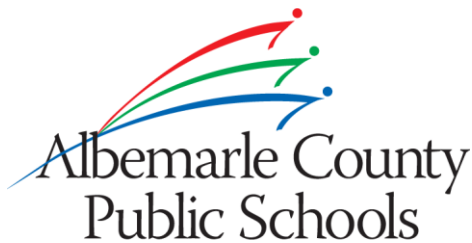


Overview

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

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Office of the School Board

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Dear Members of Our School Community:

Empowering America's Future: Imagine. Invest. Succeed.

These thoughts are more than just the title of our funding request this year. They are the purposeful conceptual goals that shaped and determined this year's school budget.

Our Superintendent reminded us in her funding request that the first public school, in 1635, had a pupil roster that included John Adams, John Hancock and Benjamin Franklin. Since that date, graduates of our public schools have been the designers, builders, inventors, entrepreneurs, soldiers, peacemakers, professionals, educators and leaders who have been responsible for the greatest national success story in human history.

This truth comes to mind whenever we have decisions of consequence before us and adopting a budget for our schools certainly is one of those decisions. We are guided by our one strategic objective--- every Albemarle Public Schools graduate is to be prepared for lifelong success as learners, workers and citizens. This is what it takes for a community to grow and prosper and it is the most valued return on investment that education can provide to every taxpayer.

Throughout several years of challenging budget cycles spawned by the great recession, our school division never compromised the classroom. We closed no schools; shut down no libraries; eliminated no art, music or athletics programs, we did not layoff hundreds of teachers nor suffered its attendant consequence of highly elevated class sizes.

To protect the quality of our learning environment, we found efficiencies in our central office and departments, sometimes through the painful elimination of positions, including that of an assistant superintendent. We reduced costs through the innovative restructuring of contracts, the consolidation of administrative and operating functions, the reduction of outside contractor use and through increases in grant funding.

The results from not compromising our core instructional values are evident. For example:

- our students have a higher on-time high school graduation rate than any of our 50 states;
- our drop-out rate is one-third of the national average;
- our students score higher on the SAT than do their state and national peers;

- this year, our students earned 82 awards at the regional science fair;
- we are the only school division in our nation to receive two national awards from the National School Board Association for program excellence;
- we have sent students, teachers and staff to present at national conferences and to the White House to present on the quality of our instructional model;
- our three comprehensive high schools were rated as being in the top five percent of all public high schools across the nation and our school division ranked in the top two percent of all public school divisions across the country; and
- our Superintendent was Superintendent of the Year for Virginia and one of four finalists for National Superintendent of the Year.

There is a connection between each of these outstanding achievements and the enthusiasm and support our community provides for public education.

Our 2016-17 operating budget is \$172.7 million, an increase of 3.35 percent over the previous year, only slightly above the 2.37 percent inflation rate projected for 2017.

Among the very few but important programs for which funding was increased for next year are the addition of full-time school nurses to more of our elementary schools, continuing a process that began in the current year; the expansion of world language programs to include two additional elementary schools and restoration of some funding in professional development for our teachers and staff. It is important to note this program was cumulatively reduced by \$7.5 million since the great recession. Even with this partial restoration, our professional development budget is smaller than it was ten years ago despite the twin effects since then of inflation and student enrollment increases.

At its optimum effectiveness, the quality of education is driven by the quality of the people engaged in its delivery. More than 80 percent of our expenditures are devoted to recruiting, developing and retaining high performing teachers and staff.

Two-thirds of our expenditure increase next year is tied to this objective. After a number of years of very limited or no salary increases, next year's operating budget includes an average compensation increase of two percent. Also driving our expenditures higher are increases in health insurance premiums. These expenses will be shared by the school division and our employees, some of whom will take home less pay next year because their health cost increase will exceed their salary increase.

On the revenue side, local government will increase its contribution to our schools by nearly \$2.9 million or slightly over two and a half percent over a year ago and state revenues will be six percent higher at \$48.6 million. The state share of our per pupil spending, 28.2 percent, is the highest it has been in seven years but still below historical levels that regularly exceeded 30 percent.

Among the biggest challenges we face in the future is tied to student enrollment and its impact on the need for more classrooms. We have not built a new school in almost a generation despite the fact that since Baker-Butler Elementary School opened in 2002, we have added more than 1,000 students. That's

the equivalent of one of our comprehensive high schools. Today, nearly one-third of our student body attends an overcrowded school. In five years, this will be true for more than half of our student body.

Although this capacity crunch is a capital budget issue, it impacts our operational budget. Albemarle High School, originally build in the 1950s for less than 1,000 students, now is approaching 2,000 students. Next year, we will spend more than \$400,000 from operating funds for mobile classrooms at the school in the first year of a five-year lease.

One solution for meeting the learning environment needs of our students is a bond referendum. The referendum offers voters an opportunity to approve school division projects that address long-time capacity and security needs. A referendum not only gives voters the right to weigh in on the importance of funding our schools, but by financing capital projects through this route, it is possible to obtain lower interest rates for taxpayers.

One topic that receives much thought and focus during our School Board discussions is ensuring that we are equipped to meet our one strategic goal of preparing students for lifelong success. The World Economic Forum, in a recent report, noted that the top 10 jobs in demand in 2010 did not exist six years earlier and that as many as 65 percent of today's elementary school students will someday be employed in jobs that do not exist today.

It is incumbent upon us to make decisions today that position our children and families for success well into the future. This calls for making adequate investments in education, utilizing innovative instructional methods and technology to expand the horizon of every child and eliminating the opportunity gap too many children face.

On this important note, I would like to express the deep appreciation of our Board to the residents and volunteer advisors who participated in our public and online budget surveys and information sessions; to our business and community partners who have lifted the potential of our classrooms; to the members of the community and parents who unselfishly contribute their time in our schools; to the extraordinary teachers and staff who dedicate themselves to excellence every day and to those local government and state officials who support the important business of education.

Sincerely,

A handwritten signature in cursive script that reads "Katherine L. Acuff".

Katherine Acuff
Chair
Albemarle County Public 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	515
	Math	553	513
	Writing	534	495
Students Earning a Passing Score (3, 4 or 5) on AP Exams	76.5%	61.0%	

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.



EMPHASIS ON LIFELONG LEARNING

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.

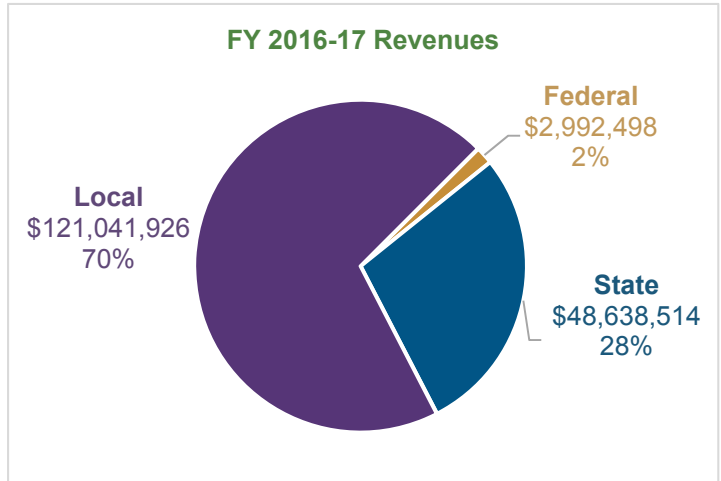
REVENUES, EXPENDITURES & ASSUMPTIONS

TOTAL FUNDING REQUEST

Anticipated Revenue	\$172,672,938
Proposed Expenses	\$172,672,938
Funding Gap	\$0

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	\$9,310
Contribution toward dental insurance	\$257	\$269

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%	1.23%

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	\$3,704,573
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Piedmont Regional Education Program (PREP)	\$60,490
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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 savings in tuition costs is \$15,856

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 \$25,568

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 \$142,832

The Education and Related Services provided by PREP will decrease by \$92,054. 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)	\$72,874
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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	(\$310,585)
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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	\$1,592,019
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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	\$773,795
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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	\$1,434,441
----------------------------------	--------------------

The Board contribution to health insurance is expected to increase by 9% 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 4.6% 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	\$457,370
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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. In addition, GLI will decrease by 0.09% over current year rates.

Salary Savings Due to Staff Turnover	(\$742,781)
---	--------------------

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.

Voluntary Early Retirement Incentive Plan (VERIP) Savings	(\$141,544)
--	--------------------

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**\$856,820****Staffing Savings Due to Enrollment changes (-1.67 Teacher Full-Time Equivalent (FTE))****(\$122,433)**

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)**\$546,561**

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)**\$432,692**

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 **\$1,043,662**

Non-VHSL Activities **\$40,000**

The School Board allocated \$40,000 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.

Superintendent's Reduction's to Meet Available Revenues **(\$14,089)**

The Superintendent was instructed by the School Board to reduce operations by an additional \$14,089 to balance the budget.

Full Time School Nurse at Murray High and Charter School (1.00 FTE) **\$38,659**

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) **\$89,751**

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) **\$160,705**

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. \$5,000 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) **\$60,000**

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) **\$72,886**

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

\$145,750

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.

Lead Innovation Fund for Teaching (Professional Development)

\$450,000

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	\$1,592,019
Classified Salary Increase	\$773,795
Health Insurance Increase	\$1,434,441
Dental Insurance Increase	\$28,281
Virginia Retirement System/Group Life Increases	\$457,370

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)	\$60,490
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)	\$72,874
Projected Fuel Savings	(\$310,585)

Directed/Mandated Total **\$3,704,573**

Growth

Staffing Savings Due to Enrollment changes (-1.67 Teacher Full-Time Equivalent (FTE))	(\$122,433)
Special Educational Staffing Growth (7.50 FTE)	\$546,561
Albemarle High School Capacity (0.50 FTE)	\$432,692

Growth Total **\$856,820**

New Resources by Key Area (continued)

New Resources

Student Health

Full Time School Nurse at Murray High and Charter School (1.00 FTE) \$38,659

Phase 2 of Full Time Elementary School Nurses (0.85 FTE) \$89,751

Student Learning Resources

Non-VHSL Activities \$40,000

Elementary World Languages (2.00 FTE) \$160,705

Alternative Education Contract Services (Center for Learning and Growth) \$60,000

Learning Technology Integrators (1.00 FTE) \$72,886

Lead Innovation Fund for Teaching (Professional Development) \$450,000

Other Increases

Superintendent's Reduction's to Meet Available Revenues (\$14,089)

Principal Interns \$145,750

New Resources Total **\$1,043,662**

Total **\$5,605,055**

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
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Coordinator of Equity and Diversity/Membership Group Specialist	\$110,007
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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
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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
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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 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 School Board's Adopted Budget

Instruction	Actual 15	Adopted 16	Adopted 17	Increase	% lcr
Staffing	\$111,005,479	\$115,944,103	\$119,158,080	\$3,213,977	2.77%
Operating	\$10,321,808	\$10,560,325	\$11,532,749	\$972,424	9.21%
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	\$131,243,851	\$4,159,173	3.27%
Admin, Attend & Health					
Staffing	\$6,001,521	\$6,584,443	\$6,940,119	\$355,676	5.40%
Operating	\$574,684	\$788,919	\$804,536	\$15,617	1.98%
Capital	\$72,730	\$26,445	\$51,415	\$24,970	94.42%
Total	\$6,648,935	\$7,399,807	\$7,796,070	\$396,263	5.36%
Technology					
Staffing	\$2,120,068	\$2,562,811	\$2,787,213	\$224,402	8.76%
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	\$3,125,933	\$155,905	5.25%
Building Services					
Staffing	\$8,781,169	\$9,378,175	\$9,713,960	\$335,785	3.58%
Operating	\$5,792,853	\$6,001,670	\$6,210,295	\$208,625	3.48%
Capital	\$179,038	\$122,200	\$121,400	(\$800)	-0.65%
Total	\$14,753,060	\$15,502,045	\$16,045,655	\$543,610	3.51%
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	\$8,408,793	\$209,307	2.55%
Operating	\$1,787,007	\$1,821,137	\$1,513,565	(\$307,572)	-16.89%
Capital	\$110,420	\$0	\$0	\$0	N/A
Total	\$9,630,813	\$10,020,623	\$9,922,358	(\$98,265)	-0.98%
Transfers					
Transfers	\$3,668,781	\$3,769,753	\$4,049,683	\$279,930	7.43%
Grand Total	\$159,125,743	\$167,067,883	\$172,672,938	\$5,605,055	3.35%
Revenues					
	Actual 15	Adopted 16	Adopted 17	Increase	% lcr.
Local School Revenue	\$2,791,937	\$2,164,583	\$2,382,010	\$217,427	10.04%
State Revenue	\$44,822,472	\$45,823,333	\$48,638,514	\$2,815,181	6.14%
Federal Revenue	\$3,017,549	\$3,022,498	\$2,992,498	(\$30,000)	-0.99%
Local Governemnt X-Fer	\$109,807,126	\$114,033,502	\$116,892,513	\$2,859,011	2.51%
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	\$172,672,938	\$5,605,055	3.35%
Balance of Revs vs Expenses	\$2,399,578	\$0	\$0	\$0	

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