

Overview

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

| | |
|--|----|
| School Board Chairman's Letter..... | 1 |
| Message from the Superintendent..... | 3 |
| School Board's Adopted Budget..... | 17 |
| Initiatives by Tier..... | 18 |
| Initiative Fund Location..... | 20 |
| Summary of Compensation, Growth, and Op Increases..... | 22 |
| Summary of New Recurring Initiatives..... | 23 |
| Initiatives by Key Area..... | 24 |
| Initiatives by School Board Goals..... | 26 |
| Projected 2014/2015 Initiatives and Reductions..... | 28 |
| Budget Calendar..... | 29 |



Office of the School Board

401 McIntire Road Charlottesville, Virginia 22902-4596
Phone: (434) 972-4055 Fax: (434) 296-5869
www.k12albemarle.org

Dear Members of the Albemarle County Community:

We are deeply grateful for the continuing support of public education by so many of you this year. From volunteering in our schools, to participation on various advisory committees, to comments at our public hearings on such important issues as redistricting, to involvement with local PTOs, you are making it possible for us to achieve and maintain a high standard of education for our students.

The benefits of your efforts are reflected in the exceptional scores of our students on statewide and national assessment tests, in the national and global recognitions of innovative academic and college-ready programs such as M-cubed and AVID and in the numerous awards our students earn at science fairs, in athletic competition, in the humanities and in fine arts programs.

Our adopted budget for next year of \$155 million will allow us to build upon these achievements and to continue to broaden opportunities for all students. To the highly successful academies, for example, at Albemarle High School for Math, Science, Engineering and at Monticello High School for Health and Medical Sciences, we will be adding a third center of excellence at Western Albemarle High School.

Our 2013-14 budget is slightly higher, by less than three percent, than our current budget. Most of this increase is attributable to an expected jump in enrollment of 200 students, a relatively modest average compensation increase of two percent for employees and to state mandates. As has been our priority for several years, we will be able to maintain class sizes at advantageous levels and avoid reductions that would impact classroom learning.

We continue to benefit from the substantial efficiencies the school division has achieved in prior years by reducing transportation costs and central office staffing. Next year, we will add to those savings by cutting our energy budget by more than \$100,000 based in part on energy conservation initiatives.

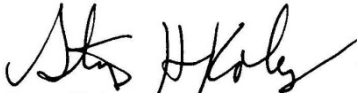
Educational excellence truly is a partnership, not only among educators, students and parents but also among governmental organizations. The decision by the Board of Supervisors this year to allocate more money to our school division through an increase of four-tenths of one percent in the real property tax rate allowed us to avoid teacher layoffs and academic program reductions.

The 2013-14 budget strongly supports our vision and mission for our schools. We seek to have all learners believe in their power to embrace learning, to excel and thus, to own their future. We also

remain firmly committed to establishing a community of learners and learning through relationships, relevance and rigor, one student at a time.

Thank you for making it possible for us to develop and sustain the resources that make it possible for us to prepare students for lifelong success, as citizens, in higher education and in the workforce. We look forward to working with you on behalf of all students in the opportunity-rich years ahead.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen Koleszar". The signature is fluid and cursive, with a long horizontal stroke at the end.

Stephen Koleszar
Chairman
Albemarle County School Board



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.

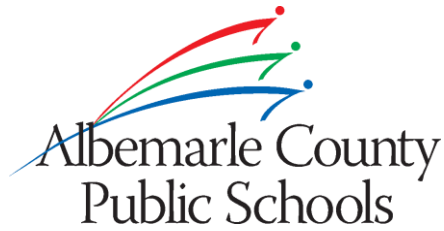
A year ago, this message promised a commitment to move Albemarle County Public Schools from good to great. I am grateful for the extraordinary contributions of our School Board and local government partners, our teachers, staff, parents, advisory groups and volunteers, who are moving us closer to that 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,



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

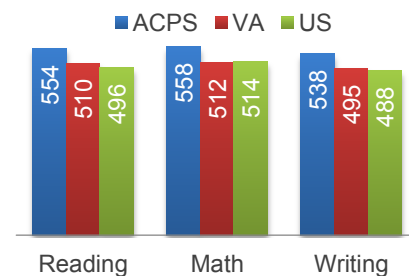
ADVANCED STUDIES DIPLOMAS:
66.0%

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.

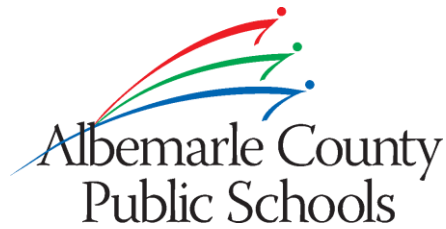
Every student's success matters. It matters to our children, our families, our teachers and our schools. It also matters to you, the citizens and taxpayers of Albemarle County. When we work every day to challenge every child—regardless of their capability, socioeconomic status or parental involvement—to 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.



Sharing Our Successes

Highlights: A Year in Review

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.

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 School | Lynchburg College |
| Bates College | Ferrum College | Macalester College |
| Bethany College | Flagler University | Marietta University |
| Boston College | Florida Gulf College | Mary Baldwin College |
| Boston Conservatory | Franciscan University | Maryland Institute of Art |
| Boston University | Franklin W. Olin College of Engineering | Marymount College |
| Bowdoin College | Garner-Webb University | Marymount Manhattan College |
| Bridgewater College | George Mason University | Massachusetts Institute of Technology |
| Brigham Young University, Idaho | George Washington University | McDaniel College |
| Brigham Young University, Salt Lake Center | Georgetown University | McGill University |
| Brooklyn College | Georgia Institute of Technology | Miami University, Ohio |
| Brown University | Gettysburg College | Michigan State University |
| Campbell University | Glenville State College | Middle Tennessee State 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 University |
| Clemson University | Harvard College | North Carolina Central University |
| Coastal Carolina University | Harvard University | North Carolina State University |
| College of Charleston | Harvey-Mudd College | Northeastern University |
| College of William & Mary | High Point University | Northern Arizona University |
| College of Wooster | Hofstra University | Northwestern University |
| Colorado College | Hollins University | Northwestern University |
| Columbia University | Holy Cross College | Oberlin College |
| Connecticut College | Howard University | |
| Coppin State University | Iowa State University | |

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

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 |

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
- Classified Employee Advisory
- County Parent Council
- County Student Council
- Department of Accountability, Research, and Technology (DART) Advisory
- Division Leadership Team
- Gifted Advisory
- Quality Council
- School Health Advisory Council
- School Finance Advisory Council
- Special Education Advisory
- Superintendent’s Budget Advisory Committee
- Teacher 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.

School Board's Adopted Budget

| <u>Expenses</u> | 11/12 Actual | 12/13 Adopted | 13/14 Adopted | \$ Increase | % Increase | 14/15 Projected |
|-------------------------------------|----------------------|----------------------|----------------------|--------------------|----------------|----------------------|
| Instruction | | | | | | |
| Staffing | \$94,979,577 | \$104,484,816 | \$106,899,790 | \$2,414,974 | 2.31% | \$112,633,050 |
| Operating | \$9,529,911 | \$9,911,873 | \$10,655,809 | \$743,936 | 7.51% | \$10,868,789 |
| Capital | \$382,477 | \$366,670 | \$462,240 | \$95,570 | 26.06% | \$471,487 |
| SB Reserve | \$0 | \$75,000 | \$75,000 | \$0 | 0.00% | \$76,500 |
| Subtotal Instruction | \$104,891,965 | \$114,838,359 | \$118,092,839 | \$3,254,480 | 2.83% | \$124,049,826 |
| Admin, Attendance and Health | | | | | | |
| Staffing | \$7,743,296 | \$5,839,666 | \$6,021,790 | \$182,124 | 3.12% | \$6,264,043 |
| Operating | \$712,954 | \$914,696 | \$829,160 | (\$85,536) | -9.35% | \$845,747 |
| Capital | \$48,468 | \$40,922 | \$40,471 | (\$451) | -1.10% | \$41,280 |
| Subtotal Admin, Attendance a | \$8,504,719 | \$6,795,284 | \$6,891,421 | \$96,137 | 1.41% | \$7,151,070 |
| Transportation | | | | | | |
| Staffing | \$6,855,944 | \$6,958,664 | \$7,570,198 | \$611,534 | 8.79% | \$7,873,090 |
| Operating | \$2,027,767 | \$1,882,105 | \$1,813,067 | (\$69,038) | -3.67% | \$1,849,329 |
| Capital | \$13,331 | \$0 | \$0 | \$0 | 0.00% | \$0 |
| Subtotal Transportation | \$8,897,041 | \$8,840,769 | \$9,383,265 | \$542,496 | 6.14% | \$9,722,419 |
| Building Services | | | | | | |
| Staffing | \$7,689,897 | \$8,353,722 | \$8,596,912 | \$243,190 | 2.91% | \$8,904,158 |
| Operating | \$5,563,413 | \$5,882,550 | \$5,919,037 | \$36,487 | 0.62% | \$6,037,418 |
| Capital | \$306,168 | \$279,150 | \$287,350 | \$8,200 | 2.94% | \$293,097 |
| Subtotal Building Services | \$13,559,478 | \$14,515,422 | \$14,803,299 | \$287,877 | 1.98% | \$15,234,673 |
| Technology | | | | | | |
| Staffing | \$1,630,283 | \$1,996,132 | \$2,291,873 | \$295,741 | 14.82% | \$2,397,803 |
| Operating | \$376,193 | \$417,743 | \$421,089 | \$3,346 | 0.80% | \$429,511 |
| Capital | \$19,074 | \$17,057 | \$12,500 | (\$4,557) | -26.72% | \$12,750 |
| Subtotal Technology | \$2,025,550 | \$2,430,932 | \$2,725,462 | \$294,530 | 12.12% | \$2,840,064 |
| Transfers | \$4,077,838 | \$3,829,140 | \$3,404,355 | (\$424,785) | -11.09% | \$3,472,441 |
| Total School Fund Expenses | \$141,956,591 | \$151,249,906 | \$155,300,641 | \$4,050,735 | 2.68% | \$162,470,493 |

| <u>Revenues</u> | 11/12 Actual | 12/13 Adopted | 13/14 Available | \$ Increase | % Increase | 14/15 Projected |
|-------------------------------|----------------------|----------------------|----------------------|--------------------|---------------|----------------------|
| Local School Revenue | \$2,252,795 | \$1,592,574 | \$2,052,531 | \$459,957 | 28.88% | \$2,061,237 |
| State Revenue | \$39,049,987 | \$42,950,045 | \$43,389,921 | \$439,876 | 1.02% | \$43,795,581 |
| Federal Revenue | \$3,195,942 | \$2,935,218 | \$2,863,218 | (\$72,000) | -2.45% | \$2,936,218 |
| Local Revenue | \$97,245,582 | \$100,106,298 | \$103,332,028 | \$3,225,730 | 3.22% | \$105,126,637 |
| One-Time Use of Fund Balance | \$0 | \$1,990,771 | \$1,616,967 | (\$373,804) | -18.78% | \$0 |
| Recurring Use of Fund Balance | \$0 | \$800,000 | \$1,170,976 | \$370,976 | 46.37% | \$800,000 |
| CIP & Other Transfers | \$544,000 | \$875,000 | \$875,000 | \$0 | 0.00% | \$875,000 |
| Total Revenues: | \$142,288,306 | \$151,249,906 | \$155,300,641 | \$4,050,735 | 2.68% | \$155,594,673 |

| | | |
|---|------------|----------------------|
| Balances of Revenues vs Expenses | \$0 | (\$6,875,820) |
|---|------------|----------------------|

| | | | | | |
|------------------------|--------------|--------------|--------------|---------------|--------|
| Self-Sustaining Funds: | \$19,973,611 | \$18,345,434 | \$17,211,232 | (\$1,134,202) | -6.18% |
|------------------------|--------------|--------------|--------------|---------------|--------|

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) |
| Emergency Staffing - (1.00 FTE) | \$67,299 |
| Eliminate JROTC | (\$111,716) |

2100 - K-12 INSTRUCTION-SALARIES Total **(\$296,455)**

2102 - C.A.T.E.C

| | |
|----------------|-----------|
| CATEC Increase | \$107,701 |
|----------------|-----------|

2102 - C.A.T.E.C Total **\$107,701**

2111 - INSTRUCTIONAL SUPPORT

| | |
|---|-----------|
| Modify staffing standards for large elementary schools (Enrollments greater than 600 students) - (2.66 FTE) | \$140,574 |
| Increase staffing to support English for Speakers of Other Languages (ESOL) students. - (1.00 FTE) | \$67,299 |
| Restore Response to Intervention (RTI) staffing to support at-risk students. - (2.80 FTE) | \$188,437 |
| Modify Elementary and Middle School Assistant Principal Staffing Standards - (2.10 FTE) | \$141,329 |
| Virtual Courses - (1.00 FTE) | \$155,447 |
| Fund staffing for Community Public Charter School - (1.85 FTE) | \$124,502 |

2111 - INSTRUCTIONAL SUPPORT Total **\$817,588**

2112 - STUDENT SERVICES

| | |
|--|-----------|
| Piedmont Regional Education Program (PREP) | \$258,942 |
| Transfer to Comprehensive Services Act | \$500,000 |
| Special Educational Staffing - (2.50 FTE) | \$168,247 |

2112 - STUDENT SERVICES Total **\$927,189**

2113 - FEDERAL PROGRAMS

| | |
|---|------------|
| Eliminate Transfer to Adult Education Grant | (\$22,500) |
| Department of Social Services/Bright Stars increase | \$1,960 |

2113 - FEDERAL PROGRAMS Total **(\$20,540)**

2115 - COMPUTER TECHNOLOGY

| | |
|--|-----------|
| Increases in Wireless Costs | \$60,000 |
| Increase in Technical Support Staff - (3.00 FTE) | \$197,436 |

2115 - COMPUTER TECHNOLOGY Total **\$257,436**

Initiative/Reduction Fund Location (continued)

2431 - FISCAL SERVICES

| | |
|---|----------|
| Additional 0.50 FTE Resource Officer Funded to Match Albemarle County Police Department (ACPD) Initiative | \$40,000 |
|---|----------|

| | |
|-------------------------------------|-----------------|
| 2431 - FISCAL SERVICES Total | \$40,000 |
|-------------------------------------|-----------------|

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) |
|---|--------------------|

2433 - BUILDING SERVICES

| | |
|---|-------------|
| Capital Improvement Program (CIP) Storage Lease | \$144,000 |
| Energy Savings | (\$146,084) |

| | |
|---------------------------------------|------------------|
| 2433 - BUILDING SERVICES Total | (\$2,084) |
|---------------------------------------|------------------|

2557 - LAPSE FACTOR ACCOUNT

| | |
|-----------------------|---------------|
| Lapse Factor Increase | (\$1,400,000) |
|-----------------------|---------------|

| | |
|--|----------------------|
| 2557 - LAPSE FACTOR ACCOUNT Total | (\$1,400,000) |
|--|----------------------|

MULTIPLE FUNDS

| | |
|--|-------------|
| Return of School Capital | \$226,978 |
| Projected Donations | \$180,647 |
| Growth Due to Enrollment - (16.99 FTE) | \$1,041,971 |
| Health Insurance Increase | \$799,820 |
| Classified Salary Increase | \$951,000 |
| Teacher Salary Increase | \$1,454,279 |
| Dental Increase | (\$25,478) |
| Salary Savings | (\$735,168) |
| Group Life Insurance Increase | \$591,156 |

| | |
|-----------------------------|--------------------|
| MULTIPLE FUNDS Total | \$4,485,205 |
|-----------------------------|--------------------|

| | |
|--------------------|--------------------|
| GRAND TOTAL | \$4,050,735 |
|--------------------|--------------------|

Summary of Compensation, Growth, and Operational Increases/Reductions

Compensation and Benefits

| | |
|---|--------------------|
| Group Life Insurance Increase | \$591,156 |
| Classified Salary Increase | \$951,000 |
| Teacher Salary Increase | \$1,454,279 |
| Dental Increase | (\$25,478) |
| Health Insurance Increase | \$799,820 |
| Voluntary Early Retirement Incentive Plan (VERIP) | (\$252,038) |
| Salary Savings | (\$735,168) |
| Total Compensation and Benefits | \$2,783,571 |

Growth

| | |
|--|--------------------|
| Growth Due to Enrollment - (16.99 FTE) | \$1,041,971 |
| Total Growth | \$1,041,971 |

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 | \$4,729,685 |

Summary of New Recurring Initiatives

| | |
|---|--------------------|
| Virtual Courses - (1.00 FTE) This amount represents the position and recurring operational costs. | \$155,447 |
| Special Educational Staffing - (2.50 FTE) | \$168,247 |
| Modify Elementary and Middle School Assistant Principal Staffing Standards - (2.10 FTE) | \$141,329 |
| Increase in Technical Support Staff - (3.00 FTE) | \$197,436 |
| Modify staffing standards for large elementary schools (Enrollments greater than 600 students) - (2.66 FTE) | \$140,574 |
| Eliminate JROTC | (\$111,716) |
| Emergency Staffing - (1.00 FTE) | \$67,299 |
| Restore Response to Intervention (RTI) staffing to support at-risk students. - (2.80 FTE) | \$188,437 |
| Energy Savings | (\$146,084) |
| Fund staffing for Community Public Charter School - (1.85 FTE) | \$124,502 |
| Increase staffing to support English for Speakers of Other Languages (ESOL) students. - (1.00 FTE) | \$67,299 |
| 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) |
| Capital Improvement Program (CIP) Storage Lease | \$144,000 |
| Projected Donations | \$180,647 |
| Lapse Factor Increase | (\$1,400,000) |
| Return of School Capital | \$226,978 |
| Department of Social Services/Bright Stars increase | \$1,960 |
| Additional 0.50 FTE Resource Officer Funded to Match Albemarle County Police Department (ACPD) Initiative | \$40,000 |
| Total Recurring Initiatives | (\$678,950) |

Initiatives/Reductions by Key Area

Instruction

| | |
|---|------------------|
| Modify staffing standards for large elementary schools (Enrollments greater than 600 students) - (2.66 FTE) | \$140,574 |
| Virtual Courses - (1.00 FTE) | \$155,447 |
| Modify Elementary and Middle School Assistant Principal Staffing Standards - (2.10 FTE) | \$141,329 |
| Restore Response to Intervention (RTI) staffing to support at-risk students. - (2.80 FTE) | \$188,437 |
| Emergency Staffing - (1.00 FTE) | \$67,299 |
| Eliminate JROTC - (-1.66 FTE) | (\$111,716) |
| Energy Savings | (\$146,084) |
| Instruction Total | \$435,286 |

Maintenance of Effort

| | |
|---|--------------------|
| Piedmont Regional Education Program (PREP) | \$258,942 |
| Special Educational Staffing - (2.50 FTE) | \$168,247 |
| Growth Due to Enrollment - (16.99 FTE) | \$1,041,971 |
| Transfer to Comprehensive Services Act | \$500,000 |
| CATEC Increase | \$107,701 |
| Fund staffing for Community Public Charter School - (1.85 FTE) | \$124,502 |
| Increase staffing to support English for Speakers of Other Languages (ESOL) students. - (1.00 FTE) | \$67,299 |
| 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 |
| Return of School Capital | \$226,978 |
| Projected Donations | \$180,647 |
| Maintenance of Effort Total | \$2,966,838 |

Initiatives/Reductions by Key Area (continued)

Market Competitiveness

| | |
|-------------------------------|-------------|
| Group Life Insurance Increase | \$591,156 |
| Classified Salary Increase | \$951,000 |
| Health Insurance Increase | \$799,820 |
| Teacher Salary Increase | \$1,454,279 |
| Dental Increase | (\$25,478) |

Market Competitiveness Total

\$3,770,777

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 | (\$1,400,000) |

Reduction Total

(\$3,357,602)

Technology

| | |
|--|-----------|
| Increase in Technical Support Staff - (3.00 FTE) | \$197,436 |
|--|-----------|

Technology Total

\$197,436

Total

\$4,050,735

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

| | |
|--|-------------|
| Transfer to Comprehensive Services Act | \$500,000 |
| Virtual Courses | \$155,447 |
| Growth Due to Enrollment | \$1,041,971 |
| Modify staffing standards for large elementary schools (Enrollments greater than 600 students) | \$140,574 |
| Increase in Technical Support Staff | \$197,436 |
| Special Educational Staffing | \$168,247 |
| Piedmont Regional Education Program (PREP) | \$258,942 |
| Group Life Insurance Increase | \$591,156 |
| CATEC Increase | \$107,701 |
| Modify Elementary and Middle School Assistant Principal Staffing Standards | \$141,329 |

Board Goal: 1 Total **\$3,302,803**

Board Goal: 2

Eliminate the Achievement Gap

Initiatives/Reductions Affecting this Goal

| | |
|---|-------------|
| Restore Response to Intervention (RTI) staffing to support at-risk students. | \$188,437 |
| Increase staffing to support English for Speakers of Other Languages (ESOL) students. | \$67,299 |
| Emergency Staffing | \$67,299 |
| Eliminate JROTC | (\$111,716) |
| Energy Savings | (\$146,084) |
| Fund staffing for Community Public Charter School | \$124,502 |

Board Goal: 2 Total **\$189,737**

Board Goal: 3

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

Initiatives/Reductions Affecting this Goal

| | |
|---|-------------|
| Classified Salary Increase | \$951,000 |
| Health Insurance Increase | \$799,820 |
| Teacher Salary Increase | \$1,454,279 |
| Dental Increase | (\$25,478) |
| Voluntary Early Retirement Incentive Plan (VERIP) | (\$252,038) |
| Salary Savings | (\$735,168) |

Board Goal: 3 Total **\$2,192,415**

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

| | |
|---|------------------------|
| Mandt, First Aid, and CPR Training for Transportation | \$38,000 |
| 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 |
| Eliminate Transfer to Adult Education Grant | (\$22,500) |
| Bus Replacement Movement into CIP | (\$947,896) |
| Projected Donations | \$180,647 |
| Lapse Factor Increase | (\$1,400,000) |
| Return of School Capital | \$226,978 |
| <hr/> | |
| Board Goal: 5 Total | (\$1,634,220) |
| GRAND TOTAL | \$4,050,735 |

FY 2014/2015 Projected Initiatives and Reductions

Reductions

Salary Savings (-540,860 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 **(\$540,860)**

Initiatives

Operational Increase of 2% (564,406 in Recurring Operational Costs) - Board Goal 1

Operational Increase of 2%.

Growth Due to Enrollment (14.06 FTE - 989,642) - 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 (824,308) - Board Goal 1

Expected increase of 8% over the proposed rates.

Teacher Salary Increase (1,251,150) - Board Goal 1

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

Dental Increase (102,483) - Board Goal 1

Expected increase of 8% over the proposed rates.

Increased Cost of the Virginia Retirement System and Group Life Insurance (3,148,127) - 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 (830,596) - Board Goal 3

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

Initiatives Total **\$7,710,712**

FY 13/14 Budget Preparation Calendar

October

Wednesday, Oct. 10 Joint Compensation meeting with BOS
Joint Board Meeting
Thursday, Oct. 11 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

January

Thursday, Jan. 10 Organizational Regular School Board Meeting
Thursday, Jan. 17 Special School Board Meeting -
Superintendent's Request Presentation
Tuesday, Jan. 22 Special Budget Work Session
Thursday, Jan. 24 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 |
| Thursday, April 11 | BOS adopts the 2013/14 calendar year tax rate 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 |