

Overview

The Overview provides summary information of the key points of the Funding Request

Message from the Superintendent.....	1
Superintendent's Proposed Budget.....	18
Initiatives by Tier.....	19
Initiative Fund Location.....	21
Summary of Compensation, Growth, and Op Increases.....	23
Summary of New Recurring Initiatives.....	24
Initiatives by Key Area.....	25
Initiatives by School Board Goals.....	27
Projected 2014/2015 Initiatives and Reductions.....	29
Budget Calendar.....	30



Message from the Superintendent

Meeting Students at the Leading Edge of Their Potential

It was just over 50 years ago, in an academic setting in

fact, that a president of the United States said, “We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win ...”

The moon landing captured the imagination, support and talents of a nation. And, not inconsequential was the immediate impact this journey had on education and upon young men and women in classrooms all across the country, teachers and students alike.

This point recently was revisited by one of our nation’s space heroes, Dr. Kathy Thornton, who logged nearly 1,000 hours in space and was one of two mission specialists who repaired the Hubble Telescope while outside the shuttle in an historic 1993 flight.

Dr. Thornton, now an associate dean at the University of Virginia, was discussing the current state of the space program and comparing it with the state of education. Noting the end of the shuttle flights and NASA’s substantial budget reductions, she characterized our nation as being “trapped in low-orbit.”

Education today can be similarly described, pulled down by antiquated classroom environments, repetitive instructional methods, inadequate testing, separation from our diverse communities, and unresolved national debates about the way forward.

In many ways, we are educating children as we did 100 years ago, during the dawning of the assembly line. And while the world has evolved over the past century, from covered wagons to space shuttles, the pace of change and progress in education has been far less ambitious.

The costliest consequence of this slow progress has been our nation’s inability to meet one of our most important responsibilities: preparing all students for post-graduate success as citizens, in higher education, and in the workforce.

Budgets contain numbers but they also should be about the lives they shape and the doors to opportunity they open.

“Adequate funding will always be a challenge, but what we cannot afford is fewer ideas, less energy and lower skills ...”

This is the fourth consecutive year that the Albemarle County Public Schools Superintendent is submitting a maintenance of effort funding request. This request of \$155.4 million represents an increase of about 2.8 percent over our current

budget, primarily driven by enrollment growth, increased free/reduced lunch eligible students, and compensation.

All of these drivers go to the heart of our values as a school division. Funding enrollment growth enables us to maintain optimal class sizes. The support our free/reduced lunch eligible students receive produces significant academic progress in this at risk population. Maintaining compensation at competitive market levels allows the division to attract and retain the high-quality educators and classified staff who deliver the exceptional performance our children deserve.

In this request, we are estimating expenditures that are approximately \$1.5 million above revenues. Final numbers from our two major revenue sources—state aid and local

government, which comprise nearly 97 percent of our budget—will not be known for several months and will affect this disparity.

The silver lining in the dark financial clouds of these past several years has been the management discipline and innovation that has led us to do more with less, resulting in significant savings in operational expenses that continue to accrue to our taxpayers. In just the past year, for example, conservation improvements have enabled us to avoid \$160,000 in energy-related costs. We continue to benefit from greater transportation efficiencies that reduce costs by hundreds of thousands of dollars and from more streamlined administrative oversight.

This funding request is built upon the foundation of the “3Rs,” to which it adds “4Cs.” Education must continue to be about reading, writing and arithmetic, and also be about Critical thinking, Creativity, Collaboration and Communication.

Opening doors of opportunity means meeting children at the leading edge of their potential. Adequate funding will always be a challenge, but what we cannot afford is fewer ideas, less energy and lower skills in preparing our children to meet the sweeping global challenges they will face upon graduation.

The focal point of our strategy for 21st century learning can be found through such programs as Design 2015, our division-wide innovation laboratory. This program features a series of 25 diverse initiatives in our schools, representing the collective wisdom, imagination and purpose of our educators.

Each initiative must advance our capabilities in three areas: the use of technological resources, the learning environment, and the quality of the

instructional method. Each must set out a clearly defined process for measuring meaningful student improvement in mastering the “4Cs” and must have the potential to be a best practice across all of our schools.

Design 2015, together with our Math, Science & Engineering Academy, our Health and Medical Sciences Academy, and our computer coding programs, represent an alignment of general government, school board, school division and school strategies for better preparing our students for post-graduate success.

These programs focus funds, the participation of our educator, parent, business, higher education and government communities, and a passion for new models of excellence to provide the power we need to begin to move education out of low-orbit. Their success depends upon our own ability as a division to think critically, be creative, collaborate and communicate.

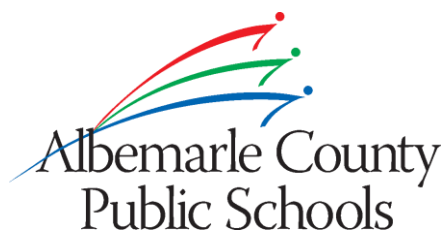
A year ago, this message promised a commitment to move Albemarle County Public Schools from good to great. I am grateful for the extraordinary contributions of our School Board and local government partners, our teachers, staff, parents, advisory groups and volunteers, who are moving us closer to that objective. Together, we are making it possible for us to say that the challenge of ensuring that all students are prepared for lifelong success is “one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win.”

Thank you,

Pamela R. Moran

Dr. Pamela R. Moran
Superintendent of Schools





Our School Division

We serve nearly 13,100 students in grades pre-K through 12 in Albemarle County, Virginia, the sixth largest county by area in the Commonwealth and one of the nation's top places to raise a family, according to Forbes magazine. In a diverse locality, with rural, suburban and urban characteristics, Albemarle County Public Schools is proud to maintain community-based elementary schools and state-of-the art secondary schools, as well as provide opportunities for our graduates to excel as citizens, in higher education, and in the workforce.

Our community has a tradition of pride in our schools and consistently values public education as key to a well-educated citizenry, a prepared workforce, a vibrant local economy, and caring community servants.

For more information about the division's budget development process, visit: <http://www.k12albemarle.org/budget>

FAST FACTS*

2013-14 FUNDING REQUEST:

\$155,444,689

STUDENT ENROLLMENT (K-12):

12,800

PER PUPIL EXPENSE:

\$11,372

27 SCHOOLS:

16 elementary schools
5 middle schools
3 comprehensive high schools
2 charter schools
1 vocational technical center

All schools accredited by the Virginia Department of Education

2,387 EMPLOYEES:

1,196 Teachers
1,191 Other Employees

ADVANCED STUDIES DIPLOMAS:

66.0%

GRADUATES PURSUING HIGHER EDUCATION:

83.6%

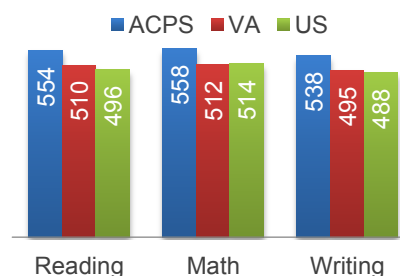
ON-TIME GRADUATION RATE:

92.0%

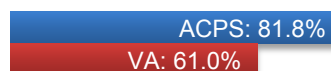
COLLEGE-LEVEL (AP & DUAL ENROLLMENT) COURSES OFFERED:

39

AVERAGE SAT SCORES:



STUDENTS EARNING A PASSING SCORE ON AP EXAMS:



*2011-12 Division Profile

Executive Summary

Meeting Students at the Leading Edge of Their Potential

How do we prepare students for tomorrow's success? In Albemarle County Public Schools, we focus on relationships, relevance and rigor, one child at a time. We are dedicated to establishing efficient operational systems aligned with strategic goals that meet the needs of every student.

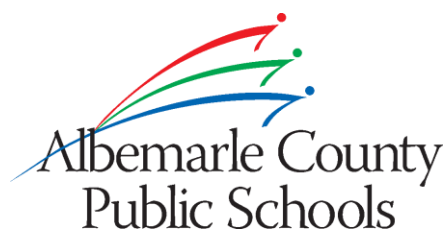
Every student's success matters. It matters to our children, our families, our teachers and our schools. It also matters to you, the citizens and taxpayers of Albemarle County. When we work every day to challenge every child—regardless of their capability, socioeconomic status or parental involvement—to embrace learning and to excel, we are working to provide them with the skills, motivation and persistence to own their future and ours. Our future is bound with that of our community's schoolchildren. We want them to receive the highest quality education, one that is competitive with the world's best, and one that prepares them for the future they will inherit.

Our students. Our decisions. Our future. When we established our strategic vision in 2005, we anchored it in learners and learning. This is supported by the division's 12 Lifelong-Learner Competencies that set expectations for how students develop a wide variety of knowledge, understanding, and skills to prepare them for success. We develop students who graduate from high school on time, motivated to acquire new knowledge at all stages of life and apply that knowledge to achieve career and personal goals. Our aim is for every student in Albemarle County Public Schools to graduate citizenship, workforce and college ready with a set of skills that can positively impact our economy and our community.

The task before us—preparing all of our students for post-graduate success—is the function of our vision, mission and strategic goals. In an increasingly complex and competitive global environment, maintaining the status quo is unacceptable. The way forward begins with a commitment to our community's values—neighborhood elementary schools, student-friendly class sizes, a collaborative learning environment, the appropriate use of technology to enrich educational experiences, and a highly dedicated and innovative team of educators, support staff and volunteers. Meeting this commitment requires a focus upon constant improvement, ideas that broaden learning beyond the classroom, and partnerships that leverage the resources of our business community. It also requires implementing policies and practices that reduce costs without reducing quality. Today, more than ever, education excellence is a cooperative venture, beginning with the Board of Supervisors and the School Board and including teachers who deliver instruction, the staff who selflessly serve our students and families, the bus drivers and cafeteria workers who care for our students, and the volunteers and taxpayers who support the important work we are doing on behalf of children.

The Division's Strategic Plan is key to our continued success. Beginning in February, Albemarle County residents will have the opportunity to join in the refinement of our strategic plan. Through participation in community forums and online surveys, all of us will have contributions to make in determining those priorities, programs and activities that will shape the destiny of our children in a time of unparalleled challenge and opportunity.

We are a community of learners and learning. Let's take a look at how we are doing to ensure tomorrow's success for our students.



OUR VISION

All learners believe in their power to embrace learning, to excel, and to own their future.

OUR MISSION

The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through relationships, relevance and rigor, one student at a time.

OUR GOALS

1. Prepare all students to succeed as members of a global community and in a global economy.
2. Eliminate the Achievement Gap.
3. Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff and administrators.
4. Achieve recognition as a world-class educational system.
5. Establish efficient systems for development, allocation and alignment of resources to support the division's vision, mission and goals.

OUR CORE VALUES

Excellence

We believe in meaningful learning that stretches people to the frontiers and boundaries of their abilities.

Young People

We believe young people deserve the best we have to offer. Each individual child is capable and has the right to safety, mutual respect and learning.

Community

We believe in our collective responsibility to work together in a cooperative effort to achieve common goals by building communities of practice, establishing a high quality learning community, and listening to the community.

Respect

We believe in treating all individuals with honor and dignity.

Sharing Our Successes

Highlights: A Year in Review

Albemarle County Public Schools students were among the top three percent of all students in Virginia according to the latest Scholastic Aptitude Test (SAT) results from the Virginia Department of Education. Based on 2012 test scores, high school students in Albemarle County Public Schools had a mean average score of 553 on the critical reading test, which was the second highest score among the state's 131 public school divisions. On two other tests, math and writing, the scores were 557 and 537, respectively, which were the third highest among all school divisions in Virginia.

Eleven Albemarle County public school teachers earned certification from the National Board for Professional Teaching Standards, nearly doubling the number of teachers in the division who have successfully completed the rigorous, year-long process for demonstrating classroom excellence. There are 36 more teachers in the division currently undergoing the process to earn certification next year.

The 2012 Red Apple Award, bestowed each year by the Charlottesville Business Innovation Council (CBIC), was awarded to Corrie Kelly, a reading specialist at **Woodbrook Elementary School**. According to the Council, the award is presented to the "K-12 educator who clearly and consistently is able to do the most with available resources to inspire and prepare students for the limitless possibilities in technology."

Two Albemarle County public schools were among a select few in the state to be recognized by the United States Department of Agriculture (USDA) for their health and wellness programs in support of the department's HealthierUS School Challenge. Albemarle County was one of three divisions in the state to have a school receive USDA's Gold with Distinction Award. **Red Hill Elementary School** earned the recognition for the quality of their nutrition education, healthy school lunch food choices, and a broad range of physical education activities offered to students. **Meriwether Lewis Elementary School** received a Bronze Award. Only eight school divisions in the state received a HealthierUS School Challenge Award.

Albemarle High School more than doubled enrollment in its college readiness program, Advancement Via Individual Determination (AVID), which is designed to increase the number of graduates who attend and succeed in higher education.

A total of **11 teams, including 63 students** from three high schools, two middle schools, and three elementary schools, represented Albemarle County Public Schools in Destination ImagiNation's Global Finals in May 2012. Students qualified by coming in first or second in their grade level category during the state competition, in which 141 teams from throughout Virginia competed.

Hundreds of educators across five continents were focused on **Murray High School** in April 2012, when the school hosted Breaking Tradition 2012, an international conference purposed to highlight global best practices in progressive education in grades K-12. The virtual conference was the first of its kind, showcasing the groundbreaking concepts that are at the core of Glasser Quality Schools like Murray.

Musicians from **Albemarle High School and Jouett and Sutherland middle schools** continued a tradition of excellence for Albemarle County Public Schools in regional orchestra and band competitions, earning Grand Champion honors in March 2012. Two ensembles, which included 46 musicians from the three schools, earned all five awards from the Fiesta-val Invitational.

Albemarle High School's Jazz Ensemble earned top honors in a competition that has been described as the "premier scholastic jazz competition on the entire east coast." Winners of both the combo and big band divisions at the 32nd annual Chantilly Jazz Festival in March 2012, Albemarle High musicians also were awarded three scholarships. The Ensemble now has placed first in the festival three out of the past four years.

The Virginia Music Education Association again distinguished **Albemarle High School** as a Blue Ribbon School, and for the 11th straight year, the Albemarle High School Band won distinction as a Virginia Honor Band. Also, the school's drama department captured first place in both district and regional competitions for the ninth straight year.

Forty-one of the 52 projects submitted by Albemarle County students at the 31st annual Piedmont Regional Science Fair in March 2012 placed either first, second or third, or received honorable mention. **Albemarle County high school students** earned first place finishes in 12 of 14 categories. A safe drinking water project from two Albemarle County high school students won Best in Show. Students from the division's **Math, Science & Engineering Academy (MESA)** won 11 of the 12 first place awards, and a **Western Albemarle High School** student won the 12th. **Eight Albemarle County middle school students** earned recognition and two projects received special awards: The VaBIO award for best project and the Broadcom MASTERS award were awarded to a **Henley Middle School** student, and the Army Engineering Award was awarded to a **Sutherland Middle School** student. Additionally, 38 middle and high school students received special recognitions from sponsoring companies or organizations.

LIFELONG-LEARNER COMPETENCIES

Plan and conduct research.

Gather, organize, and **analyze data**, evaluate processes and products; and draw conclusions.

Think analytically, critically, and creatively to pursue new ideas, **acquire new knowledge**, and make decisions.

Understand and apply principles of **logic** and **reasoning**; develop, evaluate, and defend arguments.

Seek, recognize and **understand** systems, patterns, themes, and interactions.

Apply and adapt a variety of appropriate strategies to **solve** new and increasingly **complex problems**.

Acquire and use precise language to **clearly communicate** ideas, knowledge, and processes.

Explore and express ideas and opinions using multiple media, the arts, and technology.

Demonstrate **ethical behavior and respect** for diversity through daily actions and decision making.

Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence.

Understand and follow a **physically active lifestyle** that promotes good health and wellness.

Apply habits of mind and metacognitive strategies to plan, monitor, and **evaluate one's own work**.

22 OF OUR SCHOOLS HAVE EARNED THE ENERGY STAR*

Agnor-Hurt Elementary
Albemarle High
Baker-Butler Elementary
Broadus Wood Elementary
Brownsville Elementary
Burley Middle
Cale Elementary
Crozet Elementary
Greer Elementary
Henley Middle
Hollymead Elementary
Jouett Middle
Meriwether Lewis Elementary
Murray Elementary
Red Hill Elementary
Scottsville Elementary
Stone-Robinson Elementary
Stony Point Elementary
Sutherland Middle
Walton Middle
Woodbrook Elementary
Yancey Elementary

**Buildings that earn the ENERGY STAR prevent greenhouse gas emissions by meeting strict energy efficiency guidelines set by the U.S. Environmental Protection Agency and the U.S. Department of Energy.*

For the third consecutive year, the **Monticello High School Wind Ensemble** received straight Superior ratings at the Virginia Band & Orchestra Directors Association (VBODA) District Band Assessment held in March 2012. The band performed grade VI music, the highest level of difficulty in Virginia, and received Superior ratings from all three judges for its prepared music performance. The band also earned a Superior rating in sight-reading, which required the group to study and perform a new, unpublished piece of grade IV music in seven minutes.

In February 2012, **five Albemarle High School students** were selected for All-State Orchestra and Band, the highest level of achievement for student musicians in Virginia. Additionally, a total of **16 Albemarle County Public Schools students** were chosen for the All-State Chorus.

Nine Albemarle County Public Schools earned 2012 Virginia Index of Performance (VIP) awards for advanced learning and achievement. Three schools received the highest honor, the Governor's Award for Educational Excellence: **Meriwether Lewis Elementary, Murray Elementary, and Sutherland Middle**; two schools received the Board of Education Excellence Award: **Baker-Butler Elementary and Hollymead Elementary**; and four schools received the Board of Education Competence to Excellence Award: **Agnor-Hurt Elementary, Crozet Elementary, Stone-Robinson Elementary and Western Albemarle High.**

As part of a commitment to 21st century learning, **Brownsville Elementary School** sought to expand opportunities for students to develop lifelong-learning skills by converting its library into an innovative, multipurpose media center that

includes flexible learning spaces, small project group areas, new seating and mobile furniture.

Burley Middle School celebrated its women's chorus, the Bearettes, for their bronze medal placement at the World Choir Games, an international competition among 362 choirs from 64 nations. Additionally, two short films created by Burley students were selected as "Best in Show" at the Virginia Film Festival.

Baker-Butler Elementary School celebrated its 10th anniversary with the addition of two "Reading Bear" sculptures to the school's Echoes of Nature Sculpture Park. Students participated in the construction of the new additions.

Crozet Elementary School students are using a wireless, fully-integrated portable tablet to develop their research, collaboration and presentation skills in the school's Media Center and kinesthetic learning strategies to locate and investigate differences among U.S. cities and states.

For the second year in a row, **Henley Middle School students** ranked second among all public middle school students in the state for their scores on the Standards of Learning (SOL) math and reading assessments. The school utilizes an in-house Math Academy to prepare students.

Monticello High School opened its **Health and Medical Sciences Academy** with its first entering class of 24 students. The academy was designated as a regional Governor's Health Sciences Academy by the state Department of Education. Students pursue paths of study that prepare them for post-secondary education or the workforce in health related studies and professions. The academy is open to all public high school students in the county.

Responsive Classroom training for students, staff and teachers at **Woodbrook Elementary School** resulted in significant reductions in student-reported bullying incidents. Similar improvements were reported at bus stops, at recess and in the classroom.

Jouett Middle School is being considered for designation as an AVID National Demonstration School for the success of its AVID program, which develops college and workforce readiness skills with a concentration on students who would be the first in their family to attend college. Only two percent of the nearly 5,000 AVID programs worldwide achieve such status.

Murray Elementary School created a "hybrid learning environment," where students use iPads to connect to global educational opportunities. A recent project on the study of birds included the collection of data on the species and number of birds on school grounds, which was shared with scientists at Cornell University's Lab of Ornithology.

A **Monticello High School student** earned a medal from the National Endowment for the Humanities for his performance at a nationwide celebration of National History Day.

Working with internationally renowned educator Carol Tomlinson from the University of Virginia, **Red Hill Elementary School teachers** are broadly implementing a new method of instruction that is differentiated to best meet individual student needs, learning styles and capabilities.

As part of an environmental study program and a community service project, **Sutherland Middle School students** created and installed nature informational signs for the public along the trail around Lake Hollymead.

Safe Schools/Healthy Students, an Albemarle-Charlottesville partnership initiative supporting safer, healthier students and learning communities, reported that student-reported incidents of physical, verbal, social and cyber bullying dropped by up to half in middle and high schools in the past year.

Western Albemarle High School nearly doubled the number of students participating in dual enrollment (college credit) English classes. Also, enrollment in Honors classes increased by seven percent, and 83 percent of all students in the Career and Technical Education program passed their industry certification exams, well above the state average.



College Acceptances

Our 2012 graduates were accepted at these and other colleges:

Akron University	Cornell University	Ithica College
Alabama University	Dallas Baptist University	James Madison University
Alderson Broadus	Dartmouth College	Johns Hopkins University
Allegheny College	Davidson College	Johnson C. Smith University
American University	Denison University	Kenyon College
Appalachian State University	Dickinson College	Kings College
Art Institute of Washington	Drexel University	Lafayette College
Auburn University	Eastern Carolina University	Lake Erie College
Auckland University	Eastern Mennonite University	Lees McRae College
Averett University	Eastern University	Lenoir Rynes University
Babson College	Elon University	Liberty University
Baldwin-Wallace College	Emory and Henry College	Longwood University
Bard College	Emory University	Louisiana State University
Barry University	Eugene Lang College-The New	Lynchburg College
Bates College	School	Macalester College
Bethany College	Ferrum College	Marietta University
Boston College	Flagler University	Mary Baldwin College
Boston Conservatory	Florida Gulf College	Maryland Institute of Art
Boston University	Franciscan University	Marymount College
Bowdoin College	Franklin W. Olin College of	Marymount Manhattan College
Bridgewater College	Engineering	Massachusetts Institute of
Brigham Young University,	Garner-Webb University	Technology
Idaho	George Mason University	McDaniel College
Brigham Young University,	George Washington University	McGill University
Salt Lake Center	Georgetown University	Miami University, Ohio
Brooklyn College	Georgia Institute of Technology	Michigan State University
Brown University	Gettysburg College	Middle Tennessee State
Campbell University	Glenville State College	University
Carleton College	Goucher College	Mississippi State University
Carnegie Mellon University	Grove City College	Montana State University
Case Western Reserve	Guilford College	National University of Ireland
Catholic University of America	Hamilton College	New Mexico State University
Christopher Newport University	Hampden-Sydney College	New York University
City University of New York	Hampshire College	New York University
Clarkson	Hampton University	North Carolina A&T State
Clemson University	Harvard College	University
Coastal Carolina University	Harvard University	North Carolina Central
College of Charleston	Harvey-Mudd College	University
College of William & Mary	High Point University	North Carolina State University
College of Wooster	Hofstra University	Northeastern University
Colorado College	Hollins University	Northern Arizona University
Columbia University	Holy Cross College	Northwestern University
Connecticut College	Howard University	Northwestern University
Coppin State University	Iowa State University	Oberlin College

Ohio Wesleyan University	Troy University	University of Oregon
Old Dominion University	Tufts University	University of Pennsylvania
Penn State University	Tulane University	University of Pittsburgh
Pitzer College	United States Naval Academy	University of Puget Sound
Pomona College	University College Dublin	University of Richmond
Post University	University of Alabama	University of Rochester
Princeton University	University of Arizona	University of South Carolina
Providence College	University of British Columbia	University of Southern California
Purdue University	University of California, Berkley	University of Southern Michigan
Queens University of Charlotte	University of California,	University of Vermont
Radford University	Los Angeles	University of Virginia
Randolph-Macon College	University of California,	University of Virginia's College
Regent University	San Diego	at Wise
Rensselaer Polytechnic Institute	University of California,	University of Washington
Rhodes College	Santa Barbara	University of Washington,
Rice University	University of Canterbury	Seattle
Roanoke College	University of Central Florida	University of Western Ontario
Rochester Institute of	University of Chicago	University of Winchester, Wales
Technology	University of Connecticut	Ursinus College
Rose Hulman	University of Delaware	Vanderbilt University
Santa Barbara City College	University of Florida	Villanova University
Santa Fe College	University of Georgia	Virginia Commonwealth
Savannah College of Art &	University of Hawaii	University
Design	University of Hawaii, Manoa	Virginia Intermont College
Sewanee: The University of the	University of Illinois	Virginia Military Institute
South	University of Illinois,	Virginia Polytechnic Institute &
Shenandoah University	Urbana-Champaign	State University
Southern Adventist University	University of Iowa	Virginia State University
St. Bonaventure University	University of Kentucky	Virginia Union University
St. Lawrence University	University of Mary Washington	Virginia Wesleyan College
St. Mary's College of Maryland	University of Maryland	Wake Forest University
St. Olaf College	University of Miami	Washington & Lee University
Stanford University	University of Michigan	Washington College
State University of New York,	University of Michigan,	Washington State University
Purchase	Ann Arbor	Washington University, St. Louis
Susquehanna University	University of Mississippi	Wellesley College
Swarthmore College	University of North Carolina,	Wesleyan University
Sweet Briar College	Chapel Hill	West Virginia University
Syracuse University	University of North Carolina,	Westminster College
Temple University	Charlotte	Williams College
Texas Christian University	University of North Carolina,	Wilson College
Townsend State University	Wilmington	Worcester Polytechnic Institute
Towson University	University of Northwestern Ohio	Yale University
Trinity College	University of Notre Dame	

What Educational Excellence Looks Like

The School Division has faced significant challenges in funding request preparation since the economic downturn drastically impacted our national, state and local funding levels. This has resulted, at best, in “hold-the-line” budgets with our minimal revenues consumed by unfunded or partially funded federal and state mandates, growth, and competitive market compensation and benefits.

A needs-based budget fails to move us forward. In an educational system that aspires to be world-class and promises its citizens excellence in education, several critically important capabilities must be available to students. These capabilities are important to the vision, mission and goals of Albemarle County Public Schools in our quest for excellence and offer the “best in class” educational opportunities our contemporary learners deserve.

While not part of the Superintendent’s Funding Request, the following initiatives truly will make us a world-class educational system and help to best prepare our students for lifelong success:

- Development and implementation of a world languages program in elementary schools
- Implementation of a fully staffed instructional coaching model
- Year-round opportunities for teachers to design lessons and assessments consistent with the Framework for Quality Learning and 21st century learning skills and competencies
- Provision of direct home-to-school Transportation for our high school magnet programs
- Transformation of classrooms to innovative, “ergo-dynamic” learning environments
- Development and implementation of a full one-to-one technology initiative

Meeting Our Challenges

While our per-pupil investment still is not at the level of 2007-08, when we were educating 675 fewer students, the demands of increasingly more competitive higher education and workforce environments have not declined or stood still. The division has been aggressive in seeking out alternatives and making difficult decisions to continue to innovate with overall fewer resources. We continue to foster savings through shared services with local government, reductions in energy use, opening up new sources of funding from community and business partners, transportation efficiencies, the streamlining of administrative oversight, and disciplined and prudent fiscal management.

A vital part of that management is preparation and planning for change. A thorough assessment of those developments that are likely to affect the division and the quality of education include:

Current Operational Challenges	Current Instructional Challenges	Watch List
Enrollment growth Local revenue Compensation Bus replacement Redistricting Capital Improvement Program Sequestration	Standards of Quality funding Increased students with free/reduced lunch State-mandated online testing World Languages Program Graduation requirements Staffing at large elem schools Professional development	21st Century Learning Safe Schools/Healthy Students Composite Index Virginia Retirement System

Proposed Changes to Address Our Needs

Teaching and learning, one student at a time, drive all that we do. The rapid pace of change in the world requires educators to anticipate new requirements, whether they involve technology, performance expectations, demographics, student capabilities or potential. The division has identified several areas in which investment is required to maintain the level of educational excellence that Albemarle County residents expect and need. Following is a summary of the most important of these initiatives (labeled "Tier 1"). *A complete synopsis of Tier 1 and Tier 2 initiatives can be found in Section F.*

Instruction: \$248,135

VIRTUAL COURSES. Beginning with students entering ninth grade for the first time in 2013-14, a student must successfully complete one virtual course to meet minimum graduation requirements to graduate with a Standard or Advanced Studies Diploma. While some students in our division take virtual courses from providers such as Virtual Virginia, K12 Public School, and APEX, the need for more varied opportunities will become greater with this graduation requirement. The Department of Instruction is in the process of developing virtual courses that will be offered by ACPs staff. Part of the process will involve purchasing a basic curriculum that will be modified to create more challenging courses that meet the division's expectations for student learning. **1.00 FTE - \$66,987; \$181,148**

Maintenance of Effort: \$3,198,210

GROWTH DUE TO ENROLLMENT. Increase due to growth in numbers of students from budget to budget (203). This will increase teacher FTE by 19.64 FTE. In addition, this initiative includes 4.00 FTE for new school bus drivers. Finally, this initiative includes an increase in operations for schools of \$43,996. **23.64 FTE - \$1,483,528; \$43,996**

TRANSFER TO COMPREHENSIVE SERVICES ACT (CSA). Increase due to significant number of students requiring private day or residential services. These costs are for students with disabilities placed by the Department of Social Services or Albemarle Schools. **\$500,000**

PIEDMONT REGIONAL EDUCATION PROGRAM (PREP). Continue to provide services to students with emotional disturbance, autism, and multiple or severe disabilities through PREP. Funds are requested to address an increase in compensation and program and tuition costs related to providing these services. **\$258,942**

RETURN OF SCHOOL CAPITAL. Consistent with the practice of the Joint Boards, schools retain up to 10% of the final appropriations for capital projects. To better align budgets to actuals, staff recommends these monies be budgeted initially and adjusted as needed. **\$226,978**

PROJECTED DONATIONS. To better align budgets to actuals, staff recommends these monies be budgeted initially and adjusted as needed. **\$180,647**

SPECIAL EDUCATION STAFFING. Increase based on increased need for assistants and changing demographic of special needs population. **2.50 FTE - \$167,467**

CAPITAL IMPROVEMENT PROGRAM (CIP) STORAGE LEASE. Actual expenditure for Com-Dial lease space. These funds are reimbursed from CIP. **\$144,000**

CHARLOTTESVILLE ALBEMARLE TECHNICAL EDUCATION CENTER (CATEC) INCREASE.

Projected increase of CATEC based upon new teacher scales and enrollment changes. **\$107,701**

INCREASE STAFFING TO SUPPORT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) STUDENTS. This initiative seeks to increase ESOL staffing due to increases in the number of ESOL students and the levels of support required to support the learning of these students. **1.00 FTE - \$66,987**

INCREASES IN WIRELESS COSTS. Increases in cell phone usage, necessary features, and the consolidation of all cell phone billing have required an increase in the budget line for cellular phones. The Department of Accountability, Research & Technology (DART) currently supports 199 individual cellular devices spanning all school administration and departments. The overall expenditure is approximately \$110,000 per year. These figures include regular non-data phones as well as "smart" data enabled phones. **\$60,000**

DEPARTMENT OF SOCIAL SERVICES/BRIGHT STARS INCREASE. Increase due to the teacher salary increase and the division's cost associated with the Bright Stars program. **\$1,960**

Market Competitiveness: \$3,271,527

TEACHER SALARY INCREASE. Percentage increase ranges from 1.20% to 4.33% (inclusive of step) depending on location of the scale. This increase meets the 2% requirement to draw down available state funds. **\$1,491,955**

CLASSIFIED SALARY INCREASE. Joint Board increase of 2.00%. **\$946,289**

HEALTH INSURANCE INCREASE. Expected increase of 7% over current year rates. **\$799,820**

DENTAL INCREASE. Expected increase of 7% over current year rates. **\$33,463**

Reductions: (\$3,457,602)

LAPSE FACTOR INCREASE. Lapse factor represents anticipated savings from staff retirement and replacement, the lag between staff leaving and the new staff being hired, and savings from deferred compensation benefits. **(\$1,500,000)**

BUS REPLACEMENT MOVED TO CAPITAL IMPROVEMENT PROGRAM (CIP). As agreed by the Board of Supervisors, costs for school bus replacements are moved to the CIP, thereby reducing recurring operational costs. **(\$947,896)**

SALARY SAVINGS. Salary savings are due to the typical retirements and turnover within the division from year to year. **(\$735,168)**

ELIMINATE TRANSFER TO ADULT EDUCATION GRANT. The Adult Education Grant has been eliminated and thus the local match requirement has been eliminated. **(\$22,500)**

VOLUNTARY EARLY RETIREMENT INCENTIVE PLAN (VERIP). Current participation did not meet projections, plus a 20% decline in the stipend benefit yields a projected savings. **(\$252,038)**

Summary of Tier 1 Initiatives*

Instruction	\$248,135
Maintenance of Effort	\$3,198,210
Market Competitiveness	\$3,271,527
Reductions	(\$3,457,602)
Total for Tier 1 Initiatives	\$3,260,270

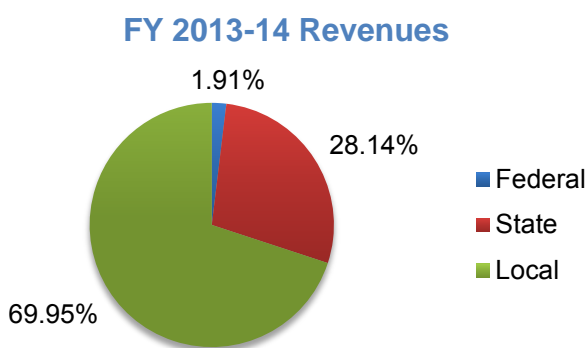
*A complete synopsis of Tier 1 and Tier 2 initiatives can be found in Section F.

Revenues, Expenditures & Assumptions

Total Funding Request

Anticipated Revenue	\$153,972,043
Proposed Expenses	\$155,444,689
Funding Gap	(\$1,472,646)

Unlike a for-profit business or a taxing authority, we generate a very small percentage of our budget and depend on others to provide the revenue needed to fulfill our mission and deliver value to our stakeholders. The federal government provides approximately 2% of our overall budget; state government provides about 28%, and nearly 70% comes from local sources.



Systemic Assumptions

Our budgetary processes are aligned with the division's vision, mission, goals and School Board priorities. The information presented in this funding request is based on the following assumptions:

- VRS rates for 2013-14 hold steady at 12.77%, because we are in the second year of the biennium.
- Overall enrollment will increase.
- Free/reduced lunch student numbers have increased; future projections assume current levels will remain constant.
- 2% pay-for-performance increase for classified staff, based upon recommendations presented to the Joint Boards
- Teacher scale increase based upon market, School Board direction, and 2% overall increase as proposed by the governor
- School bus replacement costs will be moved from the operational budget to the Capital Improvement Program (CIP); state-specific funding will follow.
- Class size and scheduling changes can have budgetary impacts.

Market Compensation Findings

World at Work estimates a 2.5% compensation increase.

Classified:

- As an organization, overall salaries are currently statistically at market (0.5% below)
- Certain positions may be below defined market
- Highly skilled and certain administrative positions are more competitive regionally

Teacher:

- Achieved competitive position within the top quartile
- Ability to hire teachers is improving, maintain competitive position
- Highly competitive at 10 and 15 years of experience
- Retention and competitive position within the top quartile need to be future focus

Market Compensation Recommendations/Actions

Based upon staff recommendations, the Joint Boards adopted a 1%-2% market adjustment.

Classified:

- 2% Pay-for-performance increase
- Address position discrepancies identified as below defined market

Teacher:

- Meet competitive market with scale
- Maintain anchor point on scale at 10 years of experience
- Meet requirements for one-time state funding

Benefits Summary

Each full-time participating employee will receive:	2012-13	2013-14
Contribution towards health insurance	\$6,745	\$7,217
Contribution towards dental insurance	\$301	\$322
In addition, the following benefit rates apply:	2012-13	2013-14
Social Security (FICA)	7.65%	7.65%
Virginia Retirement System (VRS) Professional Rate	12.77%	12.77%
VRS Non-Professional Rate	10.23%	10.23%
VRS Group Life Insurance	0.48%	0.48%

Additional detail regarding our revenues, expenditures, benefits, and compensation can be found in the appendix.

2012-13 School Board Priorities

The division's Strategic Goals are based on the Vision and Mission established by the Albemarle County School Board. Each year, the Board reviews and revises its biennial Board Priorities to support the achievement of these Goals. The following Board Priorities were approved at the Board Work Session on June 28, 2012. They reflect continued commitment to preparing each and every student for the future.

Priority 1.1

Develop Lifelong-Learner (LLL) competencies in all students.

Priority 2.1

Prepare and assess all students for citizenship/workforce/college readiness.

Priority 3.1

Improve the organization's capacity to build and maintain workforce engagement.

Priority 4.1

Promote strategic alignment with the Vision, Mission, and Goals throughout the organization.

Priority 4.2

Expand two-way communication with and outreach to our stakeholders.

Priority 4.3

Assemble a collection of rigorous performance indicators and recognized benchmarks that define a world-class educational system.

Priority 5.1

Evaluate and value instructional programs and operational departments.

For more information about the division's Strategic Plan, visit:

<http://www.k12albemarle.org/strategicplanning>



Budget Advisory Groups

The following advisory groups provide budget input:

AEA Exchange	Quality Council
Classified Employee Advisory	School Health Advisory Council
County Parent Council	School Finance Advisory Council
County Student Council	Special Education Advisory
Department of Accountability, Research, and Technology (DART) Advisory	Superintendent's Budget Advisory Committee
Division Leadership Team	Teacher Advisory
Gifted Advisory	Community members through online budget feedback process

About the School Finance Advisory Council

The Advisory Council was formed by the Albemarle County Superintendent of Schools to provide insights and feedback regarding the financial challenges facing the Albemarle County school system. The council is an ad hoc committee composed of community professionals who meet at the request of the superintendent to discuss specific financial issues. The goal of the council is to improve the functioning of the school system by offering a number of innovative approaches to problems for the consideration of the superintendent. In keeping with its advisory role, there are no formal proposals presented to the superintendent and the council neither approves, nor disapproves policies or processes adopted by the superintendent. School Finance Advisory Council members include:

Gregory Gartland is Principal and Managing Director of the SNL Center for Financial Education LLC, an affiliate of SNL Financial. He is a member of SNL's Senior Management Team, and he has spent his career in advisory and management roles at a range of companies - from startups to Fortune 10 multi-nationals.

Mark A. Meulenberg, CFA, is a portfolio manager for VNBTrust, N.A. a wholly owned subsidiary of Virginia National Bank. In this capacity, Mr. Meulenberg researches investment opportunities and manages portfolios for certain clients of VNBTrust.

Mary Margaret Frank, Ph.D., is Associate Professor of Business Administration at the University of Virginia Darden School of Business. Her current research focuses on the effects of regulated disclosure on the strategy of corporate management, investors and entrepreneurs.

Rick White, CPA, works for HemoShear as Vice President of Finance and Controller. He has 20 years of experience in public accounting providing tax and accounting services for rapidly growing privately-held businesses and individuals as well as 10 years of experience in the real estate development and construction industry.

Rich DeMong, Ph.D., CFA, is currently the Virginia Bankers Professor Emeritus for the University of Virginia McIntire School of Commerce. He specializes in home equity and subprime mortgage lending, bank investment strategies, and equity valuation.

Ken Eades, Ph.D., is the Paul Tudor Jones Research Professor of Business Administration and the Finance Area Coordinator for the University of Virginia Darden School of Business. His research involves corporation finance issues including dividend policy, mergers, firm valuation and defined benefit plans.

Superintendent's Requested Budget

Expenses	11/12 Actual	12/13 Adopted	13/14 Requested	\$ Increase	% Increase	14/15 Projected
Instruction						
Staffing	\$94,979,577	\$104,484,816	\$106,908,950	\$2,424,134	2.32%	\$111,835,137
Operating	\$9,529,911	\$9,911,873	\$10,729,523	\$817,650	8.25%	\$10,890,465
Capital	\$382,477	\$366,670	\$456,678	\$90,008	24.55%	\$463,528
SB Reserve	\$0	\$75,000	\$75,000	\$0	0.00%	\$76,125
Subtotal Instruction	\$104,891,965	\$114,838,359	\$118,170,151	\$3,331,792	2.90%	\$123,265,255
Admin, Attendance and Health						
Staffing	\$7,743,296	\$5,839,666	\$5,999,006	\$159,340	2.73%	\$6,248,767
Operating	\$712,954	\$914,696	\$842,510	(\$72,186)	-7.89%	\$855,148
Capital	\$48,468	\$40,922	\$40,471	(\$451)	-1.10%	\$41,078
Subtotal Admin, Attendance a	\$8,504,719	\$6,795,284	\$6,881,987	\$86,703	1.28%	\$7,144,993
Transportation						
Staffing	\$6,855,944	\$6,958,664	\$7,557,614	\$598,950	8.61%	\$7,849,861
Operating	\$2,027,767	\$1,882,105	\$1,800,467	(\$81,638)	-4.34%	\$1,827,474
Capital	\$13,331	\$0	\$0	\$0	0.00%	\$0
Subtotal Transportation	\$8,897,041	\$8,840,769	\$9,358,081	\$517,312	5.85%	\$9,677,335
Building Services						
Staffing	\$7,689,897	\$8,353,722	\$8,562,695	\$208,973	2.50%	\$8,864,810
Operating	\$5,563,413	\$5,882,550	\$6,065,121	\$182,571	3.10%	\$6,156,098
Capital	\$306,168	\$279,150	\$287,350	\$8,200	2.94%	\$291,660
Subtotal Building Services	\$13,559,478	\$14,515,422	\$14,915,166	\$399,744	2.75%	\$15,312,568
Technology						
Staffing	\$1,630,283	\$1,996,132	\$2,281,360	\$285,228	14.29%	\$2,386,070
Operating	\$376,193	\$417,743	\$421,089	\$3,346	0.80%	\$427,405
Capital	\$19,074	\$17,057	\$12,500	(\$4,557)	-26.72%	\$12,688
Subtotal Technology	\$2,025,550	\$2,430,932	\$2,714,949	\$284,017	11.68%	\$2,826,163
Transfers	\$4,077,838	\$3,829,140	\$3,404,355	(\$424,785)	-11.09%	\$3,455,420
Total School Fund Expenses	\$141,956,591	\$151,249,906	\$155,444,689	\$4,194,783	2.77%	\$161,681,734

Revenues	11/12 Actual	12/13 Adopted	13/14 Available	\$ Increase	% Increase	14/15 Projected
Local School Revenue	\$2,252,796	\$1,592,574	\$2,052,531	\$459,957	28.88%	\$2,061,237
State Revenue	\$39,049,987	\$42,950,045	\$43,319,323	\$369,278	0.86%	\$43,795,581
Federal Revenue	\$3,195,942	\$2,935,218	\$2,935,218	\$0	0.00%	\$2,936,218
Local Revenue	\$100,658,454	\$100,106,298	\$102,618,995	\$2,512,697	2.51%	\$105,126,637
One-Time Use of Fund Balance	\$0	\$1,990,771	\$1,000,000	(\$990,771)	-49.77%	\$0
Recurring Use of Fund Balance	\$0	\$800,000	\$1,170,976	\$370,976	46.37%	\$800,000
CIP & Other Transfers	\$400,000	\$875,000	\$875,000	\$0	0.00%	\$875,000
Total Revenues:	\$145,557,179	\$151,249,906	\$153,972,043	\$2,722,137	1.80%	\$155,594,673

Balances of Revenues vs Expenses				(\$1,472,646)			(\$6,087,061)
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Self-Sustaining Funds:	\$19,973,611	\$18,345,434	\$17,206,232	(\$1,139,202)	-6.21%	
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Initiatives by Tier

Tier 1	Amount
Instruction	\$248,135
Virtual Courses (1 FTE)	\$248,135
Maintenance of Effort	\$3,198,210
CATEC Increase	\$107,701
Piedmont Regional Education Program (PREP)	\$258,942
Transfer to Comprehensive Services Act	\$500,000
Special Educational Staffing (2.5 FTE)	\$167,467
Growth Due to Enrollment (23.64 FTE)	\$1,483,528
Increase staffing to support English for Speakers of Other Languages (ESOL) students. (1 FTE)	\$66,987
Department of Social Services/Bright Stars increase	\$1,960
Return of School Capital	\$226,978
Projected Donations	\$180,647
Capital Improvement Program (CIP) Storage Lease	\$144,000
Increases in Wireless Costs	\$60,000
Market Competitiveness	\$3,271,527
Dental Increase	\$33,463
Health Insurance Increase	\$799,820
Teacher Salary Increase	\$1,491,955
Classified Salary Increase	\$946,289
Reduction	(\$3,457,602)
Voluntary Early Retirement Incentive Plan (VERIP)	(\$252,038)
Salary Savings	(\$735,168)
Eliminate Transfer to Adult Education Grant	(\$22,500)
Bus Replacement Movement into CIP	(\$947,896)
Lapse Factor Increase	(\$1,500,000)
Tier 1 Total	\$3,260,270

Initiatives by Tier

Tier 2	Amount
Instruction	\$491,473
Modify staffing standards for large elementary schools (Enrollments greater than 600 students) (3.83 FTE)	\$163,236
Modify Elementary and Middle School Assistant Principal Staffing Standards (2.1 FTE)	\$140,673
Restore Response to Intervention (RTI) staffing to support at-risk students. (2.8 FTE)	\$187,564
Maintenance of Effort	\$208,516
Fund staffing for Community Public Charter School (1.85 FTE)	\$123,925
Additional 0.50 FTE Resource Officer Funded to Match Albemarle County Police Department (ACPD) Initiative	\$40,000
Transportation Commercial Driver's License (CDL) - Holder Training	\$44,591
Professional Development	\$38,000
Mandt, First Aid, and CPR Training for Transportation	\$38,000
Technology	\$196,524
Increase in Technical Support Staff (3 FTE)	\$196,524
Tier 2 Total	\$934,513

Initiative/Reduction Fund Location

2100 - K-12 INSTRUCTION-SALARIES

Voluntary Early Retirement Incentive Plan (VERIP)	(\$252,038)
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2100 - K-12 INSTRUCTION-SALARIES Total	(\$252,038)
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2102 - C.A.T.E.C

CATEC Increase	\$107,701
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2102 - C.A.T.E.C Total	\$107,701
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2111 - INSTRUCTIONAL SUPPORT

Modify staffing standards for large elementary schools (Enrollments greater than 600 students) - (3.83 FTE)	\$163,236
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Increase staffing to support English for Speakers of Other Languages (ESOL) students. - (1.00 FTE)	\$66,987
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Restore Response to Intervention (RTI) staffing to support at-risk students. - (2.80 FTE)	\$187,564
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Modify Elementary and Middle School Assistant Principal Staffing Standards - (2.10 FTE)	\$140,673
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Virtual Courses - (1.00 FTE)	\$248,135
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Fund staffing for Community Public Charter School - (1.85 FTE)	\$123,925
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2111 - INSTRUCTIONAL SUPPORT Total	\$930,520
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2112 - STUDENT SERVICES

Piedmont Regional Education Program (PREP)	\$258,942
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Transfer to Comprehensive Services Act	\$500,000
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Special Educational Staffing - (2.50 FTE)	\$167,467
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2112 - STUDENT SERVICES Total	\$926,409
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2113 - FEDERAL PROGRAMS

Eliminate Transfer to Adult Education Grant	(\$22,500)
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Department of Social Services/Bright Stars increase	\$1,960
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2113 - FEDERAL PROGRAMS Total	(\$20,540)
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2115 - COMPUTER TECHNOLOGY

Increases in Wireless Costs	\$60,000
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Increase in Technical Support Staff - (3.00 FTE)	\$196,524
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2115 - COMPUTER TECHNOLOGY Total	\$256,524
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2431 - FISCAL SERVICES

Additional 0.50 FTE Resource Officer Funded to Match Albemarle County Police Department (ACPD) Initiative	\$40,000
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2431 - FISCAL SERVICES Total	\$40,000
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Initiative/Reduction Fund Location (continued)

2432 - TRANSPORTATION SERVICES

Transportation Commercial Driver's License (CDL) - Holder Training	\$44,591
Mandt, First Aid, and CPR Training for Transportation	\$38,000
Bus Replacement Movement into CIP	(\$947,896)

2432 - TRANSPORTATION SERVICES Total	(\$865,305)
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2433 - BUILDING SERVICES

Capital Improvement Program (CIP) Storage Lease	\$144,000
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2433 - BUILDING SERVICES Total	\$144,000
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2557 - LAPSE FACTOR ACCOUNT

Lapse Factor Increase	(\$1,500,000)
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2557 - LAPSE FACTOR ACCOUNT Total	(\$1,500,000)
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MULTIPLE FUNDS

Projected Donations	\$180,647
Return of School Capital	\$226,978
Growth Due to Enrollment - (23.64 FTE)	\$1,483,528
Health Insurance Increase	\$799,820
Classified Salary Increase	\$946,289
Teacher Salary Increase	\$1,491,955
Dental Increase	\$33,463
Salary Savings	(\$735,168)

MULTIPLE FUNDS Total	\$4,427,512
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GRAND TOTAL	\$4,194,783
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Summary of Compensation, Growth, and Operational Increases/Reductions

Compensation and Benefits

Classified Salary Increase	\$946,289
Teacher Salary Increase	\$1,491,955
Dental Increase	\$33,463
Health Insurance Increase	\$799,820
Voluntary Early Retirement Incentive Plan (VERIP)	(\$252,038)
Salary Savings	(\$735,168)
Total Compensation and Benefits	\$2,284,321

Growth

Growth Due to Enrollment - (23.64 FTE)	\$1,483,528
Total Growth	\$1,483,528

Operational Increases/Reductions

CATEC Increase	\$107,701
Transfer to Comprehensive Services Act	\$500,000
Piedmont Regional Education Program (PREP)	\$258,942
Increases in Wireless Costs	\$60,000
Eliminate Transfer to Adult Education Grant	(\$22,500)
Total Operational Increases/Reductions	\$904,143
Total Compensation, Benefits, Growth, & Operational Increases	\$4,671,992

Summary of New Recurring Initiatives

Special Educational Staffing - (2.50 FTE)	\$167,467
Modify Elementary and Middle School Assistant Principal Staffing Standards - (2.10 FTE)	\$140,673
Increase in Technical Support Staff - (3.00 FTE)	\$196,524
Virtual Courses - (1.00 FTE) This amount represents the position and recurring operational costs.	\$248,135
Modify staffing standards for large elementary schools (Enrollments greater than 600 students) - (3.83 FTE)	\$163,236
Fund staffing for Community Public Charter School - (1.85 FTE)	\$123,925
Restore Response to Intervention (RTI) staffing to support at-risk students. - (2.80 FTE)	\$187,564
Increase staffing to support English for Speakers of Other Languages (ESOL) students. - (1.00 FTE)	\$66,987
Transportation Commercial Driver's License (CDL) - Holder Training	\$44,591
Mandt, First Aid, and CPR Training for Transportation	\$38,000
Department of Social Services/Bright Stars increase	\$1,960
Bus Replacement Movement into CIP	(\$947,896)
Capital Improvement Program (CIP) Storage Lease	\$144,000
Projected Donations	\$180,647
Lapse Factor Increase	(\$1,500,000)
Return of School Capital	\$226,978
Additional 0.50 FTE Resource Officer Funded to Match Albemarle County Police Department (ACPD) Initiative	\$40,000
Total Recurring Initiatives	(\$477,209)

Initiatives/Reductions by Key Area

Instruction

Virtual Courses - (1.00 FTE)	\$248,135
Modify staffing standards for large elementary schools (Enrollments greater than 600 students) - (3.83 FTE)	\$163,236
Modify Elementary and Middle School Assistant Principal Staffing Standards - (2.10 FTE)	\$140,673
Restore Response to Intervention (RTI) staffing to support at-risk students. - (2.80 FTE)	\$187,564
Instruction Total	\$739,608

Maintenance of Effort

Special Educational Staffing - (2.50 FTE)	\$167,467
Growth Due to Enrollment - (23.64 FTE)	\$1,483,528
Piedmont Regional Education Program (PREP)	\$258,942
CATEC Increase	\$107,701
Transfer to Comprehensive Services Act	\$500,000
Increase staffing to support English for Speakers of Other Languages (ESOL) students. - (1.00 FTE)	\$66,987
Fund staffing for Community Public Charter School - (1.85 FTE)	\$123,925
Capital Improvement Program (CIP) Storage Lease	\$144,000
Transportation Commercial Driver's License (CDL) - Holder Training	\$44,591
Department of Social Services/Bright Stars increase	\$1,960
Increases in Wireless Costs	\$60,000
Additional 0.50 FTE Resource Officer Funded to Match Albemarle County Police Department (ACPD) Initiative	\$40,000
Projected Donations	\$180,647
Return of School Capital	\$226,978
Maintenance of Effort Total	\$3,406,726

Market Competitiveness

Dental Increase	\$33,463
Health Insurance Increase	\$799,820
Teacher Salary Increase	\$1,491,955
Classified Salary Increase	\$946,289
Market Competitiveness Total	\$3,271,527

Initiatives/Reductions by Key Area (continued)

Professional Development

Mandt, First Aid, and CPR Training for Transportation	\$38,000
Professional Development Total	\$38,000

Reduction

Voluntary Early Retirement Incentive Plan (VERIP)	(\$252,038)
Salary Savings	(\$735,168)
Eliminate Transfer to Adult Education Grant	(\$22,500)
Bus Replacement Movement into CIP	(\$947,896)
Lapse Factor Increase	(\$1,500,000)
Reduction Total	(\$3,457,602)

Technology

Increase in Technical Support Staff - (3.00 FTE)	\$196,524
Technology Total	\$196,524
Total	\$4,194,783

Initiatives/Reductions by School Board Goals

Board Goal: 1

Prepare all students to succeed as members of a global community and in a global economy

Initiatives/Reductions Affecting this Goal

CATEC Increase	\$107,701
Piedmont Regional Education Program (PREP)	\$258,942
Transfer to Comprehensive Services Act	\$500,000
Special Educational Staffing	\$167,467
Modify Elementary and Middle School Assistant Principal Staffing Standards	\$140,673
Increase in Technical Support Staff	\$196,524
Modify staffing standards for large elementary schools (Enrollments greater than 600 students)	\$163,236
Growth Due to Enrollment	\$1,483,528
Virtual Courses	\$248,135

Board Goal: 1 Total	\$3,266,206
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Board Goal: 2

Eliminate the Achievement Gap

Initiatives/Reductions Affecting this Goal

Restore Response to Intervention (RTI) staffing to support at-risk students.	\$187,564
Fund staffing for Community Public Charter School	\$123,925
Increase staffing to support English for Speakers of Other Languages (ESOL) students.	\$66,987

Board Goal: 2 Total	\$378,476
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Board Goal: 3

Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.

Initiatives/Reductions Affecting this Goal

Dental Increase	\$33,463
Health Insurance Increase	\$799,820
Teacher Salary Increase	\$1,491,955
Classified Salary Increase	\$946,289
Voluntary Early Retirement Incentive Plan (VERIP)	(\$252,038)
Salary Savings	(\$735,168)

Board Goal: 3 Total	\$2,284,321
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Initiatives/Reductions by School Board Goals (continued)

Board Goal: 5

Establish efficient systems for development, allocation, and alignment of resources to support the Division's vision, mission, and goals.

Initiatives/Reductions Affecting this Goal

Additional 0.50 FTE Resource Officer Funded to Match Albemarle County Police Department (ACPD) Initiative	\$40,000
Increases in Wireless Costs	\$60,000
Capital Improvement Program (CIP) Storage Lease	\$144,000
Transportation Commercial Driver's License (CDL) - Holder Training	\$44,591
Department of Social Services/Bright Stars increase	\$1,960
Mandt, First Aid, and CPR Training for Transportation	\$38,000
Eliminate Transfer to Adult Education Grant	(\$22,500)
Bus Replacement Movement into CIP	(\$947,896)
Projected Donations	\$180,647
Lapse Factor Increase	(\$1,500,000)
Return of School Capital	\$226,978
Board Goal: 5 Total	(\$1,734,220)
 GRAND TOTAL	 \$4,194,783

FY 2014/2015 Projected Initiatives and Reductions

Reductions

Salary Savings (-750,214 in Recurring Operational Costs) - Board Goal 3

Salary savings due to the typical retirements and turnover within the school division from year to year.

Reductions Total (\$750,214)

Initiatives

Operational Increase of 2% (439,886 in Recurring Operational Costs) - Board Goal 1

Operational Increase of 2%.

Growth Due to Enrollment (14.06 FTE - 984,636) - Board Goal 1

Increase due to growth in numbers of students from budget to budget. This will increase teacher FTE by 14.06 FTE.

Health Insurance Increase (1,003,669) - Board Goal 1

Expected increase of 8% over the proposed rates.

Teacher Salary Increase (1,367,231) - Board Goal 1

Percentage increase of 2% on the proposed Superintendent's scale.

Dental Increase (37,587) - Board Goal 1

Expected increase of 8% over the proposed rates.

Increased Cost of the Virginia Retirement System and Group Life Insurance (2,277,717) - Board Goal 3

Virtually all Virginia School Divisions participate in the Virginia Retirement System (VRS) and contribute the entire rate. Once Divisions have joined VRS, by law they may not withdraw. This increase is based upon a rate of 15.27% which is a 2.5% increase above the current rate.

Classified Salary Increase (876,532) - Board Goal 3

Percentage increase of 2% on the proposed Superintendent's scale.

Initiatives Total \$6,987,258

FY 13/14 Budget Preparation Calendar

October

Wednesday, Oct. 10	Joint Compensation meeting with BOS
Thursday, Oct. 11	Joint Board Meeting Regular School Board Meeting
Thursday, Oct. 25	Regular School Board Work Session

November

Wednesday, Nov 7	BOS Work Session – Five year Financial Plan – General Government
Thursday, Nov. 8	BOS Work Session – Five year Financial Plan – Schools Regular School Board Meeting (Revenue Update with Board Direction to Superintendent)
Thursday, Nov. 29	Regular School Board Meeting

December

Thursday, December 13	Joint Meeting with BOS Regarding CIP Regular School Board Work Session
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January

Thursday, Jan. 10	Organizational Regular School Board Meeting
Thursday, Jan. 17	Special School Board Meeting - Superintendent's Request Presentation
Tuesday, Jan. 22 Thursday, Jan. 24	Special Budget Work Session Regular School Board Meeting including Budget Work Session
Thursday, January 31	Public Hearing on School Budget Tentative Special Budget Work Session

FY 13/14 Budget Preparation Calendar

February

Tuesday, Feb. 5	Special Budget Work Session
Thursday, Feb. 7	Tentative Special Budget Work Session (if needed)
Thursday, Feb. 14	Regular School Board Meeting (Finalize School Board's Request)
Monday, Feb. 25	Public Hearing on County Executive's Recommended Budget
Thursday, Feb. 28	Regular School Board Work Session

March

Monday, Mar. 4	BOS Budget Work Session – General Gov't Depts.
Thursday, Mar. 7	BOS Budget Work Session – CIP
Monday, Mar. 11	BOS Budget Work Session – School Division
Wednesday, Mar. 13	BOS Budget Work Session – if needed
Thursday, Mar. 14	Regular School Board Meeting
Wednesday, Mar. 27	Public Hearing on the 2012 calendar year tax rate. Public Hearing on the FY 12/13 Proposed Operating and Capital Budgets
Thursday, Mar. 28	Regular School Board Work Session

April

Mon, Apr. 1 to Apr. 5	School Spring Break
Wednesday, April 3	BOS adopts FY 12/13 budget
	BOS adopts the 2013/14 calendar year tax rate
Thursday, April 11	Regular School Board Meeting / Budget Discussion
Thursday, April 18	Tentative Special Budget Work Session (if necessary to finalize)
Thursday, April 25	Regular Work Session – Adopt Budget