

FY 2021 Budget Questions - Group 4
February 26, 2020

Questions #1-28 below were submitted by School Board member Lillie Jessie.

1. What would the budget obligation be if we increased teachers' salaries by 5% instead of 2.8%? (Jessie)

Response: Approximately \$40 million

2. What would the budget obligation be to increase the Principal's secretaries from 223 to 250? (Jessie)

Response: Increasing Elementary Secretary II's from 223 to 250 days (based on FY20 budget manual) would require approximately \$7,100 in additional funding for each position. There are 61 Elementary Secretary II's working 223 days. Therefore, the total cost is approximately \$433,100.

3. What is the rationale for reclassifying informational technologist to grade 16? (Jessie)

Response: No Information Technology (IT) position is being reclassified to grade 16. [However, the Supervisors of IT Help Desk and Workstation Support (incumbent is Howard Pond) is being reclassified to a grade 18 due to increase in duties, as the position is now responsible for management of central help desk and some school-based technology support positions. This reclassification also aligns the grade of the position similar to other IT supervisor positions.]

4. What is the rationale for reclassifying Special Ed. Coordinator to grade 16? (Jessie)

Response: In review of the staffing of the Office of Special Education as outlined in the Comprehensive Review of Special Education PreK-12 (April 2018) and based on the current need for additional administrative support, a 250 day grade 15 position was added off the budget cycle to provide appropriate support. After reviewing the position, it was determined that a 223 grade 16 position provides the most effective support and was realigned in the FY21 Budget Proposal.

5. What will be the role of the Student Service Guidance Counselor [Coordinator]? (Jessie)

Response: As part of the FY20 budget this position was funded from one-time monies and staffed in the Office of Student Services. This individual provides support to our Elementary and Secondary Supervisors of Counseling and works directly with schools. She has been instrumental in training our new counselors, developing curriculum, and by providing support to schools as part of our Crisis Team. Additionally, she provides support at the Division level with the organization and implementation of school counseling services.

FY 2021 Budget Questions - Group 4
February 26, 2020

6. How will the increased economically disadvantaged money be program oriented? Will there be parameters on how it is spent? (Jessie)

Response: Please see attached table. Economically disadvantaged funding supports additional staffing and materials and supplies to support the instruction of students who come from an economically disadvantaged background. These funds are also used to support schools that participate in the K-3 class size reduction grant. These funds may be programed by the principal with guidance from his associate.

The attached table (Attachment I) discloses the FY 2020 adopted budget amounts for economically disadvantaged funding, and the amounts for the FY 2021 proposed budget. For example, Yorkshire ES received \$368,380 in the FY 2020 adopted budget and is expected to receive \$534,600 in the FY 2021 proposed budget.

Increases come from increased population and \$5.5M in increased funding for FY 2021. The total funded amount for FY 2021 is \$18,836,763, almost \$6.1 million more that the adopted budget amount from FY 2020.

7. Increased support for Aquatics Center...What type of increased support? (Jessie)

Response The \$450K is in part to support the costs associated with the use of the Aquatics Center for School Division supported activities including (1) operating the Water Safety Program (where elementary school students learn basic water safety to prevent drowning and promote a healthy respect for and confidence in the water) and (2) the use of the Aquatics Center by high school swim and dive teams. The use of the facility for these two programs takes the Aquatics Center “off-line” for other uses for many hours throughout the day for which other types of self-supporting revenue could be generated. A portion of the funds being allocated are appropriated in the General Fund to cover the costs associated for the use of the pool by the elementary schools and swim teams. These costs are charged to the schools at year-end. As well, budget authority is provided to the schools to offset the costs. Hence, there is no reduction of funding provided to the schools for other programs.

8. Middle school conference funded, what about Equity conferences, Exceptional children conferences...Why middle school? (Jessie)

Response: Beginning in summer 2012, the Middle Level has run its own Summer Conference. From 2012 through 2016, the Conference focused on Standards Based Teaching and Assessment practices. For the past three years, the conference focused on reducing Exclusionary Disciplinary Practices. The conference includes administrators and teachers from 18 middle level schools, The Nokesville School, Independence Non-Traditional School, Special Education staff, Professional Learning staff, and English Learner Programs and

FY 2021 Budget Questions - Group 4
February 26, 2020

Services staff. The core of the conference work addresses equity issues. In the past, the cost of the conference was divided among the participating schools and departments. This budget item replaces charging participating schools and departments.

9. One-time funding for consultant for Fin/HR...What is that for? (Jessie)

Response: The current financial and human resource systems used by the Division have been in place for over 25 years. This funding is to bring in consultants who will aid the Division in identifying needs and developing and managing the RFP process.

10. What is “Destination Dance?” (Jessie)

Response: Destination Dance includes funding to send students to dance competitions and Dance Residency. Funds allocated for Dance Residency are used to secure the services of guest clinicians to provide masterclasses with dance students. Services are provided onsite at the school, or off-site at a professional performance venue or studio. These funds are also slated to help with the expansion of dance offerings at Woodbridge HS and a western high school. Funds will also be used to expand dance opportunities at elementary and middle schools including partnerships similar to the grant with Virginia Commission for Fine Arts and Penn ES. This also pays for PWCS’ partnership with Arena Stage where our students watch professional productions and interact with the cast and crew members.

11. Restraints for Pre-k...what would it cost to provide seat belts on all of our buses? (Jessie)

Response:

	Regular Education Buses (25 seats)	Special Needs Buses (9 seats)
<i>Belt Ready</i>	368	114
Cost per bus	\$ 9,230.00	\$ 3,322.80
Total - Belt Ready	\$ 3,396,640.00	\$ 378,799.20
<i>Complete seat needed</i>	281	99
Seat cost per bus *	\$ 11,250.00	\$ 4,050.00
Replace floor rubber	\$ 2,250.00	\$ 2,250.00
Labor *	\$ 1,000.00	\$ 750.00
Total per bus	\$ 14,500.00	\$ 7,050.00
Total - Complete Seat Needed	\$ 4,074,500.00	\$ 697,950.00
Bus Count **	649	213
Total	\$ 7,471,140.00	\$ 1,076,749.20
GRAND TOTAL	\$	8,547,889.20

FY 2021 Budget Questions - Group 4
February 26, 2020

12. Specialty Funding for high schools...what does it look like, what would be the distribution formula? (Jessie)

Response: Currently, each high school receives a .7 FTE to run its specialty program. Advanced tests are paid for and so is the PSAT test. The Superintendent has proposed an additional \$10,000 per school to assist with the required training for every teacher who teaches in these courses.

13. SAT/ACT funding...what does it pay for? What is the accountability formula? What would it cost to hire two SAT teachers to work with high school students especially upcoming seniors? (Jessie)

Response: This funding will go to complete ACT and SAT test prep courses that will be offered free of charge to students at all high schools. The funding will be used to purchase materials, software licenses, and 2 teacher stipends at every high school. Additionally, the funding will be used to offset school testing costs for high schools wishing to offer the School Day SAT at their schools in which students take the SAT during the school day in place of on a Saturday.

Chief Equity Officer: What does this look like? What do you see as his/her role? (Jessie)

Response: Recognizing that everything that Prince William County Public Schools (PWCS) does must be looked at through an equity lens and because equity is an action word, PWCS is committed to providing every student with the opportunity to learn and succeed.

This necessitates having equitable access for all students to instructional programs, material, teachers, facilities, technology, and educational opportunities and access, while advocating and making prioritized recommendations for practices that result in equity being embedded into all aspects of the School Division in order to close gaps, increase student achievement, provide welcoming and inviting learning environments, and promote their healthy well-being, with the goal that ALL students successfully graduate career and/or college ready and prepared to compete in the 21st Century global community.

The chief equity officer position would serve as the person responsible for coordinating efforts across departments and schools to support our shared value of equity and our commitment to providing a wide range of opportunities for students. While PWCS has many departments focused on equity, it is essential to have a single leadership point to ensure that these efforts are aligned and targeted rather than having separate efforts focused on equity within individual departments and/or schools. The chief equity officer would support and lead efforts to align actions around the shared value of equity by engaging in courageous conversations, challenging assumptions, focusing on identifying the root causes of inequities,

FY 2021 Budget Questions - Group 4
February 26, 2020

and supporting programs and initiatives designed at increasing equity in resource distribution, opportunities, and student success.

The chief equity officer will also serve as the staff facilitator of the Superintendent's Advisory Council on Equity, a group charged with identifying exemplary School Division practices and improvement opportunities by reviewing Division-wide data to examine equity issues and develop recommendations regarding prioritized improvements, professional development, and/or policy/regulation changes related to equity for Superintendent Staff action.

The complete job description is in development.

14. Why is there a need for another secretary II for the superintendent's office? (Jessie)

Response: This secretary II position would provide administrative support for the chief equity officer.

15. Professional learning why such a small budget when the research does not support reducing class size as a way of improving learning? Is there money in other places? (Jessie)

Response: The Division's professional learning plan is funded by both local and federal grant funds (Title II Part A, and Title IV Part A). The budget in the Office of Professional Learning goes to support Professional Learning across the School Division. Federal grant funds assist us in staffing the teacher mentoring program, leadership development, and other positions supporting teacher retention, professional learning communities, and continuous improvement. Additional funds are spent at the school level, but it is difficult to identify the amounts

16. Bus driver pay increases...what does it look like per driver? (Jessie)

Response: The proposed recommendation for the increase in drivers would raise the minimums of the scale, thereby increasing the entry wage. The proposed increase in pay will position PWCS as the leader in bus driver pay based on FY20 pay rates.

17. Advanced Program Coordinator: What will this look like and where would he or she work? All schools, selected schools? (Jessie)

Response: This position is to professionally develop advanced program teachers across all the programs. This person would need to be fluent in AP/IB and Cambridge and also assist with the direct implementation of the programs, including homework moderation, assessment guide and content changes.

FY 2021 Budget Questions - Group 4
February 26, 2020

18. Virtual High School...how does it relate to equity? (Jessie)

Response: Effective in Fiscal Year 2020 (July 2019), the responsibility for Virtual High School was moved from the Associate Superintendent for Student Learning to the Associate Superintendent of Communications and Technology Services, within the Instructional Technology department. One objective of this restructure was to broaden access and equitable opportunities for all PWCS high school students. Additionally, as part of this reorganization a new director was named and a comprehensive review of related regulations, policies, and procedures was conducted. Through this review it was determined that Virtual High School needed to align to State Code § affde8VAC20-720-80 allowing Virtual High School to charge fees for summer school, and for distance learning classes for enrichment not necessary to meet the requirements for a diploma. The goal to increase access, including fee-free access for all students during the school year for classes to meet diploma requirements (per the State Code mentioned), required the appropriation of new dedicated funding for Virtual High School. This funding is primarily used for the cost of instructors for the classes. Under this new structure, Virtual High School enrollment has more than doubled year over year, to 1,648 enrolled during this school year, with students now attending from every high school. If this funding is reduced or eliminated it would significantly decrease the equitable access for students across PWCS.

19. Pay equity compensation plan...please provide more information. (Jessie)

Response: This year's budget proposes a \$10.2 million first step of a phased pay-equity compensation plan. Of that amount, \$9.7 million would be used for adjustments to teacher pay on the first to 7th step, with some teacher groups receiving the value of two steps instead of one based on external market inequities in pay for teachers with the same years of experience.

Should the school board receive the additional funding requested to implement Phase 1, we will be able to begin to reduce the significant pay gap that exists for teachers on the first through 7th steps. That additional funding would just be a start to address the remaining pay gap for those targeted teachers as well as the other pay gaps that exist beyond those steps. Additionally, entry pay could be increased to be slightly more competitive for new teachers just graduating from college.

The Phase 1 also includes \$500,000 to increase our minimums for our coordinator and supervisor pay scales, the areas of the scales where market adjustments are also needed.

20. Supplement for Administrators for 30+ hours over masters for doctorate \$142,500. What would it cost to fund a BA degree for all of the teacher aides in "Growing your own initiative?" (Jessie)

Response: The cost to fund BA degrees for our TAs is dependent upon each current TA's educational attainment.

FY 2021 Budget Questions - Group 4
February 26, 2020

21. Pre-School Initiative: Are we funding the matching portion or are we looking at obtaining that from the State? (Jessie)

Response: PWCS is putting forth about 4 million (4.098) and the state is providing almost 4 million (3.883) to serve 900 students in addition to the 397 Head Start students.

22. Why only one nurse? (Jessie)

Response: Two nurses will be added; one position for growth and one for providing substitute coverage. The Office of Student Services (OSE) recognizes the many competing needs of our Division and has effectively worked to implement the use of the additional nursing positions added during the FY20 Budget. While additional nursing support would clearly benefit our students, the team in OSE continues to provide a high level of customer service and coverage shortages based on an acuity scale.

23. What does the Global Welcome Center Psychologist do? (Jessie)

Response: The role of the Global Welcome Center Psychologist will be to support families of English Learners as soon as they register. Every student in PWCS who has identified on the Home Language Survey that they speak another language other than English, is registered at the Global Welcome Center. It is during the registration process that they share their country of origin, how they came to Prince William County (immigrant, refugee, another school Division, etc). The Global Welcome Center will support our families in navigating the trauma and experiences that come from events such as; crossing the border, leaving families behind, adjusting to a new educational system, and the anxiety transitioning to the United States can cause to our families. The psychologist will share his/her time between the two Global Welcome Centers (Woodbridge and Manassas campus), supporting not only students but our families as a unit. This position will provide on time support to students and their families from the minute they enroll into our school Division.

24. START Funding? How is going to be revised and the effect of access. (Jessie)

Response: To provide equitable gifted education services, every school (regardless of the size of the number of identified gifted students) is assigned a teacher at least one day per week and then what remains is distributed proportionally across schools based on enrollment figures drawn from the number of identified gifted students. START program funding is provided to schools through the Office of Student Learning's Gifted Education Program. This allows the Division to redistribute funds from schools with higher numbers of identified students to help cover the expenses required to supplement lower enrollment school programs, where the population of students is comprised of a larger number of historically underrepresented groups of students (black, Hispanic, English language learners, and economically disadvantaged). The equity efforts resulting from the central funding model helps to honor our

FY 2021 Budget Questions - Group 4
February 26, 2020

commitment to increasing the identification of students among these underrepresented groups and has produced positive results in recent years. The proposed revision allows us to increase the level of service K-12 resource teachers can provide to increase this effort. The funds will be used to hire a new teacher allowing us to add a teacher to a school that was previously being served by a traveling teacher or by having students traveling to another school to receive their gifted services.

25. Woodbridge High Specialty: Please provide a list of specialty programs for other high schools, how does Woodbridge Compare? (Jessie)

Response: Woodbridge compares favorably with other schools. More students transfer into the AP Scholars program at Woodbridge than leave for other programs.

Battlefield	Informational Technology Program
Brentsville District	Cambridge Programme
Colgan	Center for the Fine and Performing Arts
Forest Park	Informational Technology Program
Freedom	Center for Environmental and Natural Sciences
Gar-Field	International Baccalaureate Program
Hylton	Center for International Studies and Languages
Osbourn Park	Pre-Governor’s School Center for Biotechnology and Engineering
Patriot	Advanced Placement Scholars
Potomac	Cambridge Programme
Stonewall Jackson	International Baccalaureate Program
Woodbridge	Advanced Placement Scholars

26. Plan for minority-low income-ELL students to have more access to advance studies, Dual Enrollment and/or other specialty programs to include the Governor’s School and Jefferson. Do you have a plan and what would it cost? (Jessie)

FY 2021 Budget Questions - Group 4
February 26, 2020

Response: The Office of English Learners Programs and Services works in collaboration with multiple departments in central office to ensure equitable access, representation, and participation of English Learners and minority students in AP courses, Dual Enrollment, and Specialty Programs. Our work includes meetings with counselors, providing professional learning to staff on the identification of students, and data monitoring on enrollment in these programs. The Governor's School Director visits all high schools and meets with groups of high socio-economic students to provide information on the program. Dr. Calhoun is intentional in making parents aware of the opportunities available to students at the Governor's School. In our efforts to increase dual enrollment, PWCS is working with NOVA, helping school counselors become aware of all the courses available to students. Courses are being realigned and added to improve the current offerings available to students. Dr. Walts has made it a priority to make sure teachers have the degree needed to be qualified to teach dual enrollment courses.

Our PWCS Global Welcome Center counselor meets with all students and their families to provide information and options on AP courses and HS course options as part of the registration process. Events such as the Parent Summit are held to inform and support students and their families. Our office provides translations and interpretations to all families to make them aware of opportunities available. Additionally, the HS course catalog is provided in eight languages to guarantee every family has access to the opportunities available to high school students.

Overall, the plan for low income and EL students is multi-faceted and includes a variety of costs to include: personnel, community and family outreach, interpretation and translation services, counseling services at the Global Welcome Center and schools, promotion and advertising of current and future specialty, CTE, and dual enrollment opportunities, as well as costs for curriculum, materials, and resources to support these programs.

The Division has adopted a talent development approach to expose all students to enrichment experiences prior to the formal identification process. Every gifted educator goes into all Kindergarten-2nd grade classrooms to lead lessons on higher order thinking skills, supporting educators in building their capacity in differentiation of advance learners and teaching them multiple ways to identify gifted learners. This approach has led to authentic conversations and professional learning that had led to referrals of minority and EL students.

Another opportunity available to students is the Early Talented Development program that supports students who have not been identified yet and might need time. They can participate in lessons and groups that expose them to enrichment activities, challenging their thinking in various areas.

Our process to provide opportunities and access to minority and EL students start from the minute they enroll in PWCS. No matter the grade, income, or language ability, there are

FY 2021 Budget Questions - Group 4
February 26, 2020

multiple opportunities for students to participate in various programs, as well as training for educators and leaders on how to provide access and identify such learners.

27. Can the additional attorney be considered for the School Board? (Jessie)

Response: Yes.

28. Where is the funding to provide more staff development to include site visits to successful equity projects and high performing schools in minority and low income districts? (Jessie)

Response: The FY 2021 Proposed Budget includes \$50,526 in additional funding for the Division Learning Plan. The Division Learning Plan is the five-year implementation of the plan for professional development for staff in the Division on a variety of priorities including: professional learning communities, disciplinary literacy, classroom management, cultural competency, mental health, and grading for growth.

Questions #1-5 below were submitted by School Board member Justin Wilk

1. The additional 1.25 million for the virtual high school will go towards what? Additional staff supplemental pay because the growing demand resulting in additional sections? I guess I do not see otherwise why this program would need an additional 1.25 million. (Wilk)

Response: Effective in Fiscal Year 2020 (July 2019), the responsibility for Virtual High School was moved from the Associate Superintendent for Student Learning to the Associate Superintendent of Communications and Technology Services, within the Instructional Technology department. One objective of this restructure was to broaden access and equitable opportunities for all PWCS high school students. Additionally, as part of this reorganization a new director was named and a comprehensive review of related regulations, policies, and procedures was conducted. Through this review it was determined that Virtual High School needed to align to State Code § affde8VAC20-720-80 allowing Virtual High School to charge fees for summer school, and for distance learning classes for enrichment not necessary to meet the requirements for a diploma. The goal to increase access, including fee-free access for all students during the school year for classes to meet diploma requirements (per the State Code mentioned), required the appropriation of new dedicated funding for Virtual High School. This funding is primarily used for the cost of instructors for the classes. Under this new structure, Virtual High School enrollment has more than doubled year over year, to 1,648 enrolled during this school year, with students now attending from every high school. If this funding is reduced or eliminated it would significantly decrease the equitable access for students across PWCS.

FY 2021 Budget Questions - Group 4
February 26, 2020

2. Why the additional \$500k for additional textbooks? Does this include electronic copies of these books? Are these earmarked for particular grade levels? (Wilk)

Response: The current per pupil budgeted amount that goes to schools, does not fully cover the cost of new textbooks. In fact, one textbook, including the digital version, often costs more than the per pupil amount provided to schools. The cost of some textbooks at the high school level are upwards of \$100 and more. Its important to consider that many textbook series, even those that have a significant amount of digital content, also have supplemental materials that support the textbook learning. These supplemental materials can be items such as math manipulatives, student skill workbooks and/or remedial texts to name a few. Since the textbooks most often cost more than the amount allotted, principals must supplement the textbook and materials purchase using other funding sources. When considering that there are multiple courses in a variety of core and elective areas the current level of funding must be supplemented in order for schools to adequately update textbooks and materials on a continuous cycle. This additional funding will offset the difference between the actual textbook cost and the current per pupil funding amount. In the coming months, we will begin the adoption process for new English Language Arts (ELA) textbooks. The purchase of the School Board adopted new ELA textbooks will begin in the spring of 2021 and continue into the summer of 2021 and the start of Fiscal Year 2022.

3. Yeah, I'm going to vote and cut the Brentsville turf field. With that additional savings I'd like to look at earmarking an additional \$2.5k for each school to purchase SEL curriculum/suicide awareness etc...(Wilk)
4. Will someone please describe why an additional \$500k is needed for the aquatics center? (Wilk)

Response: The \$450K increase is to account for the opportunity costs associated with the use of the Aquatics Center associated with operating (1) the Water Safety Program (where elementary school students learn basic water safety to prevent drowning and promote a healthy respect and confidence in the water) and (2) the use of the Aquatics Center by high school swim and dive teams. The use of the facility for these two programs takes the Aquatics Center “off-line” for other uses for many hours throughout the day with little or no fees to cover the operating costs during those times, as well as the lost rentals that would have generated additional revenue. The funds being allocated would not be new funds appropriated to the Aquatics Center, but would be a way for the Finance Office to show the costs paid for the use of the pool by the elementary schools and swim teams, while holding those entities harmless for making those payments. In other words, the payments would be covered by the Division and would be accounted for in the budget of the Aquatics Center. It would provide a more accurate reflection of the operations of the Aquatics Centers expenses and revenues to the public.

FY 2021 Budget Questions - Group 4
February 26, 2020

5. I used to create RFPs for surveys in a previous job role. I have never seen a division wide survey inch over \$100k. How did we come to the number of \$250k for a survey on k-12? (9Wilk)

Response: This one-time funding would cover contracted work to conduct surveys with parents, staff, and students about the consistency of implementation of regulations across schools in the areas of homework (both in general and assignments over breaks), standards-based grading, and testing/assessment. The Office of Accountability would be responsible for identifying and selecting the outside companies used to contract this work as well as to serve as a liaison with the selected company to provide information and context for survey development. The funds would be used to pay for the surveys as well as reports/presentations of the findings.

FY 2020 Adopted Budget Amounts for Economically Disadvantaged Funding, and the Amounts for the FY 2021 Proposed Budget

Level	School	FY 2020 Students	FY 2020 Adopted Budget	FY 2021 Students	FY 2021 Proposed Budget
Elementary	Alvey	30	16,950	26	21,060
Elementary	Antietam	287	162,155	311	251,910
Elementary	Ashland	115	64,975	113	91,530
Elementary	Bel Air	297	167,805	309	250,290
Elementary	Belmont	387	218,655	386	312,660
Elementary	Bennett	156	88,140	174	140,940
Elementary	Bristow Run	106	59,890	110	89,100
Elementary	Buckland Mills	137	77,405	147	119,070
Elementary	Cedar Point	86	48,590	96	77,760
Elementary	Coles	153	86,445	148	119,880
Elementary	Covington-Harper	256	144,640	295	238,950
Elementary	Dale City	314	177,410	311	251,910
Elementary	Dumfries	341	192,665	339	274,590
Elementary	Ellis	394	222,610	384	311,040
Elementary	Enterprise	289	163,285	278	225,180
Elementary	Featherstone	390	220,350	399	323,190
Elementary	Fitzgerald	502	283,630	451	365,310
Elementary	Glenkirk	58	32,770	62	50,220
Elementary	Gravely	102	57,630	106	85,860
Elementary	Haymarket	89	50,285	99	80,190
Elementary	Henderson	204	115,260	200	162,000

FY 2020 Adopted Budget Amounts for Economically Disadvantaged Funding, and the Amounts for the FY 2021 Proposed Budget

Level	School	FY 2020 Students	FY 2020 Adopted Budget	FY 2021 Students	FY 2021 Proposed Budget
Elementary	Jenkins	407	229,955	427	345,870
Elementary	Kerrydale	261	147,465	239	193,590
Elementary	Kilby	459	259,335	527	426,870
Elementary	King	221	124,865	237	191,970
Elementary	Lake Ridge	254	143,510	266	215,460
Elementary	Leesylvania	336	189,840	312	252,720
Elementary	Loch Lomond	405	228,825	425	344,250
Elementary	Marshall	91	51,415	100	81,000
Elementary	Marumsco Hills	454	256,510	486	393,660
Elementary	McAuliffe	239	135,035	260	210,600
Elementary	Minnieville	364	205,660	389	315,090
Elementary	Montclair	285	161,025	297	240,570
Elementary	Mountain View	38	21,470	45	36,450
Elementary	Mullen	508	287,020	498	403,380
Elementary	Neabsco	560	316,400	543	439,830
Elementary	Nokesville	171	96,615	181	146,610
Elementary	Occoquan	389	219,785	370	299,700
Elementary	Old Bridge	122	68,930	125	101,250
Elementary	Pattie	305	172,325	250	202,500
Elementary	Penn	190	107,350	190	153,900
Elementary	Pennington	110	62,150	114	92,340
Elementary	Piney Branch	114	64,410	105	85,050

FY 2020 Adopted Budget Amounts for Economically Disadvantaged Funding, and the Amounts for the FY 2021 Proposed Budget

Level	School	FY 2020 Students	FY 2020 Adopted Budget	FY 2021 Students	FY 2021 Proposed Budget
Elementary	Porter	174	98,310	164	132,840
Elementary	Potomac View	478	270,070	481	389,610
Elementary	River Oaks	454	256,510	407	329,670
Elementary	Rockledge	256	144,640	259	209,790
Elementary	Rosa Parks	277	156,505	284	230,040
Elementary	Signal Hill	210	118,650	206	166,860
Elementary	Sinclair	609	344,085	668	541,080
Elementary	Springwoods	318	179,670	286	231,660
Elementary	Sudley	421	237,865	437	353,970
Elementary	Swans Creek	376	212,440	363	294,030
Elementary	Triangle	490	276,850	509	412,290
Elementary	Tyler	100	56,500	114	92,340
Elementary	Vaughan	456	257,640	473	383,130
Elementary	Victory	197	111,305	195	157,950
Elementary	West Gate	464	262,160	492	398,520
Elementary	Westridge	150	84,750	158	127,980
Elementary	Williams	263	148,595	300	243,000
Elementary	Wilson	354	200,010	352	285,120
Elementary	Wood	89	50,285	113	91,530
Elementary	Yorkshire	652	368,380	660	534,600
Elementary	Yung	294	166,110	305	247,050
Middle	Benton	222	31,782	223	47,499

FY 2020 Adopted Budget Amounts for Economically Disadvantaged Funding, and the Amounts for the FY 2021 Proposed Budget

Level	School	FY 2020 Students	FY 2020 Adopted Budget	FY 2021 Students	FY 2021 Proposed Budget
Middle	Beville	611	87,373	610	129,930
Middle	Bull Run	354	50,622	364	77,532
Middle	Gainesville	214	30,602	230	48,990
Middle	Graham Park	500	71,500	516	109,908
Middle	Hampton	740	105,820	757	161,241
Middle	Lake Ridge	487	69,641	517	110,121
Middle	Lynn	931	133,133	1,000	213,000
Middle	Marsteller	214	30,602	219	46,647
Middle	Parkside	710	101,530	743	158,259
Middle	Potomac	657	93,951	648	138,024
Middle	Reagan	142	20,306	166	35,358
Middle	Rippon	759	108,537	760	161,880
Middle	Saunders	371	53,053	389	82,857
Middle	Stonewall	833	119,119	812	172,956
Middle	Woodbridge	663	94,809	619	131,847
High	Battlefield	317	45,260	306	65,178
High	Brentsville	117	16,731	121	25,773
High	Colgan	435	62,205	482	102,666
High	Forest Park	611	87,373	668	142,284
High	Freedom	1,504	215,072	1,437	306,081
High	GarField	1,463	209,209	1,463	311,619
High	Hylton	920	131,560	907	193,191

FY 2020 Adopted Budget Amounts for Economically Disadvantaged Funding, and the Amounts for the FY 2021 Proposed Budget

Level	School	FY 2020 Students	FY 2020 Adopted Budget	FY 2021 Students	FY 2021 Proposed Budget
High	Osborn Park	754	107,751	846	180,198
High	Patriot	348	49,764	363	77,319
High	Potomac	893	127,699	879	187,227
High	Stonewall	1,378	196,983	1,477	314,601
High	Woodbridge	1,117	159,731	1,109	236,217