

# Overview

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

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Dear Members of Our School Community:

Welcome to our plan for the success of all Albemarle County public school students during the 2015-16 school year.

Budgets invariably are expressions of what most is important to an organization and for our school division, we have only one objective. That is to ensure that after they graduate from high school, all of our students are prepared for lifelong success as learners, workers and citizens.

While budgets are home to many numbers, there are three that merit special attention. The first is our on-time graduation rate of nearly 95 percent—among the very best in the Commonwealth. Two out of every three of these graduates earn Advanced Studies diplomas, which is more than 30 percent better than their peers across Virginia. And our drop-out rate of two percent is three times better than the average of all school divisions in the state.

When we began our budgeting process this season, it was with a sense of obligation to the citizens of Albemarle County, who said in the most recent citizens' survey that education was a vital or very important service of local government. In fact, 95 percent of survey respondents said that and it is no wonder why. Education is an economic stimulant; it prepares community leaders; it closes opportunity gaps across socio-economic groups; it elevates both property values and the quality of life in our county.

The first requirement for achieving a budget that protects and promotes education excellence is to benefit from the participation and support of invaluable partners, starting with our community. We are grateful for your contributions to our deliberations on the budget this year and to the setting of priorities. We also have gained from the support of our partners in local government, including the Board of Supervisors, who made it possible to close our budget deficit without painful cuts that would have impacted the classroom.

Above all, we are appreciative of the extraordinary efforts of teachers, staff, administrators, donors and volunteers who put our students first every day. They are unalterably devoted to efficiently providing the 21<sup>st</sup> century learning environment and instruction that make possible high student achievement.

Among the noteworthy goals met by this budget is the continued protection of the classroom. Our class sizes, which rank among the most ideal in Virginia, will continue at current levels. Our teachers and staff will receive much-deserved compensation increases that will allow us to be competitive in retaining and

developing high performers. We have begun to again increase our investment in professional development for teachers although we remain far below the levels of nearly ten years ago.

We have taken the first modest steps towards expanding a world language program in our elementary schools by authorizing a pilot study of two more schools in addition to the current program at Cale Elementary School. Next year, we will be providing full-time school nurses in elementary schools with enrollments of 500 or more students.

Recognizing the power of a well-rounded education, this budget provides support to increase student participation in regional, state and even global competitions in fine arts, in academics and in creativity and team-building programs such as Destination Imagination. This in turn will expand opportunities for students to develop skills and competencies that are sharpened by higher level competition. Keeping with our responsibilities to prepare students for the world they will enter upon graduation, we are continuing to move beyond the multiple choice test education that characterized so much of what was happening in schools across the country in the previous century. Next year we will be expanding our one-to-one technology initiative, building upon the success of our project-based approach and focusing instruction around student-centered learning. These activities empower students to take the lead on research, use the full measure of their creative and critical thinking skills to problem solve, work together in teams and enhance their abilities to persuasively communicate their ideas.

Our efforts in this regard have earned our school division competitively-awarded innovation planning grants from the state and federal governments, national recognition for the school division's leadership at educational conferences throughout the nation, including at the White House and attracted visitors from Harvard, MIT, UVA, Virginia Tech and the University of North Carolina to learn more about how our new instructional model is more fully developing the potential of all students.

No wonder that in 2015, Albemarle County Public Schools became the first school division in the nation to twice receive the highest performance award from the National Association of School Boards, that our Superintendent, Dr. Pamela Moran, was honored as Virginia's Superintendent of the Year and our Chief Information Officer. Vincent Scheivert, received the top national award from his professional organization. Many more of our educators and students similarly were recognized as the best in their field in leadership, in academics, in athletics and in the creative arts.

On behalf of our entire School Board, I would like to express my appreciation to each of you for the support you have provided students not just in this year but especially during the difficult recessionary period. Through these challenging times, Albemarle County public school students were spared the devastating cutbacks experienced by many of their peers across Virginia. Your commitment to our students enables us to deliver to every child the resources they need to unleash their highest potential. That is quite a return on investment.

I urge you to participate in your school community this year, by offering ideas for school improvement, by volunteering in our classrooms, by opening doors for internships and job shadowing, by participating in and supporting extracurricular events, by working with teachers and staff to create a more nurturing learning environment and most of all, by celebrating our students.

Thank you for being such an important part of public education in Albemarle County.

Sincerely,

A handwritten signature in black ink, appearing to read "Ned Gallaway", with a long horizontal flourish extending to the right.

Dr. Ned Gallaway  
Chairman  
Albemarle County School Board

# About Our School Division



Albemarle County Public Schools (ACPS) serves 13,677 students in preschool through grade 12 in Albemarle County, Virginia, the sixth largest county by area in the Commonwealth of Virginia. A diverse locality of 726 square miles in the heart of Central Virginia, Albemarle County is a blend of primarily rural but also suburban and urban settings.

ACPS is proud to maintain community-based elementary schools and state-of-the-art secondary schools. We also offer opportunities for students through two charter schools, three STEM/STEM-H academies operating at our comprehensive high schools, and the Charlottesville Albemarle Technical Education Center (CATEC). Regional services are available for students who require a non-traditional learning environment or additional specialized services.

For more information about the division's budget development process, visit: [www.k12albemarle.org/budget](http://www.k12albemarle.org/budget)

## School Facilities

26 schools

- 16 elementary schools (PK-5)
- 5 middle schools (6-8)
- 1 charter middle school (6-8)
- 3 comprehensive high schools (9-12)
- 1 charter high school (9-12)

1 Alternative Education Center

1 Engineering Lab School, an ACPS/Charlottesville City Public Schools/University of Virginia partnership (6-8)

1 Vocational-Technical Center

3 STEM/STEM-H Academies (9-12)

- Environmental Studies Academy (ESA)
- Health and Medical Sciences Academy (HMSA)
- Math, Engineering & Science Academy (MESA)

## Employees

1,232 Teachers

*Includes classroom teachers, speech pathologists, school counselors, instructional coaches, and librarians.*

- 64% hold advanced degrees
- Average years of teaching experience: 15
- 3.4% (42) are National Board Certified

1,230 Classified Employees

*Includes school and department leadership, teaching assistants, bus drivers, custodians, maintenance, food service staff, technology support staff, office associates, human resources, and other support staff.*

## Student Demographics

As of September 30, 2014:

- Total Enrollment (PK-12): 13,677
- Male: 50.9%
- Female: 49.1%
- Black: 11.0%
- Hispanic: 10.7%
- White: 67.7%
- Limited English Proficiency: 8.7%
- Disadvantaged: 28.4%
- Students with Disabilities: 10.2%
- Gifted: 9.5%

*"Disadvantaged" students are those who receive free and reduced price meals under the federal program.*

*"Students with Disabilities" are those identified for special education services, from speech pathology and learning disabilities to severe and profound disabilities.*

## Other Statistics

- 82% of our 2014 graduates received acceptances at more than 248 colleges and universities, including 21 of the top 25 private and 20 of the top 25 public national universities, according to rankings by *U.S. News & World Report*.
- Our students were born in about 60 countries and speak around 80 languages.
- 2:1 student-to-computer ratio
- Over 9,000 meals served daily
- 14,005 school bus miles traveled daily
- The Families in Crisis Program served 290 homeless ACPS students in 2013-14.

## How Do We Compare?

2014	ACPS	Virginia	U.S.
<b>On-time Graduation Rate</b>	94.8%	89.9%	N/A
<b>Drop-out Rate</b>	2.3%	5.4%	N/A
<b>Graduates Who Earned an Advanced Studies Diploma</b>	65.8%	55.5%	N/A
<b>Average SAT Scores</b>	<b>Verbal</b>	563	497
	<b>Math</b>	566	513
	<b>Writing</b>	539	487
<b>Students Earning a Passing Score (3, 4 or 5) on AP Exams</b>	76.7%	61.2%	59.1%

## Emphasis on Lifelong Learning

In support of our instructional philosophy, ACPS teachers design lessons based on our curriculum framework, known as the “Framework for Quality Learning.” They create concept-centered lessons that meet the standards and skills set by the state and extend learning through opportunities to create, solve problems, and develop projects and portfolios. All lessons target one or more of the division’s 12 Lifelong-Learner Competencies, broad-based essential skills that prepare students to succeed as 21st century learners, workers and citizens.

Lifelong learning places emphasis on results. To develop the skills and habits associated with lifelong learning, students must: learn beyond the simple recall of facts; understand the connections to and implications of what they learn; retain what they learn; and be able to apply what they learn in new contexts.

Our Lifelong-Learner Competencies:



# Horizon 2020: Unleashing Each Student's Potential



## 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 Vision

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

## 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.

## Our Student-Centered Goal

All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

## Our Objectives & Priorities

### We will engage every student.

Priority 1.1 | Define, develop, and implement effective teaching practices that maximize rigor and meaningful engagement for all students.

Priority 1.2 | Develop a division-wide master framework for contemporary professional development and training that optimizes our workforce and addresses the essential competencies needed by teachers, administrators, and classified staff.

Priority 1.3 | Integrate the use of contemporary learning spaces and supportive technologies into the instructional program delivery.

### We will implement balanced assessments.

Priority 2.1 | Define and communicate the Division's specific measures for mastery of lifelong-learning competencies and student success.

Priority 2.2 | Implement performance-based assessments/tasks and grading practices to create a balanced learning system that measures ACPS outcomes for student success.

### We will improve opportunity and achievement.

Priority 3.1 | Prepare all students for successful transition to the next grade in their PK-12 experience.

Priority 3.2 | Implement a robust, Division-wide PK-12 World Languages Program.

### We will create and expand partnerships.

Priority 4.1 | Implement a comprehensive mentorship and internship program and expand field trip opportunities to provide real-world learning experiences for all students' success.

Priority 4.2 | Invest the full community in supporting student achievement and outcomes for all students' success.

### We will optimize resources.

Priority 5.1 | Ensure the health and safety of the school community.

Priority 5.2 | Optimize the use of fiscal resources in support of the Division's strategic plan and operations.

# Revenues, Expenditures & Assumptions

## Total Funding Request

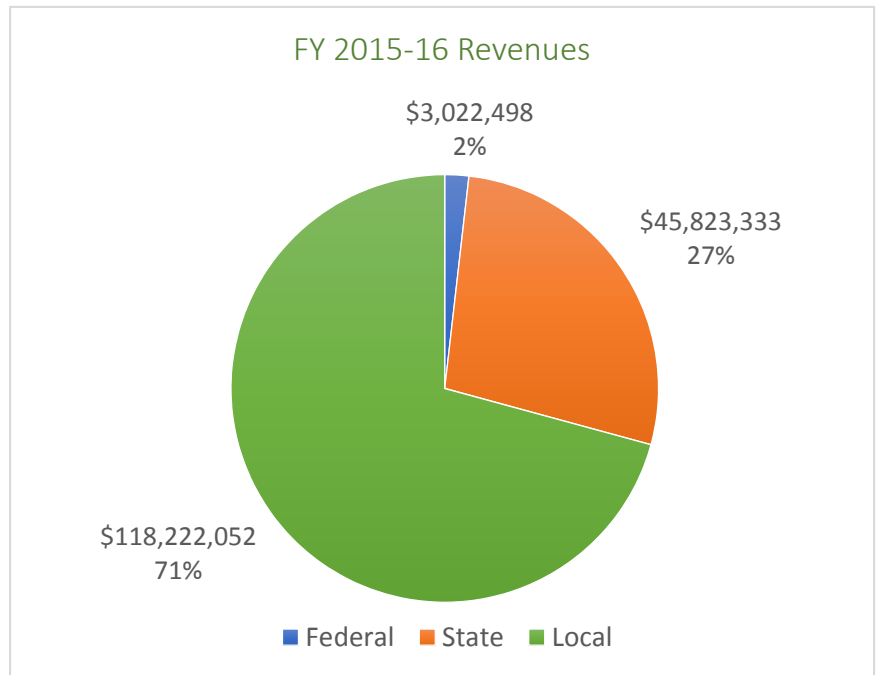
Anticipated Revenue	\$167,067,883
Proposed Expenses	\$167,067,883
<b>Funding Gap</b>	<b>(\$0)</b>

Unlike a for-profit business or a taxing authority, Albemarle County Public Schools generates a very small percentage of our budget. We depend on others to provide the revenue needed to fulfill our mission and deliver value to our stakeholders. The distribution of our revenues is depicted in the chart to the right.

## Assumptions

Our budget process is aligned with the division’s strategic plan. The information presented in this funding request is based on the following assumptions for FY 2015-16:

- Salaries are based upon guidance from the Joint Boards; Teachers scale is based upon market and School Board direction.
- Federal revenues will remain the same.
- State revenues are expected to increase by approximately 2%.
- Local Government Transfers are projected to increase by approximately 2%.



## Market Compensation Findings

WorldatWork FY 2015-16 projected compensation increase for Eastern Region (including Virginia): 2%

Classified:

- As an organization, overall salaries are currently statistically 1% below market
- 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

Classified Staff: 2.3% market increase, plus merit, for half a year

Teachers:

- Average increase, adjusted for identified market, of 2% for half a year
- Maintain anchor point on scale at 0, 10, 20, and 30 years of experience

## Benefits Summary

Each full-time participating employee will receive:	2014-15	2015-16
Average contribution toward health insurance	\$7,794	\$8,542
Contribution toward dental insurance	\$271	\$253
In addition, the following benefit rates apply:	2014-15	2015-16
Social Security (FICA)	7.65%	7.65%
Virginia Retirement System (VRS) Professional Rate	15.68%	15.12%
VRS Non-Professional Rate	9.40%	9.40%
VRS Group Life Insurance	1.32%	1.32%

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

# Budget Development Process

## Process Overview

Phase I – Inform the Superintendent’s Funding Request

Phase II – Inform the School Board’s Funding Request

The development cycle for the 2015-16 budget began in August 2014 and typically ends in April 2015. The process includes gathering input from numerous stakeholder groups in the school system and community.

The Superintendent, taking into consideration stakeholder feedback, forms a Funding Request that is presented to the School Board. The School Board reviews the Superintendent's Funding Request during a series of work sessions and a public hearing, and makes its own adjustments to the spending plan.

Finally, a School Board Funding Request is presented to the Albemarle County Board of Supervisors, who make the final decision regarding the amount of revenue to be allocated to the school system.

## Our Contributors

Stakeholder feedback is an essential part of the budget process. In addition to community feedback received through town hall meetings and online surveys, the following advisory groups provide budget input:

The **Albemarle Education Association (AEA) Exchange Committee** is a subset of representatives from the AEA, a local chapter of the Virginia Education Association. The committee works with the Superintendent and key leaders on issues of concern and importance to AEA members.

The **Athletic Advisory Council** serves as a forum for parents, students, and school officials to share ideas and exchange information in order to further advance the quality of the athletic student experience within ACPS.

The **Classified Employee Advisory Committee** was founded to provide a two-way forum for classified employees to have input regarding potential employee policy creation and/or changes and to bring forward employee issues that could not be successfully addressed through existing channels.

The **County Student Advisory Council** represents the opinions of students in an advisory capacity to the Albemarle County School Board. Council members aim to better share and exchange ideas and solutions to common problems across schools and work to better the school system and the surrounding community.

The **Department of Accountability, Research & Technology (DART) Advisory Committee** exists to discuss the role of accountability, research and technology in teaching and learning; develop a shared vision of how accountability, research and technology will support division objectives; review and recommend revisions to the division's Comprehensive Plan for Technology; and provide support for budget initiatives related to plan implementation.

The **Division Leadership Team** is composed of central, school and department leadership, minimally including the Executive Cabinet, principals, associate and assistant principals, and department directors and assistant directors.

The **Gifted Advisory Committee** oversees the implementation of the Local Plan for the Education of the Gifted, participating in the biennial review and revision of the Local Plan, and reporting to the School Board through the Superintendent about the needs of gifted learners in our county.

The **Long-Range Planning Advisory Committee** informs and advises the Superintendent and School Board in the development of comprehensive, long-term plans for facility needs in the most effective way and in support of the school division’s strategic plan.

**Parent Council** serves as a forum for parents, educators, and school officials to share ideas and exchange information in order to further advance the quality of the public education system within Albemarle County.

The **School Finance Advisory Council** was established to examine school budgeting practices from a business perspective. The Council is composed of business professionals with significant budgeting experience. The Council analyzes, evaluates and advises the Superintendent and division staff regarding budgeting practices and priorities.

The **School Health Advisory Board** assists with the development of health policy in the division and the evaluation of the status of school health, health education, the school environment, and health services.

The **Special Education Parent Advisory Committee** is comprised of parents of students who require special education services, other interested persons from the community, and educators in the field who have an interest in special education. This committee provides advice concerning the needs of children with disabilities receiving special education services and assists the in the formulation and development of long-range plans for these children.

The **Superintendent's Budget Advisory Committee** is composed of a cross-functional team of ACPS employees who review all budget requests, align budget requests to the division's strategic plan, and prioritize requests as part of its recommendation to the Superintendent.

The **Teacher Advisory Committee** is a group of teachers, including a representative from each school, who meet with the Assistant Superintendent and other central staff every month to discuss items of interest to teachers and give feedback on county initiatives and programs.

# Proposed Changes to Address Our Needs

Teaching and learning, one student at a time, drive all that we do. Investment is required to maintain the level of educational excellence that Albemarle County residents expect and need. Following is a summary of new resources, distributed amongst four categories: increases that are directed/mandated, those in response to growth, system improvements, and restorations.

<b>Directed/Mandated</b>	<b>\$3,796,709</b>
<b>Teacher Salary Increase (Half-Year)</b>	<b>\$718,437</b>
Proposed half-year increase to reflect market adjustment of approximately 2%.	
<b>Teacher Salary Increase (One-Quarter Year)</b>	<b>\$359,219</b>
Accelerate salary increase for teacher's by three months based upon community input.	
<b>Teacher Salary Increase (Additional One-Quarter Year)</b>	<b>\$409,000</b>
Accelerate salary increase for teacher's by three months based upon market data and community input.	
<b>Classified Salary Increase (Half-Year)</b>	<b>\$562,383</b>
Proposed increase of 2.30% plus merit for half of the year.	
<b>Classified Salary Increase (Additional One-Quarter Year)</b>	<b>\$281,000</b>
Accelerate salary increase for classified staff by three months based upon market data and community input.	
<b>Salary Savings Due to Staff Turnover</b>	<b>(\$339,517)</b>
Salary savings due to staff turnover from FY2014-15 budgeted to current staffing.	
<b>Decrease Cost of the Virginia Retirement System</b>	<b>(\$375,292)</b>
Virtually all Virginia School Divisions participate in the Virginia Retirement System (VRS). Once Divisions have joined VRS, by law they may not withdraw. This decrease is proposed by the Governor and is based upon a rate of (Professional Rate) 15.21% which is a 0.47% decreased compared to the current rate.	
<b>Health Insurance Increase (Includes UVA Policy Shift and Other New Enrollees)</b>	<b>\$2,191,902</b>
The Board contribution to health insurance is expected to increase by 9.6% over current year rates. The increase assumes a variety of plan changes which include increased deductibles, as well as eliminating spousal coverage for employees who have a spouse that is offered affordable health insurance through their employer.	
In addition, \$828,229 is included due to the UVA health policy shift as well as additional employees who added health insurance in the current fiscal year.	
<b>Voluntary Early Retirement Incentive Plan (VERIP)</b>	<b>\$267,450</b>
Voluntary Early Retirement Incentive Program (VERIP) is a benefit paid monthly for a period of five years or until age 65, whichever comes first. In addition to the monthly stipend, the County pays an amount equivalent to the Board's annual contribution toward medical insurance. Participants may accept it as a cash payment, or apply it toward the cost of the continuation of their County medical/dental benefits. The Boards adopted changes to VERIP in 2009 which include phasing out the cash stipend benefit over several years.	
The program is currently on a phase-out schedule and will be eliminated in 16-2017. The current increase is based upon current recipients and a projected 52 new recipients.	

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<b>Dental Savings</b>	<b>(\$24,332)</b>
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Expected savings of 5% per FTE over 14-2015 rates.

<b>Lapse Factor Savings</b>	<b>(\$414,493)</b>
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Lapse factor represents budgeted savings during the operating year from staff retirement and replacement, the lag between staff leaving and the new staff being hired and savings from deferred compensation benefits. The total amount budgeted of -\$1,156,893 is 1.25% of all baseline salaries. The school board also added an additional \$57,600 to offset the October 1st salary increase for school classified employees. This amount has been adjusted and is consistent with local government's expected practice.

<b>October 1st Start Date for Classified Staff</b>	<b>\$57,600</b>
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Due to the different start dates of employees in the school division, this additional allocation insures all classified staff receives the approved salary increase on October 1st regardless of their start date. This maintains commonality with local government.

<b>Transfer to Comprehensive Services Act (CSA)</b>	<b>\$457,410</b>
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Increase due to significant number of students requiring private day or residential services. These costs are for students with significant disabilities placed by the Department of Social Services or Albemarle Schools.

This increase brings the total obligation for the Division to \$1,890,806.

<b>Charlottesville-Albemarle Technical Education Center (CATEC)</b>	<b>(\$63,553)</b>
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Projected decrease based on projections provided by CATEC. The CATEC Board adopted a budget which yielded an additional savings of \$63,553 to ACPS.

<b>Piedmont Regional Education Program (PREP)</b>	<b>(\$277,167)</b>
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The PREP Board adopted a budget that is \$277K less than FY14-15.

<b>Anticipated Utility Costs</b>	<b>\$61,662</b>
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Assuming a 5% annual increase in electricity and fuel oil/gas pricing for 15/16, this initiative will provide adequate funding for those line items. The School Board's budget reduced this cost by \$49,000 based upon updated energy estimates.

<b>Interpretation &amp; Translation Funding</b>	<b>\$25,000</b>
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Interpretation and translation funding supports multilingual communication in schools to meet and exceed standards of access to education set by the Civil Rights Act and the Office of Civil Rights (OCR).

<b>Projected Fuel Savings</b>	<b>(\$100,000)</b>
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Diesel fuel usage is expected to increase by 21,000 gallons in the current year to meet student needs. However, due to decreased costs per gallon, overall expenses are currently anticipated to decline by \$100,000.

Transportation manages the fuel system for all County departments at three fuel sites. The Non-Transportation dollars appear in the budgets of the other departments. All purchased fuel is non-taxed and the Transportation Department charges a small 2% fee to other departments to maintain the fuel system.

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<b>Growth</b>	<b>\$2,474,557</b>
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<b>Growth Due to Enrollment (25.45 Teacher Full-Time Equivalent (FTE), 2.00 Clerical Staffing FTE, 5.00 Bus Driver FTE and 1.00 Transit Aid FTE)</b>	<b>\$2,213,188</b>
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Increase due to a projected 311 students from budgeted 14/15 to 15/16. Based upon the current staffing standards an additional 25.45 teacher FTE are required as well as 2.00 Clerical FTE (1.00 at Greer, 0.50 Hollymead and 0.50 at Sutherland).

The additional students projected in 15/16 will require one extra driver. In addition, students with an IEP that need transportation grew by 23% in 14/15 versus 13/14 due to an increase in available programs. This trend is not expected to continue and additional buses were not added in 14/15. However, resources have been stretched and there will be some growth next year. Consequently, another driver and assistant will be needed. Activity trips have increased dramatically and the department is having a difficult time keeping up with the increased demand. Many of the trips require that the driver be paid overtime. An additional 10-month activity driver is required. Lastly, two additional relief drivers will be required to keep up with the overall increase in demand.

In total, six additional 10-month employees are needed. It is anticipated each will work total of 7,040 base hours. The cost of labor and benefits are included in this request. Operational costs include fuel, maintenance, and insurance for the added buses. One time costs reflect the cost of training the new employees..

Based on the projected enrollment approximately 9 additional classrooms will be added. It is estimated to cost about \$15,000 to furnish a room and provide adequate consumable products (toilet paper, paper towels, etc.) for that number of students.

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**Increase Class Size to Balance Budget** **(\$246,313)**

This reduction was necessary to balance the budget for FY2015/2016.

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**Growth: Agnor-Hurt Elementary School Addition/Renovation (0.50 FTE)** **\$45,993**

This will provide the necessary utilities, services and consumable materials needed for the new spaces, as well as a half-time (0.50 FTE) custodial position for the additional instructional spaces that are created by the addition/renovation to Agnor Hurt Elementary School.

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**School-Based Technical Support (1.00 FTE and includes \$1,000 in one-time money)** **\$74,209**

This technical support position addresses problems that affect student access to core learning resources and tools. This support, while technical in duties, supports the overall mission of the division by enabling students to quickly return to the learning process. The current Virginia SOQ does not adequately provide for the technical support that our modern learning work and expanding student growth demands. Instead of a 1 to 1000 technical staff member per 1000 students. This request originally included two additional FTE's which have been deferred.

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**Special Educational Staffing Growth (3.50 FTE)** **\$246,575**

It is expected that an additional 3.50 FTE in staffing will be required to meet the needs of children with disabilities. This staffing would be utilized for teachers and teaching assistants to meet Federal and State requirements outlined in the Individuals with Disabilities Education Act (IDEA). The services provided are required as part of staffing parameters outlined in the Virginia regulations or outlined in students' individualized education plans (IEP's).

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**Occupational Therapist (1.00 FTE)** **\$70,449**

The demographic of special education is changing in that the severity of need is growing faster than the actual number of children requiring special education overall. This position will meet the requirements of this increased service.

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**English as a Second or Other Language (ESOL) Growth (1.00 FTE)** **\$70,456**

ESOL staffing supports Albemarle County's Limited English Proficient (LEP) students to engage in rigorous learning experiences that prepare students to collaborate across language differences to think critically; create innovative solutions to problems; and succeed as civic, social, and economic participants in their multilingual communities.

Albemarle County's ESOL population grew by 45 students last year with an increasing number of students arriving in secondary schools with very little or no English. This rapid increase in a small number of schools (MOHS, JJMS, BMS, AHS) has created significant staffing needs to ensure students have support in newcomer language classes as well as in content courses that prepare them for graduation.

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**Restoration** **\$58,806**

**Professional Development (Partially Funded by Freezing Assistant Superintendent Position)** **\$58,806**

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The demands on our current professional development budget have increased significantly as the state has implemented additional requirements (e.g., CPR/AED/First Aid training) and other budgets have been decreased or eliminated (e.g., Instruction previously funded AVID professional development and the Safe Schools/Healthy Student grant previously funded Responsive Classroom training). As tuition rates have increased for college and university coursework, even more costs have been transferred to teachers with respect to their continuous professional learning. In addition, professional development programming must be a leading indicator of the learning work expected throughout the division. These funds are requested in order to pay for required professional development as well as professional development that is deemed to meet division and individual needs.

The total cost of this new resource is \$225,000, however, by freezing the currently vacant Assistant Superintendent of Instruction position, \$166,194 is being used to offset a majority of this cost. The remaining \$58,806 is a restoration.

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**System Improvements** **\$300,501**

**Full Time Elementary School Nurses for schools with over 500 Students (0.85 FTE)** **\$82,500**

Elementary school nurses are staffed at 6 hours/day. This does not cover the entire time that students are in school (6.5 hours), nor does it cover the arrival and departure times. These transition times in particular are periods when accidents and injuries are more likely to occur (getting on/off buses, etc.). Elementary nurses at the larger schools see upwards of 50 students per day. For many of these students, the school nurse is their primary medical caregiver. Because the volume of school clinic traffic increases with larger enrollment, increasing the hours of the nurses at the biggest schools would have the most impact per capita. The schools affected are Greer, Agnor-hurt, Brownsville, Baker-Butler and Cale.

**Behavior Management Coordinator (Discipline and Truancy) (0.50 FTE and includes \$2,500 in one-time money)** **\$48,001**

The Intervention / Prevention Coordinator specializes in overseeing tier three support services for students and oversees the student behavior management and attendance program for ACPS. The total costs represent a decrease in operational funds (wage account) that will be decreased to offset some of the costs of the FTE.

**Electronic Conversion and Maintenance of Student Records (\$60,000 in one-time money)** **\$60,000**

This fund provides for the discovery, design, implementation and deployment of a Document Management System (DMS.) The DMS function is to electronically archive legacy and paper based student records for secure, searchable, scalable and Library of Virginia GS-21 compliant student records archiving. The initial year will be for design and implementation of the DMS and archiving the most critical of approximately 500 offsite/warehoused boxes of student paper records.

Subsequent years will complete the electronic archiving of warehoused records and transition to school based electronic archiving from operational funds. The DMS will also be scalable for future School Division records archiving needs.

**Art Pathways** **\$90,000**

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The School Board allocated \$40,000 in one-time money to support the Arts Pathways in our secondary schools. Over

the past several years, the Office of Instruction’s budget has been reduced. With these reductions, the central budget has been unable to assist schools with major purchases that support the arts. In FY15/16 the office of instruction will be able to purchase items principals see as important to support students in the arts.

In addition, the School Board allocated \$50,000 in one-time funds to support opportunities for extra-curricular academic competitions. These funds are to support individuals or groups of students that will be competing outside Albemarle County that do not already have booster club funding.

**Elementary World Languages Planning for Two Additional Schools \$20,000**

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By November of 2015, a school would identify the language and program model for the school. The staffing necessary to implement this program would be considered for inclusion in the 16-17 school board budget proposal. The school would use the planning funds in 15-16 to provide release time and professional development experiences for teachers to plan schedules, pedagogy, and curriculum for the new program. These funds would cover fees, transportation, and lodging costs for teachers to attend workshops and conferences such as those provided by the Center for Applied Linguistics, language development courses for teachers with some proficiency in the target language, and attendance at dual-language and immersion conferences for teachers and administrators. In addition, substitute teacher pay for release days of classroom teachers would allow for curriculum planning and teacher PLC work. Teachers could also visit schools in nearby districts that have successfully implemented dual-language programs.



# New Resources by Key Area

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## Directed/Mandated

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### Compensation and Benefits

Teacher Salary Increase (Half-Year)	\$718,437
Teacher Salary Increase (One-Quarter Year)	\$359,219
Teacher Salary Increase (Additional One-Quarter Year)	\$409,000
Classified Salary Increase (Half-Year)	\$562,383
Classified Salary Increase (Additional One-Quarter Year)	\$281,000
Salary Savings Due to Staff Turnover	(\$339,517)
Decrease Cost of the Virginia Retirement System	(\$375,292)
Health Insurance Increase (Includes UVA Policy Shift and Other New Enrollees)	\$2,191,902
Voluntary Early Retirement Incentive Plan (VERIP)	\$267,450
Dental Savings	(\$24,332)
Lapse Factor Savings	(\$414,493)
October 1st Start Date for Classified Staff	\$57,600

### Joint Programs

Transfer to Comprehensive Services Act (CSA)	\$457,410
Charlottesville-Albemarle Technical Education Center (CATEC)	(\$63,553)
Piedmont Regional Education Program (PREP)	(\$277,167)

### Other Increases

Anticipated Utility Costs	\$61,662
Interpretation & Translation Funding	\$25,000
Projected Fuel Savings	(\$100,000)

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## Directed/Mandated Total

**\$3,796,709**

# New Resources by Key Area (continued)

## Growth

Growth Due to Enrollment (25.45 Teacher Full-Time Equivalent (FTE), 2.00 Clerical Staffing FTE, 5.00 Bus Driver FTE and 1.00 Transit Aid FTE)	\$2,213,188
Increase Class Size to Balance Budget	(\$246,313)
Growth: Agnor-Hurt Elementary School Addition/Renovation (0.50 FTE)	\$45,993
School-Based Technical Support (1.00 FTE and includes \$1,000 in one-time money)	\$74,209
Special Educational Staffing Growth (3.50 FTE)	\$246,575
Occupational Therapist (1.00 FTE)	\$70,449
English as a Second or Other Language (ESOL) Growth (1.00 FTE)	\$70,456

**Growth Total** **\$2,474,557**

## Restoration

Professional Development (Partially Funded by Freezing Assistant Superintendent Position)	\$58,806
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**Restoration Total** **\$58,806**

## System Improvements

### Health and Student Safety

Full Time Elementary School Nurses for schools with over 500 Students (0.85 FTE)	\$82,500
Behavior Management Coordinator (Discipline and Truancy) (0.50 FTE and includes \$2,500 in one-time money)	\$48,001

### Technology/Records Management

Electronic Conversion and Maintenance of Student Records (\$60,000 in one-time money)	\$60,000
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### Other Increases

Art Pathways	\$90,000
Elementary World Languages Planning for Two Additional Schools	\$20,000

**System Improvements Total** **\$300,501**

**Directed/Mandated Total** **\$3,796,709**

**Growth Total** **\$2,474,557**

**Restoration Total** **\$58,806**

**System Improvements Total** **\$300,501**

**Total Increase Over FY2014/15 Adopted** **\$6,630,573**

# The 2015-16 School Board's Adopted Budget

Instruction	<u>Actual 14</u>	<u>Adopted 15</u>	<u>Req. 16</u>	<u>Increase</u>	<u>% lcr</u>
Staffing	\$108,007,614	\$111,262,721	\$115,944,103	\$4,681,382	4.21%
Operating	\$10,033,259	\$10,466,558	\$10,560,325	\$93,767	0.90%
Capital	\$444,464	\$583,090	\$522,388	(\$60,702)	-10.41%
SB Reserve	\$0	\$57,862	\$57,862	\$0	0.00%
<b>Total</b>	<b>\$118,485,337</b>	<b>\$122,370,231</b>	<b>\$127,084,678</b>	<b>\$4,714,447</b>	<b>3.85%</b>
<b>Admin, Attend &amp; Health</b>					
Staffing	\$5,992,915	\$6,265,279	\$6,584,443	\$319,164	5.09%
Operating	\$571,986	\$777,018	\$788,919	\$11,901	1.53%
Capital	\$24,245	\$18,431	\$26,445	\$8,014	43.48%
<b>Total</b>	<b>\$6,589,146</b>	<b>\$7,060,728</b>	<b>\$7,399,807</b>	<b>\$339,079</b>	<b>4.80%</b>
<b>Technology</b>					
Staffing	\$2,238,008	\$2,377,622	\$2,562,811	\$185,189	7.79%
Operating	\$342,434	\$315,038	\$386,217	\$71,179	22.59%
Capital	\$25,155	\$7,500	\$21,000	\$13,500	180.00%
<b>Total</b>	<b>\$2,605,597</b>	<b>\$2,700,160</b>	<b>\$2,970,028</b>	<b>\$269,868</b>	<b>9.99%</b>
<b>Building Services</b>					
Staffing	\$8,539,704	\$9,126,294	\$9,378,175	\$251,881	2.76%
Operating	\$5,721,492	\$5,944,904	\$6,001,670	\$56,766	0.95%
Capital	\$96,936	\$123,400	\$122,200	(\$1,200)	-0.97%
<b>Total</b>	<b>\$14,358,132</b>	<b>\$15,194,598</b>	<b>\$15,502,045</b>	<b>\$307,447</b>	<b>2.02%</b>
<b>Facilities</b>					
Staffing	\$0	\$37,649	\$37,649	\$0	0.00%
Operating	\$0	\$0	\$6,265	\$6,265	N/A
Capital	\$122,815	\$122,351	\$277,035	\$154,684	126.43%
<b>Total</b>	<b>\$122,815</b>	<b>\$160,000</b>	<b>\$320,949</b>	<b>\$160,949</b>	<b>100.59%</b>
<b>Transportation</b>					
Staffing	\$7,332,706	\$7,771,827	\$8,199,486	\$427,659	5.50%
Operating	\$1,804,373	\$1,866,923	\$1,821,137	(\$45,786)	-2.45%
Capital	\$5,746	\$0	\$0	\$0	N/A
<b>Total</b>	<b>\$9,142,825</b>	<b>\$9,638,750</b>	<b>\$10,020,623</b>	<b>\$381,873</b>	<b>3.96%</b>
<b>Transfers</b>					
Transfers	\$3,378,030	\$3,312,843	\$3,769,753	\$456,910	13.79%
<b>Grand Total</b>	<b>\$154,681,882</b>	<b>\$160,437,310</b>	<b>\$167,067,883</b>	<b>\$6,630,573</b>	<b>4.13%</b>
<b>Revenues</b>					
	<u>Actual 14</u>	<u>Adopted 15</u>	<u>Req. 16</u>	<u>Increase</u>	<u>% lcr.</u>
Local School Revenue	\$2,544,453	\$2,110,107	\$2,164,583	\$54,476	2.58%
State Revenue	\$42,547,871	\$44,429,342	\$45,823,333	\$1,393,991	3.14%
Federal Revenue	\$2,979,715	\$3,004,498	\$3,022,498	\$18,000	0.60%
Local Governemnt X-Fer	\$103,599,064	\$109,807,126	\$114,033,502	\$4,226,376	3.85%
Use of Fund Balance	\$2,915,611	\$211,237	\$1,623,967	\$1,412,730	668.79%
CIP & Other Transfers	\$1,622,029	\$875,000	\$400,000	(\$475,000)	-54.29%
<b>Total Revenues:</b>	<b>\$156,208,743</b>	<b>\$160,437,310</b>	<b>\$167,067,883</b>	<b>\$6,630,573</b>	<b>4.13%</b>
<b>Balance of Revs vs Expenses</b>	<b>\$1,526,861</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	