\$0
Other Charges	\$178,897	\$204,399	\$191,723
Materials and Supplies	\$49,875	\$68,516	\$66,429
Capital Outlay	\$12,993	\$21,433	\$9,755
<b>TOTAL</b>	<b>\$5,994,647</b>	<b>\$7,784,512</b>	<b>\$8,206,854</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	15.00	16.00
FLES Teachers	2.00	0.00
Teachers for Planning Needs	0.00	1.00
Kindergarten Teachers	4.00	3.00
PreK Teachers	2.00	0.00
Special Education Teachers	4.00	7.00
Special Education Countywide Teachers	2.00	3.00
Special Education Resource Teachers	1.00	1.50
PreK Special Education Teachers	4.00	5.00
Math Coach	0.50	0.50
English Learner Teachers	4.90	4.90
Music Teachers	2.00	2.20
Art Teachers	2.00	2.20
Physical Education Teachers	1.80	2.00
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.00	1.00
Librarian	1.00	1.00
Bilingual Family Liaison	0.50	0.50
Kindergarten Assistants	4.00	3.00
PreK Teacher Assistants	2.00	1.00
Library Assistants	1.00	1.00
English Learner Teacher Assistants	4.00	2.00
Testing Coordinator	0.50	0.50
Special Education Countywide Teacher Assistant	4.00	6.00
Special Education Teacher Assistant	1.00	1.00
PreK Special Education Teacher Assistant	5.00	7.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.00	3.00
Custodians	5.00	5.00
<b>TOTAL</b>	<b>82.70</b>	<b>85.80</b>

FINANCIAL: SCHOOLS



# Alice West Fleet

## SCHOOL INFORMATION

Alice West Fleet is a diverse neighborhood school serving students in PreK through fifth grade. Fleet seeks to continuously improve student achievement while supporting the development of the whole child and continues to be home to the countywide Deaf/Hard of Hearing and Communications Programs. Students learn the importance of giving back to the community through Fleet's exemplary project, Helping Hands: Creating Community Connections, which integrates service learning into the curriculum through an engaging and interactive learning approach. Fleet's parents are an integral part of the educational process and the staff is committed to working in partnership with them to provide the best possible education to each child. Fleet's students and staff are guided by the school motto, "Do your personal best today and all life long." The Fleet community sets high expectations for all students and provides each student with the support needed to reach their fullest potential.



## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- ⊙ Countywide Communications and Deaf/Hard of Hearing Programs
- ⊙ Technology Integration across all subject areas
- ⊙ Virginia Preschool Initiative Program (VPI) for four-year-olds

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	616
Special Education Self-Contained	36
Countywide Special Education K-5	24
Montessori 3 and 4 year-old students	34
Pre-School 4 year-old students	32
PreK Special Education**	12
<b>TOTAL ENROLLMENT</b>	<b>754</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	21
EL 1, 2, 3	133
Gifted*	101
Special Education Resource	24
Receiving Free and Reduced Lunch*	194

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	20.00
First Grade	21.25
Second Grade	22.50
Third Grade	25.50
Fourth Grade	25.00
Fifth Grade	22.00

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
n/a	637	754

# Alice West Fleet



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$162,478	\$6,384,688	\$7,050,380
Employee Benefits	\$59,255	\$2,252,917	\$2,670,872
Purchased Services	\$0	\$18,823	\$18,823
Other Charges	\$0	\$85,858	\$101,725
Materials and Supplies	\$0	\$82,246	\$97,537
Capital Outlay	\$1,352	\$26,851	\$15,429
<b>TOTAL</b>	<b>\$223,085</b>	<b>\$8,851,383</b>	<b>\$9,954,766</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	20.00	23.00
FLES Teachers	2.50	0.00
Teachers for Planning Needs	0.00	1.50
Special Projects Teacher	0.50	0.25
Kindergarten Teachers	4.00	5.00
Montessori Teachers	2.00	2.00
PreK Teachers	2.00	2.00
Special Education Teachers	3.00	5.00
Special Education Countywide Teachers	5.00	5.00
Special Education Resource Teachers	1.50	1.00
Math Coach	0.50	0.50
English Learner Teachers	3.40	4.90
Music Teachers	2.60	3.40
Art Teachers	2.60	3.40
Physical Education Teachers	2.60	3.20
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.60
Librarian	1.00	1.00
Bilingual Family Liaison	1.00	1.00
Kindergarten Assistants	4.00	5.00
PreK Teacher Assistants	2.00	1.00
Library Assistants	1.00	1.50
English Learner Teacher Assistants	2.00	2.00
Special Education Countywide Teacher Assistant	10.00	10.00
Special Education Teacher Assistant	1.00	2.00
Montessori Teacher Assistants	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.50
Custodians	5.50	5.50
<b>TOTAL</b>	<b>92.40</b>	<b>102.75</b>

FINANCIAL: SCHOOLS



# Glebe

## SCHOOL INFORMATION

Students and families at Glebe participate in our exemplary project called the S.MArt Project. S.MArt stands for science, math, art and technology. The key concept behind the project is the teaching of aspects of the students' math and science curriculum through integration and engagement with a modern art form, visual art, dance, music or theatre.

Glebe also recognizes that children learn and grow in different ways and at different paces. Glebe's teaching staff uses a differentiated approach designed to accommodate and support each child's learning style and abilities.

The staff also uses teaching techniques that encourage active learning, engaging students in hands-on activities in all curricular areas.



## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- ⊙ Five wireless mobile computer labs
- ⊙ The S.M.Art Project (yearly school theme integrated across the curriculum)
- ⊙ Homework Club
- ⊙ Developmental comprehensive school counseling program based on the American School Counseling Association National Model

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	539
Special Education Self-Contained	16
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	14
<b>TOTAL ENROLLMENT</b>	<b>569</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	14
EL 1, 2, 3	54
Gifted*	135
Special Education Resource	82
Receiving Free and Reduced Lunch*	88

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	18.25
First Grade	22.00
Second Grade	20.00
Third Grade	25.25
Fourth Grade	23.75
Fifth Grade	23.50

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
595	575	569



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,372,730	\$5,428,983	\$5,046,867
Employee Benefits	\$1,836,791	\$1,907,650	\$1,840,508
Purchased Services	\$5,328	\$5,353	\$5,353
Other Charges	\$159,451	\$149,271	\$161,774
Materials and Supplies	\$68,461	\$80,212	\$76,711
Capital Outlay	\$26,196	\$26,032	\$11,683
<b>TOTAL</b>	<b>\$7,468,957</b>	<b>\$7,597,501</b>	<b>\$7,142,896</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	21.00	19.00
FLES Teachers	2.50	0.00
Teachers for Planning Needs	0.00	1.00
Special Project Teachers	0.50	0.25
Kindergarten Teachers	5.00	4.00
Special Education Teachers	3.00	3.00
Special Education Resource Teachers	2.50	3.50
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
English Learner Teachers	2.20	2.00
Music Teachers	2.40	2.00
Art Teachers	2.40	2.00
Physical Education Teachers	2.20	2.20
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.40	1.20
Librarian	1.00	1.00
Bilingual Family Liaison	0.00	0.20
Kindergarten Assistants	5.00	4.00
Library Assistants	1.00	1.00
English Learner Teacher Assistants	1.50	0.50
Special Education Teacher Assistant	1.00	0.00
PreK Special Education Teacher Assistant	1.50	1.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	3.50
Custodians	4.50	4.50
<b>TOTAL</b>	<b>71.60</b>	<b>63.35</b>



# Hoffman-Boston

## SCHOOL INFORMATION

Hoffman-Boston Elementary School is the home of the All-Stars, a global community that serves a diverse and rich population of students and families. Hoffman-Boston Elementary School is dedicated to providing authentic, inquiry-based learning experiences that encourage students to collaborate, experiment and create solutions to real-life problems. The school's exemplary programs include a focus on STEM (Science, Technology, Engineering and Mathematics) instruction and Project Edison which focuses on enhancing communication skills through technology and the integration of arts. Innovative techniques and technology are woven into the instructional program to enhance lifelong learning. The staff uses differentiated instructional practices that promote critical thinking, embrace diverse learning styles and prepare the students to become successful contributors and competitive members of the global community. Those who work and learn in Hoffman-Boston's learning environment demonstrate respect, integrity, perseverance, striving to build strong values and character for all students.



## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ Project Edison, an Exemplary Project enhancing communication skills through technology and integration of the arts
- ⊙ School-wide Title I programming including math and literacy events throughout the year
- ⊙ Virginia Preschool Initiative (VPI) for four-year-olds
- ⊙ Professional Learning Communities (PLC) for teaching staff
- ⊙ Early childhood special education programs
- ⊙ SIOP techniques and strategies for English language learners
- ⊙ Specialized Support Staff and Math Coach
- ⊙ Specialized support staff including EL teachers, Title I math/literacy teachers and a literacy coach
- ⊙ Wide variety of reading interventions: Reading: Orton-Gillingham, Leveled Literacy Instruction (LLI), My Reading Coach, Reading A to Z; Math: Do the Math (K-5), Dreambox (K-5), Reflex (2-5)

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	392
Special Education Self-Contained	36
Countywide Special Education K-5	12
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	52
PreK Special Education**	44
<b>TOTAL ENROLLMENT</b>	<b>536</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	30
EL 1, 2, 3	184
Gifted*	33
Special Education Resource	17
Receiving Free and Reduced Lunch*	240

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	18.00
First Grade	19.00
Second Grade	18.50
Third Grade	23.00
Fourth Grade	20.00
Fifth Grade	21.33

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
541	518	536



# Hoffman-Boston



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,570,300	\$6,525,039	\$6,333,336
Employee Benefits	\$2,246,687	\$2,384,109	\$2,317,451
Purchased Services	\$5,213	\$5,616	\$5,616
Other Charges	\$179,991	\$184,729	\$184,072
Materials and Supplies	\$75,403	\$78,039	\$74,329
Capital Outlay	\$20,981	\$25,644	\$11,458
<b>TOTAL</b>	<b>\$9,098,575</b>	<b>\$9,203,177</b>	<b>\$8,926,262</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	18.00	16.00
FLES Teachers	2.50	0.00
Teachers for Planning Needs	0.00	1.00
Special Project Teachers	1.00	1.00
Kindergarten Teachers	4.00	4.00
PreK Teachers	2.00	1.00
Special Education Teachers	7.00	7.00
Special Education Countywide Teachers	3.00	3.00
Special Education Resource Teachers	1.00	1.00
PreK Special Education Teachers	4.00	4.00
Math Coach	1.00	1.00
English Learner Teachers	6.10	6.40
Music Teachers	2.60	2.60
Art Teachers	2.60	2.60
Physical Education Teachers	2.40	2.40
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.00
Librarian	1.00	1.00
STEM Coordinator	1.00	1.00
Bilingual Family Liaison	1.00	1.00
Kindergarten Assistants	4.00	4.00
PreK Teacher Assistants	1.00	0.00
Library Assistants	1.00	1.00
English Learner Teacher Assistants	4.00	2.50
Testing Coordinator	0.50	0.50
Special Education Countywide Teacher Assistant	6.00	6.00
Special Education Teacher Assistant	1.00	4.00
PreK Special Education Teacher Assistant	6.00	6.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	5.50	5.50
<b>TOTAL</b>	<b>99.40</b>	<b>95.50</b>

FINANCIAL: SCHOOLS



# Integration Station

## SCHOOL INFORMATION

Integration Station (IS) has several PreKindergarten special education programs that serve Arlington Public School (APS) students ages 2-5 who have disabilities. IS is co-located with The Children’s School (TCS) and provides an integrated educational program for 2-5 year-old children with disabilities. The collaboration between APS/IS and TCS has provided students with disabilities opportunities to integrate with students without disabilities for over 20 years.

In addition, a special education program for toddlers and a PreKindergarten multi-intervention program for students with autism (MIPA) are a part of the IS program. Students in the toddler and MIPA programs experience a range of integrated opportunities based on their needs. IS also includes our Community-Based Preschool Support Program serving students with disabilities in community-based settings like private PreKindergartens, Head Start and child care centers across the county.

## ENROLLMENT\*

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
47	40	56

*\*Excludes community-based students*



# Integration Station

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,426,961	\$1,755,087	\$1,575,156
Employee Benefits	\$536,588	\$698,096	\$620,813
Purchased Services	\$0	\$0	\$635,000
Other Charges	\$492,743	\$632,072	\$534
Materials and Supplies	\$20,473	\$10,809	\$9,124
Capital Outlay	\$0	\$6,101	\$2,510
<b>TOTAL</b>	<b>\$2,476,765</b>	<b>\$3,102,165</b>	<b>\$2,843,137</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
PreK Special Education Teachers	14.00	12.00
Special Education Countywide Teachers	1.00	1.00
Music Teachers	0.40	0.40
Art Teachers	0.40	0.40
Physical Education Teachers	0.40	0.40
Special Education Countywide Teacher Assistant	2.00	2.00
PreK Special Education Teacher Assistants	13.00	10.00
<b>TOTAL</b>	<b>31.20</b>	<b>26.20</b>

FINANCIAL: SCHOOLS



# Jamestown

## SCHOOL INFORMATION

Jamestown Elementary School strives to educate children in an optimal learning environment, preparing them for success in a global society. Teachers implement a rich, rigorous, and differentiated curriculum. The use of mobile technologies supports innovative educational practices that encourage students to become creative thinkers, problems solvers, and effective communicators. Collaborating in Professional Learning Communities (PLC), teachers implement the Responsive Classroom Approach to address students' social and emotional needs as they provide a demanding academic program differentiating instruction by addressing students' multiple intelligences, diverse learning styles, and the implementation of Arlington's Tiered System of Support.



Spanish is an important part of the instructional program focusing on authentic communication, the integration of math and science concepts, as well as the enhancement of cultural awareness. Outdoor education is a key component of inquiry-based science lessons and essential to our challenge-based learning initiatives. Jamestown teachers empower students to be responsible for their own learning.

## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ Responsive Classroom Approach utilized school-wide
- ⊙ Challenge Based Learning Projects: authentic application of instruction
- ⊙ Student led parent-teacher conferences
- ⊙ Student led community service projects
- ⊙ School-wide emphasis on writing across the curriculum
- ⊙ Technology integrated throughout the curriculum
- ⊙ Professional Development
- ⊙ Visiting authors, architects, artists and scientists
- ⊙ Junior Great Books
- ⊙ Outdoor Habitat and Classroom Gardens
- ⊙ Geography Bee
- ⊙ Multidisciplinary approaches to art and music instruction
- ⊙ Odyssey of the Mind
- ⊙ Continental Math League
- ⊙ Staff collaboration through Professional Learning Communities

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	515
Special Education Self-Contained	40
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	51
Pre-School 4 year-old students	0
PreK Special Education**	20
<b>TOTAL ENROLLMENT</b>	<b>626</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	9
EL 1, 2, 3	7
Gifted*	77
Special Education Resource	37
Receiving Free and Reduced Lunch*	21

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	19.00
First Grade	22.75
Second Grade	20.00
Third Grade	20.80
Fourth Grade	22.75
Fifth Grade	26.50

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
602	617	626



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,348,832	\$5,861,526	\$5,456,265
Employee Benefits	\$1,877,849	\$2,158,686	\$1,977,091
Purchased Services	\$0	\$0	\$0
Other Charges	\$125,783	\$127,390	\$126,885
Materials and Supplies	\$72,806	\$80,660	\$80,260
Capital Outlay	\$18,796	\$27,152	\$12,836
<b>TOTAL</b>	<b>\$7,444,066</b>	<b>\$8,255,414</b>	<b>\$7,653,337</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	21.00	20.00
FLES Teachers	2.50	0.00
Teachers for Planning Needs	0.00	1.00
Special Project Teachers	0.50	0.25
Kindergarten Teachers	3.00	3.00
Montessori Teachers	3.00	3.00
Special Education Teachers	8.00	6.00
Special Education Countywide Teachers	1.00	0.00
Special Education Resource Teachers	1.00	2.00
PreK Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
English Learner Teachers	0.50	0.80
Music Teachers	2.60	2.60
Art Teachers	2.60	2.60
Physical Education Teachers	2.60	2.60
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Teacher Mentor	0.25	0.25
Counselors	1.20	1.20
Librarian	1.00	1.00
Kindergarten Assistants	3.00	3.00
Library Assistants	1.00	1.00
Special Education Countywide Teacher Assistant	2.00	0.00
Special Education Teacher Assistant	4.00	3.00
PreK Special Education Teacher Assistant	2.50	2.50
Montessori Teacher Assistants	3.00	3.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	4.00	4.00
<b>TOTAL</b>	<b>82.25</b>	<b>74.80</b>



# Francis Scott Key

## SCHOOL INFORMATION

**Key School**—Escuela Key is proud to celebrate 32 years of Spanish Immersion in Arlington Public Schools. Every student participates fully in this internationally-recognized program designed to teach children a world language in a natural way.

Since 2008 Key has been an International Spanish Academy (ISA) in partnership with the Ministry of Education of Spain. In 2012, Key was selected as the “School of the Year” by the Ministry of Education of Spain. Students at Key learn Arlington County’s elementary curriculum in Spanish and English. The students use each other as language models. At Key, all strive for academic excellence while developing a lifelong love of learning. Children are supported as they learn to respect themselves and others as they attain a sense of self and an appreciation for the global community. Key’s vision is that students will become empathetic, respectful, responsible, trustworthy and kind members of Key school, their Arlington community, and the world.



## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ Key School signed agreement with Ministry of Education in Spain, along with Claremont, Gunston, and Wakefield to be an International Spanish Academy (ISA), December 12, 2008 in Valencia, Spain
- ⊙ All teachers are trained in SIOP (Sheltered Instruction Observation Protocol)
- ⊙ EveryBody Wins–National Read to Children program during lunch and recess in partnership with the Pentagon
- ⊙ Family and Community Engagement (FACE) and Positive Behavioral Interventions & Supports (PBIS) school
- ⊙ Fifth grade student exchange (10-12 students) with Escuela Americana in El Salvador
- ⊙ Teacher training for outdoor curriculum–School Yard Habitat, Project Wild, National Wildlife Federation, Learning Tree w/ACE
- ⊙ Padres Unidos–Workshops for Hispanic Parents–one of the first ongoing parent education programs for non-native English speaking parents in APS

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	661
Special Education Self-Contained	21
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	0
<b>TOTAL ENROLLMENT</b>	<b>714</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	37
EL 1, 2, 3	213
Gifted*	104
Special Education Resource	36
Receiving Free and Reduced Lunch*	279

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	20.67
First Grade	22.80
Second Grade	25.20
Third Grade	22.20
Fourth Grade	24.50
Fifth Grade	25.50

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
726	709	714

# Francis Scott Key



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,692,059	\$6,373,433	\$6,005,613
Employee Benefits	\$2,275,293	\$2,183,233	\$2,224,887
Purchased Services	\$1,846	\$2,880	\$2,880
Other Charges	\$173,728	\$159,346	\$170,190
Materials and Supplies	\$83,068	\$92,850	\$91,528
Capital Outlay	\$30,617	\$31,414	\$14,618
<b>TOTAL</b>	<b>\$9,256,610</b>	<b>\$8,843,156</b>	<b>\$8,509,717</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	23.00	22.00
FLES Teachers	2.00	0.00
Teachers for Planning Needs	0.00	1.50
Special Project Teachers	0.50	0.25
Kindergarten Teachers	6.00	6.00
PreK Teachers	1.00	1.00
Special Education Teachers	4.00	3.00
Special Education Resource Teachers	1.50	1.50
Math Coach	0.50	0.50
English Learner Teachers	5.90	6.90
Music Teachers	2.80	2.80
Art Teachers	2.80	2.80
Physical Education Teachers	2.60	2.60
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.60	1.60
Librarian	1.00	1.00
Bilingual Family Liaison	1.00	1.00
Kindergarten Assistants	6.00	6.00
PreK Teacher Assistants	1.00	0.00
Library Assistants	1.00	1.00
English Learner Teacher Assistants	4.50	3.00
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.50
Custodians	4.50	4.50
<b>TOTAL</b>	<b>84.70</b>	<b>80.45</b>

FINANCIAL: SCHOOLS



# Long Branch

## SCHOOL INFORMATION

Long Branch has been a neighborhood school since 1973 and its PreK to grade five students reflect Arlington’s diverse and changing population. Long Branch uses the “Responsive Classroom Approach,” allowing all children to be part of a caring community in which social and academic learning are fully integrated throughout the school day, and in which students are nurtured to become strong ethical thinkers. Long Branch staff commits to getting to know each student as an individual and strives to provide a positive, engaging, and enriching environment in which all students are active participants and show continuous progress.



Long Branch’s achievements are the results of a focused, hard-working staff, a dedicated group of students, and a parent community that values education and supports the school’s programs. The school’s fine arts and performing arts programs are among the most dynamic in Arlington, making annual concerts and musicals popular community events.

## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ Exemplary Project “MAGIC” –Multicultural and Global Interdisciplinary Connections thematic units of study with an emphasis on diversity, writing and reading
- ⊙ After-school enrichment programs sponsored by the PTA (karate, hands-on science, sign language, Spanish, drawing, sports, and theater)
- ⊙ Girls on the Run
- ⊙ Homework Club
- ⊙ Parent reading volunteers
- ⊙ Math Dice Team
- ⊙ Recycling Rangers
- ⊙ Artist-in-Residence Program

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	419
Special Education Self-Contained	50
Countywide Special Education K-5	12
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	16
PreK Special Education**	6
<b>TOTAL ENROLLMENT</b>	<b>503</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	24
EL 1, 2, 3	98
Gifted*	106
Special Education Resource	12
Receiving Free and Reduced Lunch*	171

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	21.00
First Grade	24.33
Second Grade	18.00
Third Grade	20.25
Fourth Grade	22.50
Fifth Grade	22.50

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
592	521	503



# Long Branch



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,256,314	\$5,581,059	\$5,046,486
Employee Benefits	\$1,786,755	\$1,983,694	\$1,835,041
Purchased Services	\$2,032	\$33	\$33
Other Charges	\$113,429	\$108,486	\$112,895
Materials and Supplies	\$87,452	\$73,054	\$69,848
Capital Outlay	\$22,693	\$23,364	\$10,345
<b>TOTAL</b>	<b>\$7,268,675</b>	<b>\$7,769,691</b>	<b>\$7,074,648</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	20.00	18.00
FLES Teachers	2.50	0.00
Teachers for Planning Needs	0.00	1.00
Special Project Teachers	1.00	0.50
Kindergarten Teachers	4.00	3.00
PreK Teachers	2.00	1.00
Special Education Teachers	4.00	7.00
Special Education Countywide Teachers	3.00	2.00
Special Education Resource Teachers	1.00	0.50
Math Coach	0.50	0.50
English Learner Teachers	3.70	3.70
Music Teachers	2.20	2.20
Art Teachers	2.20	2.20
Physical Education Teachers	2.20	2.20
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.00
Librarian	1.00	1.00
Bilingual Family Liaison	0.50	0.50
Kindergarten Assistants	4.00	3.00
PreK Teacher Assistants	2.00	0.00
Library Assistants	1.00	1.00
English Learner Teacher Assistants	2.50	1.00
Testing Coordinator	0.00	0.50
Special Education Countywide Teacher Assistant	6.00	4.00
Special Education Teacher Assistant	1.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.00	4.00
<b>TOTAL</b>	<b>80.50</b>	<b>70.80</b>

FINANCIAL: SCHOOLS



# McKinley

## SCHOOL INFORMATION

McKinley School is a neighborhood school where staff, families and members of the community work collaboratively to provide a rich educational experience for its students. The school's focused approach to instruction, which incorporates a variety of strategies supported by research, has produced highly successful learners. The staff strives to provide each student a nurturing yet challenging experience that stimulates intellectual curiosity, encourages critical and creative thinking, and culminates in academic achievement.



McKinley initiatives include the Children's Theater, an extensive offering of after-school enrichment courses, a highly acclaimed science fair, and an exemplary project–Kaleidoscope–that focuses on integrating the arts throughout the curriculum.

McKinley Elementary School remains committed to providing excellence in learning and preparing students to become tomorrow's global citizens. At McKinley all believe that "learning is an art."

## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ Science Fair
- ⊙ After-school Enrichment Program
- ⊙ Odyssey of the Mind
- ⊙ Kaleidoscope Exemplary Arts Integration and Theater Project
- ⊙ Math Day
- ⊙ Geography Bee
- ⊙ Book Fair Library Night
- ⊙ The McKinley Times (school newspaper)

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	758
Special Education Self-Contained	11
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	0
<b>TOTAL ENROLLMENT</b>	<b>775</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	7
EL 1, 2, 3	41
Gifted*	146
Special Education Resource	50
Receiving Free and Reduced Lunch*	69

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	19.67
First Grade	21.29
Second Grade	21.67
Third Grade	25.00
Fourth Grade	24.60
Fifth Grade	26.80

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
798	785	775



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,457,443	\$5,783,509	\$5,505,471
Employee Benefits	\$1,845,658	\$2,031,000	\$1,996,385
Purchased Services	\$13,523	\$17,183	\$17,183
Other Charges	\$118,957	\$118,720	\$123,323
Materials and Supplies	\$98,567	\$103,045	\$99,808
Capital Outlay	\$32,832	\$34,901	\$15,853
<b>TOTAL</b>	<b>\$7,566,980</b>	<b>\$8,088,358</b>	<b>\$7,758,023</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	28.00	26.00
FLES Teachers	3.50	0.00
Teachers for Planning Needs	0.00	2.00
Kindergarten Teachers	6.00	6.00
Special Education Teachers	2.00	2.00
Special Education Countywide Teachers	1.00	1.00
Special Education Resource Teachers	1.50	2.50
Math Coach	0.50	0.50
English Learner Teachers	1.00	1.30
Music Teachers	3.00	3.00
Art Teachers	3.00	3.00
Physical Education Teachers	3.00	3.00
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.80	1.80
Librarian	1.00	1.00
Bilingual Family Liaison	0.20	0.20
Kindergarten Assistants	6.00	6.00
Library Assistants	1.50	1.50
English Learner Teacher Assistants	1.00	0.50
Special Education Countywide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	2.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	5.00	4.50
Custodians	5.00	5.00
<b>TOTAL</b>	<b>83.50</b>	<b>79.30</b>



# Montessori Public School of Arlington

## SCHOOL INFORMATION

The Montessori Public School of Arlington is a countywide option Montessori school with three grade levels of instruction – Primary (ages 3 to K), Lower Elementary (grades 1-3) and Upper Elementary (grades 4 and 5). The Montessori program provides an interdisciplinary, discovery-based approach to learning following the tenets of Dr. Maria Montessori. The program is based on a philosophy of learning that grows from the belief that children are natural learners, and that learning occurs best in a nurturing, prepared environment that promotes spontaneous cooperative inquiry. The teaching method that grew from this philosophy fosters a sense of security, self-confidence and independence in children, enabling them to develop into people who respect and care for themselves, others, the environment and all life.



All the teachers are Montessori trained, and the classroom assistants and specials teachers strongly support the Montessori pedagogy. Both the Principal, Ms. Catharina Genove, and assistant principal, Ms. Yolanda Nashid, hold a Montessori credential. The Montessori Program encourages and fosters relationships between the teachers, families and students to create an environment that is comfortable and conducive to learning.

## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- ⦿ Montessori Program—multi-age groupings for children ages three through grade five
- ⦿ Inclusive co-taught special education classrooms at the primary level
- ⦿ Diverse student population with representation from across the school system due to a lottery based enrollment process
- ⦿ Transportation Hub Stops offered throughout the county for ages three through grade five
- ⦿ Extended day program available before and after school for ages 4 and up

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	354
Special Education Self-Contained	14
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	111
Pre-School 4 year-old students	0
PreK Special Education*	8
<b>TOTAL ENROLLMENT</b>	<b>487</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	14
EL 1, 2, 3	47
Gifted*	77
Special Education Resource	20
Receiving Free and Reduced Lunch*	130

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
PreK-K	18.6
Grades 1-3	22.7
Grades 4-5	23.8

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
See Note	452	487

Note: FY 2019 actual enrollment data is shown in the Dr. Charles R. Drew section and includes Drew Model and Montessori Program at Drew.

# Montessori Public School of Arlington



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,223,941	\$4,348,169	\$4,450,709
Employee Benefits	\$1,087,873	\$1,597,008	\$1,712,369
Purchased Services	\$0	\$0	\$0
Other Charges	\$14,580	\$134,314	\$146,641
Materials and Supplies	\$47,623	\$67,229	\$65,580
Capital Outlay	\$9,437	\$21,771	\$10,023
<b>TOTAL</b>	<b>\$4,383,455</b>	<b>\$6,168,492</b>	<b>\$6,385,322</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Montessori Teachers	21.00	19.00
Special Education Teachers	2.00	2.00
Special Education Resource Teachers	1.50	1.00
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
English Learner Teachers	1.00	2.20
Music Teachers	1.60	1.20
Art Teachers	1.40	1.00
Physical Education Teachers	1.20	1.20
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.00	1.00
Librarian	1.00	1.00
Bilingual Family Liaison	0.20	0.50
Library Assistants	1.00	1.00
English Learner Teacher Assistants	0.50	0.50
Testing Coordinator	0.50	0.00
Special Education Teacher Assistant	0.00	2.00
PreK Special Education Teacher Assistant	1.50	1.50
Montessori Teacher Assistants*	16.00	16.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.00
Custodians	3.50	3.50
<b>TOTAL</b>	<b>65.40</b>	<b>64.60</b>

FINANCIAL: SCHOOLS



# Nottingham

## SCHOOL INFORMATION

At Nottingham, academic excellence flourishes in a nurturing learning environment that all stakeholders in the community work cooperatively to maintain. Our Knights receive a challenging educational experience designed to stimulate intellectual curiosity and encourage critical and creative thinking. Instructional staff designs lessons to meet all learning styles, abilities, and interests.

Differentiated instruction contributes to a global understanding leading to lifelong learning. Our ImagiLab Makerspace and Knights S.T.E.A.M.ing Ahead provide authentic, inquiry-based learning experiences that mirror real life problems. Second Step and Responsive Classroom are used to teach academics and social emotional learning. Our Community of Learners at Nottingham thank parents/ guardians for being a partner in their child's education. We take pride in our exemplary, globally based approach to educating the future leaders of tomorrow.



## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ Knights @ Nine (weekly televised program)
- ⊙ Exemplary Writing Project: Knight Writer
- ⊙ Writers' Fair/Book Swap, Author/Illustrator visits
- ⊙ Continental Math League and Math Dice
- ⊙ Readers as Leaders, Read Across America
- ⊙ Brain Probe, Odyssey of the Mind
- ⊙ Exploration Courtyard/Alternative Recess
- ⊙ Steps to Respect/Bully Prevention
- ⊙ Knights Take Note (Music Appreciation Week), Fourth/Fifth Grade Musical
- ⊙ Art Ace and Music Masters programs/ Outdoor Learning
- ⊙ Poem in Your Pocket' Day, Market Day, Math Day
- ⊙ Virginia Science Museum
- ⊙ Planet Partners (environmental awareness)

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	448
Special Education Self-Contained	12
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	28
<b>TOTAL ENROLLMENT</b>	<b>488</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	5
EL 1, 2, 3	8
Gifted*	94
Special Education Resource	61
Receiving Free and Reduced Lunch*	21

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	19.50
First Grade	18.33
Second Grade	21.00
Third Grade	22.25
Fourth Grade	21.25
Fifth Grade	26.67

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
503	485	488

# Nottingham



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,529,703	\$4,606,702	\$4,047,803
Employee Benefits	\$1,496,841	\$1,597,180	\$1,417,443
Purchased Services	\$1,720	\$0	\$0
Other Charges	\$125,123	\$126,847	\$127,326
Materials and Supplies	\$63,634	\$69,137	\$66,285
Capital Outlay	\$22,958	\$22,072	\$10,042
<b>TOTAL</b>	<b>\$6,239,979</b>	<b>\$6,421,938</b>	<b>\$5,668,899</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	19.00	17.00
FLES Teachers	2.50	0.00
Teachers for Planning Needs	0.00	1.00
Special Project Teachers	0.50	0.25
Kindergarten Teachers	4.00	3.00
Special Education Teachers	3.00	2.00
Special Education Resource Teachers	2.00	3.00
PreK Special Education Teachers	1.00	2.00
Math Coach	0.50	0.50
English Learner Teachers	0.50	0.80
Music Teachers	2.00	1.60
Art Teachers	2.00	1.60
Physical Education Teachers	2.20	1.80
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.00
Librarian	1.00	1.00
Kindergarten Assistants	4.00	3.00
Library Assistants	1.00	1.00
Special Education Teacher Assistant	0.00	2.00
PreK Special Education Teacher Assistant	1.50	2.50
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.00
Custodians	4.00	4.00
<b>TOTAL</b>	<b>60.90</b>	<b>57.55</b>

FINANCIAL: SCHOOLS



# Oakridge

## SCHOOL INFORMATION

Oakridge Elementary School is an international neighborhood school whose students represent more than 50 countries. All staff work to create a community of learners in which children become educated, self-confident, well-rounded and responsible global citizens. The school's exemplary project—MOSAIC—celebrates diversity and mission by using global literature to introduce students to cultures from around the globe while implementing strategies to scaffold students' reading and inspire learning and exploration.



Oakridge School is committed to the belief that education is a lifelong developmental process that occurs at school, at home and in the community. The active Oakridge PTA, its families, and strong community partners and volunteers share a dynamic collaboration that fosters student development of habits and attitudes that promote intellectual, physical, aesthetic and social well-being. Students are taught how to accept responsibility for their actions and nurture the development of positive self-worth.

## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ MOSAIC: Our Exemplary Reading Project
- ⊙ Virginia Pre-school Initiative (VPI) classroom
- ⊙ School-wide band, orchestra and choral music programs and concerts, as well as two annual musical productions
- ⊙ Grade-level Art and Music Nights to Remember
- ⊙ Oakridge Reads! Student-developed Book Review Blog
- ⊙ Read Across America Celebration
- ⊙ National Board Certified teachers
- ⊙ Community homework club volunteer tutors
- ⊙ Family STEM Night and Science Fair

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	557
Special Education Self-Contained	22
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	28
Pre-School 4 year-old students	16
PreK Special Education**	16
<b>TOTAL ENROLLMENT</b>	<b>645</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	23
EL 1, 2, 3	117
Gifted*	77
Special Education Resource	22
Receiving Free and Reduced Lunch*	146

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	22.00
First Grade	22.25
Second Grade	24.00
Third Grade	20.75
Fourth Grade	21.00
Fifth Grade	18.17

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
797	623	645





## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,489,041	\$5,714,513	\$5,786,525
Employee Benefits	\$2,255,848	\$1,987,657	\$2,175,348
Purchased Services	\$340	\$0	\$0
Other Charges	\$145,049	\$146,434	\$152,357
Materials and Supplies	\$97,720	\$84,445	\$85,165
Capital Outlay	\$27,415	\$27,712	\$13,221
<b>TOTAL</b>	<b>\$9,015,413</b>	<b>\$7,960,761</b>	<b>\$8,212,616</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	20.00	19.00
FLES Teachers	2.50	0.00
Teachers for Planning Needs	0.00	1.50
Special Project Teachers	1.00	0.50
Kindergarten Teachers	4.00	5.00
Montessori Teachers	2.00	2.00
PreK Teachers	1.00	0.00
Special Education Teachers	4.00	4.00
Special Education Countywide Teachers	2.00	1.00
Special Education Resource Teachers	0.50	1.00
Math Coach	0.50	0.50
PreK Special Education Teachers	1.00	2.00
English Learner Teachers	3.70	4.20
Music Teachers	2.60	2.80
Art Teachers	2.60	2.80
Physical Education Teachers	2.60	2.60
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
Bilingual Family Liaison	1.00	0.50
Kindergarten Assistants	4.00	5.00
PreK Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
English Learner Teacher Assistants	2.50	1.50
Special Education Countywide Teacher Assistant	4.00	2.00
Special Education Teacher Assistant	2.00	0.00
PreK Special Education Teacher Assistant	1.50	3.50
Montessori Teacher Assistant	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	4.50	4.50
<b>TOTAL</b>	<b>85.20</b>	<b>81.60</b>

FINANCIAL: SCHOOLS



# Randolph

## SCHOOL INFORMATION

Randolph Elementary is an International Baccalaureate (IB) Primary Years Programme. Randolph is a diverse community of learners representing many countries of origin and home languages. Students participate in inquiry-based learning that emphasizes critical thinking skills taught through interdisciplinary units of study. Daily instruction integrates IB Attitudes and Learner Profiles and is aligned with Virginia's Standards of Learning.



The IB program at Randolph teaches students a global perspective, as it emphasizes respect for others, allows for independent study and research, and fosters service. Through community engagement and service projects, Randolph students learn how to take action to make a positive difference in the world. Students participate in meaningful service projects in partnership with several community organizations.

The robust academic program is supported by family and community involvement, is coupled with cultural, artistic and athletic pursuits, and nurtures the development of the whole child. Randolph believes that education is truly each student's passport to the future.

## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ International Baccalaureate Primary Years Programme (IB PYP)
- ⊙ End-of-Year IB Exhibition
- ⊙ End-of-Year IB Challenge
- ⊙ IB Spanish (K-5)
- ⊙ Recognized American School Counselor Association Model Program
- ⊙ Workshop Model in K-5
- ⊙ ATSS (Star Time) for math and reading interventions
- ⊙ Social Emotional Learning
- ⊙ Responsive Classroom
- ⊙ Partnerships with George Mason University, Marymount University and NOVA for student teaching
- ⊙ Work Study Program with Marymount University
- ⊙ Young Authors and Illustrators
- ⊙ STEAM Night
- ⊙ Literacy and Numeracy Game Nights
- ⊙ Bedtime Stories Night

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	374
Special Education Self-Contained	27
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	44
PreK Special Education**	16
<b>TOTAL ENROLLMENT</b>	<b>467</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	33
EL 1, 2, 3	216
Gifted*	76
Special Education Resource	50
Receiving Free and Reduced Lunch*	340

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	17.50
First Grade	19.25
Second Grade	19.00
Third Grade	14.75
Fourth Grade	20.67
Fifth Grade	21.33

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
458	461	467



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,392,743	\$5,346,894	\$5,060,348
Employee Benefits	\$1,861,153	\$1,914,076	\$1,882,135
Purchased Services	\$22,408	\$35,000	\$35,000
Other Charges	\$132,533	\$135,667	\$138,453
Materials and Supplies	\$59,332	\$62,728	\$62,534
Capital Outlay	\$15,442	\$20,393	\$9,616
<b>TOTAL</b>	<b>\$7,483,612</b>	<b>\$7,514,759</b>	<b>\$7,188,086</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	15.00	14.00
FLES Teachers	2.00	0.00
Teachers for Planning Needs	0.00	1.00
Special Project Teachers	1.50	1.50
Kindergarten Teachers	4.00	3.00
PreK Teachers	2.00	0.00
Special Education Teachers	4.00	4.00
Special Education Countywide Teachers	0.00	1.00
Special Education Resource Teachers	2.00	2.50
PreK Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
English Learner Teachers	6.10	7.10
Music Teachers	2.00	2.00
Art Teachers	2.00	2.00
Physical Education Teachers	1.80	1.80
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Teacher Mentor	0.20	0.20
Counselors	1.00	1.00
Librarian	1.00	1.00
Bilingual Family Liaison	1.00	1.00
Kindergarten Assistants	4.00	3.00
PreK Teacher Assistants	2.00	1.00
Library Assistants	1.00	1.00
Special Project Teacher Assistant	1.00	1.00
English Learner Teacher Assistants	4.00	3.00
Testing Coordinator	0.50	0.50
Special Education Countywide Teacher Assistant	0.00	2.00
Special Education Teacher Assistant	2.00	2.00
PreK Special Education Teacher Assistant	2.50	2.50
Instructional Technology Coordinator	1.00	1.00
Clerical	3.00	3.00
Custodians	4.00	4.00
<b>TOTAL</b>	<b>77.60</b>	<b>74.10</b>



# Taylor

## SCHOOL INFORMATION

Taylor School is a stimulating, inviting school that nurtures children. The staff values effective teaching and strives to give students the skills to solve problems systematically and creatively in cooperation with others. Taylor School is a STEAM school, which fosters a strong sense of community through cooperative learning in science, technology, engineering, arts and mathematics. Taylor has a reputation throughout Northern Virginia for its strong liberal arts programs.



With an enrollment of 697, students spend their days working in smaller grade-level learning communities. Teachers quickly get to know individual students and a family feeling pervades.

Taylor recognizes that parents are deeply interested in the progress of their children, and frequent communication keeps parents informed and involved. Each year, Taylor parents volunteer thousands of hours that contribute directly to the school's success.

## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ STEM and Beyond Exemplary Project
- ⊙ Hands-on-science instruction, outdoor science education
- ⊙ Reading Recovery Program
- ⊙ Foreign language instruction, five languages
- ⊙ Technology emphasis
- ⊙ Student participation in National Language Arts/Science Olympiads, Quiz Bowl, academic competitions
- ⊙ Professional Development School-affiliated with Marymount University
- ⊙ Math-Science Night
- ⊙ Social Studies and Math-Science Open House events

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	644
Special Education Self-Contained	13
Countywide Special Education K-5	12
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	14
<b>TOTAL ENROLLMENT</b>	<b>683</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	10
EL 1, 2, 3	25
Gifted*	143
Special Education Resource	45
Receiving Free and Reduced Lunch*	33

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	21.20
First Grade	20.40
Second Grade	23.20
Third Grade	21.40
Fourth Grade	24.60
Fifth Grade	23.80

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
671	697	683



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,772,429	\$5,714,167	\$5,536,018
Employee Benefits	\$1,971,278	\$1,975,694	\$1,992,525
Purchased Services	\$42,406	\$43,200	\$43,200
Other Charges	\$123,885	\$115,071	\$122,649
Materials and Supplies	\$85,409	\$86,690	\$88,205
Capital Outlay	\$32,357	\$28,830	\$13,990
<b>TOTAL</b>	<b>\$8,027,764</b>	<b>\$7,963,652</b>	<b>\$7,796,587</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	23.00	23.00
FLES Teachers	3.00	0.00
Teachers for Planning Needs	0.00	1.50
Kindergarten Teachers	5.00	5.00
Special Education Teachers	3.00	2.00
Special Education Countywide Teachers	2.00	2.00
Special Education Resource Teachers	2.00	2.00
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
English Learner Teachers	1.00	1.30
Music Teachers	2.40	2.40
Art Teachers	2.40	2.40
Physical Education Teachers	2.60	2.60
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.40	1.40
Librarian	1.00	1.00
Bilingual Family Liaison	0.20	0.00
Kindergarten Assistants	5.00	5.00
Library Assistants	1.00	1.00
English Learner Teacher Assistants	0.50	0.00
Special Education Countywide Teacher Assistant	4.00	4.00
Special Education Teacher Assistant	1.00	1.00
PreK Special Education Teacher Assistants	1.50	1.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	4.50	4.50
<b>TOTAL</b>	<b>77.50</b>	<b>74.60</b>



# Tuckahoe

## SCHOOL INFORMATION

With a strong inquiry-based approach to learning, Tuckahoe students are taught in an environment that maintains high expectations and standards for each child. The teaching staff uses best instructional practices, higher level thinking skills and problem-solving strategies to ensure academic excellence and achievement. Teachers develop lessons that address a range of learning styles, abilities, interests and multiple intelligences. Teaching and learning are facilitated with technology and a multi-sensory program for the delivery of instruction. Academic lessons, activities and projects are further enriched and stimulated by a unifying school theme focused on environmental habitats.



Tuckahoe's Discovery Schoolyard program provides a creative and innovative way to meet the needs of the whole child by using the schoolyard as a context for integrating the APS curriculum and providing cross-graded experiences.

Tuckahoe also serves as a sister school to Matuwa Primary School in Uganda, providing students with a global educational perspective.

## INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ⊙ Book Buddies
- ⊙ Math Dice Competition
- ⊙ Tuckahoe Town
- ⊙ Geography Bee
- ⊙ Pi Day
- ⊙ Continental Math League
- ⊙ Colonial Day
- ⊙ Discovery Schoolyard Exemplary Project
- ⊙ First Grade Poetry Slam

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education K-5	481
Special Education Self-Contained	18
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	28
<b>TOTAL ENROLLMENT</b>	<b>527</b>

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	3
EL 1, 2, 3	12
Gifted*	107
Special Education Resource	32
Receiving Free and Reduced Lunch*	8

\*FY 2020 Actual Enrollment

\*\*Includes any countywide and community peer students

## AVERAGE CLASS SIZE

FY 2020 ACTUAL	
GRADE	REGULAR
Kindergarten	18.00
First Grade	24.00
Second Grade	23.00
Third Grade	20.00
Fourth Grade	21.75
Fifth Grade	27.00

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
536	527	527



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,585,525	\$4,692,819	\$4,404,468
Employee Benefits	\$1,546,118	\$1,643,928	\$1,529,524
Purchased Services	\$2,232	\$0	\$0
Other Charges	\$103,614	\$113,934	\$113,929
Materials and Supplies	\$76,594	\$70,119	\$69,531
Capital Outlay	\$25,510	\$22,889	\$10,830
<b>TOTAL</b>	<b>\$6,339,593</b>	<b>\$6,543,689</b>	<b>\$6,128,282</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	17.00	17.00
FLES Teachers	2.50	0.00
Teachers for Planning Needs	0.00	1.00
Special Project Teachers	1.00	0.50
Kindergarten Teachers	4.00	4.00
Special Education Teachers	4.00	3.00
Special Education Resource Teachers	1.50	1.50
PreK Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
English Learner Teachers	0.50	0.80
Music Teachers	2.00	2.00
Art Teachers	2.00	2.00
Physical Education Teachers	2.20	2.20
Reading Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
Kindergarten Assistants	4.00	4.00
Library Assistants	1.00	1.00
Special Education Teacher Assistant	1.00	1.00
PreK Special Education Teacher Assistant	3.00	3.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.00	4.00
<b>TOTAL</b>	<b>63.40</b>	<b>60.70</b>



## Secondary Schools Summary

The Secondary Schools include the six middle schools: Gunston, Dorothy Hamm, Jefferson, Kenmore, Swanson and Williamsburg; the H-B Woodlawn Program (Grades 6-12); and the three high schools: Wakefield, Washington-Liberty and Yorktown. The FY 2021 School Board's Adopted Budget for these ten schools totals \$170,638,698 and includes 1,542.22 positions.

	FY 2019	FY 2020	FY 2020	FY 2021	FY 2021
SCHOOL	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Gunston	\$12,623,742	131.90	\$13,996,528	130.20	\$13,805,485
Dorothy Hamm	\$0	89.00	\$8,531,147	102.90	\$10,499,019
Jefferson	\$14,841,318	134.30	\$14,925,698	127.60	\$14,626,785
Kenmore	\$14,299,075	144.67	\$15,709,138	144.97	\$15,562,374
Swanson	\$14,884,564	115.60	\$12,636,908	116.70	\$12,940,066
Williamsburg	\$15,412,641	117.50	\$13,587,241	104.40	\$12,160,938
H-B Woodlawn	\$8,718,178	82.65	\$9,078,093	84.55	\$9,360,054
Wakefield	\$26,636,735	251.30	\$27,711,541	264.30	\$28,965,394
Washington-Liberty	\$26,498,084	238.00	\$26,730,234	240.40	\$27,047,777
Yorktown	\$23,801,279	219.50	\$24,813,573	226.20	\$25,670,806
<b>TOTAL</b>	<b>\$157,715,617</b>	<b>1,524.42</b>	<b>\$167,720,101</b>	<b>1,542.22</b>	<b>\$170,638,698</b>

The Arlington Public Schools secondary schools include six middle schools, three high schools, and one alternative middle/high school program which provide students in grades six through eight and nine through twelve with a wide range of instructional and program opportunities. Each school offers instruction following the Arlington Public Schools curricula and uses textbooks and supplementary materials selected centrally. Each school offers the courses listed in the Middle School Program of studies and/or the High School Program of Studies; some variation exists, primarily among electives. All the schools provide extracurricular opportunities, with students participating in interscholastic sports programs; the Virginia High School League; art and music festivals, exhibits, and performances; science fairs; vocational clubs and competitions; student government; service organizations; and other groups organized around common interests.

All the secondary schools address the special needs of students, including gifted, limited English proficient (LEP), and/or special education students. Some schools receive additional funds and/or staff to meet particular program needs. Resource teachers for the gifted serve each school. Additional staff to support former LEP students work at the schools. The Arlington Career Center receives staffing for the Transition Program. Other specialized programs include the following:

- ⊙ Gunston Middle School offers an extension of the Spanish partial immersion program at grades six, seven and eight and has an exemplary project titled Network 21. In addition, the school offers the Montessori Middle Years program option.
- ⊙ Jefferson Middle School is an International Baccalaureate Middle Years Programme (IBMYP).
- ⊙ Kenmore Middle School is a neighborhood school with an arts and communications technology focus.
- ⊙ Wakefield High School offers the Foundation for Academic Excellence at grade nine, Senior Project at grade twelve, a partial Spanish Immersion Program, and an exemplary project, the Advanced Placement Network.
- ⊙ Washington-Liberty High School offers the International Baccalaureate program.
- ⊙ Yorktown High School has an exemplary project titled Center for Leadership and Public Service.





# Secondary Schools Summary

Described in the next section is the Arlington Career Center which serves high school students through a variety of career-related programs which supplement or replace the standard high school offerings and Arlington Tech, which meets the needs of learners who thrive on hands-on, project-based, and work-based learning experiences. Arlington Community High School which offers a curriculum to high school students seeking a flexible and alternative way to complete their high school education. More detailed descriptions can be found in school profiles and/or programs of studies.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Reductions

In order to balance the budget, the following reductions, totaling 42.30 FTEs, were taken from the secondary school accounts.

- ⊙ To offset the cost of the increased English Learner (EL) teacher positions the planning factor formula for the dually identified teacher positions for secondary schools is adjusted and reduced in half providing a savings of 12.50 teacher positions (budgeted in the Office of English Learners). The new formula allocates a 0.25 teacher position per 12 dually identified students. (802000-41254)
- ⊙ Exemplary projects staffing at non-Title 1 schools are reduced in half and provides a savings of 8.15 positions (3.75 at the elementary schools and 4.40 at the secondary schools). The following secondary schools are reduced: Jefferson (1.10 teacher), Wakefield (1.00 teacher), Kenmore (0.80 teacher), Gunston (0.50 teacher), Washington-Liberty (0.50 director), and Yorktown (0.50 clerical). (311000, 411000-41254, 41318, 41309)
- ⊙ The budget includes increasing the classroom teacher planning factor and recommended maximum by 1 at grade levels K-5, by 1.0 at grades 6-8 and by 1.0 at grades 9-12 for a savings of 51.20 positions. This change may or may not change the number of students in an individual class, but it will increase the average class size. The staffing formula for middle school classroom teachers is increased from 24.15 general education students per teacher to 25.15 students per teacher. The staffing formula for high school classroom teachers is increased from 25.9 general education students per teacher to 26.9 students per teacher. The Arlington Career Center staffing formula changed from 19.3 students per teacher to 20.3 students per teacher. (301000, 401000, 501000-41254, 601000-41260)
- ⊙ The planning factor for instructional technology hardware/software supplies is reduced from \$22.80 to \$12.30 for elementary and middle schools and \$27.35 to \$16.85 for high schools providing a savings of \$305,000. The current voluntary technology co-op will be formalized and extended to include all schools. Formalizing the co-op includes moving the funds from the schools to the Office of Technology Services. Savings are realized through the efficiencies created by bulk purchases and standardization, validated through the existing co-op used by secondary schools. In alignment with the current co-op model, the Office of Technology Services will manage the replacement of the school Interactive White Boards and the purchase of all apps. This has the added benefit of standardizing the classroom technology profile for APS which simplifies training and support. (216000, 316000, 416000, 516000, 911100-48835)

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL: SCHOOLS



# Secondary Schools Summary

## New Funding

- ⦿ The planning factor for English Learner (EL) teacher positions is changed to provide additional teacher allocations to schools to be in compliance with the settlement agreement between APS and the Department of Justice (DOJ). In the agreement, it is stated that the school district will provide all English learners, including English learners with disabilities, at least a daily period or instructional block of ESL taught by an ESL-Certified Teacher. It also states that at the secondary level, APS will provide two periods or instructional blocks to ELP Level 1 and 2 students. The new planning factor formulas for EL teachers are shown below. The allocation provides 12.50 additional EL teacher positions at the following schools: Wakefield (2.00), Career Center/Arlington Tech (1.60), Washington-Liberty (1.40), Kenmore (1.20), Jefferson, Gunston (1.00), Arlington Community High School, H-B Woodlawn (0.80), New Directions (0.60) Langston (0.50), Dorothy Hamm, Swanson, Williamsburg, Yorktown (0.40). (302000, 402000, 502000, 602000, 809710, 809800, 809720-41254)

### SECONDARY SCHOOL PLANNING FACTOR

CRITERIA		
ENGLISH LEARNER PROFICIENCY 1 - 4		
Middle	1.00 teacher per 21.15 ELP 1-4 student	
High	1.00 teacher per 22.90 ELP 1-4 student	
Arlington Career Center/Arl Tech	1.60	fixed allocation
Arlington Community High	0.80	fixed allocation
Langston High Continuation Program	0.50	fixed allocation
New Directions Alternative Program	0.60	fixed allocation

## Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next.

### Baseline Increases

In order to continue providing existing services, the following items are funded.

- ⦿ Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. (317000/417000/517000-45624, 317000/417000/517000-45630, 317000/417000/517000-45680)
- ⦿ Materials and supplies are calculated using current enrollment projections and approved planning factor formulas. These calculations may have resulted in increases and decreases to materials and supplies allocations at each school and are dependent on changes in the population at each school.
- ⦿ Cleaning supplies are allocated to the schools to allow greater flexibility in obtaining supplies when needed. The funding has been calculated using enrollment projections and the square footage of the buildings. These calculations may have resulted in either increases or decreases to cleaning supplies at each location. (317000, 417000-46613)
- ⦿ Funding is provided for a 1.00 school security resource assistant at The Heights building. (501000-41237)





# Gunston

## SCHOOL INFORMATION

Gunston Middle School is an exceptional, United Nations-like middle school. Gunston is home to three distinct but interconnected programs, a partial Spanish-Immersion Program, a Montessori Middle Years Program, and a Traditional Middle School Program. Additionally, there are more than 50 different countries represented in its very diverse student body.



The expectation is that every Gunston student will attempt the most rigorous coursework available in order to have the most options for high school and beyond. The number of Gunston students completing high school credit classes in middle school is high and continues to rise each year. The goal is that students leave middle school with high school credits so that they may be positively positioned to receive an advanced diploma. The staff at Gunston works with the school community – each student, each parent, and each faculty member – to achieve these goals through collaboration and in an atmosphere that fosters respect and understanding.

In addition to a challenging academic program, students at Gunston have many extra-curricular and co-curricular activities from which to select that support their social, emotional, and intellectual development. Students have the option to participate in interscholastic athletics and have the choice of more than 25 different clubs and after-school activities. Additionally, Gunston Middle School is a joint-use facility in partnership with the Arlington County Department of Parks & Recreation, which sponsors an after-school recreation program for teens.

Gunston also has an award-winning fine arts and technology program. The students who participate in art, drama, music, and video journalism are consistently honored in local and statewide competitions for their hard work and talents. The collaboration among the teachers creates many opportunities for students to fuse content coursework with elective options for unique and creative learning experiences.

The outstanding staff at Gunston is dedicated to creating educational opportunities for students that challenge academically and stimulate intellectual curiosity. Students benefit from the spirit of cooperation between home and school, making Gunston a place where all children succeed. At Gunston Middle School, the quest: success!

FINANCIAL: SCHOOLS

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
1,025	1,125	1,172

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education	1,076
Special Education Self-Contained	95
Countywide Special Education	1
<b>TOTAL ENROLLMENT</b>	<b>1,172</b>

\*FY 2020 Actual Enrollment

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1, 2	46
EL 3, 4	69
Gifted*	369
Special Education Resource	64
Interlude	4
Receiving Free and Reduced Lunch*	417



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$9,321,265	\$10,183,002	\$9,991,641
Employee Benefits	\$3,121,709	\$3,582,811	\$3,615,085
Purchased Services	\$3,518	\$0	\$0
Other Charges	\$22,984	\$14,982	\$14,779
Materials and Supplies	\$122,737	\$145,049	\$141,354
Capital Outlay	\$31,529	\$70,683	\$42,626
<b>TOTAL</b>	<b>\$12,623,742</b>	<b>\$13,996,528</b>	<b>\$13,805,485</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.00	3.00
Classroom Teachers	66.20	61.00
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Equity and Excellence Teacher	0.50	0.50
Basic Skills Teachers	2.40	2.40
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
Exemplary Projects Teachers	1.00	0.50
English Learner Teachers	5.40	7.60
Special Education Teachers	12.00	12.00
Special Education Countywide Teachers	1.00	1.00
Special Education Resource Teachers	3.20	3.20
Director of Counseling	1.00	1.00
Counselors	4.80	4.60
Librarians	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialists	0.50	0.50
Assistants	14.00	16.50
Clerical	8.50	8.00
Custodians*	0.00	0.00
<b>TOTAL</b>	<b>131.90</b>	<b>130.20</b>



# Dorothy Hamm

## SCHOOL INFORMATION

Dorothy Hamm Middle School is located on the historic Stratford Jr. High site. So that students can be and can become their best, the learning environment and instructional program at Dorothy Hamm Middle School are engaging, relevant, and challenging. Community is the heart and soul of a school building, and engaging students in building community has been a priority this year. Students have had the opportunity to select the school colors and mascot, provide feedback on the historical signage, and experience many firsts: First Science Fair, First Band/Chorus/Orchestra Concerts, First Drama Performance. There are many “firsts” yet to come as the West Wing addition will open in the fall.



Murals, mobiles, and multi-media displays in the school will celebrate and honor the Civil Rights history of the integration of Arlington Public Schools. On February 2, 1959, Stratford Jr. High became the first public school in the Commonwealth of Virginia to welcome four black seventh grade students through its doors. A public art display, following the path the students took to enter the school’s South-facing doors, will share the story of a community that came together to ensure its children had access to the best education possible. The name Dorothy Hamm reflects the Civil Rights activism of one mother here in Arlington who worked tirelessly to break down the barriers to equality.

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
n/a	737	903

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education	875
Special Education Self-Contained	23
Countywide Special Education	5
<b>TOTAL ENROLLMENT</b>	<b>903</b>

\*FY 2020 Actual Enrollment

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1, 2	17
EL 3, 4	27
Gifted*	311
Special Education Resource	54
Interlude	6
Receiving Free and Reduced Lunch*	106

# Dorothy Hamm



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$0	\$5,774,577	\$7,390,436
Employee Benefits	\$0	\$2,374,787	\$2,686,758
Purchased Services	\$0	\$0	\$0
Other Charges	\$0	\$247,665	\$269,356
Materials and Supplies	\$0	\$98,169	\$126,005
Capital Outlay	\$0	\$35,949	\$26,464
<b>TOTAL</b>	<b>\$0</b>	<b>\$8,531,147</b>	<b>\$10,499,019</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	2.00
Classroom Teachers	38.60	51.20
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Equity and Excellence Teacher	0.50	0.50
Basic Skills Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
English Learner Teachers	2.20	3.00
Special Education Teachers	6.00	4.00
Special Education Countywide Teachers	1.00	2.00
Special Education Resource Teachers	2.20	2.70
Director of Counseling	1.00	1.00
Counselors	2.60	3.60
Librarians	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialists	0.50	0.50
Assistants	8.50	6.50
Clerical	6.00	7.00
Custodians	9.50	9.50
<b>TOTAL</b>	<b>89.00</b>	<b>102.90</b>

FINANCIAL: SCHOOLS



# Jefferson

## SCHOOL INFORMATION

Thomas Jefferson Middle School is an International Baccalaureate Middle Years Programme (IBMYP), authorized by the International Baccalaureate Organization (IBO) in the spring of 2007. The programme, for all students grades 6-8, is designed to expose students to a global academic program that promotes interdisciplinary approaches to learning and critical thinking. As the only IB Middle Years Programme in Arlington, students continue to be provided with a framework of academic challenge in addition to life-long learning skills. This program “offers an educational approach that embraces, yet transcends, traditional school subjects.” All students receive their core academic instruction from a team of teachers.



Students participate in community projects and service activities; the International Day of Peace, an International Festival; a Science Fair, and an International Film Day. Thomas Jefferson offers face-to-face World Languages instruction as an elective beginning in the sixth grade. Students at Thomas Jefferson conduct student-led conferences where students lead the discussion with their parents/guardians and advisory teacher about their academics.

Thomas Jefferson is unique for many reasons, one of which is its design and operation as a joint-use facility. The school enjoys a cooperative relationship with the Arlington County Department of Parks & Recreation. In 2018, Thomas Jefferson students were recognized, locally and nationally, for their hard work and dedication. Examples of such recognition include: earning first place at the SchoolsNEXT Design competition, first place in the APS HEADS UP! PSA contest, receiving the IB Mid-Atlantic Student Excellence Award, and earning credit-by-exam in record numbers. Thomas Jefferson students also participated and placed at the NOVA Regional Science and Engineering Fair, the Model United Nations Conference, and were 2018 County Wrestling Champions.

Thomas Jefferson provides a student-centered approach to continuous learning. Interdisciplinary teaming, flexible scheduling and a teacher-advisor program are integral parts of the school’s program. The dynamic staff at Thomas Jefferson works continually to create an exciting and productive middle school program where all students are nurtured and challenged to achieve at the highest possible levels. At Thomas Jefferson Middle School, we believe in learning together to understand and improve ourselves, our futures, and our world.

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
1,138	1,082	1,091

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education	988
Special Education Self-Contained	77
Countywide Special Education	26
<b>TOTAL ENROLLMENT</b>	<b>1,091</b>

\*FY 2020 Actual Enrollment

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1, 2	41
EL 3, 4	76
Gifted*	383
Special Education Resource	59
Interlude	5
Receiving Free and Reduced Lunch*	442





## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$10,925,519	\$10,884,118	\$10,611,841
Employee Benefits	\$3,639,885	\$3,780,861	\$3,770,864
Purchased Services	\$4,030	\$0	\$0
Other Charges	\$55,357	\$11,372	\$11,721
Materials and Supplies	\$158,151	\$182,287	\$187,894
Capital Outlay	\$58,377	\$67,060	\$44,465
<b>TOTAL</b>	<b>\$14,841,318</b>	<b>\$14,925,698</b>	<b>\$14,626,785</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.00	3.00
Classroom Teachers	53.20	55.40
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Equity and Excellence Teacher	0.50	0.50
Basic Skills Teachers	2.40	2.80
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
Exemplary Projects Teachers	2.20	1.10
English Learner Teachers	6.20	7.80
Special Education Teachers	13.00	10.00
Special Education Countywide Teachers	5.00	5.00
Special Education Resource Teachers	4.20	2.70
Director of Counseling	1.00	1.00
Counselors	4.20	4.40
Librarians	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistants	23.00	17.50
Clerical	7.50	7.50
Custodians*	0.00	0.00
<b>TOTAL</b>	<b>134.30</b>	<b>127.60</b>



# Kenmore

## SCHOOL INFORMATION

Kenmore Middle School is an arts and technology focus school that is powered by STEAM (science, technology, engineering, art and math). The academic curriculum is enhanced by innovative approaches to learning where students work on shared tasks that integrate art and technology into instruction. Kenmore celebrates its focus with performances throughout the year for music, drama, and dance, as well as the annual Coffeehouse, Art and Jazz Showcase, Science Night, and Focus Fest.



Kenmore students have won Scholastic Art Awards at the national level, presented science research papers to the Virginia Academy of Sciences, competed in oratorical contests and the National Latin Exam, and earned top honors at music festivals for band, choir, and orchestra. They have also completed many community service projects.

Kenmore’s focus has evolved over the past 24 years and now includes a STEAM certification pathway to guide course selection for those students interested in STEAM-related classes such as Robotics. Each year Kenmore has students who continue this pursuit in high school at Arlington Tech, Thomas Jefferson High School for Science and Technology, or Duke Ellington School of the Arts.

Kenmore is an inclusive school community where families are engaged and valued. Parent workshops and support groups are hosted by the school in collaboration with the Kenmore PTA and the school division. Social and emotional development is emphasized through community service and volunteerism. The school uses a systematic approach to promoting positive behavior (PBIS). Academic intervention is supported by flexible teacher advisory groupings, as well as extra electives and after-school support.

Kenmore’s facility hosts many school and regional programs, including Harvesting Dreams—a celebration of Hispanic culture, as well as presentations by writers like New York Times bestselling author Kwamé Alexander and Presidential Photographer Pete Souza. The building underwent renovations in 2017 that now include a new fabrication lab for Design Thinking and Robotics, expanded classrooms, a retrofitted multipurpose room, additional space for physical education classes, and a community club room.

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
957	987	1,032

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education	883
Special Education Self-Contained	127
Countywide Special Education	22
<b>TOTAL ENROLLMENT</b>	<b>1,032</b>

\*FY 2020 Actual Enrollment

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1, 2	50
EL 3, 4	111
Gifted*	279
Special Education Resource	81
Interlude	10
Receiving Free and Reduced Lunch*	516



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$10,310,085	\$11,110,963	\$10,927,138
Employee Benefits	\$3,412,873	\$3,958,689	\$4,015,033
Purchased Services	\$15,423	\$19,500	\$19,500
Other Charges	\$377,318	\$423,567	\$421,292
Materials and Supplies	\$133,944	\$144,699	\$149,743
Capital Outlay	\$49,432	\$51,721	\$29,668
<b>TOTAL</b>	<b>\$14,299,075</b>	<b>\$15,709,138</b>	<b>\$15,562,374</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.00	3.00
Classroom Teachers	45.60	46.80
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Equity and Excellence Teacher	0.50	0.50
Basic Skills Teachers	2.80	2.80
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
Exemplary Projects Teachers	1.60	0.80
English Learner Teachers	9.40	10.60
Special Education Teachers	18.00	15.00
Special Education Countywide Teachers	3.17	4.17
Special Education Resource Teachers	3.70	3.70
Director of Counseling	1.00	1.00
Counselors	4.00	4.20
Librarians	2.00	2.00
Facilities Manager	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistants	23.50	24.00
Clerical	7.50	7.50
Custodians	11.00	11.00
<b>TOTAL</b>	<b>144.67</b>	<b>144.97</b>



# Swanson

## SCHOOL INFORMATION

Swanson Middle School celebrated its 78th anniversary in January 2018, continuing a long tradition of successfully supporting students as they learn and grow. The staff is committed to meeting the physical, social, emotional and intellectual developmental needs of the middle school child. The staff values and promotes interdisciplinary team teaching, flexible scheduling, a teacher advisory program, exploratory course options and an extensive extracurricular program, which includes activities ranging from sports to robotics. Swanson also dedicates time for academic support through the benefit of a daily enrichment period. Swanson approaches instruction with careful consideration of our students' learning goals, and promotes students' cultural diversity. Cultural diversity is interwoven throughout every facet of the school. Students are taught how to analyze and understand information, solve problems, adapt to change, and be lifelong learners committed to being productive members of the global community.



As a Professional Learning Community, Swanson teachers collaborate with one another to build on what students know and to personalize instruction to meet all students' needs. Swanson teachers and staff are dedicated to the business of improving their professional practice, consistently engaging in meaningful professional development designed to guide students in activities that are engaging, that spur students' intellectual curiosity, and that produce critical thinkers.

Teachers work in partnership with parents to ensure students' success. At Swanson, success is a team effort and the team consists of students, parents, teachers and staff.

### The Swanson Statement

We are Swanson Admirals.

We are Scholarship, striving to think deeply and open our minds.

We are Service, connecting to one another, our community and the world.

We are Spirit, celebrating our successes, ourselves, and our school.

We are Swanson Admirals.

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
1,251	972	1,011

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education	920
Special Education Self-Contained	84
Countywide Special Education	7
<b>TOTAL ENROLLMENT</b>	<b>1,011</b>

\*FY 2020 Actual Enrollment

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1, 2	21
EL 3, 4	36
Gifted*	365
Special Education Resource	51
Interlude	0
Receiving Free and Reduced Lunch*	195



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$10,801,170	\$9,100,351	\$9,191,436
Employee Benefits	\$3,638,738	\$3,091,403	\$3,318,921
Purchased Services	\$4,934	\$0	\$0
Other Charges	\$246,776	\$257,850	\$259,141
Materials and Supplies	\$154,591	\$137,013	\$141,422
Capital Outlay	\$38,354	\$50,291	\$29,146
<b>TOTAL</b>	<b>\$14,884,564</b>	<b>\$12,636,908</b>	<b>\$12,940,066</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	3.00
Classroom Teachers	52.80	53.80
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Equity and Excellence Teacher	0.50	0.50
Basic Skills Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
English Learner Teachers	3.40	3.80
Special Education Teachers	11.00	11.00
Special Education Countywide Teachers	1.00	1.00
Special Education Resource Teachers	1.70	2.70
Director of Counseling	1.00	1.00
Counselors	3.80	4.00
Librarians	1.00	2.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistants	14.00	10.00
Clerical	7.00	7.50
Custodians	7.50	7.50
<b>TOTAL</b>	<b>115.60</b>	<b>116.70</b>



# Williamsburg

## SCHOOL INFORMATION

Williamsburg Middle School, dedicated in 1955, is an integral part of the solid educational program in Arlington. Named after one of the most historic cities in the United States, the school strives to live up to the legacy of that strong heritage by preserving the best of the past and leading students toward the future.



Williamsburg challenges students to learn in an interdisciplinary environment that is organized by teams within the school. Dedicated faculty and staff work with students in and out of the classroom providing a successful transition between elementary and high school. The school's academic success can be attributed in large part to a highly-qualified, dedicated staff, and the strong support and active involvement of parents. Williamsburg prepares students for higher education by celebrating diversity, implementing character education, and providing staff and students with 21st-century technology.

Williamsburg's program consists of a grade-level team approach for learning where students can grow and develop academically, socially, emotionally and physically. Teachers, counselors and administrators have worked together to design educational activities for the middle school student that are student-centered and give them the opportunity to become thoughtful, productive and contributing members of society in an atmosphere of acceptance and respect.

Williamsburg has an outstanding fine arts program. Students are consistently recognized for superior achievement locally and statewide. An extensive after-school program reflects the interests and needs of students. Activities include academic enrichment, remediation, community service and student interest clubs. The school also offers a wide variety of intramural and interscholastic sports.

Williamsburg strives to develop lifelong learners who are civic-minded and culturally sensitive, in an environment that is safe and supportive.

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
1,322	963	970

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education	939
Special Education Self-Contained	28
Countywide Special Education	3
<b>TOTAL ENROLLMENT</b>	<b>970</b>

\*FY 2020 Actual Enrollment

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1, 2	15
EL 3, 4	20
Gifted*	438
Special Education Resource	60
Interlude	4
Receiving Free and Reduced Lunch*	39



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$11,144,844	\$9,798,460	\$8,596,556
Employee Benefits	\$3,790,421	\$3,329,481	\$3,145,481
Purchased Services	\$3,811	\$0	\$0
Other Charges	\$254,310	\$254,018	\$251,392
Materials and Supplies	\$176,514	\$150,606	\$139,382
Capital Outlay	\$42,741	\$54,675	\$28,127
<b>TOTAL</b>	<b>\$15,412,641</b>	<b>\$13,587,241</b>	<b>\$12,160,938</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.00	2.00
Classroom Teachers	61.20	54.40
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Equity and Excellence Teacher	0.50	0.50
Basic Skills Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
English Learner Teachers	3.00	2.40
Special Education Teachers	6.00	5.00
Special Education Countywide Teachers	1.00	1.00
Special Education Resource Teachers	2.20	2.70
Director of Counseling	1.00	1.00
Counselors	4.20	3.80
Librarians	2.00	1.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistants	7.50	5.70
Clerical	7.50	7.00
Custodians	9.50	9.00
<b>TOTAL</b>	<b>117.50</b>	<b>104.40</b>



# H-B Woodlawn

## SCHOOL INFORMATION

Student choice is the central focus of H-B Woodlawn’s alternative secondary program. Students must decide how to use their time wisely to meet their obligations. The amount of “unsupervised time” increases gradually from grade 6 to grade 12. To make this offer of freedom work, the school trusts the good intentions of its students, and students learn to reciprocate with a sufficient degree of personal responsibility.



All students enter the program at H-B Woodlawn with varying degrees of independence and self-motivation. The program’s faculty and staff work with students as individuals, in small groups, and as grade levels to empower them to have control over their educational program. Accordingly, students are responsible for their actions. In 1971, “a word to the wise is sufficient” was selected as the school motto to reflect the association of freedom with responsibility.

The H-B Woodlawn program adheres to three pillars: Caring Community, Self-Governance, and Self-Directed Learning. Through student-led conferences, student-initiated electives and clubs, and weekly Town Meetings, where each student, teacher, and parent in attendance has an equal voice, the community works together to help all students develop and pursue their educational goals.

Experience has shown that H-B Woodlawn students approach college with a mature, realistic understanding of their interests and abilities, and with a heightened commitment to learning for its inherent value.

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
698	727	736

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education	699
Special Education Self-Contained	19
Countywide Special Education	18
<b>TOTAL ENROLLMENT</b>	<b>736</b>

\*FY 2020 Actual Enrollment

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1, 2	45
EL 3, 4	23
Gifted*	353
Special Education Resource	85
Interlude	0
Receiving Free and Reduced Lunch*	121



# H-B Woodlawn



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,320,020	\$6,467,249	\$6,526,254
Employee Benefits	\$2,100,884	\$2,236,621	\$2,359,200
Purchased Services	\$12,692	\$5,254	\$5,369
Other Charges	\$167,354	\$228,581	\$342,713
Materials and Supplies	\$97,920	\$101,930	\$104,099
Capital Outlay	\$19,307	\$38,459	\$22,419
<b>TOTAL</b>	<b>\$8,718,178</b>	<b>\$9,078,093</b>	<b>\$9,360,054</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Counselors	3.20	3.20
Librarians	1.00	1.00
Activities Coordinator	0.50	0.50
Classroom Teachers	35.50	34.30
SOL Core Teacher	1.00	1.00
Health Education Specialist	0.40	0.40
Equity and Excellence Teacher	0.20	0.20
Gifted Teachers	1.00	1.00
English Learner Teachers	4.20	4.80
Science Program Teachers	0.60	0.60
Special Education Teachers	4.00	4.00
Special Education Countywide Teachers	2.00	3.00
Special Education Resource Teachers	3.90	4.40
Instructional Technology Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistants	5.00	6.00
Clerical	6.15	6.15
Custodians	9.50	9.50
<b>TOTAL</b>	<b>82.65</b>	<b>84.55</b>

FINANCIAL: SCHOOLS



# Wakefield

## SCHOOL INFORMATION

Wakefield is a vibrant community of students, staff and parents working together for success. In a state-of-the-art building, Wakefield provides appropriate academic challenges to all students. Ninety-two percent of graduates continue to college, and in 2017 graduates earned over \$7 million in scholarship and grant money.

Wakefield's initiatives for creating successful students caught the attention of President Obama who visited the school on two occasions. In addition, Former Virginia Governor Terry McAuliffe was so impressed with our Senior Project that in 2016 he unveiled his new diploma plan at Wakefield.



Wakefield is home to the high-school Spanish Immersion Program, and is designated by Spain's Ministry of Education as an International Spanish Academy. In 2016, Wakefield was named the Spanish Academy School of the Year. Wakefield also offers French, Latin, German, Mandarin, Japanese, and Arabic.

Our Advanced Placement (AP) Network and AP Summer Bridge programs encourage and prepare students to take Advanced Placement courses. Wakefield was honored with College Board's prestigious Inspiration Award for these initiatives; and, in 2017, College Board selected Wakefield to offer their rigorous Capstone Diploma. The Capstone courses align with our Senior Project objective of every graduate completing a rigorous, independent research project, typically in an area of career interest, during their senior year.

Wakefield's signature approach to transition, The Ninth Grade Foundation for Academic Excellence, places ninth graders with a core team of content area teachers. This approach to ninth grade provides significant support for students in their first year of high school.

The Cohort and United Minority Girls programs work to support minority students in taking academically rigorous classes and successfully transitioning to college. The Cohort Program works with African-American and Hispanic males, while United Minority Girls is open to all minority females.

With strong community ties, Wakefield has several partnerships in learning. One is with Signature Theatre, which allows student involvement in professional stage productions. Wakefield also partners with Urban Alliance to place selected seniors in paid internships in the area.

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
2,126	2,080	2,225

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education	1,986
Special Education Self-Contained	198
Countywide Special Education	41
<b>TOTAL ENROLLMENT</b>	<b>2,225</b>

\*FY 2020 Actual Enrollment

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1, 2	72
EL 3, 4	209
Gifted*	459
Special Education Resource	190
Interlude	27
Receiving Free and Reduced Lunch*	854



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$19,365,727	\$19,920,943	\$20,491,335
Employee Benefits	\$6,315,052	\$6,719,657	\$7,412,826
Purchased Services	\$50,909	\$56,523	\$56,649
Other Charges	\$567,278	\$526,126	\$569,879
Materials and Supplies	\$250,791	\$331,155	\$336,051
Capital Outlay	\$86,979	\$157,136	\$98,654
<b>TOTAL</b>	<b>\$26,636,735</b>	<b>\$27,711,541</b>	<b>\$28,965,394</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	4.00	4.00
Director of Student Activities	1.00	1.00
Assistant Director of Student Activities	0.50	0.50
Director of Counseling	1.00	1.00
Counselors	9.60	9.60
Specialists (Counseling)	1.00	1.00
Librarians	2.00	2.00
Classroom Teachers	91.20	91.80
SOL Core Teachers	6.00	6.00
Health Education Specialist	0.60	0.60
Equity and Excellence Teacher	1.00	1.00
Music Teacher	1.00	1.00
Science Program Teacher	1.00	1.00
Gifted Teacher	1.00	1.00
Exemplary Projects	2.00	1.00
English Learner Teachers	16.40	17.80
Special Education Teachers	21.00	23.00
Special Education Countywide Teachers	4.00	7.00
Special Education Resource Teachers	6.20	8.20
Interlude Teachers	2.00	3.00
Athletic Trainer	0.70	0.70
In School Alternative Specialist	1.00	1.00
College Career Counselor	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Specialist	1.00	1.00
Assistants	36.10	40.10
Clerical	16.00	16.00
Custodians	21.00	21.00
<b>TOTAL</b>	<b>251.30</b>	<b>264.30</b>



# Washington-Liberty

## SCHOOL INFORMATION

Washington-Liberty (previously named Washington-Lee) was the first of three comprehensive high schools to be established in Arlington. Now in its 93rd year of operation, the school boasts a diverse student population representing more than 50 countries across the globe. Washington-Liberty is proud of its history and traditions, which include honors by the U.S. Department of Education, The Virginia Board of Education, the Virginia Department of Education, and The Washington Post. Washington-Liberty's building has been awarded Gold certification in the Leadership in Energy and Environmental Design (LEED) program by the U.S. Green Building Council.



Students entering Washington-Liberty in ninth grade participate in the Freshman Connection, a transition program designed to ease the process of entering high school from middle school. Students are divided in Small Learning Communities with four core subject area teachers and a special education teacher. The teachers for each community meet regularly to provide support for students as they adjust to the rigors of academic and social life at the high school level. Counselors and a designated assistant principal work closely with the communities.

The International Baccalaureate (IB) Diploma was first offered at Washington-Liberty in 1998, when the first cohort of 13 students graduated. Since that time, 825 students have earned the prestigious IB Diploma in conjunction with the Virginia Advanced Studies Diploma. Countless other students have taken individual IB certificate courses. Successful completion of IB courses and exams may lead to college credit and/or advanced standing at colleges and universities.

Washington-Liberty also offers an extensive selection of Advanced Placement (AP) courses that require students to complete an exit exam that may lead to college credit. Students may begin AP classes as early as their freshman year.

Washington-Liberty graduates in 2017 earned more than \$7.5 million in scholarship awards. Ninety-three percent of graduates go directly on to higher education, with more than 72 percent enrolling in four-year colleges and universities.

Washington-Liberty's Senior Experience Program, *Exploring Work from Theory to Practice*, is now in its 14th year. Ninety-eight percent of seniors participate in the Senior Experience Program.

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
2,275	2,127	2,107

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education	1,888
Special Education Self-Contained	184
Countywide Special Education	35
<b>TOTAL ENROLLMENT</b>	<b>2,107</b>

\*FY 2020 Actual Enrollment

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1, 2	80
EL 3, 4	114
Gifted*	775
Special Education Resource	94
Interlude	39
Receiving Free and Reduced Lunch*	631

# Washington-Liberty



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$19,049,972	\$18,921,921	\$18,836,717
Employee Benefits	\$6,274,931	\$6,393,097	\$6,780,522
Purchased Services	\$67,836	\$120,083	\$119,582
Other Charges	\$468,001	\$587,699	\$669,367
Materials and Supplies	\$537,000	\$549,290	\$543,415
Capital Outlay	\$100,345	\$158,144	\$98,175
<b>TOTAL</b>	<b>\$26,498,084</b>	<b>\$26,730,234</b>	<b>\$27,047,777</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	4.00	4.00
Director of Student Activities	1.00	1.00
Assistant Director of Student Activities	0.50	0.50
Director of Counseling	1.00	1.00
Counselors	9.40	9.20
Librarians	2.00	2.00
Classroom Teachers	94.40	91.60
SOL Core Teachers	4.00	4.00
Health Education Specialist	0.60	0.60
Equity and Excellence Teacher	1.00	1.00
Teacher Mentors	0.40	0.40
Music Teacher	1.00	1.00
Science Teacher	1.00	1.00
Gifted Teacher	1.00	1.00
Exemplary Projects	1.00	0.50
English Learner Teachers	11.80	12.20
Special Education Teachers	16.00	21.00
Special Education Countywide Teachers	4.00	4.00
Special Education Resource Teachers	5.70	4.20
Interlude Teachers	4.00	4.00
Facilities Manager	1.00	1.00
Athletic Trainer	0.70	0.70
In School Alternative Specialist	1.00	1.00
College Career Counselor	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Specialist	1.00	1.00
Assistants	31.00	33.50
Clerical	16.50	16.00
Custodians	20.00	20.00
<b>TOTAL</b>	<b>238.00</b>	<b>240.40</b>

FINANCIAL: SCHOOLS



# Yorktown

## SCHOOL INFORMATION

Yorktown’s primary goal is to provide all students a first-rate academic education while fostering the development of the whole child. This commitment is reflected in Yorktown’s unique social and emotional education (SEL) program, known as Yorktown ROCS – Respect Others, Your Community, and most of all, Yourself!. Yorktown has been recognized for this program as a “National School of Character” by the Character Education Partnership and with the Claudia Dodson Sportsmanship, Ethics and Integrity Award.



The Washington Post ranks Yorktown as one of the most academically challenging high schools in the metro area and over 90 percent of Yorktown’s graduates go on to post-secondary education. Yorktown’s AP Scholars program, which provides college level course work aligned with the National Advance Placement (AP) Program, offers students the chance to develop their unique personal interests and talents with the support of a mentor. Yorktown received the Siemens Foundation Award for Advanced Placement participation and achievement, one of 50 schools nationally to win this award.

Yorktown addresses the needs of each student through a broad curriculum and several individual programs and support networks such as team-taught world history and English courses in ninth grade which fosters a smooth transition from middle school to high school, a writing support center, a math lab, and after school academic supports.

Yorktown’s “Center for Leadership and Public Service” coordinates various student programs in leadership, service and social-emotional learning. A cornerstone of Yorktown’s whole-child focus is Senior Experience, which originated in the county at Yorktown to provide seniors the opportunity to explore possible career paths through real-life, hands-on learning. The high level of student involvement in all of Yorktown’s programs and the recognition students receive for their accomplishments are the direct outcomes of their talents and of the dedication of the staff—both of which are hallmarks of the Yorktown Patriot experience.

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
2,078	2,122	2,194

## SCHOOL POPULATION

FY 2021 PROJECTED ENROLLMENT	
General Education	2,025
Special Education Self-Contained	139
Countywide Special Education	30
<b>TOTAL ENROLLMENT</b>	<b>2,194</b>

*\*FY 2020 Actual Enrollment*

FY 2021 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1, 2	21
EL 3, 4	36
Gifted*	608
Special Education Resource	121
Interlude	10
Receiving Free and Reduced Lunch*	248



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$17,005,221	\$17,661,803	\$18,056,331
Employee Benefits	\$5,543,726	\$5,964,658	\$6,473,402
Purchased Services	\$25,832	\$28,633	\$29,772
Other Charges	\$596,712	\$688,928	\$680,390
Materials and Supplies	\$302,679	\$315,743	\$329,085
Capital Outlay	\$327,110	\$153,809	\$101,826
<b>TOTAL</b>	<b>\$23,801,279</b>	<b>\$24,813,573</b>	<b>\$25,670,806</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	4.00	4.00
Director of Student Activities	1.00	1.00
Assistant Director of Student Activities	0.50	0.50
Director of Counseling	1.00	1.00
Counselors	9.20	9.60
Librarians	2.00	2.00
Classroom Teachers	100.00	104.60
SOL Core Teachers	2.00	2.00
Health Education Specialist	0.60	0.60
Equity and Excellence Teacher	0.50	0.50
Music Teacher	1.00	1.40
Science Teacher	1.00	1.00
Gifted Teachers	1.00	1.00
Exemplary Projects	0.50	0.50
English Learner Teachers	4.80	3.60
Special Education Teachers	15.00	16.00
Special Education Countywide Teachers	3.00	4.00
Special Education Resource Teachers	5.70	5.70
Interlude Teachers	2.00	1.00
Athletic Trainer	0.70	0.70
In School Alternative Specialist	1.00	1.00
College Career Counselor	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Specialist	1.00	1.00
Assistants	25.00	26.50
Clerical	15.50	15.50
Custodians	18.50	18.50
<b>TOTAL</b>	<b>219.50</b>	<b>226.20</b>







## Other School Programs Summary

Other School Programs includes the Arlington Community High School, Arlington Career Center/Arlington Tech, Langston High Continuation Program, New Directions Alternative Program, Eunice Kennedy Shriver Program, and the Teenage Parenting Program. The FY 2021 School Board's Adopted Budget for these programs totals \$24,782,328 and includes 217.94 positions.

	FY 2019	FY 2020	FY 2020	FY 2021	FY 2021
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Arlington Community	\$3,598,209	27.80	\$3,729,942	29.10	\$3,707,602
Career Center/Arl Tech	\$11,349,676	111.50	\$13,074,667	125.65	\$14,528,296
Langston	\$2,365,990	20.29	\$2,331,920	20.99	\$2,485,103
New Directions	\$927,799	6.70	\$942,952	7.30	\$988,704
Eunice Kennedy Shriver	\$2,317,512	28.90	\$2,442,531	31.90	\$2,729,983
Teenage Parenting Program	\$330,480	3.00	\$331,410	3.00	\$342,640
<b>TOTAL</b>	<b>\$20,889,666</b>	<b>198.19</b>	<b>\$22,853,422</b>	<b>217.94</b>	<b>\$24,782,328</b>



# Arlington Career Center/Arlington Tech

## DESCRIPTION

The mission of the Arlington Career Center is to “Instill a Passion for Learning by Doing” through hands-on applications in 25 unique Career and Technical Education (CTE) programs in the areas of IT and Digital Media; Engineering and Industrial Trades; Health and Medical Services; and Public and Human Services. Through these career and college readiness programs, the Career Center provides enhanced opportunities in marketplace skills, industry certifications, college credits, and work-based internships. Students are bused daily from their home school to the Career Center for two class periods during which they take their CTE class and earn two credits.

Through a partnership with Northern Virginia Community College (NVCC), students may earn both high school and college credits through dual enrollment CTE and academic courses.

Additional programs at the Career Center include the Academic Academy, HILT Institute, Program for Employment Preparedness, and Teen Parenting Program.

Students interested in taking CTE and academic classes at the Career Center should contact their home school counselor.

### *Arlington Tech at the Career Center: A Countywide Program*

Arlington Tech is a rigorous, project-based learning, high school program that prepares students to succeed in college and in the workplace through collaborative problem solving. Students learn how to effectively combine their interdisciplinary core academic knowledge with skills they develop in Career and Technical Education (CTE) classes to solve real-world problems and provide services to the local community. Arlington Tech provides the opportunity for students to explore and become certified in a variety of CTE programs and to get a jump start on college by earning Early College Credits through dual-enrollment with Northern Virginia Community College (NVCC). As a culmination of the project-based learning experience, Arlington Tech students will complete a year-long senior capstone project in which they would be employed as an intern, a consultant, or act as an independent researcher. Learning at Arlington Tech is active (through inquiry), authentic (through projects), and motivated by the students’ interest.



# Arlington Career Center/Arlington Tech

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Reductions

In order to balance the budget, the following reductions were taken from the Arlington Career Center/Arlington Tech.

- ⊙ The budget includes increasing the classroom teacher planning factor by 1 at grades K-12. This change may or may not change the number of students in an individual class, but it will increase the average class size. The Arlington Career Center staffing formula changed from 19.3 students per teacher to 20.3 students per teacher. (601000-41260)
- ⊙ To offset the cost of the increased English Learner (EL) teacher positions the planning factor formula for the dually identified teacher positions for secondary schools is adjusted and reduced in half providing a savings of 12.50 teacher positions (budgeted in the Office of English Learners). The new formula allocates a 0.25 teacher position per 12 dually identified students. (802000-41254)
- ⊙ The planning factor for instructional technology hardware/software supplies is reduced from \$22.80 to \$12.30 for elementary and middle schools and \$27.35 to \$16.85 for high schools. The current voluntary technology co-op will be formalized and extended to include all schools. Formalizing the co-op includes moving the funds from the schools to the Office of Technology Services. Savings are realized through the efficiencies created by bulk purchases and standardization, validated through the existing co-op used by secondary schools. In alignment with the current co-op model, the Office of Technology Services will manage the replacement of the school Interactive White Boards and the purchase of all apps. This has the added benefit of standardizing the classroom technology profile for APS which simplifies training and support. (616000, 911100-48835)

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### New Funding

- ⊙ The planning factor for English Learner (EL) teacher positions is changed to provide additional teacher allocations to schools to be in compliance with the settlement agreement between APS and the Department of Justice. In the agreement, it is stated that the school district will provide all English learners, including English learners with disabilities, at least a daily period or instructional block of ESL taught by an ESL-Certified Teacher. It also states that at the secondary level, APS will provide two periods or instructional blocks to ELP Level 1 and 2 students. Funds for 1.60 teacher positions are added at Arlington Career Center/Arl Tech. (602000-41254)

### Growth Initiatives

Prior budgets included funding for various new investments that would be phased in and fully implemented over a number of years. The following initiatives have been added.

- ⊙ For the fifth year and last year phase-in of the Arlington Tech at the Career Center program, funds for 9.75 positions are added. Positions include 5.50 teacher positions, a 1.00 college career counselor position, 1.25 clerical positions, a 1.00 resource teacher for the gifted position, and a 1.00 librarian position. (601000-41254, 41332, 612000-41324, 604000-41222, 614000-41228)

.....  
**FINANCIAL: SCHOOLS**



# Arlington Career Center/Arlington Tech

## ENROLLMENT

	FY 2019	FY 2020	FY 2021
	ACTUAL	ACTUAL	PROJECTED
Enrollment (Career Center)	see note	170	171
Enrollment (Arlington Tech)	196	294	421

Note: Enrollment data shown above reflects full-time students. Arlington Career Center full-time students include Academic Academy, HILT Institute, and PEP. Part-time students are included in the home school. FY 2019 actual data for the Career Center is not available.

## FINANCIAL SUMMARY (ARLINGTON CAREER CENTER AND ARLINGTON TECH)

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$8,119,239	\$9,310,749	\$10,306,694
Employee Benefits	\$2,675,129	\$3,250,759	\$3,705,376
Purchased Services	\$237,947	\$233,165	\$233,949
Other Charges	\$65,605	\$65,464	\$66,113
Materials and Supplies	\$162,277	\$141,258	\$148,172
Capital Outlay	\$89,479	\$73,272	\$67,992
<b>TOTAL</b>	<b>\$11,349,676</b>	<b>\$13,074,667</b>	<b>\$14,528,296</b>

## POSITION SUMMARY

### CAREER CENTER

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Classroom Teachers	25.45	25.85
Gifted Teacher	0.00	0.00
Librarian	0.00	0.00
Vocational Assessment Teacher	1.00	1.00
Academic Academy Teacher	3.00	3.00
Hilt Institute Teachers	5.00	5.00
Director of Counseling	0.00	0.00
Coordinators	0.00	0.00
Transition Program Teachers	1.60	1.60
Technicians	1.00	1.00
Counselor	0.20	0.20
College Career Counselor	0.00	0.00
Instructional Technology Coordinator	1.00	1.00
Special Education Teachers	18.50	19.50
Assistants	12.50	15.50
Clerical	1.75	1.75
<b>TOTAL</b>	<b>74.00</b>	<b>78.40</b>

### ARLINGTON TECH

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
	0.00	0.00
	0.00	0.00
	29.00	34.50
	0.00	1.00
	0.00	1.00
	0.00	0.00
	0.00	0.00
	1.00	1.00
	2.50	2.50
	0.00	0.00
	0.00	0.00
	1.00	1.00
	0.00	1.00
	1.00	1.00
	0.00	0.00
	0.00	0.00
	3.00	4.25
<b>TOTAL</b>	<b>37.50</b>	<b>47.25</b>

Note: Arlington Tech is located at the Arlington Career Center building. The position summary tables shows the positions budgeted at the Career Center and the positions added for the Arlington Tech program since inception. Some positions listed under the Career Center may also serve Arlington Tech students such as administrators and special education positions. Custodians are budgeted in the Community Activities Fund.





# Arlington Community High School

## DESCRIPTION

Arlington Community High School is an alternative high school that offers courses required for a high school diploma on a semester basis (classes completed in one semester) for day classes, and a year basis (classes completed in a year) for evening classes, to any county resident age 16 or older. Classes operate from 8 a.m.–9:10 p.m. As a countywide high school of enrollment, Arlington Community High School awards its own diploma.

Arlington Community High School's diverse student population is focused on earning a high school diploma, while preparing themselves for college, work, and the future. While completing high school requirements, students have an opportunity to take classes for dual enrollment college credit, as well as work with NOVA counselors to plan a seamless transition to college. The location next to the Arlington Career Center affords additional opportunities to complete career and technical courses, earn industry certifications, and earn additional college dual enrollment credits.

Arlington Community High School offers students:

- ⊙ flexibility in scheduling to meet individual student scheduling needs and course requirements;
- ⊙ the opportunity to earn eight or more credits in a year, allowing for credit acceleration or credit recovery; semester-based classes, allowing students to complete one, two, three, or four block classes each semester (up to 8 credits per year); year-long evening classes (up to 4 credits per year);
- ⊙ a choice for a high school— students elect to attend the school;
- ⊙ the opportunity to enter at age 16 years or older; there is no upper age limit (there is a tuition charge to students over school-age);
- ⊙ college credit for some courses from NOVA through a dual enrollment program; and
- ⊙ personalized learning, often in smaller classes to meet students' learning styles. Teachers and staff have developed a supportive and individualized atmosphere.

Students interested in enrolling in Arlington Community High School should contact the school directly, or see their current school counselor for enrollment information and a referral.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### New Funding

- ⊙ The planning factor for English Learner (EL) teacher positions is changed to provide additional teacher allocations to schools to be in compliance with the settlement agreement between APS and the Department of Justice. In the agreement, it is stated that the school district will provide all English learners, including English learners with disabilities, at least a daily period or instructional block of ESL taught by an ESL-Certified Teacher. It also states that at the secondary level, APS will provide two periods or instructional blocks to ELP Level 1 and 2 students. Funds for a 0.80 teacher position is added for Arlington Community High School. (809720-41254)



# Arlington Community High School

## Baseline Adjustments

- ⦿ Materials and supplies are calculated using current enrollment projections and approved planning factor formulas. These calculations may have resulted in increases and decreases to materials and supplies allocations at each school and are dependent on changes in the population at each school.
- ⦿ The planning factors provide staffing based on the number of children receiving services. To comply with the planning factors, a 0.50 assistant position is added in this program. (809720-41237)

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
91	84	84

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,640,030	\$2,642,738	\$2,595,897
Employee Benefits	\$855,825	\$895,510	\$928,722
Purchased Services	\$31,987	\$69,304	\$69,231
Other Charges	\$14,672	\$75,655	\$75,524
Materials and Supplies	\$31,045	\$32,085	\$31,387
Capital Outlay	\$24,650	\$14,650	\$6,842
<b>TOTAL</b>	<b>\$3,598,209</b>	<b>\$3,729,942</b>	<b>\$3,707,602</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Specialist	0.50	0.50
Counselor	2.00	2.00
Teachers	17.80	18.60
Assistants	2.00	2.50
Custodian	1.50	1.50
Clerical	2.00	2.00
<b>TOTAL</b>	<b>27.80</b>	<b>29.10</b>

FINANCIAL: SCHOOLS



# Langston High Continuation Program

## DESCRIPTION

The Langston High School Continuation Program offers students an alternative way to earn a high school diploma. Although students are responsible for the same course requirements, number of credits, and SOL assessment verification as students in the comprehensive high schools, the program offers flexibility in the way and timeframe in which students can earn a high school diploma.

At Langston:

- ⊙ Students are able to earn eight or more credits in a year.
- ⊙ Classes are semester-based, and students may complete one, two, three or four classes each semester, allowing for credit recovery or acceleration.
- ⊙ The financial cost to the student varies with age.
- ⊙ Students elect to attend Langston or may be referred by the comprehensive high schools.
- ⊙ Students must be at least 16 years of age to enter Langston; there is no upper age limit.
- ⊙ Online classes are available for all students.
- ⊙ Upon completion of requirements, students receive standard or advanced-studies high school diplomas from their home schools.
- ⊙ College credit is available for some courses from Northern Virginia Community College (NVCC) through a dual enrollment program.

As a result of working in a program that is kept small by design, teachers and staff have developed a supportive and individualized atmosphere. Teachers are skilled at teaching students with diverse needs and learning styles in multiple levels or subjects within one classroom.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### New Funding

- ⊙ The planning factor for English Learner (EL) teacher positions is changed to provide additional teacher allocations to schools to be in compliance with the settlement agreement between APS and the Department of Justice. In the agreement, it is stated that the school district will provide all English learners, including English learners with disabilities, at least a daily period or instructional block of ESL taught by an ESL-Certified Teacher. It also states that at the secondary level, APS will provide two periods or instructional blocks to ELP Level 1 and 2 students. Funds for a 0.50 teacher position is added to this program. (809710-41254)

### Baseline Adjustments

- ⊙ Materials and supplies are calculated using current enrollment projections and approved planning factor formulas. These calculations may have resulted in increases and decreases to materials and supplies allocations at each school and are dependent on changes in the population at each school.
- ⊙ The planning factors provide staffing based on the number of children receiving services. To comply with the planning factors, a 0.20 assistant position is added in this program. (809710-41237)





# Langston High Continuation Program

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
121	108	108

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,730,941	\$1,688,462	\$1,783,348
Employee Benefits	\$583,189	\$589,185	\$653,051
Purchased Services	\$772	\$1,643	\$1,507
Other Charges	\$24,276	\$24,050	\$23,807
Materials and Supplies	\$20,667	\$20,705	\$19,326
Capital Outlay	\$6,145	\$7,875	\$4,064
<b>TOTAL</b>	<b>\$2,365,990</b>	<b>\$2,331,920</b>	<b>\$2,485,103</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Administrator	1.00	1.00
Counselor	1.00	1.00
Teachers	11.29	11.79
Assistants	1.00	1.20
Librarian	1.00	1.00
Instructional Technology Coordinator	0.50	0.50
Clerical	2.50	2.50
Custodians	2.00	2.00
<b>TOTAL</b>	<b>20.29</b>	<b>20.99</b>

FINANCIAL: SCHOOLS



## New Directions Alternative Program

The New Directions program provides identified students with rigorous academic schedules and effective counseling services in a small and nurturing environment. Its highly-structured and supportive academic setting offers students the possibility of earning the high school credits needed for graduation. The characteristics listed below apply to students currently enrolled in New Directions.

- ⊙ The student is at least 14 years of age and has reached at least grade nine in school.
- ⊙ The student is under court supervision and has a probation officer.
- ⊙ The student has experienced difficulty in the school and/or in the community.
- ⊙ The student needs a strictly-monitored school setting.
- ⊙ The student is recommended by his/her home school and is accepted by a screening committee.

New Directions has three main goals: improve academic status, build positive character and successfully complete probation obligations. Students are expected to make progress toward academic goals, and families are encouraged to meet with staff to develop programs to reinforce schoolwork at home. Students successfully complete the New Directions program through one of several paths: (a) completing the APS graduation requirements and graduate from high school; (b) returning to their home high school; or (c) transferring to the High School Continuation Program at Langston.

### FY 2021 PRIORITIES

To achieve the strategic plan goals of rising student achievement, eliminating the achievement gap, and providing a program that is responsive to the needs of its students, the New Directions Program will:

- ⊙ Provide a rigorous, engaging academic program utilizing a small, structured, responsive academic approach to meet the social, emotional, and academic needs of every student.
- ⊙ Hire and retain highly qualified staff and nurture a collaborative, stable, cohesive team where teachers and Arlington Court Services work together to achieve what could not be accomplished alone.
- ⊙ Foster a school climate of open, consistent communication among students, staff, parents, Court Services, group homes, and the Department of Human Services (DHS) to build effective relationships.
- ⊙ Ensure that students enrolled in the program have every opportunity to pass all classes and progress toward graduation through creative, individualized academic planning.
- ⊙ Empower students to act responsibly and introspectively via academic and counseling supports.
- ⊙ Encourage students to plan for college or other post-secondary education.
- ⊙ Maintain a school-wide focus on becoming a Professional Learning Community (PLC) to promote best instructional practices and enhance student achievement.
- ⊙ Increase the knowledge and skills of staff through a variety of professional and staff development opportunities.
- ⊙ Analyze various forms of data frequently and consistently to inform instruction and assist decision-making.



# New Directions Alternative Program

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### New Funding

- The planning factor for English Learner (EL) teacher positions is changed to provide additional teacher allocations to schools to be in compliance with the settlement agreement between APS and the Department of Justice. In the agreement, it is stated that the school district will provide all English learners, including English learners with disabilities, at least a daily period or instructional block of ESL taught by an ESL-Certified Teacher. It also states that at the secondary level, APS will provide two periods or instructional blocks to ELP Level 1 and 2 students. Funds for a 0.60 teacher position is added to this program. (809800-41254)

## ENROLLMENT

Students in this program are transient. FY 2020 actual enrollment is 17 students and FY 2021 projected student enrollment is 17 students.

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$686,425	695,513	\$719,760
Employee Benefits	\$225,780	235,725	\$258,188
Purchased Services	\$255	366	\$366
Other Charges	\$6,372	3,537	\$3,537
Materials and Supplies	\$6,043	3,844	\$3,844
Capital Outlay	\$2,925	3,966	\$3,009
<b>TOTAL</b>	<b>\$927,799</b>	<b>\$942,952</b>	<b>\$988,704</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Administrator	1.00	1.00
Classroom Teachers	4.70	5.30
Counselor	1.00	1.00
<b>TOTAL</b>	<b>6.70</b>	<b>7.30</b>



# Eunice Kennedy Shriver Program

## DESCRIPTION

The Eunice Kennedy Shriver Program (formerly the Stratford Program) provides special education for students ages 11 to 22 who require extensive program applications due to their intellectual disabilities. Shriver utilizes both classroom and community resources to serve students with specialized educational needs. As part of Arlington's commitment to a continuum of services, the program provides instruction to assist students with adult placement in the community. Parents and community agencies are an integral part of the planning and services. Shriver Program students work in the community and frequently transition to work sites. Transition plans start at age 14, but actual case management with adult services starts just prior to age 18.

Preparation for adult community living is the primary goal of the Shriver Program. In order to achieve this goal, a wide range of programs are developed to address each student's needs. Areas of instruction are based on vocational and community skills, daily living skills, communication, leisure, recreation and other independent skills.

## FY 2021 PRIORITIES

To address the strategic plan goals of rising achievement and responsive education, Eunice Kennedy Shriver staff will:

- ⊙ Continue technology training for students and staff with iPads and interactive boards.
- ⊙ Increase community work settings which promote the skills necessary for students to succeed in adult work placements.
- ⊙ Empower students, who are able, to advocate for themselves.
- ⊙ Focus on the use of data and assessments to inform instruction and assist decision making.
- ⊙ Increase the knowledge and skills of staff through a variety of professional and staff development opportunities to include professional learning communities.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Baseline Adjustments

- ⊙ The planning factors provide staffing based on the number of children receiving services. To comply with the planning factors, 1.00 teacher position and 2.00 teacher assistant positions are added in this program. (701000-41254, 41375)



# Eunice Kennedy Shriver Program

## ENROLLMENT

FY 2019	FY 2020	FY 2021
ACTUAL	ACTUAL	PROJECTED
49	47	57

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,669,125	\$1,763,310	\$1,941,009
Employee Benefits	\$572,955	\$638,973	\$749,864
Purchased Services	\$216	\$475	\$475
Other Charges	\$2,558	\$8,211	\$8,263
Materials and Supplies	\$67,385	\$24,473	\$24,678
Capital Outlay	\$5,273	\$7,089	\$5,694
<b>TOTAL</b>	<b>\$2,317,512</b>	<b>\$2,442,531</b>	<b>\$2,729,983</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Counselors	0.40	0.40
Physical Education Teacher	0.20	0.20
English Learner Teacher	0.50	0.50
Transition Coordinator	0.50	0.50
Special Education Teachers	9.80	10.80
Assistants	14.00	16.00
Librarian	0.50	0.50
Clerical	2.00	2.00
Custodians	0.00	0.00
<b>TOTAL</b>	<b>28.90</b>	<b>31.90</b>

FINANCIAL: SCHOOLS



# Teenage Parenting Program

## DESCRIPTION

Arlington Public Schools is committed to addressing the needs of pregnant and parenting teens through its Teenage Parenting Programs (TPP). The mission of TPP is to provide leadership for collaborative, comprehensive services in Arlington County to address the issues of adolescent pregnancy including educational needs, pregnancy prevention, teenage parenting, and healthy families. The Teenage Parenting Programs consist of the following four programs:

- ⊙ Family Education Center
- ⊙ Outreach for Parenting Teens
- ⊙ Alternatives for Parenting Teens
- ⊙ Young Fathers Program

Throughout pregnancy and the early stages of parenthood, pregnant and parenting teens are able to attend the Family Education Center (FEC) and remain there the remainder of the school year. At the FEC, students continue their academic studies, are assisted in obtaining prenatal and childcare services, and learn parenting skills.

The Alternatives for Parenting Teens Program (APT), a collaborative program of APS and the Arlington Department of Human Services, serves young mothers and their children. While young mothers continue their academic studies, learn child development and parenting skills, and have access to comprehensive health services, their children are nurtured in the licensed APT Infant Care Center.

The Outreach for Parenting Teens Program (OPT) locates out-of-school pregnant and parenting teens, and facilitates their return to school or vocational training.

The Young Fathers Program (YFP) provides services to the partners of the teen mothers using bilingual, bicultural male staff. The goal is to prepare young fathers for successful fatherhood.

While each program differs in its approach, they all assist teens and young families in accomplishing the following program objectives:

- ⊙ Mothers remain in school and earn credit
- ⊙ High school graduation or receipt of GED
- ⊙ Healthy mothers (appropriate prenatal care)
- ⊙ Healthy babies (up-to-date immunizations)
- ⊙ Healthy relationships with fathers of babies
- ⊙ Postponing subsequent pregnancies until financially able
- ⊙ Demonstration of maturity, responsibility, self reliance, and self sufficiency
- ⊙ New knowledge and skills regarding child development and positive parenting
- ⊙ Contributing, responsible members of society



# Teenage Parenting Program

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### ENROLLMENT

APS students in this program are transient and are counted in the enrollment figures at their home school.

### FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$167,680	\$180,752	\$190,319
Employee Benefits	\$55,906	\$52,850	\$57,249
Purchased Services	\$9,597	\$285	\$285
Other Charges	\$64,812	\$79,520	\$79,520
Materials and Supplies	\$31,375	\$12,842	\$12,842
Capital Outlay	\$1,111	\$5,161	\$2,425
<b>TOTAL</b>	<b>\$330,480</b>	<b>\$331,410</b>	<b>\$342,640</b>

### POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Counselor	1.00	1.00
Teacher Assistants	2.00	2.00
<b>TOTAL</b>	<b>3.00</b>	<b>3.00</b>

FINANCIAL: SCHOOLS





School Board Office

Superintendent's Office

Department of Teaching and Learning

School and Community Relations

Administrative Services

Human Resources

Finance and Management Services

Facilities and Operations

Information Services

# FINANCIAL: DEPARTMENTS



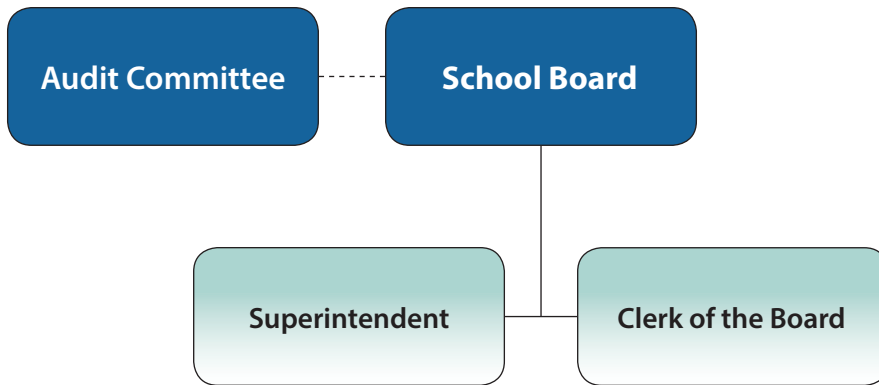
# Departments Summary

The Departments section includes financial and summary information for all of the departments funded in the School Operating Fund. These include the School Board Office, the Superintendent's Office, the Department of Teaching and Learning, School and Community Relations, Administrative Services, Human Resources, Finance and Management Services, Facilities and Operations, and Information Services.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2020	FY 2021	FY 2021
DEPARTMENT	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
School Board	\$742,429	4.00	\$757,728	4.00	\$762,153
Superintendent's Office	\$3,186,912	17.00	\$3,478,070	18.00	\$3,526,444
Teaching and Learning	\$55,849,598	366.70	\$62,566,077	408.45	\$63,198,056
School and Community Relations	\$2,111,202	14.00	\$2,408,132	14.00	\$2,421,559
Administrative Services	\$1,198,873	4.00	\$963,244	7.00	\$1,199,803
Human Resources	\$19,974,808	36.50	\$21,057,416	36.50	\$19,706,846
Finance and Management Services	\$10,721,297	23.75	\$14,695,808	23.75	\$15,611,755
Facilities and Operations	\$38,151,975	376.75	\$43,773,927	398.75	\$46,477,093
Information Services	\$16,700,444	68.00	\$16,848,064	72.00	\$17,356,489
<b>TOTAL</b>	<b>\$148,637,540</b>	<b>910.70</b>	<b>\$166,548,466</b>	<b>982.45</b>	<b>\$170,260,198</b>

# ARLINGTON SCHOOL BOARD: ORGANIZATION CHART





# ARLINGTON SCHOOL BOARD

## ARLINGTON SCHOOL BOARD SUMMARY

The School Board Office is one program. The FY 2021 School Board's Adopted Budget for the School Board Office totals \$762,153 and includes 4.00 positions.

	FY 2019	FY 2020	FY 2020	FY 2021	FY 2021
OFFICE	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
School Board	\$742,429	4.00	\$757,728	4.00	\$762,153
<b>TOTAL</b>	<b>\$742,429</b>	<b>4.00</b>	<b>\$757,728</b>	<b>4.00</b>	<b>\$762,153</b>



# Arlington School Board

## DESCRIPTION

The Arlington School Board represents the citizens of Arlington and acts as a body to ensure the provision of a high-quality public education to Arlington’s children. The Board’s work reflects community values. These values guide and influence the Board’s policy development. The Board actively solicits the opinions of those it represents and engages them in shaping its policies through face-to-face communication, community surveys, public forums, and public comment at School Board meetings.

## SCHOOL BOARD ACTION PLAN 2019-20

Arlington Public Schools’ 2018-24 Strategic Plan provides a framework for our operations and planning over a six-year period. Each year, the School Board establishes annual priorities to assist in keeping the Board’s work focused, effective, and aligned with Strategic Plan goals. The School Board Action Plan for the 2019-20 School Year will concentrate on the following areas:

### Leadership

- ⊙ Hire a Superintendent – Primary Focus
- ⊙ Hire a Chief Diversity Officer
- ⊙ Hire a Partnership Coordinator

### Operational Planning

- ⊙ Use the PreK-12 Instructional Program Pathways to help plan for boundary processes, program adjustments and CIP priorities
- ⊙ Community Engagement on Boundary Processes and Program Moves
- ⊙ Monitor progress on Reed and Education Center, opening Sept. 2021
- ⊙ Adopt Concept Design for Career Center Expansion Project
- ⊙ Adopt the FY 2021 Budget
- ⊙ Adopt the FY 2021-30 Capital Improvement Plan

### New Policies and Policy Revisions

- ⊙ Review, update and/or adopt policies on:
  - ✦ Equity
  - ✦ Partnerships
  - ✦ Cybersecurity
  - ✦ Bell Schedules
  - ✦ Transportation
  - ✦ Options & Transfers
  - ✦ Tobacco & Substance Abuse
  - ✦ Volunteer Programs
  - ✦ Human Relations - Employee-Employer Communications
  - ✦ Special Education Programs and Services
  - ✦ Instructional Policies

FINANCIAL: DEPARTMENTS



# Arlington School Board

## Focus on Student Success and Well Being

- ⦿ Increase achievement and progress towards eliminating opportunity gaps
- ⦿ Improvement in mental health measures and access to mental health resources
- ⦿ All students identify school-based adult who supports and encourages their academic and personal growth
- ⦿ Tune Strategic Plan Performance Objectives
- ⦿ Monitor academic progress and well-being through data, briefing reports, monitoring items and work sessions
- ⦿ Consider steps to implement recommendations from the evaluations of Services for Students with Special Needs and English Learners, and the English Learner (DOJ) Settlement Agreement

## SCHOOL BOARD'S FY 2021 BUDGET DIRECTION

Each year, the School Board adopts a budget direction and framework that are grounded in the Strategic Plan. On March 25, 2020, the School Board adopted a revised budget direction in response to the Coronavirus pandemic.

In the revised budget direct, the School Board directed the Superintendent to:

- ⦿ prepare a revised, proposed FY 2021 budget that maintains our growing 28,000-student school system.
- ⦿ present the Board with a revised proposed budget at its first meeting in April or once sufficient information is available regarding projected County, State, and Federal revenues.

The revised proposed budget should:

- ⦿ continue to consider our school system's needs going forward and be consistent with APS's Mission, Vision, Core Values and Strategic Plan,
- ⦿ reflect our new reality and the current state of economic affairs of Arlington County again due to the Coronavirus pandemic and its effect on our local economy.

The FY 2021 adopted budget responds to the revised budget direction.

This revised budget direction replaces the budget direction approved on October 3, 2019 which is included on the following pages for reference.

The following FY 2021 Budget Direction was adopted by the School Board on October 3, 2019.

Arlington Public Schools is an excellent school system and the School Board is committed to continuing to provide a high-quality education to our students. We are grateful for Arlington County's commitment to public education and anticipate this support will continue as Arlington Public Schools faces continuing cost pressures due to ongoing student enrollment growth, increasing debt service, and staff compensation requirements.



# Arlington School Board

The School Board directs the Interim Superintendent to prepare an FY 2021 budget that maintains our almost 28,000-student school system, focuses on supporting our staff, and emphasizes the School Board’s three top priorities:

- ⦿ Increased achievement for all reporting groups that shows progress toward eliminating the opportunity gap,
- ⦿ improved mental health measures and access to mental health resources, and
- ⦿ all students can identify at least one school-based adult who supports and encourages their academic and personal growth.

The School Board is also focused on the need to ensure long-term efficiency and sustainability. The School Board therefore directs the Superintendent to:

- ⦿ Present a budget that is consistent with APS’s Mission, Vision, Core Values and Strategic Plan
- ⦿ Include a step increase for eligible employees that is consistent with School Board policy and the Strategic Plan goal to have an engaged workforce. Proceed with the compensation study with the understanding that:
  - ✦ The School Board’s goal is to provide a compensation increase to all employees; and
  - ✦ The findings and recommendations of the compensation study would likely not be available in time to be incorporated in the Interim Superintendent’s Proposed budget but may be available in time to be incorporated into the School Board’s Adopted budget
- ⦿ Include funding to support the growth of our almost 28,000-student system.
- ⦿ Align funding for new initiatives and expenditures to the School Board’s 2018-2024 Strategic Plan.
- ⦿ If possible,
  - ✦ Continue the implementation of the initiatives for Arlington Tech and bus drivers and bus attendants begun in the FY 2017 and FY 2018 budgets.
  - ✦ Fund new initiatives and expenditures aligned to the School Board’s 2018-2024 Strategic Plan.
  - ✦ Consider steps to implement recommendations from the evaluations of Services for Students with Special Needs and English Learners, and the English Learners (DOJ) Settlement Agreement, including but not limited to phasing in over three to five years those recommendations with budget implications.
- ⦿ Present a needs-based budget with options for reductions that take into account the results of the budget study/studies and are focused on strategic changes in service delivery across the school division.

The Interim Superintendent is further directed to:

- ⦿ Review all budget categories to identify potential efficiencies and cost savings.
- ⦿ Explore longer-term strategies for efficiencies, such as collaboration with the County on services and service fees.

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**FINANCIAL: DEPARTMENTS**



# Arlington School Board

- ⦿ Present a transparent budget that provides details for significant changes in a major expenditure category (salaries, benefits, purchased services, etc.).
- ⦿ Consider recommendations from the 2018-19 citizen advisory council reports, program evaluations, internal audits, and other relevant reports.
- ⦿ Explore increases in revenue, including a review of all APS fees.
- ⦿ Consider reserve funds for one-time costs in FY21 in accordance with School Board practice.
- ⦿ Provide three-year forecasts of revenues and expenditures to gauge long-term financial sustainability.
- ⦿ Ensure that APS complies with all federal, state and local laws.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$514,245	\$518,272	\$518,272
Employee Benefits	\$163,234	\$152,341	\$156,766
Purchased Services	\$34,151	\$54,665	\$54,665
Other Charges	\$24,748	\$28,500	\$28,500
Materials and Supplies	\$6,052	\$3,000	\$3,000
Capital Outlay	\$0	\$950	\$950
<b>TOTAL</b>	<b>\$742,429</b>	<b>\$757,728</b>	<b>\$762,153</b>

### POSITION SUMMARY

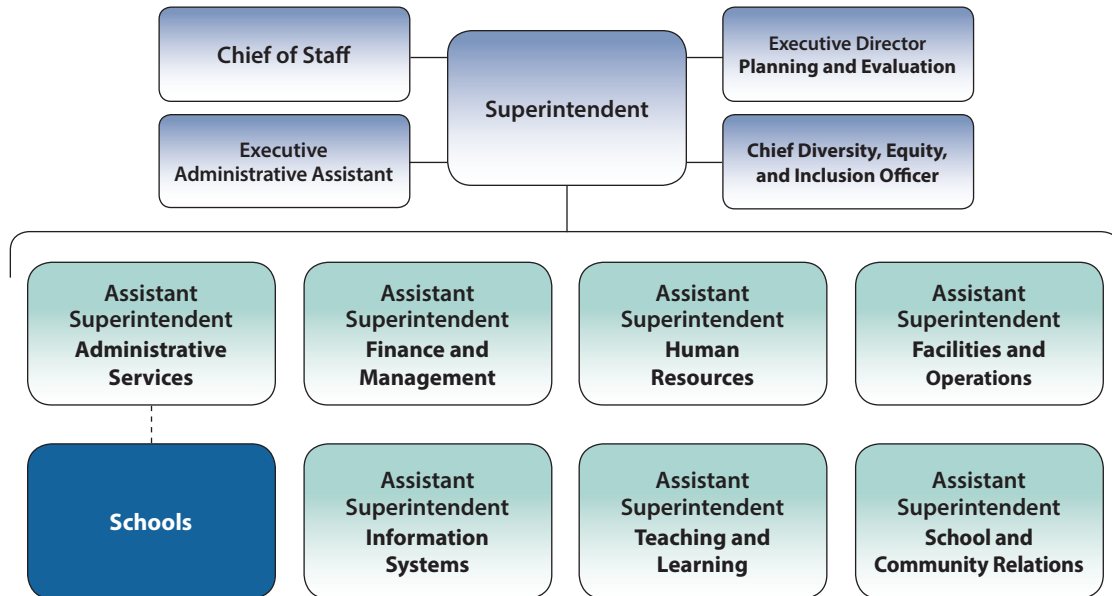
	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Director	0.00	1.00	0.00	1.00
Clerical	0.00	3.00	0.00	3.00
<b>TOTAL</b>	<b>0.00</b>	<b>4.00</b>	<b>0.00</b>	<b>4.00</b>

FINANCIAL: DEPARTMENTS





# SUPERINTENDENT'S OFFICE: ORGANIZATION CHART



FINANCIAL: DEPARTMENTS



# SUPERINTENDENT'S OFFICE

## DEPARTMENT SUMMARY

The Superintendent's Office includes the personnel that directly support the Superintendent on a daily basis, the Planning and Evaluation Office and the Office of Diversity, Equity, and Inclusion.

## SUPERINTENDENT'S OFFICE SUMMARY

The FY 2021 School Board's Adopted Budget for the Superintendent's Office totals \$3,526,444 and includes 18.00 positions.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2020	FY 2021	FY 2021
OFFICE	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Superintendent's Office	\$896,216	4.00	\$937,707	3.00	\$702,256
Planning and Evaluation	\$2,290,696	13.00	\$2,540,363	13.00	\$2,508,366
Office of Diversity, Equity and Inclusion	\$0	0.00	\$0	2.00	\$315,822
<b>TOTAL</b>	<b>\$3,186,912</b>	<b>17.00</b>	<b>\$3,478,070</b>	<b>18.00</b>	<b>\$3,526,444</b>



# Superintendent's Office

## DESCRIPTION

As the instructional leader for the school division, the superintendent is responsible for the overall supervision, evaluation, operations and management of the school division. Areas of responsibility include the health and safety of the students and staff; the total academic program; engagement with families and the community; and recruitment, development and retention of high-quality staff.

## MAJOR SERVICES PROVIDED

The superintendent is responsible for adhering to the Arlington Public Schools' Strategic Plan and overseeing the alignment of staff work to the plan. The superintendent is also responsible for leading and managing a variety of programs and activities along with the Executive Leadership Team (ELT) that include:

### Teaching and Learning

- ⦿ Ensure the provision of a safe, orderly environment conducive to learning in which all students, staff and parents are valued and respected.
- ⦿ Oversee the development and delivery of integrated instruction and instructional programs consistent with the goals and priorities of the School Board, and in alignment with applicable laws, including the Virginia Standards of Quality, Standards of Accreditation and Standards of Learning.
- ⦿ Supervise the development and provision of a variety of student support services (e.g., academic and psychological counseling) consistent with the goals and priorities of the School Board.
- ⦿ Provide systematic and appropriate assessment and reporting of student achievement.

### Administrative Services

- ⦿ Principals' Support: Overseeing the responsibilities of school principals and providing support and guidance on administrative issues.
- ⦿ Safety and Security: Collaborating with public safety and health officials to develop effective plans in cases of emergency or crisis situations in the schools or the community and monitoring all serious incident reports and reporting as appropriate to local and state authorities. Ensuring that schools carry out the required school safety audits and keep their school security plans up-to-date.
- ⦿ Student Discipline: Administering on behalf of the Superintendent of Schools the student discipline program, including appeals of disciplinary actions taken at the school level.
- ⦿ Arlington County Police Department (ACPD): Serving as liaison to the ACPD vis-à-vis school resource officers, school crossing guards, and other issues concerning student safety and security.
- ⦿ Student Advisory Board: Providing staff support as the liaison for the students who serve on the Arlington School Board's Student Advisory Board.
- ⦿ Arlington Partnership for Children, Youth, and Families (APCYF): Representing Arlington Public Schools with APCYF.
- ⦿ Aspiring Leaders: Succession planning series of professional learning opportunities to help promote and strengthen leadership within APS.

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**FINANCIAL: DEPARTMENTS**



# Superintendent's Office

## Human Resources

- ⊙ Recruit, retain and develop high-quality staff.
- ⊙ Offer a competitive employment package.
- ⊙ Select the most qualified staff without regard to age, disability, race, creed, religion, national origin, gender, sexual orientation, marital status, political affiliation, or affiliation with an employee organization.
- ⊙ Engender a high level of employee satisfaction and accomplishment.
- ⊙ Strategically communicate with staff to maintain a flow of accurate information and to engage staff in the mission and work of the school division.
- ⊙ Cultivate staff involvement in the development of educational initiatives and new policies as well as in the resolution of school system problems.
- ⊙ Administer fairly and equitably a manual of personnel procedures consistent with the educational mission of the public schools.
- ⊙ Provide safe, positive and healthy workplaces.
- ⊙ Provide systematic and appropriate assessment and monitoring on staff performance.

## Financial Planning and Management

- ⊙ Develop financial plans that are responsible and consistent with the School Board's priorities.
- ⊙ Use strategic communications efforts to provide sufficient information on operating and capital budgets to enable reliable projection of revenues and expenditures and to build a greater understanding of planning assumptions.
- ⊙ Ensure that planned expenditures do not exceed available revenues.
- ⊙ Manage finances appropriately in accordance with generally accepted accounting practices.
- ⊙ Ensure that the assets of the school division are protected and adequately maintained.
- ⊙ Maintain fiscal integrity and public confidence.
- ⊙ Ensure effective implementation of division-wide assessment and accountability measures.

## Community Relations and Communications

- ⊙ Provide timely information that effectively communicates school performance, planning, instruction, budgets, construction, and opportunities for involvement.
- ⊙ Treat individuals fairly, respect their dignity, ensure their privacy and provide avenues for addressing their concerns.
- ⊙ Promote effective collaboration among schools and the community.
- ⊙ Provide timely information that addresses issues and concerns for the community as they arise or are anticipated to arise.



# Superintendent's Office

### Decision-Making and Management

- ⦿ Anticipate potential issues and proactively address them efficiently and effectively.
- ⦿ Promote ethical decisions.
- ⦿ Identify potential operating problems at an early stage.
- ⦿ Explore implications and options.
- ⦿ Implement timely, practical and cost-effective solutions to operating problems.
- ⦿ Provide effective management of the day-to-day operations of the school system.

### Planning and Evaluation

- ⦿ Evaluates APS programs, coordinates districtwide surveys, reviews applications to conduct research in APS.
- ⦿ Projects future student enrollment and planned capacity utilization to determine how APS can best meet future capacity needs.
- ⦿ Manages and/or support projects that require stakeholder engagement and will result in a major change in policy or infrastructure (e.g. boundaries, new schools, the Strategic Plan).

### FY 2018-19 ACCOMPLISHMENTS

#### Multiple Pathways to Student Success

1. All students will make at least one year's worth of growth as measured by Federal, state and/or district assessments.
  - ✦ 83 percent of students in grades K-3 met the PALs standard in the fall of 2019
  - ✦ 85 percent of students in grades 5-8 demonstrated sufficient growth in Mathematics Inventory assessment
  - ✦ 84 percent of students in grades 6-12 demonstrated sufficient growth as measured by the Reading Inventory Assessment
  - ✦ Expected growth of English Learners by level as measured by the ACCESS for ELs:
    - Level 1 - 88 percent
    - Level 2 - 83 percent
    - Level 3 - 74 percent
    - Level 4 - 69 percent

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**FINANCIAL: DEPARTMENTS**



# Superintendent's Office

2. Increased achievement for all reporting groups on district and state assessments show progress toward eliminating the opportunity gaps.

✦ SOL Pass Rates - Mathematics

There was increased performance across all reporting groups in Mathematics from 2017-18 to the 2018-19 school year.

✦ SOL Pass Rates - Reading

There was a slight decrease in performance across all reporting groups in Reading from 2017-18 to 2018-19 school year. (All reporting groups' scores dropped by 1 percent except for EL students whose scores dropped by 2 percent.)

✦ Opportunity Gap

While the number of Black and Hispanic students enrolled in advanced courses (Advanced Placement, International Baccalaureate, and Dual Enrolled) has increased over the past three school years (2016 - 2019), each cohort continues to be underrepresented.

- The number of Black students enrolled in an advanced course has increased from 224 in 2016-17 to 247 in 2018-19.
- The percentage of Black students enrolled in advanced courses averaged eight percent over the past three school years, while the percentage of Black students enrolled in high school averaged 11.5 percent over this time period.
- The number of Hispanic students enrolled in an advanced course has increased from 554 in 2016-17 to 565 in 2018-19.
- The percentage of Hispanic students enrolled in advanced classes averaged 20 percent over the past three school years, while the percentage of Hispanic students enrolled in high school averaged 32.3 percent over this time period.
- The English Learner (EL) gap did not close particularly because the EL sub-category for the state reporting changed retroactively for data back to 2017-18 and 2018-19. Former ELs are no longer included when determining pass rates for this subgroup.

3. An increase in proficiency of at least 10 percent for students with disabilities will be demonstrated on state assessments.

- ✦ Students with disabilities earned a 58 percent pass rate on the 2019 math SOL, evidencing a 12 percent improvement. Students with disabilities earned a 55 percent pass rate on the 2019 writing SOL, evidencing a 10 percent improvement.

4. At least 69 percent of students with disabilities will spend 80 percent or more of their school day in a general education setting.

- ✦ Sixty-eight percent of students with disabilities spend 80 percent or more of their school day in a general education setting.

# Superintendent's Office



5. Key findings on the spring 2019 Youth Risk Behavior Survey will show a reduction in bullying, sexual harassment and substance use.
  - ✦ The Office of Student Services, Counseling Program, has implemented district-wide Second Step lessons to provide explicit instruction to students on social-emotional skills to prevent bullying and help develop social-emotional skills in youth in grades K-8. Second Step teaches skills such as empathy, managing emotions, and problem-solving, including a unit on child protection.
  - ✦ Healthy dating practices and sexual assault prevention are included in the Arlington Public Schools (APS) health curriculum. As mandated by state law, Arlington Public Schools (APS) follows the Virginia Department of Education's Family Life curriculum standards in Grades K-10. The curriculum includes information about dating violence, human sex trafficking, and the dangers of sexually explicit communication via social media.
  - ✦ Substance Abuse Counselors in collaboration with PE/Health teachers provide substance misuse education to students in grades K-10 and LifeSkills components in 6th-8th grade. Elementary PE teachers include lessons about alcohol, tobacco, and other drug safety, as well as risk information. Students in 5th grade receive lessons on refusal skills in partnership with School Resource Officers.
  - ✦ There are six substance abuse counselors in middle and high schools. Substance abuse counselors provide substance misuse education and are also available to students who voluntarily seek them out or are referred for issues related to substance use.
6. By 2020, establish the PreK-12 Instructional Program Pathways (IPP) that includes a reliable and sustainable infrastructure to enable teaching and learning that supports the Teaching and Learning Framework established for APS.
  - ✦ The Draft IPP was presented to the School Board at a work session in June 2019 and at a School Board meeting in Sept. 2019. The draft will continue to take shape in 2019-20 and through 2020-21 in preparation for the opening of 600 additional seats at Washington-Liberty for 2021 and 800 at the Career Center for 2025. Curriculum work continues to take place to ensure curriculum for all content areas are up to date, provide exemplars, and easily accessed by teachers including Engineering, Family and Consumer Sciences, Computer Science and elementary Science.
  - ✦ Professional learning opportunities are available throughout the year using the Four Phases of Understanding so that all teachers, staff, and administrators use this as the foundation of our work. (Building the Infrastructure of Teaching and Learning, Content Knowledge, Enhancing Teaching and Learning, Leading Others)



# Superintendent's Office

## Healthy, Safe, and Supported Students

1. All students can identify at least one school-based adult who supports and encourages their academic and personal growth.
  - ✦ Extensive evidence shows that strong, positive relationships – with family, teachers, other adults, and peers - are critical across young people's lives. For children who have experienced trauma, or multiple Adverse Childhood Experiences (ACEs), the presence of one stable relationship with a trusted, caring adult in their life is the single most powerful counterweight to the negative outcomes associated with ACEs.
  - ✦ School counselors, psychologists, and social workers are in alignment with the Strategic Plan goals to ensure students are Healthy, Safe, and Supported. Smart Goals for Student Services staff include individual and group counseling activities on a wide range of identified issues to help build rapport with all students to support and encourage their academic and personal growth.
2. Disproportionality in suspension rates by race/ethnicity, English learners, and students identified with a disability will be reduced (Black, Hispanic, SWD, EL).
  - ✦ Overall, suspensions and disproportionality did not increase.
3. Increase student breakfast participation by five percent in the free/reduced eligibility category.
  - ✦ Student breakfast participation increased by 2.3 percent in the free/reduced eligibility category; school lunch participation increased seven percent. Over the last nine years, breakfast participation has increased 42 percent and lunch participation by 24 percent.
4. The Extended Day Program will decrease the number of children on waitlists each month, resulting in a total decrease of 50 percent.
  - ✦ The Extended Day Program decreased the number of children on waitlists each month, resulting in a total decrease of 48 percent. In addition, the number of schools with waitlists decreased by 71 percent.

## Strengthen Employee Engagement and Communication

1. By December 31, 2018, develop human capital recruitment (Acquisition) and retention (Management) plan for addressing a diverse and highly-qualified instructional workforce, which includes substitutes, that is reflective of the APS student population.
  - ✦ Frontline was secured as our human capital management system (HCMS). Implementation is ongoing, with the launch of substitutes management in March 2020 followed by professional learning, applicant tracking and contract management by June 2020.
2. By January 2019, establish an Employee Engagement and Internal Communications staff committee to assist in the development of a comprehensive Strategic Internal Communications Plan.
  - ✦ The Collaborative Professional Strategies Team (CPST) has proposed solutions for communication from the central office which are being explored.





# Superintendent's Office

3. Establish an “APS Career Pathways” program that outlines professional learning and succession planning for all scales.
  - ✦ Through the process of developing competencies for all scales and finalizing classification specifications, HR and DTL are working to align the professional learning to these competencies. Currently, the team is developing the “Profile of an APS leader” with core competencies that will inform professional learning and annual evaluations. This work will be expanded to other scales over the next year. In the meantime, HR, DTL and Administrative Services have met to compile current training available to all support staff and look for ways to align the training and develop a professional learning plan for all scales.
4. In response to the Your Voice Matters survey, Human Resources will provide support to all departments and schools in developing tailored strategies to address employee voice, professional learning and leadership through the Employee Engagement Framework by August 31, 2019.
  - ✦ This was a great first attempt, however, the survey did not get representative samples from all employee groups. HR is partnering with Planning and Evaluation to enhance response rates on the 2020 Your Voice Matters survey to ensure that data is reliable in order to get an accurate level of data on employee concerns and then revise the framework to meet those needs. The revised framework will come forward to ELT after the data has been analyzed.

## Commitment to Operational Excellence

1. Support Policy Review Team to complete and prepare for the adoption of 30 School Board policy updates/revisions.
  - ✦ In the 2018-19 school year, the School Board revised or amended 39 policies.
2. Develop, in conjunction with the Executive Leadership Team, an Emergency Operations Plan strategy, a Threat Assessment Program and an additional 20 visitor management products in schools and implement an enterprise solution for roll out in SY 2019-20.
  - ✦ The Emergency Operations Plan was completed, and the Threat Assessment Program was created. All schools have successfully installed the visitor management system.
3. Increase solar renewable power by 1MW.
  - ✦ In FY 2019, Sun Tribe Solar began installing rooftop solar at two schools, Tuckahoe Elementary and Alice West Fleet Elementary, through its solar power purchase agreement (PPA) project with APS. Sun Tribe Solar completed installation at Tuckahoe and Alice West Fleet in the summer of 2019 and is awaiting final approval to operate the solar renewable systems. Once operational, APS will have a total 1.2 MW of solar renewable power.
4. Under the Master Data Project, APS will evaluate data accuracy, availability and usability for the data functions of Family Demographics and Leave Reporting/Timecards and implement the findings to improve the functionality in these two areas.
  - ✦ The evaluations for the Family Demographics and Leave Reporting/Timecards functions have been completed.
  - ✦ The findings and recommendations have been provided to the appropriate departments for inclusion in their department planning process.



## Superintendent's Office

5. To improve Arlington Public School's cybersecurity capabilities and overall posture, Information Services (IS) will develop an industry best practice and accepted security profile/program. By June 2019, IS will complete Security and Compliance Risk assessment, Data Process and Point collection and Security Strategy Development.
  - ✦ Draft results of the "Security and Compliance Risk Assessment" were delivered by the vendor in December 2020 and are currently under review by staff. The final report is scheduled to be delivered by February 2020. The report will be considered confidential.
  - ✦ Information Services is currently drafting new School Board policies and policy implementation procedures related to electronic information security. These will be presented to the Board in May 2020.
  - ✦ Information Services will be developing a standards and practices document aligned with VITA SEC519/501. This document should be in DRAFT form by June 2020.
  - ✦ Information Services will be developing a cybersecurity improvement plan based on the results from the "Security and Compliance Risk Assessment" as well as the requirements of VITA SEC501. This improvement plan should be in DRAFT form by June 2020.
6. Finalize and publish the FY19 Classification Plan complete with updated class specifications.
  - ✦ This item was not completed but is underway during FY 20 and scheduled for completion in June 2020.
7. The Annual Update will pilot new procedures for identifying the number of transfers and elementary option school seats for the 2019 lotteries for admission in the 2019-20 school year, and the adjustments will be reflected in the spring update to projections.
  - ✦ The Annual Update, defined in the Options and Transfers Policy (J-5.3.31), directs the superintendent to update the School Board on enrollment levels at each school/program and transportation issues, and make recommendations to achieve the goals stated in the policy. The update was presented to the School Board in February 2019 and serves as a one-stop resource that communicates what is in place currently to address enrollment growth and plans for continuous improvements to the process for addressing near-term capacity needs.
8. Information Services will partner with Human Resources and develop a data platform that enables business analytics and empowers users to make data-driven decisions and will include self-service reporting and data visualization across financial and human capital data.
  - ✦ The Splash BI reporting platform has been implemented to increase ease of access to information in our STARS platform. The new platform includes many available reports across the Human Resource and Finance functions.
  - ✦ In addition, several HR dashboards have been developed to provide deep insights into areas such as:
    - employee breakdowns by gender, ethnicity, experience and qualification;
    - staff turnover by scale, location, position, jobs and termination reasons; and
    - benefits enrollment information by program, plan, plan type and options.



# Superintendent's Office

9. Review and study the Welcome Center and operation of central registration for options schools and early childhood. The Welcome Center provides the following three main services:
  - ✦ Language Services Registration Center (LSRC) provides school registration for families with English as a Second Language as well as language support through translation and interpretation services. Since February 2019, LSRC has registered and assessed 1,724 students K-12, processed 1,263 interpretations for consecutive and simultaneous interpreters, and over 287 documents for translation into Spanish, Arabic, Amharic and Mongolian.
  - ✦ Options and Transfers provide information and assistance with applications for option schools/programs and transfers. For the SY 2018-2019, the office processed 11,253 applications for school options/programs and neighborhood transfers for preschool, elementary, middle and high school through the School Mint Lottery Module; prepared, conducted and validated 93 lotteries also using the School Mint Lottery Module; and maintained and managed all waitlists resulting from the lotteries.
  - ✦ Central Registration for preschool programs provides information, applications and registration for the Virginia Preschool Initiative (VPI), Community Peer Program (CPP) and Primary Years Montessori. During 2019, the office processed over 1,000 applications for the preschool programs and registered 850 preschool students for VPI, CPP and Primary Montessori. It is currently managing 31 waitlists for the preschool programs: VPI (15 schools), CPP (nine schools) and Primary Montessori (six satellite programs and Montessori Public School of Arlington) as well as managing and processing tuition payments for 215 families for CPP and Primary Montessori locations across the county.

## Strengthening Partnerships

1. School & Community Relations will strengthen outreach to limited-English speaking families by increasing the number and reach of face-to-face engagement opportunities by 30 percent (e.g. Engage 101 Workshops) and utilizing new channels/tools (e.g. WhatsApp, Telenovela series) to increase access to information that supports student learning, building on the foundation established in FY18.
  - ✦ In 2018-19, APS expanded in-person connections with non-English speaking families through Engage 101 workshops by more than 30 percent, including 16 separate training sessions for parents held to address topics ranging from social media to School Talk to ParentVue. In addition, new services, tools, and communications platforms have been implemented to inform and engage a broader and more diverse group of families, which builds on the communications foundation established in FY18.
2. By January 31, 2019, APS will develop a framework for recruiting and retaining strategic partners to support APS students and provide opportunities, such as internships and externships, that align with the Profile of a Virginia Graduate. By June 30, 2019, APS will apply communications best practices and conduct outreach to recruit at least two new partners per month (or 24 total).
  - ✦ Continued to advance and refine our approach to identifying strategic partners to support APS students and provide work-based learning opportunities, that align with the Profile of a Virginia Graduate. Created structure, forms and processes for tracking new partners for secondary students and recruited 18 new strategic partners division-wide.



# Superintendent's Office

3. Develop and implement a plan and training sessions for APS administrators to strengthen school-based communications and enhance the image of schools through training of best practices in communications and consistent communications about key public relations initiatives.
  - ✦ Conducted a variety of communications sessions for APS administrators to strengthen school-based communications and enhance the image of schools through training of best practices in communications and consistent communications about key public relations initiatives. Sessions covered topics ranging from crisis communications to social media issues management and School Talk optimization.

## SUPERINTENDENT'S FY 2021 PRIORITIES

Given that the 2018-24 Arlington Public Schools (APS) Strategic Plan serves as our roadmap for delivering on our promise of an excellent academic experience for all students, our mission remains clear: to ensure all students learn and thrive in safe, healthy, and supportive learning environments. We have articulated this vision in the five goals and the established performance objectives and strategies that continue to guide our work this school year and as we plan for our future.

In line with the School Board priorities, our work plan for this year focuses on three key priorities tied to performance objectives one, three and nine, respectively: increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap, all students will make at least one year's worth of growth as measured by federal, state, and/or district assessments and all students can identify at least one school-based adult who supports and encourages their academic and personal growth. In this second year of the Strategic Plan, we are focused on carrying out the Strategic Plan (SP) Goals through the SMART goals and actions outlined here aligned with each SP goal. In addition, there is a keen focus on addressing the recommendations from the recent program evaluations on Students with Special Needs and English Learners and the requirements outlined in the Department of Justice Settlement Agreement. All work plan elements to be achieved by June 2020 unless otherwise indicated.

### Multiple Pathways to Student Success

1. All students will make at least one year's worth of growth as measured by Federal, state and/or district assessments.
2. Increased achievement for all reporting groups on district and state assessments show progress toward eliminating the opportunity gaps.
3. An increase in proficiency of at least 10 percent for students with disabilities will be demonstrated on state assessments.
4. At least 69 percent of students with disabilities will spend 80 percent or more of their school day in a general education setting.
5. Develop competencies for all scales and align professional learning with competencies.

### Healthy, Safe, and Supported Students

1. Key findings on the spring 2020 Youth Risk Behavior Survey will show a reduction in students' experience of bullying, sexual harassment and substance use as compared to similar results from the 2018 Youth Risk Behavior Survey.
2. All schools will have developed systems to determine whether their students can identify at least one school-based adult who supports and encourages their academic and personal growth.



# Superintendent's Office

3. Establish the PreK-12 Instructional Program Pathways (IPP) that includes a reliable and sustainable infrastructure to enable teaching and learning that supports the Teaching and Learning Framework will be in place.
4. Disproportionality in suspension rates by race/ethnicity, English learners, and students identified with a disability will be reduced (Black, Hispanic, SWD, EL).
5. The Extended Day Program will decrease the number of children on waitlists each month, resulting in a total decrease of 50 percent.
6. By December 2019, focus on hiring the chief diversity, equity and inclusion officer (CDEIO).
7. Develop and implement a plan to promote student success stories and raise awareness of APS programs and services that support student success. Highlight 1-2 student achievement or mental health and wellness programs or stories per month, by June 2020.
8. Achieve 100 percent completion of a Wakefield High School Recovery and Optimization Plan for HVAC.
9. Achieve 100 percent implementation of a subsidized transit pilot for students at Career Center, H-B Woodlawn and New Directions full-time students for SY19-20.
10. Focus on increasing breakfast participation by adding alternative delivery models to meet students where they are.

### Engaged Workforce

1. Recruit highly qualified teachers in an ongoing manner.
2. Provide ongoing stress management, change management and other self-care sessions for school-based staff.
3. Launch an employee Intranet with a strategic communications plan that encourages and incorporates staff feedback, buy-in and participation, by October 31, 2019.
4. Increase communication with staff and participation in decision-making as evidenced in the end-of-year survey, with the 100 percent implementation of the Transportation Services Employee Handbook.
5. Accept all teacher contracts for the next year including new and continuing contracts will be presented and accepted electronically.
6. Expand Extended Day professional development opportunities through collaboration with local OST organizations and providers
7. 100 percent of all Finance Office employees will participate in at least one professional development activity to improve their current skills, expand their capacities, and meet personal self-actualization goals, as well as career progress goals.
8. Procurement Office will host two Virginia Association Governmental Purchasing (VAGP) training seminars, one in October and one in March.

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**FINANCIAL: DEPARTMENTS**



# Superintendent's Office

## Commitment to Operational Excellence

1. Determine the efficacy of the Welcome Center and the operation of central registration in facilitating the options and transfer processes.
2. Implement position control within the STARS system.
3. Develop a long-range plan to automate paper-based HR processes.
4. Develop a customer service survey to gain baseline data and measure improvement over time.
5. Build capacity to control health insurance cost increases through enhancement of the wellness program by adding full-time employees for wellness coordinators and develop a plan for workplace clinic to support employee health and well-being.
6. Achieve an average score of 85 percent system-wide on quality control scores.
7. Achieve 100 percent completion of a working document, Project Design Standards, for APS projects delivered by Design and Construction.
8. By June 2022, achieve 100 percent implementation of reorganization and restructure plans of Plant Operations staffing resources.
9. Complete five solar PPA installations and develop a process for future solar PPA installations.
10. Meet MS4 (Municipal Separate Storm Sewer System) Permit, VAR 040127, requirements for permit cycle 2018-2023 to include 40 percent nutrient and sediment load reduction and annual reporting requirements that include all six minimum control measures (MCM). Seek revenue share from Arlington County's sanitary utility tax to support APS' stormwater program.
11. All the core network infrastructure will be relocated from the Ed Center to the S. Taylor St. NOC and/or Equinix in Herndon to ensure continuity of IT services for APS.
12. Data provided to users through the SIS and Data Warehouse will show a 10 percent improvement in availability, timeliness and user-friendliness as measured by post-training questionnaires.
13. 95 percent of IS staff members will respond that their professional learning met their needs as measured by the Your Voice Matters survey.
14. Under the Master Data Project, APS will evaluate data accuracy, availability and usability for the data functions of Family Demographics and Leave Reporting/Timecards and implement the findings to improve the functionality in these two areas.
15. To improve Arlington Public Schools' security capabilities and overall posture, IS will develop an industry best practice and an accepted security program in multiple program waves. By June 2020, IS will complete a Security and Compliance Risk assessment; develop a Security Program strategy and identify process controls and data metrics.
16. All current wireless access points in APS will be updated providing enhancements to capacity and performance improving usability and availability of technology for staff and students.
17. Fully develop and publish short-term facility plans to provide options to address projected growth over the next five years and long-term facility plans to provide options to address projected growth beyond a five-year horizon.
18. By October 2019, achieve a 70 percent completion rate for the Annual Online Verification Process (AOVP). Throughout the year, the department will continue to refine and improve the AOVP for the 2020-21 school year based on lessons learned in the first year.



# Superintendent's Office

19. By January 2020, drive adoption of the new volunteer application process, aligned with the Visitor Management System, and refine the Volunteer Policy, working in conjunction with the Emergency Manager.
20. By May 2020, adopt the FY 2021 School Board's Budget.
21. Adopt the FY21-30 Capital Improvement Plan.
22. 100 percent of all functional areas within the Finance Office will establish at least one SMART Goal and one key performance indicator (KPI), collect data that speaks to that goal and KPI (s) to include benchmark data from other school divisions and/or industry standards and track their progress towards meeting or exceeding the goal.
23. The Finance Office will review all prior year's audit comments and make revisions in policies and practices to eliminate internal control weaknesses or discrepancies.
24. The average time taken to approve a purchase order during each calendar month, and during the period July 1 - close down the date of requisition entry during the fiscal year, shall not be greater than five (5) business hours.
25. In partnership with Teaching and Learning, Planning and Evaluation will publish three evaluation reports that provide a foundation for making improvements to how supports are provided.
26. The Your Voice Matters survey questions and procedures will be revised to ensure that the questions are actionable.
27. Develop a framework to address concerns in Athletic Safety in conjunction with the Department of Teaching and Learning. In addition, a revised and updated school division accident and incident plan will be conducted to address changes in staffing.

### Strengthening Partnerships

1. The department will implement a multi-phase community outreach and engagement plan to support the hiring of a new permanent superintendent and the leadership transition plan, measured by community input received and sentiment of online coverage and conversation as part of the process.
2. SCR will strengthen outreach to minority and limited-English speaking families by increasing the number and reach of face-to-face family engagement opportunities by 20 percent (e.g. Information Nights, Engage 101 Workshops). SCR will utilize new channels/tools to ensure all families have access to information about initiatives, options and programs available to them to improve outcomes for all students. This includes facilitating the translation of key documents into five languages.
3. The Finance Office will work collaboratively with the Arlington County Treasurer's Office to streamline operations, reconcile financial records, and provide timelier financial information to stakeholders. Monthly cash reconciliations and closeouts will be completed within 60 days of the month's end.
4. By January 2020, SCR will work in collaboration with Planning and Evaluation to proactively inform and engage with the community about the timeline, objectives, challenges and opportunities in the 2020 Elementary School Boundary Process. Track awareness and engagement by event attendance, Engage webpage traffic, School Talk open rates and feedback forms.

FINANCIAL: DEPARTMENTS



# Superintendent's Office

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ☉ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ☉ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

### Baseline Decreases and Internal Realignments

During the baseline budget review process, the Superintendent's Office realigned 1.00 FTE into other offices and accounts within the department. Details of this realignment follows.

- ☉ A 1.00 chief diversity, equity, and inclusion officer is realigned to the new Office of Diversity, Equity and Inclusion. (102000-41318; 102300-41318)

FINANCIAL: DEPARTMENTS

### FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$558,900	\$635,117	\$450,746
Employee Benefits	\$167,418	\$209,440	\$158,360
Purchased Services	\$25,005	\$74,800	\$74,800
Other Charges	\$131,035	\$9,250	\$9,250
Materials and Supplies	\$13,858	\$9,100	\$9,100
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$896,216</b>	<b>\$937,707</b>	<b>\$702,256</b>

### POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Superintendent	0.00	1.00	0.00	1.00
Director	0.00	1.00	0.00	0.00
Professional	0.00	1.00	0.00	1.00
Clerical	0.00	1.00	0.00	1.00
<b>TOTAL</b>	<b>0.00</b>	<b>4.00</b>	<b>0.00</b>	<b>3.00</b>





# Office of Diversity, Equity and Inclusion

## DESCRIPTION

The Office of Diversity, Equity and Inclusion is responsible of leading the development and implementation of a division-wide strategic plan to advance diversity, equity and inclusion in Arlington Public Schools. This office:

- ⦿ Plans, guides and advises the Executive Lead Team and the Superintendent on diversity, equity, and affirmative action matters.
- ⦿ Collaborates with other APS departments to create, implement and monitor programs designed to ensure fair and equitable treatment of students, teachers and staff.
- ⦿ Develops and implements district-wide training to promote cultural understanding and competency and a climate of equity and inclusion.
- ⦿ Promotes APS's commitment to a climate of equity and inclusion through interaction with individuals, departments and schools including School Board Members, Executive Staff, supervisory staff, employees, students, public, community leaders and civic organizations.
- ⦿ Provides analysis of legislation and regulations related to equity and affirmative action.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

### Baseline Increases

The Office of Diversity, Equity and Inclusion is increased by 1.00 FTE and \$25,500. Details of these increases follow.

- ⦿ In order to support the new office, \$25,000 is added for professional development, \$500 is added for office supplies and a 1.00 executive administrative assistant position is added to provide clerical support to the Office of Diversity, Equity and Inclusion. (102300-46525, 45430, 41309)

### Baseline Decreases and Internal Realignments

During the baseline budget review process, 1.00 FTE was realigned into the Office of Diversity, Equity and Inclusion. Details of this realignment follows.

- ⦿ A 1.00 chief diversity, equity and inclusion officer position is moved to the Office of Diversity, Equity and Inclusion from the Superintendent's Office but the position will continue to report directly to the Superintendent. (102000-41318; 102300-41318)



# Office of Diversity, Equity and Inclusion

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$0	\$0	\$215,010
Employee Benefits	\$0	\$0	\$75,312
Purchased Services	\$0	\$0	\$0
Other Charges	\$0	\$0	\$25,000
Materials and Supplies	\$0	\$0	\$500
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$315,822</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Executive Director	0.00	0.00	0.00	1.00
Clerical	0.00	0.00	0.00	1.00
<b>TOTAL</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2.00</b>

FINANCIAL: DEPARTMENTS



# Planning and Evaluation

## DEPARTMENT SUMMARY

The Department of Planning and Evaluation (P&E) evaluates APS programs, coordinates districtwide surveys, reviews applications to conduct research in APS, and projects future student enrollment and planned capacity utilization to determine how APS can best meet future capacity needs. P&E manages and/ or supports projects that require stakeholder engagement and will result in a major change in policy or infrastructure (e.g. boundaries, new schools, the Strategic Plan).

The Planning and Evaluation Department comprises of two programs: Planning and Evaluation. The FY 2021 School Board’s Adopted Budget for Planning and Evaluation totals \$2,508,366 and includes 13.00 positions.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2020	FY 2021	FY 2021
OFFICE	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Planning and Evaluation	\$2,290,696	13.00	\$2,540,363	13.00	\$2,508,366
<b>TOTAL</b>	<b>\$2,290,696</b>	<b>13.00</b>	<b>\$2,540,363</b>	<b>13.00</b>	<b>\$2,508,366</b>

## DEPARTMENT PERFORMANCE METRICS

The data benchmarks, goals, and targets for these, along with other related metrics embedded in the work of the Department of Planning and Evaluation, are reported at each School Board meeting in the update on the Action Plan.

## FY 2019 DEPARTMENT ACCOMPLISHMENTS

- ⦿ Acknowledged 100% of the emails to Engage@apsva.us, within one working day of receipt, and captured baseline data on the time it takes to resolve the questions.
- ⦿ Completed program evaluations for of English learners, students with special needs, and mathematics.
- ⦿ Conducted and reported on the 2020 Your Voice Matters Survey of students, families and staff.
- ⦿ Provided data used for publications on accreditation, SOL performance, graduation rate and Challenge Index.
- ⦿ Refined the process for the 10-Year Projections for 2019-28 using the recommendations from the consultant’s review.
- ⦿ Refined the second Annual Update with a focus on gathering principal input in shaping the plan for addressing near-term enrollment growth, and documenting the work being done across departments.
- ⦿ Started the Elementary Planning Process for 2021, and completed
  - ✦ Phase 1- Pre-Boundary Planning for School Moves
  - ✦ Phase 2 - Data Review for Fall 2020 Elementary School Boundary Process

FINANCIAL: DEPARTMENTS



# Planning and Evaluation

- ⦿ Led the development of the FY 2021 Capital Improvement Plan (CIP)
- ⦿ Provided support to the following community engagement processes
  - ✦ Superintendent and Chief Diversity Officer search
  - ✦ Principal searches
  - ✦ Return to School
  - ✦ FY21 Budget
  - ✦ FY21 Calendar

## FY 2020 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Develop plans with outcomes and timelines that support APS's implementation of the recommendations from the evaluations of English Learners and Students with Special Needs.	✓	✓	✓	✓	✓
Acknowledge 100% of all email messages within 24 hours of receipt (weekend days excluded from calculation).				✓	✓
Increase staff and parent response rates to the 2020 Your Voice Matters Survey.			✓		✓

## FY 2020 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Evaluation of services for English Learners to prepare APS for services improvements and budget alignments.	✓	✓		✓	
Evaluation of services for students with special needs to prepare APS for services improvements and budget alignments.	✓	✓		✓	
By December 2020, produce 10-year projections and review projections methodology; incorporate improvements to estimated dates for when new housing units are expected to be occupied so staffing is in place as students enroll.	✓	✓	✓	✓	
By January 2021, report projections 2021-22 that incorporate new elementary boundaries adopted in December 2020.	✓	✓	✓	✓	
By March 2021, produce Spring updates to projections for September 2020.	✓	✓	✓	✓	
By February 2020, use the 2020 AFSAP to identify adjustments to prepare for enrollment in 2021-22.	✓	✓	✓	✓	
Continue to develop How to Engage the Community, for understanding and to act upon the needs or issues of community experiences, helping to achieve positive change.				✓	✓



# Planning and Evaluation

## FY 2021 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Develop plans with outcomes and timelines that support APS's implementation of the recommendations from the evaluations of English Learners and Students with Special Needs.	✓	✓	✓	✓	✓
Acknowledge 100% of all email messages within 24 hours of receipt (weekend days excluded from calculation).				✓	✓
Lead development of the FY 2020 Four to Six Year CIP.			✓		✓
Continue to develop the PreK-12 Instructional Program Pathways (IPP). During the pandemic, shift evaluation resources to inform the IPP and the CIP.	✓	✓		✓	

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**FINANCIAL: DEPARTMENTS**



# Planning and Evaluation

## DESCRIPTION

The mission of the Department of Planning and Evaluation is to facilitate optimal use of APS resources and informed decision-making for student success through systemic planning, problem-solving and stakeholder engagement. We do this through leadership and collaboration with other departments, schools, and the community in areas of data analytics, policy review, strategic planning, stakeholder engagement, program evaluation and research. Stakeholder engagement to inform and gather input from staff, students, families and other community members is essential to the work of this department, which collaborates throughout the division to develop reports, proposals and recommendations for improvements.

The work of the department involves data collection and analysis for dissemination to the public, Arlington Public Schools staff, the Virginia Department of Education and other external bodies. Our team works closely with County planners to obtain data that informs APS planning, and ensures the validity and accuracy of data used across our responsibilities. This work often results in identifying improvements to existing APS data sources and specifying requirements for new reporting tools for the Department of Information Services.

## MAJOR SERVICES PROVIDED:

### Planning

With the direction of the Superintendent and the School Board, Planning and Evaluation leads the process for gathering data, analyzing, and planning strategically to determine how APS can best meet future capacity needs and make effective use of resources. This department supports others throughout the division in managing projects that require stakeholder engagement and will result in a major change in policy or infrastructure (e.g. boundaries, new schools, the Strategic Plan).

- ⊙ **Planning for Student Enrollment and Capacity:** Information is gathered from APS and Arlington County for analysis to report on projected enrollment and planned capacity utilization to facilitate decisions on capacity and resources for the upcoming school year and the long term. When capacity is managed through boundary adjustments, this department conducts the process of determining and recommending planning unit changes and engaging with the community to best meet the needs of our school division and all students. Also, this department manages the Capital Improvement Plan (CIP) process and the Superintendent's Annual Update.
- ⊙ **Project Management:** Planning and Evaluation carries out district-wide innovations and operational decisions by initiating cross-department teams, planning, guiding, and executing the work to achieve defined goals and meet the Superintendent and School Board's specified criteria within a certain timeframe. This includes implementation of planning initiatives, such as informing students of newly assigned schools after boundary decisions and advising on the option school lottery and transfer process. Our department partners with Teaching and Learning and a Steering Committee comprised of community members in developing the APS Strategic Plan with every six years.
- ⊙ **Stakeholder Information and Engagement:** This department informs stakeholders of major APS initiatives in a timely, inclusive and transparent manner, using a multi-faceted approach to obtain input from all stakeholders interested in and impacted by School Board decisions on these initiatives. This is accomplished through the Engage website and email messages received at [engage@apsva.us](mailto:engage@apsva.us), community meetings and questionnaires, updates distributed through School Talk and the APS Ambassador program, social media, presentations at PTA, civic association and other community group meetings, in-person and virtual information sessions for stakeholders, and more.



# Planning and Evaluation

## Evaluation

Evaluation manages activities related to districtwide program evaluation and research. Evaluation results inform specific, goal-oriented plans to improve APS services and program outcomes.

- ⦿ **Program Evaluation:** Evaluates programs and services within the Department of Teaching and Learning to assess implementation and outcomes with the goal of facilitating effective decision-making and continuous improvement. The multi-year, in-depth evaluation process includes gathering quantitative and qualitative data (which can include surveys, focus groups, interviews, observations, and review of records, budget, enrollment and participation). Major findings are presented to the School Board with an action plan for program improvement in such areas as student achievement (test scores, graduation rates, CTE industry certifications, readiness), parental involvement, effective teaching practices and self-advocacy skills.
- ⦿ **Surveys/Questionnaires:** Coordinates districtwide surveys of staff, students and families, including the bi-annual Your Voice Matters survey in collaboration with the Arlington Partnership for Children, Youth and Families to measure school climate and student well-being. In addition, evaluation staff provide questionnaire expertise in assisting the planning team and other departments.
- ⦿ **Research Approval:** Reviews applications sent to APS for conducting research in our school division.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⦿ One-time funds of \$50,000 provided in FY 2020 to cover consultant fees for the Special Education and English Learners programs assessment and evaluation are eliminated in FY 2021. (102575-43565)

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**FINANCIAL: DEPARTMENTS**



# Planning and Evaluation

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,375,313	\$1,404,626	\$1,408,474
Employee Benefits	\$461,744	\$486,719	\$500,874
Purchased Services	\$440,892	\$601,200	\$551,200
Other Charges	\$7,828	\$20,570	\$20,570
Materials and Supplies	\$4,920	\$27,249	\$27,249
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$2,290,696</b>	<b>\$2,540,363</b>	<b>\$2,508,366</b>

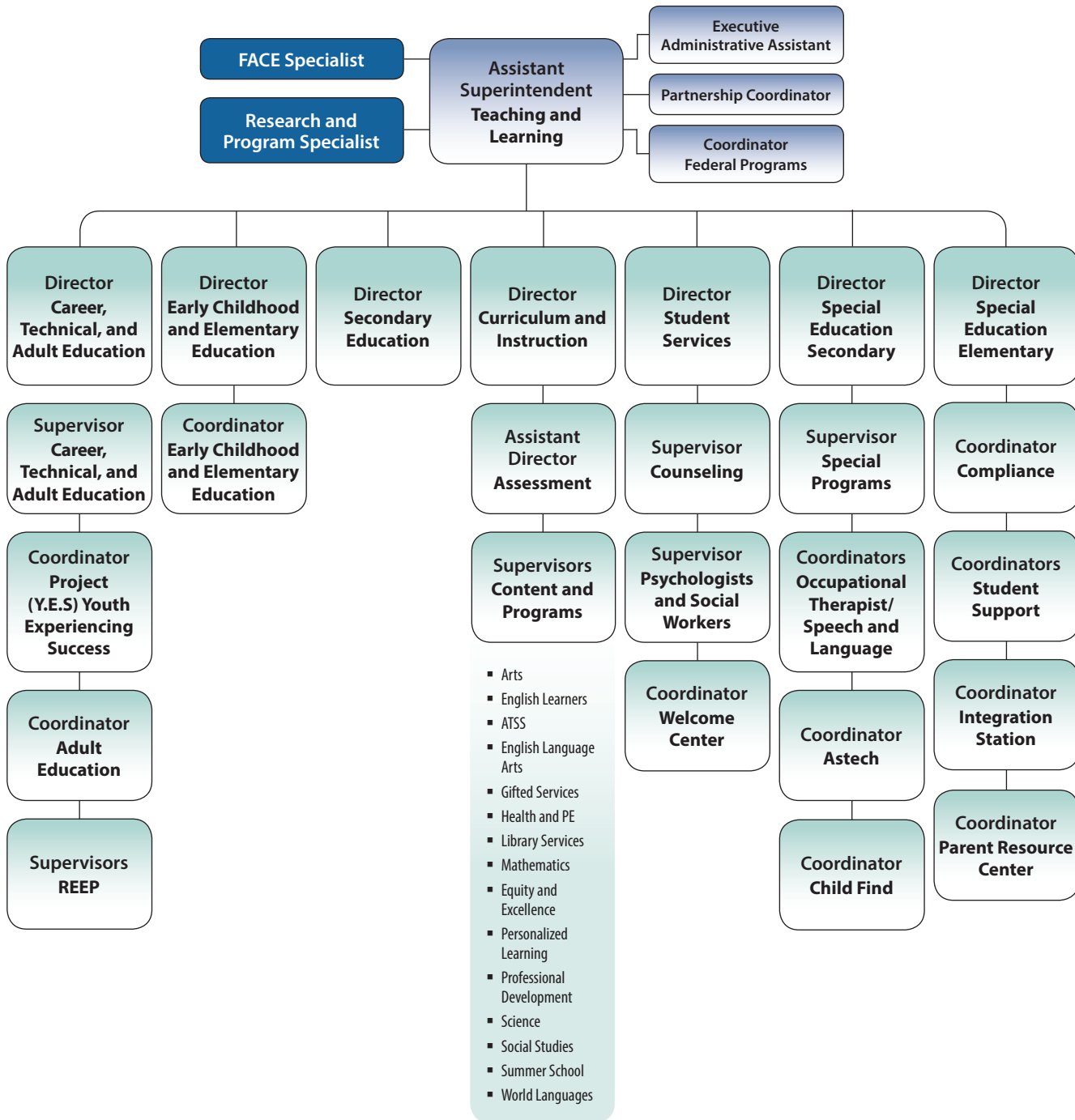
## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Executive Director	0.00	1.00	0.00	1.00
Director	0.00	1.00	0.00	1.00
Assistant Director	0.00	1.00	0.00	1.00
Coordinator	0.00	6.00	0.00	6.00
Professional	0.00	3.00	0.00	3.00
Clerical	0.00	1.00	0.00	1.00
<b>TOTAL</b>	<b>0.00</b>	<b>13.00</b>	<b>0.00</b>	<b>13.00</b>

FINANCIAL: DEPARTMENTS



# DEPARTMENT OF TEACHING AND LEARNING



FINANCIAL: DEPARTMENTS



# DEPARTMENT OF TEACHING AND LEARNING

## MISSION

To ignite a passion for learning with equitable access and multiple pathways where learners connect, create, and innovate.

## VISION

All individuals strive for their best as learners and global citizens.

## DEPARTMENT SUMMARY

The Department of Teaching and Learning provides leadership in student services and instruction, working to ensure that every student in APS is safe, healthy, challenged, supported, and engaged. This includes collaborating throughout the division to develop and implement academic and social-emotional curriculum that meets the needs of individual students and is aligned with national and state standards, legislation, and evidence-based best practices. The Department of Teaching and Learning works with schools on implementation of best practices and methods of assessing student learning; these efforts allow school staff to focus more closely on the needs of the individual students. Staff also serve as liaisons to citizen advisory committees, part of the Advisory Council on Teaching and Learning structure; and work with other citizens, individuals, and family groups to support programs. In addition, the Department of Teaching and Learning is responsible for:

- ⦿ Implementing recommended teaching and learning experiences, PreK-12, with an emphasis on creative thinking, collaboration, critical thinking, communication, and citizenship.
- ⦿ Implementing new resources and/or materials (K-12).
- ⦿ Developing appropriate academic and social-emotional core curriculum as well as intervention programs to accelerate student learning.
- ⦿ Providing district and site-based counseling crisis response and intervention.
- ⦿ Leading substance abuse prevention and intervention.
- ⦿ Developing performance assessments to measure complex learning and report their results.
- ⦿ Developing and implementing curriculum using best practices for all students including English learners, students with disabilities, and gifted learners.
- ⦿ Monitoring and coordinating the implementation of Every Student Succeeds Act (ESSA) legislation, funding, and requirements.
- ⦿ Supporting professional learning to assist staff in acquiring the knowledge, skills, and behaviors to work effectively with our culturally and linguistically diverse student body.
- ⦿ Monitoring the success of students' academic achievement; conducting quarterly reviews of grade reports, communicating and adjusting academic planning with the assistance of teachers, students and families. Conducting yearly academic planning sessions with each student to ensure that students are on the path to graduation and that they have a defined post-secondary pathway.
- ⦿ Building relationships that support student learning by implementing high-impact family and community engagement (FACE) strategies and activities both within each school and system-wide in collaboration with community-based organizations, the Arlington County government, and other public and private entities.



# DEPARTMENT OF TEACHING AND LEARNING

- ⦿ Analyzing changes to the Standards of Quality, Standards of Accreditation, Standards of Learning and the results of the Standards of Learning assessments, modifying programs as appropriate.
- ⦿ Engaging in school coaching and support to challenge and engage all students.
- ⦿ Managing applications for options schools, neighborhood transfers, and early childhood programs.

The Department of Teaching and Learning includes multiple programs and services, which are listed below. The FY 2021 School Board's Adopted Budget for the Department of Teaching and Learning totals \$63,198,056 and includes 408.45 positions. IDEA and ESSA funds are budgeted in the Grants and Restricted Programs Fund.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2020	FY 2021	FY 2021
OFFICE	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Assessments	\$1,447,844	3.00	\$1,548,249	3.00	\$1,546,875
Career, Tech and Adult Education	\$1,159,071	6.30	\$1,455,367	6.30	\$1,139,308
Curriculum/Instruction	\$13,049,371	60.20	\$14,458,754	60.20	\$13,076,974
English Learners	\$3,509,010	41.40	\$4,485,850	32.60	\$3,882,450
Equity and Excellence	\$823,246	4.50	\$842,744	4.50	\$816,926
Gifted Services	\$1,531,298	1.00	\$1,523,562	1.00	\$1,453,126
Library Services	\$813,741	5.00	\$1,322,455	5.00	\$865,485
Outdoor Lab	\$642,313	5.00	\$689,501	6.75	\$650,135
Special Education	\$16,095,671	130.60	\$17,914,719	178.40	\$21,336,442
Special Education and Student Services Management	\$1,217,988	7.70	\$1,496,427	7.70	\$1,338,939
Student Services	\$10,343,216	91.00	\$12,428,353	93.00	\$12,197,231
Summer School	\$4,092,363	1.00	\$3,041,881	1.00	\$3,042,690
Welcome Center	\$1,124,467	10.00	\$1,358,214	9.00	\$1,851,476
<b>TOTAL</b>	<b>\$55,849,598</b>	<b>366.70</b>	<b>\$62,566,077</b>	<b>408.45</b>	<b>\$63,198,056</b>

FINANCIAL: DEPARTMENTS



# DEPARTMENT OF TEACHING AND LEARNING

## DEPARTMENT PERFORMANCE METRICS

The Strategic Plan Performance Objectives, along with other related metrics embedded in the work of the Department of Teaching and Learning, are reported annually through School Board monitoring reports as well as in briefing reports completed by curriculum and program offices.

## FY 2019 DEPARTMENT ACCOMPLISHMENTS

### **Delivering high-quality curriculum and instruction**

*(Strategic Plan Goals Alignment: Student Success)*

A Teaching and Learning Framework was developed to articulate learning experiences for students that includes embedding critical thinking, creative thinking, communication and collaboration in each of our classrooms, resulting in continued strengthening of APS instructional offerings that broaden opportunities for all students. The Teaching and Learning Framework includes the APS Professional Learning Framework for all licensed staff that supports inclusion, the needs of the whole child, engaging and authentic learning experiences, curriculum, personalized learning, professional learning communities, and the profile of a graduate. The framework includes voice and choice in sessions offered, job-embedded coaching and support at all schools, and various formats for delivery.

Additionally, expanding internships, job shadowing and other work-based learning opportunities that prepare students for post-graduate opportunities continues to be a focus. A centralized system for baseline data collection and tracking business partners supporting high educational learning opportunities for students was initiated to provide a foundation for future growth in this area.

Finally, a new standard operating procedures manual outlining the Student Support Process within APS was created to streamline the process, strengthen existing practices, and clarify the expectations for the Arlington Tiered System of Support (ATSS), Section 504, and Special Education. The Social Emotional Learning Reference Guide supports the Arlington Tiered System of Supports (ATSS) by providing a guide of tier 1-3 supports currently being provided at APS.

### **Provide comprehensive social-emotional supports for all students**

*(Strategic Plan Goals Alignment: Student Well-Being and Partnerships)*

Within the department, offices have worked together to provide comprehensive social-emotional supports to all students. This support includes staffing of school counselors, substance abuse counselors, school psychologists, and social workers within all schools to assist students in accessing educational opportunities and social-emotional supports. The PreK-12 Social Emotional Learning Tools and Reference Guide was developed to support the growth of the whole child. This resulted in the implementation of a new Signs of Suicide program at all APS middle and high schools to teach students how to identify and respond to friends who may need support, as well as a strategic focus on decreasing substance abuse among sixth through tenth graders.

### **Improve access to high-quality PreK-12 Options**

*(Strategic Plan Goals Alignment: Operational Excellence)*

The implementation of a new centralized options and transfers platform resulted in a more efficient, equitable and transparent application process, ensuring all families have equal access to options schools and programs. This led to an increase in families applying to all options programs, to more streamlined school lotteries and waitlists and to more accurate records for students entering early childhood programs. We are currently using the School Mint portal to manage applications and lotteries to option schools and preschool programs.

# DEPARTMENT OF TEACHING AND LEARNING



## FY 2020 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Streamline and strengthen ATSS, 504, and Special Education processes that includes the deployment of a Standard Operating Procedure manual for all areas.	✓				
Deliver a comprehensive PreK-12 Social Emotional Learning framework using evidence-based programs and strategies that includes a gap analysis and developing resources for identified areas of need.	✓	✓		✓	
Implement a Professional Learning Framework for all staff, building off of the teacher framework and identified competencies.			✓		
Review and revise English Language Arts, Mathematics, Science, Social Studies, and World Languages curriculums.	✓				
Embed global competencies, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction.	✓				
Increase meaningful inclusive learning environments for students.		✓		✓	
Integrate culturally relevant concepts and practices into all levels of school interactions.	✓	✓			
Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs and provides interventions when needed through APS and/or community partnerships.	✓	✓	✓	✓	✓

## FY 2020 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By June 2020, all students will show progress toward making at least one year's worth of growth as measured by federal, state and/or district assessments.	✓				
By June 2020, all reporting groups will demonstrate progress toward eliminating opportunity gaps on district and state assessments.	✓				
By June 2020, students with disabilities will demonstrate an increase in proficiency of at least 2 percent on state assessments.	✓				
By June 2020, at least of 69 percent of students with disabilities will spend 80 percent or more of their school day in a general education setting.	✓				
By June 2020, key findings on the spring 2020 Youth Risk Behavior Survey will show a reduction in students' experience of bullying, sexual harassment and substance use as compared to similar results from the 2018 Youth Risk Behavior Survey.		✓			
By June 2020, the PreK-12 Instructional Program Pathways, which includes a reliable and sustainable infrastructure to enable teaching and learning that supports the Teaching and Learning Framework, will be in place.	✓	✓			
By June 2020, all schools will have developed systems to determine whether their students can identify at least one school-based adult who supports and encourages their academic and personal growth.	✓				
By June 2020, determine the efficacy of the Welcome Center and operation of central registration in facilitating the options and transfer processes.				✓	

FINANCIAL: DEPARTMENTS



# DEPARTMENT OF TEACHING AND LEARNING

## FY 2021 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By June 2021, at least of 72 percent of students with disabilities will spend 80 percent or more of their school day in a general education setting.	✓				
The achievement for students with disabilities for each content area who score proficient or advance in Reading, Writing, and Math will increase. Reading: ≥55%, Writing: ≥58% and Math: ≥61%	✓				
By June 2021, the successful implementation of the English Learner (EL) Action Plan and DOJ Settlement agreement will ensure consistent services for ELs and continuous improvement of the achievement of ELs.	✓				
By June 2021, all students will show progress toward making at least one year's worth of growth as measured by federal, state and/or district assessments.	✓				
By June 2021, all reporting groups will demonstrate progress toward eliminating opportunity gaps on district and state assessments.	✓				

FINANCIAL: DEPARTMENTS



# Assessment

## DESCRIPTION

The Office of Assessment is responsible for ensuring that all procedures required for the SOL tests are implemented within the school as well as for maintaining the security of test materials. The office also coordinates district-wide administration of the Naglieri, CogAT, and WIDA ACCESS assessments and at the high school level, the PSAT, AP and IB exams.

### MAJOR SERVICES PROVIDED

- ⊙ Assessments
- ⊙ Data Analysis
- ⊙ Data Integrity
- ⊙ Data Reporting

Additional information can be found at the following link on the APS web site: <https://www.apsva.us/planning-and-evaluation/assessment>.

### FISCAL/ORGANIZATIONAL CHANGES FY 2021

#### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

#### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

#### *Baseline Decreases and Internal Realignments*

During the baseline budget review process, the Department of Teaching and Learning realigned \$50,708. Of this amount, \$9,087 was realigned from the Assessment office accounts into other offices and accounts within the department. Details of these decreases and realignments follow.

- ⊙ After review of the Assessment office budget, it was determined that the funding allocation exceeded necessary functions and as a result, the food and catering account is reduced \$700 and the postage account is reduced \$10,000. (817000-45485, 817000-45585)
- ⊙ Funds of \$1,613 are realigned within Assessment accounts from local travel to professional travel to consolidate funding. (817000-45477, 45478)

FINANCIAL: DEPARTMENTS



# Assessment

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$499,818	\$519,022	\$519,022
Employee Benefits	\$128,468	\$104,214	\$113,539
Purchased Services	\$3,326	\$10,000	\$10,000
Other Charges	\$727	\$13,013	\$2,313
Materials and Supplies	\$815,110	\$901,500	\$901,500
Capital Outlay	\$395	\$500	\$500
<b>TOTAL</b>	<b>\$1,447,844</b>	<b>\$1,548,249</b>	<b>\$1,546,875</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Assistant Director	0.00	1.00	0.00	1.00
Specialist	0.00	1.00	0.00	1.00
Clerical	0.00	1.00	0.00	1.00
<b>TOTAL</b>	<b>0.00</b>	<b>3.00</b>	<b>0.00</b>	<b>3.00</b>

FINANCIAL: DEPARTMENTS





# Career, Technical, and Adult Education

## DESCRIPTION

The Career, Technical and Adult Education (CTAE) program provides leadership for K-12 students through Business and Information Technology, Computer Science, Marketing, Technology Education, Trade and Industrial Program, Family and Consumer Sciences, and Integrated STEM (Science, Technology, Engineering, and Mathematics). Moreover, the office also provides lifelong learning opportunities for adults of all ages in the Arlington community.

The office is responsible for curriculum design and implementation of CTAE programs that prepare students for high- wage and high demand careers and postsecondary education. This process involves selecting and purchasing of instructional resources and specialized equipment for program updates and equipment repairs required for exploratory and technical programs at the elementary, middle, high schools, alternative programs, Arlington Community Learning and the Arlington Career Center and its Arlington Tech program. According to the U.S. Bureau of Labor Statistics, four of the sixteen fastest-growing clusters within the next decade will require career and technical education.

Arlington's Career and Technical Education program is well positioned to raise achievement as students benefit from rich and rigorous academic and technical skills taught within an applied context. Competency based instruction, dual enrollment programs, and industry credentialing provide students advanced study and skills to accelerate greater access to the workforce and further education. National data continue to show the falling market value of only a high school diploma and the need for industry credentials. Parents and students need to understand the importance of knowledge, skills attainment, and the necessity of technical certificates and credentials in order to ensure portable skills that benefit future employers. In a fast-paced global economy, students must not only demonstrate academic achievement as reflected by Virginia's State Standards of Learning but must also be prepared for some type of post- secondary training. Engaging in a lifetime of learning will ensure the ability to keep pace with the rapidly changing work and social environments.

Follow-up studies of graduates are conducted, and periodic evaluations are made by the state staff and visiting committees. Reporting procedures are in place to collect data on student participation and progress in programs in order to meet state mandated reports and provide feedback for APS office evaluations.

## MAJOR SERVICES PROVIDED

- ⊙ Career, Technical and Adult Education provides educational services along a continuum to empower students to acquire the knowledge, attitudes and skills necessary to manage change and succeed in a diverse technological society. Please visit the CTAE webpage at <http://www.apsva.us/ctae/> for a comprehensive list of the major services provided within the CTAE program.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

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**FINANCIAL: DEPARTMENTS**



# Career, Technical, and Adult Education

## One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- One-time funds of \$321,435 provided in FY 2020 for start-up costs for new schools and programs are eliminated in FY 2021. (810000-46516)

## Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

## Baseline Increases

In order to continue providing existing services, the Career, Technical and Adult Education office is increased \$2,924. Details of these increase follow.

- Funds of \$2,924 are added to cover a stipend for the CTE lead teacher at the Career Center. (810000-41204)

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$558,767	\$650,110	\$647,753
Employee Benefits	\$184,237	\$225,263	\$232,995
Purchased Services	\$93,358	\$87,781	\$87,781
Other Charges	\$27,056	\$22,200	\$22,200
Materials and Supplies	\$159,607	\$452,013	\$130,578
Capital Outlay	\$136,047	\$18,000	\$18,000
<b>TOTAL</b>	<b>\$1,159,071</b>	<b>\$1,455,367</b>	<b>\$1,139,308</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Director	0.00	1.00	0.00	1.00
Supervisor	0.00	1.00	0.00	1.00
Specialist	0.00	0.50	0.00	0.50
Coordinator	0.00	0.50	0.00	0.50
Teacher	1.30	0.00	1.30	0.00
Clerical	0.00	2.00	0.00	2.00
<b>TOTAL</b>	<b>1.30</b>	<b>5.00</b>	<b>1.30</b>	<b>5.00</b>



# Curriculum/Instruction

## DESCRIPTION

The Office of Curriculum and Instruction provides leadership in the development of curriculum and the implementation of best practices as well as evaluation of the overall instructional program; this includes the required content and skills which students must learn and be able to do in each of the content areas, aligned with national and state standards. The office focuses on appropriate professional learning, international and national studies, and local school and community input.

### CURRICULUM AND INSTRUCTION AREAS INCLUDE:

- ⊙ Arts Education
- ⊙ Assessment
- ⊙ Career and Technical Education
- ⊙ English Language Arts
- ⊙ Equity and Excellence
- ⊙ English Learners
- ⊙ Gifted Services
- ⊙ Health and Physical Education
- ⊙ Library Services
- ⊙ Mathematics
- ⊙ Personalized Learning
- ⊙ Professional Learning
- ⊙ Science
- ⊙ Social Studies
- ⊙ Summer School
- ⊙ World Languages

### MAJOR SERVICES PROVIDED

- ⊙ The major services provided by the Office of Curriculum and Instruction can be found at the following link on the APS web site: <https://www.apsva.us/instruction/curriculum-instruction>.

### FISCAL/ORGANIZATIONAL CHANGES FY 2021

#### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

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**FINANCIAL: DEPARTMENTS**



# Curriculum/Instruction

## Reductions

In order to balance the budget, the following reductions, totaling \$136,795, were taken from the Office of Curriculum/Instruction:

- ⊙ Delaying the hiring of the partnership coordinator position for one year results in savings of \$128,795 (Tier 3). (801000-41208)
- ⊙ Funds of \$8,000 for the Harvesting Our Dreams celebration are eliminated (Tier 3). (801000-43433)

## New Funding

- ⊙ Funds of \$80,000 are added to the Professional Development Office for the acquisition of an online professional learning catalog. Frontline is an integrated system that will consolidate the substitute management system, the online professional learning catalog, and other HR systems. (801140-46517)

## One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⊙ One-time funds of \$1,333,502 provided in FY 2020 to cover start-up costs for new schools and programs, are eliminated in FY 2021. (801010, 801030, 801040, 801050, 801060, 801070, 801090)

## Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

### *Baseline Increases*

In order to continue providing existing services, the Office of Curriculum and Instruction is increased by \$85,248. Details of this increase follows.

- ⊙ Funds of \$15,000 are provided to cover summer curriculum work. (801000-41210)
- ⊙ Funds of \$20,000 are provided to cover the costs of annual use of substitutes for professional learning opportunities provided by the department. (801000-41295)
- ⊙ Funds of \$5,000 are added to the contract services for all repair of arts equipment and instruments due to increasing enrollment. (801010-43544)
- ⊙ Funds of \$2,500 are added to the computer software account for music software licenses for 120 teachers and additional 200 Adobe suite licenses due to increasing enrollment in graphics and photo. (801010-46517)
- ⊙ Funds of \$5,020 are provided for assessments aligned with the American Council of Teaching of Foreign Languages, ACTFL to test the proficiency levels of our students. (801070-46532)
- ⊙ Funds of \$37,728 are provided to purchase an online professional learning catalog. (801140-46517)

# Curriculum/Instruction



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	8,235,505	7,397,153	7,219,655
Employee Benefits	\$2,534,073	\$2,111,446	\$2,118,418
Purchased Services	\$720,280	\$1,290,111	\$1,287,111
Other Charges	\$219,211	\$510,567	\$510,567
Materials and Supplies	\$1,218,591	\$2,413,147	\$1,746,622
Capital Outlay	\$121,711	\$736,330	\$194,601
<b>TOTAL</b>	<b>\$13,049,371</b>	<b>\$14,458,754</b>	<b>\$13,076,974</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Assistant Superintendent	0.00	1.00	0.00	1.00
Director	0.00	3.00	0.00	3.00
Coordinator	0.00	2.00	0.00	2.00
Professional Staff	0.00	2.00	0.00	2.00
Specialists	0.00	9.50	0.00	9.50
Supervisors	0.00	9.00	0.00	9.00
Teachers	22.70	1.00	22.70	1.00
Clerical	0.00	10.00	0.00	10.00
<b>TOTAL</b>	<b>22.70</b>	<b>37.50</b>	<b>22.70</b>	<b>37.50</b>

FINANCIAL: DEPARTMENTS



# Equity and Excellence

## DESCRIPTION

The Office of Equity and Excellence provides leadership and support in creating, developing, and coordinating services and programs for students in order to meet high academic standards and achieve success by:

- ⦿ Facilitating equitable access to educational opportunities for students and their families,
- ⦿ remedying opportunity gaps, and
- ⦿ advancing high and clear expectations.

## MAJOR SERVICES PROVIDED

- ⦿ The major services provided by the Office of Equity and Excellence can be found at the following link: <http://www.apsva.us/minority-achievement/>.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Reductions

In order to balance the budget, the following reductions, totaling \$10,000, were taken from the Office of Equity and Excellence:

- ⦿ Funds of \$10,000 for the APS Black History Month Celebration ceremony are eliminated. (805000-43401)

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$477,872	\$569,501	\$551,200
Employee Benefits	\$146,035	\$156,493	\$158,976
Purchased Services	\$145,245	\$55,000	\$45,000
Other Charges	\$51,389	\$45,000	\$45,000
Materials and Supplies	\$2,467	\$16,750	\$16,750
Capital Outlay	\$237	\$0	\$0
<b>TOTAL</b>	<b>\$823,246</b>	<b>\$842,744</b>	<b>\$816,926</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Supervisor	0.00	1.00	0.00	1.00
Coordinator	0.00	1.00	0.00	1.00
Specialist	0.00	2.00	0.00	2.00
Teachers School-Based	0.50	0.00	0.50	0.00
<b>TOTAL</b>	<b>0.50</b>	<b>4.00</b>	<b>0.50</b>	<b>4.00</b>



# Office of English Learners

## DESCRIPTION

The purpose of the English Learner (EL) services in APS is to teach academic English and content to English learners (ELs) at all English Language Proficiency (ELP) levels. And, to ensure that ELs attain English proficiency to develop high levels of academic achievement and meet state academic content standards that apply to all students. Annual English language proficiency assessments measure speaking, listening, reading and writing development for all ELs. The Office of English Learners supports schools in facilitating implementation and compliance with Title III requirements. Parents receive annual information about their child’s placement in the program and language acquisition progress.

## MAJOR SERVICES PROVIDED

- ⦿ The major services provided by the Office of English Learners can be found at the following link on the APS web site: <http://www.apsva.us/esol-hilt>.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Reductions

In order to balance the budget, the following reductions, totaling 12.50 FTE, were taken from the Office of English Learners:

- ⦿ To offset the cost of the increased school-based English Learner (EL) teacher positions, the planning factor formula for the dually identified teacher positions for secondary schools is adjusted and reduced by half providing a savings of 12.50 teacher positions. (802000-41254).

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### New Funding

- ⦿ Funds of \$258,000 are added to the in-service professional account to provide incentives to teachers to take the PRAXIS exam and cover subs for professional learning for secondary teachers. (802000-41220)

### Changes Based on Planning Factors

- ⦿ Planning factor formulas provide certain central staffing based on the number of students receiving services. Based on the projected student enrollment the dually identified teacher allocation increased by 2.75 positions. The English Learners teacher positions for elementary schools equivalent to 1.80 positions are moved to the school’s budgets and a 0.50 position is also moved to the counselor account. (802000-41254, 41219)

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FINANCIAL: DEPARTMENTS



# Office of English Learners

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,572,943	\$3,217,836	\$2,820,973
Employee Benefits	\$915,440	\$1,227,684	\$1,021,148
Purchased Services	\$5,479	\$9,963	\$9,963
Other Charges	\$5,433	\$12,300	\$12,300
Materials and Supplies	\$9,715	\$18,066	\$18,066
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$3,509,010</b>	<b>\$4,485,850</b>	<b>\$3,882,450</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Supervisor	0.00	1.00	0.00	1.00
Teachers Specialists	0.00	3.00	0.00	3.00
Counselor	6.50	0.00	7.00	0.00
Teachers School-Based	25.40	0.00	16.10	0.00
Teacher Assistants	4.50	0.00	4.50	0.00
Clerical	0.00	1.00	0.00	1.00
<b>TOTAL</b>	<b>36.40</b>	<b>5.00</b>	<b>27.60</b>	<b>5.00</b>

FINANCIAL: DEPARTMENTS





# Gifted Services

## DESCRIPTION

Gifted Services supports the provision of daily, ongoing differentiated instruction for students who meet the multiple criteria established by the Arlington Local Plan for the Education of the Gifted, in compliance with the Virginia Department of Education regulations.

### MAJOR SERVICES PROVIDED

- ⦿ The major services provided by the Gifted Services office can be found at the following link on the APS web site: <http://www.apsva.us/gifted-services>.

### FISCAL/ORGANIZATIONAL CHANGES FY 2021

#### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

#### One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⦿ One-time funds of \$71,539 provided in FY 2020 to cover start-up costs for new schools and programs are eliminated in FY 2021. (804000-46506)

#### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

#### *Baseline Decreases and Internal Realignments*

During the baseline budget review process, the Department of Teaching and Learning realigned \$50,708. Of this amount, \$14,275 was realigned within the Gifted Services accounts. Details of these decreases and realignments follow.

- ⦿ After review of the Gifted Services office budget, it was determined that the funding allocation exceeded necessary functions and as a result, the summer laureate program account is reduced \$7,275 and the superintendent's seminar account is reduced \$7,000. (804000-43442, 804000-45535)
- ⦿ Funds of \$14,275 are realigned within Gifted Services accounts to cover for the increased costs of curriculum work (\$3,229), instructional materials (\$7,000) and inservice costs professional (\$4,046). (804000-41210, 46506, 45430)



# Gifted Services

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$157,553	\$156,808	\$160,037
Employee Benefits	\$47,350	\$46,369	\$47,472
Purchased Services	\$1,287,426	\$1,204,355	\$1,197,080
Other Charges	\$24,682	\$30,954	\$28,000
Materials and Supplies	\$14,287	\$85,076	\$20,537
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$1,531,298</b>	<b>\$1,523,562</b>	<b>\$1,453,126</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Supervisor	0.00	1.00	0.00	1.00
<b>TOTAL</b>	<b>0.00</b>	<b>1.00</b>	<b>0.00</b>	<b>1.00</b>



# Library Services

## DESCRIPTION

Library Services oversees the operation of and the development of culturally rich and diverse library programs to meet the academic, social, and emotional interests of students and staff in the Arlington school community. Library Services supports all instructional areas through the purchase of high-quality online resources that align with and extend the APS curriculum, while meeting the demands of the Virginia SOLs.

Library Services works closely with school staff to ensure that all students receive instruction in Digital Literacy and Digital Citizenship and it also works with Information Services to monitor filtering software required by state and federal legislation.

## MAJOR SERVICES PROVIDED

- ⦿ The major services provided by Library Services can be found at the following link on the APS website: <http://www.apsva.us/library-services>.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⦿ One-time funds of \$430,232 provided in FY 2020 to cover start-up costs for new schools and programs are eliminated in FY 2021. (814000-46507, 814000-48842)

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

### *Baseline Decreases and Internal Realignments*

During baseline budget review, position allocations are reviewed to ensure the budget and Human Resources data are in alignment. Any changes completed are cost neutral and were previously approved through the HR reclassification process. The following positions in Library Services were updated in the budget:

- ⦿ A 1.00 clerical position is converted to a 1.00 teacher position for the head cataloger. (814000-41309, 814000-41254)

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**FINANCIAL: DEPARTMENTS**



# Library Services

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$322,152	\$376,304	\$355,086
Employee Benefits	\$116,114	\$144,273	\$138,752
Purchased Services	\$65,934	\$65,875	\$65,875
Other Charges	\$6,762	\$5,000	\$5,000
Materials and Supplies	\$302,662	\$705,671	\$298,771
Capital Outlay	\$117	\$25,332	\$2,000
<b>TOTAL</b>	<b>\$813,741</b>	<b>\$1,322,455</b>	<b>\$865,485</b>

## POSITION SUMMARY

STAFFING	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Supervisor	0.00	1.00	0.00	1.00
Teacher	0.00	0.00	0.00	1.00
Technical	0.00	2.00	0.00	2.00
Clerical	0.00	2.00	0.00	1.00
<b>TOTAL</b>	<b>0.00</b>	<b>5.00</b>	<b>0.00</b>	<b>5.00</b>

FINANCIAL: DEPARTMENTS



# Outdoor Laboratory

## DESCRIPTION

The Phoebe Hall Knipling Outdoor Laboratory is located in Fauquier County, near Gainesville, Virginia. This 225-acre tract of land is owned by the Arlington Outdoor Education Association (AOEA). Through a lease arrangement with AOE, the property is made available to the school system as an outdoor science laboratory during the academic year and as an environmental education camp for three weeks each summer.

The Outdoor Lab is used as an extension of classroom instruction conducted by Arlington Public Schools. Student groups are scheduled for day or overnight visits for specific learning activities. Programs conducted at the Outdoor Lab are aligned with the Grades 3-12 Science curriculum, as well as other curricular areas such as English Language Arts and Social Studies. Students learn to observe in this natural environment, generalize about the interrelationships within the environment, and develop environmental awareness. Students also discover how their decisions and behavior affect other living organisms and systems. As they acquire knowledge and understanding from and about the environment, students develop competence in evaluating alternatives for using and managing resources.

## MAJOR SERVICES PROVIDED

- ⊙ The major services provided by the Outdoor Lab can be found at the following link on the APS website: <http://www.apsva.us/science/outdoor-lab>.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

### *Baseline Increases*

In order to continue providing existing services, the Outdoor Laboratory is increased by \$1,500. Details of this increase follows.

- ⊙ The lease agreement account for the Outdoor Laboratory has increased a total of \$1,500. (801031-45643)

### *Baseline Decreases and Internal Realignments*

During baseline budget review, position allocations are reviewed to ensure the budget and Human Resources data are in alignment. Any changes completed are cost neutral and were previously approved through the HR reclassification process. The following positions in the Outdoor Laboratory were updated in the budget:

- ⊙ Convert a 1.00 coordinator position to 2.00 resource assistants. Conversion provides additional staff coverage for double groups and overnights. (801031-41208, 801031-41375)
- ⊙ Convert a 1.00 specialist position to a 1.00 custodian, 0.75 resource assistant, and \$13,000 in hourly funds. This will provide a custodian to the Outdoor Laboratory and additional hourly funding for overnights. (801031-41244, 801031-41316, 801031-41237, 801031-41377)



# Outdoor Laboratory

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$373,614	\$407,508	\$355,283
Employee Benefits	\$146,190	\$143,043	\$154,402
Purchased Services	\$81	\$800	\$800
Other Charges	\$106,589	\$122,500	\$124,000
Materials and Supplies	\$15,839	\$15,650	\$15,650
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$642,313</b>	<b>\$689,501</b>	<b>\$650,135</b>

## POSITION SUMMARY

STAFFING	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Coordinator	1.00	0.00	0.00	0.00
Teacher	1.00	0.00	1.00	0.00
Specialist	1.00	0.00	0.00	0.00
Custodian Regular	0.00	0.00	1.00	0.00
Assistant	2.00	0.00	4.75	0.00
<b>TOTAL</b>	<b>5.00</b>	<b>0.00</b>	<b>6.75</b>	<b>0.00</b>

FINANCIAL: DEPARTMENTS



# Office of Special Education

## DESCRIPTION

Special Education is an integral part of the overall educational program within Arlington Public Schools. In accordance with IDEA, the Office of Special Education (OSE) ensures a Free Appropriate Public Education (FAPE) to students with disabilities who require special education and related services. OSE ensures that services are provided in the Least Restricted Environment (LRE) to the maximum extent possible for students from PreK to age 21. OSE is charged with providing support for students with disabilities, through evaluation, identification, placement, instruction, and transition services. This support includes stakeholders involved in educating students with disabilities, including parents, administrators, and school staff.

The OSE also provides alternative services such as homebound instruction, professional learning opportunities for teaching and administrative staff, consultative costs for specialized student diagnostic activities, and the administration of several grant-funded programs and services.

## MAJOR SERVICES PROVIDED

- ⊙ Instructional Support for Students with Disabilities
- ⊙ Assistive Technology
- ⊙ Audiology and Hearing Services
- ⊙ Vision Services
- ⊙ Child Find and PreK Special Education
- ⊙ Extended School Year (ESY)
- ⊙ Occupational Therapy
- ⊙ Physical Therapy
- ⊙ Speech/Language Therapy
- ⊙ Counseling as a Related Service
- ⊙ Transition Services (Preparation for Post-Secondary Plans)
- ⊙ Special Education Review Committee (SERC)
- ⊙ Coordination of Children’s Services Act (CSA) with Arlington County Government
- ⊙ Participation in the Family Assessment and Planning Team (FAPT) with Arlington County Department of Human Services
- ⊙ Coordination of APS countywide special education programs
- ⊙ Liaison with Arlington County Department of Human Services regarding students with disabilities who enter foster care
- ⊙ Coordination with Arlington Adult Detention Center and Landmark Regional Juvenile Detention
- ⊙ Center for students with disabilities
- ⊙ Support of student discipline process for students with disabilities; discipline hearings; manifestation determination meetings; alternate placements
- ⊙ Homebound Instruction
- ⊙ Services for students with medical needs

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**FINANCIAL: DEPARTMENTS**



# Office of Special Education

- ⊙ Special Transportation
- ⊙ Medicaid Reimbursement
- ⊙ Parent Resource Center

Additional information can be found at the following link on the APS web site: <https://www.apsva.us/special-education>.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⊙ One-time funds of \$6,460 provided in FY 2020 to cover start-up costs for new schools and programs are eliminated in FY 2021. (105100-46817)

### New Funding

- ⊙ Funds for 30.00 special education assistant positions are added. In FY 2020, many instructional assistants for 1:1 support were provided from contingency funds. Budgeting these positions will allow us to proactively plan for student supports that are not automatically accounted for in the normal planning factors. The Office of Special Education used to be able to supplement this through the surplus in our IDEA grant, but we no longer have the surplus. (105100-41375)
- ⊙ Funds for 9.00 American Sign Language (ASL) interpreters and 4.00 Cued Language Transliterators (CLTs) are added. ASL and CLT services are required and mandated by the Individual with Disabilities Education Act (IDEA) if these services are determined necessary by the students individualized education programs (IEPs). Due to high demand, part of these services has been provided by external agency interpreters and covered with staff contingency funding. (105100-41283)

### Changes Based on Planning Factors

- ⊙ Planning factor formulas provide certain central staffing based on the number of children receiving services. Based on the projected student enrollment the occupational therapists increased by 5.80 positions, hearing specialist decreased by 3.50 positions, and vision specialist increased by a 1.00 position. (105150-41281, 105130-41222, 105120-41222)
- ⊙ Based on the projected student enrollment and the planning factor formulas a 0.50 interlude program psychologist position is reduced. (105310-41235)





# Office of Special Education

## **Baseline Adjustments**

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

## ***Baseline Increases***

In order to continue providing existing services, the Office of Special Education is increased by 1.00 FTE. Details of this increase follows.

- ⦿ A 1.00 special education director position is added. With this additional position, APS will have two directors to manage elementary and secondary special education services, facilitating the implementation and maintenance of programs and services in compliance with federal and state laws, as well as APS administrative rules, policies and procedures. (801000-41298)

## ***Baseline Decreases and Internal Realignments***

During baseline budget review, position allocations are reviewed to ensure the budget and Human Resources data are in alignment. Any changes completed are cost neutral and were previously approved through the HR reclassification process. The following position in Special Education was updated in the budget:

- ⦿ A 1.00 interpreter coordinator/specialist position is moved from the Welcome Center to the Office of Special Education for better management of this position. This position oversees the day-to-day operations of interpretation services while serving as liaison between interpreters, deaf staff and APS administration. The position ensures adherence to the Individuals with Disability Education Act (IDEA), the Americans with Disability Act (ADA) and VDOE requirements. (802200-41208, 105100-41244)

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**FINANCIAL: DEPARTMENTS**



# Office of Special Education

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$10,424,077	\$12,103,659	\$14,266,150
Employee Benefits	\$3,227,052	\$3,860,727	\$5,126,418
Purchased Services	\$2,062,420	\$1,415,844	\$1,415,844
Other Charges	\$47,539	\$13,500	\$13,500
Materials and Supplies	\$334,583	\$520,989	\$514,529
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$16,095,671</b>	<b>\$17,914,719</b>	<b>\$21,336,442</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Director	0.00	1.00	0.00	2.00
Supervisor	0.00	1.00	0.00	1.00
Coordinators	1.20	12.00	1.20	12.00
Psychologists	8.50	0.00	8.00	0.00
Occupational Therapists	34.00	0.00	39.80	0.00
Specialists	0.00	0.00	0.00	1.00
Interpreters	0.00	0.00	0.00	13.00
Teacher Specialists	69.9	0.00	67.4	0.00
Teacher Assistants	3.00	0.00	33.00	0.00
<b>TOTAL</b>	<b>116.60</b>	<b>14.00</b>	<b>149.40</b>	<b>29.00</b>

FINANCIAL: DEPARTMENTS



# Office of Student Services

## DESCRIPTION

The Office of Student Services (OSS) provides a wide range of support services to meet the social/emotional needs of all students. The OSS manages the system-wide programs in student services and elementary, middle and high school counseling services. The OSS provides system-wide services in school psychology, social work and counseling. Counseling staff provide a comprehensive K-12 counseling program, based on National Standards for School Counseling Programs and are school based. The department also oversees the administration of several grant-funded projects supporting children who are homeless as well as families in need.

## MAJOR SERVICES PROVIDED

- ⊙ Academic Planning
- ⊙ Counseling services
- ⊙ Home instruction
- ⊙ Homeless services
- ⊙ Psychological services
- ⊙ School attendance specialists
- ⊙ Section 504 services
- ⊙ Social work services
- ⊙ Student Records
- ⊙ Student Records and FERPA Requests
- ⊙ Substance abuse services

Additional information can be found at the following link on the APS web site: <https://www.apsva.us/student-services>.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Reductions

In order to balance the budget, the following reduction, totaling \$141,500, was taken from the Office of Student Services:

- ⊙ Funds of \$141,500 for the Communities in Schools (CIS NOVA) contract are reduced by half. This contract provides additional support in the coordination of academic supports and management and oversight of non-academic supports as well, including food backpacks, dental, vision and health care (Tier 3). (105200-43586)

FINANCIAL: DEPARTMENTS



## Office of Student Services

### One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⦿ One-time funds of \$14,010 provided in FY 2020 to cover start-up costs for new schools and programs are eliminated in FY 2021. (105230-4343)

### Changes Due to Planning Factors

- ⦿ Planning factor formulas provide certain central staffing based on the number of children receiving services. Based on the projected student enrollment the school social workers and school psychologists increased by 1.00 position each. (105200-41267, 105210-41235)

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

### *Baseline Increases and Internal Realignments*

In order to continue providing existing services, the Office of Student Services is increased by \$15,000. Details of these increases follow.

- ⦿ Funds of \$15,000 are added to school supplies based on the office's needs. (105200-46516)

# Office of Student Services



## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$7,232,314	\$8,802,525	\$8,564,412
Employee Benefits	\$2,338,909	\$2,738,686	\$2,886,188
Purchased Services	\$601,097	\$723,516	\$568,006
Other Charges	\$63,555	\$79,500	\$79,500
Materials and Supplies	\$107,342	\$84,125	\$99,125
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$10,343,216</b>	<b>\$12,428,353</b>	<b>\$12,197,231</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Director	0.00	1.00	0.00	1.00
Supervisor	0.00	2.00	0.00	2.00
Psychologists	38.60	0.00	39.60	0.00
Social Workers	35.40	0.00	36.40	0.00
Specialists	0.00	3.40	0.00	3.40
Counselors	7.00	0.00	7.00	0.00
Coordinator	0.00	1.10	0.00	1.10
Clerical	0.00	2.50	0.00	2.50
<b>TOTAL</b>	<b>81.00</b>	<b>10.00</b>	<b>83.00</b>	<b>10.00</b>

FINANCIAL: DEPARTMENTS



# Summer School

## DESCRIPTION

The summer school program is designed to support and complement the school year instructional program of APS. Each year it provides varied courses to approximately 6,000 students in PreK-12. The elementary strengthening program provides learning opportunities in science inquiry, mathematics and English language arts to students who are below grade-level and need additional time and exposure to grade-level standards. Enrollment is by teacher and principal recommendation only. At the secondary level, strengthening programs enable students to retake courses they have failed and/or prepare to retake SOL assessments. Secondary students may also take enrichment and new work for credit courses, including various virtual and blended courses.

## MAJOR SERVICES PROVIDED

- ☉ The major services provided by the Summer School office can be found at the following link on the APS web site: <http://www.apsva.us/summer-school>.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ☉ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ☉ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any internal realignments completed result in a zero sum change to the department's total budget.

### *Baseline Decreases and Internal Realignments*

During the baseline budget review process, the Department of Teaching and Learning realigned \$50,708. Of this amount, \$34,820 was realigned within the Summer School accounts. Details of these realignments follow.

- ☉ Funds of \$34,820 are realigned within Summer School accounts to reflect actual expenditures from program costs to contract services (\$8,298), translation services (\$15,000), food/catering (\$3,000), postage (\$3,000) and supplies (\$5,522). (809300-43433, 43544, 43550, 45485, 45585, 46510)



# Summer School

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,569,216	\$2,407,957	\$2,407,957
Employee Benefits	\$448,825	\$252,558	\$253,368
Purchased Services	\$54,065	\$89,522	\$78,000
Other Charges	\$9,248	\$4,500	\$10,500
Materials and Supplies	\$11,009	\$287,344	\$292,866
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$4,092,363</b>	<b>\$3,041,881</b>	<b>\$3,042,690</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Coordinator	0.00	0.50	0.00	0.50
Clerical	0.00	0.50	0.00	0.50
<b>TOTAL</b>	<b>0.00</b>	<b>1.00</b>	<b>0.00</b>	<b>1.00</b>

FINANCIAL: DEPARTMENTS



# Welcome Center

## DESCRIPTION

The Welcome Center manages options and transfer applications, PreK applications, and the Language Services Registration Center (LSRC). The LSRC is responsible for registration and initial assessment of all students with non- English language backgrounds, language translation and interpretation services, and professional learning for foreign language interpreters and translators.

## MAJOR SERVICES PROVIDED

- ⦿ Manage applications for options schools, neighborhood transfers, and early childhood programs.
- ⦿ Assess entering APS students with non-English language backgrounds.
- ⦿ Register entering APS students with non-English language backgrounds.
- ⦿ Evaluate foreign school transcripts of students entering Grades 6 – 12, and provide equivalency of credits and grades to receiving schools.
- ⦿ Provide orientation about schools and programs for parents and students.
- ⦿ Support communication between parents, students, and school staff.
- ⦿ Provide oral language interpretation services throughout APS.
- ⦿ Provide written language translation services to schools, offices, and APS staff.
- ⦿ Provide professional learning to providers of foreign language interpretation services.
- ⦿ Provide professional learning to providers of foreign language translation services.

Additional information can be found at the following link on the APS web site: <https://www.apsva.us/lsrc>.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### New Funding

- ⦿ Funds of \$40,000 are provided to continue funding the School Mint software which centralizes the application process and waitlist management of all school and neighborhood transfers. This provides easy, reliable online access to the options and transfers applications as well as information related to the lottery results and students' waitlist status. (802200-43544)

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any internal realignments completed result in a zero sum change to the department's total budget.





# Welcome Center

## Baseline Increases

In order to continue providing existing services, the Welcome Center is increased by \$470,000. Details of this increase follows.

- ⦿ Funds of \$70,000 are provided to cover hourly staff for the Welcome Center. (802200-41377)
- ⦿ Funds of \$400,000 are provided to cover additional translation services. A Department of Justice settlement determined that APS needs to provide translations of essential documents into the school district's most used languages. This process will be completed by an external contractor. (802200-43544)

## Baseline Decreases and Internal Realignments

During baseline budget review, position allocations are reviewed to ensure the budget and Human Resources data are in alignment. Any changes completed are cost neutral and were previously approved through the HR reclassification process. The following position in Special Education was updated in the budget:

- ⦿ A 1.00 interpreter coordinator/specialist position is moved to the Office of Special Education for better management of this position. This position oversees the day-to-day operations of interpretation services while serving as liaison between interpreters, deaf staff and APS administration. The position ensures adherence to the Individuals with Disability Education Act (IDEA), the Americans with Disability Act (ADA) and VDOE requirements. (802200-41208, 105100-41244)

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$776,651	\$965,932	\$1,025,851
Employee Benefits	\$253,198	\$308,645	\$301,989
Purchased Services	\$88,305	\$64,000	\$504,000
Other Charges	\$600	\$0	\$0
Materials and Supplies	\$5,626	\$19,637	\$19,637
Capital Outlay	\$88	\$0	\$0
<b>TOTAL</b>	<b>\$1,124,467</b>	<b>\$1,358,214</b>	<b>\$1,851,476</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
STAFFING	ADOPTED		ADOPTED	
	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Coordinator	0.00	2.00	0.00	1.00
Teachers School-Based	0.00	2.00	0.00	2.00
Interpreter	0.00	1.00	0.00	1.00
Registrars	0.00	3.00	0.00	3.00
Clerical	0.00	2.00	0.00	2.00
<b>TOTAL</b>	<b>0.00</b>	<b>10.00</b>	<b>0.00</b>	<b>9.00</b>



# Office of Student Services and Special Education

## DESCRIPTION

The Department of Student Services and Special Education (DSSSE) supports implementation of the Strategic Plan by ensuring the provision of a wide range of support services to all students in the Arlington Public Schools. Charged with oversight of the delivery of a continuum of special education services to approximately 3600 students with disabilities, DSSSE provides a comprehensive, collaborative, and individualized support system that enables students with disabilities to access high-quality, rigorous instruction within the Least Restrictive Environment (LRE); develops, coordinates and enhances efforts to align general and special education; develops and monitors programs; implements the Extended School Year (ESY) program; and promotes and coordinates the use of technology necessary to meet the needs of every student. As a result of a continuous improvement process that examines data outcomes, the office makes systematic decisions designed to reduce disproportionality in the identification of minority students for special education services, increases inclusive opportunities, expands access to appropriate interventions, ensures supports to schools to help them achieve, and provides increased LRE options for students.

DSSSE delivers comprehensive and coordinated student services and establishes positive partnerships with community service agencies, postsecondary institutions, and parents to ensure that all students meet with success and develop college and career readiness skills. DSSSE facilitates and enhances communication with parents, schools, and the community, strengthening active school and community partnerships through effective communication, outreach, and interagency collaborative opportunities to create a safe school environment that addresses the social, emotional, and physical well-being of all students.

DSSSE provides direct oversight of compliance with federal, State and local laws, policies, procedures and regulations. DSSSE staff members work with families to provide technical support in understanding and assessing their procedural safeguards under the Individuals with Disabilities Education Act, facilitates requests for mediation, due process hearings and administrative reviews and responds to the Office of Civil Rights and Virginia State Department of Education complaints. The department supports schools by coordinating professional development opportunities, monitoring and evaluation services designed to meet the requirements set forth by federal law and state legislation for educating students with disabilities.

## MAJOR SERVICES PROVIDED

- ⊙ Academic Planning,
- ⊙ Portrait of a Graduate
- ⊙ Comprehensive School Counseling
- ⊙ Arlington Tiered System of Support (ATSS)
- ⊙ Behavior and Autism Specialists support
- ⊙ Coordination of countywide special education programs
- ⊙ Dispute Resolution Process
- ⊙ Homebound Instruction
- ⊙ IDEA, Section 504, OCR, McKinney-Vento Compliance
- ⊙ Instructional intervention supports



# Office of Student Services and Special Education

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Reductions

In order to balance the budget, the following reduction, totaling \$95,752, was taken from the Office of Student Services and Special Education:

- ⦿ Delaying the hiring of the Arlington Tiered System of Supports (ATSS) specialist position for one year results in savings of \$95,752. The ATSS specialist supports the ATSS framework which uses the data decision-based model in the Professional Learning Communities (PLC) to analyze data, identify students who are in need of remediation and create timely action plans (Tier 2). (105010-41244)

### One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⦿ One-time funds of \$81,025 provided in FY 2020 to cover start-up costs for new schools and programs are eliminated. (105230-43430)

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

### Baseline Increases

In order to continue providing existing services, the Arlington Tiered System of Support office is increased by \$136,500. Details of these increases follow.

- ⦿ Funds of \$130,000 are provided to cover the increased costs for subscriptions to Dream Box and Reflex Math. In addition, ATSS will acquire a subscription to an online assessment system for elementary grades. (105010-46506)
- ⦿ Funds of \$6,500 are provided to cover the increased costs of PALS and RI/MI licenses due to enrollment growth. (105010-46532)

### Baseline Decreases and Internal Realignments

During the baseline budget review process, the Office of Student Services and Special Education Management office has realigned 2.00 FTEs within its Arlington Tiered System of Support program and was reduced \$42,000. Details of these decreases and realignments follow.

- ⦿ After review of the ATSS budget, it was determined that the funding allocation exceeded necessary functions and as a result, funds of \$15,000 are reduced for computer software and \$27,000 from cellular phone services. (105000-46517, 10500-45669)

.....  
**FINANCIAL: DEPARTMENTS**



# Office of Student Services and Special Education

During baseline budget review, position allocations are reviewed to ensure the budget and Human Resources data are in alignment. Any changes completed are cost neutral and were previously approved through the HR reclassification process. The following positions in the ATSS office were updated in the budget:

- ☉ 2.00 coordinator positions are converted to 2.00 specialist positions for the elementary and secondary teacher specialist positions. (105010-41208, 41244)

## FINANCIAL SUMMARY

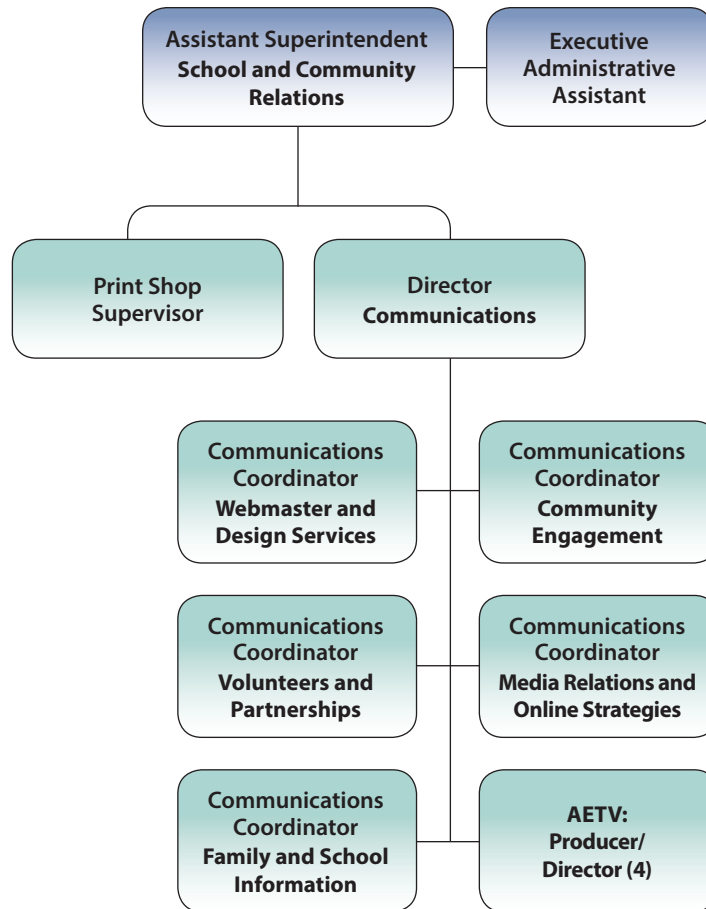
	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$493,868	\$563,086	\$444,867
Employee Benefits	\$143,248	\$225,198	\$172,453
Purchased Services	\$167,222	\$150,000	\$150,000
Other Charges	\$20,654	\$51,050	\$24,050
Materials and Supplies	\$392,996	\$507,094	\$547,569
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$1,217,988</b>	<b>\$1,496,427</b>	<b>\$1,338,939</b>

## POSITION SUMMARY

STAFFING	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Supervisor	0.00	1.00	0.00	1.00
Coordinator	0.00	2.00	0.00	0.00
Specialists	0.00	0.00	0.00	2.00
Counselor	0.00	0.20	0.00	0.20
Clerical	0.00	4.50	0.00	4.50
<b>TOTAL</b>	<b>0.00</b>	<b>7.70</b>	<b>0.00</b>	<b>7.70</b>

FINANCIAL: DEPARTMENTS

# SCHOOL AND COMMUNITY RELATIONS



FINANCIAL: DEPARTMENTS



# SCHOOL AND COMMUNITY RELATIONS

## DEPARTMENT SUMMARY

The Department of School and Community Relations (SCR) is responsible for media relations; community outreach; public information; the school division's website and social media presence; volunteers and partnership programs; Arlington Educational Television (AETV) and Printing Services.

The FY 2021 School Board's Adopted Budget for School and Community Relations totals \$2,421,559 and includes 14.00 positions.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2020	FY 2021	FY 2021
OFFICE	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
School and Community Relations	\$2,161,078	13.00	\$2,231,367	13.00	\$2,269,032
Printing Services	(\$49,876)	1.00	\$176,765	1.00	\$152,526
<b>TOTAL</b>	<b>\$2,111,202</b>	<b>14.00</b>	<b>\$2,408,132</b>	<b>14.00</b>	<b>\$2,421,559</b>

## DEPARTMENT PERFORMANCE METRICS

CORE SERVICE	FY 2019	FY 2020	FY 2021
METRIC	ACTUAL	GOAL	TARGET
<b>APS WEBSITE</b>			
Number of page views	8,935,559	9,250,000	9,500,000
Number of unique visitors	1,544,208	2,000,000	2,000,000
<b>VIDEO PRODUCTION</b>			
Number of video views	64,000	80,000	90,000
<b>E-COMMUNICATIONS</b>			
School Talk average monthly use	390	375	400
<b>SOCIAL MEDIA PLATFORM</b>			
Facebook Reach (weekly)	9,100	10,000	10,250
Twitter Reach (monthly)	5.0 M	5.6 M	5.7 M
<b>VOLUNTEERS AND PARTNERSHIPS</b>			
Number of strategic partners	238	260	260



# SCHOOL AND COMMUNITY RELATIONS

## FY 2019 DEPARTMENT ACCOMPLISHMENTS

### Successfully Accomplished Key Goals Internally and Externally

*(Strategic Plan Goals Alignment: Operational Excellence, Engaged Workforce, Student Engagement, Student Success)*

- ⊙ Implemented an APS Staff Central Intranet with an employee engagement plan that encourages staff participation.
  - ✦ Launched and raised awareness of Staff Central as a go-to information sources for employees.
  - ✦ Provided training for all employees identified as intranet administrators for each school/department.
  - ✦ Created a dedicated staff information page and FAQ to disseminate coronavirus updates for all APS employees during pandemic closures and planning for reopening.
  - ✦ Became a central location for all employees during the coronavirus pandemic.
- ⊙ Implement the first online First Day Packet for the 2019-20 school year to improve efficiency and allow for easier, timelier, and more accurate data entry.
  - ✦ Exceeded our goal of achieving a 70% completion rate.
  - ✦ Helped families build a foundational understanding of ParentVue that equipped them for a smoother transition to virtual learning during the coronavirus pandemic.

### Increased APS Transparency through Communications

*(Strategic Plan Goals Alignment: Operational Excellence, Student Engagement, Student Success, Partnerships)*

- ⊙ Implemented a communications plan for the official school opening ceremonies for all five new schools.
  - ✦ Involved participation from Arlington County personnel, school staff and families, and other stakeholders.
- ⊙ Implemented a multi-phase community outreach and engagement plan to support the hiring of a new permanent Superintendent and the leadership transition plan.
- ⊙ Strengthened outreach to minority and limited-English speaking families.
  - ✦ Utilized translation services for all essential communications.
  - ✦ Implemented an auto-translation tool within the APS website, allowing families to select among 16 different languages.
- ⊙ Collaborated with Planning & Evaluation to proactively inform and engage with the community about the timeline, objectives, challenges, and opportunities in the 2020 Elementary School Boundary Process.



# SCHOOL AND COMMUNITY RELATIONS

## FY 2019 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Create a plan for effective communications and engagement around major changes and transitions, including the leadership transitions and boundaries.			✓	✓	✓
Develop and implement an APS Staff Central Intranet with an employee engagement plan that will encourage and incorporate staff feedback, buy-in and participation.			✓		
Successfully implement the first online First Day Packet for the 2019-20 school year to improve efficiency and allow for easier, timelier and more accurate data entry.				✓	
Work with principals and staff to prepare a plan for multiple school openings and community dedication events in Fall 2019.				✓	
Strengthen school-based communications plans, strategies and tactics to enhance the perception and image of schools through consistent and regular communications that showcase the school/program highlights, and student and staff successes.				✓	✓

## FY 2020 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By October 31, 2019, APS will implement and launch an employee Intranet with a strategic communications plan that encourages and incorporates staff feedback, buy-in and participation. Feedback will be gathered through a series of surveys both on the intranet and through departmental outreach. Buy-in/participation will be measured through web traffic statistics available through the platform.			✓		
By November 15, 2019, successfully develop and implement community engagement and communications plan for the official opening of five schools (Drew, Montessori, The Heights, Alice West Fleet, Dorothy Hamm) and the groundbreaking for the new Reed School.				✓	✓
By June 30, 2020, the department will implement a multi-phase community outreach and engagement plan to support the hiring of a new permanent Superintendent and the leadership transition plan, measured by community input received and sentiment of online coverage and conversation as part of the process.					✓
By June 30, 2020, SCR will strengthen outreach to minority and limited-English speaking families by increasing the number and reach of face-to-face family engagement opportunities by 20 percent (e.g. Information Nights, Engage 101 Workshops). SCR will utilize new channels/tools to ensure all families have access to information about initiatives, options and programs available to them to improve outcomes for all students.	✓				✓
By June 30, 2020, develop and implement a plan to promote and raise awareness of APS programs and services, recognitions and successes that support student success and wellbeing. Highlight 1-2 key achievement stories per month with news media or via APS social media channels.	✓	✓			✓
By October 31, 2019, APS will achieve a 70 percent completion rate for the Annual Online Verification Process (AOVP). Throughout the year, the department will continue to refine and improve the AOVP for the 2020-21 school year based on lessons learned in the first year.				✓	✓



# SCHOOL AND COMMUNITY RELATIONS



## FY 2020 DEPARTMENT GOALS AND PROJECTS (CONT.)

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By January 31, 2020, SCR will work in collaboration with Planning & Evaluation to proactively inform and engage with the community about the timeline, objectives, challenges and opportunities in the 2020 Elementary School Boundary Process. Track awareness and engagement by event attendance, Engage webpage traffic, School Talk open rates and feedback forms.					✓
By June 30, 2020, continue to produce programming that appeals to viewers and supports APS goals, and refine current AETV episodic programming (Snapshots, Green Scenes, etc.) to better address the performance objectives of the APS 2018-24 Strategic Plan, including an emphasis on messages that promote student mental health and wellness.	✓	✓			✓
By June 30, 2020, working in collaboration with the Emergency Manager, SCR will develop and implement a communications plan to promote at least one primary safety or security message/story per month, to increase stakeholder awareness of APS' efforts to create safe learning environments for students and staff.		✓		✓	
By January 31, 2020, APS will 1) develop and implement a training and community engagement plan working with Volunteer and Partner liaisons to drive adoption of the new volunteer application process, aligned with the Raptor Visitor Management System, and 2) refine the Volunteer Policy and Policy Implementation Procedures based on best practices, working in conjunction with the Emergency Manager.				✓	✓

FINANCIAL: DEPARTMENTS



# SCHOOL AND COMMUNITY RELATIONS

## FY 2021 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Create a plan for effective communications and engagement around changes associated with school re-opening procedures.	✓	✓	✓	✓	
Conduct ongoing outreach to strengthen engagement among Limited English proficient parents through translated materials, bi-lingual engagement sessions, training and tools that increase access to information that supports student learning.	✓	✓		✓	
Work with principals and staff to prepare a plan for new school openings and school moves, and oversee the naming processes.				✓	
Work in collaboration with Planning & Evaluation to proactively inform and engage with the community about the timeline, objectives, challenges and opportunities in the 2020 Elementary School Boundary Process.	✓	✓		✓	
Review and update policies to ensure they are consistent with current departmental practices.				✓	
Communicate effectively with families about registration, primarily the new online registration process, and options and transfers so families are aware of educational options available to ensure consistent educational outcomes for all families.	✓	✓		✓	
Develop communications and technical documents about the Instructional Delivery Method and Transportation Selection Process and the Annual Online Verification Process (AOVP).	✓	✓		✓	
By November 3, 2020, provide support and guidance and develop printed materials and a PowerPoint presentation for the 2020 School Bond Chairs to ensure clear communications about the use of the School Bond funds and to clarify questions related to the Capital Improvement Plan to ensure passage of the School Bond.					✓

FINANCIAL: DEPARTMENTS



# School and Community Relations

## DESCRIPTION

The School and Community Relations Department’s primary focus is to enhance communications within APS and between schools and the Arlington community.

## MAJOR SERVICES PROVIDED

### Digital, Print and Broadcast Communications

- ⦿ Develop and maintain the APS website, including managing the Engage with APS community engagement section of the site, and providing timely content and information regarding online learning and status updates, and managing FAQ.
- ⦿ Provide management, support and training for effective communications through the APS website, APS School Talk email, voice and text message system, Peachjar e-flyers and other electronic services.
- ⦿ Maintain AETV cable programming, broadcast and media production services.
- ⦿ Produce ongoing episodic programming, including the What’s Up, APS? Podcast, APS Snapshots, Whole Health, Green Scene, Partners in Action, Historical Markers, and other special video projects.
- ⦿ Provide livestreaming of key events, including School Board meetings and work sessions, Town Hall and virtual meetings and presentations.
- ⦿ Partner with Department of Teaching and Learning to produce instructional content for K-2 grades curriculum and K-5 grades summer curriculum for online virtual classroom distribution via “At Home with APS” programs and counseling support videos via “Social Emotional Learning” and “Sources of Strength” programs.
- ⦿ Design and produce a wide range of APS brochures and publications, including the APS Handbook and Guidebook for Parents.
- ⦿ Develop and maintain APS branded assets, including the APS logo and style guide.
- ⦿ Provide editorial and creative support for the development of print, electronic and TV/video and other communications.
- ⦿ Provide support for departments and schools in communicating division-wide initiatives.

### Media Relations and Emergency Communications

- ⦿ Maintain strong relationships with media to support communications about APS and provide ongoing media counsel and training for APS leadership and staff.
- ⦿ Send news updates about school achievements, events and activities to the media, families and the local community.
- ⦿ Oversee the school division’s social media presence and strategy for sharing key messages, news and information via Facebook, Twitter, Instagram and WhatsApp.
- ⦿ Provide primary leadership and support for all emergency communications, utilizing effective strategies to update APS families, staff, students and the community about changes in operations in the event of local, regional or national emergencies or disruptions in operations.
- ⦿ Maintain close relationships with Arlington Police, Fire and County communications staff.
- ⦿ Respond to Freedom of Information Act Requests.
- ⦿ Produce safety and emergency management video content for APS staff and community with recent focus on COVID-19 impacting school-related activities.

FINANCIAL: DEPARTMENTS



# School and Community Relations

## Information Nights, Recognitions and Special Events

- ⦿ Organize informational events for families and citizens to learn about the school division.
- ⦿ Plan, organize and promote countywide celebrations and recognitions to showcase the work and accomplishments of the school division, students and staff.
- ⦿ Coordinate events to mark new school openings and other significant milestones.

## Community Outreach and Partnerships

- ⦿ Support APS in engaging with the community and building effective relationships with stakeholders to maintain support and investments in the growing school division.
- ⦿ Inform families about the work of APS schools, programs, departments and the Arlington School Board.
- ⦿ Coordinate a countywide effort to recruit, screen, and place volunteers and partners to support the academic success of APS students.
- ⦿ Serve as a liaison with the Arlington community and facilitate effective relationships and face-to-face contact with residents, businesses, nonprofits and civic organizations.
- ⦿ Conduct ongoing outreach to strengthen engagement among Limited English proficient parents through translated materials, bi-lingual face-to-face engagement sessions, training and tools that increase access to information that supports student learning.
- ⦿ Foster an ongoing dialogue about the School Board's policies, priorities and decisions on key financial and management issues to support the work of the school division.

## School Liaisons and Internal Communications

- ⦿ Develop and maintain an employee Intranet and internal communications and content strategy to inform and engage APS employees.
- ⦿ Train, supervise, support and coordinate the work of the school-based public relations liaisons, webmaster liaisons and volunteer/partnership liaisons to effectively support APS communications and outreach.
- ⦿ Provide communications guidance, training and support to school and department leaders to enhance their communications with internal and external stakeholders.
- ⦿ Collaborate with schools and departments to develop communication strategies that inform families and the community about programs, services and new initiatives.



# School and Community Relations

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Reductions

In order to balance the budget, the following reductions, totaling \$67,249, were taken from the School and Community Relations office:

- ⊙ Funds of \$3,900 from the forms account used for district publications are eliminated. Many of these forms are no longer printed and are primarily available electronically (Tier 1). (103000-43588)
- ⊙ Funds of \$3,822 from the service awards account for APS staff service awards celebrations are eliminated (Tier 1). (103000-45471)
- ⊙ Funds of \$2,470 from the travel professional account for staff professional development are eliminated (Tier 1). (10300-45478)
- ⊙ Funds of \$1,984 from the reference materials account used for style guide books and other reference materials are eliminated (Tier 1). (103000-46513)
- ⊙ Funds of \$5,000 are reduced from the staff hourly account. These funds are used for overtime work performed by G-scale staff (Tier 2). (103000-41298)
- ⊙ Funds of \$5,000 are reduced from the technician hourly account. These funds are used for hourly work performed by AETV contractors (Tier 2). (103000-41379)
- ⊙ Funds of \$25,073 are reduced from the printing and duplicating account. These funds are used for printing district-wide publications. The volume of printing and quantities of publications distributed to staff and families throughout the year will be reduced. However, with the implementation of digital initiatives like the Annual Online Verification Process (AOVP), we will be able to conserve resources (Tier 2). (103000-43587)
- ⊙ Funds of \$20,000 are reduced from the publications account. These funds are used for contract services to produce district-wide publications. The implementation of digital initiatives would permit this reduction (Tier 3). (103000-43588)

### One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⊙ One-time funds of \$4,292 provided in FY 2020 to cover start-up costs for new schools and programs are eliminated in FY 2021. (103000-43401, 43566)



# School and Community Relations

## Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

## Baseline Increases

In order to continue providing existing services, School and Community Relations is increased by \$30,000. Details of these increases follow.

- ⦿ Funds of \$30,000 are provided to increase the stipend pay for the volunteers and partnerships stipends to match the public relations and web liaisons stipends. (103000-41346)

## Baseline Decreases and Internal Realignments

During the baseline budget review process, the School and Community Relations department realigned \$17,672. Details of these realignments follow.

- ⦿ Due to the English Learners Settlement with the Department of Justice, funds of \$11,786 are realigned from staff hourly to translation services to cover increased translation costs. (103000-41333, 43550)
- ⦿ In order to reflect the actual use of funds, \$3,900 is realigned from the forms account to publications account to consolidate funding for first day packets, guidebooks, handbooks and other reports and publications and \$1,986 is realigned from computer software to computer/equipment software to consolidate software funding. (103000-43589, 43588, 46517, 46528)

During baseline budget review, position allocations are reviewed to ensure the budget and Human Resources data are in alignment. Any changes completed are cost neutral and were previously approved through the HR reclassification process. The following positions in the School and Community Relations office were updated in the budget:

- ⦿ A 1.00 coordinator position is converted to 1.00 specialist. (103000-41208, 41244)



# School and Community Relations

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,382,544	\$1,428,334	\$1,488,888
Employee Benefits	\$396,663	\$450,197	\$477,064
Purchased Services	\$352,349	\$325,920	\$284,441
Other Charges	\$23,560	\$6,292	\$0
Materials and Supplies	\$3,470	\$14,633	\$12,649
Capital Outlay	\$2,491	\$5,990	\$5,990
<b>TOTAL</b>	<b>\$2,161,078</b>	<b>\$2,231,367</b>	<b>\$2,269,032</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Assistant Superintendent	0.00	1.00	0.00	1.00
Director	0.00	1.00	0.00	1.00
Coordinator	0.00	1.00	0.00	0.00
Program Specialists	0.00	4.00	0.00	5.00
Technical	0.00	4.00	0.00	4.00
Clerical	0.00	2.00	0.00	2.00
<b>TOTAL</b>	<b>0.00</b>	<b>13.00</b>	<b>0.00</b>	<b>13.00</b>

FINANCIAL: DEPARTMENTS



# Printing Services

## DESCRIPTION

The Print Shop, staffed by a Print Shop supervisor, provides high-quality reproduction of printed materials for departments, programs and schools. The Print Shop handles over 90 percent of the reproduction tasks originating at the Syphax Education Center as well as requests for individual schools and other departments. The Print Shop supervisor is responsible for ordering supplies, maintaining all equipment, coordinating service and support, scheduling and prioritizing print projects, and maintaining all operations of the Print Shop. In addition, the supervisor provides estimates for print projects and handles the processing and accounting for all Print Shop charge backs.

## MAJOR SERVICES PROVIDED

- ⊙ Provide support to schools and departments for reproduction of printed materials through the resources of the Print Shop.
- ⊙ Production capabilities include a variety of options in folding, drilling and binding as well as printing larger off-size documents.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Reductions

In order to balance the budget, the following reductions, totaling \$24,751, were taken from Printing Services:

- ⊙ Funds of \$19,751 are reduced from the supplies office account. These funds are used for paper supply and printing services (Tier 3). (103100-46525)
- ⊙ Funds of \$5,000 are reduced from the supplies paper account (Tier 3). (103100-46526)





# Printing Services

## FINANCIAL SUMMARY

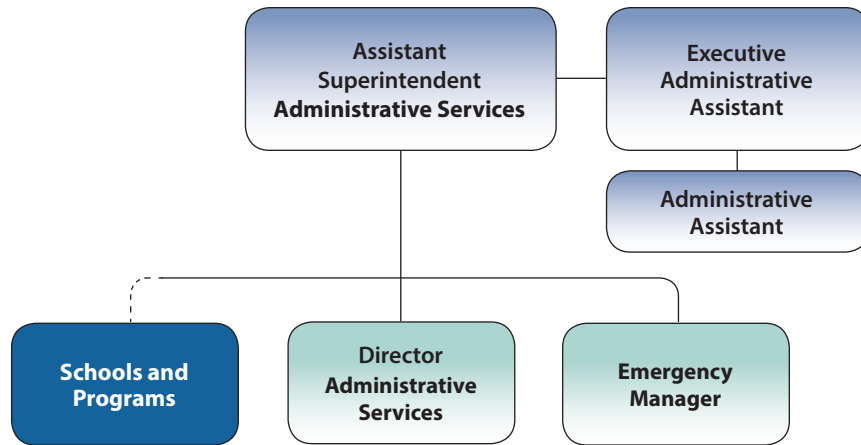
	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$80,188	\$80,198	\$80,198
Employee Benefits	\$25,327	\$27,395	\$27,907
Purchased Services	(\$189,377)	(\$5,001)	(\$5,001)
Other Charges	\$0	\$0	\$0
Materials and Supplies	\$33,987	\$74,173	\$49,422
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>(\$49,876)</b>	<b>\$176,765</b>	<b>\$152,526</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Supervisor	0.00	1.00	0.00	1.00
<b>TOTAL</b>	<b>0.00</b>	<b>1.00</b>	<b>0.00</b>	<b>1.00</b>



## ADMINISTRATIVE SERVICES





# ADMINISTRATIVE SERVICES

## DEPARTMENT SUMMARY

The Department of Administrative Services is responsible for a number of activities that affect the overall climate in the Arlington Public Schools. Among the areas covered by the Department are the following:

- ⦿ **Principal Support:** Overseeing the responsibilities of school principals and providing support and guidance on administrative issues.
- ⦿ **School Management Plan (SMP)/90-Day Progressive Plan:** Providing direction on yearly plans with specific focus on APS Strategic Plan and utilizing monitoring systems throughout the year.
- ⦿ **Succession Planning for Leadership Development:** Providing professional learning opportunities to develop leadership skills and competencies for teachers and current administrators interested in pursuing future leadership positions.
- ⦿ **Emergency Management:** Developing a comprehensive emergency management strategy and program to address mitigation, preparedness, response and recovery to all hazards that face the school division through collaborative efforts with local, state, regional, and national public safety, public health, safety, security, risk and emergency management professionals.
- ⦿ **Student Discipline:** Administering on behalf of the Superintendent of Schools the student discipline program, including appeals of disciplinary actions taken at the school-level.
- ⦿ **Serious Incident Reporting:** Monitoring all serious incident reports and reporting as appropriate to local and state authorities.
- ⦿ **School Safety Audits and Security:** Addressing school safety and security concerns through audits, field assessments, research, and best practice implementation for K-12 school divisions by monitoring emerging threats to facilities, students, employees, and families by using latest techniques.
- ⦿ **Arlington County Police Department:** Serving as liaison to the ACPD vis-à-vis School Resource Officers, school crossing guards, and other issues concerning student safety and security.
- ⦿ **Student Advisory Board:** Providing staff support as the liaison for the students who serve on the Arlington School Board's Student Advisory Board.
- ⦿ **Arlington Partnership for Children, Youth, and Families:** Representing the Arlington Public Schools to the Arlington Partnership.

The Administrative Services Department comprises two programs: Administrative Services and Emergency Management. The FY 2021 School Board's Adopted Budget for Administrative Services totals \$1,199,803 and includes 7.00 positions.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2020	FY 2021	FY 2021
OFFICE	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Administrative Services	\$1,198,873	4.00	\$963,244	6.00	\$1,055,608
Emergency Management	\$0	0.00	\$0	1.00	\$144,195
<b>TOTAL</b>	<b>\$1,198,873</b>	<b>4.00</b>	<b>\$963,244</b>	<b>7.00</b>	<b>\$1,199,803</b>



# ADMINISTRATIVE SERVICES

## DEPARTMENT PERFORMANCE METRICS

The data benchmarks, goals, and targets for the department performance metrics are reported annually in the Strategic Plan indicators as well as in additional reporting by the Administrative Services program office.

## FY 2019 DEPARTMENT ACCOMPLISHMENTS

### **Increasing opportunities for leadership development**

*(Strategic Plan Goals Alignment: Engaged Workforce)*

Administrative Services invited, encouraged participation in professional growth and career development opportunities as an investment in preparation for future opportunities. Data points:

- ⦿ Offered six Aspiring Leaders sessions with 25-30 participants at each session and a focus on standards of evaluation and competencies. Topics addressed included; communication, instructional leadership, vision, human relations skills, change agents, culture building, and identifying leadership style.
- ⦿ Continued the Latino Leadership Initiative Cohort with a focus on APS data, interviewing and resume writing, administrative competencies and identifying your leadership style. Four sessions offered with 20-25 participants at each session.
- ⦿ Conducted four George Mason Orientation to increase opportunities for administrative licensure and Master's Degree programs in Educational Leadership in preparation for programs scheduled to start spring/summer 2020.

### **Increasing district wide discipline management systems to reduce the disproportionality in suspension rates by race/ethnicity and students identified with a disability**

*(Strategic Plan Goals Alignment: Student Well-Being)*

Administrative Services increased funding sources to support proactive measures designed to address the discipline gap and utilized Synergy for discipline data analysis and monthly professional learning presentations to inform decisions. Data points:

- ⦿ Overall, just 1% of students in APS are suspended which is the one of the lowest in the northern Virginia region and compared to 5% in Virginia. Our strategic plan performance objective focuses on disproportionality in suspensions. In an effort to reduce disproportionality, we offer schools funding for Proactive Measure- Alternatives to Suspension. The intention is to create alternatives to suspension that incorporate social emotional supports to help improve behavior outcomes. As a result, suspensions continue to decline in some areas while the use of alternatives to suspensions increase. Additionally, the number of alternatives to suspension programs available have increased as well.
- ⦿ Twenty Proactive Measures-Alternative to Suspension Programs offered in 15 schools (5 high schools, 2 middle schools, 8 elementary schools).
- ⦿ Focused on Restorative Practice occurred as an additional proactive measure. The work included a joint initiative with the county and increased training opportunities district-wide.



# ADMINISTRATIVE SERVICES

## APS will be Accredited by the Emergency Management Accreditation Program (EMAP) [AS-SPO #16] (Strategic Plan Goals Alignment: Operational Excellence)

The Emergency Management Accreditation Program is a voluntary accreditation program focused on continuous improvement and incorporated into the American National Standards Institute (ANSI) register. The program addresses 64 individual standards ranging from administrative to individual hazard identification. Data points:

- ⦿ School Resource Officers are provided by Arlington County Police Department and funded by Arlington County Government to serve as a resource for Arlington Public Schools. For the School Year 2020-2021 there are 13 full time School Resource Officers and 3 Supervisors for a total of 16 officers supporting public schools. The ratio is 1 Officer to every 1,687.5 students (27,000).
- ⦿ Each year schools participate in practicing their emergency procedures. This year over 5,500 exercises were conducted prior to the pandemic ranging from fire evacuation, earthquake sheltering, active threat lockdown, to tornado sheltering. On average a student participates in over 95 minutes of emergency procedures practice during the school year.
- ⦿ Arlington Public Schools coordinates and collaborates with local, state, regional, and federal partners to increase student, employee, and visitor safety. A few of those agencies that Arlington Public Schools coordinates with daily are: National Weather Service, Arlington County Emergency Communication Center, Arlington County Police Department, Arlington County Fire Department, National Capital Region Watch Desk, National Capital Region Threat Intelligence Consortium. The COVID-19 pandemic required additional daily coordination with public health and several county related agencies.
- ⦿ This year Arlington Public Schools conducted over 32 education and training sessions focused on violence prevention, employee safety, student safety, and more. Staff reached in these sessions over 350+ individuals in person and over 8,000 individuals in online training.

FINANCIAL: DEPARTMENTS

### FY 2020 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Increasing opportunities for leadership development.			✓		
Increasing district wide discipline management systems to reduce the disproportionality in suspension rates by race/ethnicity and students identified with a disability will be reduced.		✓			
APS will be Accredited by the Emergency Management Accreditation Program (EMAP) [AS-SPO #16].				✓	



# ADMINISTRATIVE SERVICES

## FY 2020 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By August 2020, disproportionality in suspension rates by race/ethnicity and students identified with a disability will be reduced (Black, Hispanic, SWD, EL).		✓			
By June 2020, a thorough review of the threat assessment program will be conducted and initial actions/priorities will be completed.		✓			
By May 2020, implement a comprehensive visitor management system among all schools and all APS facilities.		✓			
By June 2020, consolidate and deploy comprehensive safety training with master professional learning records providing consistent experience.		✓			
By June 2021, increase leadership skills development by 6 percent per two-year cycle, as represented by ten additional teachers per cycle, as measured by participation in the Aspiring Leaders Program, GMU Educational Leadership Masters or Licensure Program or other identified university programs.				✓	
By August 2020, collaboratively develop a Student Rights & Responsibilities Handbook/Code of Conduct that will outline student behavior expectations as well as supports, interventions and disciplinary consequences. Additionally, develop a corresponding policy to support the new handbook.		✓			
Enhance the implementation of Raptor Technologies to support augmented school operations.				✓	

## FY 2020 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Coordinate a comprehensive approach to a healthy and safe learning work environment.		✓	✓	✓	✓
APS will be accredited by the Emergency Management Accreditation Program (EMAP) (AS-SPO #16).				✓	
Safely reopen schools by developing plans that follow CDC, public health and state guidelines.		✓		✓	

FINANCIAL: DEPARTMENTS



# Administrative Services

## DESCRIPTION

The Assistant Superintendent of Administrative Services is responsible for shared evaluations of school principals with the Superintendent as well as professional development opportunities for principals, direct support to principals, mentorship to new administrators and the annual Administrative Conference. The Department of Administrative Service is responsible for specific system-wide issues such as discipline, safe school environments, and coordination with school administrators on handling serious situations.

The Assistant Superintendent serves as the liaison with each principal group, Student Advisory Board, and identified special projects addressing system-wide needs. Participation in the County/Schools Collaboration Team, Arlington Gang Task Force, The Partnership for Children, Youth and Families, and other joint committees also falls under the responsibility of the Assistant Superintendent.

## MAJOR SERVICES PROVIDED

- ⦿ The major services provided by Administrative Services can be found at the following link on the APS website: [www.apsva.us/departments-of-administration](http://www.apsva.us/departments-of-administration).

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Reductions

In order to balance the budget, the following reductions, totaling \$105,350, were taken from the Administrative Services office:

- ⦿ Funds of \$7,000 for tuition reimbursements are eliminated (Tier 1). (104000-43482)
- ⦿ Funds of \$19,750 for printing the emergency handbooks are eliminated (Tier 1). (104000-43587)
- ⦿ Fund of \$20,000 to cover the cost of the Annual Administrative Conference are eliminated (Tier 1). (104000-45432)
- ⦿ Funds of \$5,000 to cover the cost of professional meetings related to the department's work are eliminated (Tier 1). (104000-45465)
- ⦿ Funds of \$53,600 to cover professional learning for school administrators are eliminated (Tier 2). (104000-45432)

### New Schools/Capacity

- ⦿ In preparation for the new elementary school at the Reed location, scheduled to open in September 2021. Funds are provided in FY 2021 to hire 1.00 principal position and 1.00 principal assistant position. These positions are budgeted in the Administrative Services Department. (104000-41232, 41364)

FINANCIAL: DEPARTMENTS



# Administrative Services

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$707,640	\$465,892	\$607,623
Employee Benefits	\$236,704	\$149,819	\$205,801
Purchased Services	\$127,730	\$253,575	\$226,825
Other Charges	\$74,438	\$81,410	\$2,810
Materials and Supplies	\$15,038	\$11,788	\$11,788
Capital Outlay	\$37,324	\$760	\$760
<b>TOTAL</b>	<b>\$1,198,873</b>	<b>\$963,244</b>	<b>\$1,055,608</b>

## POSITION SUMMARY

STAFFING	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Assistant Superintendent	0.00	1.00	0.00	1.00
Principal	0.00	0.00	1.00	0.00
Principal's Aide	0.00	0.00	1.00	0.00
Director	0.00	1.00	0.00	1.00
Clerical	0.00	2.00	0.00	2.00
<b>TOTAL</b>	<b>0.00</b>	<b>4.00</b>	<b>2.00</b>	<b>4.00</b>

FINANCIAL: DEPARTMENTS





# Emergency Management

## DESCRIPTION

Emergency Management is responsible for the school division all hazards emergency management program including executive level policy, goals and objectives. The school division emergency management program includes actions located in five core program areas; prevention, protection, preparedness, response, and recovery. These actions range from increasing the safety and security of physical facilities, preparing the workforce and student population through training, responding to actual emergencies affecting the school division or a facility, and managing the return to a sense of normalcy.

Under the supervision of the Assistant Superintendent for Administrative Services, the Emergency Manager serves as the primary point of contact for public safety agencies at the local, state, and federal level. In addition, the department serves as the representative to Arlington County for emergency operations, supporting Arlington Public Schools in all aspects of emergency management.

## MAJOR SERVICES PROVIDED

Emergency Management is responsible for providing major services to the school division within five core program areas:

- ⦿ Protection – Visitor and Volunteer System Administration, and Threat Management
- ⦿ Prevention – Design and Construction Standards for Safety and Security
- ⦿ Preparedness – Training, Plan, Procedure, and Policy Development, Safety Audit Committee
- ⦿ Response – Accident and Incident Investigation, Management, and Coordination
- ⦿ Recovery – Management Public Assistance and restoration of services

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any internal realignments completed result in a zero sum change to the department's total budget.

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**FINANCIAL: DEPARTMENTS**



# Emergency Management

## *Baseline Realignments from other Departments*

During a reorganization, emergency management responsibilities were moved to the Administrative Services department. Funds of \$21,218 and 1.00 FTE have been realigned from the Department of Facilities and Operations to the Emergency Management office. Details of these realignments follow.

- ⦿ A 1.00 emergency manager is transferred from Safety and Risk Management along with \$3,000 for printing the emergency management handbooks. (104100-41325, 46519, 108100-41325, 46519)
- ⦿ Funds of \$9,576 for computer software are realigned from Transportation Services. (104100-46517, 108400-46517)
- ⦿ Funds of \$8,642 for replacement equipment are realigned from the Maintenance Services office. (104100- 48860, 108300-48822)

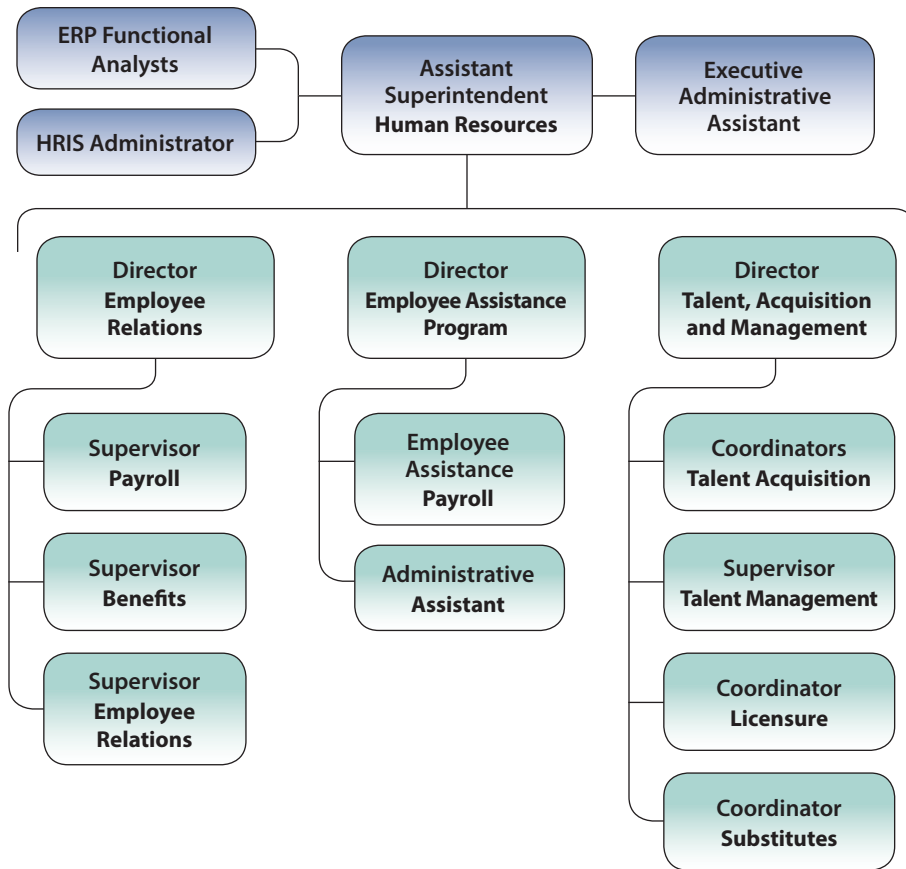
## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$0	\$0	\$88,733
Employee Benefits	\$0	\$0	\$34,424
Purchased Services	\$0	\$0	\$0
Other Charges	\$0	\$0	\$0
Materials and Supplies	\$0	\$0	\$12,576
Capital Outlay	\$0	\$0	\$8,462
<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$144,195</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Management Staff	0.00	0.00	0.00	1.00
<b>TOTAL</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1.00</b>

# HUMAN RESOURCES



FINANCIAL: DEPARTMENTS



# HUMAN RESOURCES

## DEPARTMENT SUMMARY

The Department of Human Resources is committed to recruiting, investing in and sustaining a high quality and diverse professional workforce. We achieve this goal through positive and responsive customer service, proactive assistance, ongoing support, and professional growth opportunities for all Arlington Public Schools (APS) current and future staff. The Human Resources team believes in building meaningful relationships in a respectful and inclusive manner that fosters support for all employees, focused on inspiring generations.

Human Resources is responsible for the administration and management of the human capital as well as payroll management for all Arlington Public Schools employees, through four offices: Talent Acquisition and Management; Benefits and Payroll; Employee Relations; and Employee Assistance. Core services include:

- ⊙ Recruitment, selection, and licensure
- ⊙ Compensation and classification
- ⊙ Benefits and retirement
- ⊙ Employee relations and engagement
- ⊙ Employee Assistance Program
- ⊙ Wellness Program
- ⊙ Performance Management
- ⊙ Employee Scholarship programs
- ⊙ Substitute Management
- ⊙ Payroll

The FY 2021 School Board's Adopted Budget for Human Resources totals \$19,706,846 and includes 36.50 positions.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2020	FY 2021	FY 2021
OFFICE	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Human Resources	\$4,408,007	25.00	\$6,486,953	25.00	\$5,446,547
Substitutes	\$4,151,511	0.00	\$3,353,303	0.00	\$3,503,303
Payroll	\$505,106	5.00	\$591,293	5.00	\$425,978
Employee Benefits	\$10,479,772	1.00	\$10,135,297	1.00	\$9,878,875
Employee Assistance Program	\$430,411	5.50	\$490,570	5.50	\$452,143
<b>TOTAL</b>	<b>\$19,974,808</b>	<b>36.50</b>	<b>\$21,057,416</b>	<b>36.50</b>	<b>\$19,706,846</b>

## DEPARTMENT PERFORMANCE METRICS

The data benchmarks, goals, and targets for these, along with other related metrics embedded in the work of the Department of Human Resources, are reported annually in the Strategic Plan indicators.

# HUMAN RESOURCES



## FY 2019 DEPARTMENT ACCOMPLISHMENTS

### Talent Acquisition and Management

- ⦿ Ensured that over 98% of APS classroom positions were filled with highly qualified teachers at the start of the school year.
- ⦿ Designed and implemented a streamlined electronic staffing portal which facilitated a significant reduction in the time-to-fill metric and allowed APS to hire high quality teachers more efficiently.
- ⦿ In collaboration with the Office of Professional Learning, developed and refined an employee competency framework to guide professional learning activities and career pathways for all employees.
- ⦿ Developed and implemented a virtual electronic onboarding process and website for all new employees allowing for timely and accurate communication and robust customer service.
- ⦿ Expanded student teacher and university partnerships to diversify the applicant pool.
- ⦿ Rebranded recruitment materials based upon hiring metrics and increase alignment with the APS Strategic Plan.
- ⦿ Designed and implemented a new absence management system which created a unified solution for employees when requesting substitute support. Expanded functionality for teachers that allows them to upload lesson plans, review assignment completion, create live leave reporting and provide better metric monitoring/planning due to the detailed reports created.
- ⦿ Created summer training opportunities for Substitutes allowing professional learning opportunities based upon their interest and need.
- ⦿ Created an electronic offboarding website which provides employees with a systematized process to formally separate from APS. The offboarding process also allows the HR team to collect metrics to enhance the recruitment and retention processes.
- ⦿ Streamlined and created an automated response for employment verifications allowing employees to electronically upload documents and forms that can then be sent directly to the requester.
- ⦿ Transitioned to an online new hire orientation. It is critical that we continue to support and manage all new hires as they join the APS community.
- ⦿ HR is identifying opportunities for streamlining, automating, and sustaining process changes. For the 2020-2021 school year, the employee contracts and assignment notifications were electronically delivered to employees through MyAccess. The automation offered real-time metrics, was cost-effective, and supported a more efficient and effective means of overseeing a yearly project.
- ⦿ Analyzed and refined the comprehensive recruitment plan to include training for recruiters, alignment of materials and messaging, data gathering about university graduates/programs, and tools for data collection/analysis to support the APS goals and mission.

### Employee Benefits

- ⦿ Continued efforts to enhance and streamline the delivery of benefit information to new hires and newly benefits-eligible employees by:
  - ✦ Continued providing consistent benefit information during new hire/benefit orientations through an Annual Benefits Guide, Forms, and Benefit packet.



## HUMAN RESOURCES

- ✦ Enhancement of On-Demand Benefits Orientation webpage to provide employees different options to consume materials and information that is usually presented in-person at the benefits orientation. Employees can view and print benefit election forms and materials, review benefit election timelines, and view employee benefit information in a video format or by viewing the printed materials online.
- ⊙ Continued focus on VRS Hybrid Plan Voluntary Elections, building upon the highest active voluntary contribution reported last year.
- ⊙ Continued to provide enhanced employee symposiums to support career and life planning.
- ⊙ Completed RFP process, resulting in an enhanced vision benefit plan for employees.

### Employee Assistance Program

- ⊙ Continued to align EAP Policies, Procedures, and offerings to support the Whole Adult and Wellness.
- ⊙ Deployment of standards and talking points to address EAP response to grief and crisis situations.
- ⊙ Continued enhancement of EAP website, including the addition of mental health education, self-assessments and screening tools.
- ⊙ Deployed Mindfulness Toolbox
  - ✦ Developed training content for a series of workshops.
  - ✦ Facilitated a series of seminars.
- ⊙ Collaborated with Health Journeys to make Mindfulness/Meditation and Affirmation tools accessible to employees at no cost. Added selections in Spanish.
- ⊙ Created activities for Mental Health Month to provide education, increase awareness, and destigmatize mental health conditions.
- ⊙ Successfully implemented first system-wide online wellness challenge to increase employee engagement. Provided a venue for friendly competition to improve employee well-being and emotional health as well as increase physical activity.
- ⊙ Created seminars to enhance resilience and increase stress management skills for administrators.
- ⊙ Hosted a Back to School Night event for educators, providing a healthy respite during the window between school ending and parents arriving. Offered mediation, yoga, massage therapy and healthy dinner.
- ⊙ Created a broad array of tools and interventions to address the mental health challenges caused by the COVID-19 pandemic and/or the murder of unarmed men and women.
- ⊙ Provided support groups and training for employees whose job functions were particularly impacted by the pandemic or social/racial justice issues.

### Payroll

- ⊙ Reduced the number of out-of-cycle payments due to timekeeper error.
- ⊙ Decreased the number of auto-generated timecard approvals per pay cycle.
- ⊙ Developing processes to reduce the volume of payments made via pay memorandum.
- ⊙ Creation of a new paystub format based on employee feedback and need.

# HUMAN RESOURCES



## FY 2020 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Recruit Highly Qualified Teachers in an ongoing manner.	✓		✓		
Develop Competencies for all scales and align Professional Learning with competencies.	✓		✓	✓	
Develop and implement recruiting strategy for hiring diverse candidates.		✓	✓		
Focus on hiring the chief diversity officer.		✓			
Provide ongoing well-being, stress management, change management and other self-care sessions for school-based staff.		✓	✓		
Implement Position Control within the STARS system.				✓	
Develop long-range plan to automate paper-based HR processes.				✓	
Implement Human Capital Management System. Evaluate ability of HCMS and STARS system to produce reliable metrics related to HR processes to include: Staff turnover, time to hire, best locations to hire, staff diversity and additional data.				✓	
Develop customer service survey to gain baseline data and measure improvement over time.			✓	✓	
Build capacity to control health insurance cost increases through enhancement of wellness program by adding FTEs for wellness coordinators and develop plan for workplace clinic to support employee health and well-being.			✓	✓	

## FY 2020 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Develop Standard Operating Procedures (SOPs) to demonstrate transparency and consistency across HR processes.				✓	
Development of electronic (paperless) processes to increase efficiencies and improve HR staff response times.				✓	

## FY 2021 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Adoption of formal position classification study process on a rotating schedule to ensure internal equity and appropriate classification of APS roles and responsibilities.			✓	✓	
Streamline electronic self-service direct deposit to allow employees the flexibility to update their financial information at their convenience.				✓	



# Human Resources

## DESCRIPTION

The Department of Human Resources provides collaborative, proactive, and responsive leadership in recruiting, retaining, and developing the human capital of the school system in order to further the effective and efficient delivery of quality services to Arlington Public Schools students, parents, community, and existing and potential employees. Human Resources is responsible for the administration of all aspects of the personnel and payroll programs for APS including recruitment and selection of staff; maintaining the STARS/Oracle database; classification and reclassification of positions; employee benefits programs; licensure of teachers; evaluation of staff; retirement programs; employee recognition programs; payroll programs; and grievances, discipline and terminations.

### Employee Relations

Employee Relations ensures all employees are treated in a fair and equitable manner in compliance with federal, state, and local laws. We provide staff the opportunity to voice concerns regarding APS policies, procedures and practices through the facilitation of employee advisory groups and/or confidential communication with ER staff. Additionally, ER ensures performance standards are applied consistently and equitably across the school division, addressing issues from both APS leadership and employees through the process.

### MAJOR SERVICES PROVIDED

- ⊙ Performance Management
- ⊙ Employee Advisory Committee
- ⊙ Unemployment and Child Abuse Affirmations
- ⊙ Personnel /Administrative Investigations (to include CPS)
- ⊙ Equal Employment Opportunity (EEO) Reporting and Investigations
- ⊙ Americans with Disabilities Act (ADA) Administration
- ⊙ Employee Complaints and Concerns
- ⊙ Leadership Professional Development & Training
- ⊙ Classification and Compensation
- ⊙ Management of Human Resources Policies and Procedures
- ⊙ Employee Engagement and Recognition (Service Awards, Support Employee Awards)

### Talent Acquisition and Management

The Office of Talent Acquisition and Management works collaboratively with internal and external stakeholders to recruit, select, develop and retain a high-quality workforce.

### MAJOR SERVICES PROVIDED

- ⊙ Identify, attract, and select high quality candidates
- ⊙ Manage onboarding induction and professional growth
- ⊙ Support and monitor instructional professional licensure
- ⊙ Collaborate with universities, APS schools, departments and offices to monitor and support professional learning and scholarship opportunities for all employees
- ⊙ Administer the substitute management services for instructional personnel management





# Human Resources

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Reductions

In order to balance the budget, the following reductions, totaling \$361,961, were taken from the Human Resources office:

- ⊙ Funds of \$216,209 for tuition reimbursements for staff are eliminated in FY 2021 and will be reinstated in the next budget cycle (Tier 1). (106020-42450, 42469, 42470, 42488, 42491, 42492)
- ⊙ Delaying the hiring of the Talent & Acquisition Management Employment Specialist position for one year results in savings of \$95,752 (Tier 2). (106000-41370)
- ⊙ Funds of \$50,000 are reduced from the recruitment costs budget (Tier 3). (106010-45467)

### One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⊙ One-time funds of \$200,000 provided in FY 2020 for a compensation study are eliminated in FY 2021. (106000-43565)

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any internal realignments completed result in a zero sum change to the department's total budget.

### Baseline Increases

In order to continue providing existing services, the Human Resources office is increased by \$112,250. Details of these increases follow.

- ⊙ Funds of \$5,000 are added to the clerical and secretarial part-time account for hourly staff at the front desk. (106000-41311)
- ⊙ To ensure completion of human resources initiatives, including open enrollment and processing new hires and summer school staff, the overtime account is increased \$6,000 and the hourly staff account is increased \$5,000. (106000-41298, 41317)
- ⊙ To cover the increasing need for interpreters, funds of \$1,250 are added to the translator hourly account. (106000-41333)
- ⊙ As the need for ASL interpreting increases, additional services must be provided to comply with the Americans with Disabilities Act (ADA). Funds of \$100,000 are added to the ADA costs account to cover these service increases. (106000-45497)



# Human Resources

## Baseline Decreases

During the baseline budget review, budget allocations are reviewed and the Office of Human Resources is decreased by \$750,000. Details of this decrease is shown below.

- ☉ Funds of \$750,000 provided in FY 2020 to cover the cost of additional staffing as a result of boundary changes, school/program moves, and changes in enrollment are eliminated in FY 2021. (106030-40414)

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,359,545	\$7,989,474	\$7,288,157
Employee Benefits	\$1,147,184	\$1,028,502	\$839,413
Lapse and Turnover	\$0	(\$3,612,500)	(\$3,612,500)
Purchased Services	\$266,358	\$738,944	\$538,944
Other Charges	\$608,961	\$320,037	\$370,037
Materials and Supplies	\$25,959	\$16,000	\$16,000
Capital Outlay	\$0	\$6,496	\$6,496
<b>TOTAL</b>	<b>\$4,408,007</b>	<b>\$6,486,953</b>	<b>\$5,446,547</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Assistant Superintendent	0.00	1.00	0.00	1.00
Director	0.00	2.00	0.00	2.00
Supervisor	0.00	2.00	0.00	2.00
Coordinator	0.00	2.00	0.00	2.00
Analyst	0.00	2.00	0.00	2.00
Professional	0.00	15.00	0.00	15.00
Clerical	0.00	1.00	0.00	1.00
<b>TOTAL</b>	<b>0.00</b>	<b>25.00</b>	<b>0.00</b>	<b>25.00</b>



# Substitutes

## DESCRIPTION

Substitutes are employed to serve as support for instructional staff who are absent due to illness, leave or attending professional development. Substitute administration includes recruitment, hiring, compensation administration, and management of substitutes' placement and conduct.

### MAJOR SERVICES PROVIDED

- ⦿ Identify, attract, selects, and onboard substitutes
- ⦿ Time, attendance, and compensation payment
- ⦿ Management of the online substitute management system

### FISCAL/ORGANIZATIONAL CHANGES FY 2021

#### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

#### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

#### Baseline Increases

In order to continue providing existing services, the Substitutes accounts are increased by \$150,000. Details of this increase follows.

- ⦿ As the number of teachers and instructional assistants increases, the need for substitutes also increases, as a result, \$150,000 is added to the teacher substitutes account. (106040-41247)

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**FINANCIAL: DEPARTMENTS**



# Substitutes

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,749,083	\$3,080,635	\$3,230,635
Employee Benefits	\$402,428	\$229,098	\$229,098
Purchased Services	\$0	\$43,570	\$43,570
Other Charges	\$0	\$0	\$0
Materials and Supplies	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$4,151,511</b>	<b>\$3,353,303</b>	<b>\$3,503,303</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Positions	0.00	0.00	0.00	0.00
<b>TOTAL</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>



# Payroll Services

## DESCRIPTION

The Payroll Office is responsible for the administration of all aspects of the payroll program including, but not limited to: disbursing semi-monthly payroll for all employees, reconciling payroll data, maintaining documentation to include leave records, taxation, and adherence and monitoring of federal and state tax laws, and year-end tax summaries and submission.

### MAJOR SERVICES PROVIDED

- ⦿ Processing and management of semi-monthly payroll
- ⦿ Time and attendance administration
- ⦿ Taxation compliance

### FISCAL/ORGANIZATIONAL CHANGES FY 2021

#### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

#### Reductions

In order to balance the budget, the following reductions, totaling \$95,752, were taken from Payroll Services:

- ⦿ Delaying the hiring of the payroll account specialist position for one year results in savings of \$95,752. (106100-41370)

### FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$370,075	\$421,887	\$306,192
Employee Benefits	\$134,544	\$169,406	\$119,786
Purchased Services	\$0	\$0	\$0
Other Charges	\$487	\$0	\$0
Materials and Supplies	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$505,106</b>	<b>\$591,293</b>	<b>\$425,978</b>

### POSITION SUMMARY

STAFFING	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Supervisor	0.00	1.00	0.00	1.00
Professional	0.00	4.00	0.00	4.00
<b>TOTAL</b>	<b>0.00</b>	<b>5.00</b>	<b>0.00</b>	<b>5.00</b>



# Employee Benefits

## DESCRIPTION

The Benefits Office manages and provides customer service to employees regarding the variety of benefits offered. The School Board and the employee share in the cost of most programs. APS benefits include:

- ⊙ Virginia Retirement System
- ⊙ Optional Supplemental Retirement Program
- ⊙ Basic Life and Accidental Death and Dismemberment Insurance\*\*
- ⊙ Medical and Dental Insurance
- ⊙ Voluntary Vision Insurance
- ⊙ Worker's Compensation Insurance
- ⊙ Unemployment Compensation\*\*
- ⊙ Disability Insurance
- ⊙ Flexible Spending Accounts
- ⊙ Voluntary Long-Term Care Insurance
- ⊙ Commuter Subsidies\*\*
- ⊙ Retiree Medical and Dental Benefits

## MAJOR SERVICES PROVIDED

- ⊙ Selection and administration of benefit programs
- ⊙ Family Medical Leave/ Medical Leave of absence Administration
- ⊙ Workers Compensation Administration
- ⊙ Retirement Counseling and Seminars Monitor and support Virginia Retirement System benefits

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Reductions

In order to balance the budget, the following reductions, totaling \$225,752, were taken from the Employee Benefits office:

- ⊙ Funds of \$100,000 are eliminated from the early retirement cost account. These funds are used to rehire retirees for special projects. This office will no longer be able to supplement priority projects with hourly staff (Tier 1). (106200-41391)
- ⊙ Funds of \$30,000 are reduced from the Transportation Demand Management (TDM) budget. Those who participate in the TDM program would receive a reduced benefit (Tier 1). (106200-46476)
- ⊙ Delaying the hiring of the leave benefits specialist position for one year results in saving of \$95,752 (Tier 3). (106200-41244)

\*\* School Board pays 100% of this benefit.



# Employee Benefits

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,197,016	\$2,753,483	\$2,569,599
Employee Benefits	\$7,209,184	\$7,089,174	\$7,046,637
Purchased Services	\$46,000	\$70,000	\$70,000
Other Charges	\$11,110	\$0	\$0
Materials and Supplies	\$16,463	\$222,640	\$192,640
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$10,479,772</b>	<b>\$10,135,297</b>	<b>\$9,878,875</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Specialist	0.00	1.00	0.00	1.00
<b>TOTAL</b>	<b>0.00</b>	<b>1.00</b>	<b>0.00</b>	<b>1.00</b>



# Employee Assistance Program

## DESCRIPTION

The Arlington Employee Assistance Program (EAP) is a joint resource for Arlington County Government and Arlington Public School employees. As a comprehensive workplace program, it is designed to identify and mitigate individual and organizational barriers to optimal employee health and productivity. The EAP provides free and confidential, professional assistance to employees and their families to help resolve personal, family, or work-related concerns that may impact emotional, physical, or spiritual well-being and potentially affect employees' job performance. The EAP's Wellness Program is committed to supporting an organizational culture of health that encourages emotional health, physical activity, healthy eating, and spiritual well-being. In addition to EAP core services, the staff has responsibility for Occupational Safety and Health Administration (OSHA) compliance for APS and manages the Department of Transportation (DOT) drug and alcohol testing program for both organizations.

## MAJOR SERVICES PROVIDED

- ⊙ Assessment and referral
- ⊙ Coaching and counseling
- ⊙ Crisis response
- ⊙ Supervisory consultation
- ⊙ Employee engagement and retention activities
- ⊙ Wellness initiatives
- ⊙ Behavioral health medical accommodations for APS employees
- ⊙ Emotional health education and training

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any internal realignments completed result in a zero sum change to the department's total budget.

### Baseline Increases

In order to continue providing existing services, the Employee Assistance Programs is increased by \$3,675. Details of these increases follow.

- ⊙ The lease agreement account is increased \$2,548 to reflect the actual increase in the lease for the Marshall building. The leased space building costs account is also increased by \$1,127. (106300-45643, 45653)





# Employee Assistance Program

## Baseline Decreases

During the baseline budget review process, the Employee Assistance Program has reduced \$41,941. Details of these decreases follow.

- ☉ County Board Shared Cost decreased by \$41,941. Because the Employee Assistance Program is funded by the County and the Schools, some changes in this program are also shared. (106300- 43413)

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$521,863	\$546,374	\$490,454
Employee Benefits	\$176,869	\$195,795	\$167,673
Purchased Services	(\$464,612)	(\$458,572)	(\$416,631)
Other Charges	\$183,207	\$193,487	\$197,162
Materials and Supplies	\$13,085	\$13,486	\$13,486
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$430,411</b>	<b>\$490,570</b>	<b>\$452,143</b>

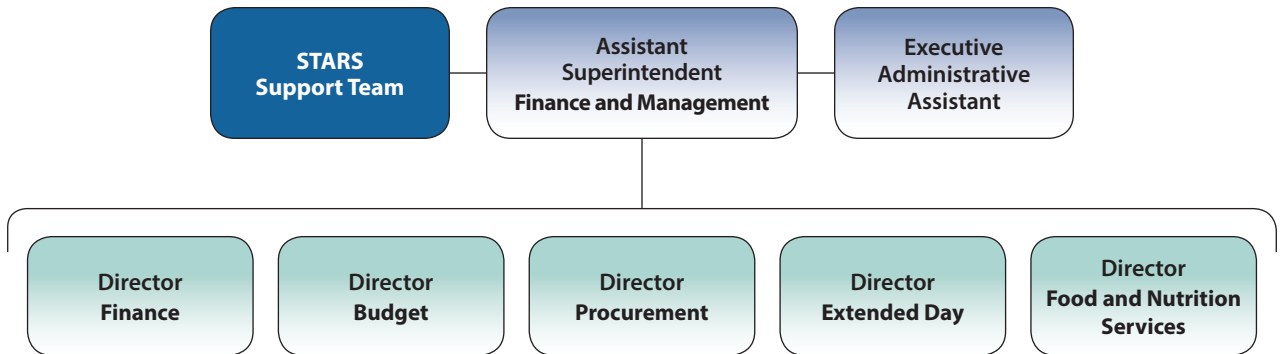
## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Director	0.00	1.00	0.00	1.00
Professional	0.00	3.00	0.00	3.00
Clerical	0.00	1.50	0.00	1.50
<b>TOTAL</b>	<b>0.00</b>	<b>5.50</b>	<b>0.00</b>	<b>5.50</b>

FINANCIAL: DEPARTMENTS



## FINANCE AND MANAGEMENT SERVICES



FINANCIAL: DEPARTMENTS



# FINANCE AND MANAGEMENT SERVICES

## DEPARTMENT SUMMARY

The Department of Finance and Management Services is responsible for the budgeting, accounting, accounts payable and auditing functions for the eight funds managed and operated by Arlington Public Schools totaling over \$670.3 million dollars, for the financial management of all federal, state and other grants in excess of \$16 million, and for all voter approved bond construction funds.

The Department of Finance manages certain central administrative accounts on behalf of the entire school system. This program includes budgeted reimbursement from the Food and Nutrition Services Fund and the Extended Day program for administrative support, a system-wide budget reserve, and the Superintendent's reserve which supports instructional and administrative needs that arise during the school year for which there are no support funds available from other sources. Administrative (non-instructional) travel, primarily by central office personnel, is also funded by this program, as are postage needs of the system such as the payroll, accounts payable and procurement mailings.

The Department of Finance and Management Services includes four programs: Finance, Other Administrative Accounts, Procurement, and School/County Shared Buildings. The Finance Department also has oversight of the Extended Day program. This program includes 80.00 positions, is budgeted in the Community Activities Fund, and does not appear in the Operating Fund programs summarized below.

Likewise, the Finance Department has oversight of the Food and Nutrition Services program. This program includes 6.00 FTE positions and over 150 food service professionals.

The FY 2021 School Board's Adopted Budget for Finance and Management Services totals \$15,611,755 and includes 23.75 positions.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2020	FY 2021	FY 2021
OFFICE	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Finance	\$2,065,006	17.75	\$2,723,975	17.75	\$2,363,374
Other Administrative Accounts	\$8,374,623	0.00	\$11,726,104	0.00	\$12,963,655
Procurement	\$780,194	6.00	\$747,164	6.00	\$784,573
School/County Shared Buildings	(\$498,526)	0.00	(\$501,435)	0.00	(\$499,847)
<b>TOTAL</b>	<b>\$10,721,297</b>	<b>23.75</b>	<b>\$14,695,808</b>	<b>23.75</b>	<b>\$15,611,755</b>



# FINANCE AND MANAGEMENT SERVICES

## DEPARTMENT PERFORMANCE METRICS

The data benchmarks, goals, and targets for these, along with other related metrics embedded in the work of the Department of Finance and Management Services, are reported annually in the Strategic Plan indicators and in end of the year financial reports sent to Arlington County.

## FY 2019 DEPARTMENT ACCOMPLISHMENTS

The Department of Finance and Management focused on initiatives and enhancements to further improve the Budget development process and strengthen communication efforts. Providing information for program managers to make informed decisions with the resources they have was also a priority. In addition, a number of new initiatives were designed to promote integration of instruction and health/wellness activities in the department's school-based programs (Food and Nutrition Services and Extended Day).

*(Strategic Plan Goals Alignment: Operational Excellence)*

- ⊙ To enhance accountability and promote effective and efficient use of funds, the department continued to expand the training and resources provided to help program managers better manage their budgets. In addition to continuing training sessions that covered recent changes to STARS Finance and Procurement, how to view balances and run frequently-used reports, and users questions where they received on-demand assistance, new sessions were added that provided “refresher” training, new user training, and a high-level session for principals.
- ⊙ The Purchasing Office held quarterly relationship meetings with the departments of Facilities and Operations, Information Services, School and Community Relations, Human Resources, and Teaching and Learning to discuss purchasing-related matters.
- ⊙ The Budget Office provided support to the Budget Advisory Council (BAC) including attendance at bimonthly meetings, coordinating with other APS departments to provide presentations on topics of interest, and BAC web site maintenance.
- ⊙ Submitted all financial reports required by the state and federal governments, including the Annual School Report, accurately and timely.
- ⊙ Provided school and department support for the APS budget process and provided support to Planning and Evaluation for the Capital Improvement Plan including scenario analysis and work sessions with the School Board and County Board.
- ⊙ The Department of Finance team continued its community engagement efforts, publishing the “Citizen’s Guide to Understanding the Budget,” the Superintendent’s “Budget at a Glance” brochure, and the quarterly Purchasing newsletter.
- ⊙ The Budget Office held 13 different community meetings around the budget development process, ensuring various community stakeholders were able to provide input for the budget.
- ⊙ The Department of Finance team collaborated with and supported community organizations including Arlington County Government, the County Council of PTAs, the Civic Federation, The Children’s School, and the Mongolian School.
- ⊙ The Procurement Office hosted two Virginia Association of Governmental Purchasing seminars. The first was Ethics in Procurement, and there were 28 attendees representing seven local public bodies. The second was Virginia Public Procurement Act Case Law, and there were 28 attendees from ten local public bodies.

# FINANCE AND MANAGEMENT SERVICES



## **Integrating Instruction and Health/Wellness in School-Based Programs**

The Extended Day Program continued to support instruction and further integrate learning in their program, including:

- ⦿ Collaboration with the Northern Virginia Community College to offer Extended Day staff a 31-hour Early Childhood Development certification program.
- ⦿ Provided robust Professional Development program, which continued at least twice each week online after the March school closing and continued through the summer.
- ⦿ Collaborated with Virginia Extension Office to provide Extended Day staff a Financial Literacy Series.
- ⦿ Offered literacy, STEM, and fitness programming through partnerships with local organizations.
- ⦿ Continued partnership with a reading consultant to provide specific literacy professional development to support Reading Rodeo and other literacy-based activities at all 31 sites.
- ⦿ Collaboration with instructional staff and partnered with community organizations and resources.
- ⦿ Expanded the Team Leader positions to provide additional supervisory and administrative support at schools with high enrollment or specific needs.
- ⦿ Partnership with Arlington Soccer Association to offer soccer enrichment programs to Extended Day programs.

The Food and Nutrition Office expanded the breakfast program through a variety of innovative approaches, introduced new programs, and expanded the farm to school program.

- ⦿ Served 623,095 meals the first 40 days of school.
- ⦿ Served 82,847 free meals to students attending summer schools, camps and extended day programs.
- ⦿ Breakfast participation for all students increased 43 percent over the last four years.
- ⦿ Seventy-three percent of free and reduced meal eligible students ate breakfast everyday.
- ⦿ Thirty percent of APS produce was locally sourced.
- ⦿ Expanded the fresh food explorer program to Barcroft Elementary school.
- ⦿ The Food Services Department was featured in the School Nutrition Association magazine story “Crave and Rave” restaurant worthy school breakfast items.
- ⦿ Served 498,348 emergency meals during the pandemic.
- ⦿ Opened 9 sites and provided uninterrupted emergency meal service from March 16-August 31.



# FINANCE AND MANAGEMENT SERVICES

## FY 2020 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Food & Nutrition Services will increase student breakfast participation by 5% in the free/reduced eligibility category.		✓			
The Extended Day Program will decrease the number of children on wait lists each month, resulting in a total decrease of 50% from August to June.				✓	
Develop the FY 2021 budget accurately and increase the on-time submission of budget data by departments to the Budget Office.				✓	
In collaboration with Planning & Evaluation and Facilities & Operations, plan and produce the FY 2021 – 2030 CIP.				✓	

## FY 2020 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By May 7, 2020, adopt the FY 2021 School Board's Budget.				✓	
Expand Extended Day professional development opportunities through collaboration with local organizations and providers.	✓	✓			
Focus on increasing breakfast participation by adding alternative delivery models to meet students where they are.	✓	✓			
By June 30, 2020, 100% of all Finance employees will participate in at least one professional development opportunity.			✓	✓	
Review and update all Finance policies prior to June 30, 2020.				✓	
By June 30, 2020, Finance will review all prior year's audit comments and make revisions in policies and practices to eliminate internal control weaknesses.				✓	
Close out prior year's PO no later than December 1 each year for all departments.				✓	
The average time taken to approve a purchase order during each calendar month will not be greater than five (5) business hours.				✓	
Procurement Office will host two, one in October and one in March, Virginia Association Governmental Purchasing (VAGP) training seminars.			✓	✓	

## FY 2021 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By May 6, 2021, adopt the FY 2021 School Board's Budget.				✓	
Retain and prepare staff for reopening of Extended Day when in-person instruction begins.			✓	✓	
Begin Early Childhood Development certification program with first staff cohort.	✓	✓	✓	✓	✓
Remain a self-supporting program for 2020-2021 school year.					
Provide nutritious meals to all APS students despite the challenges of virtual learning.					
In collaboration with Planning & Evaluation and Facilities & Operations, plan and produce the midterm FY 2022 – 2026 CIP.				✓	



# Finance and Management Services

## DESCRIPTION

The Department of Financial Services is responsible for ensuring the fiscal integrity of Arlington Public Schools. The Finance and Budget Offices are responsible for the budgeting, accounting, and auditing functions for the eight funds managed and operated by APS. In addition, the department is responsible for the financial management of all school activity funds, all federal, state and other grants, and for all bond construction funds.

## MAJOR SERVICES PROVIDED

### Office of Finance

This office is responsible for all APS accounting activities and financial reporting. The major services provided include:

- ⦿ Maintain the division's general ledger and oversee the financial system
- ⦿ Process and issue checks for supplier invoices and employee reimbursements
- ⦿ Receive and record all APS revenue
- ⦿ Monitor budget execution and develop quarterly financial reports
- ⦿ Manage the building use program
- ⦿ Oversee the annual audit
- ⦿ Manage student activity fund accounting in all schools
- ⦿ Provide financial management of all grants received by APS

### Budget Office

This office oversees the development and production of the APS budget as well as provides analysis and financial information to support the Superintendent and School Board in decision-making. Major services provided include:

- ⦿ Ensure a clear link between the budget and the Strategic Plan
- ⦿ Provide financial information for the Capital Improvement Plan
- ⦿ Develop and update the division fiscal forecasts
- ⦿ Communicate financial information through community meetings, forums, and work sessions

.....  
**FINANCIAL: DEPARTMENTS**



# Finance and Management Services

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Reductions

In order to balance the budget, the following reductions, totaling \$250,392, were taken from the Finance and Management Services office:

- ⊙ Funds of \$5,000 available to the Budget Office for custom report building/development are reduced (Tier 1). (107100-43567)
- ⊙ Delaying the hiring of the lead enterprise resource planning analyst position for one year results in savings of \$126,555 (Tier 3). (107100-41244)
- ⊙ Delaying the hiring of the assistant director of finance position for one year results in savings of \$118,837 (Tier 3). (107100-41319)

### One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⊙ One-time funds of \$75,000 provided in FY 2020 for a budget study to inform future budget decisions are eliminated in FY 2021. (107100-43565)

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any internal realignments completed result in a zero sum change to the department's total budget.

### Baseline Increases

In order to continue providing existing services, the Finance and Management office is increased by \$3,600. Details of these increases follow.

- ⊙ Funds of \$100 are added to budget document preparation account to cover increased costs related to ASBO Award. (107100-43407)
- ⊙ Funds of \$500 are added to membership fees account to cover increased fees for professional financial memberships, including the Certified Professional Accountant membership fees. (107100-43453)
- ⊙ The consultant fees account is increased \$2,000 to cover increases in the cost for auditors. (107100-43565)
- ⊙ The software maintenance account is increased \$1,000 to cover increases in the maintenance cost for the Event Management System (EMS). (107100-43567)





# Finance and Management Services

## Baseline Decreases and Internal Realignments

During the baseline budget review process, the Finance and Management Services Office reduced \$8,000. Details of these decreases follow.

- ⊙ After review of the Finance and Management Service office budget, it was determined that the funding allocation exceeded necessary functions and as a result, the staff hourly account is reduced \$3,000 and the printing and duplicating costs account is reduced \$5,000. (107100-41298, 107100-43587)

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,417,899	\$1,774,644	\$1,555,950
Employee Benefits	\$422,642	\$601,131	\$538,623
Purchased Services	\$154,167	\$335,995	\$256,595
Other Charges	\$2,536	\$8,205	\$8,205
Materials and Supplies	\$67,762	\$4,000	\$4,000
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$2,065,006</b>	<b>\$2,723,975</b>	<b>\$2,363,374</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Assistant Superintendent	0.00	1.00	0.00	1.00
Director	0.00	2.00	0.00	2.00
Assistant Director	0.00	1.00	0.00	1.00
Professional	0.00	10.75	0.00	10.75
Analyst	0.00	2.00	0.00	2.00
Clerical	0.00	1.00	0.00	1.00
<b>TOTAL</b>	<b>0.00</b>	<b>17.75</b>	<b>0.00</b>	<b>17.75</b>

FINANCIAL: DEPARTMENTS



# Other Administrative Accounts

## DESCRIPTION

The Department of Finance and Management Services manages certain central administrative accounts on behalf of the entire school system. This program includes budgeted reimbursement from the Extended Day program for administrative support, a system-wide budget reserve, and the Superintendent's Reserve which supports instructional and administrative needs that arise during the school year for which there are no support funds available from other sources. Administrative (non-instructional) travel, primarily by Syphax personnel, is also funded by this program, as are postage needs of the system for payroll, accounts payable and purchasing mailings.

### FISCAL/ORGANIZATIONAL CHANGES FY 2021

#### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

#### One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⊙ One-time funds of \$1,335,000 provided in FY 2020 for Alice West Fleet Elementary, The Heights Building, and Dorothy Hamm Middle School furniture and technology are eliminated in FY 2021. (107110-48808)
- ⊙ One-time funds of \$52,500 provided in FY 2020 for furniture, technology and equipment for relocatables are eliminated in FY 2021. (107110-48808, 107110-48814)
- ⊙ One-time funds of \$2,000,000 are added for furniture and technology for Reed (\$1,250,000) and the Career Center/Arlington Tech (\$750,000). Funds of \$750,000 for furniture and technology for the Education Center are delayed. (107110-48808)
- ⊙ One-time funds of \$52,500 are added for furniture, technology and equipment for relocatables. (107110-48808, 107110-48814)

#### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any internal realignments completed result in a zero sum change to the department's total budget.

#### Baseline Increases

In order to continue providing existing services, Other Administrative accounts are increased by \$20,556. Details of these increases follow.

- ⊙ Funds of \$18,422 are provided to cover increases in fees for legal services. (107110-43451)
- ⊙ Funds of \$2,134 are provided to the classroom furniture replacement account due to enrollment growth. (107100-48848)



# Other Administrative Accounts

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$0	\$2,084,000	\$1,164,000
Employee Benefits	\$0	\$0	\$0
Purchased Services	\$3,098,586	\$4,267,562	\$4,285,984
Other Charges	\$92,781	\$2,780,689	\$4,252,684
Materials and Supplies	\$43,910	\$708,000	\$708,000
Capital Outlay	\$5,139,346	\$1,885,853	\$2,552,987
<b>TOTAL</b>	<b>\$8,374,623</b>	<b>\$11,726,104</b>	<b>\$12,963,655</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Position	0.00	0.00	0.00	0.00
<b>TOTAL</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>



# Procurement

## DESCRIPTION

A centralized Procurement Office that, in alignment with the Strategic Plan, is responsible for procuring high quality goods, services, professional services, construction, and insurance at reasonable cost, and that:

- ⊙ All procurement procedures be conducted in a fair and impartial manner with avoidance of any impropriety or appearance of impropriety.
- ⊙ All qualified vendors have access to Arlington County School Board business.
- ⊙ No bidder or offeror be arbitrarily or capriciously excluded.
- ⊙ Competition be sought to the maximum feasible degree.
- ⊙ Procurement procedures involve openness and administrative efficiency, that the Arlington County School Board enjoy broad flexibility in fashioning details of such competition.
- ⊙ The rules governing contract awards be made clear in advance of the competition.
- ⊙ Specifications reflect the procurement needs of the Arlington County School Board rather than being drawn to favor a particular vendor.
- ⊙ Arlington County School Board and vendor freely exchange information concerning what is sought to be procured and what is offered.

## MAJOR SERVICES PROVIDED

In providing essential support to departments and schools to achieve the Arlington Public Schools Strategic Plan, the Procurement office will:

- ⊙ Provide purchasing-related expertise to departments and schools on how to best satisfy their procurement needs.
- ⊙ Process daily requisitions into purchase orders through the Oracle Enterprise Resource Planning (ERP) system, STARS.
- ⊙ Establish the appropriate type of contract to procure goods, services and construction.
- ⊙ Issue and oversee all Invitations for Bid (IFB), Requests for Proposal (RFP), Requests for Qualifications (RFQ) Requests for Information (RFI) from development through procurement.
- ⊙ Review all procurement contracts.
- ⊙ Dispose of surplus property.
- ⊙ Review and revise the procurement resolution and procurement policies and procedures as necessary.
- ⊙ Train department and school staff on how to make procurements on behalf of Arlington Public Schools.



# Procurement

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

#### *Baseline Increases*

In order to continue providing existing services, the Procurement office is increased by \$2,300. Details of these increases follow.

- ⦿ Funds of \$2,000 are provided to cover increase in contract services for the design of the quarterly procurement newsletter and employee and vendors guides. (107210-43544)
- ⦿ Funds of \$300 are provided for postage expenses to return late bids/proposals. (107210-45585)

#### *Baseline Decreases and Internal Realignments*

During the baseline budget review process, the Procurement Office realigned within its accounts \$2,936. Details of these decreases and realignments follow.

- ⦿ In order to reflect the actual use of funds, the membership fees account is reduced \$500, the printing and duplication cost account is reduced \$436, and the travel professional account is reduced \$2,000. (107210-43453, 107210-43587, 107210-45478)
- ⦿ In order to reflect the actual use of funds, advertising expense account is increased \$200 and the registration fees account is increased \$2,550. (107210-43473, 107210-45468)

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**FINANCIAL: DEPARTMENTS**



# Procurement

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$570,079	\$539,178	\$561,182
Employee Benefits	\$198,868	\$193,425	\$206,716
Purchased Services	\$3,163	\$2,536	\$3,800
Other Charges	\$7,277	\$11,450	\$12,300
Materials and Supplies	\$807	\$575	\$575
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$780,194</b>	<b>\$747,164</b>	<b>\$784,573</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Director	0.00	1.00	0.00	1.00
Assistant Director	0.00	1.00	0.00	1.00
Professional	0.00	3.00	0.00	3.00
Clerical	0.00	1.00	0.00	1.00
<b>TOTAL</b>	<b>0.00</b>	<b>6.00</b>	<b>0.00</b>	<b>6.00</b>

FINANCIAL: DEPARTMENTS



# School/County Shared Buildings

## DESCRIPTION

This program account serves as a placeholder for the funds that are reimbursed to the School Operating Fund budget by the County for the operational costs that are incurred by the schools on behalf of the County at three facilities: Charles Drew, Hoffman-Boston and Langston.

The account provides a credit to the School Operating Fund budget. Arlington Public Schools is “reimbursed” by the County for costs incurred by the schools on behalf of County programs. The County shares space in three school buildings and reimburses the schools for a portion of the operational costs. These costs include custodial, utilities, maintenance and administrative expenses.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department’s total budget.

### Baseline Increases

In order to continue providing existing services, the School/County Shared Buildings budget is increased by \$5,319. Details of these increases follow.

- ⦿ The total change in school and county shared buildings accounts is \$5,319: Hoffman Boston and Langston increased \$3,625 and \$4,055, respectively, and Charles Drew decreased \$2,361. (107130-49991, 49993, 49995)

## FINANCIAL SUMMARY

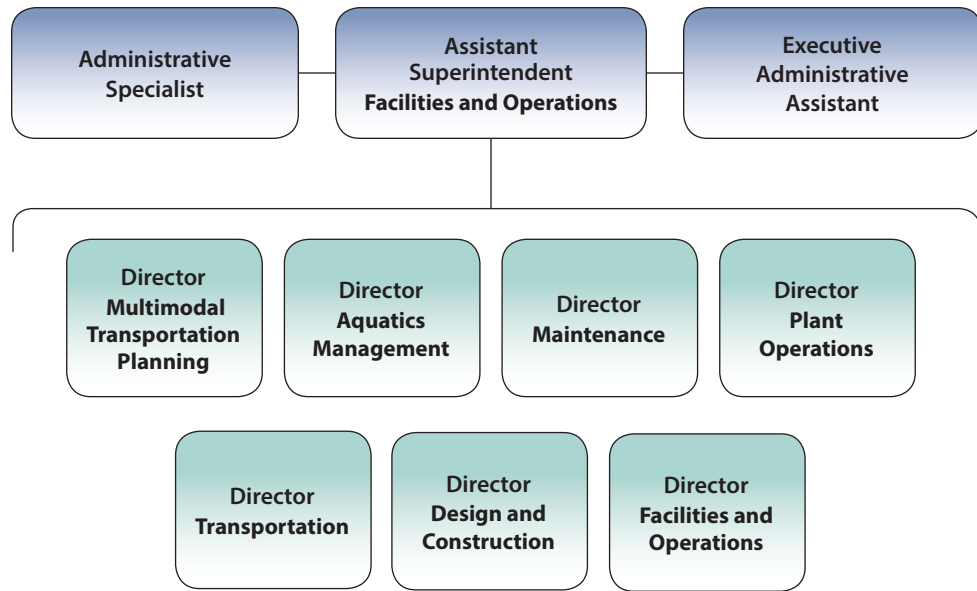
	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Other Uses of Funds	(\$498,526)	(\$501,435)	(\$499,847)
<b>TOTAL</b>	<b>(\$498,526)</b>	<b>(\$501,435)</b>	<b>(\$499,847)</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Positions	0.00	0.00	0.00	0.00
<b>TOTAL</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>



## FACILITIES AND OPERATIONS



FINANCIAL: DEPARTMENTS





# FACILITIES AND OPERATIONS

## DEPARTMENT SUMMARY

Facilities and Operations Management provides oversight and authority for, capital improvement programs, aquatics (funded under the Community Activities Fund), maintenance of building and grounds, security technology, energy and stormwater management, custodial services, risk management, multimodal transportation planning, and transportation services. The Department manages and maintains almost 5.0 million square feet of space in 43 buildings and more than 350 acres of land. There are about 325 buses, vans, pickups, sedans, trailers, and moveable equipment in the yellow bus and white support vehicle fleets.

The Facilities and Operations Department budget includes six program areas: Facilities and Operations Management; Safety & Risk Management, Property, and Real Estate Management; Maintenance, Security Technology and Energy and Stormwater Management; Plant Operations; Plant Operations (Other Buildings); Multimodal Transportation Planning, and Transportation Services. In addition to the positions shown below, 8.25 positions in Design and Construction have been budgeted in the Bond Fund since FY 2016. The positions were previously budgeted in the Major Construction program in the Capital Projects Fund. A project manager position for the Minor Construction/Major Maintenance program is budgeted in the Capital Projects Fund.

The FY 2021 School Board's Adopted Budget for Facilities and Operations totals \$46,477,093 and includes 398.75 positions.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2020	FY 2021	FY 2021
OFFICE	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Facilities and Operations	\$1,029,664	6.75	\$1,116,237	6.75	\$1,182,922
Safety and Risk Management	\$5,338,249	3.00	\$6,782,901	2.00	\$7,297,411
Plant Operations	\$2,511,753	14.00	\$2,955,644	14.00	\$2,869,279
Other Plant Operations	\$1,264,098	8.50	\$1,198,544	8.50	\$1,210,863
Maintenance	\$10,796,479	69.00	\$12,033,985	69.00	\$12,133,225
Transportation	\$17,211,733	275.50	\$19,686,616	298.50	\$21,783,393
<b>TOTAL</b>	<b>\$38,151,975</b>	<b>376.75</b>	<b>\$43,773,927</b>	<b>398.75</b>	<b>\$46,477,093</b>



# FACILITIES AND OPERATIONS

## DEPARTMENT PERFORMANCE METRICS

CORE SERVICE	FY 2019	FY 2020	FY 2021
METRIC	ACTUAL	GOAL	TARGET
<b>DESIGN AND CONSTRUCTION</b>			
Aggregate construction change amount for major capital projects relative to total original construction contract award	5.36%	<5.0%	<4.5%
<b>PLANT OPERATIONS</b>			
Percent of buildings meeting Quality Inspections Expectations	24.3%	25%	30%
Pounds of recycled material collected/person occupying the buildings	42.73	43	40
<b>MAINTENANCE SERVICES</b>			
Percent of routine work orders completed	65%	70%	75%
<b>ENVIRONMENTAL MANAGEMENT</b>			
Energy Cost/SqFt	\$1.31	\$1.30	\$1.33
Utility Cost/SqFt	\$1.48	\$1.50	\$1.51
Percentage of green power of overall energy usage	9.13%	9.13%	13.8%
EUI (KBTU/SqFt)	69	68	68
<b>SAFETY &amp; RISK MANAGEMENT</b>			
Worker's Comp Experience Modification Rate (MOD)	0.94	0.84	0.80
Percent of Worker's Comp Claims reviewed for Safety Issues	74%	80%	90%
Percentage of Safety Issues corrected within established target times	--	43%	60%
Percentage of Fire Marshall Inspected buildings without facility violations	68%	80%	85%
<b>TRANSPORTATION SERVICES</b>			
Percent of on-time arrival at school	90%	85%	85%
Percent of preventable Bus accidents	64%	60%	55%
<b>MULTIMODAL TRANSPORTATION PLANNING</b>			
Percent of students walking and biking to school (vs. 2016)	23%	26%	26%
Percent staff drive-alone rate to and from schools/facilities (vs. 2016) three Year Cycle for Survey	--	82%	82%
<b>AQUATICS MANAGEMENT</b>			
Customer Satisfaction Score	--	--	93%
Community Swim revenue	\$1,008,212	\$1,235,000	\$800,000



# FACILITIES AND OPERATIONS

## FY 2019 DEPARTMENT ACCOMPLISHMENTS

- ⦿ Changes in Emergency and Safety Drills resulted in a decrease in evacuation time of nearly 2 minutes and 100% compliance with VDOE mandated safety drills by all schools.
- ⦿ Improvements to the safety measures of various athletic equipment and facilities will result in fewer injuries to athletes and damage to citizen property.
- ⦿ Increased employee safety training, investigation of Worker's Comp accidents and expedient remedy of contributing safety issues has resulted in a decrease in Worker's Compensation Experience Modification Rate (MOD) from 0.94 to 0.84 which results in monetary savings for school division and increased safety in the workplace.
- ⦿ APS secured Solar Power Purchase Agreements for a total of 9 schools.
- ⦿ The Aquatics Team revised assignment of job to part-time management staff continued to result in cost reduction and improved performance in the areas of facility management and customer service.
- ⦿ A visitor management system was deployed at all schools and programs.
- ⦿ Five new schools and programs opened at the start of the 2020 school year.

## FY 2020 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Design, build, maintain and operate facilities that provide optimal learning environments, meet the needs of the whole child, and sustainability and energy efficiency goals.	✓	✓		✓	✓
Develop and deploy an approach to evaluate needs and address changing human resources demands.	✓	✓		✓	✓
Review, implement and update risk management procedures to improve compliance, safety, security, emergency preparedness, and insurance coverage.			✓	✓	
Review, update, and implement Safety and Risk management procedures to improve compliance, safety, security, insurance coverage, and loss mitigation.	✓	✓	✓	✓	
Achieve a high rate of customer satisfaction on service delivery across all service areas.	✓	✓	✓	✓	✓
Expand and enhance professional training across the department to include in all applicable areas for managers and line staff that develop professional skills and abilities.			✓	✓	
Engage stakeholders and community to obtain feedback in key areas of the Department's work including Building Planning, Transportation, and others.			✓	✓	✓

FINANCIAL: DEPARTMENTS



# FACILITIES AND OPERATIONS

## FY 2020 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By June 2020, achieve 100% completion of a working document, Project Design Standards, for APS projects delivered by Design and Construction.				✓	
By June 2020, achieve 100% completion of a Wakefield High School Recovery and Optimization Plan for HVAC.	✓			✓	
By June 2020, achieve an average score of 85% system wide on quality control scores.	✓			✓	
By June 2022, achieve 100% implementation of reorganization and restructure plans of Plant Operations staffing resources.				✓	
By June 2020, increase communication with staff and participation in decision-making as evidenced in end-of-year survey, with the 100% implementation of Transportation Services Employee Handbook.			✓	✓	
Re-organize the Aquatics Management structure to facilitate APS complete management of the three APS owned aquatic centers including school based instruction, community drop-in swim, rentals and community instructional currently managed by DPR, by no later than July 1, 2020.				✓	
By June 2020, complete (5) solar PPA installations and develop a process for future solar PPA installations.				✓	
By June 2020, meet MS4 Permit, VAR 040127, requirements for permit cycle 2018-2023 to include 40% nutrient and sediment load reduction and annual reporting requirements that include all six (6) minimum control measures (MCM). Seek revenue share from Arlington County's sanitary utility tax to support APS' stormwater program.				✓	
Achieve 100% implementation of a subsidized transit pilot for students at Career Center, H-B Woodlawn and New Directions full-time students for SY19-20.		✓		✓	
By June 2020, fully develop and publish short-term facility plan to provide options to address projected growth over next five years and long-term facility plan to provide options to address projected growth beyond five year horizon.				✓	

FINANCIAL: DEPARTMENTS

# FACILITIES AND OPERATIONS



## FY 2021 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Design, build, maintain and operate facilities that provide optimal learning environments, meet the needs of the whole child, and sustainability and energy efficiency goals.	✓	✓		✓	✓
Develop and deploy an approach to evaluate needs and address changing human resources demands.			✓	✓	
Review, update, and implement Safety and Risk management procedures to improve compliance, safety, security, insurance coverage, and loss mitigation.	✓	✓	✓	✓	
Achieve a high rate of customer satisfaction on service delivery across all service areas.	✓	✓	✓	✓	✓
Expand and enhance professional training across the department to include in all applicable areas for managers and line staff that develop professional skills and abilities.			✓	✓	
Engage stakeholders and community to obtain feedback in key areas of the Department's work including Building Planning, Transportation, and others.			✓	✓	✓

FINANCIAL: DEPARTMENTS



# Facilities and Operations Management

## DESCRIPTION

Facilities and Operations Management provides oversight and authority for capital improvement programs, building and grounds maintenance, custodial services, energy management, risk management and safety, and transportation planning and services. The Department manages and maintains almost 5.0 million square feet of space in 43 buildings and more than 350 acres of land. There are about 325 buses, vans, pickups, sedans, trailers, and moveable equipment in the yellow bus and white support vehicle fleets. The Facilities and Operations Department provides facilities, facility services, and transportation services for the APS community that are consistently inviting, appropriate, safe, comfortable, accessible, and clean.

## MAJOR SERVICES PROVIDED

- ⦿ **Design and Construction Services** is responsible for oversight and management of multiple major capital construction projects through all phases from initial planning and community engagement through design to final construction and occupancy. Design and construction is also actively involved in the CIP planning process and oversees design studies at possible locations for future construction projects.
- ⦿ **Property and Real Estate Management** is responsible for coordinating the APS portfolio of owned/leased/supervised land, real estate, and vehicle property. Property and Real Estate Management coordinates and develops Memoranda of Understanding (MoU) or Agreement (MoA) with outside entities, notably Arlington County Government, for use of real estate and property, and works with APS legal counsel to draft contracts, agreements, leases, and other legal documents related to APS property and real estate. Property and Real Estate Management also oversees the APS fleet of support vehicles and coordinates with the Arlington County Equipment Bureau to purchase, replace, fuel, repair, and maintain those vehicles.
- ⦿ **Safety and Risk Management** is dedicated to protecting the financial assets of the school division and providing safe learning and work environments. Safety performs inspections of buildings and grounds to ensure compliance with safety regulations and guidelines and performs safety training. Risk management provides risk mitigation services through loss prevention and control, claim investigation, insurance procurement, and reviewing, updating, and developing health and safety policies, procedures, and guidelines for students and staff. Under the supervision of the Assistant Superintendent, Facilities and Operations, and in collaboration with the Executive Leadership Team, the Assistant Superintendent, Administrative Services, and the School Board, Safety and Risk Management interfaces with Arlington County Government and other regional and national partners to provide comprehensive safety and emergency plans to the school division.
- ⦿ **Plant Operations** (custodial services) is responsible for managing the daily cleaning of approximately 5.0 million square feet of school buildings and office space. Plant Operations is also responsible for managing solid waste generated at APS buildings and a comprehensive recycling program. It also manages the Integrated Pest Management Program and collaborates closely with Maintenance Services to coordinate Minor Construction and Major Maintenance (MC/MM) projects.
- ⦿ **Maintenance Services** performs a variety of functions and tasks associated with the daily operation of school facilities. The largest single function is maintaining the vast array of physical plant equipment. Plant equipment services include routine preventive maintenance as well as emergency and non-emergency repairs. Other specialized services include energy management, security technology, and preventive maintenance and repairs by skilled personnel in the electrical,



# Facilities and Operations Management

plumbing, carpentry, glazing, roofing, painting, HVAC, and grounds upkeep trades. Maintenance Services functions within a comprehensive facility management strategy, based on a ten-year plan for scheduled maintenance and system replacement, minor capital improvements, and facility renewal which align with the CIP. The ten-year plan is reviewed and adjusted annually and complementary to capital projects managed by Design and Construction Services under the CIP. Security technology is responsible for ongoing enhancements to APS security camera systems, visitor management systems, radio systems including connectivity and compatibility with County first responder systems, and review and coordination of all other school security related equipment with Emergency Management.

- ⦿ **Stormwater Management** is responsible for compliance with APS' Phase II, Municipal, Separate Storm Sewer System (MS4) permit. The Virginia Stormwater Management Program Permit Regulations require that Phase II MS4 permit holders implement a program to minimize the discharge of pollutants through and from their facilities into surface waters of the Commonwealth. Stormwater Management plans, manages, and monitors best management practices in six (6) areas. These include public education and outreach, public involvement and participation, illicit discharge detection and elimination, construction site runoff control, post-construction stormwater management and pollution prevention, and good housekeeping operations for school operations.
- ⦿ **Multimodal Transportation Planning** is responsible for strategic transportation and transportation demand planning. The objective is to take a step back from day-to-day operations and review the school transportation system more holistically and as part of the greater countywide transportation system to integrate where possible and re-envision where necessary to provide better service more efficiently, while increasing access and opportunities for students and staff to choose and use more sustainable and healthy transportation options. Multimodal Transportation Planning collaborates closely with Transportation Services, Design and Construction, Planning and Evaluation, and Human Resources to achieve these goals. Projects include large-scale transportation planning efforts covering infrastructure needs associated with pedestrian and bicycle access, an in-depth study of the APS bus system, developing and providing support for school transportation demand management plans, conducting a pilot program for students at several schools to use public transit modes for travelling to and from school, and serving as liaison to the Arlington County Department of Transportation.
- ⦿ **Transportation Services** is responsible for the safe, effective, and efficient transportation of students attending Arlington Public Schools and Arlington resident students attending schools in other divisions. APS also provides transportation services to and from activities that support the instructional program. Transportation Services provides the required services based on student placement and policies governing pupil transportation, including those governing the transportation of students with special needs. Transportation Services supports Pre-K, after-school activities, athletics, and summer school.
- ⦿ **Aquatics Management** is responsible for the overall management and daily operations of the Aquatic Centers located at Wakefield, Washington-Liberty, and Yorktown high schools. Aquatics Management provides water safety instruction for third, fourth, ninth, and tenth grade students, in coordination with Physical Education. In addition, the pools are available to the community for recreational and fitness swimming. Instructional programs available to the community are offered and managed by Arlington County Department of Parks and Recreation at all three sites.

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**FINANCIAL: DEPARTMENTS**



# Facilities and Operations Management

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⦿ One-time funds of \$50 provided in FY 2020 to cover start-up costs for new schools and programs are eliminated in FY 2021. (108000-45674)

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

#### *Baseline Increases*

In order to continue providing existing services, the Facilities and Operations Management office is increased by \$26,952. Details of these increases follow.

- ⦿ Due to increase in costs for the GIS Data Application and the ESRI GIS services, \$26,952 added to the County computer usage charge account. (108000-43568)

#### *Baseline Decreases and Internal Realignments*

During baseline budget review, position allocations are reviewed to ensure the budget and Human Resources data are in alignment. Any changes completed are cost neutral and were previously approved through the HR reclassification process. The following positions in the Facilities and Operations Management office were updated in the budget:

- ⦿ A 1.00 coordinator position is converted to 1.00 director position for the Multimodal Transportation office. (108000-41208, 41318)





# Facilities and Operations Management

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$611,514	\$703,352	\$738,275
Employee Benefits	\$181,417	\$226,908	\$231,768
Purchased Services	(\$85,898)	\$14,348	\$41,300
Other Charges	\$116,815	\$142,845	\$142,795
Materials and Supplies	\$195,696	\$24,784	\$24,784
Capital Outlay	\$10,120	\$4,000	\$4,000
<b>TOTAL</b>	<b>\$1,029,664</b>	<b>\$1,116,237</b>	<b>\$1,182,922</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Assistant Superintendent	0.00	1.00	0.00	1.00
Director	0.00	0.00	0.00	1.00
Coordinator	0.00	2.00	0.00	1.00
Professional	0.00	1.00	0.00	1.00
Specialist	0.00	1.00	0.00	1.00
Clerical	0.00	1.75	0.00	1.75
<b>TOTAL</b>	<b>0.00</b>	<b>6.75</b>	<b>0.00</b>	<b>6.75</b>

FINANCIAL: DEPARTMENTS



# Safety and Risk Management

## DESCRIPTION

Safety and Risk Management provides the optimal mix of overall risk reduction, safety education and prevention, Risk Management addresses loss prevention, loss control, and risk financing strategies to ensure a stable and predictable cash flow resulting from APS's exposure to risk of financial loss. The risk of loss under Risk Management authority includes property, fire, and casualty insurance, public and professional liability, vehicular liability, and employee fidelity. Safety services include conducting employee safety training in compliance with OSHA and other Federal and State requirements, reviewing, updating, and developing safety policies and guidelines for students and staff, and conducting safety inspections of all APS facilities and construction sites in accordance with all Federal, State, and County guidelines. Safety and Risk Management also works in coordination with the Assistant Superintendent of Administrative Services, the Emergency Management, and Security in the development and implementation of emergency/incident management, planning, and preparedness efforts. Safety and Risk Management also provides consultation and technical assistance in the prevention of workplace accidents, risk transfer in contracts and other agreements, and collaborates with Arlington County Government Parks and Recreation to provide safety in our shared use facilities.

## MAJOR SERVICES PROVIDED

- ⦿ Review and analyze student, employee, and vehicle exposure to loss and develop loss prevention, loss control, risk transfer, and risk financing strategies as appropriate.
- ⦿ Conduct loss control and prevention inspections in a variety of areas of special risk associated with the instructional programs.
- ⦿ Provide workplace and environmental safety programs, training, and inspections as required.
- ⦿ Review insurance and risk transfer provisions in contracts, agreements, leases, memoranda of understanding, and facility use permits.
- ⦿ Manage litigation for covered losses in automobile and general liability, and covered School Board legal matters.
- ⦿ Manage recovery for School Board claims against others for losses resulting from automobile accidents, property losses, and declared emergencies.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⦿ One-time funds of \$52,500 provided in FY 2020 to cover start-up costs for new schools and programs are eliminated in FY 2021. (108100-46519, 48822, 48860 & 48890)
- ⦿ One-time funds of \$61,855 provided in FY 2020 for white fleet vehicle replacement costs are eliminated in FY 2021. (108100-48843)



# Safety and Risk Management

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department’s total budget.

### Baseline Increases

In order to continue providing existing services, the Risk Management office is increased by \$757,085. Details of these increases follow.

- ⦿ The lease agreement account has a net increase of \$637,411 due to increases in the Sequoia/Syphax lease (\$289,341), the Marshal building lease (\$4,582), as well as new parking leases for the Career Center (\$44,625), the Heights Building (\$183,638), Ashlawn (\$18,900), Barcroft (\$27,300), Fleet (\$30,975) and the Trades Center (\$37,800). (108100-45643)
- ⦿ The leased space building costs has a net increase of \$93,174 due to increases for leased space building costs at Syphax (\$91,148) and Marshall (\$2,026). (108100-45653)
- ⦿ Funds of \$5,000 are added to cover insurance premiums for increased white fleet and buses plus rate increases due to accident. (108100-43446)
- ⦿ Funds of \$21,500 are added for SafeSchools.com OSHA compliance training for school division. A discounted cost was given in prior years. Cost per employee is \$5. (108100-45430)

### Baseline Realignments to other Departments

During a reorganization, emergency management responsibilities were moved to the Administrative Services department. Funds of \$3,000 and 1.00 FTE have been realigned from the Safety and Risk Management office to the Emergency Management office. Details of these realignments follow.

- ⦿ A 1.00 emergency manager is transferred to the Emergency Management office along with \$3,000 for printing the emergency management handbooks. (104100-41325, 46519, 108100-41325, 46519)

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FINANCIAL: DEPARTMENTS



# Safety and Risk Management

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$81,810	\$257,234	\$155,333
Employee Benefits	\$25,221	\$88,407	\$65,087
Purchased Services	\$633,442	\$673,053	\$678,053
Other Charges	\$4,021,020	\$5,282,687	\$6,034,772
Materials and Supplies	\$178,361	\$62,910	\$49,910
Capital Outlay	\$398,395	\$418,611	\$314,256
<b>TOTAL</b>	<b>\$5,338,249</b>	<b>\$6,782,901</b>	<b>\$7,297,411</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Specialist	0.00	1.00	0.00	1.00
Professional	0.00	2.00	0.00	1.00
<b>TOTAL</b>	<b>0.00</b>	<b>3.00</b>	<b>0.00</b>	<b>2.00</b>



# Plant Operations (Custodial Services)

## DESCRIPTION

Plant Operations is responsible for managing the daily cleaning and bimonthly inspection of almost 5.0 million square feet of school buildings and office space in 43 buildings and maintaining exterior grounds immediately adjacent to schools. Plant Operations collaborates with school administrators and custodial staff to augment and improve staff performance, and to select, hire, manage and train staff. Plant Operations is also responsible for management of the solid waste generated at APS buildings including a comprehensive recycling program. It also manages the Integrated Pest Management Program collaborates closely with both Design and Construction and Maintenance Services to coordinate with and provide material specifications for Capital and Minor Construction and Major Maintenance (MC/MM) projects.

## MAJOR SERVICES PROVIDED

- ⦿ Custodial management
- ⦿ Custodial supply/equipment purchases
- ⦿ Recycling management
- ⦿ Integrated Pest Management
- ⦿ Mowing services
- ⦿ Hazardous waste Disposal
- ⦿ Refuse service

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⦿ One-time funds of \$231,659 provided in FY 2020 to cover start-up costs for new schools and programs are eliminated in FY 2021. (108210-45642, 46613, 46678, 48822)

### New Funding

- ⦿ Funds for \$100,250 are provided for maintenance and repairs for the Syphax building. Based on the terms and condition of the lease agreement with Foulger Pratt, APS is obligated to maintain specific areas and floors occupied by our organization. A budget for this purpose was not provided before. (108210-48608)

### Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.



# Plant Operations (Custodial Services)

## Baseline Increases

In order to continue providing existing services, the Plant Operations accounts are increased by \$25,000. Details of these increases follow.

- ⦿ Funds of \$10,000 are added to cover county mowing contract. Added mowing service for new schools and annual increase for County contract. (108210-43634)
- ⦿ Funds of \$12,000 are added to cover repair of indoor custodial equipment. (108210-43885)
- ⦿ Funds of \$3,000 are provided for in-service cost support to cover increased expenditures in IEHA program and training costs. (108210-45431)

## Baseline Decreases and Internal Realignments

During baseline budget review, position allocations are reviewed to ensure the budget and Human Resources data are in alignment. Any changes completed are cost neutral and were previously approved through the HR reclassification process. The following positions in Plant Operations were updated in the budget:

- ⦿ A 1.00 supervisor position is converted to 1.00 director position. (108210-41356, 41318)

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,124,508	\$976,794	\$992,831
Employee Benefits	\$300,199	\$325,218	\$329,225
Purchased Services	\$602,086	\$769,911	\$791,911
Other Charges	\$147,233	\$279,222	\$275,507
Materials and Supplies	\$114,474	\$256,233	\$237,963
Capital Outlay	\$223,253	\$348,265	\$241,841
<b>TOTAL</b>	<b>\$2,511,753</b>	<b>\$2,955,644</b>	<b>\$2,869,279</b>

## POSITION SUMMARY

STAFFING	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Director	0.00	0.00	0.00	1.00
Supervisor	0.00	2.00	0.00	1.00
Clerical	0.00	1.00	0.00	1.00
Custodians (Central)	0.00	11.00	0.00	11.00
<b>TOTAL</b>	<b>0.00</b>	<b>14.00</b>	<b>0.00</b>	<b>14.00</b>



# Other Plant Operations

## DESCRIPTION

The Plant Operations - Other Buildings budget represents the cost of operating buildings not owned, or leased by the school division. The costs include lease payments, utilities, parking fees, and other lease expenses such as taxes and utilities.

### FISCAL/ORGANIZATIONAL CHANGES FY 2021

#### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

#### New Funding

- ⊙ Utility accounts for heating fuel, electricity, and water were evaluated by the energy manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the buildings budgeted in the Other Plant Operations program is a net reduction of \$1,490. (108220-45624, 45630, 45680)

### FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$377,354	\$410,813	\$409,575
Employee Benefits	\$99,635	\$116,607	\$128,674
Purchased Services	\$27	\$0	\$0
Other Charges	\$760,588	\$651,050	\$652,540
Materials and Supplies	\$26,493	\$20,074	\$20,074
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$1,264,098</b>	<b>\$1,198,544</b>	<b>\$1,210,863</b>

### POSITION SUMMARY

	FY 2020		FY 2021	
STAFFING	ADOPTED		ADOPTED	
	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Manager	0.00	1.00	0.00	1.00
Custodians	0.00	7.50	0.00	7.50
<b>TOTAL</b>	<b>0.00</b>	<b>8.50</b>	<b>0.00</b>	<b>8.50</b>

FINANCIAL: DEPARTMENTS



# Maintenance Services

## DESCRIPTION

Maintenance Services performs a variety of functions and tasks associated with the daily operation of school facilities. The largest single function is maintaining the vast array of physical plant equipment. Plant equipment services include routine preventive maintenance as well as emergency and non-emergency repairs. Other specialized services include preventive maintenance and repairs in the electrical, plumbing, carpentry, glazing, roofing, painting, HVAC, and grounds upkeep trades. The maintenance function fits within a comprehensive facility management strategy that includes scheduled maintenance and system replacement, minor capital improvements, and facility renewal.

## MAJOR SERVICES PROVIDED

- ⊙ Preventive maintenance
- ⊙ Routine repairs
- ⊙ 365/24/7 emergency service
- ⊙ Minor Construction/Major Maintenance and bond funded project work - infrastructure and equipment upgrades
- ⊙ Installation/relocation and removal of relocatable classrooms
- ⊙ Energy management
- ⊙ Security and alarm systems
- ⊙ Collaboration with Design and Construction Services on review of specifications and commissioning of capital construction projects
- ⊙ Snow and ice removal in collaboration with Plant Operations and Arlington County
- ⊙ Relocation of APS programs

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⊙ One-time funds of \$91,250 provided in FY 2020, as part of the growth initiatives, for security system upgrades at all schools, including radio repairs, radio replacement, new radios for schools, radio frequency studies, and security camera maintenance, are eliminated in FY 2021. (108300-48890)
- ⊙ One-time funds of \$165,000 provided in FY 2020, as part of the growth initiatives, for the emergency management distributed antenna system and bi-directional amplifier installation at one middle school, are eliminated in FY 2021. (108300-48822)





# Maintenance Services

## Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

## Baseline Increases

In order to continue providing existing services, the Maintenance Services office is increased by \$649,687. Details of these increases follow.

- ⊙ Funds of \$74,225 are provided to cover stormwater program costs. (108300-43433)
- ⊙ Funds of \$100,000 are added for exploring, testing and remediation of indoor air leaks, floods and other individual complaints/concerns (mold and others). (108300-43601)
- ⊙ Funds of \$145,165 are provided for HVAC parts and supplies for repair and maintenance. (108300-43602)
- ⊙ Funds of \$55,000 are added for AHERA mandated management program. (108300-43607)
- ⊙ Due to the increase in the service contract price, funds of \$1,930 are added for chemical treatment for HVAC water. (108300-43682)
- ⊙ The number of elevators and inspection fees have increased, then funds of \$32,575 are added to the elevator equipment repairs account and \$2,326 to the phone line account to cover the additional elevator hard lines. (108300-43878, 45689)
- ⊙ Funds of \$100,121 are added to parts and repairs of HVAC heating equipment. (108300-46639)
- ⊙ Funds of \$35,409 are added for bus radios and cameras parts and repairs. Radios/cameras transferred from transportation. (108300-46766)
- ⊙ Due to an increase in white fleet accidents and repairs, funds of 7,384 are added to vehicle repairs and parts account. (108300-46797)
- ⊙ Funds of 95,552 are added to cover vastly increased ongoing charges due to additional cameras and VM software. (108300-48890)

## Baseline Decreases and Internal Realignments

During the baseline budget review process, the Maintenance Service Office realigned \$413,775 within its accounts. Details of these decreases and realignments follow.

- ⊙ Funds of \$353,775 are realigned from contract services to program costs to cover stormwater program costs. Funds were previously budgeted in contract services and are being realigned to facilitate fiduciary controls and funds management. (108300-43544, 43433)
- ⊙ Funds of \$60,000 are realigned from equipment repairs-public address systems to electrical materials and repairs (\$40,000) and to plumbing materials (\$20,000). (108300-43887, 46621, 46658)



# Maintenance Services

During baseline budget review, position allocations are reviewed to ensure the budget and Human Resources data are in alignment. Any changes completed are cost neutral and were previously approved through the HR reclassification process and already approved through the HR reclassification process. The following positions in Maintenance Services were updated in the budget:

- ⦿ A 1.00 supervisor position is converted to 1.00 assistant director position. (108300-41356, 41319)

### *Baseline Realignments to other Departments*

During a reorganization, emergency management responsibilities were moved to the Administrative Services department. Funds of \$8,642 were realigned from the Maintenance Services office to the Emergency Management office. Details of these realignments follow.

- ⦿ Funds of \$8,642 for replacement equipment are realigned to the Emergency Management office. (104100-48860, 108300-48822)

### FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,138,562	\$5,849,843	\$5,544,226
Employee Benefits	\$1,308,283	\$1,491,802	\$1,511,684
Purchased Services	\$3,009,850	\$3,142,603	\$3,491,498
Other Charges	\$81,018	\$72,719	\$75,045
Materials and Supplies	\$1,020,959	\$901,818	\$1,104,732
Capital Outlay	\$237,807	\$575,199	\$406,039
<b>TOTAL</b>	<b>\$10,796,479</b>	<b>\$12,033,985</b>	<b>\$12,133,225</b>

### POSITION SUMMARY

STAFFING	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Director	0.00	1.00	0.00	1.00
Assistant Director	0.00	0.00	0.00	1.00
Supervisor	0.00	1.00	0.00	0.00
Coordinator	0.00	1.00	0.00	1.00
Specialists	0.00	3.00	0.00	3.00
Maintenance Workers	0.00	61.00	0.00	61.00
Clerical	0.00	2.00	0.00	2.00
<b>TOTAL</b>	<b>0.00</b>	<b>69.00</b>	<b>0.00</b>	<b>69.00</b>



# Transportation Services

## DESCRIPTION

Transportation Services is responsible for the safe, effective, and efficient transportation of students attending Arlington Public Schools and Arlington resident students attending schools in other divisions. APS also provides transportation services to and from activities that support the instructional program. The amount of transportation needed is governed by the needs of the neighborhood schools, county-wide program offerings, and the extent to which students are transported to option schools throughout the County. Transportation Services provides the required services based on student placement and the policies governing pupil transportation. Transportation services supports PreK, after-school activities, athletics, summer school, and Arlington County Department of Parks and Recreation summer camps.

## MAJOR SERVICES PROVIDED

- ⦿ Transporting students safely to and from school
- ⦿ Adhering to the McKinney-Vento Homeless Assistance Act of 1987
- ⦿ Transporting pre-school students in early childhood programs
- ⦿ Transporting eligible students to out-of-county programs
- ⦿ Providing transportation for students with special needs
- ⦿ Providing buses for county-wide option schools and programs
- ⦿ Providing buses for extracurricular field trips to the Planetarium, the Aquatics facilities, and the Outdoor Lab
- ⦿ Providing buses for athletic activities, competitions, and practices
- ⦿ Providing late buses for after school instructional, enrichment, remediation, and co-curricular activities

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Reductions

In order to balance the budget, the following reductions, a total net of \$590,825, were taken from the Transportation office:

- ⦿ Funds of \$60,000 are reduced from the Transportation Department overtime account. This savings are realized by managing non-core transportation services more efficiently and reducing but not eliminating late bus services (Tier 1). (108400-41317)
- ⦿ Funds of \$300,000 are reduced from the gasoline and motor vehicle fuel account (Tier 1). (108400-46778)
- ⦿ Funds of \$32,000 are reduced from the field trip allocations to schools for Hamm and Fleet (Tier 2). (108400-45466)



## Transportation Services

- ⊙ Funds of \$138,825 are reduced from the Transportation Services overtime account as a result of eliminating all field trips for one year (Tier 2). (108400-41317)
- ⊙ Funds of \$260,000 are reduced from the gasoline and motor vehicle fuel account. These reductions costs are associated to the elimination of field trip allocations (Tier 2). (108400-46778)
- ⊙ The charge back account to shared county costs has changed \$200,000 due to the elimination of field trip allocation to schools (Tier 2). (108400-43433)

### One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⊙ One-time funds of \$845,572 provided in FY 2020 for replacement of buses are eliminated in FY 2021. (108400-48844)
- ⊙ One-time funds of \$100,000 provided in FY 2020 for the implementation of an Arlington Transit Bus Pilot for students enrolled at the Career Center are eliminated in FY 2021. (108400-45454)
- ⊙ One-time funds of \$360,000 are added to cover the purchase of three new buses due to new schools and additional routes. (108400-48804)
- ⊙ One-time funds of \$1,010,257 are provided for replacement buses. (108400-48844)

### New Funding

- ⊙ To cover increased enrollment and growing numbers of students with transportation accommodations in their Individualized Education Programs (IEPs), 4.00 bus attendant positions are added. Students with special needs require attendants on route daily for supervision and support. (108400-41314)
- ⊙ Due to increased enrollment, funds for 2.00 routing planners are provided in order to create safe routes to school for all eligible students, while also providing planning for field trips, shuttles, athletic trips, emergencies and transportation services for students with special accommodations. (108400-41244)
- ⊙ Due to increased enrollment, funds for 1.00 swing driver position are added. (108400-41309)
- ⊙ Funds for 1.00 dispatcher position are added. Current dispatchers are overloaded and insufficient to handle constant communications with the number of busses out on the road which affects dispatching operations and efficiency. (108400-41398)

### Enrollment Growth

- ⊙ Due to increased enrollment, funds for 4.00 full-time contracted bus driver positions and 4.00 bus attendant positions are added. (108400-41314, 108400-41322)
- ⊙ One-time funds of \$120,000 are added for two additional support vehicles to cover the transportation needs of special education students. (108400-48805)



# Transportation Services

## **Growth Initiatives**

The FY 2017 and FY 2018 budgets included funding for various new investments that would be phased in and fully implemented over several years. The following initiatives have been added to the Transportation office:

- ⦿ Funds for 5.00 full-time contracted bus driver positions and 2.00 full-time contracted bus attendant positions are added. FY 2021 represents the fifth and last year of a phased implementation plan to increase the number of contracted bus drivers and bus attendants. (108400-41314, 108400-41322)

## **Baseline Adjustments**

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any internal realignments completed result in a zero sum change to the department's total budget.

### *Baseline Increases*

In order to continue providing existing services, the Transportation office is increased by \$229,591. Details of these increases follow.

- ⦿ Funds of \$30,000 are added to the overtime account for transportation services per projected enrollment and the number of services provided. (108400-41317)
- ⦿ Funds of \$50,000 are added to the part-time and temporary work account per projected enrollment and new school opening/boundary changes. (108400-41363)
- ⦿ Funds of \$40,000 are added to contract services for bus repairs completed by the equipment bureau. (108400-43544)
- ⦿ Funds of \$20,000 are added for the projected increase in the new Trapeze contract. (108400-43567)
- ⦿ Funds of \$14,591 are added to the bus repairs and parts account to cover bus seat repairs, seat belts, blankets, and other special equipment needs. (108400-46766)
- ⦿ Funds of \$75,000 are added to the additional equipment account for radios, programming of the radios, antenna, and tablets for new buses. (108400-48800)

### *Baseline Decreases and Internal Realignments*

During the baseline budget review process, the Transportation office realigned \$1,324 within its accounts. Details of these decreases and realignments follow.

- ⦿ Funds of \$1,324 are realigned from computer software to computer equipment/software in order to consolidate funding. (108400-46517, 46528)

### *Baseline Realignments to other Departments*

During a reorganization, emergency management responsibilities were moved to the Administrative Services department. Funds of \$9,576 have been realigned from the Transportation Services office to the Emergency Management office. Details of these realignments follow.

- ⦿ Funds of \$9,576 for computer software are realigned to the Emergency Management office. (104100-46517, 108400-46517)



# Transportation Services

## FINANCIAL SUMMARY

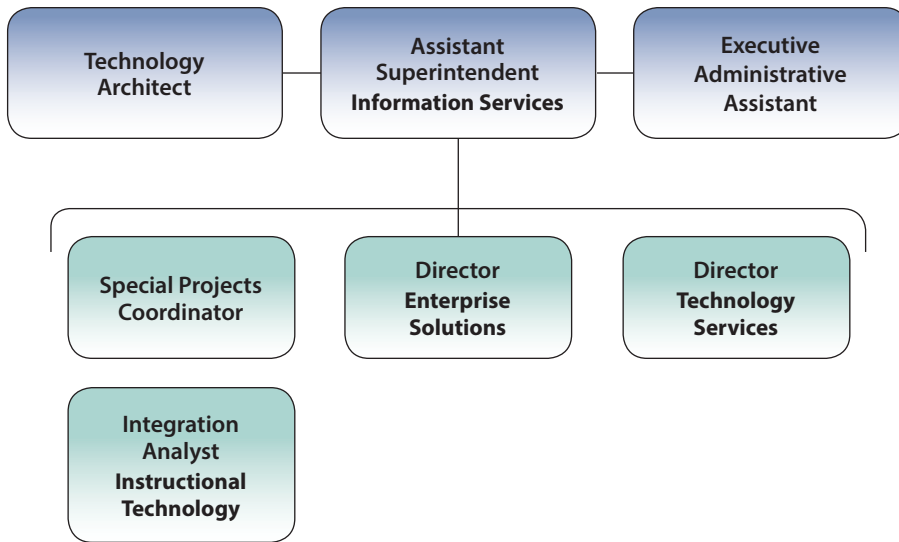
	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$10,621,197	\$11,504,999	\$12,536,359
Employee Benefits	\$3,106,126	\$3,834,744	\$4,415,461
Purchased Services	\$1,134,859	\$1,512,147	\$1,772,147
Other Charges	\$143,751	\$260,000	\$160,000
Materials and Supplies	\$897,874	\$1,339,411	\$944,426
Capital Outlay	\$1,307,926	\$1,235,315	\$1,955,000
<b>TOTAL</b>	<b>\$17,211,733</b>	<b>\$19,686,616</b>	<b>\$21,783,393</b>

## POSITION SUMMARY

STAFFING	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Director	0.00	1.00	0.00	1.00
Manager	0.00	1.00	0.00	1.00
Coordinator	0.00	3.00	0.00	3.00
Specialist	0.00	2.00	0.00	4.00
Dispatcher	0.00	2.00	0.00	3.00
Clerical	0.00	3.00	0.00	3.00
Bus Drivers	0.00	181.50	0.00	191.50
Bus Attendants	0.00	82.00	0.00	92.00
<b>TOTAL</b>	<b>0.00</b>	<b>275.50</b>	<b>0.00</b>	<b>298.50</b>

FINANCIAL: DEPARTMENTS

# INFORMATION SERVICES



FINANCIAL: DEPARTMENTS



# INFORMATION SERVICES

## DEPARTMENT SUMMARY

The Department of Information Services provides support and solutions that promote education in Arlington. The department delivers secure and reliable technologies and data that support and promote personalized student learning, effective teaching, user productivity, accountability in decision-making, reliable communication, and operational efficiency and excellence. The department is responsible for the development of clear technical strategies to support APS instructional and operational goals and to anticipate future technology trends.

The Information Services Department (IS) includes Information Services Management, Technology Services and Enterprise Solutions.

The FY 2021 School Board's Adopted Budget for Information Services totals \$17,356,489 and includes 72.00 positions.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2020	FY 2021	FY 2021
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Information Services Management	\$1,222,216	7.00	\$1,327,428	7.00	\$1,201,036
Service Support Center	\$9,886,910	40.00	\$10,006,007	44.00	\$10,750,695
Enterprise Solutions	\$5,590,241	21.00	\$5,514,629	21.00	\$5,404,758
<b>TOTAL</b>	<b>\$16,700,444</b>	<b>68.00</b>	<b>\$16,848,064</b>	<b>72.00</b>	<b>\$17,356,489</b>

## DEPARTMENT PERFORMANCE METRICS

CORE SERVICE	FY 2019	FY 2020	FY 2021
METRIC	ACTUAL	GOAL	TARGET
<b>NETWORK INFRASTRUCTURE</b>			
Percent uptime of network infrastructure services	99%	99%	99%
<b>LEARNING AND PRODUCTIVITY INFRASTRUCTURE</b>			
Percent uptime of learning and productivity infrastructure	99%	99%	99%
<b>TECHNOLOGY SUPPORT</b>			
Technology support satisfaction	95%	96%	97%
<b>COMMUNICATIONS INFRASTRUCTURE</b>			
Percent uptime of communications infrastructure services	99%	99%	99%
<b>DATA INFRASTRUCTURE</b>			
Percent of APS operational processes successfully supported	99%	99%	99%





# INFORMATION SERVICES

## FY 2019 DEPARTMENT ACCOMPLISHMENTS

### Upgraded and Improved Information Technology Services

(Strategic Plan Goals Alignment: Operational Excellence)

- ⦿ Implemented two-factor authentication for staff working remotely. This increases data security for the division.
- ⦿ Migrated multiple core functions, including email and document storage, to the cloud. The cloud migration creates space in APS facilities by reducing the number of servers needed to provide the services and improves Anytime, Anywhere, Any Device access to resources.
- ⦿ Upgraded over 700 wireless access points around the division. These upgrades increase both connectivity and reliability for division students and staff.
- ⦿ Significantly expanded the number of integrations between key data systems.

## FY 2020 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
High-Quality Data Management				✓	
Robust Technology Infrastructure				✓	
Impregnable Cybersecurity				✓	
Digital Transformations	✓		✓	✓	
Operational Excellence				✓	
Transformative Instructional Technology	✓	✓		✓	✓

## FY 2020 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By June 2020, data provided to users through the SIS and Data Warehouse will show a 10% improvement in availability, timeliness and user friendliness as measured by post-training questionnaires.				✓	
By June 2020, evaluate data accuracy, availability and usability for the data functions and implement the findings to improve the functionality.				✓	
By June 2020, expand parent/guardian access to student data.				✓	
By June 2020, expand data and reporting managed in enterprise data systems.				✓	
By June 2020, modernize the ERP system.				✓	
By June 2021, maintain core network infrastructure equipment.				✓	
By June 2020, upgrade the APS Remote Access solution.				✓	
By June 2020, maintain core data infrastructure.				✓	

FINANCIAL: DEPARTMENTS



# INFORMATION SERVICES

## FY 2020 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By June 2020, complete Security and Compliance Risk assessment, Develop Security Program strategy and identify process controls and data metrics.				✓	
By June 2020, upgrade the Active Directory identity services.				✓	
By June 2020, update the endpoint security.				✓	
By June 2020, accept all teacher contracts for the next year including new and continuing contracts will be presented and accepted electronically.	✓		✓	✓	
By June 2020, develop a fully functional Intranet Platform that will serve as the core platform for all digital employee resources and communications enhancing employee engagement.	✓		✓	✓	
By June 2020, deploy standard based grading.	✓		✓	✓	
By June 2020, provide alumni with access to transcripts from the eParchment vendor.	✓		✓	✓	
By June 2020, automate the process for requesting substitute tests.	✓		✓	✓	
By June 2020, automate parent/teacher conferences using Synergy.	✓		✓	✓	
By June 2020, maintain accountability reporting.				✓	
By June 2020, improve data management efficiency.				✓	
By June 2022, provide all APS students with access to robotics equipment.	✓	✓		✓	✓
By June 2020, IS staff members will respond that their professional learning met their needs as measured by the Your Voice Matters survey			✓		

## FY 2021 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
High-Quality Data Management				✓	
Robust Technology Infrastructure				✓	
Impregnable Cybersecurity				✓	
Digital Transformations	✓		✓	✓	
Operational Excellence				✓	
Transformative Instructional Technology	✓	✓		✓	✓

FINANCIAL: DEPARTMENTS



# Information Services

## DESCRIPTION

The Department of Information Services provides support and solutions that promote education in Arlington. The department delivers secure and reliable technologies and data that support and promote student learning, effective teaching, user productivity, accountability in decision-making, reliable communication, and operational efficiency and effectiveness. The department is responsible for the development of clear technical strategies to support instructional and operational goals and to anticipate future technology trends.

## MAJOR SERVICES PROVIDED

- ⊙ Communications Infrastructure
- ⊙ Continuous Improvement
- ⊙ Data Analysis
- ⊙ Data and Reporting Infrastructure
- ⊙ Data Integrity
- ⊙ Data Reporting
- ⊙ Learning and Productivity Infrastructure
- ⊙ Network Infrastructure
- ⊙ Technology Hardware

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Reductions

In order to balance the budget, the following reduction, totaling \$128,795, was taken from the Information Services office:

- ⊙ Delaying the hiring of the accountability/data coordinator position for one year results in savings of \$128,795 (Tier 1). (900000-41208)

.....  
**FINANCIAL: DEPARTMENTS**



# Information Services

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$620,763	\$815,537	\$708,646
Employee Benefits	\$196,198	\$262,425	\$242,925
Purchased Services	\$281,009	\$229,279	\$229,279
Other Charges	\$88,644	\$11,925	\$11,925
Materials and Supplies	\$20,481	\$8,262	\$8,262
Capital Outlay	\$15,122	\$0	\$0
<b>TOTAL</b>	<b>\$1,222,216</b>	<b>\$1,327,428</b>	<b>\$1,201,036</b>

## POSITION SUMMARY

STAFFING	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Assistant Superintendent	0.00	1.00	0.00	1.00
Coordinator	0.00	2.00	0.00	2.00
Professional Staff	0.00	3.00	0.00	3.00
Clerical	0.00	1.00	0.00	1.00
<b>TOTAL</b>	<b>0.00</b>	<b>7.00</b>	<b>0.00</b>	<b>7.00</b>

FINANCIAL: DEPARTMENTS



# Technology Services

## DESCRIPTION

The Office of Technology Services provides district-wide technology support to all APS personnel in technology resources including, but not limited to, infrastructure services, technology hardware, network services, telecommunication, video, email, and desktop software. The Office of Technology Services serves as the initial entry point for all technology requests.

## MAJOR SERVICES PROVIDED

- ⦿ Communications Infrastructure
- ⦿ Learning and Productivity Infrastructure
- ⦿ Network Infrastructure
- ⦿ Technology Hardware

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Reductions

In order to balance the budget, the following reductions, totaling \$40,000, were taken from the Technology Services office:

- ⦿ Funds of \$40,000 are reduced from the software licensing account by eliminating the Smartsheet subscription and replacing it with open source software as well as eliminating additional services and professional training support for the IQ software application (Tier 1). (912100-43566)

### One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ⦿ One-time funds of \$530,638 provided in FY 2020 to replace network equipment are eliminated in FY 2021. (912100-48849)
- ⦿ One-time funds of \$530,638 are provided to replace network equipment. (912100-48849)



# Technology Services

## Continuing Initiatives from Prior Years' Budgets

The FY 2017 and FY 2018 budgets included funding for various new investments that would be phased in and fully implemented over several years. The following initiatives have been added to the Technology Services office:

- ⦿ Funds for 4.00 technicians are provided to Technology Services to provide additional hardware and software support to schools and central office. Due to the expanding number of new schools along with the use of technology in the classroom, other staff including instructional technology coordinators (ITCs) are often required to perform work that should be performed by a technician. The increasing demand on technology services and resources require additional technicians allowing ITCs to provide a greater focus on supporting teacher's effective use of technology in the classroom. This is the second year of the phase in plan for this initiative and an additional 4.00 positions will be added in FY 2022 and a planning factor will be created to maintain the appropriate number of technicians. (911200-41378)

## Baseline Adjustments

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

## Baseline Increases

In order to continue providing existing services, the Technology Services office is increased \$552,196. Details of these increases follow.

- ⦿ Funds of \$25,000 are provided for the costs of network infrastructure and hardware/software maintenance and replacement of 335 access points, 60 network switches and 4 network switch site routers as a result of opening new schools. (912100-43875)
- ⦿ Funds of \$75,000 are provided to for data center equipment to support all essential network services. The baseline increase provides funding for additional switches, load balancers and gigabit interface converters that support increased bandwidth usage. (912100-48822)
- ⦿ Funds of \$58,000 are provided for Verizon SIP/VOIP, Mitel Maintenance, voicemail, and local lines for 911. Funds cover the cost of telecom infrastructure and hardware/software upgrades as a result of opening new schools. (912200-45674)
- ⦿ The planning factor for school instructional technology hardware/software supplies is moved from the schools to the Office of Technology Services. The current voluntary technology co-op will be formalized and extended to include all schools. Formalizing the co-op includes moving funds of \$394,196 from the schools to the Office of Technology Services. Savings are realized through the efficiencies created by bulk purchases and standardization, validated through the existing co-op used by secondary schools. In alignment with the current co-op model, the Office of Technology Services will manage the replacement of the school Interactive White Boards and the purchase of all apps. This has the added benefit of standardizing the classroom technology profile for APS which simplifies training and support. (216000, 316000, 416000, 516000, 911100-48835)



# Technology Services

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,684,546	\$3,852,003	\$4,022,771
Employee Benefits	\$1,174,806	\$1,350,589	\$1,441,113
Purchased Services	\$1,529,450	\$2,284,406	\$2,240,606
Other Charges	\$923,165	\$748,450	\$806,450
Materials and Supplies	\$296,782	\$312,369	\$312,369
Capital Outlay	\$2,278,161	\$1,458,189	\$1,927,385
<b>TOTAL</b>	<b>\$9,886,910</b>	<b>\$10,006,007</b>	<b>\$10,750,695</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Director	0.00	1.00	0.00	1.00
Supervisor	0.00	1.00	0.00	1.00
Assistant Director	0.00	1.00	0.00	1.00
Manager	0.00	1.00	0.00	1.00
Coordinator	0.00	1.00	0.00	1.00
Analyst	0.00	10.00	0.00	10.00
Technician	0.00	20.00	0.00	24.00
Professional Staff	0.00	4.00	0.00	4.00
Clerical	0.00	1.00	0.00	1.00
<b>TOTAL</b>	<b>0.00</b>	<b>40.00</b>	<b>0.00</b>	<b>44.00</b>

FINANCIAL: DEPARTMENTS



# Enterprise Solutions

## DESCRIPTION

The Enterprise Solutions office is responsible for the planning, design and support of APS data and business systems. This unit has major responsibility for ensuring that APS staff and the community have access to accurate data to support instructional and operational decisions. The work involves a wide range of interactions with the school system and County government, software vendors and consultants. This office manages major system-wide initiatives such as, the Enterprise Resources Planning (ERP) system (STARS), the student information system Synergy@APS and the data warehouse Insight@APS. Services include custom application development, support and maintenance of APS instructional systems, support and maintenance of APS administrative systems and support for data delivery services.

## MAJOR SERVICES PROVIDED

- ⦿ Data and Reporting Infrastructure
- ⦿ Data Reporting

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,292,776	\$2,492,730	\$2,386,212
Employee Benefits	\$801,060	\$902,206	\$898,853
Purchased Services	\$1,209,485	\$905,000	\$905,000
Other Charges	\$96,804	\$13,502	\$13,502
Materials and Supplies	\$1,187,292	\$1,201,191	\$1,201,191
Capital Outlay	\$2,823	\$0	\$0
<b>TOTAL</b>	<b>\$5,590,241</b>	<b>\$5,514,629</b>	<b>\$5,404,758</b>

## POSITION SUMMARY

	FY 2020		FY 2021	
	ADOPTED		ADOPTED	
STAFFING	SCHOOL BASED	NON-SCHOOL BASED	SCHOOL BASED	NON-SCHOOL BASED
Director	0.00	1.00	0.00	1.00
Analyst	0.00	5.00	0.00	5.00
Supervisor	0.00	3.00	0.00	3.00
Specialist	0.00	2.00	0.00	2.00
Professional Staff	0.00	10.00	0.00	10.00
<b>TOTAL</b>	<b>0.00</b>	<b>21.00</b>	<b>0.00</b>	<b>21.00</b>



Community Activities Fund

Children's Services Act Fund

Food and Nutrition Services Fund

Capital Projects Fund

Bond Fund

Debt Service Fund

Grants and Restricted  
Programs Fund

**FINANCIAL: OTHER FUNDS**



# Other Funds Summary

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer	\$67,648,970	\$67,354,656	\$65,900,583
County Transfer - One-Time	\$0	\$1,710,181	\$0
Bond Premium	\$10,662,088	\$0	\$0
State	\$5,270,944	\$6,546,658	\$6,563,503
Local	\$20,408,645	\$20,480,952	\$21,360,639
Federal	\$19,632,090	\$15,088,400	\$15,473,551
Carry Forward	(\$150,613)	\$180,000	\$0
Use of Reserves	\$10,997,826	\$4,919,450	\$1,042,500
<b>TOTAL</b>	<b>\$134,469,950</b>	<b>\$116,280,297</b>	<b>\$110,340,776</b>
<b>EXPENDITURES</b>			
Community Activities Fund	\$17,737,366	\$20,244,873	\$19,756,037
Capital Projects Fund	\$25,673,043	\$6,458,495	\$2,040,843
Debt Service Fund	\$58,361,410	\$59,160,562	\$56,905,740
Food & Nutrition Services Fund	\$10,132,794	\$10,728,000	\$11,321,748
Children's Services Act Fund	\$3,405,420	\$4,225,000	\$4,225,000
Grants & Restricted Programs Fund	\$19,136,888	\$15,463,367	\$16,091,408
<b>TOTAL</b>	<b>\$134,446,921</b>	<b>\$116,280,296</b>	<b>\$110,340,776</b>

FINANCIAL: OTHER FUNDS



# Community Activities Fund

## DESCRIPTION

The Community Activities Fund provides support for the operation of joint community/school facilities and programs. These include the Humanities Project, the Planetarium, Alternatives for Parenting Teens, Extended Day, Aquatics, Charles Drew, Carver, Gunston and Thomas Jefferson Community Centers, and the Career Center. Conceptually, these programs and facilities directly benefit both students and community members and are administered and/or delivered collaboratively by school and county personnel. The level and extent of joint participation among the programs may vary; however, the common element is their collaborative nature. APS site-based staff manages the Community Activities programs and facilities and the APS Finance Department administers the fund.

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$5,137,867	\$6,125,305	\$5,756,575
Local Revenue/Fees	\$12,750,112	\$14,119,568	\$13,999,462
Carryforward	(\$150,613)	\$0	\$0
<b>TOTAL</b>	<b>\$17,737,366</b>	<b>\$20,244,873</b>	<b>\$19,756,037</b>
<b>EXPENDITURES</b>			
The Humanities Project	\$165,026	\$184,592	\$171,671
Planetarium	\$168,666	\$206,671	\$151,927
Alt for Parenting Teens	\$120,028	\$204,912	\$204,494
Extended Day	\$11,295,181	\$12,925,889	\$12,974,193
Swimming Pools	\$2,019,890	\$2,244,118	\$1,991,030
Career Center	\$937,390	\$1,032,819	\$973,491
Gunston Community Center	\$1,342,060	\$1,509,815	\$1,395,879
Jefferson Community Center	\$1,654,972	\$1,830,071	\$1,767,193
Charles Drew Community Center	\$0	\$52,993	\$63,079
Carver Community Center	\$34,153	\$52,993	\$63,079
<b>TOTAL</b>	<b>\$17,737,366</b>	<b>\$20,244,873</b>	<b>\$19,756,037</b>

FINANCIAL: OTHER FUNDS



# The Humanities Project

## DESCRIPTION

The Humanities Project, an artist-in-education program administered by the Arlington Public Schools, provides cultural enrichment through performances, workshops, residencies, and teacher workshops for each of Arlington's schools. Students at all grade levels experience approximately two visiting artists annually. Through this program, theatre, dance, music, literary and visual arts can be integrated into the curriculum.

## MAJOR SERVICES PROVIDED

The major services provided by the Humanities Project can be found at the following link on the APS web site: <http://www.apsva.us/arts-education-overview/the-humanities-project-overview>.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for a changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$171,891	\$184,592	\$171,671
Carryforward	(\$6,865)	\$0	\$0
<b>TOTAL</b>	<b>\$165,026</b>	<b>\$184,592</b>	<b>\$171,671</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$76,084	\$79,989	\$64,535
Employee Benefits	\$19,549	\$19,908	\$22,441
Purchased Services	\$62,987	\$82,417	\$82,417
Other Charges	\$6,364	\$380	\$380
Materials & Supplies	\$42	\$1,898	\$1,898
<b>TOTAL</b>	<b>\$165,026</b>	<b>\$184,592</b>	<b>\$171,671</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Coordinator	1.00	1.00
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>

FINANCIAL: OTHER FUNDS

# Planetarium



## DESCRIPTION

The David M. Brown Planetarium offers programs to school children and to the general public in astronomy and other related subjects. The Planetarium holds 60 people in a round theatre with a domed ceiling and projection instruments that create a replica of the night sky.

The Planetarium is reserved on school days for use by APS students with programs offered for Kindergarten through Grade 7 as well as preschool classes and the Shriver Program. The Planetarium Director also produces specialized programs for high school classes upon request. On weekends and select weekdays, the staff offers programs for the general public. These include, but are not limited to, adult astronomy courses, “Stars Tonight” (which includes telescope viewing after the show), and multimedia art/science productions.

## MAJOR SERVICES PROVIDED

The major services provided by the Planetarium can be found at the following link on the APS web site:  
<http://apsva.us/planetarium-overview>.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Reductions

In order to balance the budget, the following reductions, totaling \$56,600, were taken from the Planetarium:

- ⦿ Funds of \$56,600 are eliminated for one year delaying the purchase of a new projector for the Planetarium. (801032-41244)

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for a changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL: OTHER FUNDS



# Planetarium

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$153,365	\$196,671	\$141,927
Local Revenue/Fees	\$12,346	\$10,000	\$10,000
Carryforward	\$2,955	\$0	\$0
<b>TOTAL</b>	<b>\$168,666</b>	<b>\$206,671</b>	<b>\$151,927</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$102,149	\$104,863	\$48,264
Employee Benefits	\$35,253	\$35,208	\$37,063
Purchased Services	\$27,941	\$38,900	\$38,900
Other Charges	\$1,709	\$20,700	\$20,700
Materials & Supplies	\$1,615	\$5,000	\$5,000
Capital Outlay	\$0	\$2,000	\$2,000
<b>TOTAL</b>	<b>\$168,666</b>	<b>\$206,671</b>	<b>\$151,927</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Teachers	1.00	1.00
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>

FINANCIAL: OTHER FUNDS



# Alternatives for Parenting Teens

## DESCRIPTION

Arlington Public Schools is committed to addressing the needs of pregnant and parenting teens through its Teenage Parenting Programs (TPP). The mission of TPP is to provide leadership for collaborative, comprehensive services in Arlington County to address the issues of adolescent pregnancy including educational needs, pregnancy prevention, teenage parenting, and healthy families. The Teenage Parenting Programs consist of the following four programs:

- ⊙ Family Education Center
- ⊙ Outreach for Parenting Teens
- ⊙ Alternatives for Parenting Teens
- ⊙ Young Fathers Program

Throughout pregnancy and the early stages of parenthood, pregnant and parenting teens are able to attend the Family Education Center (FEC) and remain there the remainder of the school year. At the FEC, students continue their academic studies, are assisted in obtaining prenatal and childcare services, and learn parenting skills.

The Alternatives for Parenting Teens Program (APT), a collaborative program of APS and the Arlington Department of Human Services, serves young mothers and their children. While young mothers continue their academic studies, learn child development and parenting skills, and have access to comprehensive health services, their children are nurtured in the licensed APT Infant Care Center.

The Outreach for Parenting Teens Program (OPT) locates out-of-school pregnant and parenting teens, and facilitates their return to school or vocational training.

The Young Fathers Program (YFP) provides services to the partners of the teen mothers using bilingual, bicultural male staff. The goal is to prepare young fathers for successful fatherhood.

While each program differs in its approach, they all assist teens and young families in accomplishing the following program objectives:

- ⊙ Mothers remain in school and earn credit
- ⊙ High school graduation or receipt of GED
- ⊙ Healthy mothers (appropriate prenatal care)
- ⊙ Healthy babies (up-to-date immunizations)
- ⊙ Healthy relationships with fathers of babies
- ⊙ Postponing subsequent pregnancies until financially able
- ⊙ Demonstration of maturity, responsibility, self reliance, and self sufficiency
- ⊙ New knowledge and skills regarding child development and positive parenting
- ⊙ Contributing, responsible members of society.



## Alternatives for Parenting Teens

### FISCAL/ORGANIZATIONAL CHANGES FY 2021

#### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for a changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

#### FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$120,028	\$204,912	\$204,494
<b>TOTAL</b>	<b>\$120,028</b>	<b>\$204,912</b>	<b>\$204,494</b>
EXPENDITURES			
Salaries (includes hourly)	\$87,897	\$148,902	\$152,563
Employee Benefits	\$28,647	\$52,439	\$48,360
Purchased Services	\$3,484	\$3,571	\$3,571
<b>TOTAL</b>	<b>\$120,028</b>	<b>\$204,912</b>	<b>\$204,494</b>

#### POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Coordinator	1.00	1.00
Program Specialist	0.75	0.75
<b>TOTAL</b>	<b>1.75</b>	<b>1.75</b>

FINANCIAL: OTHER FUNDS



# Extended Day



## DESCRIPTION

The Extended Day Program supports the APS Strategic Plan goals by providing a safe, enriching and fun environment before and after school each day for over 4,100 children. The Program operates in 24 elementary schools, six middle schools and the Shriver Program, with over 400 child care professionals working to meet the individual needs of each child and the expectations of every family. Extended Day is funded through participation fees and a contribution from Arlington County. The Code of Virginia prohibits school funds from being used for child care programs.

Established in 1969, the Extended Day Program is the state's oldest school-sponsored child care program and a leader in the industry. An integral part of the Arlington community, Extended Day supports the educational mission of the schools by:

- ⊙ Offering daily opportunities for children to participate in asset-building activities and experiences.
- ⊙ Instilling feelings of value, competence and confidence in each child.
- ⊙ Building positive relationships with children, families and the community.
- ⊙ Valuing the cultural diversity of the students.
- ⊙ Providing a high level of customer service to meet the needs of families.
- ⊙ Hiring and training qualified and experienced staff.

The Extended Day Program plays a critical role in the development of young people's social and academic skills and experiences. Cognitive and social competencies are enhanced through the building of positive relationships and participation in a wide variety of activities, including games, art, drama, cooking, science, literacy, recreation and other projects and events.

The Extended Day Program is operated under the Department of Finance and Management Services. Each Extended Day site is licensed by the Virginia Department of Social Services and must meet licensing standards, including requirements for staff qualifications, adult-to-child ratios, programmatic and administrative procedures and expectations and a number of "best practice" principles.

## MAJOR SERVICES PROVIDED

The major services provided by the Extended Day Program can be found at the following link on the APS web site: [www.apsva.us/extended-day](http://www.apsva.us/extended-day).

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Revenue

- ⊙ Revenue is projected to increase by \$119,894 due to increased enrollment. (107300-32132)

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for a changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### New Funding

- ⊙ Funds for 6.00 team leaders for the elementary school program are added. (107310-41335, 41356)
- ⊙ Hourly accounts are adjusted for enrollment and changes in the summer school program. (107300/107310/107320/107330-41247, 41242, 41317, 41372, 41377)



# Extended Day

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	(\$168,143)	\$286,821	\$215,231
Local Rev/Fees	\$11,593,141	\$12,639,068	\$12,758,962
Carryforward	(\$129,817)	\$0	\$0
<b>TOTAL</b>	<b>\$11,295,181</b>	<b>\$12,925,889</b>	<b>\$12,974,193</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$7,952,949	\$9,405,572	\$9,329,656
Employee Benefits	\$1,756,172	\$2,092,051	\$2,118,617
Lapse & Turnover	\$0	(\$217,849)	(\$217,849)
Purchased Services	\$365,974	\$356,575	\$363,275
Other Charges	\$89,565	\$138,300	\$151,225
Materials & Supplies	\$1,096,880	\$1,114,240	\$1,189,269
Capital Outlay	\$33,641	\$37,000	\$40,000
<b>TOTAL</b>	<b>\$11,295,181</b>	<b>\$12,925,889</b>	<b>\$12,974,193</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Assistant Director	1.00	1.00
Specialists	3.00	3.00
Clerical	4.00	4.00
Team Leaders	10.00	16.00
Supervisors	31.00	31.00
Assistant Supervisors	24.00	24.00
<b>TOTAL</b>	<b>74.00</b>	<b>80.00</b>

FINANCIAL: OTHER FUNDS

# Aquatics Facilities Management



## DESCRIPTION

The Aquatics Management Office is responsible for the overall management of the swimming pool facilities and daily operations for the Aquatic Centers at Wakefield, Washington-Liberty and Yorktown high schools. The Aquatics Office provides Learn to Swim and a Water Safety instruction for all third, fourth, ninth and tenth grade students, in coordination with physical education. Recreational programs are offered by Parks and Recreation at all three sites and are open to Arlington residents during community operating hours.

## MAJOR SERVICES PROVIDED

- ⦿ The major services provided by the Aquatics Facilities Management Office can be found by following the link on APS web site: <https://www.apsva.us/aquatics>.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Revenue

- ⦿ Funds received in FY 2020 from the County for the County's shared costs for the Aquatics program, \$110,000, and from fees collected by Arlington Parks and Recreation program participants, \$130,000, are reclassified as a reduction in expenditures and placed in the County Board Shared Costs account. (108500-32150, 108500-43413)

### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for a changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### New Funding

- ⦿ Utility accounts included electricity, heating fuel and water are reduced by \$20,889 to reflect actual and historical costs. (108500-45624, 45630, 45680)

### Baseline Adjustments

- ⦿ Funds received in FY 2020 from the County for the County's shared costs for the Aquatics program, \$110,000, and from fees collected by Arlington Parks and Recreation program participants, \$130,000, are reclassified as a reduction in expenditures and placed in the County Board Shared Costs account. (108500-32150, 108500-43413)

FINANCIAL: OTHER FUNDS



# Aquatics Facilities Management

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$958,422	\$824,118	\$811,030
Local Revenue/Fees	\$1,055,806	\$1,420,000	\$1,180,000
Carryforward	\$5,662	\$0	\$0
<b>TOTAL</b>	<b>\$2,019,890</b>	<b>\$2,244,118</b>	<b>\$1,991,030</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$1,206,135	\$1,357,576	\$1,351,253
Employee Benefits	\$254,646	\$290,501	\$285,138
Purchased Services	(\$233,620)	(\$199,011)	(\$439,011)
Other Charges	\$578,825	\$556,552	\$555,150
Materials & Supplies	\$118,459	\$113,500	\$113,500
Capital Outlay	\$95,444	\$125,000	\$125,000
<b>TOTAL</b>	<b>\$2,019,890</b>	<b>\$2,244,118</b>	<b>\$1,991,030</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Clerical	1.00	1.00
Instructors	6.00	6.00
<b>TOTAL</b>	<b>8.00</b>	<b>8.00</b>

FINANCIAL: OTHER FUNDS

# Career Center



## DESCRIPTION

The Career Center facility houses the Arlington Career Center, Arlington Tech, the Columbia Pike Branch Public Library, and the Television, Distance Learning and Production Services departments. In addition, the Alternative for Parenting Teens Program and the Outreach Program have found a home at the Career Center. The facility operates year-round Monday through Thursday from 7:30 a.m. until 10:00 p.m.; Friday from 7:00 a.m. until 6:00 p.m.; Saturdays from 8:00 a.m. to 5:00 p.m.; and Sundays from 1:00 p.m. to 9:00 p.m. The principal of the Career Center is responsible for the management of the total facility including supervision, upkeep, maintenance, and security. This budget supports the building custodial staff, security staff, utility costs, and building and equipment repair costs.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for a changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- ⊙ Based on the application of the custodian allocation formula, Career Center custodians are reduced by 0.50 positions. (109200-41316)

### New Funding

- ⊙ Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the Career Center is an increase of \$2,000. (109600-45624, 45630, 45680)

FINANCIAL: OTHER FUNDS



## Career Center

### FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$942,970	\$1,032,819	\$973,491
Local Revenue/Fees	\$0	\$0	\$0
Carryforward	(\$5,580)	\$0	\$0
<b>TOTAL</b>	<b>\$937,390</b>	<b>\$1,032,819</b>	<b>\$973,491</b>
EXPENDITURES			
Salaries (includes hourly)	\$467,606	\$486,914	\$442,395
Employee Benefits	\$141,565	\$159,255	\$169,046
Purchased Services	\$691	\$9,270	\$9,270
Other Charges	\$286,290	\$326,600	\$302,000
Materials & Supplies	\$21,945	\$17,405	\$17,405
Capital Outlay	\$19,294	\$33,375	\$33,375
<b>TOTAL</b>	<b>\$937,390</b>	<b>\$1,032,819</b>	<b>\$973,491</b>

### POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Resource Assistant	1.00	1.00
Custodians	9.00	8.50
<b>TOTAL</b>	<b>10.00</b>	<b>9.50</b>

FINANCIAL: OTHER FUNDS

# Gunston Community Center



## DESCRIPTION

Gunston is a joint-use facility serving the educational, cultural, recreational and community needs of Arlington County citizens. The facility provides enhanced spaces for all building tenants and users. Systematic procedures are in place to ensure effective shared building use seven days a week.

The Community Activities Fund supports those functions necessary to administer, coordinate and service the many needs of this multi-purpose facility and its users. Administrative services provide for the development and implementation of general rules and procedures, budgeting, and the monitoring of activities and programs. Other responsibilities include the planning of emergency and security procedures, monitoring funding and expenditures and the management of operational staff. An APS/County software program enhances the coordination function by providing accurate and coordinated schedules, up-to-date reports, and resource allocations. This program is accessible to all APS and County staff through an APS web site.

The service function includes ensuring that the administrative, supervisory, technical, custodial and maintenance services are rendered appropriately to meet the multi-faceted needs of Gunston's clientele seven days a week.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for a changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### New Funding

- ⊙ Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the Gunston Community Center is a decrease of \$5,000 (109200-45624, 45630, 45680)

FINANCIAL: OTHER FUNDS



# Gunston Community Center

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$1,308,628	\$1,509,315	\$1,395,379
Local Revenue/Bldg Rental	\$36,455	\$500	\$500
Carryforward	(\$3,023)	\$0	\$0
<b>TOTAL</b>	<b>\$1,342,060</b>	<b>\$1,509,815</b>	<b>\$1,395,879</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$720,373	\$762,145	\$702,508
Employee Benefits	\$197,775	\$221,843	\$198,029
Purchased Services	\$0	\$0	\$0
Other Charges	\$342,492	\$440,208	\$409,000
Materials & Supplies	\$24,511	\$26,864	\$27,588
Capital Outlay	\$56,909	\$58,755	\$58,755
<b>TOTAL</b>	<b>\$1,342,060</b>	<b>\$1,509,815</b>	<b>\$1,395,879</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Manager	1.00	1.00
Maintenance	1.50	1.50
Custodians	11.50	11.50
Clerical	1.00	1.00
<b>TOTAL</b>	<b>15.00</b>	<b>15.00</b>

FINANCIAL: OTHER FUNDS



# Thomas Jefferson Community Center



## DESCRIPTION

The Thomas Jefferson facility was conceived and constructed as a shared, joint-use building serving the educational, recreational and community needs of the citizens of Arlington County. The success of such a goal involves blending a large number of utilization and program needs in the Jefferson facility and providing staff to meet these needs. Day-to-day operations require a process to ensure the shared utilization of the facility without interference with established priorities.

The Community Activities Fund supports the segment of the Thomas Jefferson Middle School and Community Center program necessary to administer, coordinate and service the utilization of a multipurpose facility. Administrative services include the establishment of rules and procedures for facility usage, the monitoring of activities, budgeting, the conduct of business functions, and the establishment of emergency and security procedures and operational staffing. The coordination functions include the establishment of effective and efficient scheduling practices, the publication of activities, informing and arranging for necessary services and the distribution and control of supplies and equipment. The service functions include ensuring that supervisory, technical, custodial and maintenance services are rendered appropriately to meet the multi-faceted needs.

The Thomas Jefferson facility serves the community seven days a week for as many as seventeen hours each day. It serves a middle school educational program and an adult and continuing education program. Many community organizations and groups within Arlington County use the facility. Activities involve more than 50,000 participants each month.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for a changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### New Funding

- ⊙ Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the Thomas Jefferson Community Center is a decrease of \$30,000. (109100-45624, 45630, 45680)

.....  
**FINANCIAL: OTHER FUNDS**



# Thomas Jefferson Community Center

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$1,616,553	\$1,780,071	\$1,717,193
Local Revenue/Bldg Rental	\$52,364	\$50,000	\$50,000
Carryforward	(\$13,945)	\$0	\$0
<b>TOTAL</b>	<b>\$1,654,972</b>	<b>\$1,830,071</b>	<b>\$1,767,193</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$842,394	\$890,668	\$890,082
Employee Benefits	\$258,313	\$271,825	\$273,700
Purchased Services	\$4,493	\$2,500	\$2,500
Other Charges	\$456,766	\$557,667	\$493,500
Materials & Supplies	\$24,182	\$30,920	\$30,920
Capital Outlay	\$68,824	\$76,491	\$76,491
<b>TOTAL</b>	<b>\$1,654,972</b>	<b>\$1,830,071</b>	<b>\$1,767,193</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Manager	1.00	1.00
Maintenance	1.50	1.50
Custodians	13.00	13.00
Clerical	1.00	1.00
<b>TOTAL</b>	<b>16.50</b>	<b>16.50</b>

FINANCIAL: OTHER FUNDS

# Charles Drew Community Center



## DESCRIPTION

The Charles Drew Community Center was established to provide a facility for use by various community organizations. Current building users include the Recreation Department and Adult Education. A summer camp is also based in the Charles Drew facility.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for a changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$0	\$52,993	\$63,079
<b>TOTAL</b>	<b>\$0</b>	<b>\$52,993</b>	<b>\$63,079</b>
EXPENDITURES			
Salaries (includes hourly)	\$0	\$34,018	\$41,238
Employee Benefits	\$0	\$18,975	\$21,842
<b>TOTAL</b>	<b>\$0</b>	<b>\$52,993</b>	<b>\$63,079</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Resource Assistant	1.00	1.00
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>

FINANCIAL: OTHER FUNDS



# Carver Community Center

## DESCRIPTION

The Carver Community Center was established to provide a facility for use by various community organizations. Current building users include the Recreation Department, Senior Citizens Program, Adult Education and Cultural Affairs. This center serves the educational, recreational and community needs of Arlington County citizens. After school programs and summer camps are available.

### FISCAL/ORGANIZATIONAL CHANGES FY 2021

#### Salaries and Benefits Adjustments

- ⦿ Salaries are adjusted for a changes resulting from retirement, separation, or reclassification.
- ⦿ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$34,153	\$52,993	\$63,079
<b>TOTAL</b>	<b>\$34,153</b>	<b>\$52,993</b>	<b>\$63,079</b>
EXPENDITURES			
Salaries (includes hourly)	\$27,581	\$34,018	\$41,238
Employee Benefits	\$6,572	\$18,975	\$21,842
<b>TOTAL</b>	<b>\$34,153</b>	<b>\$52,993</b>	<b>\$63,079</b>

### POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Resource Assistant	1.00	1.00
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>

FINANCIAL: OTHER FUNDS



# Children’s Services Act Fund

## DESCRIPTION

The Children’s Services Act (CSA) is legislation passed by the Virginia General Assembly in 1993. This act restructured Virginia’s state and local services funding to better meet the needs of children with emotional and behavioral problems and their families; youth at risk of an out-of-the-home placement; youth referred by the school who are in need of services which are not provided by the school; youth placed in foster care; and youth who may be referred by the Juvenile Court. The intent of CSA is to provide programs and services that are child-centered, family-focused, and community-based. This program also seeks to ensure free and appropriate education to students whose severe behavioral and/or emotional problems require a more intensive level of service than can be provided within the existing special education program.

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$1,947,142	\$2,239,925	\$2,239,925
Virginia CSA Funding	\$1,458,278	\$1,985,075	\$1,985,075
<b>TOTAL</b>	<b>\$3,405,420</b>	<b>\$4,225,000</b>	<b>\$4,225,000</b>
EXPENDITURES			
Purchased Services	\$2,701,516	\$3,650,000	\$3,650,000
Other Charges	\$703,904	\$575,000	\$575,000
<b>TOTAL</b>	<b>\$3,405,420</b>	<b>\$4,225,000</b>	<b>\$4,225,000</b>

FINANCIAL: OTHER FUNDS



# Food and Nutrition Services Fund

## DESCRIPTION

The Food and Nutrition Services Office is a self-supporting \$10.7 million business. Over 150 food service professionals take pride in serving 12,500 customers daily at 36 schools and satellite centers. Lunch, breakfast and a la carte items are available at all locations.

The food service program, as an extension of the educational programs in the schools, is operated under the federally funded National School Lunch Act and Child Nutrition Act. The federal laws regulating the food service program are administered by the United States Department of Agriculture through the regional office and implemented within the Commonwealth of Virginia by the State Department of Education.

The program's objective is to improve the health of students by providing a variety of palatable, high-quality, safe, nutritious foods that students will enjoy eating at a price affordable to them. Students are provided the opportunity to make educated, healthy food choices that will have positive long-term health, academic and physical outcomes.

The program supports the educational mission of the schools through:

- ⊙ Providing a variety of nutritious choices that meet the Dietary Guidelines for Americans.
- ⊙ Offering a high level of customer service.
- ⊙ Valuing the cultural diversity of our students.
- ⊙ Hiring and training the best staff possible.

## MAJOR SERVICES PROVIDED

- ⊙ The major services provided by Food and Nutrition Services can be found at the following link on the APS web site: <http://apsva.us/food-and-nutrition-services>.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Revenue

- ⊙ Local revenue is increased \$691,748 to reflect increased participation, the opening of two new schools, and a five cent increase in elementary, secondary, and adult full price meal prices.
- ⊙ Federal revenue is increased \$150,000 to reflect increased reimbursement as a result of increased participation.
- ⊙ State revenue is decreased \$68,000 to reflect decreased school lunch reimbursement.
- ⊙ Prior year carry forward funding of \$180,000 added in FY 2020, is eliminated in FY 2021.

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for a changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- ⊙ In order to remain competitive, the first three steps of the C salary scale for grades 6, 8, 10 and 11 are eliminated.



# Food and Nutrition Services Fund

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
Carry Forward from Prior Years	\$0	\$180,000	\$0
Local Revenue	\$5,351,526	\$4,810,000	\$5,501,748
State Revenue	\$119,523	\$188,000	\$120,000
Federal Revenue	\$5,759,159	\$5,550,000	\$5,700,000
<b>TOTAL</b>	<b>\$11,230,208</b>	<b>\$10,728,000</b>	<b>\$11,321,748</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$3,531,968	\$3,636,042	\$3,691,042
Employee Benefits	\$902,271	\$1,004,735	\$828,564
Purchased Services	\$30,756	\$12,500	\$12,500
Other Charges	\$18,675	\$268,723	\$272,384
Materials & Supplies	\$5,510,160	\$5,656,000	\$6,497,259
Capital Outlay	\$138,964	\$150,000	\$20,000
<b>TOTAL</b>	<b>\$10,132,794</b>	<b>\$10,728,000</b>	<b>\$11,321,748</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Management Staff	4.00	4.00
Clerical	1.00	1.00
<b>TOTAL</b>	<b>6.00</b>	<b>6.00</b>

FINANCIAL: OTHER FUNDS



# Capital Projects Fund

## DESCRIPTION

The Capital Projects Fund provides funding to support the Minor Construction/Major Maintenance (MC/MM) program as well as Major Construction projects funded by current revenues as outlined in the Capital Improvement Plan. Staff costs for personnel who manage the MC/MM are included in this fund. In FY 2016, the School Board elected to move the staff costs for personnel who manage bond-funded construction projects to the Bond Fund.

## MAJOR SERVICES PROVIDED

- ⊙ Project planning
- ⊙ Major scheduled maintenance
- ⊙ Systems replacements
- ⊙ Minor capital projects
- ⊙ Major capital projects at the School Board's discretion

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits

- ⊙ Salaries are adjusted for a changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### One-Time Funding

- ⊙ One-time funds of \$772,500 for relocatables added in FY 2020 are eliminated in FY 2021. (110000-48600)
- ⊙ One-time funds of \$772,500 are added to redistribute existing relocatables as necessary. (110000-48600)

### Baseline Decreases/Net Zero Adjustments

- ⊙ Each year a committee is assembled to determine which MC/MM projects will be undertaken for the upcoming budget year. As a result, funding in all MC/MM accounts are adjusted and realigned accordingly to reflect the estimated costs of the projects the committee agrees to complete. These changes net to a zero.





# Capital Projects Fund

## FY 2021 MC/MM PROJECTS BY LOCATION

LOCATION	PROJECT	FUNDS
Barcroft	HVAC	\$100,000
Hoffman-Boston	HVAC	\$100,000
Nottingham	HVAC	\$250,000
Swanson	HVAC	\$175,000
<b>Subtotal Projects by Location</b>		<b>\$625,000</b>

## FY 2021 MC/MM SYSTEM-WIDE PROJECTS

PROJECT	FUNDS
General Reserve	\$510,707
Relocatables	\$772,500
Salary/Administrative Costs	\$132,636
<b>Subtotal MC/MM System-Wide</b>	<b>\$1,415,843</b>
<b>GRAND TOTAL MC/MM</b>	<b>\$2,040,843</b>

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer	\$6,868,930	\$131,952	\$1,268,343
County Transfer - One-time	\$0	\$1,710,181	\$0
Use of Reserves	\$6,331,447	\$4,616,362	\$772,500
Bond Premium	\$10,662,088	\$0	\$0
<b>TOTAL</b>	<b>\$23,862,465</b>	<b>\$6,458,495</b>	<b>\$2,040,843</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$632,521	\$98,862	\$98,862
Employee Benefits	\$122,116	\$33,090	\$33,773
Purchased Services	\$987,547	\$400,053	\$0
Other Charges	\$695	\$983,667	\$510,707
Materials & Supplies	\$1,504,150	\$1,095,463	\$0
Capital Outlay	\$22,426,015	\$3,847,360	\$1,397,500
<b>TOTAL</b>	<b>\$25,673,043</b>	<b>\$6,458,495</b>	<b>\$2,040,843</b>

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Project Manager	1.00	1.00
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>

FINANCIAL: OTHER FUNDS



# Bond Fund

## DESCRIPTION

While Major Construction projects may be partially funded by current revenues in the Capital Projects Fund, these types of projects are generally financed through debt instruments and accounted for in the Bond Fund. It is the school system's practice to fund the design of a large project in one bond and to fund the construction two years later in the next bond. Generally, the construction cost estimates are based on architectural plans that have been approved by the School Board. This ensures that estimates take into account the full scope of the approved projects, as well as construction market conditions. Once a project budget is approved, the School Board must be notified if the costs of a project are expected to vary from that budget. In FY 2016, the School Board elected to move the staff costs for personnel who manage bond-funded construction projects to the Bond Fund.

Funding for the projects in the Bond Fund comes from bond financing generated through the sale of municipal bonds. Arlington County issues general obligation bonds which must be approved by the County's voters. Arlington County's practice is to schedule bond referenda for even-numbered calendar years (which correspond to odd-numbered fiscal years). Arlington County first began issuing bonds for the school system in 1988. Since then, each referendum has been approved by no less than 73 percent of the voters.

On June 21, 2018, the School Board adopted the FY 2019 – FY 2028 Capital Improvement Plan which outlines the major capital projects for the next ten years as well as funding needs for those projects, including any bond referenda. In November of 2018, voters approved the 2018 bond referendum of \$103.0 million. This funding is being used for the new elementary school at the Reed site, renovations at the Career Center for Arlington Tech, planning and design of the Career Center, renovations at the Education Center to add 600 new high school seats, and other infrastructure projects such as HVAC and roofing.

In the spring of 2019, the County sold an additional \$12.0 million of APS bonds from the 2016 bond referendum. These funds were used to cover a portion of the construction costs for Dorothy Hamm Middle School and construction costs of The Heights building. The County also sold \$51.1 million of APS bonds from the 2018 bond referendum. These funds are being used for the new elementary school at the Reed site, renovations at the Career Center for Arlington Tech, planning and design of the Career Center project, renovations at the Education Center to add 600 new high school seats, and other infrastructure projects such as HVAC and roofing.

Due to the coronavirus in 2020 and the uncertain financial outlook, the capital improvements program has been impacted in two ways. First, the spring 2020 sale of bonds was deferred until the fall of 2020. Secondly, on June 25, 2020, the School Board adopted the one-year 2021 Capital Improvements Plan with a review of the financial outlook and plan the next year. The CIP outlines the proposed 2020 referendum of \$52.65 million which must be approved by County voters in November 2020. If approved, the bond funds will be used for design of projects to meet 10-year projected seat needs; major infrastructure projects; refresh and kitchen renovation projects at ATS, Key, and McKinley; and building entrance renovations at Gunston, Jefferson, Taylor, Wakefield, and Williamsburg.

With the approval of the 2020 one-year CIP, the School Board directed the Superintendent with preparing and proposing a 2022 four to six-year CIP to provide for future direction of the capital improvements program.



# Bond Fund

## MAJOR SERVICES PROVIDED

- ⊙ Project planning
- ⊙ Oversight of budget schedule, quality, and program compliance
- ⊙ Coordination of stakeholder input through all phases
- ⊙ Coordination of design team and construction team
- ⊙ Collecting community input and communicating with community
- ⊙ Resolution of special problems associated with major capital projects

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits Adjustments

- ⊙ Salaries are adjusted for a changes resulting from retirement, separation, or reclassification.
- ⊙ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$0	\$0	\$0
County Transfer Re-Estimate	\$0	\$0	\$0
Carry Forward	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$875,147	\$930,093	\$799,453
Employee Benefits	\$314,339	\$342,061	\$291,646
Purchased Services	\$0	\$0	\$0
Other Charges	\$0	\$0	\$0
Materials & Supplies	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$1,189,486</b>	<b>\$1,272,154</b>	<b>\$1,091,099</b>

FINANCIAL: OTHER FUNDS

## POSITION SUMMARY

	FY 2020	FY 2021
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Assistant Director	1.00	1.00
Project Manager	5.00	5.00
Clerical	1.25	1.25
<b>TOTAL</b>	<b>8.25</b>	<b>8.25</b>

*The costs and positions listed in the tables above are not included in the overall budget totals.*



# Debt Service Fund

## DESCRIPTION

The Debt Service Fund was established as a separate fund in 1991. It reflects the budget for obligated debts of the School Board incurred for renewal of and major additions to Arlington schools. The Debt Service Fund supports the construction and major renovations funded by bond issues approved by Arlington voters. Referenda, held every other year since 1988, have received overwhelming support from the voters of Arlington.

In November 2018, voters approved a school bond referendum granting Arlington County the authority to issue and sell General Obligation Bonds in the amount of not more than \$103.0 million to fund school construction projects. Since 1988, when Arlington Public Schools first published a Capital Improvement Plan, and including the bonds sold in 2019, bonds totaling \$952.2 million have been sold. The FY 2021 Budget includes funds to pay the debt on all bonds previously sold as well as \$42.35 million in bonds to be issued in Fall 2020.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Other Uses of Funds

- ☉ Debt service for FY 2021 will increase by an estimated \$540,000 as a result of bonds to be issued in Fall 2020 for the construction of the projects outlined in the School Board's Adopted FY 2019 – FY 2028 Capital Improvement Plan.

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$53,695,031	\$58,857,474	\$56,635,740
Use of Reserves	\$4,666,379	\$303,088	\$270,000
<b>TOTAL</b>	<b>\$58,361,410</b>	<b>\$59,160,562</b>	<b>\$56,905,740</b>
EXPENDITURES			
Other Uses of Funds	\$58,361,410	\$59,160,562	\$56,905,740
<b>TOTAL</b>	<b>\$58,361,410</b>	<b>\$59,160,562</b>	<b>\$56,905,740</b>



# Debt Service Fund

The chart below outlines the principal and interest payments through maturity for all existing debt and the projected debt issuance outlined in the FY 2019 – FY 2028 CIP as adopted by the School Board on June 21, 2018 and the one year FY 2021 CIP adopted on June 25, 2020.

## BOND AMORTIZATION

FISCAL YEAR	PRINCIPAL	INTEREST	TOTAL
2021	\$37,128,754	\$19,776,987	\$56,905,740
2022	\$38,913,992	\$22,266,295	\$61,180,287
2023	\$39,292,999	\$21,700,643	\$60,993,642
2024	\$41,137,500	\$22,038,785	\$63,176,285
2025	\$44,857,500	\$23,499,742	\$68,357,242
2026	\$43,812,500	\$22,342,722	\$66,155,222
2027	\$47,467,500	\$21,040,830	\$68,508,330
2028	\$44,607,500	\$20,872,038	\$65,479,538
2029	\$44,287,500	\$21,609,475	\$65,896,975
2030	\$45,277,500	\$20,778,750	\$66,056,250
2031	\$45,687,500	\$20,510,125	\$66,197,625
2032	\$44,172,500	\$18,517,613	\$62,690,113
2033	\$41,742,500	\$16,590,906	\$58,333,406
2034	\$37,067,500	\$14,771,950	\$51,839,450
2035	\$35,242,500	\$13,029,500	\$48,272,000
2036	\$33,742,500	\$11,383,550	\$45,126,050
2037	\$32,117,500	\$9,806,350	\$41,923,850
2038	\$28,357,500	\$8,344,975	\$36,702,475
2039	\$23,242,500	\$7,086,675	\$30,329,175
2040	\$20,072,500	\$5,956,250	\$26,028,750
2041	\$19,537,497	\$4,952,625	\$24,490,122
2042	\$16,065,000	\$3,949,000	\$20,014,000
2043	\$14,845,000	\$3,145,750	\$17,990,750
2044	\$12,745,000	\$2,403,500	\$15,148,500
2045	\$9,315,000	\$1,766,250	\$11,081,250
2046	\$8,380,000	\$1,300,500	\$9,680,500
2047	\$7,550,000	\$881,500	\$8,431,500
2048	\$5,530,000	\$504,000	\$6,034,000
2049	\$2,830,000	\$227,500	\$3,057,500
2050	\$1,720,000	\$86,000	\$1,806,000
<b>TOTAL</b>	<b>\$866,745,742</b>	<b>\$361,140,784</b>	<b>\$1,227,886,526</b>

FINANCIAL: OTHER FUNDS

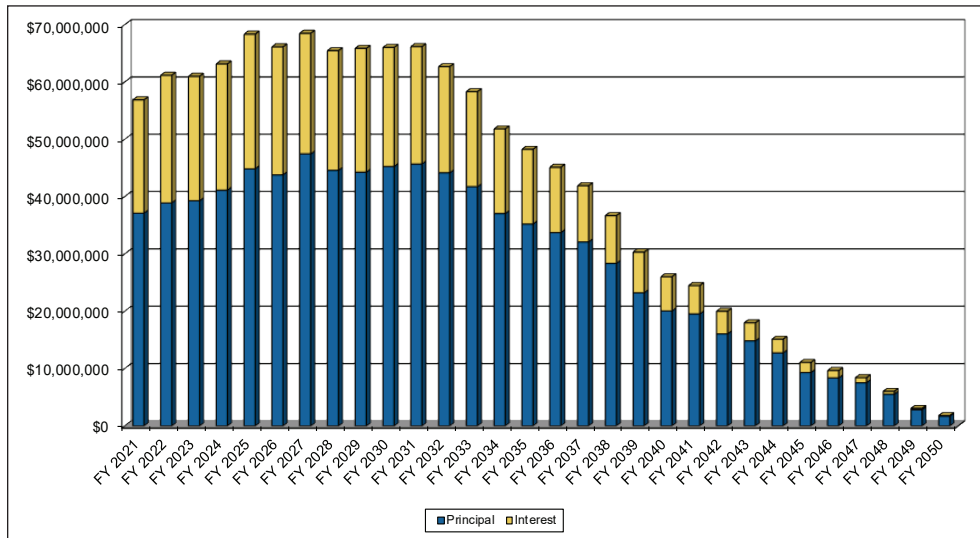


# Debt Service Fund

Since FY 2002, Arlington County voters have authorized \$825.7 million in bonds of which \$729.0 million has been issued. The sale of bonds results in increasing debt service for APS. Assuming voter approval of upcoming bond referenda, APS is expected to sell \$408.0 million in bonds for FY 2019-2028. This is based on the FY 2019-2028 Capital Improvement Plan adopted on June 21, 2018 and the one year CIP adopted on June 25, 2020.

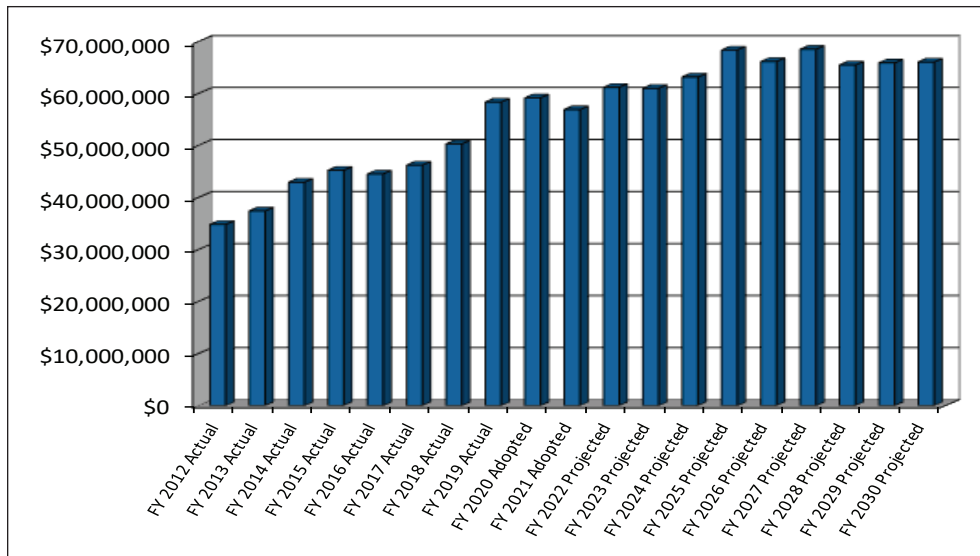
The chart below illustrates graphically bond amortization through maturity as outlined in the previous chart.

## BOND AMORTIZATION SCHEDULE



The chart below shows the trend in the Debt Service Fund budget. Actual expenditures for the past eight years, budgeted expenditures for two years, and projected expenditures for the next nine years are shown. When compared with the FY 2021 Adopted Budget, debt service decreases 3.8 percent in FY 2021.

## DEBT SERVICE TRENDS





# Grants and Restricted Programs Fund

## DESCRIPTION

The Grants and Restricted Programs Fund represents funding received by Arlington Public Schools through fees, grants and awards over and above those funds appropriated through the regular budget process. The Grants and Restricted Programs Fund is further broken down by source of funds. The sources are Federal, State, Local/County and Combined. Within each of these sources there could be three categories; Entitlement, Discretionary, and Adult Education Grants. Entitlement funds are monies that Arlington Public Schools is entitled to receive for various reasons. The entitlement funds are included in per pupil costs. Discretionary funds are monies Arlington Public Schools applies for and are awarded on a discretionary basis by the grantor.

Grants and Restricted Programs funds are centrally managed by the Department of Teaching and Learning to ensure the requirements of the grant are met and the funds are allocated to the schools with the greatest needs.

## FISCAL/ORGANIZATIONAL CHANGES FY 2021

### Salaries and Benefits

- ⦿ The Grants and Restricted Programs position total is based on FY 2020 actual positions. The FY 2020 actual positions total 139.50. In addition, the Virginia Preschool Initiative (VPI) grant will fund an additional 16.0 VPI teacher positions and 13.0 VPI teacher assistant positions. These positions previously paid out of the Operating Fund are funded by the Grants and Restricted Programs Fund in FY 2021. Based on the FY 2020 actuals and the expected use of carryover grant funding, the total estimated positions for FY 2021 is 168.50.

.....  
**FINANCIAL: OTHER FUNDS**



# Grants and Restricted Programs Fund

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
Local Revenue	\$2,307,007	\$1,551,384	\$1,859,429
State Revenue	\$3,693,143	\$4,373,583	\$4,458,428
Federal Revenue	\$13,872,931	\$9,538,400	\$9,773,551
<b>TOTAL</b>	<b>\$19,873,081</b>	<b>\$15,463,367</b>	<b>\$16,091,408</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$10,296,583	\$9,460,826	\$9,845,075
Employee Benefits	\$3,188,051	\$2,815,272	\$2,929,613
Purchased Services	\$3,046,255	\$599,332	\$623,673
Other Charges	\$425,509	\$290,134	\$301,917
Materials & Supplies	\$978,874	\$626,776	\$652,232
Capital Outlay	\$1,201,615	\$1,671,029	\$1,738,897
<b>TOTAL</b>	<b>\$19,136,888</b>	<b>\$15,463,367</b>	<b>\$16,091,408</b>

## POSITION SUMMARY

	FY 2020
STAFFING	ACTUALS
Clerical	14.00
Coordinator	11.00
Instructional Assistant	52.40
Specialist	13.00
Supervisor	1.00
Teacher	48.10
<b>TOTAL</b>	<b>139.50</b>

FINANCIAL: OTHER FUNDS





# Grants and Restricted Programs Fund

## FEDERAL FUNDS

Federal funds are awarded directly to APS from federal agencies such as the Department of Education or appropriated to the State of Virginia and then reallocated to various jurisdictions. Examples include the Air Force Jr. ROTC funds that are sent directly to APS and Every Student Succeeds Act (ESSA) funds that the State receives and then makes the award or passes the funding through to the local school districts.

### Federal Entitlement Grants

**IDEA, Part B – Preschool Allocation** requires schools to serve the educational needs of eligible students with disabilities. Section 619, specifically targets kids with delays or disabilities between ages of 3 and 5 and provides APS with funding to serve preschoolers with special education needs and disabilities.

**The Individuals with Disabilities Education Act (IDEA)** is a federal law that requires schools to serve the educational needs of eligible students with disabilities. IDEA provides APS additional resources that help the school district to provide a free appropriate public education (FAPE) to children with disabilities. IDEA requires APS to find and evaluate students suspected of having disabilities, at no cost to parents. Once kids are identified as having a disability, APS provides them with special education and related services to meet their unique needs.

**Title I, Part A** funds are allocated by the United States Department of Education to each state as determined by regulatory formula. Funds allocated through this process to the Commonwealth of Virginia are then allocated by the Virginia Department of Education to each Virginia school division as determined by state formula. APS identifies eligible Title I schools within the division per Title I regulations, of which a primary factor is the percent of free and reduced meal recipients at each school in the division. APS applies an early intervention model, focusing the funds for impact at the elementary level. Participating schools share the total APS allocation and each school's share of the funds is calculated by a state-supplied tool. The primary factor in this calculation is the number of students at each Title I school as reported in the preceding year's March 31 Student Record Collection. Each Title I school follows the process set forth in the grant regulations and guidance to determine how its share of the funds will be spent to meet the needs of the school and program requirements and guidelines.

**Title II, Part A** funds are allocated by the United States Department of Education to each state as determined by regulatory formula. Funds allocated through this process to the Commonwealth of Virginia are then allocated by the Virginia Department of Education to each Virginia school division as determined by formula. Title II, Part A regulations include an opportunity to fund certain positions that effectively reduce class sizes (beyond that which is determined by the Virginia Standards of Quality, APS Planning Factors, and any Commonwealth grant and/or matching programs in which APS participates). Arlington Public Schools has historically elected to spend the majority of its Title II, Part A allocation for this purpose. Positions are currently allocated, to the extent that funding is available, to schools actively or recently participating in the Executive Leadership Cohort for schools identified for improvement by the Virginia Department of Education.

**Title III, Part A** provides additional funding to ensure that English learners (ELs) and immigrant students attain English proficiency and develop high levels of academic achievement in English. Title III also ensures all English learners meet the same challenging State academic standards that all children are expected to meet. Title III, Part A provides school-based supplemental positions and central level support.

FINANCIAL: OTHER FUNDS



# Grants and Restricted Programs Fund

**Title IV, Part A - Student Support and Academic Enrichment Program (SSAE).** Funding for the SSAE program is authorized under subpart 1 of Title IV, Part A of the ESEA with the intention to improve students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Preschool Allocation	\$124,179	\$111,110	\$114,346
Special Education - IDEA	\$9,054,066	\$5,121,861	\$5,216,974
Title I, Part A	\$2,434,413	\$2,433,997	\$2,434,753
Title II, Part A	\$454,377	\$498,522	\$486,674
Title III, Part A-Limited English	\$604,582	\$580,791	\$550,022
Title IV, Part A-Student Support	\$82,733	\$0	\$184,904
<b>TOTAL ENTITLEMENT GRANTS</b>	<b>\$12,754,350</b>	<b>\$8,746,281</b>	<b>\$8,987,673</b>

## POSITION SUMMARY BY SCHOOL (FY 2020 ACTUALS)

LOCATION	SPECIAL EDUCATION—IDEA			TITLE I, PART A	TITLE II, PART A	TITLE III, PART A	TOTAL POSITIONS
	CLERICAL	INSTRUCTIONAL ASSISTANTS	TEACHER	TEACHER	TEACHER	INSTRUCTIONAL ASSISTANTS	
<b>ELEMENTARY</b>							
Abingdon				1.50			1.50
Alice West Fleet		2.00					2.00
Arlington Science Focus		1.00					1.00
Arlington Traditional		1.00					1.00
Ashlawn		3.00					3.00
Barcroft		1.00		1.90	1.00	0.50	4.40
Barrett		0.50		2.00	1.00		3.50
Campbell		1.00		1.50		0.50	3.00
Carlin Springs		3.00		3.00	1.00	0.50	7.50
Discovery		2.00					2.00
Dr. Charles R. Drew		2.00		2.00			4.00
Glebe		1.00					1.00
Hoffman-Boston		1.00		2.50			3.50
Integration Station	1.00		1.00				2.00
Francis Scott Key		1.00					1.00
McKinley		1.00					1.00
Oakridge		1.00					1.00
Randolph				2.20	1.00		3.20
Taylor		1.00					1.00
Tuckahoe		2.00					2.00
<b>Elementary Total</b>	<b>1.00</b>	<b>24.50</b>	<b>1.00</b>	<b>16.60</b>	<b>4.00</b>	<b>1.50</b>	<b>48.60</b>

FINANCIAL: OTHER FUNDS



# Grants and Restricted Programs Fund

## POSITION SUMMARY BY SCHOOL (FY 2020 ACTUALS)

LOCATION	SPECIAL EDUCATION-IDEA			TITLE I, PART A	TITLE II, PART A	TITLE III, PART A	TOTAL POSITIONS
	CLERICAL	INSTRUCTIONAL ASSISTANTS	TEACHER	TEACHER	TEACHER	INSTRUCTIONAL ASSISTANTS	
SECONDARY							
Kenmore		1.00				0.50	1.50
Swanson		1.00					1.00
Wakefield		1.00				0.90	1.90
Washington-Liberty		2.00					2.00
Williamsburg		1.00					1.00
Yorktown		2.00					2.00
<b>Secondary Total</b>	<b>0.00</b>	<b>8.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1.40</b>	<b>9.40</b>
OTHER SCHOOLS/PROGRAMS							
Shriver Program		1.00					1.00
<b>Other Schools/Programs Total</b>	<b>0.00</b>	<b>1.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1.00</b>
<b>TOTAL</b>	<b>1.00</b>	<b>33.50</b>	<b>1.00</b>	<b>16.60</b>	<b>4.00</b>	<b>2.90</b>	<b>59.00</b>

## SYSTEM-WIDE SUPPORT (FY 2020 ACTUALS)

POSITION	SPECIAL EDUCATION-IDEA	TITLE I, PART A	TITLE III, PART A	TOTAL POSITIONS
Clerical	5.00	1.00		6.00
Coordinator	1.00		1.00	2.00
Instructional Assistants	1.00			1.00
Specialist	1.80	1.50	1.00	4.30
Teacher	18.50			18.50
<b>Total</b>	<b>27.30</b>	<b>2.50</b>	<b>2.00</b>	<b>31.80</b>

FINANCIAL: OTHER FUNDS



# Grants and Restricted Programs Fund

## Federal Discretionary Grants

The **21st Century Community Learning Centers grant** (21st CCLC) initiative is the only federal funding source dedicated exclusively to supporting local after school, before school and summer learning programs. Each state receives funds based on its share of Title I funding for low-income students and pass them to its school divisions. APS uses these funds to run an after-school program at Carlin Springs and provide instructional and developmental opportunities to vulnerable children and families in South Arlington.

**Air Force Junior ROTC grant** was established to promote aerospace education throughout classrooms. Funds may be used for any aerospace education related activity from instruction, purchasing textbooks or videotapes, to going on a field trip to an aerospace museum, Air Force base or other aerospace facility. APS uses this funding to educate and train high school students in citizenship, promote community service, instill responsibility, character and self-discipline, and provide instruction in air and space fundamentals.

The **Starttalk Chinese and Arabic Program** is a federal grant provided by the National Security Agency to APS with the intent to support the learning of foreign languages. It is a three-week summer program, planned for middle school students to provide an initial exploratory language experience in Arabic and Chinese for students who have had no background or previous instruction in these languages and to offer a maintenance and enrichment experience to those who have previously enrolled in the APS programs or other Arabic and Chinese language classes.

The **NOAA Bay Watershed Education and Training grant** are provided by the United States Department of Commerce through the National Oceanic and Atmospheric Administration Office to support locally relevant, authentic experiential learning for K-12 audiences through meaningful watershed educational experiences. APS uses this funding for professional development of science and biology teachers to engage their students in meaningful project-based learning that contributes to a greater understanding of and stewardship towards the Chesapeake Bay watershed. Teachers provide students with a comprehensive understanding of how stormwater runoff affects the local watershed and assists students in developing solutions through project-based learning.

The **IDEA Parent Resource Center grant** provides special education-training and information for parents of children with disabilities.

The **IDEA Special Olympics grant** provides opportunities for individuals with intellectual disabilities to engage in sports training and competitive activities, leading to improvements in the quality of life.

**Project Extra Step** supported helps APS provide programs to assist in the creation of successful academic experiences for students experiencing homelessness. Arlington Public Schools is committed to providing support to these students and ensuring that they are identified, enrolled and have access to academic programs offered by the school district.



# Grants and Restricted Programs Fund

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
21st Century Grant	\$39,592	\$37,650	\$37,650
Air Force Jr ROTC	\$80,503	\$69,046	\$72,124
Chinese & Arabic	\$71,588	\$85,042	\$89,304
NOAA Bay Watershed Education and Training	\$42,761	\$100,000	\$100,000
IDEA Parent Resource Center	\$540	\$5,000	\$0
IDEA Special Olympics	\$0	\$2,000	\$0
Project Extra Step	\$28,643	\$35,000	\$42,000
<b>TOTAL DISCRETIONARY GRANTS</b>	<b>\$263,628</b>	<b>\$333,738</b>	<b>\$341,078</b>

## POSITION SUMMARY BY SCHOOL (FY 2020 ACTUALS)

	AIR FORCE JR ROTC	TOTAL POSITIONS
LOCATION	TEACHER	
OTHER SCHOOLS/PROGRAMS		
Career Center	1.00	1.00
<b>Other Schools/Programs Total</b>	<b>1.00</b>	<b>1.00</b>
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>

FINANCIAL: OTHER FUNDS



# Grants and Restricted Programs Fund

## Federal Adult Education Grants

The **Adult Education and Family Literacy Act (AEFLA)** funds are provided in the context of the Workforce Innovation and Opportunity Act to support innovative strategies to keep pace with changing economic conditions, seeks to improve coordination between the primary federal programs that support employment services, workforce development, adult education and vocational rehabilitation activities.

The **Integrated English Literacy and Civics Education (IELCE)** funds are provided to assist and provide services to adult English learners to enable them to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. These funds are used to provide instruction with concurrent integrated education and training to adult English language learners to improve their language skills and increase their employability along two career pathways; hospitality and information technology services.

The **Carl D. Perkins Career and Technical Education Improvement Act** of 2006, supports the development of academic and career and technical skills among secondary education students and postsecondary education students who elect to enroll in career and technical education (CTE) programs, sometimes referred to as vocational education programs. APS uses these funds to provide career-technical instruction and support students who are disabled, economically disadvantaged, single parents, displaced homemakers and/or English learners.

FINANCIAL: OTHER FUNDS

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Adult Education & Family Literacy Act (AEFLA)	\$4,146	\$8,770	\$5,000
Integrated English Literacy & Civics Education (IELCE)	\$187,048	\$150,000	\$150,000
Perkins Reserve Fund	\$3,451	\$3,000	\$27,000
Vocational Disadvantaged-Perkins	\$311,200	\$280,000	\$250,000
<b>TOTAL ADULT EDUCATION GRANTS</b>	<b>\$505,845</b>	<b>\$441,770</b>	<b>\$432,000</b>

## SYSTEM-WIDE SUPPORT (FY 2020 ACTUALS)

POSITION	AEFLA/IELCE	TOTAL POSITIONS
Clerical	0.20	0.20
Specialist	1.60	1.60
<b>TOTAL</b>	<b>1.80</b>	<b>1.80</b>



# Grants and Restricted Programs Fund

## STATE FUNDS

State funds represent grants made by the State to local school districts for a specific purpose such as technology, at-risk youth, adult education, etc. Various factors such as enrollment, free and reduced lunch applications and the local composite index are used to determine the funding amount.

### State Entitlement Grants

The **Career and Technical Education Equipment grant** is provided for the acquisition and upgrade of equipment for their Career and Technical Education programs to meet standards in high-demand, high-skill and fast-growth industry sectors.

The **Early Intervention Reading Initiative (EIRI)** provides funding to serve students from kindergarten to third grade in order to reduce the number of children with reading problems through early diagnosis and immediate intervention. APS is obligated to match these funds and must administer a diagnostic assessment to students identified as needing reading intervention, through a contract with the University of Virginia (UVA), the Phonological Awareness Literacy Screening (PALS) is provided to school divisions at no charge. Based on assessments, APS provides additional reading instruction to identified students which includes the use of special reading teachers and computer-based reading programs.

The **Mentor Teacher Program** provides funding aimed at supporting educator productivity and accountability. The elements of the legislation include the evaluation and training of teachers, salary supplements for teachers receiving National Board Certification, and the mentoring of new teachers. APS with a combination of state and local funds has established a New Teachers Mentor Program that meets state guidelines.

The **Virginia Preschool Initiative** distributes state funds to schools and community-based organizations to provide quality preschool programs for at-risk four-year-olds. The purpose of the grant is to reduce disparities among young children upon formal school entry and to reduce or eliminate those risk factors that lead to early academic failure.

The **State Standards of Learning Algebra Readiness** initiative provides funding for mathematics intervention resources and services to students in grades six through nine who are at risk of failing the Algebra I end-of-course test, as demonstrated by their individual performance on any diagnostic test that has been approved by the Department of Education. The school division is required to match these funds. APS offers an intervention program to targeted students at risk which provides additional instructional hours and monitors students' progress to demonstrate improvement.

The **Virginia Public School Authority (VPSA) School Educational Technology grant** provides funding to establish/improve a computer-based instructional and testing system for the Standards of Learning (SOL) and to develop the capability for high speed internet connectivity at the school division. In addition, APS can use these grant funds to purchase handheld multifunctional computing devices that support a broad range of applications and that are controlled by operating systems providing full multimedia support and mobile Internet connectivity. APS is required to match 20 percent of the total grant.

FINANCIAL: OTHER FUNDS



# Grants and Restricted Programs Fund

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Career Tech Ed Equipment	\$40,524	\$39,747	\$45,000
Early Reading Intervention	\$44,016	\$142,439	\$187,887
Mentor Teacher Program	\$34,609	\$17,747	\$21,066
Preschool Initiative	\$1,539,926	\$1,682,716	\$1,540,381
SOL Algebra	\$15,506	\$71,565	\$74,040
Technology Grants	\$882,000	\$882,000	\$986,000
<b>TOTAL ENTITLEMENT GRANTS</b>	<b>\$2,556,580</b>	<b>\$2,836,214</b>	<b>\$2,854,374</b>

## POSITION SUMMARY BY SCHOOL (FY 2020 ACTUALS)

LOCATION	PRESCHOOL INITIATIVE		TOTAL POSITIONS
	INSTRUCTIONAL ASSISTANTS	TEACHERS	
<b>ELEMENTARY</b>			
Abingdon	2.00		2.00
Ashlawn	1.00		1.00
Barrett	1.00		1.00
Campbell	1.00		1.00
Carlin Springs	1.00		1.00
Claremont	2.00	1.00	3.00
Hoffman-Boston	4.00	2.00	6.00
Key	1.00	1.00	2.00
Randolph	1.00	1.00	2.00
<b>Elementary Total</b>	<b>14.00</b>	<b>5.00</b>	<b>19.00</b>
<b>TOTAL</b>	<b>14.00</b>	<b>5.00</b>	<b>19.00</b>

## SYSTEM-WIDE SUPPORT (FY 2020 ACTUALS)

POSITION	PRESCHOOL INITIATIVE	TOTAL POSITIONS
Clerical	1.00	1.00
Coordinator	1.50	1.50
Specialist	1.00	1.00
<b>Total</b>	<b>3.50</b>	<b>3.50</b>

FINANCIAL: OTHER FUNDS





# Grants and Restricted Programs Fund

## State Discretionary Grants

The **Adult Education and Family Literacy Act (AEFLA)** of the Workforce Innovation and Opportunity Act is the principal source of funding for States for adult educational programs. The purpose of AEFLA's basic state grant program is to assist adults in: becoming literate; obtaining the knowledge and skills necessary for employment and self-sufficiency; obtaining the necessary education and skills to become full partners in the educational development of their children; and completing secondary education or its equivalent.

The **General Adult Education grant** provides funds under the Workforce Innovation and Opportunity Act (WIOA) to develop, implement, and improve adult education and literacy in Virginia. These funds are used to provide English language instruction for limited English proficient adults with the Arlington Adult ESOL program.

The **Individual Student Alternative Education Plan (ISAEP)** provides funding for individualized educational services for students 16 years of age and older to help them prepare to earn a high school equivalency credential while also developing career and technical skills. The ISAEP program provides an alternative pathway for qualifying secondary students to earn a high school equivalency (HSE) credential.

The **Race to GED** funding is provided to contribute to the strengthening of Virginia's workforce by increasing the number of adults completing a HSE credential. The grant funds are to be used to increase students testing capacity of the GED test, provide additional or remedial instruction and/or implement Outreach activities.

The **Safe Routes to School (SRTS) grant** provides funding to enable and encourage children, including those with disabilities, to walk and bike to school; make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age and to facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity of schools. These funds are used to partially fund a SRTS coordinator position along with other safe routes activities addressing education, engagement, enforcement, and evaluation.

The **Special Education Jail Program** mandates that special education and related services be provided to all eligible students including those who are incarcerated. The Virginia Department of Education provides funds to APS to serve eligible students, who are incarcerated in the Arlington County Detention Facility.

The **Virginia's Special Education Regional Tuition Reimbursement Program** provides a mechanism for school divisions to cooperate and share resources to serve children with low incidence disabilities. This program enables divisions to receive reimbursement from VDOE for up to 5% of the identified special education population for services provided to students with autism, hearing impairment, traumatic brain injury, emotional disability or multiple disability identifications who receive special education services for 85 percent or more of the school day.

The **STEM PreK and Kindergarten Initiative** funding is used to enhance learning in science, technology, engineering and mathematics (STEM) through its arts integration program for APS kindergarten and preschool students.

The **VDOE School Security Equipment grant** provides funding to help school divisions to offset related local costs associated with the purchasing of qualifying security equipment to improve and help ensure the safety of students attending public schools in Virginia.



# Grants and Restricted Programs Fund

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Adult Education and Family Literacy Act (AEFLA)	\$218,125	\$214,000	\$225,000
General Adult Education (GAE)	\$28,544	\$22,799	\$24,299
Individual Student Alternative Education Plan (ISAEP)	\$35,743	\$33,420	\$33,545
Race to GED	\$21,836	\$19,561	\$21,836
Safe Routes to School	\$80,601	\$67,600	\$76,600
STEM Team Grant	\$3,787	\$0	\$0
Special Education Jail Program	\$88,089	\$112,842	\$113,679
Special Education - Regional Tuition	\$0	\$672,000	\$705,600
STEM PreK & Kindergarten	\$41,000	\$42,000	\$42,000
VDOE School Security Equipment Grant	\$0	\$44,480	\$6,100
<b>TOTAL DISCRETIONARY GRANTS</b>	<b>\$517,725</b>	<b>\$1,228,702</b>	<b>\$1,248,659</b>

## SYSTEM-WIDE SUPPORT (FY 2020 ACTUALS)

POSITION	ISAEP	SAFE ROUTES TO SCHOOL	SPECIAL EDUCATION JAIL PROGRAM	SPECIAL EDUCATION REGIONAL TUITION	AEFLA	TOTAL POSITIONS
Coordinator		1.00		4.00		5.00
Specialist	0.07			1.00	0.95	2.02
Teacher			1.00	1.00		2.00
Clerical					0.30	0.30
<b>TOTAL</b>	<b>0.07</b>	<b>1.00</b>	<b>1.00</b>	<b>6.00</b>	<b>1.25</b>	<b>9.32</b>

FINANCIAL: OTHER FUNDS



# Grants and Restricted Programs Fund

## LOCAL/COUNTY FUNDS

Local funds represent awards from the County to the schools, and grants from organizations and community groups. Some of the contributors have been awarding funds to the schools for many years.

### Local Discretionary Grants

The **Arlington Educations and Employment Program (REEP) English Learners (EL)** program is funded by the Arlington County to provide intensive competency-based English learners and literacy instruction for adults. Services are provided at the Syphax Education Center and Arlington Mill Community Center. Non-intensive classes are also provided at the Arlington County Detention Facility.

The **General Education Development (GED) at the Jail program** is funded by Arlington County to provide educational and instructional services to incarcerated individuals at the Arlington County Detention Center in order to prepare them for successful completion of the GED test. The agreement with the county is renewed annually and provides funding to cover the annual salary and benefits of a twelve-month educational coordinator and GED instructor that is located at the detention facility.

The **I-Net Equipment** funds are provided by Arlington County for network infrastructure and equipment that supports voice, video signals and data applications across the APS network.

The **Summer Outdoor Lab Program** is partially funded by the Rock Spring Garden Club, the Arlington Outdoor Education Association (AOEA), and Delta Kappa Gamma. The summer program at the Outdoor Lab provides students with an opportunity to gain hands-on experience in ecology, geology, aquatics, meteorology and natural history.

The **Washington Forrest Foundation** provides funding to support instructional programs at the Career Center. Funds are awarded annually based on APS projects and program proposals. Previously, funds were provided to assist in the development and expansion of the engineering, construction, electricity and sustainable technologies programs and other after school STEM and interdisciplinary physical education activities at the Career Center.

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**FINANCIAL: OTHER FUNDS**



# Grants and Restricted Programs Fund

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Education Access on Cable TV Arlington	\$45,072	\$0	\$0
EL REEP	\$1,233,214	\$645,682	\$645,682
REEP Contracts	\$5	\$0	\$183,000
GED at the Jail	\$81,691	\$95,000	\$95,000
I-Net Equipment	\$4,307	\$125,000	\$125,000
Project Lead the Way (Elementary)	\$1,500	\$0	\$0
Rockefeller SEL Project	\$550	\$0	\$0
Shooshan Family Fund	\$6,921	\$0	\$0
Summer Outdoor Lab	\$51,454	\$54,702	\$61,284
Traveling Trolley	\$18,016	\$0	\$0
Washington Forrest Foundation	\$4,242	\$19,000	\$16,217
<b>TOTAL DISCRETIONARY GRANTS</b>	<b>\$1,446,971</b>	<b>\$939,384</b>	<b>\$1,126,183</b>

## SYSTEM-WIDE SUPPORT (FY 2020 ACTUALS)

POSITION	EL REEP	REEP CONTRACTS	GED AT THE JAIL	TOTAL POSITIONS
Clerical	4.33	0.17		4.50
Coordinator			1.00	1.00
Specialist	3.15			3.15
Supervisor	1.00			1.00
<b>TOTAL</b>	<b>8.48</b>	<b>0.17</b>	<b>1.00</b>	<b>9.65</b>

FINANCIAL: OTHER FUNDS



# Grants and Restricted Programs Fund

## COMBINED FUNDS

Combined funds represent grants funded with a combination of federal, state and local/county funds.

### Combined Discretionary Grants

The Parent/Teen Infant Program is funded through a combination of federal, state and local funds to support the Arlington Alternatives for Parenting Teens and Infant Care Center.

### Combined Adult Education Grants

The Adult Personal and Professional Development Program is funded through a combination of state and local funds to provide Arlington residents age 18 and above a broad array of educational opportunities. Arlington Public Schools provides courses and instruction on vocational, technical and occupational subjects. Courses are offered to individuals on a tuition basis and to companies and agencies for their employees under contractual agreements.

## FINANCIAL SUMMARY

	FY 2019	FY 2020	FY 2021
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>Discretionary Grants</b>			
Parent/Teen Infant	\$322,565	\$288,125	\$314,046
<b>Total Discretionary Grants</b>	<b>\$322,565</b>	<b>\$288,125</b>	<b>\$314,046</b>
<b>Adult Education Grants</b>			
Adult Personal and Prof. Dev Program	\$769,229	\$649,153	\$787,395
<b>Total Adult Education Grants</b>	<b>\$769,229</b>	<b>\$649,153</b>	<b>\$787,395</b>
<b>TOTAL COMBINED GRANTS</b>	<b>\$1,091,794</b>	<b>\$937,278</b>	<b>\$1,101,441</b>

FINANCIAL: OTHER FUNDS

## POSITION SUMMARY BY SCHOOL (FY 2020 ACTUALS)

LOCATION	PARENT/TEENS INFANT CARE		TOTAL POSITIONS
	INSTRUCTIONAL ASSISTANTS	TEACHER	
OTHER SCHOOLS/PROGRAMS			
Career Center	1.00	1.00	2.00
<b>Other Schools/Programs Total</b>	<b>1.00</b>	<b>1.00</b>	<b>2.00</b>
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>	<b>2.00</b>

## SYSTEM-WIDE SUPPORT (FY 2020 ACTUALS)

POSITION	ADULT PERSONAL AND PROFESSIONAL PROGRAM	TOTAL POSITIONS
Clerical	1.00	1.00
Coordinator	1.00	1.00
Specialist	0.44	0.44
<b>Total</b>	<b>2.44</b>	<b>2.44</b>



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Arlington County at a Glance

Arlington Public Schools Profile

Achievement Measures

Enrollment

Enrollment Projections

Personnel Resources

Outstanding Debt and  
Bond Amortization

**SUPPLEMENTAL**



# Arlington County at a Glance

## OVERVIEW OF ARLINGTON

Arlington County is located in northern Virginia, directly across the Potomac River from Washington, D.C. The County encompasses 25.8 square miles of land, which was originally split off from Fairfax County in 1801 and ceded by Virginia to be included in the ten-mile square Federal District. In 1847, however, Congress allowed the land to return to the jurisdiction of Virginia following a vote in favor of retrocession by its members. This area was then known as Alexandria City and Alexandria County. In 1920, to avoid confusion, the county was renamed Arlington County.

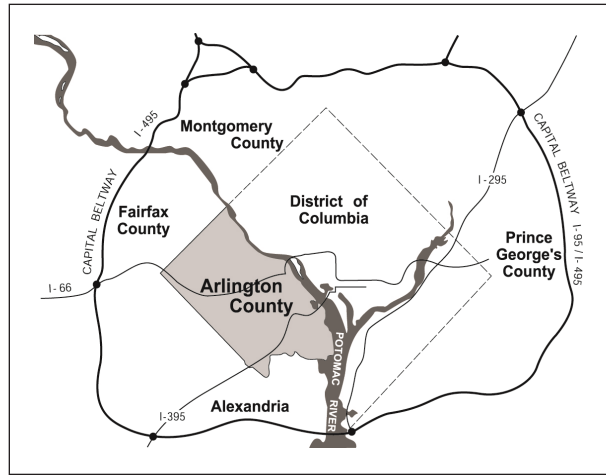
Annexation of any part of Arlington County by neighboring jurisdictions is prohibited by present law unless the entire County is annexed with the approval of County voters. There are no jurisdictions with overlapping debt or taxing powers. The water and sewage systems are operated on a self-supporting basis by the County government.

Arlington's location in the center of the Washington metropolitan region, just five minutes from Washington by car or Metrorail, has made the County a highly desirable business and residential location. Arlington has maintained high-quality residential neighborhoods while supporting well-managed growth. High-density commercial and residential development is focused around Metro stations in the Rosslyn-Ballston corridor and the Jefferson Davis corridor, which includes both Pentagon City and Crystal City.

Arlington County has an estimated 2020 population of 228,400, an increase of 10 percent over the 2010 population. Additionally, Arlington is home to an estimated 234,800 jobs, as of January 1, 2020.

Almost all of the land in Arlington County has been developed. This development consists of extensive single-family residential areas, as well as commercial, office, and multi-family residential structures.

Economic activity in Arlington County has historically been closely associated with numerous governmental activities of the Washington Metropolitan region. In 2020 about 20.9 percent (or about 49,000) of the jobs in Arlington County are with the numerous federal, state or local government agencies. In recent years, however, the private employment base, particularly in the service sector, has increased substantially. The 2020 estimates show that sectors of the professional and technical services (24.3 percent and 57,000 jobs) and other services (22.4 percent and 52,500 jobs) have become the top industries for employment in Arlington County.



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# Arlington County at a Glance

## DEMOGRAPHICS

The Department of Community Planning, Housing and Development (CPHD) estimates Arlington County’s 2020 population to be 228,400. The Planning Division estimates that 19.5 percent (44,530 persons) of the population are under the age 20. Those between the ages of 25-34 make up the largest share of the population at 24.1 percent or 54,960 persons.

## RACIAL/ETHNIC COMPOSITION

Arlington County takes pride in, and gains vitality from, the diversity of its population. According to the 2010 Census, 64.0 percent of Arlington residents are white, 15.1 percent are Hispanic, 8.2 percent are black or African-American, 9.6 percent are Asian or Other Pacific Islanders, and 3.0 percent identified as another race or two or more races. (Note: percentages may not add due to rounding.)

RACIAL/ETHNIC GROUP	FY 2000	FY 2010	% CHANGE
Non-Hispanic/Latino			
White alone	114,489	132,961	16.1%
Black or African American alone	17,244	17,088	(0.9%)
Asian/Pacific Islander	16,346	19,895	21.7%
Other/Multi-Racial	6,106	6,301	3.2%
Total non-Hispanic/Latino	154,185	176,245	14.3%
Hispanic/Latino	35,268	31,382	(11.0%)
<b>TOTAL</b>	<b>189,453</b>	<b>207,627</b>	<b>9.6%</b>

## EDUCATION

Arlington’s population is among the most highly educated in the country. According to the U.S. Census Bureau 2018 American Community Survey, 94.1 percent of all household residents age 25 and older were high school graduates, 74.6 percent were college graduates, and 39.7 percent had graduate or professional degrees. Of the Arlington Public School (APS) class of 2019-2020, 90 percent planned to pursue higher education, and the average expenditure per pupil was expected to be \$19,921 in the 2020 fiscal year.

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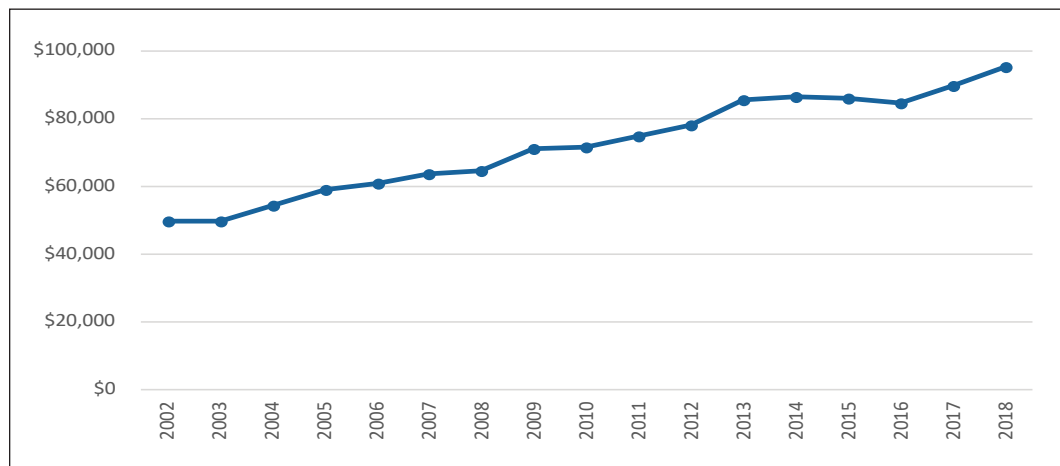
# Arlington County at a Glance

## PERSONAL INCOME

The educational achievements of Arlington’s population are reflected in the County’s income statistics as well. In 2018, the Bureau of Economic Analysis reported that Arlington’s per capita personal income was \$95,198. According to the U.S. Census American Community Survey, the median household income in Arlington County in 2018 was \$117,374.

The Per Capita Income graph below shows the growth in per capita personal income since 2002. Income figures for 2003 through 2018 are from the U.S. Bureau of Economic Analysis.

### PER CAPITA INCOME



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## HOUSING

According to Planning Division estimates, there are 117,300 total housing units in Arlington as of January 2020. A housing unit is a multi-family dwelling or a single family dwelling attached to other dwellings or a single-family detached dwelling. The majority (70.5 percent or 82,700) of housing units in Arlington are multi-family. There are an estimated 27,700 single family detached (23.6 percent), and 6,900 single-family attached housing units (5.9 percent) in Arlington. Since 2000, growth in housing units has been largely due to multi-family development. Between 2000 and January 2020, 30,327 new multi-family units have been completed (an increase of 57.8 percent). There has been a net gain of 32 single family detached units during the same time span. In 2020, the Housing Division estimated that owners occupied 39.6 percent and renters occupied 60.4 percent of occupied housing units.



# Arlington County at a Glance

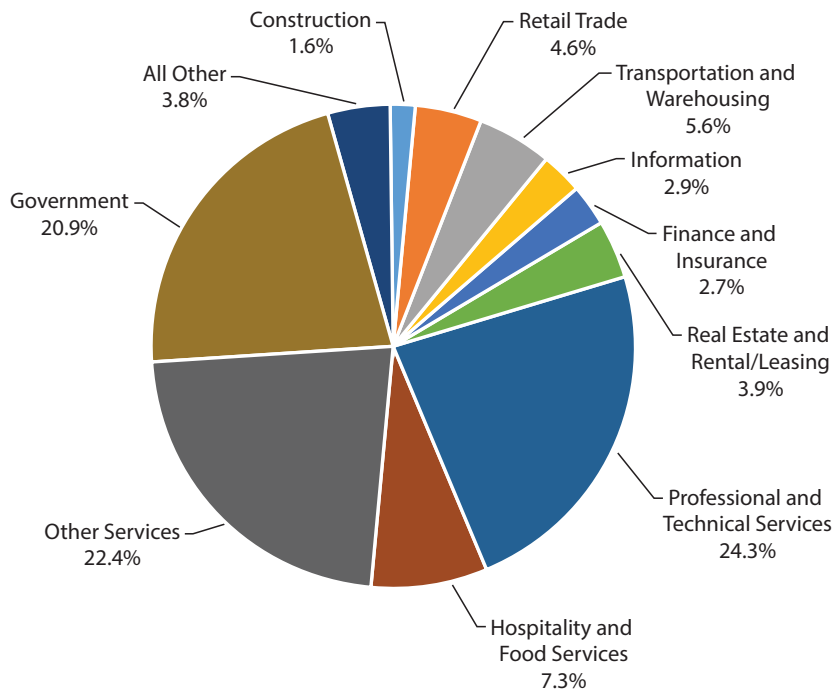
## COMMUNITY FACILITIES IN ARLINGTON

⊙ Acres of County Owned Parkland	925	⊙ Libraries	8
⊙ Acres of NOVA Parks	136	⊙ Synthetic Fields	15
⊙ Multi-Use Trails (Off-Street)	52	⊙ Nature Centers	3
⊙ County Owned Parks	149	⊙ Senior Centers	5
⊙ Tennis and Basketball Courts	180	⊙ Community Centers	12
⊙ Natural Grass Fields	82	⊙ Fire Stations	9

## AT-PLACE EMPLOYMENT

According to Arlington County estimates, the total number of jobs in the County increased by about 16.7 percent between 2000 and 2020. The service sector comprises a significant share of jobs in Arlington. About 24.3 percent of all jobs are in the professional and technical services sector. Another 22.4 percent of jobs are in other service sectors, including administrative, education, and health. The government sector also continues to comprise a large share of Arlington jobs. About 20.9 percent (49,000 jobs) of the County's January 2020 employment is estimated to be in government. The 2019 unemployment rate in Arlington was 1.9 percent.

## EMPLOYMENT BY INDUSTRY



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# Arlington County at a Glance

SECTOR	JOBS
Construction	3,800
Retail Trade	10,800
Transportation and Warehousing	13,200
Information	6,400
Finance and insurance	6,800
Real estate and Rental/Leasing	9,100
Professional and technical services	57,000
Hospitality and Food Services	17,200
Other Services	52,500
Government	49,000
All other	9,000
<b>TOTAL</b>	<b>234,800</b>

Source: Sector employment are Arlington County CHPD estimates based on data from the U.S. Bureau of Economic Analysis for the year 2015 (most current available). Unemployment data is from the U.S. Bureau of Labor Statistics Local Area Unemployment Statistics (LAUS).

\* Note: Jobs by sector may not add due to rounding

Arlington County has a solid economic base as evidenced by the presence of numerous major employers and the County's sophisticated blend of traditional commerce, such as health services and retail sales, and technological industries, such as telecommunications and software.

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## TOP 10 PRINCIPAL PRIVATE EMPLOYERS

COMPANY		NATURE OF BUSINESS	ARLINGTON EMPLOYEES
1	Accenture	Consulting Services	2,500-4,999
2	Deloitte	Consulting Services	2,500-4,999
3	Virginia Hospital Center	Healthcare	2,500-4,999
4	Booz Allen Hamilton	Consulting Services	1,000-2,499
5	Gartner	Consulting Services	1,000-2,499
6	Bloomberg Bureau of National Affairs (BNA)	Information Services	750-999
7	LIDL	Supermarket	750-999
8	Marriot Hotel Services Inc.	Hotel	750-999
9	CACI	Consulting Services	500-749
10	Marymount University	Education	500-749
<b>TOTAL</b>			<b>12,750-24,490</b>

Source: Arlington Economic Development

# Arlington County at a Glance



## SELECTED SERVICE INDICATORS

	FY 2019 ACTUAL	FY 2020 ESTIMATE	FY 2021 ESTIMATE
General Obligation Bond Rating	Aaa/AAA/AAA	Aaa/AAA/AAA	Aaa/AAA/AAA
New Voters Registered by Electoral Board (Calendar Year)	11,905	11,000	12,000
Inspections Conducted for Fire Code Enforcement, fire protection system, and hazardous materials inspections	3,159	3,400	3,400
Percentage of Fire Emergencies Reached Within Four Minutes of Dispatch	60%	60%	60%
Fire/EMS/Public Service Responses	60,851	63,000	63,000
Refuse Collected on County and Contracted Routes (Tons)	27,367	28,534	29,675
Total Curbside Recycling Tonnage Collected	12,968	10,437	10,437
Licensed Child Care Facilities (Family Day Care Homes)	138	138	138
Number of registrations in Parks and Recreation programs	60,260	61,000	61,000
Number of individuals registered with the Office for Senior Adult Programs (OSAP)	6,905	7,000	7,200
Police response time for Priority 1 calls (minutes from dispatch to arrival)	4:55	4:50	5:00





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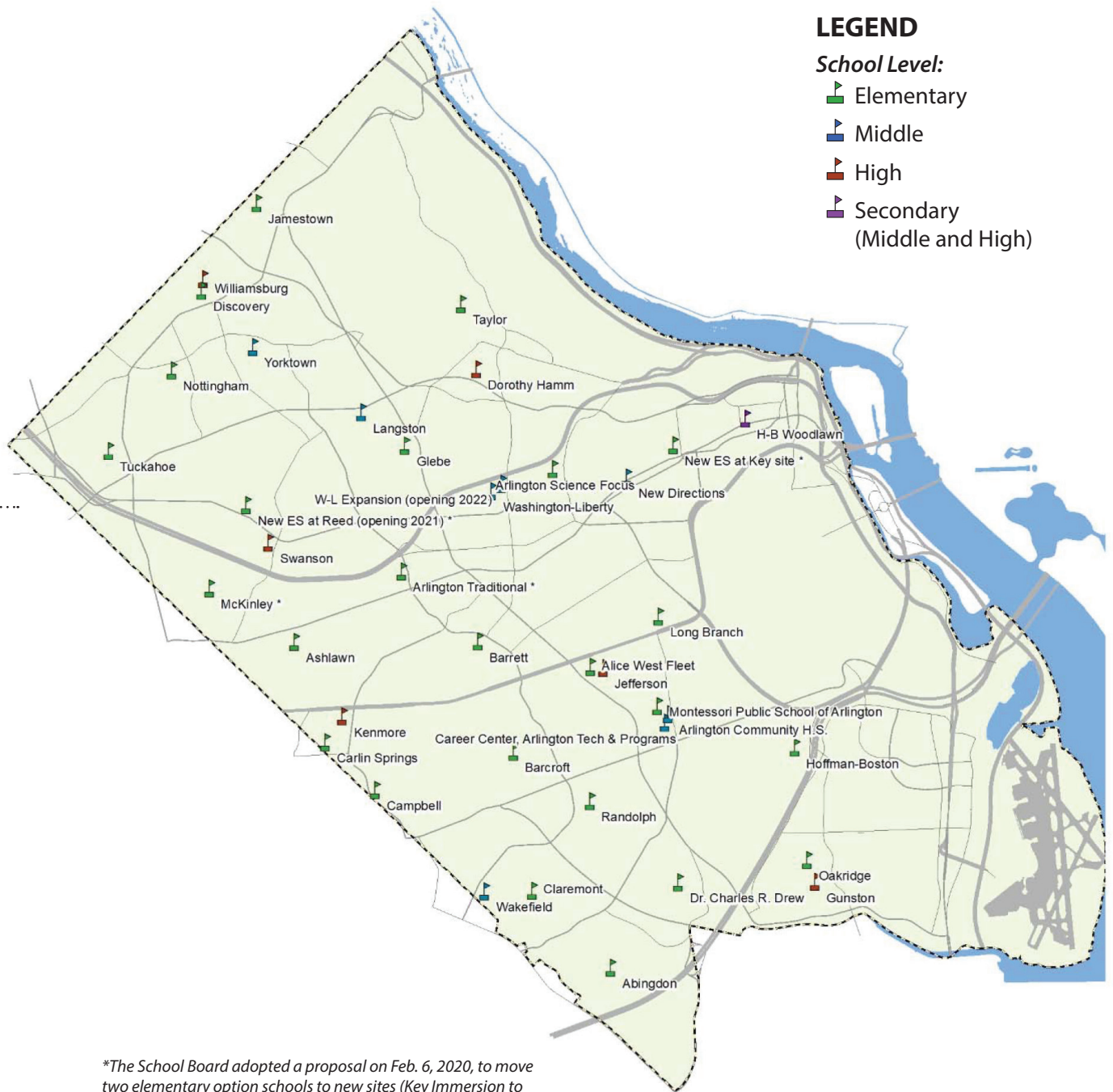


# Arlington Public Schools Profile

## LEGEND

### School Level:

-  Elementary
-  Middle
-  High
-  Secondary (Middle and High)



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*\*The School Board adopted a proposal on Feb. 6, 2020, to move two elementary option schools to new sites (Key Immersion to ATS site and Arlington Traditional moves to McKinley site) and the majority of McKinley students to the new neighborhood school under construction at the Reed site. These changes will take effect in August 2021.*



# Arlington Public Schools Profile

Arlington Public Schools represent one of the nation’s most diverse and sophisticated student populations. Our 28,020 students come from around the world and speak more than 114 languages. We operate nearly 40 schools and programs designed to meet individual student needs. Several of our programs are unique.

These include:

- ⊙ Two partial Spanish immersion programs
- ⊙ A 200-acre Outdoor Laboratory in Fauquier County
- ⊙ A swimming program for all students at grades 3, 4, 9 and 10
- ⊙ Three countywide alternative schools
- ⊙ A Career Center for advanced vocational and technical training
- ⊙ A sophisticated Distance Learning program
- ⊙ The International Baccalaureate Program

Students consistently score above state and national averages on standardized tests, including the SAT and ACT. Among 2019 APS graduates, 76 percent took the ACT and/or the SAT. The average combined score on the SAT was 1208<sup>2</sup> for Arlington graduates, APS scores are 95 points higher than the average score for Virginia students and 169 points higher than the national SAT average. Compared to the previous year, APS had a 11.2 percent decrease in the number of ACT test takers in 2019. Arlington’s average ACT composite score was 26.7, compared to 23.9 for VA graduates and a national composite of 20.3.

Arlington offers a wide array of individualized education programs for all students, from the gifted to students with severe disabilities. Computers are used as teaching tools and information sources, and all schools are linked to the Internet.

As of fall 2020, the school system will operate twenty-four elementary schools, six middle schools, four high schools, a secondary alternative school, a technical education and career center, a high school continuation program and programs for special education students. The Syphax Education Center, and the Thurgood Marshall building, house a variety of administrative offices and specialized programs.

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TYPE OF SCHOOL OR PROGRAM	NUMBER
Elementary Schools	24
Middle Schools	6
High Schools	4
Secondary Alternative School (6-12)	1
High School Continuation Program	1
Vocational-Technical (9-12)	1
Special Education Programs	2

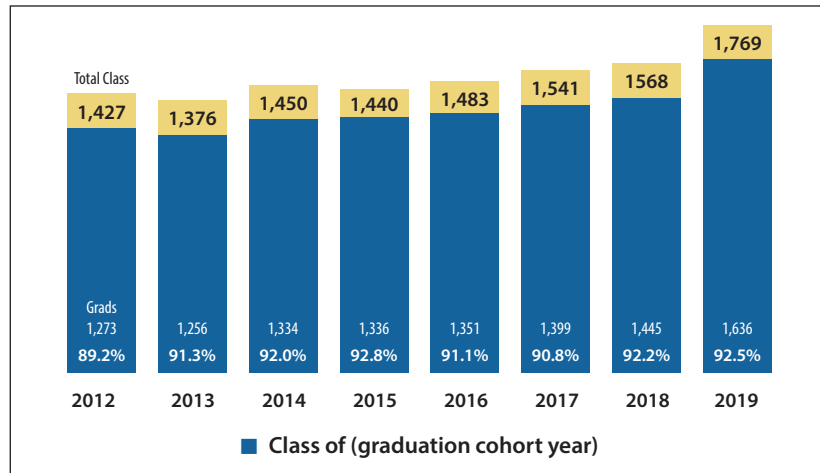
2. Because of the changes in the design of the SAT, the performance of 2019 graduates can't be compared with previous years. For comparison purposes, the 2019 scores can be converted using the College Board SAT score converter. The converted score for 2019 is 1680.



# Achievement Measures

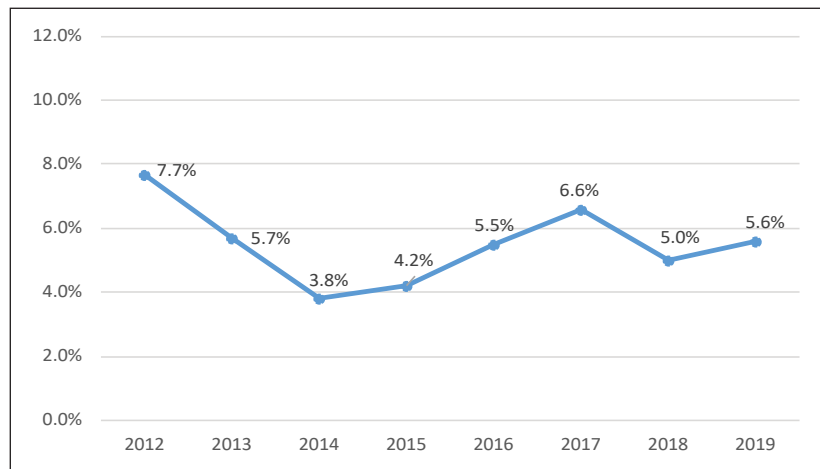
The On-Time Graduation Rate is the percentage of students in a cohort who earned a Board of Education-approved diploma within four years of entering high school for the first time. The On-Time Graduation rate is 92.5%.

APS ON-TIME GRADUATION RATE



The Cohort Dropout Rate is the percentage of students who have not earned a Board of Education-approved diploma, GED or Certificate of Completion and are no longer in school, within four years of entering high school for the first time. The dropout rate for FY 2019 is 5.6%.

APS COHORT DROPOUT RATE



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# Achievement Measures

While overall student achievement is a division-wide responsibility, other metrics in the Strategic Plan are the responsibility of specific departments and are presented here rather than on the individual department pages.

This scorecard below is based on the 2018-2024 Strategic Plan Goals which was adopted on June 7th, 2019.

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	ANNUAL PERFORMANCE								
		2012	2013	2014	2015	2016	2017	2018	2019	
<b>STUDENT SUCCESS: MULTIPLE PATHWAYS TO STUDENT SUCCESS</b>										
<b>KINDERGARTEN STUDENTS</b>										
PreK Enrollment	2.0.a. Percentage of kindergarten students previously enrolled in PreK program by identified subgroups	All	86.2	89.1	82.5	86.3	89.3	90.3	91.3	91.1
		Asian	78.6	83.4	76.8	88.1	83.9	85.1	87.4	89.5
		Black	86.3	85.6	76.1	85.9	88.3	89.6	89.9	89.7
		Hispanic	83.9	84.9	82.0	81.3	83.8	84.7	84.5	82.3
		White	89.1	92.5	84.5	93.0	92.7	94.0	96.3	96.2
		LEP	81.3	83.0	80.1	81.5	82.2	83.1	82.3	81.9
		SWD	93.4	93.1	90.0	95.1	95.7	94.4	95.3	97.7
<b>ALL APS STUDENTS—KINDERGARTEN THROUGH GRADE 12</b>										
Gifted Services	2.0.b. Percentage of students identified for gifted services by identified subgroups  <i>(Target is to eliminate gaps between White students and their Asian, Black and Hispanic peers and between students who do and do not receive special services (Economically Disadvantaged, LEP, SWD).)</i>	All	19.6	19.8	20.6	22.3	22.8	23.7	24.7	26.7
		Asian	19.1	21.2	22.1	23.9	23.5	24.1	26.3	28.1
		Black	11.9	12.9	13.4	14.3	12.9	13.9	14.8	16.0
		Hispanic	11.9	12.0	12.1	12.8	11.4	11.6	11.7	13.5
		White	28.1	28.6	29.2	31.0	31.0	32.3	33.5	35.4
		LEP	8.4	7.0	5.4	6.5	5.7	6.1	8.8	10.1
		SWD	8.4	8.0	8.7	10.0	9.3	9.4	9.4	10.1
<b>WRITING SOLS—GRADES 5, 8 &amp; 11</b>										
SOL – Writing (Grades 5,8,11)	2.4. Percentage of students grades 5, 8 and 11 scoring proficient or above on writing SOL by identified subgroups	All	93.0	85.5	84.4	84.5	85.1	86.7	86.3	87.4
		Asian	95.1	88.7	86.9	87.7	88.6	91.3	90.5	91.4
		Black	83.4	69.8	69.5	71.2	68.8	72.0	73.1	68.6
		Hispanic	86.2	72.7	70.5	69.9	70.2	76.5	72.8	76.5
		White	98.0	95.3	94.7	95.5	95.4	94.3	94.4	95.0
		LEP	83.6	64.9	60.0	53.1	51.6	64.1	64.1	60.8
		SWD	73.2	57.3	53.5	51.9	49.2	54.3	52.4	54.8

Note: Data in red font indicates that new tests were administered that year.

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# Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	ANNUAL PERFORMANCE								
		2012	2013	2014	2015	2016	2017	2018	2019	
STUDENT SUCCESS: MULTIPLE PATHWAYS TO STUDENT SUCCESS (CONTINUED)										
ELEMENTARY SCHOOL SOLS—GRADES 3, 4 & 5										
English/Reading	Percentage of students grades 3-5 scoring proficient or above by identified subgroups	All	89.5	79.0	80.9	86.5	87.8	87.1	83.0	81.2
		Asian	92.0	80.1	86.2	90.9	92.1	91.3	87.4	84.0
		Black	77.8	59.7	64.1	75.2	77.4	79.3	73.4	70.5
		Hispanic	79.5	61.0	61.9	71.0	75.1	73.7	64.3	60.6
		White	96.4	91.7	92.4	95.2	94.9	94.4	93.4	92.6
		LEP	80.1	57.6	60.8	69.6	74.0	74.1	63.7	59.6
		SWD	68.9	55.1	54.6	60.9	64.5	64.8	53.8	50.0
Mathematics	Percentage of students grades 3-5 scoring proficient or above by identified subgroups	All	80.9	81.5	83.3	87.0	87.4	85.7	82.9	86.6
		Asian	83.1	83.3	89.3	92.1	90.7	91.2	90.2	92.5
		Black	61.9	63.3	69.9	75.5	78.6	75.5	69.3	74.0
		Hispanic	65.4	68.1	69.1	75.0	74.4	70.9	65.3	72.5
		White	91.7	91.4	91.7	93.9	94.5	94.0	93.1	94.5
		LEP	67.2	65.6	69.5	74.2	74.1	72.4	68.6	74.0
		SWD	50.5	51.6	51.6	56.8	60.9	56.0	51.6	57.9
Science	Percentage of students grades 3 and 5 scoring proficient or above by identified subgroups	All	91.5	83.9	82.6	80.9	85.6	82.5	81.7	81.4
		Asian	91.7	84.0	87.4	82.8	85.2	84.0	84.9	85.9
		Black	77.0	66.7	60.5	66.7	76.1	71.2	72.8	71.0
		Hispanic	81.5	65.2	61.6	60.3	69.1	64.5	61.6	60.7
		White	98.3	95.5	94.1	93.3	94.4	93.5	93.0	92.5
		LEP	82.0	63.4	58.4	53.2	63.0	63.1	60.7	60.5
		SWD	68.8	61.1	51.8	46.6	58.0	49.3	50.0	49.7
History/Social Science	Percentage of students grades 3 and 4 scoring proficient or above by identified subgroups	All	90.0	90.0	90.3	89.8	89.3	90.3	88.4	83.0
		Asian	92.2	92.6	93.9	90.0	94.7	92.2	94.0	89.0
		Black	73.0	77.6	79.1	76.0	76.8	78.3	73.8	61.5
		Hispanic	80.9	80.0	78.0	76.1	78.7	76.0	76.2	66.7
		White	96.9	96.2	96.4	96.5	94.7	96.7	93.4	91.7
		LEP	81.4	78.8	77.9	75.5	78.5	80.3	78.0	66.0
		SWD	70.6	69.3	68.2	68.8	69.8	73.2	69.9	59.5

Note: Data in red font indicates that new tests were administered that year.

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# Achievement Measures



PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	ANNUAL PERFORMANCE								
		2012	2013	2014	2015	2016	2017	2018	2019	
STUDENT SUCCESS: MULTIPLE PATHWAYS TO STUDENT SUCCESS (CONTINUED)										
MIDDLE SCHOOL SOLS—GRADES 6, 7 & 8										
English/Reading	Percentage of students grades 6-8 scoring proficient or above by identified subgroups	All	87.9	78.1	80.7	84.5	84.5	85.3	85.2	84.2
		Asian	90.0	78.1	81.9	88.3	88.0	88.6	87.0	86.8
		Black	78.1	61.4	66.1	69.2	71.6	72.0	72.6	72.0
		Hispanic	74.9	56.6	59.1	67.7	68.2	69.1	69.0	68.1
		White	97.0	93.5	94.8	95.3	94.8	94.7	95.1	94.2
		LEP	73.4	43.6	44.1	50.9	48.7	61.9	60.9	61.2
		SWD	61.1	43.2	47.3	53.5	52.7	51.6	55.0	50.9
Mathematics	Percentage of students grades 6-8 scoring proficient or above by identified subgroups	All	75.8	80.4	83.8	88.3	87.2	87.6	84.0	86.5
		Asian	83.3	83.3	86.2	93.8	90.8	90.2	88.7	92.5
		Black	52.3	63.4	68.3	77.2	72.7	77.5	72.0	75.1
		Hispanic	56.6	63.5	69.6	76.8	77.0	75.3	69.4	73.8
		White	91.2	92.8	94.2	95.5	94.7	94.7	92.8	94.3
		LEP	57.6	57.8	62.3	69.4	66.0	72.8	66.9	70.5
		SWD	43.0	43.9	51.3	60.2	58.9	56.7	51.0	53.3
Science	Percentage of students grades 6-8 scoring proficient or above by identified subgroups	All	93.6	79.5	78.8	82.9	85.9	85.4	83.4	84.2
		Asian	95.4	73.2	82.4	85.6	87.9	83.2	87.2	86.0
		Black	87.0	60.4	59.3	66.3	72.5	72.3	69.8	68.6
		Hispanic	86.9	61.8	58.5	59.5	70.5	69.7	67.1	66.1
		White	98.7	94.9	95.4	96.9	96.4	96.7	93.5	94.3
		LEP	84.3	45.5	37.6	37.3	40.3	57.1	54.3	54.1
		SWD	79.3	50.2	50.6	53.9	64.6	60.0	55.0	52.6
History/Social Science	Percentage of students grades 6-8 scoring proficient or above by identified subgroups	All	85.1	85.8	85.6	89.9	88.8	88.2	87.0	84.7
		Asian	89.9	87.5	89.4	95.0	94.1	88.8	93.4	87.7
		Black	69.5	74.4	72.6	78.7	75.7	76.2	72.1	69.2
		Hispanic	70.5	69.4	67.3	74.3	75.9	75.4	70.7	67.0
		White	96.1	96.6	97.1	98.0	97.1	96.3	95.7	95.1
		LEP	69.6	60.8	55.8	59.2	54.2	66.6	63.6	59.6
		SWD	61.5	58.5	61.7	61.4	63.5	58.9	59.5	52.8

Note: Data in red font indicates that new tests were administered that year.

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# Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	ANNUAL PERFORMANCE								
		2012	2013	2014	2015	2016	2017	2018	2019	
STUDENT SUCCESS: MULTIPLE PATHWAYS TO STUDENT SUCCESS (CONTINUED)										
HIGH SCHOOL SOLS—END OF COURSE (EOC)										
English/Reading	Percentage of students grades 9-12 scoring proficient or above on EOC English test by identified subgroups	All	94.1	89.3	89.1	91.5	89.1	88.8	86.1	86.8
		Asian	92.9	89.2	86.7	93.1	89.9	88.2	85.4	86.2
		Black	87.8	77.7	74.7	82.8	73.1	79.5	75.8	73.9
		Hispanic	90.3	82.2	82.7	85.0	80.4	81.8	70.0	74.4
		White	99.1	97.9	96.9	98.1	98.5	95.6	97.1	98.7
		LEP	85.1	67.5	66.6	73.7	64.8	68.4	51.4	53.5
		SWD	80.9	72.1	68.7	77.3	67.4	72.7	59.6	67.2
Mathematics	Percentage of students grades 9-12 scoring proficient or above on EOC mathematics tests by identified subgroups	All	82.1	80.8	82.4	86.6	84.3	85.1	84.0	87.1
		Asian	87.8	86.1	87.8	92.8	91.8	90.6	88.9	90.8
		Black	66.6	67.4	71.7	76.9	73.3	74.5	73.4	79.6
		Hispanic	73.1	70.8	72.4	78.9	74.5	75.2	74.2	77.5
		White	92.0	91.5	91.4	95.0	93.3	94.3	94.1	94.8
		LEP	74.6	71.7	70.6	77.1	71.6	72.9	71.8	73.5
		SWD	62.6	55.9	59.1	66.5	67.7	71.7	66.5	71.8
Science	Percentage of students grades 9-12 scoring proficient or above on EOC science tests by identified subgroups	All	90.7	84.9	87.2	87.6	86.9	87.6	85.8	88.5
		Asian	91.3	85.5	86.8	89.0	88.6	90.5	87.0	89.4
		Black	82.1	72.7	75.6	78.3	71.2	78.2	73.7	77.5
		Hispanic	82.3	72.7	77.7	78.0	77.3	75.6	74.1	76.8
		White	98.4	96.1	95.9	96.2	96.9	96.7	96.6	97.9
		LEP	79.9	64.3	68.4	71.4	62.6	65.4	63.0	61.5
		SWD	75.7	63.1	67.6	68.0	70.1	70.0	66.3	68.5
History/Social Science	Percentage of students grades 9-12 scoring proficient or above on EOC history tests by identified subgroups	All	81.7	85.9	87.4	86.8	86.1	85.8	83.3	77.7
		Asian	80.9	87.3	87.5	87.4	90.3	89.9	87.5	80.9
		Black	64.1	71.7	78.6	75.8	75.8	76.7	71.7	57.5
		Hispanic	69.9	74.9	76.0	77.9	71.8	72.8	66.8	61.0
		White	96.3	96.3	96.6	96.4	97.0	95.7	96.4	94.5
		LEP	64.8	67.5	66.4	68.7	61.7	63.1	57.2	38.7
		SWD	62.0	67.1	72.4	68.1	67.7	67.0	61.7	49.8

Note: Data in red font indicates that new tests were administered that year.

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# Achievement Measures



PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	ANNUAL PERFORMANCE								
		2012	2013	2014	2015	2016	2017	2018	2019	
<b>STUDENT SUCCESS: MULTIPLE PATHWAYS TO STUDENT SUCCESS (CONTINUED)</b>										
<b>ON-TIME GRADUATES</b>										
AP/IB Enrollment	Percentage of graduating seniors completing at least one AP/IB course during high school career by identified subgroups	All	71.1	73.6	76.0	78.8	78.7	77.8	78.6	76.6
		Asian	81.3	70.7	72.3	80.6	82.4	80.3	86.9	78.7
		Black	52.3	48.6	64.0	56.4	60.1	61.4	63.2	60.9
		Hispanic	53.3	62.0	66.7	67.1	68.1	63.2	67.5	57.4
		White	87.0	89.7	85.7	91.2	90.5	90.0	89.0	91.6
		LEP	46.9	43.3	37.1	46.2	37.7	41.3	55.3	46.4
		SWD	30.5	22.6	34.0	41.5	48.6	40.8	41.9	43.7
AP/IB Exam Performance	Percentage of graduating seniors earning at least one AP/IB qualifying score during high school career by identified subgroups	All	51.4	54.2	53.9	58.3	58.8	58.6	59.0	58.5
		Asian	50.0	47.3	42.2	57.3	60.8	55.3	58.8	50.9
		Black	20.0	20.7	24.2	23.0	24.9	21.2	31.0	29.4
		Hispanic	36.4	40.0	41.2	42.2	44.6	42.2	42.3	35.7
		White	72.5	76.2	73.0	77.5	77.2	80.5	78.7	80.9
		LEP	22.9	26.1	15.9	22.4	17.8	20.3	28.9	21.1
		SWD	18.8	11.6	12.1	17.4	21.7	19.9	17.6	23.1
On-time Graduation	Percentage of students graduating on-time with any diploma (as defined by state) by identified subgroups	All	89.2	91.4	92.0	92.9	91.1	90.8	92.2	92.5
		Asian	91.9	93.6	89.1	94.0	96.2	94.7	95.9	96.5
		Black	87.7	87.9	90.4	91.8	94.4	91.8	93.6	94.7
		Hispanic	78.6	82.1	83.3	84.3	77.1	78.1	81.7	81.4
		White	97.4	98.3	98.7	98.4	99.1	98.3	99.1	98.5
		LEP	66.1	68.1	58.6	67.3	56.1	74.4	75.4	77.0
		SWD	91.4	92.5	94.8	94.7	93.6	93.3	95.3	93.1
Diploma Types	Percentage of students graduating on-time who earn an advanced studies diploma (includes IB) by identified subgroups	All	63.9	65.4	64.3	68.5	67.9	66.8	66.2	65.0
		Asian	76.6	63.9	61.3	67.2	73.4	64.8	70.9	65.2
		Black	33.5	42.3	44.7	46.2	44.1	43.0	45.7	46.4
		Hispanic	48.8	51.9	49.9	50.5	53.5	49.1	50.1	36.9
		White	80.3	81.4	78.9	83.8	82.3	83.7	81.5	86.0
		LEP	31.9	24.6	11.9	18.9	25.0	30.1	35.8	36.4
		SWD	17.1	16.5	16.0	22.3	26.5	20.9	24.2	25.0

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# Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	ANNUAL PERFORMANCE								
		2012	2013	2014	2015	2016	2017	2018	2019	
STUDENT SUCCESS: MULTIPLE PATHWAYS TO STUDENT SUCCESS (CONTINUED)										
ON-TIME GRADUATES										
SAT/ACT Participation	Percentage of graduating seniors taking SAT or ACT during high school career by identified subgroups	All	73.2	74.0	75.8	75.1	76.9	74.3	75.8	70.9
		Asian	78.9	74.0	72.3	79.8	80.8	74.2	85.0	75.3
		Black	65.1	61.5	73.0	66.1	65.3	69.0	73.7	60.9
		Hispanic	49.2	53.4	55.0	52.9	57.0	49.6	51.2	39.4
		White	90.6	91.0	89.6	90.0	91.8	91.0	90.5	90.1
		LEP	45.1	40.3	33.8	35.9	38.4	31.4	42.5	31.5
		SWD	43.7	32.3	42.2	37.9	52.6	48.2	49.5	42.4
SAT Performance	Mean total score (critical reading + mathematics + writing) by identified subgroups.	All	1641	1631	1649	1636	1674*	1677*	1675*	1680*
		Asian	1522	1514	1522	1626	1597*	1637*	1629*	1610*
		Black	1330	1373	1365	1341	1431*	1402*	1456*	1445*
		Hispanic	1483	1480	1467	1510	1465*	1514*	1508*	1516*
		White	1804	1766	1813	1741	1831*	1818*	1798*	1817*
		LEP	1263	1275	1190	1317	1244*	1319*	1344*	1311*
		SWD	1510	1375	1396	1427	1471*	1463*	1440*	1456*
ACT Performance	Mean composite score by identified subgroups	All	24.7	25.5	25.2	25.8	25.5	26.7	26.7	26.9
		Asian	22.2	24.0	24.1	23.5	25.5	25.8	24.6	25.5
		Black	19.0	20.7	19.1	19.7	20.0	20.5	21.4	22.3
		Hispanic	22.6	22.6	22.0	23.5	21.9	23.2	23.1	23.2
		White	26.4	27.2	27.6	27.6	27.4	28.4	28.4	28.3
		LEP	20.8	20.0	15.9	19.6	16.8	17.1	17.5	18.2
		SWD	18.9	20.5	19.3	22.6	21.1	22.3	22.2	23.0
Dual Enrollment	Percentage of grade 9-12 students completing at least one dual enrollment course by identified subgroups	All	5.9	5.0	4.8	4.8	5.6	7.3	7.4	9.3
		Asian	6.1	5.3	3.5	4.5	7.0	10.3	9.3	11.9
		Black	5.9	3.9	3.7	3.0	4.7	6.3	7.5	7.5
		Hispanic	5.3	4.3	5.7	5.9	7.3	7.9	8.3	9.4
		White	6.3	5.7	4.6	4.7	4.8	6.5	6.5	9.1
		LEP	3.9	2.5	2.9	3.1	4.8	5.5	5.8	7.5
		SWD	5.5	3.5	4.3	4.1	3.8	5.0	4.9	7.2

\*Score has been adjusted to account for students taking the new SAT test and translated using the College Board SAT score converter.

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# Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	ANNUAL PERFORMANCE								
		2012	2013	2014	2015	2016	2017	2018	2019	
<b>STUDENT WELL-BEING: HEALTHY, SAFE, AND SUPPORTED STUDENTS</b>										
Student Developmental Assets	Average number of developmental assets reported by students in grades 6, 8, 10 and 12 (Assets Survey)	Grade 6	27			25				
		Grade 8	21			21				
		Grade 10	20			19				
		Grade 12	20			19				
Student Safety	Percentage of students and parents who report that student feels safe at school (CSS, SBS, and "Your Voice Matters" surveys)	Students	80	82	81	81	79	80	70	72
		Parents	95	93	94	92	98	94	78	78
Culturally Competent Practices	Percentage of students who report that APS demonstrates culturally competent practices (CSS, SBS, and "Your Voice Matters" survey items)		75	79	76	77	75	81	**	**
Positive Student Relationships	Percentage of students who report positive relationships with staff (CSS, SBS, and "Your Voice Matters" survey items)		70	74	68	71	67.7	74.4	66	71
<b>ENGAGED WORKFORCE</b>										
Teacher Qualifications (IPAL)	Percentage of teaching staff who are highly qualified as defined by U.S. Dept. of Education		98	99	98	98	98	98	98	98
	Percentage of teaching staff with a master's or doctoral degree		71	80	81	81	81.4	82	84.3	84.4
Staff Diversity Profile	Staff diversity, that is the percentage of all staff who are Asian, Black, Hispanic, and White	Asian	6.4	6.0	6.0	6.0	6.5	6.7	5.8	5.9
		Black	18.4	18.6	19.0	19.0	19.9	20.1	21.4	21.5
		Hispanic	17.6	17.5	18.0	18.0	16.5	16.9	18.9	19.1
		White	56.8	57.0	56.0	56.0	56.0	54.8	52.9	52.5
		Other	0.8	0.9	1.0	1.0	1.1	1.5	1	1
Staff Satisfaction	Percentage of professional and support staff who report job satisfaction (CSS, SBS, and "Your Voice Matters" survey items)		84	86	84	83	84	86	76	77

\*For information purposes only

\*\* Question not asked on the new "Your Voice Matters" survey.

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# Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	ANNUAL PERFORMANCE								
		2012	2013	2014	2015	2016	2017	2018	2019	
<b>OPERATIONAL EXCELLENCE</b>										
Project Management	Percentage of major construction projects tracking on schedule	100	100	100	100	100	100	100	100	100
	Percentage of major construction projects tracking within budget	100	100	100	100	100	100	100	100	100
Energy Efficiency	Energy usage per square foot (site energy intensity=kBtu/ft <sup>2</sup> ) at the elementary, middle and high school levels (includes joint-use middle schools; excludes Washington-Liberty which is metered with Ed Center)	Elem.	61	68	69	68	56	58	62	63
		Middle	71	77	78	79	72	71	81	74
		High	63	68	69	72	65	62	70	69
School-based Positions	Percentage of school-based vs. non-school based positions	90.4	90.6	90.7	90.9	91.8	91.4	91.6	91.4	
Fiscal Responsibility	Percentage of parents who report that tax dollars are being well spent on schools (CSS and SBS surveys)	82	81	85	80	86	82	**	**	
Technology Infrastructure that Supports Learning	Student-to-computer ratio	2.8:1	2.6:1	2:1	2:1	1:1	1:1	1:1	1:1	
	Percent uptime for identified core services— <i>Network infrastructure services</i>	99.4	99.3	99.8	99.8	99.9	99.9	99.9	99.9	
	Percent uptime for identified core services— <i>Instructional applications</i>	99.9	99.8	99.9	99.9	99.9	99.9	99.9	99.9	
	Percent uptime for identified core services— <i>Communication services</i>	99.8	99.8	99.9	99.9	99.8	99.9	99.9	99.9	
	Percent uptime for identified core services— <i>Enterprise applications</i>	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	
<b>PARTNERSHIPS</b>										
Family Involvement and Communication	Percentage of parents satisfied with family involvement and communication efforts (CSS, SBS, and “Your Voice Matters” survey items)	89	80	90	77	85	81	65	82	
Partnerships	Number of strategic partnerships (defined by signed agreement)	159	176	182	203	207	226	238	238	

\*Estimate based on available survey items; data from 2012 and beyond may not be exactly comparable

\*\* Question not asked on the new “Your Voice Matters” survey.

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# Enrollment



	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	CHANGE
SCHOOL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	PROJECTED	
ELEMENTARY SCHOOLS						
Abingdon	632	662	685	751	822	71
Arlington Science Focus	666	684	683	717	751	34
Arlington Traditional	534	540	562	589	645	56
Ashlawn	668	696	779	735	774	39
Barcroft	453	434	438	450	461	11
Barrett	546	543	560	564	587	23
Campbell	431	428	443	447	459	12
Carlin Springs	605	618	624	645	670	25
Claremont	762	745	750	741	753	12
Discovery	595	622	594	588	609	21
Dr. Charles R. Drew <sup>1</sup>	680	697	679	442	482	40
Alice West Fleet	n/a	n/a	n/a	637	754	117
Glebe	578	629	595	575	569	-6
Henry	620	665	642	n/a	n/a	0
Hoffman Boston	513	527	541	518	536	18
Jamestown	586	610	602	617	626	9
Francis Scott Key	705	745	726	709	714	5
Long Branch	561	592	592	521	503	-18
McKinley	729	804	798	785	775	-10
Montessori Public School of Arlington <sup>1</sup>				452	487	35
Nottingham	472	527	503	485	488	3
Oakridge	814	806	797	623	645	22
Randolph	454	470	458	461	467	6
Integration Station	44	51	47	40	56	16
Taylor	692	682	671	697	683	-14
Tuckahoe	582	538	536	527	527	0
PreK Speech (at Fleet, Discovery, and Drew)				62		-62
<b>Elementary Total</b>	<b>13,922</b>	<b>14,315</b>	<b>14,305</b>	<b>14,378</b>	<b>14,843</b>	<b>465</b>

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# Enrollment

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	CHANGE
SCHOOL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	PROJECTED	
SECONDARY SCHOOLS						
Gunston	949	987	1,025	1,125	1,172	47
Dorothy Hamm	n/a	n/a	n/a	737	903	166
Jefferson	959	1,047	1,138	1,082	1,091	9
Kenmore	894	913	957	987	1,032	45
Swanson	1,179	1,223	1,251	972	1,011	39
Williamsburg	1,215	1,252	1,322	963	970	7
H-B Woodlawn	679	688	698	727	736	9
Arlington Career Center (full-time)				464	592	128
Arlington Community	95	100	91	84	84	0
Arlington Tech <sup>2</sup>		113	196			0
Langston	76	104	121	108	108	0
New Directions <sup>3</sup>				17	17	0
Eunice Kennedy Shriver	59	52	49	47	57	10
Wakefield	1,915	2,010	2,059	2,080	2,225	145
Washington-Liberty	2,330	2,207	2,226	2,127	2,107	-20
Yorktown	1,880	1,930	1,998	2,122	2,194	72
<b>Secondary Total</b>	<b>12,230</b>	<b>12,626</b>	<b>13,131</b>	<b>13,642</b>	<b>14,299</b>	<b>657</b>
<b>GRAND TOTAL</b>	<b>26,152</b>	<b>26,941</b>	<b>27,436</b>	<b>28,020</b>	<b>29,142</b>	<b>1,122</b>

1. FY 2017-FY 2019 data shown above for Drew includes Drew Model School and the Montessori Program at Drew.

2. Enrollment for Arlington Tech is included in the home school for FY 2017 and in the Arlington Career Center full-time students for FY 2020 and FY 2021 along with Academic Academy, HILT Institute, and PEP.

3. Enrollment for New Directions is included in the home school for FY 2017-FY 2019.

#### FY 2021 Projection Notes:

- ◆ Five-year-old Montessori students are reported in Kindergarten.
- ◆ Integration Station is housed outside of APS with community PreK partners; totals do not include 60 community-based resource students.
- ◆ Schools that accept enrollment through a lottery process can also include students from the Secondary Program for Students with Autism (Grade 6 to 12) and H.S. HILT students (English Learners) enter through the year (Grade 9 to 12). H-B Woodlawn is an example of such a school.
- ◆ Arlington Career Center full-time students include Arlington Tech, Academic Academy, HILT Institute, and PEP. Arlington Career Center part-time students are included at their neighborhood school.
- ◆ Langston and Arlington Community membership does not include students over 20 years old. The above projections do not include the adult students at Arlington Community and at Langston.
- ◆ PreK estimates are prepared by the Department of Teaching & Learning.
- ◆ All Grade K-12 Special Education students, including those in self-contained classes, and English Learners are included within the grade totals at each school.
- ◆ The projections for option schools were calculated differently from neighborhood schools. For certain option schools, their enrollment was static as of Sept. 30, 2019.

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# Enrollment

The enrollment for elementary schools includes all PreK enrollment in Montessori, Virginia Preschool Initiative (VPI) classes, or special education programs. The actual total enrollment on September 30, 2019 was 28,020. The total number of students projected for September 2020 is 29,142.

The chart to the left includes all enrollment reported as of September 30, including pre-school, Montessori and PreK special education students.

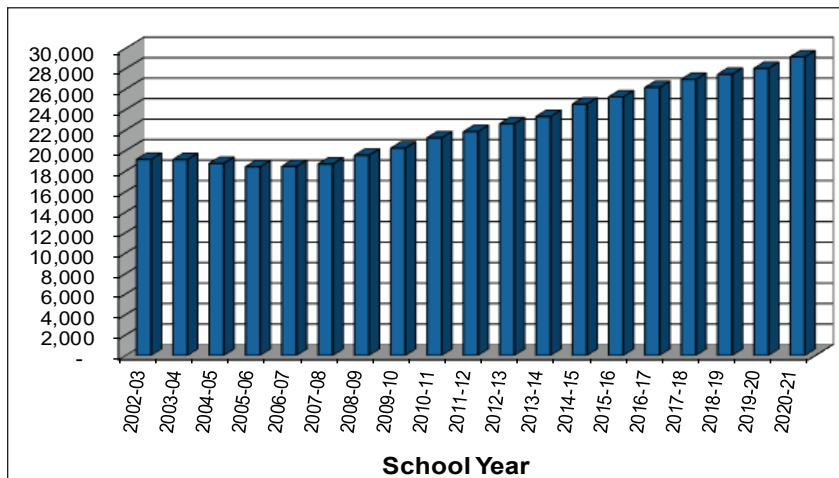
Enrollment has grown from 21,241 in FY 2011 to a projected 29,142 in FY 2021 representing a 37 percent increase during that period. For FY 2021, an increase of 1,122 students is expected over the previous (September 30, 2019) membership count. The average annual increase over the past ten years is approximately 2.85 percent.

SCHOOL YEAR*	STUDENTS	CHANGE	PERCENT CHANGE
2002-03	19,140		
2003-04	19,120	-20	-0.1%
2004-05	18,744	-376	-2.0%
2005-06	18,411	-333	-1.8%
2006-07	18,451	40	0.2%
2007-08	18,684	233	1.3%
2008-09	19,534	850	4.5%
2009-10	20,233	699	3.6%
2010-11	21,241	1008	5.0%
2011-12	21,841	600	2.8%
2012-13	22,613	772	3.5%
2013-14	23,316	703	3.1%
2014-15	24,529	1213	5.2%
2015-16	25,238	709	2.9%
2016-17	26,152	914	3.6%
2017-18	26,941	789	3.0%
2018-19	27,436	495	1.8%
2019-20	28,020	584	2.1%
2020-21 Projection	29,142	1122	4.0%

\*As of September 30

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## ENROLLMENT TRENDS





# Enrollment

## STUDENT ENROLLMENT BY SPECIAL POPULATIONS

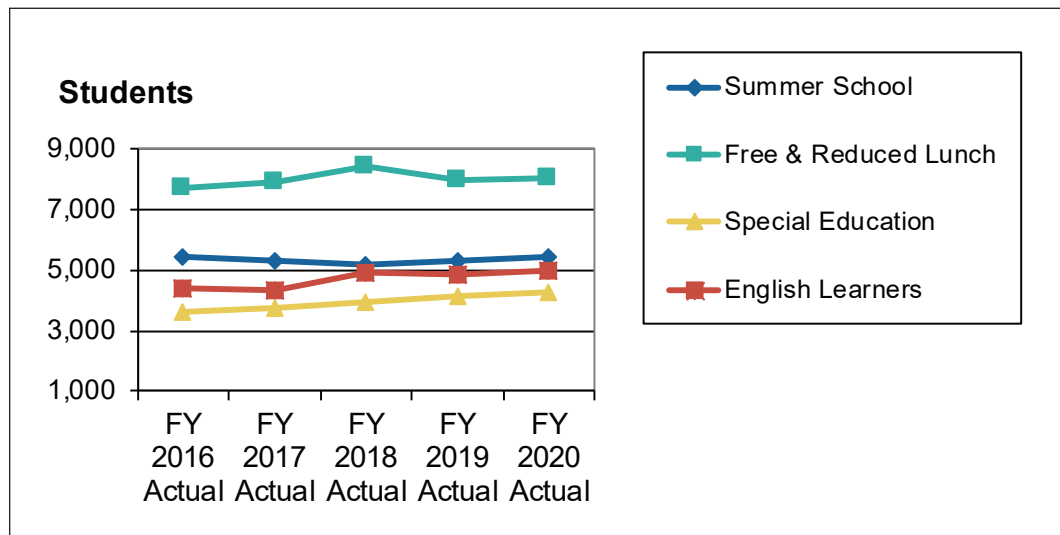
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	5 YEAR INCREASE	5 YEAR % INCREASE	FY 2021 PROJECTED
<b>STUDENTS</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>INCREASE</b>	<b>INCREASE</b>	<b>PROJECTED</b>
Elementary PreK <sup>1</sup>	1,086	1,129	1,141	1,047	1,114	28	2.6%	1,264
Elementary (K-5)	12,571	12,793	13,174	13,258	13,264	693	5.5%	13,579
Middle	5,115	5,442	5,671	5,937	6,110	995	19.5%	6,424
High	6,234	6,558	6,699	6,933	7,293	1,059	17.0%	7,626
Shriver	55	59	52	49	47	-8	-14.5%	57
Arlington Comm/Langston <sup>2</sup>	177	171	204	212	192	15	8.5%	192
<b>TOTAL</b>	<b>25,238</b>	<b>26,152</b>	<b>26,941</b>	<b>27,436</b>	<b>28,020</b>	<b>2,782</b>	<b>11.0%</b>	<b>29,142</b>
Summer School	5,479	5,328	5,187	5,342	5,429	-50	-0.9%	3,825
Free and Reduced Lunch	7,712	7,936	8,419	7,987	8,083	371	4.8%	n/a
Special Education <sup>3</sup>	3,637	3,762	3,978	4,163	4,248	611	16.8%	4,641
English Learners	4,394	4,368	4,945	4,835	4,970	576	13.1%	5,503

1. Includes Montessori 3-4-year olds, Virginia Preschool Initiative 4-year olds, PreK special education students, and Community Peers.

2. Excludes students over age 20.

3. Actual special education enrollment reflects December 1 count (as reported to the Virginia Department of Education).

## DEMOGRAPHIC TRENDS OF SPECIAL POPULATIONS



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# Enrollment Projections

It is important to project the number of students who are expected to enroll in the future because it helps APS:

- ⦿ Anticipate the need for new or expanded schools.
- ⦿ Determine annually how many teachers are needed in each school and grade.
- ⦿ Generate budget estimates based on the expected number of students.

### *Method of Projecting Enrollments*

The Department of Planning and Evaluation produces yearly enrollment projections for Grades K to 12. In addition, an estimate of PreK enrollment for each upcoming school year is provided by the Department of Teaching and Learning.

In Fall 2019, boundary adjustments compelled by the opening of Alice West Fleet Elementary and Dorothy Hamm Middle School took effect. As a result, APS staff updated methods for preparing the 10-year enrollment projections. A detailed explanation of these methodological updates can be found in the “Fall 2019 Ten-Year Enrollment Projections Report” (December 2019), available at <https://www.apsva.us/statistics/enrollment-projections>. Below is an overview of some fundamental data used in enrollment projections.

To estimate future enrollment, APS uses three sets of statistics: the number of resident births for Arlington County (for Kindergarten projections only); the history of enrollment change (i.e., cohort transition rate); and the anticipated student yield from future housing units.

### *Resident Births*

APS obtains Arlington County resident birth data from the Virginia Center for Health Statistics (actual births) and Arlington County Government (forecasted births). Historical birth data is used to project the kindergarten students from school years 2020-21 to 2023-24. Meanwhile, the Arlington County Government’s birth projections are used to estimate the number of kindergarten students from 2024-25 to 2029-30. With both sets of birth data, APS applies a birth-to-kindergarten factor to project the size of future kindergarten cohorts.

### *Cohort Transition Ratio*

Most districts across the United States use the cohort transition ratio method to project enrollment. This method captures the enrollment patterns of a cohort of students as they transition from grade to grade. It is calculated by dividing the number of students in a particular cohort (i.e., grade) by the number of students from the previous cohort in the previous school year. A cohort transition ratio greater than one means there are more students entering school than enrolled in the previous grade. A cohort transition ratio less than one means there are fewer students returning to school than in the previous grade. Because grade-specific transition ratios may vary considerably from one year to the next, APS uses averaging techniques in its projection methodology. The most recent cohort transition ratio is applied to current and future school enrollments to produce the ten-year projections by grade for each school. Depending on the school, cohort transition rates were calculated by using the school that students attend or their resident attendance boundary zone.

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# Enrollment Projections

## *Current Enrollment at APS*

On September 30, 2019, total Grade K to 12 enrollment was 26,906, and PreK enrollment was 1,114 for a combined PreK-12 enrollment of 28,020 students. This total includes students from preschool age to those students enrolled in high school continuation programs. The number of students in the PreK cohort is fixed, due to seat availability for School Year 2019-20.

## *Student Yield from Future Housing*

The Arlington County Department of Community Planning, Housing and Development (CPHD) provides APS with a forecast of residential development with the expected completion dates, number of units, residential housing unit type, and affordable unit characteristics. With this information, APS calculates the expected number of students residing in future residential development using the Student Generation Factor for the relevant housing unit type. Student yields from Committed Affordable Units (CAFs) and single family detached homes are incorporated into the enrollment projections in the year that these units are assumed to be built. Meanwhile, the student yield from market rate and mixed-income developments were phased into the enrollment projections over a two-year period from the date that a residential development is forecast to be completed.

The benefit of coordinating with Arlington County Government on the assumptions about future housing units is that the enrollment projections and the county's population forecasts are aligned with the same underlying residential development assumptions.

## *PreKindergarten Estimates*

PreKindergarten enrollment capacity was provided by the Department of Teaching and Learning for the 2020-21 school year and is appended to each 10-year projection year to develop the system-wide PreK-12 enrollment totals. The PreK projections for 2020-21 through 2029-30 are fixed at 1,264 students. This enrollment estimate will be revised with the publication of the Spring 1-Year Update for the 2020-21 School Year.

## *Accuracy of Projections*

Individual school and grade-level projections of students are subject to more variation than the overall school system numbers. Student enrollment estimates have greater accuracy one year ahead than estimates that project five years ahead. The spring updated projection for the 2019-20 school year was 27,162 (K-12 students) and the actual enrollment as of September 30, 2019, totaled 26,906 (K-12 students); this represents an over-projection of 256 students (0.9%) distributed across 28 neighborhood schools and 11 option schools/programs.

For detailed information on the projections methodology, refer to the "Fall 2019 Ten-Year Enrollment Projections Report" (December 2019) at <https://www.apsva.us/statistics/enrollment-projections>.



# Enrollment Projections

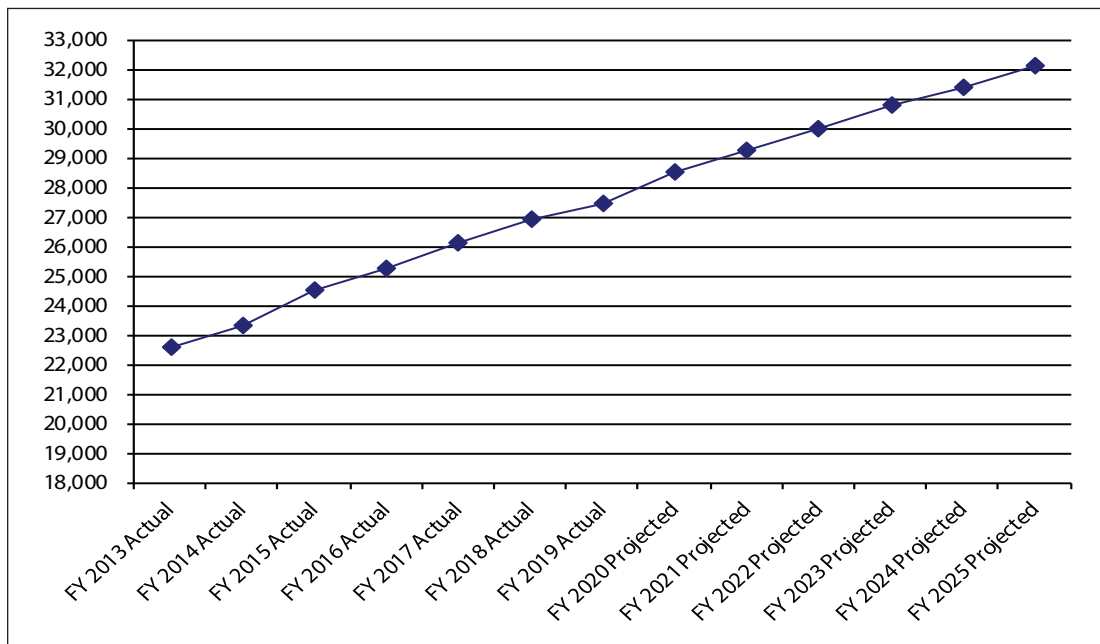
The following table shows the enrollment projections for FY 2021 through FY 2026. The enrollment for elementary schools includes all PreK students in the Virginia Preschool Initiative (VPI) classes, Montessori and PreK Special Education programs.

## FY 2021 – FY 2026 ENROLLMENT PROJECTIONS

	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED
Elementary Schools	14,843	15,106	15,255	15,220	15,127	14,898
Middle Schools	6,442	6,526	6,562	6,681	6,864	7,004
High Schools	7,857	8,370	8,800	8,960	9,200	9,219
<b>TOTAL</b>	<b>29,142</b>	<b>30,002</b>	<b>30,617</b>	<b>30,861</b>	<b>31,191</b>	<b>31,121</b>

The following graph shows actual enrollment as of September 30 of each year for FY 2014 through FY 2020. The enrollment numbers for FY 2021 through FY 2026 are projected.

## ENROLLMENT



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## Personnel Resources

Salaries and benefits make up for 78.7% of the total budget. The School Board's Adopted FY 2021 budget includes 4,988.61 positions. Below is a summary of the positions added and reduced. Details can be found on pages [38-91](#).

For FY 2021 an additional 113.70 positions were added due to enrollment growth:

- ⊙ An increase of 50.50 positions at the elementary schools
  - ✦ 25.20 teachers
  - ✦ 22.30 assistants
  - ✦ 1.00 clerical
  - ✦ 2.00 for capacity (Reed)
- ⊙ An increase of 44.60 positions at the secondary schools and other school programs
  - ✦ 38.90 teachers
  - ✦ 3.70 assistants
  - ✦ 1.00 clerical
  - ✦ 1.00 assistant principal
- ⊙ An increase of 18.60 positions in central support departments

Baseline adjustments result in an increase of 6.05 positions:

- ✦ 6.00 positions in Extended Day program
- ✦ -3.70 positions in the Grants and Restricted Programs Fund
- ✦ -1.00 position for facilities maintenance
- ✦ 1.00 position for school security
- ✦ 3.75 positions in central support departments

Continuing initiatives add 20.75 positions, new requests add 75.60 positions, and reductions/efficiencies decrease 124.85 positions.

The additions and reductions listed above, when added to the FY 2020 Adopted Budget position total, result in the FY 2021 School Board's Adopted budget figure of 4,988.61 positions, a net increase of 91.25 positions.



# Personnel Resources



## EMPLOYEE GROUP POSITION SUMMARY

FUND	EMPLOYEE GROUP	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
		ACTUAL	ACTUAL	ACTUAL	ADOPTED	ADOPTED
School Operating	Administrators	228.50	236.50	235.50	240.50	245.00
	Assistants	613.24	621.53	680.63	627.50	648.15
	Bus Drivers and Attendants	222.50	231.00	239.00	263.50	284.50
	Custodial and Maintenance	225.50	222.50	231.50	243.50	243.00
	Support	401.20	410.35	420.00	446.00	473.76
	Teachers	2,723.86	2,756.59	2,822.80	2,796.91	2,783.95
<b>School Operating Total</b>		<b>4,414.80</b>	<b>4,478.47</b>	<b>4,629.43</b>	<b>4,617.91</b>	<b>4,678.36</b>
Community Activities*	Administrators***	73.00	71.00	68.00	77.00	76.00
	Assistants	2.00	1.00	2.00	3.00	4.00
	Custodial and Maintenance	24.50	24.00	25.00	26.50	26.00
	Support	19.00	20.00	24.00	21.75	27.75
	Teachers	1.00	1.00	1.00	1.00	1.00
<b>Community Activities Total</b>		<b>119.50</b>	<b>117.00</b>	<b>120.00</b>	<b>129.25</b>	<b>134.75</b>
Capital Projects	Administrator	8.00	8.00	1.00	1.00	1.00
	Support	1.00	1.00	0.00	0.00	0.00
<b>Capital Projects Total</b>		<b>9.00</b>	<b>9.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>
Food and Nutrition Services*	Administrator	1.00	1.00	1.00	1.00	1.00
	Support	5.00	5.00	5.00	5.00	5.00
<b>Food and Nutrition Services Total</b>		<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>
Grants and Restricted Programs**						
<b>Grants and Restricted Programs Total</b>		<b>125.09</b>	<b>142.50</b>	<b>128.40</b>	<b>143.20</b>	<b>168.50</b>
<b>GRAND TOTAL</b>		<b>4,674.39</b>	<b>4,752.97</b>	<b>4,884.83</b>	<b>4,897.36</b>	<b>4,988.61</b>

\* Each of these funds includes significant numbers of hourly employees to include Extended Day aides, Cafeteria workers, and Special Education assistants.

\*\* Grant adopted FTEs are not budgeted by employee group.

\*\*\* This includes 31 supervisors and 24 assistant supervisors in the Extended Day program.

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# Outstanding Debt and Bond Amortization

## BOND AMORTIZATION SCHEDULE

FISCAL YEAR	PRINCIPAL	INTEREST	TOTAL
2021	\$37,128,754	\$19,776,987	\$56,905,740
2022	\$38,913,992	\$22,266,295	\$61,180,287
2023	\$39,292,999	\$21,700,643	\$60,993,642
2024	\$41,137,500	\$22,038,785	\$63,176,285
2025	\$44,857,500	\$23,499,742	\$68,357,242
2026	\$43,812,500	\$22,342,722	\$66,155,222
2027	\$47,467,500	\$21,040,830	\$68,508,330
2028	\$44,607,500	\$20,872,038	\$65,479,538
2029	\$44,287,500	\$21,609,475	\$65,896,975
2030	\$45,277,500	\$20,778,750	\$66,056,250
2031	\$45,687,500	\$20,510,125	\$66,197,625
2032	\$44,172,500	\$18,517,613	\$62,690,113
2033	\$41,742,500	\$16,590,906	\$58,333,406
2034	\$37,067,500	\$14,771,950	\$51,839,450
2035	\$35,242,500	\$13,029,500	\$48,272,000
2036	\$33,742,500	\$11,383,550	\$45,126,050
2037	\$32,117,500	\$9,806,350	\$41,923,850
2038	\$28,357,500	\$8,344,975	\$36,702,475
2039	\$23,242,500	\$7,086,675	\$30,329,175
2040	\$20,072,500	\$5,956,250	\$26,028,750
2041	\$19,537,497	\$4,952,625	\$24,490,122
2042	\$16,065,000	\$3,949,000	\$20,014,000
2043	\$14,845,000	\$3,145,750	\$17,990,750
2044	\$12,745,000	\$2,403,500	\$15,148,500
2045	\$9,315,000	\$1,766,250	\$11,081,250
2046	\$8,380,000	\$1,300,500	\$9,680,500
2047	\$7,550,000	\$881,500	\$8,431,500
2048	\$5,530,000	\$504,000	\$6,034,000
2049	\$2,830,000	\$227,500	\$3,057,500
2050	\$1,720,000	\$86,000	\$1,806,000
<b>TOTAL</b>	<b>\$866,745,742</b>	<b>\$361,140,784</b>	<b>\$1,227,886,526</b>

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# Outstanding Debt and Bond Amortization

Below is a description of the projects funded by bonds since 1996. Outstanding bond issues still being paid date from 2006 and after but many of the previous bond issues were refunded. As a result, it is difficult to know exactly which projects are funded by outstanding bond issues and which have been paid off so we have elected to show them all.

## SCHOOL BOARD REFERENDA SINCE 1996

1996	
Arlington Science Focus	\$300,000
Claremont	\$ 2,640,000
Drew Model School	\$300,000
Hoffman-Boston	\$ 3,660,000
Jamestown	\$320,000
Key	\$6,400,000
Oakridge	\$6,200,000
Tuckahoe	\$5,385,000
Yorktown	\$1,300,000
Cabling	\$2,015,000
Salaries	\$600,000
<b>TOTAL 1996</b>	<b>\$29,120,000</b>

1998	
Arlington Science Focus	\$7,884,400
Ashlawn (Planning)	\$73,000
Barrett (Planning)	\$226,700
Claremont	\$3,167,100
Drew Model School	\$11,450,320
Hoffman-Boston	\$8,925,000
Key Elementary Gym	\$400,000
New Elementary School	\$11,000,000
Elementary Cabling	\$3,922,000
Gunston - Phase II Planning	\$102,000
Gunston - Aux. Gym/Lockers	\$1,713,000
Middle School Crowding	\$408,000
Washington - Lee Track	\$686,800
Salaries	\$746,680
<b>TOTAL 1998</b>	<b>\$50,705,000</b>

2000	
Abingdon	\$664,000
Arlington Traditional	\$268,000
Ashlawn	\$946,000
Barrett	\$3,389,300
Claremont	\$2,920,000
Glebe	\$566,000
Glencarlyn	\$2,902,000
Jamestown	\$243,000
Nottingham	\$525,000
New Elementary	\$4,743,000
Gunston (Phase III)	\$12,891,000
Kenmore Expansion and Renewal	\$983,000
Swanson	\$270,000
Williamsburg - Addition and Media Expansion	\$1,623,000
Wakefield Roof	\$1,112,000
Washington-Lee Track	\$295,000
Yorktown - Addition	\$561,000
Langston	\$4,610,000
Education Center	\$1,818,000
Salaries	\$1,283,200
<b>TOTAL 2000</b>	<b>\$42,612,500</b>

2002	
Arlington Traditional	\$4,981,500
Glebe	\$9,977,600
Jamestown	\$5,179,200
Nottingham	\$8,160,300
Kenmore Expansion and Renewal	\$29,951,100
Swanson	\$5,085,900
Williamsburg - Addition and Media Expansion	\$1,276,000
Washington-Lee	\$1,581,000
Yorktown - Addition	\$9,487,500
Reed	\$1,944,000
Salaries	\$1,371,900
<b>TOTAL 2002</b>	<b>\$78,996,000</b>

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# Outstanding Debt and Bond Amortization

## SCHOOL BOARD REFERENDA SINCE 1996 (CONT.)

2004	
Kenmore Expansion and Renewal	\$1,355,000
Washington-Lee	\$64,599,000
Yorktown - Phase II design	\$2,200,000
Arlington Mill - design	\$925,000
Reed - Phase II design	\$8,141,000
Salaries	\$908,000
<b>TOTAL 2004</b>	<b>\$78,128,000</b>

2006	
Career Center	\$2,000,000
Jefferson - design	\$2,435,000
Wakefield - design	\$4,477,000
Yorktown - Phase II partial construction	\$24,800,000
<b>TOTAL 2006</b>	<b>\$33,712,000</b>

2008	
Career Center	\$5,350,000
Jefferson	\$4,184,000
Wakefield	\$31,428,000
Yorktown	\$56,400,000
	\$2,063,000
<b>TOTAL 2008</b>	<b>\$99,425,000</b>

2010	
Connect Arlington	\$2,303,000
HVAC	\$11,602,000
Roofing	\$4,700,000
Wakefield	\$84,285,000
	(\$2,000)
<b>TOTAL 2010</b>	<b>\$102,888,000</b>

2012	
Discovery	\$25,765,169
McKinley	\$10,134,831
HVAC	\$4,360,000
Roofing	\$2,359,000
<b>TOTAL 2012</b>	<b>\$42,619,000</b>

2014	
Abingdon	\$28,245,959
McKinley	\$7,500,000
New Elementary	\$25,200,000
Stratford	\$5,250,000
Washington-Lee Space Conversion	\$5,000,000
Wilson Site	\$7,500,000
HVAC	\$1,730,000
Infrastructure	\$3,920,000
Roofing	\$3,900,000
<b>TOTAL 2014</b>	<b>\$88,245,959</b>

2016	
Career Center	\$2,000,000
Secondary Seats	\$5,000,000
Wilson Site	\$36,000,000
HVAC	\$2,500,000
Infrastructure	\$1,000,000
Roofing	\$3,000,000
<b>TOTAL 2016</b>	<b>\$49,500,000</b>

2018	
Career Center	\$11,900,000
Elementary School at the Reed Site	\$44,250,000
Education Center Renovation	\$32,250,000
HVAC, Infrastructure, and Roofing	\$14,600,000
<b>TOTAL 2018</b>	<b>\$103,000,000</b>

2020	
Design Funds to Meet 10-Year Projected Seat Needs	\$24,300,000
Major Infrastructure Projects	\$15,400,000
Building Refresh and Kitchen Renovation - Arlington Traditional, Key, and McKinley	\$7,650,000
Entrance Renovation - Taylor, Gunston, Jefferson, Williamsburg, and Wakefield	\$5,300,000
<b>TOTAL 2020</b>	<b>\$52,650,000</b>

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# Outstanding Debt and Bond Amortization

The chart below lists the outstanding bond issues that are still being paid.

## OUTSTANDING BOND ISSUES

OUTSTANDING AMOUNT			
ISSUE	INTEREST	PRINCIPAL	TOTAL
2009D	\$63,623	\$2,544,916	\$2,608,539
2010QSCB	\$91,985	\$1,400,000	\$1,491,985
2010N	\$19,009	\$1,535,000	\$1,554,009
2010R	\$699,472	\$14,168,551	\$14,868,023
2012A	\$7,130,775	\$36,190,000	\$43,320,775
2012C	\$81,432	\$3,257,275	\$3,338,707
2013A	\$2,032,700	\$7,675,000	\$9,707,700
2013B	\$3,001,200	\$11,590,000	\$14,591,200
2013C	\$522,196	\$9,840,000	\$10,362,196
2014A	\$6,064,650	\$21,870,000	\$27,934,650
2014B	\$4,170,875	\$19,725,000	\$23,895,875
2015	\$6,151,875	\$22,500,000	\$28,651,875
2016A	\$10,406,125	\$26,035,000	\$36,441,125
2016B	\$16,470,569	\$67,525,000	\$83,995,569
2017	\$23,725,600	\$63,920,000	\$87,645,600
2018	\$39,895,750	\$82,650,000	\$122,545,750
2019	\$25,824,700	\$59,660,000	\$85,484,700
2019B	\$4,027,000	\$13,210,000	\$17,237,000
<b>TOTAL</b>	<b>\$150,379,535</b>	<b>\$465,295,742</b>	<b>\$615,675,277</b>

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**INFORMATIONAL**



Fee Schedules

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# Fee Schedules

APS charges tuition or fees for various types of services or products provided. The fee schedules on the next pages are for the 2020-2021 school year.

## COMMUNITY USE OF SCHOOL FACILITIES

The Arlington School Board encourages and allows the use of school buildings and grounds by the community for educational, recreational, civic, and cultural activities to the extent possible under the law. The Board believes that school facilities are an important resource in developing and sustaining lifelong learning, in promoting intergovernmental cooperation, and in encouraging citizen participation in community activities.

When space is available at times that do not interfere with Arlington Public Schools' (APS) instructional programs, student activity programs, or ancillary programs sponsored, administered, or supported by APS, including APS Parent Teacher Associations and Arlington County Department of Parks and Recreation (DPR), members of the public may reserve school facilities on a scheduled basis.

The groupings below provide detail on the different users in each group. The calculation of rental, personnel and special fees is based upon the group into which the user is placed, and in some cases, on the type of use of the facility.

Use of space will be allocated in the following priority order:

1. APS instructional use
2. APS student organizations
3. Arlington County government programs and designated program partnerships
4. Non-profit groups that enter into program partnerships with APS in support of the mission of APS
5. Other Group One users on a first come, first served basis
6. All other users on a first come, first served basis

### GROUP ONE

- ⊙ APS student organizations.
- ⊙ Non-profit groups that enter into program partnerships with APS in support of the mission of APS.
- ⊙ Arlington County Government programs and designated program partnerships.
- ⊙ Student groups composed of Arlington County residents with an adult sponsor, sponsored by non-profit groups where the primary purpose of the group is to foster student interest in political, community service, social, recreational, or educational activities as described in the policy implementation manual. If the primary purpose of the function for which the building is being used is to raise funds or produce revenue, then Group Two rental fees apply.
- ⊙ Arlington County Civic Federation member organizations unless the primary purpose of the function for which the building is being used is to raise funds or produce revenue, in which case Group Two rental fees would apply.

### GROUP TWO

- ⊙ Arlington non-profit groups, to include political events held by such groups. For rental group purposes, an "Arlington" non-profit group is defined as a group whose members include more than 50 percent Arlington residents, or more than 50 percent of the participants being served are Arlington residents.
- ⊙ Non-profit colleges and universities and other non-profit educational groups.





# Fee Schedules

## GROUP THREE

- ⊙ Non-Arlington, non-profit groups, to include political events held by such groups.
- ⊙ Commercial groups serving the youth of Arlington.

## GROUP FOUR

- ⊙ All other groups and organizations. This group includes, but is not limited to, commercial and private individual or group events.

The charts below are fees and charges for the use of school facilities for FY 2021.

### RENTAL FEES – HOURLY RATES (GROUP 2)

		ELEMENTARY	MIDDLE	HIGH
Cafeteria/ Multipurpose Room	Without Kitchen	\$39	\$51	\$76
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
	With Kitchen	\$64	\$76	\$128
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$70	\$104	\$139
Gymnasium (excludes Thomas Jefferson and Washington-Liberty)		\$41	\$52	N/A
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
Aux Gym		N/A	\$45	\$57
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$35	\$70
Thomas Jefferson Gymnasium (TJ)	TJ Gym must be rented for 8 hours minimum	N/A	\$293	N/A
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$208	N/A
W-L Gymnasium		N/A	N/A	\$165
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$139
Black Box Theaters		N/A	\$32	\$32
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$21	\$21
Auditorium	Hoffman-Boston Elementary, Gunston, Swanson, Williamsburg and H-B Woodlawn	\$39	\$76	\$76
	Kenmore and Thomas Jefferson	N/A	\$128	N/A
	Washington-Liberty, Yorktown, Wakefield	N/A	N/A	\$128
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$52	\$104	\$104
Town Hall (Wakefield)		N/A	N/A	\$57
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$70
Classroom, Conference Room	General Use Classroom/Conference Room	\$13	\$13	\$13
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$11	\$11	\$11
Specific Purpose Classrooms	This includes: Art rooms, music rooms, dance rooms, computer labs, library, etc. that are for a specific purpose	\$19	\$19	\$19
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$11	\$11	\$11
Athletic Facility	Field—practice or auxiliary, rectangular, Tennis Court or Outdoor Basketball Court, Track, Main Stadium—rectangular field, Baseball or Softball—90', 60'	Contact DPR	Contact DPR	Contact DPR
David M. Brown Planetarium		N/A	N/A	\$32
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$21
Swimming Pools	See separate Fee Schedule – Swimming Pool Fees	N/A	NA	See Swimming Pools Fee Schedules

Note: Above rental fees will be changed in hourly increments only except for Cleaning Supply/Cleanup Fee, which are per use of the space.

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# Fee Schedules

## RENTAL FEES – HOURLY RATES (GROUP 3)

		ELEMENTARY	MIDDLE	HIGH
Cafeteria/ Multipurpose Room	Without Kitchen	\$77	\$102	\$153
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
	With Kitchen	\$128	\$152	\$254
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$70	\$104	\$139
Gymnasium (excludes Thomas Jefferson and Washington-Liberty)		\$90	\$114	N/A
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
Aux Gym		N/A	\$90	\$114
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$35	\$70
Thomas Jefferson Gymnasium (TJ)	TJ Gym must be rented for 8 hours minimum	N/A	\$585	N/A
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$208	N/A
W-L Gymnasium		N/A	N/A	\$330
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$139
Black Box Theaters		N/A	\$64	\$64
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$21	\$21
Auditorium	Hoffman-Boston Elementary, Gunston, Swanson, Williamsburg and H-B Woodlawn	\$77	\$152	\$152
	Kenmore and Thomas Jefferson	N/A	\$254	N/A
	Washington-Liberty, Yorktown, Wakefield	N/A	N/A	\$254
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$52	\$104	\$104
Town Hall (Wakefield)		N/A	N/A	\$114
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$70
Classroom, Conference Room	General Use Classroom/Conference Room	\$25	\$25	\$25
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$11	\$11	\$11
Specific Purpose Classrooms	This includes: Art rooms, music rooms, dance rooms, Computer labs, library, etc. that are for a specific purpose	\$39	\$39	\$39
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$11	\$11	\$11
Athletic Facility	Field—practice or auxiliary, rectangular, Tennis Court or Outdoor Basketball Court, Track, Main Stadium—rectangular field, Baseball or Softball—90', 60'	Contact DPR	Contact DPR	Contact DPR
David M. Brown Planetarium		N/A	N/A	\$64
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$21
Swimming Pools	See separate Fee Schedule – Swimming Pool Fees	N/A	N/A	See Swimming Pools Fee Schedules

Note: Above rental fees will be changed in hourly increments only except for Cleaning Supply/Cleanup Fee, which are per use of the space.

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# Fee Schedules

## RENTAL FEES – HOURLY RATES (GROUP 4)

		ELEMENTARY	MIDDLE	HIGH
Cafeteria/ Multipurpose Room	Without Kitchen	\$153	\$204	\$305
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
	With Kitchen	\$254	\$305	\$508
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$70	\$104	\$139
Gymnasium (excludes Thomas Jefferson and Washington-Liberty)		\$178	\$229	N/A
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
Aux Gym		N/A	\$178	\$229
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$35	\$70
Thomas Jefferson Gymnasium (TJ)	TJ Gym must be rented for 8 hours minimum	N/A	\$1,169	N/A
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$208	N/A
W-L Gymnasium		N/A	N/A	\$661
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$139
Black Box Theaters		N/A	\$127	\$127
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$21	\$21
Auditorium	Hoffman Boston Elementary, Gunston, Swanson, Williamsburg and H-B Woodlawn	\$153	\$305	\$305
	Kenmore and Thomas Jefferson	N/A	\$508	N/A
	Washington-Liberty, Yorktown, Wakefield	N/A	N/A	\$508
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$52	\$104	\$104
Town Hall (Wakefield)		N/A	N/A	\$229
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$70
Classroom, Conference Room	General Use Classroom/Conference Room	\$51	\$51	\$51
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$11	\$11	\$11
Specific Purpose Classrooms	This includes: Art rooms, music rooms, dance rooms, Computer labs, library, etc. that are for a specific purpose	\$76	\$76	\$76
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$11	\$11	\$11
Athletic Facility	Field—practice or auxiliary, rectangular, Tennis Court or Outdoor Basketball Court, Track, Main Stadium—rectangular field, Baseball or Softball—90', 60'	Contact DPR	Contact DPR	Contact DPR
David M. Brown Planetarium		N/A	N/A	\$127
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$21
Swimming Pools	See separate Fee Schedule – Swimming Pool Fees	N/A	N/A	See Swimming Pools Fee Schedules

Note: Above rental fees will be changed in hourly increments only except for Cleaning Supply/Cleanup Fee, which are per use of the space.

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# Fee Schedules

## PERSONNEL SERVICE FEES

CATEGORY	FEES CHARGED PER HOUR
Custodian*	\$40
Cafeteria staff Manager**	\$39
Police Security	\$60
Facility Event Coordinator (large events)	\$41
House Manager (for Theater use only)	\$41
Maintenance technician (electrical set up)	\$44
Audio/visual equipment technician	\$44
Assistant audio/visual equipment technician	\$36
Planetarium operator	\$32
ITC/Teacher	\$32
Student technician	\$9

\* Payment for custodial support occurs whenever an event occurs outside of the normal building hours. Regular custodial hours are between the hours of 6:30 a.m. and 10:30 p.m., Monday through Friday except holidays. Custodial support that occurs outside of the above listed hours will be charged a four hour minimum for services. If an event requires additional custodial support than can be provided with existing staff on duty, then users will be charged for the additional custodial support at this custodial rate.

\*\*For any kitchen rental, an APS cafeteria staff manager must be present.

## SPECIAL FEES/EQUIPMENT CHARGES

CATEGORY	FEES CHARGED PER HOUR
Self-contained Sound system – indoor (one microphone)*	\$10 per hour
Portable sound system*	\$10 per hour
Additional microphones*	\$10 per hour
Spotlights*	\$22 per hour
Stage lights*	\$10 per hour
Audio/visual equipment (TV/DVD, overhead, slide projector)*	\$15 per use
Projector (ceiling mounted or portable)*	\$50 per use
Timing/Scoring System*	\$50 per use
Piano	
Upright	\$50 per use
Grand	\$75 per use
Risers	\$20 per section/use
Acoustical Shell**	\$25 per shell/use
Portable stage	\$30 per 4'x8' section

Only APS personnel can move and setup APS equipment. Fees will be charged at the rates listed above for these services.

\* Users requesting this equipment will be required to use APS trained individuals to operate the equipment.

\*\* Only APS personnel can move and setup acoustical shells.

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# Fee Schedules

## ARLINGTON AQUATICS CENTERS FEES

The goal of the Aquatics Program is to provide instructional and recreational aquatic opportunities to residents of all ages by supporting a variety of activities that promote healthy water-friendly lifestyles, confidence, and comfort. Arlington Public Schools (APS) is responsible for the school's instructional program and for the management and operations of the three facilities. The Department of Parks and Recreation (DPR) provides community-based instructional, fitness and competitive programs. DPR is responsible for community programs including PreK, youth and adult learn to swim programs, water exercise classes, the Arlington Aquatic Club (AAC), the county sponsored USA Swim Team, and the Arlington Master Swim Team. The school swimming instructional program uses the pools during the school days. The pools are open to the community year-round during early morning, mid-day, evening and weekends.

Aquatic fees for FY 2021 are shown below. Rental fees may be adjusted to reflect reduction in number of swimmers based on the different re-opening phases.

### COMMUNITY SWIM FEE (DROP-IN)—SCHEDULE EFFECTIVE JULY 1, 2020

ARLINGTON RESIDENTS	ADMISSION	SWIM PASSES				MEMBERSHIPS		
	Single Swim	8 Swims	10 Swims	12 Swims	25 Swims	School Year*	3 Months	12 Months
Children (Infant – 17)	\$2.50	\$17.00	\$21.25	\$25.50	\$51.00	\$150.00	\$52.00	\$156.00
Adult (18-59)	\$6.30	\$42.85	\$53.55	\$64.25	\$128.50	\$378.00	\$131.00	\$393.00
Senior (60+)	\$4.10	\$27.90	\$34.85	\$41.80	\$83.65	\$246.00	\$85.30	\$255.85
Student w/ College ID	\$5.00	\$34.00	\$42.50	\$51.00	\$102.00	\$300.00	\$104.00	\$312.00
Family Swim (Up to 2 adults and 3 children)	\$17.50					\$435.65		
Shower (No Pool Access)	\$4.00					\$85.00		
GROUP MEMBERSHIPS (RESIDENTS ONLY)						MEMBERSHIPS PACKAGES		
Adults (2)						\$680.00	\$235.80	\$707.40
Adult and Senior						\$561.60	\$194.65	\$634.50
Senior (2)						\$442.80	\$153.45	\$460.50
NON-ARLINGTON RESIDENTS	ADMISSION	SWIM PASSES				MEMBERSHIPS		
	Single Swim	8 Swims	10 Swims	12 Swims	25 Swims	School Year*	3 Months	12 Months
Children (Infant – 17)	\$5.25	\$35.70	\$44.60	\$53.55	\$111.55	\$315.00	\$109.20	\$327.60
Adult (18-59)	\$8.40	\$57.10	\$71.40	\$85.70	\$178.50	\$504.00	\$174.70	\$524.15
Senior (60+)	\$8.40	\$57.10	\$71.40	\$85.70	\$178.50	\$504.00	\$174.70	\$524.15
Student w/ College ID	\$6.75	\$45.90	\$57.40	\$68.85	\$143.45	\$405.00	\$140.40	\$421.20
BIRTHDAY PARTIES AND GROUP ADMISSION FEES	ARLINGTON RESIDENTS		NON-ARLINGTON RESIDENTS		* SCHOOL YEAR MEMBERSHIP TERM SEPTEMBER 1 – JUNE 30			
Party Room-Two Hour Minimum	\$210.00		\$265.00					
Group Admission (1-10)	\$38.00		\$80.00					
Group Admission (11-15)	\$56.00		\$120.00					
Group Admission (16-20)	\$85.00		\$166.00					
Group Admission (21-25)	\$99.75		\$197.00					

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# Fee Schedules

## COMMUNITY SWIM FEE—SCHEDULE EFFECTIVE JULY 1, 2020

RENTAL FEES		
RENTAL POOL SPACE AREA	NON-PROFIT	FOR-PROFIT
Full Facility (all lanes, diving well, and instructional pool)	\$315.00	\$332.00
Competition Pool B (8-Lanes)	\$230.00	\$230.00
Competition Pool X (10-Lanes – W-L Only)	\$262.50	\$262.50
Competition Pool A (6-Lanes)	\$173.25	\$173.25
Competition Pool D (3-Lanes) (Public Swim ONLY)	\$95.00	\$100.00
Competition Pool E (4-Lanes) (Public Swim ONLY)	\$110.00	\$115.75
Instructional Pool – IPool (Only)	\$173.25	\$182.35
8-Lanes w/ IPool	\$262.50	\$276.30
6-Lanes w/ IPool	\$215.00	\$226.30
4-Lanes w/ IPool	\$226.30	\$238.00
Diving Well (2 Boards)	\$88.00	\$92.65
Single Lane (Community Swim ONLY)	\$33.65	\$35.45
Partial Instructional Pool (Community Swim ONLY)	\$36.00	\$38.00
Wet Classroom (No A/V Equipment)	\$138.15	\$145.45
Wet Classroom (With A/V Equipment)	\$217.10	\$228.50
SWIM / DIVE MEET AND TOURNAMENT RENTAL		
POOL SPACE AREA (FEES / HOUR UNLESS OTHERWISE NOTED)	NON-PROFIT	FOR-PROFIT
Facility Rental (without Wet Classroom)/ Hour	\$315.00	\$331.60
Facility Rental (with Wet Classroom)	\$365.00	\$384.00
Set-up Fee (per day)	\$100.00	\$100.00
Clean-up Fee (per sessions)	\$100.00	\$100.00
Colorado Timing System (per session)	\$100.00	\$100.00
Colorado Timing System Operator	\$45.00	\$45.00

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# Fee Schedules

## SCHOOL BREAKFAST AND LUNCH PRICES

The Office of Food and Nutrition Services provides a variety of nutritious choices for breakfast and lunch every day. Our menus are planned by a registered Dietitian in accordance with the Dietary Guidelines for Americans. The school lunch program is operated under the federally funded National School Lunch program and administered by the USDA and the Virginia Department of Education.

School breakfast and lunch prices for FY 2020 and FY 2021 are listed below.

CATEGORY	FY 2020 ADOPTED		FY 2021 ADOPTED	
	BREAKFAST	LUNCH	BREAKFAST	LUNCH
Elementary	\$1.75	\$3.00	\$1.75	\$3.05
Secondary	\$1.75	\$3.10	\$1.75	\$3.15
Reduced	\$0.00	\$0.00	\$0.00	\$0.00
Adult	\$2.75	\$3.75	\$2.75	\$3.75
Milk	\$0.75	\$0.75	\$0.75	\$0.75

## SUMMER SCHOOL FEES

Arlington Public Schools provides summer learning opportunities for elementary, middle, and high school students. The fees for FY 2021 are shown below.

	FY 2021 FEES	
	FULL FEE	REDUCED FEE
Make Up and Strengthening	\$0	\$0
High School New Work for Credit	\$350	\$87

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# Fee Schedules

## MONTESSORI TUITION

Arlington Public Schools offers a Montessori program in order to provide students with choices in their instructional programs to meet their academic goals. Two-thirds of the positions in each Montessori class are reserved for children who meet the following criteria:

- ☉ The adjusted family income is at or less than the amount specified in the Appendix to Policy Implementation Procedure 20-3 Program Differentiation.
- ☉ Speak little or no English.

Tuition for the Montessori classes is on a sliding scale as outlined below. There is no charge for preschool classes for four-year-olds whose parents' income qualifies them for the Free/Reduced Lunch program.

Montessori fees for FY 2020 and FY 2021 are listed below.

ADJUSTED INCOME	FY 2020 FEES	FY 2021 FEES	% INCREASE
Income to \$24,000	\$867	\$901	4.0%
\$24,001 - \$27,000	\$1,181	\$1,229	4.0%
\$27,001 - \$30,000	\$1,533	\$1,594	4.0%
\$30,001 - \$33,000	\$2,032	\$2,114	4.0%
\$33,001 - \$37,000	\$2,593	\$2,697	4.0%
\$37,001 - \$41,000	\$3,331	\$3,464	4.0%
\$41,001 - \$46,000	\$4,160	\$4,327	4.0%
\$46,001 - \$51,000	\$5,083	\$5,286	4.0%
\$51,001 - \$57,000	\$6,097	\$6,341	4.0%
\$57,001 - \$62,000	\$7,359	\$7,653	4.0%
\$62,001 - \$67,000	\$8,731	\$9,080	4.0%
\$67,001 - \$72,000	\$10,218	\$10,627	4.0%
\$72,001 - \$77,000	\$10,942	\$11,380	4.0%
\$77,001 - \$82,000	\$11,720	\$12,188	4.0%
\$82,001 - \$90,000	\$11,775	\$12,246	4.0%
\$90,001 - \$96,000	\$11,831	\$12,304	4.0%
\$96,001 - \$97,040	\$11,887	\$12,363	4.0%
\$97,041 - \$110,000	\$11,887	\$12,363	4.0%
\$110,001 - \$125,000	\$12,412	\$12,970	4.5%
\$125,001 - \$150,000	\$12,957	\$13,605	5.0%
\$150,001 - \$175,000	\$13,523	\$14,266	5.5%
\$175,000 - \$200,000	\$14,111	\$14,957	6.0%
\$200,001 and up	\$14,721	\$15,678	6.5%

Note: \$97,040 represents 80% of the median income for a family of four in Arlington County. Two-thirds of the slots in each Montessori class are reserved for children whose parents' income is at or less than 80% of the median family income.

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# Fee Schedules

## EXTENDED DAY FEES

The Extended Day Program provides a safe, enriching and fun environment before and after school each day for about 4,100 children. Offering age appropriate and Developmental Asset-building activities, over 400 child care professionals work in 24 elementary schools, six middle schools and the Eunice Kennedy Shriver Program to meet the individual needs of each child and the expectations of every family. Refer to the Extended Day section on page [457](#) for more information.

Upon request to the Director of Extended Day, additional financial assistance may be available. Please contact the Extended Day Central Office (703-228-6069) for more information.

In addition to the participation fees listed below and on the following pages, there is a non-refundable registration fee of \$40 for the first child and \$30 for each additional sibling. All fees are subject to change.

### 2020–2021 SCHOOL YEAR—EXTENDED DAY MONTHLY FEES

#### Abingdon, Campbell, Carlin Springs, Claremont

#### 8:00 AM START TIME

ANNUAL INCOME BRACKET	BEFORE SCHOOL		AFTER SCHOOL	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
less than \$8,000	\$2.00	\$2.00	\$10.00	\$8.00
\$8,001 - \$12,000	\$5.00	\$4.00	\$20.00	\$15.00
\$12,001 - \$16,000	\$10.00	\$8.00	\$41.00	\$31.00
\$16,001 - \$20,000	\$20.00	\$15.00	\$82.00	\$62.00
\$20,001 - \$26,000	\$30.00	\$23.00	\$122.00	\$92.00
\$26,001 - \$32,000	\$40.00	\$30.00	\$163.00	\$122.00
\$32,001 - \$38,000	\$49.00	\$37.00	\$204.00	\$153.00
\$38,001 - \$46,000	\$59.00	\$44.00	\$245.00	\$184.00
\$46,001 - \$55,000	\$79.00	\$59.00	\$326.00	\$245.00
\$55,001 - \$65,000	\$94.00	\$71.00	\$387.00	\$290.00
\$65,001 - \$88,240	\$99.00	\$99.00	\$408.00	\$408.00
\$88,241 and Above	\$102.00	\$102.00	\$420.00	\$420.00

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# Fee Schedules

2020–2021 SCHOOL YEAR—EXTENDED DAY MONTHLY FEES

Arlington Traditional School, Barrett, Long Branch, Randolph

8:25 AM START TIME

ANNUAL INCOME BRACKET	BEFORE SCHOOL		AFTER SCHOOL	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
less than \$8,000	\$4.00	\$3.00	\$9.00	\$7.00
\$8,001 - \$12,000	\$8.00	\$6.00	\$18.00	\$14.00
\$12,001 - \$16,000	\$15.00	\$11.00	\$36.00	\$27.00
\$16,001 - \$20,000	\$30.00	\$23.00	\$71.00	\$53.00
\$20,001 - \$26,000	\$45.00	\$34.00	\$107.00	\$80.00
\$26,001 - \$32,000	\$60.00	\$45.00	\$143.00	\$107.00
\$32,001 - \$38,000	\$75.00	\$56.00	\$179.00	\$134.00
\$38,001 - \$46,000	\$90.00	\$68.00	\$214.00	\$161.00
\$46,001 - \$55,000	\$120.00	\$90.00	\$286.00	\$215.00
\$55,001 - \$65,000	\$143.00	\$107.00	\$340.00	\$255.00
\$65,001 - \$88,240	\$150.00	\$150.00	\$357.00	\$357.00
\$88,241 and Above	\$155.00	\$155.00	\$368.00	\$368.00

Arlington Science Focus, Ashlawn, Barcroft, Discovery, Dr. Charles R. Drew, Alice West Fleet, Glebe, Hoffman-Boston, Jamestown, Key, McKinley, Montessori Public School of Arlington, Nottingham, Oakridge, Taylor, Tuckahoe

9:00 AM START TIME

ANNUAL INCOME BRACKET	BEFORE SCHOOL		AFTER SCHOOL	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
less than \$8,000	\$5.00	\$4.00	\$8.00	\$6.00
\$8,001 - \$12,000	\$10.00	\$8.00	\$15.00	\$11.00
\$12,001 - \$16,000	\$20.00	\$15.00	\$30.00	\$23.00
\$16,001 - \$20,000	\$41.00	\$31.00	\$61.00	\$46.00
\$20,001 - \$26,000	\$61.00	\$46.00	\$91.00	\$68.00
\$26,001 - \$32,000	\$82.00	\$62.00	\$122.00	\$92.00
\$32,001 - \$38,000	\$102.00	\$77.00	\$152.00	\$114.00
\$38,001 - \$46,000	\$123.00	\$92.00	\$182.00	\$137.00
\$46,001 - \$55,000	\$164.00	\$123.00	\$243.00	\$182.00
\$55,001 - \$65,000	\$195.00	\$146.00	\$289.00	\$217.00
\$65,001 - \$88,240	\$205.00	\$205.00	\$304.00	\$304.00
\$88,241 and Above	\$211.00	\$211.00	\$313.00	\$313.00

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# Fee Schedules

2020–2021 SCHOOL YEAR—EXTENDED DAY MONTHLY FEES

## MIDDLE SCHOOL CHECK-IN

ANNUAL INCOME BRACKET	AFTER SCHOOL CHECK-IN	
	1ST CHILD	ADD'L CHILD
less than \$8,000	\$10.00	\$8.00
\$8,001 - \$12,000	\$20.00	\$15.00
\$12,001 - \$16,000	\$40.00	\$30.00
\$16,001 - \$20,000	\$80.00	\$60.00
\$20,001 - \$26,000	\$120.00	\$90.00
\$26,001 - \$32,000	\$160.00	\$120.00
\$32,001 - \$38,000	\$200.00	\$150.00
\$38,001 - \$46,000	\$240.00	\$180.00
\$46,001 - \$55,000	\$320.00	\$240.00
\$55,001 - \$65,000	\$380.00	\$285.00
\$65,001 - \$88,240	\$400.00	\$400.00
\$88,241 and Above	\$412.00	\$412.00

2020–2021 SCHOOL YEAR—EXTENDED DAY MONTHLY FEES

## EUNICE KENNEDY SHRIVER

ANNUAL INCOME BRACKET	BEFORE SCHOOL		AFTER SCHOOL	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
less than \$8,000	\$5.00	\$4.00	\$8.00	\$6.00
\$8,001 - \$12,000	\$10.00	\$8.00	\$15.00	\$11.00
\$12,001 - \$16,000	\$20.00	\$15.00	\$30.00	\$23.00
\$16,001 - \$20,000	\$41.00	\$31.00	\$61.00	\$46.00
\$20,001 - \$26,000	\$61.00	\$46.00	\$91.00	\$68.00
\$26,001 - \$32,000	\$82.00	\$62.00	\$122.00	\$92.00
\$32,001 - \$38,000	\$102.00	\$77.00	\$152.00	\$114.00
\$38,001 - \$46,000	\$123.00	\$92.00	\$182.00	\$137.00
\$46,001 - \$55,000	\$164.00	\$123.00	\$243.00	\$182.00
\$55,001 - \$65,000	\$195.00	\$146.00	\$289.00	\$217.00
\$65,001 - \$88,240	\$205.00	\$205.00	\$304.00	\$304.00
\$88,241 and Above	\$211.00	\$211.00	\$313.00	\$313.00

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# Fee Schedules

2020–2021 SCHOOL YEAR—EXTENDED DAY MONTHLY FEES

**APS EMPLOYEE ONLY OPTIONS**

ANNUAL INCOME BRACKET	ONE DAY A WEEK (MONTHLY FEE)		ER (1 ANNUAL PAYMENT)	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
less than \$8,000	\$3.00	\$2.00	\$6.00	\$5.00
\$8,001 - \$12,000	\$5.00	\$4.00	\$12.00	\$9.00
\$12,001 - \$16,000	\$11.00	\$8.00	\$25.00	\$19.00
\$16,001 - \$20,000	\$24.00	\$18.00	\$48.00	\$36.00
\$20,001 - \$26,000	\$35.00	\$26.00	\$73.00	\$55.00
\$26,001 - \$32,000	\$46.00	\$35.00	\$97.00	\$73.00
\$32,001 - \$38,000	\$59.00	\$44.00	\$121.00	\$90.00
\$38,001 - \$46,000	\$69.00	\$52.00	\$145.00	\$109.00
\$46,001 - \$55,000	\$93.00	\$70.00	\$193.00	\$144.00
\$55,001 - \$65,000	\$110.00	\$83.00	\$229.00	\$171.00
\$65,001 - \$88,240	\$115.00	\$115.00	\$241.00	\$241.00
\$88,241 and Above	\$119.00	\$119.00	\$249.00	\$249.00

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# Reserves History

The County maintains a reserve of 5.5 percent of the General Fund, including Schools. Funds necessary to meet the requirement of maintaining this reserve are taken out of the local tax revenues prior to their being shared with the Schools. Because the County is phasing in an increase in the percentage held in reserves, we anticipate adding additional funds at closeout, over the next several years, to meet the new reserve levels.

During FY 2010 and FY 2011, the School Board created additional reserves from both greater than anticipated revenue as well as expenditure savings primarily to help offset known increases in debt service and VRS rates but also to set aside funds for leave payouts for retiring employees and to create a general reserve.

During the FY 2012 budget adoption process, as a result of additional one-time County Transfer funding, the School Board created a capital reserve totaling \$5.3 million for anticipated capacity needs in FY 2013 and beyond. At that time, the School Board designated the funds in the general reserve to the capital reserve. In addition, as a result of a decrease in the proposed VRS contribution rate, \$1.8 million was placed in the VRS reserve.

During FY 2011 close out, as a result of greater than anticipated revenue as well as expenditure savings, the School Board created a health insurance reserve of \$1 million in order to smooth the costs and premiums paid by APS and its employees which can vary significantly from year to year, and provided additional funds to the capital reserve of \$13.4 million.

During FY 2012 close out, the School Board designated \$10.9 million received as a bond premium during the Spring 2012 general obligation bond sale to the capital reserve. In addition, \$0.7 million was allocated to the capital reserve in the FY 2013 School Board Adopted budget.

During FY 2013 closeout, the School Board designated \$4.3 million received as a bond premium during the Spring 2013 general obligation bond sale to the capital reserve.

During the FY 2014 mid-year budget review, the School Board set aside an additional \$2.0 million for the VRS Reserve from the reserve in the FY 2014 Adopted budget created from FY 2013 closeout. In addition, \$3.0 million received as a bond premium during the Spring 2014 general obligation bond sale was allocated to the capital reserve during FY 2014 close out.

During the FY 2015 3rd quarter review, the School Board added \$2.0 million to the Future Debt Service reserve and \$4.0 million to the Capital reserve. The School Board also created a Compensation reserve and allocated \$2.0 million.

During the FY 2015 close out, the School Board designated \$2.1 million received as a bond premium during the Spring 2015 general obligation bond sale to the Capital reserve. In addition, \$8.5 million was added to the Future Budget Years reserve and \$6.0 million was added to the Compensation reserve.

The FY 2017 budget used \$0.7 million of the Reserve for Future Debt Service to partially offset the increases in that area. Also, \$1.0 million was taken from the VRS Reserve to partially offset the increased VRS costs and \$3.8 million was taken from the Compensation reserve to partially offset the step increase in FY 2017.

Funds totaling \$7.7 million were taken from the Future Budget Years reserve to offset primarily one-time costs in the FY 2017 budget. The School Board also designated \$2.5 million in one-time funding from the County appropriation be added to the Future Budget Years reserves.

During the FY 2016 3rd quarter review, the School Board added \$7.1 million, received as a bond premium, to the Capital reserve and \$1.0 million to the Compensation reserve.

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## Reserves History

During the FY 2016 close out, the School Board designated \$10.0 million to the Capital reserve for future infrastructure projects adopted in the FY 2017 – 2026 Capital Improvement Plan.

During the FY 2017 3rd quarter review, the School Board added \$1.0 million to the Compensation reserve. In addition, \$11.7 million received as a bond premium from the spring 2017 sale was immediately allocated to the Capital reserve.

The FY 2018 budget used \$2.1 million from the VRS reserve to partially offset the increased VRS costs and \$1.3 million from the Debt Service reserve to offset increases in that area. Funds totaling \$4.8 million were taken from the Future Budget Years reserve to primarily offset one-time costs in the FY 2018 budget. In addition, \$5.6 million was taken from the Compensation reserve to partially offset the step increase in FY 2018 and the first year of a three-year planned increase in salaries for positions identified in the compensation study as being under market. The School Board also designated \$1.5 million in one-time funding from the County appropriation be added to the Future Budget Years reserve.

During the FY 2017 close out, the School Board designated \$3.7 million to the Capital reserve for future infrastructure projects. In addition, \$2.0 million was added to the Debt Service reserve and \$6.0 million was allocated to the Compensation reserve.

At the end of FY 2018, \$15.2 million was received as a bond premium from the spring 2018 bond sale. The School Board allocated these fund to the Capital reserve. In addition, the School Board removed \$2.0 million from the Undesignated reserve and reallocated these funds to the Capital reserve.

The FY 2019 budget uses \$4.7 million from the Debt Service reserve to partially offset the increase in Debt Service. Funds totaling \$11.2 million are taken from the Future Budget Years reserve. Of this amount, \$4.9 million is used in the School Operating fund to offset one-time and on-going costs and \$6.3 million is used to fund the Minor Construction/Major Maintenance accounts less salaries and benefits. In addition, \$6.0 million is taken from the Compensation reserve to partially offset the step increase in FY 2019 and the second year of the three-year planned increase in salaries for positions identified in the compensation study as being under market.

During the FY 2018 close out, the School Board designated \$1.8 million to the Compensation reserve, \$6.7 million to the Future Budget Years reserve, and \$0.3 million to the Debt Service reserve.

The FY 2020 budget uses \$0.3 million from the Debt Service reserve to partially offset the increase in Debt Service. Funding of \$6.5 million is taken from the Compensation reserve to partially offset the step increase in FY 2020 and the final year of the three-year planned increase in salaries for positions identified in the compensation study as being under market. In addition, \$4.9 million is taken from the Future Budget Years reserve to partially fund Minor Construction/Major Maintenance and balance the budget.

During the FY 2019 close out, the School Board designated \$7.8 million to the Compensation reserve.

The FY 2021 budget uses \$0.3 million from the Debt Service reserve to partially offset the increase in Debt Service. Funding of \$1.1 million is taken from the VRS reserve to partially offset the increase in retirement costs. In addition, \$11.2 million is taken from the Future Budget Years reserve and \$3.9 million is taken from the Compensation reserve to offset one-time costs and balance the budget.

The table beginning on the next page shows the balance of reserve funds as of May 7, 2020.

# Reserves History



## RESERVES BALANCE BY TYPE

RESERVE	SOURCE	AMOUNT
Capital	FY 2010 Close Out	\$4,000,000
	FY 2012 School Board's Adopted Budget	\$5,302,080
	FY 2011 Close Out	\$13,378,214
	Bond Premium from Spring 2012 Sale	\$10,934,696
	Allocated in FY 2013 - FY 2022 Adopted Capital Improvement Plan	(\$29,800,000)
	FY 2013 School Board's Adopted Budget	\$721,465
	Allocated to Capacity Planning	(\$1,000,000)
	FY 2013 Close Out - bond premium	\$4,324,259
	Allocated to Ashlawn	(\$1,500,000)
	Allocated to Arlington Science Focus	(\$1,300,000)
	Allocated to Capacity Planning	(\$249,904)
	FY 2014 Close Out - bond premium	\$3,048,445
	Allocated to McKinley	(\$934,935)
	FY 2015 3rd Quarter Review	\$4,000,000
	New Elementary School at Jefferson - planning expenditures	(\$720,094)
	Reed - planning expenditures	(\$285,000)
	Fenwick	(\$398,000)
	Returned from Arlington Science Focus project	\$1,037,901
	Returned from New Elementary School at Jefferson	\$436,198
	Returned from Reed	\$5,000
	FY 2015 Close Out - bond premium	\$2,075,965
	FY 2016 3rd Quarter Review - bond premium	\$7,082,347
	FY 2016 Close Out	\$10,000,000
	Allocated to Gunston, Kenmore, Wakefield, and Yorktown	(\$10,000,000)
	Bond Premium from Spring 2017 Sale	\$11,714,732
	Allocated to land purchase at Glebe Elementary School	(\$575,000)
	Transferred to Reed project per FY 2017 - FY 2026 Capital Improvement Plan	(\$4,000,000)
	Allocated to Stratford and Wilson projects per FY 2017 - FY 2026 Capital Improvement Plan	(\$7,250,000)
	Returned from Wakefield space conversion project	\$400,000
	FY 2017 Close Out	\$3,747,617
	Returned from Yorktown space conversion	\$250,000
	Bond Premium from Spring 2018 sale	\$15,204,776
	Reallocation from Undesignated Reserve	\$2,000,000
	Savings from Discovery, Gunston, Kenmore, and Wakefield projects	\$1,892,810
	Transferred to Transportation office renovation	(\$232,919)
	Transferred to Drew and Henry Refresh Projects	(\$1,800,000)
	Transferred to Fleet jointly-funded items	(\$8,950,000)
	Allocated to Hamm Middle School project	(\$2,200,000)
	Allocated to Hamm Middle School jointly-funded items	(\$2,310,000)
	Allocated to Transportation office renovation	(\$1,867,081)
Bond Premium from Spring 2019 sale	\$10,661,149	
FY 2019 Appropriation from County (at budget adoption)	\$301,881	
Bonds sold for The Heights project but not needed	\$2,000,000	
Allocated to Reed project jointly-funded items	(\$2,750,000)	
Transferred to The Children's School	(\$500,000)	
Transferred to Fleet for accessibility improvements	(\$500,000)	
Transferred to The Heights project	(\$5,600,000)	

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# Reserves History

## RESERVES BALANCE BY TYPE

RESERVE	SOURCE	AMOUNT
Capital	Transferred to the Hamm project	(\$3,900,000)
	Transferred to Fleet	(\$700,000)
	Savings from Abingdon, Connect Arlington, McKinley, Yorktown, and Syphax projects	\$2,355,000
	<b>Subtotal Capital Reserve On Hand</b>	<b>\$27,551,602</b>
	Allocated to Field Conversions to Synthetic Turf	(\$1,350,000)
	Allocated to Career Center Project	(\$31,000,000)
	<b>Subtotal Capital Reserve Allocated but Not Yet Transferred</b>	<b>(\$32,350,000)</b>
<b>SUBTOTAL CAPITAL RESERVE AVAILABLE</b>		<b>(\$4,798,398)</b>
VRS	FY 2011 Budget and FY 2010 Close Out	\$11,587,239
	FY 2012 School Board's Adopted Budget	\$1,800,000
	Less: FY 2013 School Board's Adopted Budget	(\$6,000,000)
	From reserve in FY 2014 School Board's Adopted Budget	\$2,000,000
	Less: FY 2015 School Board's Adopted Budget	(\$3,750,000)
	Less: FY 2017 School Board's Adopted Budget	(\$1,000,000)
	Less: FY 2018 School Board's Adopted Budget	(\$2,125,000)
	Less: FY 2021 School Board's Adopted Budget	(\$1,100,000)
<b>SUBTOTAL VRS</b>		<b>\$1,412,239</b>
Future Debt Service	FY 2010 Close Out	\$7,000,000
	Less: FY 2013 School Board's Adopted Budget	(\$1,975,000)
	Less: FY 2014 School Board's Adopted Budget	(\$1,400,000)
	Less: FY 2015 School Board's Adopted Budget	(\$265,000)
	Less: FY 2016 School Board's Adopted Budget	(\$100,000)
	FY 2015 3rd Quarter Review	\$2,000,000
	Less: FY 2017 School Board's Adopted Budget	(\$650,000)
	Less: FY 2018 School Board's Adopted Budget	(\$1,300,000)
	FY 2017 Close Out	\$2,000,000
	Less: FY 2019 School Board's Adopted Budget	(\$4,666,379)
	FY 2018 Close Out	\$343,941
	Less: FY 2020 School Board's Adopted Budget	(\$303,088)
	Less: FY 2021 School Board's Adopted Budget	(\$270,000)
<b>SUBTOTAL FUTURE DEBT SERVICE</b>		<b>\$414,474</b>
Future Budget Years	Beginning Balance (FY 2015)	\$12,308,175
	Less: FY 2015 School Board's Adopted Budget	(\$11,106,892)
	FY 2014 Close Out	\$18,344,811
	Less: FY 2016 School Board's Adopted Budget	(\$7,079,001)
	FY 2015 Appropriation from County	\$8,357,805
	FY 2015 Close Out	\$8,508,559
	Less: FY 2017 School Board's Adopted Budget	(\$7,739,537)
	FY 2017 Appropriation from County	\$2,453,402
	Less: FY 2018 School Board's Adopted Budget	(\$4,842,655)
	FY 2018 Appropriation from County (FY17 3rd Quarter)	\$1,493,969
	Less: FY 2019 School Board's Adopted Budget	(\$11,203,194)
	FY 2018 Close Out	\$6,566,117
	Less: FY 2020 School Board's Adopted Budget	(\$4,896,170)
	Less: FY 2021 School Board's Adopted Budget	(\$11,165,389)
<b>SUBTOTAL FUTURE BUDGET YEARS</b>		<b>\$0</b>

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# Reserves History

## RESERVES BALANCE BY TYPE

RESERVE	SOURCE	AMOUNT
Compensation	FY 2015 3rd Quarter Review	\$2,000,000
	FY 2015 Close Out	\$6,000,000
	Less: FY 2017 School Board's Adopted Budget	(\$3,800,000)
	FY 2016 3rd Quarter Review	\$1,000,000
	FY 2016 Close Out	\$4,000,000
	FY 2017 3rd Quarter Review	\$1,000,000
	Less: FY 2018 School Board's Adopted Budget	(\$5,550,000)
	FY 2017 Close Out	\$6,000,000
	Less: FY 2019 School Board's Adopted Budget	(\$5,950,000)
	FY 2018 Closeout	\$1,750,000
	Less: FY 2020 School Board's Adopted Budget	(\$6,450,000)
	FY 2019 Close Out	\$7,750,994
	Less: FY 2021 School Board's Adopted Budget	(\$3,938,698)
<b>SUBTOTAL COMPENSATION</b>		<b>\$3,812,296</b>
Separation Pay	FY 2010 Close Out	\$2,000,000
Health Care	FY 2011 Close Out	\$1,000,000
Undesignated	FY 2002 Close Out	\$2,000,000
	Reallocated funds to Capital Reserve	(\$2,000,000)
<b>SUBTOTAL UNDESIGNATED</b>		<b>\$0</b>
<b>GRAND TOTAL</b>		<b>\$3,840,611</b>

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# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
School Operating	Personnel Services	40414	Staff Contingency Fund	\$4,144,105
		40429	Compensation Contingency	\$1,164,000
		40508	Staff Contingency-Advanced Classes	\$723,613
		41200	School Board Members	\$127,001
		41201	Legislative Liaison	\$35,000
		41203	Superintendent	\$179,228
		41204	Academic Stipend	\$1,485,745
		41205	Professional Staff	\$1,169,643
		41206	Department Chairs Stipends	\$59,550
		41207	Coaching-Athletic	\$1,489,684
		41208	Coordinator	\$4,284,460
		41210	Curriculum Work	\$101,886
		41211	School/Family Counselor	\$40,910
		41215	Supt Travel Allotment	\$5,000
		41216	Assistant Superintendent	\$1,323,546
		41219	School Counselor	\$8,600,730
		41220	Inservice Professional	\$410,000
		41221	Teacher-Elective/Core Supplement	\$422,310
		41222	Itinerant Teacher	\$23,326,328
		41223	Teacher-ACT II After School Electives	\$405,348
		41227	Homebound Teacher Hourly	\$153,199
		41228	Librarian	\$3,895,988
		41229	Safety Patrol Sponsor	\$70,176
		41230	Teacher Hourly	\$1,207,615
		41231	Principal	\$5,568,826
		41232	Assistant Principal	\$6,741,550
		41234	In-school Alternative Program	\$220,758
		41235	Psychologist	\$4,460,731
		41236	Science Contact Teaching	\$10,000
		41237	School Resource Assistant	\$4,239,545
		41241	Extended Contract	\$109,596
		41243	Analyst	\$2,012,275
		41244	Specialist	\$3,965,446
		41246	Teacher-Vocational Assessment	\$95,111
		41247	Substitute Teacher-Personal Leave	\$3,147,798
		41250	Summer School T-Scale	\$2,014,850
		41254	Teacher	\$169,364,010
		41260	Career Education	\$2,053,861
		41265	Separation Pay	\$2,500,000
		41267	Visiting Tchr/Social Wrkr	\$3,302,599
41270	Student Activities Director	\$385,632		
41272	Team Leader	\$163,388		
41273	Athletic Trainer	\$170,219		
41281	Occupational Therapist	\$3,694,991		
41282	Pre-K Coordinator	\$123,261		
41283	Interpreter	\$876,999		
41284	Asst Dir-Student Activities	\$130,599		

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# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
School Operating	Personnel Services	41288	Technology Coordinator	\$3,869,975
		41289	Resource Teacher	\$7,193,634
		41293	Teacher Mentor	\$285,615
		41295	Substitute-Professional Leave	\$132,900
		41296	Substitute-P & E Scale	\$29,988
		41297	Summer School Administrative	\$119,043
		41298	Staff Hourly	\$555,600
		41299	Lapse & Turnover	(\$3,612,500)
		41309	Clerical + Secretarial	\$3,302,058
		41310	Clerical School Substitute	\$32,975
		41311	Clerical & Secretarial-Part-time	\$239,882
		41314	Bus Attendant	\$2,499,205
		41316	Custodian-Regular	\$10,254,772
		41317	Overtime	\$1,456,979
		41318	Director	\$4,727,750
		41319	Assistant Director	\$622,586
		41320	Driver-Lead	\$461,677
		41321	Clerical-Non-School Substitute	\$2,175
		41322	Driver-Regular	\$6,797,402
		41323	Driver-Swing	\$277,509
		41324	Educational Secretary	\$6,358,818
		41325	Management Staff	\$266,198
		41329	Temporary Employment	\$53,160
		41332	Career College Counselor	\$257,229
		41333	Translator Hourly	\$146,496
		41337	Instructional Secretary	\$2,382,139
		41346	Stipend	\$337,706
		41348	Lunchroom Attendant	\$573,933
		41349	Maintenance-Regular	\$4,725,133
		41351	Manager	\$384,488
		41356	Supervisor	\$3,238,976
		41360	School-based Testing	\$35,018
		41363	Part-time & Temporary Work	\$333,610
		41364	Principal's Aide	\$1,450,719
		41365	Program Specialist	\$647,712
		41368	Security Monitor	\$41,829
		41370	Staff-General	\$4,182,159
		41375	Aide	\$22,638,338
		41376	Tutor Hourly	\$3,572
		41377	Aide Hourly	\$555,678
		41378	Technician	\$1,693,203
41379	Technician Hourly	\$23,814		
41380	Training Program	\$217,364		
41383	Field Trip Differential	\$297		
41386	P/T Rep/Main Technicians	\$156,060		
41390	Substitute Instructional Aide-Personal Leave	\$20,595		
41392	Athletic Trainer Stipend	\$47,319		

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# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
School Operating	Personnel Services	41396	Television Producer/Writer	\$382,491
		41398	Dispatcher	\$226,262
	<b>Personnel Services Total</b>			<b>\$360,806,651</b>
	Employee Benefits	42408	Superintendent Benefits	\$70,570
		42415	Employer FICA Costs	\$27,782,883
		42416	VRS-M Scale	\$714,909
		42417	County Retirement	\$269,371
		42419	VRS Retirement	\$37,351,361
		42420	Health Premiums	\$39,086,433
		42421	County Life Insurance	\$24,923
		42422	VRS Life Insurance	\$4,375,103
		42423	County Retirement DC Match	\$77,490
		42425	Dental Plan	\$1,173,620
		42426	Benefits Reserve	\$122,000
		42427	Wellness Program Costs	\$4,394
		42428	VRS-Retiree Health Care Credit	\$3,728,171
		42429	VRS Hybrid Plan	\$14,835,210
		42434	Workers Compensation	\$940,000
		42436	401(a) Matching	\$891,900
		42438	Unemployment Compensation Insurance	\$110,000
		42439	VLDP(VA Local Disability Program)	\$426,090
	42440	Income Protection Premiums	\$985,872	
	42494	Flexible Benefits Plan	\$40,000	
	<b>Employee Benefits Total</b>			<b>\$133,010,301</b>
	Purchased Services	43400	State Governor's School	\$25,000
		43401	Special Events	\$40,000
		43402	Agenda Notices	\$665
		43404	Legislative Expenses	\$3,000
		43406	Jefferson Sci/Technology Costs	\$1,164,705
		43407	Budget Document Preparation	\$1,210
		43409	Survey Costs	\$100,000
		43412	Commencement Costs	\$32,690
		43413	County Board Shared Costs	(\$423,292)
		43430	Professional Inservice	\$496,031
		43433	Program Costs	\$2,034,921
		43435	Overhead Costs	(\$658,982)
		43437	Hearing Officer/Contract Services	\$350,000
43439		Insurance Premiums-Fire & Extended Coverage	\$407,100	
43442		Summer Laureate Program Costs	\$5,000	
43444		Liability Insurance	\$172,263	
43445		Tuition Deaf/Blind	\$21,264	
43446		Insurance Premiums-Vehicle Liability	\$95,000	
43447		School Initiative	\$45,000	
43449		Evaluation Costs	\$350,000	
43451	Legal Fees	\$312,172		
43453	Membership Fees	\$75,065		
43455	Arbitration Costs	\$5,850		
43456	Natl Board Certification	\$62,000		

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# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
School Operating	Purchased Services	43473	Advertising Expense	\$200	
		43482	Tuition Expense	\$753,886	
		43498	Contract Course	\$11,000	
		43527	Credit Card Fee	\$250,000	
		43544	Contract Services	\$9,715,802	
		43550	Translation Services	\$70,786	
		43564	Computer Equipment Maintenance	\$375,658	
		43565	Consultant Fees	\$704,793	
		43566	Software Licensing	\$1,146,745	
		43567	Software Maintenance	\$532,944	
		43568	County Computer Usage Charge	\$37,000	
		43569	Data Warehouse	\$80,000	
		43570	Educational Television Channels	\$18,650	
		43586	Professional Services	\$413,262	
		43587	Printing & Duplicating Costs	\$264,446	
		43588	Publications	\$47,000	
		43601	Air Quality Assessment	\$147,308	
		43602	Air-conditioning Repairs-Materials	\$450,000	
		43607	Asbestos Air Monitoring	\$100,000	
		43634	Mowing Services	\$130,571	
		43657	Pest Control	\$116,377	
		43663	Refuse Service	\$375,015	
		43667	Roof Repairs	\$15,500	
		43682	Water Treatment	\$66,268	
		43699	Copy Machines	\$1,025,307	
		43769	Car, Truck, Bus Washes	\$1,000	
		43792	Taxi Service	\$800	
		43874	Equipment Repairs-Business/Marketing	\$500	
		43875	Equipment Maintenance	\$655,756	
	43878	Equipment Repairs-Elevators	\$150,000		
	43885	Equipment Repairs	\$118,954		
	43887	Equipment Repairs-Public Address Systems	\$40,000		
	43890	Building Security System	\$80,204		
	43892	Equipment Repairs-Cafeteria	\$420,000		
	<b>Purchased Services Total</b>				<b>\$23,032,393</b>
		Other Charges	40403	Budget Reserve	\$1,471,995
	40404		OPEB Reserve	\$2,633,078	
	40405		Enrollment Adjustment Reserve	\$33,000	
	40463		Superintendent Reserve	\$49,534	
	45430		Inservice Costs-Professional	\$244,535	
	45431		Inservice Costs-Support	\$70,850	
	45432		Inservice Costs-Administrative	\$30,000	
	45454		Miscellaneous Expenses	\$88,800	
	45465		Professional Meetings	\$5,504	
	45466		Student Activities	\$161,050	
	45467	Recruitment Costs	\$104,750		
	45468	Registration Fees	\$91,660		
	45471	Service Awards	\$9,837		

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# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
School Operating	Other Charges	45472	Transportation	\$296,225	
		45474	School-based Professional Staff Development	\$202,838	
		45477	Travel Local	\$57,014	
		45478	Travel Professional	\$252,888	
		45485	Food/Catering	\$5,200	
		45486	Northern Virginia Debate & Drama Fee	\$2,139	
		45489	Virginia High School League Members	\$39,114	
		45497	ADA Costs	\$150,150	
		45535	Superintendent's Seminar	\$8,000	
		45536	Fair Costs	\$23,070	
		45540	Arts Education Festival	\$9,785	
		45541	Gate Receipts/Athletic Expenses	\$90,517	
		45557	Hazardous Materials Disposal	\$6,833	
		45573	Equipment Rental-Postage Meter	\$6,000	
		45581	Officials Fees-Athletic Events	\$129,044	
		45582	Drug Testing	\$25,220	
		45583	Medical Evaluations & Physical Exams	\$25,529	
		45584	Police Record Transcripts	\$66,500	
		45585	Postage	\$203,892	
		45624	Electricity	\$5,152,661	
		45630	Heating Fuel	\$948,395	
		45642	Recycling	\$216,766	
		45643	Lease Agreement	\$5,865,270	
		45653	Leased Space Building Costs	\$372,831	
	45669	Cellular Phone Service	\$43,000		
	45674	Telephone Service	\$863,230		
	45675	Telephone Service-Security Monitor	\$36,795		
	45680	Water	\$808,998		
	45689	Phone Lines/Energy Conservation	\$10,000		
	45696	NCLB Contingency	\$100,000		
	<b>Other Charges Total</b>				<b>\$21,012,498</b>
		Materials and Supplies	46401	Supplies General	\$83,000
			46476	Transp Demand Mgmt Pilot	\$192,640
			46501	Books & Periodicals	\$29,059
	46505		Hand Tools-Industrial Arts	\$26,404	
	46506		Instructional Materials	\$1,723,340	
	46507		Library Books & Materials	\$729,997	
	46509		Maps, Globes, & Charts	\$56,697	
	46510		Summer School Supplies	\$25,522	
	46513		Reference Materials	\$3,564	
	46514		Supplies Arts Education	\$2,935	
	46516		School Supplies	\$1,862,688	
	46517		Computer Software	\$821,682	
	46518		Student Information System	\$625,000	
	46519		Supplies General Office	\$44,588	
	46520		Supplies Work & Family Studies	\$30,852	
	46521		Supplies Technology Educ	\$63,405	
	46522	Supplies Library	\$26,119		

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# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
School Operating	Materials and Supplies	46524	College/Career Resource Materials	\$1,485	
		46525	Supplies Office	\$84,785	
		46526	Supplies Paper	\$44,922	
		46528	Computer Equipment/Software	\$908,500	
		46530	Supplies Science	\$4,820	
		46532	Testing Materials	\$1,458,488	
		46533	Supply & Textbook Reserve	\$1,077,167	
		46534	Supplemental Supplies	\$111,984	
		46537	Computer Forms & Accessories	\$80,321	
		46538	On-line Services	\$680,256	
		46603	Air Filters	\$105,128	
		46612	Carpentry Materials	\$8,227	
		46613	Cleaning Supplies	\$677,939	
		46621	Electrical Materials & Repairs	\$100,000	
		46633	Glazing Materials	\$40,000	
		46635	Grounds Upkeep General	\$133,333	
		46637	Hand Tools	\$5,000	
		46638	Hardware	\$15,623	
		46639	Heating Materials	\$250,000	
		46647	Locks & Keys	\$21,026	
		46651	Lumber	\$15,720	
		46655	Painting Materials	\$10,000	
		46658	Plumbing Materials	\$70,000	
		46668	Shades & Blinds Maintenance	\$23,000	
		46678	Uniform Costs	\$253,538	
		46690	General Maintenance	\$15,650	
		46692	Generators	\$120,000	
		46715	Grocery Items	\$250	
		46724	Snack Items	\$2,482	
		46725	Meals & Snacks	\$40,100	
		46766	Bus Repairs & Parts	\$125,409	
		46778	Gasoline & Motor Fuel	\$874,310	
		46790	Power Equipment Repairs + Parts	\$41,492	
	46797	Vehicle Repairs & Parts	\$44,999		
	46817	Assistive Technology	\$200,000		
	46894	Equipment Repairs-Transportation	\$2,103		
	46896	Equipment Repairs-Television	\$18,050		
	<b>Materials and Supplies Total</b>				<b>\$14,013,599</b>
	Capital Outlay	48608	Building Repairs & Maintenance	\$230,000	
		48609	Carpentry/Casework	\$62,000	
		48610	Electrical Upgrades	\$66,500	
		48611	ADA Upgrades	\$61,538	
48626		Cabling	\$25,054		
48650		Locker Replacement	\$24,345		
48676		Telephone Equipment	\$8,000		
48800		Additional Equipment	\$220,892		
48801	Technical/Health/Ag Education Equip	\$22,200			
48804	Additional Buses	\$360,000			

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# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
School Operating	Capital Outlay	48805	Additional Support Vehicles	\$120,000	
		48808	Additional Classroom Equipment	\$2,365,346	
		48814	Additional Furniture	\$278,368	
		48821	E-Rate Technology Equipment	(\$150,000)	
		48822	Additional Miscellaneous Equipment	\$389,356	
		48835	Inst Techn/Hrdwr/Sftwr	\$422,873	
		48836	Circuits & Internet	\$341,040	
		48840	Replacement Equipment	\$438,018	
		48842	Replacement Audio-Visual Equipment	\$250,265	
		48843	Replacement Support Vehicles	\$270,156	
		48844	Replacement Buses	\$1,400,000	
		48846	Replacement Computer Equipment - Admin	\$132,790	
		48847	Replacement Computer Equipment	\$6,496	
		48848	Replacement Classroom Furniture	\$127,641	
		48849	Replacement Network Equipment	\$924,980	
		48852	Replacement Furniture	\$8,938	
	48860	Replacement Miscellaneous Equipment	\$34,462		
	48890	Security Systems	\$117,001		
	<b>Capital Outlay Total</b>				<b>\$8,558,258</b>
		Other Uses of Funds	49991	County Board Costs - Drew	(\$102,531)
	49993		County Board Costs - Hoffman Boston	(\$206,293)	
	49995		County Board Costs - Langston	(\$191,023)	
<b>Other Uses of Funds Total</b>				<b>(\$499,847)</b>	
<b>SCHOOL OPERATING TOTAL</b>				<b>\$559,933,853</b>	
Community Activities	Personnel Services	41202	Supervision Hourly	\$27,429	
		41205	Professional Staff	\$117,104	
		41208	Coordinator	\$155,333	
		41220	Inservice Professional	\$268	
		41230	Teacher Hourly	\$7,140	
		41237	School Resource Assistant	\$138,335	
		41242	Staff Development Hourly	\$83,370	
		41244	Specialist	\$299,480	
		41247	Substitute Teacher-Personal Leave	\$1,491,316	
		41253	Instructor	\$429,978	
		41299	Lapse & Turnover	(\$217,849)	
		41309	Clerical + Secretarial	\$419,890	
		41315	Custodian-Reimbursable	\$2,825	
		41316	Custodian-Regular	\$1,414,841	
		41317	Overtime	\$12,546	
		41318	Director	\$251,139	
		41334	Asst Supervisor	\$874,179	
		41335	Extended Day Team Leaders	\$382,162	
		41349	Maintenance-Regular	\$205,269	
		41351	Manager	\$190,341	
41356	Supervisor	\$1,609,399			
41363	Part-time & Temporary Work	\$1,313			
41365	Program Specialist	\$57,486			
41372	Summer Work	\$245,400			

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# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
Community Activities	Personnel Services	41377	Aide Hourly	\$4,632,188
		41390	Substitute Instructional Aide-Personal Leave	\$15,000
	<b>Personnel Services Total</b>			<b>\$12,845,881</b>
	Employee Benefits	42415	Employer FICA Costs	\$955,060
		42416	VRS-M Scale	\$44,049
		42417	County Retirement	\$38,595
		42419	VRS Retirement	\$602,016
		42420	Health Premiums	\$1,077,822
		42421	County Life Insurance	\$3,077
		42422	VRS Life Insurance	\$84,013
		42423	County Retirement DC Match	\$8,868
		42425	Dental Plan	\$40,279
		42428	VRS-Retiree Health Care Credit	\$59,592
		42429	VRS Hybrid Plan	\$219,208
		42436	401(a) Matching	\$26,878
		42439	VLDP(VA Local Disability Program)	\$9,831
		42440	Income Protection Premiums	\$19,791
	42470	T Scale Scholarships	\$7,000	
	<b>Employee Benefits Total</b>			<b>\$3,196,078</b>
	Purchased Services	43413	County Board Shared Costs	(\$517,911)
		43433	Program Costs	\$119,238
		43435	Overhead Costs	\$294,675
		43544	Contract Services	\$66,600
		43586	Professional Services	\$2,000
		43587	Printing & Duplicating Costs	\$5,750
		43875	Equipment Maintenance	\$50,000
		43885	Equipment Repairs	\$40,570
	<b>Purchased Services Total</b>			<b>\$60,922</b>
	Other Charges	40403	Budget Reserve	\$108,136
		45430	Inservice Costs-Professional	\$9,550
		45466	Student Activities	\$102,225
		45472	Transportation	\$22,500
		45477	Travel Local	\$1,250
		45478	Travel Professional	\$5,000
		45585	Postage	\$16,575
		45624	Electricity	\$1,076,419
		45630	Heating Fuel	\$244,920
		45674	Telephone Service	\$106,830
		45680	Water	\$238,550
	<b>Other Charges Total</b>			<b>\$1,931,955</b>
	Materials and Supplies	46401	Supplies General	\$3,500
		46503	Films, Slides, Tapes, etc.	\$2,000
		46516	School Supplies	\$2,898
		46519	Supplies General Office	\$248,875
		46525	Supplies Office	\$16,862
		46533	Supply & Textbook Reserve	\$2,000
		46613	Cleaning Supplies	\$66,413
46678		Uniform Costs	\$6,638	

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# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
Community Activities	Materials and Supplies	46725	Meals & Snacks	\$1,036,394
	<b>Materials and Supplies Total</b>			<b>\$1,385,580</b>
	Capital Outlay	48608	Building Repairs & Maintenance	\$232,140
		48620	Swimming Pool Repairs	\$15,000
		48673	Stage Drapes, Lights, etc.	\$4,951
		48800	Additional Equipment	\$2,000
		48822	Additional Miscellaneous Equipment	\$78,500
		48855	Replacement Multi-Occupational Equip	\$1,380
		48860	Replacement Miscellaneous Equipment	\$1,650
	<b>Capital Outlay Total</b>			<b>\$335,621</b>
<b>COMMUNITY ACTIVITIES TOTAL</b>				<b>\$19,756,037</b>
Capital Projects	Personnel Services	41370	Staff-General	\$98,862
	<b>Personnel Services Total</b>			<b>\$98,862</b>
	Employee Benefits	42415	Employer FICA Costs	\$7,563
		42419	VRS Retirement	\$15,502
		42420	Health Premiums	\$7,233
		42422	VRS Life Insurance	\$1,295
		42425	Dental Plan	\$194
		42428	VRS-Retiree Health Care Credit	\$1,186
		42436	401(a) Matching	\$395
		42440	Income Protection Premiums	\$405
	<b>Employee Benefits Total</b>			<b>\$33,773</b>
	Other Charges	40403	Budget Reserve	\$510,707
	<b>Other Charges Total</b>			<b>\$510,707</b>
	Capital Outlay	48600	Relocatables	\$772,500
48688		Building Systems Renewal	\$625,000	
<b>Capital Outlay Total</b>			<b>\$1,397,500</b>	
<b>CAPITAL PROJECTS TOTAL</b>				<b>\$2,040,843</b>
Food and Nutrition Services	Personnel Services	41208	Coordinator	\$93,184
		41303	Cafeteria Substitute	\$950,000
		41304	Cafeteria Manager	\$1,112,500
		41305	Cafeteria Cook	\$155,000
		41306	Cafeteria Helper	\$601,900
		41317	Overtime	\$200,000
		41318	Director	\$135,574
		41370	Staff-General	\$332,883
		41372	Summer Work	\$110,000
	<b>Personnel Services Total</b>			<b>\$3,691,042</b>
	Employee Benefits	42415	Employer FICA Costs	\$215,742
		42416	VRS-M Scale	\$52,305
		42417	County Retirement	\$74,309
		42419	VRS Retirement	\$12,522
		42420	Health Premiums	\$386,455
		42421	County Life Insurance	\$6,097
		42422	VRS Life Insurance	\$16,580
		42423	County Retirement DC Match	\$17,656
		42425	Dental Plan	\$12,526
		42428	VRS-Retiree Health Care Credit	\$955

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# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
Food and Nutrition Services	Employee Benefits	42429	VRS Hybrid Plan	\$16,325	
		42436	401(a) Matching	\$8,880	
		42439	VLDP(VA Local Disability Program)	\$2,033	
		42440	Income Protection Premiums	\$6,179	
	<b>Employee Benefits Total</b>				<b>\$828,564</b>
	Purchased Services	43430	Professional Inservice	\$800	
		43453	Membership Fees	\$200	
		43587	Printing & Duplicating Costs	\$10,500	
		43885	Equipment Repairs	\$1,000	
	<b>Purchased Services Total</b>				<b>\$12,500</b>
	Other Charges	40403	Budget Reserve	\$262,284	
		45430	Inservice Costs-Professional	\$800	
		45465	Professional Meetings	\$100	
		45468	Registration Fees	\$100	
		45477	Travel Local	\$1,500	
		45478	Travel Professional	\$2,000	
		45484	Meals Professional Travel	\$100	
		45485	Food/Catering	\$1,000	
		45585	Postage	\$2,500	
		45669	Cellular Phone Service	\$2,000	
	<b>Other Charges Total</b>				<b>\$272,384</b>
	Materials and Supplies	46519	Supplies General Office	\$7,000	
		46525	Supplies Office	\$11,000	
		46526	Supplies Paper	\$5,000	
		46528	Computer Equipment/Software	\$88,000	
		46678	Uniform Costs	\$6,500	
		46705	Dairy Products (Milk-Cheese-Eggs-Juice)	\$450,000	
		46715	Grocery Items	\$5,104,759	
		46746	Produce Fresh	\$325,000	
		46749	USDA Govt-donated Commodities	\$500,000	
	<b>Materials and Supplies Total</b>				<b>\$6,497,259</b>
	Capital Outlay	46746	Produce Fresh	\$325,000	
<b>Capital Outlay Total</b>				<b>\$20,000</b>	
<b>FOOD AND NUTRITION SERVICES TOTAL</b>				<b>\$11,321,748</b>	
Grants and Restricted Programs	Other Charges	46749	USDA Govt-donated Commodities	\$500,000	
	<b>Other Charges Total</b>				<b>\$15,463,367</b>
<b>GRANTS AND RESTRICTED PROGRAMS TOTAL</b>				<b>\$15,463,367</b>	
Children's Services	Purchased Services	46746	Produce Fresh	\$325,000	
	<b>Purchased Services Total</b>				<b>\$3,650,000</b>
	Other Charges	46749	USDA Govt-donated Commodities	\$500,000	
<b>Other Charges Total</b>				<b>\$575,000</b>	
<b>CHILDREN'S SERVICES TOTAL</b>				<b>\$4,225,000</b>	
Debt Service	Other Uses of Funds	46746	Produce Fresh	\$325,000	
		46749	USDA Govt-donated Commodities	\$500,000	
	<b>Other Uses of Funds Total</b>				<b>\$56,905,740</b>
<b>DEBT SERVICE TOTAL</b>				<b>\$56,905,740</b>	
<b>GRAND TOTAL</b>				<b>\$670,274,629</b>	

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## Acronym Index

<b>ACG</b>	Arlington County Government
<b>ACI</b>	Advisory Council on Instruction
<b>ACT</b>	American College Test
<b>ACTC</b>	Advisory Committee on Transportation Choices
<b>ADA</b>	Americans with Disabilities Act
<b>ADM</b>	Average Daily Membership
<b>AMAO</b>	Annual Measurable Achievement Objective
<b>AOEA</b>	Arlington Outdoor Education Association
<b>AP</b>	Advanced Placement
<b>APQC</b>	American Productivity and Quality Council
<b>APS</b>	Arlington Public Schools
<b>ASBO</b>	Association of School Business Officials International
<b>ASF</b>	Arlington Science Focus School
<b>ATS</b>	Arlington Traditional School
<b>ATSS</b>	Arlington Tiered System of Support
<b>AYP</b>	Adequate Yearly Progress
<b>CAP</b>	Career Advancement Program
<b>CIP</b>	Capital Improvement Plan
<b>CPI</b>	Consumer Price Index
<b>CSS</b>	Community Satisfaction Survey
<b>CTAE</b>	Career, Technical and Adult Education
<b>DOE</b>	Department of Education
<b>DOJ</b>	Department of Justice
<b>DRP</b>	Degrees of Reading Power
<b>DSSSE</b>	Department of Student Services and Special Education
<b>EL</b>	English Learner
<b>ELL</b>	English Language Learner
<b>ERP</b>	Enterprise Resource Planning
<b>ESL</b>	English as a Second Language
<b>ESOL/HILT</b>	English for Speakers of Other Languages/High Intensity Language Training
<b>F&amp;MS</b>	Department of Finance and Management Services
<b>F&amp;O</b>	Department of Facilities and Operations
<b>FACS</b>	Family and Consumer Sciences (formerly known as “Work and Family Studies”)
<b>FAMIS</b>	Financial Accounting Management Information System
<b>FAPE</b>	Free and Appropriate Public Education
<b>FLE</b>	Family Life Education

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# Acronym Index

<b>FLES</b>	Foreign Language Elementary School
<b>FMLA</b>	Family Medical Leave Act
<b>FOIA</b>	Freedom of Information Act
<b>FTE</b>	Full-time Equivalent
<b>FY</b>	Fiscal Year
<b>GAAP</b>	Generally Accepted Accounting Principles
<b>GASB</b>	Governmental Accounting Standards Board
<b>GFOA</b>	Government Finance Officers Association
<b>GT</b>	Gifted and Talented
<b>HILT/HILTEX</b>	High Intensity Language Training/HILT Extension
<b>IAT</b>	Intervention Assistance Team
<b>IB</b>	International Baccalaureate Program
<b>IDEA</b>	Individuals with Disabilities Education Improvement Act
<b>IEP</b>	Individualized Education Plan
<b>ITC</b>	Instructional Technology Coordinator
<b>ITS</b>	Information Technology Services
<b>JCTC</b>	Joint Committee on Transportation Choices
<b>JFAC</b>	Joint Facilities Advisory Committee
<b>K-PALS</b>	Kindergarten Phonemic Awareness Literacy Screening
<b>LAN</b>	Local Area Network
<b>LCI</b>	Local Composite Index
<b>LEP</b>	Limited English Proficient
<b>LRE</b>	Least Restrictive Environment
<b>LSRC</b>	Language Services Registration Center
<b>MC/MM</b>	Minor Construction/Major Maintenance
<b>MIRT</b>	Math Instructional Resource Teacher
<b>NCLB</b>	“No Child Left Behind” Act
<b>NSBA</b>	National School Boards Association
<b>PALS</b>	Phonemic Awareness Literacy Screening
<b>PDP</b>	Professional Development Plan
<b>PE</b>	Physical Education
<b>PESA</b>	Parent Expectations Support Achievement
<b>PIE</b>	Partners in Education
<b>PIP</b>	Policy Implementation Procedure

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## Acronym Index

<b>PM</b>	Project Manager
<b>PO</b>	Purchase Order
<b>POS</b>	Program of Studies
<b>PRC</b>	Parent Resource Center
<b>PTA</b>	Parent Teacher Association
<b>REEP</b>	Arlington Education and Employment Program
<b>RFP</b>	Request for Proposal
<b>RTG</b>	Resource Teacher for the Gifted
<b>SCR</b>	Department of School and Community Relations
<b>SACS</b>	Southern Association of Colleges and Schools
<b>SBP</b>	School Board Policies
<b>SES</b>	Supplemental Educational Services
<b>SLD</b>	Specific Learning Disability
<b>SOA</b>	Standards of Accreditation
<b>SOL</b>	Standards of Learning
<b>SOQ</b>	Standards of Quality
<b>SRO</b>	School Resource Officer
<b>SWD</b>	Students with Disabilities
<b>TAP</b>	Test of Achievement and Proficiency
<b>TCI</b>	Teachers' Council on Instruction
<b>TSA</b>	Tax Sheltered Annuity
<b>TJHSST</b>	Thomas Jefferson High School for Science and Technology
<b>TPP</b>	Teenage Parenting Program
<b>TSIP</b>	Technology Standards for Instructional Personnel
<b>UBD</b>	Understanding by Design
<b>USDA</b>	United States Department of Agriculture
<b>VGLA</b>	Virginia Grade Level Alternative
<b>VPI</b>	Virginia Preschool Initiative
<b>VPSA</b>	Virginia Public School Authority
<b>VRS</b>	Virginia Retirement System
<b>WAN</b>	Wide Area Network
<b>WABE</b>	Washington Area Boards of Education
<b>YES</b>	Youth Experiencing Success



# Glossary

## A

**Adopted Budget** — A plan of financial operations submitted by the Superintendent to the School Board detailing proposed revenues, appropriations, expenditures and transfers for the coming fiscal year.

**Academic Performance Report** — A compilation of countywide and individual school data about student performance on standardized tests; produced annually.

**Academic Plan (4 — 6 year)** — Every student in grades 6-12 will have an academic plan that reflects his or her talents, skills, abilities and challenges.

**Accounting** — Term used to refer to when revenues, expenditures, expenses and transfers (and the related assets and liabilities) are recognized in the accounts and reported in the financial statements.

**Accrual Basis of Accounting** — Revenues are recognized when earned and expenses are recognized when incurred.

**Adequate Yearly Progress (AYP)** — As required by the No Child Left Behind Act of 2001, 95% of all students in all groups must be tested and all reporting groups (all students, white, black, Hispanic, free/reduced lunch, students with disabilities, and limited English proficient) must score at AYP targets for math and reading and meet targets for graduation and attendance as determined by the Virginia Department of Education.

**Advanced Placement (AP) Program** — An intensive program of college-level curricula and examinations that provides high school students with an opportunity to earn advanced placement, college credit, or both, at participating universities and colleges across the country. The AP program bridges the transition from secondary school to college by offering students an opportunity to develop their academic strengths through rigorous curricula and challenging national examinations and by exposing them to academic experiences usually reserved for college students.

**Advanced Courses** — Set of courses which include Advanced Placement, International Baccalaureate, intensified, and gifted level courses in high school, and algebra, geometry, and intensified math in middle school.

**Advanced Placement Test (AP Test)** — An AP course prepares a student to take the AP test in that subject at the end of the year. Depending on the grade attained, the student may get college credit or placement in higher level classes.

**Advisory Committee on Transportation Choices (ACTC)** — An advisory body jointly appointed by the County Board of Arlington County, Virginia and the Arlington School Board for the purpose of advising the Joint Committee on Transportation Choices (JCTC). The Mission of the ACTC is to advise the JCTC on strategies and plans of action that will develop and promote transportation choice for APS students, families and staff.

**Advisory Committee or Council** — A citizen's advisory group which studies particular aspects of APS programs and makes recommendations for improvement to the School Board.

**Advisory Council on Instruction (ACI)** — The primary citizens' advisory group to the Arlington School Board on instructional issues.

**Alternative Programs** — A variety of alternative and support programs, such as New Directions, that provide students with academic, counseling, and vocational opportunities aside from the comprehensive high school program for students to successfully complete their high school education. The Alternative Programs differ from the comprehensive high schools in scheduling options and instructional delivery to allow a more individualized approach to completing high school diploma requirements.



# Glossary

**American College Test (ACT)** — A test that may be taken by high school students as part of the college admission process.

**Americans With Disabilities Act (ADA)** — Prohibits discrimination against individuals with disabilities and requires employers to provide reasonable accommodations to help those with disabilities in performing their jobs. An individual with a disability is defined by the ADA as a person with a serious physical or mental impairment that substantially limits a major life activity. An employee who believes that he or she has a disability and needs special assistance to perform his or her job must contact the Office of Equity and Compliance.

**Annual Measurable Achievement Objectives (AMAOs)** — Required by No Child Left Behind (NCLB). There are three required AMAOs: (1) the percentage of LEP students who show progress in English language proficiency each year; (2) the percentage of LEP students who attain English language proficiency; and (3) the percentage of LEP students who show progress in academic achievement (reading and math).

**Appropriation** — An expenditure level granted by the Board of Supervisors to the School Board to make expenditures and to incur obligations for specific purposes. Appropriation authorizations expire at the end of the fiscal year.

**Arlington Career Center** — A facility that provides in-depth specialized career training and other career oriented classes for secondary students. It is also the site of early release enrichment programs for third to fifth graders and Saturday enrichment classes for secondary students.

**Arlington Outdoor Education Association (AOEA)** — Is the same as the Outdoor Lab, a K-12 program which focuses on students learning through nature. The Outdoor Lab is located in Fauquier County.

**Arlington Tiered System of Support (ATSS)** — A framework and philosophy that provides resources and supports to help every student reach success in academics and behavior. It begins with systemic change at the division, school and classroom level that utilizes evidence-based, system-wide practices to provide a quick response to academic and behavioral needs. These practices include frequent progress monitoring that enable educators to make sound, data-based instructional decisions for students.

**Assets** — Framework that focuses on using relationships and other strengths of the community to build the developmental foundation that all children and youth need; survey based on framework administered every three years (spring 2003, 2006, and 2009) by Arlington Partnership for Youth, Children, and Families.

**Average Daily Membership (ADM)** — The aggregate membership of a school division divided by the number of days school is in session. ADM is a factor in the state funding formula.

## B

**Baseline** — The baseline budget includes funding to continue current educational and support programs.

**Basis of Accounting** — Term used to refer to when revenues, expenditures, expenses and transfers (and the related assets and liabilities) are recognized in the accounts and reported in the financial statements.

**Bond** — A written promise to pay a specified sum of money (called the principal) at a specified date in future, together with periodic interest at a specified rate. Bonds are a form of long-term borrowing used for capital improvements and new construction.





# Glossary

**Bond Fund** — The Fund used to account for proceeds from bond sales and expenditures appropriate for scheduled bond projects. Bond projects generally cost in excess of \$500,000.

**Budget** — Financial plan for a given period, usually a fiscal year, containing an estimate of proposed expenditures and a proposed means of financing them.

**Budget Advisory Council** — An advisory committee charged with review of the budget process.

**Budget Calendar** — A schedule of activities, responsibilities, and deadlines related to budget development and adoption.

**Budget Year** — A year from July 1 to June 30, similar to a fiscal year.

## C

**Capital Improvement Plan (CIP)** — A schedule of specific projects spanning a specific period of time according to which school facilities and grounds are to be improved, updated or constructed. Much of the funding for the CIP comes from bond issues earmarked for this purpose and approved by Arlington voters. A portion of capital improvement money comes from PAY-GO funds, appropriated annually.

**Capital Projects Fund** — The fund used to account for revenues and expenditures to be for capital projects generally costing between \$15,000 and \$500,000. Current revenues finance these projects.

**Career Advancement Program (CAP)** — An optional, knowledge and skills-based, differentiated compensation program that rewards outstanding teachers who demonstrate and document high quality professional practice and leadership excellence that cultivates student achievement.

**Career, Technical, and Adult Education (CTAE)** — a section of Arlington Public Schools that includes Business and Information Technology, Computer Sciences, Marketing Education, Family and Consumer Sciences, Technical Education, Trade and Industrial, and Adult Education Personal and Professional classes.

**Carryover** — The process by which certain funds for previously approved School Board commitments to pay for goods and services at the end of one fiscal year are re-appropriated in the next fiscal year.

**Community Satisfaction Survey (CSS)** — Administered to a sample of students, parents, teachers, and community members in Arlington every two years.

**Compensation** — Includes salaries and benefits paid to staff for services rendered.

**Consumer Price Index (CPI)** — Measure of the average change over time in the prices paid by urban consumers for a fixed market basket of consumer goods and services. The CPI provides a way for consumers to compare the current cost of a market basket of goods and services with what the same market basket previously (i.e. a month or a year ago).

**Core** — The academic disciplines of language arts, mathematics, social studies and science.

**Cost of Living Adjustment (COLA)** — A pay increase intended to fully or partially offset increases in the cost of goods and services.



## Glossary

**Cost-Per-Pupil** — The cost-per-pupil allocation provides an overall view of the cost on instructional programs that can be used to compare how school systems spend their funds. Identifying all direct and indirect costs associated with an instructional program and dividing by the unduplicated count of membership enrolled in the program determine the cost-per-pupil allocation.

**County Council of PTAs** — County Council of Parent Teacher Associations; The County Council of PTAs has representatives from all APS PTAs in Arlington as well as from specified community organizations.

**County Transfer** — The amount of money the county government provides to the Arlington Public Schools. The County Board determines the amount of the county transfer each year. The county transfer provides most, but not all, of the funds needed to run the school system.

**Cultural Competence** — The attainment of attitudes, skills, knowledge and behaviors that enable staff and students to develop positive relationships and work effectively in cross cultural situations.

**Curriculum Specialist** — A teacher who works under the direction of a curriculum supervisor.

**Curriculum Supervisor** — A central office administrator who is responsible for a particular curriculum area, such as math or fine arts or a program area such as Gifted, English Learners (EL) or Equity and Excellence.

### D

**Debt Service Fund** — The fund used to account for payment of bond principal and interest.

**Degrees of Reading Power (DRP)** — A test of comprehension administered as the State Literacy Test in reading.

**Diversity** — Ethnic, language, learner style and ability variations that all children bring to schools.

### E

**Early Childhood Education** — Educational programs provided for children from age 3 through second grade.

**Ed Center** — The Arlington Education Center, former central office for the Arlington Public Schools at 1426 N. Quincy Street.

**Elementary School** — PreKindergarten through grade 5.

**Encumbrance** — An obligation in the form of a purchase order or a salary commitment chargeable to an appropriation. An encumbrance reserves part of an appropriation in order to ensure funds are available for a particular obligation.

**English as a Second Language (ESL)** — general term for programs that provide English language instruction to English language learners; in Arlington Public Schools, this program is referred to as ESOL/HILT.

**English Language Learner (ELL)** — A student who is learning English and progresses through different stages of English language proficiency. NCLB and other federal legislation refer to these students as Limited English Proficient (LEP).



# Glossary

**English Language Proficiency Test** — Under No Child Left Behind, the English language proficiency of Limited English Proficient (LEP) students in kindergarten through grade 12 must be assessed annually. Currently, Virginia uses the Stanford English Language Proficiency (SELP) Test to assess language proficiency. SELP results may be used in determining student proficiency levels for meeting AMAOs, or it may be included as a component in a local body of evidence that is used to determine proficiency for each student. In the 2006-2007 school year, APS successfully applied to use local ESOL/HILT assessments instead of the SELP for all students receiving services. The SELP is currently administered solely to monitored and opt-out students in APS.

**Enterprise Resource Planning (ERP)** — An integrated set of business practices involving both software and business process reengineering.

**ESOL/HILT** — English for Speakers of Other Languages/High Intensity Language Training; the English as a second language program in Arlington Public Schools.

**Executive Leadership Team (ELT)** — The superintendent's top administrators (assistant superintendents of administrative services, information services, instruction, facilities, finance, personnel, student services, and school and community relations).

**Exemplary Program and Evaluation Model** — A nationally developed rubric used by Career and Technical Education (CTE) staff to assess CTE program quality.

**Exemplary Projects** — An Arlington special project designed to improve student learning and promote academic achievement gains through innovative teaching, increased interest in the school, and strengthened instructional coherence. The Exemplary Schools Project requires an educational component geared to total school achievement, an annual evaluation of this educational component and parent involvement efforts.

## F

**Family Life Education (FLE)** — A curriculum presented in kindergarten through 10th grade that includes personal relationships, human sexuality, stress management, peer pressure, substance abuse, child abuse and appreciation for racial and ethnic diversity.

**Fine Arts** — Visual and performing arts, such as music, dance, art, photography, theater.

**Fiscal Year (FY)** — The Arlington County Public Schools fiscal year encompasses the 12 months beginning July 1 and ending the following June 30.

**Free and Reduced-Price Meals** — This program is required for participation in the federally-funded school lunch program under the National School Lunch and Child Nutrition Acts. This program provides free or reduced-price meals to children determined to be eligible under the program, and supports the belief of the Arlington County School Board that every school-age child should have an adequate lunch.

**Free and Appropriate Public Education (FAPE)** — special education and related services that are provided at public expense, under public supervision and direction and without charge; meet the standards of the Board of Education; include preschool, elementary school, middle school or secondary school education in the state are provided in conformity with an IEP.



# Glossary

**Freedom of Information Act (FOIA)** — The Freedom of Information Act establishes the right of the public to obtain information maintained by the federal or state government and their agencies. The FOIA creates a general mechanism designed to ensure that the process for getting that information will be simple, timely, and inexpensive.

**Full-Time Equivalent (FTE)** — A measurement equal to one staff person working a full-time work schedule for the specific position for one fiscal year.

**Fund** — As defined by the state auditor of public accounts, a group of accounts that are similar in nature (have similar activities, objectives, or funding sources).

**Fund Balance** — The excess of assets of a fund over its liabilities and reserves.

**Fund Statements** — Financial statements that display receipts, expenditures, transfers in, transfers out, and changes in fund balance for each School Board fund.

## G

**Gifted and Talented (GT)** — Students identified as having high ability in certain academic, fine arts, or performing arts areas.

**Governmental Fund** — A fund used to account for the general government functions of the Schools.

**Grants and Restricted Programs Fund** — This fund accounts for federal grants, state grants, and private grants.

## H

**High School** — A school for students in grades 9 through 12.

**High School Continuation Program** — Located at two sites, Arlington Community and Langston. The program provides academic, counseling, career and technical opportunities for students to successfully complete their high school education and differs from a comprehensive high school in that it offers flexible scheduling options and an alternative approach to instructional delivery. This approach allows for a more personalized academic plan to complete the high school diploma requirements.

**HILT/HILTEX** — High Intensity Language Training/HILT Extension: the secondary ESOL/HILT program.

**Homebound Instruction** — Academic instruction provided to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist.

**Home Instruction** — Instruction of a child or children by a parent or parents, guardian or other person having control or charge of such child or children as an alternative to attendance in a public or private school in accordance with the provisions of the Code of Virginia.

**Home School** — The school a student is supposed to attend based on the student's address within a boundary zone.



# Glossary

## I

**Immersion Program** — Offered in English and Spanish language, a method of delivering instruction in both languages by teaching prescribed classes in one language or the other to expose students to both languages during the school day.

**Individuals with Disabilities Education Act (IDEA)** — Major federal law governing the provision of special education services and supports.

**Individualized Educational Program (IEP)** — A written statement for a child with a disability that is developed, reviewed, and revised in a team meeting in accordance with federal law. The IEP specifies the individual educational needs of the child and what special education and related services are necessary to meet the needs.

**Instructional Technology Coordinator (ITC)** — Staff that serve the schools in instructional technology.

**International Baccalaureate Programme (IB)** — The IB Programme is an internationally recognized advanced academic program for 11th and 12th graders. This program provides college level course work in six academic areas and provides high school students with an opportunity to earn advanced placement, college credit, or both, at participating universities and colleges across the country.

**Intervention Assistance Team (IAT)** — Process designed to provide intervention support to students exhibiting academic and/or behavioral concerns within the general education program.

**Itinerant Teachers** — Teachers who move between buildings. This situation is especially common for art and music (and sometimes physical education) teachers.

## J

**Joint Committee on Transportation Choices (JCTC)** — A committee created by the County Board of Arlington County, Virginia and the Arlington County School Board to develop and implement programs that further transportation choice for APS students, families and staff.

**Joint Facilities Advisory Committee (JFAC)** — An advisory body jointly appointed by the County Board of Arlington County, Virginia and the Arlington County School Board to provide input on capital facilities needs assessment, capital improvement plans and long range facility planning for both the Arlington County Government and Arlington Public Schools. This was a recommendation within the 2015 Community Facilities Study.

## K

**Kindergarten Phonemic Awareness Literacy Screening (K-PALS)** — Measures children’s knowledge of phonological awareness (especially beginning sounds and awareness of rhyme), alphabet knowledge, knowledge of letter sounds, concept of word, and word recognition in isolation.

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INFORMATIONAL: SUPPLEMENTAL



# Glossary

## L

**Least Restrictive Environment (LRE)** — To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved.

**Library Media Center (LMC)** — Provides students and staff with resources in many formats to enhance learning and instruction.

**Limited English Proficient (LEP)** — Students in an English as a second language program (ESOL, HILT, HILTEX); those who are eligible but have declined services (Opt Out); those who have exited from programs within the last two years (Monitored); or those who have exited from programs within the last four years (Post-Monitored); one of the identified groups under No Child Left Behind.

**Local Composite Index (LCI)** — The relative wealth index used by the state to equalize state aid to localities.

## M

**Mainstream** — Provide instruction for students who are in specialized educational programs, such as special education or HILT, in regular classrooms with the general student population.

**Management Plan** — An annual plan developed by the Superintendent and senior staff with specific tasks designed to achieve the goals of the Strategic Plan.

**Marshall Building** — See “Thurgood Marshall Building.”

**Media Center** — See “Library Media Center.”

**Membership** — Another term for student enrollment; see “Average Daily Membership.”

**Middle School** — A school for students in grades 6 through 8.

**Minor Construction/Major Maintenance (MC/MM)** — Capital improvements that are paid for out of the current year’s budget and generally do not exceed \$500,000.

**Modified Accrual Basis of Accounting** — Revenues are recognized when they become measurable and available and expenditures are generally recognized when the liability is incurred.

**Monitored** — After English language learners with sufficient English language skills, including appropriate academic vocabulary, are exited from the ESOL/HILT program into mainstream English-only classrooms, they are monitored for two years to ensure their continued academic success. These students are included in the LEP subgroup under No Child Left Behind.

## N

**National Merit Scholarship Program** — The National Merit Scholarship Program is a privately-financed academic competition for recognition and scholarships that began in 1955. High school students enter the Merit Program by taking the PSAT/NMSQT — a test that serves as an initial screen of the more than one million entrants each year — and by meeting published entry and participation requirements.



# Glossary

**New Resources** — A term used to identify budget requests requiring additional resources above the baseline budget funding and that support the development of new programs to meet identified School Board goals.

**No Child Left Behind Act (NCLB)** — The Act is the most sweeping reform of the Elementary and Secondary Education Act (ESEA) since ESEA was enacted in 1965. It redefines the federal role in K-12 education and is designed to close the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

## O

**On-Time Graduation Rate** — The percentage of students in a cohort who earned a Board of Education-approved diploma within four years of entering high school for the first time.

**Operating Fund** — The general fund for the school division. It is used to account for all financial resources except those to be accounted for in other funds.

**Opt-Out** — A term used to describe the option not to take a certain course or portions of a course. For LEP students, parents have the option to decline ESOL/HILT services for their child. If a student opts out of the program, they must participate in the annual state English language proficiency assessment and the program must keep a record of their state English language proficiency level.

## P

**Parent Resource Center (PRC)** — A resource center to help parents and other family members become active partners with the school in meeting the unique needs of their children in special education programs. This center is located at the Syphax Education Center.

**Partners in Education (PIE)** — A program based in the Community Services Department which matches schools with business, government agency or civic organizations as educational partners; also an acronym for Parents in Education, an African-American parent group.

**Pay-As-You-Go (PAY-GO)** — Capital improvements that are paid for out of the current year's budget.

**Phonemic Awareness Literacy Screening (PALS)** — Measures children's knowledge of phonological awareness (especially beginning sounds and awareness of rhyme), alphabet knowledge, knowledge of letter sounds, concept of word, and word recognition in isolation.

**Policy Implementation Procedure (PIP)** — Documents that outline procedures for implementing School Board Policies.

**Planning Factors** — Building blocks for the APS budget, specifying the level of most resources needed to run the schools. Planning factors often, but not always, are expressed as ratios of resources to students (for example, student/teacher ratio, textbook funds per student, student/counselor ratio).

**Preliminary SAT (PSAT)** — Tests taken by sophomores and juniors; determines National Merit Scholarships for college.

**Professional Development Plan (PDP)** — An evaluation tool used to demonstrate enhanced professional practices through self-directed exploration, implementation and assessment of innovative strategies designed to improve student achievement.



# Glossary

**Professional Library** — A library of education-oriented books and other materials for the use of APS staff; located in the Syphax Education Center.

**Program of Studies (POS)** — The course catalogs for Arlington middle and high schools. The POS lists all the courses offered by Arlington middle schools and high schools. If too few students register for a particular course in a particular school, that course will not be taught in that school.

**Project Go** — This is an accelerated learning program aimed at addressing the academic achievement of targeted third and fourth graders in language arts and mathematics; GO stands for Greater Opportunities.

**Project Manager (PM)** — Plans and manages school design and construction.

**Proposed Budget** — A plan of financial operations submitted by the Superintendent to the School Board detailing proposed revenues, appropriations, expenditures and transfers for the coming fiscal year.

**Purchase Order (PO)** — A document submitted to a vendor which requests materials or services at a specified price. The issuance of a PO establishes an encumbrance in the accounting system.

## R

**REEP (Arlington Education and Employment Program)** — An English as a second language program for adult immigrants and refugees who live and work in Arlington; housed at the Syphax Education Center and offered at several other sites.

**Relocatable** — A temporary building structure put on school property usually used as classroom space or storage space when there is not enough space available inside the school building; also known as a trailer.

**Renewal** — A complete overhaul of a school building that includes upgrading systems such as heating, air conditioning, lighting and plumbing; upgrading laboratories, multi-purpose rooms and gymnasiums; installing technology cabling for computers; refurbishing classrooms; upgrading library facilities; installing new windows; and installing new floors.

**Resource Teacher** — A special education teacher who assists in teaching students with disabilities. The instruction may take place in general education classes or in separate special education classes or settings.

**Resource Teacher for the Gifted (RTG)** — A gifted education teacher who collaborates with classroom teachers to support differentiated curriculum and instruction for students identified for gifted services.

## S

**School Board Liaison** — The School Board member who has agreed to be the contact person for an individual school but does not represent any school. Each School Board member serves as liaison for several schools; they rotate assignments every few years.

**School Board Policies (SBP)** — A framework for governance provided by the Arlington School Board and implemented by the Superintendent. SBP's require School Board approval for initial adoption and any subsequent revision.

**Secondary School** — Grades six through twelve.

**Six-Year Plan** — See Strategic Plan.





# Glossary

**SOL Tests (SOLs)** — Assessments based on the Standards of Learning administered to students in Virginia; used for determining school accreditation and Adequate Yearly Progress.

**Special Education** — Specially-designed instruction to meet the unique needs of a child with a disability.

**Special Projects** — Projects funded by state or federal grants or by foundations and other sources beyond the school operating fund.

**Specific Learning Disability (SLD)** — A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations.

**Staff Liaison** — A staff member who works with an advisory committee/council and serves as an information and administrative resource for that committee.

**Standards of Accreditation (SOA)** – State standards that provide an essential foundation of educational programs of high quality in all schools for all students.

**Standards of Learning (SOL)** — Standards that describe the commonwealth’s expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education, and driver education.

**Standards of Quality (SOQ)** — Virginia state standards for minimum program requirements for which the state provides partial funding. The General Assembly and the Board of Education determine the SOQ for public schools in Virginia, as prescribed by the Code of Virginia. These standards are periodically revised and specify that each school division shall maintain schools that meet those requirements for accreditation prescribed by the Board of Education.

**Stanford Achievement Test** — The Stanford Achievement Tests replaced the Iowa Test of Basic Skills in 1997 as a standardized test that evaluates student achievement. Test scores are released each summer.

**Strategic Plan** — A long-term plan (five to six years) for improvement of particular aspects of the APS; Strategic Plan is another term for the Six-Year Plan. Virginia requires each school system to develop a Six-Year Plan. The plan is revised/updated every two years with community and staff input.

**Students with Disabilities (SWD)** — Students who are determined to have any of the following disabilities: autism; deaf-blindness; developmental delay; emotional disturbance; hearing impairment including deafness; cognitive disability; multiple disability, orthopedic disability, other health impairment; specific learning disability; speech or language impairment; traumatic brain injury; or visual impairment, including blindness.

**Supplemental Educational Services (SES)** — Free tutoring services for which all disadvantaged students in a school that does not make AYP for three consecutive years in the same subject may apply to receive.

**Syphax Education Center** — Building located at 2110 Washington Boulevard that houses all of APS’s central offices such as the School Board, Superintendent, Administrative Services, Finance and Management Services, Information Services, Human Resources, School and Community Relations, Planning and Evaluation, Department of Teaching and Learning, REEP, Extended Day Program, Food and Nutrition Services, and Print Shop.



# Glossary

## T

**Teachers' Council on Instruction (TCI)** — An advisory group made up of teachers that advise the administration and School Board on instructional issues.

**Technology Standards for Instructional Personnel (TSIP)** — The standard that requires all persons seeking initial licensure or license renewal as teachers to demonstrate proficiency in the use of educational technology for instruction.

**Teenage Parenting Program (TPP)** — A program that provides instructional services to pregnant students and teenaged mothers.

**Test of Achievement and Proficiency (TAP)** — Part of the Virginia State Assessment Program.

**Thomas Jefferson High School for Science and Technology (TJHSST)** — Regional Governor's school operated through Fairfax County Public Schools. Students participate in a selection process for admission.

**Thurgood Marshall Building** — Building located at 2847 Wilson Boulevard that houses several APS offices such as the New Directions high school program and the Employee Assistance Program (EAP).

**Title I** — A federal grant that provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. APS uses Title I funding for assistance in language arts and math for low-achieving elementary students.

**Title II, Part A** — A federal grant that provides funding to increase student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies. The program uses scientifically-based professional development interventions and holds schools accountable for improvements in student academic performance.

**Title II, Part D** — A federal grant that provides funding to improve student academic achievement through the use of technology in elementary and secondary schools. It is also designated to assist every student in becoming technologically literate by the end of eighth grade and to encourage the effective integration of technology resources and systems with teacher training and professional development.

**Title III** — A federal grant that provides funding for language instruction assistance for limited English proficient and immigrant students so they may meet the Standards of Learning for all students

**Title IV** — A federal grant that provides funding to support programs to prevent violence in and around schools; prevent the illegal use of alcohol, drugs, and tobacco by young people; and foster a safe and drug-free learning environment that supports academic achievement.

**Title V** — A federal grant that provides funding to support state and local efforts to implement promising education reform programs, provide a continuing source of innovation and educational improvement, help meet the special education needs of at-risk and high-need students, and support programs to improve school, student, and teacher performance.

**Transition Services** — A coordinated set of activities for a student with a disability that supports successful grade to grade movement and preparation to participate in a variety of post-secondary opportunities.

**Turnover** — Savings generated in the employee compensation accounts due to jobs previously held by higher-paid, senior employees being fill by lower-paid employees.



# Glossary

## U

**Understanding by Design (UBD)** — A framework for instructional design that begins by identifying learning goals, identifying what assessments will be used to measure attainment of those goals, and then selecting what learning activities will be used.

## V

**Vacancy** — Savings generated in the employee compensation accounts due to positions being unfilled for some period of time.

**Virginia Grade Level Alternative (VGLA)** — A portfolio assessment originally designed for use with special education students in grades 3 through 8 who are learning on grade level, but whose nature and level of disability prevent them from participating in the regular Standards of Learning (SOL) tests. The VGLA is also an option as an alternative to the Reading SOL for LEP students at beginning levels of proficiency.

**Virginia Preschool Initiative (VPI) Program** — A PreK program that is available to a limited number of children who qualify for the Federal Free and Reduced-Price Lunch Program in designated elementary schools.

## W

**Washington Area Boards of Education (WABE) Guide** — A statistical report comparing area school districts' salaries, budget, cost per pupil, and class sizes.

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INFORMATIONAL: SUPPLEMENTAL





ARLINGTON  
PUBLIC SCHOOLS  
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DEPARTMENT OF FINANCE AND MANAGEMENT SERVICES

# ADOPTED BUDGET PLANNING FACTORS

FISCAL YEAR 2021



**ELEMENTARY SCHOOL STAFFING**

STAFFING		CRITERIA				ACCOUNT	
Administration <sup>1</sup>	1.0 Principal	Per school				212000-41231	
	1.0 Assistant Principal	Per school				212000-41232	
Counseling	Minimum of 1.0 counselor at each elementary school and an additional 0.2 per 90 students, or major portion thereof, over 450, based on K-5 students				213000-41219		
Library	1.0 Librarian + 1.0 Assistant	1 – 749 students				214000-41288	
	1.0 Librarian + 1.5 Assistant	750 – 999 student				214000-41375	
Clerical	<b>PRINCIPAL'S ASST.</b> 212000-41364	<b>EDUCATIONAL</b> 212000-41324	<b>INSTRUCTIONAL</b> 212000-41337	<b>TOTAL</b>	<b>PER ENROLLMENT</b>		
	0.5	1.5	0.5	2.5	1-299		
	0.5	1.5	1.0	3.0	300-399		
	0.5	1.5	1.0	3.0	400-499		
	1.0	1.5	1.0	3.5	500-599		
	1.0	1.5	1.5	4.0	600-699		
	1.0	1.5	2.0	4.5	700-799		
	1.5	1.5	2.0	5.0	800-899		
	1.5	1.5	2.5	5.5	900-999		
Instruction <sup>2,3</sup>			<b>A</b>	<b>B</b>		201000-41254	
	<b>FORMULA</b>	# of students divided by planning factor		# of students divided by recommended maximum class size			
	<b>GRADE 1</b>	# of students divided by 21		# of students divided by 25			
	<b>GRADE 2</b>	# of students divided by 23		# of students divided by 27			
	<b>GRADE 3</b>	# of students divided by 23		# of students divided by 27			
	<b>GRADE 4</b>	# of students divided by 25		# of students divided by 29			
	<b>GRADE 5</b>	# of students divided by 25		# of students divided by 29			
	<b>FORMULA:</b>						
	<ol style="list-style-type: none"> <li>Calculate each grade according to above planning factor in COLUMN A to result in a raw number for each grade level.</li> <li>Sum the raw number for each grade level from COLUMN A.</li> <li>Round up the total to the nearest whole number.</li> <li>Calculate each grade according to the recommended maximum class size in COLUMN B and round up each raw number at each grade level to the nearest whole number.</li> <li>Sum the rounded number for each grade level from COLUMN B to get the total.</li> </ol> <p>If the total in COLUMN B is less than the total in COLUMN A, the final classroom teacher allocation is COLUMN B. Otherwise, the final classroom teacher allocation is the total from COLUMN A.</p>						
	<b>ELEMENTARY MONTESSORI:</b>						
<ul style="list-style-type: none"> <li>Staffing for the program is calculated separately from the graded program.</li> <li>Grades 1-3 (Lower Elementary Montessori) Sum the students in Grades 1-3, level the classes, provide a 1.0 teacher per the recommended maximum class size of 26 students.</li> <li>Grades 4-5 (Upper Elementary Montessori) Sum the students in Grades 4-5, level the classes, provide a 1.0 teacher per the recommended maximum class size of 29 students.</li> <li>Grades 1-5 9.0 Assistants (Eliminate 1.5 teacher positions and permanently reduce 2.0 art/music/P.E. teacher positions to create a fixed allocation of 7.0 assistant positions. In FY 2021, two assistant positions are added to the baseline budget to total 9.0 assistants.)</li> </ul>							
<b>ARLINGTON TRADITIONAL SCHOOL:</b>							
<ul style="list-style-type: none"> <li>Grade 1-3 1.0 Teacher/25 students and Grade 4-5 1.0 Teacher/26 students</li> </ul>							

1. Based on total school enrollment including K-5, Montessori 3-, 4- and 5-year old students, PreK and full-time special education students.
2. The number of students used for the classroom teacher allocation at the elementary level includes special education self-contained students.
3. The FY 2021 Adopted budget increased the classroom teacher planning factor and recommended maximum by 1 at grades K-12.

**INFORMATIONAL: PLANNING FACTORS**



## ELEMENTARY SCHOOL STAFFING

STAFFING	CRITERIA		ACCOUNT	
PreK Program (Funded by Operating and Grant Funds)	1.0 Teacher + 1.0 Assistant	1 – 16 students	207200-41254	
Kindergarten Full-day Program <sup>4</sup>	1.0 Teacher	1 – 24 students	206000-41254	
	2.0 Teachers	25 – 48 students		
	3.0 Teachers	49 – 72 students		
	4.0 Teachers	73 – 96 students		
	5.0 Teachers	97 – 120 students		
	6.0 Teachers	121 – 144 students		
		<b>ASSISTANT</b> The kindergarten assistant staffing is allocated by leveling out the classes with no classes greater than 25 students. An assistant is allocated for any class with 16 students or more. Maximum class size of 25 (to include special education self-contained students) <sup>5</sup> Arlington Traditional School kindergarten is staffed at 25 students per class.		206000-41375
Primary Montessori	Minimum of 1.0 teacher assistant assigned to each primary Montessori class. Montessori classes will be staffed on the combined enrollment for 3, 4 and 5-year-olds at 23 students per class.		208200-41254 (Mont 5) 208200-41375 (Mont 5) 208100-41254 (Mont 3/4) 208100-41375 (Mont 3/4)	
Teachers for Planning Needs <sup>6</sup>	0.5 Teacher	1 – 280 K-5 students	201013-41254	
	1.0 Teacher	281 – 565 K-5 students		
	1.5 Teacher	566 – 740 K-5 students		
	2.0 Teacher	741 – 915 K-5 students		
	2.5 Teacher	916 – 1090 K-5 students		
	3.0 Teacher	1091 – 1265 K-5 students		
Art and Music	1.0 Teacher	1 – 350 PreK-5 students	201011-41222 (Art) 201012-41222 (Music)	
	1.4 Teachers	351 – 450 PreK-5 students		
	1.6 Teachers	451 – 500 PreK-5 students		
	2.0 Teachers	501 – 600 PreK-5 students		
	2.4 Teachers	601 – 700 PreK-5 students		
	2.6 Teachers	701 – 750 PreK-5 students		
	3.0 Teachers	751 – 850 PreK-5 students		
	3.4 Teachers	851 – 950 PreK-5 students		
	3.6 Teachers	951 – 1000 PreK-5 students		
		<b>ADDITIONAL:</b> 0.2 Teacher for schools with 4 – 7.99 teachers (VPI, PreK Special Ed, Montessori 3 – 4 year old, English Learners) 0.4 art/music for schools with 8 – 11.99 teachers (VPI, PreK Special Ed, Montessori 3 – 4 year old, English Learners) 0.6 art/music for schools with 12 – 15.99 teachers (VPI, PreK Special Ed, Montessori 3 – 4 year old, English Learners)		
	12.40 Instrumental Music Teachers	Systemwide	801010-41222	

4. The FY 2021 Adopted budget increased the classroom teacher planning factor and recommended maximum by 1 at grades K-12.

5. When kindergarten enrollment exceeds the maximum class size at any time at or after the seventh day count of enrollment, the Superintendent may wait for up to one month to determine the stability of the increased enrollment before adding additional staff. See School Board Policy G-3.9 for additional information.

6. In FY 2021, the planning factor formula for Foreign Language in the Elementary Schools (FLES) is eliminated and a new planning factor formula is created to provide teachers to meet the planning needs at each school. The Montessori Public School of Arlington eliminates 1.5 teacher positions and permanently reduces 2.0 art/music/P.E. teacher positions to create a fixed allocation of 7.0 assistant positions.

INFORMATIONAL: PLANNING FACTORS



## ELEMENTARY SCHOOL STAFFING

STAFFING	CRITERIA		ACCOUNT
Physical Education	1.0 Teacher	1 – 350 students	201092-41222
	1.4 Teachers	351 – 450 students	
	1.6 Teachers	451 – 500 students	
	2.0 Teachers	501 – 600 students	
	2.4 Teachers	601 – 700 students	
	2.6 Teachers	701 – 750 students	
	3.0 Teachers	751 – 850 students	
	3.4 Teachers	851 – 950 students	
	3.6 Teachers	951 – 1000 students	
	0.2 Teacher	Per school w/PreK special education program	
Math Coach	0.5 Math Coach at each elementary school		201041-41254
Reading Skills	1.0 Teacher	1 – 499 students	201020-41254
	1.5 Teachers	500 – 999 students	
	An additional 0.5 reading skills teacher is given for those schools that have free and reduced lunch percentage greater than 60%.		
English Learners Data Coordination Assessment Staff	0.2 Teacher	100 – 199 Limited English Proficient students	202000-41254
	0.4 Teacher	200 – 299 Limited English Proficient students	
	0.6 Teacher	300 – 399 Limited English Proficient students	
	0.8 Teacher	400 – 499 Limited English Proficient students	
	1.0 Teacher	500 – 599 Limited English Proficient students	
Bilingual Family Liaisons (Funded by Operating and Grant Funds)	0.2 Assistant	50 – 99 English Learners	201000-41237
	0.5 Assistant	100 – 200 English Learners	
	1.0 Assistant	201 – 400 English Learners	
	1.5 Assistants	401 – 600 English Learners	
	2.0 Assistants	601 – 800 English Learners	
	2.5 Assistants	801 – 1000 English Learners	
Testing Coordinators	5.5 Coordinators	Provide a 0.5 coordinator to 11 elementary schools with the highest free and reduced lunch percentage.	201110-41244
Instructional Technology Coordinators	Allocations are reviewed by the Department of Information Services and allocated to schools based on enrollment and staffing.		201000-41288





**ELEMENTARY SCHOOL STAFFING**

STAFFING	CRITERIA		ACCOUNT
English Learners <sup>7</sup>	0.3 Teacher	1 – 10 EL 4 students	202000-41254
	0.5 Teacher	11 – 20 EL 4 students	
	1.0 Teacher	21 – 30 EL 4 students	
	1.5 Teachers	31 – 40 EL 4 students	
	2.0 Teachers	41 – 50 EL 4 students	
	2.5 Teachers	51 – 60 EL 4 students	
	3.0 Teachers	61 – 70 EL 4 students	
	3.5 Teachers	71 – 80 EL 4 students	
	4.0 Teachers	81 – 90 EL 4 students	
	0.5 Teacher	1 – 22 EL 1, 2, 3 students	
	1.0 Teacher	23 – 44 EL 1, 2, 3 students	
	1.5 Teacher	45 – 66 EL 1, 2, 3 students	
	2.0 Teacher	67 – 88 EL 1, 2, 3 students	
	2.5 Teachers	89 – 110 EL 1, 2, 3 students	
	3.0 Teachers	111 – 132 EL 1, 2, 3 students	
	3.5 Teachers	133 – 154 EL 1, 2, 3 students	
	0.5 Assistants	33 – 65 EL 1, 2, 3 students	
	1.0 Assistants	66 – 98 EL 1, 2, 3 students	
	1.5 Assistants	99 – 131 EL 1, 2, 3 students	
	2.0 Assistants	132 – 164 EL 1, 2, 3 students	
2.5 Assistants	165 – 197 EL 1, 2, 3 students		
3.0 Assistants	198 – 230 EL 1, 2, 3 students		
Teachers' Assistants	2.0 Teachers' Assistants	Per 1.0 teacher as a trade-off, not to exceed 10 percent of the teachers in the school	
Resource Teacher for the Gifted	1.0 Teacher	Per school	204000-41222
Lunchroom Attendants	\$9,249	1 – 300 students (3.5 hrs per day)	201000-41348
	\$11,892	301 – 600 students (4.5 hrs per day)	
	\$14,535	601 – 900 students (5.5 hrs per day)	
	\$17,177	901 – 1000 students (6.5 hrs per day)	
	\$2,643	Additional amount for each school with a breakfast program (1 hr per day)	

7. The FY 2021 Adopted budget changed the English Learners teacher planning factor to provide additional teacher allocations to schools to be in compliance with the settlement agreement between APS and the Department of Justice (DOJ). To offset this initiative the planning factor for English Learners teacher assistants is reduced.

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**INFORMATIONAL: PLANNING FACTORS**



## ELEMENTARY SCHOOL MATERIALS

MATERIALS / RESOURCES	CRITERIA		ACCOUNT
Instructional Supplies	\$41.10	Per elementary student, including all PreK students	201000-46516 207200-46516 208100-46506 208200-46506
Laundry and Cleaning	\$98.90	Per elementary school for laundry and cleaning	201000-46516
Supplemental Supplies	\$43.20	Per FTE teacher	201000-46534
Art Supplies	\$9.10	Per elementary student, including all PreK students	201011-46516
Maps and Globes	\$1.95	Per elementary student, including all PreK students	201000-46509
Gifted Supplies	\$1.00	Per elementary K-5 student	204000-46506
Textbooks	\$25.75	Per elementary general education, PreK Montessori and special education student	201000-46533 208100-46533
Instructional Technology Hardware/Software <sup>8</sup>	\$12.30	Per elementary student, including all PreK students (budgeted in the Dept. of Information Services)	911100-48835
Computer Supplies	\$2.30	Per elementary student, including all PreK students	216000-46537
Physical Education Equipment (35% additional and 65% replacement)	\$159.35	Per elementary school	201092-48840
	\$1.35	Per elementary student, including all PreK students	201092-48840
Science Equipment	\$3.15	Per elementary student, including all PreK students	201030-48840
Library Books/Materials	\$22.70	Per elementary student, including all PreK students	214000-46507
Staff Development	\$10.05	Per elementary student, including all PreK students	201000-41230 201000-45474
Audio-Visual Equipment	\$8.20	Per elementary student, including all PreK students-additional and/or replacement equipment	216000-48842
Postage	\$2.60	Per elementary student, including all PreK students	212000-45585
Furniture and Equipment	\$7.55	Per elementary student, including all PreK students	201000-48814 208100-48814 208200-48814

8. The FY 2021 Adopted budget decreased the planning factor for instructional technology hardware/software supplies and moved the funds to the Department of Information Services.



MIDDLE SCHOOL STAFFING

STAFFING		CRITERIA	ACCOUNT
Administration	1.0 Principal	Per school	312000-41231
	1.0 Assistant Principal	For 500-699 students, 2.0 assistant principals for 700-999 students, and 3.0 assistant principals for 1,000 students or more	312000-41232
	1.0 Assistant Principal	H-B Woodlawn (middle school)	512000-41232
	(No school will be allocated more than 3 or less than 1 assistant principal. A 1.0 Resource Assistant will be allocated per 250 students over 1,500.)		312000-41237
Library	1.0 Librarian	Per 1 – 999 middle school students	314000-41228
	2.0 Librarians	Per 1000 + middle school students	
Counseling	1.0 Director of Counseling Services	Per middle school, except H-B Woodlawn	313000-41318
	0.2 Counselor	Per 50 students (6-8) or major portion thereof (26 or more round up)	313000-41219
Instruction <sup>9</sup>	1.0 General Education Classroom Teacher	Per 25.15 general education students with an adjustment to extrapolate 5 teacher periods to 7 student periods, and an added factor for mainstreaming special education students. ((Gen ed students/25.15)/5*7)+((Spec ed students/25.15)/5*1)=teachers	301000-41254 501000-41254
	1.0 Reading Teacher	Per 6th grade team at each middle school	301000-41254
	0.5 Reading Teacher	For middle school at H-B Woodlawn Program	501000-41254
	1.0 EL 1-4 Teacher	Per 21.15 EL 1-4 students with an adjustment to extrapolate 5 teacher periods to 7 student periods. ((EL 1-4 students/21.15)/5*7)= teachers	302000-41254 502000-41254
EL 1-4 Supplement	0.5 Teacher	1 – 49 EL 1,2 students	301000-41254
	1.0 Teacher	50 – 99 EL 1,2 students	
	1.5 Teachers	100 – 149 EL 1,2 students	
	2.0 Teachers	150 – 199 EL 1,2 students	
	0.5 Teacher	25 – 99 EL 3, 4 students	301000-41254
	1.0 Teacher	100 – 199 EL 3, 4 students	
	1.5 Teachers	200 – 299 EL 3, 4 students	
Bilingual Family Liaisons (Funded by Operating and Grant Funds)	0.2 Assistant	50 – 99 English Learners	302000-41237
	0.5 Assistant	100 – 200 English Learners	
	1.0 Assistant	201 – 400 English Learners	
	1.5 Assistants	401 – 600 English Learners	
	2.0 Assistants	601 – 800 English Learners	
	2.5 Assistants	801 – 1000 English Learners	
EL Resource Teachers for Dually-Identified Students (EL 1-4 students with IEP's) <sup>9</sup>	0.25 Teacher	1 – 12 dually-identified students	802000-41254
	0.50 Teacher	13 – 24 dually-identified students	
	0.75 Teacher	25 – 36 dually-identified students	
	1.00 Teacher	37 – 48 dually-identified students	
	1.25 Teachers	49 – 60 dually-identified students	
	1.50 Teachers	61 – 72 dually-identified students	
	1.75 Teachers	73 – 84 dually-identified students	
	2.00 Teachers	85 – 96 dually-identified students	
Activities Program	1.0 Activities Coordinator	Per middle school	301000-41208
	0.5 Activities Coordinator	For middle school at H-B Woodlawn Program	501000-41208

9. EL supplement teachers at middle and high schools and EL transition teachers at high schools are budgeted in the regular classroom teacher account. The FY 2021 Adopted budget increased the classroom teacher planning factor and recommended maximum by 1 at grade levels K-12. FY 2021 Adopted budgeted changed the English Learners teacher planning factor to provide additional teacher allocations to schools to be in compliance with the settlement agreement between APS and the Department of Justice (DOJ). To offset this initiative the planning factor for EL resource teachers for dually-identified students is reduced.

INFORMATIONAL: PLANNING FACTORS



MIDDLE SCHOOL STAFFING

STAFFING		CRITERIA						ACCOUNT
Gifted	1.0 Resource Teacher for the Gifted	Per middle school						304000-41222
Math	1.0 Math Teacher	Per middle school						301040-41254
Equity and Excellence	0.5 Teacher	Per middle school						305000-41254
ACT II	1.0 Teacher	Per middle school						301000-41223
Basic Skills	Basic Skills Improvement Program Teacher						301080-41254	
	1.0 Teacher	1 – 374 students						
	2.0 Teachers	375 + students						
	An additional 0.4 teacher position is given for those schools that have 25-40% Free and Reduced Lunch An additional 0.8 teacher position is given for those schools that have 41% or more Free and Reduced Lunch							
Clerical	ATTENDANCE 312000-41324	COUNSELING 313000-41324	INSTRUCTIONAL 312000-41337	ENROLLMENT FOR ATTENDANCE, COUNSELING, AND INSTRUCTIONAL CLERICAL	LIBRARY 314000-41324	ENROLLMENT FOR LIBRARY CLERICAL	EDUCATIONAL 312000-41324	ENROLLMENT FOR EDUCATIONAL CLERICAL
	0.5	1.0	1.0	1 – 499	0.5	1 – 375	1.5	1 – 799
	0.5	1.0	1.5	500 – 574	1.0	376 +	2.0	800 – 899
	0.5	1.0	1.5	575 – 649			2.5	900 – 999
	1.0	1.0	1.5	650 – 724			3.0	1000 – 1099
	1.0	1.0	1.5	725 – 799			3.5	1100 – 1199
	1.0	1.0	1.5	800 – 874			4.0	1200 – 1299
	1.0	1.0	1.5	875 – 949			4.5	1300 – 1399
	1.0	1.0	1.5	950+			5.0	1400 – 1499
	The H-B Woodlawn Middle School program is allocated 1.0 educational clerical (512000-41324). Trade-off of teachers for instructional clerical is not permitted.							
Health	0.4 Health Education Specialist				Per middle school			301091-41254
	0.2 Health Education Specialist				For middle school at H-B Woodlawn Program			501091-41254
Testing Coordinators/ Specialists	0.5 Testing Coordinator/Specialist per middle school						301000-41244	
Instructional Technology Coordinators	Allocations are reviewed by the Department of Information Services and allocated to schools based on enrollment and staffing.						301000-41288	
Lunchroom Attendants					\$3,987	Funds per middle school (1.5 hours per day)		301000-41348
					\$2,658	Additional amount for each school with a breakfast program (1 hour per day)		

INFORMATIONAL: PLANNING FACTORS



## MIDDLE SCHOOL MATERIALS

MATERIALS / RESOURCES	CRITERIA		ACCOUNT
Instructional Supplies	\$52.90	Per middle school general education student	301000-46516
Laundry and Cleaning	\$238.25	Per middle school for laundry and cleaning	301000-46516
Supplemental Supplies	\$43.20	Per FTE teacher	301000-46534
Textbooks	\$27.05	Per middle school general education student	301000-46533
Instructional Technology Hardware/Software <sup>10</sup>	\$12.30	Per middle school student (budgeted in the Dept. of Information Services)	911100-48835
Computer Supplies	\$2.30	Per middle school student	316000-46537
Physical Education Equipment (35% additional and 65% replacement)	\$321.60	Per middle school	301092-48840
	\$1.80	Per middle school student	
Science Equipment	\$6.40	Per middle school student	301030-48840
Skills Materials	\$452.85	Per middle school skills teacher	301080-46506
Hand Tools – Industrial Arts	\$4.25	Per technical education student in enrollment the prior September	310000-46505
Library Books/Materials	\$22.70	Per middle school student	314000-46507
Staff Development	\$10.05	Per middle school student	301000-41230
Audio Visual Equipment	\$8.20	Per middle school student - for additional and/or replacement Equipment	316000-48842
Furniture and Equipment	\$7.55	Per middle school student	301000-48814
Library Supplies	\$1.40	Per middle school student	314000-46522
Maps and Globes	\$1.95	Per middle school student	301000-46509
Gifted Supplies	\$1.00	Per middle school student	304000-46506
Postage	\$5.25	Per middle school student	312000-45585
Athletic Uniforms	\$1.90	Per middle school student	315000-46678
Athletic Equipment	\$0.90	Per middle school student	315000-48800

10. The FY 2021 Adopted budget decreased the planning factor for instructional technology hardware/software supplies and moved the funds to the Department of Information Services.



## HIGH SCHOOL STAFFING

STAFFING		CRITERIA	ACCOUNT
Administration	1.0 Principal	Per senior high school	412000/ 512000-41231
	1.0 Assistant Principal	Per 450 students or major portion thereof, up to 1,499 (225 or more, round up). An additional 0.50 Assistant Principal is provided at 1,500 students and again at 2,000 students.	412000-41232
	1.0 Assistant Principal	H-B Woodlawn (high school)	512000-41232
		(No school will be allocated more than 4 or less than 1 assistant principal. A 1.0 resource assistant will be allocated per 250 students over 1,500.)	412000-41237
Counseling/ Coordinator	1.0 Director of Counseling Services	Per senior high school, excluding H-B Woodlawn	413000-41318
	0.2 Counselor (1 period)	Per 50 senior high students or major portion thereof (26 or more, round up)	413000/ 513000-41219
	0.2 Counselor	Per 500 senior high students or major portion thereof (251 or more, round up) for transition services	413000/ 513000-41219
	1.0 Career College Counselor	Per senior high school, excluding H-B Woodlawn	401000-41332
	1.0 Director of Counseling 1.0 Counselor 1.0 Senior Project Coordinator 1.0 Career College Counselor	For Arlington Tech	612000-41318 601000-41219 612000-41208 601000-41332
Library	2.0 Librarians	Per senior high school	414000-41228
	1.0 Librarian	For H-B Woodlawn grade 6 – 12 program and Arlington Tech	514000/614000-41228
Activities Program	1.0 Director of Student Activities	Per senior high school, excluding H-B Woodlawn	415000-41270
	0.5 Asst. Director of Student Activities	Per senior high school, excluding H-B Woodlawn	415000-41284
	0.7 Athletic Trainer	Per senior high school, excluding H-B Woodlawn	415000-41273
Gifted	1.0 Resource Teacher for the Gifted	Per High School, H-B Woodlawn Program, and Arlington Tech	404000/ 504000/604000-41222
Health	0.6 Health Education Specialist	Per High School	401091-41254
	0.2 Health Education Specialist	For High School at H-B Woodlawn Program	501091-41254



## HIGH SCHOOL STAFFING

STAFFING		CRITERIA	ACCOUNT
Instruction <sup>11</sup>	1.0 General Education Classroom Teacher	Per 26.9 general education students with an adjustment to extrapolate 5 teacher periods to 7 student periods, and an added factor for mainstreaming special education students. $((\text{Gen ed. students}/26.9)/5*7)+((\text{Spec ed. students}/26.9)/5*1) = \text{teachers}$	401000-41254
	1.0 EL 1-4 Teacher	Per 22.9 EL 1-4 students with an adjustment to extrapolate 5 teacher periods to 7 student periods.	402000-41254 502000-41254
		$(\text{EL 1-4 students}/22.9)/5*7 = \text{teachers}$	
	0.2 EL 1-4 Teacher	Per 100 students or major portion thereof for coordination time.	402000-41254
	Before applying the planning factor to the regular high schools, the enrollment figure is reduced at each school to partially offset students taking courses at the Career Center (Wakefield, 3 percent; Washington-Liberty, Yorktown, H-B Woodlawn, 2 percent). This reduction does not affect staffing at the Career Center. The Career Center is staffed based upon enrollment projections and the planning factor formula below.		401000/501000-41254
	1.0 Classroom Teacher	Per 20.3 full time equivalent Career Center students	601000-41260
	34.50 Classroom Teachers (classroom teachers for Arlington Tech are phased in based on projected enrollment each year)	Arlington Tech at the Career Center	601000-41254
	0.4 Teacher	Per 3 periods of teaching in vocational office training program or marketing and merchandising for work coordination (2 periods) (to include Classroom on the Mall)	401000-41254

11. The FY 2021 Adopted budget increased the classroom teacher planning factor and recommended maximum by 1 at grade levels K-12. The FY 2021 Adopted budget changed the English Learner teacher planning factor to provide additional teacher allocations to schools to be in compliance with the settlement agreement between APS and the Department of Justice (DOJ). EL supplement teachers at middle and high schools and EL transition teachers at high schools are budgeted in the regular classroom teacher account.



## HIGH SCHOOL STAFFING

STAFFING	CRITERIA		ACCOUNT
EL 1-4 Supplement	0.5 Teacher	1 - 149 EL 1, 2 students	401000-41254
	1.0 Teacher	150 - 299 EL 1, 2 students	
	0.5 Teacher	25 - 199 EL 3, 4 students	
	1.0 Teacher	200 - 374 EL 3, 4 students	
EL 1, 2 Transition	1.0 Teacher at Wakefield High School		401000-41254
	0.8 Teacher at Washington-Liberty High School		
	0.2 Teacher at Yorktown High School		
Bilingual Family Liaisons (Funded by Operating and Grant Funds)	0.2 Assistant	50 – 99 English Learners	402000-41237
	0.5 Assistant	100 – 200 English Learners	
	1.0 Assistant	201 – 400 English Learners	
	1.5 Assistants	401 – 600 English Learners	
	2.0 Assistants	601 – 800 English Learners	
	2.5 Assistants	801 – 1000 English Learners	
EL 1-4 Resource Teachers for Dually-Identified Students (EL 1-4 students with IEP's) <sup>12</sup>	0.25 Teacher	1 – 12 dually-identified students	802000-41254
	0.50 Teacher	13 – 24 dually-identified students	
	0.75 Teacher	25 – 36 dually-identified students	
	1.00 Teacher	37 – 48 dually-identified students	
	1.25 Teachers	49 – 60 dually-identified students	
	1.50 Teachers	61 – 72 dually-identified students	
	1.75 Teachers	73 – 84 dually-identified students	
	2.00 Teachers	85 – 96 dually-identified students	
Transition Program	1.0 Teacher Coordinator	Per school with Transition Program	601100-41254
	1.0 Assistant	Per school with Transition Program	601100-41375
	0.6 Teacher	Per school with Transition Program for Reading, Math, and P.E. support	601100-41254
Equity and Excellence	1.0 Teacher at Wakefield High School		405000-41254
	1.0 Teacher at Washington-Liberty High School		
	0.5 Teacher at Yorktown High School		
	0.2 Teacher at H-B Woodlawn Program		
	0.5 Coordinator at Arlington Tech		
Department Chair	0.2 Department Chair (1 period)	Per high school class for coordination in senior high school for English, Math, Science, Social Studies, Foreign Language	401000-41254
	\$416 High School Dept. Chairs	1 – 2.9 FTE*	401000-41206 501000-41206
	\$832 High School Dept. Chairs	3 – 4.9 FTE	
	\$1,040 High School Dept. Chairs	5 – 8.9 FTE	
	\$1,248 High School Dept. Chairs	9 – 12.9 FTE	
	\$1,458 High School Dept. Chairs	13+ FTE	
	*Number of full time equivalent staff in departments of senior high schools and senior high school staff at H-B Woodlawn		

12. The FY 2021 Adopted budget changed the English Learners teacher planning factor to provide additional teacher allocations to schools to be in compliance with the settlement agreement between APS and the Department of Justice (DOJ). To offset this initiative the planning factor for EL resource teachers for dually-identified students is reduced.





## HIGH SCHOOL STAFFING

STAFFING	CRITERIA							ACCOUNT	
SOL Core Supplement	1.0 Teacher		1 - 100 FRL students					401000-41254 501000-41254	
	1.5 Teachers		101 - 200 FRL students						
	2.0 Teachers		201 - 300 FRL students						
	2.5 Teachers		301 - 400 FRL students						
	3.0 Teachers		401 - 500 FRL students						
	3.5 Teachers		501 - 600 FRL students						
	4.0 Teachers		601 - 700 FRL students						
	Additional teacher positions are given to those schools that have the following Free and Reduced Lunch percentages:								
	0.5 Teachers		40% - 49% FRL						
	1.0 Teachers		50% - 59% FRL						
	1.5 Teachers		60% - 69% FRL						
	2.0 Teachers		70% - 79% FRL						
	2.5 Teachers		80% - 89% FRL						
	3.0 Teachers		90% - 99% FRL						
3.5 Teachers		100% FRL							
Clerical	ATTENDANCE 412000-41324	ENROLLMENT FOR ATTENDANCE CLERICAL	COUNSELING 413000-41324	ENROLLMENT FOR COUNSELING CLERICAL	EDUCATIONAL 412000-41324	INSTRUCTIONAL 412000-41337	LIBRARY 414000-41324	ALLOCATION FOR EDUCATIONAL, INSTRUCTIONAL, AND LIBRARY CLERICAL	
	1.0	1 – 999	2.5	1 – 999	3.5	4.0	1.0	Per school	
	1.0	1000 – 1124	3.0	1000 – 1299					
	1.0	1254 – 1249	3.5	1300 – 1599					
	1.0	1250 – 1374	4.0	1600 – 1899					
	1.5	1375 – 1499	4.5	1900 – 2199					
	1.5	1500 – 1624	5.0	2200 – 2499					
	1.5	1625 – 1749	5.5	2500 – 2799					
	2.0	1750 – 1874							
	2.0	1875 – 1999							
2.0	2000 – 2124								
<ul style="list-style-type: none"> <li>The H-B Woodlawn high school program is allocated clerical staff as follows: 1.0 library (514000-41324), 1.0 instructional (501000-41337), 1.0 counseling services (513000-41324) and 2.15 educational (512000-41324).</li> <li>The Career Center program is allocated 1.75 clerical staff (612000-41324).</li> <li>Education clerical for senior high to include treasurer, principal's clerical, and general clerical.</li> <li>The Arlington Tech program is allocated 1.0 registrar, 1.0 attendance, and 1.0 educational, 1.25 clerical (612000-41324).</li> <li>Trade-off of teachers for instructional clerical is not permitted.</li> </ul>									
Testing Coordinators/Specialists	1.0 Testing Coordinator/Specialist per high school							401000-41244	
	0.5 Testing Coordinator/Specialist at H-B Woodlawn Program							501000-41244	
Instructional Technology Coordinators	Allocations are reviewed by the Department of Information Services and allocated to schools based on enrollment and staffing.							401000-41288 501000-41288 601000-41288 616000-41288	
Lunchroom Attendant	\$10,342	Funds per each senior high school (4 hours per day)					401000-41348 501000-41348 601000-41348		
	\$3,943	Funds for H-B Woodlawn and the Career Center (1.5 hours per day)							
	\$29,260	Funds per senior high school supervisor of senior lunch privilege, excluding H-B Woodlawn							
	\$2,585	Additional amount for each school with a breakfast program. (1 hour per day)							

INFORMATIONAL: PLANNING FACTORS



## HIGH SCHOOL MATERIALS

MATERIALS / RESOURCES	CRITERIA		ACCOUNT
Instructional Supplies	\$41.10	Per general education senior high student	401000/501000/ 601000-46516
Laundry and Cleaning	\$238.25	Per senior high school for laundry and cleaning	401000/501000/ 601000-46516
Laundry and Cleaning	\$762.25	For Career Center for laundry and cleaning	601000-46516
Supplemental Supplies	\$43.20	Per FTE teacher	401000/501000/ 601000-46534
Work and Family Studies Supplies	\$23.85	Per work and family studies student in enrollment the prior September at the high schools and in the Teenage Parenting Program	410100-46520
Technical Education Supplies	\$12.90	Per technical education student in enrollment the prior September	410000-46521
Hand Tools – Industrial Arts	\$4.95	Per technical education student in enrollment the prior September	410000-46505
Textbooks	\$34.25	Per senior high general education student	401000/501000-46533
Instructional Technology Hardware/Software <sup>13</sup>	\$16.85	Per senior high student (budgeted in the Dept. of Information Services)	911100-48835
Computer Supplies	\$2.30	Per senior high student	416000/516000-46537
Physical Education Equipment (35% additional and 65% replacement)	\$478.80	Per senior high school	401092/501092-48840
	\$1.80	Per senior high student	
		\$212.15 For H-B Woodlawn	
		\$1.80 For H-B Woodlawn student	
Science Equipment	\$8.20	Per senior high student enrolled in science	401030/501000/ 601000-48840
Library Books/Materials	\$22.70	Per senior high student	414000/514000-46507
Staff Development	\$10.05	Per senior high student	401000/501000- 41230, 45474
Audio-Visual Equipment	\$8.20	Per senior high student - for additional and/or replacement equipment	416000/516000-48842
Furniture and Equipment	\$7.55	Per high school student	401000/501000-48814
Library Supplies	\$2.30	Per high school student	414000/514000-46522
Maps and Globes	\$1.95	Per high school student	401000/501000/ 601000-46509
Gifted Supplies	\$1.00	Per high school student	404000/504000-46506
Postage	\$8.65	Per high school student	412000/512000/ 612000-45585
Student Publications	\$10.45	Per high school student	401000/501000-43587
Clerical Hourly	\$15.19	Per high school student and \$15.19 per free and reduced lunch student	401000-41311 501000-41311
Athletic Uniforms	\$11.40	Per high school student	415000-46678
Athletic Equipment	\$18.25	Per high school student	415000-48800

13. The FY 2021 Adopted budget decreased the planning factor for instructional technology hardware/software and moved the funds to the Department of Information Services.



**STUDENT SERVICES AND SPECIAL EDUCATION STAFFING**

STAFFING	CRITERIA		ACCOUNT
Elementary and Secondary Resource Program Staffing	0.5 Teacher	1 – 12 identified students with IEPs	203400/303400/ 403400/503400-41289
	1.0 Teacher	13 – 24 identified students with IEPs	
	1.5 Teachers	25 – 36 identified students with IEPs	
	2.0 Teachers	37 – 48 identified students with IEPs	
	2.5 Teachers	49 – 60 identified students with IEPs	
	3.0 Teachers	61 – 72 identified students with IEPs	
	3.5 Teachers	73 – 84 identified students with IEPs	
	4.0 Teachers	85 – 96 identified students with IEPs	
	4.5 Teachers	97 – 108 identified students with IEPs	
	5.0 Teachers	109 – 120 identified students with IEPs	
	5.5 Teachers	121 – 132 identified students with IEPs	
	6.0 Teachers	133 – 144 identified students with IEPs	
Elementary and Secondary Self-Contained Program Staffing	<b>CATEGORY I</b> <b>For these areas of disability:</b> Hearing Impairment/Deaf, Learning Disabled, Emotionally Disturbed, Speech and Language Impairment, Orthopedically Impaired, Developmental Delay, Intellectual Disability 1-2, and Other Health Impairment. Programs are staffed collectively within category.		203000/303000/403000/503000/603000-41254 203000/303000/403000/503000/603000-41375
	Elementary		
	1.0 Teacher	1 – 8 identified students with IEPs	
	1.0 Teacher + 1.0 Assistant	9 – 10 identified students with IEPs	
	Secondary		
	1.0 Teacher + 0.5 Assistant	1 – 8 identified students with IEPs	
	1.0 Teacher + 1.0 Assistant	9 – 10 identified students with IEPs	
	<b>CATEGORY II</b> <b>For these areas of disability:</b> Intellectual Disability 3, Autism, Traumatic Brain Injury, Blind/Visual Impairment, Multi-disabled. Programs are staffed collectively within category.		
	1.0 Teacher	1 – 4 identified students with IEPs	
	1.0 Teacher + 1.0 Assistant	5 – 6 identified students with IEPs	



STUDENT SERVICES AND SPECIAL EDUCATION STAFFING

STAFFING	CRITERIA	ACCOUNT
Countywide Programs	<b>Elementary Functional Life Skills (FLS):</b> The Functional Life Skills program serves students with severe disabilities who require intensive, direct instruction in communication, self-help skills, and functional academics.	203110-41254 203110-41375
	<b>Multi-Intervention Program for Students with Autism (MIP-A):</b> The MIP-A Program is designed to meet the needs of certain students with autism. The goal of the program is to address communication, on-task behavior, adaptive functions and social-emotional needs. The program uses a variety of strategies within a highly structured setting to prepare students to transition to less restrictive settings. The MIP-A program uses evidence-based practices shown to be effective with students with autism. Mini MIP-A serves PreK, and MIP-A serves K-12.	203120-41254 303120-41254 403120-41254 203120-41375 303120-41375 403120-41375
	<b>Deaf and Hard of Hearing (DHH):</b> The Deaf and Hard of Hearing Program is designed for students of all ages who are deaf or hard-of-hearing, including students with a cochlear implant or other assistive devices. All students in this program require a language rich experience that provides them with the support and instruction to become independent in the typical hearing environment.	203130-41254 303130-41254 403130-41254 203130-41375 303130-41375 403130-41375
	<b>Communications:</b> The Communications Program is an intensive program for students whose language deficits significantly interfere with academic achievement and social interactions. The program uses a total communication approach with access to assistive technology. Students in this program are taught by a special educator with support from a speech pathologist and teacher assistant. Services are provided primarily in a self-contained setting with opportunities for integration based on individual student needs.	203140-41254 303140-41254 203140-41375 303140-41375
	1.0 Teacher + 1.0 Assistant	1 – 4 identified students with IEPs
	1.0 Teacher + 2.0 Assistants	5 – 6 identified students with IEPs
	<b>Secondary Functional Life Skills (FLS):</b> The Functional Life Skills program serves students with severe disabilities who require intensive, direct instruction in communication, self-help skills, and functional academics.	303110-41254 403110-41254 303110-41375 403110-41375
	1.0 Teacher + 1.0 Assistant	1 – 7 identified students with IEPs
	1.0 Teacher + 2.0 Assistants	8 – 10 identified students with IEPs
	<b>Secondary School Program for Students with Autism:</b> This program is designed to provide specialized instruction to middle and high school students who have a special education eligibility classification to Autism and requires a program that focuses on the development of social skills, executive functioning, and a challenging academic experience. Students integrate into general education classes per services on the IEP and are instructed on grade-level SOL curriculum. Students receive assistant support in designated classes as needed with a goal of fostering independence.	303160-41254 303160-41254 403160-41254 403160-41375 503160-41254 503160-41375
	1.0 Teacher + 1.0 Assistant	1 – 10 identified students with IEPs
	<b>Interlude:</b> Interlude is a therapeutic special education program for students whose emotional problems and behaviors interfere with academic achievement and interpersonal relationships and who need therapy to be academically successful.	203200-41254 203200-41327 303200-41254 303200-41327 403200-41254 403200-41327
	Elementary: 1.0 Teacher + 2.0 Assistants	1 – 10 identified students with IEPs
	Secondary: 1.0 Teacher + 1.0 Assistants	1 – 10 identified students with IEPs
	<b>Psychologist</b>	0.50 Psychologist per each Interlude class

INFORMATIONAL: PLANNING FACTORS



**STUDENT SERVICES AND SPECIAL EDUCATION STAFFING**

STAFFING	CRITERIA		ACCOUNT
For these areas of disability: PreK, Non-Categorical K-2 (Transition)	1.0 Teacher + 1.0 Assistant	1 - 8 identified students with IEPs	203300-41375
PreK Special Education Assistants	15.5 PreK Special Education Assistants	School-Based	203300-41375
Special Education Assistants <sup>14</sup>	30.0 Special Education Assistants (1:1 Support)	Systemwide	105100-41375
American Sign Language Interpreters <sup>14</sup>	9.0 American Sign Language Interpreters	Systemwide	105100-41283
Cued Language Transliterators <sup>14</sup>	4.0 Cued Language Transliterators	Systemwide	105100-41283
Community-Based PreK Program	*1.0 Teacher	1-12 identified students with IEPs	203300-41254
School Social Workers and School Psychologists	1.0 School Social Worker	Per 775 students systemwide (K-12)	105200-41267
	1.0 School Psychologist	Per 775 students systemwide (K-12) plus 2.6 for PreK screenings	105210-41235
Special Education Coordinators and Itinerant Staff	11.0 Coordinators	Systemwide	105100-41208
	1.0 Speech Pathologist	Per 55 speech/language students with IEPs	105110-41222
	1.0 Vision Specialist	Per 13 visually impaired and/or legally blind students	105120-41222
	2.0 Vision Assistants	Systemwide	105120-41375
	1.0 Hearing Specialist	Per 24 hearing impaired students	105130-41222
	1.0 Occupational Therapists	Per 40 students assigned OT through IEPs	105150-41281
	3.0 Autism Specialists (funded by Operating Funds and Grant Funds)	Systemwide	105100-41254
	*1.0 Preschool Coordinator	Systemwide	105140-41282
	* Both positions may be held by one person		
Secondary School Special Education Department	0.2 Teacher (1 period) per school. To be assigned for coordination activities directly impacting mainstreaming and regular class placement of identified disabled students.		303400-41289 403400-41289 503400-41289

14. The FY 2021 Adopted budget provided funds for 30.0 special education assistants for 1:1 support, 9.0 American Sign Language interpreters, and 4.0 Cued Language Transliterators.

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**INFORMATIONAL: PLANNING FACTORS**



## STUDENT SERVICES AND SPECIAL EDUCATION MATERIALS

MATERIALS	CRITERIA		ACCOUNT
Instructional Supplies	\$11.85	Per part time middle and high school special education student	303000-46516 403000-46516 503000-46516
	\$56.05	Per full time middle and high school special education student	303000-46516 403000-46516 503000-46516
	\$10.80	Per part time and full time elementary special education student	203000-46516
Textbooks	\$8.60	Per part time middle and high school special education student	403000-46533 503000-46533
	\$27.65	Per full time middle and high school special education student	303000-46533 403000-46533 503000-46533 303200-46533 403200-46533
Interlude Supplies	\$56.05	Per full time middle and high school special education student	303200-46516 403200-46516

## CENTRALLY BUDGETED PLANNING FACTORS MATERIALS/OTHER RESOURCES

RESOURCE	CRITERIA		ACCOUNT
Classroom Furniture Equipment	\$2.75	Per student	107110-48848
Music Equipment	\$1.80	Per student - for additional and/or replacement	801010-48840

## ENGLISH LEARNERS-COUNSELORS<sup>15</sup>

STAFFING	CRITERIA		ACCOUNT
Counselors	6.5 systemwide		802000-41219

## CUSTODIAL ALLOCATION FORMULA

STAFFING	CRITERIA		ACCOUNT
Custodians	<b>FORMULA:</b> <ul style="list-style-type: none"> <li>• + Gross building square footage</li> <li>• + Relocatable square footage</li> <li>• + Community-use-of-building factor (in form of sq. ft.)</li> <li>• Sum of above divided by 21,000 sq.ft. per custodian</li> <li>• Round to nearest 0.5 position</li> </ul>		108220-41316

<sup>15</sup> The planning factor for EL counselors is a fixed allocation of 6.5 positions for systemwide support for English Learners.