

PROPOSED EXECUTIVE SUMMARY

Fiscal Year 2025



P.O. Box 389, Manassas, VA 20108 • www.pwcs.edu

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Executive Summary

Dear PWCS Families, Employees, and Community:

I want to acknowledge our students, families, staff, community members, and our School Board for your support during my third year as your Superintendent. Through my continued engagement with stakeholders, it is evident that the support for students and staff in PWCS is unwavering.

The Fiscal Year (FY) 2025 budget prioritizes investments aligned with the four commitments of the *PWCS Vision 2025 Launching Thriving Futures Strategic Plan*. It is important to note that PWCS projects a decline in enrollment growth due to multiple factors including out-migration occurring in NOVA, and declining birth rates observed in Prince William County. Despite the change in overall enrollment projections, the specialized support for our students continues to grow. This includes English learners, economically disadvantaged, and special education students, as well as resources for all students and families. New investments include funding an additional 66 early childhood special education programs at 33 sites.

A key goal to support our workforce is to provide regionally competitive wages, and this budget funds an average 6% employee pay increase in addition to the 2% mid-year increase in FY 2024.

In advancing our strategic commitment of Learning and Achievement for All, this budget responds to the continued need for more assistance in our classrooms by adding 125 new teacher assistants serving students with special needs, 23 kindergarten teacher assistants, and 15.5 reading specialists. To further support our elementary schools with significant needs an additional 10 administrative interns have been funded.

To further our commitment to a Positive Climate and Culture, this budget sustains investments made earlier this school year, including the addition of five full-time social workers, five community safety personnel, and adds a stipend for IEP case managers. Moreover, this budget continues to invest in international faculty and teacher residency programs to fulfill our commitment to inclusivity and connectedness in representing the diverse demographics of our students and staff.

Our commitment to strengthen Family and Community Engagement has been achieved through fully funding parent liaisons at every school. With the increasingly diverse languages of our students, families, and community, translation software funding will support equitable communication. To bridge the information gap between schools, families, and students, a social worker and parent liaison have been added to the global welcome center in Manassas. While not part of the operating budget, major renovations of the global welcome center are included in the Capital Improvements Program (CIP).

Aligned with our fourth strategic commitment, Organizational Coherence, this budget funds the resources necessary for the modernization of transportation, communication, services, and performance.

Executive Summary

Our budget includes funding for our CIP that focuses on the need for new additions and renovations to address our student needs. Our CIP funds multiple facility projects to guarantee our schools are safe, accommodating, and modernized to the best of our abilities. In addition, our CIP aligns to our Strategic Plan and focuses on advancing our sustainability goals.

I encourage you to review this document for more detailed information on how this budget funds our Strategic Plan and provides critical support for our students and staff. Thank you for your continued support and committed partnership.

Sincerely,



LaTanya D. McDade, Ed.D.
Superintendent
Prince William County Public Schools

The School Board



Babur B. Lateef, M.D.
Chairman At-Large



Mrs. Lisa A. Zargarpur
*Vice Chairwoman
Coles District*



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Mr. Justin David Wilk
Potomac District



Ms. Loree Y. Williams
Woodbridge District

Isabella Aversano
Student Representative

Fernanda Morante
Student Representative

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Prince William County Public Schools Administration



LaTanya D. McDade
Superintendent of Schools



Elisa M. Botello
Chief of Staff



Vernon Bock
Chief Operating Officer



Donna L. Eagle
Chief Human Resources Officer



Matthew Guilfoyle
Chief Information Officer



Shakeel Yusuf
Chief Financial Officer



Carol E. Flenard
Deputy Superintendent



Stephanie Soliven
Associate Superintendent for Teaching and Learning



Denise M. Huebner
Associate Superintendent for Student Services and Post-Secondary Success



Ashley Reyher
Associate Superintendent for Special Education



Gregory Hood
Associate Superintendent for High Schools



Keith F. Wolfe
Associate Superintendent for High Schools



Corey Harris
Associate Superintendent for Middle Schools



Catherine Porter-Lucas
Associate Superintendent for Middle Schools



R. Todd Erickson
Associate Superintendent for Central Elementary Schools



Kimberly A. Gudinas
Associate Superintendent for Western Elementary Schools



Kimberly A. Werle
Associate Superintendent for Eastern Elementary Schools

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Achievements 2019-23

- 93% of schools in PWCS earned Virginia accreditation for the 2021-22 school year based on recent performance measures, according to Virginia Department of Education (VDOE). Annual accreditation was waived for all Virginia public schools for the 2020-21 school year due to the cancellation of spring 2020 state assessments.
- 2023 graduates were awarded more than \$119 million in scholarships, an 87% increase between 2021 and 2023
- The 2021-22 divisionwide on-time graduation rate was 91.7%. This exceeds state and national averages.
- 53% of PWCS graduates in 2021-22 earned at least one qualifying score on an Advanced Placement, International Baccalaureate, or Cambridge examination.
- In addition, 46% of graduates in 2021-22 earned advanced exam credit or dual enrollment.
- The percentage of students meeting or exceeding SAT college readiness benchmarks in 2021-22 was 43%.
- PWCS had 1,209 summa cum laude graduates in 2022-23 with a class size of 6,091.
- The Virginia Board of Education awarded one school in Prince William County the Highest Achievement Award under the board's Exemplar School Recognition Program. Four schools were awarded the Continuous Improvement Award.
- There were close to 200 active National Board-Certified Teachers (NBCTs) working in the division during the 2022-23 school year. PWCS ranks second in Virginia as one of the top five school divisions statewide for total number of NBCTs.
- PWCS School Food and Nutrition Services served 14.5 million meals during the 2022-23 school year.
- The division implemented a one-to-one technology initiative in 2020-21. Approximately 90,000 laptops, as well as thousands of mobile broadband devices, were distributed to provide equitable access to digital devices for students. In addition, PWCS also partnered with Comcast to provide free home broadband to families in need of support.
- In 2020, PWCS deployed a divisionwide learning management system to support virtual learning. In addition, PWCS also deployed and built out a virtual environment with Zoom to support virtual learning and collaborative meetings for staff.
- PWCS hired an additional 34 technical support specialists during the 2020-21 school year, enabling each school to have full-time technical support.
- In 2021, Multi Factor Authentication was implemented for all staff and administration.

- In 2021, the "Say Something" Anonymous Reporting System (SS-ARS) was implemented for all staff, students, and administration to report serious concerns of unsafe behavior or threats of harm.
- In 2022, PWCS partnered with Paper to provide all students with unlimited tutoring, 7 days a week, at no cost to families.
- In fall of 2023, PWCS will implement safety screening technology in all middle, high and nontraditional schools.

Major Awards 2019-23

- Leadership in Greener Purchasing Award, 2022
- The Virginia Restaurant, Lodging, and Travel Association Education Foundation (VRLTAEF) Prostart Educator Excellence Award, 2022
- The National Alternative Education Association (NAEA), Exemplary Practices Model School, 2022
- The Foundation for Korean Language and Culture (FKLAC) Ailee Moon Award, 2021
- Sports Turf Managers Association award for Field of the Year, 2021
- George Mason University (GMU) Schar School of Policy and Government's Regional Elected Leaders Initiative (RELI) Northern Virginia Leadership Award, 2021
- Virginia Association of Science Teachers (VAST) Recognition in Science Education (RISE) award, 2021
- Distinguished Purple Star Schools, 2018-23
- Virginia Council on Economic Education (VCEE) Virginia Outstanding Economic Educator of the Year, 2021
- U.S. Department of Education National Blue Ribbon School award, 2021, 2022
- U.S. Department of Education Green Ribbon School award, 2022, 2023
- American Heart Association (AHA) top fundraiser in Virginia, 2017-23
- Virginia Association for Teachers of Family and Consumer Science (VATFACS) Outstanding Administrator and Outstanding New Teacher Awards, 2020-21
- The National Parent Teacher Association School of Excellence, 2021
- Virginia School Boards Association (VSBA) "Academy Awards", 2021
- Virginia Technology and Engineering Education Association's (VTEEA) Teacher of the Year awards, 2020-21

Executive Summary

- Virginia Board of Education Exemplar Performance Awards, 2009, 2011, 2015-21
- American School Counselor Association (ASCA) Recognized ASCA Model Program (RAMP) designation, 2021-22
- National Association of Music Merchants (NAMM) Best Communities for Music Education, 2020-21, 2022-23
- Advanced Placement (AP®) Computer Science A (CSA) Female Diversity Award, 2021
- U.S. Department of Education’s Green Ribbon (ED-GRS) School District Sustainability Award, 2021, 2022
- Meritorious Budget Award, Association of School Business Officials, Fiscal Years 1997-23
- Microsoft Showcase School, 2020-21
- Government Finance Officers Association (GFOA) Certificate of Achievement for Excellence in Financial Reporting, Fiscal Years 2002-22
- Field of Excellence Awards winner, 2020
- Virginia School Boards Association Green Schools Challenge winner, 2020
- International Society for Technology in Education (ISTE) Distinguished District Award, 2020
- Virginia Association of School Librarians (VAASL) Administrator of the Year Award, 2020
- Ranked 11th in Forbes’ list of Best Employers, 2020
- Achievement of Excellence in Procurement Award, 2006-20
- National Association of Geoscience Teachers (NAGT) Award, 2020
- National American Civic Education Teacher Awards (ACETA), 2020
- National Association of Secondary Principals (NASSP) Digital Principal of the Year, 2020
- National Distinguished Principal, Virginia Association of Elementary School Principals, 1994, 2017-20
- Virginia Schools to Watch, National Forum to Accelerate Middle Grades Reform, 2004-05, 2007-20
- Food Service Director (FSD) magazine, Food Service Operation of the Year, 2019
- Virginia School Boards Association (VSBA) top honors in the annual Food for Thought competition in the category of Meal Access to Fight Hunger, 2019
- Virginia Society for Technology Coach of the Year Award, 2019
- Virginia Computer Science Teacher of the Year Award, 2019
- International DuFour Award, 2019
- Virginia Association of School Librarians Administrator of the Year, 2019
- Virginia Middle School Association, Master in the Middle Awards Teacher of the Year, 2019
- Award for Excellence in Elementary Science Instruction, Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST), 2019
- National Outstanding Assistant Principal, Virginia Association of Elementary School Principals, 2004, 2015-19
- Washington Post Principal of the Year, 2022
- Cambridge Assessment International Education Scholar Award with Merit and Scholar Award, 2022-2023
- National Neuroscience Research Award, 2023
- Cahn Distinguished Principals Fellowship 2023
- The Association of School Business Officials (ASBO), Certificate of Excellence (COE) in Financial Reporting 2002-22
- Virginia Tech College of Agriculture and Life Sciences Outstanding Undergraduate Alumni Award, 2023
- The Virginia Department of Wildlife Resources (DWR) named eight schools Virginia Naturally Schools, 2022
- National Association of ESEA State Program Administrators (NAESPA) 2022 National ESEA Distinguished School
- Virginia Association of School Social Workers (VASSW) 2023 School Social Worker of the Year for the Northern Region of Virginia and School Social Worker of the Year for the state of Virginia
- Distributive Education Clubs of America State Leadership Conference first place in Sports and Entertainment Marketing for the state of Virginia
- ACT American College Application Campaign (ACAC) School of Excellence Award 2022-23
- Nine schools awarded Virginia Music Educators Association (VMEA) Blue Ribbon Award 2023
- Project Lead the Way, Inc. (PLTW) Engineering Outstanding Teacher of the Year 2022-23
- Four schools awarded Project Lead the Way Distinguished Program Recognition 2022-23
- The Alliance for a Healthier Generation America’s Healthiest Schools, 2022, 2023
- Family, Career and Community Leaders of America (FCCLA) National High School award, 2022-23
- National NAACP Afro-Academic, Cultural, Technological, and Scientific Olympics (ACT-SO), Bronze Medal in Poetry Written Category – 2022-23

Report Prepared by:



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Table of Contents

Organizational Section (Pages 1-12)

Vision/Mission	1
Core Values	2
Our Commitments	5
School and Department Improvement Planning	7
Organization	8
Budget Cycle	9
Budget Planning	10
Budget Calendar	12

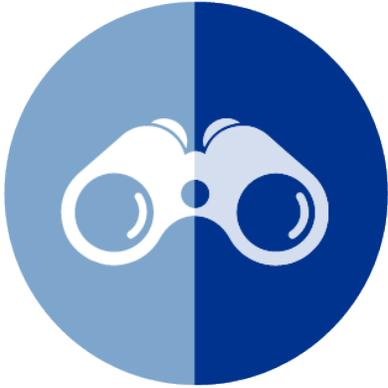
Financial Section (Pages 13-29)

Financial Organization	13
FY 2025 Operating Budget at a Glance	14
Operating Fund Revenue and Expenditures at a Glance	15
Revenues – Operating/Debt	16
Revenue Summary by Fund	18
Revenues – Other Funds	19
Operating Fund and Debt Service Fund Adjustments	20
Cost per Pupil.....	27
Fiscal Year Budget Comparison for All Funds	28
School Board Funds	29

Informational Section (Pages 30-39)

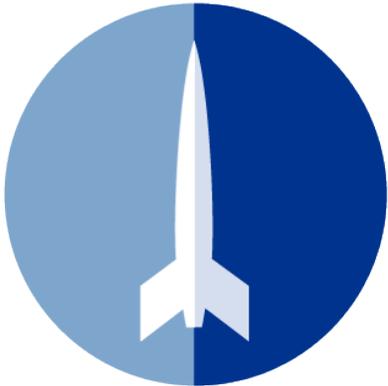
FY 2025 Trends and Forecasts	30
Local Taxes	34
Changes in Debt	35
Benchmark Data	36

Organizational Section



Vision

Every student will graduate on-time with the knowledge, skills, and habits of mind necessary to create a thriving future for themselves and their community.



Mission

- ▶ We serve as trusted partners in education with our students, families, and community.
- ▶ We prepare our students to be critical thinkers, responsible digital citizens, innovators and visionaries, resilient individuals, and global collaborators.
- ▶ We commit to inclusive practices and equity with an expectation of excellence from every student and employee every day.

Core Values



Equity

We strive to provide equitable opportunities and support for all students.



Inclusivity

We celebrate our diversity as a strength and welcome all students.



Innovation

We seek knowledge to create new and unique ideas to reach students.



Integrity

We trust that we do what is best for students through effective interpersonal relationships, dependability, and doing the right thing in all circumstances, even if no one is watching.



Resiliency

We believe in the process of adapting well in the face of adversity, solving problems, and coping with change and challenges.



Well-being

We take responsibility for the well-being of students' physical and mental health, and take measures to help students, families, and employees feel supported and protected, in order to thrive.

PWCS Profile of a Graduate

To ensure students have the habits of mind to create a thriving future for themselves and their community, every PWCS student will develop the knowledge and skills throughout their pre-K-12 experience to graduate with the following qualities:

Critical Thinker

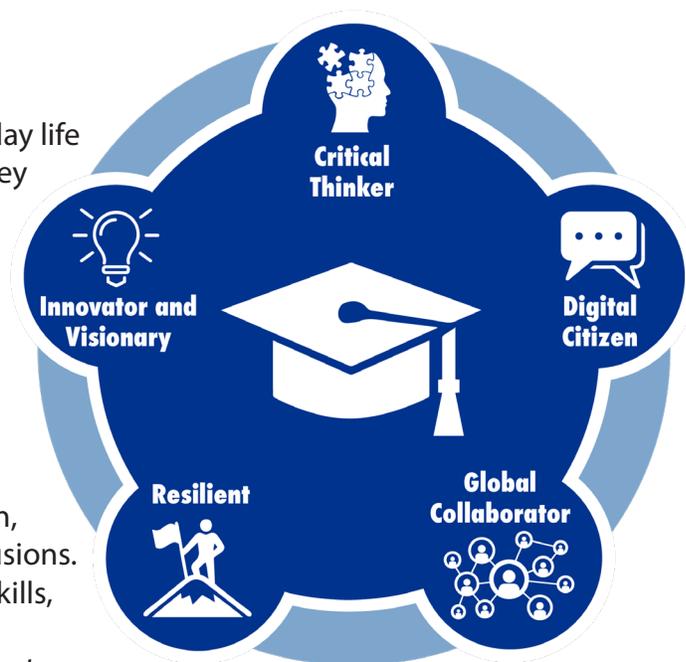


Persona:

A critical thinker applies knowledge to everyday life situations to make independent decisions. They view the world around them objectively and question ideas through an analytical lens to determine what is true.

Behaviors:

- ▶ Achieves and applies appropriate academic and technical knowledge.
- ▶ Uses critical reading skills to analyze, interpret, and evaluate.
- ▶ Utilizes scientific reasoning to question, observe, test, analyze and draw conclusions.
- ▶ Demonstrates productive workplace skills, qualities, and behaviors.
- ▶ Influences and communicates through strong written and verbal skills.
- ▶ Connects ideas, trends, and current events through an understanding of diverse historical contexts.



Digital Citizen



Persona:

A digital citizen uses information technology to better the world around them. They can utilize technology ethically and safely to gather data and information and apply critical thinking to make informed choices. A digital citizen engages online responsibly and ethically in society and government.

Behaviors:

- ▶ Constructs knowledge through critical and analytical use of technology.
- ▶ Uses digital tools to explore and exchange ideas safely and responsibly.
- ▶ Manages a healthy balance between online and real-world lives.
- ▶ Employs ethics, empathy, and understanding in digital experiences.

Innovator and Visionary



Persona:

An innovator and visionary brings a sense of hope, creative thinking, and encouragement to solving the problems facing society today and in the future. They have an entrepreneurial drive and a desire to make a positive difference.

Behaviors:

- ▶ Demonstrates curiosity for life-long learning.
- ▶ Aligns knowledge, skills, and personal interests with career opportunities.
- ▶ Contributes to solutions that benefit the community, country, and world.
- ▶ Understands global challenges and the ability of the individual to affect change.
- ▶ Promotes sustainability and responsible environmental innovative practices.

Resilient



Persona:

A resilient person feels confident in their ability to manage their own lives and manage setbacks that may occur. A resilient person has the skills to overcome obstacles and adapt well in the face of adversity, trauma, tragedy, threats, or significant sources of stress.

Behaviors:

- ▶ Believes in their self-worth and has confidence in their own abilities.
- ▶ Demonstrates empathy, compassion, and respect for others.
- ▶ Applies healthy habits and coping strategies to persevere in the face of adverse circumstances.
- ▶ Develops connected networks of support.

Global Collaborator



Persona:

A global collaborator views themselves as citizens of their county, country, and of the world. They value different perspectives and viewpoints and work in collaboration with others. They view diversity as a strength and seek first to understand, then be understood.

Behaviors:

- ▶ Acknowledges the importance and seeks out the value of diversity of opinion, experience, thought, and background.
- ▶ Seeks culturally divergent experiences in all subjects including art, music, and language.
- ▶ Engages in constructive dialogue and debate of local, national, and global issues.
- ▶ Demonstrates the ability to work within groups to achieve goals both in-person and virtually.

Our Commitments

From the beginning, this Strategic Plan was built around key themes, which have been refined into the commitments PWCS is making to all students, families, and the community.

1 Learning and Achievement for All is our most critical commitment—it represents our promise to provide academic excellence for all.

- ▶ PWCS will provide equitable opportunities for all students to achieve at high levels.
- ▶ PWCS will prepare all students for post-secondary education and the workforce.
- ▶ PWCS will prepare all staff members to support and challenge all students.

2 Positive Climate and Culture is our promise to provide a welcoming, supportive, and safe environment for teaching and learning; this environment will facilitate the academic journey for students.

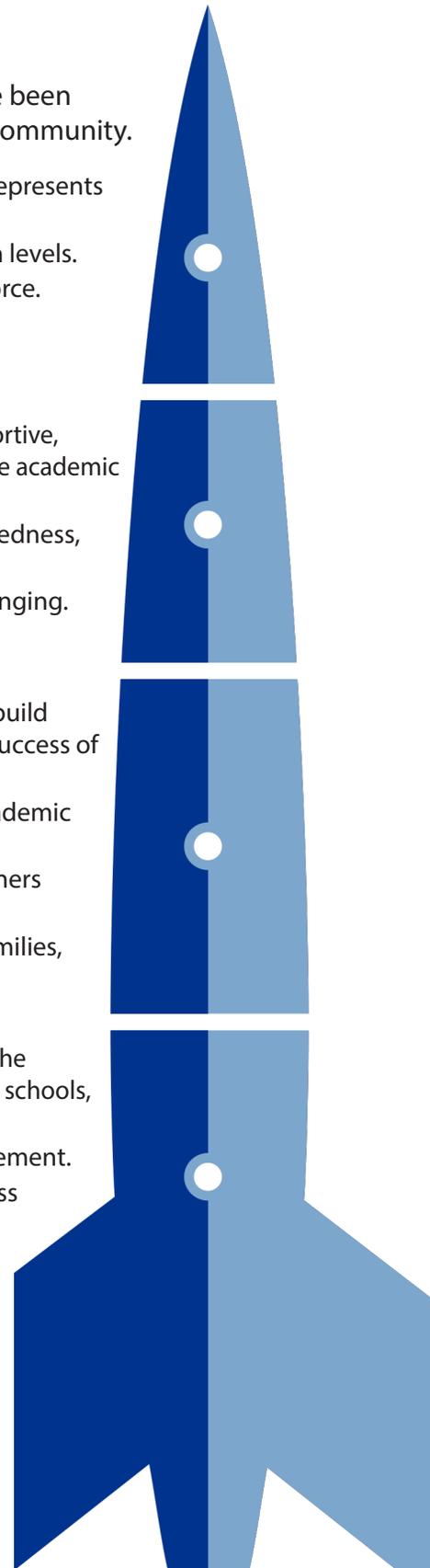
- ▶ PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all.
- ▶ PWCS students and staff will feel supported and have a strong sense of belonging.
- ▶ PWCS facilities will be welcoming, safe, and sustainable.

3 Family and Community Engagement represents the commitment to build collaborative, meaningful partnerships and trusting relationships to foster the success of all students.

- ▶ PWCS will engage families as authentic partners in education to support academic progress.
- ▶ PWCS will work collaboratively with community agencies and business partners to support strategic initiatives.
- ▶ PWCS will ensure honest, transparent, and two-way communication with families, schools, and the community to foster trusting relationships.

4 Organizational Coherence represents the conscious commitment to align the entire school division as one team, united in a singular commitment to support all schools, students, and families.

- ▶ PWCS will create systemic structures for strong cycles of continuous improvement.
- ▶ PWCS will remove barriers to communication to facilitate collaboration across offices, schools, and families in the spirit of customer service.
- ▶ PWCS will ensure that our strategic priorities are driving our investments.
- ▶ PWCS will work toward convergence, operating as a unified school system with shared accountability for school and division goals.



PWCS Strategic Plan Commitments

Our Strategic Plan Commitments are grounded in the core values (Equity, Inclusivity, Innovation, Integrity, Resiliency, and Well-Being) that were identified by a wide range of stakeholders. These commitments are fueled by the concepts of listening, engaging, equalizing, and extending better targeted support mechanisms to lift all students toward success. We plan to initiate meaningful and quantifiable change in our approach to training staff, supporting students at all levels, and forging stronger bonds within the corporate and local community and our families, in keeping with each of our identified values. Teachers will be empowered with improved technology, centralized division support, and a curriculum platform built on unified curricula tracking and textbooks/learning materials, more/improved standardized grading and attendance tracking, and professional skill enhancement offerings.

To support academic excellence for all, students will be taught at, and elevated to, the levels both expected of and equal to their capabilities. Students with diverse learning needs will encounter new creative academic formats and supportive networks. Students will have expanded access to challenging options to prepare them for life after high school. Students at all levels will benefit from intensive and motivating tutoring, extended learning opportunities, social-emotional supports, and family involvement initiatives that will enhance each student's feeling of social/emotional well-being and positive academic outlook.

Families will be encouraged to continue to support and become more engaged in their student's school endeavors. Interactive gatherings, immediate communications, and listening/thought sharing sessions will expand. PWCS families will become an extended level of support, understanding, and resource for our students.

Through intentional school partnerships, business and community agencies will become stronger partners in the educational experience; they will also benefit from valuable interactions with students through work-based learning, internships, and targeted career experience opportunities. These partnerships are essential to forging the bonds between students, teachers, educational leaders, and families—they will collaboratively determine how skills best transfer from the classroom toward higher education, the office or workspace, and our greater community.

Finally, PWCS commits to moving toward organizational coherence so that students, families, staff, and the community truly see PWCS as one unified school system, rather than a collection, or system, of individual schools. Aligning the strategic and continuous improvement efforts of all schools and departments, providing excellent customer service, removing communication barriers, and ensuring that the PWCS budget is driven by the priorities identified in this Strategic Plan are all ways PWCS will elevate the educational experience for all stakeholders.

PWCS schools, as a foundation for our community, will continue to prepare students to be the citizens and leaders of tomorrow who will create thriving futures for themselves and their communities. The goals set forth under each commitment are aspirational goals to achieve by 2025. The strategies lay out the trajectory for the journey to achieve those goals through the manifestation of our core values of excellence, integrity, and equity.

School and Department Improvement Planning

PWCS is proud of the Vision 2025 Strategic Plan, serving as a north star for schools and departments. Anchored in the vision, mission, and divisionwide key commitments the Continuous Improvement (CI) process is pivotal for organizational coherence, impacting instructional practices and boosting student achievement. Since 2021, the Continuous Improvement process has evolved through intentional feedback and reflection. The PWCS Logic Model for Continuous Improvement ensures common language, competence building, and relevance for schools and central offices to align to the divisions goals and strategic initiatives. Collaboration is key – the process has become essential involving the Level Associate, CI Coach, and central office staff. The Continuous Improvement Coach’s role is crucial in supporting schools and division leaders through the process, emphasizing the interdependence of each logic model component.

The PWCS Continuous Improvement Coaching Team, consisting of a supervisor and five coaches, aligns efforts with the Vision 2025 Strategic Plan. Their focus includes developing, aligning, implementing, and monitoring 140 continuous improvement plans for schools and departments, fostering organizational coherence. In SY 23-24, PWCS partnered with 806 technologies, launching Plan4Learning. This platform enhances transparency, allowing schools and departments to monitor and document CI Plan progress effectively. The implementation and focus on continuous improvement throughout the division has increased accountability and collaboration at each level of leadership, with ongoing formative reviews and formal progress monitoring at the school and central office levels throughout the school year. Data collection and analysis have become a focal point for school leaders positively impacting the depth of discussions and actions around student needs.

Organization

To focus on meeting the needs of its projected 92,105 students, while managing 100 schools and centers, PWCS is an efficient and well-managed organization of more than 12,000 employees.

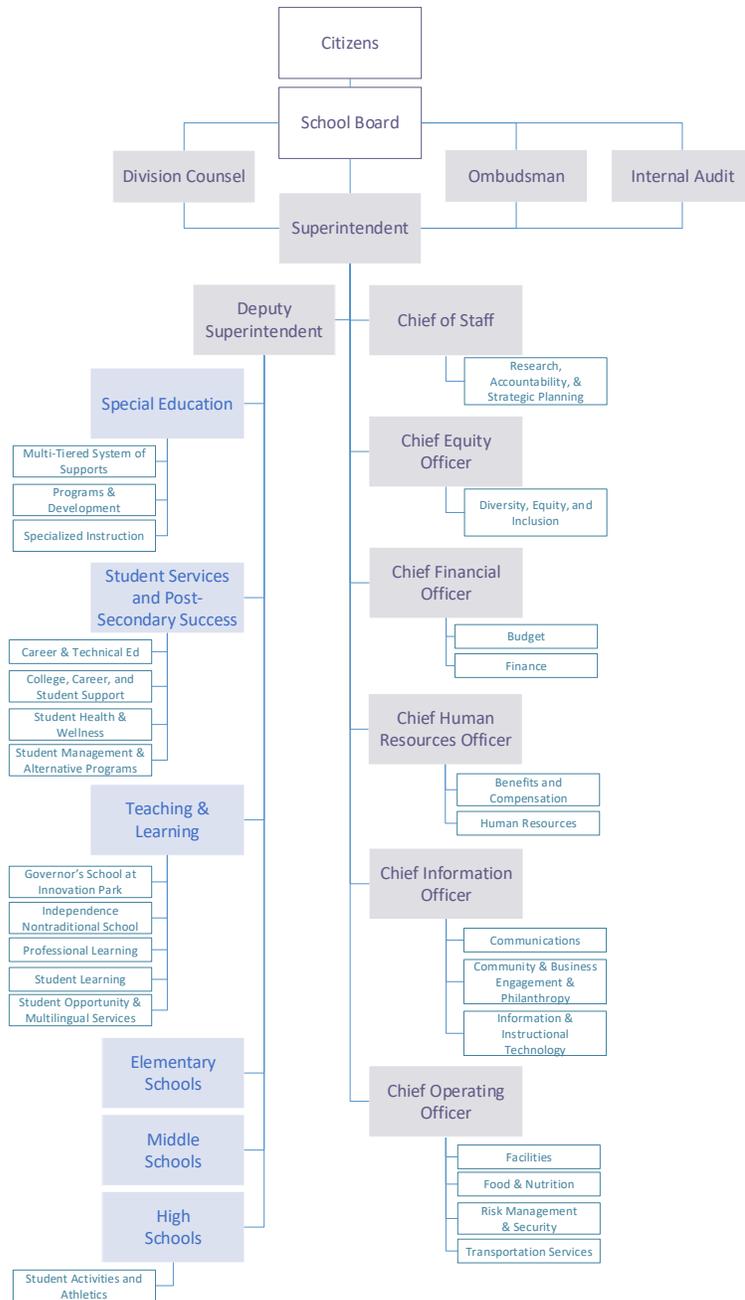
The authority of the Prince William County School Board derives from the statutes of Virginia and the regulations of the Virginia Board of Education. The School Board is charged with providing and operating Prince William County schools. The School Board's function is to set general school policy and, within the framework of State Board regulations, to ensure the proper administration of the County's school program. The school division encourages residents to attend School Board meetings and public hearings.

The citizens of Prince William County elect eight School Board members for four-year terms; one member represents each of the county's seven magisterial districts, with a chairperson serving at large. The school division pays School Board members a salary of \$26,540, with an additional \$2,000 for the chairperson. The term for existing members expires December 31, 2027. The Student Advisory Council selects a student representative(s) for a one-year term, who sits with the Board at all public meetings and participates in discussions, but does not vote.

The Superintendent works closely with the Deputy Superintendent and Executive Cabinet members to oversee the day-to-day operations of the schools and support services. Principals and support department heads report to the Executive Cabinet for their respective areas.

The school division operates under a site-based management philosophy. Schools and departments have significant authority to plan and budget resources to meet the division's goals and objectives. Each school and department is accountable for successfully meeting goals and objectives.

This budget includes additional staffing to better focus on the needs of the students of Prince William County. Additional staffing is discussed later in this document.



Budget Cycle

State Law

Per Code of Virginia 22.1-93, the governing body of a county and the governing body of a municipality shall each prepare and approve an annual budget for educational purposes by May 15 or within 30 days of the receipt by the county or municipality of the estimates of state funds, whichever shall later occur. Upon approval, each local school division shall publish the approved annual budget in line item form, including the estimated required local match, on the division's website, and the document shall also be made available in hard copy as needed to citizens for inspection.

The Superintendent of Public Instruction shall, no later than the fifteenth day following final adjournment of the Virginia General Assembly in each session, submit estimates to be used for budgetary purposes relative to the Basic School Aid Formula to each school division and to the local governing body of each county, city and town that operates a separate school division. Such estimates shall be for each year of the next biennium or for the then next fiscal year.

Per Code of Virginia 22.1-92, it shall be the duty of each division superintendent to prepare, with the approval of the school board, and submit to the governing body or bodies appropriating funds for the school division by the date specified in § 15.2-2503, the first day of April of each year, the estimate of the amount of money deemed to be needed during the next fiscal year for the support of the public schools of the school division. The estimate shall set up the amount of money deemed to be needed for each major classification prescribed by the Board of Education and such other headings or items as may be necessary.

Upon preparing the estimate of the amount of money deemed to be needed during the next fiscal year for the support of the public schools of the school division, each division superintendent shall also prepare and distribute, within a reasonable time as prescribed by the Board of Education, notification of the estimated average per pupil cost for public education in the school division for the coming school year in accordance with the budget estimates provided to the local governing body or bodies. Such notification shall also include actual per pupil state and local education expenditures for the previous school year. The notice may also include federal funds expended for public education in the school division.

The notice shall be made available in a form provided by the Department of Education and shall be published on the school division's website or in hard copy upon request. To promote uniformity and allow for comparisons, the Department of Education shall develop a form for this notice and distribute

such form to the school divisions for publication.

Before any school board gives final approval to its budget for submission to the governing body, the school board shall hold at least one public hearing to receive the views of citizens within the school division. A school board shall cause public notice to be given at least 10 days prior to any hearing by publication in a newspaper having a general circulation within the school division. The passage of the budget by the local government shall be conclusive evidence of compliance with the requirements of this section.

Superintendent's Proposed Budget

The annual budget process commences in the fall of the preceding year with the establishment of a budget calendar that defines timelines including the dates and formats of staff meetings, dates of school and department budget submissions, work sessions, and the public hearings that lead to the final adoption of the proposed budget.

Staff prepares, for the School Board's consideration, a forecast that serves as a guideline for the Superintendent of Schools and the School Board in preparation of a proposed budget. A Joint Resolution between the School Board and the Prince William Board of County Supervisors (BOCS) supports the PWCS budget development process. In the resolution, the BOCS acknowledges the need for adequate local funding to support the operation of PWCS and the need for a commitment from both Boards to develop "five-year budget plans" to address major issues. Working cooperatively, the School Board and the BOCS agreed to develop and implement five-year budget plans. Under this agreement, the school division receives 57.23% of all general revenues available to the county each year. The Virginia Department of Education (VDOE) also supports the PWCS budget development process. In December, VDOE provides projected state revenues for the coming year based on projected student enrollment. Historical data and information available at the time of budget development provide support for the estimates of all other revenue.

The allocation of funds to schools and central departments to support budgets for staffing, benefits, materials, supplies, and equipment. The number and type of projected students are the basis for these allocations and delivered in the form of fixed and per-pupil allocations, replacement equipment allocations, and supplemental allocations for specific programs. Individual school and department budgets, as well as some central account budgets, comprise the expenditure component of the Superintendent's Proposed Budget.

The Construction Fund contains the budget for capital needs

for the coming year. The Capital Improvements Program (CIP) determines capital needs and the Technology Improvements Plan (TIP). Annually, the School Board reviews and approves the CIP. The Superintendent's Proposed Budget includes projects required to maintain or improve instruction. PWCS leadership presents the Superintendent's Proposed Budget to the School Board in early February.

School Board's Advertised Budget

The School Board meets with the Superintendent and departments during work sessions in February and March. As required by Virginia law, the School Board and Superintendent conduct a public hearing to obtain comments and recommendations from the public prior to April 1. The School Board presents its advertised budget to the BOCS.

Approved Budget

The BOCS holds budget work sessions and public hearings in conjunction with the School Board and appropriates a budget for the school division by the end of April. The BOCS and the School Board appropriate the budget either by total amount or by state determined categories. The BOCS has historically appropriated the school division's budget by total amount. The

School Board may make additional adjustments within fund totals until June 30. An approved School Board document for the fiscal year (July 1 – June 30) is then prepared, published, and distributed.

Budget Implementation

Once the BOCS adopts the budget, it becomes the basis for programs offered in each school and department during the fiscal year beginning on July 1. Fiscal accountability is at the budget appropriation code level. Budget holders may not expend or encumber more than the approved and appropriated budget authority. Financial and programmatic monitoring of department and school activities occurs throughout the year to ensure compliance. An amendment to the total amount requires approval from the BOCS via a resolution. Budget adjustments within individual funds do not require approval from the BOCS.

Budget Planning

Budget planning consists of two main components: Central Department Budget Planning and School Budget Planning.

Central Department Budget Planning

Shared resources, include the people, equipment, grants, and services housed and supervised by the central departments and used to directly service and benefit students and schools by central office staff. Examples of shared resources include itinerant art and music teachers, professional development, psychologists, and curriculum services.

The FY 2025 Central department budgets were developed through rigorous engagement between PWCS senior leadership and department leadership. FY 2025 department strategic investment requests identify critical initiatives, as identified by senior leadership and the Board to support the Strategic Plan, with the primary focus to direct as many resources as possible to schools and classrooms. Additionally, departments developed budgets with the goal of aligning with the division's four main commitments outlined in the Strategic Plan: Learning and Achievement for All, Positive Climate and Culture, Family and Community Engagement, and Organizational Coherence.

School Budget Planning

Schools receive funding allocations in February for the upcoming school year. To develop a school budget, the Budget Department provides each school with an estimate of the number and types of students to be accommodated, an estimated school resource allocation, a listing of average salaries for each classification of employees, a budget manual, and appropriate budget forms. Within the allocated resources, schools, in conjunction with the school advisory committee, must plan for providing each student with an appropriate educational opportunity based on the needs of each student.

How Resources are Allocated to Schools

- 1** Enrollment - PWCS allocates funding for staff based on enrollment. For instance, the allocation funds every school a principal and an assistant principal. Schools that have 500 or more students receive additional per pupil funding for assistant principals. Staffing for teachers is based on guidelines for class sizes established by division:
 - Kindergarten – Grade 3: 24:1
 - Grades 4 – 5: 25:1
 - Grades 6 – 8: 21:1
 - Grades 9 – 12: 21.3:1
- 2** Need - Next we differentiate allocations based on the needs of the students the school serves. Schools that have more students who are economically disadvantaged receive additional funding to lower class sizes and provide additional support and interventions. If a school has a higher population of English language learners, the school will receive additional funding to provide ESOL services. However, the process provides flexibility to principals to allow them to address the specific needs of their school community.
- 3** Programs - PWCS also allocates funding for staff and resources based on programs. If a school has a special education center, the allocation provides additional resources. It is important to note that the allocation of special education staffing is different and based on the needs outlined in each student's Individualized Education Program (IEP).

The Budget Department assembles school and central office budgets into a comprehensive school division budget to present for review and approval. Since allocations are based on projected revenues, if these revenues change during the budget process, necessary adjustments will occur.



Budget Calendar

For reference and planning purposes, below is a timeline outlining the budget process:

September–November	Budget holders submit analysis of strategic programs and critical needs
February (First Week)	Superintendent submits proposed budget to the School Board
February (First Week)	Budget holders receive allocations, projected student memberships, and budget materials to complete proposed budget
February (Mid-Month)	Public Meeting and Hearing on the proposed budget and Capital Improvements Program (CIP) Budget holders submit proposed budgets
March (Mid-Month)	Work session/mark-up session on budget. School Board approves budget and submits to the Board of County Supervisors
April (Last Week)	Final date for Board of County Supervisors to approve School Board budget
May (First Week)	Budget holders receive allocations, per approved School Board budget, in order to complete approved budgets
May (Second Week)	Budget holders submit their approved budgets
July 1	Beginning of Fiscal Year
October	Budget holders receive revised allocation based upon September 30 student membership Budget Department staff adjusts all budgets according to revised allocations



Financial Section – Financial Organization

The budgeting and accounting systems of PWCS are organized and operated based on self-balancing accounts, which are comprised of assets, liabilities, fund balances, revenues, and expenditures. The school division allocates and accounts for resources in individual funds based upon the purpose for which they are spent and the means by which spending activities are controlled. The school division has three major kinds of funds outlined below:

Fund Classification	Fund Type	Description	School Board Fund
Governmental Funds – account for operating and special activities.	Operating	The School Operating Fund is the primary PWCS fund and accounts for the revenue and expenditures necessary for the day-to-day operation of PWCS. This fund accounts for all allocated financial resources except those accounted for in another fund, as required.	001-Operating Fund
	Debt	The Debt Service Fund accounts for the transfers of funds, primarily from the county’s general fund, for the payment of general long-term debt principal and interest.	004-Debt Service Fund
	Capital Projects	The Construction Fund accounts for restricted or assigned financial resources used for the acquisition, construction, or repair of PWCS major capital facilities.	007-Construction Fund
	Special Revenue	Special Revenue Funds account for proceeds of specific revenue sources, other than major capital projects, in which expenditures are restricted or committed for a specified purpose.	010-Food and Nutrition Fund 018-Administration Building Cafeteria Fund 018-Facilities Use Fund 019-Student Activity Fund
Proprietary Funds – account for business type activities.	Enterprise	Enterprise Funds report any activity for which a fee occurs to an external user for goods or services.	024-School Age Child Care Program Fund 028-Aquatics Center Fund
	Internal Service	Internal Service Funds report any activity that provides goods or services to other funds, departments, or agencies of the primary government, or to other governments on a cost-reimbursement basis.	015-Distribution Center Fund 020-Imaging Center 022-Self-Insurance Fund 023-Health Insurance Fund
Fiduciary Funds – account for resources held for others by PWCS as a custodian or trustee.	Trust/ Custodial	Trust Funds are custodial in nature and do not involve measurement of results of operations.	025-Regional School Fund* 027-Governor’s School @ Innovation Park Fund

*In FY 2023, the Regional School Fund was closed out followed by a Northern Virginia Regional School Board resolution to dissolve the Northern Virginia Regional School Program. The remaining resources were moved to the Operating Fund.

FY 2025 Operating Budget at a Glance

Revenue Highlights

- Total operating revenue will increase by about \$131.0 million or 8.5%.
- County revenue to the Operating Fund will be about \$74.6 million more than FY 2024 for an increase of 10.6%.
- State revenue will be about \$55.6 million more than FY 2024 for an increase of 7.5%.
- Federal revenues reflect program estimates.

Expenditure Highlights

- 1,421 less K-12 students as compared to the FY 2024 approved budget.
- 80 more K-12 students as compared to the September 30, 2023 enrollment count.
- Start up costs for “Woodbridge Area” Elementary School scheduled to open August 2025.
- Start up costs for Occoquan Elementary School replacement scheduled to open December 2025.
- Inflation of 3% on supplies, equipment, and services.
- Compensation adjustments:
 - 6.1% average employee pay increase (Step plus scale adjustments).
 - 2.0% fiscal year 2024 mid-year scale increase continuation.
 - Health Insurance premium increase of 3%.
 - Adjustment for Supplemental Pay rates.
 - Adjustment for Substitutes/Temporary Pay rates.

New Resources

Commitment 1: Learning and Achievement for All

- 125.0 FTE Special Education Teacher Assistants
- 23.0 FTE Kindergarten Teacher Assistants
- 15.5 FTE Reading Specialists
- 10.0 FTE Elementary Administrative Interns
- 7.0 FTE Diagnosticians
- \$4.4 million for teaching software maintenance

Commitment 2: Positive Climate and Culture

- 5.0 FTE Social Workers
- 5.0 FTE Community Safety Officers
- 2.0 FTE Dispatchers at Security Operations Center
- \$3.2 million to fund international faculty
- \$2.6 million to fund magnetometer lease, implementation
- \$1.0 million for magnetometer staffing supplements
- \$1.4 million to fund IEP case management stipends
- \$0.5 million for 10 contracted School Security Officers

Commitment 3: Family and Community Engagement

- 1.0 FTE Social Worker, Global Welcome Center
- 1.0 FTE Parent Liaison, Global Welcome Center

Commitment 4: Organizational Coherence

- \$0.6 million to support Assistant Directors of Student Activities (0.4 FTE at each high school)
- 4.0 FTE Data Analysts
- 3.0 FTE Bus Service Attendants
- \$0.8 million to replace 800 Mhz radios (school buses)
- \$0.5 million for bus driver sign-on and referral bonuses

Operating Fund at a Glance

	FY 2024	FY 2025	Change	Percent
County	702,475,165	777,047,876	74,572,711	10.6%
State	745,402,904	801,026,874	55,623,970	7.5%
Federal	42,380,640	46,001,633	3,620,993	8.5%
Other	8,307,931	5,510,582	(2,797,349)	(33.7)%
Beginning Balance	33,887,303	33,887,303	0	0.0%
Total	1,532,453,943	1,663,474,268	131,020,325	8.5%

“This budget includes a 6.1% average employee pay increase (Step plus scale adjustments)”

Operating Fund Revenue and Expenditures at a Glance

County Transfer: Primarily includes real estate, personal property, BPOL, utility, and local sales taxes.

State Aid: Primarily includes Standards of Quality funding.

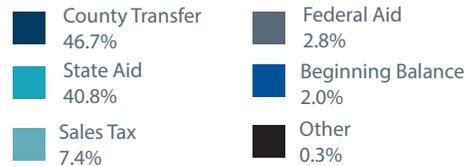
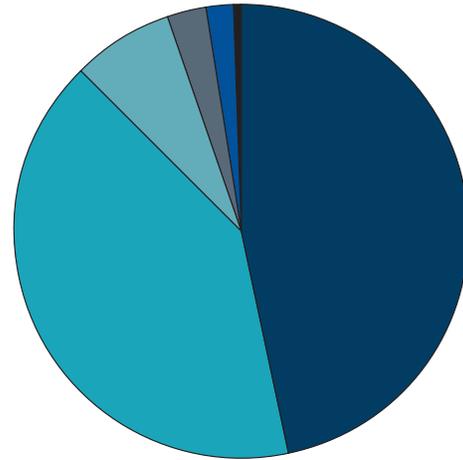
Sales Tax: One and one-eighth cent of the state sales tax designated for education

Federal Aid: Includes Impact Aid, IDEA, and categorical grants.

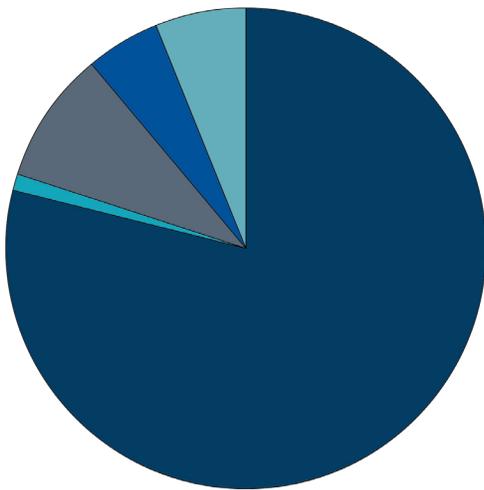
Other: Includes student fees and out-of-county tuition.

Beginning Balance: Includes funds set aside in prior years to support ongoing reserve funds.

Where it Comes From



Where it Goes



Instruction: Includes costs associated with providing instructional programs.

Transportation: Includes bus driver salaries, replacement buses, new buses, bus operations, and maintenance.

Facilities Services: Includes costs related to the operation and maintenance of school buildings and equipment.

Central Support: Includes costs associated with support services for finance, personnel, information technology, purchasing, and central administration.

General Reserves: Includes funds set aside for unanticipated costs.

Source: FY 2024 PWCS Adopted Budget

Revenues – Operating/Debt

Operating Fund & Debt Service Fund

	FY 2024	FY 2025	Change	Percent Change
County	811,438,621	890,896,438	79,457,817	9.8%
State	745,402,904	801,026,874	55,623,970	7.5%
Federal	42,380,640	46,001,633	3,620,993	8.5%
Other	9,307,931	7,839,061	(1,468,870)	(15.8)%
Beginning Balance	33,887,303	33,887,303	0	0.0%
TOTAL	1,642,417,399	1,779,651,309	137,233,910	8.4%

PWCS receives revenue to support the Operating and Debt Service Funds from three primary sources: funds transferred by the BOCS, state aid, and federal aid. Additionally, adult education, other fees, and nonresident tuition accounts for a small amount of revenue. PWCS does not have taxing authority.

In FY 2025, PWCS projects to receive approximately \$1.8 billion to support the school division’s Operating and Debt Service Funds. This represents an increase of about \$137.2 million or 8.4% more than budget estimates for FY 2024.

County Funds

\$890.9 million; \$79.5 million more (9.8%)

Real property, personal property, BPOL, utility, and local sales taxes are the primary revenue sources for Prince William County. The BOCS approves a transfer to PWCS to finance much of the Operating Fund and the payment of debt service. Through a joint resolution, the School Board and BOCS agree that the school division receives 57.23% of the general revenues available to the county. The Code of Virginia, section 22.1-92 states: It shall be the duty of each division superintendent to prepare, with the approval of the school board, and submit to the governing body or bodies appropriating funds for the school division, by the date specified in § 15.2-2503, the estimate of the amount of money deemed to be needed during the next fiscal year for the support of the public schools of the school division. The requested county transfer to the school division will be approximately \$890.9 million with \$777.0 million to support the Operating Fund. The remaining \$115.2 million is for the Debt Service Fund to pay debt service for previous and new school construction and other capital improvements.

State Aid

\$801.0 million; \$55.6 million more (7.5%)

State revenue includes two forms of funding: state aid and sales tax. State aid includes funding for basic aid to support the Standards of Quality (SOQ) and categorical aid for special programs and initiatives. Since the state operates under a biennial budget, state aid is generally calculated for a two year period. FY 2025 is the first year of the biennium and; therefore, adjustments are made resulting from the re-benchmarking process as well as for changes in enrollment. In the first year of a biennium, state revenue adjustments include updating SOQ amounts to reflect the prevailing costs for providing these services. State funding usually increases significantly in the first year of the biennium, while second year increases are generally limited to funding additional students.

In the first year of the 2024-2026 Biennial Budget (FY 2025), PWCS will receive about \$801.0 million in state funding, an increase of \$55.6 million. About \$122.5 million of this amount is the school division’s share of the one and one-eighth percent sales tax collected to support public education.

For years, the state attempted to distribute aid to education equitably by recognizing that some localities are more able to fund education than are others. This approach, known as equalization, applies a factor to adjust a locality’s state aid reimbursement to reflect the locality’s ability to pay for education. The factor, called the Local Composite Index (LCI), is calculated using three indicators of a locality's ability-to-pay: (1) true values of real estate and public service corporations as reported by the State Department of Taxation for the calendar year of 2021 (50%), (2) adjusted gross income for the calendar year 2021 as reported by

Executive Summary

the State Department of Taxation (40%); and (3) the sales for the calendar year 2021 which are subject to the state general sales and use tax, as reported by the State Department of Taxation (10%). Each constituent index element for a locality is its sum per March 31 ADM, or per capita, expressed as a percentage of the state average per March 31 ADM, or per capita, for the same element. Those school divisions with a low LCI receive the greatest amount of state aid per pupil while those with a high index receive less state support. The state minimum LCI is 0.2000 and the maximum is 0.8000. It is important to note that every school division, even the poorest, significantly exceeds the state minimum SOQ program requirements. PWCS' ability to pay education costs fundamental to the Commonwealth's Standards of Quality decreased from .3739 to .3631 for the 2024-2026 biennium. This means Prince William County must pay about 36.3% of the cost of the minimum educational program set by the state SOQ. This change in LCI translates to an increase in funding to PWCS of approximately \$9.5 million.

Federal Aid

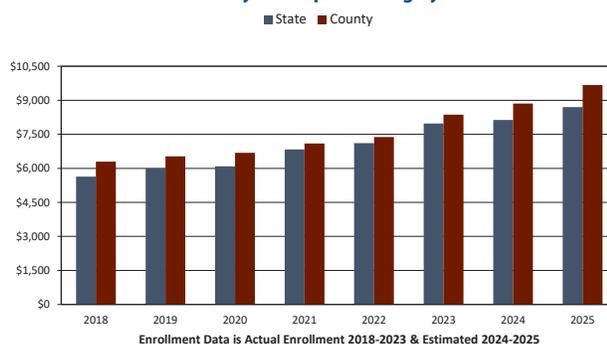
\$46.0 million; \$3.6 million more (8.5%)

Federal aid derives from various entitled federal programs, specific grants, and Impact Aid. With the exception of Impact Aid, federal revenues are generally categorical and expended for specific purposes according to established statutes and regulations. Federal funds supplement the costs of providing instructional services for students in vocational education, adult education, special education, and programs for educationally and/or economically disadvantaged students. In FY 2025, PWCS will receive about \$46.0 million in "traditional" federal funding. This represents an increase of about \$3.6 million in federal grants for specific programs. The basis for an increase in federal funding is from program estimates.

PWCS received approximately \$230.0 million in COVID-19 Relief Funding from the CARES Act, CRRSA, and ARPA. This funding supports human and material resources to address unfinished learning (during the school day, before and after school, and summer), professional learning for professional educators and instructional leaders, social-emotional supports, and mental health healing professionals and resources, resources for Center for Disease Control (CDC) and Virginia Department of Health (VDH) recommended ongoing health mitigation measures, and student transportation (social-distancing) measures, all related to COVID-19. These funds were budgeted and appropriated in FY 2022 and 2023. Unobligated balances

will carry over into FY 2025 through a separate resolution. The last date to encumber ESSER funds is September 30, 2024. The last date to encumber the HVAC funding under the Coronavirus State and Local Fiscal Recovery Funds is December 31, 2024.

State and County Per Pupil Funding by Fiscal Year



Other Revenue

\$7.8 million; \$1.5 million less (15.8%)

FY 2025 projects about \$7.8 million in available revenues from various other sources. These sources include fees for student parking, tuition for adult education classes, investment income, revenue from small grants and awards, savings from the prior year, and some revenues related to debt service.

Because of the time lapse between the sale of construction bonds and the actual expenditure of the proceeds from the sale, investment interest is earned on the bond proceeds and placed in a capital reserve fund. About \$1.0 million in interest from school construction bonds is available to offset the payment of debt service in FY 2024.

The budget also includes \$2.5 million in an undistributed category. This provides budget capacity for revenue from various unbudgeted grants that individual schools or the school division might receive during the fiscal year.

There is a budgeted beginning balance of \$33.9 million. The division saved these funds from prior years. The school division's Five-Year Plan manages the budget impact of these one-time funds, and their impact on revenues in future budgets. These revenues help support reserves representing about 2% of the approved operating budget and are the only funds available to cover student membership increases greater than projected or unexpected revenue shortfalls. This budget has no other increases in general fees and does not add additional fees to support budget reductions.

Revenue Summary by Fund

The table below shows revenues budgeted by fund with actual values for 2022-23, approved values for 2023-24, and proposed values for 2024-25 for comparison. Revenue by source is shown for the Operating and Debt Service Funds.

Fund	FY 2023 Actual	FY 2024 Approved	FY 2025 Proposed	Increase/Decrease
OPERATING				
County	657,152,362	702,475,165	777,047,876	74,572,711
State	729,052,394	745,402,904	801,026,874	55,623,970
Federal	103,626,177	42,380,640	46,001,633	3,620,993
Local	12,876,804	5,807,931	3,010,582	(2,797,349)
Beginning Balance	0	33,887,303	33,887,303	0
Undistributed	0	2,500,000	2,500,000	0
TOTAL OPERATING	1,502,707,737	1,532,453,943	1,663,474,268	131,020,325
DEBT SERVICE				
County	107,660,630	107,445,640	113,848,562	6,402,922
Other	1,308,388	1,517,816	1,328,479	(189,337)
Transfers In	1,436,039	1,000,000	1,000,000	0
TOTAL DEBT SERVICE	110,405,057	109,963,456	116,177,041	6,213,585
Construction	141,264,898	511,850,479	8,417,493	(503,432,986)
Food & Nutrition	51,024,523	53,500,000	64,670,795	11,170,795
Distribution Center	5,961,226	5,000,000	5,500,000	500,000
Facilities Use	866,717	1,177,478	1,263,712	86,234
Imaging Center	766,487	556,878	669,720	112,842
Self-Insurance	8,084,913	6,456,984	7,585,057	1,128,073
Health Insurance	127,132,608	133,220,808	137,006,037	3,785,229
Regional School	(69,351)	0	0	0
SACC Program	548,332	550,000	600,000	50,000
Governor's School	1,599,438	1,655,102	1,748,722	93,620
Aquatics Center	2,090,807	2,134,619	2,517,400	382,781
Student Activity	12,682,596	15,656,000	15,656,000	0
TOTAL ALL FUNDS	1,965,065,988	2,374,175,747	2,025,286,245	(348,889,502)

Revenues – Other Funds

The Debt Service Fund derives its revenues from several sources. The primary source of revenue is from the County transfer. Other county revenue includes revenue credits associated to federally subsidized debt such as Build America Bonds (BABS) and Qualified School Construction Bonds (QSCBS). There is also a \$1.0 million a year transfer in from the capital reserve in the Construction Fund to the Debt Service Fund. Total revenue budget for FY 2025 is \$116.2 million, a \$6.2 million increase over FY 2024.

The Construction Fund can have large swings in revenues (and expenditures) that are a result of timing of projects and the sale of debt. There are two primary sources of revenue to this fund, bond proceeds from the sale of debt and transfers in from the Operating Fund (cash to capital). As a result, delays and timing of construction, the FY 2025 budget will decrease by \$503.4 million over FY 2024. This is consistent with the FY 2025-29 CIP.

Food & Nutrition Fund revenue comes from federal and state government subsidies as well as cafeteria food sales. In FY 2025, the budget is \$64.7 million, an \$11.2 million increase from FY 2024.

Revenues to the Distribution Center come from sales to internal users (schools and departments) and to a much smaller extent, external parties. The revenue budget for FY 2025 is \$5.5 million, an increase of \$0.5 million over FY 2024.

Facilities Use Fund revenues come from the rental of school facilities to external parties. This may include cafeterias, gymnasiums, auditoriums, and fields. The revenue budget for FY 2025 is \$1.3 million, a decrease of \$0.1 million from FY 2024.

Imaging Center Fund revenues come from charges to internal and external users and is self-supporting. In FY 2025, the revenue budget for the Imaging Center Fund is \$0.7 million, an increase of \$0.1 million from FY 2024.

The Self-Insurance Fund revenues consist of charges for services to other funds and a small amount from insurance claims and recoveries. FY 2025 budget is \$7.6 million, a \$1.1 million increase over FY 2024.

Health Insurance Fund revenue sources are payroll withholdings from employee pay and employer contributions for employee coverages. In FY 2025, the total revenue budget for the Health Insurance Fund is \$137.0 million, a \$3.8 million increase over FY 2024.

The School Age Child Care (SACC) Fund accounts for a before and after school program administered by a third party. This third party pays Prince William County Schools an administrative fee that the division then uses to staff a small office that acts as a liaison between the division and the third party. In FY 2025, the revenue budget is \$0.6 million, a \$0.1 million increase over FY 2024.

The Governor's School @ Innovation Park is a STEM school with enrollment of approximately 166 students from Manassas City Public Schools, Manassas Park City Public Schools, and Prince William County Public Schools. The fund receives its revenue support from the state and from local tuition payments. The FY 2025 revenue budget is \$1.7 million, up \$0.1 million from FY 2024.

The Aquatics Center is a facility on the campus of Colgan High School. This facility provides services to the school division and to the community at large. Revenues come from an Operating Fund transfer to the Aquatics Center Fund and from the sale of merchandise concessions, swim lessons, parties, and memberships. FY 2025 revenue budget is \$2.5 million, a \$0.4 million increase over FY 2024.

Finally, the Student Activity Fund accounts for monies received from school events such as field trips, fundraisers, and community use of facilities. In FY 2025, the revenue budget is unchanged at \$15.7 million.



Operating Fund and Debt Service Fund

Adjustment Changes from Approved FY 24 to Proposed FY 25

FY 2024 Approved Expenditures for Operating and Debt Service Funds		\$1,642,417,399
Expenditure Changes for FY 2025		
Baseline Adjustments		(3,182,285)
Baseline Adjustments, Elimination of One-Time Costs	(9,123,008)	
Readjust Holdback Allocation Reserve	2,105,749	
Adjustments in Grants & Self-Supporting Programs	3,834,974	
Compensation		70,874,743
Pay Raise 6.1% (Step + Scale Adjustment) plus 2% FY24 mid-year scale increase continuation	93,103,823	
Slippage in Compensation (Salary Vacancy Factor Plus Impact of Turnover)	(28,107,410)	
Virginia Retirement System (VRS)	(1,559,916)	
Group Life Insurance (GLI)	(1,450,234)	
Adjustment for Substitutes/Temporary Pay Rates	599,165	
Adjustment to Supplemental Pay Rates (per Study)	1,342,963	
Reclassifications	211,863	
Health Insurance Rate Adjustment	6,699,489	
National Board Certified Teacher (NBCT) Reimbursements	35,000	
New Students & Schools		20,924,979
Funding for Change in Students	20,322,431	
Start-Up Allocation - Occoquan ES Replacement	244,829	
Governor's School @ Innovation Park Tuition	357,719	
School Repairs & Renovations		5,819,939
Technology Improvement Projects (TIP) Funding	7,985,848	
Capital Improvement Projects (CIP) Funding	(2,165,909)	
New Resources		36,582,949
Commitment One: Learning and Achievement for All	17,071,267	
Commitment Two: Positive Climate and Culture	12,827,605	
Commitment Three: Family and Community Engagement	242,271	
Commitment Four: Organizational Coherence	6,441,806	
Net Change	131,020,325	
FY 2025 Projected Expenditures		\$1,779,651,309
FY 2025 Projected Revenues (Operating & Debt Service)		\$1,779,651,309
Estimated FY 2025 Surplus/(Deficit)		\$0
	Debt Service Fund	\$116,177,041
	Operating Fund	\$1,663,474,268

Baseline Adjustments

\$ (3.2) million

Baseline adjustments represent the costs of personnel, materials, equipment, and services to continue current programs and services in FY 2025. This normally includes increases in selected accounts for inflation, adjustments in other accounts to reflect the cost of doing business, and the elimination of nonrecurring costs budgeted in previous years.

Baseline adjustments include such items as updating schools for replacement equipment funding based upon the passage of another year, adjusting the K-3 class-size costs because of the change in the LCI, and school level staffing to remain in compliance with state staffing standards for Instructional Technology Coaches (ITC).

Inflation, Adjustments, and Replacements

The FY 2025 budget includes an increase of 3% to school and department budgets for inflation related to supplies, materials, and equipment. Funding is allocated to adjust for programmatic changes in replacement equipment and vehicles based on a 14-year schedule. This budget supports the replacement of 25 buses, 10 cars, and 37 trucks.

Grants and Self-Supporting Programs

Grants and self-supporting programs are required to operate within the revenues available for these programs. Adjustments to revenues for these federal, state, and locally funded programs will increase overall by about \$3.8 million in FY 2025. This is primarily due to increases in the Virginia Preschool Initiative, Head Start, Title I, Title VI-B, and SOL Algebra readiness grants offset by a decrease in summer school program funding. Overall, this budget includes about \$68.4 million in revenues and expenditures for grants and self-supporting programs.

New Students and Schools

\$20.9 million

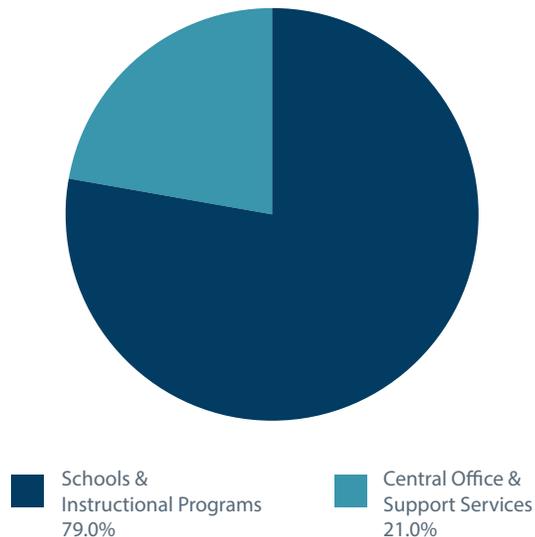
The FY 2025 budget includes a \$20.9 million net increase in allocations to schools and central support services to support the growth in early childhood special education, English learners, and K-12 special education programs.

In August 2025, the school division will open "Woodbridge Area" Elementary School. The Construction Fund Budget provides funds for outfitting this facility and addresses the capital needs of the new school. The school division provides initial operating funds for basic start-up costs such as staff (principal and finance specialist) to facilitate the opening of the school and assist with the purchase of textbooks, library books, and other consumable supplies.

The Debt Service Fund expenditures will increase by \$6.2 million from the FY 2024 Approved Budget. The increase is the difference between the debt service on bonds for new schools and renovations and the interest and principal retired on previous construction bonds and/or refunding of bonds.

Funding is included to support construction of "Woodbridge Area" and "Potomac Shores Area" Elementary Schools; Occoquan Elementary School replacement; additions at Occoquan Elementary School Pre-K Center, Washington-Reid Pre-K Center, The Nokesville School, Pennington Traditional School, and Global Welcome Center - Manassas; renovations at Cedar Point and Vaughan Elementary Schools, Graham Park Middle School, Ann Ludwig Pre-K, and the Potomac Transportation Center; fenestration improvements at Gar-Field and Woodbridge High Schools; HVAC enhancements at Tyler Elementary School, Rippon Middle School, and Gar-Field and Forest Park High Schools; LED upgrades at Gar-Field and Woodbridge High Schools; roof replacements at Bull Run Middle School; parking lot paving at Hampton Middle School and Freedom High School; and additional portable classrooms.

Expenditures
Instruction vs. Support



Source: FY 2024 PWCS Adopted Budget

Compensation

\$70.9 million Salaries

Historically, salary increases occur in order to remain competitive in the Northern Virginia job market. This includes adjustments to the salary scale in the form of cost-of-living increases and salary-step increases. The current average step increase for eligible employees is about 3.0% each year it occurs until the employee reaches the top of the salary scale. Less than 1% of employees are currently at the top of their pay scales.

This budget supports a 2.2% scale improvement and 3% step movement for teachers and administrators. Mid-career teachers with 12-18 years of experience will receive an additional 3% step movement. This budget also supports an overall scale enhancement and 3% step improvement for classified staff.

Summary of Fiscal Year 2025 Proposed Budget Compensation Initiatives

Teachers (Grade 12 Staff)	Classified (Support Staff Grades 1-11)	Administrators (Grades 13-22)
6.1% Overall average increase. Range: 5% - 9.1%	6% Overall average increase. Range: 3.2% - 9.2%	5.2% Overall average increase.
General Increase Scale Improvement: 2.2% Step movement: 3%	Step Improvement to 3% value for each step. Overall scale enhancements.	Scale Improvement: 2.2% Step movement: 3%
Mid-Career Adjustment Additional step movement of 3% for staff with 12-18 years experience. Total increase: 8.1% - 9.1%	Equalization of value between each pay grade.	

Several factors contribute to a “slippage” in the costs for providing step and salary scale adjustments each year. Slippage is the difference between the calculated cost of compensation and the actual cost. The Retirement Opportunity Program, salary placement policies, and the length of time positions are vacant all contribute to the actual cost for compensation being less than the calculated cost. Historically, the actual slippage in compensation has averaged about 3% of total compensation. The amount of slippage is also a function of the pay increases from the prior year. This means that \$27.0 million may reduce the effective cost for the pay raise.

Benefit Programs

In FY 2025, the average cost of benefits for a typical employee is about 40.36% of salary. The VRS rate is 16.44%, a 0.18% decrease from FY 2024. The VRS rate for the trades group and health care credit rate remain unchanged at 6.69% and 1.21%, respectively. The group life insurance (GLI) rate decreased by 0.16% to 1.18% in FY 2025.

PWCS has two health insurance carriers: Anthem and Kaiser. Three self-funded Anthem options (PPO Enhanced, PPO Core and Healthkeepers POS/HMO) are offered. PWCS offers a Kaiser HMO option on a fully insured basis.

Anthem’s self-insured health insurance costs are projected to increase by 9.2%. Three percent of the increase will be funded by employees and the remaining 6.2% will be absorbed by PWCS. Kaiser’s fully insured plan rate will increase by 11%. Three percent of the increase will be funded by employees and the remaining 8% will be absorbed by PWCS. It is important to note that Kaiser premiums will still be slightly less than Anthem premiums. For example, the Kaiser family HMO employee premium will be \$549.05 per month, an increase of \$15.99 per month and the Anthem HMO will be \$564.89 per month, an increase of \$16.45 per month.

School Repairs & Renovations

\$5.8 million CIP and Technology Improvement Projects (TIP)

The PWCS strategic plan includes a goal to implement a digital equity investment plan to equip and maintain consistent, high-quality technology support and digital learning tools, and provide one-to-one technology for students and teachers divisionwide. This aligns to the goal that all students graduate with the habits of mind of a digital citizen who uses information technology to better the world around them. All PWCS students should be empowered and educated to utilize technology ethically and safely to gather data and information and apply critical thinking to make informed choices. All PWCS students should be able to engage online responsibly and ethically in society and government.

PWCS is committed to digital equity for students and staff, equipping them with consistent high-quality learning tools in every classroom and for at-home teaching and learning as needed. In the spring of 2020, PWCS closed schools due to the world-wide COVID-19 pandemic. To rapidly support virtual teaching and learning, PWCS made substantial investments in technology for students and teachers by purchasing nearly 70,000 laptops. To maintain these investments and close equity gaps, PWCS centralized the management and purchasing of these assets, refreshing students’ and teachers’ devices at least every four years, and ensuring that interactive flat panels are five years old or less. PWCS will continue to support closing the homework gap by providing take home internet for those in need.

The TIP provides funding for the resource management, financial, operational, technical, and functional support for divisionwide IT applications and hardware. And, funding for information security, management, and operational support for the PWCS I-Net wide area network, technical, and functional support of the Enterprise Data Centers that are critical to delivering support to students, teachers, parents, and staff.

Executive Summary

The CIP includes the following projects funded by transfers from the Operating Fund:

Renovations

- Cedar Point Elementary School
- Graham Park Middle School
- Brentsville High School

Maintenance

- Roof Replacements
 - Sinclair Elementary School
 - Rippon Middle School
- Tennis Court Paving
 - Woodbridge Middle School
 - Lake Ridge Middle School
 - Potomac High School
- Classroom and office push button locks
 - Benton Middle School
 - Marstellar Middle School
 - Potomac Middle School
 - Forest Park High School
 - Gar-Field High School

- Elevator Rebuilds
 - Bennett Elementary School
 - Hylton High School
- HVAC Controls divisionwide
- HVAC Projects divisionwide
- Divisionwide Dust Collection
- Various Paving Projects
- Title IX Improvements
- Energy Infrastructure Improvement divisionwide
- Generator replacement at Osbourn Park High School
- Auditorium/Theater-technical equipment upgrades
- Indoor bleacher replacement at Unity Reed High School
- Motorized Partitions - repair and replacement



Executive Summary

New Resources

\$36.6 million

This budget identifies \$36.6 million for new resources and allocations to existing programs and services. The items associated with this funding are listed below in accordance with the division's four commitments outlined in the Strategic Plan.

Commitment One: Learning and Achievement for All	191.5 FTE	\$17,071,267
Teacher Assistants, Special Education, Pay Grade 4, 188-day	125.0	4,993,500
Kindergarten Teacher Assistant, Pay Grade 4, 188-Day	23.0	947,329
Reading Specialist, Pay Grade 12, 195-Day	15.5	1,720,496
Elementary Administrative Interns, Pay Grade 12, 200-Day	10.0	1,138,630
Diagnostician, Pay Grade 12, 195-Day (6.0 FTEs), 223-Day (1.0 FTE)	7.0	853,249
Technology Lab Teacher Assistant, Pay Grade 4, 188-Day (Innovation ES, Neabsco ES, & Cedar Point ES)	3.0	137,259
Technology Lab Teacher, Pay Grade 12, 195-Day (Innovation ES & Neabsco ES)	2.0	296,550
EXPLORE Teacher, Pay Grade 12, 200-Day	2.0	239,986
EXPLORE Teacher Assistant, Pay Grade 4, 188-Day	2.0	82,376
Coordinator, English Learner Counselor, Pay Grade 13, 223-Day	1.0	153,428
Gifted Teacher, Pay Grade 12, 195-Day (0.5 Piney Branch ES, 0.5 Chris Yung ES)	1.0	105,988
SAT Funding - Prep & School Day		598,887
Equal Opportunity Schools (EOS)		281,485
Speech - Contracted Services		200,000
Access for the Arts (Increase)		169,514
High School Counselor - Supplemental Pay		140,000
High School Equity Teams - Supplemental Pay		65,000
Psychology - Contracted Services		31,757
Naviance Services - Training & Support		30,000
Stock Albuterol and Chambers for Each School		17,699
Cosmetology Program Student Kits		16,000
Science Fair Supplements and Awards (Secondary)		1,600
IT Software Maintenance Contracts		4,405,720
Marketing for Human Resources for More Effective Recruiting		200,000
Math: Curriculum & Instructional Selection Committee Work		150,000
TeachTown (Software Training & Kits)		94,814
Commitment Two: Positive Climate and Culture	18.5 FTE	\$12,827,605
Social Worker, Pay Grade 12, 195-Day	5.0	609,965
Community Safety Officers, Pay Grade 6, 188-Day	5.0	296,939
Substance Abuse Specialist, Pay Grade 12, 223-Day	1.0	138,791
Custodian II, Pay Grade 3, 250-day (Innovation ES)	1.0	54,609
Magnetometer - Staffing Supplement & Lease, Implementation		3,611,835
International Faculty		3,233,145
\$1,000 IEP Case Management Stipend		1,367,165
(10) Contracted School Security Officers - Tricorps		500,000
VCU Teacher Residency Program		189,400
Nontraditional Sports - Crew and Bowling		212,560

Executive Summary

New Resources

(continued)

Teacher Assistant to Teacher Initiative		106,335
PWCS High Schools Centrally Funded Police		65,110
Federal Compliance Training		50,000
Unified Sports Supplement		45,000
School Child Protective Services Liaison		40,391
Extracurricular Funding (The Nokesville School)		29,687
Staff Funding for Football Games to Implement EVOLV Screening		16,640
Dispatchers, Security Operations Center, Pay Grade 11, 250-Day	2.0	250,673
Admin. Coordinator, Security Operations Center, Pay Grade 14, 250-Day	1.0	179,386
Teacher Residency, Administrative Coordinator, Pay Grade 13, 250-Day	1.0	168,760
Crisis Training Specialist, Pay Grade 9, 250-Day	1.0	142,508
Americans with Disability Act (ADA) Specialist, Pay Grade 11, 250-Day	1.0	125,336
Facilities Use Specialist, Pay Grade 9, 250-Day	0.5	57,254
Long-Term Leave Pool		500,000
HVAC Specialized Services Contract		400,000
Compensation & Classification Study		110,000
Truck - Generator Preventative Maintenance		99,159
Employee Retention & Engagement Survey with Admin. Coaching		76,800
Compost Hauler Fees		50,000
Recruitment Initiative Funding		40,157
School Security Officer - Uniform Inventory		35,000
Case Management System for Employee Relations, Family & Medical Leave Act, & ADA		25,000
Commitment 3: Family and Community Engagement	2.0 FTE	\$242,271
Social Worker, Pay Grade 12, 223-Day	1.0	133,792
Parent Liaison, Pay Grade 7, 200-Day	1.0	66,479
Family Engagement Series		35,000
Translation Software - License and Tech Support		7,000
Commitment 4: Organizational Coherence	22.7 FTE	\$6,441,806
Assistant Director of Student Activities, Pay Grade 12, 214-Day (0.4 FTE at each High School)	5.2	634,114
Data Analyst, Pay Grade 11, 250-Day	4.0	506,346
Bus Service Attendant, Pay Grade 4, 250-Day	3.0	174,799
Assistant Director, Transportation, Pay Grade 19, 250-Day	1.0	220,137
Labor Relations Manager, Pay Grade 18, 250-Day	1.0	216,804
Supervisor - Grants Development & Revenue Forecasting, Pay Grade 17, 250-Day	1.0	207,081
Admin. Coordinator, Budget, Pay Grade 14, 250-Day	1.0	179,387
Coordinator - Business Applications, Pay Grade 14, 250-Day	1.0	179,387
Senior Geographic Information System (GIS) Analyst, Pay Grade 14, 250-Day	1.0	179,387
Senior Budget Analyst, Pay Grade 13, 250-Day	1.0	168,760
Project Manager, Pay Grade 13, 250-Day	1.0	168,759
Records Management & Compliance Specialist, Pay Grade 8, 250-Day	1.0	107,051
Executive Admin. Assist II, Pay Grade 9, 250-Day (HS Associate)	1.0	106,050
Finance Specialist, Pay Grade 7, 250-Day	0.5	40,299

New Resources

(continued)

Cell Phone Centralization		991,869
Replacement Cycle for 800 MHz Radios		830,000
Adequacy in Budgeting		600,000
Driver Sign-On & Referral Bonus		477,000
Transportation Department Computers		244,520
Background Investigation Services		87,653
Public Facing Dashboard Buildout		74,175
Student Module - Records Request		20,000
Increase Flex Funding - Cabinet		18,028
Customizations for Plan4Learning		10,200
Total New Resources	234.7	\$36,582,949

800 MHz Radio Sinking Fund

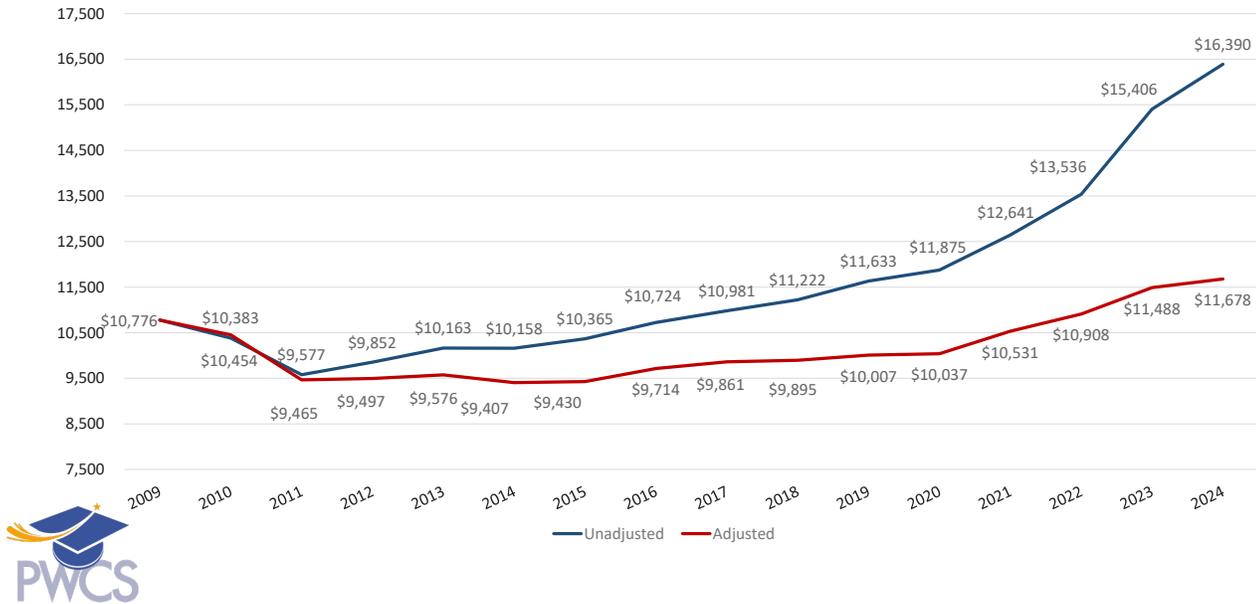
800 MHz Radios are used on all buses, by the security patrol, by community safety officers and Risk Management and Security staff during a crisis event. The support for the current radios purchased over 10 years ago is expiring. The FY 2025 approved budget supports \$830,000 to replace 150 portable radios and 330 mobile radios (for buses) in the final year of a three year project.

Cost per Pupil

The chart below shows both the change in PWCS' unadjusted cost per pupil and the inflation adjusted cost per pupil over the period 2009 to 2025.

The division experienced substantial increases in populations that require far more support than the general education population. These populations are economically disadvantaged students, students with special needs, and English language learner students. These students require more support which requires higher levels of funding.

Cost per Pupil Change Over Time (Unadjusted and Adjusted for Inflation)



Note: Cost per pupil amounts were calculated using a uniform formula developed by the Washington Area Boards of Education (WABE) committee for consistency among participating jurisdictions.

Fiscal Year Budget Comparison for All Funds

The table below includes the total budget by fund showing actual expenditure values for 2020-21, 2021-22, and 2022-23, approved expenditure values for 2023-24 and proposed expenditure values for 2024-25 for comparison.

Fund	Actual 2020-21	Actual 2021-22	Actual 2022-23	Approved 2023-24	Proposed 2024-25
Operating	1,160,925,019	1,297,879,353	1,459,700,643	1,532,453,943	1,663,474,268
Debt Service	108,665,492	111,222,147	109,333,327	109,963,456	116,177,041
Construction	119,429,347	125,059,769	125,366,094	511,850,479	8,417,493
Food & Nutrition	39,589,481	45,130,880	52,933,893	53,500,000	64,670,795
Imaging Center	470,305	583,344	642,452	556,878	669,720
Facilities Use	246,275	825,840	1,169,498	1,177,478	1,263,712
School Age Child Care Program	431,491	496,596	526,758	550,000	600,000
Distribution Center	4,779,755	4,996,807	5,486,525	5,000,000	5,500,000
Self-Insurance	7,019,096	6,013,700	6,517,557	6,456,984	7,585,057
Health Insurance	110,664,839	123,679,128	125,789,542	133,220,808	137,006,037
Governor's School @ Innovation Park	1,087,492	1,450,279	1,743,584	1,655,102	1,748,722
Regional School	537,228	0	3,248,740	0	0
Aquatics Center	1,018,623	1,493,343	1,910,322	2,134,619	2,517,400
Student Activity	2,754,117	9,192,909	11,540,080	15,656,000	15,656,000
Grand Total	1,557,618,560	1,728,024,095	1,905,909,015	2,374,175,747	2,025,286,245



School Board Funds

Other than the Operating Fund, the budget includes funds for the management of special activities and functions. The FY 2025 budget consists of thirteen funds under the control of the School Board.

Operating Fund

\$1,663,474,268; 13,170.0 positions

This fund provides for the day-to-day operations and maintenance of the schools and is funded primarily by county, state, and federal funds.

Construction Fund

\$8,417,493; 7.0 positions

This fund provides for all new facilities and most facility renovations and expansions. Funds are primarily from the sale of bonds.

Debt Service Fund

\$116,177,041; 0.0 positions

This fund pays principal and interest on bonds and loans sold to finance capital projects in the Construction Fund. The County transfer primarily supports this fund.

Food and Nutrition Fund

\$64,670,795; 677.12 positions

This fund provides for all Food and Nutrition's operating and administrative costs. Food sales and federal/state subsidies primarily support this fund.

Health Insurance Fund

\$137,006,037; 6.0 positions

This fund pays claims and related expenses for the health care program. The primary sources of revenue are employer contributions paid by the other funds and employee contributions deducted from employee pay on a semi-monthly basis.

Aquatics Center Fund

\$2,517,400; 7.0 positions

The Aquatics Center Fund tracks costs associated with the operation of the aquatics center located on the same site as Colgan High School.

Facilities Use Fund

\$1,263,712; 1.5 position

This fund accounts for revenues and expenditures collected from the use of schools by non-school organizations. Building rental fees support this fund.

Governor's School @ Innovation Park

\$1,748,722; 11.0 positions

This fund provides for the operation of the Governor's School jointly operated by PWCS, Manassas City Schools, Manassas Park City Schools, and George Mason University. The school offers selected juniors and seniors an advanced and intensive program in science, technology, engineering, and mathematics (STEM). Tuition from the three school divisions and state funds support the school.

School Age Child Care Program Fund

\$600,000; 2.0 positions

This program provides adult supervised, high quality, affordable, before and after school care by private child-care providers. A flat-fee charged to the provider funds the program oversight.

Self-Insurance Fund

\$7,585,057; 5.0 positions

This fund pays claims and related expenses for workers' compensation and self-insured losses. Transfers from the Operating Fund support the fund.

Distribution Center Fund

\$5,500,000; 0.0 positions

This fund tracks the purchase of warehouse stock items from vendors and the sale of items issued to schools and departments. Revenues and expenses are predominately a result of operations of the warehouse function.

Imaging Center Fund

\$669,720; 3.0 positions

This fund tracks the sale, primarily to internal customers, of printed materials and printing services.

Student Activity Fund

\$15,656,000; 0.0 positions

This fund accounts for monies received from school events such as fundraisers, field trips, and community use of facilities.

Informational Section – FY 2025 Trends and Forecasts

Student Enrollment

PWCS is the second largest of 131 school divisions in Virginia and the 34th largest school division in the country. The division educates over 7% of Virginia’s students enrolled in public schools.

Historical Enrollment Trends

The graph below depicts six-year Pre-K-12 enrollment history and five projected years of PWCS’ enrollment. Between calendar year 2018 (FY 2019) and calendar year 2023 (FY 2024), enrollment increased by 91 or 0.1%. The calendar year 2023 (FY 2024) enrollment for the division was 91,191, a decrease in enrollment of 202 or 0.2% from calendar year 2022 (FY 2023) enrollment of 91,393.

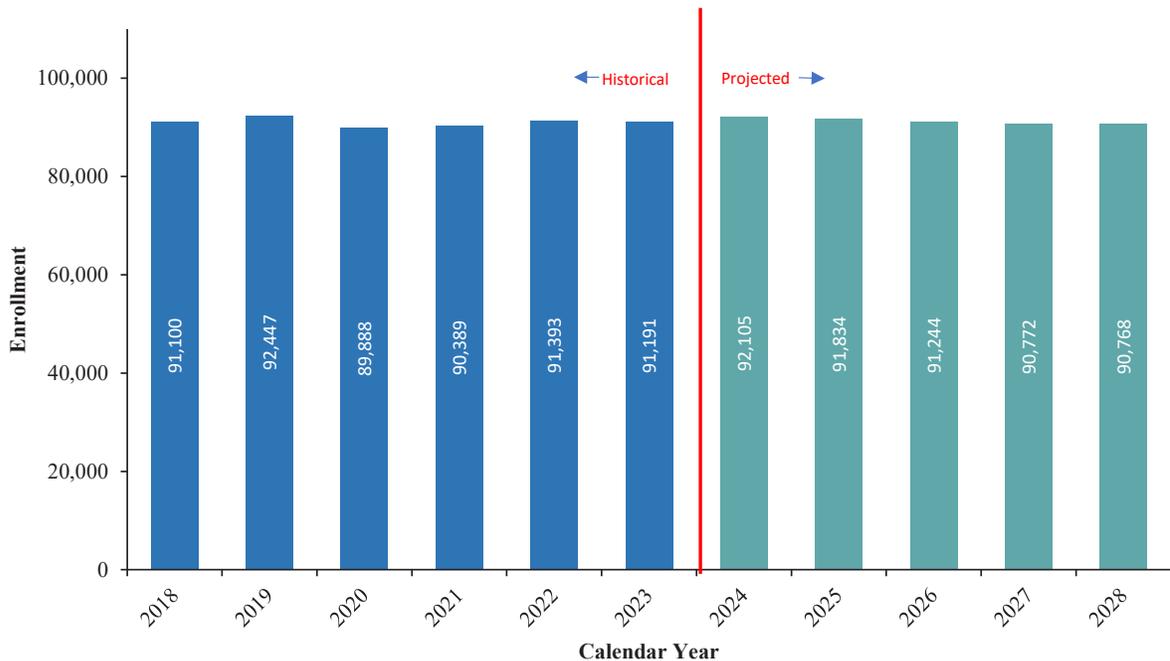
Enrollment and Future Projections by Grade Level

In FY 2025, the enrollment projection is 92,105, an increase from the FY 2024 projection of 474 students.

Projecting student enrollment is useful in many of the division’s initiatives. Among them are capital improvement planning, budgeting, staffing, and educational program planning. The cohort-survival method, also referred to as the grade-progression method, is used to project K-12 student enrollment. Staff calculates five-year projections for elementary and middle schools and seven-year projections for high schools. The model not only embraces the industry standard method for projecting K-12 enrollment, but it also is continuously improved, in response to new developments in the field.

The table on the following page utilizes the enrollment projection tools to estimate the 2024-25 school enrollments for each grade level in the school division.

Enrollment History and Projections



Executive Summary

Enrollment and Future Projections by Grade Level

To estimate the state revenues and to calculate the school and central office allocations for the FY 2024-25 budget, PWCS used the enrollment of 92,105 students.

Grade Span	Grade	Actual 2022-23	Projected 2023-24	Projected 2024-25	Change 2024-25
Elementary School		39,370	39,859	38,956	(903)
	K	6,032	6,035	5,961	(74)
	1	6,625	6,573	6,128	(445)
	2	6,474	6,874	6,522	(352)
	3	6,582	6,653	6,799	146
	4	6,789	6,770	6,744	(26)
	5	6,868	6,954	6,802	(152)
Middle School		20,383	20,450	20,136	(314)
	6	6,647	6,915	6,770	(145)
	7	6,767	6,720	6,772	52
	8	6,969	6,816	6,594	(222)
High School		28,834	29,351	29,147	(204)
	9	7,729	7,820	7,504	(316)
	10	7,727	7,492	7,465	(27)
	11	6,757	7,230	6,941	(289)
	12	6,621	6,808	7,237	429
Other		2,806	1,971*	3,866	1,895
Total		91,393	91,631	92,105	474

*Excludes enrollment in the Virginia Preschool Initiative, Head Start, Virtual Learning, and Pre-K Speech programs.

Five-Year Enrollment Projections

Using enrollment projections models, the school division projects an increase in FY 2025, primarily a result of increases in early childhood special education, then a steady decline in enrollment for the next five years. Over five years, a decrease in enrollment of 423 is projected. The table below projects enrollment for the next five years by grade span.

Projected enrollments beyond 2024-25 allow for long-range capital planning, such as planning for the construction of additional schools or additions to existing schools.

Grade Span	Projected 2024-25	Projected 2025-26	Projected 2026-27	Projected 2027-28	Projected 2028-29
Elementary	38,956	38,742	38,528	38,315	38,541
Middle	20,136	20,105	19,872	19,795	19,642
High	29,147	28,609	28,454	28,260	28,171
Other	3,866	4,378	4,390	4,402	4,414
Total	92,105	91,834	91,244	90,772	90,768
Annual Change	0.5%	(0.3)%	(0.6)%	(0.5)%	0.0%

Note: Totals may not add due to rounding.

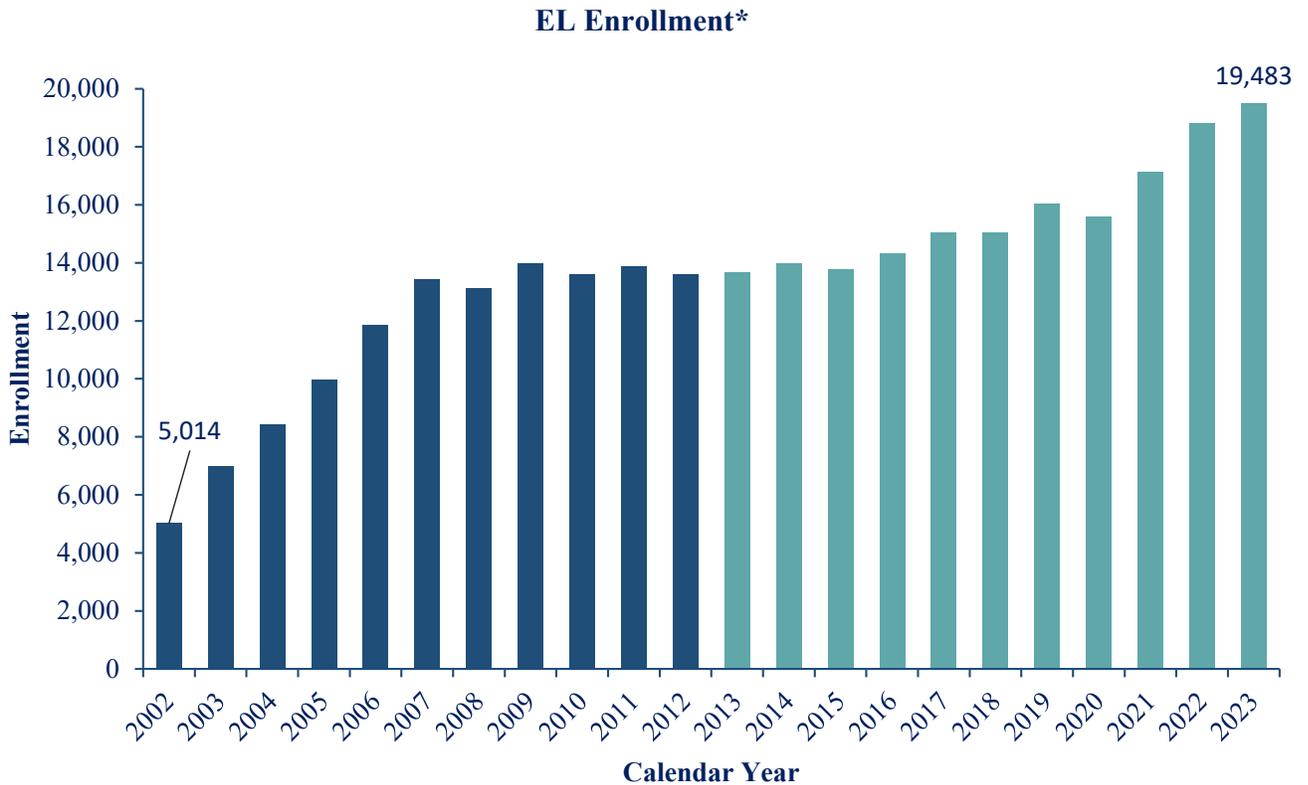
Demographic Changes

In addition to increases in students receiving special education services, the composition of membership growth has added to the operating costs. In the past five years, increases in special education and English learner programs generally require specialized instruction and smaller class sizes.

English Learner (EL) Students

During the past five years, the rate of growth for students receiving EL services increased by 20.1%.

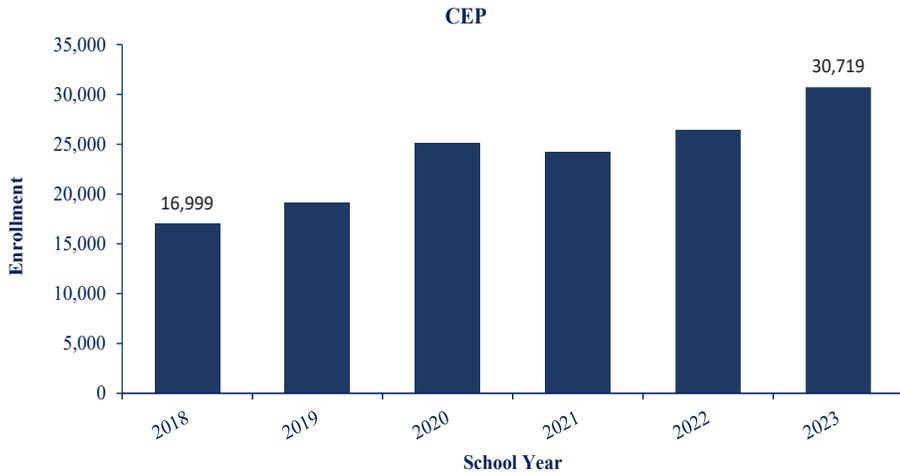
The graph below depicts EL enrollments over the 2002 to 2023 calendar year period.



*English learners in Post-Monitor status, as well as Level 6 (Year 3) and Level 6 (Year 4), are not included in the EL enrollment numbers presented above.

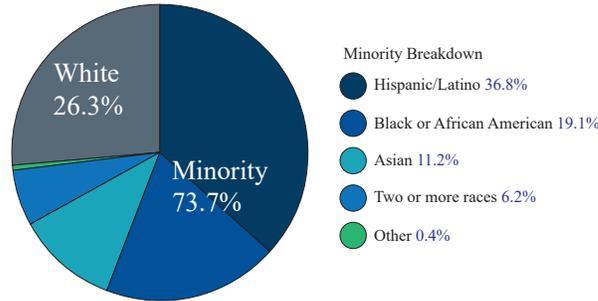
Community Eligibility Provision (CEP)

CEP is a non-pricing meal service option available to school districts in low income areas that eliminates the need for household applications for free and reduced price meals. PWCS students directly certified under CEP to receive free or reduced price lunches increased by about 63.2% over the past five years. In FY 2023, 30,719 students or 33.7% were directly certified. The graph to the right depicts the Identified Student Percentage as reported by Virginia Department of Education - Office of School Nutrition Programs (SNP) over the last five school years.

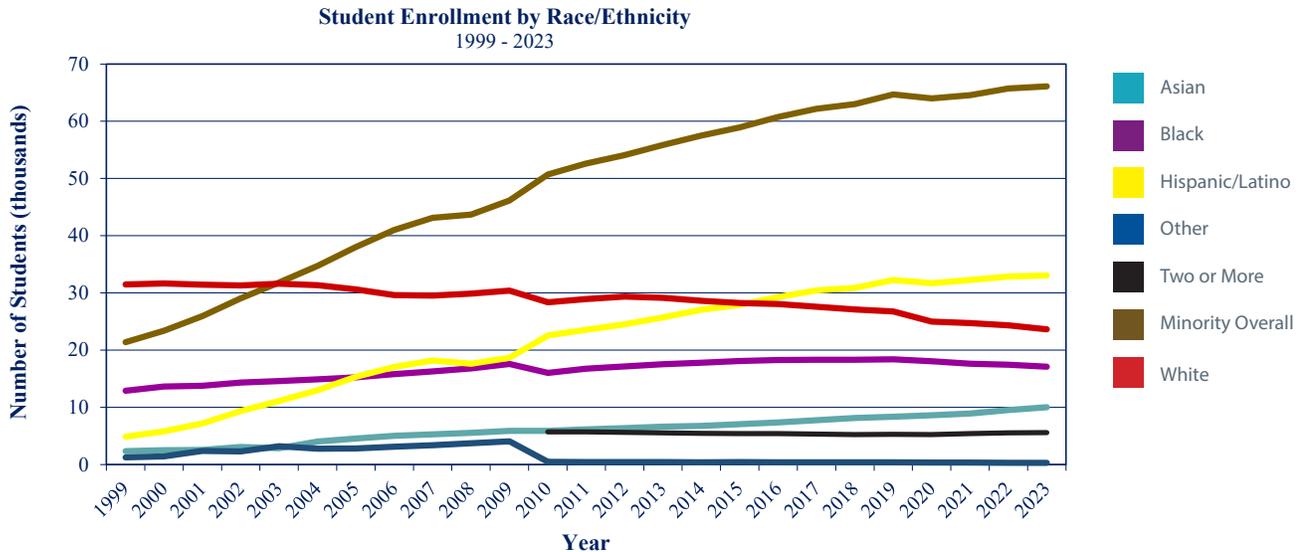


Student Diversity

The school division has undergone significant demographic changes over the last decade that includes the diversity of the student population. According to the 2020 United States Census, Prince William County is the most diverse county in Virginia and the tenth most diverse county in the nation.



The chart below depicts the changes in diversity of the district’s enrollment over the last 25 calendar years.



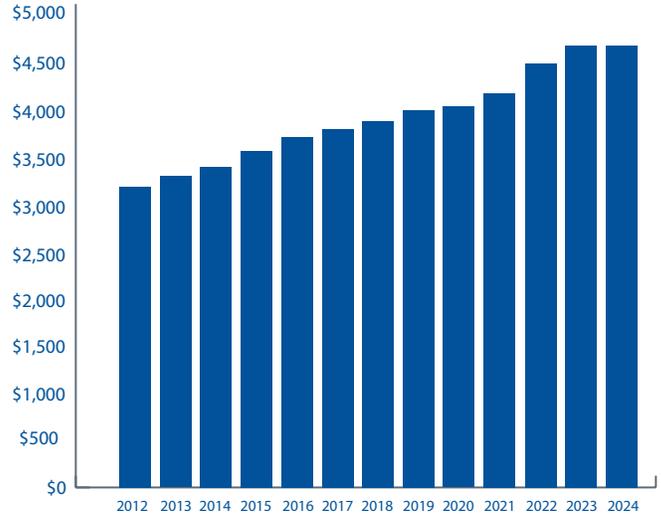
Local Taxes

In Virginia, school boards do not have taxing authority and are fiscally dependent on the local government. Prince William County Government collects tax revenue from local sources (e.g., property taxes, personal property taxes, local sales taxes, etc.) and then transfers a percentage of the revenue to PWCS. Working cooperatively, the school division and the BOCS created a revenue sharing agreement. Under this agreement, the school division will receive 57.23% of the county’s general revenues in Fiscal Year 2024.

The real property tax is the single largest revenue source for Prince William County contributing approximately 61.2% of general revenues (FY 2024 forecast). It is levied on all land, improvements, and leasehold interests on land or improvements (collectively called “real property”) except that which has been legally exempted from taxation by the Prince William County Code and the "Code of Virginia".

The table and chart on this page illustrate the real estate tax bill upon the average assessed value of a single residence in Prince William County. In FY 2024, the tax rate decreased to \$0.966. As the chart shows, there will be an increase in the average tax bill.

Average Tax Bill



Tax Year	Fiscal Year	Average Tax Bill	Real Estate Tax Rate	Average Assessed Value of a Residence	Percentage increase or decrease for		
					Tax Bill	Tax Rate	Assessed Value
2011	2012	\$3,201	\$1.204	\$265,841	2.93%	-2.59%	5.81%
2012	2013	\$3,316	\$1.209	\$274,283	3.59%	0.42%	3.18%
2013	2014	\$3,414	\$1.181	\$289,095	2.96%	-2.32%	5.40%
2014	2015	\$3,583	\$1.148	\$312,105	4.95%	-2.79%	7.96%
2015	2016	\$3,732	\$1.122	\$332,600	4.16%	-2.26%	6.57%
2016	2017	\$3,817	\$1.122	\$340,200	2.28%	0.00%	2.29%
2017	2018	\$3,900	\$1.125	\$346,700	2.17%	0.27%	1.91%
2018	2019	\$4,040	\$1.125	\$359,100	3.59%	0.00%	3.58%
2019	2020	\$4,190	\$1.125	\$372,400	3.71%	0.00%	3.70%
2020	2021	\$4,370	\$1.125	\$388,300	4.30%	0.00%	4.27%
2021	2022	\$4,667	\$1.115	\$418,600	6.80%	-0.89%	7.80%
2022	2023	\$4,850	\$1.030	\$470,900	3.92%	-7.62%	12.49%
2023	2024	\$4,850	\$0.966	\$502,074	0.00%	-6.21%	6.62%

Changes in Debt

Debt

Debt provides the current resources to build new schools, additions, and renovations, and repayment (with interest) must occur in the future. This debt (borrowing) commits future Operating Fund budget transfers to the Debt Service Fund (to pay the principal and interest). Long-term borrowing is appropriately issued for long-life capital facilities since student enrollment growth requires expanded public-capital infrastructure (schools), often well before an associated expansion of revenues (tax collection).

Planning and Accounting

The school division's CIP is the management tool used for planning the capital improvements projects needed to house students adequately. The school division's Construction Fund accounts for the resources used for the acquisition and construction of major capital facilities. The sale of bonds primarily funds the Construction Fund.

Changes in Debt Service

The structure of most debt service payments made by the school division is over 20 years with level principal payments, thereby reducing the debt service for existing bonds annually. The sale of new bonds that require additional principal and interest payments and/or by the retirement (pay-off) of any existing bonds drives significant changes in debt service for any given fiscal year. To increase debt spending, the school division needs the approval of BOCS. The BOCS also sets the debt capacity that limits the amount of funding available to the school division for new schools and construction each fiscal year.

Debt Management Policy

Proper debt management provides a locality and its citizens with fiscal advantages. The state does not impose a debt limitation on the County. However, the BOCS adopted a debt policy to ensure that no undue burden is placed on the

County and its taxpayers. To manage the debt properly, the policy states in part, that the county will maintain a high credit rating in the financial community and will not use debt financing to fund current operations. These two policy statements are to assure the county taxpayers that the County government is well managed and financially sound, and to obtain the lowest possible borrowing costs (interest rates).

Existing Debt

Total existing debt prior to FY 2025 was \$890.4 million.

Future Debt

Bond sales not to exceed \$170.1 million will be sold in FY 2025 to finance new and renovated facilities to provide capacity needed to meet increased demands due to student population growth and trailer elimination.

Trends

According to the Five-Year Plan, the school division anticipates the bond sales at \$856.7 million between FY 2025-29 to finance new schools, additions, replacements and renovation and repair projects. Prince William County and the school division are constrained to limiting tax supported debt service expenditures for all debt at 10% of annual revenues. If current trends hold true, PWCS will not reach its county mandated debt service limit of 10% in the Five-Year Plan period. Management will maintain a close eye on rates and market conditions to ensure this debt limit is not exceeded.

Three issues impact the current and future debt needs of Prince William County Schools. The first is the fact that there is an uncertain rate of enrollment growth for which to project the division's debt needs. The other two issues increasing the division's debt needs are the initiative to reduce portable classroom trailers and an increasing reliance on debt to fund repair and renovations.

Benchmark Data

Cost-Per-Pupil

Cost-per-pupil calculations provide an overall view of the cost of programs used to compare how school divisions spend their funds. The division of the total operating budget by the number of students computes a divisionwide cost-per-pupil, which includes both general and special education. For FY 2025, the average cost-per-pupil for PWCS will be about \$18,061.

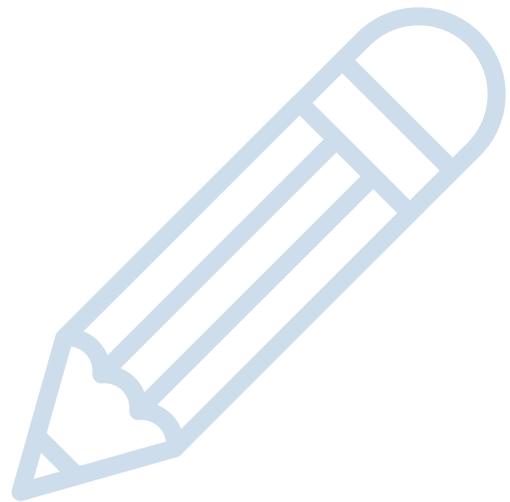
Per-pupil cost figures provide a good perspective of the cost of instructional programs as well as a measure of comparison to previous years, state and federal averages, and surrounding jurisdictions. Uniform formulas to develop a cost per pupil were developed by the Washington Area Boards of Education (WABE) committee for consistency. These numbers are comparable; however, the cost per pupil reported in the WABE data may differ from that reported in the division’s budget documents or other reports. PWCS has traditionally maintained a cost-per-pupil lower than many other school divisions participating in the WABE surveys. In FY 2024, the PWCS cost-per-pupil ranked sixth among the eight reporting school divisions in the WABE.

The cost-per-pupil also compares the costs in PWCS to similar school divisions across the United States. The Educational Research Service (ERS) compiles a comparison of per-pupil costs for PWCS with similar reporting school divisions in the nation. The most recent comparison showed that PWCS commits more of its financial resources to instructional services and less of its resources to support operations than most school divisions.



Cost-Per-Pupil Comparison FY 2024	
Arlington	\$24,612
Falls Church City	\$23,735
Alexandria City	\$20,511
Loudoun County	\$19,905
Fairfax County	\$19,795
Prince William County	\$16,390
Manassas City	\$16,340
Manassas Park City	\$15,205

Source: WABE Guide, FY 2024



Teacher Cost Comparison

The chart below compares the salary and benefits costs of a teacher position with a hypothetical salary of \$65,000 plus benefits and the cost of a teacher using the actual average teacher salary plus benefits for PWCS and surrounding school divisions. Source: WABE Guide, FY 2024.

Cost Comparison Average salary vs. \$65,000 salary

School Division	FY 2024 Annual Employer Cost for Hypothetical Teacher Salary of \$65,000 plus district's benefits	FY 2024 Annual Employer Cost for Average Teacher Salary plus district's benefits plan
Alexandria City	\$104,891	\$136,762
Arlington County	\$101,192	\$135,691
Fairfax County	\$104,296	\$132,248
Falls Church City	\$102,512	\$136,918
Loudoun County	\$102,895	\$128,727
Manassas City	\$100,613	\$118,685
Manassas Park City	\$94,505	\$101,334
Prince William County	\$100,017	\$117,839



Average Class Size

This chart compares the average class size for students per classroom teacher and students per teacher-scale position for PWCS and surrounding divisions.

Average Class Size Students per teacher

School Division	Students per Classroom Teacher ¹			Students per Teacher-Scale Position ²		
	Elementary	Middle	High	Elementary	Middle	High
Alexandria City ³	15.7	20.8	25.7	9.6	14.7	18.5
Arlington County	21.4	19.2	19.7	9.5	14.7	16.2
Fairfax County ⁴	21.1	24.7	25.3	13.9	19.7	20.3
Falls Church City	21.4	21.4	23.7	11.2	14.8	16.4
Loudoun County	21.4	21.6	24.1	12.7	17.5	19.6
Manassas City	21.4	23.2	25.4	10.2	15.2	16.8
Manassas Park City	22.0	21.5	27.7	10.2	15.1	20.8
Prince William County	20.3	25.5	26.8	13.8	19.1	20.4

Note: Chart excludes teachers and students in Pre-K, kindergarten, alternative schools, and self-contained special education.

Source: WABE Guide, FY 2024

¹ Classroom teachers are positions used to determine class size.

² Students per teacher-scale positions include classroom teachers and other teachers such as ESOL/ESL, librarians, reading, coaches, mentors, music, art, physical education, etc.

³ Alexandria City Public Schools district's special placement, Pre-K, and kindergarten student enrollments are not included. Elementary classroom teacher count includes "flex" positions which are categorized as student improvement FTEs.

⁴ Fairfax County Public Schools allocates teacher positions from the staffing reserve to help eliminate class size of 30 and above in elementary schools.



Student-Teacher Ratio

This chart compares the Approved FY 2024 Budgeted Ratios of Students Per Teacher for PWCS and surrounding school divisions. Source: WABE Guide, FY 2024

School Division	Kindergarten	Elementary	Middle	High
Alexandria City ¹	22.0	Grades 1-2: 24.0 Grades 3-5: 26.0	n/a	n/a
Arlington County ²	23.0	Grade 1: 20.0 Grades 2-3: 22.0 Grades 4-5: 24.0	25.2	25.9
Fairfax County ^{3,4}	25.0		27.9	31.0
Falls Church City	22.0	Grades 1-2: 22.0 Grades 3-5: 24.0	24.0	24.0
Loudoun County	23.0	22.0	23.7	23.7
Manassas City	22.0	Grades 1-3: 22.0 Grades 4-5: 28.0	28.0	28.0
Manassas Park City	19.1	Grades 1-3: 22.0 Grades 4-5: 25.0	25.0	25.0
Prince William County	24.0	Grades 1-3: 24.0 Grades 4-5: 25.0	21.0	21.3

¹ Alexandria City Public Schools does not allocate positions based on staffing ratios for middle and high school classrooms. Staffing is determined by course enrollment.

² Arlington County Public Schools core staffing for middle/intermediate and secondary/high schools provide 4.0 core positions to the number of teams per grade level. More information can be found at <https://www.apsva.us/wp-content/uploads/sites/57/2023/08/FY-2024-Adopted-Planning-Factors.pdf>.

³ Fairfax County Public Schools staffing ratios take into account the number of students eligible for free and reduced-priced meals and ESOL services. Additional teacher positions are allocated from the staffing reserve to help eliminate class size of 30 and above in elementary schools. For a complete listing of staffing formulas, see the appendix of the FY 2024 Approved Budget.

⁴ Fairfax County Public Schools elementary ratio is 24, 25, or 26 based on enrollment in grades 1-6.

