



**Virginia Department of Education  
Office of Program Administration and Accountability  
P. O. Box 2120  
Richmond, Virginia 23218-2120**

Place an "X" by the applicable response.

<input checked="" type="checkbox"/>	Original
<input type="checkbox"/>	Revision :
	Revision #
	Date:
	<u>Explain</u>
<input type="checkbox"/>	Amendment:
	Amendment #
	Date:
	<u>Explain</u>

**A. COVER PAGE**

Title II, Part A, Supporting Effective Instruction

Due by July 1, 2018

2018-2019 Individual Program Application

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by  
the Every Student Succeeds Act of 2015 (ESSA). P.L. 114-95*

**To be Completed by School Division**

Applicant (Legal Name of Agency)				Division	Title II, Part A, Coordinator	
LYNCHBURG CITY PUBLIC SCHOOLS				Number	115	Christy Compton
Mailing Address (Street, City or Town, Zip Code)				Phone:	(434) 515-5012	Ext:
				Email:	comptoncj@lcsedu.net	
915 Court St., Lynchburg, VA 24504						

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

**Use of Funds:** The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

**Assurances:** The local educational agency assures that the Title II, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the "Application Guidelines, Instructions, and Assurances" document. The assurances and signed cover page are to be retained at the division level.**

**Certification:** We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on 07/10/18.

\_\_\_\_\_  
Superintendent's Signature  
Dr. Crystal M. Edwards

\_\_\_\_\_  
Board Chairperson's Signature  
Dr. Michael J. Nilles

\_\_\_\_\_  
Superintendent's Name  
07/10/18

\_\_\_\_\_  
Board Chairperson's Name  
07/10/18

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 1, 2018. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable by July 1, 2018, the electronic application must be received at the Virginia Department of Education by July 1, 2018, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.**

An award notification is issued by the Virginia Department of Education through OMEGA once an application is fully approved and the allocation is available.

**APPLICATION INFORMATION**

2017 - 2018 Allocation	2017-2018 Consolidated Yes or No	ELIGIBLE PROGRAM	2018 - 2019 Allocation Total
517,411.70	No	Title II, Part A, Supporting Effective Instruction	517,411.70
		Transferability (funds transferred out of Title IIA)	0.00
		Total Allocation Available for Title II, Part A	517,411.70

**TRANSFERABILITY**

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred into or out of the Title II, Part A, program, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted. The transfer request form is available at [http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

1) If funds are to be transferred INTO Title II, Part A, complete Section A.

A. Program from which funds will be transferred		Select program(s) TO which funds will be transferred:	Amount
Title IV, Part A	TO	Title II, Part A, Supporting Effective Instruction	

2) If funds are to be transferred OUT of Title II, Part A, complete Section B below.

B. Program from which funds will be transferred:		Select program(s) TO which funds will be transferred:	Amount
Title II, Part A	TO	Title I, Part A	
		Title I, Part C	
		Title I, Part D	
		Title III, Part A	
		Title IV, Part A	
		Title V, Part B	
		Total	0.00

**REVISIONS AND AMENDMENTS**

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. Provide a concise description of changes (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

**NOTE:** Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
2.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
3.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
4.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
5.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
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7.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
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8.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
9.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	

**B. PROGRAM OVERVIEW (3 PAGES)**

In narrative format:

Describe, as applicable, how the instructional program or program of services will align with Virginia's accountability plan and support student achievement, including descriptions of the following:

- how the activities are aligned to challenging State academic standards;
- the school division's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.
- how the division ensures that students are taught by qualified and effective teachers meeting Virginia licensing and professional teaching requirements.
- how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).
- how the local educational agency will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A, funds.

Describe the consultation process used in development of the program, including a description of the stakeholders involved in the process.

Describe the targeted population(s). (Examples are: instructional and administrative staff, principals, paraprofessionals, etc.)

Explain how the instructional program or program of services supplements, not supplants, the core instructional program or services.

Lynchburg City Schools (LCS) has a total of sixteen schools serving 8,129 PK-12 grade students (March 2016 Child Count Data). LCS' Mission Statement is Every Child, by Name, and By Need, to Graduation and the vision is continuing the tradition of excellence for all students. Instructional programs address the performance indicators outlined in the Comprehensive Plan around Achievement, Behavior, and Culture and the individual school-level and division-level school improvement plans. Each of the school improvement plans is updated annually based on analysis of student achievement data and feedback from administrators, teachers, parents, and community members. The following student achievement data is compiled and analyzed: Phonological Awareness Literacy Screening (PALS) data, benchmark assessments, reading and math proficiency levels, SOL results, grades in core subject areas, attendance, and behaviors including referrals and suspension data. Annual School Culture Surveys (all schools) and Title I Parental Involvement Surveys (Title I schools) are also reviewed.

LCS has a total of 11 Title I Schoolwide programs. In 2017-2018, one of the Title I schools was identified as a priority school and one Title I school was identified as a focus school. The school division has worked closely with VDOE to implement Essential Actions including: developing and implementing a system for monitoring the alignment of lesson plans to the Standards of Learning (SOL); developing and communicating to core content teachers the expectations for lesson plans which include evidence of the alignment with the SOL in content and cognitive levels, the big idea, and student objectives with the behaviors, conditions and criteria; and the provision of professional development to the principals and assistant principals on evidence-based observations and on providing evidence-based feedback to teachers through formal lesson observations. As part of the Essential Actions, LCS also developed a professional development plan aligned to school data (formative and summative data; lesson plan trends; observation trends, etc.). Central Office staff are currently developing the appropriate metrics for monitoring professional development learning tied to specific student outcomes.

Title IA and Title II, Part A carryover funds will be used for stipends for teachers participating in work outside of contract time including data analysis, updating school improvement plans, updating Pacing and Resources (PAR) guides, creation of formative assessments, and other division-level professional development initiatives (i.e. Core Content Training, Responsive Classroom and PBIS).

The comprehensive needs assessment continues to support the need for improving teacher quality in all classrooms. Title II, Part A funds are devoted to personnel costs including salaries and benefits for a portion of Elementary Instructional Coaches in all Title I schools (.80 FTE paid with Title I funds and .20 FTE paid with Title II, Part A funds). LCS has invested significant funds in these positions because of the tremendous potential for these coaches to work with new and struggling teachers to impact achievement, behavior and culture within the classroom and school.

**B. PROGRAM OVERVIEW (CONTINUED)**

The following tenets will guide the approach to Elementary Instructional Coaches for the 2018-2019 school year. These tenets are based on research and lessons learned:

1. Aligning one coach full-time to each Title I school strengthens relationships with the teachers and deepens the opportunities for rapid improvement;
2. The coach-administrator relationship is critical to the success of the role and of the school;
3. A coach focuses his/her time with new teachers and in classrooms where it will have the greatest impact, while also working throughout the school;
4. The coach, in partnership with the administrator, supports on-going professional learning in teachers through a variety of formats;
5. Support of the professional learning community (PLC) work is essential to deepen the culture of learning through the school;
6. The Elementary Instructional Coach is focused on a variety of contents, differentiation, and classroom climate in his/her work with teachers;
7. The Elementary Instructional Coach is the primary provider and coordinator of gifted services in the school;
8. The purpose of the coach is to help the individual and teams/PLCs grow in their ability to be problem-solvers and continually improve;

The Elementary Instructional Coaches will report directly to the principals, but they will collaborate and coordinate with those in other elementary coaching roles including the four Content Supervisors: 1) Supervisor of Elementary Math, Science and Gifted, 2) Supervisor of Secondary Math, Science, and Gifted, 3) Supervisor of Elementary English, History, World Language, EL & Library, and 4) Supervisor of Secondary English, History, World Language, EL & Library. Title II, Part A funds will also support a portion of funds for the Elementary (PBIS) Coach to provide professional development activities related to implementation of PBIS. In addition to positions funded by Title II, Part A, grant funds will be used to support professional development for administrators, coaches, and teachers in core content areas and working with special populations. Carryover funds and 2018-2019 funds are requested for stipends for teachers to work outside of contract time on data analysis, updating school improvement plans, updating Pacing and Resource (PAR) guides, creation of formative assessments, and other division-level professional development initiatives. LCS' Comprehensive Plan focuses on Achievement, Behavior, and Culture and school improvement plans continue to support the need for training to improve school climate and challenging behaviors that impact instruction. Title II, Part A funds will be used for current division-level initiatives to include Responsive Classroom, PBIS, Restorative Justice, and Trauma-Informed Care

Funds may also be used for webinars relative to discipline and Mental Health First Aid for educators. Funds are also requested to send teams of administrators/teachers to participate in training on core content areas and working with special populations, including, but not limited to Virginia Council for Teachers of Mathematics, Virginia State Reading Conference, Virginia Association of Science Teachers, Virginia Association of Gifted Teachers Conference, and Virginia School Counselors. Funds are also requested to send teams of administrators/teachers to the Ron Clark Academy -2 day educator. The goal of participation in the Ron Clark Academy is to discuss best practices to improve school culture/climate and how to set expectations for all students to succeed. Strategies for working with students in poverty and with students from urban communities is also an area of focus. Funds will also be used to contract with staff from Solution Tree to provide on-site trainings to include "Professional Learning Communities at Work." The remainder of Title II funds are allocated to eight private schools to ensure equitable participation of private schools.

**B. PROGRAM OVERVIEW (CONTINUED)**

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**C. COORDINATION OF SERVICES (2 PAGES)**

Describe the partnerships within the division among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application.

Title II, Part A funding provides supplemental personnel and training to assist the school division in meeting its mission of, "Every Child, by Name and by Need, to graduation." Having fully licensed, properly endorsed, and effective professional staff is critical to accomplishment of this mission. LCS will use a combination of Title I, Part A (.80 FTE x 11 schools) and Title II, Part A (.20 FTE x 11 schools) to fund Elementary Instructional Coaches at each of the Title I schools. These coaches will partner with Instructional Supervisors from the Department of Curriculum and Instruction to identify needs for professional development for new and struggling teachers. The Department of C&I will oversee schedule and delivery of professional development and mentoring services for all staff in core content areas of English, mathematics, science, and social studies. Instructional Coaching will be the primary means of delivering on-going, embedded professional development that focuses on the Teaching/Learning Cycle, instructional content, instructional pedagogy, school climate, and student behavior. The Department of C&I will also oversee the budget for professional development to include funds for stipends for work time and registration, lodging, meals, and mileage for teams of administrators/teachers to participate in professional development offerings. All travel must be pre-approved by the Director of C&I.

The Department of C&I will collaborate with the Superintendent's Office and the Department of Student Services to identify training needs and secure training relative to student behaviors, school culture, and climate. Input will be received from teachers, parents, and staff via a school culture survey with division trends and school specific needs identified. Strategies and associated professional development to address needs may include, but are not limited to: Responsive Classroom, Positive Behavioral Intervention Supports, and Restorative Justice training. Other federal programs and/or local programs that partner in the delivery of professional development to targeted populations include Title IA services to eleven Title I schoolwide programs, Title IV-A funds for Well Rounded Students, and Title IV-B 21st Century Learning Centers grants for eight elementary and middle schools. Specific areas of coordination that are addressed are extended learning programs, professional development, and parental and family engagement activities.

The division collaborates with several local colleges including Liberty University (LU), University of Lynchburg (formerly Lynchburg College), Randolph College (RC), and Central Virginia Community College (CVCC) to provide professional development for teachers and administrators. In addition to individual courses, local colleges and universities provide content area degrees for secondary teachers, endorsements for teachers to serve students with disabilities, Masters in Reading, and Masters in Educational Leadership and the Ed.D Leadership Studies Cohort. LCS also host significant number of interns and student teachers from the local colleges to support their learning while providing an expanded pool of fully licensed and effective teachers for considerations for open positions within LCS.

**C. COORDINATION OF SERVICES (CONTINUED)**

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**D. MEASURABLE OBJECTIVES**

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research that support the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

Note: Measurable objectives should be aimed at supporting the mastery of K-12 college- and career-ready standards, proficiency on corresponding state assessments, teacher quality, parental involvement, and other allowable objectives as defined under ESEA program areas and identified through local needs assessment and stakeholder consultations.

## Measurable Objective 1:

By June 2019, 100% of all teachers in core academic subjects and all paraprofessionals will be properly licensed and endorsed as measured by the 2018-2019 Instructional Personnel (IPAL) Verification Report

## Evidence-based services and activities that will be implemented and supported by the requested funds to achieve the objective:

1. Personnel department will review transcripts and work with individual teachers to complete their licensure requirements;
2. Principals will monitor and adjust their schedules so that teachers are not requested to teach outside of their area of expertise or endorsement;
3. Operating funds may be used to help teachers and paraprofessionals become properly licenses and endorsed.

## Measurable Objective 2:

By June 2019, all instructional personnel will participate in a minimum of 5 professional development activities as evidenced by participations logs, artifacts, etc.

## Evidence-based services and activities that will be implemented and supported by the requested funds to achieve the objective:

In order to achieve this objective the division will:

1. Continue implementation of coaching model to help ensure alignment of lesson plans and instruction of SOL content;
2. Utilize Elementary Instructional Coaches to provide supports for new and or struggling teachers (professional development on best instructional practices in math and reading and facilitation of professional learning communities);
3. Utilize Instructional Science Coach to provide training for schools not accredited in science.
4. Utilize Title II, Part A PD funds to support training in core content areas, working with special populations, working with challenging behaviors, and improving school culture and climate. Persons participating in PD offerings will have expectations for sharing and implementing best practices from training (i.e. train the trainer model, as appropriate)

**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 3:

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Evidence-based services and activities that will be implemented and supported by the requested funds to achieve the objective:

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Measurable Objective 4:

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Evidence-based services and activities that will be implemented and supported by the requested funds to achieve the objective:

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**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 5:

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Evidence-based services and activities that will be implemented and supported by the requested funds to achieve the objective:

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Measurable Objective 6:

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Evidence-based services and activities that will be implemented and supported by the requested funds to achieve the objective:

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**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 7:

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Evidence-based services and activities that will be implemented and supported by the requested funds to achieve the objective:

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Measurable Objective 8:

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Evidence-based services and activities that will be implemented and supported by the requested funds to achieve the objective:

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**E. DETAIL BUDGET BREAKDOWN**

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000.

The amounts by program and object codes totals are to be entered on the Summary Budget Sheet under the appropriate area. Do the totals equal the Summary Budget sheet? **Yes**

**BREAKDOWN OF STAFF POSITIONS  
OBJECT CODE 1000**

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. (Required if staff positions are to be funded by federal funds.)

LCS is requesting to use Title II, Part A funds .20 FTE (x 11 schools) for the salaries for the Lead Instructional Coaches at the elementary level. There will be one coach assigned to each school. LCS is also requesting funds for the salary for the division-level Positive Behavior Intervention Supports (PBIS) Coach and the salary for the division-level Elementary Science Coach. The remaining .80 FTE for Lead Instructional Coaches (x 11 schools) and the .25 FTE of the PBIS Coach is paid with Title I, Part A funds. LCS is requesting stipends for teachers for work outside of contract time (\$26/hr) to include updating school improvement plans, updating Pacing and Resource (PAR) guides, creation of formative assessments, and other division-level professional development initiatives.

Item Description	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools		
Lead Instructional Coaches (.20 FTE x 11 schools)	2.2	121,195.62
Elementary Science Coach	0.36	13,032.06
Positive Behavior Intervention Coach (PBIS) - .75 FTE	0.75	12,476.95
Stipends for Teachers for work outside of contract time - including summer prof dev (\$26/hr x 1600 hours)		41,600.00
Total for Object Code:	3.3	188,304.63

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

LCS is requesting to use Title II, Part A funds .20 FTE for benefits for Lead Instructional Coaches, .50 FTE for benefits for the division-level Positive Behavior Intervention Supports (PBIS) Coach and .35 FTE of the the part-time division-level Elementary Science Coach. The remaining .80 FTE for the benefits for the Lead Instructional Coaches (x 11 schools) and the benefits for the .25 FTE of the PBIS Coach is paid with Title I, Part A funds. LCS is requesting funds for FICA for stipends for teachers.

Item Description	Total Cost
Private School Set-aside	
Lead Instructional Coaches (.20 FTE x 11 schools)	43,443.35
Elementary Science Coach	996.95
Positive Behavior Intervention Supports (PBIS) Coach	4,602.04
FICA for stipends for teachers	3,182.40
Total for Object Code:	52,224.74

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000**

Provide a description for expenses related to object code 3000. Please describe planned expenditures as they relate to the identified programs and activities to achieve stated measurable objective(s). Indicate how these funds will support any services and activities that are described in the application.

LCS is requesting funds for registration, lodging, and meals (paid directly to vendors) for administrators/teachers to attend professional development including VDOE sponsored trainings. Professional development topics to include, but not limited to core content areas (VCTM, VSRA, VAST), working with special populations, and addressing challenging behaviors to including division-level initiatives such as PBIS, Restorative Justice and Responsive Classroom. Funds are also requested to contract with Becky DuFour to provide on-site training on topics to include Professional Learning Communities at Work and for travel to Advance Placement Institutes, as needed, based on new hires and/or course offerings. Funds are also requested to send teams of administrators/teachers to the Ron Clark Academy 2-day Educator's Conference to discuss best practices for improving school culture and climate and expectations to help all student succeed. Trainings that help educators work with students in poverty and/or students in urban settings are also a focus. All travel must be pre-approved by the Director of Curriculum & Instruction. All travel will adhere to the state travel guidelines based on GSA Calculator. Funds are also included in Object Code 5000 for travel reimbursement (travel paid directly to individuals).	
Item Description	Total Cost
Private School Set-aside	100,000.00
PD for core content areas to include, but not limited to registration, lodging, and meals for the following:	25,000.00
VA Council for Teachers of Mathematics (VCTM) Conference on March 8-9, 2019. Farmville, VA	
VA State Reading Association (VSRA) Confernce in March 2019. Location TBD	
VA Association of Science Teachers (VAST) Conference on November 15-17, 2018. Williamsburg, VA	
On-Site PD to support Professional Learning Communities (PLC) (division level)	10,000.00
Contracted Services with Becky DuFour - Professional Learning Communities at Work	
PD for working with special populations to include, but not limited to registration, lodging and meals:	5,000.00
VA Association of Gifted Teachers Conference in October 2018. Location TBD	
PD to address classroom management and challenging behaviors that impact instruction (division level)	22,000.00
Positive Behavior Intervention Supports/Behavior Supports Training	
Restorative Practices	
Responsive Classroom	
Discipline/Behavior Webinars and Mental Health First Aid	
PD for School Counselors	
VA School Counselors' Association	2,963.62
PD to support improving school culture/climate and expectations for all students to succeed:	
Ron Clark Academy - 2 day educator training (\$900/person registration & \$145/night lodging x 20 persons)	20,900.00
Flights for Ron Clark Academy (estimated at \$500/person x 20 persons)	10,000.00
Budget for registration, travel, and mileage for Advance Placement Institutes - as needed, based on new hires and/or course offerings.	5,000.00
<b>Total for Object Code:</b>	<b>200,863.62</b>



**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000**

Provide a description for expenses related to object code 5000.

LCS is requesting funds for indirect costs (3.3%). LCS is also requesting funds for mileage reimbursement for administrators/teachers attending workshop and conferences. Mileage will be paid at \$.545/mile based on actual travel from school to conference. LCS is also requesting funds for travel costs including parking, tolls, and meals (reimbursed to individuals). All travel must be pre-approved by the Director of Curriculum & Instruction. All travel will adhere to the state travel guidelines based on GSA Calculator. Individuals will be responsible for providing all required travel forms and original, signed, and itemized receipts to obtain reimbursement.

Item Description	Total Cost
Private School Set-aside	30,044.12
Indirect Costs (3.3%)	17,074.59
Mileage reimbursement for administrators/teachers attending conferences (\$.545/mile x 40,000 miles)	10,900.00
Travel reimbursed to individuals attending confences - based on allowable rates per GSA calculator for location	10,000.00
Total for Object Code:	68,018.71



**DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 6000**

Provide a description for expenses related to object code 6000 Materials and Supplies. Include articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 should be reported in “materials and supplies.”

Item Description	Quantity	Total Cost
Private School Set-aside		8,000.00
<b>Total for Object Code:</b>	<b>0.00</b>	<b>8,000.00</b>

**DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000**

All capital outlay expenditures in the aggregate over \$5,000 must be approved in advance by the Virginia Department of Education. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Virginia Department of Education. Nonconsumable items must be listed in the application.

Item Description	Quantity	Cost Per Item	Total Cost
Total for Object Code:	0.00	0.00	0.00

**EXPENDITURE ACCOUNTS DESCRIPTIONS**

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

**OBJECT CODE DEFINITIONS:**

(revised 5/16/17)

**1000 PERSONAL SERVICES** - Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

**2000 EMPLOYEE BENEFITS** - Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

NOTE: Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

- Allocation by percentage of payroll dollars
- Allocation by Head Count
- Direct to Program or Activity

**3000 PURCHASED/CONTRACTUAL SERVICES** - Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

- Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.
- Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.
- Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.
- Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.
- Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).
- Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

**4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

- Food Purchases – Food purchased from the food services department of a school division or subgrantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

**5000 OTHER CHARGES** - Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

- Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient’s internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient’s internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.
- Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program.
- Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.
- Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.
- Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker’s compensation, unemployment)
- Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.
- Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented subrecipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.
- Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).
- Public Assistance Payments – Payments to individuals for public assistance programs (general government use only).
- Miscellaneous Other Charges – Includes expenditures that support the program, including indirect costs and other costs.

**6000 MATERIALS AND SUPPLIES** - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.”

- Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.
- Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.
- Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.
- Textbooks – All textbooks and workbooks purchased to be used in the classroom.
- Instructional Materials – Books (not textbooks) and other materials.
- Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.
- Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.
- Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

**8000 CAPITAL OUTLAY** - Note: Indirect cost cannot be claimed against capital outlay and equipment.

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

### Capital Outlay Replacement

- Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.
- Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

- Special Note - Classification of Hardware and Infrastructure Expenditures:

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voicemail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

**F. BUDGET SUMMARY**  
**Title II, Part A**

		<b>A.</b> <b>Title II, Part A</b> <b>Budget for 2018-2019</b> <b>Award S367A180044</b> <b>Project Code APE61481</b>		<b>Does Budget Summary match Detail Budget tab?</b>
<b>2018-2019 Allocation:</b>		<b>517411.70</b>		
<b>OBJECT CODE</b>	<b>EXPENDITURE</b>	<b>AMOUNT BUDGETED</b> Title II, Part A	<b>FTEs</b>	
<b>1000 - Personal Services</b>	Administration of Title IIA program	0.00		
	Professional Development	146,704.63		
	Class-Size Reduction Teachers	0.00		
	Substitute Teachers	0.00		
	Teacher Incentives	0.00		
	Other	41,600.00		
	Value of professional development personnel-related services or stipends on behalf of private schools	0.00		
	<b>Total Personal Services</b>	<b>188,304.63</b>		Yes
<b>2000 - Employee Benefits</b>	Fixed Charges (Title IIA Administration)	0.00		
	Fixed Charges	52,224.74		
	Teacher Incentives	0.00		
	Value of professional development personnel-related benefits on behalf of private schools	0.00		
	<b>Total Employee benefits</b>	<b>52,224.74</b>		Yes
<b>3000 - Purchased/ Contracted Services</b>	Supportive Services (Med., Dental)			
	Professional Development	100,863.62		
	Teacher Quality (i.e., assessments; recruitment)			
	Private School Set-Aside	100,000.00		
	<b>Total Purchased/Contracted Services</b>	<b>200,863.62</b>		Yes
<b>4000 - Internal Services</b>	Pupil Transportation			
	Food Services	0.00		
	Other	0.00		
	<b>Total Internal Services</b>	<b>0.00</b>		Yes
<b>5000 - Other Charges</b>	Professional Development (conference registrations, tuition, etc.)	0.00		
	Travel	20,900.00		
	Maintenance of Plant			
	Operation of Plant			
	Indirect Cost	17,074.59		
	Other			
	Private School Set-Aside	30,044.12		
<b>Total Other Charges</b>	<b>68,018.71</b>		Yes	
<b>6000 - Materials and Supplies</b>	Administrative (Title IIA program)	0.00		
	Professional Development	0.00		
	Private School Set-Aside	8,000.00		
	<b>Total Materials and Supplies</b>	<b>8,000.00</b>		Yes



<b>8000 - Capital Outlay</b>	Equipment for Instruction	
	Buildings	
	Remodeling	
	Professional Development Equipment	0.00
	Total Capital Outlay	0.00
	<b>Total Budget</b>	517,411.70
	<b>Total Private School Set-Aside</b>	\$138,044.12
	Does Grand Total above equal the 2018-2019 Allocation on the "Narrative & Detail Budget" Tab?	No -please review your entries.

Yes

Note: Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this federal grant.

**G. TRANSFERABILITY**

Section 5103(b)(2) of ESSA allows divisions to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [http://www.doe.virginia.gov/federal\\_programs/esea/forms/lea\\_funds\\_transfer\\_request.docx](http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx).

Amount Budgeted													
Title I, Part A		Title I, Part C		Title I, Part D		Title II, Part A	Title III, Part A				Title IV, Part A	Title V, Part B	
Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title IV, Part A, Transferability Award S424A180048 Project Code APE60022	EL	IY			Title II, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability
Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability	Title II, Part A, Transferability	Title IV, Part A, Transferability
<b>Amount Transferred to Program</b>							0.00						
<b>OBJECT CODE - EXPENDITURE TYPE</b>													
<b>1000 - Personal Services</b>													
Administration													
						0.00							
Teachers													
						0.00							
Paraprofessionals													
						0.00							
Teacher Incentives													
						0.00							
Professional Development													
						0.00							
Value of professional development personnel-related services or stipends on behalf of private schools													
						0.00							
Other													
						0.00							
Total Personal Services													
						0.00							
<b>2000 - Employee Benefits</b>													
Fixed Charges (Administrative)													
						0.00							
Fixed Charges (Instructional and Other)													
						0.00							
Teacher Incentives													
						0.00							
Fixed Charges (Professional Development)													
						0.00							
Value of professional development personnel-related benefits on behalf of private schools													
						0.00							
Total Employee Benefits													
						0.00							
<b>3000 - Purchased/Contracted Services</b>													
Evaluation Services													
						0.00							
Parent and Family Engagement													
Private School Set-Aside													
						0.00							
Professional Development													
						0.00							
Teacher Quality (i.e., assessments; recruitment)													
						0.00							
Other													
						0.00							
Total Purchased/Contracted Services													
						0.00							

<b>4000 - Internal Services</b>																	
Food Services										\$0.00							
Private School Set-Aside										0.00							
Professional Development										0.00							
Other										0.00							
Total Internal Services										0.00							
<b>5000 - Other Charges</b>																	
Travel (Staff/Administrative)										0.00							
Indirect Cost										0.00							
Private School Set-Aside										0.00							
Professional Development										0.00							
Other										0.00							
Total Other Charges										0.00							
<b>6000 - Materials and Supplies</b>																	
Administrative										0.00							
Instructional																	
Private School Set-Aside										0.00							
Professional Development										0.00							
Other																	
Total Materials and Supplies										0.00							
<b>8000 - Capital Outlay</b>																	
Professional Development										0.00							
Total Capital Outlay										0.00							
<b>Total Private School Set-Aside</b>										<b>0.00</b>							
<b>TOTAL BUDGET</b>										<b>0.00</b>							
Does Budget Match Amount Transferred to Program?										Yes							

**DETAIL BUDGET BREAKDOWN**

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000.

The amounts by program and object codes totals are to be entered on the Summary Budget Sheet under the appropriate area.

Do the totals equal the Summary Budget sheet?

Yes

**BREAKDOWN OF STAFF POSITIONS  
OBJECT CODE 1000**

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. (Required if staff positions are to be funded by federal funds.)

Item Description	Funding Source	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools			
Total for Object Code:		0.0	0.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

Item Description	Funding Source	Total Cost
Private School Set-aside		
Total for Object Code:		0.00



**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000**

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services.

Item Description	Funding Source	Total Cost
Total for Object Code:		0.00

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000**

Provide a description for expenses related to object code 5000.

Item Description	Funding Source	Total Cost
Private School Set-aside		
Total for Object Code:		0.00

**DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 6000**

Provide a description for expenses related to object code 6000 Materials and Supplies. Include articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any

Item Description	Funding Source	Quantity	Total Cost
Private School Set-aside			
Total for Object Code:		0.00	0.00





**H. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427**

**Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.**

Describe the steps the division will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

In carrying out our mission of Every Child By Name, and by Need to Graduation, Lynchburg City Schools will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs, and services will be accessible to all teachers, students and other program beneficiaries with special needs allowing them to participate fully in the projects. The school system does not discriminate on the basis of gender, race, national origin, color, disability or age in its educational programs or its services and activities. We provide reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, community members, and other participants. The steps taken in this project to illustrate how Lynchburg City Schools will ensure equitable access will include but may not be limited to:

1. Disaggregating all data points in its Comprehensive Plan according to federally identified subgroups
2. Providing all division stakeholders with a monthly Religious and Cultural Observances Calendar
3. Providing written documents, brochures, announcements, etc., in other languages as needed
4. Providing access to educational materials and programs to accommodate the needs of students with hearing or visual impairments, e.g., interpreters, braille
5. Providing transportation services to students that include handicapped accommodations
6. Providing guidance for the school division through the Superintendent's Office and the Director of Engagement, Equity, and Opportunity

**I. TEACHER QUALITY**

**Part 1**

**Teacher Quality**

Under USED’s authority to ensure an orderly transition from ESEA to ESSA, states are no longer required to report highly qualified teacher (HQT) data. Instead, states may rely on licensure and other professional requirements for teachers. However, for program planning purposes for the 2018-2019 school year, the following information on teacher and paraprofessional quality from the 2017-2018 data collection may assist school divisions. These data may be obtained from the most recent verified Instructional Personnel and Licensure Report (IPAL), which provides division results on the licensure and endorsement status of instructional personnel for the 2017-2018 school year.

See Instructional Personnel and Licensure Report (IPAL), as outlined in Superintendent’s Memorandum Number #301-17, October 13, 2017.

**Teachers (all schools and all federal core content subjects)**

Number of <b>classes</b> taught by properly licensed and endorsed teachers	<u>2,610</u>
Number of <b>classes not</b> taught by properly licensed and endorsed teachers	<u>62</u>
Total <b>classes</b>	<u>2,672</u>
Percent of classes taught by properly licensed and endorsed teachers	<u>97.68%</u>

**Paraprofessionals (Title I schools only)**

For **targeted assistance** schools, only count instructional paraprofessionals working in the Title I classrooms.  
 For **schoolwide** schools, count all instructional paraprofessionals in the entire school.

Total Properly Qualified Instructional Paraprofessionals	<u>224</u>
Total Instructional Paraprofessionals who are Not Properly Qualified	<u>0</u>
Total Instructional Paraprofessionals	<u>224</u>
Percent of Properly Qualified Paraprofessionals	<u>100.00%</u>

**Part 2**

**EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED, AND EFFECTIVE TEACHERS**

Describe how the division assures that students in high poverty (Title I) and/or high minority schools are not taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools. To do this, divisions may wish to examine teacher licensure and endorsement data from the 2017-2018 school year or other available teacher quality data and teachers’ experience levels at the highest poverty (Title I) and/or highest minority schools at each grade span and indicate whether these percentages are similar in other non-Title I schools with lower poverty or minority percentages. Outline strategies used to ensure an equitable distribution, including mentoring programs to support new teachers and professional development activities to support teachers in working with diverse student populations.

LCS conducts an annual analysis of teacher experience levels at all schools to determine whether students in high poverty and/or high minority schools are taught by inexperienced teachers at a higher rate than other schools. We compared teaching experience through LCS and overall teacher experience combined (if known). We used the March 2018 Monthly Membership Reports for enrollment by race and the Child Count Data for poverty figures by school. According to this data, LCS’ two highest poverty and highest minority schools are William M. Bass Elementary (BASS) and Dearington Elementary School for Innovation (DESI). BASS has a poverty rate of 76.55% with 77% of students reporting their race as African American or 2 or more races. DESI has a poverty rate of 76.44% with 85% of students reporting their race as African American or 2 or more races. These schools were compared to our two lowest poverty and lowest minority schools. By comparison, Bedford Hills Elementary has a poverty rate of 40.68% with 40% of students reporting their race as African American or 2 or more races and Paul Munro Elementary has poverty rate of 38.55% with 36% of students reporting their race as African American or 2 or more races. It is important to note that 100% of all teachers at these four elementary schools are fully licensed and endorsed. LCS will continue to analyze teacher experience levels across the division. We will also review on-going recruitment and retention strategies to ensure that 100% of all staff meet the qualifications for properly licensed and endorsed. We do not currently utilize stipends for working in higher poverty and/or higher minority schools or voluntary transfers.

**J. PRIVATE SCHOOL PARTICIPATION**

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title II, Part A. (ESEA Section 8501 and Title VIII, Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools in your school division's attendance area?

**Yes (If yes, complete the remainder of this page.)**

**No (If no, it is not necessary to complete the rest of this page.)**

2. Place an "X" in the appropriate block(s) to indicate how private schools in the division were notified on the availability of equitable services funded by Title II, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

Regular Mail

Certified Mail

Telephone Calls

Meetings

Visits to the Private School

Other (Please specify)

e-mail

3. What is the public school division's projected K-12 enrollment for the 2018-2019 school year? 8,086

4. Determining Set-Asides from Title IIA Budget (These fields will calculate automatically once enrollment figures have been entered.)

a. Proposed Budget	\$517,411.70
b. Amount of funds allocated for administration	\$17,074.59
c. Amount to use for set-aside calculations	<b>\$500,337.11</b>

5. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.

a. Proposed Budget	\$0.00
b. Amount of funds allocated for administration	\$0.00
c. Amount to use for set-aside calculations	<b>\$0.00</b>

6. Complete the chart below:

- In Column A, list all eligible private schools in the geographic boundaries of the school division.
- In column B, indicate the participation status of the listed private school(s) for the 2018-2019 award year, as a result of consultation.
- In column C, enter the K-12 enrollment of private schools participating in services for the 2018-2019 award year.
- Columns D and E will automatically calculate the value of services for the 2018-2019 award year.
- In Column F, indicate the method of notification for each private school.

7. For the 2018-2019 award year, enter the estimated private school-set aside (Cell J93) onto the Summary Budget Tab under the "Budget for 2018-2019" column in the appropriate object codes on the "Private School Set-Aside" lines. On the Budget Detail pages, list the amounts in the appropriate object codes in the "Private School Set-Aside for 2017-2018" lines.

Value of services for participating private schools – from Title IIA 2018-2019 budget	Value of additional services for participating private schools - from 2018-2019 TRANSFERABILITY	Total Value of Services for Public Schools from 2018-2019 allocation	Total Value of additional services for Public Schools from 2018-2019 TRANSFERABILITY
\$138,044.12	\$0.00	\$362,292.99	\$0.00

A	B	C	D	E	F
Name of each Private School	Participation Status for 2017-2018 award year? (Yes/No)	K-12 Enrollment	Estimated Value of Services from 2018-2019 Title IIA budget, per school (calculated field)	Estimated Value of additional services from Transferability funds	Method of Notification (for non-participating schools only)
Bridges Treatment Center	Yes	37	\$1,657.78	\$0.00	
Holy Cross Regional Catholic School	Yes	179	\$8,020.09	\$0.00	
James River Day School	Yes	261	\$11,694.10	\$0.00	
New Vistas School	Yes	35	\$1,568.17	\$0.00	
Rivermont School	Yes	115	\$5,152.57	\$0.00	
Virginia Episcopal School	Yes	259	\$11,604.49	\$0.00	
Liberty Christian Academy	Yes	1,770	\$79,304.80	\$0.00	
New Covenant School	Yes	425	\$19,042.11	\$0.00	
			\$0.00	\$0.00	
			\$0.00	\$0.00	
			\$0.00	\$0.00	
			\$0.00	\$0.00	
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			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00

Per Pupil Expenditure (calculated field):	44.80	Total Private school set- asides	<b>\$138,044.12</b>	<b>\$0.00</b>
Per Pupil Expenditure for Transferability funds (calculated field):	0.00		Use this figure for private school set- asides in 2018- 2019 budget	Use this figure for private school set- asides in 2018- 2019 budget Transferability