

# School Board FY 2022 Combined Funds Budget Priorities

School Board Work Session  
September 10, 2020



EQUITY FOR ALL  2025

# Objectives

- Use **key data and learnings** to inform School Board Combined Funds Budget Priorities.
- Provide **additional specificity and focus** to Board Combined Funds Budget Priorities.
- Develop up to **10 key priorities** for the FY 2022 Combined Funds Budget Process that support Equity for All 2025.

Once you have a clear  
picture of your  
priorities that is  
values, goals, and high  
leverage activities  
organize around them.

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STEPHEN COVEY

# Systemic Alignment

## Prioritization:

to strategically highlight the **key areas** of focus that, if addressed, will most effectively advance the school division in its **continuous improvement** journey.



# Equity for All 2025

## Goal Areas



Systemic Alignment



Strategic Resource Allocation

**RACIAL  
EQUITY**



Instructional Excellence



Family and Community Engagement



Student Accessibility and Support



## Systemic Alignment

ACPS will build a **culture of continuous improvement and design equitable systems** for school and instructional improvement.

ACPS systems will:

- align with the ACPS mission
- clearly communicate a vision that provides a clear, concise, systemwide understanding of how identified instructional improvements will lead to better outcomes for students
- focus attention, energy, and resources on a limited number of strategic areas of focus that all schools implement with fidelity
- ensure Division leaders provide schools and school leaders with the support, collaboration, and monitoring they need to be successful



## Instructional Excellence

ACPS will ensure that **all students** have access to and engagement with **high-quality instruction**.

ACPS instruction will:

- be aligned to a Division-wide instructional framework and high-quality curricula
- be engaging and rigorous
- be culturally relevant
- be differentiated to students' strengths
- be responsive to students' social, emotional, and academic needs
- be supported and monitored by school and Division administrators and instructional coaches, creating a culture of substance, depth, and critical thinking in curriculum and instruction

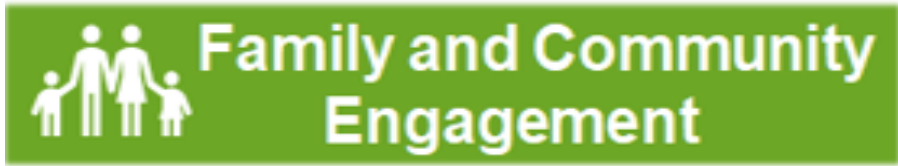
# Student Accessibility and Support

ACPS will ensure students have **equitable access** to and engagement with programs and supports that **reduce barriers to learning**.

ACPS programs and supports will:

- acknowledge the strengths and needs of the whole child
- reflect and support high expectations for all students
- engage and inspire students to take ownership of their learning
- enable students to explore and succeed in their postsecondary pathway





ACPS will ensure that all families and community members feel **welcomed, respected, and valued.**

ACPS family and community engagement will:

- be included in ACPS decision-making processes
- be empowered to support the delivery of education and services to students
- be connected to a coordinated system of services across partner organizations



## Strategic Resource Allocation

ACPS will **strategically provide differentiated resources and supports** to schools and departments.

ACPS resources and supports will:

- be used efficiently and effectively to ensure fiscal health of the Division
- contribute to the health and safety of students
- focus on meeting students where they are to support equitable outcomes
- promote improved retention rates among staff serving low-income students and students of color

# *RACIAL EQUITY is when race does not determine quality of life, opportunities, and outcomes.*

- Our goal is to collectively **remove barriers** that prevent someone from achieving their aspirations and fully engaging in whatever they choose within ACPS' educational experiences.
- ACPS places **racial equity at the heart of everything** it does due to the recognition that the creation and perpetuation of racial inequities has been deeply rooted into school systems.



# Data Informed and Equity-Focused

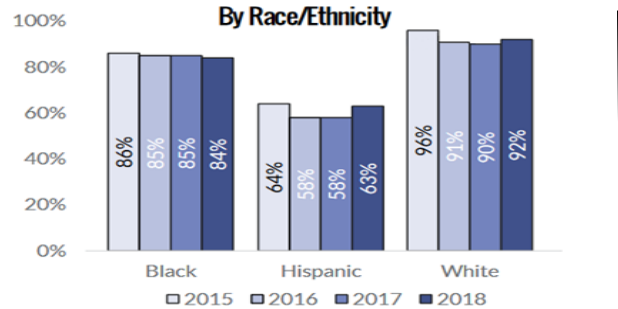


# Data Informed & Equity-Focused

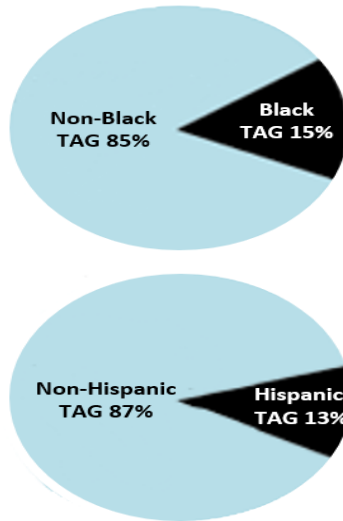
Inequities illuminated through key metrics:

## Readiness

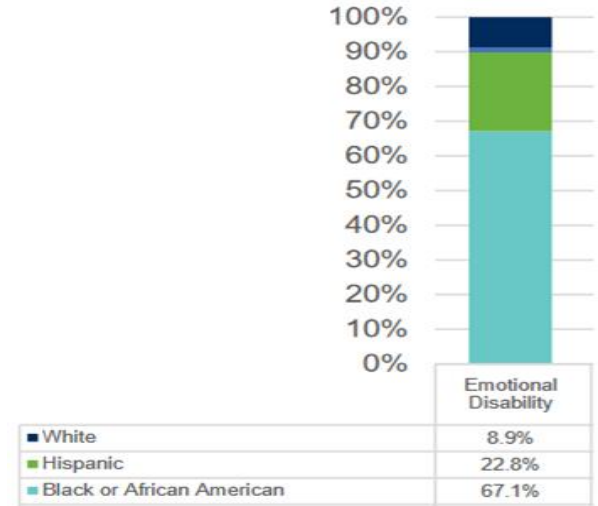
Students Meeting Kindergarten Readiness Standards in Fall -



## TAG Access



## SWD Identification



# Data Informed & Equity-Focused

Priorities identified through audits and evaluations:

**Communications** - time study, project management system, customer response system, website, and professional learning

**Family Engagement** - relationship building and expanded resource utilization

**Human Resources** - long-term goals, enhanced processes, and employee onboarding

**Facilities** - long-term facilities management plan, repair quality assurance system, and communication efficiency

**Students with Disabilities** - address disproportionality in referrals and identification of “children of color,” or culturally and linguistically diverse students

**Talented and Gifted** - address disproportionality in economically disadvantaged and minority students’ enrollment and participation rates, greater differentiation of the curriculum, instructional techniques, and related materials

# Data Informed & Equity-Focused

COVID-19 response monitored through key drivers:

## **Instruction:**

Engaged students showed academic progress. There is a need to increase engagement across all ACPS students and families.

## **Technology Access:**

ACPS has been responsive to technology needs. There is a need to ensure all students are accessing online learning.

## **Nutrition, Health, and Safety:**

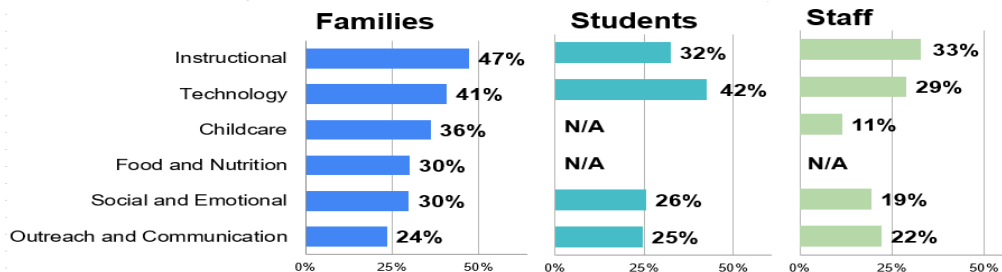
A majority feel supported and are managing their emotional stress well. On average over 30,000 meals were served weekly, peaking in May.

## **Communication:**

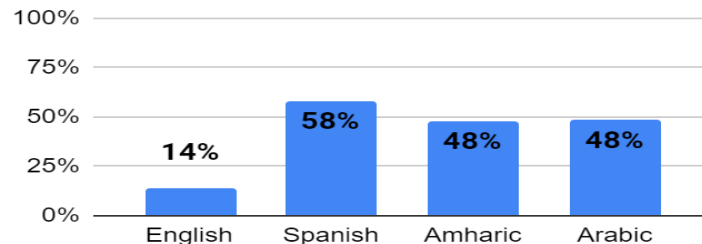
Stakeholders feel well informed but connectedness has been impacted. The continued use of multiple communication methods is critical.

# Data Informed & Equity-Focused

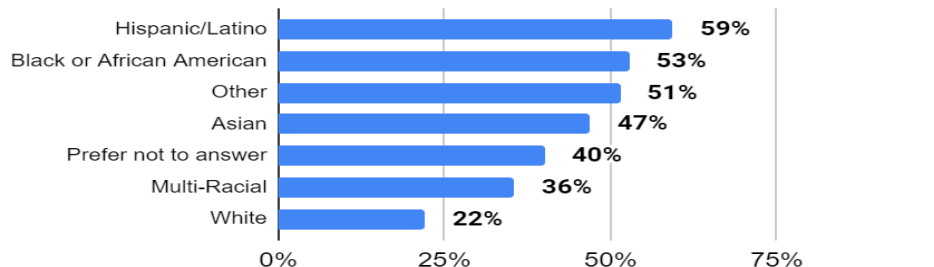
## Summary of Need for Supports Across Groups



## % of Families Needing Outreach and Communication Supports by Language



## % of Families Needing Technology Supports by Race/Ethnicity



## Factors Influencing Reopening Preferences

<b>Families- Top 5 factors</b>	<b>Families</b>
My child's physical health and safety	56%
My child's engagement in learning	33%
My family's physical health and safety	32%
<b>Staff- Top 5 factors</b>	<b>Staff</b>
Personal physical health and safety	63%
My family's physical health and safety	54%
Student needs	39%



# FY' 21 Priorities' Alignment to Equity for All



ALICE Training



K-2 Literacy Programming  
MTSS



Implementation of SWD Audit  
MTSS including Restorative Practices and PBIS  
Chronic Absenteeism among Hispanic Students at Secondary Level



Increased Staff Retention  
Implementation of Human Resources Audit  
Implementation of Facilities Audit



Cultural Competence for All Staff  
Outreach Hispanic Families to Improve Grad/Chronic Absenteeism  
Outreach to Underserved Communities to Increase Engagement  
Improving Customer Relationship Services and Management

# Forecasting (Fiscal Year 2022)

How might academic year 2021-2022 look and what will students need to be successful?



# Prioritization Activity



# Level of Specificity

## School Board Combined Funds Budget Priorities should include:

- *What*
- *Who*
- *Where*

Too General	Additional Detail
Reading	Early literacy at the primary level
Technology	Expanded access to technology and support for Hispanic and Black families
Social/Emotional Health	Student social & emotional supports related to trauma from dual pandemics
Health and Safety	Necessary supports for return to in-person learning PreK-12
Students with Disabilities	Equitable identification of Black students with Emotional Disabilities
Communication	Supports for expanded outreach and communication to EL families

# Individual Priorities

- **Add up to 12 priorities** on Google sheet (at least 1 per Goal area).
- Remember:
  - *What, Who, Where*
  - *Some priorities from previous year may carryover*



# Review of Priorities





# Reflection



## ACPS is...

- **Welcoming:** We take active steps to ensure all stakeholders feel welcomed in schools. We embrace everyone who comes through our doors and respect our differences because we believe our diversity is our greatest strength.
- **Empowering:** We inspire each student and staff member to thrive to their best abilities.
- **Equity-Focused:** We actively work to remove barriers to educational access.
- **Innovative:** We take initiative to solve problems in the classroom and across the system.
- **Results Driven:** We set ambitious goals to learn, grow and achieve at high levels.



# Thank You!



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