

Overview

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

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MESSAGE FROM THE SUPERINTENDENT

EMPOWERING AMERICA'S FUTURE: IMAGINE. INVEST. EXCEED.



From the moment the first public school in the new world opened its doors in 1635 in Boston, there has been an unbreakable link between schools and the prosperity of the community they serve. Look no further for evidence than the student roster of that first school, which included John Adams, Benjamin Franklin and John Hancock.

Over the more than 350 years since, the colonies, and later the United States of America, not only survived, but prospered through countless financial panics, recessions and depressions, debilitating world conflicts, all manner of industrial and technological revolutions, sweeping demographic changes, and more than a few turning points down history's path.

That history has documented how Americans consistently have turned problems into solutions and challenges into opportunities for growth and success. We have been a nation of thinkers, doers, imaginers and leaders, made capable by education's gifts of curiosity, discovery and knowledge.

That's why the bedrock upon which these achievements stand always has been public education—a quality of education as good as every student deserves and as great as is necessary to unlock the potential of each child who walks through the front door of our schools.

INVEST

Among the most painful decisions we have had to make for the better part of a decade has been how to go from good to great. Frankly, the economic downturn that began in 2007 forced annually unpalatable choices for our school division and local government on how best to distribute diminishing resources to satisfy expanding public needs. The same has been true in Richmond. In 2007, the state provided \$3,519 per pupil to Albemarle County, nearly 33 percent of our overall per pupil costs. State revenues consistently declined, falling as low as \$3,047, or 24 percent of per pupil costs in 2011. In 2015-16, the state's per pupil revenues to Albemarle cover 27.4 percent of this overall cost, nearly six percent below the percentage they supported nine years ago.

Our strategy throughout this period has been to minimize the impact of revenue cuts on the classroom. For example, if we look at the number of staff as compared to the number of students since 2009, our school-based staffing ratio has been reduced by one percent, while our support staff ratio is eight percent lower. In 2015-16, for example, I did not fill the position of Assistant Superintendent for Student Learning in order to restore a portion of the cuts we previously had to make in professional development support for teachers.

Ours is a strategy that comports with a study by the highly influential and widely respected Rand Corporation, entitled *Teachers Matter: Understanding Teachers' Impact on Student Achievement*. Among the report's conclusions: *Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most.*

Our community agrees. For the second consecutive year, we received nearly 2,000 responses from residents on the budget priorities they deem most important. Teacher compensation and class size ranked very high. In a broader community survey, more than 90 percent of respondents agreed that providing a quality education was an essential or very important responsibility of local government.

Recruiting, developing and retaining outstanding teachers, professionals who engage and excite students about learning, who utilize technology to bring global expertise and perspective to the classroom, who emphasize not only the acquisition of knowledge, but its hands-on application, these are our competitive discriminators as we prepare our children for tomorrow's limitless possibilities.

The best noted consequence of the economic downturn and its lingering effects has been the multi-year lag in compensation, not only for teachers but for all employees who contribute to the success of our students.

Less visible has been the significant underinvestment the recession compelled in professional development. In fast-paced and ever-evolving commercial and idea marketplaces, the ability to prepare children for success in college, career and in life is more demanding and complex. Professional development is among the most productive and efficient investments we can make in the quality of education received by our children. It is the means by which teachers and staff are equipped to perform at contemporary and exceptional levels. Despite its great importance, staff development remains below its budget of 10 years ago, despite the twin effects of inflation and student enrollment growth. Today we provide but \$50 per year per teacher for reimbursable professional development, a 75 percent cut from the \$200 we provided per teacher 10 years ago.

NEXT YEAR

The funding request I am proposing for the 2016-17 school year contains only \$1.18 million for new initiatives, less than 0.7 percent of the total funding request. The largest portion of this increase, \$500,000, would go toward replenishing our professional development program. Even with this increase, we will remain more than \$500,000 below the professional development funding of ten years ago. This request also proposes expanding the number of our schools that will have full-time instead of part-time nurses and a modest increase in meeting our School Board's objective to provide world language instruction to elementary school students.

Overall, this request asks for an expenditure increase of four percent, or \$7 million, for the next school year. Nearly 75 percent of this increase is attributable to directed or mandated costs that include an approximate two percent average increase in employee compensation, a 14.5 percent rise in medical insurance premiums, and the school division's required contribution to the state retirement system.

While the increase in student enrollment growth next year is projected to be slower than we have experienced over the past several years, we still see an increase in enrollment next August. Projections show that enrollment growth among students with special education needs will be higher than usual. Mandated expenditures in two program categories for these students are expected to increase by \$496,000.

Among the more significant needs facing our students is overcapacity, particularly at Albemarle High School. The school has more than 120 students than it was designed to serve, a number that will increase to 150 next year and steadily climb before reaching 250 in five years. This funding request asks for \$432,000 to add modular classroom space to help alleviate these crowded conditions and to provide a positive learning environment for all students in the school.

On the revenue side, we are beginning to see the reversal of recent trends that left us with spending request funding gaps as high as \$5 million. Next year, we are projecting that state revenues will increase by \$2.9 million and local government revenues by \$2.8 million. The latter is based upon the Governor's proposed budget, which still needs to be reviewed and approved by the General Assembly, and it also will be influenced by the performance of the state economy, since a portion of the funds we receive from the state are based upon Virginia's state sales tax. State revenues for the first time in many years, have improved faster than local revenues. Overall revenues to our division are estimated to increase by \$5.5 million, leaving the school division with a projected funding deficit of \$1.5 million.

EXCEED

The most powerful investments are those with a predictable high rate of return. In Albemarle County, our 94.3 percent on-time graduation rate is higher than the average of all 50 of the states in our union. The percentage of students who drop out of school is less than half the average across Virginia. Our students earn Advanced Studies Diplomas at a rate 30 percent higher than the state average. Student scores on Scholastic Aptitude tests continue to be well above state and national averages.

We are the only school division in the nation twice to have won national awards from the National School Board Association for innovative program excellence, to have had students make presentations at White House conferences on multiple occasions, and one of the few engaged in a program that will close the digital divide, equalizing opportunities among all students to access the broadest possible range of technological learning resources.

As impressive as these achievements are, they may no longer be sufficient if the link between education and prosperity is to remain unbroken. A recent *Newsweek* article suggests the degree of difficulty that awaits us. It posits that one-third of all the jobs in America likely will be replaced by software, robots and smart machines within 10 years. Fulvia Montresor, who works with companies across the globe on behalf of the World Economic Forum, points out that the top 10 jobs in demand in 2010 did not exist in 2004, and that as many as 65 percent of elementary school students in the U.S. will end up at jobs that have not yet been invented.

“Exceed” is becoming a much more challenging goal, because of the pace of technological change, a more complex and volatile global economy, resources that are far from unlimited, a broader and more exacting competitive environment, and an increasingly diverse community, state and nation.

While we are not sure what the world will look like in 10 years, or even five, we can be sure that education, as it has for more than 350 years in America, will remain the bedrock upon which rests the future prosperity of our communities.

This 2016-17 funding request represents the minimum investment necessary if we are to continue to position our children and our county for that prosperity.

My appreciation and optimism for the success of our students and communities, even in these most challenging of times, could not be higher. Our competitive edge is revealed daily in the extraordinary contributions of our School Board, local government, community partners, teachers, staff, parents, advisory groups, and volunteers. I am grateful for your consistent and selfless support. Together, we will indeed empower America’s future.

Sincerely,



Dr. Pamela R. Moran
Superintendent of Schools

ABOUT OUR SCHOOL DIVISION

Albemarle County Public Schools (ACPS) serves 13,737 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

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

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

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

1 Vocational-Technical Center

1 Alternative Education Center

OUR EMPLOYEES

1,255 Teachers

(including classroom teachers, speech pathologists, school counselors, instructional coaches, and librarians)

- 64% hold advanced degrees
- 3% (38) are National Board Certified
- Average years of teaching experience: 14

1,255 Other School Division Employees

(including school and department leadership, teaching assistants, bus drivers, custodians, maintenance, food service staff, office associates, human resources, and other support staff)

OUR STUDENTS

13,737 Students (PK-12)

- Male: 51.0%
- Female: 49.0%
- Black: 11.3%
- Hispanic: 11.7%
- White: 66.4%
- Limited English Proficiency: 8.4%
- Disadvantaged: 28.8%
- Students with Disabilities: 10.5%
- Gifted: 9.6%

"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

Our 2015 graduates received acceptances at 283 colleges and universities, including 20 of the top 25 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 (K-5)

1:1 student-to-computer ratio (6-12)

Over 9,000 meals served daily

14,005 school bus miles traveled daily

The Families in Crisis Program served 211 homeless ACPS students in 2014-15.

HOW DO WE COMPARE?

2015	ACPS	State
On-time Graduation Rate	94.3%	90.5%
Drop-out Rate	2.3%	5.2%
Graduates Who Earned an Advanced Studies Diploma	69.0%	51.5%
Average SAT Scores	Verbal	557
	Math	553
	Writing	534
Students Earning a Passing Score (3, 4 or 5) on AP Exams	76.5%	61.0%



EMPHASIS ON LIFELONG LEARNING

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.

In support of our instructional philosophy, Albemarle County Public Schools 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 established 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.

Learn more at: www.k12albemarle.org/LLL

OUR LIFELONG-LEARNER COMPETENCIES

1. Plan and conduct research.
2. Gather, organize and analyze data; evaluate processes and products; and draw conclusions.
3. Think analytically, critically and creatively to pursue new ideas, acquire new knowledge, and make decisions.
4. Understand and apply principles of logic and reasoning; develop, evaluate and defend arguments.
5. Seek, recognize and understand systems, patterns, themes and interactions.
6. Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems.
7. Acquire and use precise language to clearly communicate ideas, knowledge and processes.
8. Explore and express ideas and opinions using multiple media, the arts, and technology.
9. Demonstrate ethical behavior and respect for diversity through daily actions and decision making.
10. Participate fully in civic life and act on democratic ideals within the context of community and global interdependence.
11. Understand and follow a physically active lifestyle that promotes good health and wellness.
12. Apply habits of mind and metacognitive strategies to plan, monitor and evaluate one’s own work.

HORIZON 2020: OUR STRATEGIC PLAN

Every important journey begins with a destination in mind and starts with a clear view of the horizon ahead. The Horizon 2020 Strategic Plan is designed to **unleash each student's potential** and equip them for success both now and in the future. To do this, we aim to foster deep learning experiences that develop essential competencies like communication, collaboration, creativity, critical thinking, and problem-solving. We seek to inspire the natural curiosity of our students, not through compliance and testing, but by cultivating engaging learning environments, hands-on learning experiences, and real-world learning opportunities. For Albemarle County Public Schools, our destination is a place where every graduate leaves our schools prepared for a lifetime of learning in a rapidly changing world.

Connect with our strategic process online at:
www.k12albemarle.org/strategicplanning

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 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

1. We will engage every student.
2. We will implement balanced assessments.
3. We will improve opportunity and achievement.
4. We will create and expand partnerships.
5. We will optimize resources.

OUR PRIORITIES

1. All students will graduate prepared for citizenship, post-secondary education, and workforce entry levels as evidenced by multiple indicators of lifelong learning competencies.
2. Increase the number of students accruing college credits and career pathway credentials prior to graduation.
3. Increase the efficacy of our instructional staff by developing the pedagogical expertise essential to contemporary learning.
4. Achieve a fully-funded capital and operational budget that meets the school system's needs for learning space modernization, instructional innovation, digitized learning, and competitive recruitment and retention of personnel. Optimize the use of all allocated fiscal resources to meet the goals of the division.

KEY CONTRIBUTORS

Parent, citizen and staff advisory committees offer a broad range of opportunities for community engagement with budget development. Committee members conduct research and provide counsel to the Superintendent and the School Board on significant issues that impact the quality of education in Albemarle County.

For more information about these key division-level advisory committees and others, visit:

www.k12albemarle.org/advisory

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 (CEAC)** 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 (CSAC)** 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** comprises our school and department leadership, including principals, associate and assistant principals, department directors, assistant directors, and other division-level staff, such as instructional lead coaches and department coordinators.

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 (LRPAC)** 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.

The **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 Health Advisory Board (SHAB)** 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 Advisory Committee (SEAC)** 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. The committee provides advice concerning the needs of children with disabilities receiving special education services and assists 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 (TAC)** 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.

REVENUES, EXPENDITURES & ASSUMPTIONS

TOTAL FUNDING REQUEST

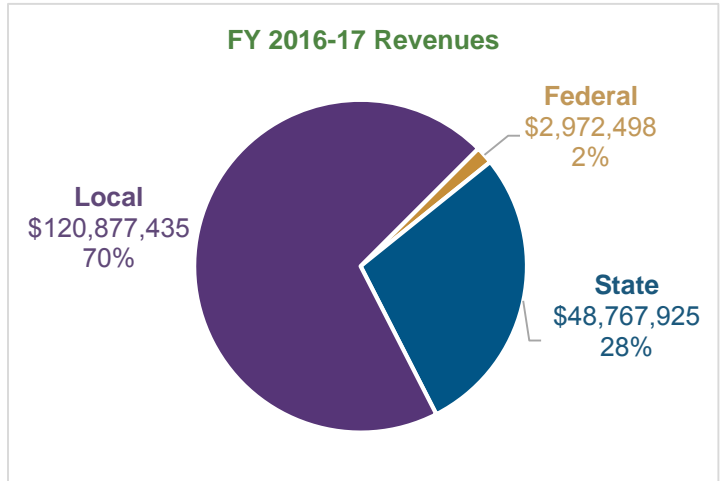
Anticipated Revenue \$172,617,858

Proposed Expenses \$174,123,445

Funding Gap (\$1,505,587)

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: FY 2016-17 Revenues.



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 2016-17:

- Salaries are based upon guidance from the Joint Boards; Teachers scale is based upon market and School Board direction.
- Federal revenues will approximately remain the same.
- State revenues are expected to increase by approximately 6% based upon the Governor's proposal and SOQ rebenchmarking.
- Local Government Transfers are projected to increase by approximately 2%.

MARKET COMPENSATION FINDINGS

WorldatWork FY 2016-17 projected compensation increase for Eastern Region (including Virginia): 2.7%

Classified:

- As an organization, overall salaries are currently at market
- Salary compression continues to present challenges in hiring and maintaining internally equity

Teacher:

- Achieved competitive position at or above the 75th percentile.
- 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:

- 2.0% market increase
- Address compression

Teachers:

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

BENEFITS SUMMARY

Each full-time participating employee will receive:	2015-16	2016-17
Average contribution toward health insurance	\$8,542	\$9,781
Contribution toward dental insurance	\$257	\$258

The following benefit rates apply:	2015-16	2016-17
Social Security (FICA)	7.65%	7.65%
Virginia Retirement System (VRS) Professional Rate	15.12%	15.77%
VRS Non-Professional Rate	9.40%	9.40%
VRS Group Life Insurance	1.32%	1.18%

Additional detail regarding enrollment, funding formulas and compensation can be found in the Appendix.

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.

Directed/Mandated	\$5,017,540
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Piedmont Regional Education Program (PREP)	\$213,406
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The Piedmont Regional Education Program (PREP) provides several services with various increases:

The Ivy Creek School is a separate public school that serves 29 students with emotional disabilities. Ivy Creek School specializes providing intensive services for children with emotional disabilities in a separate setting. The increase in tuition costs is \$76,652

The Program Reimbursement Rate Package for children with Emotional Disabilities allows Albemarle County Schools to participate in a State reimbursement program of mandated services. The increase in cost to participate in this program is \$40,491.

The Program Reimbursement Rate Package for children with Autism or Multiple Disabilities allows Albemarle County Schools to participate in a State reimbursement program that serves students with these particular disabilities. The increase in cost to participate in this program is \$67,637

The Education and Related Services provided by PREP will increase by \$28,626. These services include the Parents Resource Center that assists parents of children in Albemarle County Schools that are involved in or have questions about the special education process. Additionally, this service includes the services of special education staff qualified to provide vision services as well as staff supports in the areas of Assistive Technology, specifically for students with disabilities.

Adapted Physical Education Grant - UVA	\$11,800
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This initiative continues to provide specialized services, namely adapted physical education, by students enrolled in the Adapted PE Program at the University of Virginia. This cooperative agreement provides students in the Adapted Physical Education Grant real life / on the job experiences.

Librarian for Murray High/CPCS (1.00 FTE)	\$73,320
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Funding for 1.00 FTE librarian to be split equally at the Charter School and Murray High School to reflect state standards.

Transfer to Comprehensive Services Act (CSA)	\$283,620
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At present, the CSA budget is \$1,890,806. The need for private day schools and residential placements required to serve children with disabilities is expected to increase based on past experiences and trends.

Projected Fuel Savings	(\$255,585)
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Due to a decrease in the cost per gallon of both diesel and gasoline, fuel expenses are anticipated to decline by \$255,585 versus the submitted 15/16 budgeted amounts.

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.

Teacher Salary Increase	\$1,591,366
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Proposed full year increase to reflect an overall increase of approximately 2%. This reflects information received by the Joint Boards on October 14th.

Classified Salary Increase	\$773,527
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Proposed full year increase to reflect an overall increase of approximately 2%. This reflects information received by the Joint Boards on October 14th.

Health Insurance Increase	\$2,314,160
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The Board contribution to health insurance is expected to increase by 14.5% over current year rates. The increase assumes a variety of plan changes to mitigate cost increases that include increased deductibles and implementation of a health savings account option. It is anticipated that staff monthly contributions will increase by approximately 10%.

Dental Insurance Increase	\$28,281
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Expected increase of 5% per participant over 2015-16 rates.

Lapse Factor Incremental Savings	(\$17,474)
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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 -\$1,214,493 is 1.25% of all baseline salaries. An additional \$17,474 has been reduced. This methodology is consistent with local government's expected practice.

Virginia Retirement System/Group Life Increases	\$412,581
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Virtually all Virginia School Divisions participate in the Virginia Retirement System (VRS). Once Divisions have joined VRS, by law they may not withdraw. This increase is proposed by the Governor and is based upon a rate of (Professional Rate) 15.77% which is a 0.65% absolute increase compared to the current rate.

Salary Savings Due to Staff Turnover	(\$742,781)
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Salary and benefit savings due to staff turnover from FY2014-15 budgeted to current staffing. This amount reflects actual savings from one year to the next due to retirements and staff turnover.

Salary Compression	\$270,596
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First phase of monies to address pay compression among classified staff.

Voluntary Early Retirement Incentive Plan (VERIP) Savings	(\$141,544)
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Savings due to the elimination for the stipend portion of the benefit. This decrease still reflects an increase of 45 new enrollees.

Charlottesville-Albemarle Technical Education Center (CATEC)**\$202,267**

The CATEC projections include directed and mandated increases to compensation and benefits, mandated one-time NATEF program certification costs, proposed increase in staff for a portion of two high demand programs - Automotive Technology and Electrician Technician, increased staff and instructional costs for the two new CATEC Information and Engineering Technology and CATEC Health and Medical Academies, and restoration funding to staff the high school EMT, soft skills, and career placement programs.

Growth**\$859,646**

Staffing Savings Due to Enrollment changes (-1.67 Teacher Full-Time Equivalent (FTE))**(\$122,444)**

Budgeted enrollment is expected to decrease by forty (40) students. Due to this projected decrease from budget to budget, there is also a commensurate regular education staffing decrease.

Special Educational Staffing Growth (7.50 FTE)**\$549,169**

With an increase in the Special Education population, efforts to minimize out of school placements (CSA), and a continued demographic shift to more significantly challenged students with disabilities, it is expected that needs will require 7.50 FTE in additional staffing to meet the needs for children with disabilities in 2016-17. 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 and/or outlined in students' Individualized Education Plans (IEPs).

Albemarle High School Capacity (0.50 FTE)**\$432,921**

This includes lease payments of \$102K per year for a modular unit of ten classrooms with restroom facilities. One-time costs of \$305K include \$80K for installation and \$225K for furniture/technology/classroom equipment.

New Resources	\$1,178,376
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Full Time School Nurse at Murray High and Charter School (1.00 FTE)	\$39,118
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Murray High School is the sole school without nursing services. This would provide services at the same level as our other high schools.

Phase 2 of Full Time Elementary School Nurses (0.85 FTE)	\$90,928
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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 may be 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 Woodbrook, Meriwether Lewis, Crozet, Stone Robinson and Stony Point. An additional final phase is anticipated for FY 17/18.

Elementary World Languages (2.00 FTE)	\$161,640
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These funds would provide full-time Foreign Language in Elementary School (FLES) teachers at Woodbrook and Meriwether Lewis Elementary Schools to build a world languages program that would begin in early grades and grow each year to become school wide. \$10,000 would be provided each to Woodbrook and Meriwether Lewis Elementary Schools to cover one-time start-up costs for program materials. In addition, \$5,000 would be provided for Cale Elementary School in one-time funds for materials to finalize expansion of its current immersion and FLES programs schoolwide.

Alternative Education Contract Services (Center for Learning and Growth)	\$130,000
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Based on a program evaluation of the Enterprise Center, we are studying other models and potential service providers for our at-risk students are being considered. This may involve a change in location and contracting with a service provider to provide more comprehensive services, which may entail a funding increase for the program.

Learning Technology Integrators (1.00 FTE)	\$73,331
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The Learning Technology Integrators (LTI) are essential in our Digital Learning Initiative, leading schools and teachers into authentic, effective digital learning through individual and small group support, team support, co-teaching, and building level planning. Currently our LTIs work in our secondary schools, but their time is often split between schools due to limited staffing. This initiative is to add support for digital integration in all of our elementary schools.

Principal Interns	\$146,641
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ACPS recognizes that it is important to develop school leaders from within the system as well as to bring talented administrators in from other divisions to facilitate fresh approaches to instructional leadership. These unassigned administrator internships will be used to provide internship experiences for ACPS teachers who need to fulfill degree requirements while learning the ACPS leadership model. Determined by the number of economically disadvantaged students system-wide, the positions will float so that we can add FTE to schools with higher numbers of students who need extra support, while providing the right experience for each participant to grow depending on his or her aspirations and previous school demographics. This will be a key component to our ongoing succession management program.

SAP Counselor (Contract)**\$36,718**

This initiative serves high school students with mental health or counseling needs, particularly those who need support across languages. The expected outcomes includes improved academic, behavioral, and social outcomes (e.g. graduation rates, disciplinary referrals, participation in advanced classes) for students experiencing needs for counseling and other social support in high school.

This amount would be matched with Region 10 to create a full-time position shared between Monticello and Albemarle High Schools to bring multilingual capacity to SAP support in these schools.

Lead Innovation Fund for Teaching (Professional Development)**\$500,000**

The Lead Innovation Fund for Teaching (LIFT) is designed to support professional learning through development and extension of contemporary teaching expertise and competencies that are essential to addressing a continuum of student learning needs across all curricula. In combination with the Professional Development Reimbursement Program that reimburses teachers for work on individualized goals for professional learning, LIFT funds will be used to develop in-depth competencies specific to objectives of the division's Board-adopted Horizon 2020 Strategic Plan, Educational Technology Plan, and the Federal Programs plan. This initiative restores some professional development funding reduced during the recession.

LIFT funds will provide differentiated professional training based upon multiple sources of information including students' learning performance and teacher needs assessment and feedback. Training will be designed to ensure instructional strategies are transferred into practice in the classroom with support from instructional coaches, technology staff and master teachers in our schools. Teaching strategies that can be applied across the curricula will be emphasized through the following development strands:

- Communication and literacy competencies
- Mathematical competencies using real-world applications
- Interdisciplinary instruction and balanced assessment across all curricula
- Using the Seven Pathways for active and engaging learning in all classes
- Response to individual student learning needs (response to intervention)
- Assessment Literacy and Grading Practices

Success after high school demands that students develop lifelong competencies with key focus on:

- Communication competencies (reading, writing, listening and speaking skillsets) to process and use complex information available in a variety of formats for a variety of purposes across curricula,
- Mathematics competencies associated with inquiry, research, problem-solving and conceptual understanding across curricular areas so that students apply, analyze and evaluate using principles of mathematics across curricula.

Personalized learning pathways provide all students with active and engaging learning opportunities to acquire content knowledge and lifelong learning competencies regardless of curricular area. LIFT funding will extend teaching skills essential to planning and implementing interdisciplinary units real-world contexts as well as classroom level assessment and grading practices consistent with strategic priorities for improvement. Strategies that support response to individual student learning needs through differentiated and enriched learning will be an area of focus.

New Resources by Key Area

Directed/Mandated

Compensation and Benefits

Teacher Salary Increase	\$1,591,366
Classified Salary Increase	\$773,527
Health Insurance Increase	\$2,314,160
Dental Insurance Increase	\$28,281
Virginia Retirement System/Group Life Increases	\$412,581
Salary Compression	\$270,596

Compensation and Benefits (Savings)

Lapse Factor Incremental Savings	(\$17,474)
Salary Savings Due to Staff Turnover	(\$742,781)
Voluntary Early Retirement Incentive Plan (VERIP) Savings	(\$141,544)

Joint Programs

Piedmont Regional Education Program (PREP)	\$213,406
Adapted Physical Education Grant - UVA	\$11,800
Transfer to Comprehensive Services Act (CSA)	\$283,620
Charlottesville-Albemarle Technical Education Center (CATEC)	\$202,267

Other Changes

Librarian for Murray High/CPCS (1.00 FTE)	\$73,320
Projected Fuel Savings	(\$255,585)

Directed/Mandated Total	\$5,017,540
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Growth

Staffing Savings Due to Enrollment changes (-1.67 Teacher Full-Time Equivalent (FTE))	(\$122,444)
Special Educational Staffing Growth (7.50 FTE)	\$549,169
Albemarle High School Capacity (0.50 FTE)	\$432,921

Growth Total	\$859,646
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New Resources by Key Area (continued)

New Resources

Student Health

Full Time School Nurse at Murray High and Charter School (1.00 FTE)	\$39,118
Phase 2 of Full Time Elementary School Nurses (0.85 FTE)	\$90,928
SAP Counselor (Contract)	\$36,718

Student Learning Resources

Elementary World Languages (2.00 FTE)	\$161,640
Alternative Education Contract Services (Center for Learning and Growth)	\$130,000
Learning Technology Integrators (1.00 FTE)	\$73,331
Lead Innovation Fund for Teaching (Professional Development)	\$500,000

Other Increases

Principal Interns	\$146,641
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New Resources Total	\$1,178,376
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Total	\$7,055,562
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Services Not Included in the Funding Request

These new resources are considered important but are being deferred in recognition of current fiscal restraints.

Deferred Needs and Reductions

\$356,930

Coordinator of Equity and Diversity/Membership Group Specialist

\$110,007

This position would assist in developing, recommending, and administering discrimination policies and procedures as well as guide and support the Diversity Resource Teachers and develop plans and organize multicultural awareness workshops and activities.

Special Education Coordinator - ECSE / RELATED SERVICES

\$100,007

This Special Education Coordinator position would focus on the Early Childhood Special Education program that continues to grow. In addition, this position would have responsibilities associated with coordinating related services to include direct supervision and support. Related services includes psychologists, speech and language pathologists, occupational therapists, and physical therapists.

Learning Technology Integrator (Next Phase)

\$146,916

The Learning Technology Integrators (LTI) are essential in our Digital Learning Initiative, leading schools and teachers into authentic, effective digital learning through individual and small group support, team support, co-teaching, and building level planning. Currently our LTIs work with one-to-one programs in our secondary schools, but their time is often split between schools due to limited staffing. Fully staffing our secondary schools, and continue adding support for the one-to-one efforts for our elementary schools is the next important step.

Considered Services Not Included in the Funding Request

These new resources were considered by the Superintendent, but not funded in the current request.

Considered Requests

\$271,005

Increase and Maintain CPCS Staffing at 6 Teacher FTE

\$95,480

This initiative requests the board to increase the staffing for the Community Public Charter School from the 4.8 FTE (based on the current enrollment of 48 students) to a constant 6.0 in order to cover the current core staffing of the school. To maintain a successful learning environment for a student body of 48-50 students, a total of five full-time teachers are required one for each subject of math, science, language arts, social studies, and art. In addition, as a Glasser school using the non-punitive model of Choice Theory and with so much interaction with high needs students, a full-time Director/head teacher is required.

Human Resources Funding - HR Specialist II

\$59,900

An HR Specialist is requested to ensure compliance and provide increased record keeping and support necessitated by the introduction of the VRS Hybrid Plan, Affordable Care Act and other new requirements (unfunded mandates) that will increase work load (VRS modernization). Current staff cannot absorb this additional work without neglecting work that core, but not mandated, in nature. During the last three years, HR has met the workload demands through overtime and temporary staff (average spent for past 3 years of part-time and temporary staff is \$22,142). This past FY, about \$30,000 was spent on both overtime and temporary help due to the complexities of the Affordable Care Act, VRS Hybrid and system limitations. Ensuring appropriate HR staffing levels is critical to motivating and retaining employees. This request supports the Board's aspiration of ensuring County governments ability to provide high quality service that achieves community priorities and One Organization committed excellence. This initiative will optimize the use of fiscal resources in support of the Division's strategic plan and operations.

Human Resources Funding - TalentEd Perform

\$15,625

Three years ago, ACPS began using Netchemia's TalentEd Recruit and Hire as our on-line application system, a system that has provided efficiencies in the hiring process that has allowed for transparency and communication by all users, as well as providing a mechanism that allows a deeper focus on applicant quality. Based on the positive outcomes of Recruit & Hire, we are seeking the funding to add another product of the Netchemia suite, TalentEd Perform. TalentEd Perform will allow us to move to a paperless evaluation process thus creating significant efficiencies and improved communication for teachers, administrators, classified staff and their managers.

Human Resources Funding - Total Compensation Statement/Benefits Software

\$100,000

Ensuring that our employees understand their compensation and benefits is critical in our ability to retain and attract skilled employees. According to Worldatwork, 2015, The effective comprehensive Total Rewards Statement is a critical tool to attract, motivate and retain talent. As benefits become increasingly complex, it is critical that our employees have the tools to make the right decisions based on their needs. Data indicates that 4 out of 5 employees choose the wrong medical insurance plan (Plusone, 2014). With the appropriate tools, employees can use data help guide them to the plan that best meets their needs. Additionally, the HCEC has recommended implementing a high deductible plan with a health savings account to mitigate risk for Cadillac Tax and restore and increase health reserve fund. Education and communication are critical for successful participation. Typical participation without tools is 3%; typical participation with interactive tools is 35%. A conservative assumption of 17% (578 employees participating) would result in a savings to our health plan of \$1,083,750.

The 2016-17 Superintendent's Proposed Budget

Instruction	Actual 15	Adopted 16	Proposed 17	Increase	% lcr
Staffing	\$111,005,479	\$115,944,103	\$119,915,845	\$3,971,742	3.43%
Operating	\$10,321,808	\$10,560,325	\$11,765,665	\$1,205,340	11.41%
Capital	\$434,125	\$522,388	\$495,160	(\$27,228)	-5.21%
SB Reserve	\$0	\$57,862	\$57,862	\$0	0.00%
Total	\$121,761,412	\$127,084,678	\$132,234,532	\$5,149,854	4.05%
Admin, Attend & Health					
Staffing	\$6,001,521	\$6,584,443	\$7,025,762	\$441,319	6.70%
Operating	\$574,684	\$788,919	\$841,254	\$52,335	6.63%
Capital	\$72,730	\$26,445	\$51,415	\$24,970	94.42%
Total	\$6,648,935	\$7,399,807	\$7,918,431	\$518,624	7.01%
Technology					
Staffing	\$2,120,068	\$2,562,811	\$2,813,312	\$250,501	9.77%
Operating	\$352,990	\$386,217	\$327,720	(\$58,497)	-15.15%
Capital	\$40,832	\$21,000	\$11,000	(\$10,000)	-47.62%
Total	\$2,513,890	\$2,970,028	\$3,152,032	\$182,004	6.13%
Building Services					
Staffing	\$8,781,169	\$9,378,175	\$9,839,647	\$461,472	4.92%
Operating	\$5,792,853	\$6,001,670	\$6,220,295	\$218,625	3.64%
Capital	\$179,038	\$122,200	\$121,400	(\$800)	-0.65%
Total	\$14,753,060	\$15,502,045	\$16,181,342	\$679,297	4.38%
Facilities					
Staffing	\$0	\$37,649	\$7,353	(\$30,296)	-80.47%
Operating	\$0	\$6,265	\$0	(\$6,265)	-100.00%
Capital	\$148,852	\$277,035	\$482,035	\$205,000	74.00%
Total	\$148,852	\$320,949	\$489,388	\$168,439	52.48%
Transportation					
Staffing	\$7,733,386	\$8,199,486	\$8,529,472	\$329,986	4.02%
Operating	\$1,787,007	\$1,821,137	\$1,568,565	(\$252,572)	-13.87%
Capital	\$110,420	\$0	\$0	\$0	N/A
Total	\$9,630,813	\$10,020,623	\$10,098,037	\$77,414	0.77%
Transfers					
Transfers	\$3,668,781	\$3,769,753	\$4,049,683	\$279,930	7.43%
Grand Total	\$159,125,743	\$167,067,883	\$174,123,445	\$7,055,562	4.22%
Revenues					
Local School Revenue	\$2,791,937	\$2,164,583	\$2,232,010	\$67,427	3.12%
State Revenue	\$44,822,472	\$45,823,333	\$48,767,925	\$2,944,592	6.43%
Federal Revenue	\$3,017,549	\$3,022,498	\$2,972,498	(\$50,000)	-1.65%
Local Governemnt X-Fer	\$109,807,126	\$114,033,502	\$116,878,022	\$2,844,520	2.49%
Use of Fund Balance	\$211,237	\$1,623,967	\$1,367,403	(\$256,564)	-15.80%
CIP & Other Transfers	\$875,000	\$400,000	\$400,000	\$0	0.00%
Total Revenues:	\$161,525,321	\$167,067,883	\$172,617,858	\$5,549,975	3.32%
Balance of Revs vs Expenses	\$2,399,578	\$0	(\$1,505,587)	(\$1,505,587)	

FY 16/17 Budget Preparation Calendar

January 2014

Thursday, Jan. 14	School Board Business Meeting – Elect Chair
Tuesday, Jan. 19	Special School Board Meeting - Superintendent's Request Presentation
Tuesday, Jan. 26	Special Budget Work Session
Thursday, Jan. 28	School Board Work Session - Budget

February

Tuesday, Feb. 2	Special Budget Work Session
Thursday, Feb. 4	Public Hearing on School Budget Tentative Special Budget Work Session
Tuesday, Feb. 9	Special Budget Work Session – Finalize School Board's Request
Friday, Feb. 19	BOS - County Executive's Presentation to the BOS
Tuesday, Feb. 23	BOS - Public Hearing on County Executive's Recommended Budget
Thursday, Feb. 25	School Board Work Session (Possible School Board Presentation to BOS midday) BOS - Budget Work Session #1
Monday, Feb. 29	BOS - Budget Work Session #2

Highlighted items are BOS meetings that may be of interest to the School Board

FY 16/17 Budget Preparation Calendar

March

Thursday, Mar. 3	BOS - Budget Work Session #3
Tuesday, Mar. 8	BOS - Budget Work Session #4 Finalize Tax Rate for Advertisement/Approval of Board's Proposed Budget
Thursday, Mar. 24	School Board Worksession – Budget Update BOS/State
Wednesday, Mar. 30	BOS - Public Hearing on the FY 16/17 Proposed Operating and Capital Budgets

April

Mon., Apr. 4 to Fri. Apr. 8	School Spring Break
Tuesday, April 12	BOS adopts FY16/17 calendar year tax rate BOS adopts the FY 16/17 budget and FY17-21 CIP Amendment
Thursday, April 14	School Board Business Meeting / Budget Discussion
Thursday, April 21	Tentative Special Budget Work Session (if necessary to finalize)
Thursday, April 28	School Board Work Session – Adopt Budget

Highlighted items are BOS meetings that may be of interest to the School Board