FY 2016/17 School Board Approved Operating Budget



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Virginia Beach City Public Schools ♦ Virginia Beach, Virginia 23456 ♦ www.vbschools.com

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL BOARD APPROVED OPERATING BUDGET
FY 2016/17

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Mr. Leonard C. Tengco
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Administration

Aaron C. Spence, Ed.D.
Superintendent
Marc A. Bergin, Ed.D.
Chief of Staff
Amy E. Cashwell, Ed.D.
Chief Academic Officer
Eileen M. Cox
Chief Media and Communications Officer
Farrell E. Hanzaker
Chief Financial Officer
Dale R. Holt
Chief Operations Officer
Ramesh K. Kapoor
Chief Information Officer
John A. Mirra
Chief Human Resources Officer
Donald E. Robertson, Jr., Ph.D.
Chief Strategy and Innovation Officer
Rashard J. Wright
Chief Schools Officer

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GUIDE TO UNDERSTANDING THE BUDGET

BUDGET ORGANIZATION

Virginia Beach City Public Schools (VBCPS) plans and develops a budget on an annual basis. The Code of Virginia requires each superintendent to prepare a budget reflective of the needs of the school division. It is the responsibility of the School Board to balance the needs of the school division against the available resources. There are many unpredictable factors affecting the projection of revenue and expenditures. With this in mind, VBCPS develops and utilizes budget assumptions that are current and based on data and information available at the time the budget is formulated.

The Fiscal Year (FY) 2016/17 School Board Approved Budget is presented as a communications document that provides information required for making policy and budgetary decisions. The budget details projected revenues and expenditures and outlines proposed changes compared to budgets for prior fiscal years. In this document, total revenue and expenditures are presented first by fund. Then, within the School Operating budget, revenue and expenditures are presented in detail. The budget presents a complete financial and organizational picture of the division including comprehensive summaries and comparisons expanded to report up to eight years of data in some instances. This document is a record of past decisions, a spending plan for the future, and serves as a resource for students, employees and citizens interested in learning about the operation of VBCPS. The School Board Approved Budget document is divided into five sections: Introductory, Organizational, Financial, Informational and Appendix.

INTRODUCTORY

The Introductory section presents a comprehensive summary of information from each of the other sections of the Approved budget document. It can be presented separately from the budget document and still portrays a complete picture of VBCPS' budget. This section provides details of the changes made at each stage in the budget process and communicates the highlights of the FY 2016/17 Approved budget.

ORGANIZATIONAL

The Organizational section provides an overview of the division's organizational and management structure and details about the VBCPS strategic framework, *Compass to 2020:* Charting the Course. This section also explains the budgetary goals and challenges unique to school divisions and shares the factors that place considerable pressure on VBCPS' budget. Information about the budget development process along with policies and procedures governing VBCPS' administrative and financial operations are outlined in this section.

FINANCIAL

The Financial section provides a summary of revenues and expenditures for all School Board funds. Fund statements are presented and budget highlights are summarized in narrative format. Additional details are explained for the General fund, more specifically the School Operating budget, including key steps and strategies for balancing and reconciling the budget. VBCPS' financial classification structures are outlined and fund descriptions are provided. Reports in this section compare the current budget to the prior budget year and historical actual revenues and expenditures.

INFORMATIONAL

The Informational section offers a profile of VBCPS and the surrounding community and explains the fiscal connection between the school division and the city of Virginia Beach. This section also presents a five year forecast with a focus on revenue and expenditure assumptions for the School Operating fund and the Capital Improvement Program (CIP). Student demographics and enrollment trends are outlined and student achievements are highlighted. The Informational section explains VBCPS' operating costs of student membership and budgeted per pupil financial support. Staffing and personnel resource allocation information is also presented in this section. An acronym index and glossary are provided as reference materials in this section.

APPENDIX

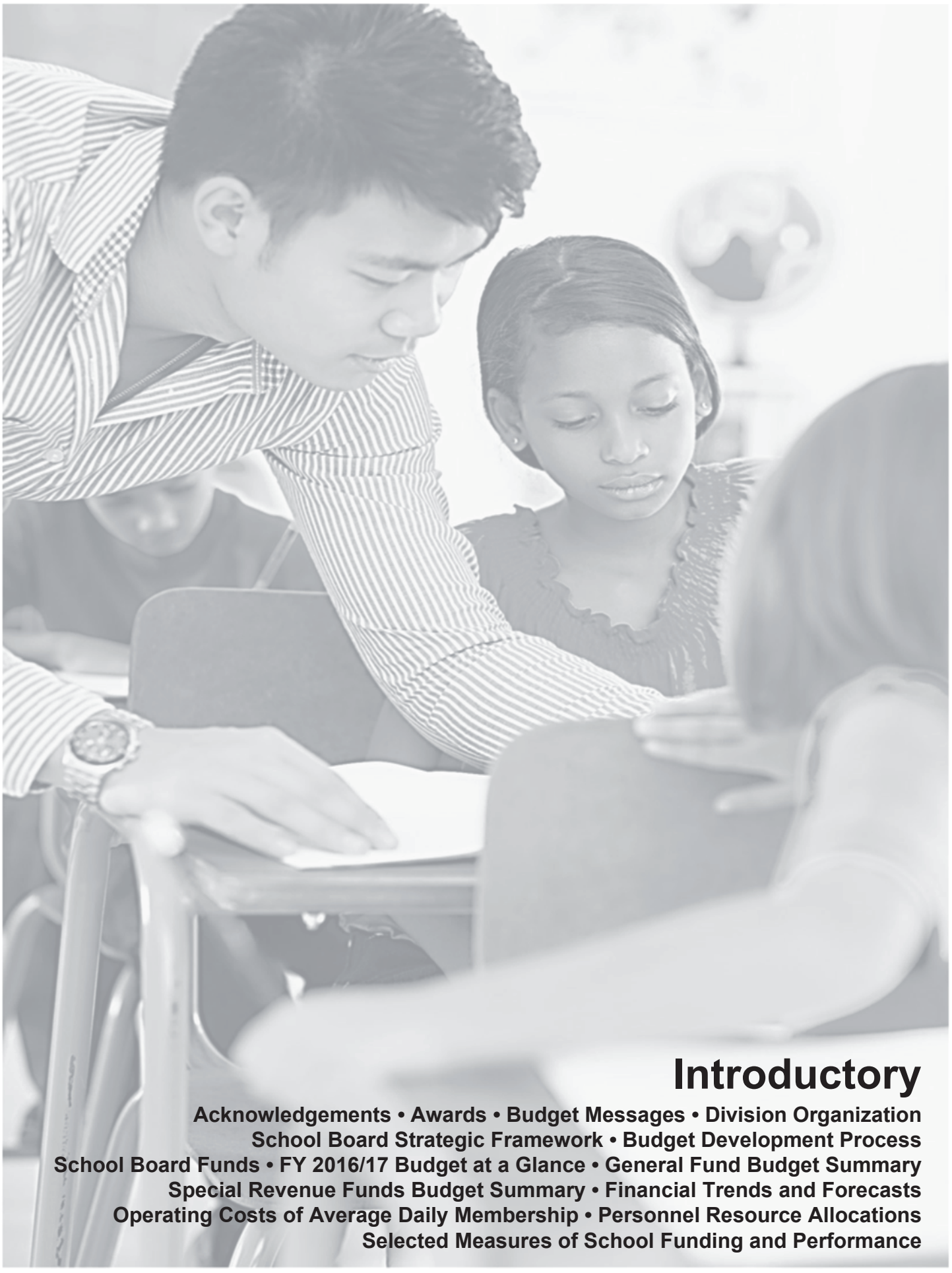
Supplemental information including details from the strategic framework; additional student achievement data; compensation scales; staffing standards and guidelines; and other relevant budget resources are presented in the Appendix.

STAFF AND CITIZENS IN THE BUDGET PROCESS

The budget process includes strategies to inform staff, parents and the community and provide opportunities for all participants to offer input and engage with VBCPS. This is accomplished through strategically held public hearings, meetings and forums with various stakeholder groups. The budget development process enables a broad spectrum of individuals and organizations to bring their ideas to the School Board and provide input on how money will be spent.

Throughout the budget development season, those interested in the status of the VBCPS budget may visit our website **"Budget Breakdown: The Lowdown on Your School Dollars,"** to view the latest updates and access important reference materials.

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Introductory

Acknowledgements • Awards • Budget Messages • Division Organization
School Board Strategic Framework • Budget Development Process
School Board Funds • FY 2016/17 Budget at a Glance • General Fund Budget Summary
Special Revenue Funds Budget Summary • Financial Trends and Forecasts
Operating Costs of Average Daily Membership • Personnel Resource Allocations
Selected Measures of School Funding and Performance

ACKNOWLEDGEMENTS

The Office of Budget Development would like to acknowledge and thank the superintendent, senior staff, employees and members of the community that provided input for the preparation of the FY 2016/17 School Board Approved Budget.

Administration

Aaron C. Spence, Ed.D., Superintendent

Marc A. Bergin, Ed.D., Chief of Staff

Amy E. Cashwell, Ed.D., Chief Academic Officer
- Veleka S. Gatling, Ph.D., Executive Director of Differentiated Academic Programs
- Alveta J. Green, Ed.D., Executive Director of Student Support Services
- Lesley L. Hughes, Ed.D., Executive Director of Elementary Teaching and Learning
- James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning
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- Adrian J. Day, Director of Student Support Services
- William Johnsen, Director of Instructional Technology
- Patrick M. Konopnicki, Ed.D., Director of Technical and Career Education
- Tania T. Sotomayor, Director of Compliance and Special Education Services

Eileen M. Cox, Chief Media and Communications Officer
- Lauren Nolasco, Director of Communications
- Amber Rach, Ph.D., Director of Community Engagement

Farrell E. Hanzaker, Chief Financial Officer
- J. Kevin Beardsley, Director of Purchasing Services
- Linda C. Matkins, Director of Consolidated Benefits
- Crystal M. Pate, Director of Business Services

Dale R. Holt, Chief Operations Officer
- Larry E. Ames, Director of Custodial Services
- Tony L. Arnold, Director of Facilities Planning and Construction
- Brian S. Baxter, Director of School Plant
- John “Jay” Cotthaus, Director of Transportation
- Richard M. Ponti, Director of Safety and Loss Control
- John E. Smith, Ed.D., Director of Food Services
- Eric Woodhouse, Director of Distribution Services

Ramesh K. Kapoor, Chief Information Officer
- Neha D. Patel, Director of Technology

John A. Mirra, Chief Human Resources Officer
- Edward L. Jones, Director of Employment Services
- Edith “Edie” L. Rogan, Director of Employee Relations

Donald E. Robertson, Jr., Ph.D., Chief Strategy and Innovation Officer
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- Thomas E. Ferrell, Jr., Ed.D., Director of Administrator Learning and Leadership
- Janene K. Gorham, Director of Teacher Learning and Leadership
- Heidi L. Janicki, Ph.D., Director of Research and Evaluation
- Tracy A. LaGatta, Director of Student Assessment

Rashard J. Wright, Chief Schools Officer
- Daniel F. Keever, Senior Executive Director of High Schools
- Shirann C. Lewis, Senior Executive Director of Elementary Schools
- Cheryl R. Woodhouse, Senior Executive Director of Middle Schools
- Michael B. McGee, Director of Student Leadership
- LaQuiche R. Parrott, Ed.D., Director of Opportunity and Achievement
- Kathleen A. Starr, Director of Elementary Schools
- Sean R. Walker, Director of Elementary Schools

School Board

Daniel D. “Dan” Edwards, District 2 – Kempsville (Chairman)
Beverly M. Anderson, At-Large (Vice Chair)
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Leonard C. Tengco, District 1 – Centerville
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Internal Auditor

Terrie L. Pyeatt, Director of Internal Audit

Legal Counsel

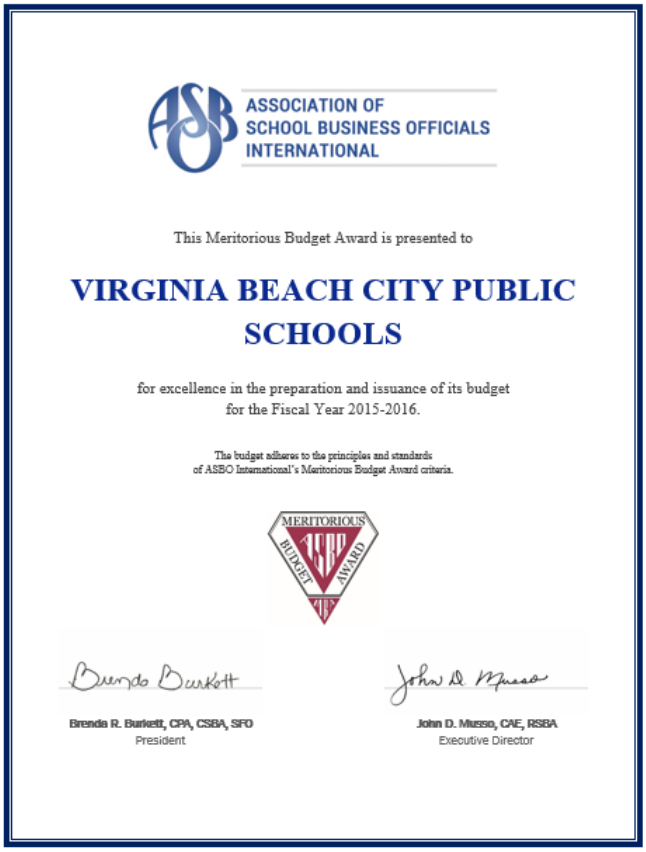
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AWARDS

The Association of School Business Officials International presented the Meritorious Budget Award to VBCPS for the FY 2015/16 budget. The award program recognizes school divisions for achieving excellence in the preparation and issuance of budget presentations. Additionally, the Government Finance Officers Association of the United States and Canada presented the Distinguished Budget Presentation Award to VBCPS for the FY 2015/16 budget document.



ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

This Meritorious Budget Award is presented to

VIRGINIA BEACH CITY PUBLIC SCHOOLS

for excellence in the preparation and issuance of its budget for the Fiscal Year 2015-2016.

The budget adheres to the principles and standards of ASBO International's Meritorious Budget Award criteria.

MERITORIOUS BUDGET AWARD

Brenda R. Burkett, CPA, CSBA, SFO
President

John D. Musso, CAE, RSBA
Executive Director



GOVERNMENT FINANCE OFFICERS ASSOCIATION

Distinguished Budget Presentation Award

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Virginia Beach City Public Schools

Virginia

For the Fiscal Year Beginning

July 1, 2015

Executive Director

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Administration Building #6, Municipal Center
2512 George Mason Dr.
P. O. Box 6038
Virginia Beach, VA 23456
(757) 263-1000

MISSION STATEMENT

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

School Board of the City of Virginia Beach

Daniel D. Edwards, District 2 – Kempsville, Chair
Beverly M. Anderson, At-Large, Vice Chair
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Leonard C. Tengco, District 1 – Centerville
Carolyn D. Weems, District 4 – Bayside
Aaron C. Spence, Ed.D., Superintendent

March 1, 2016

The Honorable William D. Sessoms, Mayor
Members of City Council
City of Virginia Beach
Building 1
Municipal Center
Virginia Beach, VA 23456

Dear Mayor Sessoms, Vice Mayor Jones and Members of City Council,

On behalf of the School Board of the City of Virginia Beach, I present for your review the school division's fiscal year 2016-2017 budget. The School Board and school administration have worked diligently to prepare an operating budget and capital improvement plan (CIP) that support the innovative learning opportunities and multiple pathways for student success that are at the heart of the division's strategic framework, *Compass to 2020.*

Although the General Assembly has not yet passed the state's budget, we are cautiously optimistic about public education funding for the first time in many years. School administration and the School Board used the Governor's budget and the current city-schools revenue sharing formula as a guide in our budget development process. The result is a spending plan which builds upon our educational programs for children and allows the division to remain competitive in employee compensation.

At $716.4 million, the operating budget provides for:

- Partial expansion of full-day kindergarten programs
- Much-needed funding for the replacement of buses
- Expansion of our Anchor School Digital Learning initiative
- Startup costs for an Entrepreneurship and Business Academy at Kempsville High School
- A 2% raise for employees (0.66% net of VRS pass through & taxes)
- $600,000 toward funding equity adjustments on the division's Unified Pay Scale.

I am pleased to say that for the first time in several years, we are not proposing a class-size increase and our reliance on one-time money is reduced by $3.3 million. This is no small feat when you consider that major policy changes at the state level have resulted in more than $1.7 billion in cuts to K-12 funding since 2009. Even with this year's projected state increase, Virginia Beach is receiving $35.9 million less than 2009 in State Basic Aid. That being said, the Board and school administration continue to seek ways to eliminate completely our use of one-time funds to balance the division budget.

This revised six-year CIP includes significant increases in funding by accessing available debt capacity and by using performance contracting to address energy improvements in several of our schools. To accomplish this, we have, in collaboration with city finance staff, level-set our debt service to better manage the available funds to the CIP and the operating budget.

The recently updated revenue projections from the City appear to increase the amount available for the operating budget by approximately $2.4 million based on reduced debt service and additional revenues from the revenue sharing formula and other sources. Along with this, the State budget compromise bill may provide additional funds as well as flexibility for the use of funds proposed within the Governor's budget. With these in mind, the School Board is submitting this budget with a commitment to submit to the City Council in April an amended budget for consideration once these new revenues are finalized and can be included in the budget where most needed. We anticipate most will be allocated to try to sustain regional parity in employee compensation as well as try to match the potential adjustments for municipal employees.

As good stewards of the taxpayers' money, we have made a conscientious effort to employ cost-saving measures wherever possible. Despite significant unmet needs delineated in this budget, we have avoided requesting funding above the current formula level. Within the available funds, every decision we made throughout the budget development process was based on the singular question, "What is best for the children in our schools?" The budget plan before you is a reflection of our commitment to providing a rigorous learning opportunity for children and a solid return on investment for City Council and the citizens of Virginia Beach. Thank you for your continued support of this work.

Sincerely,



Daniel D. Edwards
School Board Chairman

February 2, 2016

Chairman Edwards, Vice-Chair Anderson and School Board Members,

For the first time in many years, there is reason to be cautiously optimistic about public education funding in Virginia and the budget for Virginia Beach City Public Schools. Several factors have the potential to favorably impact our 2016-2017 school operating budget including Governor McAuliffe's proposed budget, a change in the local composite index (LCI) and an anticipated growth in city revenues.

Equally important, however, are the cost-saving measures put in place by VBCPS over the last decade and the fiscally responsible decisions made by the school board about academic programs, health care plans and employee compensation during lean times. As you will recall, in the past we've used budget reduction strategies – some of which were particularly burdensome for staff - such as raising class sizes, cutting central office and other non-instructional positions, eliminating selected programs, closing a school, revising our overtime policy, and across the board cuts to non-personnel budget line items.

Fortunately, those decisions, coupled with high quality instruction delivered by an incomparable staff, have put VBCPS in a position of strength as we consider what is best for every child in our schools, every day. Parent and community expectations for this division are high. And they should be, given all that we have accomplished, even in the face of the toughest economic times and budget cuts. For example:

- The school division launched a Digital Learning Anchor School initiative at 11 schools throughout the city with the goal of using digital learning as a pathway to personalized learning by increasing student flexibility with respect to when and how learning takes place.
- The board approved a ground-breaking Entrepreneurship and Business Academy at Kempsville High School which will serve as an incubator for creativity, entrepreneurial spirit and future business development for our city.
- All Virginia Beach City Public Schools (VBCPS) high schools have made The Washington Post's "America's Most Challenging High Schools" list.
- VBCPS continues to be a model for the Commonwealth in terms of industry certifications earned by students. A total of 10,404 Technical and Career Education credentials were earned by VBCPS students in 2015; roughly 10 percent of the total for all of Virginia.
- VBCPS continues to increase the number of students taking rigorous coursework in Advanced Placement (AP) classes and earning qualifying scores for college credit. During the 2014-2015 school year, AP enrollment increased by 8 percent divisionwide. Of the 9,316 AP exams administered in Virginia Beach, 58 percent received scores of 3 or higher, meaning these examinees qualified to receive college credit or advanced college placement.
- Great Neck Middle was named a National Blue Ribbon School. The Stingrays performed in the top 15 percent of all schools in Virginia in both reading and math. In addition, all of the school's student subgroups were in the top 40 percent of all schools for both reading and math.
- Princess Anne Middle School was one of just 11 middle schools in Virginia named a "School to Watch" by the Virginia Schools to Watch committee. PAMS was selected for meeting the criteria for high performance in academic excellence, developmental responsiveness, social equity and organizational structures.

- Rosemont Elementary School has been named a Title I Distinguished School for the third year in a row. That means that Rosemont's students met all state and federal accountability requirements for two consecutive years and had reading and mathematics SOL pass rates of at least the 60th percentile.
- Landstown High School is just one of 60 schools nationwide to be named a 21st Century Learning Exemplar School by the Partnership for 21st Century Skills (P21). Landstown now joins Ocean Lakes High School as the only two schools in Virginia to earn this honor.
- Creeds Elementary is one of six schools in the entire world honored by the International Alliance for Invitational Education for creating a caring and welcoming school that results in better learning outcomes and increased growth for students.

The list goes on and on. Needless to say, it is this type of work which will propel us forward in our quest to be the premier school division in the nation. How does that happen? Quite simply, it is strong leadership by the School Board and the never-ending dedication of teachers, administrators and staff who refuse to accept "good enough" for our students. As you know, we have purposefully partnered with our community to acknowledge the work and commitment of our instructional staff this year through our teacher appreciation campaign, *We are VBSchools: Great Dreams need Great Teachers.* Funded solely through private donations and corporate sponsorship, this campaign has allowed us to harness community support for our schools to recognize and celebrate the outstanding work and dedication of VBCPS staff. Certainly, this recognition is well deserved.

But what is next for our school division? What are our priorities for children, and how do we deliver the education they need today to be prepared for tomorrow? Moreover, how do we fund those projects and initiatives that are critical for our students while maintaining a workplace that is attractive and rewarding for the best and brightest of the teaching profession? Those are the questions I considered along with our chief financial officer and senior leadership as I developed the Superintendent's Estimate of Needs for the 2016-2017 school year. The end result is a $716.4 million operating budget which represents a 2.1 percent increase over the current year's budget.

The good news is that as a result of this increase, we are able to address several of the Board's short- and long-range funding goals. These include: the partial expansion of full-day kindergarten programs with the addition of 10 extended day kindergarten (EDK) classrooms, much-needed funding for the replacement of busses and the expansion of our Anchor School initiative, startup costs for the new Entrepreneurship and Business Academy at Kempsville High School, a raise for employees and progress toward fully funding equity adjustments on the Unified Scale. As you have come to expect, the proposed 2 percent raise for all employees includes a 1.34 percent "hold harmless" adjustment for staff because it offsets the required increase employees must pay into the Virginia Retirement System (VRS).

Just as important as what <u>is</u> included in this budget proposal is what you <u>will not</u> see in this fiscal plan. For the first time in several years, we <u>are not</u> forced to raise class sizes to help balance the budget and our reliance on one-time money is reduced. In fact, with the Governor's proposed addition of 2,500 positions statewide, we will be able to shore up some critical staffing needs in several areas and specifically provide class-size assistance at the high school level. I have also prioritized the addition of Fine Arts FTE positions that will allow us to stabilize the fine arts programs in our high schools. And, with the addition of EDK classrooms and the division's assumption of responsibility for the pre-kindergarten program currently known as Early Discoveries, I am also recommending the addition of a pre-K specialist position, who will support all of our pre-K and kindergarten students, teachers and programs.

In this budget, our use of one-time reversion funds has been cut by approximately $3.3 million from $8.3 million to $5 million. This reduction moves us toward our goal of eliminating this structural flaw in our operating budget. However, we also had to consider costs that are beyond our control and the unfunded mandates that have come our way. Our health care costs are expected to continue to rise as well. The Governor's proposed budget accelerates the plan to make VRS solvent by 2018 instead of 2020. This will increase our required employer contribution to VRS by approximately 0.60 percent in 2017 and by an additional 1.66 percent in 2018. We also cannot ignore the shortfall to our risk management fund or the salary cliff caused by delaying the current year's salary increases.

Although we will be able to address a number of the Board's identified priorities in this recommended budget, others remain unmet. A complete list appears on pages 13-14 of this document. Specifically, however, I would like to draw your attention to the fact that our baseline budget for bus replacement covers less than half of our needs; the equity adjustment, while underway, is not fully met; and, although we are increasing extended day kindergarten programs slightly, we need to continue to develop our thinking on expanding full-day kindergarten across the division. Furthermore, we must find a way to eliminate completely our use of one-time funds to balance our budget.

This is a difficult task when we are committed to providing high quality learning opportunities and resources for all children. As you know, our students are coming to us with greater needs than ever before. Persistent poverty and equity of access are very real considerations. Gone are the days when reading and writing were our only concerns. Add to that our desire to provide competitive compensation for staff and the need to maintain and modernize our facilities and you can see the challenges building this budget presented.

Included with this Estimate of Needs, is a revised six-year Capital Improvement Plan. I am pleased to report we have included significant increases in funding by accessing available debt capacity and, as we have done successfully for the last several years, using performance contracting to address energy improvements across our schools. To accomplish this, we've level-set our debt service to better manage the available funds to the CIP and the operating budget.

While the overall budget message is much better this year than it has been in years past, we are not out of the financial woods yet. State funding continues to lag, with the burden shifted to localities. A recent article in *The Washington Post* reports that Virginia's public schools continue to be "shortchanged $800 million because of formulas that underestimate what it actually costs to educate children." In reality, major policy changes since the 2008 legislative session have cut more than $1.7 billion in K-12 funding to date.

We must continue to be vigilant in advocating for improved state funding of public education. The governor's budget moves in the right direction, but it is just the first step. We must not rest until the appropriate and necessary funding is restored to our schools.

Sincerely,



Aaron C. Spence
Superintendent

DIVISION ORGANIZATION

SCHOOL BOARD MEMBERS

The School Board of the City of Virginia Beach is charged by the Commonwealth of Virginia and the regulations of the Virginia Board of Education (VBOE) with providing and operating the public schools of Virginia Beach. It is the function of the School Board to set general school policy and, within the framework of VBOE regulations, to establish guidelines and rules that will ensure the proper administration of the school program.

In accordance with the Constitution of Virginia, Article 8, Section 7, the School Board of the City of Virginia Beach has overall responsibility for ensuring that the activities of the public schools are conducted according to law with the utmost efficiency. The School Board is a component unit of the city of Virginia Beach with responsibility for elementary and secondary education within the city. The City Council annually approves the budget, levies the necessary taxes to finance operations, and approves the borrowing of money and issuance of bonds for the school division. The School Board consists of 11 citizens elected in accordance with the Charter of the City of Virginia Beach to serve four-year overlapping terms. Four members of the School Board serve "At Large" with no district residency requirement. The remaining seven members are required to live in the districts they represent. Each School Board member is charged with representing the entire division.



Daniel D. "Dan" Edwards
Chairman
District 2 – Kempsville



Beverly M. Anderson
Vice Chair
At-Large Seat



Sharon R. Felton
District 6 – Beach



Dorothy M. "Dottie" Holtz
At-Large Seat



Joel A. McDonald
District 3 – Rose Hall



Ashley K. McLeod
At-Large Seat



Kimberly A. Melnyk
District 7 – Princess Anne



Carolyn T. Rye
District 5 – Lynnhaven



Elizabeth E. "Betsy" Taylor
At-Large Seat



Leonard C. Tengco
District 1 – Centerville



Carolyn D. Weems
District 4 – Bayside

ADMINISTRATION

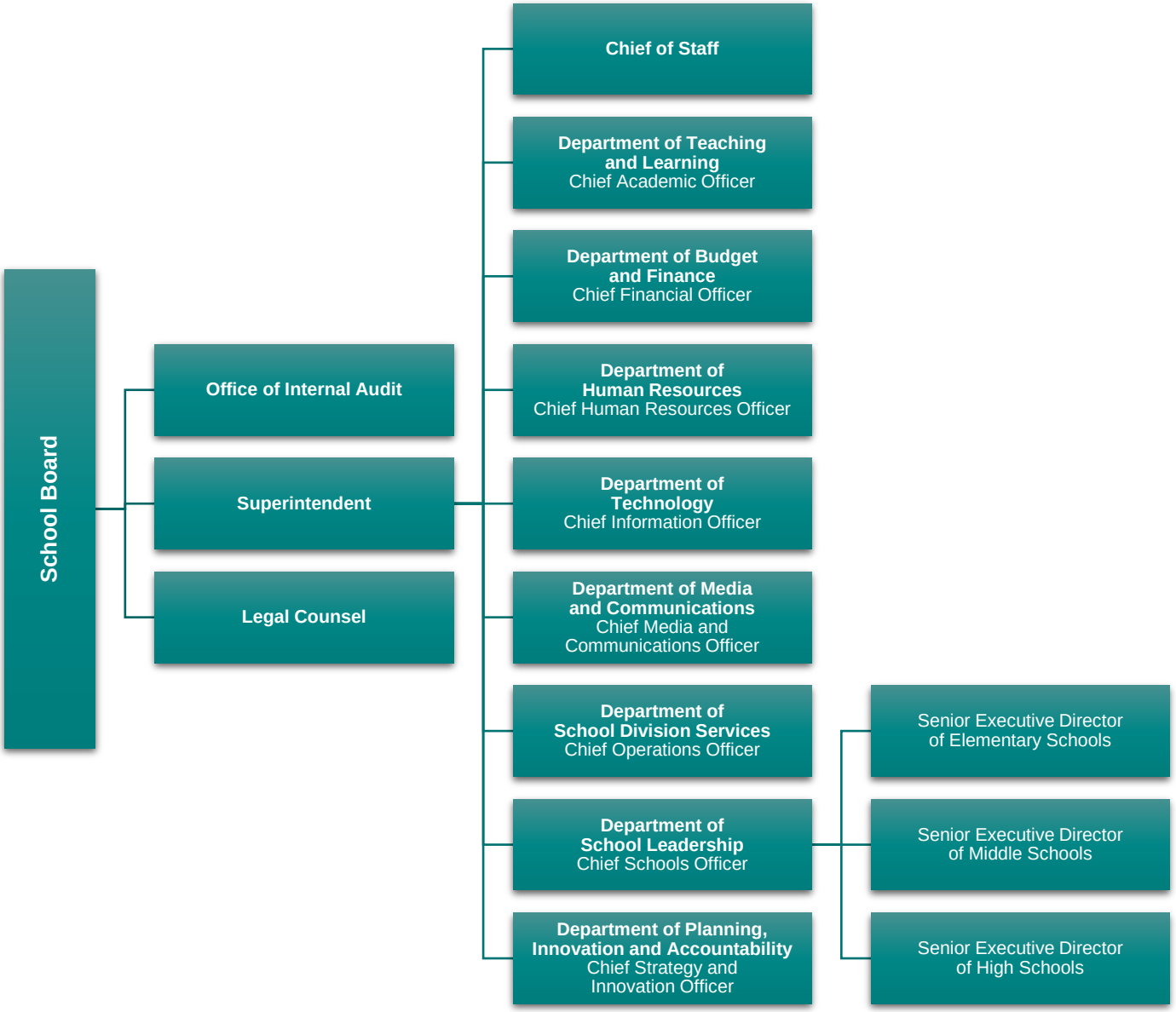
The School Board, vested with legislative powers, appoints the superintendent who serves as the executive and administrative head of the school division. The superintendent is charged with implementing School Board policies and managing all administrative duties related to the school division. The superintendent and administrative staff are responsible for the efficient operation of all individual schools and operational areas.

The organizational structure of VBCPS is focused on meeting the needs of approximately 68,000 kindergarten through 12th grade students while managing 86 schools/centers and seven support facilities. The administrative structure of VBCPS is divided into eight departments to manage the day-to-day operations of the division: Budget and Finance; Human Resources; Media and Communications; Planning, Innovation and Accountability; School Division Services; School Leadership; Teaching and Learning; and Technology. Each department is led by a chief administrative officer.

These departments provide services including curriculum development, payment for personnel, recruitment, hiring, professional development, diversity awareness, computer services, building maintenance and a host of other operational and developmental functions.

Aaron C. Spence, Ed.D.	Superintendent
Marc A. Bergin, Ed.D.	Chief of Staff
Amy E. Cashwell, Ed.D.	Chief Academic Officer
Eileen M. Cox	Chief Media and Communications Officer
Farrell E. Hanzaker	Chief Financial Officer
Dale R. Holt	Chief Operations Officer
Ramesh K. Kapoor	Chief Information Officer
John A. Mirra	Chief Human Resources Officer
Donald E. Robertson, Jr., Ph.D.	Chief Strategy and Innovation Officer
Rashard J. Wright	Chief Schools Officer

ORGANIZATIONAL CHART



SCHOOL BOARD STRATEGIC FRAMEWORK

The strategic framework, *Compass to 2020*, charts the course for teaching and learning across the school division with the focus of ensuring that every student is challenged and supported to reach his or her full potential.

MISSION

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

VISION

Every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment.

CORE VALUES

VBCPS is committed to creating a culture of growth and excellence for our students, staff and community. We strive to make this culture evident to all by actively reflecting on and engaging in behaviors that demonstrate our core values.

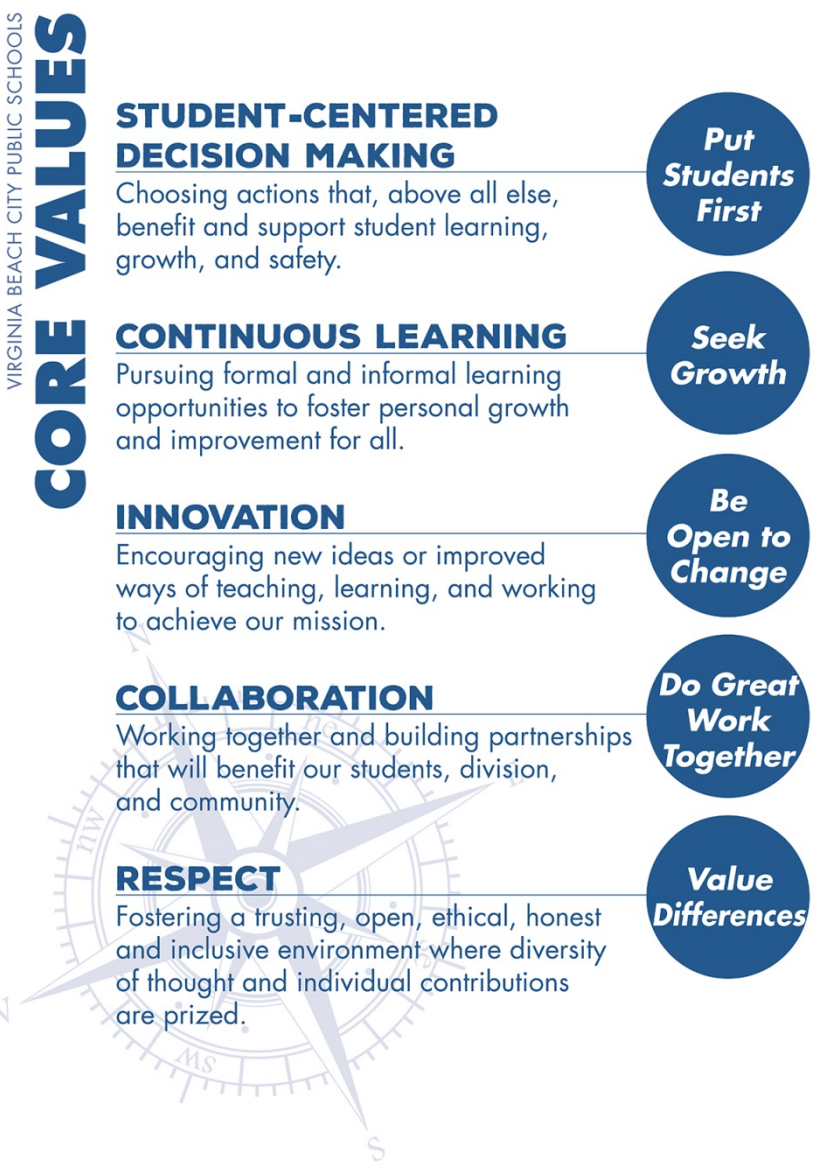
We Put Students First:
Student-Centered Decision Making - Choosing actions that, above all else, benefit and support student learning, growth and safety. We ask ourselves: *How am I putting student interests and needs first when making decisions?*

We Seek Growth:
Continuous Learning - Pursuing formal and informal learning opportunities to foster personal growth and improvement for all. We ask ourselves: *In what ways am I making my learning a priority?*

We Are Open to Change:
Innovation - Encouraging new ideas or improved ways of teaching, learning and working together to achieve our mission. We ask ourselves: *How am I implementing new or improved ideas to benefit my work and the work of the school division?*

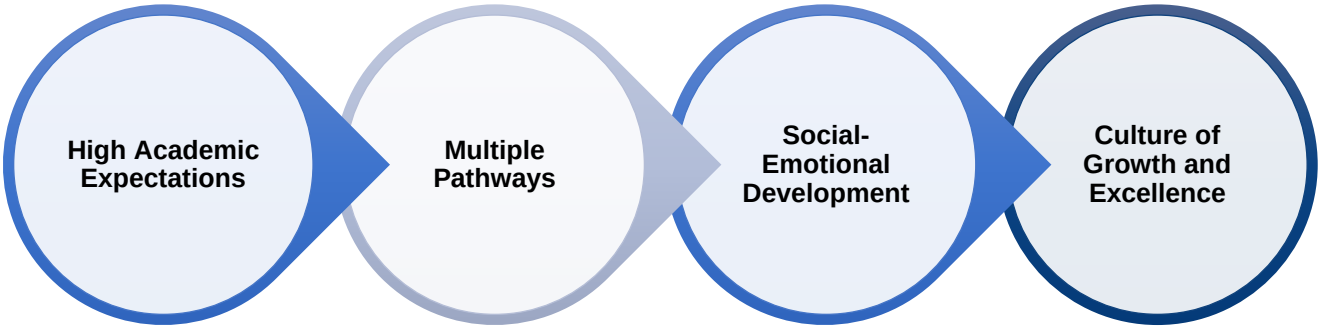
We Do Great Work Together:
Collaboration - Working together and building partnerships that will benefit our students, division and community. We ask ourselves: *How and where am I working with others to improve my work and the work of the school division?*

We Value Differences:
Respect - Fostering a trusting, open, ethical, honest and inclusive environment where diversity of thought and individual contributions are prized. We ask ourselves: *What am I doing to invite, recognize and esteem the perspectives of those around me?*



GOALS

Compass to 2020: Charting the Course sets the vision and guides the work of VBCPS. The five-year strategic framework includes four goals and multiple strategies to guide this important work.



- All students will be challenged and supported to achieve a high standard of academic performances and growth; gaps between these expectations and the realities for our student subgroups will be addressed.
- All students will experience personalized learning opportunities to prepare them for postsecondary education, employment or military service.
- All students will benefit from an educational experience that fosters their social and emotional development.
- VBCPS will be defined by a culture of growth and excellence for students, staff, parents and the community.

As part of the planning process for the division's strategic framework, a cross-section of more than 70 stakeholders worked to identify key measures for each of the goals in the framework. These key measures were refined and translated into indicators designed to serve as "navigational markers" for the entire school division. Indicators specific to student performance are reported for all students across the school division as well as by student subgroups at regularly scheduled intervals. The navigational markers and related information about progress being made are available on the division website.

Anyone interested in additional information is encouraged to visit the **website for *Compass to 2020*** to view the framework in its entirety and see updates on how the school division is putting this framework into practice in the classrooms, hallways and schools across the city.



BUDGET DEVELOPMENT PROCESS

BUDGET PLANNING

Tenets of the School Board's strategic framework, *Compass to 2020:* Charting the Course, drive the division's operational and financial plans. The School Board budget reflects multiple stages of planning to allocate resources for carrying out the goals defined through the strategic framework. Each planning phase includes input from senior staff, school division employees, city government staff and the community.

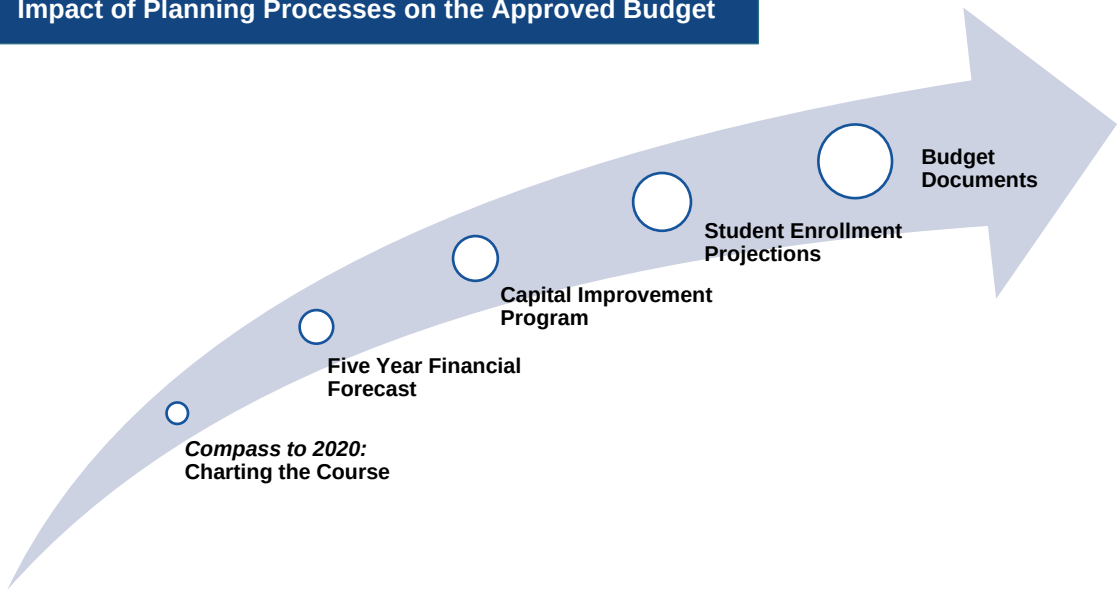
Each year, staff members from the city and VBCPS collaborate to make projections about economic indicators and budget trends that are likely to occur over the next five years. In preparation for the forecast report and to frame the upcoming budget process, city and school division staff meet with local and regional economists each year. This year, the consensus of the group is that the slow growth in the economy will linger over the next several years. The regional economic growth rate continues to fall well below the 2.6 percent average over the past 30 years. The area has yet to recover all of the jobs lost in the latest extended recession, federal defense spending has decelerated, and the housing market has shown only slight improvements in recent years. The forecast focuses on the city's General fund and the division's School Operating fund. Overall revenues are projected to grow modestly for VBCPS in the forecast period, from 1.7 percent in FY 2017/18 to 2.3 percent in FY 2021/22.

VBCPS develops a series of student enrollment projections and analyses annually to aid in identifying future student needs and developing recommendations for how to best address these needs. In support of the short and long-range budget planning processes, student membership projections for each school are used to determine staffing and funding allocations.

The CIP assesses requirements for new facilities, renovation of existing facilities, infrastructure management, technology upgrades and other facility related needs. The list of projects resulting from this assessment and guidance outlined in the division's Comprehensive Long Range Facility Master Plan provide a clear statement of school facility requirements. Actual completion dates for CIP projects depend on cash flow and debt service limitations.

Thorough planning processes are used to generate three drafts of the budget document at multiple stages of budget development. The Superintendent's Estimate of Needs (SEON) is developed and presented to the School Board in February. The School Board then conducts several workshops prior to submitting a Proposed School Board Operating Budget to the City Council in March. Both of these documents detail projected revenues and expenditures and outline proposed changes as compared to the prior year's budget. The City Council must approve the appropriation for the division no later than May 15. Ultimately, the School Board Approved Budget document is drafted using final revenue data from the city and General Assembly.

Impact of Planning Processes on the Approved Budget



BUDGET DEVELOPMENT OVERVIEW

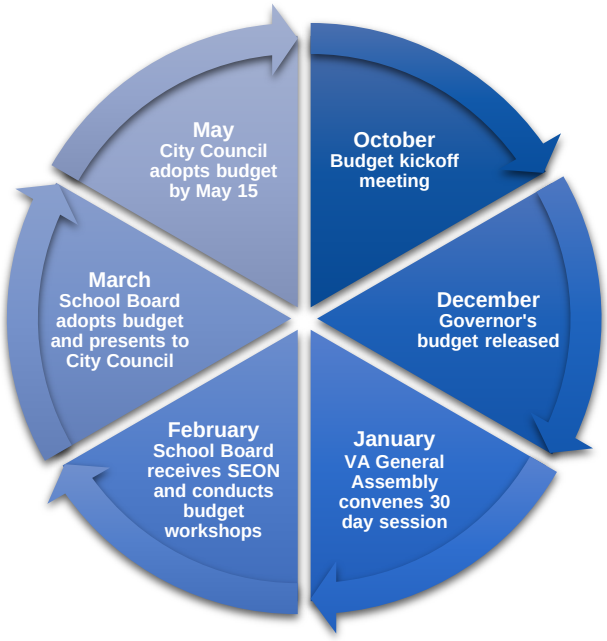
SCHOOL OPERATING BUDGET

The graphic below highlights major events that impact the budget process; however, the narrative more fully explains activities that contribute to the development and approval of the annual School Operating budget.

Groundwork for the annual process begins in September when staff from the Office of Budget Development prepare and publish a budget calendar that outlines key dates associated with the development, presentation, approval and appropriation of funds for school use. The chief financial officer (CFO) works with budget staff to draft a baseline budget using estimated revenues and expenditures and assuming the division will maintain current staffing levels, programs and policies. Adjustments are made to the baseline budget to account for the latest economic projections, revenue estimates, and information about likely increases for expenditure types such as fringe benefits and purchased services (to execute contractual agreements).

During the annual budget kickoff meeting in October, the CFO provides budget managers with an economic update and revenue outlook for the upcoming fiscal year along with general directions for preparing their budgets. Budget development strategies are communicated and current budget challenges and priorities are discussed. In October and November, departmental budget requests are compiled and analyzed and recommendations are formulated by the Office of Budget Development for executive review.

The Five Year Forecast, a collaborative undertaking between VBCPS and city staff, is drafted and published each November and establishes underlying assumptions about expected costs, revenues, position turnover, inflation and enrollment that drive budget development. The forecast report is presented to the City Council and the School Board in a joint meeting. A public hearing is held during a School Board meeting in November or December to solicit public input on the School Operating budget.



The Governor's budget with projected state payments for each school division is introduced in December. In addition to estimated revenue information for the Standards of Quality (SOQ), incentive, categorical and lottery funded accounts, the Governor's budget release includes an electronic file that provides school divisions the opportunity to adjust average daily membership (ADM) to test the effect on state funding projections and local match requirements. The House of Delegates and the Senate have the opportunity to amend the Governor's budget proposals during the General Assembly session that convenes in January. The General Assembly adopts a final budget before the end of the session, which generally occurs in March.

Also in January, VBCPS departmental requests are summarized and presented to the superintendent and senior staff to begin deliberations on unmet needs and budget priorities. If initial revenue estimates are unfavorable and a budget shortfall is predicted, these discussions will focus on cost saving strategies and potential cuts that may be required to balance the budget. The superintendent holds budget forums for VBCPS staff during this stage of the process to obtain input on budget priorities and field questions and concerns about the budget.

The SEON is presented to the School Board each year in February and is considered the starting point for the following year's fiscal budget. The SEON is developed using the projected state payments outlined in the Governor's introduced budget and estimated local revenue figures provided by city staff. Following the presentation of the SEON, the School Board conducts several budget workshops with the administration to facilitate discussion prior to developing and presenting the Proposed Operating Budget to the City Council in March. During this same period, an additional public hearing is held to offer the community an opportunity to be involved in the budget development process.

CAPITAL IMPROVEMENT PROGRAM BUDGET

Guided by a Comprehensive Long Range Facilities Master Plan developed in October 2007, the CIP reflects the capital maintenance and construction needs of the school division. Capital expenditures included as a project in the CIP typically cost at least $100,000 and have a useful life of at least 20 years. In conjunction with the City Council, the School Board determines actual funding for the capital projects on an annual basis. The CIP budget addresses the current year's needs as well as planned capital projects over the succeeding five-year period. Projects may include acquisition, construction, renovation, betterment or improvement of land, school buildings and facilities; roof replacements; HVAC replacements; and equipment or vehicles.

The CIP budget development process closely follows the calendar and timeline of the School Operating budget, beginning with a preliminary meeting with city staff in September. After discussing plans and projects with staff from the city, CIP request forms are distributed to schools and offices and are returned to administration in late October. A public hearing is held during a School Board meeting in November or December to solicit public input on plans for the CIP budget. Following the schedule for the School Operating budget, the CIP budget is presented to the School Board in February with the SEON. During budget workshops conducted in February and March, the School Board meets with the superintendent and senior staff to review and discuss the proposed six-year plan for the CIP budget. Another public hearing is held in March to support community involvement in the CIP budget development process.

BUDGET ADOPTION

In accordance with State Code, the School Board is required to present a balanced budget to the City Council on, or before, April 1. To meet that requirement, VBCPS' budget is delivered by formal presentation to the City Council each April. In the interest of time, a formal budget resolution is generally adopted by the School Board in March. After the School Operating and CIP budgets have been adopted and forwarded to the city for review, updated information related to revenue projections, debt service obligations, or employee compensation and benefits is analyzed and assessed, as it becomes available, to determine any impact the revised figures may have on the budgets.

Following deliberations about budget priorities and development, staff from the city and VBCPS coordinate efforts to make final adjustments to projected revenues and complete a budget reconciliation process. The City Council must approve the appropriation for the School Operating and CIP budgets no later than May 15. Once the City Council adopts a final budget ordinance in May, VBCPS has firm budget figures for the share of local revenue the division will receive from the city. Since over half of VBCPS' funding comes directly from the city, understanding details about local revenue is critical for finalizing the budget development process. Once total amounts are known, the School Board Approved Operating Budget is drafted to present all revenue and expenditure details for the next fiscal year, which begins July 1.

BUDGET AMENDMENTS

Managing the annual budget for VBCPS is an ongoing cyclical process that encompasses the development, monitoring and review of activities for the current and future fiscal years. Once the budget is adopted by the City Council, it becomes the legal basis for the programs of each department during the fiscal year. Toward the end of the fiscal year, the CFO and his budget staff conduct a comprehensive budget review to address variances in estimated revenues, estimated expenditures and other changes to the schools' financial condition.

Fiscal accountability is based on the established signature authority. Financial and programmatic monitoring of departmental activities ensures conformity with the adopted budget and occurs throughout the year. Budget amendments may be made to meet the changing needs of a school, a department and/or the division.

All local funding is appropriated by the City Council to the school division. The School Board may ask for an increase in the appropriation from the City Council, in accordance with the City/School Revenue Sharing Policy, which is included for reference in the appendix to this document. Amendments to the School Operating budget are made in accordance with School Board Policy 3-10, which governs the transfer of funds. The policy essentially states that, "neither the School Board, the superintendent nor school staff shall expend nor contract to expend, in any fiscal year, any sum of money in excess of the funds available for school purposes for that fiscal year without the consent of the City Council."

BUDGET CALENDAR FOR FY 2016/17 OPERATING BUDGET AND FY 2016/17 - FY 2021/22 CAPITAL IMPROVEMENT PROGRAM

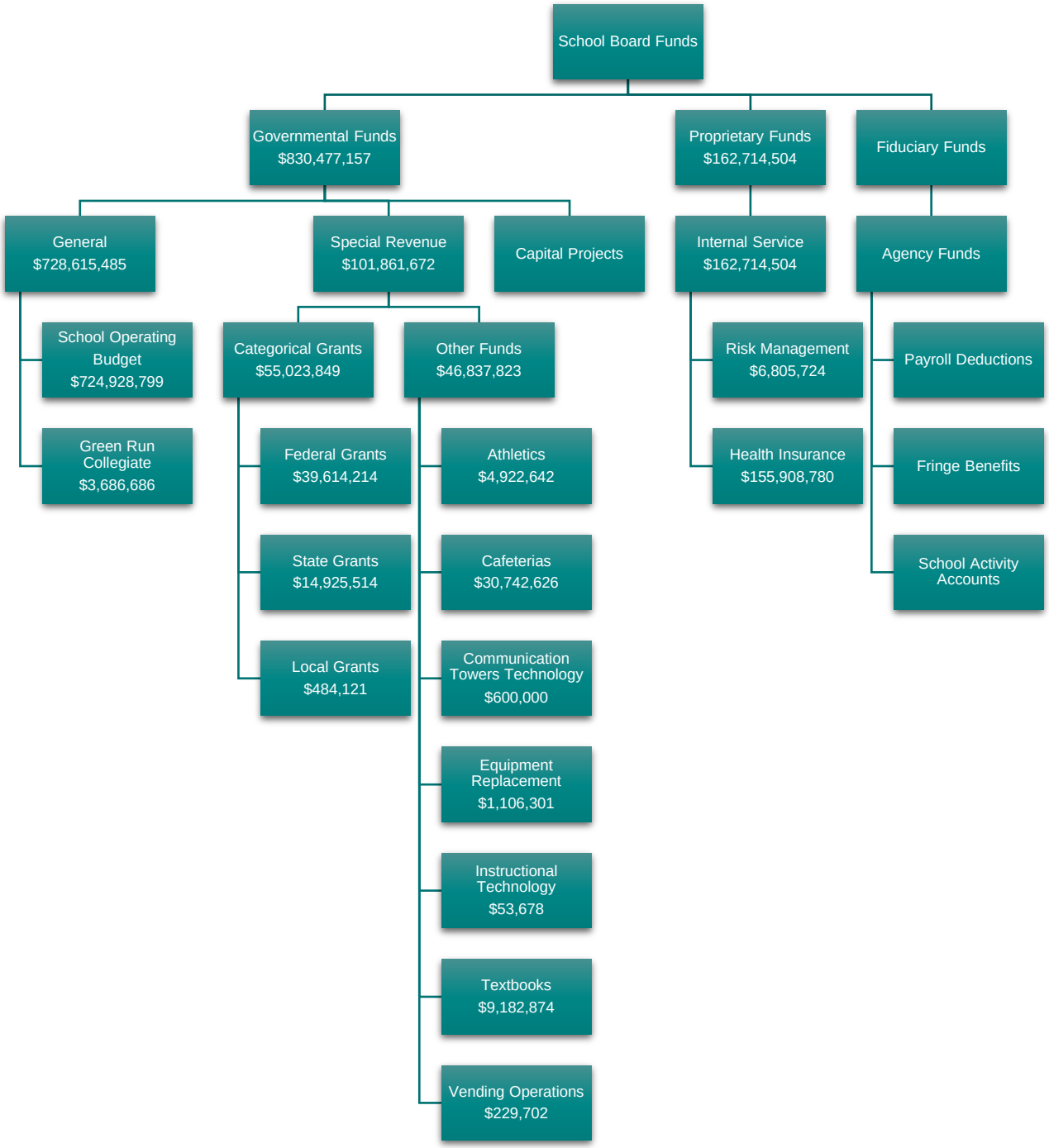
The following calendar of events further outlines activities that contribute to the budget development and approval process.

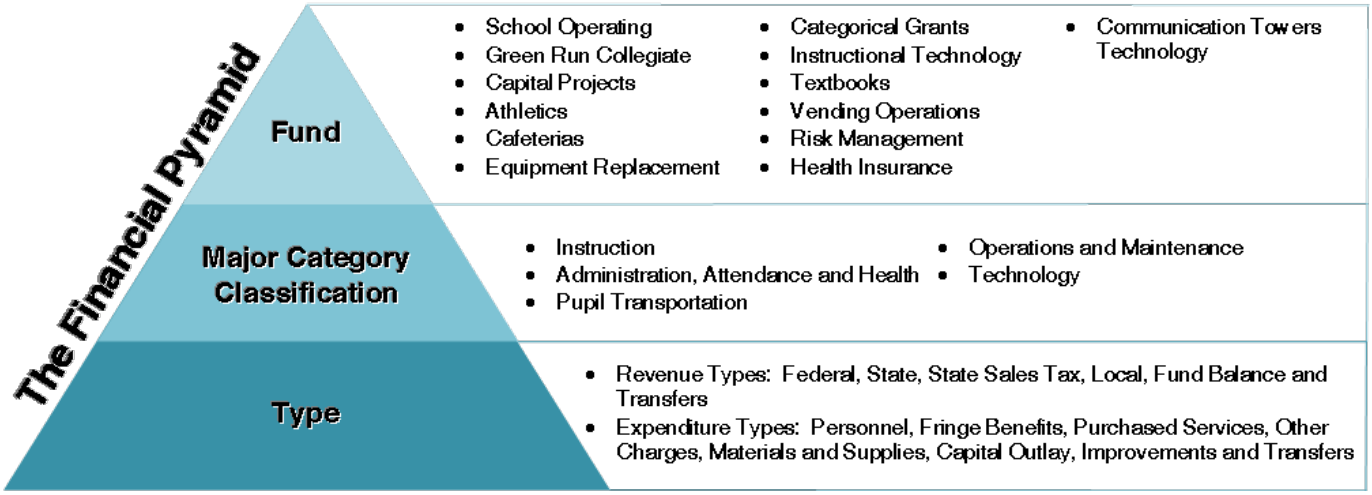
2015	
September	Develop Budget Calendar
Oct. 6	Present Budget Calendar to School Board for information
Oct. 13	Conduct Budget Kickoff Meeting: Budget instructions, assumptions and processes are communicated to senior staff, leadership support team and budget managers
Oct. 20	Present Budget Calendar to School Board for action
Oct. 20-Dec. 4	Senior staff, leadership support team and budget managers: Submit budget requests to the Budget Office
Nov. 17	Present to School Board and City Council: Five Year Forecast
Dec. 1	Conduct Public Hearing
Dec. 4	Human Resources: Submit recommendation of part-time hourly rate increases to the Budget Office
Dec. 15	Draft CIP prepared for superintendent's review
December	Department of Education: Release state revenue estimates
2016	
Jan. 4-22	Budget Office: Review, refine, and summarize budget requests
Jan. 11	Present to superintendent and senior staff: Recommendation of CIP
Jan. 14	Budget Forum for Staff #1: 4:30-5:30 p.m. (location: Princess Anne High School)
Jan. 19	School Board Workshop on Long-Range Budget Goals: 4:00 p.m.
Jan. 19	Present to superintendent and senior staff: Recommendation of Operating Budget
Jan. 20	Budget Forum for Staff #2: 4:30-5:30 p.m. (location: Ocean Lakes High School)
Jan. 26	Budget Forum for Staff #3: 4:30-5:30 p.m. (location: Princess Anne Middle School)
Jan. 28	Budget Forum for Staff #4: 1:30-2:30 p.m.4:30-5:30 p.m. (location: Advanced Technology Center)
Feb. 2	Present to the School Board: SEON and Proposed CIP Budget
Feb. 9	School Board Budget Workshop #1: 5-8 p.m.
Feb. 16	School Board Budget Workshop #2: 2-5 p.m.
Feb. 16	Conduct Public Hearing
Feb. 23	School Board Budget Workshop #3: 5-8 p.m. (if needed)
March 1	School Board Budget Workshop #4: 2-5 p.m. (if needed)
March 1	School Board Budget Adoption
March 8	School Board Budget Workshop #5: 2:00-5:00 p.m. (if needed)
March 15	School Board Budget Adoption (if not adopted March 1)
March 15	Provide School Board Proposed Budget to city staff
April	Present School Board Approved Budgets to the City Council
By May 15	City Council: Approve and adopt Operating and CIP budgets

SCHOOL BOARD FUNDS

BUDGETARY BASIS

Like other state and local governments and public school divisions, the accounts of the School Board are organized on the basis of funds, each of which is considered a separate accounting entity. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The elements used to classify revenues and expenditures can be viewed as a financial pyramid, with funds at the top and categories (by type) representing the lowest level of detail. All of the funds of the School Board are classified as Governmental funds, Proprietary funds or Fiduciary funds. Next, funds are categorized by major classification/budget unit (Instruction; Administration, Attendance and Health; Pupil Transportation; Operations and Maintenance; and Technology). Revenue and expenditures are then budgeted by type. Information presented below and on the following page illustrates the budgetary levels that will be addressed in this document.





Fund Classification	Fund Type	Description	School Board Fund	Budget Basis	Accounting Basis
Governmental funds – account for operating, special revenue and capital project activities	General fund	The General fund is the general operating fund of the School Board that is used to account for all of the financial resources, except those required to be accounted for in another fund. Funds are allocated separately between the School Operating budget and Green Run Collegiate (GRC) charter school.	School Operating Green Run Collegiate	Modified Accrual	Modified Accrual
	Capital Projects fund	The Capital Projects fund is used to account for the financial resources for the acquisition or construction of major capital facilities.	Capital Projects	Modified Accrual	Modified Accrual
	Special Revenue funds	The Special Revenue funds are used to account for the proceeds of specific revenue sources (other than capital projects), which are legally restricted or committed to be expended for specified purposes.	Athletics Cafeterias Categorical Grants Communication Towers Technology Equipment Replacement Instructional Technology Textbooks Vending Operations	Modified Accrual	Modified Accrual
Proprietary funds – account for risk management and health insurance program activities	Internal Service funds	Internal Service funds are used to account for the financing of goods and/or services provided by one department or agency to other departments or agencies of the governmental unit (and other governmental units) on a cost-reimbursement basis.	Risk Management Health Insurance	Accrual	Accrual
Fiduciary funds – account for resources held for others by VBCPS as an agent or trustee	Agency funds	Agency funds are used to account for assets held by the School Board as an agent for individuals, private organizations, other governmental units and/or other funds.	Payroll Deductions Fringe Benefits School Activity Accounts	Accrual	Accrual

FUND DESCRIPTIONS

GENERAL FUND

The General fund is the general operating fund of the School Board that is used to account for all of the financial resources, except those required to be accounted for in another fund. Funds are allocated separately between the School Operating budget and GRC. Within the fund, revenue and expenditures are budgeted by type. The budget is divided into five major classifications: Instruction; Administration, Attendance and Health; Transportation; Operations and Maintenance; and Technology.

CAPITAL PROJECTS FUND

The CIP budget outlines the basic financing plan for capital needs. The Capital Projects fund tracks financial transactions used for the acquisition, construction or renovation of school buildings and sites, along with other major capital improvements. While the dollars budgeted in this fund address only the current year's needs, the CIP actually has capital projects programmed over a six-year span.

SPECIAL REVENUE FUNDS

The Special Revenue funds are used to account for the proceeds of specific revenue sources (other than capital projects), which are legally restricted or committed to be expended for specified purposes.

ATHLETICS: The Athletics fund accounts for the costs of holding athletic activities at the division's schools. The primary source of revenue is from admission fees to athletic events.

CAFETERIAS: The Cafeterias fund is used to account for the procurement, preparation and serving of student breakfasts, snacks and lunches. The primary revenue sources are receipts from food sales and reimbursements from the federal school lunch program.

CATEGORICAL GRANTS: The Categorical Grants fund is used to account for federal, state, local, nonprofit and private industry grants that support instructional programs. Grants are typically legally restricted or dedicated to be expended for specified purposes.

COMMUNICATION TOWERS TECHNOLOGY: The Communication Towers Technology fund accounts for payments from leasing of School Board property for commercial wireless communication towers. The funds received from lease payments and the interest earned are used to acquire and replace/repair technology resources including computers, software, wiring, training, facsimile, multi-functional devices and interactive whiteboards.

EQUIPMENT REPLACEMENT: The Equipment Replacement fund provides an equipment replacement cycle for selected capital equipment for schools and support departments.

INSTRUCTIONAL TECHNOLOGY: The Instructional Technology fund provides for the cyclical replacement of classroom and instructional computers.

TEXTBOOKS: The Textbooks fund is used for the acquisition of textbooks (electronic and printed) and related materials for the VBCPS student population.

VENDING OPERATIONS: The Vending Operations fund accounts for receipts relating to the bottled drinks vending operations of the school division (through a long-term exclusive contract with a vending company). Proceeds from this contract are used by schools to support student and staff activities.

INTERNAL SERVICE FUNDS

Internal Service funds are used to account for the financing of goods and/or services provided by one department or agency to other departments or agencies of the governmental unit (and other governmental units) on a cost-reimbursement basis.

HEALTH INSURANCE: The Health Insurance fund provides a means for accounting for health insurance and the administration thereof for city and school employees.

RISK MANAGEMENT: The Risk Management fund provides for the administration of the workers' compensation program, the centralization of self-insurance accounts for liability and the purchase of commercial insurance.

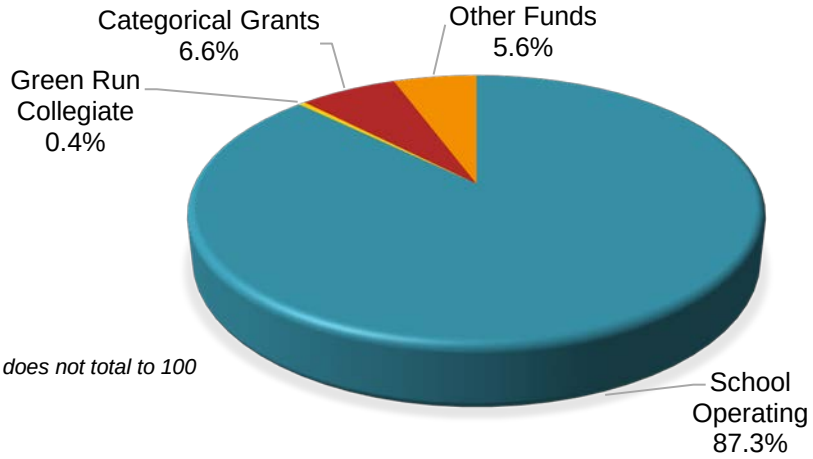
FY 2016/17 BUDGET AT A GLANCE

FY 2016/17 BUDGET SUMMARY

VBCPS' budgets are developed using a variety of policies and practices which reflect state law, school policies and regulations. Management is responsible for establishing and maintaining an internal control structure designed to ensure that the assets of the School Board are protected from loss, theft or misuse and to ensure that adequate accounting data is compiled to allow for the preparation of financial statements in conformity with Generally Accepted Accounting Principles (GAAP). For accounting purposes, the fiscal year for VBCPS encompasses the 12 months beginning July 1 and ending the following June 30.

The VBCPS FY 2016/17 overall budget, including General funds, Categorical Grants and Other funds, totals $830,477,157. This is an increase of $22,376,487, or 2.8 percent, from the FY 2015/16 budget which totaled $808,100,670. Beginning in FY 2016/17, GRC funding is represented as a School Operating budget transfer instead of being directly appropriated from the city of Virginia Beach. The following chart shows that the majority of total FY 2016/17 revenues and expenditures for VBCPS can be accounted for in the School Operating budget. The additional tables provide detailed data by major source and type.

Total FY 2016/17 School Board Approved Operating Budget



Note: Percentage does not total to 100 due to rounding

REVENUES BY MAJOR SOURCE

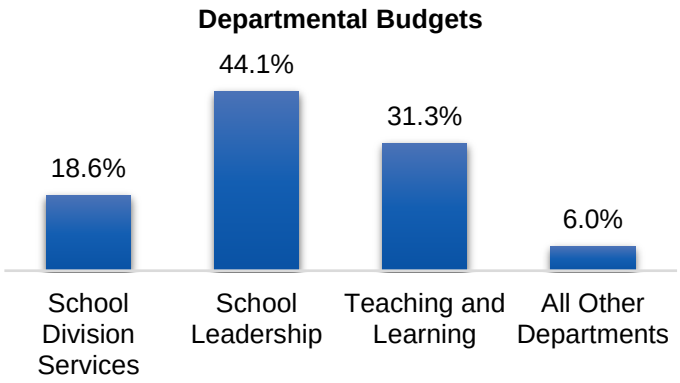
	School Operating Fund 115	Green Run Collegiate Fund 104	Equipment Replacement Fund 107	Instructional Technology Fund 108	Vending Operations Fund 109	Comm. Towers Technology Fund 112	Cafeterias Fund 114	Categorical Grants Fund 116	Textbooks Fund 117	Athletics Fund 119	Total
Local Revenue (RSF)	365,459,296	-	-	-	-	-	-	-	-	-	365,459,296
Local Revenue (Special Revenue funds)	-	-	-	-	192,550	260,000	12,221,495	484,121	110,000	504,000	13,772,166
State Revenue	263,423,825	-	-	-	-	-	500,000	11,820,594	4,489,728	-	280,234,147
State Sales Tax	74,741,805	-	-	-	-	-	-	-	-	-	74,741,805
Federal Revenue	12,476,532	-	-	-	-	-	18,021,131	39,551,377	-	-	70,049,040
Fund Balance	-	-	1,106,301	53,678	37,152	340,000	-	-	4,583,146	-	6,120,277
Transfer(s) from Other Funds	-	3,686,686	-	-	-	-	-	3,167,757	-	4,418,642	11,273,085
Other Local Revenue	3,418,341	-	-	-	-	-	-	-	-	-	3,418,341
School Reserve (reversion)	5,000,000	-	-	-	-	-	-	-	-	-	5,000,000
Sandbridge TIF	409,000	-	-	-	-	-	-	-	-	-	409,000
Total Revenue	**724,928,799**	**3,686,686**	**1,106,301**	**53,678**	**229,702**	**600,000**	**30,742,626**	**55,023,849**	**9,182,874**	**4,922,642**	**830,477,157**
PERCENT OF TOTAL	**87.29%**	**0.44%**	**0.13%**	**0.01%**	**0.03%**	**0.07%**	**3.70%**	**6.63%**	**1.11%**	**0.59%**	**100.00%**

EXPENDITURES BY CATEGORY

	School Operating Fund 115	Green Run Collegiate Fund 104	Equipment Replacement Fund 107	Instructional Technology Fund 108	Vending Operations Fund 109	Comm. Towers Technology Fund 112	Cafeterias Fund 114	Categorical Grants Fund 116	Textbooks Fund 117	Athletics Fund 119	Total
Personnel Services	447,785,910	2,177,719	-	-	-	-	9,804,527	27,803,148	79,856	2,479,213	490,130,373
Fringe Benefits	163,709,426	749,948	-	-	-	-	4,371,209	9,830,580	29,010	189,659	178,879,832
Purchased Services	46,518,963	345,032	-	-	-	-	398,329	4,375,377	2,957,833	1,238,729	55,834,263
Other Charges	24,563,323	99,200	-	-	216,248	-	72,623	708,836	-	214,750	25,874,980
Materials and Supplies	26,455,097	302,941	-	53,678	13,454	600,000	15,816,376	12,239,288	6,116,175	611,300	62,208,309
Capital Outlay	4,382,694	11,846	1,106,301	-	-	-	279,562	66,620	-	188,991	6,036,014
Transfer(s) to Other Funds	11,273,085	-	-	-	-	-	-	-	-	-	11,273,085
Land, Structures and Improvements	240,301	-	-	-	-	-	-	-	-	-	240,301
Total Expenditure	**724,928,799**	**3,686,686**	**1,106,301**	**53,678**	**229,702**	**600,000**	**30,742,626**	**55,023,849**	**9,182,874**	**4,922,642**	**830,477,157**
PERCENT OF TOTAL	**87.29%**	**0.44%**	**0.13%**	**0.01%**	**0.03%**	**0.07%**	**3.70%**	**6.63%**	**1.11%**	**0.59%**	**100.00%**

EXPENDITURE BUDGETS BY DEPARTMENT

As mentioned previously, the administrative structure of VBCPS is divided into eight departments to manage the day-to-day operations of the division. Each department is led by a chief administrative officer. Considering all funding sources, three departmental budgets account for almost 94 percent of the total VBCPS budget. As expected, those departments function primarily to provide direct support for student instruction and logistical support for schools and centers. The chart on the right and the table below illustrate the breakdown.



Total Budget by Department and Fund

	FY 2015/16 Budget	FY 2016/17 Approved	FY 2015/16 Variance
Superintendent			
School Operating	2,552,364	2,627,299	74,935
Superintendent Total	**2,552,364**	**2,627,299**	**74,935**
Budget and Finance			
School Operating	7,590,132	8,477,180	887,048
Categorical Grants	7,200,000	7,200,000	-
Other Funds	1,326,590	1,336,003	9,413
Budget and Finance Total	**16,116,722**	**17,013,183**	**896,461**
Human Resources			
School Operating	5,434,462	5,414,138	(20,324)
Human Resources Total	**5,434,462**	**5,414,138**	**(20,324)**
Media and Communications			
School Operating	1,885,894	2,180,016	294,122
Media and Communications Total	**1,885,894**	**2,180,016**	**294,122**
Planning, Innovation and Accountability			
School Operating	5,155,993	5,056,384	(99,609)
Categorical Grants	401,901	401,901	-
Planning, Innovation and Accountability Total	**5,557,894**	**5,458,285**	**(99,609)**
School Division Services			
School Operating	120,200,700	123,426,176	3,225,476
Other Funds	30,227,350	30,742,626	515,276
School Division Services Total	**150,428,050**	**154,168,802**	**3,740,752**
School Leadership			
School Operating	348,801,500	355,462,064	6,660,564
Green Run Collegiate	2,885,023	3,686,686	801,663
Categorical Grants	1,839,758	2,090,930	251,172
Other Funds	4,922,642	4,922,642	-
School Leadership Total	**358,448,923**	**366,162,322**	**7,713,399**
Teaching and Learning			
School Operating	197,439,524	209,018,130	11,578,606
Categorical Grants	43,669,501	41,807,078	(1,862,423)
Other Funds	9,094,147	9,182,874	88,727
Teaching and Learning Total	**250,203,172**	**260,008,082**	**9,804,910**
Technology			
School Operating	12,590,395	13,267,412	677,017
Categorical Grants	4,176,794	3,523,940	(652,854)
Other Funds	706,000	653,678	(52,322)
Technology Total	**17,473,189**	**17,445,030**	**(28,159)**
Total	**808,100,670**	**830,477,157**	**22,376,487**

BUDGETARY GOALS AND CHALLENGES

There are many factors unique to school divisions that can trigger educational cost increases that outpace inflation. For example, increases in labor costs due to rising student enrollment or changes in staffing standards can drastically impact school budgets because K-12 education is so labor intensive. Understanding these factors provides a greater appreciation of the financial challenges that schools confront today and of the environmental context in which budgeting decisions must be made. The following factors place considerable pressure on school budgets:

- Programmatic Priorities – Our community demands high achievement, as well as the availability of programs and opportunities to address each student's individual needs. The strategic framework, *Compass to 2020:* Charting the Course, was unanimously adopted by the School Board on Dec. 16, 2014, following nearly a year's worth of work and community input. This framework provides, through well-articulated goals and strategies, a true heading to guide the work of educators. Meeting the expectations of our community and achieving the goals outlined in *Compass to 2020* requires that VBCPS allocate resources both thoughtfully and efficiently.

- Technology – The five-year framework outlined in *Compass to 2020* charts the course for teaching and learning across the division with the focus of ensuring that every child is challenged and supported to reach his or her full potential. The framework's strategies include providing students with personalized learning opportunities that incorporate the use of digital resources to prepare them for employment or post-secondary educational opportunities in a globally-competitive environment. In support of the strategic plan, the division is preparing to phase in the provisioning of Chromebooks for every student and teacher in first through 12th grades with a goal to fully deploy the devices to each school in the division by the 2020 school year, or sooner, as funding permits. As the division prepares students to master not only course content, but globally competitive skills such as creativity, collaboration, critical thinking, communication and citizenship, it is evident that the purposeful use of technology will be integral to the instructional program.

- Employee Compensation – In support of goal four of the strategic framework, VBCPS is focused on placing a premium on recruiting, hiring, supporting and retaining high-quality staff in all positions. One of the top strategies aimed at addressing goal four of *Compass to 2020* is to provide a competitive compensation and benefit plan for employees. VBCPS ranks No. 2 in the Hampton Roads region for entry-level teacher salary compensation (up from No. 3 the previous year). There are also approximately 1,830 employees who remain eligible for an internal equity adjustment to address compression issues identified in the Unified Pay Scale (which encompasses non-instructional employees). In recent years VBCPS has budgeted funds, as available, to take incremental steps toward adjusting the scale. Additional funding is required to address all equity and compression issues to the full extent needed.

- Employee Benefits – In 2012, the General Assembly took action to require full funding of Virginia Retirement System (VRS) employer contributions under a phased-in schedule until the rates become 100 percent funded in the 2018-2020 biennium. However, the General Assembly's 2016-2018 biennial budget adopted higher VRS employer contribution rates for instructional retirement benefits than those originally planned. For FY 2016/17, the state budget increased the rate from 14.06 percent to 14.66 percent. That rate is expected to climb by 1.66 percent to 16.32 percent in FY 2017/18, and then remain flat from FY 2018/19 through FY 2021/22. These increases are due in large part to the previous underfunding of the VRS plan during the economic downturn. Because retirement is a salary-sensitive benefit, related expenses can also increase with compensation adjustments, position growth and turnover.

- State and Federal Mandates – VBCPS must comply with state and federal mandates that significantly impact divisionwide needs and priorities. Mandates are not always funded and can pose a financial burden on localities and school divisions. There are currently 112 state mandates administered by the Virginia Department of Education (VDOE); of which, 93 are compulsory orders that influence education programs and how funding is prioritized. In 2011, the Virginia General Assembly created the Governor's Task Force for Local Government Mandate Review. The task force was asked "to review state mandates imposed on localities and to recommend temporary suspension or permanent repeal of such mandates, or any other action as appropriate". In August 2015, the Governor's Task Force issued an interim report with recommendations for the General Assembly to consider. Federal mandates, including those outlined in the Every Student Succeeds Act of 2015 (ESSA), are being reviewed by Congress.

- Lagging State Funding – Public education policy changes at the state level significantly and routinely underfund education. State spending allocated to school divisions is driven by the number of students and local ability to pay. According to a report on state education spending released by the Joint Legislative Audit and Review Commission, the Commonwealth of Virginia spent about $5.66 billion in funding on constitutionally mandated K-12 SOQ programs in FY 2014/15. This equated to approximately $4,580, on average, for each of the 1.24 million elementary and secondary students in Virginia. In Virginia Beach, the total average cost per pupil for the same year was $11,150 with the state portion of the expenditures equal to only $4,844. Since FY 2006/07, VBCPS has experienced a net reduction of $34.7 million in state funds. This reduction does not include routine updates to the Local Composite Index (LCI), changes in the state share of funding based on ADM or one-time state allocations. For VBCPS, $34.7 million would fund approximately 542 teaching positions or reduce class size by approximately 2.3 students.

- Structurally Flawed Operating Budget – The FY 2016/17 budget marks the seventh consecutive year VBCPS has had to rely on one-time reversion funds to augment the School Operating budget and pay for recurring expenses. While the use of one-time funding has helped bridge the gap between the revenue available and expenditures, the use of these funds to pay for ongoing costs has created a structural imbalance that requires recurring revenue to resolve. The School Board is committed to reducing reliance on reversion funds so VBCPS is not in the position of plugging holes in its baseline budget from year-to-year. Relying on one-time dollars for ongoing expenses is simply not a sustainable budget strategy.

- Enrollment and Demographics – The cost of enrollment growth and changing student demographics can impact school-based positions generated through staffing formulas and per pupil allocations. A slow decline in student enrollment is projected to continue division-wide over the upcoming five-year projection window. According to the Weldon Cooper Center for Public Service at the University of Virginia, VBCPS is among the majority of Virginia school divisions with respect to declining enrollment trends.

FY 2016/17 School Operating Budget Summary

The School Operating budget provides for the day-to-day operations and maintenance of the division. Given that more than 87 percent of the total FY 2016/17 budget is appropriated in the School Operating fund, additional details are provided. The approved FY 2016/17 School Operating budget totals $724,928,799. This is an increase of approximately $23.3 million, or 3.3 percent, from the FY 2015/16 Approved Budget.

Revenue Highlights

In the FY 2016/17 budget, local contributions calculated using an approved Revenue Sharing Formula (RSF) continue to be the most substantial source of revenue for VBCPS. The Commonwealth of Virginia provides the next largest source of revenue to VBCPS through state aid and sales tax revenues. The remaining revenues are obtained from federal aid, tuition, fees and other sources.

- VBCPS receives most of its funding, nearly 51 percent, from local contributions. The FY 2016/17 local contribution (generated through the RSF and other local contributions) totals $368,877,637, an increase of $9,826,003, or 2.7 percent, over the FY 2015/16 amount of $359,051,634.
- Debt service funds are managed and controlled by the city of Virginia Beach. The funds are deducted from the city's local contribution to the division, reducing the amount appropriated for the School Operating budget. The total Debt Service payment for FY 2016/17 is estimated at $45,819,477, which represents an increase of $1,062,634, or 2.4 percent, from the FY 2015/16 amount of $44,756,843.
- State revenue for FY 2016/17, which accounts for 36.3 percent of total operating revenue, increased by $13.4 million, compared to the FY 2015/16 budget of $250,039,573. The FY 2016/17 total is $263,423,825, which equates to a 5.4 percent increase. The second component of state revenue, sales tax, increased by nearly $3 million, or 4.1 percent compared to the FY 2015/16 Approved Budget of $71,783,907. Projected sales tax receipts represent 10.3 percent of VBCPS' revenue.
- In Virginia, school divisions receive the majority of state aid based on their LCI. Counties and cities with a lower LCI receive more state funding than those with a higher index. The state calculates the LCI every two years. Calculations for the 2016-2018 biennium budget resulted in a decrease for Virginia Beach's LCI from .4034 to .3925.
- For FY 2016/17, federal revenue shows no significant changes. The approved budget includes $12,476,532 in federal revenue. This reflects level funding compared to the FY 2015/16 amount and represents 1.7 percent of the total FY 2016/17 budget.
- In prior years, VBCPS has relied on fund balance or reversion funds to maintain critical services in response to the recession and significant losses of state funding. VBCPS will use $5 million of School Reserve

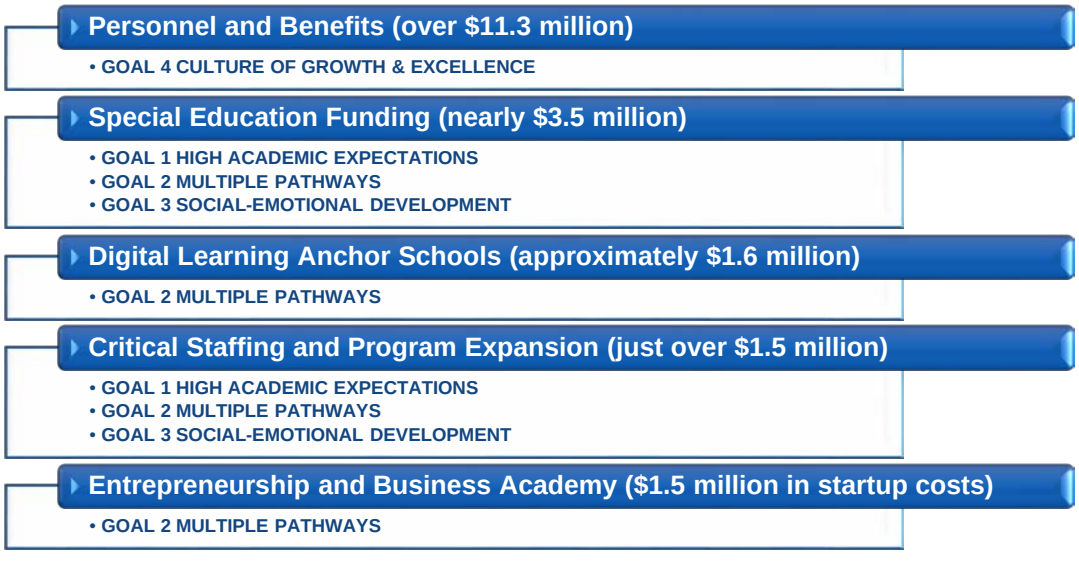
(reversion) revenue and $409,000 in Sandbridge Tax Increment Financing (TIF) funds to balance the FY 2016/17 School Operating budget.

Expenditure Highlights

The FY 2016/17 budget reflects considerable increases in revenue at the state and local levels and begins to reverse the impact of significant cuts that have been sustained since 2008. Combined with efforts to reprioritize budget line items and reallocate existing resources, this additional revenue will allow the division to address several of the School Board's funding goals and priorities. Included in this budget are funds to:

- Provide a salary increase of 3.34 percent, which includes a 1.34 percent "hold harmless" adjustment for staff because it offsets the required increase employees must pay into VRS. This is the final year of the phased-in VRS offset. The $8.1 million salary increase (inclusive of benefits) will be implemented in two stages; 2.0 percent on July 1, 2016 and 1.34 percent on Dec. 1, 2016.
- Allocate adequate funding required to support special education programs in the division. The FY 2016/17 Approved Budget increases school operating funds for special education by approximately $3.5 million, an action prompted primarily as a result of declining federal grant carryover resources.
- Cover just over $2.6 million in costs related to VRS employer contribution rate increases. The VRS rate is rising from 14.06 percent in FY 2015/16 to 14.66 percent for FY 2016/17.
- Purchase 23 additional school buses, moving the division closer to the goal of replacing 50 buses per year.
- Increase the number of Digital Learning Anchor Schools by allocating nearly $1.6 million in FY 2016/17 to support the division's 1:1 technology initiative, providing access to technology and digital resources for personalized learning opportunities.
- Account for $1.5 million in startup costs to open the new Entrepreneurship and Business Academy at Kempsville High School.
- Obligate additional operating dollars to cover a shortfall in the Risk Management fund.
- Add Full-Time Equivalent (FTE) instructional positions to address critical staffing needs and support program expansions. The addition of these positions will cost the division approximately $1.3 million for FY 2016/17.
- Continue to work on addressing pay inequity within the Unified Pay Scale by dedicating $600,000 within the School Operating budget for this purpose.
- Support collaborative planning for teachers across all grade levels by arranging opportunities for teachers to work together during the school day.
- Augment support staff by adding instructional technology and operational maintenance positions to effectively manage increasingly complex systems and equipment at a cost to the division of a little more than $230,000.
- Expand the Legal Services Cooperative Agreement between the city and the School Board by $125,000 to cover legal costs associated with an increased caseload.
- Address the structural flaw in the School Operating budget by reducing our reliance on reversion funds. The FY 2016/17 School Operating budget uses $5 million of School Reserve (reversion); down from the $8.3 million budgeted for FY 2015/16.

Significant FY 2016/17 Expenditure Highlights Linked to Strategic Goals



BALANCING THE FY 2016/17 SCHOOL OPERATING BUDGET

	FY 2015/16	FY 2016/17	Change
Revenue			
Federal	12,476,532	12,476,532	-
State	250,039,573	263,423,825	13,384,252
State Sales Tax	71,783,907	74,741,805	2,957,898
Local Contribution (Revenue Sharing Formula)	355,633,293	365,459,296	9,826,003
Other Local	3,418,341	3,418,341	-
School Reserve (reversion)	8,299,318	5,000,000	(3,299,318)
Sandbridge TIF Reallocation	-	409,000	409,000
	701,650,964	**724,928,799**	**23,277,835**

	Amount	Balance
Budget Balancing		
		23,277,835
3.34 percent salary increase (includes 1.34 percent VRS offset)	8,121,246	15,156,589
Funding necessary to support special education programs	3,449,265	11,707,324
Higher VRS employer contributions (rate increase from 14.06 percent to 14.66 percent)	2,641,185	9,066,139
Purchase 23 additional buses	1,995,000	7,071,139
Funding to support 1:1 technology initiative - access for all students	1,590,000	5,481,139
Startup costs for Entrepreneurship and Business Academy at Kempsville High School	1,500,000	3,981,139
Obligate additional dollars to cover a shortfall in the Risk Management fund	1,425,740	2,555,399
Additional classroom and instructional support positions	1,268,872	1,286,527
Funding to continue support of Unified Pay Scale Equity Adjustments	600,000	686,527
Support collaborative planning for teachers across all grade levels	325,582	360,945
Additional technology and operational maintenance support staff	235,945	125,000
Expand the Legal Services Cooperative Agreement	125,000	-

APPROVED BUDGET BALANCING STEPS AND STRATEGIES

Balancing the budget each year requires a focus on VBCPS' strategic priorities. To balance the FY 2016/17 School Operating budget, the following steps were taken:

Step 1: Sources of revenue have been analyzed to develop a balanced budget. The city shared information about local revenue contributions and debt service. The Governor's Introduced 2016-2018 Biennial Budget and the General Assembly's direct aid estimated distributions were used to determine state funding. School divisions are provided the option of using the Governor's projection for ADM or entering a local estimate for enrollment projections. The FY 2016/17 Approved Operating Budget was developed using a student membership projection of 67,321. This is slightly higher than the ADM of 67,121 used in the Governor's budget and slightly lower than the projection of 67,859 provided by an internal VBCPS demographer.

Step 2: An increase of 3.34 percent has been applied to FTE personnel line items to account for a 2.0 percent increase to base salaries (effective July 1, 2016) and the 1.34 percent VRS offset (effective Dec. 1, 2016).

Step 3: Compensation parameters were updated to account for rising benefit costs. VRS employer contributions continue to be the primary driver of rising compensation costs. The rate is climbing 0.60 percent, from 14.06 percent in FY 2015/16 to 14.66 percent in FY 2016/17.

Step 4: Adequate funding required to support special education programs in the division has been allocated accordingly and additional state and local revenues are being utilized to address several of the School Board's funding goals and priorities (e.g. school bus replacement, technology access for all students, additional instructional positions and funding to continue support for Unified Pay Scale equity adjustments).

Step 5: Adjustments were made to the division's baseline budget to fund other identified needs and priorities. This was accomplished by reprioritizing and realigning budget line items. Accounts linked to operational efficiencies were reevaluated to generate additional savings.

Step 6: One-time reversion funds in the amount of $5 million have been included in the FY 2016/17 budget as a source of revenue.

UNMET NEEDS

As part of the budget development process, departmental requests are summarized and presented to the superintendent and senior staff to begin deliberations on unmet needs and budget priorities. Within the first quarter of the fiscal year, the administration considers one-time requests that could not feasibly be funded in the annual budget to determine the appropriate use(s) for any reversion funds. The following lists provide an approximate accounting of the division's ongoing unmet operating and technology needs.

UNMET OPERATING NEEDS

Operating Item Description (not in priority order)	Amount
Unified scale adjustment	4,000,000
Bus replacement – 27 buses at $90,000 (will complete goal of replacing 50 annually)	2,430,000
Eliminate need for one-time funds in balancing budget	5,000,000
Extended Day Kindergarten/Full-day Kindergarten	17,000,000
Fund technology initiative – access for all students	8,500,000
White fleet replacement vehicles (needed annually)	300,000
Copier replacement (needed annually)	300,000
High School Math/Reading coaches	706,040
Middle School (4) Math/Reading coaches	260,000
Projector replacement (annually)	300,000
Volunteer background check	274,850
Expand AP support program	1,200,000
Other management Advisory Group recommendations – increase allowances/supplements and move selected positions from the Unified Pay Scale to the Instructional Pay Scale	4,560,000
Operating Items Total	**44,830,890**

UNMET TECHNOLOGY NEEDS

Technology Item Description (not in priority order)	Amount
Instructional computers annual replacement	3,690,000
Learning Management System (LMS) acquisition	2,700,000
Core infrastructure upgrade	1,520,000
Wide Area Network (WAN) infrastructure upgrade for administrative sites	170,000
Wireless upgrade for remaining elementary and all high schools	1,350,000
VSS (Net Scout) load balancer replacement	176,000
Telephone system upgrade	4,943,240
WiFi installation for high school football press boxes	89,171
Network monitoring and troubleshooting system	582,786
WAN core upgrade (Network Redesign Phase 1)	1,500,000
Voice firewall	48,000
Copier replacement – June 2016	124,000
Equitrac	150,000
Content Filtering	152,939
Department of Technology Total	**17,196,136**

The following items were not built into the FY 2016/17 budget, but will be funded with one-time reversion funds:

- Replacement school buses
- White fleet replacement vehicles
- Upgrades to the wireless network
- Technology initiative

GENERAL FUND BUDGET SUMMARY

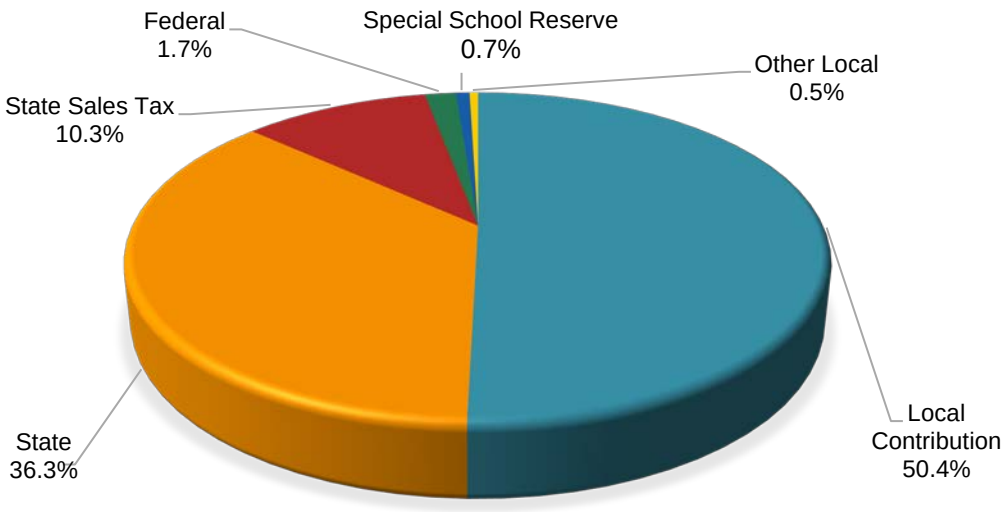
The General fund is the general operating fund of the School Board that is used to account for all of the financial resources, except those required to be accounted for in another fund. Funds are allocated separately between the School Operating budget and Green Run Collegiate (GRC) Charter School.

Because more than 87 percent of the total FY 2017/18 budget is appropriated in the School Operating fund, details and brief descriptions of the different revenue and expenditure types, classifications and categories are provided in the charts on the following pages.

SCHOOL OPERATING FUND REVENUE SOURCES

The FY 2016/17 School Operating fund revenue budget totals $724,928,799, an increase of nearly $23.3 million, or 3.3 percent, from the FY 2015/16 budget.

Local revenue contributions from the city continue to be the most substantial source of revenue for the School Operating fund, making up 50.4 percent of the FY 2016/17 budget. As state funding declines, localities are increasingly providing additional funding for school divisions. The budget for local revenue for VBCPS in FY 2016/17 is projected to total approximately $365.5 million, an increase of nearly $9.9 million, or approximately 2.8 percent from the previous fiscal year.



Funding from state direct aid and state sales tax combined provide approximately 46.6 percent of total School Operating fund revenue. The remaining revenues are obtained from federal aid, other local contributions and school reserve (reversion) funds.

Federal.....$12,476,532

General funds and categorical funds (primarily Impact Aid revenue)

The total VBCPS FY 2016/17 budget for federal revenue is projected to be approximately $12.5 million, reflecting level funding with no change when compared to the FY 2015/16 amount. Financial assistance provided by Congress to military impacted local educational agencies (LEAs) serves as the primary source of federal revenue for VBCPS. The division receives a smaller portion of overall federal funding in the form of rebates and refunds or reimbursements for some costs associated with specifically designated programs.

State $263,423,825

SOQ payments, incentive funds, lottery proceeds and categorical amounts established by the General Assembly on a biennial basis

State funding for public education is provided to VBCPS through the Direct Aid to Public Education budget in the Appropriation Act. The funds are appropriated by the Virginia General Assembly and administered by the VDOE. Funding is appropriated into four major categories: SOQ Programs, Incentive Programs, Categorical Programs and Lottery Programs. The SOQ formula uses the minimum staffing standards and other associated costs with projected student enrollment to estimate the total cost school divisions must spend. Funds are then distributed to localities based on the LCI. The higher a locality's LCI, the less state funding it receives. For the 2016-2018 biennium, the LCI for Virginia Beach is .3925, the highest of the surrounding cities in the Hampton Roads region.

State revenue, which accounts for 36.3 percent of the schools' funding in the FY 2016/17 budget, is projected to increase $13.4 million, or 5.4 percent, from FY 2015/16. The most significant changes for this revenue source are the SOQ programs which increased a little more than $10.3 million from the previous year.

State Sales Tax $74,741,805
State sales tax (1.125 percent) dedicated to public education and distributed to school divisions based on the number of school-age children residing in the locality
State sales tax is a formula-driven allocation that is based upon the number of children between the ages of five and 19 who reside in Virginia Beach. One and one-eighth percent of the state sales tax revenue is allocated directly to public education. The projected state sales tax revenue for VBCPS in FY 2016/17 is approximately $74.7 million, an increase of nearly $3 million, or 4.1 percent, compared to the FY 2015/16 Approved Budget.

Local Contribution.....$365,459,296
Appropriation from the city of Virginia Beach (calculated using the RSF)
The School Board is a component unit of the city of Virginia Beach with responsibility for elementary and secondary education within the city. The City Council annually approves the budget, levies the necessary taxes to finance operations, and approves the borrowing of money and issuance of bonds for the school division. The City/School Revenue Sharing Policy provides a stable source of local funding for VBCPS as a discretionary local match. The policy allocates local tax revenues to the division using the RSF and a real estate tax dedication. The City Council appropriates funding to the school division by major classification/budget unit in the School Operating fund and by fund for each of the division's remaining funds. The allocation of this funding within these categories and specific funds is solely at the discretion of the School Board. For FY 2016/17, School Operating fund local revenue (net of debt service and Pay-As-You-Go) totals $365.5 million, an increase of $6.9 million, or 1.9 percent, compared to the FY 2015/16 Approved Budget.

Other Local $3,418,341
Miscellaneous sources of revenue such as rental of facilities, summer school tuition and non-resident tuition
Other local revenue is comprised of miscellaneous revenue sources such as rental of facilities, tuition and sale of salvage materials. The projected other local revenue for FY 2016/17 is budgeted at $3.4 million, reflecting level funding with no change when compared to the FY 2015/16 Approved Budget.

Additional Funds (non-recurring) $5,409,000

School Reserve (reversion)	$5,000,000
Sandbridge TIF	$ 409,000

In prior years, VBCPS has relied on fund balance or reversion funds to maintain critical services in response to the recession and significant losses of state funding. For FY 2016/17, VBCPS will use $5 million of School Reserve (reversion) revenue and $409,000 in Sandbridge TIF funds to balance the School Operating budget. This amount reflects a decrease of $2.9 million, or 34 percent, compared to the additional funds budgeted in FY 2015/16.

Revenue Enhancements

Each year as part of the budget development process, VBCPS reviews areas where there may be opportunities to generate additional local revenue. Opportunities to add or increase user fees for a variety of items or services (e.g. rental of facilities, tuition, parking fees, etc.) are considered. The state places strict limitations on what fees a school division may assess students, somewhat limiting how much revenue can be generated from these types of sources. The General Fees Schedule for FY 2016/17 incorporated very few changes, including a minor increase for general parking fees and the addition of a new cost for participation in Technical and Career Education (TCE) summer enrichment camps. Rates for non-resident student tuition for employees and driver's education program fees remain frozen at current levels based on stakeholder input and public feedback. VBCPS' local revenue is also enhanced through funding generated by the sale of vehicles and other salvage equipment, proceeds from vendor and procurement card rebates, and indirect costs recovered primarily for federal grants. The division pursues additional revenue by securing grants and developing business partnerships to help fund specific initiatives.

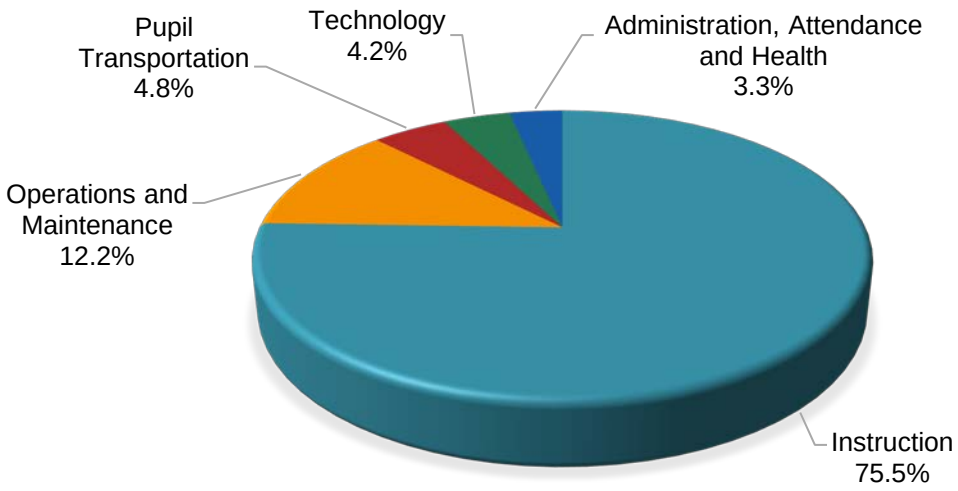
Other Sustainable Sources of Local Revenue

The primary reason VBCPS engages in community outreach is to inform the public and gather important input about crucial educational issues and budget priorities. However, community outreach also provides VBCPS with

important resources. As of June 30, 2016, there were 2,100 Partners in Education working with schools throughout the division. Thousands of individuals serve as volunteers in our schools each year. In fact, during the 2015/16 school year, 50,361 volunteers and partners in education donated 599,497 hours of service, which emphasizes the value of community outreach efforts. The value of the donated volunteer hours is estimated at $14,124,149 (based on the $23.56 per hour estimated value of volunteer time published by the National Independent Sector Organization).

School Operating Fund Expenditures by Major Category Classification and Type

As expected, the majority of the School Operating fund is allocated to instructional programs. This is illustrated by the fact that proposed expenditures for instruction represent 75.5 percent of the FY 2016/17 budget.



Expenditures for instruction are expected to total a little over $547.2 million for FY 2016/17, an increase of $16.3 million from the previous year's budget for instruction in the School Operating fund. Employee compensation is comprised of salaries and employee benefits. For FY 2016/17, the combined amount budgeted for salaries and benefits totals 84.4 percent of the School Operating fund expenditures.

Major Category Classification

Instruction $547,235,447
Includes: activities that deal directly with the interaction between teachers, aides or classroom assistants and students

Administration, Attendance and Health $24,281,035
Includes: activities concerned with establishing and administering policy for operating the division and activities whose primary purpose is the promotion and improvement of children's attendance at school

Pupil Transportation $34,454,774
Includes: activities concerned with transporting students to and from school as mandated by state and federal law

Operations and Maintenance $88,378,600
Includes: activities concerned with keeping the school plant open, comfortable and safe for use, and keeping the grounds, buildings and equipment in effective working condition

Technology $30,578,943
Includes: technology-related expenditures as required by the General Assembly

Type

Personnel Services $447,785,910
Includes: all compensation for the direct labor of persons in the employment of the school division including salaries and wages paid to employees for full-time, part-time and temporary work; supplements, allowances, overtime and similar compensation; payments for time not worked such as annual, funeral, sick and personal reasons leave; holidays; and other paid absences (e.g., jury duty, military pay)

Fringe Benefits $163,709,426
Includes: job-related benefits provided for school employees as part of their total compensation; the employer's portion of the Federal Insurance Contributions Act (FICA); retirement contributions; health and life insurance

premiums; unemployment insurance premiums; flexible benefits program; employee assistance program; workers' compensation; and tuition reimbursements

Purchased Services.....$46,518,963
Includes: services acquired from outside sources on a fee basis or fixed-time contract basis (with the exception of payments for rentals, utilities or extensive repairs considered to be additions or improvements to capital assets)

Other Charges $24,563,323
Includes: payments of utilities, postage, telecommunications, insurance, rentals, travel and other miscellaneous charges

Materials and Supplies $26,455,097
Includes: articles and commodities acquired that are consumed or materially altered when used and capital outlay items that have a per-unit cost of less than $5,000

Capital Outlay $4,382,694
Includes: outlays that result in the acquisition of or additions to capital assets with a unit cost of $5,000 or more (with the exception of outlays for major capital facilities such as buildings and land)

Land, Structures and Improvement $240,301
Includes: expenditures of projects that are less than $1 million in estimated cost

Transfers to Other Funds $11,273,085
Includes: the conveying of cash from one fund (e.g., School Operating) to another fund (e.g., Textbooks) without recourse







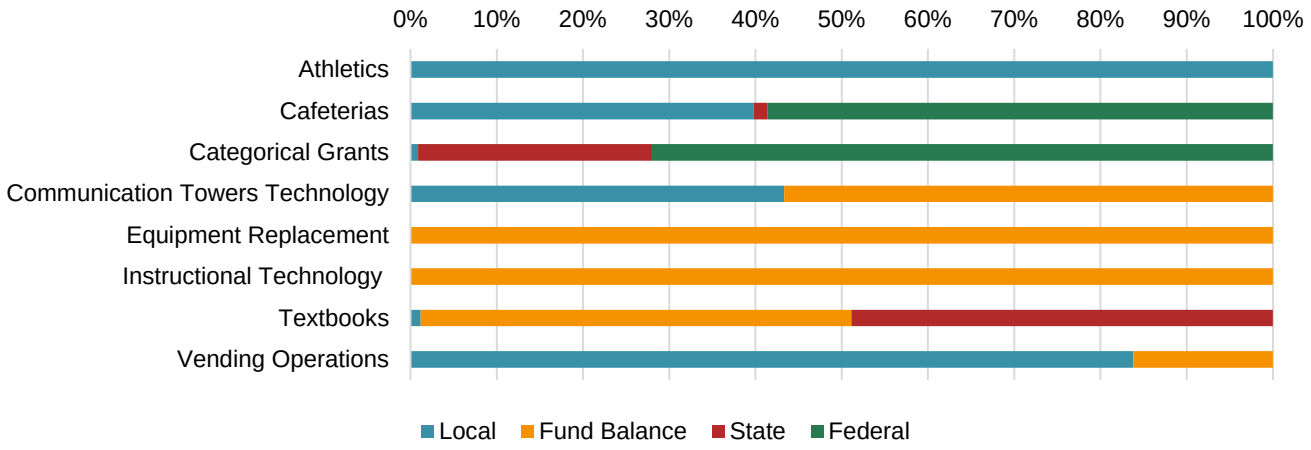
SPECIAL REVENUE FUNDS BUDGET SUMMARY

Although the majority of the total FY 2016/17 School Board Approved Budget is accounted for in the General fund and intended to support day-to-day activities, Special Revenue funds function to supplement the School Operating budget and equate to approximately $101.9 million, or 12.3 percent, of the total budget for VBCPS. These funds are legally restricted and must be spent for specific purposes. The charts below show the breakdown of revenues by major source and expenditures by category for VBCPS budgeted special revenue funds.

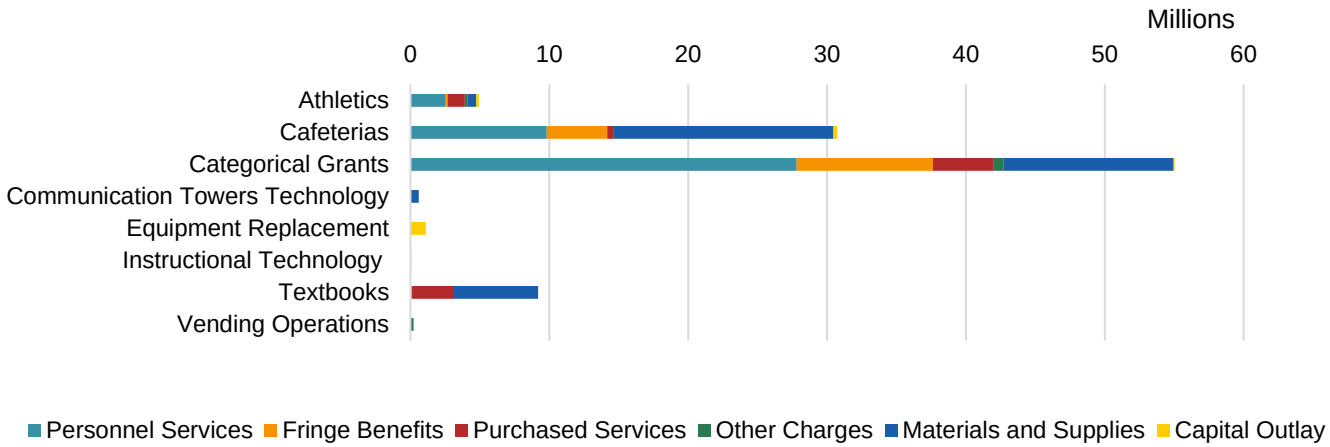
	FY 2015/16 Budget	FY 2016/17 Approved	Variance
Athletics	4,922,642	4,922,642	-
Cafeterias	30,227,350	30,742,626	515,276
Categorical Grants	57,287,954	55,023,849	(2,264,105)
Communication Towers Technology	600,000	600,000	-
Equipment Replacement	1,106,301	1,106,301	-
Instructional Technology	106,000	53,678	(52,322)
Textbooks	9,094,147	9,182,874	88,727
Vending Operations	220,289	229,702	9,413
Total	**103,564,683**	**101,861,672**	**(1,703,011)**

The FY 2016/17 budget for all special revenue funds is expected to decrease by nearly $1.7 million from FY 2015/16. The majority of the decline can be attributed to the Categorical Grants fund, primarily as a result of less than anticipated carryover funding.

Revenue Sources for Categorical Grants and Other Funds

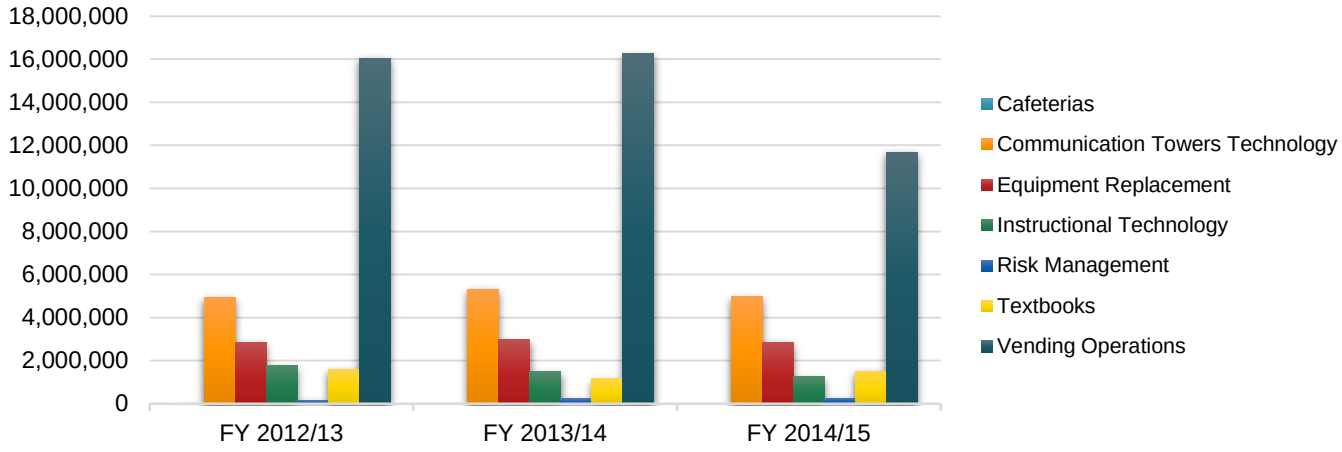


Expenditure Categories for Categorical Grants and Other Funds



The charts below represent the ending fund balances as of June 30, 2015. The fund balance is increased or decreased based on the fund's net revenue over (or under) expenditures for the fiscal year. The division has developed and implemented a spending plan for the fund balances that is in alignment with the schools' strategic framework and the projected expenditures for each of these funds.

Three-Year Actuals



Actuals and Projections Based on the Spending Plan

	Actual			Projected	
	FY 2012/13	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17
Athletics	-	-	-	-	-
Cafeterias	4,956,651	5,316,007	4,959,242	4,900,000	4,900,000
Communication Towers Technology	2,859,283	2,962,977	2,865,114	2,700,000	2,700,000
Equipment Replacement	1,780,158	1,475,942	1,247,898	1,200,000	1,200,000
Instructional Technology	159,700	232,235	265,678	-	-
Risk Management	1,511,233	1,150,849	1,503,534	3,100,000	3,100,000
Textbooks	16,044,853	16,265,486	11,688,657	2,800,000	2,000,000
Vending Operations	198,236	88,886	64,891	30,000	30,000

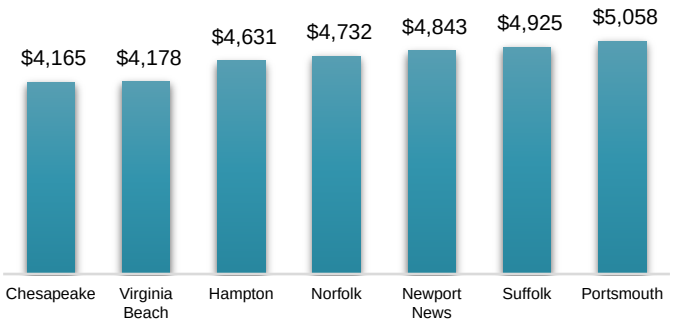
LOCAL SUPPORT FOR VIRGINIA BEACH CITY PUBLIC SCHOOLS

The School Board of the City of Virginia Beach serves the largest city in the Commonwealth of Virginia and oversees a school system ranked as the No. 4 largest in the state, with a school enrollment of approximately 68,000 students and more than 10,000 employees. The School Board is a component unit of the city of Virginia Beach with responsibility for elementary and secondary education within the city. To provide a stable source of local funding for public schools, the City Council first adopted the City/School Revenue Sharing Policy in 1997 and revised the agreement in November 2015. Within the policy, the discretionary local match allocates local tax revenues to VBCPS using the RSF and a real estate tax dedication. There are 14 non-dedicated local tax revenue streams used to calculate the RSF: real estate taxes; personal property taxes; general sales taxes; utility taxes; Virginia telecommunications taxes; Business Permit and Occupational License (BPOL) taxes; cable franchise taxes; cigarette taxes; hotel room taxes; restaurant meals taxes; automobile license taxes; bank net capital taxes; city taxes on deeds; and city taxes on wills.

TAXPAYER IMPACT

After steadily increasing through 2008, median household income in Virginia Beach has fluctuated for the past five years, hovering around $61,000. Fortunately, Virginia Beach families benefit from the lowest real estate and personal property tax rates in the region, minimizing the tax burden for Virginia Beach families. This means that Virginia Beach residents get to keep more of their income than most residents in Hampton Roads.

Total Local Taxes and Fees for a Family of Four*



Note: Based on house worth $230,900 (median for Virginia Beach), two cars and average use of utilities, restaurant meals and entertainment.
Source: City of Virginia Beach, The Best Value in Hampton Roads

The city's FY 2016/17 Operating budget, the CIP and the School Operating budget provide the resources needed to continue support for families in need, keep the city's infrastructure maintained, provide a quality education, and fund projects that will have meaning for generations to come. The FY 2016/17 combined operating budgets for the city and schools total $1.9 billion, an overall increase of 2.3 percent from the previous fiscal year. This is the third year of local real estate assessment growth and the first budget to reflect revenue growth without major tax rate increases. The table below illustrates the impact city taxes may have on families.

Typical Family Tax Impact

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Real Estate Tax	2,201.86	2,110.19	2,054.12	2,089.05	2,001.36	2,054.37	2,230.47	2,285.91
Personal Property Tax	155.76	160.99	193.05	236.01	238.29	287.03	308.79	317.37
Electricity Utility Tax	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00
Gas Utility Tax	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00
VA Telecommunications Tax	70.68	72.12	73.68	73.92	74.64	75.24	75.24	76.32
Water Utility Tax	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00
Restaurant Tax	143.77	140.31	143.44	147.95	147.95	140.86	140.86	140.86
Admissions Tax	18.30	17.55	18.15	15.41	15.10	15.10	15.10	15.10
Vehicle License Decal	50.00	50.00	50.00	50.00	50.00	50.00	60.00	60.00
Storm Water Utility Fee	80.67	87.97	115.34	133.59	151.84	158.05	158.05	158.05
Residential Refuse Fee	-	-	60.00	120.00	256.32	256.32	256.32	276.00
Water & Sewer	578.88	604.92	635.88	668.76	703.56	740.16	740.16	740.16
Total Tax Impact	**3,407.91**	**3,352.05**	**3,451.66**	**3,642.70**	**3,747.06**	**3,885.12**	**4,092.98**	**4,177.76**
Annual Change	**(135.80)**	**(55.86)**	**99.61**	**191.03**	**104.36**	**138.06**	**207.86**	**84.78**

Notes: Real estate taxes are computed based on a median home value. Personal property tax is computed based on an average vehicle value for two vehicles.
Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2016/17

Five Year Forecast

Each year, staff from VBCPS and the city work collaboratively to make projections about revenue and expenditure trends that will be occurring over the next five years. The Five Year Forecast focuses on the main operating funds for the city (General fund) and the division (School Operating fund). The information below presents economic highlights from the Five Year Forecast dated Nov. 17, 2015.

VBCPS Five Year Forecast

	FY 2016/17 Forecast	FY 2017/18 Forecast	FY 2018/19 Forecast	FY 2019/20 Forecast	FY 2020/21 Forecast
REVENUE CATEGORY:					
Local (RSF)	409,127,164	415,909,105	422,533,654	429,365,927	436,411,155
Other Local	3,418,341	3,418,341	3,418,341	3,418,341	3,418,341
State	256,290,562	262,691,575	266,631,949	270,631,428	274,690,899
State Sales Tax	73,219,585	74,683,977	76,177,656	77,701,210	79,255,234
Federal	11,500,000	10,500,000	10,500,000	10,500,000	10,500,000
School Reserve (reversion)	-	-	-	-	-
Sandbridge TIF	-	-	-	-	-
Transfer(s) from other funds	-	-	-	-	-
Revenue Total	**753,555,652**	**767,202,998**	**779,261,600**	**791,616,906**	**804,275,629**
EXPENDITURE CATEGORY:					
Personnel Services	449,290,309	449,290,309	449,290,309	449,290,309	449,290,309
Fringe Benefits	165,918,229	168,844,722	172,652,817	175,973,603	180,111,689
Purchased Services	43,067,445	43,067,445	43,067,445	43,067,445	43,067,445
Other Charges	52,014,685	53,149,355	53,907,294	54,689,262	55,496,047
Materials and Supplies	-	-	-	-	-
Capital Outlay	5,178,969	4,778,969	4,678,969	5,578,969	6,078,969
Land, Structures and Improvement	240,301	240,301	240,301	240,301	240,301
Transfer(s) to Other Funds	7,635,643	7,635,643	7,635,643	7,635,643	7,635,643
PAYGO	-	-	1,000,000	1,000,000	1,500,000
Debt Service	46,433,235	44,720,764	42,768,735	43,933,322	42,468,022
Expenditure Total	**769,778,816**	**771,727,508**	**775,241,513**	**781,408,854**	**785,888,425**
Expenditures Variance	**(16,223,164)**	**(4,524,510)**	**4,020,087**	**10,208,052**	**18,387,204**

Revenue Assumptions

The city's General fund revenues are projected to rise 2.2 percent in FY 2016/17 and continue growing at a rate between 1.4 and 2.0 percent through FY 2020/21. School Operating fund revenues are projected to grow about 0.5 percent in FY 2016/17 before increasing at a rate similar to the General fund between 1.5 and 2.0 percent through FY 2020/21. While this steady growth is important to the city's continued recovery, it still falls short of the 4.0 to 5.0 percent revenue growth Virginia Beach needs to sustain current service levels, including its commitment to public education. This means that although revenue is rising each year, the city will still have to make cuts to balance the budget unless revenues begin to rise at a higher rate. For VBCPS, state shared sales tax includes a projected 2.0 percent increase annually. State direct aid revenue projections vary from an increase of 2.5 percent in the first year to a 2.0 percent increase in year two before leveling out to a 1.5 percent increase in the remaining years of the forecast period. Federal revenue projections indicate a net decrease of nearly $1 million in FY 2016/17, another $1 million reduction in FY 2017/18, and then remain flat at $10.5 million for the rest of the forecast period.

Expenditure Assumptions

Personnel services expenditures include a 1.34 percent salary increase in FY 2016/17 and then remain flat for the rest of the forecast period. The 1.34 percent represents a "hold harmless" adjustment for staff provided annually through FY 2016/17 to offset the required increase employees must pay into VRS. The VRS costs assume no change in the number of FTE employees over the Five Year Forecast period. Based on state projections, the

forecast assumes a 2.0 percent increase in the VRS rates for FY 2016/17 followed by an additional 2.0 percent increase every other year of the forecast period. The forecast for fringe benefits assumes a 5.0 percent increase annually for employer paid health insurance expenses. From the FY 2016/17 budget to FY 2020/21, the last year of the forecast period, debt service is projected to decrease by 5.1 percent. This is primarily as a result of early bond sales either being paid off or being refinanced at a lower interest rate. This projection does not factor in the possibility of additional debt service from any increase to support the School Modernization Program. Overall, School Operating fund expenditures grew in total by 6.0 percent ($45.7 million) between FY 2011/12 and FY 2015/16 and are expected to continue to increase by an average of 1.0 percent each year for a total increase of $36 million over the course of the Five Year Forecast period.

CAPITAL IMPROVEMENT PROGRAM

In conjunction with the City Council, the School Board determines actual funding for capital projects on an annual basis. VBCPS develops a multi-year CIP that is updated annually to address facility needs. The budget calendar and timeline for the adoption of the CIP closely follows that of the School Operating budget. The CIP budget development process begins in September with a preliminary meeting with city staff. To ensure that the CIP will reflect the division's needs, input is requested from schools, offices and the community in November. The CIP is presented to the School Board for information in February and is adopted in March, prior to being submitted to the City Council for review and approval. The city adopts the CIP in May along with the Operating budget. All CIP modernization and replacement projects programmed by VBCPS are developed in accordance with the school division's Comprehensive Long Range Facility Master Plan, a guiding document that was developed in 2007 in concert with the entire community. This document prioritizes school buildings to be replaced or modernized.

The FY 2016/17 - 2021/22 CIP is the financial plan for capital projects beginning July 1, 2016, through June 30, 2022. The budget encompasses anticipated revenues and expenditures for FY 2016/17 (year one of the six-year plan) and five planning years forward. Scheduling over a six-year period ensures projects are planned appropriately, both from a physical and fiscal perspective. Considering that capital projects usually require several years to complete, funding associated with the CIP does not close-out annually.

The CIP funding totals approximately $61.3 million for FY 2016/17 and just over $283 million for the entire six-year capital program through 2022.

FY 2016/17 - FY 2021/22 CIP Project Costs

CIP #	Project Category	Total Project Cost	Six Year Appropriations	Appropriations to Date	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	Year 5 2020-2021	Year 6 2021-2022
1-003	Renovations and Replacements - Energy Management/Sustainability	10,475,000	10,475,000	1,550,000	1,325,000	1,000,000	1,500,000	1,600,000	1,700,000	1,800,000
1-004	Tennis Court Renovations Phase II	1,000,000	1,000,000	400,000	200,000	200,000	200,000	-	-	-
1-008	Instructional Technology Phase II	642,448	642,448	642,448	-	-	-	-	-	-
1-035	John B. Dey Elementary School Modernization	23,289,241	23,289,241	6,887,000	16,402,241	-	-	-	-	-
1-043	Thoroughgood Elementary School Replacement	28,270,000	28,270,000	-	8,888,759	14,000,000	5,381,241	-	-	-
1-056	Princess Anne Middle School Replacement	78,873,759	78,873,759	-	14,650,000	20,491,000	14,834,759	28,898,000	-	-
1-099	Renovations and Replacements - Grounds Phase II	16,750,000	16,750,000	8,100,000	1,575,000	1,250,000	1,325,000	1,400,000	1,500,000	1,600,000
1-103	Renovations and Replacements - HVAC Phase II	75,667,724	75,667,724	34,142,724	7,625,000	5,700,000	6,350,000	6,750,000	7,250,000	7,850,000
1-104	Renovations and Replacements - Reroofing Phase II	55,035,639	55,035,639	27,560,639	3,975,000	4,000,000	4,450,000	4,700,000	5,000,000	5,350,000
1-105	Renovations and Replacements - Various Phase II	23,035,000	23,035,000	11,460,000	1,650,000	1,750,000	1,850,000	1,975,000	2,100,000	2,250,000
1-107	Princess Anne High School Replacement	105,000,000	45,450,000	-	-	-	-	6,568,000	19,841,000	19,041,000
1-110	Energy Performance Contracts Phase II	15,000,000	15,000,000	-	5,000,000	5,000,000	5,000,000	-	-	-
1-025	Kempsville High School Entrepreneurial Academy	950,000	950,000	450,000	-	500,000	-	-	-	-
1-233	Old Donation School	63,615,000	63,615,000	63,615,000	-	-	-	-	-	-
	Grand Total (all projects)	**497,603,811**	**438,053,811**	**154,807,811**	**61,291,000**	**53,891,000**	**40,891,000**	**51,891,000**	**37,391,000**	**37,891,000**
	Targets				61,291,000	53,891,000	40,891,000	51,891,000	37,391,000	37,891,000
	Difference				-	-	-	-	-	-

Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2016/17

FY 2016/17 - FY 2021/22 CIP Funding Sources

Funding Source	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	Year 5 2020-2021	Year 6 2021-2022
Charter Bonds	52,300,000	45,300,000	32,300,000	47,300,000	32,300,000	32,300,000
Sandbridge TIF Funding	3,591,000	3,591,000	3,591,000	3,591,000	3,591,000	3,591,000
Public Facility Revenue Bonds	-	-	-	-	-	-
PAYGO	-	-	-	1,000,000	1,500,000	2,000,000
Interest/Sale of Property	400,000	-	-	-	-	-
Energy Performance Contracts Funding	5,000,000	5,000,000	5,000,000	-	-	-
State Construction Grants	-	-	-	-	-	-
Lottery Funds	-	-	-	-	-	-
Total	**61,291,000**	**53,891,000**	**40,891,000**	**51,891,000**	**37,391,000**	**37,891,000**

Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2016/17

VBCPS Use of Fund Balance for School Operating and CIP Expenditures

Fiscal Year	School Operating Budget	Capital Improvement Program	Total
2010/11	13,000,000	3,116,978	16,116,978
2011/12	22,593,767	-	22,593,767
2012/13	22,200,000	1,116,978	23,316,978
2013/14	17,116,978	-	17,116,978
2014/15	18,000,000	1,591,000	19,591,000
2015/16	8,299,318	4,233,448	12,532,766
2016/17	5,409,000	3,591,000	9,000,000

Note: Includes the use of School Reserve (reversion) funds, Fund Balance and Sandbridge TIF
Source: City of Virginia Beach and Virginia Beach City Public Schools, Five Year Forecast

DEBT SERVICE

The city of Virginia Beach is responsible for the issuance and redemption of all debt for both the city and schools. Debt service is issued for three major purposes: city capital projects, school capital projects, and utilities (including water, sewer and storm water). To guide future CIP development and address long-term debt management issues, the City Council uses debt indicators and follows these debt policy guidelines:

- Debt will be the last source of funding considered.
- The city will issue bonds for capital improvements with a cost in excess of $250,000 or which cannot be financed from current revenues.
- When the city finances capital projects by issuing bonds, it will pay back the debt within a period not to exceed the expected useful life of the projects. Generally the city issues debt over a 20-year term.
- Where possible, the city will develop, authorize and issue revenue, special fee or other self-supporting debt instruments instead of general obligation bonds.
- The debt structure of the government will be managed in a manner that results in minimal deviation from the indicators listed in city policy.
- The city will maintain good communications regarding its financial conditions. It will regularly evaluate its adherence to its debt policies. The city will promote effective communications with bond rating agencies and others in the marketplace based on full disclosure.

Historical Comparison of Debt Service for VBCPS

	FY 2012/13 Actual	FY 2013/14 Actual	FY 2014/15 Actual	FY 2015/16 Budget	FY 2016/17 Budget
Debt Service	44,747,986	42,537,774	44,986,273	44,756,843	45,819,477

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016

BOND RATING AND MARKET CONDITIONS

For the seventh year in a row, all three major bond rating agencies, Fitch, Moody's, and Standard & Poor's, assigned a triple-A rating to Virginia Beach's general obligation bonds. All three rating agencies praised Virginia Beach's conservative fiscal management. Virginia Beach is the only city in Hampton Roads to receive triple-A bond ratings from all three rating agencies. The city has consistently taken advantage of the favorable interest rate environment to refund previously issued debt. In February 2016, the city issued $50 million of refunding bonds at an interest rate of 1.77 percent. As a result, the city will save $4.2 million in debt payments over the next 14 years. The city regularly consults with financial advisors to project future use of debt, ensuring these activities will not negatively impact the city's excellent standing in the bond market.

Regional Bond Ratings

	Virginia Beach	Chesapeake	Norfolk	Portsmouth	Suffolk
Standard & Poor's	AAA	AAA	AA+	AA	AAA
Moody's	Aaa	Aa1	Aa2	Aa2	Aa1
Fitch	AAA	AAA	AA+	AA	AAA

Source: Each city's Comprehensive Annual Financial Report for 2016

Bond Amortization Schedule

Issue Description	Original Issue/Allocated Amount	Principal Outstanding as of 6/30/16	Interest Outstanding as of 6/30/16	Principal Due FY 2016/17	Interest Due FY 2016/17	Total Due FY 2016/17	Principal Outstanding as of 6/30/17	Interest Outstanding as of 6/30/17
1996A VPSA Corporate Landing Middle	4,151,083	247,290	6,460	247,290	6,460	253,750	-	-
2002 State Literary Fund (Taxable) W.T. Cooke ES	7,500,000	2,250,000	236,250	375,000	67,500	442,500	1,875,000	168,750
2007 GOPI Bonds	30,039,000	1,767,000	44,175	1,767,000	44,175	1,811,175	-	-
2008 GOPI Bonds	36,976,214	4,621,500	231,075	2,310,750	173,306	2,484,056	2,310,750	57,769
2008B VPSA Virginia Beach Middle	6,350,705	4,303,608	1,522,015	297,975	217,650	515,625	4,005,633	1,304,365
2009 GOPI Bonds	27,221,760	4,803,840	448,358	1,601,280	208,166	1,809,446	3,202,560	240,192
2009A GOPI Refunding	12,262,054	11,470,382	1,927,839	41,356	523,301	564,657	11,429,026	1,404,538
2009B GOPI Refunding	30,524,625	28,906,965	4,029,610	2,672,235	1,238,127	3,910,362	26,234,730	2,791,483
2010 A1 & A2 GOPI Bonds	26,771,995	18,740,400	6,898,475	1,338,600	902,216	2,240,816	17,401,800	5,996,259
2010-1 VPSA QSCB	4,875,000	3,165,000	1,012,352	285,000	168,062	453,062	2,880,000	844,290
2011A GOPI Bonds	32,930,245	24,698,250	7,995,647	1,646,550	979,697	2,626,247	23,051,700	7,015,950
2012A GOPI Bonds	27,092,845	21,673,600	8,418,839	1,354,600	1,022,723	2,377,323	20,319,000	7,396,116
2012B GO Refunding Series	8,949,317	8,949,317	2,761,728	-	447,466	447,466	8,949,317	2,314,262
2013A GOPI	22,885,000	20,605,000	6,652,350	1,140,000	744,150	1,884,150	19,465,000	5,908,200
2013B GOPI Refunding	11,328,124	5,652,228	1,756,257	-	235,421	235,421	5,652,228	1,520,836
2014A GOPI	40,517,022	36,849,540	15,104,786	2,048,520	1,678,786	3,727,306	34,801,020	13,426,000
2015A GOPI	7,075,000	6,725,000	2,731,000	350,000	295,425	645,425	6,375,000	2,435,575
2015B GOPI Refunding	27,394,438	27,394,438	10,785,003	-	1,334,370	1,334,370	27,394,438	9,450,633
2016A GOPI	38,095,000	38,095,000	15,490,418	1,900,000	1,545,818	3,445,818	36,195,000	13,944,600
2016B GOPI Refunding	29,168,712	29,168,712	4,665,382	10,603,041	1,371,813	11,974,854	18,565,671	3,293,569
General Obligation (GO) Bonds and Loans Total		**300,087,070**	**92,718,020**	**29,979,197**	**13,204,633**	**43,183,830**	**270,107,873**	**79,513,387**
2010A PFRB	5,000,000	1,999,880	151,991	499,970	60,496	560,466	1,499,910	91,495
2012-A PFRB	431,245	366,558	119,563	21,562	14,770	36,332	344,996	104,792
2013A PFRB	3,805,510	2,964,708	516,376	420,401	99,964	520,365	2,544,307	416,412
2014A PFRB	3,972,135	3,573,352	1,276,602	232,123	159,974	392,097	3,341,229	1,116,628
2015A PFRB	15,295,000	14,535,000	5,520,431	765,000	602,438	1,367,438	13,770,000	4,917,994
Public Facility Revenue Bonds (PFRB) Total		**23,439,498**	**7,584,963**	**1,939,056**	**937,642**	**2,876,698**	**21,500,442**	**6,647,321**
Total Schools Debt Service		**323,526,568**	**100,302,983**	**31,918,253**	**14,142,275**	**46,060,528**	**291,608,315**	**86,160,708**

Source: City of Virginia Beach, Department of Finance

PROJECTED DEBT

The total outstanding debt for the city is projected to be $1.42 billion by June 30, 2017, as summarized in the following table. The schools' portion is $323.6 million, or 22.8 percent of the total projected debt. Challenges arise in limiting bond expenditures while meeting increasing demand for school capacity, the demand to renovate school facilities and the demand to fund special program facilities. In the next several years, Virginia Beach residents and their elected leadership will be faced with a major challenge to close this capital gap while minimizing the hardships imposed on students, parents, businesses and taxpayers.

Projected Outstanding Debt as of June 30, 2017

Purpose	Amount	Percent
Schools	323,555,060	22.8%
General Government	831,028,494	58.4%
Utilities	267,291,004	18.8%
Total Projected Debt	**1,421,874,558**	**100.00%**

Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2016/17

Ratios of Outstanding General Bonded Debt by Type

Fiscal Year	General Obligation Bonds	State Literary Fund Loans	Appropriation Backed Debt	Total	Percentage of Estimated Actual Full Value of Property	Overall Net Debt Per Capita
2011/12	727,803,047	4,750,000	363,387,004	1,095,940,051	2.0%	2,244
2012/13	686,766,362	4,125,000	361,183,173	1,052,074,535	1.9%	2,162
2013/14	720,118,515	3,500,000	382,190,239	1,105,808,754	2.0%	2,253
2014/15	716,612,342	2,875,000	405,725,325	1,125,212,667	2.0%	2,254
2015/16	721,605,082	2,250,000	373,133,427	1,096,988,509	1.9%	2,195

Source: City of Virginia Beach, Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2016

LEGAL DEBT LIMIT

State statute imposes on cities a legal debt margin for general obligation debt, a limit of 10 percent of the assessed value of real property. Revenue bonds, such as those for utilities, are not subject to the state limit. For FY 2016/17, the city's assessed value of real property is estimated at $53.7 billion. By the end of the fiscal year, the city's projected debt amount will only be 2.07 percent of the total assessed value.

Legal Debt Margin Information

	FY 2011/12	FY 2012/13	FY 2013/14	FY 2014/15	FY 2015/16
Debt Limit	5,144,671,623	4,978,183,783	4,962,666,499	5,145,277,575	5,296,146,888
Loss: Total Net Debt Applicable to Limit	716,177,198	685,988,698	712,384,323	697,079,775	697,520,721
Legal Debt Limit	**4,428,494,425**	**4,292,195,085**	**4,250,282,176**	**4,448,197,800**	**4,598,626,167**
Total Net Debt Applicable to the Limit as a Percentage of Debt Limit	**13.92%**	**13.78%**	**14.35%**	**13.55%**	**13.17%**

Source: City of Virginia Beach, Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2016

OPERATING COSTS OF AVERAGE DAILY MEMBERSHIP

State K-12 SOQ spending in school divisions is driven by the number of students and local ability to pay. The FY 2015/16 actual Sept. 30 student membership for K-12 was 68,011. This amount is 419 students, or 0.61 percent, below student membership from the same period in 2014/15.

The FY 2016/17 School Operating budget was developed using a student membership projection of 67,321. This is slightly higher than the ADM of 67,121 used in the development of the Governor's Introduced 2016-2018 Biennial Budget and slightly lower than the Office of Demographics and Planning's projection of 67,859.

STUDENT ENROLLMENT

The school division uses a cohort survival model to generate base student membership projections. This model essentially compares the number of students in a particular grade to the number of students in the previous grade during the previous year. Ratios are computed for each grade progression over a multi-year period and are then used to project future enrollments. To project kindergarten enrollment, birth data lagged five years behind its respective kindergarten class is used to calculate a cohort ratio. Student projections are further adjusted based on analysis generated in the school division's Geographic Information System (GIS), a detailed analysis of residential housing trends, Virginia Beach resident birth rates and other available data that may impact student enrollment.

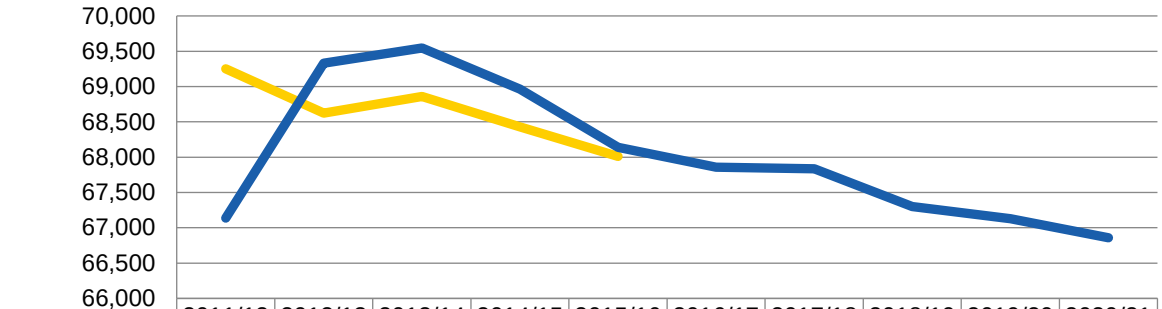
2016/17 Number of Students by Grade*	
Kindergarten	4,708
Grade 1	5,082
Grade 2	5,262
Grade 3	5,293
Grade 4	5,222
Grade 5	5,461
Grade 6	5,343
Grade 7	5,322
Grade 8	5,156
Grade 9	5,595
Grade 10	5,296
Grade 11	5,181
Grade 12	4,938
TOTAL	**67,859**

**Projected enrollment*

For the past several years, data from the Office of Demographics and Planning have demonstrated how recent economic conditions have had a significant impact on the division's student membership. Factors such as the increasing number of students in shared housing and homeless situations, fluctuations in the numbers of students opting to attend private schools, and volatility in the real estate market have created instability in VBCPS' student enrollment. Between FY 2011/12 and FY 2015/16, VBCPS student enrollment declined by nearly 1.8 percent, from 69,251 to 68,011. According to the Weldon Cooper Center for Public Service at the University of Virginia, VBCPS is among the majority of Virginia school divisions with respect to declining enrollment trends. In fact, only 31 percent of Virginia localities experienced increases in student enrollment between 2008 and 2013.

The following graph depicts the actual and projected enrollment in the division for fiscal years 2011/2012 through 2020/2021.

Projected and Actual Student Enrollment



	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Actual	69,251	68,622	68,859	68,430	68,011					
Projected	67,136	69,331	69,546	68,965	68,140	67,859	67,836	67,300	67,128	66,859

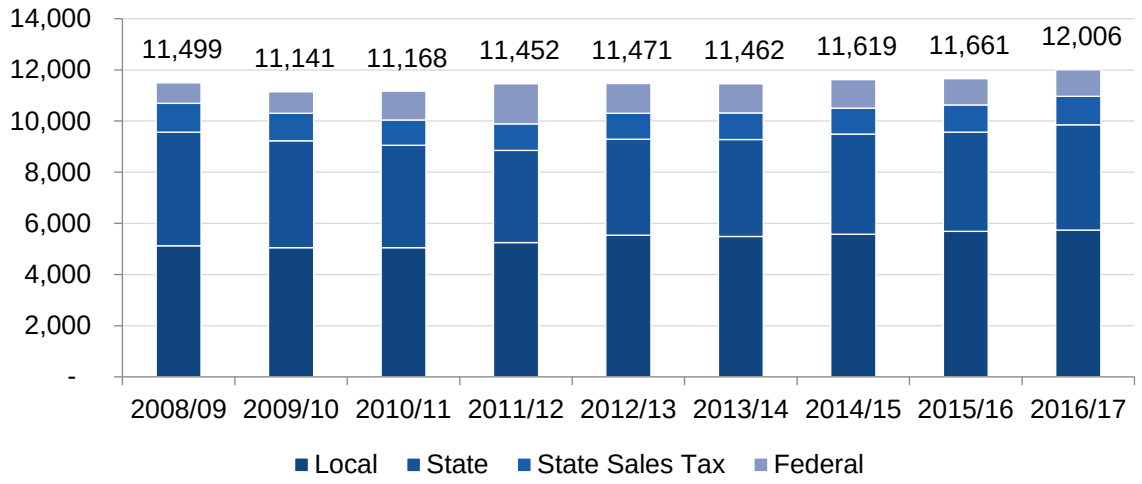
Source: VBCPS Department of School Division Services, Sept. 30 Historical Student Membership and FINAL Projected Sept. 30 Student Membership

Student Membership

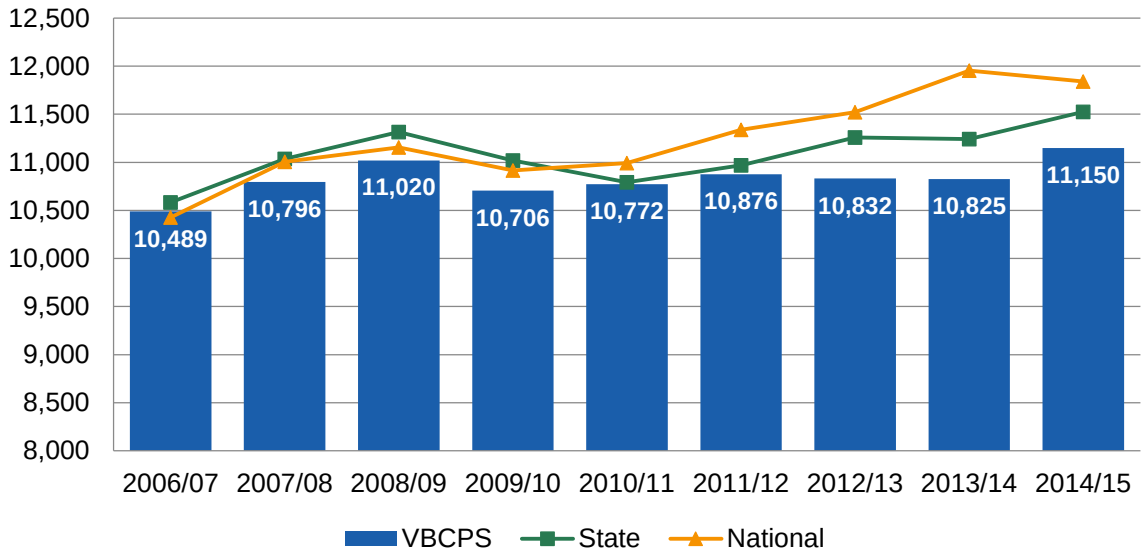
	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Projected	2017/18 Projected	2018/19 Projected	2019/20 Projected	2020/21 Projected
Elementary										
K	5,047	4,810	4,914	4,697	4,541	4,708	4,729	4,517	4,623	4,623
1	5,476	5,587	5,397	5,376	5,302	5,082	5,269	5,293	5,054	5,174
2	5,359	5,336	5,523	5,346	5,325	5,262	5,047	5,230	5,253	5,020
3	5,248	5,298	5,384	5,498	5,282	5,293	5,229	5,021	5,204	5,228
4	5,208	5,196	5,326	5,299	5,433	5,222	5,273	5,208	5,005	5,185
5	5,355	5,163	5,210	5,315	5,332	5,461	5,249	5,296	5,249	5,035
Total	**31,693**	**31,390**	**31,754**	**31,531**	**31,215**	**31,028**	**30,796**	**30,566**	**30,388**	**30,265**
Change from previous year	273	-303	364	-223	-316	-187	-232	-230	-178	-123
% change from previous year	0.87%	-0.96%	1.16%	-0.70%	-1.00%	-0.60%	-0.75%	-0.75%	-0.58%	-0.40%
Middle										
6	5,427	5,344	5,239	5,168	5,319	5,343	5,458	5,272	5,271	5,204
7	5,284	5,437	5,347	5,225	5,143	5,322	5,336	5,449	5,264	5,262
8	5,256	5,231	5,422	5,343	5,215	5,156	5,329	5,344	5,456	5,271
Total	**15,967**	**16,012**	**16,008**	**15,736**	**15,677**	**15,821**	**16,123**	**16,066**	**15,992**	**15,737**
Change from previous year	106	45	-4	-272	-59	144	302	-57	-74	-255
% change from previous year	0.66%	0.28%	-0.02%	-1.70%	-0.37%	0.92%	1.91%	-0.35%	-0.46%	-1.59%
High										
9	5,869	5,740	5,781	5,818	5,655	5,595	5,663	5,562	5,726	5,714
10	5,452	5,372	5,304	5,396	5,465	5,296	5,236	5,299	5,203	5,355
11	5,207	5,212	5,128	5,023	5,096	5,181	5,017	4,965	5,024	4,934
12	5,063	4,896	4,884	4,926	4,903	4,938	5,001	4,843	4,796	4,855
Total	**21,591**	**21,220**	**21,097**	**21,163**	**21,119**	**21,009**	**20,917**	**20,668**	**20,748**	**20,857**
Change from previous year	-492	-371	-123	66	-44	-110	-92	-249	80	109
% change from previous year	-2.23%	-1.72%	-0.58%	0.31%	-0.21%	-0.52%	-0.44%	-1.19%	0.39%	0.53%
Division										
Total	**69,251**	**68,622**	**68,859**	**68,430**	**68,011**	**67,859**	**67,836**	**67,300**	**67,128**	**66,859**
Change from previous year	-114	-629	237	-429	-419	-152	-23	-536	-172	-269
% change from previous year	-0.16%	-0.91%	0.35%	-0.62%	-0.61%	-0.22%	-0.03%	-0.79%	-0.26%	-0.40%

Budgeted Expenditures Per Pupil

Budgeted Average Per Pupil Expenditures Comparison



VBCPS Average Per Pupil Expenditures Compared with State and National Data



Sources: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016; Joint Legislative Audit and Review Commission Reference Guide, Virginia Compared to the Other States; and Education Week Research Center, Quality Counts report

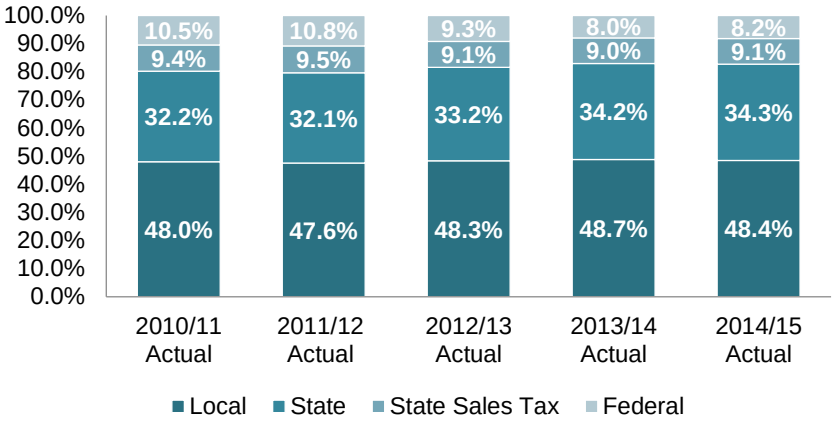
Actual Average Per Pupil Expenditures Comparison

Average Per Pupil Total Expenditures for Operations	2010/11 Actual	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual
Virginia Beach Cost Per Pupil	10,772	10,876	10,832	10,825	11,150
State Cost Per Pupil	10,793	10,969	11,257	11,242	11,523
ADM for Determining Cost Per Pupil	69,458	69,856	69,512	69,441	69,242

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016

According to a report on state education spending released by the Joint Legislative Audit and Review Commission, the Commonwealth of Virginia spent about $5.66 billion on SOQ programs in FY 2014/15. This equated to about $4,580, on average, for each of the 1.24 million elementary and secondary school students in Virginia.

VBCPS Average Per Pupil Expenditures by Funding Source



Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016

Schools and Centers

With 55 elementary schools, 15 middle schools, 11 high schools, one charter school and a number of secondary/post-secondary specialty centers, VBCPS is the largest school division in the region. In terms of the number of students enrolled, VBCPS is ranked No. 4 in the state of Virginia and No. 40 in the United States. In addition to core instructional programs at each of the 86 schools and centers, VBCPS provides a variety of unique programs at individual schools to meet the needs of students. A listing of schools and centers by grade level follows. This list includes addresses and phone numbers for all schools and centers.

Elementary Schools

Location	Address	Phone
Alanton Elementary	1441 Stephens Road	757.648.2000
Arrowhead Elementary	5549 Susquehanna Drive	757.648.2040
Bayside Elementary	5649 Bayside Road	757.648.2080
Birdneck Elementary	957 S. Birdneck Road	757.648.2120
Brookwood Elementary	601 S. Lynnhaven Road	757.648.2160
Centerville Elementary	2201 Centerville Turnpike	757.648.2200
Christopher Farms Elementary	2828 Pleasant Acres Drive	757.648.2240
College Park Elementary	1110 Bennington Road	757.648.2280
Cooke Elementary	1501 Mediterranean Avenue	757.648.2320
Corporate Landing Elementary	1590 Corporate Landing Pkwy	757.648.2360
Creeds Elementary	920 Princess Anne Road	757.648.2400
Dey Elementary	1900 N. Great Neck Road	757.648.2440
Diamond Springs Elementary	5225 Learning Circle	757.648.4240
Fairfield Elementary	5428 Providence Road	757.648.2480
Glenwood Elementary	2213 Round Hill Drive	757.648.2520
Green Run Elementary	1200 Green Garden Circle	757.648.2560
Hermitage Elementary	1701 Pleasure House Road	757.648.2600
Holland Elementary	3340 Holland Road	757.648.2640
Indian Lakes Elementary	1240 Homestead Drive	757.648.2680
Kempsville Elementary	570 Kempsville Road	757.648.2720
Kempsville Meadows Elementary	736 Edwin Drive	757.648.2760
Kings Grant Elementary	612 N. Lynnhaven Road	757.648.2800
Kingston Elementary	3532 King's Grant Road	757.648.2840
Landstown Elementary	2212 Recreation Drive	757.648.2880
Linkhorn Park Elementary	977 First Colonial Road	757.648.2920
Luxford Elementary	4808 Haygood Road	757.648.2960
Lynnhaven Elementary	210 Dillon Drive	757.648.3000
Malibu Elementary	3632 Edinburgh Drive	757.648.3040
New Castle Elementary	4136 Dam Neck Road	757.648.3080
Newtown Elementary	5277 Learning Circle	757.648.3120
North Landing Elementary	2929 North Landing Road	757.648.3160
Ocean Lakes Elementary	1616 Upton Drive	757.648.3200
Parkway Elementary	4180 O'Hare Drive	757.648.3280
Pembroke Elementary	4622 Jericho Road	757.648.3320
Pembroke Meadows Elementary	820 Cathedral Drive	757.648.3360
Point O'View Elementary	5400 Parliament Drive	757.648.3440
Princess Anne Elementary	2444 Seaboard Road	757.648.3480
Providence Elementary	4968 Providence Road	757.648.3520
Red Mill Elementary	1860 Sandbridge Road	757.648.3560
Rosemont Elementary	1257 Rosemont Road	757.648.3600
Rosemont Forest Elementary	1716 Grey Friars Chase	757.648.3640
Salem Elementary	3961 Salem Lakes Blvd.	757.648.3680
Seatack Elementary	912 S. Birdneck Road	757.648.3720
Shelton Park Elementary	1700 Shelton Road	757.648.3760

Location	Address	Phone
Strawbridge Elementary	2553 Strawbridge Road	757.648.3800
Tallwood Elementary	2025 Kempsville Road	757.648.3840
Thalia Elementary	421 Thalia Road	757.648.3880
Thoroughgood Elementary	1444 Dunstan Lane	757.648.3920
Three Oaks Elementary	2201 Elson Green Avenue	757.648.3960
Trantwood Elementary	2344 Inlynnview Road	757.648.4000
White Oaks Elementary	960 Windsor Oaks Blvd.	757.648.4040
Williams Elementary	892 Newtown Road	757.648.4080
Windsor Oaks Elementary	3800 Van Buren Drive	757.648.4120
Windsor Woods Elementary	233 Presidential Blvd.	757.648.4160
Woodstock Elementary	6016 Providence Road	757.648.4200

MIDDLE SCHOOLS

Location	Address	Phone
Bayside Middle	965 Newtown Road	757.648.4400
Bayside Sixth Grade Campus	4722 Jericho Road	757.648.4440
Brandon Middle	1700 Pope Street	757.648.4450
Corporate Landing Middle	1597 Corporate Landing Pkwy	757.648.4500
Great Neck Middle	1848 North Great Neck Road	757.648.4550
Independence Middle	1370 Dunstan Lane	757.648.4600
Old Donation School	2509 Seaboard Road	757.648.3240
Kempsville Middle	860 Churchill Drive	757.648.4700
Landstown Middle	2204 Recreation Drive	757.648.4750
Larkspur Middle	4696 Princess Anne Road	757.648.4800
Lynnhaven Middle	1250 Bayne Drive	757.648.4850
Plaza Middle	3080 S. Lynnhaven Road	757.648.4900
Princess Anne Middle	2323 Holland Road	757.648.4950
Salem Middle	2380 Lynnhaven Parkway	757.648.5000
Virginia Beach Middle	600 25th Street	757.648.5050

HIGH SCHOOLS

Location	Address	Phone
Bayside High	4960 Haygood Road	757.648.5200
Cox High	2425 Shorehaven Drive	757.648.5250
First Colonial High	1272 Mill Dam Road	757.648.5300
Green Run Collegiate	1700 Dahlia Drive	757.648.5393
Green Run High	1700 Dahlia Drive	757.648.5350
Kellam High	2665 West Neck Rd	757.648.5100
Kempsville High	5194 Chief Trail	757.648.5450
Landstown High	2001 Concert Drive	757.648.5500
Ocean Lakes High	885 Schumann Drive	757.648.5550
Princess Anne High	4400 Virginia Beach Blvd.	757.648.5600
Salem High	1993 SunDevil Drive	757.648.5650
Tallwood High	1668 Kempsville Road	757.648.5700

CENTERS

Location	Address	Phone
Adult Learning Center	4160 Virginia Beach Blvd.	757.648.6050
Advanced Technology Center	1800 College Crescent	757.648.5800
Renaissance Academy	5100 Cleveland Street	757.648.6000
Technical & Career Education Center	2925 North Landing Road	757.648.5850
Virginia Beach Juvenile Detention Center	2533 George Mason Drive	757.263.1203

PERSONNEL RESOURCE ALLOCATIONS

STAFFING ALLOCATION SUMMARY

As one of the largest employers in the area, VBCPS staffs 14,746 full-time, part-time, temporary and substitute positions.

Staffing Highlights

For FY 2016/17, VBCPS expects to employ a total of 10,154.82 FTE positions, an increase of 120.5 from the FY 2015/16 budget.

GENERAL FUND

Allocations in the School Operating budget are up by 82.4 FTEs from the previous budget year, 63.4 of which fall into the instructional category. The FY 2016/17 budget reflects considerable increases in revenue at the state and local levels and begins to reverse the impact of significant cuts sustained over the last several years. Previous budgets in recent years have been balanced, in part, by increasing class sizes. This cost saving strategy resulted in a reduction of 169.9 positions in FY 2015/16. That trend has been reversed for FY 2016/17. Combined with efforts to reprioritize and reallocate existing personnel resources, the current School Operating budget includes funds to:

- Allocate positions required to adequately support special education programs in the division. An additional 20.8 FTE instructional and support positions have been added in FY 2016/17 with an increase of approximately $3.5 million, an action prompted primarily as a result of declining federal grant carryover resources.
- Add FTE instructional positions to address critical staffing needs and support program expansions. Instructional staff will be added to expand the Advancement Via Individual Determination (AVID) college-readiness program at the middle and high school level, to ensure fine arts courses are available for students to meet high school graduation requirements, and to support implementation of the K-12 literacy initiative. The addition of these positions will cost the division approximately $1.3 million for FY 2016/17.
- Account for startup costs to open the new Entrepreneurship and Business Academy at Kempsville High School. In addition to a Career and Technical Education (CTE) position to support implementation of the instructional program, 9.0 FTE bus drivers were added to provide students enrolled in the academy with access to a citywide express bus route system as a means of transportation to and from school. This system establishes centralized pick-up and delivery points to significantly reduce district-wide transportation costs.
- Augment support staff by adding instructional technology and operational maintenance positions to effectively manage increasingly complex systems and equipment at a cost to the division of a little more than $230,000. In FY 2015/16, the division introduced a new model for instructional technology that included the realignment of certain positions. Within the FY 2016/17 School Operating budget, VBCPS is increasing the number of technology support technicians by 6.0 FTEs. These personnel serve as advisers to school staff for general technical issues.

GRC charter school will be in the fourth year of a phased-in implementation for FY 2016/17. Each year an additional grade of students will be added until the school is serving ninth through 12th grades. The additional staffing allocations required at GRC for FY 2016/17 equate to 6.4 FTE positions.

CATEGORICAL GRANTS AND OTHER FUNDS

Allocations in the Categorical Grants funds are increasing by a net of 30.7 FTEs from FY 2015/16. There are two primary causes for position changes in grant funds.

- Beginning with the 2016-17 school year, VBCPS will have sole responsibility for the division's Pre-Kindergarten (Pre-K) program, including the hiring of highly-qualified staff. This educational program, funded primarily by the state's Virginia Preschool Initiative (VPI), is offered to at-risk children at no cost to their parents and has historically been provided in Virginia Beach through a contract for services with the YMCA of South Hampton Roads. The same number of Virginia Beach students will be served and the program will still be offered at elementary schools throughout the city. VBCPS will add 40.0 FTEs for teachers and another 40.0 FTEs for teacher assistants to implement the program for FY 2016/17.

- The FY 2016/17 Approved Budget reduces a net of 53.5 grant-funded FTE positions allocated within the division's federal programs for Title VI, Part B, Individuals with Disabilities Act of 2004 (IDEA, Section 611). Many of the positions have been reallocated to the School Operating budget using $3.5 million in additional local funding identified for the purpose of continuing adequate support for special education programs in the division. These actions were prompted primarily as a result of declining federal grant carryover resources.

BUDGETED POSITION COMPARISONS

	FY 2012/13 Budget	FY 2013/14 Budget	FY 2014/15 Budget	FY 2015/16 Budget	FY 2016/17 Approved	Variance
General Fund						
Fund 115 - School Operating						
Instruction	6,959.70	6,848.10	6,911.40	6,736.60	6,800.00	63.40
Administration, Attendance and Health	278.80	278.80	280.80	276.80	279.80	3.00
Pupil Transportation	667.13	667.13	667.13	666.13	675.13	9.00
Operations and Maintenance	1,139.50	1,146.50	1,159.50	1,169.50	1,170.50	1.00
Technology	-	188.00	188.00	170.00	176.00	6.00
School Operating Fund Total	**9,045.13**	**9,128.53**	**9,206.83**	**9,019.03**	**9,101.43**	**82.40**
Fund 104 – Green Run Collegiate	-	-	24.80	32.90	39.30	6.40
General Fund Total	**9,045.13**	**9,128.53**	**9,231.63**	**9,051.93**	**9,140.73**	**88.80**
Categorical Grants and Other Funds						
Fund 106 – Technology*	187.00	-	-	-		-
Fund 114 – Cafeterias	492.89	492.89	490.89	490.89	490.89	-
Fund 116 – Categorical Grants	588.50	563.50	484.50	478.50	509.20	30.70
Fund 117 – Textbooks	1.50	1.50	1.50	1.50	1.50	-
Fund 614 – Risk Management	5.00	5.00	5.00	5.00	6.00	1.00
Funds 615/617 – Health Insurance	6.50	6.50	6.50	6.50	6.50	-
Other Funds Total	**1,281.39**	**1,069.39**	**988.39**	**982.39**	**1,014.09**	**31.70**
TOTAL BUDGET	**10,326.52**	**10,197.92**	**10,220.02**	**10,034.32**	**10,154.82**	**120.50**

* All technology category financial activities previously reported in fund 106 are reported in the School Operating Fund as of FY 2013/14.

STAFFING PROCESS AND TIMELINE

The allocations of instructional personnel in Virginia Beach are based on guidelines that meet or exceed the SOQ, the accreditation requirements of Virginia and core class size caps as adopted by the School Board. All staffing projections are done on a school-by-school basis. The number of classroom teachers and many other positions provided at each school is based on specific staffing formulas for each program level. For instance, the number of classroom teachers assigned to an elementary school is determined by the number of students based on a pupil-teacher ratio. At the secondary level, class size is influenced by the number of students and class schedules. The complete VBCPS Staffing Standards and Guidelines are included in the Appendix of this document.

Elementary Ratio of Students to Teaching/Instructional Personnel

Fiscal Year	Teaching Positions	End-of-Year Membership K-7	VBCPS Elementary Student/Teacher Ratio	State Average Elementary Student/Teacher Ratio
2011/12	2,923	42,251	14.5	13.2
2012/13	2,814	42,217	15	13.3
2013/14	2,714	42,156	15.5	13.2
2014/15	2,789	41,896	15.0	13.2
2015/16	-	-	-	-

Secondary Ratio of Students to Teaching/Instructional Personnel

Fiscal Year	Teaching Positions	End-of-Year Membership 8-12	VBCPS Secondary Student/Teacher Ratio	State Average Secondary Student/Teacher Ratio
2011/12	2,069	26,357	12.7	12.2
2012/13	1,976	26,082	13.2	12.2
2013/14	1,924	26,088	13.6	12.4
2014/15	1,942	26,141	13.5	12.5
2015/16	-	-	-	-

- Not Available (officially published by the Virginia Department of Education)
Note: These tables represent student teacher ratios based on End-of-Year Average Daily Membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, guidance counselors and librarians.
Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016



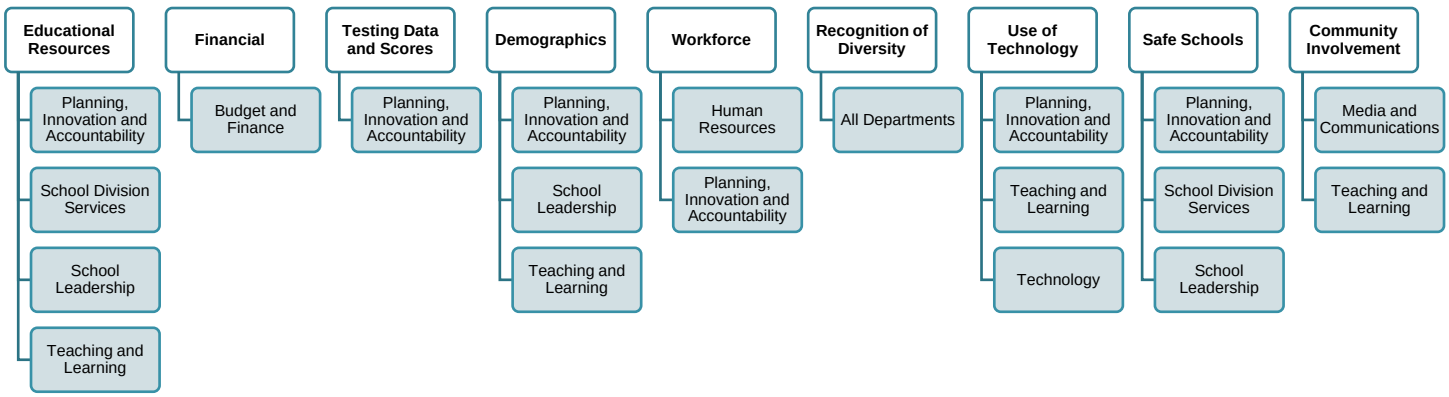
SELECTED MEASURES OF SCHOOL FUNDING AND PERFORMANCE

	2011/12	2012/13	2013/14	2014/15	2015/16
Educational Resources					
Student Enrollment (as of September 30)	69,282	68,408	68,647	68,210	67,927
Elementary School Pupil-Teacher Ratios (excluding resource teachers)	22:01	21:01	20:01	19:01	20:01
Secondary School Average Class Size	23.4	24	23	23.1	23.8
Number of Portables (overall)	249	236	232	207	147
Number of Temporary Allocated Portables Due to Construction	12	0	0	0	0
Percentage of Students Receiving Special Education Services (September 30: K to 12 Serving Count)	10.60%	10.20%	10.20%	10.00%	10.00%
Percentage of Students Receiving Special Education Services (December 1: Pre-K to 12 Responsible Count)	12.20%	11.80%	11.30%	11.30%	11.20%
Percentage of Gifted Program Student Membership	11.80%	11.70%	12.00%	12.00%	12.60%
Financial					
Per Pupil Expenditure (total)	$10,876	$10,832	$10,825	$11,149	$11,172
Per Pupil Expenditure (local)	$5,172	$5,237	$5,277	$5,392	$5,444
Percentage of General Fund Expenditures by Category					
Instruction	72.70%	75.00%	75.10%	75.80%	75.40%
Administration, Attendance and Health	2.90%	3.00%	3.00%	3.10%	3.20%
Pupil Transportation	4.50%	4.60%	4.70%	4.30%	4.40%
Operations and Maintenance	13.40%	12.60%	12.70%	12.40%	12.30%
Technology	6.00%	4.40%	3.90%	4.00%	4.20%
Transfers	0.50%	0.40%	0.60%	0.40%	0.50%
Federally Connected Students	29.72%	29.14%	27.43%	27.13%	-
Testing Data and Scores					
ACT Composite Scores	22.1	21.9	21.9	22.2	22.8
Advanced Placement Scores (Percent of exams with scores 3 or higher)	59.00%	59.00%	59.00%	58.00%	58.00%
SAT Test Takers	3,122	3,110	3,110	3,156	2,875
Standards of Learning Pass Rate (All Grades)					
Reading	92.09%	77.98%	79.69%	78.70%	84.68%
Writing	91.20%	78.31%	75.36%	75.40%	80.56%
Math	66.94%	72.45%	77.37%	77.40%	85.07%
Science	92.58%	83.49%	82.06%	82.10%	87.36%
History & Social Science	85.50%	85.27%	85.32%	85.30%	87.50%
Demographics					
Attendance Rates	96.00%	95.60%	95.50%	95.70%	95.30%
Graduation Rate	86.80%	88.00%	88.50%	89.80%	91.30%
Promotion Rate	97.00%	98.20%	98.20%	98.50%	98.60%
% High School Graduates Continuing Education	83.40%	85.90%	86.10%	85.70%	-
Dropout Rate	0.98%	1.00%	1.05%	1.24%	-
Cohort Dropout Rate	5.62%	4.89%	4.81%	5.27%	4.67%
Work Force					
Average Salary for Principals	$87,953	$89,420	$95,502	$98,787	$101,678
Average Salary for Assistant Principals	$70,984	$71,188	$71,832	$74,852	$76,142
Average Salary for Teaching Positions	$53,172	$54,839	$56,018	$56,096	$54,342
Percentage of Core Courses Taught by Highly Qualified Teachers	98.78%	99.60%	99.79%	99.34%	99.68%
Percentage of Highly Qualified Teacher Assistants	82.91%	82.44%	82.69%	83.30%	83.50%
Number of Professional Development Courses Offered	2,826	3,400	3,167	3,036	2,946
Average Years of Teaching Experience	15.2	14.9	14.9	14.7	14.8
Percentage of Teachers With Graduate Degrees	52.00%	53.00%	53.00%	54.00%	54.00%
Number of Teachers With National Board Certification	101	114	135	143	143
Number of Teachers With the Division Designation of Career Teacher	1,376	1,327	1,276	1,169	1,214

	2011/12	2012/13	2013/14	2014/15	2015/16
Recognition of Diversity					
Percentage of Minority Staff (overall)	24.91%	25.23%	25.97%	26.29%	26.57%
Percentage of Minority Instructional Staff	14.91%	14.96%	15.52%	15.75%	16.05%
Number of Student Diversity Ambassadors	192	286	364	290	259
Number of Faculty Diversity Advisors	71	80	118	103	112
Percentage of Employees Completing Online Diversity Awareness Training (full- and part-time)	98.00%	96.00%	98.80%	97.00%	***
Use of Technology					
Ratio of Students to Instructional Computers	1.4:1	1.3:1	1.3:1	0.9:1*	0.9:1
Number of Distance Learning Classes (being sent)	106	96	106	107	98
Number of Online Courses Taken by Students	978	960	1,092	1,220	1,444
Standards of Learning Subject Area Tests Administered Online	31	34	34	29	29
Safe Schools					
Number of Persistently Dangerous Schools	0	0	0	0	0
Dollars Spent on Security Infrastructure	$1,446,173	$1,642,535	$957,955	$1,047,203	$904,441
Number of School Security Assistants/Night Security	205	211	206	208	208.5
Number of School Resource Officers	29	29	27	28	27
Percentage of Students, Teachers, Building Administrators and Parents Indicating That Schools Are a Safe and Orderly Place to Learn	-	89.00%	-	87.50%	-
Percentage of Students Referred for Discipline Infractions	19.80%	17.70%	17.50%	16.20%	15.10%
Number of OSHA Incidents Per 100 VBCPS Employees	3.2	2.6	2.4	2.6	2.5
Workers' Compensation Costs**	$1,268,594	$1,321,595	$1,014,566	$366,248	$939,347
Number of Student Safety Incidents	586	537	472	332	410
Number of Vehicle Crashes Per 100 Vehicles in Service	18.3	18.2	14.5	19.8	15.2
Community Involvement					
PTA/PTSA Membership/Percent of Student Enrollment	35,828	33,838	30,479	31,431	28,249
PTA/PTSA Membership (Percent of Student Enrollment)	51.70%	49.50%	44.40%	46.10%	41.60%
Number of Volunteers in Education	24,918	26,769	22,164	23,284	23,770
Partners in Education	1,871	2,014	2,031	2,014	2,069
Schoolwide and Teacher Grants Awarded by Virginia Beach Education Foundation	$100,000	$75,000	$70,000	$98,000	$100,000
Scholarships Awarded by Virginia Beach Education Foundation	$29,200	$17,000	$16,400	$17,500	$19,100
Number of ACCESS Scholarships Granted	218	231	234	282	251
Dollar Value of ACCESS Scholarships	$157,089	$495,225	$213,211	$314,000	$313,750

Notes: - Information not available.
* Denotes a change in methodology in calculating the ratio of students to instructional computers; the calculation now includes tables.
** Workers' compensation costs are updated when claims are closed. Dollar amounts can change over time due to claims closing with a lower or higher cost than estimated.
***Denotes a change in reporting methodology for the diversity training percentages which will be reported every three years starting in 2017-2018.
Source: VBCPS Department of Planning, Innovation and Accountability

Departmental Responsibilities by Performance Measure



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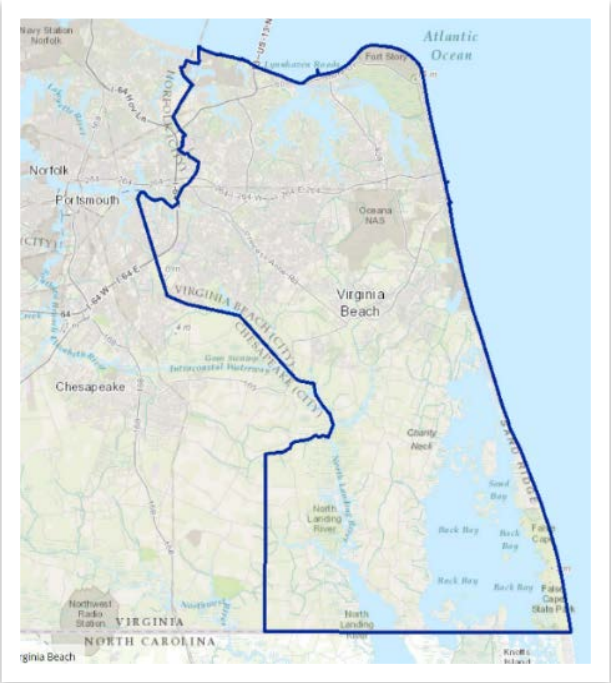
Organizational

Division Organization • Departmental Summaries • Schools and Centers
School Board Strategic Framework • Budget Development Process
School Board Funds • Financial Policies and Practices

DIVISION ORGANIZATION

OVERVIEW

Virginia Beach City Public Schools (VBCPS) is ranked as the No. 4 largest school division in Virginia with a school enrollment of approximately 68,000 students and more than 10,000 employees. Situated on the coast of the Atlantic Ocean adjacent to the Chesapeake Bay, Virginia Beach is the largest city in the Commonwealth of Virginia with a population of approximately 450,000 people.



City of Virginia Beach Boundary

The School Board of the City of Virginia Beach is charged by the Commonwealth of Virginia and the regulations of the Virginia Board of Education (VBOE) with providing and operating the public schools of Virginia Beach. It is the function of the School Board to set general school policy and, within the framework of VBOE regulations, to establish guidelines and rules that will ensure the proper administration of the school program.

In accordance with the Constitution of Virginia, Article 8, Section 7, the School Board of the City of Virginia Beach has overall responsibility for ensuring that the activities of the public schools are conducted according to law with the utmost efficiency. The School Board is a component unit of the city of Virginia Beach with responsibility for elementary and secondary education within the city. The City Council annually approves the budget, levies the necessary taxes to finance operations, and approves the borrowing of money and issuance of bonds for the school division.

The School Board consists of 11 citizens elected in accordance with the Charter of the City of Virginia Beach to serve four-year overlapping terms. Four members of the School Board serve “At Large” with no district residency requirement. The remaining seven members are required to live in the districts they represent. Each School Board member is charged with representing the entire division.

2016/17 Number of Students by Grade*	
Kindergarten	4,708
Grade 1	5,082
Grade 2	5,262
Grade 3	5,293
Grade 4	5,222
Grade 5	5,461
Grade 6	5,343
Grade 7	5,322
Grade 8	5,156
Grade 9	5,595
Grade 10	5,296
Grade 11	5,181
Grade 12	4,938
TOTAL	**67,859**

**Projected enrollment*

The School Board, vested with legislative powers, appoints the superintendent who serves as the executive and administrative head of the school division. The superintendent is charged with implementing School Board policies and managing all administrative duties related to the school division. The superintendent and his administrative staff are responsible for the efficient operation of all individual schools and operational areas.

The organizational structure of VBCPS is focused on meeting the needs of 67,859 kindergarten through 12th grade students while managing 86 schools/centers and seven support facilities. The administrative structure of VBCPS is divided into eight departments to manage the day-to-day operations of the division: Budget and Finance; Human Resources; Media and Communications; Planning, Innovation and Accountability; School Division Services; School Leadership; Teaching and Learning; and Technology. Each department is led by a chief administrative officer.

SCHOOL BOARD MEMBERS

Each year the School Board members appoint a chairman and vice chair from among the 11 elected members. On Nov. 20, 2007, the School Board adopted a resolution to annually compensate School Board members $12,000 each and the chairman $14,000. Residents are encouraged to attend School Board meetings and public hearings. School Board meetings are also televised on VBTV Cox Channel 47 and the current agenda and meeting minutes can be found on the school division's website.

Daniel D. "Dan" Edwards, Chairman, District 2-Kempsville



Daniel D. "Dan" Edwards was first elected to the School Board in 1998. He is serving his 15th term as School Board chairman. Edwards is the former owner of a small manufacturing company in Virginia Beach. He had a 25-year career in the U.S. Navy, serving both at sea and working ashore, largely in public finance. Edwards serves on the board of directors, as the treasurer and as the director of youth programs for the Tidewater Striders Running Club and serves as the treasurer of the Road Runners Club of America. He is a board member and treasurer for the Virginia Beach Crime Solvers and serves on the boards of the Tidewater College Access Foundation and the Virginia Beach Education Foundation (VBEF). He is also a past president of the Virginia Beach Rotary Club and president of the Kempsville Ruritan Club. He has been an active member of the VBCPS Parent Teacher Association (PTA) since 1984. Edwards earned a bachelor's degree in education from Northwestern University and holds a master's degree in business administration from the College of William & Mary. Both his children are graduates of VBCPS.

Beverly M. Anderson, Vice Chair, At-Large



Beverly M. Anderson was elected to the School Board in November 2012. She retired from VBCPS in June 2012 after a 36-year career as an elementary school teacher. Throughout Anderson's years with VBCPS, she served as: president of the Nimitz Officers' Wives Club; vice president of the Pembroke Elementary PTA; secretary, board member and faculty representative for the Virginia Beach Education Association (VBEA); board member of the Atlantic Soccer Club and board member of the Hampton Roads Sand Soccer Council. Over the years she volunteered with the PTA at Alanton and Trantwood Elementary Schools and Lynnhaven Middle School. Anderson also volunteers for Relay for Life and the Noble Women of Virginia Beach. She graduated from Concord University with a bachelor's degree in education. She and her husband, William, have two sons who graduated from VBCPS.

Sharon R. Felton, District 6-Beach



Sharon R. Felton was elected to the School Board in 2014. She is a life-long resident of the city of Virginia Beach where she attended Seatack Elementary, Virginia Beach Junior High School and First Colonial High School. She serves the community as President of the South Norfolk District Deacon's Wives' Auxiliary; Seatack Community Civic League 1st Vice President; Virginia Beach Parks and Recreation Commission Member; Virginia Beach Black Law Enforcement Pioneers Committee Member (2nd Precinct project); Virginia Beach Historic Preservation Commission Member; Outreach Coordinator for New Hope Church of God In Christ's Crusade Against Drugs and Violence; Norfolk 17 Historical Review Committee Member for Old Dominion University (ODU); and a former RSVP Volunteer for Senior Services of Southeastern Virginia. Felton earned her bachelor's degree in history from ODU and has been employed with ODU's Perry Library for more than 30 years. Her children attended VBCPS and her grandchildren are currently students in the school division.

Dorothy M. "Dottie" Holtz, At-Large



Dorothy M. "Dottie" Holtz was elected to the School Board in November 2010. Holtz retired from VBCPS in 2008 after a 30-year career, serving as a teacher and computer resource specialist at Thoroughgood Elementary. In 2002 Holtz was named Thoroughgood Elementary's teacher of the year. Prior to teaching for VBCPS, Holtz taught for eight years outside the division. Over the years she has been involved with: the Chesapeake Bay Foundation; Lynnhaven River NOW; Tidewater Arts Outreach; the Sierra Club; Virginia Organizing Project; League of Women Voters; Relay for Life and Salvation Army. Holtz is a lifetime member of the VBEA and serves on the 3rd Precinct Police Advisory Committee, Technology Hampton Roads Council and the Virginia Beach Reading Council. She holds a bachelor's degree in education from Fordham University and a master's degree in elementary education from ODU. Holtz's three children graduated from VBCPS.

Joel A. McDonald, District 3-Rose Hall



Joel A. McDonald was elected to the School Board in November 2012. From 2006 to 2012, he was employed by VBCPS as the data support specialist at Luxford Elementary. While at Luxford, he served as an active member and executive officer of the Luxford PTA, a building representative for the VBEA, and was recognized for his effectiveness and efficiency by the VBCPS superintendent. Currently, McDonald provides web design, development and communications consulting through his business, Comit Strategies. He is a 2003, and second generation, graduate of Bayside High School and an alumnus of the Cisco Networking Academy at the Advanced Technology Center (ATC). McDonald earned his associate's degree in information technology from the University of Phoenix, and his bachelor's degree in political science from ODU.

Ashley K. McLeod, At-Large



Ashley K. McLeod was appointed to the School Board in March 2010 to fill a vacant At-Large seat and re-elected in 2014. Her school volunteer work includes serving as PTA president for Old Donation Center (ODC) and vice president of programs for Plaza Middle School's PTA. She was ODC Volunteer of the Year in 2007. As a volunteer in the community, McLeod is a member of the Girl Scout Council of Colonial Coast Board of Directors, Boy Scout Unit Coordinator, past-president of Campus East Community Association and Northwest Beach Partnership, and elder at Bayside Presbyterian Church. Currently, McLeod is the communication and membership director for the Virginia Maritime Association. She owned her own consulting business from 1999 to 2008. From 2008 to 2014, she was the executive director of Norfolk Sister City Association. McLeod holds a bachelor's degree in elementary education from Indiana University. She taught on the elementary level from 1992 to 1998 in Chesapeake and in Hillsborough County Schools, Florida. McLeod is married to Gregor McLeod (USN Retired). Their son attends the International Baccalaureate (IB) program at Princess Anne High School and their daughter attends Salem High School's Performing Arts Academy.

Kimberly A. Melnyk, District 7-Princess Anne



Kimberly A. Melnyk was elected to the School Board in November 2014. She has lived in Virginia Beach for 40 years and is a product of VBCPS, having attended Old Donation Elementary School, Brandon Middle School and Green Run High School. She graduated from Longwood University with a bachelor's degree in education and taught for VBCPS at Glenwood, Strawbridge and Christopher Farms Elementary Schools. Melnyk is the past president and secretary of the Christopher Farms Home Owners Association, teaches Children's Liturgy at Holy Spirit Catholic Church and is a volunteer at her children's schools. Currently, she is employed at Premier Millwork and Lumber Company, her family owned and operated business. She and her husband, George, have three children, two of whom still attend VBCPS.

Carolyn T. Rye, District 5-Lynnhaven



Carolyn T. Rye was elected to the School Board in November 2014. She began her professional career in the business sector as a corporate trainer and group insurance management consultant for Prudential Insurance. She was employed by VBCPS from 2000 to 2014 as an intermittent substitute teacher. Rye served on the PTA Boards of Lynnhaven Middle School, Kingston Elementary School, Kemps Landing Magnet School and Ocean Lakes High School, and is a two-time PTA president. She received the PTA Distinguished Service Award. Rye is also active in the community, serving two terms on both her St. Nicholas Catholic Church Parish Council and as Schools Committee chair for the College of William & Mary's South Hampton Roads Alumni Chapter. She was founder and president of her college's Northern New Jersey Chapter and presently serves as an advisor to her sorority, Kappa Kappa Gamma. As national Fight Colorectal Cancer advocates, Rye and her daughter have lobbied Congress and raised over $100,000. She graduated with a bachelor's degree in government from the College of William & Mary. She holds a master's degree in business administration from Fairleigh Dickinson University. She and her Navy civilian attorney husband, Kenneth, are the proud parents of two VBCPS graduates.

Elizabeth E. “Betsy” Taylor, At-Large



Elizabeth E. "Betsy" Taylor was elected to the School Board in November 2012. She retired from VBCPS in February 2009 with 40 years of experience as a teacher, assistant principal, principal and assistant superintendent of elementary school education. She is a past president and secretary of the Virginia Beach Association of Elementary School Principals and the Tidewater Zone Director and board member for the Virginia Association of Elementary School Principals. A long-time participant in the PTA, Taylor received the PTA Lifetime Membership Award, the PTA Distinguished Service Award and the PTA President's Honor Award. Taylor is a certified pet therapy dog handler who visits libraries and schools with her dog, Beaufort, to emphasize the importance of reading to children. Taylor has a bachelor’s degree in elementary education from ODU and a master's degree in supervision and human relations from George Washington University. Taylor is married to Henry W. Taylor, Jr., who is retired from the United States Marine Corps.

Leonard C. Tengco, District 1-Centerville



Leonard C. Tengco was elected to the School Board in November 2012. He is a practicing attorney. Tengco is a product of VBCPS, having attended Centerville Elementary School, Brandon Middle School and Tallwood High School. He attended James Madison University where he earned a bachelor’s degree in political science and a bachelor’s degree in economics in 2004. Before earning his Juris Doctor at Michigan State University College of Law in 2007, Tengco was elected to serve as vice president of the National Asian Pacific American Law Student Association. He has served as the law clerk for the Third Judicial Circuit Court of Virginia, assistant commonwealth's attorney for the city of Portsmouth, and assistant appellate defender in Richmond. Tengco is also designated by the U.S. Green Building Council as a Leadership in Energy and Environmental Design (LEED) Accredited Professional. In 2011, Tengco was selected for class membership to the Sorensen Institute for Political Leadership at the University of Virginia's flagship Political Leaders Program. In 2012, he was recognized for significant service by the Virginia State Bar Young Lawyer's Conference for his role as chair of the Hampton Roads Minority Pre-Law Conference. Tengco remains an active leader in various community organizations throughout Hampton Roads.

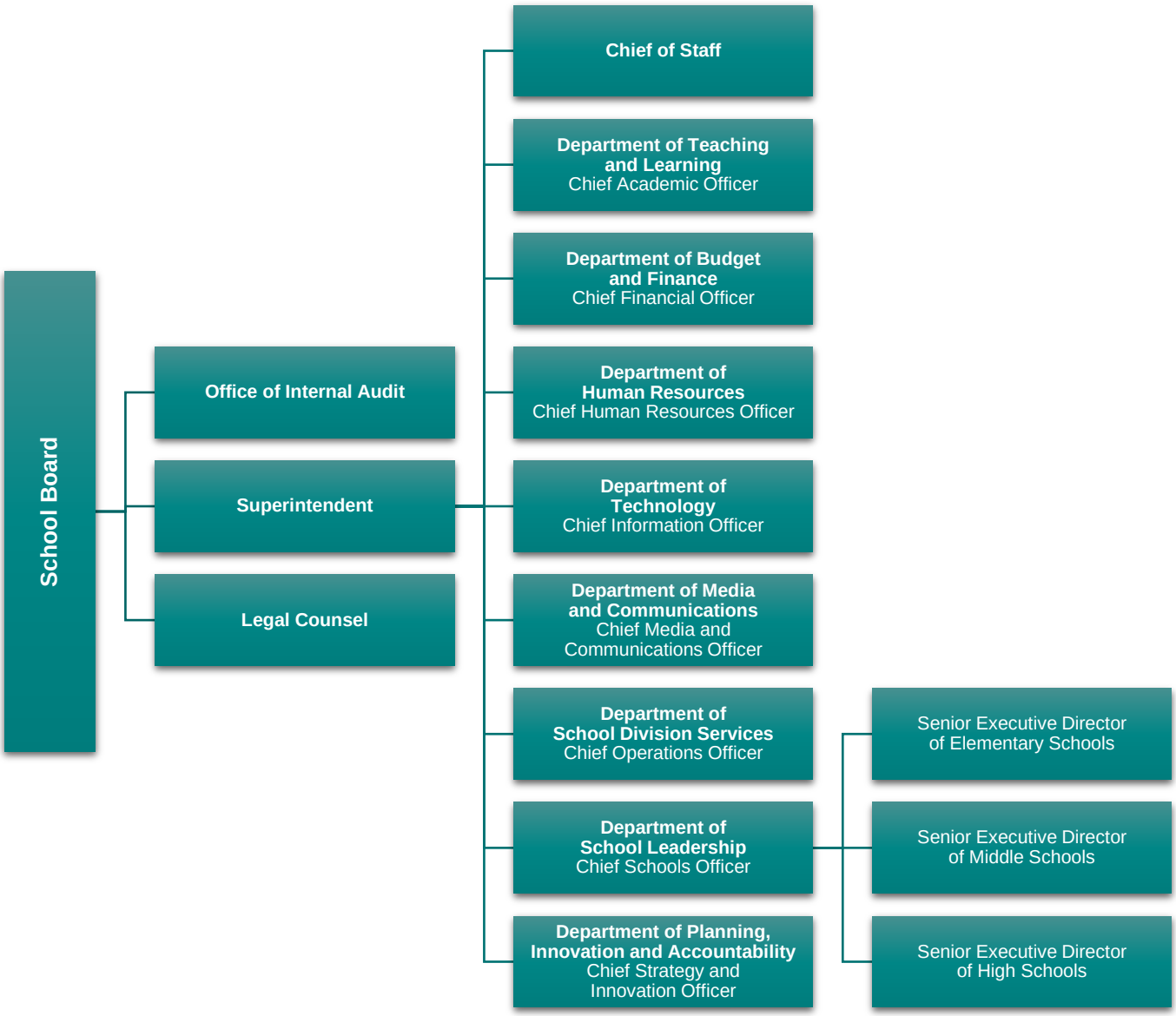
Carolyn D. Weems, District 4-Bayside



Carolyn D. Weems was first elected to the School Board in May 2002. A former tennis coach at ODU, Weems has served as a volunteer for VBCPS and the Virginia Beach community. She has held the position of Parent Teacher Student Association (PTSA) president at Bayside High School, served on numerous PTA boards and has been a member of the Planning Councils of Thoroughgood Elementary, Independence Middle and Bayside High schools. Weems has served in the capacity of youth leader, Sunday School teacher, speaker for the Fellowship of Christian Athletes and volunteer counselor for the Crisis Pregnancy Center. Weems earned a bachelor's degree in administrative management from Clemson University. She and her husband, Billy, have five children – all of whom have attended VBCPS.

ORGANIZATIONAL CHART

The division superintendent works closely with the chief of staff and departmental chiefs to oversee the day-to-day operations of the schools and central offices. The schools and programs are supported by eight operational areas or departments as illustrated in the chart below. Throughout the departments, positions are allocated both in schools and at centrally managed administrative sites to provide divisionwide support.



SUPERINTENDENT



Dr. Aaron Spence has served as Superintendent of VBCPS since June 2014. As Superintendent, he oversees the operation of 86 schools and centers (serving almost 68,000 students) as well as all administrative support functions for the school division. As has been the case throughout his 23-year career, Dr. Spence leads with his passion for both public education and for providing all students with the best possible opportunities in school.

In this same spirit, Dr. Spence has taken on leadership roles in the community, joining the boards of the Hampton Roads Chamber of Commerce (Virginia Beach division), United Way of South Hampton Roads, Opportunity, Inc., the Access College Foundation and the Public Education Foundation. Through his development of stakeholder ownership in the division's strategic plan and his efforts to establish partnerships with leading community organizations, businesses and the military, Dr. Spence is working to address the needs of all students. As a result, VBCPS has seen: a dramatic rise in pass rates among students on standardized tests; improvement in the division's graduation rate; a historic low in the drop-out rate; and a 20 percent decrease in the number of suspensions.

During his time in Virginia Beach, Dr. Spence has brought innovative initiatives and groundbreaking work to the division. He directed the creation of an Entrepreneurship and Business Academy at one of the division's 12 comprehensive high schools and led the launch of the division's Digital Learning Anchor School initiative which serves as a pilot for a divisionwide digital 1:1 technology program. Also, Dr. Spence was instrumental in forging a ground-breaking partnership with the United States Navy to create a one-of-a-kind, interactive outdoor learning experience for all 5,000 fifth-grade students in the division during the 2016 Naval Air Station (NAS) Oceana Air Show.

Dr. Spence's work in Virginia Beach has led to national acclaim. He has been asked to present at conferences for the National School Board Association and the American Association of School Administrators. In 2010, he was selected as an Emerging Leader by ASCD (formerly Association for Supervision and Curriculum Development) and invited to participate in its national leadership program. Additionally, Dr. Spence was appointed by Governor Terry McAuliffe to serve as a member on the Virginia Council on the Interstate Compact for Educational Opportunity for Military Children; he was asked to serve as the 2017 national chair for the Consortium of Large Countywide and Suburban School Districts; and he is the national vice chair for the EdLeader21 Professional Learning Community (PLC) Advisory Committee.

Dr. Spence came to VBCPS after serving as superintendent of Moore County Public Schools in North Carolina. During his tenure there, he launched a divisionwide digital learning initiative designed to put a digital device, such as a laptop or tablet, in the hands of every student and teacher. He and his staff worked strategically to improve the school district's End of Grade Proficiency Scores. They were successful on that front, moving Moore County Public Schools up 20 places in state rankings.

Before his service in Moore County, Dr. Spence was Chief High School Officer of the Houston Independent School District (HISD), the nation's seventh largest school division. He also served as Chief Academic Officer and Director of Curriculum and Instruction in Chesterfield County, Virginia, as well as principal of Deep Run High School in Henrico County, Virginia. Spence began his career in 1994 as a French and photojournalism teacher in Stafford County Public Schools.

Dr. Spence attended the University of Virginia, where he received a bachelor's degree in French studies, a master's degree in secondary education and a doctorate in educational administration and supervision. He is a proud graduate of Green Run High School in Virginia Beach.

SENIOR STAFF

The superintendent works closely with members of senior staff to provide overall leadership and direction for the school division.



Marc A. Bergin, Ed.D.
Chief of Staff



Amy E. Cashwell, Ed.D.
Chief Academic Officer



Eileen M. Cox
Chief Media and Communications Officer



Farrell E. Hanzaker
Chief Financial Officer



Dale R. Holt
Chief Operations Officer



Ramesh K. Kapoor
Chief Information Officer



John A. Mirra
Chief Human Resources Officer



Donald E. Robertson, Jr., Ph.D.
Chief Strategy and Innovation Officer



Rashard J. Wright
Chief Schools Officer



DEPARTMENTAL SUMMARIES

OFFICE OF THE SUPERINTENDENT

Superintendent: Aaron C. Spence, Ed.D.



The superintendent, as chief executive officer for the School Board, performs the functions and duties prescribed in the regulations of the VBOE and all other applicable statutes. The superintendent is responsible for the management of the school division in accordance with policies adopted by the School Board and provides administrative leadership including oversight of the instructional program, selection and assignment of personnel, school-community relations, and the business and operational affairs of the division. The superintendent advises the School Board on division matters including programs and practices. The superintendent maintains open channels of communication with all employees and the community for the improvement and welfare of the school division.

Budget Detail Comparison

	FY 2015/16 Budget	FY 2016/17 Approved	Variance
Fund 115 - School Operating Fund			
Board, Legal and Governmental Services	1,008,899	1,137,020	128,121
Internal Audit	438,247	443,960	5,713
Office of the Superintendent	1,105,218	1,046,319	(58,899)
Total Budget	**2,552,364**	**2,627,299**	**74,935**

Goals

- Provide leadership for the continued implementation of the division's strategic plan
- Provide direction and leadership for the division's continued success with Standards of Learning (SOL) and Standards of Accreditation
- Continue to maintain fiscal integrity over the school division budget
- Provide leadership in the execution of School Board goals

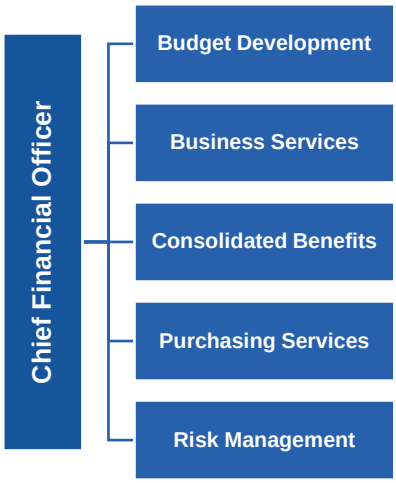
OFFICE OF THE CHIEF OF STAFF

Chief of Staff: Marc A. Bergin, Ed.D.

The chief of staff is responsible for general staff administration under the direction of the superintendent. As a senior leader, the chief of staff provides administrative oversight for school division operations; helps guide implementation of the *Compass to 2020* strategic plan; and supports organizational development, leadership development, succession planning and staffing priorities. The chief of staff serves as a liaison with departments throughout the division and outside organizations. In support of student achievement, the chief of staff is responsible for ensuring the smooth and efficient administrative operation of the Office of the Superintendent.

DEPARTMENT OF BUDGET AND FINANCE

Chief Financial Officer: Farrell E. Hanzaker



The Department of Budget and Finance provides overall fiscal management for the school division. The functions of this department include budget development, financial management and reporting, Impact Aid data collection and reporting, accounting, accounts payable, payroll, employee benefits, risk management, and purchasing. The department provides information and services to various groups including employees, School Board members, school and city staffs, citizens, government agencies, private organizations and others. Based on recommendations from an internal audit conducted in March 2016, VBCPS risk management functions and assigned staff will shift to the Department of Budget and Finance effective July 1, 2016.

Budgeted Positions Comparison

	FY 2015/16	FY 2016/17	Variance
Funding Source			
School Operating	71.50	73.50	2.00
Internal Service Funds	11.50	12.50	1.00
Total Budgeted Positions	**83.00**	**86.00**	**3.00**

Budget Detail Comparison

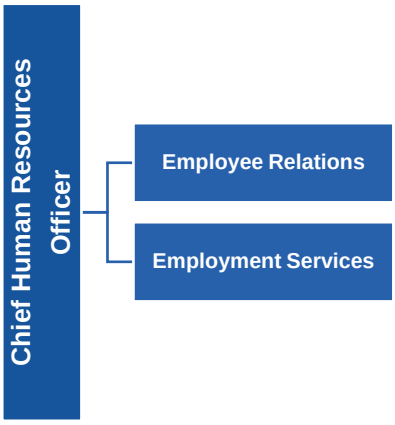
	FY 2015/16 Budget	FY 2016/17 Approved	Variance
Fund 115 - School Operating Fund			
Benefits	2,036,634	2,197,483	160,849
Budget & Finance	4,501,600	5,159,780	658,180
Purchasing Services	1,051,898	1,119,917	68,019
	7,590,132	**8,477,180**	**887,048**
Fund 116 - Categorical Grants			
Reserve For Contingency - State	2,700,000	2,700,000	-
Reserve For Contingency - Federal	4,500,000	4,500,000	-
	7,200,000	**7,200,000**	**-**
Other Funds			
Fund 107, Equipment Replacement	1,106,301	1,106,301	-
Fund 109, Vending Operations	220,289	229,702	9,413
	1,326,590	**1,336,003**	**9,413**
Total Budget	**16,116,722**	**17,013,183**	**896,461**

Goals

- Manage the procurement of essential goods and services by developing and maintaining the most efficient, cost-effective processes
- Submit applications for the Government Finance Officers Association and Association of School Business Officials Certificates of Excellence in Financial Reporting
- Develop a balanced budget annually and monitor expenditures/revenues throughout the fiscal year (FY)
- Strive to increase efficiency and effectiveness through automation, electronic commerce, improved training and process improvement
- Reduce the amount of effort required to procure and pay for needed goods and services
- Execute a competitive benefits package to attract new employees and retain over 15,000 current benefit eligible city and school employees
- Utilize data to understand health issues and enhance the city and schools wellness program in an effort to keep employees and retirees healthy and ultimately reduce or maintain claims costs
- Assure adherence to financial policies and procedures via the Business Manual for Schools and Central Offices
- Adhere to and oversee local, state and federal grant funded programs

DEPARTMENT OF HUMAN RESOURCES

Chief Human Resources Officer: John A. Mirra



The Department of Human Resources is responsible for recruitment and staffing, employee relations and recognition, employee evaluation and assessment, and professional development. The mission of the Department of Human Resources is to partner with the division administration by providing quality comprehensive human resource services and information which will result in the efficient, effective and rewarding deployment of the division's most valuable asset, its employees. Additionally, the department is committed to continuing the progression toward hiring and retaining a staff that reflects the diversity of the student population.

Budgeted Positions Comparison

	FY 2015/16	FY 2016/17	Variance
Funding Source			
School Operating	46.30	44.30	(2.00)
Total Budgeted Positions	**46.30**	**44.30**	**(2.00)**

Budget Detail Comparison

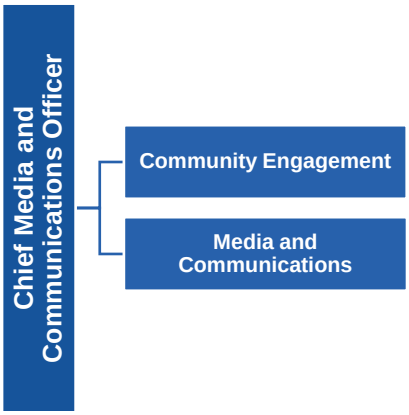
	FY 2015/16 Budget	FY 2016/17 Approved	Variance
Fund 115 - School Operating Fund			
Human Resources	5,434,462	5,414,138	(20,324)
Total Budget	**5,434,462**	**5,414,138**	**(20,324)**

Goals

- Implement employee retention strategies
- Further diversify teaching staff through continued recruiting efforts
- Continue to improve the quality of customer service for our employees and applicants
- Implement initiatives to improve staff attendance
- Research and provide to all schools "highly qualified" data on all teachers
- Expand the usage of the Applicant Tracking System

DEPARTMENT OF MEDIA AND COMMUNICATIONS

Chief Media and Communications Officer: Eileen M. Cox



The Department of Media and Communications serves as an advocate to strengthen involvement with the public by communicating and supporting the goals of the Virginia Beach school division. Media and Communications personnel work in tandem to fulfill the department's mission while at the same time take on the responsibility for specific duties, projects, publications, crisis communications, and media relations, both internally in the school division and externally in the community at large. In addition, the department offers consulting and marketing services on an as-needed basis. The department also has oversite of the Office of Community Engagement which includes partnerships, volunteers and the Virginia Beach Education Foundation.

Budgeted Positions Comparison

	FY 2015/16	FY 2016/17	Variance
Funding Source			
School Operating	15.00	18.00	3.00
Total Budgeted Positions	**15.00**	**18.00**	**3.00**

Budget Detail Comparison

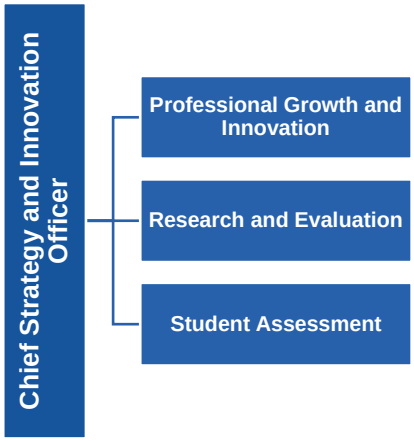
	FY 2015/16 Budget	FY 2016/17 Approved	Variance
Fund 115 - School Operating Fund			
Media and Communications	1,885,894	2,180,016	294,122
Total Budget	**1,885,894**	**2,180,016**	**294,122**

Goals

- Generate, maintain and expand community involvement
- Publicize and promote the goals, programs, services and activities of the school system
- Provide consultation and training in communications and community involvement
- Identify strategic issues and manage crisis situations
- Execute or obtain the research necessary to implement effective communications and community initiatives and evaluate those activities

DEPARTMENT OF PLANNING, INNOVATION AND ACCOUNTABILITY

Chief Strategy and Innovation Officer: Donald E. Robertson, Jr., Ph.D.



The mission of the Department of Planning, Innovation and Accountability is to provide leadership and support to champion the work of *Compass to 2020* through high quality professional learning for all staff, the provision of resources related to test administration and data use, and the evaluation of programs, services and initiatives. Offices within the department include the Office of Professional Growth and Innovation, the Office of Research and Evaluation and the Office of Student Assessment.

Budgeted Positions Comparison

	FY 2015/16	FY 2016/17	Variance
Funding Source			
School Operating	31.50	31.00	(0.50)
Total Budgeted Positions	**31.50**	**31.00**	**(0.50)**

Budget Detail Comparison

	FY 2015/16 Budget	FY 2016/17 Approved	Variance
Fund 115 - School Operating Fund			
Instructional Professional Growth and Innovation	1,371,524	1,253,071	(118,453)
Planning, Innovation and Accountability	3,098,002	2,818,575	(279,427)
Professional Growth and Innovation	686,467	984,738	298,271
	5,155,993	**5,056,384**	**(99,609)**
Fund 116 - Categorical Grants			
Career Switcher Program Mentor Reimbursement	11,000	11,000	-
National Board Teacher Stipends	352,500	352,500	-
New Teacher Mentor Program	38,401	38,401	-
	401,901	**401,901**	**-**
Total Budget	**5,557,894**	**5,458,285**	**(99,609)**

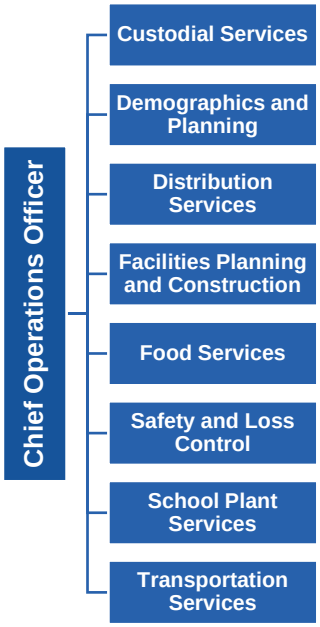
Goals

- Provide resources and differentiated training in test administration and the effective use of data
- Collect and communicate information pertaining to the characteristics and performance of schools, programs and the division using a variety of methods
- Collaborate with stakeholders to identify and evaluate innovative strategies and solutions that help drive continuous improvement across the school division and utilize resources effectively

- Conduct evaluations of school division programs, services and initiatives and communicate results to appropriate stakeholders to facilitate data-driven decision-making and continuous improvement
- Provide leadership and support for the planning, implementation and overall coordination of all aspects of the school division's strategic plan and the school improvement process

DEPARTMENT OF SCHOOL DIVISION SERVICES

Chief Operations Officer: Dale R. Holt



The Department of School Division Services is the operational arm of VBCPS with responsibility for facilities planning and construction; facilities management and maintenance; food services; pupil transportation; distribution services; custodial services; safety and loss control; school rentals; and similar activities. The department is staffed by more than 2,500 employees whose objective is to provide an optimum learning environment to approximately 68,000 students attending 86 schools and centers in the division. The mission of the department is to provide excellent educational facilities that are safe, clean, well maintained and free from health hazards; to ensure that students are served nutritious and affordable meals; and to transport students to and from school in a safe and efficient manner.

Budgeted Positions Comparison

	FY 2015/16	FY 2016/17	Variance
Funding Source			
School Operating	1,832.63	1,843.63	11.00
Other Funds	491	491	-
Total Budgeted Positions	**2,323.52**	**2,334.52**	**11.00**

Budget Detail Comparison

	FY 2015/16 Budget	FY 2016/17 Approved	Variance
Fund 115 - School Operating Fund			
Custodial Services	29,402,565	28,230,000	(1,172,565)
Distribution Services	1,677,384	1,742,655	65,271
Facilities Planning and Construction	813,221	889,864	76,643
Grounds Services	3,884,352	4,167,908	283,556
Management	2,268,817	2,414,657	145,840
Monitoring Services	2,858,499	2,878,172	19,673
Safety and Loss Control	7,360,030	6,941,710	(418,320)
School Plant	44,443,289	45,407,710	964,421
Vehicle Maintenance	3,127,775	3,217,038	89,263
Vehicle Operations	18,082,855	21,201,482	3,118,627
Vehicle Operations - Special Education	5,237,355	5,194,458	(42,897)
Vehicle Services	1,044,558	1,140,522	95,964
	120,200,700	**123,426,176**	**3,225,476**
Other Funds			
Fund 114, Cafeterias	30,227,350	30,742,626	515,276
	30,227,350	**30,742,626**	**515,276**
Total Budget	**150,428,050**	**154,168,802**	**3,740,752**

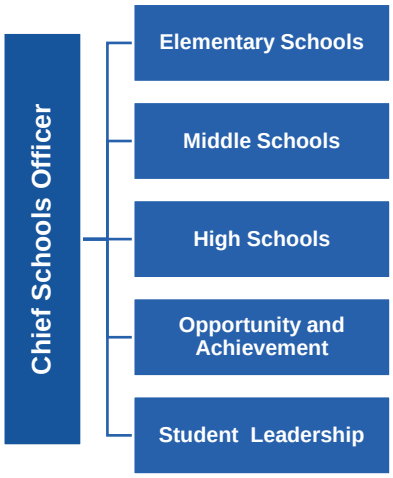
Goals

- Provide safe, efficient, reliable and courteous transportation to all of our valued customers
- Develop and implement safe, efficient and economical bus routes and obtain vehicle capacity at peak periods
- Recruit and train school bus drivers and assistants to meet the transportation needs of students

- Provide a safe and programmatically sound environment for all students of VBCPS
- Reduce average division food costs
- Develop a comprehensive database of all pertinent building data and a preventative maintenance program
- Increase employee awareness of emergency procedures and expand training opportunities for all employees
- Expand School Plant Services' management of small Capital Improvement Program (CIP) projects
- Implement a comprehensive energy management program and continue to improve the efficiency of facility operations and support services

DEPARTMENT OF SCHOOL LEADERSHIP

Chief Schools Officer: Rashard J. Wright



The Department of School Leadership provides oversight and staff development for administrative offices and principals of all schools and centers. The mission of the department, as the voice of the schools, is to provide world-class leadership, professional development, support, guidance and resources necessary to achieve world-class excellence.

Budgeted Positions Comparison

	FY 2015/16	FY 2016/17	Variance
Funding Source			
Green Run Collegiate	32.90	39.30	6.40
School Operating	4,612.45	4,633.15	20.70
Categorical Grants	17.00	18.20	1.20
Total Budgeted Positions	**4,662.35**	**4,690.65**	**28.30**

Budget Detail Comparison

	FY 2015/16 Budget	FY 2016/17 Approved	Variance
Fund 115 - School Operating Fund			
Alternative Education	1,561,786	1,590,974	29,188
Alternative Education-Renaissance Academy	6,834,209	6,621,170	(213,039)
Elementary Classroom	142,391,805	143,733,027	1,341,222
General Adult Education	1,915,817	2,004,297	88,480
Health Services	7,342,324	7,559,261	216,937
Homebound Services	448,939	450,748	1,809
Middle School Classroom	58,169,678	59,457,050	1,287,372
Office of the Principal-Elementary School	25,550,926	25,162,648	(388,278)
Office of the Principal-Senior High	11,137,727	11,692,345	554,618
Office of the Principal-Middle School	9,963,941	10,496,130	532,189
Opportunity and Achievement	77,279	94,515	17,236
School Leadership	1,834,826	1,762,805	(72,021)
Senior High Classroom	72,612,669	75,727,133	3,114,464
Student Activities	7,585,005	7,702,781	117,776
Student Leadership	1,374,569	1,407,180	32,611
	348,801,500	**355,462,064**	**6,660,564**
Fund 116 - Categorical Grants			
Adult Basic Education	415,113	356,545	(58,568)
General Adult Education	34,586	34,586	-
ISAEP	62,869	62,869	-
Juvenile Detention Home	730,996	746,224	15,228
MYCAA - ALC Courses	5,000	5,000	-
MYCAA - LPN Program	10,000	10,000	-

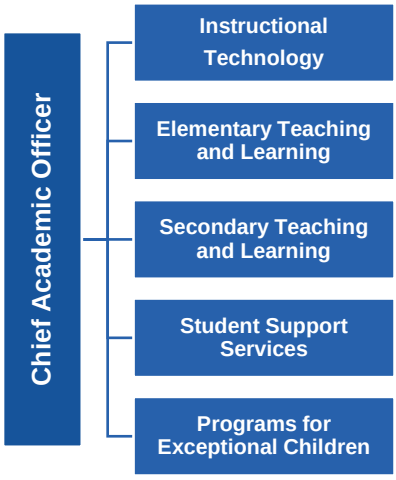
	FY 2015/16 Budget	FY 2016/17 Approved	Variance
Fund 116 - Categorical Grants			
Opportunity Inc. - Adult Learning Center	101,792	102,857	1,065
Race to GED	64,188	64,188	-
Title I, Part D - Subpart 1	5,000	25,800	20,800
Title I, Part D - Subpart 2	410,214	342,818	(67,396)
	1,839,758	**1,750,887**	**(88,871)**
Other Funds			
Fund 104, Green Run Collegiate Charter School	2,885,023	3,686,686	801,663
Fund 119, Athletics	4,922,642	4,922,642	-
	7,807,665	**8,609,328**	**801,663**
Total Budget	**358,448,923**	**365,822,279**	**7,373,356**

Goals

- All students will achieve academic success
  - All schools will achieve full accreditation by state standards
  - All schools will make and exceed adequate yearly progress
  - The majority of students will attain pass advanced on state SOL tests
  - Students will score in the 90th percentile on national tests
  - Businesses and colleges will rate Virginia Beach graduates as well-prepared
  - There will be no students retained and student drop-outs will be eliminated
  - VBCPS students will rank at the top of the state school divisions in the number of academic achievement distinctions on high school diplomas
  - Increased numbers of VBCPS students will be recognized as Gates Millennium Scholars
  - Advanced Placement scores will exceed state and national averages
  - Students taking International Baccalaureate (IB) tests will score in the top ten percent internationally
  - VBCPS students will be accepted to prestigious universities and colleges
- All staff will be well-trained and highly qualified
  - 100 percent of teachers and teacher assistants will be highly qualified
  - There will be ongoing opportunities for differentiated staff development opportunities for teachers, teacher assistants, administrators and potential administrators
- All school sites will be 100 percent safe, healthy, and free from disruptions
  - The discipline referral rate will be reduced and there will be zero expulsions
  - All schools will comply with risk-management standards

DEPARTMENT OF TEACHING AND LEARNING

Chief Academic Officer: Amy E. Cashwell, Ed.D.



The mission of the Department of Teaching and Learning is to provide a comprehensive continuum of rigorous, authentic curricula and assessments while supporting differentiated instruction focused on equity and excellence for 21st century learners.

Budgeted Positions Comparison

	FY 2015/16	FY 2016/17	Variance
Funding Source			
School Operating	2,307.15	2,351.85	44.70
Categorical Grants	461.50	491.00	29.50
Other Funds	1.50	1.50	-
Total Budgeted Positions	**2,770.15**	**2,844.35**	**74.20**

Budget Detail Comparison

	FY 2015/16 Budget	FY 2016/17 Approved	Variance
Fund 115 - School Operating Fund			
Audiological Services	442,932	459,307	16,375
Gifted Education and Academy Programs Support	2,225,026	2,308,655	83,629
Gifted Education and Academy Programs	13,800,015	13,988,218	188,203
Guidance Services	16,185,337	16,882,269	696,932
Instructional Technology	10,143,169	11,346,826	1,203,657
Media Services Support	13,406,962	13,590,507	183,545
Office of the Principal-TCE	641,604	648,746	7,142
Psychological Services	3,597,093	4,150,656	553,563
Remedial Education	7,592,978	7,581,274	(11,704)
Social Work Services	3,220,675	3,762,399	541,724
Special Education	87,973,615	91,697,259	3,723,644
Special Education Support	3,046,031	3,596,445	550,414
Summer School	2,009,257	2,009,257	-
Teaching and Learning Support	14,050,873	17,927,381	3,876,508
Technical and Career Education	18,172,946	18,091,925	(81,021)
Technical and Career Education Support	931,011	977,006	45,995
	197,439,524	**209,018,130**	**11,578,606**
Fund 116 - Categorical Grants			
Advanced Placement Fee Program	57,180	66,497	9,317
Algebra Readiness Initiative	868,082	986,209	118,127
Career and Technical Education State Equipment	88,427	90,813	2,386
Carl D. Perkins Vocational and Technical Education Act	873,706	813,627	(60,079)
DNA Building Blocks for Middle School Science	38,749	-	(38,749)
DoDEA MCASP Operation Pride	1,272,700	609,347	(663,353)
DoDEA MCASP	244,139	-	(244,139)
DoDEA SFLEP	61,015	-	(61,015)
DoDEA Special Education	356,153	436,135	79,982
Dual Enrollment - TCC	275,918	275,918	-
Early Intervention Reading Initiative (PALS)	1,296,817	1,299,549	2,732
Industry Certification Examinations	78,176	80,333	2,157
Jail Education Program	236,551	176,950	(59,601)
McKinney-Vento Homeless Assistance Act	105,001	164,464	59,463
MTSS-B	-	340,043	340,043
Opportunity Inc. - STEM	220,492	381,264	160,772
Preschool Incentive	657,812	569,465	(88,347)
Startalk	89,289	143,331	54,042
Title I, Part A	13,893,969	14,210,314	316,345
Title II, Part A	2,551,332	2,314,565	(236,767)
Title III, Part A - Immigrant and Youth	45,993	54,694	8,701
Title III, Part A - Language Acquisition	197,415	181,920	(15,495)
Title IV, Part B 21st CCLC - GRC	273,988	196,736	(77,252)
Title IV, Part B 21st CCLC - Williams ES	68,772	-	(68,772)
Title VI, Part B (IDEA)	15,558,825	14,272,913	(1,285,912)
VA Initiative for At-Risk Four-Year Olds	4,224,000	4,438,411	214,411
Virginia Middle School Teacher Corps	35,000	25,000	(10,000)
Workplace Readiness	-	18,623	18,623
	43,669,501	**42,147,121**	**(1,522,380)**
Other Funds			
Fund 117, Textbooks	9,094,147	9,182,874	88,727
	9,094,147	**9,182,874**	**88,727**
Total Budget	**250,203,172**	**260,348,125**	**10,144,953**

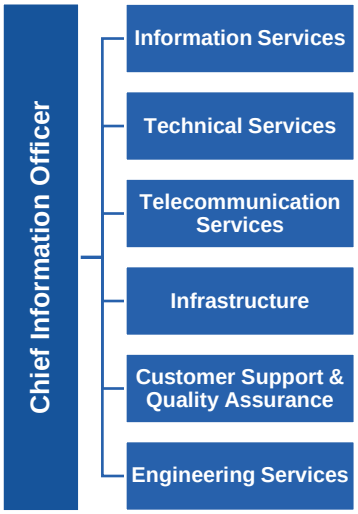
Goals

- Provide enrichment programs that are an integral part of the division's total program to increase student achievement

- Develop curriculum which helps ensure that all students succeed as 21st century learners, workers and citizens
- Build the capacity of teachers and administrators in order to provide and support quality instruction that leads to successful academic performance as measured by the outcomes for student success
- Include exemplary teacher-created learning plans and performance assessments in curriculum resources in all content areas
- Oversee the development and execution of federal, state and local grants awarded to the division
- Increase college scholarship awards
- Increase the number of students continuing their post-secondary education
- Increase student technical/career completers who are prepared to enter the workforce
- Improve strategies that will promote on-time graduation rates
- Improve strategies to reduce the division's dropout rate
- Increase collaboration of academic and technical and career education (TCE) teachers to promote relevance of academic studies as related to career opportunities
- Expand industry-certified programs for TCE
- Update existing curriculum and develop curriculum to include new courses
- Improve educational opportunities through the refinement of academy academic programs
- Provide a systematic identification process that reflects the delivery of services
- Provide continuous professional development for all instructional staff on the identification and education of gifted students
- Provide staff development opportunities to remain current with laws, trends and topics in special education
- Strengthen communication with schools, parents and offices throughout the division
- Ensure appropriate identification of students with disabilities
- Continue to close the achievement gap for students with disabilities by demonstrating gains so that at least 10 percent more students with disabilities (proportionately from year-to-year) will receive passing scores for at least one of the appropriate SOL administrations
- Continue to make gains in the number of State Performance Plan Indicators for which VBCPS is fully in compliance (i.e., meets the state determined standards)
- Improve educational opportunities through the refinement of gifted, academy and advanced academic programs
- Improve marketing and recruitment methods to increase participation of underrepresented populations in gifted programs

DEPARTMENT OF TECHNOLOGY

Chief Information Officer: Ramesh K. Kapoor



The mission of the Department of Technology is to advocate for and enable the integration of technology and information resources in curriculum, instruction, assessment and administrative functions. The vision of the department is to ensure VBCPS students are technologically skilled, globally connected and prepared to thrive in our highly competitive digital world.

Budgeted Positions Comparison

	FY 2015/16	FY 2016/17	Variance
Funding Source			
School Operating	81.00	85.00	4.00
Total Budgeted Positions	**81.00**	**85.00**	**4.00**

Budget Detail Comparison

	FY 2015/16 Budget	FY 2016/17 Approved	Variance
Fund 115 - School Operating Fund			
Office of Technology	943,239	821,909	(121,330)
Telecommunications	1,075,450	1,000,107	(75,343)
Technology Maintenance	10,571,706	11,445,396	873,690
	12,590,395	**13,267,412**	**677,017**
Fund 116 - Categorical Grants			
Technology Initiative	3,490,394	2,813,300	(677,094)
VA e-Learning Backpack Initiative, Bayside High School	267,696	268,240	544
VA e-Learning Backpack Initiative, Green Run High School	212,784	227,920	15,136
VA e-Learning Backpack Initiative, Kempsville High School	205,920	214,480	8,560
	4,176,794	**3,523,940**	**(652,854)**
Other Funds			
Fund 108, Instructional Technology	106,000	53,678	(52,322)
Fund 112, Communication Towers Technology	600,000	600,000	-
	706,000	**653,678**	**(52,322)**
Total Budget	**17,473,189**	**17,445,030**	**(28,159)**

Goals

- Build a 24x7 learning environment including pursuing opportunities for providing internet access for students at home through partnerships with the city and independent service providers
- Support innovative instructional practices leveraging technology
- Collaborate with all stakeholders to support multiple pathways to learning
- Enhance and support the technology infrastructure to meet instructional and administrative needs
- Guide the acquisition and deployment of new and replacement computers, copiers and other devices
- Continually upgrade the network and telecommunications infrastructure to ensure security and high availability
- Ensure data security and safe access to the internet in compliance with the law
- Guide and support efforts associated with development and deployment of learning platforms; enterprise data systems; unique applications for departments and the division; mobile apps; productivity and collaboration tools and applications; and business process re-engineering for process automation
- Provide data analysis in support of data-driven decision-making
- Coordinate the collection and verification of student data to meet local, state and federal reporting requirements
- Build staff capacity to support VBCPS technology vision and goals
- Conduct strengths and skills gap analysis to improve individual and team performance
- Include professional growth objectives in annual evaluation process for all staff
- Train, guide, monitor and support the work of the technology support technicians

SUMMARY OF ALL DEPARTMENT BUDGETS BY FUNDING SOURCE

Departments	Superintendent	Budget and Finance	Human Resources	Media and Communications	Planning, Innovation and Accountability	School Division Services	School Leadership	Teaching and Learning	Technology	Total
School Operating	2,627,299	8,477,180	5,414,138	2,180,016	5,056,384	123,426,176	355,462,064	209,018,130	13,267,412	724,928,799
Green Run Collegiate	-	-	-	-	-	-	3,686,686	-	-	3,686,686
Athletics	-	-	-	-	-	-	4,922,642	-	-	4,922,642
Cafeterias	-	-	-	-	-	30,742,626	-	-	-	30,742,626
Categorical Grants	-	7,200,000	-	-	401,901	-	2,090,930	41,807,078	3,523,940	55,023,849
Communication Towers Technology	-	-	-	-	-	-	-	-	600,000	600,000
Equipment Replacement	-	1,106,301	-	-	-	-	-	-	-	1,106,301
Instructional Technology	-	-	-	-	-	-	-	-	53,678	53,678
Textbooks	-	-	-	-	-	-	-	9,182,874	-	9,182,874
Vending Operations	-	229,702	-	-	-	-	-	-	-	229,702
Total	**2,627,299**	**17,013,183**	**5,414,138**	**2,180,016**	**5,458,285**	**154,168,802**	**366,162,322**	**260,008,082**	**17,445,030**	**830,477,157**

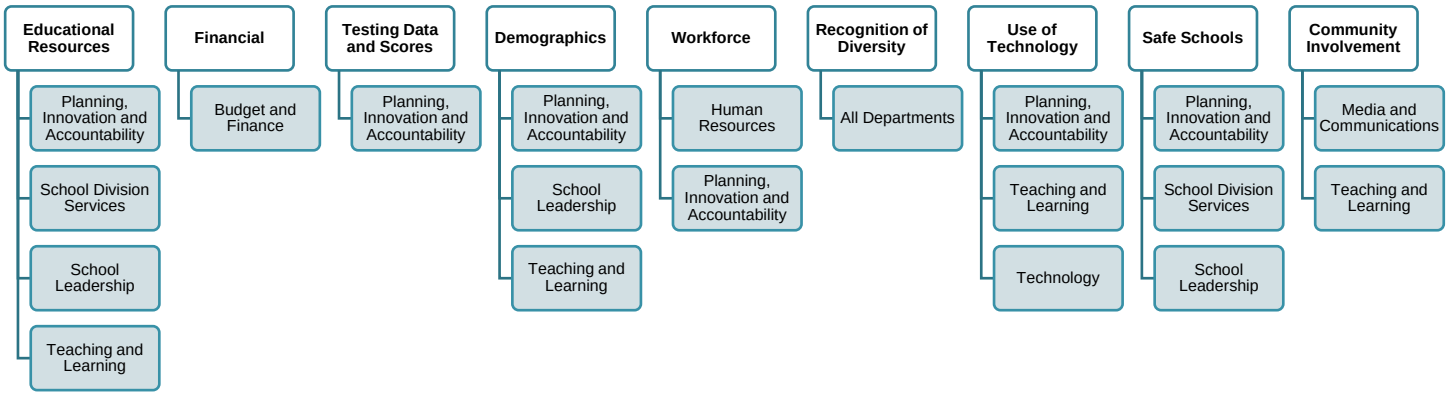
SELECTED MEASURES OF SCHOOL FUNDING AND PERFORMANCE

	2011/12	2012/13	2013/14	2014/15	2015/16
Educational Resources					
Student Enrollment (as of September 30)	69,282	68,408	68,647	68,210	67,927
Elementary School Pupil-Teacher Ratios (excluding resource teachers)	22:01	21:01	20:01	19:01	20:01
Secondary School Average Class Size	23.4	24	23	23.1	23.8
Number of Portables (overall)	249	236	232	207	147
Number of Temporary Allocated Portables Due to Construction	12	0	0	0	0
Percentage of Students Receiving Special Education Services (September 30: K to 12 Serving Count)	10.60%	10.20%	10.20%	10.00%	10.00%
Percentage of Students Receiving Special Education Services (December 1: Pre-K to 12 Responsible Count)	12.20%	11.80%	11.30%	11.30%	11.20%
Percentage of Gifted Program Student Membership	11.80%	11.70%	12.00%	12.00%	12.60%
Financial					
Per Pupil Expenditure (total)	$10,876	$10,832	$10,825	$11,149	$11,172
Per Pupil Expenditure (local)	$5,172	$5,237	$5,277	$5,392	$5,444
Percentage of General Fund Expenditures by Category					
Instruction	72.70%	75.00%	75.10%	75.80%	75.40%
Administration, Attendance and Health	2.90%	3.00%	3.00%	3.10%	3.20%
Pupil Transportation	4.50%	4.60%	4.70%	4.30%	4.40%
Operations and Maintenance	13.40%	12.60%	12.70%	12.40%	12.30%
Technology	6.00%	4.40%	3.90%	4.00%	4.20%
Transfers	0.50%	0.40%	0.60%	0.40%	0.50%
Federally Connected Students	29.72%	29.14%	27.43%	27.13%	-
Testing Data and Scores					
ACT Composite Scores	22.1	21.9	21.9	22.2	22.8
Advanced Placement Scores (Percent of exams with scores 3 or higher)	59.00%	59.00%	59.00%	58.00%	58.00%
SAT Test Takers	3,122	3,110	3,110	3,156	2,875
Standards of Learning Pass Rate (All Grades)					
Reading	92.09%	77.98%	79.69%	78.70%	84.68%
Writing	91.20%	78.31%	75.36%	75.40%	80.56%
Math	66.94%	72.45%	77.37%	77.40%	85.07%
Science	92.58%	83.49%	82.06%	82.10%	87.36%
History & Social Science	85.50%	85.27%	85.32%	85.30%	87.50%
Demographics					
Attendance Rates	96.00%	95.60%	95.50%	95.70%	95.30%
Graduation Rate	86.80%	88.00%	88.50%	89.80%	91.30%
Promotion Rate	97.00%	98.20%	98.20%	98.50%	98.60%
% High School Graduates Continuing Education	83.40%	85.90%	86.10%	85.70%	-
Dropout Rate	0.98%	1.00%	1.05%	1.24%	-
Cohort Dropout Rate	5.62%	4.89%	4.81%	5.27%	4.67%
Work Force					
Average Salary for Principals	$87,953	$89,420	$95,502	$98,787	$101,678
Average Salary for Assistant Principals	$70,984	$71,188	$71,832	$74,852	$76,142
Average Salary for Teaching Positions	$53,172	$54,839	$56,018	$56,096	$54,342
Percentage of Core Courses Taught by Highly Qualified Teachers	98.78%	99.60%	99.79%	99.34%	99.68%
Percentage of Highly Qualified Teacher Assistants	82.91%	82.44%	82.69%	83.30%	83.50%
Number of Professional Development Courses Offered	2,826	3,400	3,167	3,036	2,946
Average Years of Teaching Experience	15.2	14.9	14.9	14.7	14.8
Percentage of Teachers With Graduate Degrees	52.00%	53.00%	53.00%	54.00%	54.00%
Number of Teachers With National Board Certification	101	114	135	143	143
Number of Teachers With the Division Designation of Career Teacher	1,376	1,327	1,276	1,169	1,214

	2011/12	2012/13	2013/14	2014/15	2015/16
Recognition of Diversity					
Percentage of Minority Staff (overall)	24.91%	25.23%	25.97%	26.29%	26.57%
Percentage of Minority Instructional Staff	14.91%	14.96%	15.52%	15.75%	16.05%
Number of Student Diversity Ambassadors	192	286	364	290	259
Number of Faculty Diversity Advisors	71	80	118	103	112
Percentage of Employees Completing Online Diversity Awareness Training (full- and part-time)	98.00%	96.00%	98.80%	97.00%	***
Use of Technology					
Ratio of Students to Instructional Computers	1.4:1	1.3:1	1.3:1	0.9:1*	0.9:1
Number of Distance Learning Classes (being sent)	106	96	106	107	98
Number of Online Courses Taken by Students	978	960	1,092	1,220	1,444
Standards of Learning Subject Area Tests Administered Online	31	34	34	29	29
Safe Schools					
Number of Persistently Dangerous Schools	0	0	0	0	0
Dollars Spent on Security Infrastructure	$1,446,173	$1,642,535	$957,955	$1,047,203	$904,441
Number of School Security Assistants/Night Security	205	211	206	208	208.5
Number of School Resource Officers	29	29	27	28	27
Percentage of Students, Teachers, Building Administrators and Parents Indicating That Schools Are a Safe and Orderly Place to Learn	-	89.00%	-	87.50%	-
Percentage of Students Referred for Discipline Infractions	19.80%	17.70%	17.50%	16.20%	15.10%
Number of OSHA Incidents Per 100 VBCPS Employees	3.2	2.6	2.4	2.6	2.5
Workers' Compensation Costs**	$1,268,594	$1,321,595	$1,014,566	$366,248	$939,347
Number of Student Safety Incidents	586	537	472	332	410
Number of Vehicle Crashes Per 100 Vehicles in Service	18.3	18.2	14.5	19.8	15.2
Community Involvement					
PTA/PTSA Membership/Percent of Student Enrollment	35,828	33,838	30,479	31,431	28,249
PTA/PTSA Membership (Percent of Student Enrollment)	51.70%	49.50%	44.40%	46.10%	41.60%
Number of Volunteers in Education	24,918	26,769	22,164	23,284	23,770
Partners in Education	1,871	2,014	2,031	2,014	2,069
Schoolwide and Teacher Grants Awarded by Virginia Beach Education Foundation	$100,000	$75,000	$70,000	$98,000	$100,000
Scholarships Awarded by Virginia Beach Education Foundation	$29,200	$17,000	$16,400	$17,500	$19,100
Number of ACCESS Scholarships Granted	218	231	234	282	251
Dollar Value of ACCESS Scholarships	$157,089	$495,225	$213,211	$314,000	$313,750

Notes: - Information not available.
* Denotes a change in methodology in calculating the ratio of students to instructional computers; the calculation now includes tables.
** Workers' compensation costs are updated when claims are closed. Dollar amounts can change over time due to claims closing with a lower or higher cost than estimated.
***Denotes a change in reporting methodology for the diversity training percentages which will be reported every three years starting in 2017-2018.
Source: VBCPS Department of Planning, Innovation and Accountability

Departmental Responsibilities by Performance Measure



SCHOOLS AND CENTERS

With 55 elementary schools, 15 middle schools, 11 high schools, one charter school and a number of secondary/post-secondary specialty centers, VBCPS is the largest school division in the region. In terms of the number of students enrolled, VBCPS is ranked No. 4 in the state of Virginia and No. 40 in the United States. In addition to core instructional programs at each of the 86 schools and centers, VBCPS provides a variety of unique programs at individual schools to meet the needs of students. A listing of schools and centers by grade level follows. This list includes addresses and phone numbers for all schools and centers.

ELEMENTARY SCHOOLS

Location	Address	Phone
Alanton Elementary	1441 Stephens Road	757.648.2000
Arrowhead Elementary	5549 Susquehanna Drive	757.648.2040
Bayside Elementary	5649 Bayside Road	757.648.2080
Birdneck Elementary	957 S. Birdneck Road	757.648.2120
Brookwood Elementary	601 S. Lynnhaven Road	757.648.2160
Centerville Elementary	2201 Centerville Turnpike	757.648.2200
Christopher Farms Elementary	2828 Pleasant Acres Drive	757.648.2240
College Park Elementary	1110 Bennington Road	757.648.2280
Cooke Elementary	1501 Mediterranean Avenue	757.648.2320
Corporate Landing Elementary	1590 Corporate Landing Pkwy	757.648.2360
Creeds Elementary	920 Princess Anne Road	757.648.2400
Dey Elementary	1900 N. Great Neck Road	757.648.2440
Diamond Springs Elementary	5225 Learning Circle	757.648.4240
Fairfield Elementary	5428 Providence Road	757.648.2480
Glenwood Elementary	2213 Round Hill Drive	757.648.2520
Green Run Elementary	1200 Green Garden Circle	757.648.2560
Hermitage Elementary	1701 Pleasure House Road	757.648.2600
Holland Elementary	3340 Holland Road	757.648.2640
Indian Lakes Elementary	1240 Homestead Drive	757.648.2680
Kempsville Elementary	570 Kempsville Road	757.648.2720
Kempsville Meadows Elementary	736 Edwin Drive	757.648.2760
Kings Grant Elementary	612 N. Lynnhaven Road	757.648.2800
Kingston Elementary	3532 King's Grant Road	757.648.2840
Landstown Elementary	2212 Recreation Drive	757.648.2880
Linkhorn Park Elementary	977 First Colonial Road	757.648.2920
Luxford Elementary	4808 Haygood Road	757.648.2960
Lynnhaven Elementary	210 Dillon Drive	757.648.3000
Malibu Elementary	3632 Edinburgh Drive	757.648.3040
New Castle Elementary	4136 Dam Neck Road	757.648.3080
Newtown Elementary	5277 Learning Circle	757.648.3120
North Landing Elementary	2929 North Landing Road	757.648.3160
Ocean Lakes Elementary	1616 Upton Drive	757.648.3200
Parkway Elementary	4180 O'Hare Drive	757.648.3280
Pembroke Elementary	4622 Jericho Road	757.648.3320
Pembroke Meadows Elementary	820 Cathedral Drive	757.648.3360
Point O'View Elementary	5400 Parliament Drive	757.648.3440
Princess Anne Elementary	2444 Seaboard Road	757.648.3480
Providence Elementary	4968 Providence Road	757.648.3520
Red Mill Elementary	1860 Sandbridge Road	757.648.3560
Rosemont Elementary	1257 Rosemont Road	757.648.3600
Rosemont Forest Elementary	1716 Grey Friars Chase	757.648.3640
Salem Elementary	3961 Salem Lakes Blvd.	757.648.3680
Seatack Elementary	912 S. Birdneck Road	757.648.3720
Shelton Park Elementary	1700 Shelton Road	757.648.3760

Location	Address	Phone
Strawbridge Elementary	2553 Strawbridge Road	757.648.3800
Tallwood Elementary	2025 Kempsville Road	757.648.3840
Thalia Elementary	421 Thalia Road	757.648.3880
Thoroughgood Elementary	1444 Dunstan Lane	757.648.3920
Three Oaks Elementary	2201 Elson Green Avenue	757.648.3960
Trantwood Elementary	2344 Inlynnview Road	757.648.4000
White Oaks Elementary	960 Windsor Oaks Blvd.	757.648.4040
Williams Elementary	892 Newtown Road	757.648.4080
Windsor Oaks Elementary	3800 Van Buren Drive	757.648.4120
Windsor Woods Elementary	233 Presidential Blvd.	757.648.4160
Woodstock Elementary	6016 Providence Road	757.648.4200

MIDDLE SCHOOLS

Location	Address	Phone
Bayside Middle	965 Newtown Road	757.648.4400
Bayside Sixth Grade Campus	4722 Jericho Road	757.648.4440
Brandon Middle	1700 Pope Street	757.648.4450
Corporate Landing Middle	1597 Corporate Landing Pkwy	757.648.4500
Great Neck Middle	1848 North Great Neck Road	757.648.4550
Independence Middle	1370 Dunstan Lane	757.648.4600
Old Donation School	2509 Seaboard Road	757.648.3240
Kempsville Middle	860 Churchill Drive	757.648.4700
Landstown Middle	2204 Recreation Drive	757.648.4750
Larkspur Middle	4696 Princess Anne Road	757.648.4800
Lynnhaven Middle	1250 Bayne Drive	757.648.4850
Plaza Middle	3080 S. Lynnhaven Road	757.648.4900
Princess Anne Middle	2323 Holland Road	757.648.4950
Salem Middle	2380 Lynnhaven Parkway	757.648.5000
Virginia Beach Middle	600 25th Street	757.648.5050

HIGH SCHOOLS

Location	Address	Phone
Bayside High	4960 Haygood Road	757.648.5200
Cox High	2425 Shorehaven Drive	757.648.5250
First Colonial High	1272 Mill Dam Road	757.648.5300
Green Run Collegiate	1700 Dahlia Drive	757.648.5393
Green Run High	1700 Dahlia Drive	757.648.5350
Kellam High	2665 West Neck Rd	757.648.5100
Kempsville High	5194 Chief Trail	757.648.5450
Landstown High	2001 Concert Drive	757.648.5500
Ocean Lakes High	885 Schumann Drive	757.648.5550
Princess Anne High	4400 Virginia Beach Blvd.	757.648.5600
Salem High	1993 SunDevil Drive	757.648.5650
Tallwood High	1668 Kempsville Road	757.648.5700

CENTERS

Location	Address	Phone
Adult Learning Center	4160 Virginia Beach Blvd.	757.648.6050
Advanced Technology Center	1800 College Crescent	757.648.5800
Renaissance Academy	5100 Cleveland Street	757.648.6000
Technical & Career Education Center	2925 North Landing Road	757.648.5850
Virginia Beach Juvenile Detention Center	2533 George Mason Drive	757.263.1203

INSTRUCTIONAL PROGRAMS

VBCPS offers students many instructional programs to acquire skills and knowledge that support their academic achievement and growth and development as learners, workers and citizens. These programs are available to ensure every child is challenged and supported to reach his or her full potential. Program descriptions are provided below along with a summary chart that identifies where specific instructional programs are offered in the division.

Academy and Advanced Academic Programs

The academy and advanced academic programs represent an exciting expansion of curricular options for students across the city. Recognizing that no educational program should adopt a "one size fits all" philosophy, the division developed these programs to provide additional academic choices for students. Advanced, technical and specialized elective courses are available at academies located at Bayside, First Colonial, Kempsville, Landstown, Ocean Lakes, Salem and Tallwood high schools. Students interested in pursuing careers in business, technology and engineering, legal studies, mathematics and science, health and human services, international studies, and visual and performing arts can apply to attend one of the academies.

Adult Education

The Adult Learning Center (ALC) provides comprehensive educational services for students over the age of 18 years. The center offers educational opportunities for adults seeking to enhance their lives through personal growth, job enrichment and career advancement. Programs are designed to reach the needs of the high school dropout, the displaced worker and the non-English speaking adult. Classes are offered in Adult Basic Education/Pre-GED®, General Educational Development (GED®) test preparation, English for Speakers of Other Languages (ESOL), and Community Education and Career Training.

Alternative Education

Believing that all students can learn, VBCPS seeks to develop and implement alternative education programs to meet the needs of students who are not experiencing success in regular secondary school settings. A variety of intervention and support programs are provided for students at risk for expulsion for inappropriate behavior, students conditionally expelled and students whose adjustment to traditional education interferes with successful participation in general education. Alternative education programs strive to ensure that every student finds a path to personal and community educational goals.

An Achievable Dream Academy

VBCPS implemented An Achievable Dream Academy at Seatack Elementary School during the 2014/15 school year. The program began with kindergarten, first and second grades. A grade level will be added each year until the program reaches 12th grade. This means in the coming years a secondary location will be selected to ensure that Seatack students will graduate having had the benefits of the program over the long-term. Students who participate in this program have many additional opportunities for success in school and develop social, academic and moral skills that help them become strong adults. The program provides an extended-day and year-round education with enrichment classes; field trips; the support of community partners and mentors who are dedicated to the welfare of students; and of course, high-quality academic instruction.



Technical and Career Education

VBCPS' TCE courses provide skill sets and knowledge opportunities for all students, whether they are considering careers after graduation, pursuing higher education or seeking a combination of both. TCE at the middle school level offers students an exploratory experience with a growing emphasis on Science, Technology, Engineering and Mathematics (STEM) in a modular approach. High school level opportunities have a growing emphasis on STEM and include one- and two-year programs in

business and information technology, engineering and technology education, family and consumer sciences, marketing education, and trade and industrial education.

Charter School

VBCPS opened Green Run Collegiate (GRC), a public charter school, in September 2013 with a focus on college readiness. The curriculum is based on the IB philosophy and best practices with the support of Advancement Via Individual Determination (AVID). IB is recognized worldwide for offering quality international education programs designed to empower students for college and career readiness. AVID puts into place many of the support systems that will help students prepare for the demands the college experience will place on them. At GRC, IB is represented through three programs: the Middle Years Program (MYP), the Diploma Programme and the Career-related Programme. As a school of choice, GRC is open to any interested VBCPS high school student through a lottery selection process.

Digital Learning Anchor School

The Digital Learning Anchor School initiative was prompted by the adoption of *Compass to 2020*, the school division's five-year strategic framework. The framework's strategies include providing students with personalized learning opportunities that incorporate the use of digital resources to prepare them for employment or post-secondary educational opportunities in a globally-competitive environment. As part of the strategic framework, the following digital learning goal was developed: "To use digital learning as a pathway to personalized learning by increasing student flexibility with respect to when and how learning occurs." Following a study of national trends and best practices in digital learning, the school division identified basic tenants of digital learning and will implement and further develop them through the Digital Learning Anchor Schools initiative. Fifteen schools will serve as Digital Learning Anchor Schools for the 2016/17 school year: Diamond Springs, Kingston, Newtown, Rosemont, Strawbridge, Tallwood, Thoroughgood and Williams elementary schools; Corporate Landing, Great Neck and Larkspur middle schools; and Bayside, Green Run, Kellam and Kempsville high schools.



Distance Learning Program

VBCPS is committed to using innovative instructional practices and supportive technologies. Distance learning programs are offered at the high school and middle school levels. Through Virtual Virginia Beach e-Learning, online students are able to take one or two classes from the convenience of their homes, working any day of the week, anytime of the day. The Quality Connection program provides students the opportunity to participate in classes during the school day that cannot be offered at their home school due to low class enrollment. Instruction in this program is delivered through videoconferencing technology using equipment physically located in distance learning labs in the schools. This type of distance learning enables a class taught at one school to be broadcast to students at other schools.

Dual Enrollment Program

In the Dual Enrollment Program, VBCPS students may take courses that meet requirements for high school graduation while simultaneously earning college credit at Tidewater Community College (TCC). Grades are awarded according to the policies of the college and credit earned for the courses taken can be transferred to other public colleges in Virginia. Dual enrollment courses are offered during the regular school day. Interested students at any high school may take other TCC courses for college credit if they secure prior approval from their principal. However, other TCC courses not designated as dual enrollment will not carry high school credit.

English as a Second Language

Through its English as a Second Language (ESL) program, VBCPS serves more than 1,100 students in kindergarten through 12th grades who speak 60 different languages. The ESL program is based on the premise that success in language is critical to success in all other curricular areas as well as future learning. English

learners are prepared to be college and career ready by developing their academic English language proficiency through integrated content-based language instruction. The school division employs ESL-endorsed teacher specialists who are assigned to elementary and middle schools to provide English language services to students with limited English proficiency. High school specialists provide services to English learners at the ESL Student Center located in the school division's Technical and Career Education Center.

World Language Immersion Program

VBCPS offers partial-immersion programs in Spanish at select elementary and middle schools. The first program was established at Christopher Farms Elementary School in 2002. Students in a VBCPS language immersion program follow the same curriculum as their grade-level peers. At the elementary school level, a team-teaching model is used to deliver instruction daily in both the target language and English beginning in first grade. Students completing the elementary partial-immersion program may elect to attend the middle school partial-immersion program where they continue to receive social studies instruction in the target language. Students also refine their knowledge of the target language by taking a world language course for high school credit. Beginning as sixth graders with a level one world language course, students have the opportunity to complete three years of high school world language credits by the end of eighth grade. Students who live in the established attendance zone of a school hosting an elementary partial-immersion program are eligible to apply as rising first graders. Students completing the elementary and middle school partial-immersion sequence with a strong record are guaranteed acceptance into the Global Studies and World Languages Academy at Tallwood High School.

Gifted Education

Identified gifted students at the elementary and middle school levels may choose to apply for the full-time gifted program at Old Donation School, for a pull-out program for dance and/or visual arts, or to remain in their neighborhood school and receive services via the resource-cluster program. All first grade VBCPS students are screened for gifted program services. Identified students are eligible to apply for admission to Old Donation School for full time academic gifted services or the pull-out program for dance and/or visual arts. Students in second through eighth grades admitted to the program at Old Donation School receive full time gifted education that follows the general education curriculum but is differentiated, modified and expanded to provide learning challenges. Students in third through eighth grades who are accepted to the gifted dance program and third through fifth grade students accepted to the gifted visual arts program attend Old Donation School for a one day a week pull-out program for specialized instruction. Sixth through eighth grade students accepted to the gifted visual arts program attend Virginia Beach Middle school for core classes and gifted visual arts instruction on a similar one day a week schedule. Identified students that are not accepted to attend the full time or pull-out gifted programs receive services at their home schools through a gifted cluster program. These students are placed in heterogeneous classrooms, in groups of six to eight, and are taught core curriculum similar to that offered at Old Donation School by a resource-cluster teacher trained in gifted education.



International Baccalaureate

The IB MYP and diploma programs provide students an advanced, comprehensive program of international study, offering an integrated approach to learning across the disciplines. The rigorous, broad and balanced curriculum emphasizes critical thinking. Students are exposed to a variety of international perspectives and points of view to value cultural differences and understanding and to promote responsibility in our changing world. The IB MYP at Plaza Middle School is designed to offer students an all-around foundation in liberal arts education. The IB MYP not only encourages students to pursue an academic and rigorous curriculum, but also provides a natural progression to the IB Diploma Program at Princess Anne High School. Students are selected through an application process.

National Junior Reserve Officers Training Corps Program

The National Junior Reserve Officers Training Corps (NJROTC) program is administered by the Chief of Naval Education and Training located at Naval Air Station, Pensacola, Florida, and locally supervised by the NJROTC AREA FIVE manager located at Norfolk Naval Base, Virginia. Naval science is an elective course with one credit earned for each year completed. The curriculum emphasizes citizenship and leadership development, as well as maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation and meteorology. Classroom instruction is augmented throughout the year by extra-curricular activities of community service, academics, athletics, drill and orienteering competitions, field meets, flights, visits to naval or other activities, marksmanship, sports training, and physical fitness training.

Pre-Kindergarten Program

VBCPS offers an educational program for at-risk pre-kindergarten (Pre-K) students. The program serves children who are continuously exposed to high-risk factors and situations that are likely to have an adverse impact on their social, emotional, physical and cognitive development. The program is funded primarily through Virginia Preschool Initiative (VPI) and Title I, Part A grants and is offered at no cost to parents. This full-day program follows the VBCPS school calendar and hours and provides children with purposeful learning experiences to prepare them for a successful transition to kindergarten while also creating a strong educational foundation. Through implementation of a developmentally-appropriate, hands-on curriculum, students will be engaged in learning literacy and numeracy that reinforces academic and social development with a focus on phonemic awareness, language enrichment, letters/sounds, decoding and beginning reading and writing. The program develops students' communication, collaboration and problem-solving skills and integrates technology to support learning. Pre-K students must be 4 years old on or before September 30 and meet VPI eligibility criteria.



Special Education

The special education process includes identification, referral and screening, evaluation, eligibility, Individualized Education Program (IEP)/placement and triennial reevaluation. This process begins when a referral from a parent, teacher, physician or another interested person is received by the school. At this time, a school-based team reviews all the available information and determines whether or not there is enough information to suspect that a student has a disability. Each student who meets the qualifications for special education under the Individuals with Disabilities Education Act (IDEA) is entitled to an IEP. The IEP team is made up of parents, school personnel and students (when appropriate) who work together in developing the IEP. The educational placement decision for a student with disability is based on the IEP. It is made after the IEP has been developed with consideration of the least restrictive environment for the child. The least restrictive environment concept means that students with disabilities will be educated to the maximum extent possible with students who are not disabled.

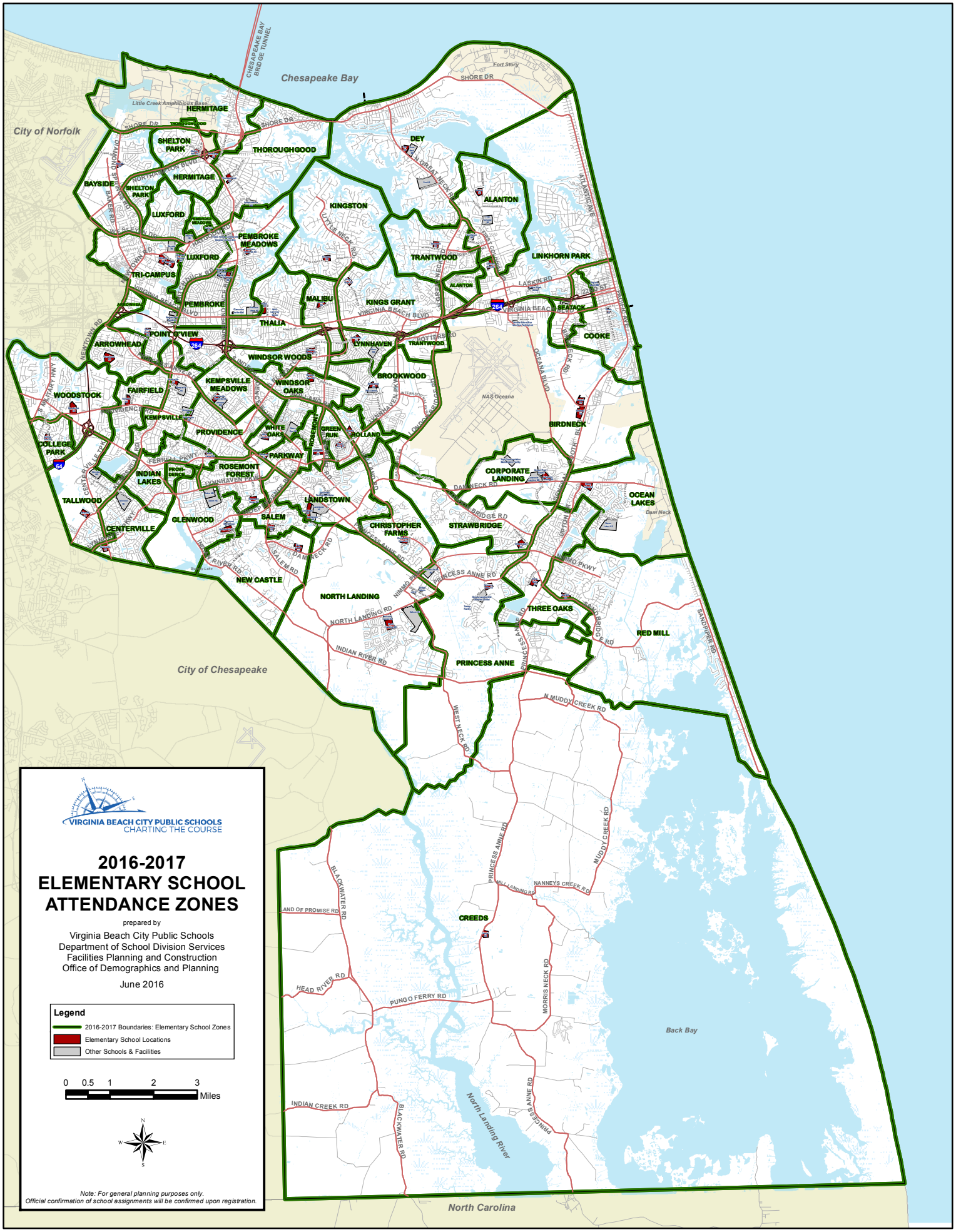
Title I, Part A

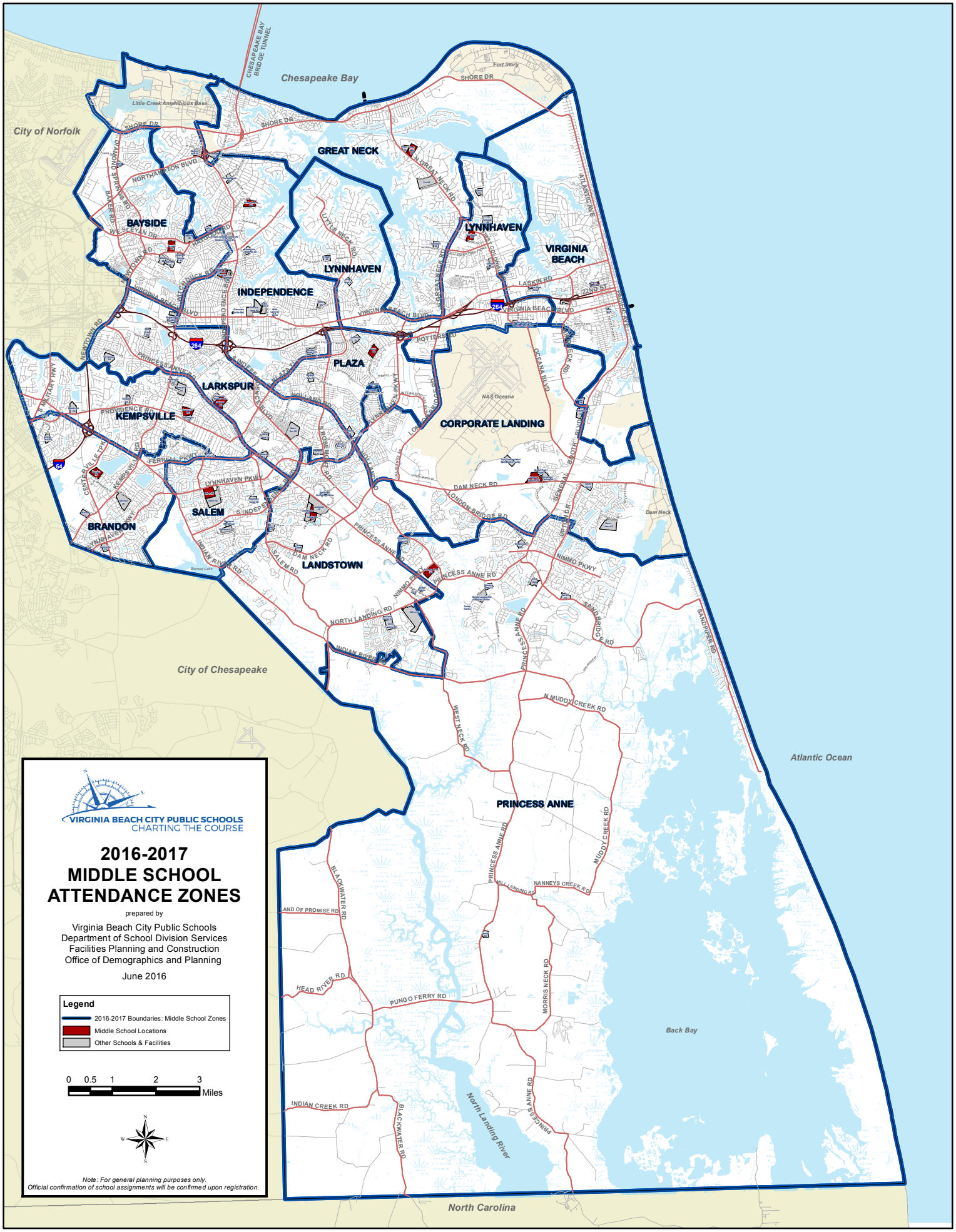
The purpose of Title I, Part A, grant supplemental funding is to address the highest poverty areas of the division by supporting the educational needs of disadvantaged students. Research indicates students who leave elementary school functioning on grade level in reading and mathematics are more likely to be successful in secondary school and graduate on time. Therefore, the Title I program in Virginia Beach has historically supported both of these subject areas with supplemental resources and early intervention programs including full-day kindergarten, mathematics specialists, Title I literacy teachers, STEM, a technology program and the Reading Bus. Title I schools support family engagement programs to strengthen the partnership between the schools and home.

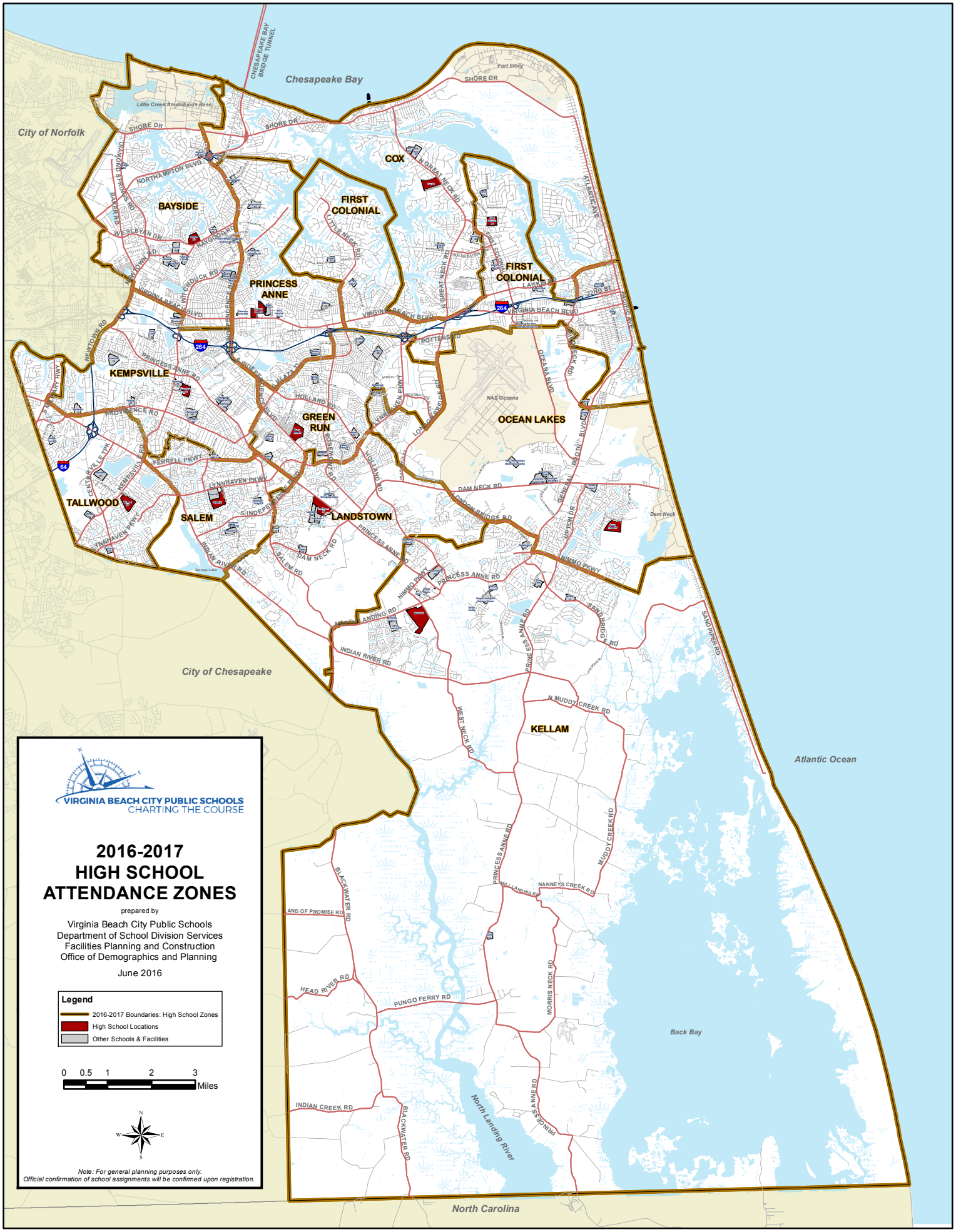
Instructional Programs by School and Center

	Academy and Advanced Academic Programs	Adult Education	Alternative Education	An Achievable Dream Academy	Career and Technical Education	Charter School	Digital Learning Anchor School	Distance Learning Program	Dual Enrollment Program	English as a Second Language (ESL)	Foreign Language Partial Immersion Academy	Gifted Education (full-time or pull-out program)	International Baccalaureate	NJROTC Program	Pre-Kindergarten	Special Education	Title I
Elementary Schools																	
Alanton Elementary										X	X					X	
Arrowhead Elementary										X					X	X	
Bayside Elementary										X					X	X	
Birdneck Elementary										X					X	X	X
Brookwood Elementary										X						X	X
Centerville Elementary										X						X	
Christopher Farms Elementary										X	X					X	
College Park Elementary										X					X	X	X
Cooke Elementary										X					X	X	
Corporate Landing Elementary										X						X	
Creeds Elementary										X						X	
Dey Elementary										X						X	
Diamond Springs Elementary							X			X					X	X	X
Fairfield Elementary										X						X	
Glenwood Elementary										X					X	X	
Green Run Elementary										X						X	X
Hermitage Elementary										X						X	
Holland Elementary										X					X	X	X
Indian Lakes Elementary										X						X	
Kempsville Elementary										X					X	X	
Kempsville Meadows Elementary										X						X	
Kings Grant Elementary										X						X	
Kingston Elementary							X			X						X	
Landstown Elementary										X						X	
Linkhorn Park Elementary										X						X	
Luxford Elementary										X						X	
Lynnhaven Elementary										X					X	X	X
Malibu Elementary										X					X	X	
New Castle Elementary										X						X	
Newtown Elementary							X			X						X	X
North Landing Elementary										X						X	
Ocean Lakes Elementary										X						X	
Parkway Elementary										X					X	X	X
Pembroke Elementary										X						X	
Pembroke Meadows Elementary										X					X	X	
Point O'View Elementary										X						X	
Princess Anne Elementary										X						X	
Providence Elementary										X						X	
Red Mill Elementary										X						X	
Rosemont Elementary							X			X					X	X	X
Rosemont Forest Elementary										X						X	
Salem Elementary										X					X	X	
Seatack Elementary				X						X						X	X
Shelton Park Elementary										X					X	X	
Strawbridge Elementary							X			X						X	
Tallwood Elementary							X			X						X	
Thalia Elementary										X						X	
Thoroughgood Elementary							X			X						X	
Three Oaks Elementary										X					X	X	
Trantwood Elementary										X	X				X	X	
White Oaks Elementary										X					X	X	
Williams Elementary							X			X						X	X
Windsor Oaks Elementary										X						X	
Windsor Woods Elementary										X					X	X	
Woodstock Elementary										X						X	

	Academy and Advanced Academic Programs	Adult Education	Alternative Education	An Achievable Dream Academy	Career and Technical Education	Charter School	Digital Learning Anchor School	Distance Learning Program	Dual Enrollment Program	English as a Second Language (ESL)	Foreign Language Partial Immersion Academy	Gifted Education (full-time or pull-out program)	International Baccalaureate	NJROTC Program	Pre-Kindergarten	Special Education	Title I
Middle Schools																	
Bayside Middle					X			X		X						X	
Bayside Sixth Grade Campus					X			X		X						X	X
Brandon Middle					X			X		X						X	
Corporate Landing Middle					X		X	X		X						X	
Great Neck Middle					X		X	X		X						X	
Independence Middle					X			X		X						X	
Kempsville Middle					X			X		X						X	
Landstown Middle					X			X		X	X					X	
Larkspur Middle					X		X	X		X						X	
Lynnhaven Middle					X			X		X						X	
Old Donation School					X			X		X		X				X	
Plaza Middle					X			X		X			X			X	
Princess Anne Middle					X			X		X						X	
Salem Middle					X			X		X						X	
Virginia Beach Middle					X			X		X			X			X	
High Schools																	
Bayside High	X				X		X	X	X							X	
Cox High					X			X	X							X	
First Colonial High	X				X			X	X					X		X	
Green Run Collegiate					X	X		X	X				X			X	
Green Run High					X		X	X	X					X		X	
Kellam High					X		X	X	X							X	
Kempsville High	X				X		X	X	X							X	
Landstown High	X				X			X	X					X		X	
Ocean Lakes High	X				X			X	X							X	
Princess Anne High					X			X	X				X	X		X	
Salem High	X				X			X	X					X		X	
Tallwood High	X				X			X	X							X	
Centers																	
Adult Learning Center		X														X	
Advanced Technology Center					X											X	
Juvenile Detention Center			X													X	
Renaissance Academy			X		X											X	
Technical & Career Education					X					X						X	


Chesapeake Bay
City of Norfolk
City of Chesapeake
North Carolina
Back Bay
North Landing River
HERMITAGE
SHELTON PARK
THOROUGHGOOD
BAYSIDE
LUXFORD
PEMBROKE MEADOWS
TRI-CAMPUS
PEMBROKE
THALIA
POINT O'VIEW
ARROWHEAD
WINDSOR WOODS
KEMPSVILLE MEADOWS
FAIRFIELD
WOODSTOCK
KEMPSVILLE
PROVIDENCE
COLLEGE PARK
INDIAN LAKES
TALLWOOD
CENTERVILLE
GLENWOOD
FOREST
SALEM
NEW CASTLE
WINDSOR OAKS
WHITE OAKS
ROSEMONT
GREEN RUN
ROLLAND
PARKWAY
LANDSTOWN
KINGSTON
MALIBU
KINGS GRANT
LYNNHAVEN
BROOKWOOD
CHRISTOPHER FARMS
NORTH LANDING
DEY
ALANTON
TRANTWOOD
LINKHORN PARK
SEATACK
COOKE
BIRDNECK
NAS Oceana
CORPORATE LANDING
OCEAN LAKES
STRAWBRIDGE
THREE OAKS
RED MILL
PRINCESS ANNE
CREEDS
Fort Story
Little Creek Amphibious Base
CHESAPEAKE BAY BRIDGE TUNNEL
SHORE DR
VIRGINIA BEACH BLVD
PRINCESS ANNE RD
INDIAN RIVER RD
NORTH LANDING RD
DAM NECK RD
LASKIN RD
OCEANA BLVD
NIMMO PKWY
WEST NECK RD
N MUDDY CREEK RD
MUDDY CREEK RD
NANNEYS CREEK RD
BLACKWATER RD
LAND OF PROMISE RD
HEAD RIVER RD
PUNGO FERRY RD
MORRIS NECK RD
INDIAN CREEK RD
SANDPIPER RD
VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE
2016-2017
ELEMENTARY SCHOOL
ATTENDANCE ZONES
prepared by
Virginia Beach City Public Schools
Department of School Division Services
Facilities Planning and Construction
Office of Demographics and Planning
June 2016
Legend
2016-2017 Boundaries: Elementary School Zones
Elementary School Locations
Other Schools & Facilities
0 0.5 1 2 3
Miles
Note: For general planning purposes only.
Official confirmation of school assignments will be confirmed upon registration.


VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE
2016-2017
MIDDLE SCHOOL
ATTENDANCE ZONES
prepared by
Virginia Beach City Public Schools
Department of School Division Services
Facilities Planning and Construction
Office of Demographics and Planning
June 2016
Legend
2016-2017 Boundaries: Middle School Zones
Middle School Locations
Other Schools & Facilities
0 0.5 1 2 3
Miles
Note: For general planning purposes only.
Official confirmation of school assignments will be confirmed upon registration.
GREAT NECK
BAYSIDE
LYNNHAVEN
VIRGINIA BEACH
INDEPENDENCE
PLAZA
LARKSPUR
KEMPSVILLE
CORPORATE LANDING
SALEM
BRANDON
LANDSTOWN
PRINCESS ANNE
City of Norfolk
City of Chesapeake
Chesapeake Bay
Atlantic Ocean
Back Bay
North Carolina
North Landing River
Dam Neck
NAS Oceana
Fort Story
Little Creek Amphibious Base
CHESAPEAKE BAY BRIDGE TUNNEL
SHORE DR
NORTHAMPTON BLVD
VIRGINIA BEACH BLVD
PRINCESS ANNE RD
DAM NECK RD
LYNNHAVEN PKWY
NIMMO PKWY
NORTH LANDING RD
INDIAN RIVER RD
SALEM RD
KEMPSVILLE RD
PROVIDENCE RD
LASKIN RD
22ND ST
ROTTERDAM RD
OCEANA BLVD
GENERAL BOOTH BLVD
LONDON BRIDGE RD
SANDPIPER RD
N MUDDY CREEK RD
WEST NECK RD
MUDDY CREEK RD
NANNEYS CREEK RD
LAND OF PROMISE RD
HEAD RIVER RD
PUNGO FERRY RD
MORRIS NECK RD
INDIAN CREEK RD
BLACKWATER RD
WILL LANDING RD


Chesapeake Bay
City of Norfolk
City of Chesapeake
Atlantic Ocean
North Carolina
Back Bay
North Landing River
BAYSIDE
COX
FIRST COLONIAL
PRINCESS ANNE
KEMPSVILLE
GREEN RUN
OCEAN LAKES
TALLWOOD
SALEM
LANDSTOWN
KELLAM
VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE
2016-2017
HIGH SCHOOL
ATTENDANCE ZONES
prepared by
Virginia Beach City Public Schools
Department of School Division Services
Facilities Planning and Construction
Office of Demographics and Planning
June 2016
Legend
2016-2017 Boundaries: High School Zones
High School Locations
Other Schools & Facilities
0 0.5 1 2 3
Miles
Note: For general planning purposes only.
Official confirmation of school assignments will be confirmed upon registration.

SCHOOL BOARD STRATEGIC FRAMEWORK

The strategic framework, *Compass to 2020*, charts the course for teaching and learning across the school division with the focus of ensuring that every student is challenged and supported to reach his or her full potential.

MISSION

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

VISION

Every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment.

CORE VALUES

VBCPS is committed to creating a culture of growth and excellence for our students, staff and community. We strive to make this culture evident to all by actively reflecting on and engaging in behaviors that demonstrate our core values.

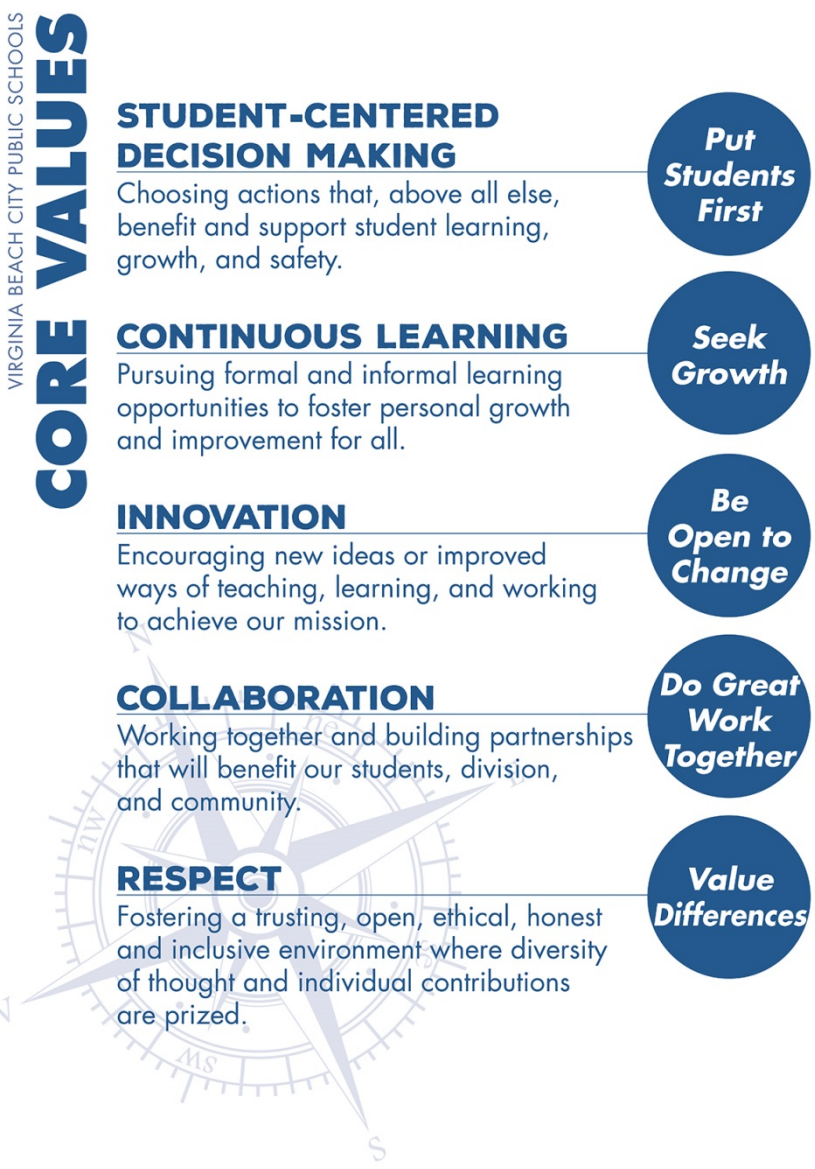
We Put Students First:
Student-Centered Decision Making - Choosing actions that, above all else, benefit and support student learning, growth and safety. We ask ourselves: *How am I putting student interests and needs first when making decisions?*

We Seek Growth:
Continuous Learning - Pursuing formal and informal learning opportunities to foster personal growth and improvement for all. We ask ourselves: *In what ways am I making my learning a priority?*

We Are Open to Change:
Innovation - Encouraging new ideas or improved ways of teaching, learning and working together to achieve our mission. We ask ourselves: *How am I implementing new or improved ideas to benefit my work and the work of the school division?*

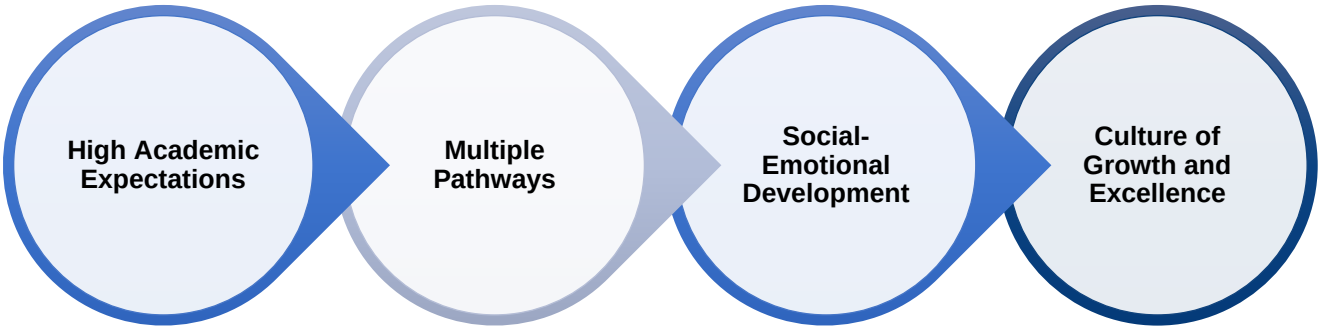
We Do Great Work Together:
Collaboration - Working together and building partnerships that will benefit our students, division and community. We ask ourselves: *How and where am I working with others to improve my work and the work of the school division?*

We Value Differences:
Respect - Fostering a trusting, open, ethical, honest and inclusive environment where diversity of thought and individual contributions are prized. We ask ourselves: *What am I doing to invite, recognize and esteem the perspectives of those around me?*



GOALS

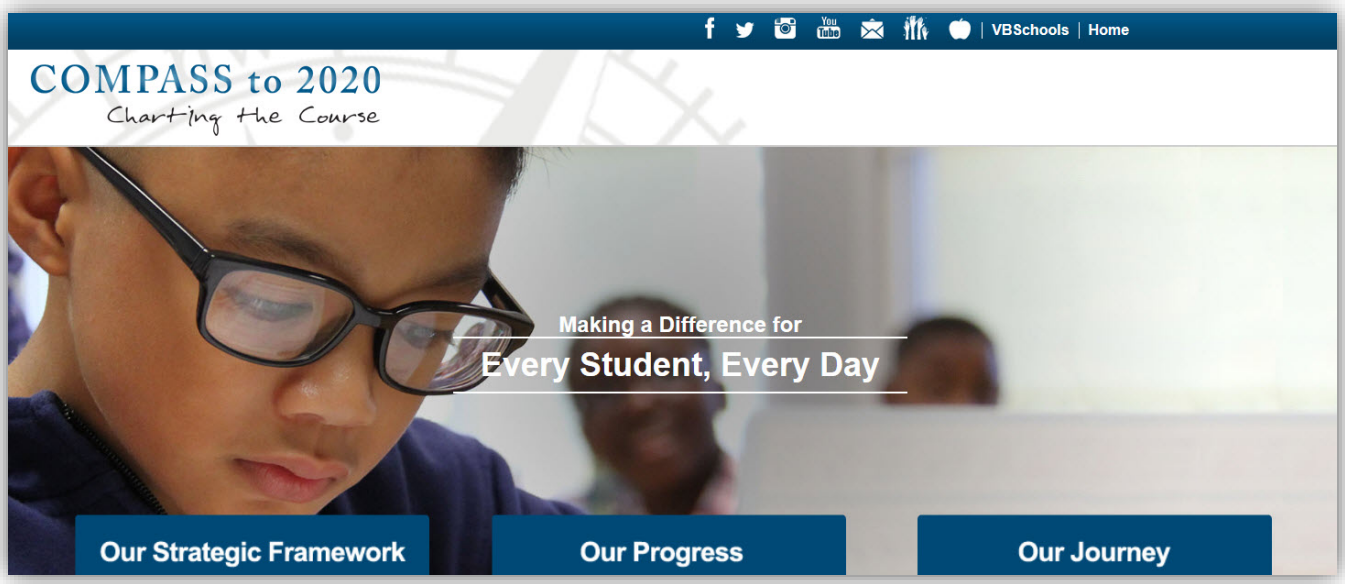
Compass to 2020: Charting the Course sets the vision and guides the work of VBCPS. The five-year strategic framework includes four goals and multiple strategies to guide this important work.



- All students will be challenged and supported to achieve a high standard of academic performances and growth; gaps between these expectations and the realities for our student subgroups will be addressed.
- All students will experience personalized learning opportunities to prepare them for postsecondary education, employment or military service.
- All students will benefit from an educational experience that fosters their social and emotional development.
- VBCPS will be defined by a culture of growth and excellence for students, staff, parents and the community.

As part of the planning process for the division's strategic framework, a cross-section of more than 70 stakeholders worked to identify key measures for each of the goals in the framework. These key measures were refined and translated into indicators designed to serve as "navigational markers" for the entire school division. Indicators specific to student performance are reported for all students across the school division as well as by student subgroups at regularly scheduled intervals. The navigational markers and related information about progress being made are available on the division website.

Anyone interested in additional information is encouraged to visit the **website for *Compass to 2020*** to view the framework in its entirety and see updates on how the school division is putting this framework into practice in the classrooms, hallways and schools across the city.



BUDGET DEVELOPMENT PROCESS

BUDGET PLANNING

Tenets of the School Board's strategic framework, *Compass to 2020:* Charting the Course, drive the division's operational and financial plans. The School Board budget reflects multiple stages of planning to allocate resources for carrying out the goals defined through the strategic framework. Each planning phase includes input from senior staff, school division employees, city government staff and the community.

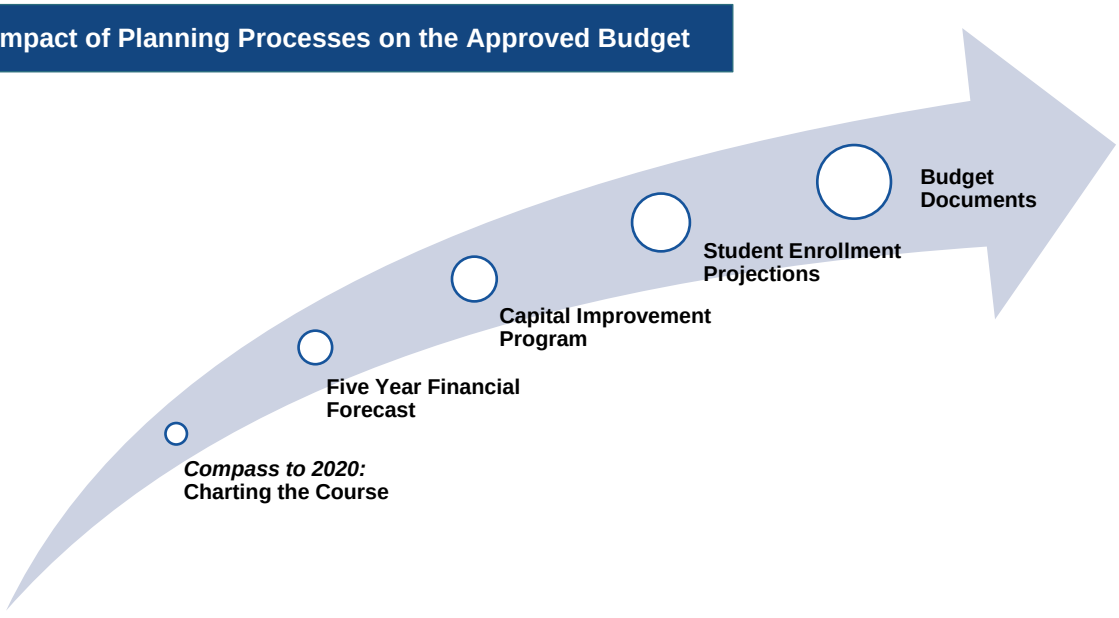
Each year, staff from VBCPS and the city work collaboratively to make projections about revenue and expenditure trends anticipated to occur over the next five years. The Five Year Forecast focuses on the main operating funds for the city (General fund) and the division (School Operating fund). In preparation for the forecast report and to frame the upcoming budget process, city and school division staff members meet with local and regional economists. The city's General fund revenues are projected to rise 2.2 percent in FY 2016/17 and continue growing at a rate between 1.4 and 2.0 percent through FY 2020/21. School Operating fund revenues are projected to grow about 0.5 percent in FY 2016/17 before increasing at a rate similar to the General fund between 1.5 and 2.0 percent through FY 2020/21. While this steady growth is important to the city's continued recovery, it still falls short of the 4.0 to 5.0 percent revenue growth Virginia Beach needs to sustain current service levels, including its commitment to public education.

VBCPS develops a series of student enrollment projections and analyses annually to aid in identifying future student needs and developing recommendations for how to best address these needs. In support of the short and long-range budget planning processes, student membership projections for each school are used to determine staffing and funding allocations.

The Capital Improvement Program (CIP) assesses requirements for new facilities, renovation of existing facilities, infrastructure management, technology upgrades and other facility related needs. The list of projects resulting from this assessment and guidance outlined in the division's Comprehensive Long Range Facility Master Plan provide a clear statement of school facility requirements. Actual completion dates for CIP projects depend on cash flow and debt service limitations.

Thorough planning processes are used to generate three drafts of the budget document at multiple stages of budget development. The Superintendent's Estimate of Needs (SEON) is developed and presented to the School Board in February. The School Board then conducts several workshops prior to submitting a Proposed School Board Operating Budget to the City Council in March. Both of these documents detail projected revenues and expenditures and outline proposed changes as compared to the prior year's budget. The City Council must approve the appropriation for the division no later than May 15. Ultimately, the School Board Approved Budget document is drafted using final revenue data from the city and General Assembly.

Impact of Planning Processes on the Approved Budget



BUDGET DEVELOPMENT OVERVIEW

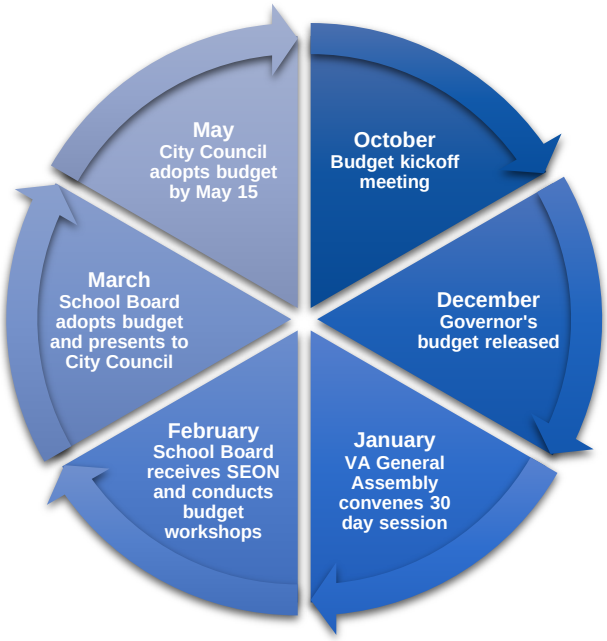
School Operating Budget

The graphic below highlights major events that impact the budget process; however, the narrative more fully explains activities that contribute to the development and approval of the annual School Operating budget.

Groundwork for the annual process begins in September when staff from the Office of Budget Development prepare and publish a budget calendar that outlines key dates associated with the development, presentation, approval and appropriation of funds for school use. The chief financial officer (CFO) works with budget staff to draft a baseline budget using estimated revenues and expenditures and assuming the division will maintain current staffing levels, programs and policies. Adjustments are made to the baseline budget to account for the latest economic projections, revenue estimates, and information about likely increases for expenditure types such as fringe benefits and purchased services (to execute contractual agreements).

During the annual budget kickoff meeting in October, the CFO provides budget managers with an economic update and revenue outlook for the upcoming fiscal year along with general directions for preparing their budgets. Budget development strategies are communicated and current budget challenges and priorities are discussed. In October and November, departmental budget requests are compiled and analyzed and recommendations are formulated by the Office of Budget Development for executive review.

The Five Year Forecast, a collaborative undertaking between VBCPS and city staff, is drafted and published each November and establishes underlying assumptions about expected costs, revenues, position turnover, inflation and enrollment that drive budget development. The forecast report is presented to the City Council and the School Board in a joint meeting. A public hearing is held during a School Board meeting in November or December to solicit public input on the School Operating budget.



The Governor's budget with projected state payments for each school division is introduced in December. In addition to estimated revenue information for the Standards of Quality (SOQ), incentive, categorical and lottery funded accounts, the Governor's budget release includes an electronic file that provides school divisions the opportunity to adjust average daily membership (ADM) to test the effect on state funding projections and local match requirements. The House of Delegates and the Senate have the opportunity to amend the Governor's budget proposals during the General Assembly session that convenes in January. The General Assembly adopts a final budget before the end of the session, which generally occurs in March.

Also in January, VBCPS departmental requests are summarized and presented to the superintendent and senior staff to begin deliberations on unmet needs and budget priorities. If initial revenue estimates are unfavorable and a budget shortfall is predicted, these discussions will focus on cost saving strategies and potential cuts that may be required to balance the budget. The superintendent holds budget forums for VBCPS staff during this stage of the process to obtain input on budget priorities and field questions and concerns about the budget.

The SEON is presented to the School Board each year in February and is considered the starting point for the following year's fiscal budget. The SEON is developed using the projected state payments outlined in the Governor's introduced budget and estimated local revenue figures provided by city staff. Following the presentation of the SEON, the School Board conducts several budget workshops with the administration to facilitate discussion prior to developing and presenting the Proposed Operating Budget to the City Council in March. During this same period, an additional public hearing is held to offer the community an opportunity to be involved in the budget development process.

Capital Improvement Program Budget

Guided by a Comprehensive Long Range Facilities Master Plan developed in October 2007, the CIP reflects the capital maintenance and construction needs of the school division. Capital expenditures included as a project in the CIP typically cost at least $100,000 and have a useful life of at least 20 years. In conjunction with the City Council, the School Board determines actual funding for the capital projects on an annual basis. The CIP budget addresses the current year's needs as well as planned capital projects over the succeeding five-year period. Projects may include acquisition, construction, renovation, betterment or improvement of land, school buildings and facilities; roof replacements; HVAC replacements; and equipment or vehicles.

The CIP budget development process closely follows the calendar and timeline of the School Operating budget, beginning with a preliminary meeting with city staff in September. After discussing plans and projects with staff from the city, CIP request forms are distributed to schools and offices and are returned to administration in late October. A public hearing is held during a School Board meeting in November or December to solicit public input on plans for the CIP budget. Following the schedule for the School Operating budget, the CIP budget is presented to the School Board in February with the SEON. During budget workshops conducted in February and March, the School Board meets with the superintendent and senior staff to review and discuss the proposed six-year plan for the CIP budget. Another public hearing is held in March to support community involvement in the CIP budget development process.

BUDGET ADOPTION

In accordance with State Code, the School Board is required to present a balanced budget to the City Council on, or before, April 1. In the interest of time, a formal budget resolution is generally adopted by the School Board in March. After the School Operating and CIP budgets have been adopted and forwarded to the city for review, updated information related to revenue projections, debt service obligations, or employee compensation and benefits is analyzed and assessed, as it becomes available, to determine any impact the revised figures may have on the budgets.

Following deliberations about budget priorities and development, staff from the city and VBCPS coordinate efforts to make final adjustments to projected revenues and complete a budget reconciliation process. The City Council must approve the appropriation for the School Operating and CIP budgets no later than May 15. Once the City Council adopts a final budget ordinance in May, VBCPS has firm budget figures for the share of local revenue the division will receive from the city. Since nearly 51 percent of funding for VBCPS comes directly from the city, understanding details about local revenue is critical for finalizing the budget development process. Once total amounts are known, the School Board Approved Operating Budget is drafted to present all revenue and expenditure details for the next fiscal year, which begins July 1.

BUDGET AMENDMENTS

Managing the annual budget for VBCPS is an ongoing cyclical process that encompasses the development, monitoring and review of activities for the current and future fiscal years. Once the budget is adopted by the City Council, it becomes the legal basis for the programs of each department during the fiscal year. Toward the end of the fiscal year, the CFO and his budget staff conduct a comprehensive budget review to address variances in estimated revenues, estimated expenditures and other changes to the schools' financial condition.

Fiscal accountability is based on the established signature authority. Financial and programmatic monitoring of departmental activities ensures conformity with the adopted budget and occurs throughout the year. Budget amendments may be made to meet the changing needs of a school, a department and/or the division.

All local funding is appropriated by the City Council to the school division. The School Board may ask for an increase in the appropriation from the City Council, in accordance with the City/School Revenue Sharing Policy, which is included for reference in the appendix to this document. Amendments to the School Operating budget are made in accordance with School Board Policy 3-10, which governs the transfer of funds. The policy essentially states that, "neither the School Board, the superintendent nor school staff shall expend nor contract to expend, in any fiscal year, any sum of money in excess of the funds available for school purposes for that fiscal year without the consent of the City Council."

BUDGET CALENDAR FOR FY 2016/17 OPERATING BUDGET AND FY 2016/17 - FY 2021/22 CAPITAL IMPROVEMENT PROGRAM

The following calendar of events further outlines activities that contribute to the budget development and approval process.

2015	
September	Develop Budget Calendar
Oct. 6	Present Budget Calendar to School Board for information
Oct. 13	Conduct Budget Kickoff Meeting: Budget instructions, assumptions and processes are communicated to senior staff, leadership support team and budget managers
Oct. 20	Present Budget Calendar to School Board for action
Oct. 20-Dec. 4	Senior staff, leadership support team and budget managers: Submit budget requests to the Budget Office
Nov. 17	Present to School Board and City Council: Five Year Forecast
Dec. 1	Conduct Public Hearing
Dec. 4	Human Resources: Submit recommendation of part-time hourly rate increases to the Budget Office
Dec. 15	Draft CIP prepared for superintendent's review
December	Department of Education: Release state revenue estimates
2016	
Jan. 4-22	Budget Office: Review, refine, and summarize budget requests
Jan. 11	Present to superintendent and senior staff: Recommendation of CIP
Jan. 14	Budget Forum for Staff #1: 4:30-5:30 p.m. (location: Princess Anne High School)
Jan. 19	School Board Workshop on Long-Range Budget Goals: 4:00 p.m.
Jan. 19	Present to superintendent and senior staff: Recommendation of Operating Budget
Jan. 20	Budget Forum for Staff #2: 4:30-5:30 p.m. (location: Ocean Lakes High School)
Jan. 26	Budget Forum for Staff #3: 4:30-5:30 p.m. (location: Princess Anne Middle School)
Jan. 28	Budget Forum for Staff #4: 1:30-2:30 p.m.4:30-5:30 p.m. (location: Advanced Technology Center)
Feb. 2	Present to the School Board: SEON and Proposed CIP Budget
Feb. 9	School Board Budget Workshop #1: 5-8 p.m.
Feb. 16	School Board Budget Workshop #2: 2-5 p.m.
Feb. 16	Conduct Public Hearing
Feb. 23	School Board Budget Workshop #3: 5-8 p.m. (if needed)
March 1	School Board Budget Workshop #4: 2-5 p.m. (if needed)
March 1	School Board Budget Adoption
March 8	School Board Budget Workshop #5: 2:00-5:00 p.m. (if needed)
March 15	School Board Budget Adoption (if not adopted March 1)
March 15	Provide School Board Proposed Budget to city staff
April	Present School Board Approved Budgets to the City Council
By May 15	City Council: Approve and adopt Operating and CIP budgets

BUDGETARY GOALS AND CHALLENGES

There are many factors unique to school divisions that can trigger educational cost increases that outpace inflation. For example, increases in labor costs due to rising student enrollment or changes in staffing standards can drastically impact school budgets because K-12 education is so labor intensive. Understanding these factors provides a greater appreciation of the financial challenges that schools confront today and of the environmental context in which budgeting decisions must be made. The following factors place considerable pressure on school budgets:

- Programmatic Priorities – Our community demands high achievement, as well as the availability of programs and opportunities to address each student's individual needs. The strategic framework, *Compass to 2020:* Charting the Course, was unanimously adopted by the School Board on Dec. 16, 2014, following nearly a year's worth of work and community input. This framework provides, through well-articulated goals and strategies, a true heading to guide the work of educators. Meeting the expectations of our community and achieving the goals outlined in *Compass to 2020* requires that VBCPS allocate resources both thoughtfully and efficiently.

- Technology – The five-year framework outlined in *Compass to 2020* charts the course for teaching and learning across the division with the focus of ensuring that every child is challenged and supported to reach his or her full potential. The framework's strategies include providing students with personalized learning opportunities that incorporate the use of digital resources to prepare them for employment or post-secondary educational opportunities in a globally-competitive environment. In support of the strategic plan, the division is preparing to phase in the provisioning of Chromebooks for every student and teacher in first through 12th grades with a goal to fully deploy the devices to each school in the division by the 2020 school year, or sooner, as funding permits. As the division prepares students to master not only course content, but globally competitive skills such as creativity, collaboration, critical thinking, communication and citizenship, it is evident that the purposeful use of technology will be integral to the instructional program.

- Employee Compensation – In support of goal four of the strategic framework, VBCPS is focused on placing a premium on recruiting, hiring, supporting and retaining high-quality staff in all positions. One of the top strategies aimed at addressing goal four of *Compass to 2020* is to provide a competitive compensation and benefit plan for employees. VBCPS ranks No. 2 in the Hampton Roads region for entry-level teacher salary compensation (up from No. 3 the previous year). There are also approximately 1,830 employees who remain eligible for an internal equity adjustment to address compression issues identified in the Unified Pay Scale (which encompasses non-instructional employees). In recent years VBCPS has budgeted funds, as available, to take incremental steps toward adjusting the scale. Additional funding is required to address all equity and compression issues to the full extent needed.

- Employee Benefits – In 2012, the General Assembly took action to require full funding of Virginia Retirement System (VRS) employer contributions under a phased-in schedule until the rates become 100 percent funded in the 2018-2020 biennium. However, the General Assembly's 2016-2018 biennial budget adopted higher VRS employer contribution rates for instructional retirement benefits than those originally planned. For FY 2016/17, the state budget increased the rate from 14.06 percent to 14.66 percent. That rate is expected to climb by 1.66 percent to 16.32 percent in FY 2017/18, and then remain flat from FY 2018/19 through FY 2021/22. These increases are due in large part to the previous underfunding of the VRS plan during the economic downturn. Because retirement is a salary-sensitive benefit, related expenses can also increase with compensation adjustments, position growth and turnover.

- State and Federal Mandates – VBCPS must comply with state and federal mandates that significantly impact divisionwide needs and priorities. Mandates are not always funded and can pose a financial burden on localities and school divisions. There are currently 112 state mandates administered by the Virginia Department of Education (VDOE); of which, 93 are compulsory orders that influence education programs and how funding is prioritized. In 2011, the Virginia General Assembly created the Governor's Task Force for Local Government Mandate Review. The task force was asked "to review state mandates imposed on localities and to recommend temporary suspension or permanent repeal of such mandates, or any other action as appropriate". In August 2015, the Governor's Task Force issued an interim report with recommendations for the General Assembly to consider. Federal mandates, including those outlined in the Every Student Succeeds Act of 2015 (ESSA), are being reviewed by Congress.

- Lagging State Funding – Public education policy changes at the state level significantly and routinely underfund education. State spending allocated to school divisions is driven by the number of students and local ability to pay. According to a report on state education spending released by the Joint Legislative Audit and Review Commission, the Commonwealth of Virginia spent about $5.66 billion in funding on constitutionally mandated K-12 SOQ programs in FY 2014/15. This equated to approximately $4,580, on average, for each of the 1.24 million elementary and secondary students in Virginia. In Virginia Beach, the total average cost per pupil for the same year was $11,150 with the state portion of the expenditures equal to only $4,844. Since FY 2006/07, VBCPS has experienced a net reduction of $34.7 million in state funds. This reduction does not include routine updates to the Local Composite Index (LCI), changes in the state share of funding based on ADM or one-time state allocations. For VBCPS, $34.7 million would fund approximately 542 teaching positions or reduce class size by approximately 2.3 students.

- Structurally Flawed Operating Budget – The FY 2016/17 budget marks the seventh consecutive year VBCPS has had to rely on one-time reversion funds to augment the School Operating budget and pay for recurring expenses. While the use of one-time funding has helped bridge the gap between the revenue available and expenditures, the use of these funds to pay for ongoing costs has created a structural imbalance that requires recurring revenue to resolve. The School Board is committed to reducing reliance on reversion funds so VBCPS is not in the position of plugging holes in its baseline budget from year-to-year. Relying on one-time dollars for ongoing expenses is simply not a sustainable budget strategy.

- Enrollment and Demographics – The cost of enrollment growth and changing student demographics can impact school-based positions generated through staffing formulas and per pupil allocations. A slow decline in student enrollment is projected to continue division-wide over the upcoming five-year projection window. According to the Weldon Cooper Center for Public Service at the University of Virginia, VBCPS is among the majority of Virginia school divisions with respect to declining enrollment trends.

COST OF GOALS

At the conclusion of deliberations during multiple budget workshops, the School Board approved and submitted a balanced budget resolution to the City Council in March requesting a lump sum appropriation of $716.4 million for the FY 2016/17 School Operating budget. The budget adopted by the School Board and submitted to the City Council for review and approval was developed within the City/School Revenue Sharing Policy. Despite significant unmet needs delineated in the budget, the School Board avoided requesting funding above the current formula level. For the first time in several years, balancing the School Operating budget did not include a proposed class size increase and reliance on one-time reversion funding was reduced by $3.3 million.

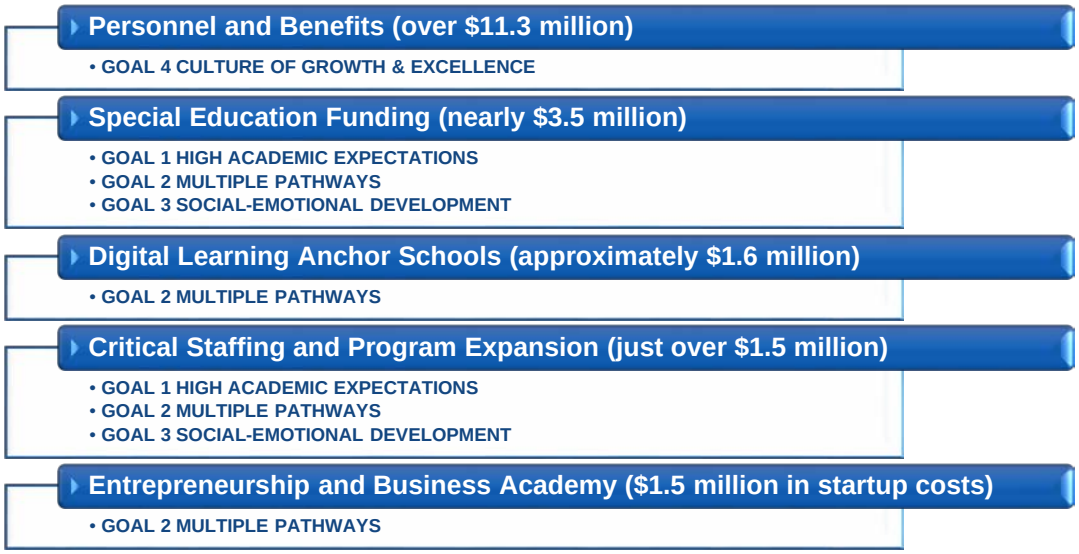
Within the $716.4 million spending plan, the School Operating budget provided for: 1) the replacement of buses; 2) a 2 percent raise for employees (net 0.66 percent of VRS contribution and taxes); 3) an expansion of the Digital Learning Anchor School initiative; 4) startup costs for an Entrepreneurship and Business Academy; and 5) funding to continue support of Unified Pay Scale equity adjustments. At the time of initial adoption, the School Board was cautiously optimistic that updated revenue projections from the city might increase the final amount of funding available for the School Operating budget. Also, there was a strong possibility that the state budget compromise bill could provide additional funds and increased budget flexibility for those resources. With those factors in mind, the School Board committed to submit an amended budget to the City Council for consideration once revenues were finalized and could be allocated where most needed.

In April, an amended resolution was forwarded to the City Council with updated revenues from all sources. The final FY 2016/17 School Operating budget totaled nearly $725 million, reflecting an increase of approximately $23.3 million, or 3.3 percent, when compared to FY 2015/16. Based on discussions with the School Board and superintendent, the City Council felt comfortable with the division's internal accounting controls and adopted the FY 2016/17 School Operating budget as a lump sum appropriation rather than by categories. Combined with efforts to reprioritize budget line items and reallocate existing resources, this additional revenue will allow the division to address several of the School Board's funding goals and priorities. In addition to spending plans previously mentioned, included in the FY 2016/17 School Operating budget are funds to:

1. Adjust the salary increase for employees to 3.34 percent, which includes a 1.34 percent "hold harmless" adjustment for staff because it offsets the required increase employees must pay into the Virginia Retirement System (VRS). This is the final year of the phased-in VRS offset. The $8.1 million salary increase (inclusive of benefits) will be implemented in two stages; 2.0 percent on July 1, 2016 and 1.34 percent on Dec. 1, 2016.

2. Allocate adequate funding required to support special education programs in the division. The FY 2016/17 Approved Budget increases school operating funds for special education by approximately $3.5 million, an action prompted primarily as a result of declining federal grant carryover resources.
3. Cover just over $2.6 million in costs related to VRS employer contribution rate increases. The VRS rate is rising from 14.06 percent in FY 2015/16 to 14.66 percent for FY 2016/17.
4. Obligate additional operating dollars to cover a shortfall in the Risk Management fund.
5. Add Full-Time Equivalent (FTE) instructional positions to address critical staffing needs and support program expansions. The addition of these positions will cost the division approximately $1.3 million for FY 2016/17.
6. Support collaborative planning for teachers across all grade levels by arranging opportunities for teachers to work together during the school day.

Significant FY 2016/17 Expenditure Highlights Linked to Strategic Goals



The FY 2016/17 budget reflects considerable increases in revenue at the state and local levels and begins to reverse the impact of significant cuts that have been sustained since 2008. A variety of economic factors and policies contributed to revenue growth at the state and local level for FY 2016/17. State revenue, which accounts for 36.3 percent of VBCPS' FY 2016/17 funding, is projected to increase nearly $13.4 million, or 5.4 percent from FY 2015/16. The most significant changes for this revenue source are the SOQ programs which increased a little more than $10.3 million from the previous year. These projected increases reflect the impact of General Assembly legislative actions, the state's rebenchmarking of costs, changes in VBCPS enrollment, technical public education policy updates and a reduced LCI for the 2016-2018 biennium. Additionally, the projected state sales tax revenue for VBCPS in FY 2016/17 is expected to increase nearly $3 million, or 4.1 percent, compared to the FY 2015/16 Approved Budget.

The local economy continues to improve thanks, in part, to modest increases in defense department expenditures, growth in port activity, an expanding health care industry, lower than expected energy and fuel prices, and an upsurge in tourism spending. VBCPS receives most of its funding, nearly 51 percent, from local contributions. The FY 2016/17 local contribution for the School Operating budget (generated through the RSF and other local contributions) totals $368,877,637, an increase of $9,826,003, or 2.7 percent, over the FY 2015/16 amount of $359,051,634.

Assumptions and Costing Guidelines for Other Budget Issues

VBCPS uses the following guidelines for major capital replacement purchases:

Capital Category	Replacement Cycle
Copiers and Multi-function Devices	8 years
School Buses	12 to 14 years
Technology	3 to 7 years depending on the item
Textbooks	7 to 8 years in conjunction with the state Standards of Learning (SOL) revision cycle
White Fleet Vehicles	10 to 12 years (based on mileage)

Unfunded Mandates

VBCPS must comply with state and federal mandates that significantly impact divisionwide needs and priorities. Every year, the Virginia General Assembly passes legislation, some of which mandates action for all Virginia school divisions. However, the state also decides how much funding, if any, school divisions receive in order to fulfill those mandates. School divisions are then left to make up the difference in cost for all funded or underfunded mandates, which poses a financial burden on localities and divisions.

As of August 2015, the total impact of state and federal unfunded mandates to VBCPS was approximately $43 million. Of the $43 million, approximately $16 million (37 percent) are mandates that originated from either the General Assembly or the Virginia Department of Education (VDOE). These mandates range from new reporting requirements, to new policies and procedures, to unfunded equipment requirements. This section highlights the most recent or significant state and federal government mandates impacting VBCPS.

State Mandates

Virginia Retirement System

Legislation passed by the General Assembly mandated that beginning July 1, 2012, new employees must fully pay the 5 percent VRS employee contribution, which was previously paid by employers. For existing employees, Virginia school systems and localities had the option of shifting the full 5 percent to these employees beginning July 1, 2012, or implementing the shift over five years. The legislation also required school divisions to give a salary increase equal to the percentage of the contribution shift. VBCPS opted to implement the shift over five years, beginning in FY 2012/13. Since this mandate was passed, VBCPS has provided salary increases that include a 1.34 percent “hold harmless” adjustment to offset the required increase employees must pay into VRS and cover associated payroll taxes. FY 2016/17 is the fifth and final year of the phased-in VRS offset. The General Assembly adopted significantly lower than actuarially recommended VRS employer contribution rates in FY 2010/11 and 2011/12 to mitigate state budget cuts to localities. Although this reduced all school division contributions to VRS, school systems in Virginia were required to repay the underfunded amounts beginning in FY 2012/13 through higher contribution rates. The state established legislation that increases required employer contributions until they reach the full actuarially determined rate by July 1, 2018.

Compensation Supplement Incentive

The budget adopted by the 2016 General Assembly provided VBCPS with one-time incentive funding of $2.7 million to implement salary increases of a minimum average of 1.5 percent for both instructional and support employees. In order to meet the minimum requirement, a recurring cost of approximately $13.8 million is required. These compensation supplement funds are not included as part of required local effort; however, in order to receive the state funds, a local match must be provided. The FY 2016/17 Approved Budget includes a 2.0 percent salary increase for all employees effective July 1. Additionally, a 1.34 percent increase follows on Dec. 1 for all eligible employees. Combined, the increases exceed the minimum requirement mandated by the state to receive the supplemental funding. There is no guarantee of additional state funding in future years.

Textbooks

The Constitution of Virginia, Article VIII, mandates that all school divisions must provide free textbooks and workbooks required for courses of instruction for all public school children. According to the Code of Virginia §§ 22.1-238, 22.1-241 and 22.1-243, local school boards should either enter into written term contracts or issue purchase orders on an as-needed basis with publishers of textbooks approved by the VBOE for use in the public schools. Although actual costs vary from year-to-year, VBCPS consistently spends more money to procure and maintain textbooks than the amount of state funding allocated for this purpose each fiscal year. For FY 2016/17, the unfunded cost for VBCPS is estimated at $3 million.

Gifted Education

School divisions are required to identify gifted K-12 students and provide instructional services to meet their needs. The VBOE adopted the Regulations Governing Educational Services for Gifted Students, which outline the requirements that school divisions need to include in their local plan for gifted education. Each school board approves a comprehensive plan for the education of gifted students that includes the components identified by the regulations. The VDOE conducts a technical review of local gifted plans every five years. Each school division has a gifted education coordinator who is assigned the responsibility of overseeing the implementation of the local gifted plan. To support the directives outlined in the regulations, VBCPS incurs costs of approximately $3.8 million annually.

Programs for Educationally At-Risk Students

Virginia school divisions are required to develop and implement programs of prevention, intervention and remediation (including summer school) for students who are educationally at-risk. This includes, but is not limited to, those who fail to achieve a passing score on any SOL assessment in third through eighth grades or who fail an end-of-course test required for the award of a verified unit of credit for the student's graduation. Local school divisions must offer an early identification program for students with difficulties in reading and mathematics. Additionally, divisions are required to provide targeted mathematics remediation and intervention to students in sixth through eighth grades who show demonstrated computational deficiencies and provide reading intervention services to students in kindergarten through third grade who demonstrate deficiencies based on their individual performance on the SOL reading test. Although some of the state funding appropriated for prevention, intervention and remediation programs may be used to meet these requirements, the unfunded expense for VBCPS is projected to be approximately $1.2 million for FY 2016/17.

Physical Fitness Requirement for 8th Graders

The VDOE modified the requirements for physical fitness at the middle school level in the fall of 2006. One of the changes provided students in the eighth grade the option of not taking the school's Health and Physical Education class; however, the Virginia Standards of Accreditation, Standard 8 VAC 20-131-90, now requires all students in sixth through eighth grades to participate in a program of physical fitness. As of August 2016, close to 1,600 VBCPS eighth graders opted out of Health and Physical Education classes, requiring nine additional teachers to instruct these students in other content areas. The requirement also placed an added burden on teachers and administrators to monitor individual programs of physical fitness for those students who opt out. The salary and benefit costs for nine additional teaching positions to support this requirement totaled approximately $635,000 for the 2015/16 school year.

Concussion Management Program

In accordance with the Student-Athlete Protection Act, Code of Virginia § 22.1-271.5, as amended, and the VBOE's Guidelines for Policies on Concussions in Student-Athletes, the superintendent developed "Protocol and Procedures for Management of Sports-Related Concussion" for VBCPS. The goals of the Protocol and Procedures are to ensure that VBCPS student-athletes who sustain concussions are properly diagnosed, given adequate time to heal, and are comprehensively supported until they are symptom free. To comply with Virginia Senate Bill 652, the division purchased online access to the ImPACT® program for each high school athletic department. Upon entry into a sport at the high school level, students in high-risk sports will participate in the ImPACT® program – a testing program used by the National Football League and Major League Baseball, along with colleges and universities across the nation. A baseline is created for each athlete. Should there be reason to believe a concussion may have taken place, this baseline will aid in making a return to play decision. Prior to the mandate, athletic trainers were shared at the middle school level. In support of the division's concussion management program, VBCPS now employs an athletic trainer at every middle and high school. Athletic training services, contracted services and neuropsychologist services to support this program cost approximately $550,000 each year.

Cardiopulmonary Resuscitation and Automated External Defibrillators

Legislation adopted by the 2013 General Assembly requires school divisions to include specific instruction in emergency first aid, CPR and the use of an automated external defibrillator in the SOL for health. Beginning in FY 2016/17, students must also receive hands-on training in emergency first aid, CPR and the use of defibrillators as a graduation requirement. The financial impact of the initial purchase of defibrillators for all VBCPS schools and administrative buildings was approximately $55,000. In addition to that one-time expense, recurring costs for

replacement devices are projected to be $14,000 per year. The cost of providing training to students beginning in FY 2016/17 is expected to be significant.

Federal Mandates

Individuals with Disabilities Education Act

IDEA guarantees a free appropriate public education to all eligible children with disabilities. The term "special education" means specially designed instruction, at no cost to the parent(s) or guardian(s), to meet the unique needs of a child with a disability, including instruction conducted in a classroom, the home, hospitals, institutions, other settings and instruction in physical education. In 1975, the federal government made a commitment to fund 40 percent of excess special education costs. For FY 2014/15, national IDEA federal funding covered 16 percent of the estimated excess cost of educating children with disabilities, less than in FY 2008/09 when federal funding covered 17 percent of the cost and well below FY 2009/10 when additional funding through the American Recovery and Reinvestment Act (ARRA) covered 33 percent of the cost. IDEA Part B "full funding" for FY 2014/15 would have amounted to approximately $28.65 billion nationally, or roughly $17.17 billion more than was actually appropriated. The shortfall in IDEA funding has been assumed by the states and local school divisions. For FY 2014/15, federal funding only covered approximately 18.4 percent of VBCPS' costs for special education and related services. During that fiscal year, approximately 10.5 percent of VBCPS students received special education services.

McKinney-Vento Homeless Assistance Act

Under the McKinney-Vento Homeless Assistance Act, homeless children and youth are entitled to receive transportation and other services that are available to non-homeless students. States and local educational agencies (LEAs) must adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian, to and from the school of origin for the duration of the homelessness. In meeting these requirements, local liaisons must assist with helping to coordinate transportation services for homeless children and youth. If the student remains in the school division, the division is responsible for transportation. If the homeless student begins living in an area served by another school division, the two divisions should agree on how transportation costs will be shared. The transportation costs incurred by VBCPS for homeless children and youth exceed funding from the state and federal government by approximately $800,000 annually.

Elementary and Secondary Education Act as amended by the Every Student Succeeds Act of 2015

School divisions have historically received federal funding from the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized by the No Child Left Behind (NCLB) Act of 2001. On June 29, 2012, the U.S. Department of Education approved the state Board of Education's application for a waiver from certain provisions of NCLB. The flexibility waiver allows the state Board of Education to establish challenging but attainable goals for increasing student achievement. School divisions are accountable for closing the achievement gap but are no longer subject to stringent annual objectives. On Dec. 10, 2015, ESSA was signed into law, and it replaced the NCLB Act of 2001. This act was a major expansion of federal authority over state and local educational programs which placed significant administrative and fiscal burdens on local school divisions. The act requires state accountability systems to address academic achievement, academic progress, graduation rates, progress in English Language Learners gaining proficiency and school quality. Currently, VDOE is making recommendations for revisions to the SOQ to reflect the needs of public school divisions. The financial impact of this new accountability model has not yet been assessed; however, federal funding for Title I, Part A and Title III are expected to increase under ESSA, but this will be offset by decreases for Title II, Part A.

Impact Aid

The Impact Aid Program is designed to directly compensate local school districts for: 1) local revenue lost due to the presence of federally owned, and therefore tax-exempt, property and 2) costs incurred to educate federally connected students, such as the children of armed services personnel working at a nearby military base. The purpose of Title VIII of the ESEA is to disburse Impact Aid payments to local school divisions and to provide technical assistance and support services. The Impact Aid program is the only K-12 federal education program that is not forward funded, so any delay in appropriations has an immediate impact on recipient school divisions. Additionally, the program has not been fully funded since 1969. Federal funding appropriated for Impact Aid payments has been declining since 2011, which prompted the United States Education Department (USED) to delay payments issued to divisions. As such, annual budgets for the last few years presented this federal revenue as a combined total of pending delayed payments plus estimated current year payments for VBCPS. While a near-full restoration of Impact Aid in FY 2013/14 and a $17 million nationwide increase in FY 2015/16 were

welcome relief, funding caps on discretionary spending continue to be a concern for federally impacted school divisions.

VBCPS' 2016 Legislative Agenda

Budget

According to a Joint Legislative Audit Review Commission (JLARC) study released on Sep. 14, 2015, state spending on K-12 public education since 2005 has declined by 7 percent per pupil. After adjusting for inflation and increased enrollment, Virginia spent 9 percent less on K-12 instruction than it did in 2005. According to VDOE, Inflation Adjusted State Per Pupil Funding declined from $4,275 in 2009 to $3,647 in 2016 or by $628 per pupil.

Since FY 2006/07, VBCPS has experienced a net reduction of $34.7 million in state funds. This reduction does not include routine updates to the LCI, changes in the state share based on ADM, or one-time state allocations. For VBCPS, $34.7 million would fund approximately 542 teaching positions or reduce class size by 2.3 students. VBCPS appreciates the recent efforts by the General Assembly to protect K-12 funding in the current biennium.

Support Full Funding of Biennial Re-Benchmarking

In the summer of each odd-numbered year, VDOE provides the Governor and the General Assembly with an estimate of the "rebenchmarked" cost of continuing the existing Direct Aid to Public Education programs for the next biennium. This rebenchmarking is part of the biennial budget development process and includes updates in the input data to determine the current cost of the programs. The cost projections do not reflect any changes in policy or technical methodology. The SOQ provide 88 percent of the state funds for public schools in Virginia. VDOE's preliminary estimate for the 2016-2018 biennium is approximately $178 million a year over the FY 2016 base.

Since rebenchmarking is a process to update the state funding formulas to reflect the current costs facing Local Education Agencies (LEA) (e.g. increases in fuel costs, health care costs, teacher salaries, etc.), failure to fully fund rebenchmarking would signify a decrease in the state's commitment to funding K-12 education. VBCPS supports full funding of the biennial rebenchmarking of the SOQ funding formulas. VBCPS opposes any formula changes to the rebenchmarking methodology that would artificially decrease the actual costs to fund K-12 education. Finally, VBCPS opposes any measure that would shift SOQ and other recurring cost programs into the Lottery Fund.

Support Removal of the Support Position Cap

During the 2009 Session, the General Assembly implemented an artificial support of 4.03 for every SOQ funded instructional positions. This becomes an effective rate of 18.71 positions per 1,000 students in ADM. This cap saved approximately $759 million in state general funds, but passed the burden on to localities and school divisions to fund adequate support positions.

For VBCPS, this accounted for approximately $17.5 million in state funding for approximately 171 support positions. VBCPS continues to fund support positions at $15.5 million above the support cap, and only eliminated 25 of the 171 support positions. Support positions are responsible for curriculum development, pupil transportation, social workers, psychologists, technology professionals and others. VBCPS requests that the General Assembly remove the support cap put in place during the 2009 General Assembly Session and to fully fund support positions at an appropriate level.

Support Enhancements to the Standards of Quality

In addition to full funding of rebenchmarking and the removal of the support cap, VBCPS also supports additional enhancements to the SOQs that better reflect the staffing and financial needs of school divisions. For example, VBCPS supports funding student support positions, as well as instructional personnel support positions (e.g. social workers, guidance counselors, school psychologists and instructional personnel support) under Standard 2 on a prevailing cost basis, rather than the current capped basis. Enhancements such as these will provide additional funding directly to the classroom and give teachers additional resources to support students.

Issues Supported by VBCPS

Support Granting of College Course Credit for Virginia Certifications and Licenses

Obtaining a certification is a culminating event associated with specific training. The certification process is based on national standards determined by experts in a particular industry and is universally accepted across employers and industries. Furthermore, most high-paying jobs that require a certification or credential, frequently require multiple credentials or certifications that build on each other. While qualified high school programs may offer basic credentials, the student must often go to a post-secondary institution to obtain the higher-level certificate in order to qualify for a better paying job. Certifications must also be renewed in a regular sequence, and individuals are required to maintain skills and invest in ongoing education to prove mastery of new technologies. Not all post-secondary institutions, however, treat standard, universally recognized national credentials in the same manner. Some students are required to retake courses, and this can discourage some students from pursuing the higher-level credential.

VBCPS supports the VDOE and the Virginia Community College System working to develop a standardized system for granting college credit to students who have successfully completed one or more industry recognized credential programs. Allowing students to universally achieve college credit for industry recognized national credentials would encourage more students to pursue post-secondary education, as well as encourage more high school students to pursue Career and Technical Education (CTE) fields because of the post-secondary benefits. Under a standardized system, more students would pursue a CTE path in their local high school and be more likely to continue their education at a post-secondary institution.

Support Assessment Reform and Accountability Systems

VBCPS supports legislation that reforms Virginia's public school assessments and current accountability system and establishes a system that permits more balanced assessments, reflects greater validity, uses more cost-efficient sampling techniques and external evaluation arrangements, allows for expedited retakes, and more accurately reflects growth in student achievement.

- VBCPS supports the work and efforts by the SOL Innovation Committee. The SOL Innovation Committee has the experience and expertise to make real and meaningful changes to how tests and assessments are administered.
- VBCPS does not oppose accountability in public schools; however, VBCPS believes that the current system of 29 standardized tests dominates instructional time and severely impedes an LEA's ability to make progress in transforming a traditional system of schooling into one that will meet the needs of our students to compete in a global marketplace.
- VBCPS supports an accountability system that contains a broad range of more engaging student learning experiences that will prepare students to become successful 21st century learners, workers and citizens. This system would allow students to apply knowledge in authentic tasks, demonstrate learning using performance tasks and collaborate to solve problems.
- VBCPS supports an accountability system that that is flexible and incorporates a child's individual needs and abilities. Not every child enters school at the same level and with the same resources. It is well documented that there is a strong correlation between a student's academic achievement and their socioeconomic status. VBCPS strongly believes that school divisions and educators should be responsible for improving a student's academic performance; VBCPS, however, supports accountability standards that consider individual student achievement and growth beyond individual assessment performance.
- In addition to student growth measures, VBCPS supports a teacher, principal and superintendent accountability system that includes additional measures such as student participation and performance in advanced placement courses, post-graduate measures that provide information on how students transitioned after high school, and qualitative measures of overall school performance beyond assessments.

Issues Opposed by VBCPS

Oppose Participation in Interscholastic Athletic Programs by Nonpublic School Students

VBCPS opposes legislation that allows nonpublic school students to participate in interscholastic programs in public schools. VBCPS has grave concerns for the following reasons:

- A fundamental principle of the Virginia High School League (VHSL) rules is to provide a level playing field for competition such that all participants are following the same standards of eligibility. Previously proposed legislation in the General Assembly runs counter to this principle; whereby, nonpublic school students would have to abide by only one portion of the Transfer Rule (living in the proper school district) and “demonstrate evidence of progress” academically.
- Nonpublic school students would potentially displace other students currently enrolled in the school in which they wish to represent. Further, they would do so without having to abide by all VHSL rules and regulations set forth in the VHSL Handbook and Policy Manual.
- The potential for academic eligibility disparities is significant.
- Some schools and school systems have local academic requirements such as a minimum grade point average or mandatory study hall that could not be applied to nonpublic school students.
- Discipline and consequences for violating behavioral expectations could not be applied to nonpublic school students as they can for in-school students.

Though philosophically opposed to the concept, in the event that allowing nonpublic students to participate is deemed appropriate by the General Assembly, we would strongly support the addition of specific parameters (examples below) for inclusion in the legislation:

- That the student be required to meet some type of minimum "residency requirement," including enrollment in at least three of the member school's current core area, non-elective curricular offerings (i.e, language arts, mathematics, science, and social studies), connecting the student in some fashion to both the overall academic and extra-curricular mission of the member school;
- That the student pass all SOL tests, or their equivalent, at the appropriate time in their progression toward a high school diploma (e.g., passing the statewide English 11 tests in the spring of what would constitute his/her junior year);
- That the student meet any local requirements regarding a minimum grade-point-average in all classes, including those taken at the member school;
- That the student be subject to the same disciplinary standards as their full-time counterparts as delineated in local school division codes of student conduct; and
- That no student be permitted to participate as a homeschool student if he/she had been involuntarily removed from a member school (e.g., due to expulsion) for at least one year prior to the declaration of home-schooled status.

Oppose Mandatory Funding of Virtual School

VBCPS recognizes that virtual learning can play an important part in a child’s overall academic development and achievement. VBCPS, however, is opposed to any legislation that would require any portion of state or local funding to follow the student when the student chooses to enroll in a virtual school outside his or her school division. VBCPS supports online blended models that incorporate the individual needs of the student, as well as a full-time state operated virtual program through Virtual Virginia.

Oppose Unfunded Mandates

As of August 2015 the total impact of state and federal unfunded mandates to VBCPS was $43 million. Of the $43 million, approximately $16 million (37 percent) are mandates that originated from either the General Assembly or the VDOE. These mandates range from new reporting requirements, to new policies and procedures, to unfunded equipment requirements. VBCPS is opposed to any state mandates requiring local school divisions to assume additional responsibilities or provide additional services without the state’s share of funding for such mandates. VBCPS supports the elimination or funding for current unfunded mandates.

UNMET NEEDS

As part of the budget development process, departmental requests are summarized and presented to the superintendent and senior staff to begin deliberations on unmet needs and budget priorities. Within the first quarter of the fiscal year, the superintendent and senior staff consider one-time requests that could not feasibly be funded in the School Operating budget to determine the appropriate use(s) for any reversion funds. The following lists provide an approximate accounting of the division's ongoing unmet operating and technology needs.

Unmet Operating Needs

Operating Item Description (not in priority order)	Amount
Unified scale adjustment	4,000,000
Bus replacement – 27 buses at $90,000 (will complete goal of replacing 50 annually)	2,430,000
Eliminate need for one-time funds in balancing budget	5,000,000
Extended Day Kindergarten/Full-day Kindergarten	17,000,000
Fund technology initiative – access for all students	8,500,000
White fleet replacement vehicles (needed annually)	300,000
Copier replacement (needed annually)	300,000
High School Math/Reading coaches	706,040
Middle School (4) Math/Reading coaches	260,000
Projector replacement (annually)	300,000
Volunteer background check	274,850
Expand AP support program	1,200,000
Other management Advisory Group recommendations – increase allowances/supplements and move selected positions from the Unified Pay Scale to the Instructional Pay Scale	4,560,000
Operating Items Total	**44,830,890**

Unmet Technology Needs

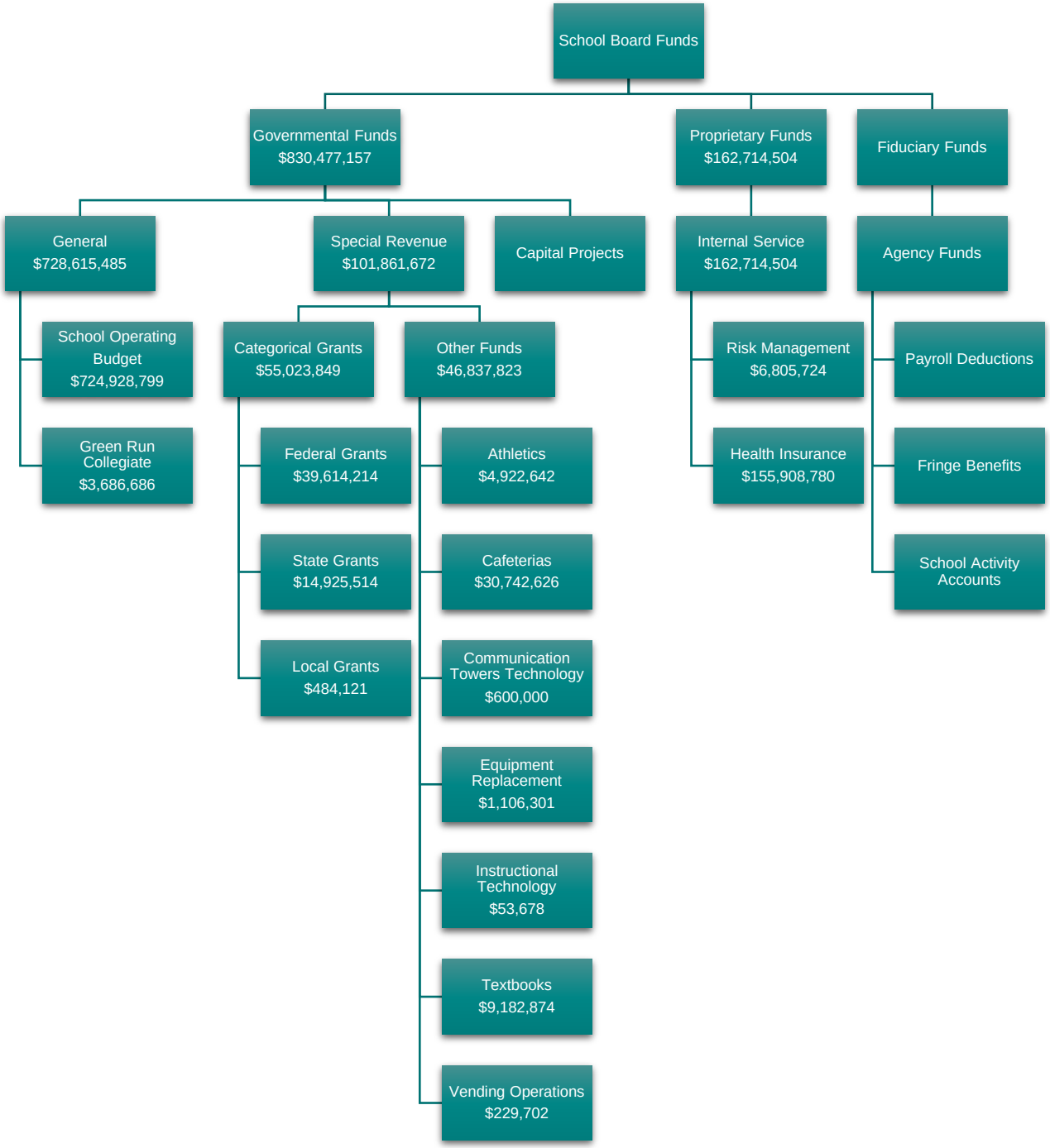
Technology Item Description (not in priority order)	Amount
Instructional computers annual replacement	3,690,000
Learning Management System (LMS) acquisition	2,700,000
Core infrastructure upgrade	1,520,000
Wide Area Network (WAN) infrastructure upgrade for administrative sites	170,000
Wireless upgrade for remaining elementary and all high schools	1,350,000
VSS (Net Scout) load balancer replacement	176,000
Telephone system upgrade	4,943,240
WiFi installation for high school football press boxes	89,171
Network monitoring and troubleshooting system	582,786
WAN core upgrade (Network Redesign Phase 1)	1,500,000
Voice firewall	48,000
Copier replacement – June 2016	124,000
Equitrac	150,000
Content Filtering	152,939
Department of Technology Total	**17,196,136**

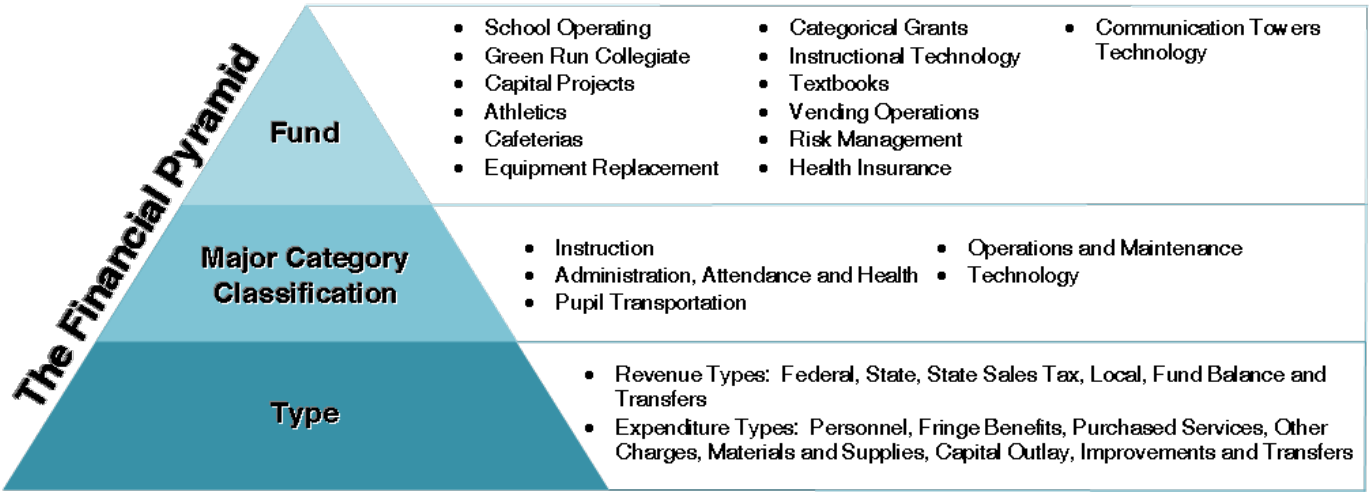
The following items were not built into the FY 2016/17 budget, but will be funded with one-time reversion funds.

- Replacement school buses
- White fleet replacement vehicles
- Upgrades to the wireless network
- Technology initiative

SCHOOL BOARD FUNDS

Like other state and local governments and public school divisions, the accounts of the School Board are organized on the basis of funds, each of which is considered a separate accounting entity. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The elements used to classify revenues and expenditures can be viewed as a financial pyramid, with funds at the top and categories (by type) representing the lowest level of detail. All of the funds of the School Board are classified as Governmental funds, Proprietary funds or Fiduciary funds. Next, funds are categorized by major classification/budget unit (Instruction; Administration, Attendance and Health; Pupil Transportation; Operations and Maintenance; and Technology). Revenue and expenditures are then budgeted by type. Information presented below and on the following page illustrates the budgetary levels that will be addressed in this document.





Fund Classification	Fund Type	Description	School Board Fund	Budget Basis	Accounting Basis
Governmental funds – account for operating, special revenue and capital project activities	General fund	The General fund is the general operating fund of the School Board that is used to account for all of the financial resources, except those required to be accounted for in another fund. Funds are allocated separately between the School Operating budget and Green Run Collegiate (GRC) charter school.	School Operating Green Run Collegiate	Modified Accrual	Modified Accrual
	Capital Projects fund	The Capital Projects fund is used to account for the financial resources for the acquisition or construction of major capital facilities.	Capital Projects	Modified Accrual	Modified Accrual
	Special Revenue funds	The Special Revenue funds are used to account for the proceeds of specific revenue sources (other than capital projects), which are legally restricted or committed to be expended for specified purposes.	Athletics Cafeterias Categorical Grants Communication Towers Technology Equipment Replacement Instructional Technology Textbooks Vending Operations	Modified Accrual	Modified Accrual
Proprietary funds – account for risk management and health insurance program activities	Internal Service funds	Internal Service funds are used to account for the financing of goods and/or services provided by one department or agency to other departments or agencies of the governmental unit (and other governmental units) on a cost-reimbursement basis.	Risk Management Health Insurance	Accrual	Accrual
Fiduciary funds – account for resources held for others by VBCPS as an agent or trustee	Agency funds	Agency funds are used to account for assets held by the School Board as an agent for individuals, private organizations, other governmental units and/or other funds.	Payroll Deductions Fringe Benefits School Activity Accounts	Accrual	Accrual

FUND DESCRIPTIONS

General Fund

The General fund is the general operating fund of the School Board that is used to account for all of the financial resources, except those required to be accounted for in another fund. Funds are allocated separately between the School Operating budget and GRC. Within the fund, revenue and expenditures are budgeted by type. The budget is divided into five major classifications: Instruction; Administration, Attendance and Health; Transportation; Operations and Maintenance; and Technology.

Capital Projects Fund

The CIP budget outlines the basic financing plan for capital needs. The Capital Projects fund tracks financial transactions used for the acquisition, construction or renovation of school buildings and sites, along with other major capital improvements. While the dollars budgeted in this fund address only the current year's needs, the CIP actually has capital projects programmed over a six-year span.

Special Revenue Funds

The Special Revenue funds are used to account for the proceeds of specific revenue sources (other than capital projects), which are legally restricted or committed to be expended for specified purposes.

ATHLETICS: The Athletics fund accounts for the costs of holding athletic activities at the division's schools. The primary source of revenue is from admission fees to athletic events.

CAFETERIAS: The Cafeterias fund is used to account for the procurement, preparation and serving of student breakfasts, snacks and lunches. The primary revenue sources are receipts from food sales and reimbursements from the federal school lunch program.

CATEGORICAL GRANTS: The Categorical Grants fund is used to account for federal, state, local, nonprofit and private industry grants that support instructional programs. Grants are typically legally restricted or dedicated to be expended for specified purposes.

COMMUNICATION TOWERS TECHNOLOGY: The Communication Towers Technology fund accounts for payments from leasing of School Board property for commercial wireless communication towers. The funds received from lease payments and the interest earned are used to acquire and replace/repair technology resources including computers, software, wiring, training, facsimile, multi-functional devices and interactive whiteboards.

EQUIPMENT REPLACEMENT: The Equipment Replacement fund provides an equipment replacement cycle for selected capital equipment for schools and support departments.

INSTRUCTIONAL TECHNOLOGY: The Instructional Technology fund provides for the cyclical replacement of classroom and instructional computers.

TEXTBOOKS: The Textbooks fund is used for the acquisition of textbooks (electronic and printed) and related materials for the VBCPS student population.

VENDING OPERATIONS: The Vending Operations fund accounts for receipts relating to the bottled drinks vending operations of the school division (through a long-term exclusive contract with a vending company). Proceeds from this contract are used by schools to support student and staff activities.

Internal Service Funds

Internal Service funds are used to account for the financing of goods and/or services provided by one department or agency to other departments or agencies of the governmental unit (and other governmental units) on a cost-reimbursement basis.

HEALTH INSURANCE: The Health Insurance fund provides a means for accounting for health insurance and the administration thereof for city and school employees.

RISK MANAGEMENT: The Risk Management fund provides for the administration of the workers' compensation program, the centralization of self-insurance accounts for liability and the purchase of commercial insurance.

SCHOOL OPERATING FUND REVENUE SOURCES

The FY 2016/17 School Operating fund revenue budget totals $724,928,799, an increase of $23.2 million, or 3.3 percent, from the FY 2015/16 budget. Local revenue contributions from the city continue to be the most substantial source of revenue for the School Operating fund, making up 50.4 percent of the FY 2016/17 budget. Funding from the state provides approximately 36.3 percent of total School Operating fund revenue. The remaining revenues are obtained from federal aid, School Reserve (reversion) funds and other local contributions.

Federal.....$12,476,532

General funds and categorical funds (primarily Impact Aid revenue)

The Impact Aid program is designed to directly compensate local school districts for: 1) local revenue lost due to the presence of federally owned, and therefore tax-exempt, property and 2) costs incurred to educate federally connected students, such as the children of armed services personnel working at a nearby military base. Virginia ranks No. 10 in the nation for Impact Aid payments to support federally connected students. Impact Aid program payments account for nearly 82 percent of the federal revenue funding projected for VBCPS in FY 2016/17.

State $263,423,825

SOQ payments, incentive funds, lottery proceeds and categorical amounts established by the General Assembly on a biennial basis

State funding for public education is provided to VBCPS through the Direct Aid to Public Education budget in the Appropriation Act. The funds are appropriated by the Virginia General Assembly and administered by the VDOE. Funding is appropriated into four major categories: SOQ Programs, Incentive Programs, Categorical Programs and Lottery Programs. State revenue, which accounts for 36.3 percent of the schools' funding in the FY 2016/17 budget, is projected to increase $13.4 million, or 5.4 percent, from FY 2015/16. The most significant changes to this revenue are in the SOQ Programs which increased a little more than $10.3 million from the previous year.

State Sales Tax $74,741,805

State sales tax (1.125 percent) dedicated to public education and distributed to school divisions based on the number of school-age children residing in the locality

State sales tax, the second largest source of state revenues, is a formula-driven allocation that is based upon the number of children between the ages of five and 19 who reside in Virginia Beach. One and one-eighth percent of the state sales tax is allocated directly to public education. The projected sales tax revenue for VBCPS in FY 2016/17 is $74.7 million, an increase of $2.9 million, or 4.1 percent, compared to the FY 2016/17 Approved Budget.

Local Contribution.....$365,459,296

Appropriation from the city of Virginia Beach (calculated using the RSF)

The School Board is a component unit of the city of Virginia Beach with responsibility for elementary and secondary education within the city. The City Council annually approves the budget, levies the necessary taxes to finance operations, and approves the borrowing of money and issuance of bonds for the school division. The city allocates funding to schools via the RSF. The City Council appropriates funding to the school division by major category (Instruction; Administration, Attendance and Health; Pupil Transportation; Operations and Maintenance; Technology; and Debt Service) in the School Operating fund and by fund for each of the division's remaining funds. The allocation of this funding within these categories and specific funds is solely at the discretion of the School Board. The projected local revenue for FY 2016/17 is $365,459.296 million, an increase of nearly $9.9 million, or 2.8 percent, compared to the FY 2015/16 Approved Budget.

Other Local $3,418,341

Miscellaneous sources of revenue such as rental of facilities, summer school tuition and non-resident tuition

Other local revenue is comprised of miscellaneous revenue sources such as rental of facilities, tuition and sale of salvage materials. The projected other local revenue for FY 2016/17 is $3.4 million, the same amount budgeted in FY 2015/16.

Additional Funds (non-recurring).....$5,409,000

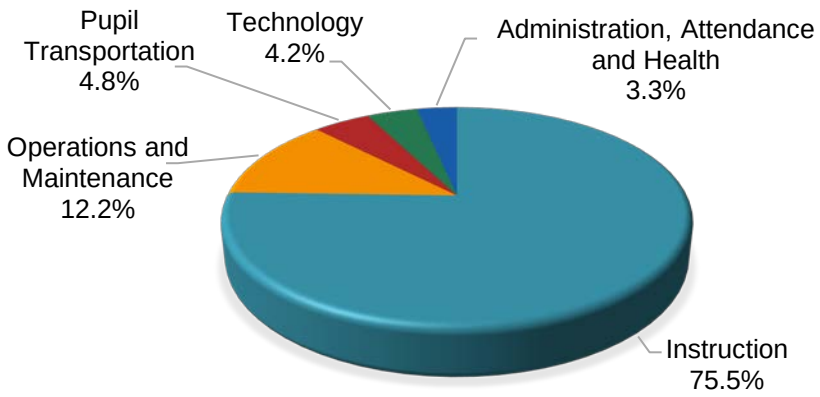
School Reserve (reversion) and Sandbridge TIF

In prior years, VBCPS has relied on fund balance or reversion funds to maintain critical services in response to the recession and significant losses of state funding. VBCPS will use $5 million of School Reserve (reversion) revenue and $409,000 in Sandbridge Tax Increment Financing (TIF) funds to balance the FY 2016/17 School Operating budget.

SCHOOL OPERATING FUND EXPENDITURES BY MAJOR CLASSIFICATION AND CATEGORY/TYPE

As expected, the majority of the School Operating budget is allocated to fund instructional programs. This is illustrated by the fact that proposed expenditures for instruction represent 75.5 percent of the FY 2016/17 budget.

Employee compensation is comprised of salaries and employee benefits. For FY 2016/17, the combined amount budgeted for salaries and benefits totals 84.4 percent of the School Operating fund expenditures.



Major Category Classification

Instruction $547,235,447
Includes: activities that deal directly with the interaction between teachers, aides or classroom assistants and students

Administration, Attendance and Health $24,281,035
Includes: activities concerned with establishing and administering policy for operating the division and activities whose primary purpose is the promotion and improvement of children's attendance at school

Pupil Transportation.....$34,454,774
Includes: activities concerned with transporting students to and from school as mandated by state and federal law

Operations and Maintenance $88,378,600
Includes: activities concerned with keeping the school plant open, comfortable and safe for use, and keeping the grounds, buildings and equipment in effective working condition

Technology $30,578,943
Includes: technology-related expenditures as required by the General Assembly

Type

Personnel Services.....$447,785,910
Includes: all compensation for the direct labor of persons in the employment of the school division including salaries and wages paid to employees for full-time, part-time and temporary work; supplements, allowances, overtime and similar compensation; payments for time not worked such as annual, funeral, sick and personal reasons leave; holidays; and other paid absences (e.g., jury duty, military pay)

Fringe Benefits.....$163,709,426
Includes: job-related benefits provided for school employees as part of their total compensation; the employer's portion of the Federal Insurance Contributions Act (FICA); retirement contributions; health and life insurance premiums; unemployment insurance premiums; flexible benefits program; employee assistance program; workers' compensation; and tuition reimbursements

Purchased Services.....$46,518,963
Includes: services acquired from outside sources on a fee basis or fixed-time contract basis (with the exception of payments for rentals, utilities or extensive repairs considered to be additions or improvements to capital assets)

Other Charges $24,563,323
Includes: payments of utilities, postage, telecommunications, insurance, rentals, travel and other miscellaneous charges

Materials and Supplies $26,455,097
Includes: articles and commodities acquired that are consumed or materially altered when used and capital outlay items that have a per-unit cost of less than $5,000

Capital Outlay $4,382,694
Includes: outlays that result in the acquisition of or additions to capital assets with a unit cost of $5,000 or more (with the exception of outlays for major capital facilities such as buildings and land)

Land, Structures and Improvement $240,301
Includes: expenditures of a project that is less than $1 million in estimated cost

Transfers to Other Funds $11,273,085
Includes: the conveying of cash from one fund (e.g., School Operating) to another fund (e.g., Textbooks) without recourse

REVENUE ENHANCEMENTS

Each year as part of the budget development process, VBCPS reviews areas where there may be opportunities to generate additional local revenue. Opportunities to add or increase user fees for a variety of items or services (e.g. rental of facilities, tuition, parking fees, etc.) are considered. The state places strict limitations on what fees a school division may assess students, somewhat limiting how much revenue can be generated from these types of sources. The General Fees Schedule for FY 2016/17 incorporated very few changes, including a minor increase for general parking fees and the addition of a new cost for participation in Technical and Career Education (TCE) summer enrichment camps. Rates for non-resident student tuition for employees and driver's education program fees remain frozen at current levels based on stakeholder input and public feedback. VBCPS' local revenue is also enhanced through funding generated by the sale of vehicles and other salvage equipment, proceeds from vendor and procurement card rebates, and indirect costs recovered primarily for federal grants. The division pursues additional revenue by securing grants and developing business partnerships to help fund specific initiatives.

OTHER SUSTAINABLE SOURCES OF LOCAL REVENUE

The primary reason VBCPS engages in community outreach is to inform the public and gather important input about crucial educational issues and budget priorities. However, community outreach also provides VBCPS with important resources. As of June 30, 2016, there were 2,100 Partners in Education working with schools throughout the division. Thousands of individuals serve as volunteers in our schools each year. In fact, during the 2015/16 school year, 50,361 volunteers and partners in education donated 599,497 hours of service, which emphasizes the value of community outreach efforts. The value of the donated volunteer hours is estimated at $14,124,149 (based on the $23.56 per hour estimated value of volunteer time published by the National Independent Sector Organization).

Partners in Education

The Partners in Education program supports collaborative efforts between schools and community organizations that promote academic success and personal growth for the division's students. Community partners from businesses, military commands, faith-based groups and civic organizations work with schools to design innovative educational opportunities to meet the unique needs of students and schools. By matching school goals with the expertise, expanded materials, financial resources and skills of the community organization, partnerships enrich curriculum and enhance learning experiences, extend teachers' capacity to meet the individual needs of all students, and improve communication between the schools and the community. Community involvement makes a positive impact on education by helping to relate academic learning to real-world applications and demonstrates that the community values education.

Starting in 2001, VBCPS began recognizing outstanding partnership practices that support mutually beneficial relationships between schools and business/community organizations. Model Partnerships that represent exemplary community involvement in our school division are nominated and selected annually.

Model partnerships are chosen based on the following criteria: clearly articulated purpose/goal(s) of the partnership and how it supports the school division's strategic plan, *Compass to 2020;* detailed activities and programs implemented as a result of the partnership; specific results and the impact of the partnership to promote student achievement, aspirations and social emotional development; and mutual benefit to the school, students and the partnering organization.

The 2015/16 Model Partnerships are outlined below.

- NEXCOM and the Advanced Technology Center
- GrowSmart, a division of the Virginia Beach Department of Economic Development, and Bayside, Point O'View and White Oaks Elementary Schools
- Sentara Leigh Hospital and Bayside High School

- First Presbyterian Church of Virginia Beach and Birdneck Elementary School
- Tallwood High School and Cooke Elementary School
- CH2M Hill and Corporate Landing Middle School
- Pungo-Blackwater Library and Creeds Elementary School
- EQUI-KIDS Therapeutic Riding Program and Great Neck Middle School
- Virginia Museum of Contemporary Art and Green Run Collegiate
- RRMM Architects and Old Donation School
- Virginia Museum of Contemporary Art and Salem High School
- Philippine Cultural Center of Virginia and Tallwood High School
- Lynnhaven Mall and Virginia Beach City Public Schools
- Virginia Beach Courthouse Rotary and Virginia Beach City Public Schools

Volunteers in Education and Partners in Education Programs

VBCPS values and promotes active engagement of the community in all of our schools. In addition to soliciting input from the community on decisions about our schools, the Office of Community Engagement coordinates many opportunities for community members to interact and contribute to the academic achievement of our students and the overall continuous improvement of VBCPS. Parents, community members, businesses and organizations are able to support students, staff and school initiatives through the Volunteers in Education and Partners in Education programs.

Virginia Beach Education Foundation

The Virginia Beach Education Foundation (VBEF) raises funds and in-kind donations to benefit VBCPS students and staff through tax-deductible donations, gifts, bequests and the like. The foundation then awards grants to teachers who submit applications for their innovative and creative learning programs. In addition, the VBEF manages The House Students Built (THSB), a project that provides hands-on work experience for juniors and seniors in the construction trades.

The VBEF Board of Directors, comprised of 30 community leaders, approves all expenditures from the foundation. They are responsible for screening funding proposals and are the final arbiters in decisions regarding foundation resources. All foundation monies go directly back to VBCPS. Operational costs for the foundation are very low (less than 5 percent) as many expenses are underwritten by individual and business contributions.

Adopt A+ Grants

Each year, the VBEF Board of Directors awards grants to Virginia Beach schools for innovative and creative programs that benefit students. Each teacher-designed project is aligned with the school division's strategic framework. Schools are awarded funds through a blind review application process, meaning no information pertaining to the school is included. For FY 2015/16, funds awarded for Schoolwide Projects totaled $36,396.79; for Sustainability Impact Projects awards amounted to $1,939.35; and grants for Innovative Learning Projects equaled $61,365.15.

House Building Projects

THSB is a program that partners TCE students with experienced professionals in the community to construct a single-family dwelling for public sale. Businesses and contractors donate their expertise and materials, and TCE students obtain valuable hands-on training and career experience. Net profits from the sale of each home support the Education Foundation's Adopt A+ Grants program. To date, nine THSB homes have been successfully planned, financed, constructed and sold. These projects have impacted VBCPS in the following ways:

- Hands-on training provided to over 80 TCE students annually
- Scholarships and grants awarded from the net profits totaling over $700,000
- Community involvement in the form of donations of materials and time valued at over $150,000 per house

Golf Tournament

The annual golf tournament raises approximately $35,000 to support the VBEF's Adopt A+ Grants program.

Pearls of Wisdom

The VBEF hosts the Pearls of Wisdom oyster roast and barbecue every spring at the 24th Street Park at the Virginia Beach oceanfront. Attendees enjoy live music and an all-you-can eat buffet. The annual fundraiser benefits VBCPS teachers and students by raising funds to support the VBEF's Adopt A+ Grants program.

FINANCIAL POLICIES AND PRACTICES

ACCOUNTING FOR SCHOOL BOARD FUNDS

In accordance with the requirements of the Governmental Accounting Standards Board (GASB), the financial reporting entity consists of the primary government (the city of Virginia Beach) as well as its component units that are legally separate organizations for which the City Council is financially accountable (e.g., a component unit that is fiscally dependent on the primary government). As a component unit of the city of Virginia Beach, the financial position and results of operations of the School Board are also presented in the city's Comprehensive Annual Financial Report (CAFR).

Management is responsible for establishing and maintaining an internal control structure designed to ensure that the assets of the School Board are protected from loss, theft or misuse and to ensure that adequate accounting data is compiled to allow for the preparation of financial statements in conformity with Generally Accepted Accounting Principles (GAAP). The internal control structure is designed to provide reasonable, but not absolute, assurance that these objectives are met. The concept of reasonable assurance recognizes that: 1) the cost of a control should not exceed the benefits likely to be derived; and 2) the valuation of costs and benefits requires estimates and judgments by the administration.

The School Board adopts budgets for the following funds: General, Athletics, Categorical Grants, Cafeterias, Instructional Technology, Textbooks, Communication Towers Technology, Vending Operations and Equipment Replacement. All budgets are developed using a variety of assumptions based on expectations for the future. Additionally, the School Board must adhere to the city's financial codes and policies pertaining to balancing the budget. Specifically city code mandates that in no event may the expenditures recommended by the School Board in the budget exceed the estimated revenues. The School Board maintains extensive budgetary controls. The objective of these controls is to ensure compliance with legal provisions embodied in the annual appropriated budget. Activities of the General fund and Special Revenue funds are included in the annual appropriated budget. The level of budgetary control (i.e., the level at which expenditures cannot legally exceed the appropriated amount) is the category level for the General fund and the fund level for the Special Revenue funds.

Certain controls are exercised administratively on the General fund (e.g., budget units, personnel positions, capital outlay and certain line items). A budget unit is an activity (e.g., Elementary Classroom) of a category (e.g., Instruction). Certain controls are also exercised on the Special Revenue funds (e.g., federal and state grants). The School Board utilizes an encumbrance accounting system as one method of maintaining budgetary control. At the end of the fiscal year, outstanding encumbrances of certain governmental funds are re-appropriated as part of the following fiscal year's operating budget.

The local government provides an appropriation for education in excess of the Commonwealth of Virginia SOQ payments and determines the level of total education support by means of the RSF. The amount derived from the application of this formula is allocated to debt service, Pay-As-You-Go (PAYGO) capital improvements and the School Operating budget. Managed and controlled by the city, debt service receives the first allocation of funds from the RSF. The next allocation from the RSF funds PAYGO CIP that are reasonably expected to be completed within one year. After those two distributions, the balance of funds from the RSF is allocated as School Operating budget support.

BUDGET POLICIES AND GUIDELINES

VBCPS budgets are developed using a variety of policies and practices which reflect state law, school policies and regulations. The School Board is responsible for establishing policy for the governance and operation of the division. Funding decisions reflect the policies, as well as mission, vision, and student achievement goals set by the School Board. Additionally, VBCPS policies are developed in compliance with state SOQ (§§ 22.1-253.13:1 through 22.1-253.13:10 of the Code of Virginia) and federal regulations (IDEA, ESEA, etc.). As a component unit of the city of Virginia Beach, local funding for VBCPS must be allocated and appropriated to the division by the City Council.

City/School Revenue Sharing Policy

The City Council first adopted the City/School Revenue Sharing Policy in 1997 to provide a stable source of local funding for the public school system as a discretionary local match. A revised policy was adopted in October 2012. The discretionary local match allocates local tax revenues to the school division using two components: a

RSF and a real estate tax dedication. In addition to explaining details about calculating the RSF and defining the 4 cents real estate dedication component, the joint policy outlines the following procedures and practices. The full text of the City/School Revenue Sharing Policy is included in the appendix of this document.

Procedure to Request an Increase in the Discretionary Local Funding Match:

4.1. After receiving the Superintendent's Estimate of Needs, the School Board will notify the City Council by resolution that it has determined additional local funding is required to maintain the current level of operations or to provide for additional initiatives. The School Board's resolution will provide the following: 1) that additional funding is required; 2) the amount of additional funding requested; 3) the purpose for the additional funding; and 4) that the School Board supports an increase in the real estate tax (or other local tax) should the City Council determine that such a tax increase is necessary.

4.2. If the City Council determines that additional funding is warranted to maintain the current level of city and schools operations or to provide for additional initiatives, the City Council shall determine appropriate action. This action may include consideration of existing dedications or alternate sources of revenue or tax increases. If, after deliberation and appropriate public involvement, City Council determines that additional tax revenues are required, the City Council may adopt a tax rate increase to any revenue stream within this formula to generate additional local tax revenue.

4.3. Should the City Council dedicate such increase in local taxes, that dedication will be treated in the same manner as other Dedicated Local Tax. If the City Council does not dedicate the increased taxes, this revenue will be part of the Local Tax Revenues for purposes of this Policy.

Actual Revenue Collections deviate from Budget Local Tax Revenues:

5.1. If, at the end of the fiscal year, the actual Local Tax Revenues exceed the budgeted amount, the amount of excess revenue will be allocated in the same manner as similar revenues were apportioned in the recently ended fiscal year. However, such excess revenues are subject to the City Council's General Fund Balance Reserve Policy. If such funds are not required for the General Fund Balance Reserve Policy, the School Board may request that such funds be appropriated at the same time as the appropriation of reversion funds, discussed in Section 6.3, below.

5.2. If, the city, through the Manager or his designee, anticipates at any time during the fiscal year that actual revenues will fall below budgeted revenues, the School Board, upon notification by the City Manager or his designee of such an anticipated shortfall, will be expected to take necessary actions to reduce expenditures in an amount equal to the School's portion of the shortfall.

Reversion of Formula Revenues:

6.1. All other sources of funding shall be expended by the Schools prior to the use of Local Tax Revenues.

6.2. All balances of Local Tax Revenues held by the schools at the close of business for each fiscal year ending on June 30 (to include the accrual period) lapse into the fund balance of the City's General fund. The reversion described in the preceding sentence is specific to Local Tax Revenues, and while the appropriation to spend funds may lapse, the reversion process is not applicable to monies in a fund, such as the Athletic Fund, that are attributable to user fees or gate admissions.

6.3. Reversion Appropriation Process: The School Board may request, by resolution, the re-appropriation and appropriation of funds resulting from the end of the fiscal year.

City of Virginia Beach Debt Management Policy

The purpose of the City Council Policy for Management of Tax-Supported Debt is to outline debt policy guidelines and define the four major debt indicators. The four major debt indicators to be used to evaluate the city's financial condition are:

2.1 Ratio of General Government Debt to General Government Expenditures - This indicator measures the percentage of the general operating expenditures, which must be used for debt service (i.e., principal and interest payments on existing debt). Increasing debt service reduces expenditure flexibility by adding to the city's debt related obligations.

2.2 General Government Net Debt Per Capita - This indicator measures the amount of tax-supported debt attributable to each city resident. As the city's population increases, capital needs and long-term debt can logically be expected to increase as well.

2.3 Ratio of Per Capita Debt to Per Capita Income - This indicator measures the tax-supported debt burden as a percentage of city per capita income. The lower the ratio, the lower the government burden on its residents.

2.4 Ratio of General Government Debt to Assessed Value of Real Property - This indicator measures the amount of tax-supported debt as a percentage of the city's assessed valuation of real property, using the land book. An increase in this indicator can mean that the city's ability to repay the debt is diminishing. Or, it could mean that the city has intentionally increased its debt burden. A diminished ability to repay debt may result in difficulty in obtaining additional capital funds, a higher interest rate when borrowing, or difficulty in repaying existing debt. A reasonable level of debt burden is expected in order to meet the needs of a well-managed city. (Note: The Virginia State Constitution Art VII, § 10(A) and State Code § 15.2-2634 places a legal limit of 10 percent for general obligation debt.)

The target amount for debt indicators should be guided by the city's ability to pay, as well as a comparison with other cities of similar size and similar financial condition, such as those with similar bond ratings. Given those factors, the recommended guidelines and limits on debt indicators for the city of Virginia Beach are stated below.

3.1 The Ratio of General Government Debt to the General Government Expenditures may not exceed 10 percent.

3.2 The General Government Net Debt Per Capita may not exceed $3,000. At no point shall this indicator exceed the lesser of the mean or median for Standard and Poor's triple-A rated cities with a population between 250,000 and 500,000, provided such data is available.

3.3 The Ratio of Per Capita Debt to Per Capita Income may not exceed 6.5 percent.

3.4 The Ratio of General Government Debt to Assessed Value of Real Property may not exceed 3.5 percent.

3.5 The status of each indicator shall be reported in the Operating budget each year and shall reflect the impact of the Capital Improvement Program.

School Board Policies

The School Board of the City of Virginia Beach is the legislative body for the school division and determines all general policies to be employed in the conduct of VBCPS. Financial policies establish a foundation and direction for the School Board, the superintendent and staff as they make decisions concerning resource allocations. The School Board policies most commonly applied to budget development and implementation processes are included in Section 3 - Business and Noninstructional Operations and are highlighted below.

School Board Policy 3-1: Criteria

Financial Management: The School Board recognizes that money and money management are essential to support the whole school program. To make that support as effective as possible, the Board shall:

1. Encourage advance planning through the best possible budget procedures;
2. Explore all practical sources of financial support;
3. Guide the expenditure of funds so as to extract the greatest educational return for each dollar spent;
4. Expect effective accounting and reporting procedures;
5. Maintain the level of unit expenditure needed to provide high quality education within the ability of the community to pay.

Noninstructional Operations: The school board directs that the business segment of the administration shall:

1. Operate and maintain school plants and equipment at the highest standard of safety;
2. Promote the health of students and staff;
3. Reflect the moral and cultural aspirations of the community at its best;
4. Provide the surroundings necessary to the staff so that the best educational climate can be provided.

School Board Policy 3-5: Budget/Generally

Budget Defined: The school budget is a written document which presents the Board's plan for the allocation of the available financial resources into an explicit expenditure plan to sustain and improve the education function of this school division. The budget will be based upon the educational needs and financial ability of the division, as cooperatively identified by the superintendent and staff, the School Board, and the community. The budget shall be a guide for discretionary spending to achieve the goals and objectives adopted by the Board.

Contents: The budget shall present a complete financial plan for each fiscal year. It shall be organized in accordance with state statues and guidelines set up by the Virginia Board of Education.

School Board Policy 3-6: Budget: Preparation and Approval

Preparation: On or before March 1 of each year, the superintendent shall present to the Board an operating budget which contains a complete financial plan for the operation of the public schools for the ensuing fiscal year. The budget shall be organized in accordance with state law and guidelines set forth by the Virginia Board of Education and shall contain both a line-item and program expenditure format.

Public Hearings: Opportunity shall be provided for the public to be heard regarding their educational priorities both before and after the formulation of the superintendent's budget.

Board Approval: On or before April 1, the Board shall act to approve (with or without revision) the superintendent's budget and shall forward it to the governing body, together with a request for approval of the budget and the required appropriation. Included with the budget shall be a budget message from the School Board containing a description of the important features of the budget plan, an explanation of all salient changes in estimated receipts and recommended expenditures as compared with the current and preceding fiscal year, and a summary of the proposed budget showing these comparisons.

Final Board Action: Following action by the governing body on the total budget, the School Board shall give final approval to the budget within the framework of the funds available.

School Board Policy 3-7: Budget: Capital Expenditures

Except in emergencies or for reasons of economy, the purchase of major pieces of equipment, such as school buses shall be scheduled so that annual budgetary appropriations for capital purposes either will be of similar size or will show a continuous trend without severe fluctuations.

School Board Policy 3-9: Budget Administration

The budget shall be considered as a controlled spending plan for the fiscal year. The superintendent is authorized to make commitments in accordance with the policies of the Board and the laws of the State of Virginia. The same procedure shall be followed with respect to expenditures provided for by special Board action.

School Board Policy 3-10: Budget: Transfer of Funds

Requirement Funds Be Appropriated: No money may be paid out or become available to be paid out for any contemplated expenditure until there has first been made an annual, semi-annual, quarterly, or monthly appropriation for such contemplated expenditure by the City Council.

Lump Sum Appropriation: In the event that the City Council appropriates funds to the School Board in a lump sum, the School Board may transfer appropriated funds from one Budget Major Classification (Instruction, Administration, Attendance and Health, Transportation, Operations and Maintenance, Technology) to another and between funds (except the Capital Improvement Fund) without approval from City Council.

Categorical Appropriation: In the event that the City Council appropriates funds for the School Board by Budget Major Classification (a "Categorical Appropriation"), the School Board may transfer appropriated funds between Budget Units within each Budget Major Classification, but may not transfer appropriated funds from one Budget Major Classification to another without prior approval from the City Council. In the event of a Categorical Appropriation, the Board is required to adopt a resolution requesting the City Council to authorize a transfer between Budget Major Classifications and no transfer, expenditure, or encumbrance of funds may be made prior to the City Council approval of the transfer between Budget Major Classification.

Definitions and Restrictions: Within Budget Major Classifications are Budget Unit Codes. Total expenditures and encumbrances within Budget Unit Codes may not exceed total Budget Unit Code appropriations.

Transfer Limits and Authority: The superintendent may transfer funds up to $250,000 per transfer between Budget Unit Codes or within Budget Unit Codes. The superintendent may delegate transfer authority up to $125,000 per transfer to the Chief Financial Officer. Reporting will be handled through the monthly interim financial statements to the School Board and will reflect all approved budget transfers and provide a listing and explanation of all approved transfers for the previous month. Budget transfers exceeding $250,000 must be approved by the School Board prior to execution of the transfer or commitment of funds. All transfers of funds must be in compliance with the law, this policy, and the procedures outlined in School Board Regulation 3-10.1.

Emergency Budget Transfers: In certain emergency situations, the superintendent, or his designee, is authorized to commit funds in excess of $400,000 prior to meetings of the School Board. The following procedures for emergency purchases will be in effect:

1. Termination of Services/Dangerous Situations: Emergency purchases up to $400,000 may be made by the superintendent or his designee. Purchases above that amount must be authorized by the School Board. An emergency exists when a breakdown in machinery or equipment and/or a threatened termination of essential services or a dangerous condition develops, or when any unforeseen circumstances arise causing curtailment or diminution of an essential service or where materials or services are needed to prevent loss of life or property.
2. Life-Threatening Situations/Excess Property Damage Prevention: The School Board authorizes the superintendent to make emergency purchases in excess of $400,000 in life-threatening situations and in circumstances where immediate action is needed to impede further damage to property.
3. Notice to School Board: The superintendent shall inform the School Board of emergency situations as soon as practicable. Depending on the situation, the superintendent will request the School Board chairman to call a special meeting of the School Board to make emergency purchases or will notify the School Board of emergency purchases authorized by the superintendent.
4. Compliance with Categorical Appropriation Requirement/Reporting:
    a. Absent a lump sum appropriation by City Council, the superintendent shall make no emergency purchases which will require transfers between Budget Major Classifications described in Section B of this Policy;
    b. Emergency transfers are subject to the listing, explanation, and monthly interim financial statement reporting requirements of Section D of this Policy.

General Limitation:

1. Notwithstanding the foregoing provisions, neither the School Board, the superintendent, nor school staff shall expend nor contract to expend, in any fiscal year, any sum of money in excess of the funds available for School purposes for that fiscal year without the consent of the City Council.
2. "Budget Unit Code," "Expenditure Categories," and "Line Item," are defined in School Board Regulation 3-10.1, and change in those definitions requires approval of the School Board.

School Board Policy 3-11: Budget: Surplus Funds

Generally: All general funds not encumbered or spent by the end of the fiscal year (June 30) shall be considered to be surplus funds for the fiscal year. Upon their re-appropriation by City Council to the Board for the next fiscal year, such surplus funds may be used for the following purposes:

1. To provide bonuses to employees pursuant to an approved "gainsharing" program designed to reward employees for their contribution to any cost-saving measures that result in a year-end surplus;
2. To make any expenditure toward the purchase of a capital item;
3. To make any expenditure toward an approved and funded capital project;
4. To fund items of a non-recurring nature that were included in a Board-approved School Operating budget, but for which the City Council-approved budget did not include sufficient funding; and/or
5. To provide supplemental funding for the School Reserve (reversion) fund established pursuant to School Board Policy 3-28.

Individual School Accounts: Available funds in individual school accounts may be invested in short-term savings certificates. All certificates must be filed in the School Board office until expiration date. All monies received from these certificates shall revert to the individual school accounts.

School Board Policy 3-12: Capital Improvement Program

The School Board, in cooperation with the superintendent shall draft a capital improvement programs which will project school division needs for a six-year period. Individual capital projects shall be assigned priorities. The program shall be reviewed and updated annually. Copies shall be submitted to the governing body for review and consideration.

School Board Policy 3-15: Local Funds

Generally: The School Board receives local funds for school operation from revenues appropriated to the School Board from City Council and from other sources such as rents, tuition, sale of equipment, gifts, and bequests.

Expenditure of Excess Local Revenues:

1. Any "actual-over-estimated" local revenues that are appropriated to the School Board by City Council pursuant to the Council's policy for the sharing of revenues between the city and the School Board shall only be expended for the following purposes:
    a. To maintain or supplement the School Reserve (reversion) fund set forth in School Board Policy 3-28;
    b. To fund items of a non-recurring nature that were included in a School Board-approved School Operating budget, but for which the City Council-approved budget did not include sufficient funding;
    c. To make any expenditures for the purchase of a capital item; and/or
    d. To reduce future debt service costs.
2. Any expenditure of the City Council-appropriated "actual-over-estimated" local revenues shall require a resolution adopted by a majority of the members of the School Board, which resolution shall state the purpose(s) of the expenditure, and the total amount to be expended.

School Board Policy 3-27: Borrowing

The School Board may borrow funds as described in the legal reference to this policy. Code of Va., § 22.1-110. Temporary loans to school boards. - No school board shall borrow any money in any manner for any purpose without express authority of law. Any loan negotiated in violation of this section shall be void. Subject to the approval of the governing body or bodies appropriating funds to the school board, any school board is authorized to borrow money, when necessary, not to exceed in the aggregate one-half of the amount produced by the school levy for the school division for the year in which such money is so borrowed or one-half of the amount of the cash appropriation made to such school board for the preceding year or, in school divisions for which there is both a school levy and appropriation, one-half of the amount of each. Such loans shall be evidenced by notes or bonds negotiable or nonnegotiable, as the school board determines. In the case of temporary loans in anticipation of loans from the Literary fund, such loans shall be repaid within two years of their dates. Other temporary loans shall be repaid within one year of their dates. However, loans made to purchase new school buses to replace obsolete or worn out equipment shall be repaid within not less than five years of their dates. (1987)

School Board Policy 3-28: Reserve Fund

Generally: In order to be in a better position to respond to: 1) unexpected shortfalls in state or federal funding; 2) emergency expenditures of a nonrecurring nature that would not have been anticipated at the time of preparation and adoption of the School Operating budget; 3) unusual and critical need to fund the subsequent fiscal year’s operating budget shortfall; or 4) other fiscal emergencies, the School Board shall set aside a reserve for contingencies (hereinafter "Reserve Fund" or "Fund") up to 2 percent of the previous year's School Operating budget, may be placed into this Fund. The purpose of this Policy is to specify what funds shall be placed in the Reserve Fund, and to set forth the School Board's requirement for any expenditures to be made from the Reserve Fund.

Policy:

1. Any expenditure of funds in the Reserve fund shall require a resolution adopted by a majority vote of the School Board. Such resolution shall state the purpose(s) of the expenditure, and the total amount to be expended.
2. Pursuant to applicable provisions of state law, the Reserve fund must be appropriated by City Council annually as part of the School Operating budget, and any funds that the School Board desires to be added to the Reserve fund during the fiscal year must also be appropriated by City Council.

School Board Policy 3-44: Financial Reports

Staff to Board: A continuing balance of the various budgetary accounts shall be maintained. The superintendent shall submit a monthly financial report covering the division's fiscal actions. The School Board shall review the financial condition of the division monthly at a regular Board meeting.

Staff to Administration: Routine financial reports are to be submitted in accordance with administrative memoranda circulated annually by the superintendent.

School Board Policy 3-46: Audits

Public Funds: The fiscal records of the school division shall be audited by a certified public accountant whose services shall be procured by competitive negotiation. The Director of Business Services shall timely provide a copy of the External Auditors Opinion on the Comprehensive Annual Financial Report (CAFR) and management letter to the Internal Auditor who shall timely provide copies to each School Board member.

School Activity Funds (Internal Accounts): Internal accounts of the individual schools shall be audited each year by a certified public accountant (CPA) or certified internal auditor (CIA). After review and approval by the Audit Committee a copy of the audit report shall be filed in the Office of Internal Audit.

Textbook Funds: Textbook funds shall be audited as mandated by Virginia Board of Education regulations.

Cafeteria Accounts: Cafeteria funds shall be accounted for in separate accounts and shall be audited each year. After review and approval by the board a copy of the audit reports shall be filed in the office of the superintendent. These audits are subject to periodic review by federal auditors as provided under the National School Lunch Act.

Federal Funds: Each grant of federal funds shall be accounted for separately in accordance with the agreement under which the funds were received. An audit shall be conducted in accordance with generally accepted auditing standards and the Single Audit Act as amended from time to time and the federal regulations promulgated thereunder, and the report shall be submitted to the board for review.

Special Audits: There shall be a special audit of individual school accounts at the request of the School Board, and whenever there is a change in principal or bookkeeper.

Internal Auditors: The Office of Internal Audit shall report directly to the Audit Committee and through the Audit Committee to the full School Board. For the purpose of administration, the Office of Internal Audit shall report to the Chairman of the Audit Committee. The office responsibilities include audits of all School Board programs, school activity accounting and fiscal matters as directed by the Audit Committee.

Audit Committee/Internal Audit Charter: The Audit Committee shall timely report to the full School Board material actions or inactions of school employees that become known to the committee and that could lead to charges of malfeasance in office by School Board members including, but not limited to: failure to care for, manage and control school property; failure to keep school expenditures within appropriated amounts; failure to comply with State or Federal statutes, Board of Education regulations, School Board Policy or Division Regulations. The Internal Audit Charter as adopted, and as revised from time to time by the School Board, is incorporated by reference into this policy.

Financial Policies

The accounting policies of the School Board conform to accounting principles generally accepted in the United States as applicable to governmental units. The information below summarizes the significant accounting principles of the School Board.

Government-Wide and Fund Financial Statements

The accounts of the School Board are organized on the basis of funds, each of which is considered a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts, which comprise its assets, liabilities, fund equity, revenues and expenditures/expenses as appropriate.

The basic financial statements and required supplementary information include both the government-wide (based upon the School Board as a whole) financial statements (i.e., Statement of Net Position and Statement of

Activities) and fund financial statements. While the previous reporting model emphasized fund types (i.e., the total of all funds of a particular fund type), the new reporting model emphasizes either the School Board as a whole or a major individual fund (within the basic financial statements and required supplementary information).

In the government-wide Statement of Net Position, the governmental activities column is presented on a full accrual and economic resources basis. This basis incorporates long-term assets and receivables, and long-term debt and obligations. The government-wide Statement of Activities demonstrates the degree to which the direct expenses of an activity are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific activity. Program revenues are those that are directly associated with the specific activity (e.g., Instruction, Pupil Transportation, Cafeterias). Program revenues include: 1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given activity and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular activity. Taxes and other items not properly included among program revenues are reported as general revenues. The School Board does not allocate indirect expenses. The operating grants include operating-specific and discretional (either operating or capital) grants while the capital grants column reflects capital-specific grants.

Fund financial statements are provided for governmental funds, proprietary funds (i.e., internal service funds), and fiduciary funds (i.e., agency funds). By definition, the assets of the fiduciary funds are being held for the benefit of a third party and cannot be used to address activities or obligations of the government; therefore, these funds are excluded from the government-wide financial statements. Furthermore, the internal service funds have been incorporated into the governmental activities column in the governmental-wide financial statements. Major individual governmental funds are reported as separate columns in the fund financial statements.

Capital Assets

Capital assets including land and buildings; improvements other than buildings; machinery and equipment; and vehicles are reported in the governmental activities column in the government-wide financial statements. Capital assets are defined by the School Board as assets with an initial, individual cost of $5,000 or more. Capital assets are recorded as expenditures in the governmental funds and as assets in the government-wide financial statements. Depreciation is recorded on capital assets on a government-wide basis using the straight-line method with the following estimated useful lives:

Buildings	50 years
Portables	25 years
Improvements other than Buildings	20 years
Machinery and Equipment	5-20 years
Vehicles	8-12 years

All capital assets are reported at cost or estimated historical cost. Donated capital assets are recorded at their estimated fair value in the year donated.

Basis of Accounting and Measurement Focus

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting, as are the proprietary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenues as soon as all eligibility requirements imposed by the provider have been met. The effects of interfund activity have been eliminated from the government-wide financial statements; however, interfund services (e.g., risk management, health insurance) provided and used are not eliminated (elimination of these charges would distort the reported function expenses and program revenues).

The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. All governmental funds are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statements of these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

All Proprietary funds are accounted for on a flow of economic resources measurement focus. With this measurement focus, all assets and all liabilities associated with the operation of these funds are included on the

balance sheet. Proprietary fund-type operating statements present increases (e.g., revenues) and decreases (e.g., expenses) in net position.

The Agency funds are used to account for the assets held by the School Board as an agent for individuals, private organizations, other governmental units, and/or other funds. Agency funds do not involve the measurement of results of operations, as they are custodial in nature (assets equal liabilities).

The modified accrual basis of accounting is used by all governmental fund types and the full accrual basis of accounting is used by the agency funds. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual (i.e., when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period (generally, revenues are considered available, if they are collected within 90 days of the end of the fiscal year). Expenditures are recorded when the related fund liability is incurred, if measurable.

The following is a list of the major revenue sources, which meet the "susceptible to accrual" criteria:

- Commonwealth of Virginia
- State Sales Taxes
- Federal Government

All Proprietary funds are reported under the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred. Proprietary funds distinguish operating revenues and expenses from nonoperating items. Operating revenues and expenses generally result from providing services in connection with a Proprietary fund's principal ongoing operations. The principal operating revenues of the Internal Service funds are charges for services. Operating expenses for the Internal Service funds include administrative expenses, insurance premiums and claims payments. All revenues and expenses not meeting this definition are reported as nonoperating revenues and expenses.

When both restricted and unrestricted resources are available for the same purpose, restricted resources are used first, where practicable and permitted.

The School Board reports unearned revenue on its government-wide financial statements, when revenues are received prior to the period in which all eligibility requirements have been met. Unearned revenue at the fund level arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period. Unearned revenues also arise when resources are received by the government before it has a legal claim to them, as when grant monies are received prior to incurring qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the government has a legal claim to the resources, the liability for unearned revenue is removed from the balance sheet and revenue is recognized.

Cash and Investments

Cash and temporary investments pertaining to the School Board's funds (except school activity account funds) are pooled and invested with the cash and temporary investments of the city. The bank balance of the city's deposits, which includes the School Board's cash pooled with the city, is covered by Federal Depository Insurance or collateralized in accordance with the Virginia Security for Public Deposits Act.

Encumbrances

Encumbrance accounting is used to reserve funding for outstanding purchase orders, contracts and other expenditure commitments. It is an important control measure to prevent the inadvertent over-expenditure of budget appropriations due to lack of information about future commitments. This is followed in the General, Special Revenue and Capital Projects funds.

Any fund balance in VBCPS' General fund carried into a succeeding fiscal year is for carry-over encumbrances and prepaid items only. By law, at the end of the fiscal year, all unexpended funds in the Operating budget in any school year must revert to the General fund of the city of Virginia Beach. The Special Revenue funds may have fund balances at the end of a fiscal year, unless otherwise stipulated in the city's budget ordinance.

Inventories

All inventories are reported using the weighted average cost inventory method. Reported inventories are accounted for under the consumption method (i.e., recorded as expenditures when used) in the governmental funds.

Fund Balance for Financial Reporting

All balances of Local Tax Revenues held by the schools at the close of business for each fiscal year ending on June 30 (to include the accrual period) lapse into the fund balance of the city of Virginia Beach's General fund. The reversion described in the preceding sentence is specific to Local Tax Revenues, and while the appropriation to spend funds may lapse, the reversion process is not applicable to moneys in a fund, such as the Athletic fund, that are attributable to user fees or gate admissions.

Fund balances are divided into five classifications based primarily upon constraints of specific purposes for which these funds can be spent. The classifications are as follows:

1. Non-spendable: Includes amounts that cannot be spent because they are not in spendable form (inventories, prepaid items), or are legally or contractually required to be maintained intact.
2. Restricted: When constraints are placed on the use of resources, either externally imposed by creditors, grantors, contributors or law or regulations of other governments or imposed by law through constitutional provisions or enabling legislation.
3. Committed: Amounts that can be used only for the specific purposes imposed by formal action (ordinance or resolution) by the School Board and/or the City Council.
4. Assigned: Intended to be used by the School Board for specific purposes but do not meet the criteria to be classified as restricted or committed.
5. Unassigned: Amounts available that have not been restricted, committed or assigned to specific purposes.

Fund Management

Each senior staff member is responsible, through signature authority, for allocated school division funds. This authority may be shared, if so designated; however, delegating signature authority does not nullify accountability for fiscal responsibility. The division's other funds have the same expenditure and approval controls as the School Operating fund. Oversight responsibility for each fund is listed below. The complete Budget Manager and Signature Authority for budget and business transactions is included in the Appendix of this document.

Fund	Departments
Athletics	Department of School Leadership
Cafeterias	Department of School Division Services
Communication Towers Technology	Department of Technology
Equipment Replacement	Department of Budget and Finance
Green Run Collegiate	Department of School Leadership
Instructional Technology	Department of Teaching and Learning/Department of Technology
Textbooks	Department of Teaching and Learning
Vending Operations	Department of Budget and Finance

Insurance Fund

Risk Management: The School Board is self-insured for a portion of its risks. The self-insurance coverage for Fire and Property Insurance is $100,000 per occurrence and 1 percent of the total insured value of the damaged covered property when such loss or damage results from a named storm (minimum deductible $250,000 per occurrence); Boiler and Machinery is $10,000 per occurrence; School Leaders Liability (errors and omissions) is $350,000 per occurrence; Student Professional and International Travel Liability coverage is $2,250,000 per claim; Crime (Employee Dishonesty) coverage is $1,000 per occurrence; Environmental Impairment and Cyber Liability coverage has a $1,000,000 limit per occurrence; General Liability and Wrongful Act coverage is $350,000 per occurrence; Automobile Liability coverage (engine on) is $450,000; Automobile Physical Damage coverage (engine off) is $60,000 per occurrence; General and Automobile Liability has a $4,000,000 excess limit per occurrence; and Workers' Compensation Excess coverage is $850,000 per claim.

Self-Insured Health Care Benefits: The School Board established a self-insured health care benefits program in January 2000 for all School Board and city employees. Certain claims expenses paid on behalf of each employee during a single policy year are covered by excess loss insurance with a specific stop-loss limit of $600,000. The amount of settlements did not exceed insurance coverage for each of the past three fiscal years.



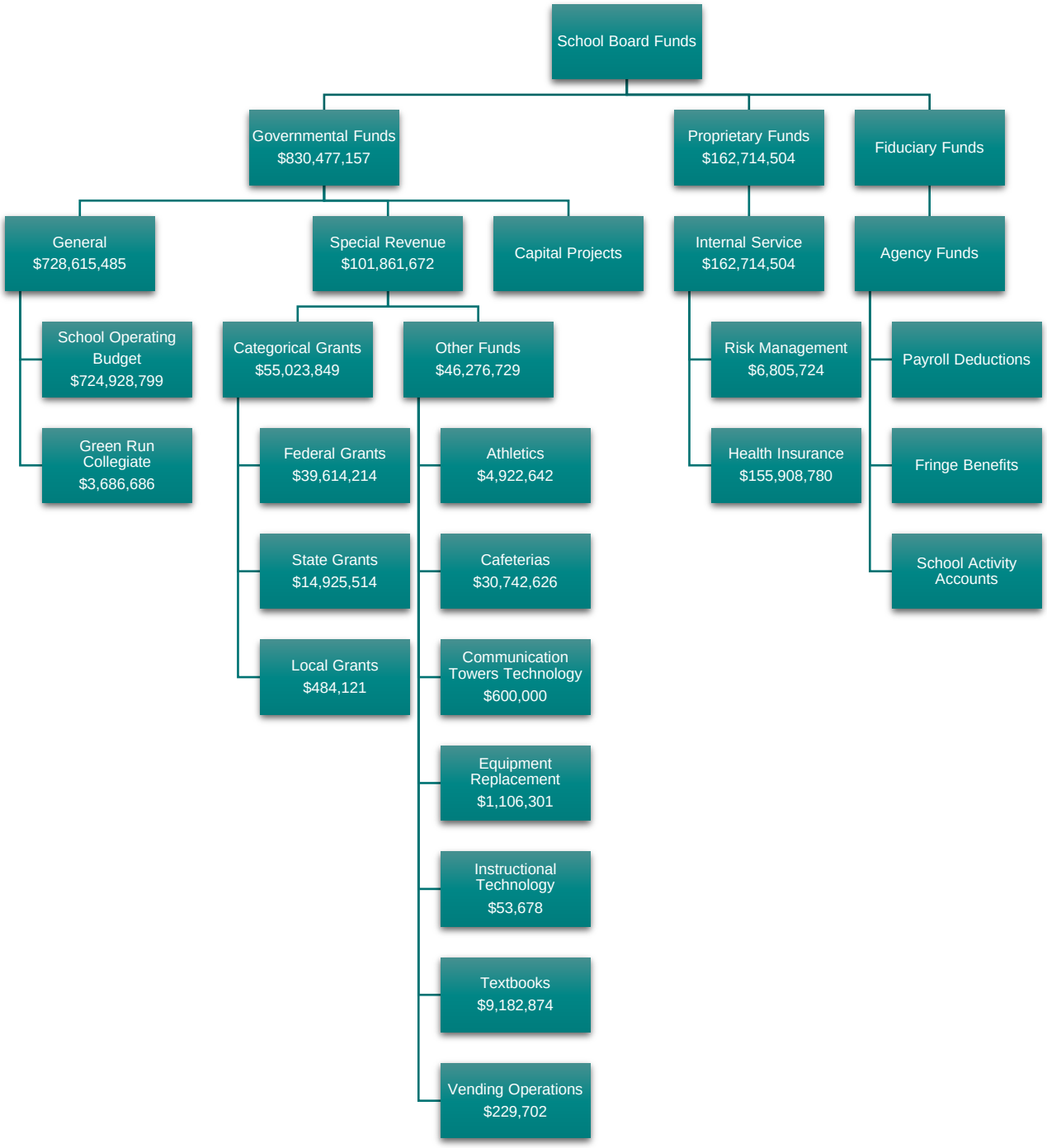
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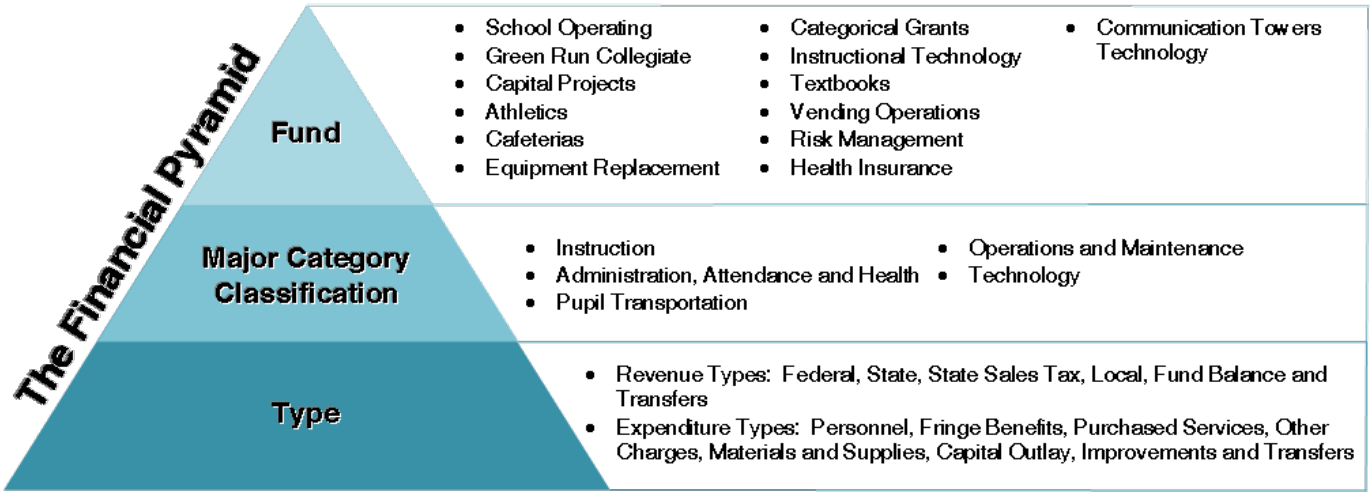
School Board Funds • FY 2016/17 Budget at a Glance • General Fund
Special Revenue Funds • Internal Service Funds • Fund Balance
Capital Improvement Program • Debt Service • Other Postemployment Benefits

SCHOOL BOARD FUNDS

BUDGETARY BASIS

Like other state and local governments and public school divisions, the accounts of the School Board are organized on the basis of funds, each of which is considered a separate accounting entity. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The elements used to classify revenues and expenditures can be viewed as a financial pyramid, with funds at the top and account types representing the lowest level of detail. All of the funds of the School Board are classified as Governmental funds, Proprietary funds or Fiduciary funds. Next, funds are categorized by major category classification (Instruction; Administration, Attendance and Health; Pupil Transportation; Operations and Maintenance; and Technology). Revenue and expenditures are then budgeted by type.





Fund Classification	Fund Type	Description	School Board Fund	Budget Basis	Accounting Basis
Governmental funds – account for operating, special revenue and capital project activities	General fund	The General fund is the general operating fund of the School Board that is used to account for all of the financial resources, except those required to be accounted for in another fund. Funds are allocated separately between the School Operating budget and Green Run Collegiate (GRC) charter school.	School Operating Green Run Collegiate	Modified Accrual	Modified Accrual
	Capital Projects fund	The Capital Projects fund is used to account for the financial resources for the acquisition or construction of major capital facilities.	Capital Projects	Modified Accrual	Modified Accrual
	Special Revenue funds	The Special Revenue funds are used to account for the proceeds of specific revenue sources (other than capital projects), which are legally restricted or committed to be expended for specified purposes.	Athletics Cafeterias Categorical Grants Communication Towers Technology Equipment Replacement Instructional Technology Textbooks Vending Operations	Modified Accrual	Modified Accrual
Proprietary funds – account for risk management and health insurance program activities	Internal Service funds	Internal Service funds are used to account for the financing of goods and/or services provided by one department or agency to other departments or agencies of the governmental unit (and other governmental units) on a cost-reimbursement basis.	Risk Management Health Insurance	Accrual	Accrual
Fiduciary funds – account for resources held for others by VBCPS as an agent or trustee	Agency funds	Agency funds are used to account for assets held by the School Board as an agent for individuals, private organizations, other governmental units and/or other funds.	Payroll Deductions Fringe Benefits School Activity Accounts	Accrual	Accrual

FUND DESCRIPTIONS

General Fund

The General fund is the general operating fund of the School Board that is used to account for all of the division's financial resources, except those required to be accounted for in another fund. Funds are allocated separately between the School Operating budget and GRC. Within the fund, revenue and expenditures are budgeted by type. The budget is divided into five major classifications: Instruction; Administration, Attendance and Health; Transportation; Operations and Maintenance; and Technology.

Capital Projects Fund

The Capital Improvement Program (CIP) budget outlines the basic financing plan for capital needs. The Capital Projects fund tracks financial transactions used for the acquisition, construction or renovation of school buildings and sites, along with other major capital improvements. While the dollars budgeted in this fund address only the current year's needs, the CIP actually has capital projects programmed over a six-year span.

Special Revenue Funds

The Special Revenue funds are used to account for the proceeds of specific revenue sources (other than capital projects), which are legally restricted or committed to be expended for specified purposes.

ATHLETICS: The Athletics fund accounts for the costs of holding athletic activities at the division's schools. The primary source of revenue is from admission fees to athletic events.

CAFETERIAS: The Cafeterias fund is used to account for the procurement, preparation and serving of student breakfasts, snacks and lunches. The primary revenue sources are receipts from food sales and reimbursements from the federal school lunch program.

CATEGORICAL GRANTS: The Categorical Grants fund is used to account for federal, state, local, nonprofit and private industry grants that support instructional programs. Grants are typically legally restricted or dedicated to be expended for specified purposes.

COMMUNICATION TOWERS TECHNOLOGY: The Communication Towers Technology fund accounts for payments from leasing of School Board property for commercial wireless communication towers. The funds received from lease payments and the interest earned are used to acquire and replace/repair technology resources including computers, software, wiring, training, facsimile, multi-functional devices and interactive whiteboards.

EQUIPMENT REPLACEMENT: The Equipment Replacement fund provides an equipment replacement cycle for selected capital equipment for schools and support departments.

INSTRUCTIONAL TECHNOLOGY: The Instructional Technology fund provides for the cyclical replacement of classroom and instructional computers.

TEXTBOOKS: The Textbooks fund is used for the acquisition of textbooks (electronic and printed) and related materials for the VBCPS student population.

VENDING OPERATIONS: The Vending Operations fund accounts for receipts relating to the bottled drinks vending operations of the school division (through a long-term exclusive contract with a vending company). Proceeds from this contract are used by schools to support student and staff activities.

Internal Service Funds

Internal Service funds are used to account for the financing of goods and/or services provided by one department or agency to other departments or agencies of the governmental unit (and other governmental units) on a cost-reimbursement basis.

HEALTH INSURANCE: The Health Insurance fund provides a means for accounting for health insurance and the administration thereof for city and school employees.

RISK MANAGEMENT: The Risk Management fund provides for the administration of the workers' compensation program, the centralization of self-insurance accounts for liability and the purchase of commercial insurance.

COMBINED FUNDS STATEMENT

Virginia Beach City Public Schools' (VBCPS) budgets are developed using a variety of policies and practices which reflect state law, school policies and regulations. Management is responsible for establishing and maintaining an internal control structure designed to ensure that the assets of the School Board are protected from loss, theft or misuse and to ensure that adequate accounting data is compiled to allow for the preparation of financial statements in conformity with Generally Accepted Accounting Principles (GAAP). For accounting purposes, the fiscal year (FY) for VBCPS encompasses the 12 months beginning July 1 and ending the following June 30.

Statement of Revenues, Expenditures and Changes in Fund Balance

	FY 2012/13 Actual	FY 2013/14 Actual	FY 2014/15 Actual	FY 2015/16 Budget	FY 2016/17 Approved
REVENUE CATEGORY:					
Local (RSF)	325,813,499	326,746,963	335,555,661	358,518,316	365,459,296
Local (categorical grants and other funds)	13,779,388	13,712,478	12,217,171	14,081,840	13,772,166
Other Local	3,687,329	3,901,360	4,154,581	3,418,341	3,418,341
State	249,629,791	258,714,425	264,185,889	266,563,518	280,234,147
State Sales Tax	68,889,270	67,915,112	70,376,559	71,783,907	74,741,805
Federal	70,775,507	61,880,069	64,801,028	70,356,640	70,049,040
School Reserve (reversion)	11,000,000	14,000,000	16,000,000	8,299,318	5,000,000
Sandbridge TIF	-	-	-	-	409,000
Transfer(s) from other funds	7,595,095	7,678,757	7,950,352	7,635,643	11,273,085
Revenue Total	**751,169,879**	**754,549,164**	**775,241,241**	**800,657,523**	**824,356,880**
EXPENDITURE CATEGORY:					
Personnel Services	448,600,829	448,807,449	458,629,139	476,691,914	490,130,373
Fringe Benefits	166,682,204	160,463,155	173,142,546	174,925,649	178,879,832
Purchased Services	53,498,621	51,851,123	53,814,661	53,384,749	55,834,263
Other Charges	22,616,915	23,843,643	23,304,437	25,514,624	25,874,980
Materials and Supplies	55,001,885	51,943,559	58,565,885	65,918,039	62,208,309
Capital Outlay	4,437,942	8,053,624	1,931,086	3,289,751	6,036,014
Land, Structures and Improvement	303,010	628,306	375,248	740,301	240,301
Transfer(s) to Other Funds	6,950,569	7,501,662	7,348,009	7,635,643	11,273,085
Expenditure Total	**758,091,974**	**753,092,521**	**777,111,011**	**808,100,670**	**830,477,157**
Net Change in Fund Balance	(2,027,534)	342,652	(5,250,054)	(7,443,147)	(6,120,277)
Fund Balance July 1	28,026,415	25,998,881	26,341,533	21,091,479	13,648,332
Fund Balance June 30	**25,998,881**	**26,341,533**	**21,091,479**	**13,648,332**	**7,528,055**

Notes: All balances of local tax revenues held by the schools at the close of business for each fiscal year ending June 30 (to include the accrual period) lapse into the fund balance of the city of Virginia Beach's General fund. Risk Management fund 614 and Health Insurance funds 615 and 617 are excluded from this statement. Fiscal year 2013/14 was the first year of operation for GRC charter school. FY 2011/12 and FY 2012/13 include the Technology fund 106. As of FY 2013/14, all technology category financial activities previously reported in fund 106 are reported in the School Operating fund 115.

In accordance with the requirements of the Governmental Accounting Standards Board (GASB), the financial reporting entity consists of the primary government (the city of Virginia Beach) and its component units which are legally separate organizations for which the City Council is financially accountable (e.g., a component unit that is fiscally dependent on the primary government). As a component unit of the city of Virginia Beach, the financial position and results of operations of the School Board are also presented in the city's Comprehensive Annual Financial Report (CAFR).

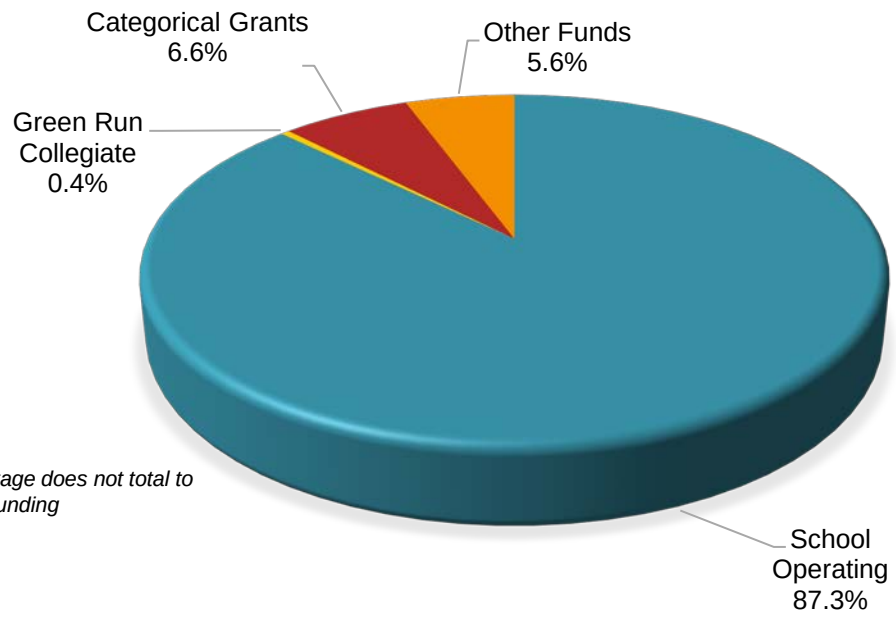
FY 2016/17 BUDGET AT A GLANCE

FY 2016/17 BUDGET SUMMARY

Thorough planning processes are used to generate three drafts of the budget document at multiple stages of budget development. The Superintendent's Estimate of Needs (SEON) is developed and presented to the School Board in February. The School Board then conducts several workshops prior to presenting a Proposed School Board Operating Budget to the City Council in March. Each of these documents detail projected revenues and expenditures and outline proposed changes as compared to the prior year's budget. The City Council must approve the appropriation for the division no later than May 15. Ultimately, the School Board Approved Operating Budget document is drafted using final revenue data from the city and the Virginia General Assembly. This document presents a complete financial and organizational picture of the division, including comprehensive summaries and comparisons expanded to report up to eight years of data in some instances.

The VBCPS FY 2016/17 overall budget, including General funds, Categorical Grants and Other funds, totals $830,477,157. This is an increase of $22,376,487, or 2.8 percent, from the FY 2015/16 budget which totaled $808,100,670. Beginning in FY 2016/17, Green Run Collegiate funding is represented as a School Operating budget transfer; instead of being directly appropriated from the city of Virginia Beach. The following chart shows that the majority of total FY 2016/17 revenues and expenditures for VBCPS can be accounted for in the School Operating budget. The additional tables provide detailed data by major source and type.

Total FY 2016/17 School Board Approved Operating Budget



Note: Percentage does not total to 100 due to rounding

REVENUES BY MAJOR SOURCE

	School Operating Fund 115	Green Run Collegiate Fund 104	Equipment Replacement Fund 107	Instructional Technology Fund 108	Vending Operations Fund 109	Comm. Towers Technology Fund 112	Cafeterias Fund 114	Categorical Grants Fund 116	Textbooks Fund 117	Athletics Fund 119	Total
Local Revenue (RSF)	365,459,296	-	-	-	-	-	-	-	-	-	365,459,296
Local Revenue (Special Revenue funds)	-	-	-	-	192,550	260,000	12,221,495	484,121	110,000	504,000	13,772,166
State Revenue	263,423,825	-	-	-	-	-	500,000	11,820,594	4,489,728	-	280,234,147
State Sales Tax	74,741,805	-	-	-	-	-	-	-	-	-	74,741,805
Federal Revenue	12,476,532	-	-	-	-	-	18,021,131	39,551,377	-	-	70,049,040
Fund Balance	-	-	1,106,301	53,678	37,152	340,000	-	-	4,583,146	-	6,120,277
Transfer(s) from Other Funds	-	3,686,686	-	-	-	-	-	3,167,757	-	4,418,642	11,273,085
Other Local Revenue	3,418,341	-	-	-	-	-	-	-	-	-	3,418,341
School Reserve (reversion)	5,000,000	-	-	-	-	-	-	-	-	-	5,000,000
Sandbridge TIF	409,000	-	-	-	-	-	-	-	-	-	409,000
Total Revenue	**724,928,799**	**3,686,686**	**1,106,301**	**53,678**	**229,702**	**600,000**	**30,742,626**	**55,023,849**	**9,182,874**	**4,922,642**	**830,477,157**
PERCENT OF TOTAL	**87.29%**	**0.44%**	**0.13%**	**0.01%**	**0.03%**	**0.07%**	**3.70%**	**6.63%**	**1.11%**	**0.59%**	**100.00%**

EXPENDITURES BY TYPE

	School Operating Fund 115	Green Run Collegiate Fund 104	Equipment Replacement Fund 107	Instructional Technology Fund 108	Vending Operations Fund 109	Comm. Towers Technology Fund 112	Cafeterias Fund 114	Categorical Grants Fund 116	Textbooks Fund 117	Athletics Fund 119	Total
Personnel Services	447,785,910	2,177,719	-	-	-	-	9,804,527	27,803,148	79,856	2,479,213	490,130,373
Fringe Benefits	163,709,426	749,948	-	-	-	-	4,371,209	9,830,580	29,010	189,659	178,879,832
Purchased Services	46,518,963	345,032	-	-	-	-	398,329	4,375,377	2,957,833	1,238,729	55,834,263
Other Charges	24,563,323	99,200	-	-	216,248	-	72,623	708,836	-	214,750	25,874,980
Materials and Supplies	26,455,097	302,941	-	53,678	13,454	600,000	15,816,376	12,239,288	6,116,175	611,300	62,208,309
Capital Outlay	4,382,694	11,846	1,106,301	-	-	-	279,562	66,620	-	188,991	6,036,014
Transfer(s) to Other Funds	11,273,085	-	-	-	-	-	-	-	-	-	11,273,085
Land, Structures and Improvements	240,301	-	-	-	-	-	-	-	-	-	240,301
Total Expenditure	**724,928,799**	**3,686,686**	**1,106,301**	**53,678**	**229,702**	**600,000**	**30,742,626**	**55,023,849**	**9,182,874**	**4,922,642**	**830,477,157**
PERCENT OF TOTAL	**87.29%**	**0.44%**	**0.13%**	**0.01%**	**0.03%**	**0.07%**	**3.70%**	**6.63%**	**1.11%**	**0.59%**	**100.00%**

FY 2016/17 SCHOOL OPERATING BUDGET SUMMARY

The School Operating budget provides for the day-to-day operations and maintenance of the division. Given that more than 87 percent of the total FY 2016/17 budget is appropriated in the School Operating fund, additional details are provided. The approved FY 2016/17 School Operating fund totals $724,928,799. This is an increase of approximately $23.3 million, or 3.3 percent, from the FY 2015/16 Approved Budget.

REVENUE HIGHLIGHTS

In the FY 2016/17 budget, local contributions calculated using an approved Revenue Sharing Formula (RSF) continue to be the most substantial source of revenue for VBCPS. The Commonwealth of Virginia provides the next largest source of revenue to VBCPS through state aid and sales tax revenues. The remaining revenues are obtained from federal aid, tuition, fees and other sources.

- VBCPS receives most of its funding, nearly 51 percent, from local contributions. The FY 2016/17 local contribution (generated through the RSF and other local contributions) totals $368,877,637, an increase of $9,826,003, or 2.7 percent, over the FY 2015/16 amount of $359,051,634.
- Debt service funds are managed and controlled by the city of Virginia Beach. The funds are deducted from the city's local contribution to the division, reducing the amount appropriated for the School Operating budget. The total Debt Service payment for FY 2016/17 is estimated at $45,819,477, which represents an increase of $1,062,634, or 2.4 percent, from the FY 2015/16 amount of $44,756,843.
- State revenue for FY 2016/17, which accounts for 36.3 percent of total operating revenue, increased by $13.4 million, compared to the FY 2015/16 budget of $250,039,573. The FY 2016/17 total is $263,423,825, which equates to a 5.4 percent increase. The second component of state revenue, sales tax, increased by nearly $3 million, or 4.1 percent compared to the FY 2015/16 Approved Budget of $71,783,907. Projected sales tax receipts represent 10.3 percent of VBCPS' revenue.
- In Virginia, school divisions receive the majority of state aid based on their LCI. Counties and cities with a lower LCI receive more state funding than those with a higher index. The state calculates the LCI every two years. Calculations for the 2016-2018 biennium budget resulted in a decrease for Virginia Beach's LCI from .4034 to .3925.
- For FY 2016/17, federal revenue shows no significant changes. The approved budget includes $12,476,532 in federal revenue. This reflects level funding compared to the FY 2015/16 amount and represents 1.7 percent of the total FY 2016/17 budget.
- In prior years, VBCPS has relied on fund balance or reversion funds to maintain critical services in response to the recession and significant losses of state funding. VBCPS will use $5 million of School Reserve (reversion) revenue and $409,000 in Sandbridge Tax Increment Financing (TIF) funds to balance the FY 2016/17 School Operating budget.

EXPENDITURE HIGHLIGHTS

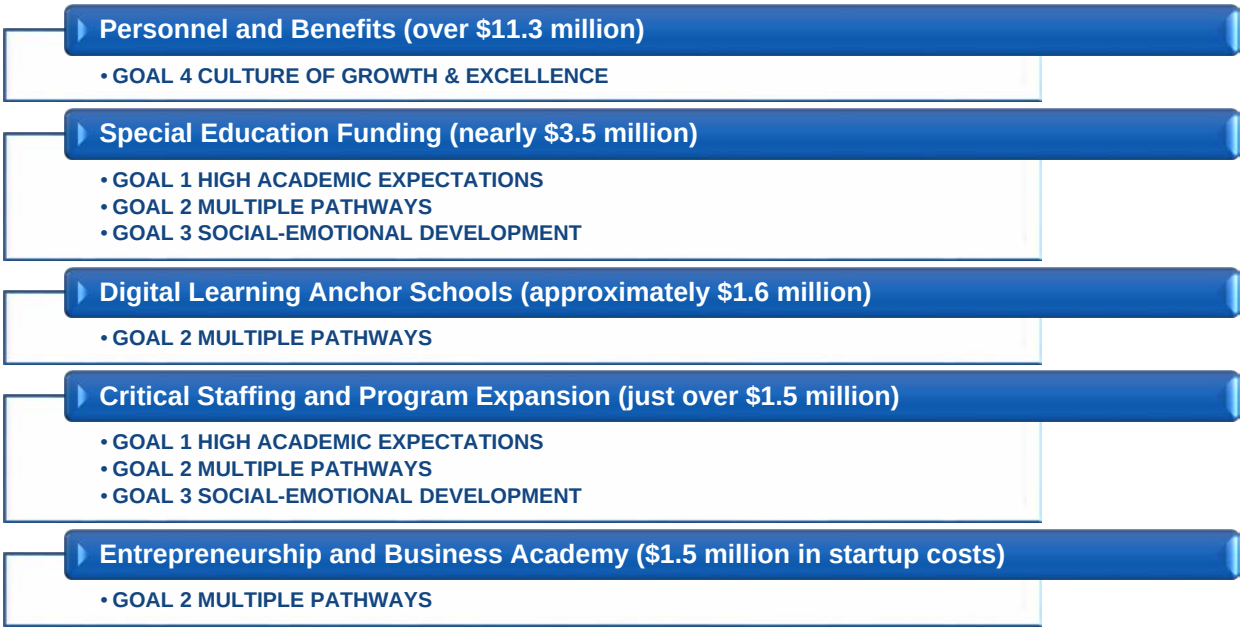
The FY 2016/17 budget reflects considerable increases in revenue at the state and local levels and begins to reverse the impact of significant cuts that have been sustained since 2008. Combined with efforts to reprioritize budget line items and reallocate existing resources, this additional revenue will allow the division to address several of the School Board's funding goals and priorities. Included in this budget are funds to:

- Provide a salary increase of 3.34 percent, which includes a 1.34 percent "hold harmless" adjustment for staff because it offsets the required increase employees must pay into VRS. This is the final year of the phased-in

VRS offset. The $8.1 million salary increase (inclusive of benefits) will be implemented in two stages; 2.0 percent on July 1, 2016 and 1.34 percent on Dec. 1, 2016.

- Allocate adequate funding required to support special education programs in the division. The FY 2016/17 Approved Budget increases school operating funds for special education by approximately $3.5 million, an action prompted primarily as a result of declining federal grant carryover resources.
- Cover just over $2.6 million in costs related to VRS employer contribution rate increases. The VRS rate is rising from 14.06 percent in FY 2015/16 to 14.66 percent for FY 2016/17.
- Purchase 23 additional school buses, moving the division closer to the goal of replacing 50 buses per year.
- Increase the number of Digital Learning Anchor Schools by allocating nearly $1.6 million in FY 2016/17 to support the division's 1:1 technology initiative, providing access to technology and digital resources for personalized learning opportunities.
- Account for $1.5 million in startup costs to open the new Entrepreneurship and Business Academy at Kempsville High School.
- Obligate additional operating dollars to cover a shortfall in the Risk Management fund.
- Add Full-Time Equivalent (FTE) instructional positions to address critical staffing needs and support program expansions. The addition of these positions will cost the division approximately $1.3 million for FY 2016/17.
- Continue to work on addressing pay inequity within the Unified Pay Scale by dedicating $600,000 within the School Operating budget for this purpose.
- Support collaborative planning for teachers across all grade levels by arranging opportunities for teachers to work together during the school day.
- Augment support staff by adding instructional technology and operational maintenance positions to effectively manage increasingly complex systems and equipment at a cost to the division of a little more than $230,000.
- Expand the Legal Services Cooperative Agreement between the city and the School Board by $125,000 to cover legal costs associated with an increased caseload.
- Address the structural flaw in the School Operating budget by reducing our reliance on reversion funds. The FY 2016/17 School Operating budget uses $5 million of School Reserve (reversion); down from the $8.3 million budgeted for FY 2015/16.

Significant FY 2016/17 Expenditure Highlights Linked to Strategic Goals



BALANCING THE FY 2016/17 SCHOOL OPERATING BUDGET

	FY 2015/16	FY 2016/17	Change
Revenue			
Federal	12,476,532	12,476,532	-
State	250,039,573	263,423,825	13,384,252
State Sales Tax	71,783,907	74,741,805	2,957,898
Local Contribution (Revenue Sharing Formula)	355,633,293	365,459,296	9,826,003
Other Local	3,418,341	3,418,341	-
School Reserve (reversion)	8,299,318	5,000,000	(3,299,318)
Sandbridge TIF Reallocation	-	409,000	409,000
	701,650,964	**724,928,799**	**23,277,835**

	Amount	Balance
Budget Balancing		
		23,277,835
3.34 percent salary increase (includes 1.34 percent VRS offset)	8,121,246	15,156,589
Funding necessary to support special education programs	3,449,265	11,707,324
Higher VRS employer contributions (rate increase from 14.06 percent to 14.66 percent)	2,641,185	9,066,139
Purchase 23 additional buses	1,995,000	7,071,139
Funding to support 1:1 technology initiative - access for all students	1,590,000	5,481,139
Startup costs for Entrepreneurship and Business Academy at Kempsville High School	1,500,000	3,981,139
Obligate additional dollars to cover a shortfall in the Risk Management fund	1,425,740	2,555,399
Additional classroom and instructional support positions	1,268,872	1,286,527
Funding to continue support of Unified Pay Scale Equity Adjustments	600,000	686,527
Support collaborative planning for teachers across all grade levels	325,582	360,945
Additional technology and operational maintenance support staff	235,945	125,000
Expand the Legal Services Cooperative Agreement	125,000	-

APPROVED BUDGET BALANCING STEPS AND STRATEGIES

Balancing the budget each year requires a focus on VBCPS' strategic priorities. To balance the FY 2016/17 School Operating budget, the following steps were taken:

Step 1: Sources of revenue have been analyzed to develop a balanced budget. The city shared information about local revenue contributions and debt service. The Governor's Introduced 2016-2018 Biennial Budget and the General Assembly's direct aid estimated distributions were used to determine state funding. School divisions are provided the option of using the Governor's projection for Average Daily Membership (ADM) or entering a local estimate for enrollment projections. The FY 2016/17 Approved Operating Budget was developed using a student membership projection of 67,321. This is slightly higher than the ADM of 67,121 used in the Governor's budget and slightly lower than the projection of 67,859 provided by an internal VBCPS demographer.

Step 2: An increase of 3.34 percent has been applied to FTE personnel line items to account for a 2.0 percent increase to base salaries (effective July 1, 2016) and the 1.34 percent VRS offset (effective Dec. 1, 2016).

Step 3: Compensation parameters were updated to account for rising benefit costs. VRS employer contributions continue to be the primary driver of rising compensation costs. The rate is climbing 0.60 percent, from 14.06 percent in FY 2015/16 to 14.66 percent in FY 2016/17.

Step 4: Adequate funding required to support special education programs in the division has been allocated accordingly and additional state and local revenues are being utilized to address several of the School Board's funding goals and priorities (e.g. school bus replacement, technology access for all students, additional instructional positions and funding to continue support for Unified Pay Scale equity adjustments).

Step 5: Adjustments were made to the division's baseline budget to fund other identified needs and priorities. This was accomplished by reprioritizing and realigning budget line items. Accounts linked to operational efficiencies were reevaluated to generate additional savings.

Step 6: One-time reversion funds in the amount of $5 million have been included in the FY 2016/17 budget as a source of revenue.

UNMET NEEDS

As part of the budget development process, departmental requests are summarized and presented to the superintendent and senior staff to begin deliberations on unmet needs and budget priorities. Within the first quarter of the fiscal year, the administration considers one-time requests that could not feasibly be funded in the annual budget to determine the appropriate use(s) for any reversion funds. The following lists provide an approximate accounting of the division's ongoing unmet operating and technology needs.

UNMET OPERATING NEEDS

Operating Item Description (not in priority order)	Amount
Unified scale adjustment	4,000,000
Bus replacement – 27 buses at $90,000 (will complete goal of replacing 50 annually)	2,430,000
Eliminate need for one-time funds in balancing budget	5,000,000
Extended Day Kindergarten/Full-day Kindergarten	17,000,000
Fund technology initiative – access for all students	8,500,000
White fleet replacement vehicles (needed annually)	300,000
Copier replacement (needed annually)	300,000
High School Math/Reading coaches	706,040
Middle School (4) Math/Reading coaches	260,000
Projector replacement (annually)	300,000
Volunteer background check	274,850
Expand AP support program	1,200,000
Other management Advisory Group recommendations – increase allowances/supplements and move selected positions from the Unified Pay Scale to the Instructional Pay Scale	4,560,000
Operating Items Total	**44,830,890**

UNMET TECHNOLOGY NEEDS

Technology Item Description (not in priority order)	Amount
Instructional computers annual replacement	3,690,000
Learning Management System (LMS) acquisition	2,700,000
Core infrastructure upgrade	1,520,000
Wide Area Network (WAN) infrastructure upgrade for administrative sites	170,000
Wireless upgrade for remaining elementary and all high schools	1,350,000
VSS (Net Scout) load balancer replacement	176,000
Telephone system upgrade	4,943,240
WiFi installation for high school football press boxes	89,171
Network monitoring and troubleshooting system	582,786
WAN core upgrade (Network Redesign Phase 1)	1,500,000
Voice firewall	48,000
Copier replacement – June 2016	124,000
Equitrac	150,000
Content Filtering	152,939
Department of Technology Total	**17,196,136**

The following items were not built into the FY 2016/17 budget, but will be funded with one-time reversion funds:

- Replacement school buses
- White fleet replacement vehicles
- Upgrades to the wireless network
- Technology initiative

GENERAL FUND

Within the General fund, revenue is classified by funding source and expenditures are categorized by type. All balances of local tax revenues held by the schools at the close of business for each fiscal year ending June 30 (to include the accrual period) lapse into the fund balance of the city of Virginia Beach's General fund.

School Operating Fund - Statement of Revenues and Expenditures

	FY 2012/13 Actual	FY 2013/14 Actual	FY 2014/15 Actual	FY 2015/16 Budget	FY 2016/17 Approved
REVENUE CATEGORY:					
Local (RSF)	325,813,499	325,513,619	333,248,307	355,633,293	365,459,296
Other Local	3,687,329	3,901,360	4,154,581	3,418,341	3,418,341
State	238,513,521	243,244,524	250,173,014	250,039,573	263,423,825
State Sales Tax	68,889,270	67,915,112	70,376,559	71,783,907	74,741,805
Federal	20,486,105	12,316,895	14,290,941	12,476,532	12,476,532
School Reserve (reversion)	11,000,000	14,000,000	16,000,000	8,299,318	5,000,000
Sandbridge TIF	-	-	-	-	409,000
Revenue Total	**668,389,724**	**666,891,510**	**688,243,402**	**701,650,964**	**724,928,799**
EXPENDITURE CATEGORY:					
Personnel Services	413,587,434	413,490,168	422,822,022	438,234,278	447,785,910
Fringe Benefits	155,082,673	149,280,520	161,567,893	161,834,911	163,709,426
Purchased Services	44,067,124	42,643,633	43,858,962	43,040,398	46,518,963
Other Charges	21,755,903	22,957,640	22,337,114	24,200,976	24,563,323
Materials and Supplies	28,264,931	25,087,398	25,390,740	24,885,488	26,455,097
Capital Outlay	3,095,611	4,442,749	1,012,174	1,578,969	4,382,694
Land, Structures and Improvement	303,010	628,306	375,248	240,301	240,301
Transfer(s) to Other Funds	6,950,569	7,501,662	7,348,009	7,635,643	11,273,085
Expenditure Total	**673,107,255**	**666,032,076**	**684,712,162**	**701,650,964**	**724,928,799**

Notes: Fiscal year 2012/13 includes the Technology fund 106. As of FY 2013/14, all technology category financial activities previously reported in fund 106 are reported in the School Operating fund 115.

Green Run Collegiate Charter School Fund - Statement of Revenues and Expenditures

	FY 2012/13 Actual	FY 2013/14 Actual	FY 2014/15 Actual	FY 2015/16 Budget	FY 2016/17 Approved
REVENUE CATEGORY:					
Local (RSF)	-	1,233,344	2,307,354	2,885,023	-
Transfer(s) from other funds	-	-	-	-	3,686,686
Revenue Total	**-**	**1,233,344**	**2,307,354**	**2,885,023**	**3,686,686**
EXPENDITURE CATEGORY:					
Personnel Services	-	680,445	1,297,962	1,650,880	2,177,719
Fringe Benefits	-	212,187	439,560	591,008	749,948
Purchased Services	-	168,242	200,358	27,047	345,032
Other Charges	-	61,408	76,538	363,094	99,200
Materials and Supplies	-	95,254	220,072	252,994	302,941
Capital Outlay	-	-	10,427	-	11,846
Land, Structures and Improvement	-	-	-	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	**-**	**1,217,536**	**2,244,917**	**2,885,023**	**3,686,686**

Notes: Fiscal year 2013/14 was the first year of operation for GRC charter school. Beginning in FY 2016/17, Green Run Collegiate funding is represented as a School Operating budget transfer; instead of being directly appropriated from the city of Virginia Beach.

GENERAL FUND REVENUE BUDGET COMPARISON

	FY 2012/13 Actual	FY 2013/14 Actual	FY 2014/15 Actual	FY 2015/16 Budget	FY 2016/17 Approved	Percent of Total	Variance
Public Law 874	15,191,212	7,050,734	8,711,239	10,211,723	10,211,723	1.41%	-
Department of Defense	2,314,789	2,048,697	2,432,746	1,500,000	1,500,000	0.21%	-
Rebates and Refunds (NJROTC)	324,891	317,898	323,105	100,000	100,000	0.01%	-
Other Federal Funds	2,655,213	2,899,566	2,823,850	664,809	664,809	0.09%	-
Federal Revenue Total	**20,486,105**	**12,316,895**	**14,290,941**	**12,476,532**	**12,476,532**	**1.72%**	**-**
Basic School Aid	166,739,680	167,421,241	175,008,994	172,797,329	178,303,720	24.60%	5,506,391
State Sales Tax	68,889,270	67,915,112	70,376,559	71,783,907	74,741,805	10.31%	2,957,898
Foster Home Children	244,380	219,095	262,038	278,407	322,314	0.04%	43,907
Gifted and Talented	1,859,032	1,857,803	1,916,570	1,905,304	1,963,080	0.27%	57,776
Special Education	18,388,246	18,497,259	18,023,909	17,877,423	19,221,829	2.65%	1,344,406
Special Education (Homebound)	92,709	82,129	95,257	97,163	151,428	0.02%	54,265
Special Education (Regional Tuition)	8,353,821	8,612,358	8,981,792	9,106,315	9,564,375	1.32%	458,060
Remedial Summer School	299,770	325,958	382,674	434,254	341,793	0.05%	(92,461)
Prevention, Intervention and Remediation	3,313,926	3,311,736	4,037,029	4,013,299	4,703,213	0.65%	689,914
Vocational Education	2,505,651	2,503,996	2,207,998	2,107,995	1,881,285	0.26%	(226,710)
Vocational Education (Categorical)	287,278	168,059	216,771	251,471	392,736	0.05%	141,265
Social Security	10,022,605	10,015,983	10,235,297	10,175,132	10,633,352	1.47%	458,220
Virginia Retirement System	16,731,284	16,720,230	20,796,818	20,188,110	21,961,962	3.03%	1,773,852
State Employee Insurance	646,620	646,192	652,449	648,614	736,155	0.10%	87,541
Enrollment Loss	28,608	-	-	-	-	0.00%	-
English as a Second Language	556,287	520,114	594,967	595,615	726,035	0.10%	130,420
At-Risk Initiative	1,945,431	1,945,240	2,336,911	2,321,931	2,968,406	0.41%	646,475
Class Size Initiative	3,010,285	3,092,809	4,385,528	4,355,747	4,702,190	0.65%	346,443
Supplemental State Support	-	3,442,748	-	-	-	0.00%	-
Industry Credentials for Students	8,680	-	-	-	-	0.00%	-
Maintenance Reserves	3,479,228	-	-	-	-	0.00%	-
Composite Index Hold Harmless	-	-	-	-	-	0.00%	-
Compensation Supplement	-	3,861,573	-	2,847,553	2,665,416	0.37%	(182,137)
Additional Instructional Positions	-	-	-	-	-	0.00%	-
Math/Reading Instructional Specialists	-	-	38,012	37,911	40,689	0.01%	2,778
Supplemental Lottery Per Pupil Allocation	-	-	-	-	2,143,847	0.30%	2,143,847
Bonus Payment	-	-	-	-	-	0.00%	-
State Revenue Total	**307,402,791**	**311,159,636**	**320,549,573**	**321,823,480**	**338,165,630**	**46.65%**	**16,342,150**
Local Contributions (RSF)	325,813,499	325,513,619	333,248,307	355,633,293	365,459,296	50.41%	9,826,003
Additional Local Contributions	662,283	635,538	635,538	635,538	635,538	0.09%	-
Rental of Facilities	175,637	383,359	531,220	450,000	450,000	0.06%	-
Summer School Tuition	628,201	583,781	543,873	700,000	700,000	0.10%	-
General Adult Education Tuition	287,925	211,925	110,654	142,839	142,839	0.02%	-
Vocational Adult Education Tuition	50,014	30,870	25,140	169,750	169,750	0.02%	-
Non-Resident Tuition	164,327	137,819	210,349	100,000	100,000	0.01%	-
Driver Education Tuition	304,394	287,926	303,654	322,125	322,125	0.04%	-
Licensed Practical Nursing Tuition	17,908	15,437	23,115	25,575	25,575	0.00%	-
Renaissance Academy Tuition	19,500	7,950	2,550	20,811	20,811	0.00%	-
Sale of School Vehicles	16,715	5,411	-	15,000	15,000	0.00%	-
Sale of Salvage Equipment	150,673	322,743	597,314	12,000	12,000	0.00%	-
Other Funds	536,311	629,632	501,949	224,703	224,703	0.03%	-
Indirect Costs of Grants	673,441	648,969	669,224	600,000	600,000	0.08%	-
Local Revenue Total	**329,500,828**	**329,414,979**	**337,402,888**	**359,051,634**	**368,877,637**	**50.88%**	**9,826,003**
Revenue Total	**657,389,724**	**652,891,510**	**672,243,402**	**693,351,646**	**719,519,799**	**99.25%**	**26,168,153**
School Reserve (reversion)	11,000,000	14,000,000	16,000,000	8,299,318	5,000,000	0.69%	(3,299,318)
Sandbridge TIF Reallocation	-	-	-	-	409,000	0.06%	409,000
Additional Funds Total	**11,000,000**	**14,000,000**	**16,000,000**	**8,299,318**	**5,409,000**	**0.75%**	**(2,890,318)**
School Operating Fund Total	**668,389,724**	**666,891,510**	**688,243,402**	**701,650,964**	**724,928,799**	**100.00%**	**23,277,835**
Local Contributions (RSF)	-	1,233,344	2,307,354	2,885,023	-	0.00%	(2,885,023)
Transfer(s) from Other Funds*	-	-	-	-	3,686,686	100.00%	3,686,686
Green Run Collegiate Fund Total	**-**	**1,233,344**	**2,307,354**	**2,885,023**	**3,686,686**	**100.00%**	**801,663**
General Fund Total	**668,389,724**	**668,124,854**	**690,550,756**	**704,535,987**	**728,615,485**	**100.00%**	**24,079,498**

* Reflects a technical budget adjustment to treat GRC funding as a transfer from the School Operating budget beginning FY 2016/17.
Notes: Fiscal year 2013/14 was the first year of operation for GRC. Percentages may not total due to rounding.

GENERAL FUND EXPENDITURES BUDGET COMPARISON

		FY 2012/13 Actual	FY 2013/14 Actual	FY 2014/15 Actual	FY 2015/16 Budget	FY 2016/17 Approved	Percent of Total	Variance
50100	Elementary Classroom	137,176,162	135,229,384	142,542,841	141,291,960	142,570,682	19.67%	1,278,722
50200	Senior High Classroom	72,767,205	70,828,987	73,200,810	71,955,100	74,909,964	10.33%	2,954,864
50300	Technical and Career Education	16,940,802	17,063,818	16,866,793	17,993,028	17,937,007	2.47%	(56,021)
50400	Gifted Education and Academy Programs	12,789,685	12,875,301	12,772,627	13,704,944	13,891,461	1.92%	186,517
50500	Special Education	82,758,607	82,988,958	85,319,759	87,753,107	91,476,751	12.62%	3,723,644
50600	Summer School	1,504,455	1,493,939	1,907,372	1,998,296	2,006,768	0.28%	8,472
50700	General Adult Education	1,736,576	1,683,761	1,688,506	1,876,684	1,965,164	0.27%	88,480
50800	Alternative Education - Renaissance	6,294,631	6,070,603	6,240,217	6,834,209	6,621,170	0.91%	(213,039)
50900	Student Activities	6,876,445	7,268,899	7,275,171	7,583,512	7,701,288	1.06%	117,776
51000	Office of the Principal - Elementary	23,188,224	23,529,288	24,282,678	25,496,312	25,108,034	3.46%	(388,278)
51100	Office of the Principal - Senior High	9,434,058	9,650,672	10,034,221	11,115,510	11,670,128	1.61%	554,618
51200	Office of the Principal - Technical and Career Education	519,387	521,516	568,239	641,093	648,235	0.09%	7,142
51300	Guidance Services	15,635,775	15,554,267	15,827,697	16,177,984	16,870,916	2.33%	692,932
51400	Social Work Services	2,996,418	3,235,987	3,222,485	3,208,933	3,750,657	0.52%	541,724
51500	Media and Communications	1,443,265	1,501,355	1,545,455	1,716,938	2,011,060	0.28%	294,122
51700	Teaching and Learning Support	12,765,517	12,730,970	13,367,813	13,851,458	17,695,473	2.44%	3,844,015
51710	Instructional Professional Growth and Innovation	1,249,000	1,130,489	1,209,138	1,364,061	1,245,608	0.17%	(118,453)
51720	Opportunity and Achievement	10,093	8,504	5,043	72,624	89,860	0.01%	17,236
51800	Special Education Support	2,777,144	2,506,062	2,702,286	3,035,882	3,586,296	0.49%	550,414
51900	Gifted Education and Academy Programs Support	2,083,275	1,951,041	2,069,247	2,213,000	2,275,604	0.31%	62,604
52000	Media Services Support	12,420,293	12,290,950	12,557,365	12,886,079	13,069,624	1.80%	183,545
52100	Planning, Innovation and Accountability	2,296,714	2,398,395	2,207,776	2,922,155	2,462,386	0.34%	(459,769)
52200	Middle School Classroom	56,262,242	54,880,585	58,414,421	57,739,677	59,027,049	8.14%	1,287,372
52300	Remedial Education	9,289,761	8,506,218	7,192,356	7,589,351	7,577,647	1.05%	(11,704)
52400	Office of the Principal - Middle School	8,244,275	8,459,900	9,004,956	9,947,079	10,479,268	1.45%	532,189
52500	Homebound Services	462,894	374,002	373,973	407,977	409,786	0.06%	1,809
52600	Technical and Career Education Support	899,566	837,920	888,338	928,000	973,995	0.13%	45,995
52700	Student Leadership	1,226,633	1,233,882	1,290,462	1,370,950	1,403,561	0.19%	32,611
52800	Psychological Services	3,284,692	3,247,257	3,405,330	3,579,714	4,133,277	0.57%	553,563
52900	Audiological Services	354,407	382,485	427,331	442,357	458,732	0.06%	16,375
53100	School Leadership	876,251	1,306,678	1,440,597	1,804,537	1,732,516	0.24%	(72,021)
53200	Alternative Education	1,213,647	1,191,930	1,288,897	1,446,292	1,475,480	0.20%	29,188
Instruction Total		**507,778,099**	**502,934,003**	**521,140,200**	**530,948,803**	**547,235,447**	**75.49%**	**16,286,644**
54100	Board, Legal and Governmental Services	925,642	965,745	1,002,061	1,006,142	1,134,263	0.16%	128,121
54200	Office of the Superintendent	1,125,089	1,034,032	1,264,513	1,096,644	1,037,745	0.14%	(58,899)
54300	Budget and Finance	3,234,362	3,387,053	3,531,398	4,258,303	4,916,483	0.68%	658,180
54400	Human Resources	4,468,099	4,596,664	4,735,781	5,062,853	5,112,529	0.71%	49,676
54500	Internal Audit	382,917	389,240	416,057	436,063	441,842	0.06%	5,779
54600	Purchasing Services	1,028,894	999,008	1,020,691	1,012,206	1,062,890	0.15%	50,684
54700	Professional Growth and Innovation	429,834	482,084	460,155	564,960	843,231	0.12%	278,271
55000	Benefits	1,808,826	1,704,623	1,678,193	2,012,781	2,173,630	0.30%	160,849
55200	Health Services	6,754,359	6,707,115	6,930,315	7,341,485	7,558,422	1.04%	216,937
Administration, Attendance and Health Total		**20,158,022**	**20,265,564**	**21,039,164**	**22,791,437**	**24,281,035**	**3.35%**	**1,489,598**
56100	Management	1,924,795	1,968,353	2,162,144	2,204,125	2,355,836	0.32%	151,711
56200	Vehicle Operations	17,901,245	18,443,202	16,694,518	18,082,173	20,838,915	2.87%	2,756,742
56250	Vehicle Operations - Special Education	5,365,961	5,473,574	5,013,360	5,237,355	5,194,458	0.72%	(42,897)
56300	Vehicle Maintenance	2,841,371	2,825,073	2,884,210	3,103,202	3,187,393	0.44%	84,191
56400	Monitoring Services	2,816,792	2,782,483	2,870,480	2,858,499	2,878,172	0.40%	19,673
Pupil Transportation Total		**30,850,164**	**31,492,685**	**29,624,712**	**31,485,354**	**34,454,774**	**4.75%**	**2,969,420**
57100	Facilities Planning and Construction	712,785	734,850	710,605	770,187	875,830	0.12%	105,643
57200	School Plant	43,928,628	43,295,124	42,916,463	44,358,591	44,390,952	6.12%	32,361
57300	Distribution Services	1,508,913	1,516,450	1,501,532	1,622,458	1,687,729	0.23%	65,271
57400	Grounds Services	3,751,950	3,564,352	3,884,352	3,884,352	4,167,908	0.57%	283,556
57500	Custodial Services	26,485,010	26,842,827	26,890,109	29,398,920	28,226,355	3.89%	(1,172,565)
58100	Safety and Loss Control	6,681,189	6,707,263	6,616,053	7,355,785	6,937,465	0.96%	(418,320)
58200	Vehicle Services	1,013,472	1,060,041	1,243,607	1,042,597	1,102,674	0.15%	60,077
58300	Telecommunications	1,143,107	1,185,290	1,280,140	1,065,030	989,687	0.14%	(75,343)
Operations and Maintenance Total		**85,225,054**	**84,906,197**	**85,042,861**	**89,497,920**	**88,378,600**	**12.19%**	**(1,119,320)**
	Technology Fund 106	29,095,915	-	-	-	-	0.00%	-
60000	Technology	-	26,433,626	27,865,225	26,927,450	30,578,943	4.22%	3,651,493
Technology Total		**29,095,915**	**26,433,626**	**27,865,225**	**26,927,450**	**30,578,943**	**4.22%**	**3,651,493**
School Operating Fund Total		**673,107,255**	**666,032,075**	**684,712,162**	**701,650,964**	**724,928,799**	**100.00%**	**23,277,835**
	Green Run Collegiate Instruction	-	1,071,910	2,039,711	2,508,529	3,365,054	91.28%	856,525
	Green Run Collegiate Administration, Attendance and Health	-	-	25	-	11,000	0.30%	11,000
	Green Run Collegiate Pupil Transportation	-	120,741	159,060	-	260,766	7.07%	260,766
	Green Run Collegiate Operations and Maintenance	-	-	-	376,494	19,400	0.53%	(357,094)
	Green Run Collegiate Technology	-	24,885	46,121	-	30,466	0.83%	30,466
Green Run Collegiate Fund Total		**-**	**1,217,536**	**2,244,917**	**2,885,023**	**3,686,686**	**100.00%**	**801,663**
General Fund Total		**673,107,255**	**667,249,611**	**686,957,079**	**704,535,987**	**728,615,485**	**100.00%**	**24,079,498**

Notes: The General fund is used to account for the financial activities of the School Operating fund 115 and GRC charter school fund 104. Fiscal year 2013/14 was the first year of operation for GRC charter school. Fiscal year 2012/13 includes the Technology fund 106. As of FY 2013/14, all technology category financial activities previously reported in fund 106 are reported in the School Operating fund 115. Percentages may not total due to rounding.

SCHOOL OPERATING EXPENDITURES BY MAJOR CATEGORY CLASSIFICATION AND TYPE FOR FY 2016/17

	Instruction	Administration, Attendance and Health	Pupil Transportation	Operations and Maintenance	Technology	Total	Percent of Total Budget
Personnel Services	368,055,782	14,787,940	18,656,333	34,145,345	12,140,510	447,785,910	61.77%
Fringe Benefits	132,980,436	5,974,918	7,118,673	13,593,967	4,041,432	163,709,426	22.58%
Purchased Services	24,299,547	2,022,373	220,620	13,032,641	6,943,782	46,518,963	6.42%
Other Charges	1,344,411	1,072,595	1,050,522	20,846,743	249,052	24,563,323	3.39%
Materials and Supplies	8,483,159	423,209	4,648,626	6,329,953	6,570,150	26,455,097	3.65%
Capital Outlay	1,348,867	-	2,760,000	189,650	84,177	4,382,694	0.60%
Land, Structures and Improvements	-	-	-	240,301	-	240,301	0.03%
Transfers to Other Funds	10,723,245	-	-	-	549,840	11,273,085	1.56%
School Operating Fund Total	**547,235,447**	**24,281,035**	**34,454,774**	**88,378,600**	**30,578,943**	**724,928,799**	**100%**
Percent of Total	**75.49%**	**3.35%**	**4.75%**	**12.19%**	**4.22%**	**100.00%**	

GREEN RUN COLLEGIATE EXPENDITURES BY MAJOR CATEGORY CLASSIFICATION AND TYPE FOR FY 2016/17

	Instruction	Administration, Attendance and Health	Pupil Transportation	Operations and Maintenance	Technology	Total	Percent of Total Budget
Personnel Services	2,177,719	-	-	-	-	2,177,719	59.07%
Fringe Benefits	749,948	-	-	-	-	749,948	20.34%
Purchased Services	66,866	9,000	260,766	8,400	-	345,032	9.36%
Other Charges	96,200	2,000	-	1,000	-	99,200	2.69%
Materials and Supplies	262,475	-	-	10,000	30,466	302,941	8.22%
Capital Outlay	11,846	-	-	-	-	11,846	0.32%
Land, Structures and Improvements	-	-	-	-	-	-	0.00%
Transfers to Other Funds	-	-	-	-	-	-	0.00%
Green Run Collegiate Fund Total	**3,365,054**	**11,000**	**260,766**	**19,400**	**30,466**	**3,686,686**	**100%**
Percent of Total	**91.28%**	**0.30%**	**7.07%**	**0.53%**	**0.83%**	**100.00%**	

Note: Percentage does not total to 100 due to rounding.

SCHOOL OPERATING FUND REVENUE SOURCES

The FY 2016/17 School Operating fund revenue budget totals $724,928,799, an increase of nearly $23.3 million, or 3.3 percent, from the FY 2015/16 budget. Local revenue contributions from the city continue to be the most substantial source of revenue for the School Operating fund, making up 50.4 percent of the FY 2016/17 budget. Funding from state direct aid and state sales tax combined provide approximately 46.6 percent of total School Operating fund revenue. The remaining revenues are obtained from federal aid, other local contributions and School Reserve (reversion) funds.

Federal Revenue

The total VBCPS FY 2016/17 budget for federal revenue is projected to be approximately $12.5 million, reflecting level funding with no change when compared to the FY 2015/16 amount. Financial assistance provided by Congress to military impacted local educational agencies (LEAs) serves as the primary source of federal revenue for VBCPS. The division receives a smaller portion of overall federal funding in the form of rebates and refunds or reimbursements for some costs associated with specifically designated programs.

Federally impacted school districts are demographically and geographically diverse, educating more than 11 million students nationwide. Virginia is home to some of the nation's largest and most important military installations and nine of those bases are located in Hampton Roads, representing all five branches of the U.S. Armed Forces. As of September 2016, there are more than 73,000 military connected students in Virginia and the Commonwealth ranks in the top 15 states in the nation for Impact Aid payments to support federally connected students.

The purpose of Title VIII of the Elementary and Secondary Education Act (ESEA) of 1965 is to disburse Impact Aid payments to local school divisions and to provide technical assistance and support services. Impact Aid funding is appropriated annually by Congress and distributed through the United States Education Department

(USED). Federal Impact Aid provides revenue to local educational agencies to minimize the fiscal inequities caused by both the presence of tax-exempt federal property and the increased burden of providing education to large numbers of children whose parents reside on federal property and/or work on federal installations. The Impact Aid Program is designed to directly compensate local school districts for: 1) local revenue lost due to the presence of federally owned, and therefore tax-exempt, property and 2) costs incurred to educate federally connected students.

All Impact Aid funds appropriated annually by Congress are disbursed directly to school districts, bypassing state involvement, and can be used for any general fund purpose such as instructional materials, salaries, transportation, technology or capital needs. All decisions on how Impact Aid funds are spent are made locally by elected school boards. This flexibility and local control allows school district leaders to target funds wherever the needs are greatest.

The Impact Aid program is the only K-12 federal education program that is not forward funded, so any delay in appropriations has an immediate impact on recipient school divisions. Additionally, the program has not been fully funded since 1969. Federal funding appropriated for Impact Aid payments has been declining since 2011, which prompted the USED to delay payments issued to divisions. As such, annual budgets for the last few years presented this federal revenue as a combined total of pending delayed payments plus estimated current year payments for VBCPS. While a near-full restoration of Impact Aid in FY 2013/14 and a $17 million nationwide increase in FY 2015/16 were welcome relief, funding caps on discretionary spending continue to be a concern for federally impacted school divisions.

VBCPS Federal Revenue Budget Comparison

	FY 2015/16	FY 2016/17	Variance
Department of the Navy - National Junior Reserve Officers Training Corps (NJROTC)	100,000	100,000	-
Department of Defense	1,500,000	1,500,000	-
Public Law 874	10,211,723	10,211,723	-
Other Federal Funds	664,809	664,809	-
Federal Revenue Total	**12,476,532**	**12,476,532**	**-**

Federally Connected Students

	FY 2010/11	FY 2011/12	FY 2012/13	FY 2013/14	FY 2014/15
Military - Special Education					
Living on base	368	331	315	304	263
Living off base	1,422	1,334	1,245	1,239	924
Military - Regular Education					
Living on base	1,924	1,805	1,823	1,790	1,707
Living off base	11,338	10,924	10,763	10,199	9,797
All others	6,160	6,151	6,039	5,468	5,988
Total Federally Connected	**21,212**	**20,545**	**20,185**	**19,000**	**18,679**
Percent Federally Connected	**30.41%**	**29.72%**	**29.14%**	**27.43%**	**27.13%**

State Revenue

State funding for public education is provided to VBCPS through the Direct Aid to Public Education budget in the Appropriation Act. The Virginia General Assembly appropriates the funds and the VDOE administers the funding. Funding is appropriated into four major categories (SOQ Programs, Incentive Programs, Categorical Programs and Lottery Programs) that are described in further detail below.

State revenue, which accounts for 36.3 percent of VBCPS' FY 2016/17 funding, is projected to increase nearly $13.4 million, or 5.4 percent from FY 2015/16. The most significant changes for this revenue source are the SOQ programs which increased a little more than $10.3 million from the previous year. These projected increases reflect the impact of General Assembly legislative actions, the state's rebenchmarking of costs, changes in VBCPS enrollment, technical public education policy updates and a reduced LCI for the 2016-2018 biennium.

Standards of Quality Programs

State spending allocated to school divisions is driven by the number of students and local ability to pay. According to a report on state education spending released by the Joint Legislative Audit and Review Commission, the Commonwealth of Virginia spent about $5.66 billion in funding on constitutionally mandated K-12 SOQ programs in FY 2014/15. This equated to approximately $4,580, on average, for each of the 1.24 million elementary and secondary students in Virginia. In Virginia Beach, the total average cost per pupil for the same year was $11,150 with the state portion of the expenditures equal to $4,844.

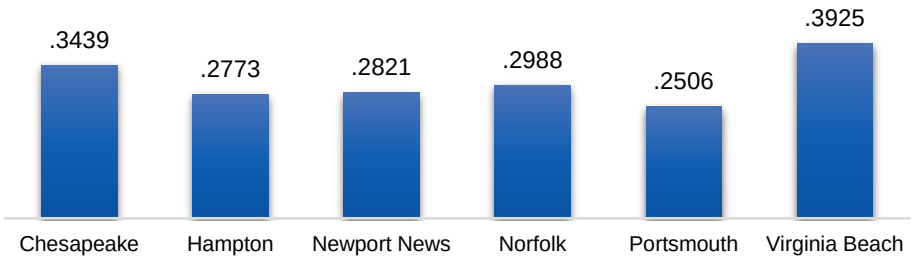
Historical Comparison of VBCPS' Local Composite Index

State Biennium	
1998 - 2000	.3466
2000 - 2002	.3523
2002 - 2004	.3394
2004 - 2006	.3353
2006 - 2008	.3492
2008 - 2010	.3704
2010 - 2012	.4060
2012 - 2014	.4100
2014 - 2016	.4034
2016 - 2018	.3925

The SOQ Programs are established in the Virginia Constitution as the minimum educational program that all public school divisions must provide. The SOQ formula uses the minimum staffing standards and other associated costs with projected student enrollment to estimate the total cost school divisions must spend. Funds are then distributed to localities based on the LCI. The index considers property value, adjusted gross income, taxable retail sales, and the student and total population in each division.

The LCI formula is based on the true value of real property (weighted 50 percent), Virginia adjusted gross income (weighted 40 percent) and taxable retail sales (weighted 10 percent), divided by ADM and population. The LCI is calculated every two years for the state's biennium budget. To account for varying sizes of localities, each indicator is expressed on a per capita basis and on a per pupil basis. The higher a locality's LCI, the less state funding it receives. For the 2016-2018 biennium, the LCI for Virginia Beach decreased from .4034 to .3925. This decrease in LCI will have a positive impact on state revenue for the FY 2016/17 and FY 2017/18 budgets.

LCI for Virginia Beach and Surrounding Cities 2016 - 2018 Biennium



Source: Virginia Department of Education, Composite Index of Local Ability to Pay

Basic aid, representing the largest of the SOQ accounts, establishes standards and provides funding for personnel, instructional materials, and program planning and management. In FY 2016/17, basic aid is budgeted at approximately $178.3 million, representing a 3.2 percent increase from the prior year. Other SOQ accounts are allocated to vocational education, gifted education, special education, fringe benefits and remedial summer school. Overall, funding for basic aid will account for over half of the projected $10.3 million jump in revenue for SOQ programs in the FY 2016/17 School Board Approved Operating Budget.

Incentive Programs

Incentive payments from the state are for programs not required by law but intended to target resources for specific student or school needs statewide. In order to receive state funds, school divisions must certify that they will meet the requirements established for each unique incentive program.

The FY 2016/17 budget includes a $2.7 million compensation supplement incentive payment that requires divisions to provide a 2.0 percent salary increase to all instructional and support personnel by Dec. 1, 2016. VBCPS approved a 2.0 percent increase on July 1, 2016 and an additional 1.34 percent increase on Dec. 1, 2016 to meet this requirement. The budget also includes an incentive payment of $40,689 for math/reading specialists. This program provides the state share of the cost for one additional reading or math specialist in underperforming schools. Eligible schools include those that have been denied accreditation or were accredited with warning for the third consecutive year.

Categorical Programs

Categorical programs are targeted to the particular needs of specific student populations, such as homebound students. Homebound funding provides for the continuation of educational services for students who are

temporarily confined to their homes for medical reasons. State funds reimburse school divisions for a portion of the hourly rate paid to teachers employed to provide homebound instruction to eligible children. VBCPS will receive $151,428 for this categorical program in the FY 2016/17 budget, higher than the FY 2015/16 amount of $97,163.

Lottery Programs

As the state began facing funding constraints, the General Assembly created the Lottery-Funded Programs category, and designated certain programs to be funded through these proceeds. Basic education programs previously supported by the state's General fund are now funded with lottery proceeds. Revenue received from the state lottery provides funds for a number of programs such as foster care, at-risk, class size reduction, and career and technical education (CTE). State funding for these programs increases to approximately $20.1 million for FY 2016/17, or 18.8 percent over the last fiscal year.

VBCPS State Revenue Budget Comparison

	FY 2015/16	FY 2016/17	Variance
Standards of Quality Programs			
Basic Aid	172,797,329	178,303,720	5,506,391
Vocational Education	2,107,995	1,881,285	(226,710)
Gifted Education	1,905,304	1,963,080	57,776
Special Education	17,877,423	19,221,829	1,344,406
Prevention, Intervention and Remediation	4,013,299	4,703,213	689,914
VRS Retirement (Includes RHCC)	20,188,110	21,961,962	1,773,852
Social Security	10,175,132	10,633,352	458,220
Group Life	648,614	736,155	87,541
English as a Second Language (ESL)	-	726,035	726,035
Remedial Summer School	434,254	341,793	(92,461)
Standards of Quality Programs Total	**230,147,460**	**240,472,424**	**10,324,964**
Incentive Programs			
Compensation Supplement	2,847,553	2,665,416	(182,137)
Math/Reading Instructional Specialists	37,911	40,689	2,778
Incentive Programs Total	**2,885,464**	**2,706,105**	**(179,359)**
Categorical Programs			
Special Education - Homebound	97,163	151,428	54,265
Categorical Programs Total	**97,163**	**151,428**	**54,265**
Lottery-Funded Programs			
Foster Care	278,407	322,314	43,907
At-Risk	2,321,931	2,968,406	646,475
K-3 Primary Class Size Reduction	4,355,747	4,702,190	346,443
Special Education - Regional Tuition	9,106,315	9,564,375	458,060
Career and Technical Education	251,471	392,736	141,265
English as a Second Language	595,615	-	(595,615)
Supplemental Lottery Per Pupil Allocation	-	2,143,847	2,143,847
Lottery-Funded Programs Total	**16,909,486**	**20,093,868**	**3,184,382**
State Revenue Total	**250,039,573**	**263,423,825**	**13,384,252**

State Sales Tax

State sales tax is a formula-driven allocation that is based upon the number of children between the ages of five and 19 who reside in Virginia Beach. One and one-eighth percent of the state sales tax revenue is allocated directly to public education. In order to distribute the sales tax dollars across the state, an annual census is collected by the Weldon Cooper Center for Public Service at the University of Virginia to determine the school-age population. The projected state sales tax revenue for VBCPS in FY 2016/17 is approximately $74.7 million, an increase of nearly $3 million, or 4.1 percent, compared to the FY 2015/16 Approved Budget.

VBCPS State Sales Tax Revenue Budget Comparison

	FY 2015/16	FY 2016/17	Variance
State Sales Tax Total	**71,783,907**	**74,741,805**	**2,957,898**

Local Revenue

The School Board is a component unit of the city of Virginia Beach with responsibility for elementary and secondary education within the city. The City Council annually approves the budget, levies the necessary taxes to finance operations, and approves the borrowing of money and issuance of bonds for the school division. The City Council appropriates funding to the school division by major classification/budget unit (Instruction; Administration, Attendance and Health; Pupil Transportation; Operations and Maintenance; Technology; and Debt Service) in the School Operating fund and by fund for each of the division's remaining funds. The allocation of this funding within these categories and specific funds is solely at the discretion of the School Board.

The City Council first adopted the City/School Revenue Sharing Policy in 1997 to provide a stable source of local funding for the public school system as a discretionary local match. A revised policy was adopted in 2015. Within the policy, the discretionary local match allocates local tax revenues to the school division using two components: a revenue sharing formula and a real estate tax dedication. The RSF includes a four-step computation.

1. Total non-dedicated local revenues: The base from which the computation derives is the total non-dedicated local tax revenues, which represents a more diverse stream of revenues compared to the previous formula;
2. Fund 100 percent of the required local match for SOQ programs: The formula acknowledges the required local match under the state SOQ by dedicating 100 percent of local revenues to equal this match, which is then subtracted from the total non-dedicated local tax revenues;
3. Funding above SOQ match: The formula specifies that 34.11 percent of the remaining total non-dedicated local tax revenues (after subtracting the local SOQ match) is allocated to the school system as the discretionary local match; and
4. Additional dedication of real estate taxes: Finally, the formula adds the dedication of 4 cents of real estate taxes established by the City Council with the FY 2012/13 School Operating budget to offset lost state funding due to the recession. As state revenues increase, this dedication may be recalculated.

The city of Virginia Beach non-dedicated local tax revenue streams used to calculate the RSF are: real estate taxes (less dedications such as the FY 2012/13 dedication for schools and road construction, the Outdoor Initiative, the Agricultural Reserve Program and the recreation centers); personal property taxes; general sales taxes; utility taxes; Virginia telecommunications taxes; Business Permit and Occupational License (BPOL) taxes; cable franchise taxes; cigarette taxes (less dedication for the Economic Development Investment Program (EDIP)); hotel room taxes; restaurant meals taxes; automobile license taxes; bank net capital taxes; city taxes on deeds; and city taxes on wills. Additional information about the RSF is provided in detail in the City/School Revenue Sharing Policy included in the appendix of this document.

From the local appropriation received, funds are first distributed to debt service and Pay-As-You-Go (PAYGO) CIP (current revenue that pays for capital projects). The remainder of funds are then appropriated to the General fund. For FY 2016/17, School Operating fund local revenue (net of debt service and PAYGO) totals just under $365.5 million, an increase of $6.9 million, or 1.9 percent, compared to the FY 2015/16 Approved Budget.

VBCPS Local Revenue Budget Comparison

	FY 2015/16	FY 2016/17	Variance
Revenue Sharing Formula	403,917,608	411,278,773	7,361,165
Less: Debt Service	(44,756,843)	(45,819,477)	(1,062,634)
Less: PAYGO	(642,448)	-	642,448
Local General Fund Revenue Total	**358,518,317**	**365,459,296**	**6,940,979**

Other Local Revenue

Other local revenue is derived from miscellaneous sources such as rental of facilities, tuition and sale of salvage materials. Other local revenue for FY 2016/17 is budgeted at $3.4 million, reflecting level funding with no change when compared to the FY 2015/16 Approved Budget.

VBCPS Other Local Revenue Budget Comparison

	FY 2015/16	FY 2016/17	Variance
Consolidated Benefits	635,538	635,538	-
Indirect Costs (Grants)	600,000	600,000	-
Miscellaneous Revenue	224,703	224,703	-
Rent of Facilities	450,000	450,000	-
Sale of Salvage Materials	12,000	12,000	-
Sale of School Vehicles	15,000	15,000	-
Tuition-Driver's Education	322,125	322,125	-
Tuition-General Adult Education	142,839	142,839	-
Tuition-Licensed Practical Nurse (LPN) Program	25,575	25,575	-
Tuition-Regular Day	100,000	100,000	-
Tuition-Renaissance Academy	20,811	20,811	-
Tuition-Summer School	700,000	700,000	-
Tuition-Vocational Adult Education	169,750	169,750	-
Other Local Revenue Total	**3,418,341**	**3,418,341**	**-**

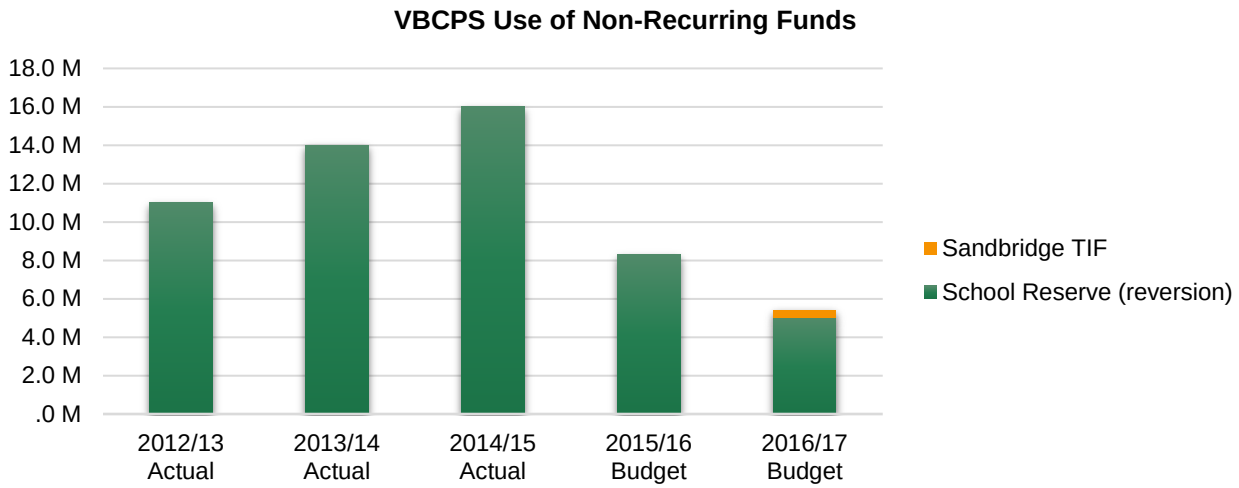
Additional Funds (non-recurring)

In prior years, VBCPS has relied on fund balance or reversion funds to maintain critical services in response to the recession and significant losses of state funding. For FY 2016/17, VBCPS will use $5 million of School Reserve (reversion) revenue and $409,000 in Sandbridge TIF funds to balance the School Operating budget. This amount reflects a decrease of $2.9 million, or 34 percent, compared to the additional funds budgeted in FY 2015/16.

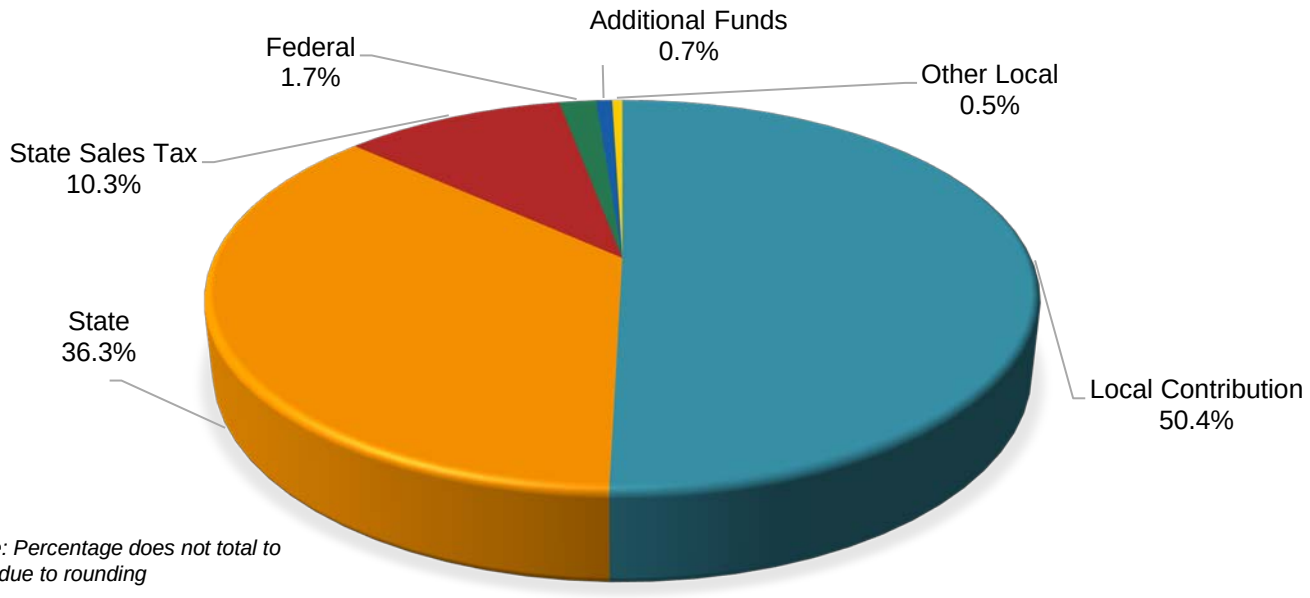
VBCPS Additional Funds Budget Comparison

	FY 2015/16	FY 2016/17	Variance
Sandbridge TIF	-	409,000	409,000
School Reserve (reversion)	8,299,318	5,000,000	(3,299,318)
Additional Funds Total	**8,299,318**	**5,409,000**	**(2,890,318)**

The chart below illustrates how non-recurring funds have historically been used to supplement the School Operating budget.



SCHOOL OPERATING FUND REVENUE FOR FY 2016/17



Note: Percentage does not total to 100 due to rounding

Revenue Source

Federal.....$12,476,532
General funds and categorical funds (primarily Impact Aid revenue)

State $263,423,825
SOQ payments, incentive funds, lottery proceeds and categorical amounts established by the General Assembly on a biennial basis

State Sales Tax $74,741,805
State sales tax (1.125 percent) dedicated to public education and distributed to school divisions based on the number of school-age children residing in the locality

Local Contribution.....$365,459,296
Appropriation from the city of Virginia Beach calculated using the RSF

Other Local $3,418,341
Miscellaneous sources of revenue such as rental of facilities, summer school tuition and non-resident tuition

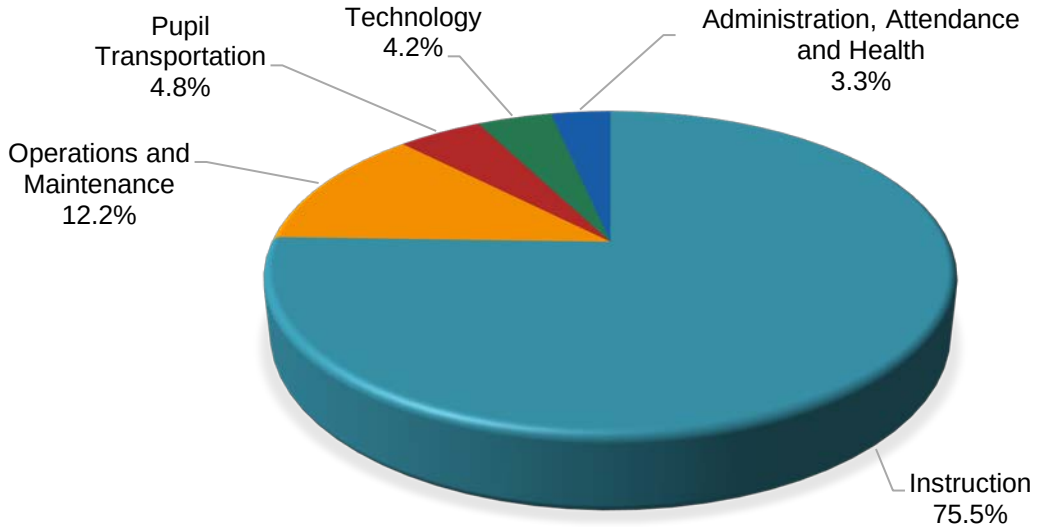
Additional Funds (non-recurring) $5,409,000

School Reserve (reversion)	$5,000,000
Sandbridge TIF	$ 409,000

SCHOOL OPERATING FUND EXPENDITURES BY MAJOR CATEGORY CLASSIFICATION FOR FY 2016/17

As expected, the majority of the School Operating budget is allocated to fund instructional programs. This is illustrated by the fact that proposed expenditures for instruction represent 75.5 percent of the FY 2016/17 budget.

Employee compensation is comprised of salaries and employee benefits. The chart on the following page highlights that the majority of the FY 2016/17 budget is used to fund employee compensation costs. The combined amount budgeted for salaries and benefits totals 84.4 percent of General fund expenditures.



Major Category Classification

Instruction $547,235,447
Includes: activities that deal directly with the interaction between teachers, aides or classroom assistants and students

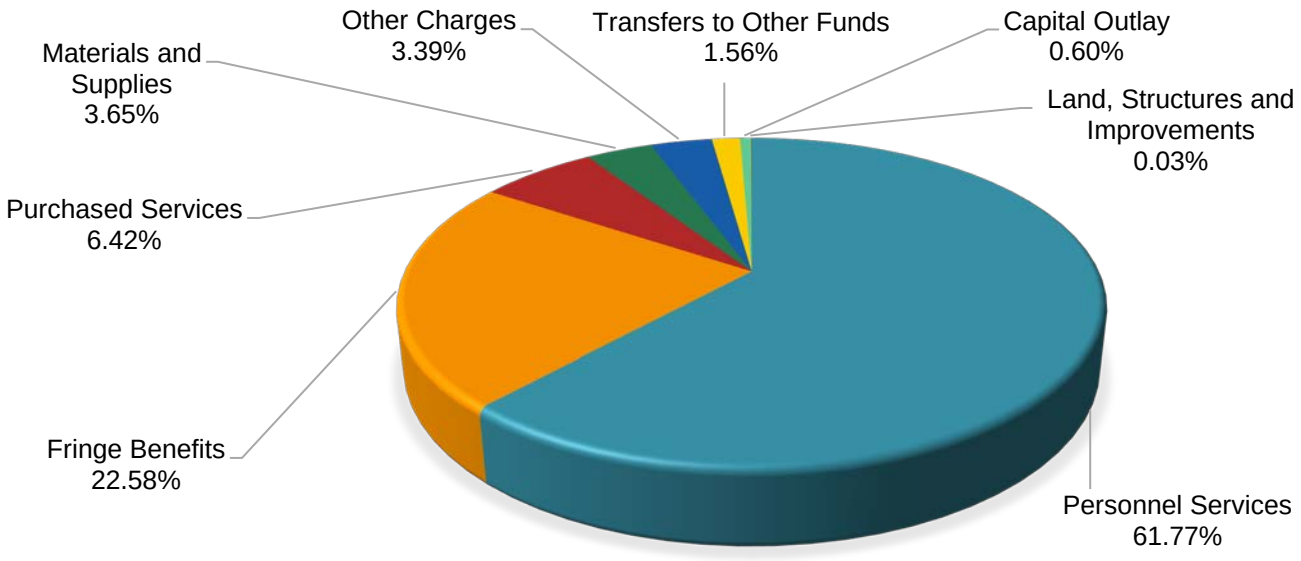
Administration, Attendance and Health $24,281,035
Includes: activities concerned with establishing and administering policy for operating the division and activities whose primary purpose is the promotion and improvement of children's attendance at school

Pupil Transportation.....$34,454,774
Includes: activities concerned with transporting students to and from school as mandated by state and federal law

Operations and Maintenance $88,378,600
Includes: activities concerned with keeping the school plant open, comfortable and safe for use, and keeping the grounds, buildings and equipment in effective working condition

Technology $30,578,943
Includes: technology-related expenditures as required by the General Assembly

SCHOOL OPERATING FUND EXPENDITURES BY TYPE FOR FY 2016/17



Type

Personnel Services.....$447,785,910
Includes: all compensation for the direct labor of persons in the employment of the school division including salaries and wages paid to employees for full-time, part-time and temporary work; supplements, allowances, overtime and similar compensation; payments for time not worked such as annual, funeral, sick and personal reasons leave; holidays; and other paid absences (e.g., jury duty, military pay)

Fringe Benefits.....$163,709,426
Includes: job-related benefits provided for school employees as part of their total compensation; the employer's portion of the Federal Insurance Contributions Act (FICA); retirement contributions; health and life insurance premiums; unemployment insurance premiums; flexible benefits program; employee assistance program; workers' compensation; and tuition reimbursements

Purchased Services.....$46,518,963
Includes: services acquired from outside sources on a fee basis or fixed-time contract basis (with the exception of payments for rentals, utilities or extensive repairs considered to be additions or improvements to capital assets)

Other Charges $24,563,323
Includes: payments of utilities, postage, telecommunications, insurance, rentals, travel and other miscellaneous charges

Materials and Supplies $26,455,097
Includes: articles and commodities acquired that are consumed or materially altered when used and capital outlay items that have a per-unit cost of less than $5,000

Capital Outlay $4,382,694
Includes: outlays that result in the acquisition of or additions to capital assets with a unit cost of $5,000 or more (with the exception of outlays for major capital facilities such as buildings and land)

Land, Structures and Improvement $240,301
Includes: expenditures of projects that are less than $1 million in estimated cost

Transfers to Other Funds $11,273,085
Includes: the conveying of cash from one fund (e.g., School Operating) to another fund (e.g., Textbooks) without recourse

FIVE YEAR FORECAST

Each year, staff from VBCPS and the city work collaboratively to make projections about revenue and expenditure trends anticipated to occur over the next five years. The Five Year Forecast focuses on the main operating funds for the city (General fund) and the division (School Operating fund). The information below presents economic highlights from the Five Year Forecast dated Nov. 17, 2015.

Five Year Forecast

	FY 2016/17 Forecast	FY 2017/18 Forecast	FY 2018/19 Forecast	FY 2019/20 Forecast	FY 2020/21 Forecast
REVENUE CATEGORY:					
Local (RSF)	409,127,164	415,909,105	422,533,654	429,365,927	436,411,155
Other Local	3,418,341	3,418,341	3,418,341	3,418,341	3,418,341
State	256,290,562	262,691,575	266,631,949	270,631,428	274,690,899
State Sales Tax	73,219,585	74,683,977	76,177,656	77,701,210	79,255,234
Federal	11,500,000	10,500,000	10,500,000	10,500,000	10,500,000
School Reserve (reversion)	-	-	-	-	-
Sandbridge TIF	-	-	-	-	-
Transfer(s) from other funds	-	-	-	-	-
Revenue Total	**753,555,652**	**767,202,998**	**779,261,600**	**791,616,906**	**804,275,629**
EXPENDITURE CATEGORY:					
Personnel Services	449,290,309	449,290,309	449,290,309	449,290,309	449,290,309
Fringe Benefits	165,918,229	168,844,722	172,652,817	175,973,603	180,111,689
Purchased Services	43,067,445	43,067,445	43,067,445	43,067,445	43,067,445
Other Charges	52,014,685	53,149,355	53,907,294	54,689,262	55,496,047
Materials and Supplies	-	-	-	-	-
Capital Outlay	5,178,969	4,778,969	4,678,969	5,578,969	6,078,969
Land, Structures and Improvement	240,301	240,301	240,301	240,301	240,301
Transfer(s) to Other Funds	7,635,643	7,635,643	7,635,643	7,635,643	7,635,643
PAYGO	-	-	1,000,000	1,000,000	1,500,000
Debt Service	46,433,235	44,720,764	42,768,735	43,933,322	42,468,022
Expenditure Total	**769,778,816**	**771,727,508**	**775,241,513**	**781,408,854**	**785,888,425**
Expenditures Variance	**(16,223,164)**	**(4,524,510)**	**4,020,087**	**10,208,052**	**18,387,204**

Revenue Assumptions

The city's General fund revenues are projected to rise 2.2 percent in FY 2016/17 and continue growing at a rate between 1.4 and 2.0 percent through FY 2020/21. School Operating fund revenues are projected to grow about 0.5 percent in FY 2016/17 before increasing at a rate similar to the General fund between 1.5 and 2.0 percent through FY 2020/21. While this steady growth is important to the city's continued recovery, it still falls short of the 4.0 to 5.0 percent revenue growth Virginia Beach needs to sustain current service levels, including its commitment to public education. This means that although revenue is rising each year, the city will still have to make cuts to balance the budget unless revenues begin to rise at a higher rate. For VBCPS, state shared sales tax includes a projected 2.0 percent increase annually. State direct aid revenue projections vary from an increase of 2.5 percent in the first year to a 2.0 percent increase in year two before leveling out to a 1.5 percent increase in the remaining years of the forecast period. Federal revenue projections indicate a net decrease of nearly $1 million in FY 2016/17, another $1 million reduction in FY 2017/18, and then remain flat at $10.5 million for the rest of the forecast period.

Expenditure Assumptions

Personnel services expenditures include a 1.34 percent salary increase in FY 2016/17 and then remain flat for the rest of the forecast period. The 1.34 percent represents a "hold harmless" adjustment for staff provided annually through FY 2016/17 to offset the required increase employees must pay into VRS. The VRS costs assume no change in the number of FTE employees over the Five Year Forecast period. Based on state projections, the

forecast assumes a 2.0 percent increase in the VRS rates for FY 2016/17 followed by an additional 2.0 percent increase every other year of the forecast period. The forecast for fringe benefits assumes a 5.0 percent increase annually for employer paid health insurance expenses. From the FY 2016/17 budget to FY 2020/21, the last year of the forecast period, debt service is projected to decrease by 5.1 percent. This is primarily as a result of early bond sales either being paid off or being refinanced at a lower interest rate. This projection does not factor in the possibility of additional debt service from any increase to support the School Modernization Program. Overall, School Operating fund expenditures grew in total by 6.0 percent ($45.7 million) between FY 2011/12 and FY 2015/16 and are expected to continue to increase by an average of 1.0 percent each year for a total increase of $36 million over the course of the Five Year Forecast period.



School Operating Fund Revenue

Revenue	FY 2011/12 Adopted	FY 2012/13 Adopted	FY 2013/14 Adopted	FY 2014/15 Adopted	FY 2015/16 Adopted	FY 2016/17 Forecast	FY 2017/18 Forecast	FY 2018/19 Forecast	FY 2019/20 Forecast	FY 2020/21 Forecast
Local (RSF)*	350,295,314	375,600,000	378,981,176	390,017,424	403,917,607	409,127,164	415,909,105	422,533,654	429,365,927	436,411,155
Schools Use of Sandbridge TIF	-	2,000,000	3,116,978	2,000,000	-	-	-	-	-	-
Transfer(s) from Other Funds	9,293,767	-	-	-	-	-	-	-	-	-
Fund Balance - General Fund	-	9,200,000	-	-	-	-	-	-	-	-
City General Fund Outside RSF	3,793,767	645,180	-	725,000	-	-	-	-	-	-
From the Use of Money and Property	465,000	465,000	465,000	465,000	477,000	477,000	477,000	477,000	477,000	477,000
Charges for Services	2,159,938	2,183,837	2,203,383	2,203,383	2,941,341	2,941,341	2,941,341	2,941,341	2,941,341	2,941,341
Miscellaneous Revenue	657,000	657,000	657,000	786,703	-	-	-	-	-	-
State Sales Tax	72,311,348	69,064,589	70,522,688	70,065,298	71,783,907	73,219,585	74,683,977	76,177,656	77,701,210	79,255,234
State	235,353,367	241,055,084	240,866,735	252,592,470	250,039,573	256,290,562	262,691,575	266,631,949	270,631,428	274,690,899
Federal	16,636,723	17,141,085	17,141,085	16,453,899	12,476,532	11,500,000	10,500,000	10,500,000	10,500,000	10,500,000
School Reserve (reversion)	13,300,000	11,000,000	14,000,000	16,000,000	8,299,318	-	-	-	-	-
Total	**704,266,224**	**729,011,775**	**727,954,045**	**751,309,177**	**749,935,278**	**753,555,652**	**767,202,998**	**779,261,600**	**791,616,906**	**804,275,629**
Percent Change from Previous Year (in total)	-0.297%	3.514%	-0.145%	3.208%	-0.183%	0.483%	1.811%	1.572%	1.586%	1.599%

*Schools' budget total includes debt service.

Source: City of Virginia Beach and Virginia Beach City Public Schools Five Year Forecast

School Operating Fund Expenditures

Expenditures	FY 2011/12 Adopted	FY 2012/13 Adopted	FY 2013/14 Adopted	FY 2014/15 Adopted	FY 2015/16 Adopted	FY 2016/17 Forecast	FY 2017/18 Forecast	FY 2018/19 Forecast	FY 2019/20 Forecast	FY 2020/21 Forecast
Personnel Services	427,919,676	425,485,491	427,435,361	436,502,429	439,885,158	449,290,309	449,290,309	449,290,309	449,290,309	449,290,309
VRS	47,869,409	66,182,178	62,645,617	69,711,679	64,288,315	64,481,180	64,481,180	65,125,992	65,125,992	65,777,252
Health Insurance	44,806,361	52,226,764	52,829,141	56,929,189	57,371,968	60,240,566	63,252,594	66,415,724	69,736,510	73,223,336
Life Insurance	1,131,359	4,785,832	4,821,218	5,138,978	4,973,109	5,054,078	4,968,543	4,968,696	4,968,696	4,968,696
All Other Fringe Benefits	35,450,262	34,765,320	35,180,232	35,788,012	35,792,527	36,142,405	36,142,405	36,142,405	36,142,405	36,142,405
Contractual Services	42,720,174	42,293,724	42,366,595	43,166,078	43,067,445	43,067,445	43,067,445	43,067,445	43,067,445	43,067,445
Other Charges	50,999,350	49,758,264	50,248,259	48,954,255	49,702,552	52,014,685	53,149,355	53,907,294	54,689,262	55,496,047
Capital Outlay	1,281,658	1,243,774	1,578,969	1,590,815	1,578,969	5,178,969	4,778,969	4,678,969	5,578,969	6,078,969
Land, Structures and Improvements	108,110	252,948	-	240,301	240,301	240,301	240,301	240,301	240,301	240,301
PAYGO	-	-	-	-	642,448	-	-	1,000,000	1,000,000	1,500,000
Debt Service Charges	44,812,083	44,747,986	43,094,767	45,507,225	44,756,843	46,433,235	44,720,764	42,768,735	43,933,322	42,468,022
Transfer(s) to Other Funds	7,167,782	7,269,494	7,753,886	7,780,216	7,635,643	7,635,643	7,635,643	7,635,643	7,635,643	7,635,643
Total	**704,266,224**	**729,011,775**	**727,954,045**	**751,309,177**	**749,935,278**	**769,778,816**	**771,727,508**	**775,241,513**	**781,408,854**	**785,888,425**
Percent Change from Previous Year (in total)	-0.297%	3.514%	-0.145%	3.208%	-0.183%	2.646%	0.253%	0.455%	0.796%	0.573%
Expenditure Variance by Fiscal Year	-	-	-	-		(16,223,164)	(4,524,510)	4,020,087	10,208,052	18,387,204

Source: City of Virginia Beach and Virginia Beach City Public Schools Five Year Forecast

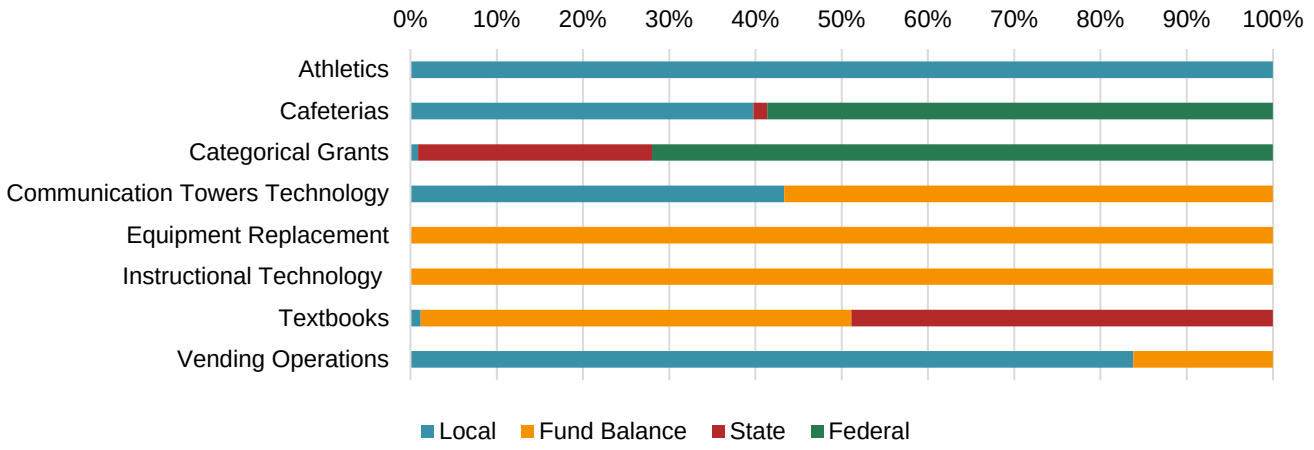
SPECIAL REVENUE FUNDS

Although the majority of the total FY 2016/17 School Board Approved Budget is accounted for in the General fund and intended to support day-to-day activities, Special Revenue funds function to supplement the School Operating budget and equate to approximately $101.9 million, or 12.3 percent, of the total budget for VBCPS. These funds are legally restricted and must be spent for specific purposes. The charts below show the breakdown of revenues by major source and expenditures by category for VBCPS budgeted special revenue funds.

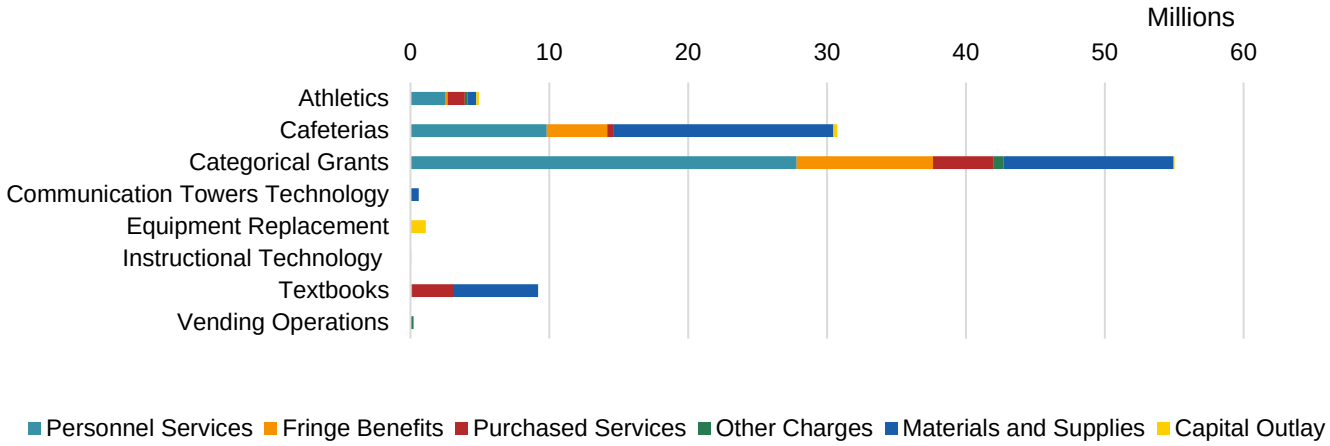
	FY 2015/16 Budget	FY 2016/17 Approved	Variance
Athletics	4,922,642	4,922,642	-
Cafeterias	30,227,350	30,742,626	515,276
Categorical Grants	57,287,954	55,023,849	(2,264,105)
Communication Towers Technology	600,000	600,000	-
Equipment Replacement	1,106,301	1,106,301	-
Instructional Technology	106,000	53,678	(52,322)
Textbooks	9,094,147	9,182,874	88,727
Vending Operations	220,289	229,702	9,413
Total	**103,564,683**	**101,861,672**	**(1,703,011)**

The FY 2016/17 budget for all special revenue funds is expected to decrease by nearly $1.7 million from FY 2015/16. The majority of the decline can be attributed to the Categorical Grants fund, primarily as a result of less than anticipated carryover funding.

Revenue Sources for Categorical Grants and Other Funds



Expenditure Categories for Categorical Grants and Other Funds



CATEGORICAL GRANTS AND OTHER FUNDS REVENUE FOR FY 2016/17

	Local	Fund Balance	State	Federal	Transfer(s) from Other Funds	Total
Adult Basic Education Funds	-	-	-	293,708	62,837	356,545
Advanced Placement Fee Program	-	-	-	66,497	-	66,497
Carl D. Perkins Vocational and Technical Education Act	-	-	-	813,627	-	813,627
DoDEA MCASP Operation Pride	-	-	-	609,347	-	609,347
DoDEA Special Education	-	-	-	436,135	-	436,135
McKinney-Vento Homeless Assistance Act	-	-	-	164,464	-	164,464
MTSS-B	-	-	-	340,043	-	340,043
MYCAA ALC Courses	-	-	-	5,000	-	5,000
MYCAA LPN Program	-	-	-	10,000	-	10,000
Preschool Incentive	-	-	-	569,465	-	569,465
Reserve For Contingency - Federal	-	-	-	4,500,000	-	4,500,000
Startalk	-	-	-	143,331	-	143,331
Title I, Part A	-	-	-	14,210,314	-	14,210,314
Title I, Part D - Subpart 1	-	-	-	25,800	-	25,800
Title I, Part D - Subpart 2	-	-	-	342,818	-	342,818
Title II, Part A	-	-	-	2,314,565	-	2,314,565
Title III, Part A - Immigrant and Youth	-	-	-	54,694	-	54,694
Title III, Part A - Language Acquisition	-	-	-	181,920	-	181,920
Title IV, Part B 21st CCLC - GRC	-	-	-	196,736	-	196,736
Title VI, Part B (IDEA)	-	-	-	14,272,913	-	14,272,913
Federal Grants Total	**-**	**-**	**-**	**39,551,377**	**62,837**	**39,614,214**
Algebra Readiness Initiative	-	-	599,122	-	387,087	986,209
Career and Tech Education State Equipment Allocation	-	-	90,813	-	-	90,813
Career Switcher New Teacher Mentor Program	-	-	11,000	-	-	11,000
Dual Enrollment - TCC	-	-	275,918	-	-	275,918
Early Intervention Reading Initiative (PALS)	-	-	789,476	-	510,073	1,299,549
General Adult Education	-	-	34,586	-	-	34,586
Industry Certification Examinations	-	-	80,333	-	-	80,333
ISAEP	-	-	62,869	-	-	62,869
Jail Education Program	-	-	176,950	-	-	176,950
Juvenile Detention Home	-	-	746,224	-	-	746,224
National Board Certification Incentive	-	-	352,500	-	-	352,500
New Teacher Mentor Program	-	-	38,401	-	-	38,401
Race to GED®	-	-	64,188	-	-	64,188
Reserve for Contingency - State	-	-	2,700,000	-	-	2,700,000
Technology Initiative	-	-	2,376,900	-	436,400	2,813,300
VA eLearning Backpack - Bayside HS	-	-	225,200	-	43,040	268,240
VA eLearning Backpack - Green Run HS	-	-	191,600	-	36,320	227,920
VA eLearning Backpack - Kempsville HS	-	-	180,400	-	34,080	214,480
VA Initiative for At-Risk Four-Year-Olds	-	-	2,780,491	-	1,657,920	4,438,411
Virginia Middle School Teacher Corps	-	-	25,000	-	-	25,000
Workplace Readiness	-	-	18,623	-	-	18,623
State Grants Total	**-**	**-**	**11,820,594**	**-**	**3,104,920**	**14,925,514**
Opportunity, Inc. - Adult Learning Center	102,857	-	-	-	-	102,857
Opportunity, Inc. - STEM	381,264	-	-	-	-	381,264
Local Grants Total	**484,121**	**-**	**-**	**-**	**-**	**484,121**
Categorical Grants Total	**484,121**	**-**	**11,820,594**	**39,551,377**	**3,167,757**	**55,023,849**
Athletics	504,000	-	-	-	4,418,642	4,922,642
Cafeterias	12,221,495	-	500,000	18,021,131	-	30,742,626
Communication Towers Technology	260,000	340,000	-	-	-	600,000
Equipment Replacement	-	1,106,301	-	-	-	1,106,301
Instructional Technology	-	53,678	-	-	-	53,678
Textbooks	110,000	4,583,146	4,489,728	-	-	9,182,874
Vending Operations	192,550	37,152	-	-	-	229,702
Other Funds Total	**13,288,045**	**6,120,277**	**4,989,728**	**18,021,131**	**4,418,642**	**46,837,823**
Categorical Grants and Other Funds Total	**13,772,166**	**6,120,277**	**16,810,322**	**57,572,508**	**7,586,399**	**101,861,672**

CATEGORICAL GRANTS AND OTHER FUNDS EXPENDITURES FOR FY 2016/17

	Personnel Services	Fringe Benefits	Purchased Services	Other Charges	Materials and Supplies	Capital Outlay	Total
Adult Basic Education Funds	271,644	58,145	14,865	-	11,891	-	356,545
Advanced Placement Fee Program	-	-	66,497	-	-	-	66,497
Carl D. Perkins Vocational and Technical Education Act	26,620	2,065	270,806	213,100	254,416	46,620	813,627
DoDEA MCASP Operation Pride	158,570	54,977	305,550	66,000	24,250	-	609,347
DoDEA Special Education	244,075	46,692	37,357	3,120	104,891	-	436,135
McKinney-Vento Homeless Assistance Act	89,568	7,472	11,740	33,211	22,473	-	164,464
MTSS-B	220,697	46,596	-	-	72,750	-	340,043
MYCAA ALC Courses	-	-	5,000	-	-	-	5,000
MYCAA LPN Program	-	-	10,000	-	-	-	10,000
Preschool Incentive	394,970	156,167	12,742	-	5,586	-	569,465
Reserve For Contingency - Federal	-	-	-	-	4,500,000	-	4,500,000
Startalk	81,234	6,213	18,934	13,155	23,795	-	143,331
Title I, Part A	8,826,338	3,020,027	1,271,323	154,717	937,909	-	14,210,314
Title I, Part D - Subpart 1	18,579	1,421	-	500	5,300	-	25,800
Title I, Part D - Subpart 2	237,725	85,525	19,498	-	70	-	342,818
Title II, Part A	1,403,613	527,933	348,838	-	34,181	-	2,314,565
Title III, Part A - Immigrant and Youth	-	-	54,694	-	-	-	54,694
Title III, Part A - Language Acquisition	137,947	39,883	4,090	-	-	-	181,920
Title IV, Part B 21st CCLC - GRC	138,402	10,587	16,000	1,500	30,247	-	196,736
Title VI, Part B (IDEA)	9,844,826	4,019,158	368,429	4,500	36,000	-	14,272,913
Federal Grants Total	**22,094,808**	**8,082,861**	**2,836,363**	**489,803**	**6,063,759**	**46,620**	**39,614,214**
Algebra Readiness Initiative	199,750	15,281	610,157	-	161,021	-	986,209
Career and Tech Education State Equipment Allocation	-	-	-	-	70,813	20,000	90,813
Career Switcher New Teacher Mentor Program	11,000	-	-	-	-	-	11,000
Dual Enrollment - TCC	-	-	275,918	-	-	-	275,918
Early Intervention Reading Initiative (PALS)	1,088,680	102,137	64,500	1,500	42,732	-	1,299,549
General Adult Education	32,128	2,458	-	-	-	-	34,586
Industry Certification Examinations	-	-	80,333	-	-	-	80,333
ISAEP	30,692	2,348	16,200	500	13,129	-	62,869
Jail Education Program	143,726	27,364	800	1,160	3,900	-	176,950
Juvenile Detention Home	504,659	182,489	26,183	8,000	24,893	-	746,224
National Board Certification Incentive	352,500	-	-	-	-	-	352,500
New Teacher Mentor Program	38,401	-	-	-	-	-	38,401
Race to GED®	54,239	4,149	5,800	-	-	-	64,188
Reserve for Contingency - State	-	-	-	-	2,700,000	-	2,700,000
Technology Initiative	23,566	1,802	128,268	162,184	2,497,480	-	2,813,300
VA eLearning Backpack - Bayside HS	1,182	89	6,961	15,787	244,221	-	268,240
VA eLearning Backpack - Green Run HS	998	77	6,996	14,482	205,367	-	227,920
VA eLearning Backpack - Kempsville HS	1,007	77	7,014	14,065	192,317	-	214,480
VA Initiative for At-Risk Four-Year-Olds	3,059,408	1,379,003	-	-	-	-	4,438,411
Virginia Middle School Teacher Corps	25,000	-	-	-	-	-	25,000
Workplace Readiness	-	-	18,623	-	-	-	18,623
State Grants Total	**5,566,936**	**1,717,274**	**1,247,753**	**217,678**	**6,155,873**	**20,000**	**14,925,514**
Opportunity, Inc. - Adult Learning Center	47,446	3,629	49,927	1,355	500	-	102,857
Opportunity, Inc. - STEM	93,958	26,816	241,334	-	19,156	-	381,264
Local Grants Total	**141,404**	**30,445**	**291,261**	**1,355**	**19,656**	**-**	**484,121**
Categorical Grants Total	**27,803,148**	**9,830,580**	**4,375,377**	**708,836**	**12,239,288**	**66,620**	**55,023,849**
Athletics	2,479,213	189,659	1,238,729	214,750	611,300	188,991	4,922,642
Cafeterias	9,804,527	4,371,209	398,329	72,623	15,816,376	279,562	30,742,626
Communication Towers Technology	-	-	-	-	600,000	-	600,000
Equipment Replacement	-	-	-	-	-	1,106,301	1,106,301
Instructional Technology	-	-	-	-	53,678	-	53,678
Textbooks	79,856	29,010	2,957,833	-	6,116,175	-	9,182,874
Vending Operations	-	-	-	216,248	13,454	-	229,702
Other Funds Total	**12,363,596**	**4,589,878**	**4,594,891**	**503,621**	**23,210,983**	**1,574,854**	**46,837,823**
Categorical Grants and Other Funds Total	**40,166,744**	**14,420,458**	**8,970,268**	**1,212,457**	**35,450,271**	**1,641,474**	**101,861,672**

ATHLETICS FUND

VBCPS offers interscholastic athletic programs at the varsity, junior varsity and middle school levels at 11 high schools and 13 middle schools. The sports represented are: baseball, basketball, cheerleading, cross country, field hockey, football, golf, gymnastics, indoor track, soccer, softball, swimming, tennis, track and field, volleyball and wrestling.

Revenue for the Athletics fund is generated from event admission receipts, monies received for participation in post season tournaments and interest earned on deposits. The School Board may also transfer from the School Operating fund to supplement the Athletics fund. Disbursements from the Athletics fund consist of expenditures for coaching supplements, security staff, event officials, post-season travel, equipment, uniforms and miscellaneous supplies.

Athletics Fund - Statement of Revenues and Expenditures

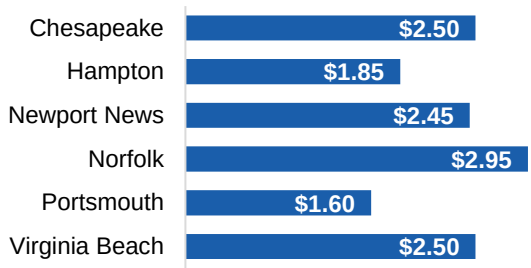
	FY 2012/13 Actual	FY 2013/14 Actual	FY 2014/15 Actual	FY 2015/16 Budget	FY 2016/17 Approved
REVENUE CATEGORY:					
Local	499,097	533,481	525,326	504,000	504,000
Transfer(s) from Other Funds	4,391,098	4,491,481	4,201,256	4,418,642	4,418,642
Revenue Total	**4,890,195**	**5,024,962**	**4,726,583**	**4,922,642**	**4,922,642**
EXPENDITURE CATEGORY:					
Personnel Services	2,861,047	2,793,092	2,374,368	2,920,458	2,479,213
Fringe Benefits	218,974	213,958	181,831	223,415	189,659
Purchased Services	582,039	708,159	1,136,304	763,728	1,238,729
Other Charges	182,580	179,349	188,574	214,750	214,750
Materials and Supplies	1,037,529	748,681	733,580	611,300	611,300
Capital Outlay	185,057	142,975	325,319	188,991	188,991
Land, Structures and Improvement	-	-	-	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	**5,067,226**	**4,786,213**	**4,939,976**	**4,922,642**	**4,922,642**

Notes: All balances of local tax revenues held by the schools at the close of business for each fiscal year ending on June 30 (to include the accrual period) lapse into the fund balance of the city of Virginia Beach's General fund. The reversion process is not applicable to monies that are attributed to user fees or gate admissions. Totals may not add due to rounding.

CAFETERIAS FUND

Revenues and expenditures associated with VBCPS food services operations are accounted for in the Cafeterias fund. Revenue is generated from food sales and reimbursements from the federal school lunch program. School divisions that participate in the program receive cash subsidies and donated commodities from the United States Department of Agriculture based on a reimbursement rate determined annually by the federal government. The current subsidy for VBCPS is 36 cents for paid students, $2.82 for reduced lunch students and $3.22 for free eligible students.

Paid Lunch Prices for Virginia Beach and Surrounding Divisions (FY 2016/17)



Sources: Each public school system's website

As part of the reimbursement, a Healthy Hunger-Free Kids Act (HHFKA) incentive of 6 cents is provided to school divisions in compliance with new federal meal patterns. Pursuant to the HHFKA, student meal prices must be evaluated annually and gradually adjusted until the full price equals or exceeds the free reimbursement differential. In order to meet this requirement, VBCPS increased the rate for paid meals by 25 cents in FY 2015/16. There is no rate change for FY 2016/17.

Over the last decade, the number of VBCPS students eligible for free and reduced-price meals has grown by approximately 31 percent. This student demographic is expected to continue to trend higher in future fiscal years.

Student Meal Prices Comparison

Fee/Assessment	FY 2011/12	FY 2012/13	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17
Breakfast:						
Paid	1.15	1.15	1.15	1.15	1.40	1.40
Reduced	0.30	0.30	0.30	0.30	0.30	0.30
Lunch:						
Paid	2.20	2.30	2.40	2.50	2.75	2.75
Reduced	0.40	0.40	0.40	0.40	0.40	0.40

Sources: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016 and Virginia Beach City Public Schools website.

Cafeterias Fund - Statement of Revenues, Expenditures and Changes in Fund Balance

	FY 2012/13 Actual	FY 2013/14 Actual	FY 2014/15 Actual	FY 2015/16 Budget	FY 2016/17 Approved
REVENUE CATEGORY:					
Local	12,202,712	12,059,166	10,601,423	12,693,006	12,221,495
State	507,862	479,200	527,152	500,000	500,000
Federal	14,373,628	16,266,517	16,668,726	16,254,782	18,021,131
Revenue Total	**27,084,202**	**28,804,882**	**27,797,301**	**29,447,788**	**30,742,626**
EXPENDITURE CATEGORY:					
Personnel Services	7,945,555	8,072,068	8,221,949	9,152,685	9,804,527
Fringe Benefits	3,591,291	3,514,453	3,488,250	4,379,524	4,371,209
Purchased Services	206,062	257,726	279,015	358,323	398,329
Other Charges	68,316	62,828	63,056	82,673	72,623
Materials and Supplies	14,357,502	16,351,533	15,996,280	15,474,583	15,816,376
Capital Outlay	334,320	186,919	105,516	279,562	279,562
Land, Structures and Improvement	-	-	-	500,000	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	**26,503,047**	**28,445,527**	**28,154,066**	**30,227,350**	**30,742,626**
Net Change in Fund Balance	581,155	359,356	(356,765)	(779,562)	-
Fund Balance July 1	4,375,496	4,956,651	5,316,007	4,959,242	4,179,680
Fund Balance June 30	**4,956,651**	**5,316,007**	**4,959,242**	**4,179,680**	**4,179,680**

CATEGORICAL GRANTS FUND

VBCPS pursues additional revenue by securing grants to help fund specific initiatives. The Categorical Grants fund is used to account for federal, state, local, nonprofit and private industry grants that support instructional programs. Categorical grants range in size, scope, administration and purpose. They are subject to budget appropriations from the federal and state governments and are typically legally restricted or dedicated to be expended for specified purposes. If award amounts are reduced or eliminated, grant-funded services, programs and personnel may be affected.

Award amounts from FY 2015/16 are used to project program funding estimates for anticipated FY 2016/17 awards. Adjustments are typically made in the first quarter of the fiscal year to reflect actual award notifications. Available year-end balances for some grants may carry forward because they are awarded on a multi-year basis. In these instances, revenues and expenditures are estimated to prepare carryover budgets. Grant budgets are amended throughout the fiscal year, aligning expenditures with total revenue. Based on required compensation adjustments and/or adopted salary increases, the allocation of positions and other expenditures are modified as needed to balance the budgets for categorical grants.

A reserve is maintained in the Categorical Grants fund to provide appropriation authority funding for grant awards received during the fiscal year. For FY 2016/17, $7.2 million is budgeted as a reserve for contingency. The projected FY 2016/17 budget for the Categorical Grants fund is $55,023,849 and includes 509.20 FTE positions. This is a reduction of $2,264,105, or 4 percent, from the FY 2015/16 Approved budget which totaled $57,287,954. Categorical grant funds are projected to account for 6.6 percent of the total FY 2016/17 budget.

Two federal projects, Title VI, Part B, Individuals with Disabilities Education Act of 2004 (IDEA, Section 611), ($14,272,913) and Title I, Part A, ($14,210,314) account for 51.8 percent of the Categorical Grants fund revenue. Title I, Part A provides financial assistance through state educational agencies to school divisions and public schools with high numbers of children from low-income families, to help ensure that all children meet challenging state academic content and achievement standards. Except as otherwise provided, amounts awarded to a LEA under Title VI, Part B, may be used only to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the preceding school year, as may be appropriate.

The VDOE calculates and publishes LEA indirect cost rates each fiscal year. These rates apply to requests for reimbursement of indirect cost expenditures. Each grant award contains specific requirements regarding whether indirect costs may be recovered and whether the restricted or unrestricted rate should be used. As required by the USED, the FY 2016/17 indirect cost rate will be calculated using the 2015 Annual School Report (ASR) expenditure data. The FY 2015/16 indirect cost rate for VBCPS is 2.3 percent.

Categorical Grants Fund - Statement of Revenues and Expenditures

	FY 2012/13 Actual	FY 2013/14 Actual	FY 2014/15 Actual	FY 2015/16 Budget	FY 2016/17 Approved
REVENUE CATEGORY:					
Local	274,391	220,507	254,101	322,284	484,121
State	6,982,084	11,366,773	9,562,057	12,123,343	11,820,594
Federal	35,915,774	33,296,657	33,841,361	41,625,326	39,551,377
Transfer(s) from Other Funds	3,203,997	3,187,275	3,749,096	3,217,001	3,167,757
Revenue Total	**46,376,246**	**48,071,212**	**47,406,614**	**57,287,954**	**55,023,849**
EXPENDITURE CATEGORY:					
Personnel Services	24,141,384	23,693,928	23,840,370	24,661,819	27,803,148
Fringe Benefits	7,764,453	7,212,663	7,433,289	7,868,796	9,830,580
Purchased Services	8,090,110	7,746,723	8,260,446	9,193,753	4,375,377
Other Charges	308,860	281,163	423,191	517,327	708,836
Materials and Supplies	5,569,523	6,463,192	7,413,080	14,985,165	12,239,288
Capital Outlay	501,916	2,673,544	36,238	61,094	66,620
Land, Structures and Improvement	-	-	-	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	**46,376,246**	**48,071,212**	**47,406,614**	**57,287,954**	**55,023,849**

COMMUNICATION TOWERS TECHNOLOGY FUND

The Communication Towers Technology fund accounts for all payments from the leasing of property for commercial wireless communication towers. The funds received for lease payments and the interest earned on these funds are used to acquire and replace technology including computers, software, wiring, training, facsimile and copy machines.

Communication Towers Technology Fund - Statement of Revenues, Expenditures and Change in Fund Balance

	FY 2012/13 Actual	FY 2013/14 Actual	FY 2014/15 Actual	FY 2015/16 Budget	FY 2016/17 Approved
REVENUE CATEGORY:					
Local	472,497	544,780	523,078	260,000	260,000
Revenue Total	**472,497**	**544,780**	**523,078**	**260,000**	**260,000**
EXPENDITURE CATEGORY:					
Personnel Services	-	-	-	-	-
Fringe Benefits	-	-	-	-	-
Purchased Services	17,960	31,214	7,971	-	-
Other Charges	-	-	-	-	-
Materials and Supplies	77,752	109,889	403,192	600,000	600,000
Capital Outlay	-	299,983	209,779	-	-
Land, Structures and Improvement	-	-	-	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	**95,712**	**441,086**	**620,942**	**600,000**	**600,000**
Net Change in Fund Balance	376,784	103,694	(97,864)	(340,000)	(340,000)
Fund Balance July 1	2,482,499	2,859,283	2,962,977	2,865,113	2,525,113
Fund Balance June 30	**2,859,283**	**2,962,977**	**2,865,113**	**2,525,113**	**2,185,113**

EQUIPMENT REPLACEMENT FUND

The Equipment Replacement fund provides an equipment replacement cycle for selected capital equipment for schools and support departments.

Equipment Replacement Fund - Statement of Revenues, Expenditures and Changes in Fund Balance

	FY 2012/13 Actual	FY 2013/14 Actual	FY 2014/15 Actual	FY 2015/16 Budget	FY 2016/17 Approved
REVENUE CATEGORY:					
Local	3,891	3,239	3,589	-	-
Revenue Total	**3,891**	**3,239**	**3,589**	**-**	**-**
EXPENDITURE CATEGORY:					
Personnel Services	-	-	-	-	-
Fringe Benefits	-	-	-	-	-
Purchased Services	-	-	-	-	-
Other Charges	-	-	-	-	-
Materials and Supplies	-	-	-	-	-
Capital Outlay	33,899	307,454	231,633	1,106,301	1,106,301
Land, Structures and Improvement	-	-	-	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	**33,899**	**307,454**	**231,633**	**1,106,301**	**1,106,301**
Net Change in Fund Balance	(30,008)	(304,216)	(228,044)	(1,106,301)	(1,106,301)
Fund Balance July 1	1,810,166	1,780,158	1,475,942	1,247,898	141,597
Fund Balance June 30	**1,780,158**	**1,475,942**	**1,247,898**	**141,597**	**(964,704)**

INSTRUCTIONAL TECHNOLOGY FUND

The Instructional Technology fund provides for the cyclical replacement of classroom and instructional computers.

Instructional Technology Fund - Statement of Revenues, Expenditures and Changes in Fund Balance

	FY 2012/13 Actual	FY 2013/14 Actual	FY 2014/15 Actual	FY 2015/16 Budget	FY 2016/17 Approved
REVENUE CATEGORY:					
Local	52,783	72,535	33,443	-	-
Revenue Total	**52,783**	**72,535**	**33,443**	**-**	**-**
EXPENDITURE CATEGORY:					
Personnel Services	-	-	-	-	-
Fringe Benefits	-	-	-	-	-
Purchased Services	299,825	-	-	-	-
Other Charges	-	-	-	-	-
Materials and Supplies	392,322	-	-	106,000	53,678
Capital Outlay	287,139	-	-	-	-
Land, Structures and Improvement	-	-	-	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	**979,286**	**-**	**-**	**106,000**	**53,678**
Net Change in Fund Balance	(926,503)	72,535	33,443	(106,000)	(53,678)
Fund Balance July 1	1,086,203	159,700	232,235	265,678	159,678
Fund Balance June 30	**159,700**	**232,235**	**265,678**	**159,678**	**106,000**

TEXTBOOKS FUND

The Textbooks fund is used for the acquisition of textbooks and related materials. The purpose of the fund is to provide a reliable funding mechanism for the purchasing of textbooks.

Textbooks Fund - Statement of Revenues, Expenditures and Changes in Fund Balance

	FY 2012/13 Actual	FY 2013/14 Actual	FY 2014/15 Actual	FY 2015/16 Budget	FY 2016/17 Approved
REVENUE CATEGORY:					
Local	81,051	86,048	83,522	110,000	110,000
State	3,626,324	3,623,928	3,923,666	3,900,602	4,489,728
Revenue Total	**3,707,375**	**3,709,976**	**4,007,188**	**4,010,602**	**4,599,728**
EXPENDITURE CATEGORY:					
Personnel Services	65,410	77,749	72,468	71,794	79,856
Fringe Benefits	24,813	29,374	31,723	27,995	29,010
Purchased Services	235,500	295,426	71,605	1,500	2,957,833
Other Charges	-	-	-	-	-
Materials and Supplies	5,301,342	3,086,794	8,408,221	8,992,858	6,116,175
Capital Outlay	-	-	-	-	-
Land, Structures and Improvement	-	-	-	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	**5,627,065**	**3,489,343**	**8,584,017**	**9,094,147**	**9,182,874**
Net Change in Fund Balance	(1,919,690)	220,633	(4,576,829)	(5,083,545)	(4,583,146)
Fund Balance July 1	17,964,543	16,044,853	16,265,486	11,688,657	6,605,112
Fund Balance June 30	**16,044,853**	**16,265,486**	**11,688,657**	**6,605,112**	**2,021,966**

VENDING OPERATIONS FUND

The Vending Operations fund accounts for receipts relating to the bottled drinks vending operations of the school division. These proceeds, obtained through a long-term exclusive contract with a vending company, are used by schools to support student and staff activities. Effective August 2016, VBCPS entered into a five-year, renewable vending services contract with the Pepsi Beverage Company.

Vending Operations Fund - Statement of Revenues, Expenditures and Changes in Fund Balance

	FY 2012/13 Actual	FY 2013/14 Actual	FY 2014/15 Actual	FY 2015/16 Budget	FY 2016/17 Approved
REVENUE CATEGORY:					
Local	192,966	192,723	192,689	192,550	192,550
Revenue Total	**192,966**	**192,723**	**192,689**	**192,550**	**192,550**
EXPENDITURE CATEGORY:					
Personnel Services	-	-	-	-	-
Fringe Benefits	-	-	-	-	-
Purchased Services	-	-	-	-	-
Other Charges	301,255	301,255	215,964	135,804	216,248
Materials and Supplies	983	818	720	9,651	13,454
Capital Outlay	-	-	-	74,834	-
Land, Structures and Improvement	-	-	-	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	**302,238**	**302,073**	**216,684**	**220,289**	**229,702**
Net Change in Fund Balance	(109,272)	(109,350)	(23,995)	(27,739)	(37,152)
Fund Balance July 1	307,508	198,236	88,886	64,891	37,152
Fund Balance June 30	**198,236**	**88,886**	**64,891**	**37,152**	**-**

INTERNAL SERVICE FUNDS

The information below includes excerpts from the School Board of the City of Virginia Beach Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016.

SELF-INSURED HEALTH CARE BENEFITS FUND

Effective Jan. 1, 2000, the School Board established a self-insured health care benefits program for all VBCPS and city of Virginia Beach employees. In a self-insured plan, the employer acts as its own insurer instead of purchasing health insurance from an insurance company and paying the insurer a per employee premium. In the simplest form, the employer uses the money that it would have paid the insurance company and instead directly pays health care claims. The Health Insurance fund holds employer contributions from the city and school division along with employee contributions. The fund pays for health care claims and other benefit plan costs.

2015 Plan Year Benefit Participants

Health Plan	
Active City Employees	5,317
Active School Employees	8,071
City and School Retirees	1,609
Dental Plan	
Active City Employees	4,857
Active School Employees	6,781
City and School Retirees	2,757
COBRA Enrollments	
Health (average monthly enrollment)	78
Dental (average monthly enrollment)	49

Source: Consolidated Benefits Office, 2014 Year in Review

Certain claims expenses paid on behalf of each employee during a single policy year are covered by excess loss insurance with a specific stop-loss limit of $600,000. The amount of settlements did not exceed insurance coverage for each of the past three fiscal years. Claims processing and payments for all health care claims are made through third-party administrators. The School Board uses the information provided by the third-party administrators and a health care benefits consultant to aid in the determination of self-insurance liabilities. The computed liability as of June 30, 2016, is $7,539,000 (undiscounted).

Self-Insured Health Care Benefits Fund Comparison

Fiscal Year	Beginning of Fiscal Year Liability	Current Year Claims and Changes in Estimates	Claims Payments	Balance at Fiscal Year End
2013/14	8,578,000	136,996,000	136,182,000	9,392,000
2014/15	9,392,000	138,879,000	139,743,000	8,528,000
2015/16	8,528,000	132,638,000	133,627,000	7,539,000

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016

The Affordable Care Act (ACA), passed in 2010, continues to impact VBCPS' health benefits plan design. Changes to plan benefits and eligibility provisions have been phased in since 2011 to comply with the ACA. In January 2015, the Employer Shared Responsibility provision went into effect, requiring VBCPS to ensure coverage is offered to all employees who meet the ACA definition of 'full-time' employee. The legislation requires employers with 100 or more employees who work a minimum of 30 hours per week on average to offer coverage effective Jan. 1, 2015, or face financial penalties. VBCPS' health benefits plan is implemented over a calendar year rather than the fiscal year.

RISK MANAGEMENT FUND

VBCPS is exposed to various risks of loss related to theft of, damage to, and destruction of assets; errors and omissions; employee illnesses and injuries; and natural disasters. The School Board believes it is cost effective to manage these risks using a combination of self-insurance programs and the purchase of commercial policies. The Risk Management fund accounts for insurance premiums and deductible costs related to all insurance types (except health insurance) including: property, workers' compensation, automobile and local government liability with self-insurance coverages for:

- Fire and Property Insurance - $100,000 per occurrence and 1.0 percent of the total insured value of the damaged covered property when such loss or damage results from a named storm (minimum deductible is $250,000 per occurrence)

- Boiler and Machinery Liability - $10,000 per occurrence
- School Leaders Liability - $350,000 per occurrence
- Student Professional and International Travel Liability - $2,250,000 per claim
- Crime (Employee Dishonesty) - $1,000 per occurrence
- Environmental Impairment and Cyber Liability - $1,000 limit per occurrence
- General Liability and Wrongful Act coverage - $350,000 per occurrence
- Automobile Liability coverage (engine on) - $450,000 per occurrence
- Automobile Physical Damage coverage (engine off) - $60,000 per occurrence
- General and Automobile Liability - $4,000,000 excess limit per occurrence
- Worker's Compensation - $850,000 per occurrence

Commercial insurance is purchased to cover the amount in excess of the above self-insured levels for specific losses. When economically feasible, commercial insurance is purchased to cover certain exposures completely. The amount of settlements did not exceed insurance coverage for each of the past three fiscal years. For FY 2016/17 the insurance coverage is substantially the same as in prior fiscal years. The School Board uses the information provided by third-party administrators to aid in the determination of self-insurance liabilities. The computed liability as of June 30, 2016, is $7,554,000 (undiscounted).

Risk Management Fund Comparison

Fiscal Year	Beginning of Fiscal Year Liability	Current Year Claims and Changes in Estimates	Claims Payments	Balance at Fiscal Year End
2013/14	7,272,000	6,246,000	5,622,000	7,896,000
2014/15	7,896,000	6,588,000	5,894,000	8,590,000
2015/16	8,590,000	5,052,000	6,088,000	7,554,000

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016

The Virginia Workers' Compensation Commission is responsible for carrying out the requirements of the Virginia Workers' Compensation Act while administering Virginia's workers' compensation program. The act defines the statutory benefits due to an employee who incurs a job-related injury. School Board Policy 4-37 and School Board Regulations 4-37.1 and 4-37.2 govern workers' compensation and temporary alternative duty for VBCPS. VBCPS contracts a third party administrator, Corvel Corporation, to manage VBCPS' workers' compensation program. Services provided by Corvel include investigating claims, establishing loss reserves, processing payment, reporting to the Commission and recovering funds. The contract with Corvel will expire on June 30, 2017 with an option to renew annually for four additional one year periods, upon mutual agreement of both parties.

FUND BALANCE

FUND BALANCE CLASSIFICATIONS

Fund balance is divided into five classifications based primarily on the extent to which the School Board is bound to observe constraints imposed upon the use of the resources in the governmental funds. The classifications are as follows:

Nonspendable: The nonspendable fund balance classification includes amounts that cannot be spent because they are not in spendable form, or are legally or contractually required to be maintained intact. The “not in spendable form” criterion includes items that are not expected to be converted to cash, such as inventories and prepaid items.

Restricted: The restricted fund balance classification is used when constraints placed on the use of resources are either externally imposed by creditors, grantors, contributors, laws or regulations of other governments, or is imposed by law through constitutional provisions or enabling legislation. Enabling legislation authorizes the School Board to assess, levy, charge or otherwise mandate payment of resources (from external resource providers) and includes a legally enforceable requirement that those resources be used only for the specific purposes stipulated in the legislation. Legal enforceability means that the School Board can be compelled by an external party, such as citizens, public interest groups or the judiciary, to use resources created by enabling legislation only for the purposes specified by the legislation.

Committed: The committed fund balance classification includes amounts, if applicable, that can be used only for the specific purposes imposed by a resolution adopted by the School Board. Those committed amounts cannot be used for any other purpose unless the School Board removes or changes the specified use by taking the same type of action it employed to previously commit those amounts. Committed fund balance also incorporates contractual obligations to the extent that existing resources in the fund have been specifically committed for use in satisfying those contractual requirements.

Assigned: The assigned fund balance classification represents amounts intended to be used by the School Board for specific purposes. Assigned amounts are established by the School Board.

Unassigned: The unassigned fund balance is the residual classification for the General fund and includes all spendable amounts not contained in the other classifications. In other governmental funds, the unassigned classification is used only to report a deficit balance resulting from overspending for specific purposes for which amounts had been restricted, committed or assigned.

FUND BALANCE - GENERAL FUND

According to School Board Policy, all General funds not encumbered or spent by the end of the fiscal year shall be considered to be surplus funds for the fiscal year. Upon their re-appropriation by the City Council to the School Board for the next fiscal year, such surplus funds may be used for the following purposes:

- To provide bonuses to employees pursuant to an approved "gainsharing" program designed to reward employees for their contribution to any cost-saving measures that result in a year-end surplus;
- To make any expenditure toward the purchase of a capital item;
- To make any expenditure toward an approved and funded capital project;
- To fund items of a non-recurring nature that were included in a board-approved School Operating budget, but for which the City Council Approved Budget did not include sufficient funding; and/or
- To provide supplemental funding for the School Reserve fund established pursuant to School Board Policy 3-28.

FY 2014/15 Surplus Funds

On Nov. 17, 2015, the School Board adopted a resolution requesting the City Council to appropriate $12.9 million in surplus funds that lapsed and reverted at the end of FY 2014/15. On Dec. 1, 2015, the City Council approved the resolution for the amounts and purposes outlined below.

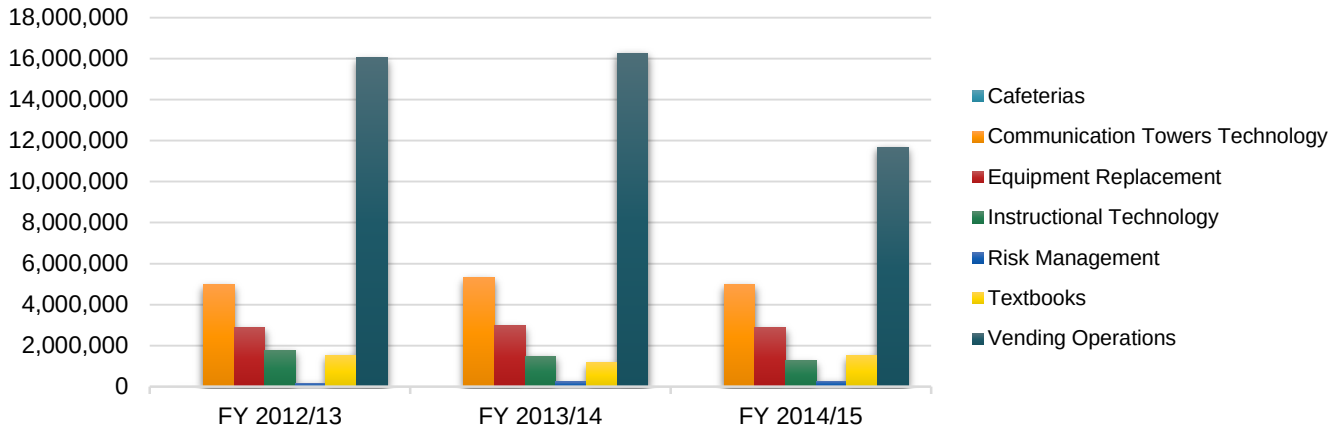
- $1.6 million to the Risk Management fund to cover the estimated shortfall
- $1.4 million to purchase 14 replacement school buses
- $808,812 as a required local match to upgrade the Wide Area Network Edge and Distribution Switches
- $485,921 to purchase White Fleet replacement vehicles
- $300,000 to provide support to schools for SOL improvement and collaborative planning time for teachers

- $8.3 million to the School Reserve (reversion) fund to address an anticipated budget shortfall in FY 2016/17 and to be available for unanticipated emergencies

FUND BALANCE - SPECIAL REVENUE FUNDS

VBCPS organizes its account code system on a fund basis. A fund is a self-balancing set of accounts that is segregated for a specific purpose or activity. The charts below represent the ending fund balances as of June 30, 2015. The fund balance is increased or decreased based on the fund's net revenue over (or under) expenditures for the fiscal year. The division has developed and implemented a spending plan for the fund balances that is in alignment with the strategic framework and the projected expenditures for each of these funds.

Three-Year Actuals



Actuals and Projections Based on the Spending Plan

	Actual			Projected	
	FY 2012/13	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17
Athletics	-	-	-	-	-
Cafeterias	4,956,651	5,316,007	4,959,242	4,900,000	4,900,000
Communication Towers Technology	2,859,283	2,962,977	2,865,114	2,700,000	2,700,000
Equipment Replacement	1,780,158	1,475,942	1,247,898	1,200,000	1,200,000
Instructional Technology	159,700	232,235	265,678	-	-
Risk Management	1,511,233	1,150,849	1,503,534	3,100,000	3,100,000
Textbooks	16,044,853	16,265,486	11,688,657	2,800,000	2,000,000
Vending Operations	198,236	88,886	64,891	30,000	30,000

CAPITAL IMPROVEMENT PROGRAM

CAPITAL IMPROVEMENT PROGRAM BUDGET DEVELOPMENT

In conjunction with the City Council, the School Board determines actual funding for capital projects on an annual basis. VBCPS develops a multi-year CIP that is updated annually to address facility needs. The budget calendar and timeline for the adoption of the CIP closely follows that of the School Operating budget. The CIP budget development process begins in September with a preliminary meeting with city staff. To ensure that the CIP will reflect the division's needs, input is requested from schools, offices and the community in November. The CIP is presented to the School Board for information in February and is adopted in March, prior to being submitted to the City Council for review and approval. The city adopts the CIP in May along with the Operating budget.

All CIP modernization and replacement projects programmed by VBCPS are developed in accordance with the school division's Comprehensive Long Range Facility Master Plan, a guiding document that was developed in 2007 in concert with the entire community. This document prioritizes school buildings to be replaced or modernized. As shown below, there are four phases of the plan. Phase I initially included nine schools. Two of those schools, Kemps Landing Magnet and Old Donation Center, were consolidated into project 1-233. Plaza Elementary School, the last school in Phase I, closed at the end of FY 2008/09. Phases II, III and IV include an additional 20 schools and one center that are not represented in the current six-year project funding summary.

Phase I	Phase II	Phase III	Phase IV
• Kellam HS • Princess Anne MS • College Park ES • John B. Dey ES • Princess Anne HS • Thoroughgood ES • Old Donation Center • Kemps Landing Magnet • Plaza ES	• Kempsville HS • Kempsville MS • Bettie F. Williams ES • Princess Anne ES • First Colonial HS • King's Grant ES • Plaza MS	• North Landing ES • Bayside HS • Lynnhaven MS • Green Run ES • Independence MS • Fairfield ES • Kingston ES • Bayside MS • Alanton ES	• Technical & Career Education Center • Holland ES • Point O'View ES • White Oaks ES • Indian Lakes ES

Source: Virginia Beach City Public Schools, Comprehensive Long Range Facility Master Plan

MONITORING

Each year the Office of Demographics and Planning monitors student residences through the division's Geographic Information System (GIS), attendance boundaries, school locations and various external variables that impact division planning. These variables are then assessed by the Building Utilization Committee to evaluate how each school is affected and for long-range planning and budgeting. Assumptions are made regarding the timing for anticipated student yields in the six-year projections for the CIP, adjusting as needed for the changing real estate climate and other variables that may be applicable. Results of this analysis are communicated, applied and tracked for future budget and facilities planning. The Office of Facilities Planning and Construction is responsible for the procurement of all architectural and engineering services for school construction projects, including the negotiation/preparation of all contracts and inspection of all projects through completion/occupancy.

IMPACT ON THE SCHOOL OPERATING BUDGET

The CIP budget requires one-time funding for large-scale projects, contrary to the School Operating budget where annual and ongoing operating expense obligations are planned. Almost every new project entails ongoing expenses for routine operation, repair and maintenance upon completion or acquisition. VBCPS' capital program has a direct impact on the School Operating budget, particularly in association with the opening of new facilities. The cost of operating new or expanded facilities is included in the fiscal year the facility becomes operational.

Combined, the CIP and School Operating budgets address School Board and community priorities. One of the primary goals of the CIP is to keep up with the demands of aging buildings, student membership adjustments and program changes. These changes could affect the school division in various ways. Capital projects can affect future operating budgets either positively or negatively when factoring in multiple variables. There could be increases or decreases in maintenance costs. There may be increased capacity for new programs or services. A new school, for example, will require additional staff, an increase in utility costs, and increases in custodial and maintenance contracts. Conversely, a capital project that renovates an existing school may reduce operating expenditures due to a decrease in necessary maintenance costs. Funding heating, air conditioning and electrical

system repairs or replacement projects has the potential to reduce operating expenditures by reducing costly maintenance and staff time spent addressing critical system repairs.

Local Support for the Capital Improvement Program

The FY 2016/17 - 2021/22 CIP is the financial plan for capital projects beginning July 1, 2016, through June 30, 2022. The budget encompasses anticipated revenues and expenditures for FY 2016/17 (year one of the six-year plan) and five planning years forward. Scheduling over a six-year period ensures projects are planned appropriately, both from a physical and fiscal perspective. Considering that capital projects usually require several years to complete, funding associated with the CIP does not close-out annually.

The CIP funding totals $61.3 million for FY 2016/17 and just over $283 million for the entire six-year capital program through 2022.

There are four facilities programmed for modernization and/or replacement in the six-year plan:

- Project 1-233, Kemps Landing and Old Donation School, is currently under construction and scheduled to open for students in 2017. The project funds the replacement and consolidation of Old Donation Center, originally built in 1965, and Kemps Landing Magnet school, which was constructed in 1957. Due to age, size and condition, these facilities can no longer adequately house 21st century academic programs. The total project cost is budgeted at $63.6 million.

- Project 1-035, John B. Dey Elementary School Modernization, will modernize the existing elementary school that was originally opened in 1956. The total cost is budgeted at $23.3 million. Educational programming/preliminary design has started and this project is on schedule to begin construction in 2017.

- Project 1-043, Thoroughgood Elementary School Replacement, is funded to begin the design phase in 2017 and tentatively scheduled for completion in 2020. The total project cost is budgeted at $28.3 million.

- Project 1-056, Princess Anne Middle School Replacement, is funded to begin the design phase in 2017 and open for students in 2021. Princess Anne Middle School, originally built in 1974, can no longer adequately house the required instructional programs and the facility is in need of replacement. The total project cost is budgeted at $78.9 million and will extend the useful life of the facility by 80 to 100 years.

Initial funding is also included in the six-year plan for project 1-107 Princess Anne High School Replacement. This project is not fully funded in the six-year CIP and therefore a completion date is undetermined. Although several replacement and renovation projects in the schools' modernization program have been delayed, ongoing maintenance projects necessary to prolong the life of facilities not in the program continue to be funded. These include projects to replace roofs, HVAC systems, lockers and other major building system components. Annual appropriations are made to cover the total value of the multi-year contracts, regardless of the year in which actual payments are made to contractors. The FY 2016/17 - 2021/22 CIP total project cost, including appropriations to date, is $498 million. Project sheets with additional details are included later in this section.

FY 2016/17 - FY 2021/22 CIP Funding Sources

Funding Source	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	Year 5 2020-2021	Year 6 2021-2022
Charter Bonds	52,300,000	45,300,000	32,300,000	47,300,000	32,300,000	32,300,000
Sandbridge TIF Funding	3,591,000	3,591,000	3,591,000	3,591,000	3,591,000	3,591,000
Public Facility Revenue Bonds	-	-	-	-	-	-
PAYGO	-	-	-	1,000,000	1,500,000	2,000,000
Interest/Sale of Property	400,000	-	-	-	-	-
Energy Performance Contracts Funding	5,000,000	5,000,000	5,000,000	-	-	-
State Construction Grants	-	-	-	-	-	-
Lottery Funds	-	-	-	-	-	-
Total	**61,291,000**	**53,891,000**	**40,891,000**	**51,891,000**	**37,391,000**	**37,891,000**

Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2016/17

FY 2016/17 - FY 2021/22 CIP Project Costs

CIP #	Project Category	Total Project Cost	Six Year Appropriations	Appropriations to Date	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	Year 5 2020-2021	Year 6 2021-2022
1-003	Renovations and Replacements - Energy Management/Sustainability	10,475,000	10,475,000	1,550,000	1,325,000	1,000,000	1,500,000	1,600,000	1,700,000	1,800,000
1-004	Tennis Court Renovations Phase II	1,000,000	1,000,000	400,000	200,000	200,000	200,000	-	-	-
1-008	Instructional Technology Phase II	642,448	642,448	642,448	-	-	-	-	-	-
1-035	John B. Dey Elementary School Modernization	23,289,241	23,289,241	6,887,000	16,402,241	-	-	-	-	-
1-043	Thoroughgood Elementary School Replacement	28,270,000	28,270,000	-	8,888,759	14,000,000	5,381,241	-	-	-
1-056	Princess Anne Middle School Replacement	78,873,759	78,873,759	-	14,650,000	20,491,000	14,834,759	28,898,000	-	-
1-099	Renovations and Replacements - Grounds Phase II	16,750,000	16,750,000	8,100,000	1,575,000	1,250,000	1,325,000	1,400,000	1,500,000	1,600,000
1-103	Renovations and Replacements - HVAC Phase II	75,667,724	75,667,724	34,142,724	7,625,000	5,700,000	6,350,000	6,750,000	7,250,000	7,850,000
1-104	Renovations and Replacements - Reroofing Phase II	55,035,639	55,035,639	27,560,639	3,975,000	4,000,000	4,450,000	4,700,000	5,000,000	5,350,000
1-105	Renovations and Replacements - Various Phase II	23,035,000	23,035,000	11,460,000	1,650,000	1,750,000	1,850,000	1,975,000	2,100,000	2,250,000
1-107	Princess Anne High School Replacement	105,000,000	45,450,000	-	-	-	-	6,568,000	19,841,000	19,041,000
1-110	Energy Performance Contracts Phase II	15,000,000	15,000,000	-	5,000,000	5,000,000	5,000,000	-	-	-
1-025	Kempsville High School Entrepreneurial Academy	950,000	950,000	450,000	-	500,000	-	-	-	-
1-233	Old Donation School	63,615,000	63,615,000	63,615,000	-	-	-	-	-	-
	Grand Total (all projects)	**497,603,811**	**438,053,811**	**154,807,811**	**61,291,000**	**53,891,000**	**40,891,000**	**51,891,000**	**37,391,000**	**37,891,000**
	Targets				61,291,000	53,891,000	40,891,000	51,891,000	37,391,000	37,891,000
	Difference				-	-	-	-	-	-

Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2016/17

VBCPS Use of Fund Balance for School Operating and CIP Expenditures

Fiscal Year	School Operating Budget	Capital Improvement Program	Total
2010/11	13,000,000	3,116,978	16,116,978
2011/12	22,593,767	-	22,593,767
2012/13	22,200,000	1,116,978	23,316,978
2013/14	17,116,978	-	17,116,978
2014/15	18,000,000	1,591,000	19,591,000
2015/16	8,299,318	4,233,448	12,532,766
2016/17	5,409,000	3,591,000	9,000,000

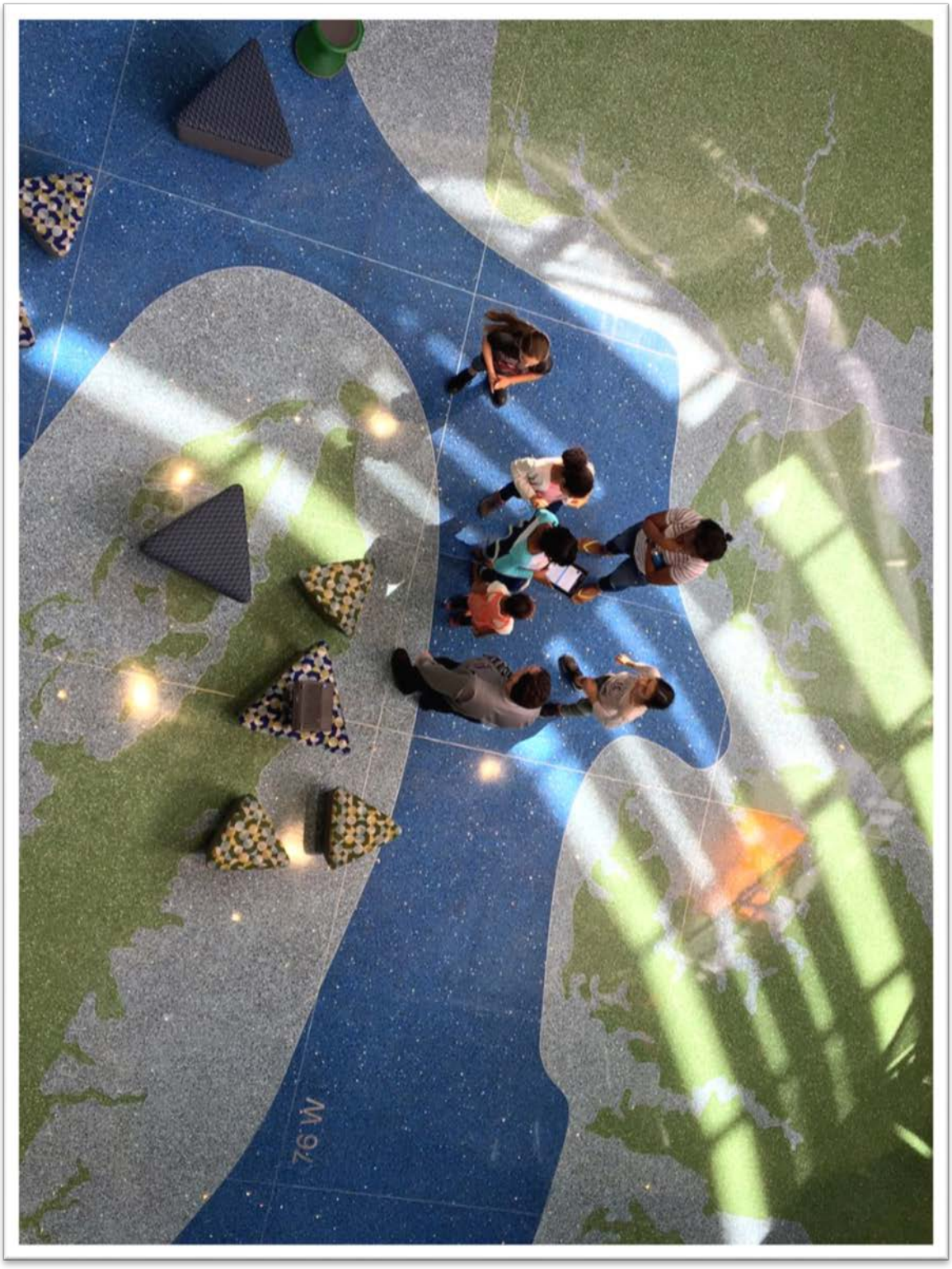
Note: Includes the use of School Reserve (reversion) funds, Fund Balance and Sandbridge TIF
Source: City of Virginia Beach and Virginia Beach City Public Schools, Five Year Forecast

Explanation of Significant Changes

Capital Projects funds are used to track financial transactions linked to the acquisition, construction or renovation of school sites, buildings and other major capital improvements. Since 1997, VBCPS has spent $620 million to modernize or replace 31 of the division's oldest schools, maintenance, supply, custodial and transportation facilities, resulting in the renovation or replacement of approximately 3.3 million square feet of school division assets. All projects are designed/constructed to achieve the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) Silver Certification (at a minimum). LEED emphasizes state of the art strategies for sustainable site development, water savings, energy efficiency, materials selection and indoor air quality.

As a result of the recession, the state no longer provides lottery proceeds directly to localities and school boards. Considering the loss of operational funding, VBCPS can no longer provide PAYGO funding in large amounts to the capital program. Although the School Board has made great strides, the effects of the recession have reduced considerably the available funding on the local and state level for the modernization and replacement schedule. In recent years, the remaining school facilities in need of modernization or replacement have been provided limited funding for maintenance, repairs and upgrades through the School Operating budget.

In February 2016, the city issued $61 million in new general obligation bonds at 2.44 percent, the lowest rate the city has ever received on a large, new-money bond issue. The money will be used for 22 construction projects, including Project 1-233, Kemps Landing and Old Donation School replacement and Project 1-035, John B. Dey Elementary School modernization. The city also refinanced $50 million in old loans at the even lower rate of 1.77 percent, saving taxpayers $4.2 million in debt payments over the next 14 years. As a result, VBCPS will see a one year increase of nearly $24.8 million, or 67.8 percent, for CIP projects. Charter Bond funding climbed from $32.3 million in FY 2015/16 to a projection of $52.3 million in FY 2016/17, year one of an optimistic financial plan for capital projects.



SCHOOL MODERNIZATION/REPLACEMENT PROGRAM AND PROPOSED SCHEDULE

Completed Projects

Year Construction Started	Location	Modernization/ Replacement	Original Opening Date	Year Construction Complete	Variance (Years)	Total Project Cost (Millions)
1996	Linkhorn Park ES	Replacement	1955	1998	43	12.30
1997	WT Cooke ES	Replacement	1906	1999	93	8.90
1998	Seatack ES	Replacement	1952	2000	48	9.10
1999	Bayside ES	Replacement	1941	2000	59	8.90
1999	Creeds ES	Modernization	1939	2001	62	6.90
1999	Shelton Park ES	Modernization	1954	2001	47	7.40
1999	Thalia ES	Modernization	1956	2001	45	8.60
2000	Luxford ES	Modernization	1961	2002	41	7.80
2001	Kempsville Meadows ES	Replacement	1959	2002	43	9.60
2001	Woodstock ES	Replacement	1957	2002	45	10.20
2001	Kempsville ES	Modernization	1961	2003	42	8.80
2001	Malibu ES	Modernization	1962	2003	41	7.40
2002	Pembroke ES	Modernization	1962	2004	42	8.10
2002	Lynnhaven ES	Modernization	1963	2004	41	8.10
2002	Trantwood ES	Modernization	1963	2004	41	8.70
2003	Hermitage ES	Replacement	1964	2005	41	11.10
2003	Arrowhead ES	Replacement	1965	2005	40	10.80
2004	Pembroke Meadows ES	Modernization	1969	2006	37	9.70
2005	School Plant/Supply	Replacement	1938	2007	69	17.40
2006	Windsor Woods ES	Replacement	1966	2007	41	15.80
2006	Brookwood ES	Replacement	1968	2007	39	15.00
2006	Newtown Road ES	Replacement	1970	2008	38	18.00
2008	Windsor Oaks ES	Replacement	1970	2009	39	17.10
2007	Renaissance Academy	Replacement	1938-1960	2010	72/50	66.20
2007	Virginia Beach MS	Replacement	1952	2010	58	51.60
2009	School Bus Garage	Replacement	1936	2010	74	21.80
2009	Great Neck MS	Replacement	1961	2011	50	46.50
2010	College Park ES	Replacement	1973	2011	38	22.10
2011	Kellam HS	Replacement	1962	2014	52	102.00
	Average/Total				**47**	**555.90**

Source: VBCPS Department of School Division Services

Projects Under Construction

Year Construction Started	Location	Modernization/ Replacement	Original Opening Date	Year Construction Complete	Variance (Years)	Total Project Cost (Millions)
2014	Old Donation School	Replacement	1957/1965	2017	60/52	63.40
	Average/Total				**56**	**63.40**

Source: VBCPS Department of School Division Services

Projects Under Design

Year Construction Started	Location	Modernization/ Replacement	Original Opening Date	Year Construction Complete	Variance (Years)	Total Project Cost (Millions)
2017	John B. Dey ES	Modernization	1956	2019	63	23.30
	Average/Total				**63**	**23.30**

Source: VBCPS Department of School Division Services

Projects Under Study

Proposed Start	Location	Modernization/ Replacement	Original Opening Date	Proposed Completion	Variance (Years)
TBD	Thoroughgood ES	Replacement	1958	2020	62
TBD	Princess Anne MS	Replacement	1974	2021	TBD
TBD	Princess Anne HS	Replacement	1954	TBD	TBD
TBD	Kempsville HS		1966	TBD	TBD
TBD	Kempsville MS		1969	TBD	TBD
TBD	B.F. Williams ES		1961	TBD	TBD
TBD	Princess Anne ES		1956	TBD	TBD
TBD	First Colonial HS		1966	TBD	TBD
TBD	King's Grant ES		1960	TBD	TBD
TBD	Plaza MS		1969	TBD	TBD
TBD	North Landing ES		1975	TBD	TBD
TBD	Bayside HS		1964	TBD	TBD
TBD	Lynnhaven MS		1974	TBD	TBD
TBD	Green Run ES		1975	TBD	TBD
TBD	Green Run HS		1979	TBD	TBD
TBD	Independence MS		1974	TBD	TBD
TBD	Fairfield ES		1976	TBD	TBD
TBD	Kingston ES		1965	TBD	TBD
TBD	Bayside MS		1969	TBD	TBD
TBD	Alanton ES		1966	TBD	TBD
TBD	Tech Center		1972	TBD	TBD
TBD	Holland ES		1968	TBD	TBD
TBD	Point O' View ES		1969	TBD	TBD
TBD	White Oaks ES		1978	TBD	TBD
TBD	Indian Lakes ES		1979	TBD	TBD

Source: VBCPS Department of School Division Services



SCHOOL FACILITY INFORMATION FOR FY 2015/16

Fiscal Year	2011/12	2012/13	2013/14	2014/15	2015/16
Elementary Schools					
Alanton Elementary (Opened Sep 1966; Addition Sep 1995; Sep 2006)					
Square Feet	74,049	74,049	74,049	74,049	74,049
Program Capacity	662	699	681	681	764
Enrollment	592	599	642	659	662
Arrowhead Elementary (Opened Sep 1964; Replaced Sep 2003)					
Square Feet	79,480	79,480	79,480	79,480	79,480
Program Capacity	524	525	547	547	597
Enrollment	466	473	497	490	451
Bayside Elementary (Opened Sep 1941; Replaced Dec 2000)					
Square Feet	77,428	77,428	77,428	77,428	77,428
Program Capacity	536	587	547	547	599
Enrollment	488	468	501	534	518
Birdneck Elementary (Opened Sep 1986)					
Square Feet	137,250	137,250	137,250	137,250	137,250
Program Capacity	815	757	818	818	732
Enrollment	631	668	665	631	634
Brookwood Elementary (Opened Sep 1967; Replaced Sep 2007)					
Square Feet	80,065	80,065	80,065	80,065	80,065
Program Capacity	647	661	626	631	586
Enrollment	784	715	701	746	720
Centerville Elementary (Opened Sep 1984)					
Square Feet	67,082	67,082	67,082	67,082	67,082
Program Capacity	687	660	639	678	602
Enrollment	650	714	720	704	739
Christopher Farms Elementary (Opened Sep 1997)					
Square Feet	78,740	78,740	78,740	78,740	78,740
Program Capacity	716	737	724	724	701
Enrollment	706	663	678	642	636
College Park Elementary (Opened Sep 1973; Gym Added Sep 1982; Replaced Sep 2011)					
Square Feet	94,861	94,861	94,861	94,861	94,861
Program Capacity	476	431	438	438	500
Enrollment	388	392	428	471	502
W. T. Cooke Elementary (Opened Sep 1913; Replaced Sep 1962; Gym Added Sep 1991; Replaced Sep 1999)					
Square Feet	92,256	92,256	92,256	92,256	92,256
Program Capacity	575	581	536	536	673
Enrollment	687	545	586	558	501
Corporate Landing Elementary (Opened Sep 1993)					
Square Feet	96,620	96,620	96,620	96,620	96,620
Program Capacity	698	655	642	642	598
Enrollment	570	545	523	452	437
Creeds Elementary (Opened Sep 1939; Gym Added Sep 1949; Modernized Sep 1969; Modernized Sep 2001)					
Square Feet	69,285	69,285	69,285	69,285	69,285
Program Capacity	373	360	360	360	395
Enrollment	320	296	297	301	315
John B. Dey Elementary (Opened Sep 1956; Addition Sep 1959; Gym Added Sep 1978; Addition Sep 1995)					
Square Feet	76,641	76,641	76,641	76,641	76,641
Program Capacity	838	860	860	860	756
Enrollment	849	842	868	826	834
Diamond Springs Elementary (Opened Sep 2007)					
Square Feet	97,000	97,000	97,000	97,000	97,000
Program Capacity	512	550	519	519	537
Enrollment	559	562	558	566	587
Fairfield Elementary (Opened Sep 1976)					
Square Feet	58,280	58,280	58,280	58,280	58,280
Program Capacity	547	503	526	526	561
Enrollment	491	474	506	520	513
Glenwood Elementary (Opened Sep 1990)					
Square Feet	139,600	139,600	139,600	139,600	139,600
Program Capacity	1,036	993	1,001	1,001	945
Enrollment	867	880	887	884	898

Fiscal Year	2011/12	2012/13	2013/14	2014/15	2015/16
Green Run Elementary (Opened Sep 1976; Addition Sep 2005)					
Square Feet	58,275	58,275	58,275	58,275	58,275
Program Capacity	459	412	420	420	446
Enrollment	508	448	491	427	403
Hermitage Elementary (Opened Nov 1964; Addition Sep 1974; Gym Added Sep 1995; Replaced Mar 2005)					
Square Feet	94,018	94,018	94,018	94,018	94,018
Program Capacity	663	633	640	640	641
Enrollment	620	641	656	635	645
Holland Elementary (Opened Sep 1967; Addition Sep 1995)					
Square Feet	73,956	73,956	73,956	73,956	73,956
Program Capacity	503	526	503	503	558
Enrollment	537	536	532	536	524
Indian Lakes Elementary (Opened Sep 1979)					
Square Feet	66,816	66,816	66,816	66,816	66,816
Program Capacity	598	569	526	526	546
Enrollment	567	537	527	534	539
Kempsville Elementary (Opened Sep 1961; Addition Sep 1963; Gym Added Sep 1990; Modernized Sep 2003)					
Square Feet	78,146	78,146	78,146	78,146	78,146
Program Capacity	558	563	586	586	513
Enrollment	475	490	455	472	454
Kempsville Meadows Elementary (Opened Sep 1959; Gym Added Sep 1990; Replaced Sep 2002)					
Square Feet	77,239	77,239	77,239	77,239	77,239
Program Capacity	585	518	512	512	509
Enrollment	515	504	470	528	506
Kings Grant Elementary (Opened Sep 1960; Replaced Sep 1969; Addition Sep 1995)					
Square Feet	72,043	72,043	72,043	72,043	72,043
Program Capacity	679	666	648	648	666
Enrollment	638	596	598	632	641
Kingston Elementary (Opened Sep 1965; Gym Added Sep 1989; Addition Sep 1997)					
Square Feet	65,223	65,223	65,223	65,223	65,223
Program Capacity	566	591	641	641	624
Enrollment	555	572	574	551	531
Landstown Elementary (Opened Sep 1993)					
Square Feet	81,634	81,634	81,634	81,634	81,634
Program Capacity	838	854	868	868	816
Enrollment	731	804	788	751	760
Linkhorn Park Elementary (Opened Sep 1955; Addition Sep 1967; Replaced Sep 1998; former bldg. used for administrative offices)					
Square Feet	76,285	76,285	76,285	76,285	76,285
Program Capacity	762	719	728	728	689
Enrollment	789	772	753	732	685
Luxford Elementary (Opened Sep 1961; Gym Added Sep 1990; Replaced Sep 2002; former bldg. used for instructional purposes)					
Square Feet	82,242	82,242	82,242	82,242	82,242
Program Capacity	495	495	506	506	567
Enrollment	476	497	524	531	537
Lynnhaven Elementary (Opened Sep 1963; Addition Sep 1968; Gym Added Sep 1990; Modernized Nov 2004)					
Square Feet	80,670	80,670	80,670	80,670	80,670
Program Capacity	472	494	494	494	489
Enrollment	444	446	471	441	407
Malibu Elementary (Opened Sep 1962;Addition Sep 1968; Gym Added Sep 1989; Replaced Nov 2003)					
Square Feet	73,182	73,182	73,182	73,182	73,182
Program Capacity	402	437	437	437	414
Enrollment	313	353	366	380	374
New Castle Elementary (Opened Sep 1999)					
Square Feet	87,060	87,060	87,060	87,060	87,060
Program Capacity	846	831	853	853	824
Enrollment	783	802	771	796	763
Newtown Road Elementary (Opened Sep 1970; Addition Sep 1988; Replaced Sep 2007)					
Square Feet	88,711	88,711	88,711	88,711	88,711
Program Capacity	436	436	482	482	497
Enrollment	467	460	517	524	511
North Landing Elementary (Opened Mar 1975; Gym Added Sep 1990)					
Square Feet	60,280	60,280	60,280	60,280	60,280
Program Capacity	505	483	455	455	443
Enrollment	515	507	482	462	464

Fiscal Year	2011/12	2012/13	2013/14	2014/15	2015/16
Ocean Lakes Elementary (Opened Sep 1989)					
Square Feet	69,917	69,917	69,917	69,917	69,917
Program Capacity	607	658	649	649	626
Enrollment	570	574	568	552	533
Old Donation Center (Relocated to former Princess Anne MS Bldg Sept 2014; Building opened Sept. 1974; Addition Sept. 1995)					
Square Feet	59,827	59,827	59,827	57,774	57,774
Program Capacity	393	393	393	495	512
Enrollment	504	506	495	503	482
Parkway Elementary (Opened Sep 1987)					
Square Feet	67,840	67,840	67,840	67,840	67,840
Program Capacity	496	476	514	514	473
Enrollment	511	507	561	527	475
Pembroke Elementary (Opened Dec 1962; Addition Sep 1968; Addition Sep 1988; Modernized May 2005)					
Square Feet	108,773	108,773	108,773	108,773	108,773
Program Capacity	663	626	617	617	534
Enrollment	533	514	486	476	477
Pembroke Meadows Elementary (Opened Sep 1969; Modernized Oct 2006)					
Square Feet	75,926	75,926	75,926	75,926	75,926
Program Capacity	504	473	430	430	539
Enrollment	445	433	447	453	434
Plaza Elementary (Opened Sep 1961; Gym Added Sep 1990; Addition Dec 1999; Closed Jun 2009; used for administrative offices)					
Square Feet	-	-	-	-	-
Program Capacity	-	-	-	-	-
Enrollment	-	-	-	-	-
Point O'View Elementary (Opened Sep 1969; Addition Sep 1999)					
Square Feet	75,219	75,219	75,219	75,219	75,219
Program Capacity	628	628	772	772	765
Enrollment	522	584	631	666	717
Princess Anne Elementary (Opened Sep 1956; Addition Sep 1969; Gym Added Sep 1990; Addition Sep 1996)					
Square Feet	77,953	77,953	77,953	77,953	77,953
Program Capacity	659	585	586	586	563
Enrollment	511	498	502	519	531
Providence Elementary (Opened Sep 1981)					
Square Feet	61,831	61,831	61,831	61,831	61,831
Program Capacity	590	572	617	617	648
Enrollment	516	559	585	559	551
Red Mill Elementary (Opened Sep 1989; Addition Sept 2006)					
Square Feet	69,788	69,788	69,788	69,788	69,788
Program Capacity	687	663	694	694	734
Enrollment	658	653	676	676	679
Rosemont Elementary (Opened Sep 1981)					
Square Feet	63,667	63,667	63,667	63,667	63,667
Program Capacity	404	423	423	423	433
Enrollment	376	380	403	414	409
Rosemont Forest Elementary (Opened Jan 1987)					
Square Feet	69,788	69,788	69,788	69,788	69,788
Program Capacity	592	606	583	583	562
Enrollment	513	540	513	509	523
Salem Elementary (Opened Sep 1988)					
Square Feet	66,890	66,890	66,890	66,890	66,890
Program Capacity	520	559	559	559	514
Enrollment	426	431	453	467	435
Seatack Elementary (Opened Mar 1952; Addition Sep 1955; Addition Sep 1959; Gym Added Sep 1968; Replaced Mar 2000)					
Square Feet	74,375	74,375	74,375	74,375	74,375
Program Capacity	462	447	410	410	425
Enrollment	418	388	381	387	383
Shelton Park Elementary (Opened Sep 1954; Addition Sep 1961; Gym Added Sep 1977; Modernized Jan 2001)					
Square Feet	81,576	81,576	81,576	81,576	81,576
Program Capacity	437	437	410	410	428
Enrollment	394	369	399	373	372
Strawbridge Elementary (Opened Sep 1991)					
Square Feet	84,948	84,948	84,948	84,948	84,948
Program Capacity	746	782	716	716	692
Enrollment	745	691	697	678	694

Fiscal Year	2011/12	2012/13	2013/14	2014/15	2015/16
Tallwood Elementary (Opened Sep 1989; Addition Jan 2006)					
Square Feet	69,988	69,988	69,988	69,988	69,988
Program Capacity	625	620	620	620	590
Enrollment	601	593	546	527	558
Thalia Elementary (Opened Sep 1956; Addition Sep 1963; Gym Added Sep 1989; Modernized Sep 2001)					
Square Feet	91,550	91,550	91,550	91,550	91,550
Program Capacity	728	771	779	779	728
Enrollment	634	637	595	585	625
Thoroughgood Elementary (Opened Sep 1958; Gym Added Sep 1990; Modernized Sep 1995)					
Square Feet	66,259	66,259	66,259	66,259	66,259
Program Capacity	604	646	613	713	627
Enrollment	662	698	710	734	708
Three Oaks Elementary (Opened Sep 2005)					
Square Feet	92,210	92,210	92,210	92,210	92,210
Program Capacity	811	811	842	842	716
Enrollment	784	798	768	746	759
Trantwood Elementary (Opened Sep 1963; Addition Sep 1969; Gym Added Sep 1990; Modernized Sep 2003)					
Square Feet	81,040	81,040	81,040	81,040	81,040
Program Capacity	542	555	556	556	533
Enrollment	502	493	504	487	461
White Oaks Elementary (Opened Sep 1978)					
Square Feet	77,333	77,333	77,333	77,333	77,333
Program Capacity	741	705	648	648	688
Enrollment	730	670	683	673	651
Bettie F. Williams Elementary (Opened Sep 1961; Addition Sep 1963; Gym Added Sep 1990; Addition Sep1995)					
Square Feet	77,656	77,656	77,656	77,656	77,656
Program Capacity	518	518	518	518	487
Enrollment	436	404	431	418	463
Windsor Oaks Elementary (Opened Jul 1968; Replaced Sep 2009)					
Square Feet	88,340	88,340	88,340	88,340	88,340
Program Capacity	635	690	601	601	591
Enrollment	641	617	600	583	559
Windsor Woods Elementary (Opened Sep 1966; Gym Added Sep 1990; Replaced Sep 2007)					
Square Feet	84,265	84,265	84,265	84,265	84,265
Program Capacity	459	437	463	463	433
Enrollment	392	376	362	385	357
Woodstock Elementary (Opened Sep 1957; Addition Sep 1962; Gym Added Sep 1977; Replaced Nov 2002)					
Square Feet	82,707	82,707	82,707	82,707	82,707
Program Capacity	723	687	687	687	752
Enrollment	688	676	736	718	688
Middle Schools					
Bayside Middle (Opened Sep 1969; Addition Sep 2004)					
Square Feet	180,134	180,134	180,134	180,134	180,134
Program Capacity	1,046	1,176	1,112	892	960
Enrollment	1,006	996	992	657	649
Bayside 6th (Opened Sep 2014; Formerly Kemps Landing Magnet; 6th grade previously housed at Bayside Middle)					
Square Feet	-	-	-	56,516	56,516
Program Capacity	-	-	-	504	500
Enrollment	-	-	-	351	375
Brandon Middle (Opened Aug 1978)					
Square Feet	190,586	190,586	190,586	190,586	190,586
Program Capacity	1,247	1,328	1,308	1,232	1,286
Enrollment	1,254	1,237	1,189	1,130	1,155
Corporate Landing Middle (Opened Sep 1997)					
Square Feet	235,093	235,093	235,093	235,093	235,093
Program Capacity	1,370	1,436	1,408	1,432	1,538
Enrollment	1,347	1,307	1,294	1,285	1,268
Great Neck Middle (Opened Sep 1961; Addition Sep 1963; Replaced Jan 2012)					
Square Feet	219,370	219,370	219,370	219,370	219,370
Program Capacity	1,200	1,360	1,360	1,360	1,460
Enrollment	1,106	1,085	1,097	1,147	1,161

Fiscal Year	2011/12	2012/13	2013/14	2014/15	2015/16
Independence Middle (Opened Sep 1974; Addition Sep 1996)					
Square Feet	137,656	137,656	137,656	137,656	137,656
Program Capacity	1,290	1,332	1,276	1,312	1,370
Enrollment	1,278	1,244	1,289	1,280	1,269
Kemps Landing Magnet (Relocated to former Princess Anne MS Bldg Sept 2014; Building opened Sept. 1974; Addition Sept. 1995)					
Square Feet	54,516	54,516	54,516	80,939	80,939
Program Capacity	600	600	672	672	666
Enrollment	577	594	595	595	627
Kempsville Middle (Opened Sep 1969)					
Square Feet	136,287	136,287	136,287	136,287	136,287
Program Capacity	781	828	828	828	868
Enrollment	856	841	831	789	805
Landstown Middle (Opened Sep 1992)					
Square Feet	201,000	201,000	201,000	201,000	201,000
Program Capacity	1,494	1,692	1,628	1,552	1,634
Enrollment	1,477	1,482	1,516	1,485	1,464
Larkspur Middle (Opened Nov 1994)					
Square Feet	247,264	247,264	247,264	247,264	247,264
Program Capacity	1,593	1,684	1,684	1,776	1,910
Enrollment	1,527	1,584	1,632	1,620	1,520
Lynnhaven Middle (Opened Sep 1974; Addition Sep 1995)					
Square Feet	140,099	140,099	140,099	140,099	140,099
Program Capacity	1,116	1,138	1,092	1,160	1,250
Enrollment	1,131	1,060	962	866	863
Plaza Middle (Opened Sep 1969)					
Square Feet	157,869	157,869	157,869	157,869	157,869
Program Capacity	1,073	1,172	1,172	1,165	1,129
Enrollment	1,066	1,083	1,095	1,066	1,083
Princess Anne Middle (Relocated to Floyd E. Kellam HS Apr 2014; Opened Sept 1962, Addition Sept 1967; Modernization Sept 1990; Addition Sept 1996					
Square Feet	135,592	135,592	135,592	222,571	222,571
Program Capacity	1,332	1,456	1,474	1,563	1,671
Enrollment	1,382	1,414	1,467	1,459	1,479
Salem Middle (Opened Sep 1988)					
Square Feet	217,500	217,500	217,500	217,500	217,500
Program Capacity	999	1,072	1,044	1,016	1,070
Enrollment	1,057	1,026	1,009	1,034	1,044
Virginia Beach Middle (Opened Sep 1952; Addition Sep 1964; Gym Added Sep 1977; Modernized Sep 1993; Replaced Mar 2010)					
Square Feet	189,730	189,730	189,730	189,730	189,730
Program Capacity	923	968	968	968	1,040
Enrollment	767	899	917	873	839
High Schools					
Bayside High (Opened Sep 1964; Addition Sep 1967; Modernized Sep 1990; Addition Sep 1995)					
Square Feet	200,816	200,816	200,816	200,816	200,816
Program Capacity	1,895	1,895	1,895	1,905	1,912
Enrollment	1,803	1,803	1,801	1,824	1,825
Frank W. Cox High (Opened Sep 1961; Replaced Sep 1983)					
Square Feet	236,744	236,744	236,744	236,744	236,744
Program Capacity	1,937	1,937	1,937	1,939	1,946
Enrollment	1,947	1,947	1,894	1,858	1,889
First Colonial High (Opened Sep 1966; Addition Sep 1968; Addition Sep 1996)					
Square Feet	178,266	178,266	178,266	178,266	178,266
Program Capacity	1,808	1,808	1,818	1,810	1,813
Enrollment	1,908	1,908	1,993	2,004	1,923
Green Run High (Opened Sep 1979; Includes Green Run Collegiate Public Charter School opened in Sep 2013)					
Square Feet	235,721	235,721	225,221	225,221	225,221
Program Capacity	1,927	1,927	1,510	1,546	1,556
Enrollment	1,636	1,636	1,566	1,276	1,528
Floyd E. Kellam High (Opened New Building on West Neck Road January 2014)					
Square Feet	222,571	222,571	336,410	349,350	349,350
Program Capacity	1,762	1,961	2,000	1,861	1,867
Enrollment	1,799	1,833	1,838	1,986	2,029

Fiscal Year	2011/12	2012/13	2013/14	2014/15	2015/16
Kempsville High (Opened Sep 1966; Addition Sep 1968; Modernized Sep 1991; Addition Sep 1995)					
Square Feet	202,665	202,665	202,665	202,665	202,665
Program Capacity	1,793	2,009	1,985	1,971	1,985
Enrollment	1,712	1,648	1,559	1,522	1,465
Landstown High (Opened Sep 2001; Addition Jan 2007)					
Square Feet	308,924	308,924	308,924	308,924	308,924
Program Capacity	2,072	2,332	2,332	2,368	2,385
Enrollment	2,304	2,196	2,195	2,195	2,208
Ocean Lakes High (Opened Sep 1994; Addition Jan 2007)					
Square Feet	330,525	330,525	330,525	330,525	330,525
Program Capacity	2,239	2,501	2,501	2,570	2,586
Enrollment	2,291	2,211	2,177	2,157	2,126
Princess Anne High (Opened Aug 1954; Modernized Sep 1987; Modernized (due to major fire damage) Jan 1997)					
Square Feet	228,860	228,860	228,860	228,860	228,860
Program Capacity	1,539	1,652	1,675	1,704	1,737
Enrollment	1,842	1,850	1,822	1,780	1,800
Salem High (Opened Sep 1989)					
Square Feet	260,889	260,889	260,889	260,889	260,889
Program Capacity	1,749	1,932	1,932	1,930	1,938
Enrollment	1,794	1,782	1,774	1,766	1,726
Tallwood High (Opened Sep 1992)					
Square Feet	294,457	294,457	294,457	294,457	294,457
Program Capacity	2,020	2,237	2,237	2,219	2,233
Enrollment	1,981	1,950	1,931	1,942	1,956
Renaissance Academy - Middle/High Campuses (Opened Dec 2009)					
Square Feet	284,968	284,968	284,968	284,968	284,968
Program Capacity	1,215	1,232	1,226	1,236	1,197
Enrollment	634	616	556	510	438
Green Run Collegiate Public Charter School (Opened Sep 2014; located at Green Run High School)					
Square Feet	-	-	10,500	10,500	10,500
Program Capacity	-	-	400	400	400
Enrollment	-	-	123	221	282

Note: Program Capacity is the maximum capacity of the school building for a particular school year and particular school population, taking into account the number of first seats in the building (without counting portables currently on site).

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016

BUILDING UTILIZATION

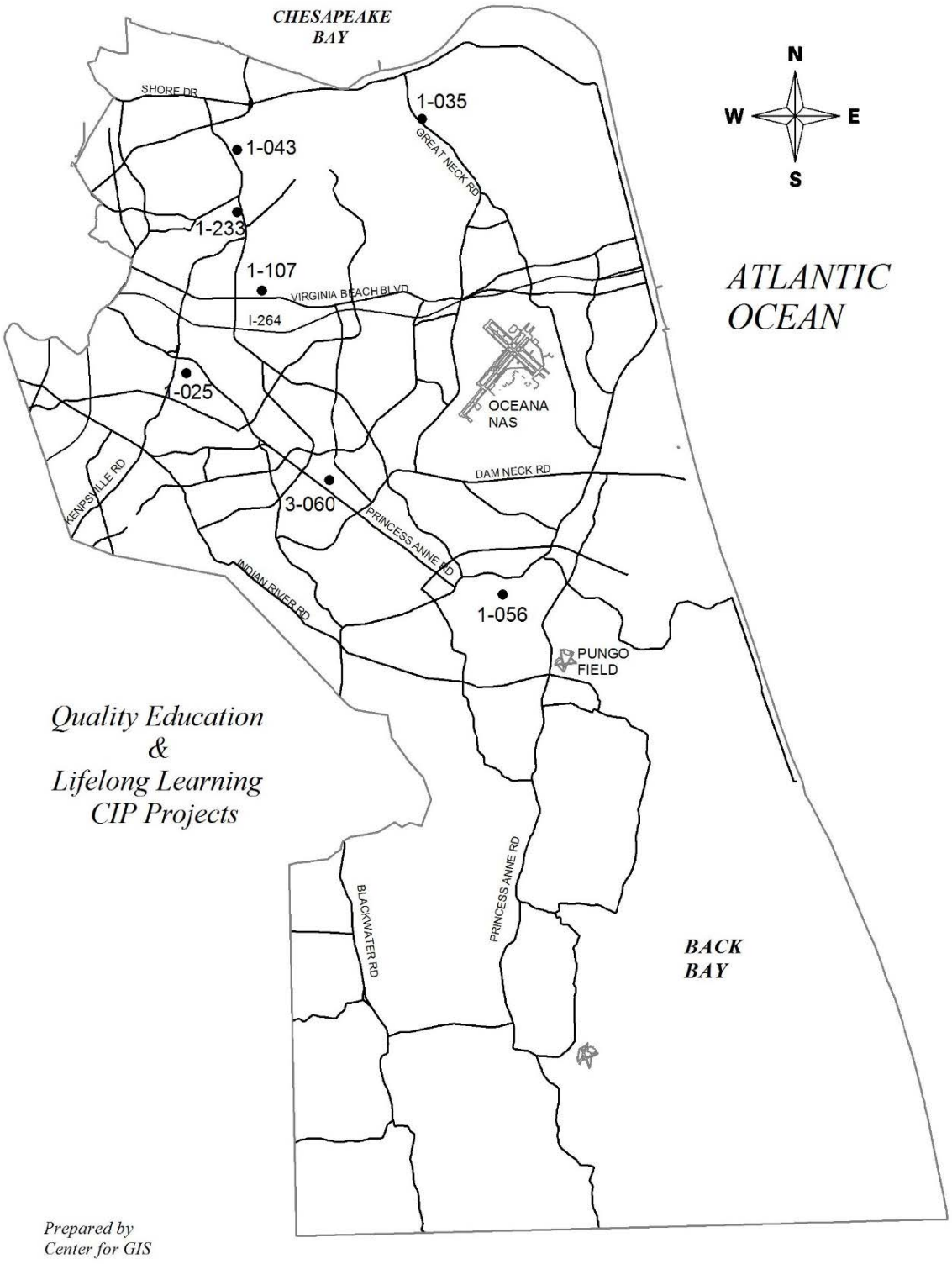
Schools	Modernization/ Replacement Completion Date	Membership Sept. 30, 2015	Optimum Capacity 2015/16	Number Over/(Under) Capacity	Percent Over/(Under) Capacity	Total Portables On Site
Elementary Schools						
Alanton		662	764	-102	-13.4%	0
Arrowhead	2004	451	597	-146	-24.4%	0
Bayside	2000	518	599	-81	-13.6%	0
Birdneck		634	732	-98	-13.4%	0
Brookwood	2007	720	586	134	22.9%	5
Centerville		739	602	137	22.7%	6
Christopher Farms		636	701	-65	-9.3%	0
College Park	2011	502	500	2	0.5%	0
Cooke	1999	501	673	-172	-25.6%	0
Corporate Landing		437	598	-161	-26.9%	0
Creeds	2001	315	395	-80	-20.3%	0
John B. Dey	Projected 2019/20	834	756	78	10.3%	6
Diamond Springs	2008	587	537	50	9.2%	0
Fairfield		513	561	-48	-8.5%	0
Glenwood		898	945	-47	-5.0%	0
Green Run		403	446	-43	-9.7%	3
Hermitage	2005	645	641	4	0.7%	0
Holland		524	558	-34	-6.1%	1
Indian Lakes		539	546	-7	-1.3%	0
Kempsville	2003	454	513	-59	-11.5%	0
Kempsville Meadows	2002	506	509	-3	-0.5%	0
King's Grant		641	666	-25	-3.8%	0
Kingston		531	624	-93	-14.9%	0
Landstown		760	816	-56	-6.9%	0
Linkhorn Park	1998	685	689	-4	-0.5%	2
Luxford	2002	537	567	-30	-5.3%	0
Lynnhaven	2004	407	489	-82	-16.7%	0
Malibu	2003	374	414	-40	-9.7%	0
New Castle		763	824	-61	-7.3%	0
Newtown	2008	511	497	14	2.9%	0
North Landing		464	443	21	4.8%	2
Ocean Lakes		533	626	-93	-14.9%	0
Parkway		475	473	2	0.3%	4
Pembroke	2004	477	534	-57	-10.6%	0
Pembroke Meadows	2006	434	539	-105	-19.5%	0
Point O'View		717	765	-48	-6.3%	0
Princess Anne		531	563	-32	-5.6%	0
Providence		551	648	-97	-15.0%	0
Red Mill		679	734	-55	-7.5%	1
Rosemont		409	433	-24	-5.5%	0
Rosemont Forest		523	562	-39	-6.9%	0
Salem		435	514	-79	-15.4%	0
Seatack	1999	383	425	-42	-9.8%	3
Shelton Park	2001	372	428	-56	-13.0%	0
Strawbridge		694	692	2	0.3%	0
Tallwood		558	590	-32	-5.3%	0
Thalia	2001	625	728	-103	-14.2%	0
Thoroughgood	TBD	708	627	81	12.9%	5
Three Oaks		759	716	43	6.1%	0
Trantwood	2004	461	533	-72	-13.5%	0
White Oaks		651	688	-37	-5.3%	3
Williams		463	487	-24	-4.9%	1
Windsor Oaks	2009	559	591	-32	-5.5%	0
Windsor Woods	2007	357	433	-76	-17.5%	0
Woodstock	2002	688	752	-64	-8.6%	0
Elementary Schools Total		**30,733**	**32,865**	**-2,132**	**-6.5%**	**42**

Schools	Modernization/ Replacement Completion Date	Membership Sept. 30, 2015	Optimum Capacity 2015/16	Number Over/(Under) Capacity	Percent Over/(Under) Capacity	Total Portables On Site
Middle Schools						
Bayside		649	960	-311	-32.4%	0
Bayside 6th		375	500	-125	-25.0%	2
Brandon		1,155	1,286	-131	-10.2%	2
Corporate Landing		1,268	1,538	-270	-17.6%	0
Great Neck	2011	1,161	1,460	-299	-20.5%	0
Independence		1,269	1,370	-101	-7.4%	3
Kempsville		805	868	-63	-7.3%	2
Landstown		1,464	1,634	-170	-10.4%	2
Larkspur		1,520	1,910	-390	-20.4%	0
Lynnhaven		863	1,250	-387	-31.0%	0
Plaza		1,083	1,129	-46	-4.1%	6
Princess Anne	TBD	1,479	1,671	-192	-11.5%	0
Salem		1,044	1,070	-26	-2.4%	1
Virginia Beach	2010	839	1,040	-201	-19.3%	0
Middle Schools Total		**14,974**	**17,686**	**-2,712**	**-15.3%**	**18**
High Schools						
Bayside		1,825	1,912	-87	-4.6%	5
Cox		1,889	1,946	-57	-2.9%	4
First Colonial		1,923	1,813	110	6.1%	22
Green Run		1,810	1,956	-146	-7.5%	6
Kellam	2014	2,029	1,867	162	8.7%	0
Kempsville		1,465	1,985	-520	-26.2%	0
Landstown		2,208	2,385	-177	-7.4%	0
Ocean Lakes		2,126	2,586	-460	-17.8%	0
Princess Anne	TBD	1,800	1,737	63	3.7%	13
Salem		1,726	1,938	-212	-10.9%	7
Tallwood		1,956	2,233	-277	-12.4%	7
High Schools Totals		**20,757**	**22,625**	**-1,868**	**-8.3%**	**64**
Alternative Schools						
Old Donation School	2017	1,109	1,178	-69	-5.9%	10
Renaissance Academy	2009					
Middle School		76	446	-370	-82.9%	0
High School		362	751	-389	-51.8%	0
Alternative Schools Total		**1,547**	**2,375**	**-828**	**-34.8%**	**10**
Division Totals		**68,011**	**75,551**	**-7,540**	**-10%**	**134**

10% or more over capacity
-10% or more under capacity

Source: VBCPS Department of School Division Services

2016/17 - 2021/22 CIP CITYWIDE PROJECT MAP



Source: VBCPS Department of School Division Services

Project: 1110000 | **Title:** Energy Performance Contracts II | **Status:** Approved

Category: Schools | **Department:** Public Education

Project Type

Project Type: Rehabilitation/Replacement

Project Location

District: Citywide

Programmed Funding

Programmed Funding	Appropriated To Date	Budgeted FY 2017	*Non-Appropriated Programmed CIP Funding* FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Future Funding
15,000,000	0	5,000,000	5,000,000	5,000,000	0	0	0	0

Description and Scope

As a measure to reduce energy costs while improving the learning environment, the School system has completed $14.1 million of energy performance contracting work in 31 schools through CIP 1-109. This project would complete an additional $15.0 million worth of performance contract work. The projects to be completed in this phase include replacement of outdated lighting and HVAC systems.

Purpose and Need

As a measure to reduce energy costs as well as protect the environment, the City and School system have adopted energy performance contracts. Energy performance contracts involve a vendor (contractor) conducting a detailed energy audit and then install improvements to a building that reduces energy cost. These savings exceed the cost of the improvements within a reasonable period. The savings are guaranteed by the contractor, who is required to acquire a performance bond. If the savings do not materialize, the shortfall is paid to the City.

History and Current Status

This represents a new project for FY 2016-17 CIP.

Operating Budget Impacts

Savings on energy costs are reflected in the school's operating budget.

Project Map

NO MAP REQUIRED

Schedule of Activities

Project Activities	From - To	Amount
Inspections and Support	07/16 - 06/20	200,000
Design	07/16 - 06/20	500,000
Construction	07/16 - 06/20	13,800,000
Contingencies	07/16 - 06/20	500,000
Total Budgetary Cost Estimate:		15,000,000

Means of Financing

Funding Subclass	Amount
Local Funding	15,000,000
Total Funding:	15,000,000

Project: 1008000 | **Title:** Instructional Technology II | **Status:** Approved

Category: Schools | **Department:** Public Education

Project Type

Project Type: Equipment

Project Location

District: Citywide

Programmed Funding

Programmed Funding	Appropriated To Date	Budgeted FY 2017	*Non-Appropriated Programmed CIP Funding* FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Future Funding
642,448	642,448	0	0	0	0	0	0	0

Description and Scope

This project will implement Phase II of the school division's instructional technology project resulting in the purchase of technology-related devices, thus moving towards a "one device to one student" arrangement in several schools.

Purpose and Need

This project will allow the division to begin to implement the next phase of the instructional technology project.

History and Current Status

This project first appeared in the FY 2015-16 CIP.

Operating Budget Impacts

Not Applicable.

Project Map

NO MAP REQUIRED

Schedule of Activities

Project Activities	From - To	Amount
Equipment	07/15 - 06/17	642,448
Total Budgetary Cost Estimate:		642,448

Means of Financing

Funding Subclass	Amount
Local Funding	642,448
Total Funding:	642,448

City of Virginia Beach, Virginia Fiscal Years 2017 through 2022 Capital Improvement Program

Project: 1035000 | **Title:** John B. Dey Elementary School Modernization | **Status:** Approved

Category: Schools | **Department:** Public Education

Project Type

Project Type: Rehabilitation/Replacement

Project Location

District: Lynnhaven

Programmed Funding

Programmed Funding	Appropriated To Date	Budgeted FY 2017	*Non-Appropriated Programmed CIP Funding* FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Future Funding
23,289,241	6,887,000	16,402,241	0	0	0	0	0	0

Description and Scope

This project is for the modernization of John B. Dey Elementary School.

Purpose and Need

John B. Dey Elementary School, originally built in 1956, can no longer adequately house the required instructional programs, and the facility is in need of major modernization. This project will extend the useful life of the facility by 25 to 30 years.

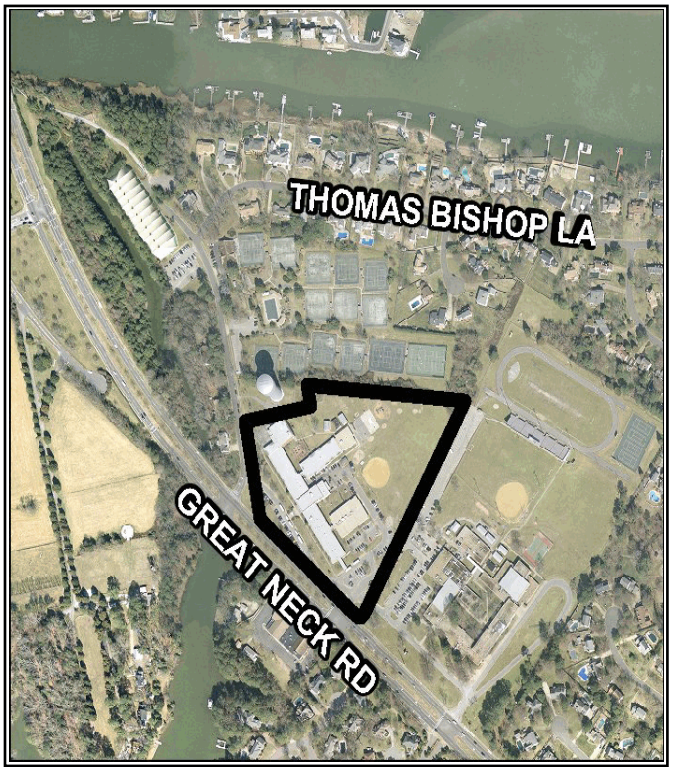
History and Current Status

This project first appeared in the FY 2004-05 CIP.

Operating Budget Impacts

Not Applicable.

Project Map



Schedule of Activities

Project Activities	From - To	Amount
Inspections and Support	03/17 - 09/19	150,000
Design	07/15 - 09/19	2,000,000
Construction	03/17 - 09/19	19,112,497
Furniture and Fixtures	06/19 - 09/19	500,000
Contingencies	07/15 - 09/19	1,526,744
Total Budgetary Cost Estimate:		23,289,241

Means of Financing

Funding Subclass	Amount
Local Funding	23,289,241
Total Funding:	23,289,241

City of Virginia Beach, Virginia Fiscal Years 2017 through 2022 Capital Improvement Program

Project: 1233000 | **Title:** Kemps Landing/Old Donation School | **Status:** Approved

Category: Schools | **Department:** Public Education

Project Type

Project Type: Rehabilitation/Replacement

Project Location

District: Bayside

Programmed Funding

Programmed Funding	Appropriated To Date	Budgeted FY 2017	*Non-Appropriated Programmed CIP Funding* FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Future Funding
63,615,000	63,615,000	0	0	0	0	0	0	-10

Description and Scope

This project is for the replacement of Old Donation Center and Kemps Landing Magnet schools with a consolidated facility.

Purpose and Need

Old Donation Center, originally built in 1965, and Kemps Landing Magnet built in 1957, can no longer adequately house the required instructional programs, and the facilities are in need of replacement. This project will extend the useful life of the facility by 40 to 50 years.

History and Current Status

This project first appeared in the FY 2000-01 CIP. Separate modernization projects for both Old Donation Center and Kemps Landing Magnet were in the FY 2000-01 CIP as part of the School Modernization Plan, approved by the School Board and City Council in January 1999. This consolidated project is a product of staff briefings received by the School Board in Fall 2009. Appropriations to date include $255,000 approved by City Council on December 2, 2014 to fund an emergency generator to support the facility as a Category II Hurricane Shelter.

Operating Budget Impacts

Not Applicable.

Project Map



Schedule of Activities

Project Activities	From - To	Amount
Inspections and Support	07/14 - 09/17	200,000
Design	11/11 - 09/17	4,027,333
Construction	07/14 - 09/17	53,702,778
Furniture and Fixtures	09/16 - 09/17	2,995,000
Contingencies	11/11 - 09/17	2,689,889
Total Budgetary Cost Estimate:		63,615,000

Means of Financing

Funding Subclass	Amount
Interest on Deposits - School Capital Proj Fund	190,073
Local Funding	63,424,937
Total Funding:	63,615,010

City of Virginia Beach, Virginia Fiscal Years 2017 through 2022 Capital Improvement Program

Project: 1025000 | **Title:** Kempsville High School Entrepreneurial Academy Improvements | **Status:** Approved

Category: Schools | **Department:** Public Education

Project Type

Project Type: Rehabilitation/Replacement

Project Location

District: Kempsville

Programmed Funding

Programmed Funding	Appropriated To Date	Budgeted FY 2017	*Non-Appropriated Programmed CIP Funding* FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Future Funding
950,000	450,000	0	500,000	0	0	0	0	0

Description and Scope

This project will fund renovations to Kempsville High School to support the Entrepreneurial Academy.

Purpose and Need

On October 6, 2015, the School Board approved the Kempsville High School Entrepreneurial Academy. The Academy is scheduled to enroll students in school year 2016-17. Improvements to support the academy are scheduled to be constructed in two phases over two consecutive summers (2017 and 2018). Appropriations to date reflect $450,000 in surplus funds from project 1-019 Great Neck Middle School Replacement.

History and Current Status

This represents a new project for FY 2016-17 CIP.

Operating Budget Impacts

Project Map



Schedule of Activities

Project Activities	From - To	Amount
Inspections and Support	07/17 - 12/18	25,000
Design	07/16 - 12/18	100,000
Construction	07/17 - 12/18	750,000
Contingencies	07/16 - 12/18	75,000
Total Budgetary Cost Estimate:		950,000

Means of Financing

Funding Subclass	Amount
Local Funding	950,000
Total Funding:	950,000

Project: 1107000 | **Title:** Princess Anne High School Replacement | **Status:** Approved

Category: Schools | **Department:** Public Education

Project Type

Project Type: Rehabilitation/Replacement

Project Location

District: Lynnhaven

Programmed Funding

Programmed Funding	Appropriated To Date	Budgeted FY 2017	*Non-Appropriated Programmed CIP Funding* FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Future Funding
45,450,000	0	0	0	0	6,568,000	19,841,000	19,041,000	59,550,000

Description and Scope

This project is for the replacement of Princess Anne High School.

Purpose and Need

Princess Anne High School, originally built in 1954, can no longer adequately house the required instructional programs, and the facility is in need of replacement. This project will extend the useful life of the facility by 40 to 50 years.

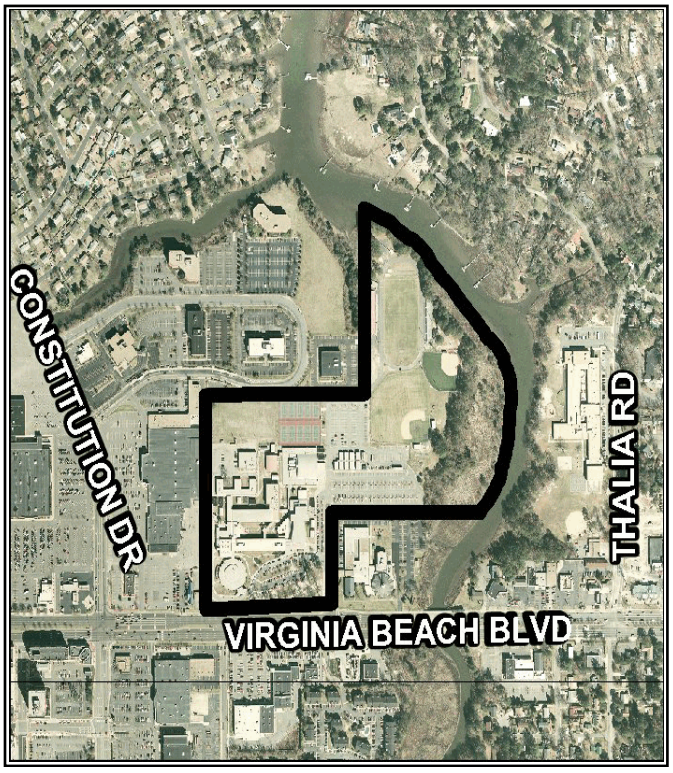
History and Current Status

This project first appeared in the FY 2008-09 CIP. This project was unfunded and completion date delayed by the School Board on March 15, 2011. In the FY 2014-15 CIP, first year funding was shifted to FY 2018-19.

Operating Budget Impacts

Not Applicable.

Project Map



Schedule of Activities

Project Activities	From - To	Amount
Inspections and Support	07/22 - 09/25	350,000
Design	07/19 - 09/25	6,443,333
Construction	07/22 - 09/25	85,911,111
Furniture and Fixtures	07/22 - 09/25	8,000,000
Contingencies	07/19 - 09/25	4,295,556
Total Budgetary Cost Estimate:		105,000,000

Means of Financing

Funding Subclass	Amount
Local Funding	45,450,000
Total Funding:	45,450,000

City of Virginia Beach, Virginia Fiscal Years 2017 through 2022 Capital Improvement Program

Project: 1056000 | **Title:** Princess Anne Middle School Replacement | **Status:** Approved

Category: Schools | **Department:** Public Education

Project Type

Project Type: Rehabilitation/Replacement

Project Location

District: Princess Anne

Programmed Funding

Programmed Funding	Appropriated To Date	Budgeted FY 2017	*Non-Appropriated Programmed CIP Funding* FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Future Funding
78,873,759	0	14,650,000	20,491,000	14,834,759	28,898,000	0	0	0

Description and Scope

This project is for the replacement of Princess Anne Middle School.

Purpose and Need

Princess Anne Middle School, originally built in 1974, can no longer adequately house the required instructional programs, and the facility is in need of replacement. This project will extend the useful life of the facility by 40 to 50 years.

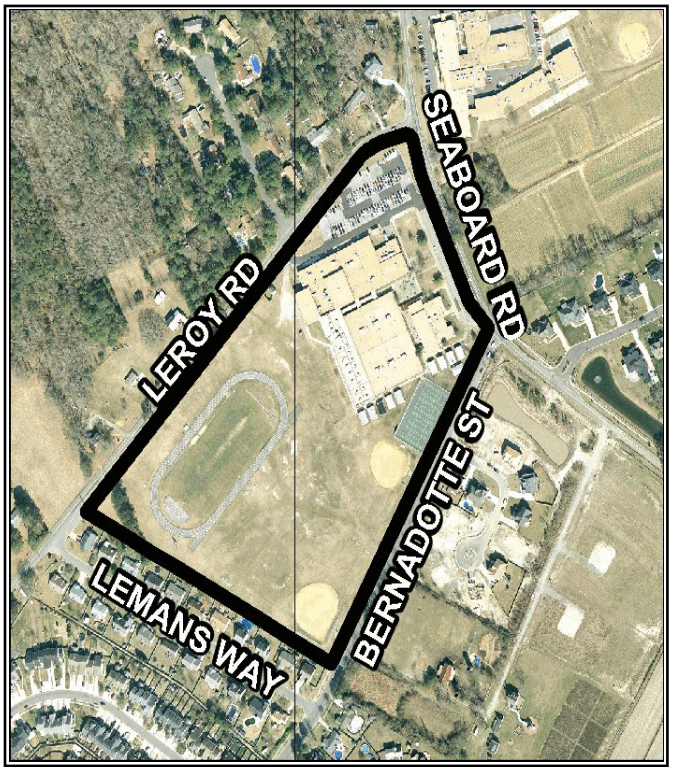
History and Current Status

This project first appeared in the FY 2005-06 CIP. This project was originally scheduled as a modernization. A modernization study completed in 2005 recommended that this facility be torn down and replaced on the same site. The project's name was changed in the FY 2006-07 CIP to reflect the increased scope.

Operating Budget Impacts

Not Applicable.

Project Map



Schedule of Activities

Project Activities	From - To	Amount
Inspections and Support	09/18 - 09/21	500,000
Design	07/16 - 09/21	4,924,917
Construction	09/18 - 09/21	65,665,564
Furniture and Fixtures	01/21 - 09/21	4,500,000
Contingencies	07/16 - 09/21	3,283,278
Total Budgetary Cost Estimate:		78,873,759

Means of Financing

Funding Subclass	Amount
Local Funding	78,873,759
Total Funding:	78,873,759

City of Virginia Beach, Virginia Fiscal Years 2017 through 2022 Capital Improvement Program

Project: 1003000 | **Title:** Renovation and Replacement Energy Management/Sustainability | **Status:** Approved

Category: Schools | **Department:** Public Education

Project Type

Project Type: Rehabilitation/Replacement

Project Location

District: Citywide

Programmed Funding

Programmed Funding	Appropriated To Date	Budgeted FY 2017	*Non-Appropriated Programmed CIP Funding* FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Future Funding
10,475,000	1,550,000	1,325,000	1,000,000	1,500,000	1,600,000	1,700,000	1,800,000	0

Description and Scope

This project is for maintenance and sustainably related projects that will support the school division's efforts to conserve energy and promote sustainable business practices while improving the learning environment.

Purpose and Need

Older schools were constructed with less-energy efficient materials that are now available, and will produce energy savings.

History and Current Status

This project first appeared in the FY 2014-15 CIP.

Operating Budget Impacts

Savings on energy costs are reflected in the Schools Operating Budget.

Project Map

NO MAP REQUIRED

Schedule of Activities

Project Activities	From - To	Amount
Inspections and Support	07/14 - 06/22	250,000
Design	07/14 - 06/22	800,000
Construction	07/14 - 06/22	8,975,000
Contingencies	07/14 - 06/22	450,000
Total Budgetary Cost Estimate:		10,475,000

Means of Financing

Funding Subclass	Amount
Local Funding	10,475,000
Total Funding:	10,475,000

Project: 1099000 | **Title:** Renovations and Replacements Grounds II | **Status:** Approved

Category: Schools | **Department:** Public Education

Project Type

Project Type: Rehabilitation/Replacement

Project Location

District: Citywide

Programmed Funding

Programmed Funding	Appropriated To Date	Budgeted FY 2017	*Non-Appropriated Programmed CIP Funding* FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Future Funding
16,750,000	8,100,000	1,575,000	1,250,000	1,325,000	1,400,000	1,500,000	1,600,000	0

Description and Scope

This project provides for the addition, renovation and replacement of school grounds infrastructure, including but not limited to, parking lot and play areas, sidewalk replacements, basketball goal replacements, outdoor track resurfacing, storm drainage repairs and other related improvements to outdoor infrastructure/assets at miscellaneous schools.

Purpose and Need

As schools and their infrastructure continue to age, there is an increasing need to perform long-term maintenance of school grounds. This project provides resources to repair/alter and maintain school grounds and to provide improvements to extend the useful life of specific elements of school grounds.

History and Current Status

This project first appeared in the FY 2006-07 CIP.

Operating Budget Impacts

Not Applicable.

Project Map

NO MAP REQUIRED

Schedule of Activities

Project Activities	From - To	Amount
Inspections and Support	07/06 - 06/22	500,000
Design	07/06 - 06/22	700,000
Construction	07/06 - 06/22	15,050,000
Contingencies	07/06 - 06/22	500,000
Total Budgetary Cost Estimate:		16,750,000

Means of Financing

Funding Subclass	Amount
Local Funding	15,000,000
Interest on Deposits - School Capital Proj Fund	900,000
Sale of Property	850,000
Total Funding:	16,750,000

City of Virginia Beach, Virginia Fiscal Years 2017 through 2022 Capital Improvement Program

Project: 1103000 | **Title:** Renovations and Replacements HVAC Systems II | **Status:** Approved

Category: Schools | **Department:** Public Education

Project Type

Project Type: Rehabilitation/Replacement

Project Location

District: Citywide

Programmed Funding

Programmed Funding	Appropriated To Date	Budgeted FY 2017	*Non-Appropriated Programmed CIP Funding* FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Future Funding
75,667,724	34,142,724	7,625,000	5,700,000	6,350,000	6,750,000	7,250,000	7,850,000	0

Description and Scope

This project provides for the renovation and replacement of heating, ventilation and air conditioning systems throughout the division.

Purpose and Need

As existing school facilities become older, the need to replace and upgrade heating, ventilation, and air conditioning (HVAC) systems is necessary to maintain adequate learning environments and to extend the useful life of facilities with older mechanical systems. This project provides resources to ensure that adequate heating, cooling, and ventilation is available in school sites through projects to provide improved or upgraded systems in schools throughout the division.

History and Current Status

This project first appeared in the FY 2006-07 CIP.

Operating Budget Impacts

Savings on energy costs are reflected in the Schools Operating Budget.

Project Map

NO MAP REQUIRED

Schedule of Activities

Project Activities	From - To	Amount
Inspections and Support	07/07 - 06/22	1,250,000
Design	07/06 - 06/22	5,000,000
Construction	07/06 - 06/22	66,917,724
Contingencies	07/06 - 06/22	2,500,000
Total Budgetary Cost Estimate:		75,667,724

Means of Financing

Funding Subclass	Amount
Local Funding	73,199,711
State Contribution	2,119,991
Interest on Deposits - School Capital Proj Fund	78,354
Sale of Property	269,668
Total Funding:	75,667,724

City of Virginia Beach, Virginia Fiscal Years 2017 through 2022 Capital Improvement Program

Project: 1104000 | **Title:** Renovations and Replacements Reroofing II | **Status:** Approved

Category: Schools | **Department:** Public Education

Project Type

Project Type: Rehabilitation/Replacement

Project Location

District: Citywide

Programmed Funding

Programmed Funding	Appropriated To Date	Budgeted FY 2017	*Non-Appropriated Programmed CIP Funding* FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Future Funding
55,035,639	27,560,639	3,975,000	4,000,000	4,450,000	4,700,000	5,000,000	5,350,000	0

Description and Scope

This project provides for the renovations and replacement of aging roofing systems throughout the division.

Purpose and Need

School facilities represent a significant portion of the city's infrastructure inventory. Given both the magnitude of this investment and the importance of maintaining safe, appropriate learning environments for our children, timely maintenance and upgrades to these facilities is critical. An important element of any facility is maintenance of roof integrity to protect the facility. As the average age of school physical facilities increases, the need for more renovations and system replacements to extend the useful life of the facilities for educational purposes increases. This project provides for roof replacements and major renovations, as appropriate, at identified school facilities.

History and Current Status

This project first appeared in the FY 2006-07 CIP.

Operating Budget Impacts

Not Applicable.

Project Map

NO MAP REQUIRED

Schedule of Activities

Project Activities	From - To	Amount
Inspections and Support	07/06 - 06/22	1,100,000
Design	07/06 - 06/22	3,750,000
Construction	07/06 - 06/22	48,185,639
Contingencies	07/06 - 06/22	2,000,000
Total Budgetary Cost Estimate:		55,035,639

Means of Financing

Funding Subclass	Amount
State Contribution	400,471
Interest on Deposits - School Capital Proj Fund	4,234,000
Sale of Property	2,138,776
Local Funding	48,262,392
Total Funding:	55,035,639

City of Virginia Beach, Virginia Fiscal Years 2017 through 2022 Capital Improvement Program

Project: 1105000 | **Title:** Renovations and Replacements Various II | **Status:** Approved

Category: Schools | **Department:** Public Education

Project Type

Project Type: Rehabilitation/Replacement

Project Location

District: Citywide

Programmed Funding

Programmed Funding	Appropriated To Date	Budgeted FY 2017	*Non-Appropriated Programmed CIP Funding* FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Future Funding
23,035,000	11,460,000	1,650,000	1,750,000	1,850,000	1,975,000	2,100,000	2,250,000	0

Description and Scope

As the age of school facilities increases, the need for more renovations and system replacements has risen so that the useful life of the facilities for housing children for educational purposes can be extended. Inventory and analysis of the renovation needs of existing facilities has identified various major repair needs (masonry repair, asbestos removal, lighting) and replacement (language labs, hallway lockers, ceilings, bleachers, windows, gym floors) in schools throughout the system along with the need for various renovations of an emergency nature.

Purpose and Need

School facilities represent a major investment and component of the city's infrastructure. As such, the maintenance of these facilities is imperative to ensure the maintenance of this investment in a condition which provides an appropriate learning environment for our children. This project provides resources to both repair and maintain facilities and to provide improvements and upgrades to extend the useful life of the school facilities.

History and Current Status

This project first appeared in the FY 2006-07 CIP.

Operating Budget Impacts

Not Applicable.

Project Map

NO MAP REQUIRED

Schedule of Activities

Project Activities	From - To	Amount
Inspections and Support	07/06 - 06/22	800,000
Design	07/06 - 06/22	1,750,000
Construction	07/06 - 06/22	19,235,000
Contingencies	07/06 - 06/22	1,250,000
Total Budgetary Cost Estimate:		23,035,000

Means of Financing

Funding Subclass	Amount
Local Funding	20,864,000
Interest on Deposits - School Capital Proj Fund	1,200,000
Sale of Property	971,000
Total Funding:	23,035,000

Project: 1004000 | **Title:** Tennis Court Renovations II | **Status:** Approved

Category: Schools | **Department:** Public Education

Project Type

Project Type: Rehabilitation/Replacement

Project Location

District: Citywide

Programmed Funding

Programmed Funding	Appropriated To Date	Budgeted FY 2017	*Non-Appropriated Programmed CIP Funding* FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Future Funding
1,000,000	400,000	200,000	200,000	200,000	0	0	0	0

Description and Scope

This project is a cooperative effort by schools and the city to implement a citywide program for renovation and rehabilitation of public tennis courts at various school and park sites.

Purpose and Need

This project will provide safe and well maintained tennis facilities for use by the general public. An efficient and effective tennis court maintenance plan requires routine surface treatment, patching, and periodic renovations/rehabilitation. In addition, some tennis courts will have to be completely rebuilt or renovated.

History and Current Status

This project first appeared in the FY 2014-15 CIP.

Operating Budget Impacts

Not Applicable.

Project Map

NO MAP REQUIRED

Schedule of Activities

Project Activities	From - To	Amount
Design	07/14 - 06/20	75,000
Construction	07/14 - 06/20	850,000
Contingencies	07/14 - 06/20	75,000
Total Budgetary Cost Estimate:		1,000,000

Means of Financing

Funding Subclass	Amount
Local Funding	1,000,000
Total Funding:	1,000,000

City of Virginia Beach, Virginia Fiscal Years 2017 through 2022 Capital Improvement Program

Project: 1043000 | **Title:** Thoroughgood Elementary School Replacement | **Status:** Approved

Category: Schools | **Department:** Public Education

Project Type

Project Type: Rehabilitation/Replacement

Project Location

District: Bayside

Programmed Funding

Programmed Funding	Appropriated To Date	Budgeted FY 2017	*Non-Appropriated Programmed CIP Funding* FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Future Funding
28,270,000	0	8,888,759	14,000,000	5,381,241	0	0	0	0

Description and Scope

This project is for the replacement of Thoroughgood Elementary School.

Purpose and Need

Thoroughgood Elementary School, originally built in 1958, can no longer adequately house the required instructional programs and the facility is in need of major modernization. This project will extend the useful life of the facility by 40 to 50 years.

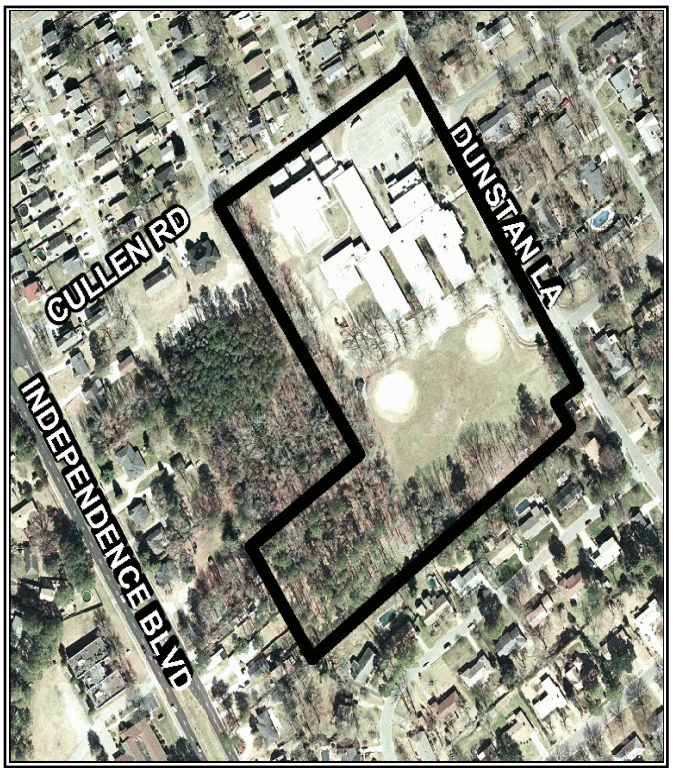
History and Current Status

This project first appeared in the FY 2004-05 CIP. This cost estimate is provided after the comprehensive modernization study made a recommendation on this facility.

Operating Budget Impacts

Not Applicable.

Project Map



Schedule of Activities

Project Activities	From - To	Amount
Inspections and Support	09/18 - 09/20	175,000
Design	07/16 - 09/20	1,843,000
Construction	09/18 - 09/20	24,573,333
Furniture and Fixtures	12/19 - 09/20	450,000
Contingencies	07/16 - 09/20	1,228,667
Total Budgetary Cost Estimate:		28,270,000

Means of Financing

Funding Subclass	Amount
Local Funding	28,270,000
Total Funding:	28,270,000

DEBT SERVICE

OVERVIEW

The city of Virginia Beach is responsible for the issuance and redemption of all debt for both the city and schools. Debt service is issued for three major purposes: city capital projects, school capital projects and utilities (including water, sewer and storm water). To guide future CIP development and address long-term debt management issues, the City Council uses debt indicators and follows these debt policy guidelines:

- Debt will be the last source of funding considered.
- The city will issue bonds for capital improvements with a cost in excess of $250,000 or which cannot be financed from current revenues.
- When the city finances capital projects by issuing bonds, it will pay back the debt within a period not to exceed the expected useful life of the projects. Generally the city issues debt over a 20-year term.
- Where possible, the city will develop, authorize and issue revenue, special fee or other self-supporting debt instruments instead of general obligation bonds.
- The debt structure of the government will be managed in a manner that results in minimal deviation from the indicators listed in city policy.
- The city will maintain good communications regarding its financial conditions. It will regularly evaluate its adherence to its debt policies. The city will promote effective communications with bond rating agencies and others in the marketplace based on full disclosure.

Historical Comparison of Debt Service for VBCPS

	FY 2012/13 Actual	FY 2013/14 Actual	FY 2014/15 Actual	FY 2015/16 Budget	FY 2016/17 Budget
Debt Service	44,747,986	42,537,774	44,986,273	44,756,843	45,819,477

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016

BOND RATING AND MARKET CONDITIONS

For the seventh year in a row, all three major bond rating agencies, Fitch, Moody's, and Standard & Poor's, assigned a triple-A rating to Virginia Beach's general obligation bonds. All three rating agencies praised Virginia Beach's conservative fiscal management. Virginia Beach is the only city in Hampton Roads to receive triple-A bond ratings from all three rating agencies. The city has consistently taken advantage of the favorable interest rate environment to refund previously issued debt. In February 2016, the city issued $50 million of refunding bonds at an interest rate of 1.77 percent. As a result, the city will save $4.2 million in debt payments over the next 14 years. The city regularly consults with financial advisors to project future use of debt, ensuring these activities will not negatively impact the city's excellent standing in the bond market.

Regional Bond Ratings

	Virginia Beach	Chesapeake	Norfolk	Portsmouth	Suffolk
Standard & Poor's	AAA	AAA	AA+	AA	AAA
Moody's	Aaa	Aa1	Aa2	Aa2	Aa1
Fitch	AAA	AAA	AA+	AA	AAA

Source: Each city's Comprehensive Annual Financial Report for 2016

PROJECTED DEBT

The total outstanding debt for the city is projected to be $1.42 billion by June 30, 2017, as summarized in the following table. The schools' portion is $323.6 million, or 22.8 percent of the total projected debt. Challenges arise in limiting bond expenditures while meeting increasing demand for school capacity, the demand to renovate school facilities and the demand to fund special program facilities. In the next several years, Virginia Beach residents and their elected leadership will be faced with a major challenge to close this capital gap while minimizing the hardships imposed on students, parents, businesses and taxpayers.

Projected Outstanding Debt as of June 30, 2017

Purpose	Amount	Percent
Schools	323,555,060	22.8%
General Government	831,028,494	58.4%
Utilities	267,291,004	18.8%
Total Projected Debt	**1,421,874,558**	**100.00%**

Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2016/17

Ratios of Outstanding General Bonded Debt by Type

Fiscal Year	General Obligation Bonds	State Literary Fund Loans	Appropriation Backed Debt	Total	Percentage of Estimated Actual Full Value of Property	Overall Net Debt Per Capita
2011/12	727,803,047	4,750,000	363,387,004	1,095,940,051	2.0%	2,244
2012/13	686,766,362	4,125,000	361,183,173	1,052,074,535	1.9%	2,162
2013/14	720,118,515	3,500,000	382,190,239	1,105,808,754	2.0%	2,253
2014/15	716,612,342	2,875,000	405,725,325	1,125,212,667	2.0%	2,254
2015/16	721,605,082	2,250,000	373,133,427	1,096,988,509	1.9%	2,195

Source: City of Virginia Beach, Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2016

LEGAL DEBT LIMIT

State statute imposes on cities a legal debt margin for general obligation debt, a limit of 10 percent of the assessed value of real property. Revenue bonds, such as those for utilities, are not subject to the state limit. For FY 2016/17, the city's assessed value of real property is estimated at $53.7 billion. By the end of the fiscal year, the city's projected debt amount will only be 2.07 percent of the total assessed value.

Legal Debt Margin Information

	FY 2011/12	FY 2012/13	FY 2013/14	FY 2014/15	FY 2015/16
Debt Limit	5,144,671,623	4,978,183,783	4,962,666,499	5,145,277,575	5,296,146,888
Loss: Total Net Debt Applicable to Limit	716,177,198	685,988,698	712,384,323	697,079,775	697,520,721
Legal Debt Limit	**4,428,494,425**	**4,292,195,085**	**4,250,282,176**	**4,448,197,800**	**4,598,626,167**
Total Net Debt Applicable to the Limit as a Percentage of Debt Limit	**13.92%**	**13.78%**	**14.35%**	**13.55%**	**13.17%**

Source: City of Virginia Beach, Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2016

OTHER POSTEMPLOYMENT BENEFITS

PLAN DESCRIPTION

The city and the School Board Other Postemployment Benefit (OPEB) plans are each a single-employer, defined benefit plan. The plans are administered by the city and the School Board in accordance with state and city statutes. Section 15.2-1500 of the Virginia State Code stipulates that every locality shall provide for the governmental functions of the locality, including employment of the officers and other employees. In connection with this employment, the School Board has established certain plans to provide post-employment health care and other nonpension benefits (as defined in Section 15.2-1545 of the Virginia Code) to retirees, their spouses and eligible dependents. VBCPS employees who retire with at least 25 years of service, as well as those who retire on a work-related disability compensable under the Workers' Compensation Act before age 65, are eligible for access to health insurance coverage. This benefit is payable until the retiree becomes eligible for Medicare.

In accordance with Article 8, Chapter 15, Subtitled II of Title 15.2 of the Virginia Code, the city and School Board have elected to establish a trust for the purpose of accumulating and investing assets to fund OPEB. The School Board has joined the Virginia Pooled OPEB Trust Fund which invests funds contributed by each participating employer. The trust does not administer the retiree health benefits of each participating employer. Deposits to this trust are irrevocable and are held solely for the payment of OPEB benefits for the School Board.

Funding Policy

Contribution requirements of the School Board and plan members are established and may be amended by the respective legislative bodies. The required contributions were actuarially determined and are based upon projected PAYGO financing requirements with an additional amount to prefund benefits. For the period ending June 30, 2016, the School Board contributed $4,462,800 to the fund. Plan members from each organization contributed $132.77 per month for retiree-only point of services coverage. The School Board retirees with coverage for their spouses will contribute $563.49 per month to age 65. Employees who retire with at least 25 years of service with the School Board as well as those who retire on a work-related disability compensable under the Workers' Compensation Act before age 65 are eligible for access to health insurance coverage. The benefit is payable until the retiree becomes eligible for Medicare. The School Board has determined that all current employees and retirees must contribute to the cost of their health care coverage and no level of benefit will be provided free of charge. The retiree contribution rate will be based on the experience of the plan, the School Board's annual contribution amount and the remaining premium cost.

ANNUAL OPEB COST AND CONTRIBUTION.

The School Board's OPEB cost for FY 2015/16 totaled $4,462,800 and was equal to its annual required contribution (ARC). The School Board's OPEB expected benefit payment for FY 2015/16 totaled $5,748,000 and exceeded its ARC. This overage was not withdrawn from the School Board Trust Accounts. The School Board's annual cost, the percentage of annual cost contributed to the plan and the net OPEB obligation for 2016 are presented below along with the funded status of the plan as of Jan. 1, 2016.

Annual OPEB Cost and Contribution

Fiscal Year Ended	Annual OPEB Cost	Percentage of ARC Contributed	Net OPEB Obligation
June 30, 2016	4,462,800	100%	-

Source: City of Virginia Beach, Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2016

Funded Status and Funding Progress

Actuarial Valuation Date	Actuarial Value of Assets	Actuarial Accrued Liability (AAL)	Underfunded (Overfunded) Actuarial Accrued Liability (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
Jan. 1, 2016	$27,364,500	$57,839,900	$30,475,400	47.31%	$426,884,300	7.14%

Source: City of Virginia Beach, Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2016

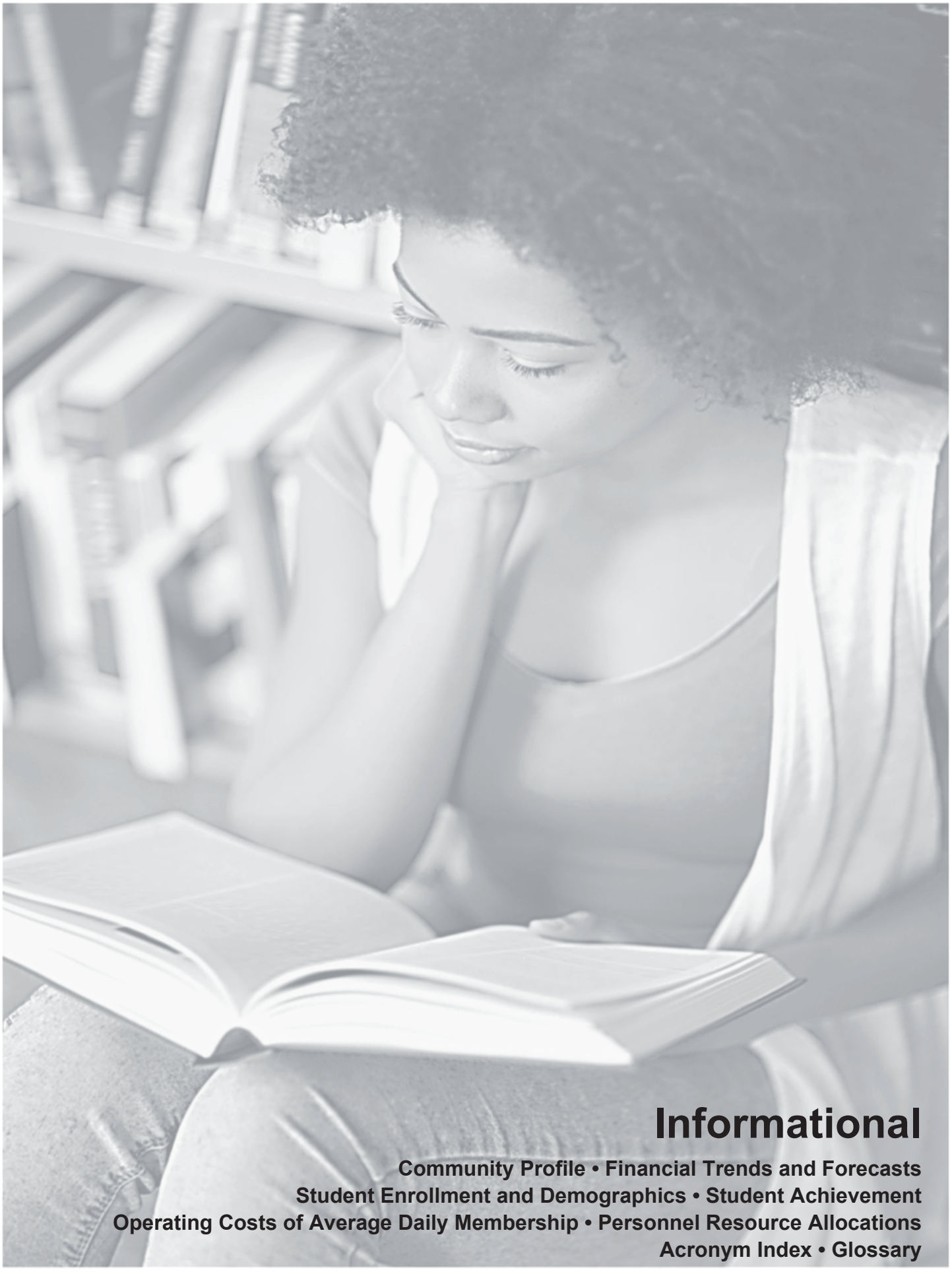
Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality and healthcare cost trends. Determined amounts regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The schedule of funding progress, presented as required supplemental information following the notes to the financial statements, presents multiyear trend information that indicate whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

ACTUARIAL METHODS AND ASSUMPTIONS

Projections of benefits for financial reporting purposes are based on the substantive plan and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

In the Jan. 1, 2016, actuarial valuation for the years ending June 30, 2016, and 2017, the projected unit credit method was used. The actuarial assumptions included a 7.5 percent investment rate of return (net of administrative expenses) and an annual healthcare cost trend assumption of 3.7 percent in 2016, 9 percent in 2017 initially, graded to 4.5 percent over 65 years with no projected salary increase assumed. An inflation rate assumption of 2.5 percent was incorporated in the actuarial valuation. Employer and retiree contributions are assumed to increase at the same rate as the medical cost trend assumptions. There were no additional postretirement benefit increases assumed. Unfunded actuarial accrued liabilities are being amortized as a level dollar amount over an open 30-year period. The remaining amortization period is 30 years.

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Informational

Community Profile • Financial Trends and Forecasts
Student Enrollment and Demographics • Student Achievement
Operating Costs of Average Daily Membership • Personnel Resource Allocations
Acronym Index • Glossary

COMMUNITY PROFILE

THE REGION

Located in the southeastern corner of Virginia, where the state meets the sea, the Hampton Roads Metropolitan Statistical Area (MSA) is ranked No. 36 of the largest regions in the United States, with a population of more than 1.7 million. The market encompasses 16 cities and counties including the cities of Chesapeake, Hampton, Newport News, Norfolk, Poquoson, Portsmouth, Suffolk, Virginia Beach and Williamsburg, and the counties of Gloucester, James City, Mathews, Isle of Wight, Surry and York and the North Carolina county of Currituck.



THE CITY

Virginia Beach became politically independent from Princess Anne County in 1952. In 1963, the city of Virginia Beach and Princess Anne County were consolidated as a new, much larger independent city, retaining the better-known name of Virginia Beach.

Virginia Beach is the largest city in the Commonwealth of Virginia and ranked No. 39 of the largest cities in the United States, with approximately 450,000 residents. Virginia Beach's strategic mid-Atlantic location and superior transportation network provide swift access to domestic and foreign markets. More than two-thirds of the nation's population and marketplaces are within 750 miles of the city. The city encompasses 307 square miles with 38 miles of Chesapeake Bay and Atlantic Ocean beaches. Virginia Beach is listed in the Guinness Book of Records as having the longest pleasure beach in the world and is located at the southern end of the Chesapeake Bay Bridge-Tunnel, the longest bridge-tunnel complex in the world.

LAND
- 248 square miles (642 km)

WATER
- 59 square miles (59 km)

ELEVATION
- 12 feet above sea level

BEACHES
- 38+ miles (Atlantic Ocean and Chesapeake Bay)

The city boasts a unique environment offering more than 100 miles of bikeways promoting healthy lifestyles and community connectivity. Within minutes, residents and visitors have access to the popular oceanfront resort area, bountiful wildlife preserves and parks, vibrant financial districts, urban amenities, pastoral rural areas, distinctive cultural centers, exciting museums, a variety of military facilities and neighborhoods as diverse as the people who call the city home.

In addition to being a wonderful place to live, work and play, Virginia Beach is a fun place to visit. The city is well-known as a year-round destination for business and pleasure. In the most recent calendar year, Virginia Beach experienced a record year for overall lodging sales. In fact, Virginia Beach was the only city in Hampton Roads to experience a growth in revenue per available hotel room over recent years. Annually, approximately 6 million people visit Virginia Beach for an overnight stay, along with an additional 7.2 million day visitors. These visitors spend a record $1 billion during their stay for accommodations, meals, entertainment and other services.

ECONOMICS AND DEMOGRAPHICS

The Virginia Beach MSA, also known as Hampton Roads and Coastal Virginia, encompasses six counties and nine cities in Virginia and one county in North Carolina with a civilian workforce of about 850,000. A locality within the Hampton Roads MSA, Virginia Beach is home to a dynamic community with an educated, tech-savvy workforce, a robust economy, a diverse mix of industry and low tax rates. Although Virginia Beach is well known as a resort community, diversification has been the underlying strength of the city's economy. The business community in Virginia Beach encompasses a highly diverse collection of industries including nationally and internationally known corporate headquarters, high-powered and technologically advanced manufacturers, billion-dollar defense contractors and locally owned shops. The strategic location and friendly business climate of the Hampton Roads MSA have made it a hub of international commerce, prompting a large number of foreign firms to

establish a presence, an office location or North American headquarters in the region. Major components of the economic base in Virginia Beach include the following sectors: construction/real estate; light industry; wholesale and retail sales; agriculture; advanced manufacturing; information technology; professional services; the military community; and the omnipresent resort and convention trade.

Virginia Beach is a great place for business, as the city boasts a skilled, educated workforce, strategic location, low tax rates and a dynamic, diverse economy. The city offers a low-cost environment for doing business, as well as a mix of commercial properties suitable for national and international business operations. The Virginia Beach Development Authority (VBDA) is an 11-member organization appointed by the City Council to facilitate the expansion of the Virginia Beach tax base and creation of new employment opportunities through increased business development and redevelopment. The VBDA approves incentive grants, induces revenue bonds, owns and manages high-value assets and helps finance complicated new development projects around the city. According to the VBDA, the city's Department of Economic Development recorded the creation of more than 1,500 new jobs during FY 2015/16 and investment of more than $372 million by 38 projects during the same period. The City of Virginia Beach finished the year with a 5.3 percent unemployment rate, one full percentage point lower than the end of the last fiscal year. Significant growth occurred among each of the target business sectors, including six announcements by SWaM (Small, Women-and-Minority-Owned) certified businesses and five announcements by international businesses. The VBDA finalized the sale of 3.5 acres of property for private development. Additionally, $1.86 million worth of local incentive grants leveraged nearly $64 million in new private investment, a ratio of 34 to 1. Several innovative economic development initiatives gained momentum during FY 2015/16. Land for a new bio science business park was transferred to the VBDA and two new high-speed transoceanic data cable connections were announced. The city's cyber security program officially launched and small business programs expanded.

Due to its strategic mid-Atlantic location, both global and U.S. markets are readily accessed through a superior multimodal transportation network, which includes an extensive railway system, international airport, vast shipping terminals and one of the East Coast's largest ports. International business development is also a key component to the Virginia Beach economy, as nearly 200 foreign-based companies are located in the area in addition to the many local companies who operate around the globe. With 12 foreign consular offices and direct shipping to all of the world's major ports, the Hampton Roads MSA is truly an international business gateway.

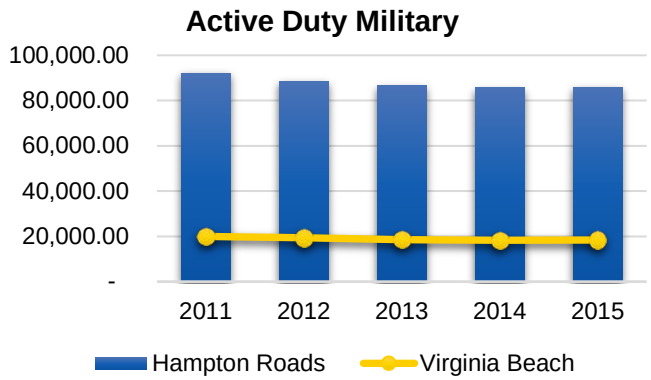
Comparing Virginia Beach to Virginia, Hampton Roads and the U.S.

	Virginia Beach	Hampton Roads	Virginia	United States
Income				
Median family income	$78,677	$70,726	$78,290	$65,910
Percent of people below the poverty level	8.2%	12.4%	11.8%	15.5%
Labor force (population 16 years and over)				
Percent of civilian labor force unemployed	5.3%	7.4%	6.1%	7.2%
Percent in the Armed Forces	6.3%	5.2%	1.6%	0.4%
Percent in Management, Business, Science and Art occupations	39.0%	36.3%	42.9%	36.9%
Educational attainment (population 25 years and over)				
Percent of people with at least a high school diploma	92.7%	90.2%	88.5%	86.9%
Percent of people with a bachelor's degree or higher	34.6%	29.6%	36.7%	30.1%
Median household information				
Value of owner-occupied units	$261,800	$232,300	$247,800	$181,200
Gross rent	$1,203	$1,059	$1,116	$934
Social characteristics				
Percent of population over 5 years who speak a language other than English at home	11.3%	8.9%	15.6%	21.1%
Percent of households with a broadband Internet subscription	83.7%	78.9%	77.2%	75.1%

Source: U.S. Census Bureau, 2014 American Community Survey, 1-Year Estimate

As shown in the chart above, the 5.3 percent unemployment rate in Virginia Beach is lower than the regional, state and national rates. An estimated 63.5 percent of workers in Virginia Beach are employed by private companies; 5.6 percent work for private, not-for-profit organizations; 22.4 percent are federal, state or local government employees; and 3.8 percent are self-employed in their own incorporated business. The chart also illustrates that 36.9 percent of the city's population over 16 years old is employed in management, business, science and art occupations. According to the Virginia Employment Commission, the largest civilian employment sectors in Virginia Beach are retail trade, health care, accommodation and food services, local government, and the military.

Hampton Roads is home to nine military installations including three joint-base complexes that span multiple locations, bringing the total number of military bases to 15. All five branches of the military have a presence in the region (Army, Navy, Air Force, Marines and Coast Guard). In Virginia Beach alone, there were 18,358 active duty military jobs reported by the Bureau of Economic Analysis in 2015. That number is down 1,609 from 2011, and future defense cuts due to sequestration and military downsizing could further decrease the number of active duty personnel in Virginia Beach and the region.



Source: U.S. Department of Commerce, Bureau of Economic Analysis

Top 10 Principal Employers in Virginia Beach

Company	Type of Business	Civilian Employees
City of Virginia Beach/Schools	Local government	16,998
Joint Expeditionary Base Little Creek/Fort Story	Military base	6,000
Sentara Healthcare	Medical and surgical hospitals	5,189
Naval Air Station Oceana/Dam Neck	Military base	3,600
General Growth Properties (Lynnhaven Mall)	Retail trade	2,600
Gold Key PHR Hotels and Resorts	Developer, owner and operator of hotels	2,365
GEICO General Insurance Company	Auto and other vehicle insurance carriers	2,300
STIHL Incorporated	Headquarters; power tools manufacturer	2,067
Amerigroup (Wellpoint)	Corporation insurance carriers	1,850
Navy Exchange Service Command	Headquarters; military and government retail	1,550

Note: This ranking is based on employment of civilian personnel.
Sources: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for FY Ended June 30, 2016 and Virginia Beach Community Profile

The majority of people who work in Virginia Beach also live in the city. The population in Virginia Beach has been steadily rising, from 434,058 in FY 2006/07 to an estimated 454,247 in FY 2015/16. The city's population is estimated to be 49 percent male and 51 percent female with a median age of 35. Almost 35 percent of the city population ages 25 and older have a bachelor's degree and 11.9 percent have a graduate or professional degree.

The cost of living is below the national average and housing continues to be in demand as people move to Virginia Beach for employment opportunities and residential amenities. According to the U.S. Census Bureau's American Community Survey in 2014, the median family income for Virginia Beach residents was $78,677, compared to $70,726 for the Hampton Roads region, $78,290 for Virginia and $65,910 for the nation. While the city is often viewed as having wealth and resources, the population of students eligible for free and reduced-price meals, a federal benchmark of poverty, rose from 30.46 percent of the student population in FY 2010/11 to 37.74 percent in FY 2015/16.

The table on the following page highlights available information from the last three decennial censuses for Virginia Beach as well as U.S. Census Bureau data from the 2014 American Community Survey.

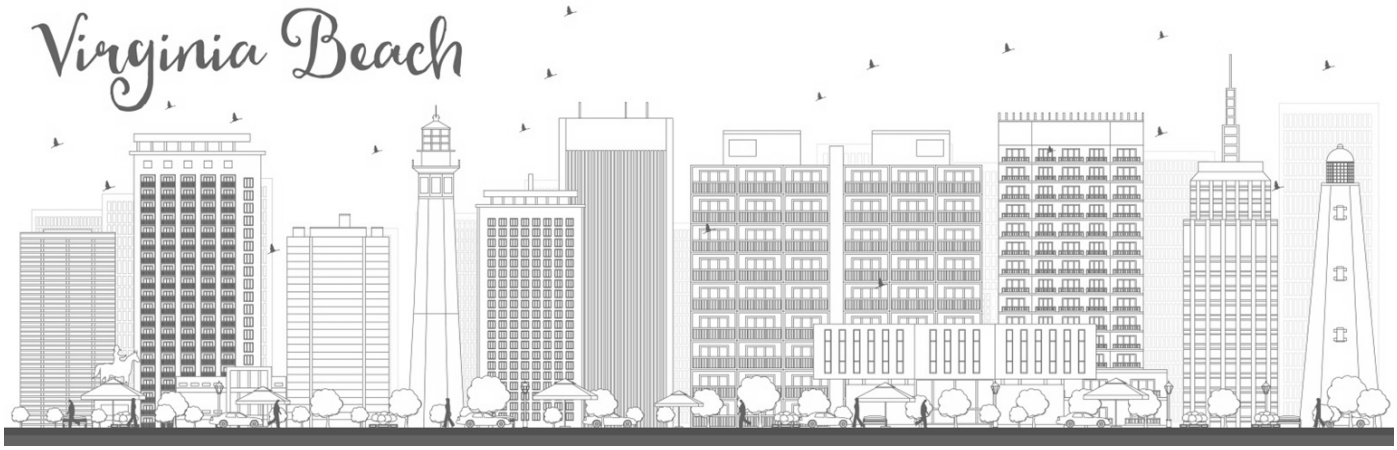
Demographic Highlights for FY 2016/17

Demographic Characteristic	1980	1990	2000	2014
Gender				
Male	50.8%	50.8%	49.5%	49.2%
Female	49.2%	49.2%	50.5%	50.8%
Age				
Under 18	30.7%	28.0%	27.5%	22.8%
65 and Over	4.5%	5.9%	8.4%	12.3%
Peak Earning Years (Age 35-54)	23.1%	24.9%	30.5%	26.4%
Median Age	26.9	28.9	32.7	35.2
Dependency Population (Under 18 & 65 and over)	35.2%	33.9%	35.9%	35.1%
Race				
White	86.5%	80.5%	71.4%	67.2%
Black/African American	10.0%	13.9%	19.0%	19.4%
Asian/Hawaiian/Pacific Islander	2.5%	4.3%	5.0%	0.2%
Other Race	0.7%	0.9%	1.5%	1.9%
Two or More Races*	-	-	2.7%	4.6%
Hispanic**	2.0%	3.1%	4.2%	7.7%
Households				
Family Household	79.2%	75.4%	71.8%	70.5%
Married Couple Family	66.6%	62.9%	55.7%	51.8%
Female Householder	10.3%	9.5%	12.4%	13.5%
Non-Family Household	20.9%	24.6%	28.2%	31.1%
Household with Children under 18	-	44.8%	42.1%	34.8%
Housing Occupancy: Owner	64.2%	62.5%	65.6%	63.6%
Housing Occupancy: Renter	35.8%	37.5%	34.4%	36.4%
Average Household Size	2.97	2.82	2.70	2.65
Average Family Size	3.35	3.21	3.21	3.10
Health Insurance				
Percent with Health Insurance Coverage	-	-	-	90.3%
Marital Status				
Single, Never Married	26.5%	24.7%	25.5%	30.8%
Married	61.0%	58.4%	57.1%	51.0%
Separated	3.0%	5.4%	3.2%	2.9%
Widowed	4.0%	4.0%	4.7%	4.9%
Divorced	5.5%	7.6%	9.5%	10.4%
Median Household Income	20,203	36,271	48,705	68,816
Median Family Income	21,809	39,112	53,242	78,677
Per Capita Income	10,836	20,652	30,633	49,898
Poverty				
Persons	8.9%	5.9%	6.5%	8.2%
Families	7.7%	4.3%	5.1%	6.9%
Children Under 18	13.0%	7.6%	8.6%	11.0%
65 and Over	10.3%	8.0%	4.7%	6.6%
Female Householder	38.9%	20.2%	18.9%	21.9%
Female Householder with Children	45.8%	26.5%	23.1%	26.6%

Demographic Characteristic	1980	1990	2000	2014
Housing Expenses				
Owner Expenses Exceeding 30% of Income	26.3%	30.7%	27.4%	28.9%
Renter Expenses Exceeding 30% of Income	37.8%	39.0%	37.9%	52.5%
Percent of Mortgage-Free Homeowners	11.1%	11.4%	13.9%	22.4%
Education Attainment				
High School Graduate	80.0%	88.0%	90.4%	92.7%
College Graduate	22.4%	25.5%	28.1%	34.6%
Labor Force				
Civilian Labor Force Population Rate	58.3%	62.5%	63.2%	64.0%
Civilian Female Labor Force Participation Rate	54.6%	63.5%	62.9%	61.7%
Percent of Labor Force in Armed Forces	18.2%	18.6%	13.3%	6.3%
Percent Unemployed	5.3%	4.7%	4.1%	5.3%
Percent Who Drive Alone	67.5%	78.4%	82.0%	82.9%
Percent Who Carpool	21.2%	12.0%	10.8%	8.0%
Percent Who Use Public Transportation	1.7%	0.8%	0.7%	0.8%
Percent Who Work at Home	1.1%	3.3%	2.8%	3.2%
Mean Travel Time (in minutes)	21.9	22.7	23.9	23.8

* New category in 2000
** Can be of any race
- No information provided
Note: Percentages may not total to 100 due to rounding.

Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2016/17



FINANCIAL TRENDS AND FORECASTS

LOCAL SUPPORT FOR VIRGINIA BEACH CITY PUBLIC SCHOOLS

The School Board is a component unit of the city of Virginia Beach with responsibility for elementary and secondary education within the city. The School Board serves the largest city in the Commonwealth of Virginia and oversees a school system ranked as the No. 4 largest in the state, with a school enrollment of approximately 68,000 students and more than 10,000 employees. The City Council annually approves the budget, levies the necessary taxes to finance operations, and approves the borrowing of money and issuance of bonds for the school division. The City Council appropriates funding to the school division by major category (Instruction; Administration, Attendance and Health; Pupil Transportation; Operations and Maintenance; Technology; and Debt Service) in the School Operating fund and by fund for each of the division's remaining funds. The allocation of this funding within these categories and specific funds is solely at the discretion of the School Board.

In the FY 2016/17 budget, local contributions continue to be the most substantial source of revenue for Virginia Beach City Public Schools (VBCPS). The funding provided by the city to the school division for FY 2016/17 totals $365.5 million. The information below includes excerpts from the City of Virginia Beach Resource Management Plan Operating Budget FY 2015/16; the City of Virginia Beach Comprehensive Annual Financial Report (CAFR) for the Fiscal Year Ended June 30, 2016; and the School Board of the City of Virginia Beach CAFR for the Fiscal Year Ended June 30, 2016.



The City Council first adopted a City/School Revenue Sharing Policy in 1997 to provide a stable source of local funding for the public school system as a discretionary local match. A revised policy was adopted in December 2013 and modified again in November 2015. Within the policy, the discretionary local match allocates local tax revenues to the school division using two components: a Revenue Sharing Formula (RSF) and a real estate tax dedication. The following represents the current four-step computation:

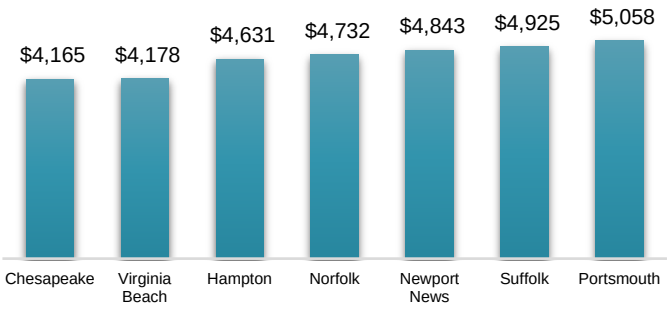
1. Total non-dedicated local revenues: The base from which the computation derives is the total non-dedicated local tax revenues, which represents a more diverse stream of revenues compared to the previous formula;
2. Fund 100 percent of the required local match for Standards of Quality (SOQ) programs: The formula acknowledges the required local match under the state SOQ by dedicating 100 percent of local revenues to equal this match, which is then subtracted from the total non-dedicated local tax revenues;
3. Funding above SOQ match: The formula specifies that 34.11 percent of the remaining total non-dedicated local tax revenues (after subtracting the local SOQ match) is allocated to the school system as the discretionary local match; and
4. Additional dedication of real estate taxes: Finally, the formula adds the dedication of 4 cents of real estate taxes established by the City Council with the FY 2012/13 School Operating budget to offset lost state funding due to the recession. As state revenues increase, this dedication may be recalculated.

The city of Virginia Beach non-dedicated local tax revenue streams used to calculate the RSF are: real estate taxes (less dedications such as the FY 2012/13 dedication for schools and road construction, the Outdoor Initiative, the Agricultural Reserve Program and the recreation centers); personal property taxes; general sales taxes; utility taxes; Virginia telecommunications taxes; Business Permit and Occupational License (BPOL) taxes; cable franchise taxes; cigarette taxes (less dedication for the Economic Development Investment Program (EDIP)); hotel room taxes; restaurant meals taxes; automobile license taxes; bank net capital taxes; city taxes on deeds; and city taxes on wills. Additional information about the RSF is provided in detail in the City/School Revenue Sharing Policy included in the Appendix of this document.

Taxpayer Impact

After steadily increasing through 2008, median household income in Virginia Beach has fluctuated for the past five years, hovering around $61,000. Fortunately, Virginia Beach families benefit from the lowest real estate and personal property tax rates in the region, minimizing the tax burden for Virginia Beach families. This means that Virginia Beach residents get to keep more of their income than most residents in Hampton Roads.

Total Local Taxes and Fees for a Family of Four



Note: Based on house worth $230,900 (median for Virginia Beach), two cars and average use of utilities, restaurant meals and entertainment.
Source: City of Virginia Beach, The Best Value in Hampton Roads

The city's FY 2016/17 Operating budget, the Capital Improvement Program (CIP) and the School Operating budget provide the resources needed to continue support for families in need, keep the city's infrastructure maintained, provide a quality education, and fund projects that will have meaning for generations to come. The FY 2016/17 combined operating budgets for the city and schools total $1.9 billion, an overall increase of 2.3 percent from the previous fiscal year. This is the third year of local real estate assessment growth and the first budget to reflect revenue growth without major tax rate increases. The table below illustrates the impact city taxes may have on families.

Typical Family Tax Impact

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Real Estate Tax	2,201.86	2,110.19	2,054.12	2,089.05	2,001.36	2,054.37	2,230.47	2,285.91
Personal Property Tax	155.76	160.99	193.05	236.01	238.29	287.03	308.79	317.37
Electricity Utility Tax	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00
Gas Utility Tax	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00
VA Telecommunications Tax	70.68	72.12	73.68	73.92	74.64	75.24	75.24	76.32
Water Utility Tax	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00
Restaurant Tax	143.77	140.31	143.44	147.95	147.95	140.86	140.86	140.86
Admissions Tax	18.30	17.55	18.15	15.41	15.10	15.10	15.10	15.10
Vehicle License Decal	50.00	50.00	50.00	50.00	50.00	50.00	60.00	60.00
Storm Water Utility Fee	80.67	87.97	115.34	133.59	151.84	158.05	158.05	158.05
Residential Refuse Fee	-	-	60.00	120.00	256.32	256.32	256.32	276.00
Water & Sewer	578.88	604.92	635.88	668.76	703.56	740.16	740.16	740.16
Total Tax Impact	**3,407.91**	**3,352.05**	**3,451.66**	**3,642.70**	**3,747.06**	**3,885.12**	**4,092.98**	**4,177.76**
Annual Change	**(135.80)**	**(55.86)**	**99.61**	**191.03**	**104.36**	**138.06**	**207.86**	**84.78**

Notes: Real estate taxes are computed based on a median home value. Personal property tax is computed based on an average vehicle value for two vehicles.
Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2016/17

Property Taxes

An annual ad valorem tax is levied by the city on the assessed value of real and tangible personal property. These levies are made each year on July 1 and Jan. 1 for real property and tangible personal property, respectively. Taxes levied on these dates become liens on the subject property on the date of levy. Real property taxes are payable in two installments, on Dec. 5 and June 5. Personal property taxes are payable on June 5, however, pro-rated bills on automobiles are also payable throughout the year on the portion of the year they are owned if not owned a full year. These taxes are considered delinquent when not paid by the due dates and subject to penalties and interest charges by the city treasurer. City property tax revenues are recognized when levied and collected.

During FY 2015/16, the real property tax rate was 99 cents per $100 of assessed valuation (100 percent of fair market value except for public service corporation properties); an additional 6 cents per $100 of assessed valuation is charged to those residents of Sandbridge; an additional 45 cents per $100 of assessed valuation is charged to all real estate within Town Center Special Service District (SSD); an additional 18.4 cents per $100 of assessed valuation is charged to all real estate within the Old Donation SSD; an additional 36.3 cents per $100 of

assessed valuation is charged to all real estate within the Bayville Creek SSD, not exempt from taxation; an additional 15.9 cents per $100 of assessed valuation is charged to all real estate within the Shadowlawn SSD; taxes on all real estate that has been classified as an energy efficient building, not exempt from taxation, at a rate of 84 cents on each $100 of assessed valuation thereof; and taxes on buildings that are individually listed on the Virginia's Landmarks Register, not including the real estate or land on which the building is located, so long as the building is maintained in a condition such that it retains the characteristics for which it was listed on the Virginia Landmarks Register at a rate of 52 cents on each $100 of assessed valuation thereof. The personal property rate was $4 per $100 of assessed valuation (100 percent of fair market value). Other personal property tax rates exist for qualified equipment. There are no limits currently on the property tax rates which may be established by the City Council. In addition, the City Council is the only governmental entity that has the local taxing authority.

Assessed Value and Total Estimated Value of Taxable Property

	Real Property					Personal Property				Total Estimated
Fiscal	Assessed Value			Total Taxable	Direct	Assessed Value		Total Taxable	Direct	Actual Taxable
Year	Residential	Commercial	Public Service	Assessed Value	Tax Rate	Residential	Commercial	Assessed Value	Tax Rate	Property Value
2004/05	25,956,007,302	5,325,837,162	624,562,746	31,906,407,210	1.1964	2,707,998,050	661,169,653	3,369,167,703	3.70	35,275,574,913
2005/06	32,231,908,260	6,147,104,498	530,465,288	38,909,478,046	1.0239	2,935,301,133	775,663,085	3,710,964,218	3.70	42,620,442,264
2006/07	39,343,218,144	6,778,924,250	545,140,581	46,667,282,975	0.9900	2,918,848,554	869,072,522	3,787,921,076	3.70	50,455,204,051
2007/08	47,862,927,769	7,283,463,230	647,905,245	55,794,296,244	0.8900	3,260,237,123	892,229,360	4,152,466,483	3.70	59,946,762,727
2008/09	48,889,366,712	7,877,386,575	807,890,384	57,574,643,671	0.8900	2,807,028,410	905,268,622	3,712,297,032	3.70	61,286,940,703
2009/10	47,128,334,239	8,251,639,426	890,229,132	56,270,202,797	0.8900	2,860,711,763	751,063,121	3,611,774,884	3.70	59,881,977,681
2010/11	43,967,169,845	8,008,231,601	927,509,746	52,902,911,192	0.8900	3,105,575,058	972,520,233	4,078,095,291	3.70	56,981,006,483
2011/12	42,582,797,354	7,925,225,472	938,693,399	51,446,716,225	0.8900	3,225,216,284	1,079,909,616	4,305,125,900	3.70	55,751,842,125
2012/13	40,815,993,416	8,036,001,242	929,843,170	49,781,837,828	0.9500	3,306,948,272	942,744,260	4,249,692,532	3.70	54,031,530,360
2013/14	40,590,297,065	8,147,317,125	889,050,800	49,626,664,990	0.9300	3,362,985,338	971,033,585	4,334,018,923	3.70	53,960,683,913
2014/15	42,110,642,755	8,466,636,425	875,496,571	51,452,775,751	0.9300	3,446,918,395	1,122,915,183	4,569,833,578	4.00	56,022,609,329
2015/16	43,302,214,028	8,714,160,476	945,094,380	52,961,468,884	0.9900	3,552,544,174	1,029,515,444	4,582,059,618	4.00	57,543,528,502

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016

Real Estate Assessments and Taxes

The most significant indicator in terms of the municipal budget is the continued growth in real estate assessments for FY 2016/17. After five consecutive years of decline, residential assessments are projected to increase for a third consecutive year. Local funding provided to VBCPS for FY 2016/17 includes $33.2 million of dedicated real estate tax. Real estate revenues are the city's single largest revenue source and comprised 40.7 percent of total revenues received for FY 2015/16.

The purpose of a property tax is to fairly distribute the necessary tax burden among all property owners based upon the market value of their property. Properties are appraised so that some of the costs associated with providing services, such as public education, fire and police protection, roads, and utilities, can be allocated to property owners in proportion to the market value of their individual properties.

There are three accepted methods for valuing real estate:

1. The sales comparison approach: To find the value of any property, the assessor must first know the selling prices of similar properties. This method compares the residential property to others that have sold. When using the sales comparison approach, the assessor considers and analyzes all available market data to arrive at a fair valuation of the property. Size, quality, condition, amenities, location and time of sale are some of the important factors given consideration. The sales comparison approach generally produces the most reliable indication of the value of residential property.
2. The cost approach: The cost approach estimates the current costs of material and labor needed to replace a residential property with one of similar quality and function. Depreciation is factored into the valuation of the improvements. The cost approach is a good method for appraising special purpose and unique properties that are usually owner occupied, seldom sell for the use they were constructed for and have a limited market base.
3. The income approach: The income approach values the revenue producing capabilities of a property. This method reviews market data derived from commercial properties to determine income, expenses, vacancy rates and capitalization rates. A net operating income is capitalized into a value which includes the land. The income approach is widely used to assess commercial properties which generate income derived from tenant leases.

The city of Virginia Beach real estate assessor's appraisal staff annually reassesses each neighborhood in the city using a mass appraisal process. This process values a group of homes in a defined area (neighborhood) by analyzing the property sales within that area and applying those values to homes similar to the ones that sold. The premise is that if a property sold for a certain amount of money after being exposed to the market for a reasonable time, with no unusual pressure to act placed on the seller or buyer, a comparable property will bring a similar sum if put up for sale. To begin a reassessment of a residential neighborhood, the city appraiser first requests a computerized listing of all recent property ownership transfers for that neighborhood. The appraiser then eliminates transfers that are not arms-length (bona fide) sales. These would include family transactions, foreclosures and distress sales. Sometimes the appraiser will need to extensively research a property transaction before it can be determined if the information is reliable. Field visits to the sold properties are conducted to determine the condition of the structure(s) and site and to talk with the new owner(s), if possible. This also gives the appraiser a feel for the overall condition and desirability of the neighborhood.

Once the appraiser is confident that the sales analyzed present an accurate picture of the market values in the neighborhood, rates can be applied to the living area (climate controlled area) of the various models or size ranges of homes comparable to the sales. To do this, the appraiser values the amenities of the sold properties, such as porches, garages, swimming pools and the building sites, then subtracts the total value of those items from the sales price of the homes. What remains are indicated rates of the living area of those homes. Application of these rates provides the living area rates for the remainder of the properties that did not sell. Adding the established value of the amenities and valuing the sites results in assessments of all the homes in the neighborhood. This process is continued throughout the year until all the residential properties in the city have been assessed.

Virginia Beach Real Property Tax Rates and Change in Tax Levy

Fiscal Year	Tax Rate on Real Property*	Real Property Tax Levy	Percent Annual Change in Tax Levy
1999/00	1.22	264,436,560	7.32%
2000/01	1.22	280,963,485	6.25%
2001/02	1.22	305,058,532	8.58%
2002/03	1.22	327,953,650	7.51%
2003/04	1.22	341,740,132	4.20%
2004/05	1.196	378,178,905	10.66%
2005/06	1.024	393,544,291	4.06%
2006/07	0.99	461,816,439	17.35%
2007/08	0.89	483,635,234	4.72%
2008/09	0.89	497,742,524	2.92%
2009/10	0.89	485,659,493	-2.43%
2010/11	0.89	456,029,698	-6.18%
2011/12	0.89	443,160,075	-2.82%
2012/13	0.95	457,057,821	3.14%
2013/14	0.93	446,015,531	-2.42%
2014/15	0.93	463,184,807	3.85%
2015/16	0.99	510,528,757	10.22%

*Tax rate per $100 of assessed value.

Source: City of Virginia Beach, Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2016

Beginning in 2005, the city experienced four years of unprecedented double-digit housing appreciation (averaging 19 percent annually) followed by one year of below-trend growth (2.3 percent) and five consecutive years of negative appreciation, which is also unprecedented. This describes a classic boom-and-bust cycle. During the boom period, home prices rose 89.3 percent while median household income grew at approximately 17.6 percent over the same time span. For FY 2015/16, the city is experiencing positive real estate assessment growth for the third year in a row. Overall assessments are increasing 3 percent. The average assessment change for residential properties is 2.39 percent; for commercial/industrial property, the average change is 0.9 percent. Residential units comprise 83.3 percent of the total tax base and commercial/industrial properties make up the remaining 16.7 percent.

Personal Property Taxes

Personal property encompasses several tax categories including vehicles, business personal property, commercial boats, recreational vehicles, mobile homes and the like. Of these, vehicles represent 72 percent of the personal property assessment tax base.

During the FY 1990/91 recession, new vehicle sales decreased 6.7 percent while unemployment peaked at 5 percent. Comparatively, during the 2001 recession, new vehicle sales dipped by 2.6 percent while unemployment peaked at 3.5 percent. Demonstrating the magnitude of the most recent recession, unemployment climbed to 7.1 percent and new vehicle sales decreased 37 percent. New model year cars typically represent less than 10 percent of the total vehicles, but have constituted as much as 30 percent of the total value. While this is certainly economically driven, the increased vehicle quality also supports maintaining vehicle ownership for longer periods. Reduction in the number of used vehicles for sale has resulted in a significant year-over-year growth in the value of used vehicles since the last recession. The years 2012 and 2013 showed a slight decline of less than 2 percent; however, according to the Manheim Used Vehicle Value Index, values increased by 3.5 percent from

2008 to 2015. As a result of consumers' vehicle retention, used vehicles currently comprise a larger percentage of the city's personal property assessment base than in the past.

In FY 2005/06, the state implemented the Personal Property Tax Relief Act through which localities receive a flat reimbursement rather than a calculated reimbursement based on the total eligible tax base. The car tax reimbursement is no longer linked to the percentage of individual vehicle tax bills. Rather than experiencing increases that parallel the growth in the vehicle base, the amount of the state reimbursement to the city is frozen at $53.4 million. Consistent with the original legislation, vehicles valued under $1,000 will not be subject to any tax. With projected growth in the vehicle base, the city's FY 2016/17 Operating budget proposes a state relief amount of 52.1 percent, down from 52.5 percent in FY 2015/16. Vehicles valued between $1,001 and $20,000 will be taxed at 47.9 percent of the assessed value of $4 per $100, and the portion of vehicles valued over $20,001 will be taxed at 100 percent of the assessed value of $4 per $100. However, in addition to the impacts of complicated legislation, this revenue is based on a calendar year. With over 80 percent of the billing due June 30, an inadequate amount of year-to-date revenue is available to test the assumptions used to estimate this revenue.

General Sales Tax

This revenue represents 1 percent of total state sales tax collected in Virginia Beach, which is distributed back to local governments. After declining by a compound annual rate of 3.6 percent over a two-year recessionary period, general sales tax revenue has advanced at a 3 percent compound annual rate over the last five years. The growth has occurred in a narrow range, with a low point of 2.6 percent and a high point of 3.2 percent, which may represent the new normal. The strong dollar, technology, global competition and the consolidation of retail stores all limit inflation which, in turn, limits growth of this revenue source. Continued increases in internet sales, coupled with well-informed consumers who use technology to price shop, siphon and/or limit the growth in general sales tax revenue. Despite the challenging environment, estimated revenue for general sales tax is expected to be 5.7 percent higher for FY 2016/17 than it was in FY 2015/16 and in-line with recent performance.

Utility Tax

Utility taxes apply to electric, gas and water bills for residential and commercial properties. Historically, this revenue grows at modest rates. For residential properties, the Code of Virginia limits the tax to 20 percent of the first $15 of a bill, essentially making it a flat $3 per month tax. As such, the tax on residential properties is unaffected by weather (variations in weather are not sufficient to reduce a bill below $15). Previous information provided by Dominion Power indicates that approximately 50 percent of the city's utility tax is derived from residential properties. The commercial tax, however, is applied on a tier structure, and a staff statistical analysis does reveal that a typical year's weather does affect the growth in this revenue. Sophisticated techniques have historically projected this revenue very well, with staff tracking average monthly temperatures, number of housing units and natural gas prices.



Virginia Telecommunications Tax

In January 2007, the state replaced all local telecommunication and cell phone taxes with a uniform 5 percent tax. The taxation applies to satellite TV, internet phone service, Voice over Internet Protocol (VoIP) and satellite radio. Additionally, an 83 cent right-of-way fee was imposed. To eliminate the various rate structures levied by over 100 local governments, telecommunication industries intensely lobbied for this change. With the increasing consumer trend of relying strictly on cellular phone service, many local governments at the time were experiencing a decline in telecommunication revenues. The National Center for Health Statistics reports that 40 percent of households do not have a landline. Since its inception, the telecommunication tax has not maintained revenue neutrality, but it is impossible to know what growth would have occurred under the previous tax structure. Neutrality was based upon FY 2005/06 revenue collections and represents $23.4 million per annum for Virginia Beach. Revenues are received monthly, but they usually incur adjustments. The adjustments include overpayments, amnesty collections and misapplied revenues. To measure the correct annual collections, the adjustments are applied and a normalized collection is calculated. This revenue has experienced year-over-year declines.

Business Permit and Occupational License Tax

BPOL tax is paid by businesses based on gross receipts and is primarily driven by consumer behavior. This revenue has proven difficult to predict, partially because of reporting and auditing issues as well as rebates associated with court rulings on appeals. Additional variables impacting this revenue include regional federal spending reductions that may affect local business sales as well as the general modest recovery. Another factor affecting the BPOL tax is the implementation of a two-year business exemption program adopted by the City Council in 2012. Through this program, new businesses in Virginia Beach are not required to pay BPOL taxes for two years. Enrollment in this program delays the base growth in this revenue resulting from new businesses. The amount exempted in FY 2014/15 was $878,000, up from $544,000 in FY 2013/14. In terms of projection methods, sophisticated techniques have a poor record of success in forecasting this revenue. However, none of the broad, local economic indicators seem to serve as good predictors. Hence, this revenue is often projected using simple trend analysis and judgment based on information from the Commissioner of the Revenue's Office.

Cable Franchise Tax

One area unaffected by the recession has been cable entertainment. This may appear to be counterintuitive, but the literature suggests that consumers turned to less expensive at-home entertainment in the wake of the recession. While theater prices escalated, movie rentals and pay-per-view costs only modestly increased. In addition, the city benefitted from the growing offerings of high definition and digital channels that have been introduced for which consumers pay increased monthly rates. Cable franchise revenues have also risen because the cable franchise tax is based upon gross revenues and prices have increased with options. Between FY 2007/08 and FY 2010/11, annual increases in cable franchise revenues exceeded 7.5 percent on average. Over the last ten years, they have grown at an average rate of 5.5 percent, eclipsing the national average of the Consumer Price Index.

Automobile License Fee

This revenue had historically grown in a moderate and stable manner and partially reflected the slow growth in the city's population. Considering this stable and steady pattern of growth, sophisticated statistical techniques had an exceptional track record of forecasting this revenue. In FY 2003/04, the city eliminated physical issuance of decals and began collecting these fees through the Department of Motor Vehicles (DMV) state registration process. DMV represents a more comprehensive source for vehicle discovery and offers an added bonus of aiding collections of delinquent fees. In May 2004, the city and DMV entered into an agreement related to delinquent personal property taxes. Until delinquent taxes are satisfied, tax payers are not allowed to renew their state vehicle registration. This revenue has experienced flat or declining growth in recent years, a trend that may possibly be attributed to demographic factors and the economy.

Cigarette Tax

The cigarette tax revenue trend is volatile. Some of the factors contributing to this volatility are health awareness, non-smoking legislation, cancer litigation, price increases and the availability of e-cigarettes (which are not subject to federal, state or local cigarette taxes). According to the Centers for Disease Control and Prevention, 17.8 percent of Virginians were smokers in 2013 compared to 25.5 percent in 1990. Historically, after a tax rate increase, this revenue declines. Presumably, this either encourages cessation or alternative purchasing decisions. It is likely a combination of both with more weight going to the latter. Also impacting this trend is the method in which cigarette taxes are applied. Cigarette stamps are purchased by wholesalers and fixed into the purchase price paid by consumers. There is a strong likelihood that wholesalers purchase these stamps in bulk prior to the tax increase taking effect on July 1, thus delaying the realized revenue anticipated from increases in the rate change.

Hotel Tax

The city experienced two consecutive years of declining hotel revenue in FY 2008/09 and FY 2009/10 as a result of the recession. There is no historical precedent for this. Even with the declining revenue for those years, the city outperformed all three of its main competitors (Ocean City, Myrtle Beach and coastal North Carolina) in terms of average annual hotel occupancy, and fared better than two out of three in terms of Average Daily Rate (ADR), and RevPar (revenue per available hotel room). Growth has since resumed, averaging 4.4 percent annually over the last five years. The city has experienced slight increases in occupancies, but the bulk of the increase in revenue is the result of higher ADR and rentals at the residential beach community of Sandbridge. Statistical techniques used have not accurately forecasted this revenue in the past. Staff review local forecasts for tourism, but these are regionally based. As a result, estimates are primarily developed using simple trend analysis and judgment.

Restaurant Meal Tax

This revenue has historically been one of the most consistent performers regardless of underlying economic fundamentals, consistently outperforming general sales tax. Through five previous national recessions, the lowest annual growth rate measured was 1.6 percent. This immunity ended during the most recent recession. Annual growth rates for FY 2008/09 and FY 2009/10 failed to breach 1 percent. This activity paralleled the national experience. According to a Zagat Survey, Americans dined out an average of 3.3 times a week before the recession and 3.1 times during it. Restaurant meal sales comprise 46 percent of all food purchases in the city (grocery stores and restaurants combined). According to restaurant industry experts, meals away from home are often driven by specific demographic variables: the percentage of women working; percentage of households with incomes higher than $75,000; and the percentage of people born after 1977. Higher concentrations of these variables bode well for restaurant sales. Virginia Beach has a higher relative concentration compared to Virginia and the United States. Local resident wealth and tourism also serve as positive factors. Finally, between 30 percent and 35 percent of meal tax revenues are generated by non-residents. Tourism, measured through hotel revenues, has recovered since the recession and this has helped bolster meal sales. Statistical techniques forecast this revenue well and staff also examine trends to establish revenue estimates.

CURRENT ENVIRONMENT

The FY 2016/17 combined operating budgets for the city and schools total $1.9 billion, an overall increase of 2.3 percent from the previous fiscal year. This is the third year of local real estate assessment growth and the first budget to reflect revenue growth without major tax rate increases. As the economy rebounds, Virginia Beach plans to address many of City Council's high priority items that require funding both in the Operating budget and in the CIP. School funding continues to struggle, even with local support increasing by 1.8 percent. Until the state becomes a full partner in supporting public schools, it will be difficult to meet major School Board initiatives. The school's CIP does reflect additional bond capacity to address energy contracts which have produced savings for the division and will allow VBCPS to move several school modernization efforts forward over time.

Listed below is an overview of all major revenue streams included in the city's Operating budget. The large negative number in the city budget (shown as a positive in the school's budget column) reflects the transfer of local funding to support the school system.

City of Virginia Beach Budgeted Revenue Comparison

Revenue Source	FY 2015/16 Adjusted Budget	FY 2016/17 City Budget	FY 2016/17 Schools' Budget	FY 2016/17 City & Schools' Budget	Percent Change
Real Estate Tax	528,290,337	521,348,564	21,035,920	542,384,484	2.7%
Personal Property Tax	143,202,520	146,979,656	-	146,979,656	2.6%
General Sales Tax	59,780,905	63,160,061	-	63,160,061	5.7%
Utility Tax	25,579,267	25,472,704	-	25,472,704	-0.4%
VA Telecommunications Tax	18,225,052	16,998,982	-	16,998,982	-6.7%
Business Licensure Tax	46,842,468	46,389,703	-	46,389,703	-1.0%
Cable Franchise Tax	8,146,171	8,703,443	-	8,703,443	6.8%
Restaurant Tax	60,768,863	64,881,611	-	64,881,611	6.8%
Amusement Tax	6,443,446	6,201,490	-	6,201,490	-3.8%
Hotel Room Tax	29,118,287	31,525,371	-	31,525,371	8.3%
Cigarette Tax	12,474,084	11,853,670	-	11,853,670	-5.0%
Revenue Sharing Formula	-	(390,242,853)	390,242,853	-	0.0%
General Fund Balance	5,166,556	10,903,254	-	10,903,254	111.0%
Other Fund Balance	21,482,208	3,786,501	11,529,277	15,315,778	-28.7%
Utility Fee	155,255,632	157,620,791	-	157,620,791	1.5%
Other Revenue	148,621,755	118,532,313	24,776,906	143,309,219	-3.6%
Waste Collection Fee	30,886,560	33,644,400	-	33,644,400	8.9%
State Revenue	458,308,165	120,705,735	354,975,952	475,681,687	3.8%
Federal Revenue	113,575,251	43,369,377	70,519,105	113,888,482	0.3%
Total City Operating Budget	**1,872,167,527**	**1,041,834,773**	**873,080,013**	**1,914,914,786**	**2.3%**

Note: Schools' budget total includes debt service.
Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2016/17

City of Virginia Beach Tax Revenue Summary

Revenue Source	FY 2006/07 Actual*	FY 2007/08 Actual*	FY 2008/09 Actual*	FY 2009/10 Actual*	FY 2010/11 Actual*	FY 2011/12 Actual*	FY 2012/13 Actual*	FY 2013/14 Actual*	FY 2014/15 Actual*	FY 2015/16 Actual*	FY 2016/17 Budget**
Real Estate Taxes	462,221,198	499,241,014	515,768,880	504,334,961	474,474,648	461,480,333	476,217,120	464,439,667	481,774,192	526,451,909	542,384,484
Personal Property Taxes	124,098,407	128,475,060	123,593,895	113,226,394	119,356,403	73,705,379	74,723,035	78,678,322	90,898,635	95,930,682	146,979,656
Total General Property Taxes	**586,319,605**	**627,716,074**	**639,362,775**	**617,561,355**	**593,831,051**	**535,185,712**	**550,940,155**	**543,117,989**	**572,672,827**	**622,382,591**	**689,364,140**
Other Local Taxes:											
General Sales	53,962,203	54,071,427	51,439,533	50,263,545	51,743,905	53,375,318	54,978,531	56,431,418	58,164,569	61,099,407	63,160,061
Utility	39,741,626	42,071,272	45,764,804	46,662,622	45,129,301	45,254,169	44,623,292	44,050,182	43,308,157	42,658,906	42,471,686
Business Licenses	39,931,411	41,801,475	41,047,807	38,092,610	41,281,806	41,129,895	44,224,356	44,027,381	44,586,110	45,301,911	46,389,703
Franchise Taxes	5,178,485	5,487,236	5,891,384	6,256,632	6,827,422	6,962,320	7,192,940	7,531,593	7,939,584	8,703,443	8,703,443
Automobile Licenses	8,815,226	8,945,576	8,962,613	8,654,625	9,018,142	8,970,535	9,437,635	9,346,971	9,225,176	11,203,452	11,203,452
Bank Stock	1,520,710	2,261,296	2,071,296	2,667,046	3,029,323	2,615,883	2,354,647	2,151,058	2,739,645	3,023,394	2,604,375
City Tax on Deeds	10,501,703	8,803,558	6,492,325	6,218,098	5,796,601	6,203,751	7,458,847	6,297,952	6,970,299	7,222,757	6,820,299
City Tax on Wills	159,186	88,725	77,086	65,742	67,623	80,884	71,622	79,882	74,659	76,288	74,659
Cigarette	11,040,079	11,503,774	11,786,853	12,468,847	12,063,516	12,182,212	11,953,020	11,693,536	13,707,486	10,164,199	11,853,670
Amusement	4,881,693	5,020,312	5,422,767	5,226,534	5,314,873	5,472,204	5,482,948	6,015,026	5,902,807	7,034,792	6,201,490
Hotel Taxes	22,616,459	23,623,107	22,955,423	22,801,413	24,169,996	25,003,788	26,049,027	26,643,369	27,914,212	29,780,108	31,525,371
Restaurant Meals	46,743,465	48,069,618	48,304,462	48,442,376	50,594,181	53,254,313	55,122,465	56,872,794	59,968,375	63,437,485	64,881,611
Transient Occupancy Taxes	748,209	861,559	920,264	934,382	1,122,301	1,106,769	1,178,742	761,557	771,695	805,025	-
Total Other Local Taxes	**252,456,783**	**260,197,924**	**251,136,617**	**248,754,472**	**256,158,990**	**261,612,041**	**270,128,072**	**271,902,719**	**281,272,774**	**290,511,167**	**295,889,820**

**Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2016*
***Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2016/17*

Five Year Forecast

Each year, staff from VBCPS and the city work collaboratively to make projections about revenue and expenditure trends that will be occurring over the next five years. The Five Year Forecast focuses on the main operating funds for the city (General fund) and the division (School Operating fund). The information below presents economic highlights from the Five Year Forecast dated Nov. 17, 2015.

Economic Indicators

It is no secret that while the national economy is improving, this improvement has been very modest, especially when considering how the country has emerged from previous periods of recession. While most of the national economic indicators are trending in a positive direction, they certainly are not reaching the levels that had been hoped for, and even projected in previous forecasts. Local economists agree that, while there are many factors that contribute to our local and regional economy, the number one driver is the national economy. This section will explore national, regional and local economic indicators.



Change in Gross Domestic Product

The Gross Domestic Product (GDP) is one of the primary indicators used to gauge the health of the country's economy. It represents the total dollar value of all goods and services produced over a specific time period. In the most recent report from the Bureau of Economic Analysis, GDP grew by 3.9 percent. In the Congressional Budget Office (CBO) estimation, economic expansion through 2019 will be driven primarily by increases in consumer spending, business investment and residential investment. The CBO expects that overall national GDP will continue to grow by roughly 2 to 3 percent from 2015 to 2016 and begin to decline in growth in 2017.

National Consumer Price Index

The National Consumer Price Index (CPI) is defined as a measure of the average change over time in the prices paid by consumers for a market basket of consumer goods and services, and is the most cited inflation indicator. The decline in energy prices (the second consecutive decrease) kept the growth of the CPI minimal in the current year. The Congressional Budget Office is projecting CPI to grow slowly over the forecast period.

Consumer Confidence Index

The United States Consumer Confidence Index (CCI) is an economic indicator defined as the degree of optimism on the state of the economy that consumers are expressing through their activities of saving and spending. The index is based on a survey of 5,000 households. The Federal Reserve looks at the CCI when determining interest rate changes, and it also affects stock market prices. A CCI above 90 indicates a stable economy, while levels below 50 indicate a contracting economy. As of July 2015, the CCI increased to 92.5 from 86.4 in June 2014.

Estimated Defense Spending in Hampton Roads

Due to Department of Defense (DOD) spending, the recession in Hampton Roads was not as severe when compared to the rest of the nation. Between 2000 and 2012, DOD spending increased an average of 6.1 percent annually and kept the unemployment rate well below the national average (8.2 percent compared to 9.9 percent). Hampton Roads dependency on military funding is a double edged sword. While the regional economy benefited greatly from defense spending during the recession, the area is now experiencing slower growth from a relative reduction in military spending overall by the DOD. Another aspect that has been driving down the funding for defense related projects in Hampton Roads has been the discretionary spending cap. The discretionary defense spending cap increased by about $19 billion in FY 2013/14, compared to the prior fiscal year; however, it stands about $32 billion below the levels imposed by the Budget Control Act of 2011. When discretionary spending caps are imposed on the DOD during sequestration, the city can expect significant impacts to the local economy.

Unemployment Rate

Unemployment rates declined from 2014 to 2015. Currently, Virginia's rate has declined to 4.3 percent and Virginia Beach's unemployment has declined to a rate of 4.1 percent. Hampton Roads continues to have a lower rate of unemployment (4.6 percent) when compared to the national rate of 5 percent. The latest Congressional budget deal with enhanced military spending should have a positive impact on reducing the unemployment rate.

Median Household Income

After steadily increasing through 2008, median household income in Virginia Beach has fluctuated for the past five years hovering around $61,000. In 2014 the median household income rose to $68,816 from $61,626 in 2012. This slight growth comes after a decline between 2011 and 2012.

School Operating Fund Revenue Assumptions

School Operating fund revenues are projected to grow about 0.5 percent in FY 2016/17 before increasing at a rate similar to the General fund between 1.5 and 2 percent through FY 2020/21. While this steady growth is important to the city's continued recovery, it still falls short of the 4 to 5 percent revenue growth Virginia Beach needs to sustain current service levels, including its commitment to public education. This means that although revenue is rising each year, the city will still have to make cuts to balance the budget unless revenues begin to rise at a higher rate. For VBCPS, state shared sales tax includes a 2 percent increase annually. State direct aid revenue projections range from an increase of 2.5 percent in the first year, a 2.0 percent increase in year two and a 1.5 percent increase in the three remaining years of the forecast period. Federal revenue includes a net decrease of nearly $1 million in FY 2016/17, another $1 million reduction in FY 2017/18, and then remains flat at $10.5 million for the rest of the forecast period.

School Operating Fund Revenue

Revenue	FY 2011/12 Adopted	FY 2012/13 Adopted	FY 2013/14 Adopted	FY 2014/15 Adopted	FY 2015/16 Adopted	FY 2016/17 Forecast	FY 2017/18 Forecast	FY 2018/19 Forecast	FY 2019/20 Forecast	FY 2020/21 Forecast
Local (RSF)*	350,295,314	375,600,000	378,981,176	390,017,424	403,917,607	409,127,164	415,909,105	422,533,654	429,365,927	436,411,155
Schools Use of Sandbridge TIF	-	2,000,000	3,116,978	2,000,000	-	-	-	-	-	-
Transfer(s) from Other Funds	9,293,767	-	-	-	-	-	-	-	-	-
Fund Balance - General Fund	-	9,200,000	-	-	-	-	-	-	-	-
City General Fund Outside RSF	3,793,767	645,180	-	725,000	-	-	-	-	-	-
From the Use of Money and Property	465,000	465,000	465,000	465,000	477,000	477,000	477,000	477,000	477,000	477,000
Charges for Services	2,159,938	2,183,837	2,203,383	2,203,383	2,941,341	2,941,341	2,941,341	2,941,341	2,941,341	2,941,341
Miscellaneous Revenue	657,000	657,000	657,000	786,703	-	-	-	-	-	-
State Sales Tax	72,311,348	69,064,589	70,522,688	70,065,298	71,783,907	73,219,585	74,683,977	76,177,656	77,701,210	79,255,234
State	235,353,367	241,055,084	240,866,735	252,592,470	250,039,573	256,290,562	262,691,575	266,631,949	270,631,428	274,690,899
Federal	16,636,723	17,141,085	17,141,085	16,453,899	12,476,532	11,500,000	10,500,000	10,500,000	10,500,000	10,500,000
School Reserve (reversion)	13,300,000	11,000,000	14,000,000	16,000,000	8,299,318	-	-	-	-	-
Total	**704,266,224**	**729,011,775**	**727,954,045**	**751,309,177**	**749,935,278**	**753,555,652**	**767,202,998**	**779,261,600**	**791,616,906**	**804,275,629**
Percent Change from Previous Year (in total)	-0.297%	3.514%	-0.145%	3.208%	-0.183%	0.483%	1.811%	1.572%	1.586%	1.599%

*Schools' budget total includes debt service.

Source: City of Virginia Beach and Virginia Beach City Public Schools Five Year Forecast

Local Revenue

Overall, local revenues are projected to increase over the next five years as the local economy continues to improve. This will help to support key services for Virginia Beach residents. Revenue assumptions for each of the local tax categories outlined earlier in this section are explained in further detail on the following pages.

Estimated Real Estate Revenue

Both residential and commercial assessments increased in FY 2016/17 for the second time in seven years. Foreclosures are down significantly from their recessionary high, meaning that distressed sales are not dragging down overall real estate values. Although there is growth, it is considerably lower than the historic norm. There are few signs of change in these trends and both residential and commercial real estate assessments are expected to grow at 2.5 percent each year over the forecast period.

Change in Real Estate Revenue FY 2015/16 to FY 2016/17

	FY 2015/16	FY 2016/17	Difference
City Operations	236,745,126	243,457,512	6,712,386
Schools	228,840,210	234,061,560	5,221,350
Parks and Recreation	20,218,575	20,751,935	533,360
Sandbridge Special Service District	669,999	679,891	9,892
Agriculture Reserve Program	2,869,337	2,945,029	75,692
Sandbridge TIF District	8,960,059	9,177,724	217,665
Central Business District TIF	6,377,444	6,936,483	559,039
Town Center Special Service District	1,800,494	1,970,578	170,084
Multi-Modal Fund	21,212,594	21,772,176	559,582
Dredging Special Service Districts	599,799	631,596	31,797
Total	**528,293,637**	**542,384,484**	**14,090,847**

Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2016/17

Real estate tax assessments are projected to increase by 3 percent over the FY 2015/16 budget. For FY 2016/17, real estate revenues are projected to total $542,384,484 across all funds, including Tax Increment Financing (TIF) districts and SSDs. TIFs and SSDs were established by the City Council to serve unique functions and often have additional tax rates or assessment bases for their geographical region. Included within this projection are current taxes, public service, delinquencies and interest. There is no change in the real estate tax rate included in this budget. The table above identifies how this additional revenue is distributed to the various City Council dedications.

Estimated Property Tax Revenue

For FY 2016/17, personal property taxes are estimated to be $146,979,656, a 2.6 percent increase over the FY 2015/16 budget. This revenue has been erratic and difficult to forecast over time; resulting in a conservative forecast.

Estimated General Sales Tax Revenue

For FY 2016/17, estimated revenue for general sales tax is expected to be $63,160,061. This represents an increase of 5.7 percent when compared to the budgeted FY 2015/16 general sales tax revenues.

Estimated Utility Tax Revenue

For FY 2016/17, estimated revenue for utility taxes is expected to be $25,472,704, which is essentially flat from the previous year's budget.

Estimated Virginia Telecommunications Tax Revenue

For FY 2016/17, this revenue is projected to be $16,998,982, down 6.7 percent from FY 2015/16. Month-to-month collections of this revenue are erratic. Without intent by the state to increase rates, there is no indication that this revenue will increase or return to a revenue neutral level in the near future.

Estimated Business Permit and Occupational License Tax Revenue

For 2016/17, estimated revenue for BPOL is projected to be $46,389,703 and represents a slight decrease when compared to the previous budget.

Estimated Cable Franchise Tax Revenue

For FY 2016/17, cable franchise revenues are projected to be $8,703,443, an increase of 6.8 percent over the previous year's budget. Collections for FY 2014/15 exceeded the FY 2013/14 budget estimate. Using FY 2014/15 actuals as a revised base, the projected growth rate is closer to the historical norm.

Estimated Automobile License Fee Revenue
For FY 2016/17, revenue from automobile license fees is projected to be $11,203,452, down 2.2 percent from FY 2015/16.

Estimated Cigarette Tax Revenue
For FY 2016/17, total cigarette tax revenues are projected to be $11,853,670. This is an overall decline of 4 percent when compared to the previous year's budget. Note that a portion of these taxes are earmarked for the Tourism Investment Program (TIP); therefore, due to the Governmental Accounting Standards Board (GASB) Statement No. 54, $790,245 revenues are recorded in that fund.

Estimated Hotel Tax Revenue
Total hotel taxes are estimated to be $31,525,371, or 8.3 percent above the previous year's budget. There are two components making up this revenue. The first is the hotel tax rate itself which is established at 8 percent. The second is the hotel flat tax which generates $1 per room night in addition to the aforementioned tax rate. Growth in revenue generated through the hotel tax rate is anticipated to increase by 5.9 percent as a result of an additional $1 per room night tax effective Jan. 1, 2017.

Estimated Restaurant Meal Tax Revenue
For FY 2016/17, meal taxes (not including penalties) are expected to be $64,881,611, or 6.8 percent above the previous year's budget.

State Revenue
State revenue to the School Operating fund has increased over the past five fiscal years. This trend is anticipated to continue over the forecast period. State direct aid revenue projections range from an increase of 2.5 percent in the first year, a 2 percent increase in year two and a 1.5 percent increase in the three remaining years of the forecast period. State shared sales tax includes a 2 percent increase annually.

Federal Revenue
Federal revenue in the School Operating fund has fluctuated over the past five fiscal years. VBCPS is anticipating a net decrease of nearly $1 million in FY 2016/17, another $1 million reduction in FY 2017/18, and then federal revenue remains flat at $10.5 million for the rest of the forecast period.

Fund Balance
By policy, the City Council has restricted the use of fund balance to one-time purchases. VBCPS, much like the city, has had to use fund balance or reversion funds to maintain critical services in the face of the recession and significant losses of state funding. There is a growing concern that the school division has a structural deficit that will not resolve itself without intervention. The forecast period has not automatically assumed the use of school reversion funds from FY 2014/15 to support either the School Operating budget or the CIP.

School Operating Fund Expenditure Assumptions
The fiscal forecast for FY 2016/17 through FY 2020/21 is based on the FY 2015/16 School Board Approved Budget. In total, school expenditures grew by 6.5 percent, nearly $45.7 million, between FY 2011/12 and FY 2015/16. Overall, total school division expenditures are projected to increase by approximately $36 million, or 4.8 percent, between FY 2015/16 and FY 2020/21, the last year of the forecast period. If all other variables remain constant, expenditures will exceed revenues by $16.2 million in FY 2016/17. In the remaining forecast years, projected deficits range from $4.5 million to $18.4 million.

State law requires VBCPS to operate within a balanced budget. As previously stated, the School Board does not have taxing authority. Without additional revenue, the School Board must reduce expenditures to eliminate any projected shortfall, while making every effort to minimize the impact of budget reductions on instruction. The shortfall shown in each year assumes that the prior year's budget is balanced. As in the past, if school reversion funds are used to supplement other revenues, the FY 2016/17 deficit could be reduced from its projected shortfall of $16.2 million. All other year deficits would remain the same considering that reversion dollars are a one-time source of funds. Student enrollment is expected to decrease slightly over the forecast period, so the growth in expenditures is not linked to student membership.

School Operating Fund Expenditures

Expenditures	FY 2011/12 Adopted	FY 2012/13 Adopted	FY 2013/14 Adopted	FY 2014/15 Adopted	FY 2015/16 Adopted	FY 2016/17 Forecast	FY 2017/18 Forecast	FY 2018/19 Forecast	FY 2019/20 Forecast	FY 2020/21 Forecast
Personnel Services	427,919,676	425,485,491	427,435,361	436,502,429	439,885,158	449,290,309	449,290,309	449,290,309	449,290,309	449,290,309
VRS	47,869,409	66,182,178	62,645,617	69,711,679	64,288,315	64,481,180	64,481,180	65,125,992	65,125,992	65,777,252
Health Insurance	44,806,361	52,226,764	52,829,141	56,929,189	57,371,968	60,240,566	63,252,594	66,415,724	69,736,510	73,223,336
Life Insurance	1,131,359	4,785,832	4,821,218	5,138,978	4,973,109	5,054,078	4,968,543	4,968,696	4,968,696	4,968,696
All Other Fringe Benefits	35,450,262	34,765,320	35,180,232	35,788,012	35,792,527	36,142,405	36,142,405	36,142,405	36,142,405	36,142,405
Contractual Services	42,720,174	42,293,724	42,366,595	43,166,078	43,067,445	43,067,445	43,067,445	43,067,445	43,067,445	43,067,445
Other Charges	50,999,350	49,758,264	50,248,259	48,954,255	49,702,552	52,014,685	53,149,355	53,907,294	54,689,262	55,496,047
Capital Outlay	1,281,658	1,243,774	1,578,969	1,590,815	1,578,969	5,178,969	4,778,969	4,678,969	5,578,969	6,078,969
Land, Structures and Improvements	108,110	252,948	-	240,301	240,301	240,301	240,301	240,301	240,301	240,301
PAYGO	-	-	-	-	642,448	-	-	1,000,000	1,000,000	1,500,000
Debt Service Charges	44,812,083	44,747,986	43,094,767	45,507,225	44,756,843	46,433,235	44,720,764	42,768,735	43,933,322	42,468,022
Transfer(s) to Other Funds	7,167,782	7,269,494	7,753,886	7,780,216	7,635,643	7,635,643	7,635,643	7,635,643	7,635,643	7,635,643
Total	**704,266,224**	**729,011,775**	**727,954,045**	**751,309,177**	**749,935,278**	**769,778,816**	**771,727,508**	**775,241,513**	**781,408,854**	**785,888,425**
Percent Change from Previous Year (in total)	-0.297%	3.514%	-0.145%	3.208%	-0.183%	2.646%	0.253%	0.455%	0.796%	0.573%
Expenditure Variance by Fiscal Year	-	-	-	-		(16,223,164)	(4,524,510)	4,020,087	10,208,052	18,387,204

Source: City of Virginia Beach and Virginia Beach City Public Schools Five Year Forecast

Personnel Services

Personnel services expenditures include a 1.34 percent salary increase in FY 2016/17 and then remain flat for the rest of the forecast period. The 1.34 percent represents a “hold harmless” adjustment for staff provided annually through FY 2016/17 to offset the required increase employees must pay into VRS.

Fringe Benefits

The VRS costs assume no change in the number of full-time equivalent (FTE) employees over the five year forecast period. Based on state projections, the forecast assumes a 2 percent increase in the VRS rates for FY 2016/17 followed by an additional 2 percent increase every other year of the forecast period. The forecast for fringe benefits assumes a 5 percent increase annually for employer paid health insurance expenses.

Debt Service

From the FY 2016/17 budget to FY 2020/21, the last year of the forecast period, debt service is projected to decrease by 5.1 percent. This is primarily as a result of early bond sales either being paid off or being refinanced at a lower interest rate. This projection does not factor in the possibility of additional debt service from any increase to support the School Modernization Program.

Other Operating Costs

School Operating fund expenditures grew in total by 6 percent ($45.7 million) between FY 2011/12 and FY 2015/16 and are expected to continue to increase by an average of 1 percent each year for a total increase of $36 million over the course of the Five Year Forecast period.

Capital Improvement Program Revenue Assumptions

All modernization and replacement projects programmed by VBCPS are developed in accordance with the school division’s Comprehensive Long Range Facility Master Plan, a guiding document that was developed in 2007 in concert with the entire community. This document prioritizes school buildings to be replaced or modernized. In the wake of the recession, VBCPS has had to divert funding away from the School Modernization Program. Just prior to the recession, the school division was contributing $17 million in Pay-As-You-Go (PAYGO) funding to support the capital program. An increase in the real estate dedication for the School Operating budget would allow VBCPS to redirect all of the one-time funds to the School Modernization Program therefore reducing its reliance on debt and the need for additional funds for debt service.

Debt Service

From the FY 2016/17 budget to FY 2020/21, the last year of the forecast period, debt service is projected to decrease by 5.1 percent. This is primarily as a result of early bond sales either being paid off or being refinanced at a lower interest rate. This projection does not factor in the possibility of additional debt service from any increase to support the School Modernization Program. Overall, School Operating fund expenditures grew in total by 6 percent ($45.7 million) between FY 2011/12 and FY 2015/16 and are expected to continue to increase by an average of 1 percent each year for a total increase of $36 million over the course of the five year forecast period.

Bond Amortization

For the seventh year in a row, all three major bond rating agencies, Fitch, Moody's and Standard & Poor's, assigned a triple-A rating to Virginia Beach's general obligation bonds. All three rating agencies praised Virginia Beach's conservative fiscal management. Virginia Beach is the only city in Hampton Roads to receive triple-A bond ratings from all three rating agencies.

The state constitution limits the amount of general obligation debt a governmental entity may issue to 10 percent of the total assessed value of real property. At the end of FY 2015/16, the city's assessed value of real property was $53.7 billion, making the city's debt less than the current debt limitation of $5.3 billion. The amortization schedule that follows represents bonds issued for school division capital projects.

Bond Amortization Schedule

Issue Description	Original Issue/Allocated Amount	Principal Outstanding as of 6/30/16	Interest Outstanding as of 6/30/16	Principal Due FY 2016/17	Interest Due FY 2016/17	Total Due FY 2016/17	Principal Outstanding as of 6/30/17	Interest Outstanding as of 6/30/17
1996A VPSA Corporate Landing Middle	4,151,083	247,290	6,460	247,290	6,460	253,750	-	-
2002 State Literary Fund (Taxable) W.T. Cooke ES	7,500,000	2,250,000	236,250	375,000	67,500	442,500	1,875,000	168,750
2007 GOPI Bonds	30,039,000	1,767,000	44,175	1,767,000	44,175	1,811,175	-	-
2008 GOPI Bonds	36,976,214	4,621,500	231,075	2,310,750	173,306	2,484,056	2,310,750	57,769
2008B VPSA Virginia Beach Middle	6,350,705	4,303,608	1,522,015	297,975	217,650	515,625	4,005,633	1,304,365
2009 GOPI Bonds	27,221,760	4,803,840	448,358	1,601,280	208,166	1,809,446	3,202,560	240,192
2009A GOPI Refunding	12,262,054	11,470,382	1,927,839	41,356	523,301	564,657	11,429,026	1,404,538
2009B GOPI Refunding	30,524,625	28,906,965	4,029,610	2,672,235	1,238,127	3,910,362	26,234,730	2,791,483
2010 A1 & A2 GOPI Bonds	26,771,995	18,740,400	6,898,475	1,338,600	902,216	2,240,816	17,401,800	5,996,259
2010-1 VPSA QSCB	4,875,000	3,165,000	1,012,352	285,000	168,062	453,062	2,880,000	844,290
2011A GOPI Bonds	32,930,245	24,698,250	7,995,647	1,646,550	979,697	2,626,247	23,051,700	7,015,950
2012A GOPI Bonds	27,092,845	21,673,600	8,418,839	1,354,600	1,022,723	2,377,323	20,319,000	7,396,116
2012B GO Refunding Series	8,949,317	8,949,317	2,761,728	-	447,466	447,466	8,949,317	2,314,262
2013A GOPI	22,885,000	20,605,000	6,652,350	1,140,000	744,150	1,884,150	19,465,000	5,908,200
2013B GOPI Refunding	11,328,124	5,652,228	1,756,257	-	235,421	235,421	5,652,228	1,520,836
2014A GOPI	40,517,022	36,849,540	15,104,786	2,048,520	1,678,786	3,727,306	34,801,020	13,426,000
2015A GOPI	7,075,000	6,725,000	2,731,000	350,000	295,425	645,425	6,375,000	2,435,575
2015B GOPI Refunding	27,394,438	27,394,438	10,785,003	-	1,334,370	1,334,370	27,394,438	9,450,633
2016A GOPI	38,095,000	38,095,000	15,490,418	1,900,000	1,545,818	3,445,818	36,195,000	13,944,600
2016B GOPI Refunding	29,168,712	29,168,712	4,665,382	10,603,041	1,371,813	11,974,854	18,565,671	3,293,569
General Obligation (GO) Bonds and Loans Total		**300,087,070**	**92,718,020**	**29,979,197**	**13,204,633**	**43,183,830**	**270,107,873**	**79,513,387**
2010A PFRB	5,000,000	1,999,880	151,991	499,970	60,496	560,466	1,499,910	91,495
2012-A PFRB	431,245	366,558	119,563	21,562	14,770	36,332	344,996	104,792
2013A PFRB	3,805,510	2,964,708	516,376	420,401	99,964	520,365	2,544,307	416,412
2014A PFRB	3,972,135	3,573,352	1,276,602	232,123	159,974	392,097	3,341,229	1,116,628
2015A PFRB	15,295,000	14,535,000	5,520,431	765,000	602,438	1,367,438	13,770,000	4,917,994
Public Facility Revenue Bonds (PFRB) Total		**23,439,498**	**7,584,963**	**1,939,056**	**937,642**	**2,876,698**	**21,500,442**	**6,647,321**
Total Schools Debt Service		**323,526,568**	**100,302,983**	**31,918,253**	**14,142,275**	**46,060,528**	**291,608,315**	**86,160,708**

Source: City of Virginia Beach, Department of Finance

Capital Improvement Program Expenditure Assumptions

School Modernization

Since 1997, VBCPS has spent $620 million to modernize or replace 31 of the division's oldest schools, maintenance, supply, custodial and transportation facilities, resulting in the renovation or replacement of approximately 3.3 million square feet of school division assets. This was possible because of a commitment by the City Council to direct state lottery proceeds to the program and by the School Board to commit nearly $17 million in PAYGO funding. With the use of debt, state construction funding and Sandbridge TIF surplus funds, these strategies brought the annual amount of funding for the modernization program to just over $60 million at one point.

As a result of the recession, the state no longer provides lottery proceeds directly to localities and school boards. Considering the loss of operational funding, VBCPS can no longer provide PAYGO funding in large amounts to the capital program. Although the School Board has made great strides, the effects of the recession have reduced considerably the available funding on the local and state level for the modernization and replacement schedule. In recent years, the remaining school facilities in need of modernization or replacement have been provided limited funding for maintenance, repairs and upgrades through the School Operating budget.

In February 2016, the city issued $61 million in new general obligation bonds at 2.44 percent, the lowest rate the city has ever received on a large, new-money bond issue. The money will be used for 22 construction projects, including Project 1-233, Kemps Landing and Old Donation School replacement and Project 1-035, John B. Dey Elementary School modernization. The city also refinanced $50 million in old loans at the even lower rate of 1.77



percent, saving taxpayers $4.2 million in debt payments over the next 14 years. As a result, VBCPS will see a one year increase of nearly $24.8 million, or 67.8 percent, for CIP projects. Charter Bond funding climbed from $32.3 million in FY 2015/16 to a projection of $52.3 million in FY 2016/17, year one of an optimistic financial plan for capital projects.

Categorical Grants and Other Funds

Revenue and expenditure assumptions

Outside of the School Operating budget, programs and activities linked to other funds are generally either self-supporting or grant funded. As such, expenditures are projected to be adjusted to match total revenue. Based on required compensation adjustments and/or adopted salary increases, the allocation of positions and other expenditures will be adjusted as needed to balance the budgets for categorical grants and other funds.

STUDENT ENROLLMENT AND DEMOGRAPHICS

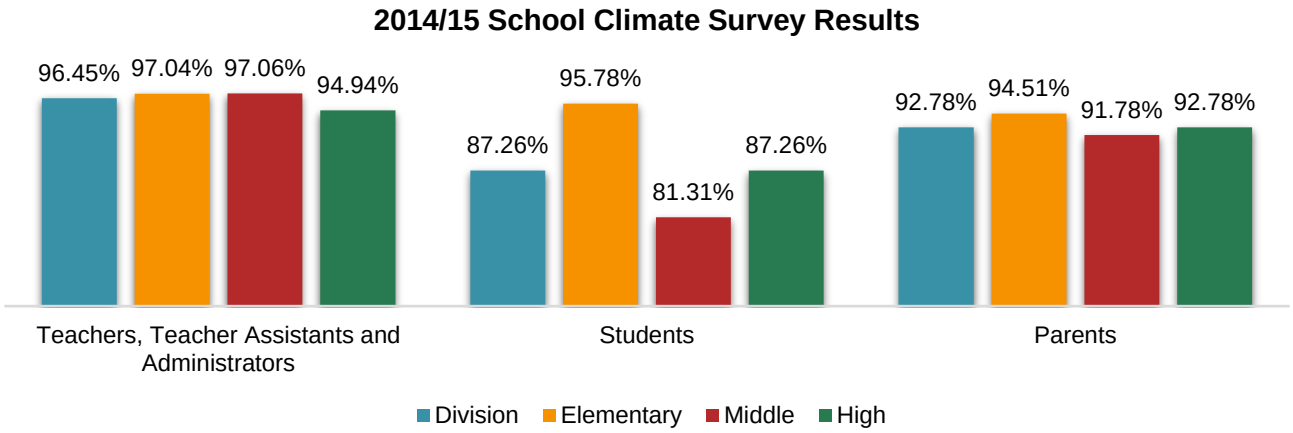
Numbers and statistics can tell a great deal about an organization. The enrollment and demographic information presented below is derived from reports developed at various times of the year by multiple departments and offices for different purposes. Variations in data collection procedures may create some minor discrepancies in the statistics in certain tables. The constantly changing school division population, the focus of specific reports and the recording dates for various items are all factors that may contribute to minor discrepancies. Inconsistencies are eliminated wherever possible, but readers should be aware that some still exist. As such, analysis and comparisons should not be done without consideration for the data and the dates for which each variable was recorded.

OVERALL QUALITY OF EDUCATION

Every two years, the Department of Planning, Innovation and Accountability administers School Climate Surveys to staff, students and parents/guardians as part of the school division's assessment of each school's educational climate. Results from the survey are reported as part of the Annual School Report Card. Results from the surveys provide the administration and building principals with school-level feedback and information that can be used for continuous improvement planning efforts.

- Staff Survey: Administered to school-based staff.
- Student Survey: Administered to students in grades five, eight and 12.
- Parent Survey: Administered to parents/guardians of students in grades one through 12.

The bar chart below displays the percentage of each group agreeing that the school division provides a high quality education.



Source: VBCPS Department of Planning, Innovation and Accountability, Annual School Report Card

STUDENT ENROLLMENT

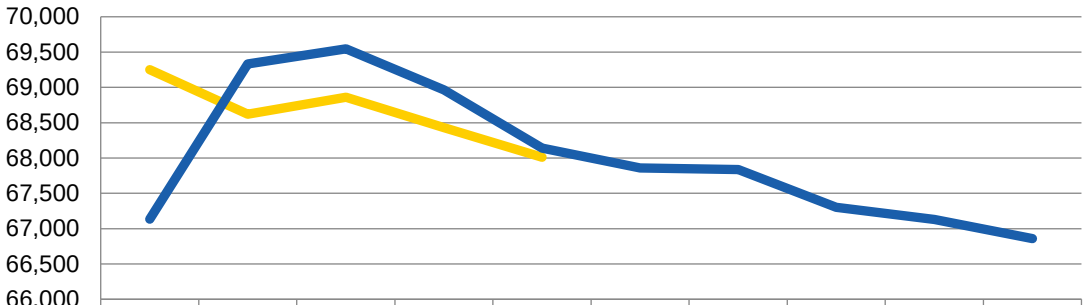
The school division uses a cohort survival model to generate base student membership projections. This model essentially compares the number of students in a particular grade to the number of students in the previous grade during the previous year. Ratios are computed for each grade progression over a multi-year period and are then used to project future enrollments. To project kindergarten enrollment, birth data lagged five years behind its respective kindergarten class is used to calculate a cohort ratio. Student projections are further adjusted based on analysis generated in the school division's Geographic Information System (GIS), a detailed analysis of residential housing trends, Virginia Beach resident birth rates and other available data that may impact student enrollment.

For the past several years, data from the Office of Demographics and Planning have demonstrated how recent economic conditions have had a significant impact on the division's student membership. Factors such as the increasing number of students in shared housing and homeless situations, fluctuations in the numbers of students opting to attend private schools, and volatility in the real estate market have created instability in VBCPS' student enrollment. Between FY 2011/12 and FY 2015/16, VBCPS student enrollment declined by nearly 1.8 percent, from 69,251 to 68,011. According to the Weldon Cooper Center for Public Service at the University of Virginia,

VBCPS is among the majority of Virginia school divisions with respect to declining enrollment trends. In fact, only 31 percent of Virginia localities experienced increases in student enrollment between 2008 and 2013.

The following graph depicts the actual and projected enrollment in the division for fiscal years 2011/2012 through 2020/2021.

Projected and Actual Student Enrollment



	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Actual	69,251	68,622	68,859	68,430	68,011					
Projected	67,136	69,331	69,546	68,965	68,140	67,859	67,836	67,300	67,128	66,859

Source: VBCPS Department of School Division Services, Sept. 30 Historical Student Membership and FINAL Projected Sept. 30 Student Membership

Student Membership

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Projected	2017/18 Projected	2018/19 Projected	2019/20 Projected	2020/21 Projected
Elementary										
K	5,047	4,810	4,914	4,697	4,541	4,708	4,729	4,517	4,623	4,623
1	5,476	5,587	5,397	5,376	5,302	5,082	5,269	5,293	5,054	5,174
2	5,359	5,336	5,523	5,346	5,325	5,262	5,047	5,230	5,253	5,020
3	5,248	5,298	5,384	5,498	5,282	5,293	5,229	5,021	5,204	5,228
4	5,208	5,196	5,326	5,299	5,433	5,222	5,273	5,208	5,005	5,185
5	5,355	5,163	5,210	5,315	5,332	5,461	5,249	5,296	5,249	5,035
Total	**31,693**	**31,390**	**31,754**	**31,531**	**31,215**	**31,028**	**30,796**	**30,566**	**30,388**	**30,265**
Change from previous year	273	-303	364	-223	-316	-187	-232	-230	-178	-123
% change from previous year	0.87%	-0.96%	1.16%	-0.70%	-1.00%	-0.60%	-0.75%	-0.75%	-0.58%	-0.40%
Middle										
6	5,427	5,344	5,239	5,168	5,319	5,343	5,458	5,272	5,271	5,204
7	5,284	5,437	5,347	5,225	5,143	5,322	5,336	5,449	5,264	5,262
8	5,256	5,231	5,422	5,343	5,215	5,156	5,329	5,344	5,456	5,271
Total	**15,967**	**16,012**	**16,008**	**15,736**	**15,677**	**15,821**	**16,123**	**16,066**	**15,992**	**15,737**
Change from previous year	106	45	-4	-272	-59	144	302	-57	-74	-255
% change from previous year	0.66%	0.28%	-0.02%	-1.70%	-0.37%	0.92%	1.91%	-0.35%	-0.46%	-1.59%
High										
9	5,869	5,740	5,781	5,818	5,655	5,595	5,663	5,562	5,726	5,714
10	5,452	5,372	5,304	5,396	5,465	5,296	5,236	5,299	5,203	5,355
11	5,207	5,212	5,128	5,023	5,096	5,181	5,017	4,965	5,024	4,934
12	5,063	4,896	4,884	4,926	4,903	4,938	5,001	4,843	4,796	4,855
Total	**21,591**	**21,220**	**21,097**	**21,163**	**21,119**	**21,009**	**20,917**	**20,668**	**20,748**	**20,857**
Change from previous year	-492	-371	-123	66	-44	-110	-92	-249	80	109
% change from previous year	-2.23%	-1.72%	-0.58%	0.31%	-0.21%	-0.52%	-0.44%	-1.19%	0.39%	0.53%
Division										
Total	**69,251**	**68,622**	**68,859**	**68,430**	**68,011**	**67,859**	**67,836**	**67,300**	**67,128**	**66,859**
Change from previous year	-114	-629	237	-429	-419	-152	-23	-536	-172	-269
% change from previous year	-0.16%	-0.91%	0.35%	-0.62%	-0.61%	-0.22%	-0.03%	-0.79%	-0.26%	-0.40%

Source: VBCPS Department of School Division Services, Sept. 30 Historical Student Membership and FINAL Projected Sept. 30 Student Membership

STUDENT DEMOGRAPHICS AND CHARACTERISTICS

Divisionwide Student Characteristics

Students Grades K-12*	2011/12	2012/13	2013/14	2014/15	2015/16
Ethnic Background					
African American	24.10%	23.80%	23.90%	23.80%	23.70%
American Indian/Alaska Native	0.30%	0.30%	0.30%	0.30%	0.20%
Asian	5.60%	5.60%	5.70%	5.60%	5.70%
Caucasian	52.70%	52.10%	51.30%	50.80%	50.20%
Hispanic/Latino	9.30%	9.80%	10.20%	10.50%	10.90%
Native Hawaiian/Pacific Islander	0.50%	0.50%	0.50%	0.50%	0.50%
Multiracial	7.50%	7.90%	8.10%	8.50%	8.80%
Gender					
Female	48.90%	48.80%	49.00%	49.00%	48.80%
Male	51.10%	51.20%	51.00%	51.00%	51.20%
Additional Characteristics					
Economically Disadvantaged**	34.60%	33.30%	36.10%	36.30%	37.00%
Gifted	11.80%	11.70%	12.00%	12.00%	12.60%
Limited English Proficiency	2.00%	1.80%	1.90%	1.90%	1.80%
Migrant	<0.1%	<0.1%	<0.1%	<0.1%	0.1
Students with Disabilities	10.60%	10.20%	10.20%	10.00%	10.00%
Students with Disabilities***	12.20%	11.80%	11.30%	11.30%	11.20%

*Unless otherwise indicated, data are based on the Fall Membership Report submitted annually to the Virginia Department of Education and represent VBCPS students receiving services as of Sept. 30 in kindergarten through grade 12. Pre-kindergarten students are excluded.
**Percentages of economically disadvantaged students are based on the November report from Food Services.
***Percentages are based on the Dec. 1 special education child count and Sept. 30 membership for pre-kindergarten through grade 12 students for whom VBCPS is the responsible school division. Data are available from the Virginia Department of Education (VDOE).
Source: VBCPS Department of Planning, Innovation and Accountability, Annual School Report Card

Attendance Rates

	Elementary		Secondary		Total	
	Virginia Beach	State	Virginia Beach	State	Virginia Beach	State
2011/12	96.4%	96.1%	95.3%	94.4%	96.0%	95.5%
2012/13	96.0%	95.7%	94.9%	94.4%	95.6%	95.2%
2013/14	96.1%	96.1%	94.5%	94.6%	95.5%	95.5%
2014/15	96.2%	95.9%	95.0%	94.5%	95.7%	95.4%
2015/16	95.9%	*	94.5%	*	95.3%	*

* Data not available
Source: VBCPS Department of Planning, Innovation and Accountability

Average Daily Membership and Attendance

Fiscal Year	Number of Days Taught	Elementary		Secondary		Total	
		Average Daily Membership	Average Daily Attendance	Average Daily Membership	Average Daily Attendance	Average Daily Membership	Average Daily Attendance
2011/12	183	42,519	40,984	26,796	25,544	69,315	66,528
2012/13	183	42,481	40,767	26,509	25,164	68,990	65,931
2013/14	183	42,405	40,743	26,513	25,063	68,918	65,806
2014/15	183	42,122	40,512	26,564	25,224	68,686	65,736
2015/16	183	41,909	40,180	26,335	24,877	68,244	65,057

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016

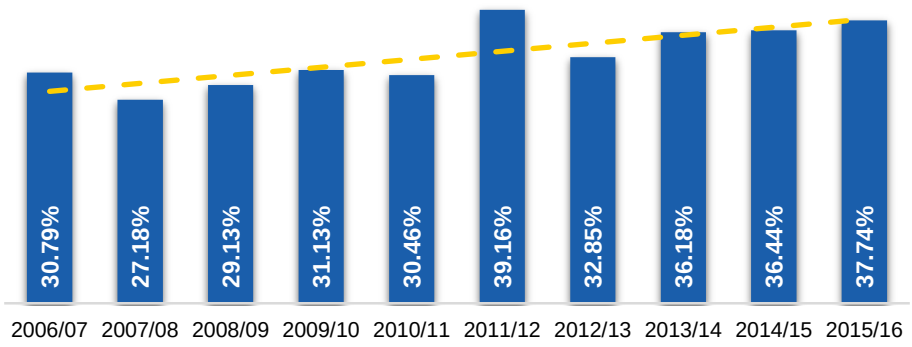
VDOE National School Lunch Program Free and Reduced Price Eligibility

Families qualifying for free and reduced-price meals must meet established federal guidelines for income and household size. Over the last decade, the number of VBCPS students eligible for free and reduced-price meals has grown by approximately 31 percent, from 19,781 in FY 2005/06 to 25,941 in FY 2015/16. The number of students eligible as a percentage of the total student population increased from 30.46 percent in FY 2010/11 to 37.74 percent in FY 2015/16. This student demographic is expected to continue to trend higher in future fiscal years.

Fiscal Year	School Nutrition Program Membership	Free Eligible	Free Percentage	Reduced Price Eligible	Reduced Price Percentage	Free and Reduced Price Eligible	Free and Reduced Price Percentage
2010/11	71,034	16,704	23.52%	4,932	6.94%	21,636	30.46%
2011/12	70,723	20,796	29.40%	6,898	9.75%	27,694	39.16%
2012/13	69,403	17,531	25.26%	5,269	7.59%	22,800	32.85%
2013/14	70,476	20,307	28.81%	5,193	7.37%	25,500	36.18%
2014/15	70,091	20,044	28.60%	5,498	7.84%	25,542	36.44%
2015/16	68,731	20,534	29.88%	5,407	7.87%	25,941	37.74%

Note: The number of students living in poverty is reported by divisions based on the number of students qualifying for free or reduced price lunch through the National School Lunch Program.
Source: Virginia Department of Education, 2015/16 National School Lunch Program Fee and Reduced Price Eligibility Report

Total Percentage of Students Qualifying for Free and Reduced Price Lunch



Source: Virginia Department of Education, 2015/16 National School Lunch Program Fee and Reduced Price Eligibility Report

STUDENT ACHIEVEMENT

With the implementation of *Compass to 2020*, an ambitious strategic framework, VBCPS is committed to the continuous improvement of our schools to ensure that our students graduate with globally competitive skills. *Compass to 2020:* Charting the Course lays out a five-year plan focused on ensuring that every student is challenged and supported through high academic expectations, multiple pathways, social-emotional development, and a culture of growth and excellence. This kind of tireless commitment highlights the vision of VBCPS and has led to a number of accomplishments and public accolades.

DIVISIONWIDE ACCOMPLISHMENTS

- The school division launched a Digital Learning Anchor School initiative at 11 schools throughout the city with the goal of using digital learning as a pathway to personalized learning by increasing student flexibility with respect to when and how learning takes place.
- The School Board approved an Entrepreneurship and Business Academy at Kempsville High School, which will serve as an incubator for creativity, entrepreneurial spirit and future business development in our city.
- All VBCPS high schools have made The Washington Post's "America's Most Challenging High Schools" list.
- VBCPS continues to be a model for the Commonwealth regarding industry certifications earned by students, earning 10,404 Technical and Career Education credentials in 2015, representing approximately 10 percent of the total for the entire state.
- Advanced placement enrollment increased by 8 percent in the 2014/15 school year. Of the 9,316 AP exams administered, 58 percent of the students achieved scores of 3 or higher, earning either college credit or advanced college placement.
- Great Neck Middle School was named a National Blue Ribbon School, meaning it performed in the top 15 percent of all schools in Virginia Beach in both reading and math.
- Princess Anne Middle School was one of only 11 middle schools in Virginia named a "School to Watch" by the Virginia Schools to Watch committee. It was selected for meeting the criterial for high performance in academic excellence, development responsiveness, social equity and organizational structures.
- Landstown High School is one of only 60 schools nationwide to be named a 21st Century Learning Exemplar School by the Partnership of 21st Century Skills. Landstown now joins Ocean Lakes High School as the only two schools in Virginia to earn this honor.
- Rosemont Elementary School has been named a Title I Distinguished School for the third year in a row. That means that Rosemont's students met all state and federal accountability requirements for two consecutive years and had reading and mathematics SOL pass rates of at least the 60th percentile.
- Creeds Elementary is one of six schools in the entire world honored by the International Alliance for Invitational Education for creating a caring and welcoming school that results in better learning outcomes and increased growth for students.

PERFORMANCE MEASURES

To accurately measure student mastery of core knowledge and demonstration of globally competitive skills, VBCPS uses a variety of assessments including, but not limited to, performance tasks, multiple-choice tests and essays. Many of the assessments students take are required by the state and federal departments of education to measure student progress toward performance benchmarks. Local assessments (locally and externally developed) are used to monitor student progress, differentiate instruction, identify students for participation in specific programs and measure students' mastery of globally competitive skills. This section highlights results from some of the tests used to measure student achievement. These assessments are aligned with the division's strategic framework, *Compass to 2020*, which focuses on ensuring that every child is challenged and supported to reach his or her full potential. The data presented show that the division continues to place an emphasis on student outcomes which extend beyond traditional assessment results.

Virginia Standards of Learning and Accreditation

The Virginia Board of Education (VBOE) utilizes curricular requirements called the Standards of Learning (SOL). Under the Commonwealth's requirements, Virginia SOL tests are given in reading and mathematics to all students in third through eighth grades; science tests to students in fifth through eighth grades; writing tests to students in eighth and eleventh grades; and history tests to students in fourth and eighth grades. In high school,

SOL tests in English, mathematics, science and history are administered when students complete specific courses. Individual student results are used as one measure to make educational decisions. Summary results are used as a measure to guide school improvement actions. Students in high school must pass a certain number of SOL tests in order to graduate. In addition to being a graduation requirement, the SOL tests are tied to the accreditation process for each school through the Standards of Accreditation (SOA).

Standards of Learning Scores

The VDOE is a national leader in the use of technology to develop and administer SOL tests. Virginia's school divisions have been administering online tests to students for over a decade. The most recent innovations include a new test delivery system, a computer adaptive format for some mathematics tests, and the use of technology-enhanced items in history SOL tests.

In order to expand the types of devices that can be used for administering online SOL tests, all SOL tests will be delivered in a newer version of the test delivery system, TestNav 8, during the 2016/17 school year. Beginning with the fall 2016 test administration, all end-of-course SOL tests and all tests typically administered in sixth through eighth grades will be delivered in TestNav 8. Beginning with the spring 2017 test administration, all SOL tests typically administered in third through fifth grades will be delivered via TestNav 8. As part of the continuing effort to provide students with the best possible testing experience, Virginia added computer adaptive testing (CAT) to the Virginia SOL Assessment Program during the 2015/16 school year.

When looking at the overall division passing rates by grade level/test and by subgroup, passing rates for reading and writing decreased in 2012/13 (the year the new reading assessments were administered); however, increases were shown across most grade levels/tests and in most subgroups each of the past two years. Passing rates for mathematics decreased in 2011/12 (the year the new mathematics assessments were administered); however, increases were shown across most grade levels/tests and by all subgroups over the past three years. History passing rates remained relatively stable over the past five years. Passing rates for science decreased in 2012/13 (the year the new science assessments were administered); however, increases were shown across most grade levels/tests by all subgroups over the past two years.

The following figures show the adjusted overall combined division passing rates for SOL assessments (including alternate and alternative assessments) administered in third through eighth grades and at the high school level over the last five years. Each percentage represents the overall passing rate for that school year.

Standards of Learning Division Results for Pass Percentage

	2011/12	2012/13	2013/14	2014/15	2015/16
English: Reading	92%	78%*	79%	83%	85%
English: Writing	91%	78%*	75%	80%	81%
History and Social Science	86%	85%	85%	88%	88%
Mathematics	67%*	72%	77%	84%	85%
Science	93%	84%*	82%	85%	87%

*Denotes year in which a standards change went into effect, causing a decrease in the pass rate.
Source: VBCPS Department of Planning, Innovation and Accountability, Standards of Learning Assessment Program Annual Division Highlights Assessment Brief

Accreditation

The VBOE has revised its school accreditation standards to better inform the public about the progress of schools toward meeting the commonwealth's high expectations for student learning and achievement. The revised SOA create new Partially Accredited ratings to differentiate schools that are close to meeting the requirements for full accreditation, or that are making significant progress, from those that are not.

School accreditation ratings for 2016/17 are based on student achievement on SOL tests and other tests in English, mathematics, history/social science and science administered during 2015/16 or on overall achievement during the three most recent years. The results of tests administered in each subject area are combined to produce overall passing percentages in English, mathematics, history/social science and science.

Accreditation ratings also reflect adjustments made for schools that successfully remediate students who initially fail reading or mathematics tests. Adjustments also may be made for students with limited English proficiency and for students who have recently transferred into a Virginia public school. All of these factors are taken into account in calculating pass rates in each subject area.

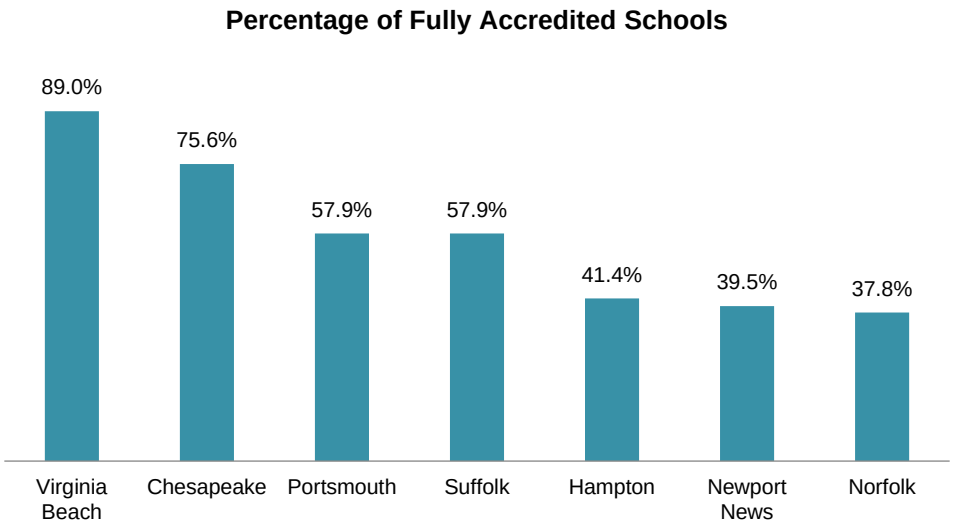
Fully Accredited

Elementary, middle and high schools are Fully Accredited if students achieve pass rates of 75 percent or higher in English and 70 percent or higher in mathematics, science and history. High schools must also attain a point value of 85 or greater based on the Graduation and Completion Index (GCI). Under legislation approved by the 2016 General Assembly, schools that earn full accreditation for three consecutive years are automatically rated as Fully Accredited for an additional three years.

Subject	Elementary	Middle	High
English	75%	75%	75%
Mathematics	70%	70%	70%
Science	70%	70%	70%
History	70%	70%	70%
GCI	-	-	85 points

Source: Virginia Department of Education, Standards of Accreditation

Based on the Virginia SOL tests administered during the 2014/15 school year, 89 percent of schools in the division earned full accreditation from VDOE. VBCPS has the highest percentage of fully accredited schools compared to other public school divisions in Hampton Roads. Individual school accreditation results for VBCPS can be found in the Appendix of this document and online.



Source: Virginia Department of Education, School Accreditation Ratings

Partially Accredited: Approaching Benchmark-Pass Rate

Schools that are not Fully Accredited but that are within a narrow margin (2 points) of the adjusted SOL pass rates required for full accreditation in one or more subject areas.

Partially Accredited: Approaching Benchmark-Graduation and Completion Index

High schools that have attained the adjusted pass rates required for full accreditation and that are within a narrow margin (1 point) of the GCI required for full accreditation.

Subject	Full Accreditation	Narrow Margin
English	75%	73%
Mathematics	70%	68%
Science	70%	68%
History	70%	68%
GCI	85 points	84 points

Source: Virginia Department of Education, Standards of Accreditation

Partially Accredited: Improving School-Pass Rate

Schools that are not Fully Accredited, and do not qualify for a rating of Partially Accredited: Approaching Benchmark-Pass Rate, but that are making acceptable progress toward full accreditation or that are raising the achievement of low-performing students.

Partially Accredited: Improving School-GCI

High schools that have attained the adjusted pass rates required for full accreditation, and that have improved their GCI by at least one point from the previous year, but that are not within a narrow margin of the GCI required for full accreditation.

Mathematics, Science and History		English	
Previous Pass Rate	Required Improvement	Previous Pass Rate	Required Improvement
66-67%	See note below	70%	70%
65%	2 points	70%	70%
60-64%	3 points	65-69%	4 points
50-59%	9 points	60-64%	7 points
40-49%	10 points	45-59%	11 points
Below 40%	15 points	Below 45%	15 points

Note: Schools with previous pass rates of 71-72 percent in English and/or 66-67 percent in mathematics, science and history/social science are ineligible for a Partially Accredited: Improving School rating and must meet the criteria for Partially Accredited: Approaching Benchmark or be rated as Partially Accredited: Warned School
Source: Virginia Department of Education, Standards of Accreditation

Partially Accredited: Warned School-Pass Rate

Schools that are not within a narrow margin of, nor making acceptable progress toward, achieving the adjusted SOL pass rates required for full accreditation.

Partially Accredited: Warned School-GCI

High schools that have achieved the adjusted SOL pass rates required for full accreditation, but that are not within a narrow margin of, nor making acceptable progress toward, achieving the GCI required for full accreditation.

Partially Accredited-Reconstituted School

Schools that fail to meet the requirements for full accreditation for four consecutive years and receive permission from the state VBOE to reconstitute. A reconstituted school reverts to accreditation-denied status if it fails to meet full accreditation requirements within the agreed-upon term, or if it fails to have its annual application for Partially Accredited-Reconstituted School renewed.

Accreditation Denied

A school is denied accreditation if it fails to meet the requirements to be rated fully or provisionally accredited for four consecutive years. Any school denied accreditation must provide parents and other interested parties the following:

- Written notice of the school's accreditation rating within 30 calendar days of the announcement of the rating by the VDOE;
- A copy of the school division's proposed corrective action plan describing the steps to be taken to raise achievement to state standards, including a timeline for implementation; and

- An opportunity to comment on the division's proposed corrective action plan prior to its adoption and the signing of a memorandum of understanding between the local school board and the VBOE.

The local school board must submit status reports detailing the implementation of actions prescribed in the memorandum of understanding; and the principal, division superintendent and local school board chairman may be required to appear before the VBOE to present status reports. Additionally, in any school division where one-third or more of the schools have been denied accreditation, the local school board is required to evaluate the division superintendent and submit a copy of the evaluation to the VBOE by Dec. 1. The VBOE may take action – as permitted by the SOQ – against the local school board due to the failure of the local board to maintain accredited schools.

Conditionally Accredited

A rating of Conditionally Accredited is awarded for a one-year period to a new school – comprising students who previously attended one or more existing schools – to provide the opportunity to evaluate the performance of students on SOL tests and other statewide assessments

Virginia Beach City Public Schools Historical Accreditation

	Based on 2010/11 Scores for 2011/12 Accreditation	Based on 2011/12 Scores for 2012/13 Accreditation	Based on 2012/13 Scores for 2013/14 Accreditation	Based on 2013/14 Scores for 2014/15 Accreditation	Based on 2014/15 Scores for 2015/16 Accreditation
Accredited with Warning	1	2	12	15	0
Conditionally Accredited	0	0	1	2	0
Fully Accredited	80	79	69	65	73
Partially Accredited: Approaching Benchmark-Pass Rate	0	0	0	0	3
Partially Accredited: Improving School Pass Rate	0	0	0	0	1
Partially Accredited: Reconstituted School	0	0	0	0	2
Partially Accredited: Warned School	0	0	0	0	3
Total Schools	**81**	**81**	**82**	**82**	**82**

Source: Virginia Department of Education, School Accreditation Ratings

SAT® Scores

At the end of the 19th century, several of the top universities in the United States formed the College Entrance Examination Board to establish a means to determine whether students were adequately prepared for college. Subsequently, the precursor to the SAT® was administered in 1901. Twenty-five years later, about 8,000 students took the College Board's first multiple-choice SAT®. Since that time, the SAT® has seen many changes, including an official name change to its acronym in 1994, and has been administered to millions of students both nationally and internationally.

The mean scores for Virginia Beach seniors have been higher on all three sections of the SAT® than the mean scores of seniors in every other school division in Hampton Roads for at least 10 years. The critical reading and math mean scores for VBCPS and Chesapeake Public Schools graduates were the only local mean scores that exceeded the SAT® College and Career Readiness Benchmark scores, but the composite score gap between VBCPS and Chesapeake was a substantial 24 points.

SAT® Mean Scores for Hampton Roads School Divisions

School Division	2015/16 Critical Reading Score	2015/16 Math Score	2015/16 Writing Score	2015/16 Total Score
Virginia Beach City Public Schools	**514**	**511**	**490**	**1515**
Chesapeake Public Schools	506	502	483	1491
Hampton City Schools	446	446	412	1304
Newport News City Public Schools	466	456	435	1357
Norfolk Public Schools	467	453	440	1360
Portsmouth Public Schools	437	427	416	1280
Suffolk Public Schools	471	458	446	1375

Source: VBCPS Department Teaching and Learning and Department of Planning Innovation and Accountability, SAT® Results for the Graduating Class of 2016 Assessment Brief

Approximately 55 percent of VBCPS graduates in the class of 2016 scored at or above the SAT® college readiness benchmark in critical reading, while 53 percent met the mathematics benchmark and another 45 percent reached the benchmark in writing. SAT® College and Career Readiness Benchmark indicates a 65 percent chance of first-year college success. Of the VBCPS students who took the SAT® in 2015/16, 43 percent met or surpassed the benchmark. The percent of VBCPS graduates who met or exceeded the benchmark scores in the reading and math sections surpassed the percentages for the total group and for public school graduates in Virginia. The percentage of VBCPS students who reached the writing benchmark equaled the state public school percentage, while the state's composite percentage was slightly higher than the VBCPS composite percentage.

Percent of 2015/16 Seniors at or Above College and Career Readiness Benchmark

Level	Critical Reading	Mathematics	Writing	Overall
Division	**55%**	**53%**	**45%**	**43%**
State	54%	52%	45%	44%
National	46%	50%	41%	39%

Source: VBCPS Department Teaching and Learning and Department of Planning Innovation and Accountability

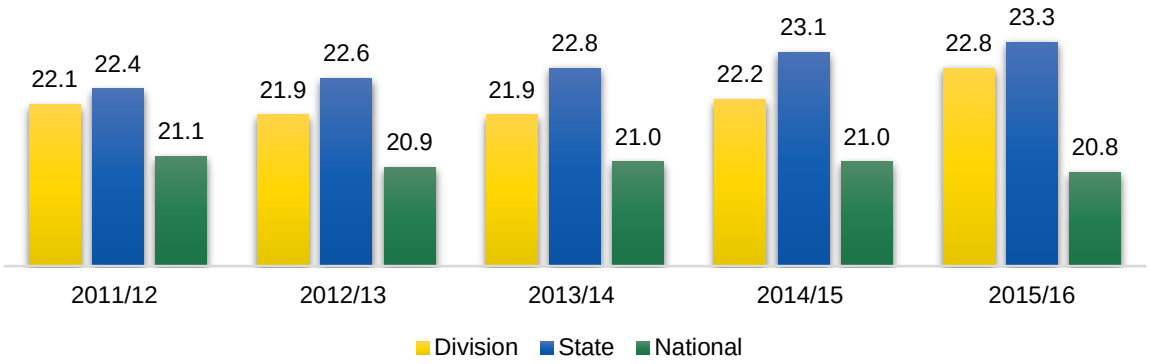
American College Test Scores

The American College Test (ACT®) is an optional test taken by high school students and used by many colleges and universities as part of the admissions process. The ACT® assesses students' general education development and their ability to complete college-level work. The test assesses English, mathematics, reading and science. Scores on each section of the ACT® range from 1 to 36. The composite score is the average of the four test scores.

For the fifth consecutive year, the number of ACT® test takers across the nation was greater than the number of SAT® test takers in the United States. Nationally, over 2.1 million graduates in the class of 2016 took the ACT® assessment at least once during their high school careers. The increased popularity of the ACT® is further demonstrated by the fact that well over half of all United States high school graduates take the ACT® and all four-year colleges and universities accept ACT® scores.

The students in the class of 2016 who took the ACT® achieved the highest average scores ever on this assessment for a senior class in Virginia Beach. The average scores on the subject tests for these seniors were all at least three-tenths of a point higher than the average ACT® scores of the class of 2015, resulting in an improvement of six-tenths of a point in the VBCPS average composite score from the previous year. In addition, the ACT® average composite scores increased by four-tenths of a point or more at nine of the eleven comprehensive high schools in Virginia Beach. With these positive results, the gap was narrowed between the VBCPS average composite score (22.8) and the state average composite score, and the ACT® gap was broadened between Virginia Beach and the nation. The 2016 average composite score for Virginia public school students was 23.3, while the national ACT® average composite score was 20.8.

ACT® Composite Scores



Source: VBCPS Department of Planning, Innovation and Accountability

Advanced Placement® Tests

The AP® program is a cooperative educational endeavor between secondary schools and colleges/universities. Through the program, students enroll in rigorous courses developed by the College Board and have the potential to earn college credit while enrolled in high school. Some colleges and universities award college credit to students who earn a 3, 4 or 5 on the AP® exams given in the spring.

There was substantial growth in the AP® program in VBCPS from the 2014/15 school year to the 2015/16 school year. Enrollment in AP® courses increased by 7 percent, and the number of AP® exams taken increased by 4 percent from the previous year. A total of 6,825 students took 12,946 AP® courses at the 11 comprehensive VBCPS high schools and GRC. Over two-fifths of all VBCPS sophomores, juniors and seniors were enrolled in at least one AP® course in 2015/16, and approximately 74 percent of AP® course enrollees in Virginia Beach took the corresponding AP® exam. Of the 36 AP® courses offered by the College Board, VBCPS students participated in 33 of them. Of the 9,712 AP® exams administered in Virginia Beach, 58 percent received scores of three or higher, meaning that these examinees were qualified to receive college credit or advanced placement in college coursework.

AP® Testing Numbers

	2011/12	2012/13	2013/14	2014/15	2015/16
AP Course Enrollment	9,967	11,012	11,220	12,110	12,946
Number of AP Exams Taken	7,995	8,671	8,861	9,316	9,712
Number of Exams with Scores of 3 to 5	4,691	5,124	5,198	5,403	5,662

Source: VBCPS Departments of Planning, Innovation and Accountability and Teaching and Learning; Advanced Placement Results for 2015/16

AP® Scores Potentially Eligible for College Credit

	2011/12	2012/13	2013/14	2014/15	2015/16
Percent of Total Exams	59%	59%	59%	58%	58.3%

Source: VBCPS Departments of Planning, Innovation and Accountability and Teaching and Learning; Advanced Placement Results for 2015/16

Other Measures of High Academic Achievement

PSAT/National Merit Scholarship Qualifying Test®

The PSAT/National Merit Scholarship Qualifying Test (NMSQT)® is a standardized, multiple-choice test that includes three sections: reading, mathematics, and writing and language. The test provides practice for the SAT® and allows students the opportunity to enter National Merit scholarship programs. Individual PSAT/NMSQT® results are helpful for advising and counseling students. At the high school and division levels, PSAT/NMSQT® results are used to evaluate instructional effectiveness and plan curriculum.

VBCPS Students Meeting the College and Career Readiness Benchmark of the PSAT/NMSQT®

	2011/12	2012/13	2013/14	2014/15	2015/16
Students in grade 10 and 11 meeting college-readiness benchmarks on the PSAT					
Critical Reading	30%	25%	51%*	49%	-
Math	36%	34%	42%*	47%	-
Writing	24%	26%	44%*	40%	-
Students in grade 10 meeting college-readiness benchmarks on the PSAT					
Reading and Writing	-	-	-	-	62.5%
Mathematics	-	-	-	-	40.2%
Both	-	-	-	-	36.0%

* Represents a change in benchmarks. Data cannot be compared to previous years.
Source: VBCPS Key Academic Measures (2011/12 through 2014/15) and VBCPS Navigational Markers (2015/16)

Integrated Performance Task

The Integrated Performance Tasks (IPT) involve real-life problems and related documents that a student must analyze before writing responses to open-ended questions known as prompts. Each IPT situation involves a decision that the student must make based primarily upon relevant information in the documents. While they are taking the IPT, students are asked to evaluate the credibility of information, decide if any additional information is needed, compare the pros and cons of different alternatives, make a final decision and provide reasons that support their decision.

All VBCPS students who take classroom assessments (including students with allowable accommodations) in fourth and seventh grades at every elementary and middle school are administered an IPT in the fall and again in the spring. Students in fourth and seventh grades take different age-appropriate IPTs. The fall IPT is a low-stakes, diagnostic assessment. The purposes of the fall IPT are to familiarize students with a new type of assessment and provide teachers with information about their students' abilities in critical thinking, problem solving and written communication. The fall IPT results allow teachers and schools to make instructional decisions.

Since it is a diagnostic assessment, parents do not receive fall IPT results. The spring IPT is a summative assessment that provides parents and teachers information about each student's performance. Similar to the fall IPT, the spring IPT results allow schools to evaluate instructional effectiveness and make modifications. Additionally, VBCPS uses the aggregate results of the spring IPT to determine if the division is effectively teaching and assessing some of the skills our students need to thrive as 21st century learners, workers and citizens.

The IPT scenarios are updated each year. Due to the nature of the skills assessed by this test, it is not prudent to compare data from year to year, as the difficulty level may vary between tasks. Therefore, each year's data should be analyzed separately.

IPT for the 2014/15 School Year - Percent Scoring at Emerging Level or Higher

	Group	Fourth Grade	Seventh Grade
Critical Thinking	All Students	82.6%	65.9%
	African American	74.2%	52.3%
	American Indian	92.3%	<
	Asian	94.0%	71.9%
	Caucasian	86.1%	72.6%
	Hispanic	78.4%	61.9%
	Native Hawaiian	83.3%	80.8%
	Multiracial	83.2%	64.0%
Critical Thinking II	All Students	-	50.4%
	African American	-	35.0%
	American Indian	-	44.4%
	Asian	-	57.1%
	Caucasian	-	57.0%
	Hispanic	-	48.4%
	Native Hawaiian	-	66.7%
	Multiracial	-	53.4%

	Group	Fourth Grade	Seventh Grade
Problem Solving	All Students	88.7%	88.9%
	African American	83.9%	84.3%
	American Indian	84.6%	<
	Asian	89.1%	89.5%
	Caucasian	90.6%	91.3%
	Hispanic	89.4%	87.5%
	Native Hawaiian	87.5%	92.3%
	Multiracial	89.7%	88.4%
Written Communication	All Students	80.8%	74.5%
	African American	71.0%	63.0%
	American Indian	61.5%	<
	Asian	85.0%	78.4%
	Caucasian	84.9%	79.7%
	Hispanic	79.3%	72.2%
	Native Hawaiian	91.7%	88.5%
	Multiracial	82.6%	75.7%

< Data not reported for less than 10 students.
- No data, Critical Thinking II portion of the test not given to fourth graders.
Source: VBCPS Department of Planning, Innovation and Accountability, Annual School Report Card

Reading Inventory

The Reading Inventory (RI) is a multiple-choice, computer adaptive reading assessment administered to middle school students in sixth through eighth grades at different times during the year. This assessment provides teachers and parents with information related to their student's reading comprehension and growth that can be used to track student progress. Using a student's Lexile Framework® level (the numeric representation of a student's reading ability), this assessment also allows teachers to tailor instruction and assign each student appropriate reading materials based on his or her ability. The numbers reported below represent the percent of students at all VBCPS middle schools who were reading on grade level at the beginning of the year and at the end of the year in 2014/15.

RI - Percent Reading on Grade Level

	Group	Beginning of Year	End of Year
Sixth Grade	All Students	49.00%	65.60%
	African American	32.70%	46.40%
	American Indian	61.50%	69.20%
	Asian	54.30%	72.30%
	Caucasian	56.60%	73.70%
	Hispanic	45.30%	62.50%
	Native Hawaiian	61.50%	69.20%
	Multiracial	48.50%	67.50%
Seventh Grade	All Students	58.60%	70.20%
	African American	39.40%	51.00%
	American Indian	36.40%	<
	Asian	67.30%	76.40%
	Caucasian	67.30%	79.30%
	Hispanic	56.80%	66.00%
	Native Hawaiian	75.00%	80.80%
	Multiracial	58.20%	71.00%

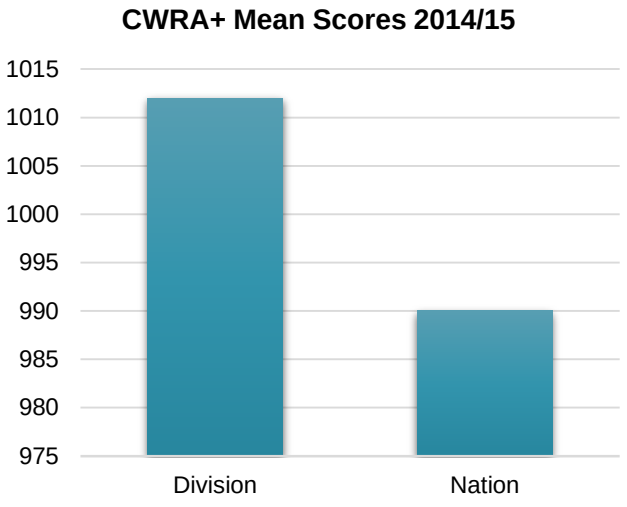
	Group	Beginning of Year	End of Year
Eighth Grade	All Students	65.10%	74.40%
	African American	46.00%	57.10%
	American Indian	77.80%	77.80%
	Asian	70.40%	80.10%
	Caucasian	74.30%	83.10%
	Hispanic	56.00%	66.00%
	Native Hawaiian	75.00%	79.20%
	Multiracial	71.90%	78.60%
All Grades	All Students	57.60%	70.10%
	African American	39.60%	51.70%
	American Indian	61.90%	77.50%
	Asian	64.00%	76.20%
	Caucasian	66.20%	78.70%
	Hispanic	52.60%	64.80%
	Native Hawaiian	70.30%	76.30%
	Multiracial	59.20%	72.10%

< Data not reported for less than 10 students.
Source: VBCPS Department of Planning, Innovation and Accountability, Annual School Report Card

College and Work Readiness Assessment

The College and Work Readiness Assessment (CWRA+) is administered each year to high school juniors. It is designed to measure essential skills for success in college and work. The CWRA+ is an online assessment that includes a performance task and 25 selected-response items. The performance task measures analytic reasoning, problem solving and written communication. The selected-response questions are designed to assess students' ability to reason quantitatively and scientifically, read critically and evaluate information, and critique faulty arguments.

Each performance task presents an engaging, real-world scenario and a set of accompanying documents. Students are asked to choose among possible actions to address a problem, determine the most likely cause of a problem or classify items based on their significant features. The selected-response section presents students with a realistic



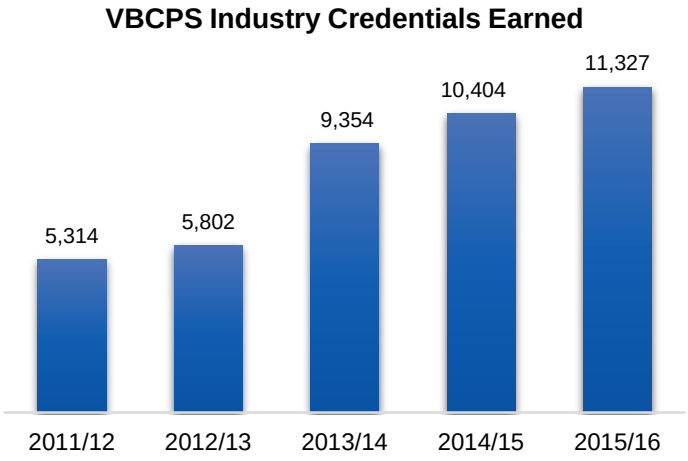
Source: VBCPS Department of Planning, Innovation and Accountability, Annual School Report Card

document - such as a blog post, debate transcript, political speech or newspaper editorial - and a set of accompanying questions.

In 2015, 27 percent of students scored at the proficient level, 30 percent at the accomplished level and 3 percent at the advanced level. The highest percent of students scoring in the advanced mastery level was at Princess Anne High School with 8 percent followed by Ocean Lakes High School with 6 percent.

Technical and Career Education

Industry credentialing is part of an overarching vision and effort for VBCPS to provide students with relevant workplace skills and student-selected verified credit opportunities. VBCPS is in the forefront of the Commonwealth of Virginia in teaching and assessing these skills. Since 2002, 68,171 students have earned at least one industry credential.



Source: VBCPS Department of Teaching and Learning, Industry Credentials Annual Report

The data for school year 2015/16 show that 14,733 industry credential assessments were administered from among 112 different credential assessments available. These assessments include, but are not limited to, Workplace Readiness Skills of the Commonwealth, W!SE Financial Literacy, AutoCAD, Automotive Service Excellence (ASE), Cosmetology State Board, License Practical Nurse (LPN), Dental Assisting, Microsoft Office Specialist (MOS), National Retail Federation (NRF) Customer Service Professional, American Association of Family and Consumer Sciences, and numerous National Occupational Competency Testing Institute (NOCTI) assessments. The divisionwide industry credential pass rate for 2015/16 was 76.9 percent, resulting in 11,327 earned credentials.

TCE Student Performance

	Type	2013/14	2014/15	2015/16
National Occupational Competency Testing Institute (NOCTI) Assessments	**Division**	**557**	**467**	**498**
	State	5,024	3,971	4,139
State Licensures	**Division**	**50**	**26**	**26**
	State	905	1,673	1,790
Industry Certification	**Division**	**6,360**	**7,351**	**8,785**
	State	69,321	89,541	100,544
Workplace Readiness	**Division**	**1,713**	**1,912**	**1,458**
	State	28,349	33,665	30,775
Total Credentials Earned	**Division**	**8,680**	**9,756**	**10,767**
	State	103,599	128,850	137,248
Students Earning One or More Credentials	**Division**	**6,809**	**7,233**	**6,927**
	State	86,257	104,867	109,089
Career and Technical Education Completers	**Division**	**2,166**	**2,138**	**2,176**
	State	41,924	39,291	42,404

Source: VBCPS Department of Planning, Innovation and Accountability, Annual School Report Card

On-Time Graduation Rate

The Virginia On-Time Graduation Rate expresses the percentage of students in a cohort who earned a VBOE approved diploma within four years of entering high school for the first time. Percentages are based on longitudinal student-level data and account for student mobility and retention and promotion patterns.

On-Time Graduation

All Students	2011/12	2012/13	2013/14	2014/15	2015/16
Virginia Beach	86.8%	88.0%	88.5%	89.8%	91.3%
State of Virginia	88.0%	89.1%	89.9%	90.5%	91.3%

Source: VBCPS Department of Planning, Innovation and Accountability

Annual Dropout Rate

The annual dropout rate is based on the number of students in seventh through 12th grades who permanently left school during a specified reporting year and is based on the fall membership for that year.

Annual Dropout Rate (Seventh through 12th Grades)

	2011/12	2012/13	2013/14	2014/15	2015/16
Number of Virginia Beach Dropouts	319	322	337	396	-
Virginia Beach	0.98%	1.00%	1.05%	1.24%	-
State of Virginia	1.37%	1.26%	1.23%	1.20%	-

- Information is not yet available
Source: VBCPS Department of Planning, Innovation and Accountability

Cohort Dropout Rate (High School Only)

A cohort is a group of first-time ninth grade students followed over the course of their four-year high school career. The cohort dropout rate reflects the percentage of students in this group who left high school permanently over the course of four years or who cannot be accounted for elsewhere. The cohort dropout rate is higher than the annual dropout rate because the denominator is based only on the cohort of first-time ninth graders who entered in a given year.

Cohort Dropout Rate (Ninth through 12th Grades)

	2011/12	2012/13	2013/14	2014/15	2015/16
Virginia Beach	5.62%	4.89%	4.81%	5.27%	4.67%
State of Virginia	6.56%	5.89%	5.41%	5.24%	5.29%

Source: VBCPS Department of Planning, Innovation and Accountability

Diplomas and Certificates

Graduation Requirements

In addition to requiring students to attain established SOL benchmarks, the VBOE also mandates that students attain specific high school graduation requirements before they may be awarded one of the following options at the completion of their studies. Beginning in 2013/14, the modified standard diploma was blended with the standard diploma, and credit accommodations are made for students with disabilities:

Standard Diploma

For students entering ninth grade in school year 2013/14 and beyond, this diploma requires 22 credits, completion of one virtual course as well as successful completion of a career and technical industry certification. Of the 22 credits, six must be verified credits as follows: two English, one math, one science, one social studies and one student-selected test to graduate.

Advanced Studies Diploma

For students entering ninth grade in school year 2013/14 and beyond, this diploma requires 26 credits and completion of one virtual course. Of the 26 credits, nine must be verified credits as follows: two English, two math, two science, two social studies and one student-selected test to graduate.

Modified Standard Diploma

This diploma program is intended for certain students who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. This diploma requires 20 standard credits but no verified credits. Students seeking a Modified Standard Diploma must either pass or meet the literacy and numeracy cut scores on the eighth grade SOL tests in both reading and mathematics. Students may also fulfill this requirement by passing the 11th grade reading SOL test and any mathematics SOL given at the high school level. The Modified Standard Diploma is being phased out, but will remain the same for students who entered ninth grade before school year 2013/14.

Applied Studies Diploma

This diploma is available to students with disabilities who complete the requirements of their Individualized Education Program (IEP) and who do not meet the requirements of other diplomas.

General Achievement Adult High School Diploma

This diploma is intended for individuals who are at least 18 years of age and not enrolled in public school or not otherwise meeting the compulsory school attendance requirements set forth in the Code of Virginia.

General Education Development (GED®) Certificate

The 2014 four-part GED test is administered by states and jurisdictions to measure skills and knowledge similar to a high school course of study.

Individual Student Alternative Education Plan (ISAEP)

The ISAEP is a Commonwealth of Virginia GED options initiative to provide an opportunity for students ages 16 to 17 to work toward a GED credential and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program will be considered only after all measures to maintain students in a diploma program have been exhausted.



Most Virginia students earn either an Advanced Studies Diploma or a Standard Diploma. Both of these diplomas require students to pass required and elective courses and verify their achievement by passing SOL tests in English, mathematics and other subject areas. A verified unit of credit is awarded for a course in which the student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course SOL test or a substitute assessment approved by the VBOE.

Diploma/Certificate Types
Percent of Diploma Graduates and Completers

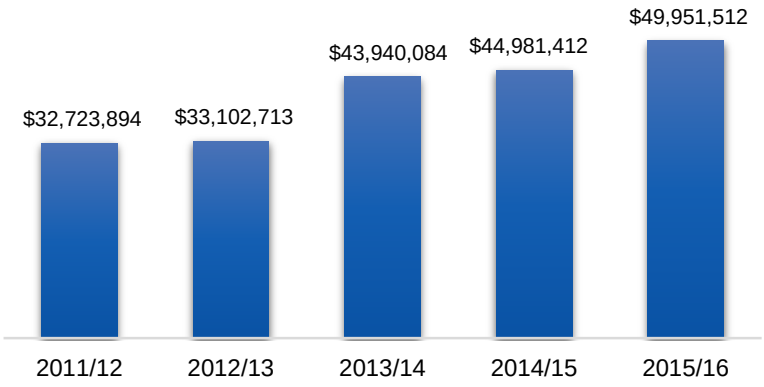
		2011/12	2012/13	2013/14	2014/15	2015/16
Standard Diploma	**Virginia Beach**	**35.5%**	**36.1%**	**37.0%**	**36.2%**	**36.7%**
	State of Virginia	39.8%	39.5%	39.2%	39.1%	39.7%
Advanced Studies Diploma*	**Virginia Beach**	**55.7%**	**56.9%**	**56.5%**	**58.2%**	**57.3%**
	State of Virginia	52.4%	53.5%	54.4%	55.3%	54.7%
Modified Standard Diploma	**Virginia Beach**	**0.7%**	**0.5%**	**0.7%**	**0.5%**	**0.3%**
	State of Virginia	2.0%	1.7%	1.8%	1.8%	1.5%
Applied Studies Diploma**	**Virginia Beach**	**2.9%**	**2.8%**	**3.2%**	**3.2%**	**3.5%**
	State of Virginia	2.6%	2.5%	2.6%	2.5%	2.7%
Certificate of Program Completion	**Virginia Beach**	**0.2%**	**0.1%**	**0.1%**	**0.6%**	**0.6%**
	State of Virginia	0.3%	0.3%	0.4%	0.5%	0.3%
GED Certificate	**Virginia Beach**	**1.1%**	**0.7%**	**0.4%**	**0.1%**	**0.3%**
	State of Virginia	1.0%	0.8%	0.5%	0.2%	0.3%
General Achievement Diploma (GAAHSD)	**Virginia Beach**	**<0.1%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
	State of Virginia	<0.1%	<0.1%	<0.1%	<0.1%	<0.1%
ISAEP GED Certificate	**Virginia Beach**	**3.9%**	**2.9%**	**2.1%**	**1.2%**	**1.3%**
	State of Virginia	2.0%	1.7%	1.1%	0.6%	0.9%

*IB included in Advanced Studies
**As of July 1, 2015, state legislation eliminated the term “Special Diploma.” In lieu of this language, the term “Applied Studies Diploma” will be used. This diploma is available to students with disabilities who complete the requirements of their IEP and who do not meet the requirements of other diplomas.
Source: VBCPS Department of Planning, Innovation and Accountability

Scholarships Accepted

VBCPS’ Class of 2016 was awarded $49,951,512* in scholarships as reported by graduating seniors to high school guidance offices. This amount accounts only for the scholarships accepted by graduates. The total amount of scholarships offered to the Class of 2016 is reported to be $76,885,151. Both scholarship totals are the highest amounts for any VBCPS graduating class. Scholarships granted by in-state and out-of-state institutions to students from all 11 VBCPS high schools are represented in this total.

Scholarships Accepted by Graduates



*The dollar value of scholarships accepted is reported. The amount of renewable scholarships is multiplied by four. The dollar value of ROTC scholarships and military academy appointments is included. However, the dollar value of Pell grants, work study and loans accepted by graduates has not been included.

Source: VBCPS Department of Planning, Innovation and Accountability

COMPASS TO 2020 NAVIGATIONAL MARKERS

To chart VBCPS' progress, key measures have been identified for each of the goals outlined in *Compass to 2020*. These indicators serve as "navigational markers" and are reported out at regularly scheduled intervals. The next report of progress will occur in the fall of 2017.

Goal 1: High Academic Expectations

Navigational Markers		2015-16	2016-17	2017-18	2018-19	2019-20
Percentage of students reading on grade level by the end of grades K-2 as measured by the DRA and grades 3, 6, and 9 as measured by the Reading Inventory {RI}	Kindergarten	92.7%				
	Grade 1	80.3%				
	Grade 2	75.8%				
	Grade 3	76.8%				
	Grade 6	67.9%				
	Grade 9	80.6%				
Percentage of students passing the English, Writing, Mathematics, Science, and Social Studies Standards of Learning {SOL) assessments	English	83.7%				
	Writing	78.4%				
	Mathematics	83.5%				
	Science	85.5%				
	Social Studies	85.5%				
Percentage of students scoring at the emerging level or higher on the Integrated Performance Task {IPT)	Gr. 4 Critical Thinking	78.9%				
	Gr. 4 Problem Solving	95.6%				
	Gr. 4 Written Communication	78.9%				
	Gr. 7 Critical Thinking	90.6%				
	Gr. 7 Problem Solving	94.2%				
	Gr. 7 Written Communication	62.7%				
Percentage of students scoring at the proficient level or higher on the College and Work Readiness Assessment {CWRA+)		Data for this navigational marker will be first reported as part of the Fall 2018 update.				
Percentage of students reporting growth in the areas of literacy, numeracy, and globally competitive skills	Reading	86.8%				
	Writing	88.1%				
	Mathematics	86.3%				
	Critical Thinking	84.8%				
	Problem Solving	86.4%				
	Communication	81.4%				
	Collaboration	83.1%				
	Innovation	81.1%				
Percentage of secondary students enrolled in rigorous coursework	Advanced Courses in MS	54.8%				
	Advanced Courses in HS	56.4%				
	AP/IB Courses	34.8%				
	Dual Enrollment Courses	8.5%				
Percentage of 8th grade students earning high school credit		70.7%				
Percentage of students graduating in four years		91.3%				
Percentage of students completing Algebra II and passing the SOL by the end of 11th grade		63.6%				

Goal 2: Multiple Pathways

Navigational Markers		2015-16	2016-17	2017-18	2018-19	2019-20
Percentage of students and parents reporting that students were provided with personalized learning opportunities {e.g., opportunities aligned with their needs and interests)	Students	75.1%				
	Parents	89.7%				
Percentage of students and parents reporting that students' academic/career planning process helped them to make informed decisions about college, employment, or military service	Students	79.1%				
	Parents	71.3%				
Percentage of students taking advantage of flexible learning opportunities through enrollment in...	Online classes	7.1%				
	Distance Learning classes	3.4%				
Percentage of 8th grade students meeting college-readiness benchmarks on the PSAT 8/9	Reading and Writing	59.8%				
	Mathematics	39.9%				
	Both	35.3%				
Percentage of 10th grade students meeting college-readiness benchmarks on the PSAT/NMSQT	Reading and Writing	62.5%				
	Mathematics	40.2%				
	Both	36.0%				
Percentage of students meeting college-readiness benchmarks on the SAT	Reading and Writing	83.3%				
	Mathematics	55.5%				
	Both	54.2%				
Percentage of students meeting college-readiness benchmarks on the ACT	English	75.3%				
	Mathematics	55.0%				
	Reading	60.2%				
	Science	50.1%				
Percentage of students completing internships, co-operatives, or other specific work experiences facilitated by schools		3.5%				
Percentage of recent graduates reporting that internships, co-operatives, or job shadowing experiences prepared them for postsecondary education or entry into the military or workforce.		Data for this navigational marker will be first reported as part of the Fall 2017 update.				
Percentage of graduates enrolling in 2- and 4-year colleges within one year of graduation		Data for this navigational marker will be first reported as part of the Spring 2018 update.				
Percentage of graduates who completed a Career and Technical Education Program.		43.9%				
Percentage of graduates accepted/reporting acceptance into the military, service academies, or receiving ROTC scholarships		2.8%				

Goal 3: Social-Emotional Development

Navigational Markers		2015-16	2016-17	2017-18	2018-19	2019-20
Percentage of students reporting positive relationships with peers, teachers, and administrators	Peers	89.0%				
	Teachers	89.3%				
	Administrators	73.6%				
Percentage of students reporting a sense of belonging to their school		74.5%				
Percentage of students and parents reporting the school is a safe and orderly place to learn	Students	86.1%				
	Parents	92.5%				
Percentage of students and parents reporting the school is a welcoming place to learn	Students	83.9%				
	Parents	92.0%				
Percentage of students reporting participation in extracurricular activities, clubs, or athletics		68.3%				
Percentage of students reporting participation in community service		42.3%				
Percentage of students without excessive unexcused/unverified absences		81.0%				
Percentage of students with no discipline infractions		84.9%				

Goal 4a: Placing a Premium on High-Quality Staff

Navigational Markers		2015-16	2016-17	2017-18	2018-19	2019-20
Ranking of VBCPS salary for teachers compared to 6 surrounding divisions {total of 7 divisions}	New Hires	2				
	5 Years of Experience	2				
	10 Years of Experience	3				
	15 Years of Experience	2				
	20 Years of Experience	1				
	25 Years of Experience	2				
	30 Years of Experience	1				
Ranking of VBCPS health benefits package for all employees compared to 6 surrounding divisions {total of 7 divisions)	Monthly Premium for Employee Only Plan	6				
	Monthly Premium for Family Plan	7				
	Deductible for Employee Only Plan	6				
	Deductible for Family Plan	7				
Percentage of teachers receiving an overall summative rating of proficient or exemplary		98.1%				
Number of teachers with National Board Certification		141				
Number of teachers with the division designation of career teacher		1214				
Percentage of instructional, administrative, and certified staff with graduate degrees		59.8%				
Percentage of staff reporting that their opportunities for professional learning are appropriate to meet their needs		78.4%				
Percentage of staff reporting that the school division offers flexible opportunities for professional learning		80.7%				
Number of teachers and administrators who report leaving VBCPS to work in other school divisions	Teachers	15				
	Administrators	0				
Number of teachers and administrators who are hired with experience in other school divisions	Teachers	160				
	Administrators	15				
Percentage of staff reporting high levels of job satisfaction		85.9%				

Goal 4b: Purposefully Partnering with Parents and the Community

Navigational Markers		2015-16	2016-17	2017-18	2018-19	2019-20
Percentage of families expressing satisfaction with events, programs, and resources provided for parents to support students		88.3%				
Attendance at division-sponsored family programming events		57.6%				
Number of model, comprehensive, and resource partnerships	Model	14				
	Comprehensive	716				
	Resource	914				
Number of participating partners and volunteers		50361				
Percentage of partners and schools expressing satisfaction with the partnership relationships	Partners	91.4%				
	Schools	98.9%				
Percentage of partners willing to continue as partners		98.7%				

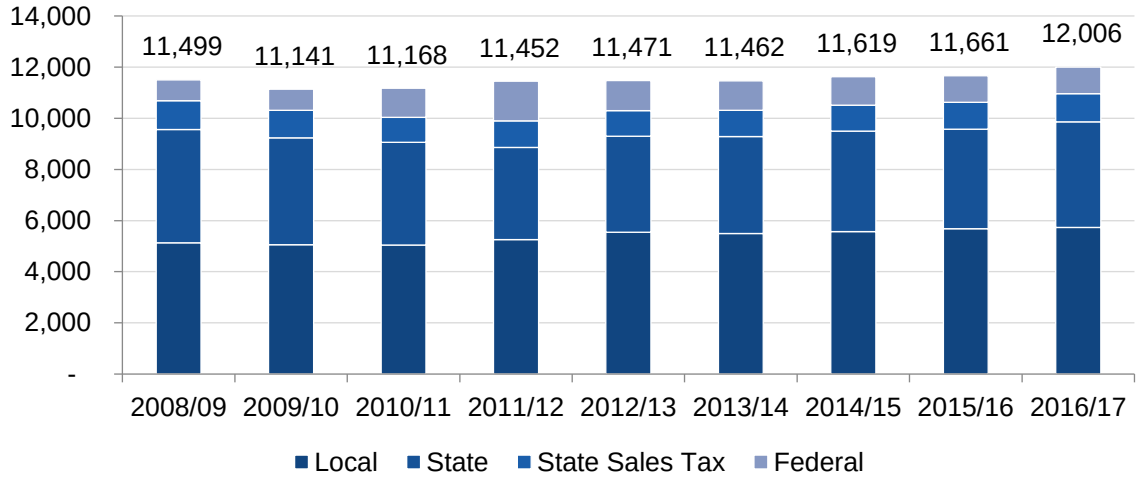
OPERATING COSTS OF AVERAGE DAILY MEMBERSHIP

State K-12 SOQ spending in school divisions is driven by the number of students and local ability to pay. The 2015/16 actual Sept. 30 student membership for K-12 was 68,011. This amount is 419 students, or 0.61 percent, below student membership from the same period in 2014/15.

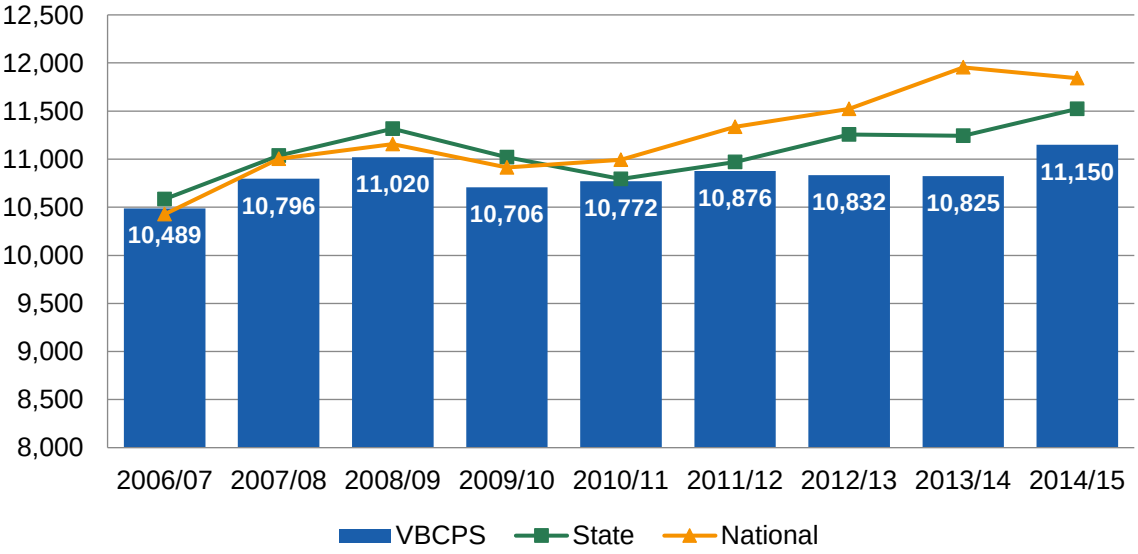
The FY 2016/17 School Operating budget was developed using a student membership projection of 67,321. This is slightly higher than the Average Daily Membership (ADM) of 67,121 used in the development of the Governor's Introduced 2016-2018 Biennial Budget and slightly lower than the Office of Demographics and Planning's projection of 67,859.

BUDGETED EXPENDITURES PER PUPIL

Budgeted Average Per Pupil Expenditures Comparison



VBCPS Average Per Pupil Expenditures Compared with State and National Data



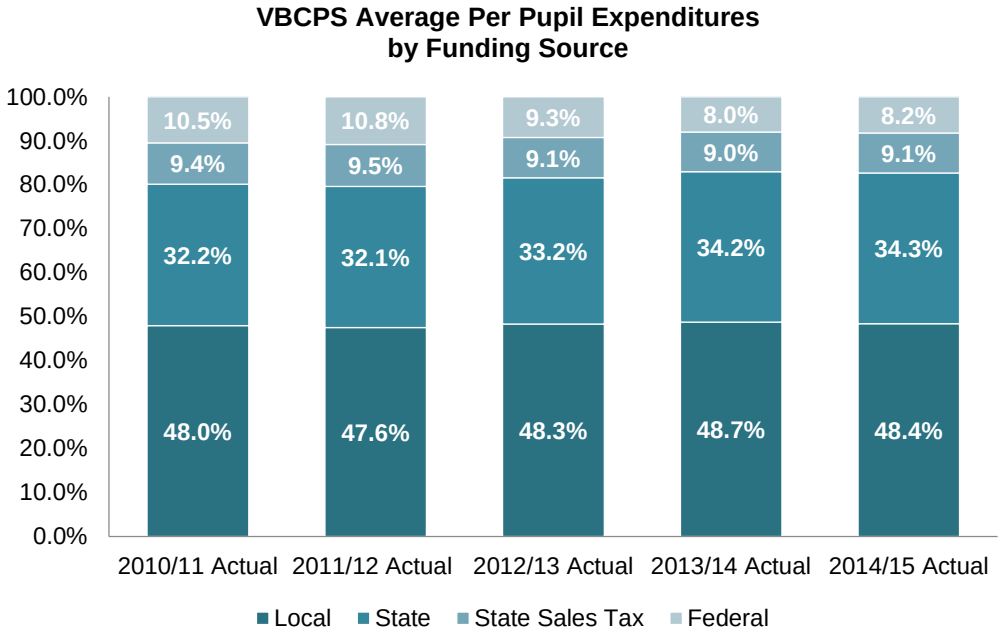
Sources: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016; Joint Legislative Audit and Review Commission Reference Guide, Virginia Compared to the Other States; and Education Week Research Center, Quality Counts report

Actual Average Per Pupil Expenditures Comparison

Average Per Pupil Total Expenditures for Operations	2010/11 Actual	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual
Virginia Beach Cost Per Pupil	10,772	10,876	10,832	10,825	11,150
State Cost Per Pupil	10,793	10,969	11,257	11,242	11,523
ADM for Determining Cost Per Pupil	69,458	69,856	69,512	69,441	69,242

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016

According to a report on state education spending released by the Joint Legislative Audit and Review Commission, the Commonwealth of Virginia spent about $5.66 billion on SOQ programs in FY 2014/15. This equated to about $4,580, on average, for each of the 1.24 million elementary and secondary school students in Virginia.



Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016

PERSONNEL RESOURCE ALLOCATIONS

STAFFING ALLOCATION SUMMARY

As one of the largest employers in the area, VBCPS staffs 14,746 full-time, part-time, temporary and substitute positions.

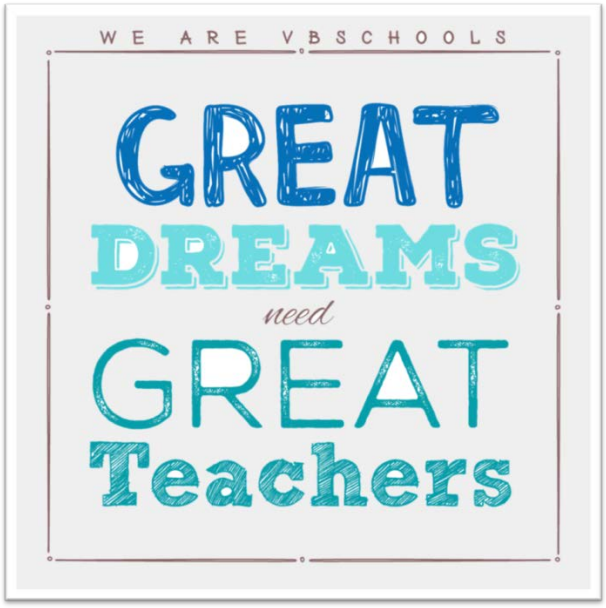
Staffing Highlights

For FY 2016/17, VBCPS expects to employ a total of 10,154.82 full-time equivalent (FTE) positions, an increase of 120.5 from the FY 2015/16 budget.

GENERAL FUND

Allocations in the School Operating budget are up by 82.4 FTEs from the previous budget year, 63.4 of which fall into the instructional category. The FY 2016/17 budget reflects considerable increases in revenue at the state and local levels and begins to reverse the impact of significant cuts sustained over the last several years. Previous budgets in recent years have been balanced, in part, by increasing class sizes. This cost saving strategy resulted in a reduction of 169.9 positions in FY 2015/16. That trend has been reversed for FY 2016/17. Combined with efforts to reprioritize and reallocate existing personnel resources, the current School Operating budget includes funds to:

- Allocate positions required to adequately support special education programs in the division. An additional 20.8 FTE instructional and support positions have been added in FY 2016/17 with an increase of approximately $3.5 million, an action prompted primarily as a result of declining federal grant carryover resources.
- Add FTE instructional positions to address critical staffing needs and support program expansions. Instructional staff will be added to expand the Advancement Via Individual Determination (AVID) college-readiness program at the middle and high school level, to ensure fine arts courses are available for students to meet high school graduation requirements, and to support implementation of the K-12 literacy initiative. The addition of these positions will cost the division approximately $1.3 million for FY 2016/17.



- Account for startup costs to open the new Entrepreneurship and Business Academy at Kempsville High School. In addition to a Career and Technical Education (CTE) position to support implementation of the instructional program, 9.0 FTE bus drivers were added to provide students enrolled in the academy with access to a citywide express bus route system as a means of transportation to and from school. This system establishes centralized pick-up and delivery points to significantly reduce district-wide transportation costs.
- Augment support staff by adding instructional technology and operational maintenance positions to effectively manage increasingly complex systems and equipment at a cost to the division of a little more than $230,000. In FY 2015/16, the division introduced a new model for instructional technology that included the realignment of certain positions. Within the FY 2016/17 School Operating budget, VBCPS is increasing the number of technology support technicians by 6.0 FTEs. These personnel serve as advisers to school staff for general technical issues.

GRC charter school will be in the fourth year of a phased-in implementation for FY 2016/17. Each year an additional grade of students will be added until the school is serving ninth through 12th grades. The additional staffing allocations required at GRC for FY 2016/17 equate to 6.4 FTE positions.

Categorical Grants and Other Funds

Allocations in the Categorical Grants funds are increasing by a net of 30.7 FTEs from FY 2015/16. There are two primary causes for position changes in grant funds.

- Beginning with the 2016-17 school year, VBCPS will have sole responsibility for the division's Pre-Kindergarten (Pre-K) program, including the hiring of highly-qualified staff. This educational program, funded primarily by the state's Virginia Preschool Initiative (VPI), is offered to at-risk children at no cost to their parents and has historically been provided in Virginia Beach through a contract for services with the YMCA of South Hampton Roads. The same number of Virginia Beach students will be served and the program will still be offered at elementary schools throughout the city. VBCPS will add 40.0 FTEs for teachers and another 40.0 FTEs for teacher assistants to implement the program for FY 2016/17.
- The FY 2016/17 Approved Budget reduces a net of 53.5 grant-funded FTE positions allocated within the division's federal programs for Title VI, Part B, Individuals with Disabilities Act of 2004 (IDEA, Section 611). Many of the positions have been reallocated to the School Operating budget using $3.5 million in additional local funding identified for the purpose of continuing adequate support for special education programs in the division. These actions were prompted primarily as a result of declining federal grant carryover resources.

Budgeted Position Comparisons

The table below provides historical FTE staffing information and illustrates the net position changes from FY 2012/13 to FY 2016/17 organized by funding source and category. Additional tables that follow show detailed staffing comparisons.

Budgeted Positions for All School Board Funds

	FY 2012/13 Budget	FY 2013/14 Budget	FY 2014/15 Budget	FY 2015/16 Budget	FY 2016/17 Approved	Variance
General Fund						
Fund 115 - School Operating						
Instruction	6,959.70	6,848.10	6,911.40	6,736.60	6,800.00	63.40
Administration, Attendance and Health	278.80	278.80	280.80	276.80	279.80	3.00
Pupil Transportation	667.13	667.13	667.13	666.13	675.13	9.00
Operations and Maintenance	1,139.50	1,146.50	1,159.50	1,169.50	1,170.50	1.00
Technology	-	188.00	188.00	170.00	176.00	6.00
School Operating Fund Total	**9,045.13**	**9,128.53**	**9,206.83**	**9,019.03**	**9,101.43**	**82.40**
Fund 104 – Green Run Collegiate	-	-	24.80	32.90	39.30	6.40
General Fund Total	**9,045.13**	**9,128.53**	**9,231.63**	**9,051.93**	**9,140.73**	**88.80**
Categorical Grants and Other Funds						
Fund 106 – Technology*	187.00	-	-	-		-
Fund 114 – Cafeterias	492.89	492.89	490.89	490.89	490.89	-
Fund 116 – Categorical Grants	588.50	563.50	484.50	478.50	509.20	30.70
Fund 117 – Textbooks	1.50	1.50	1.50	1.50	1.50	-
Fund 614 – Risk Management	5.00	5.00	5.00	5.00	6.00	1.00
Funds 615/617 – Health Insurance	6.50	6.50	6.50	6.50	6.50	-
Other Funds Total	**1,281.39**	**1,069.39**	**988.39**	**982.39**	**1,014.09**	**31.70**
TOTAL BUDGET	**10,326.52**	**10,197.92**	**10,220.02**	**10,034.32**	**10,154.82**	**120.50**

* All technology category financial activities previously reported in fund 106 are reported in the School Operating Fund as of FY 2013/14.

General Fund Budgeted Positions

	FY 2012/13 Budget	FY 2013/14 Budget	FY 2014/15 Budget	FY 2015/16 Budget	FY 2016/17 Approved	Variance
50100 Elementary Classroom	2,115.10	2,084.60	2,162.90	2,049.90	2,038.70	(11.20)
50200 Senior High Classroom	1,022.20	982.60	985.80	926.60	937.00	10.40
50300 Technical and Career Education	225.40	211.45	216.35	216.35	219.35	3.00
50400 Gifted Education and Academy Programs	156.00	156.00	157.00	157.50	159.20	1.70
50500 Special Education	1,178.00	1,178.00	1,178.00	1,177.60	1,192.40	14.80
50700 General Adult Education	20.00	20.00	20.00	20.00	20.00	-
50800 Alternative Education - Renaissance	96.60	96.60	93.60	92.60	92.60	-
50900 Student Activities	30.50	30.50	30.50	30.50	31.00	0.50
51000 Office of the Principal - Elementary	337.00	336.00	336.00	332.00	335.00	3.00
51100 Office of the Principal - Senior High	124.00	122.00	127.00	137.00	141.00	4.00
51200 Office of the Principal - Technical and Career Education	7.00	7.00	7.00	8.00	8.00	-
51300 Guidance Services	209.40	209.60	206.60	205.20	210.40	5.20
51400 Social Work Services	31.00	31.00	31.00	31.00	34.00	3.00
51500 Media and Communications	15.00	15.00	15.00	15.00	18.00	3.00
51700 Teaching and Learning Support	51.00	51.00	47.00	47.00	53.00	6.00
51710 Instructional Professional Growth and Innovation	8.00	8.00	8.00	8.00	6.00	(2.00)
51800 Special Education Support	32.00	32.00	32.00	32.00	36.00	4.00
51900 Gifted Education and Academy Programs Support	19.50	20.00	20.00	20.00	19.00	(1.00)
52000 Media Services Support	200.50	196.50	196.50	196.50	195.50	(1.00)
52100 Planning, Innovation, and Accountability	19.00	19.00	19.00	18.00	17.00	(1.00)
52200 Middle School Classroom	761.40	740.75	753.65	724.85	733.85	9.00
52300 Remedial Education	104.50	106.50	70.50	73.00	75.00	2.00
52400 Office of the Principal - Middle Schools	115.00	112.00	112.00	130.00	134.00	4.00
52500 Homebound Services	1.00	1.00	1.00	1.00	1.00	-
52600 Technical and Career Education Support	8.60	9.00	9.00	9.00	9.00	-
52700 Student Leadership	7.00	7.00	9.00	9.00	9.00	-
52800 Psychological Services	38.00	38.00	38.00	38.00	44.00	6.00
52900 Audiological Services	4.00	4.00	4.00	4.00	4.00	-
53100 School Leadership	8.00	8.00	10.00	11.00	11.00	-
53200 Alternative Education	15.00	15.00	15.00	16.00	16.00	-
Instruction Total	**6,959.70**	**6,848.10**	**6,911.40**	**6,736.60**	**6,800.00**	**63.40**
54100 Board, Legal, and Governmental Services	12.00	12.00	12.00	12.00	12.00	-
54200 Office of the Superintendent	7.00	7.00	8.50	5.50	5.00	(0.50)
54300 Budget and Finance	43.00	43.00	43.00	43.00	44.00	1.00
54400 Human Resources	47.30	47.30	47.30	46.30	44.30	(2.00)
54500 Internal Audit	4.00	4.00	4.00	4.00	4.00	-
54600 Purchasing Services	13.00	13.00	13.00	12.00	12.00	-
54700 Professional Growth and Innovation	6.00	6.00	5.50	5.50	8.00	2.50
55000 Benefits	15.50	15.50	16.50	16.50	17.50	1.00
55200 Health Services	131.00	131.00	131.00	132.00	133.00	1.00
Administration, Attendance and Health Total	**278.80**	**278.80**	**280.80**	**276.80**	**279.80**	**3.00**
56100 Management	27.00	27.00	27.00	27.00	27.00	-
56200 Vehicle Operations	354.69	354.69	354.69	353.69	362.69	9.00
56250 Vehicle Operations - Special Education	122.56	122.56	122.56	122.56	122.56	-
56300 Vehicle Maintenance	56.00	56.00	56.00	56.00	56.00	-
56400 Monitoring Services	106.88	106.88	106.88	106.88	106.88	-
Pupil Transportation Total	**667.13**	**667.13**	**667.13**	**666.13**	**675.13**	**9.00**
57100 Facilities Planning and Construction	6.00	6.00	6.00	6.00	7.00	1.00
57200 School Plant	197.00	197.00	197.00	197.00	198.00	1.00
57300 Distribution Services	23.50	23.50	23.50	22.50	22.50	-
57500 Custodial Services	709.00	716.00	728.00	738.00	738.00	-
58100 Safety and Loss Control	197.00	197.00	198.00	199.00	199.00	-
58200 Vehicle Services	4.00	4.00	4.00	4.00	4.00	-
58300 Telecommunications	3.00	3.00	3.00	3.00	2.00	(1.00)
Operations and Maintenance Total	**1,139.50**	**1,146.50**	**1,159.50**	**1,169.50**	**1,170.50**	**1.00**
61600 Instructional Technology	-	110.00	110.00	92.00	93.00	1.00
64900 Office of Technology	-	7.00	7.00	6.00	6.00	-
68400 Technology Maintenance	-	71.00	71.00	72.00	77.00	5.00
Technology Total	**-**	**188.00**	**188.00**	**170.00**	**176.00**	**6.00**
School Operating Fund Total	**9,045.13**	**9,128.53**	**9,206.83**	**9,019.03**	**9,101.43**	**82.40**
Green Run Collegiate Instruction	-	-	24.80	32.90	39.30	6.40
Green Run Collegiate Administration, Attendance and Health	-	-	-	-	-	-
Green Run Collegiate Pupil Transportation	-	-	-	-	-	-
Green Run Collegiate Operations and Maintenance	-	-	-	-	-	-
Green Run Collegiate Technology	-	-	-	-	-	-
Green Run Collegiate Fund Total	**-**	**-**	**24.80**	**32.90**	**39.30**	**6.40**
General Fund Total	**9,045.13**	**9,128.53**	**9,231.63**	**9,051.93**	**9,140.73**	**88.80**

Note: The General fund is used to account for the financial activities of the School Operating fund 115 and GRC charter school fund 104. Fiscal year 2013/14 was the first year of operation for GRC charter school.

General Fund Budgeted Positions by Employee Group

	2014/15 Budget	2015/16 Budget	2016/17 Approved	Variance
General Fund				
Fund 115 - School Operating				
Assistant Principal	129.00	127.00	128.00	1.00
Bus Assistants	106.88	106.88	106.88	0.00
Bus Drivers	473.75	472.25	481.25	9.00
Clinic Assistants	38.00	38.00	40.00	2.00
Coordinator Administration	46.00	46.00	46.00	0.00
Coordinator Instruction	69.00	66.00	72.00	6.00
Custodians	722.00	731.00	731.00	0.00
Directors	34.00	33.00	36.00	3.00
Executives	11.00	11.00	12.00	1.00
Instructional Support	933.40	908.90	911.40	2.50
Interns	5.00	5.00	8.00	3.00
Interpreters	32.20	32.20	32.20	0.00
Maintenance	177.00	177.00	179.00	2.00
Mechanics	50.00	50.00	50.00	0.00
Nurses	91.00	91.00	91.00	0.00
Occupational/Physical Therapists	39.20	38.20	26.20	(12.00)
Paraprofessionals	37.00	37.00	37.00	0.00
Principals	81.00	81.00	81.00	0.00
Professional Staff	55.00	54.00	55.00	1.00
Professional Support	585.90	525.40	527.40	2.00
School Board	11.00	11.00	11.00	0.00
Security	197.00	200.00	200.00	0.00
Specialists	194.50	197.50	207.00	9.50
Superintendent	1.00	1.00	1.00	0.00
Supply	27.50	26.50	26.50	0.00
Teachers	4,980.90	4,790.60	4,833.00	42.40
Technical Staff	73.00	156.00	166.00	10.00
Travel Bell	5.60	5.60	5.60	0.00
School Operating Fund Total	**9,206.83**	**9,019.03**	**9,101.43**	**82.40**
Fund 104 - Green Run Collegiate				
Coordinator Instruction	0.00	1.00	1.00	0.00
Instructional Support	1.00	1.00	1.00	0.00
Principals	1.00	1.00	1.00	0.00
Professional Support	2.00	2.00	2.00	0.00
Specialists	1.00	0.00	0.00	0.00
Teachers	19.80	27.90	34.30	6.40
Green Run Collegiate Fund Total	**24.80**	**32.90**	**39.30**	**6.40**
General Fund Total	**9,231.63**	**9,051.93**	**9,140.73**	**88.80**

Categorical Grants and Other Funds Budgeted Positions

	FY 2012/13 Budget	FY 2013/14 Budget	FY 2014/15 Budget	FY 2015/16 Budget	FY 2016/17 Approved	Variance
Adult Basic Education Funds	5.00	5.00	5.00	5.00	5.00	-
DoDEA MCASP	-	3.50	4.00	-	-	-
DoDEA MCASP Operation Pride	-	-	3.00	3.00	2.00	(1.00)
DoDEA SFLEP	-	1.00	2.00	-	-	-
DoDEA Special Education	-	-	-	1.00	1.00	-
MTSS-B Impact Evaluation Study	-	-	-	-	1.20	1.20
Preschool Incentive	5.00	5.00	5.00	5.00	5.00	-
Title I, Part A	141.00	123.00	118.00	116.00	122.00	6.00
Title I, Part D - Subpart 1	1.00	0.50	0.50	-	-	-
Title I, Part D - Subpart 2	2.00	1.00	1.00	1.00	1.00	-
Title II, Part A	34.00	28.00	24.50	26.00	24.00	(2.00)
Title III, Part A - Language Acquisition	1.00	1.00	1.00	1.00	1.00	-
Title VI, Part B (IDEA)	385.50	381.50	306.50	306.50	253.00	(53.50)
Federal Grants Total	**574.50**	**549.50**	**470.50**	**464.50**	**415.20**	**(49.30)**
Early Intervention Reading Initiative (PALS)	1.00	1.00	1.00	1.00	1.00	-
Jail Education Program	1.00	1.00	1.00	1.00	1.00	-
Juvenile Detention Home	11.00	11.00	11.00	11.00	11.00	-
VA Initiative for At-Risk Four-Year-Olds	-	-	-	-	80.00	80.00
State Grants Total	**13.00**	**13.00**	**13.00**	**13.00**	**93.00**	**80.00**
Opportunity, Inc. - STEM	1.00	1.00	1.00	1.00	1.00	-
Local Grants Total	**1.00**	**1.00**	**1.00**	**1.00**	**1.00**	**-**
Categorical Grants Total	**588.50**	**563.50**	**484.50**	**478.50**	**509.20**	**30.70**
Cafeterias	492.89	492.89	490.89	490.89	490.89	-
Health Insurance	6.50	6.50	6.50	6.50	6.50	-
Risk Management	5.00	5.00	5.00	5.00	6.00	1.00
Technology*	187.00	-	-	-	-	-
Textbooks	1.50	1.50	1.50	1.50	1.50	-
Other Funds Total	**692.89**	**505.89**	**503.89**	**503.89**	**504.89**	**1.00**
Categorical Grants and Other Funds Total	**1,281.39**	**1,069.39**	**988.39**	**982.39**	**1,014.09**	**31.70**

**Technology (fund 106) category shifted to the General fund effective FY 2013/14.*

Categorical Grants and Other Funds Budgeted Positions by Employee Group

	2014/15 Budget	2015/16 Budget	2016/17 Approved	Variance
Categorical Grants and Other Funds				
Fund 114 - Cafeterias				
Cafeterias Staff	474.89	474.89	474.89	0.00
Directors	1.00	1.00	1.00	0.00
Professional Staff	9.00	9.00	9.00	0.00
Professional Support	6.00	6.00	6.00	0.00
Cafeterias Fund Total	**490.89**	**490.89**	**490.89**	**0.00**
Fund 116 - Categorical Grants				
Coordinator Administration	2.00	2.00	1.00	(1.00)
Coordinator Instruction	5.00	5.00	1.00	(4.00)
Instructional Support	179.00	177.00	196.50	19.50
Principals	1.00	1.00	1.00	0.00
Professional Staff	1.00	1.00	1.00	0.00
Professional Support	4.00	3.00	2.00	(1.00)
Specialists	26.50	25.50	21.70	(3.80)
Teachers	266.00	264.00	285.00	21.00
Categorical Grants Fund Total	**484.50**	**478.50**	**509.20**	**30.70**

Categorical Grants and Other Funds Budgeted Positions by Employee Group (continued)

	2014/15 Budget	2015/16 Budget	2016/17 Approved	Variance
Categorical Grants and Other Funds				
Fund 117 - Textbooks				
Supply Staff	1.50	1.50	1.50	0.00
Textbooks Fund Total	**1.50**	**1.50**	**1.50**	**0.00**
Fund 614 - Risk Management				
Directors	1.00	1.00	1.00	0.00
Professional Staff	1.00	1.00	2.00	1.00
Professional Support	3.00	3.00	3.00	0.00
Risk Management Fund Total	**5.00**	**5.00**	**6.00**	**1.00**
Funds 615/617 - Health Insurance				
Professional Staff	3.00	3.00	3.00	0.00
Professional Support	3.50	3.50	3.50	0.00
Health Insurance Fund Total	**6.50**	**6.50**	**6.50**	**0.00**
Other Funds Total	**988.39**	**982.39**	**1,014.09**	**31.70**
Total Budget	**10,220.02**	**10,034.32**	**10,154.82**	**120.50**

ACTUAL ALLOCATED POSITIONS COMPARISON

VBCPS reports multiple years of actual position data as a federal requirement of the Equal Employment Opportunity Commission (EEOC). The FTE figures presented below cover the payroll period closest to Oct. 1 of the reporting year. Employee groups and classifications defined by the EEOC differ from those VBCPS uses internally for budget development and staffing, making it impractical to compare the two sets of data.

Prior Years' Actual Allocated FTE Positions by Employee Group

Employee Groups	2010/11 Actual	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual
Full-Time Staff					
Office/Admin/Managers	40.00	40.00	43.00	43.00	44.00
Principals	86.00	86.00	87.00	87.00	86.00
Assistant Principals	151.00	150.00	147.00	153.00	152.00
Elementary Classroom Teachers	2,087.00	2,101.00	2,068.00	2,108.00	2,059.00
Secondary Classroom Teachers	2,466.00	2,395.00	2,353.00	2,359.00	2,304.00
Other Classroom Teachers	339.00	334.00	316.00	318.00	302.00
Guidance	179.00	174.00	175.00	174.00	171.00
Psychological	79.00	83.00	75.00	75.00	77.00
Librarians/AV	105.00	105.00	106.00	106.00	105.00
Supervisory	77.00	82.00	83.00	90.00	84.00
Other Professionals	377.00	375.00	371.00	378.00	371.00
Teacher Aides	1,154.00	1,126.00	1,121.00	1,113.00	1,100.00
Technicians	112.00	108.00	111.00	111.00	197.00
Clerical/Secretarial	586.00	584.00	578.00	596.00	534.00
Service Workers	1,100.00	1,092.00	1,072.00	1,058.00	1,058.00
Skilled Crafts	231.00	238.00	234.00	234.00	229.00
Total Full-Time Staff	**9,169.00**	**9,073.00**	**8,940.00**	**9,003.00**	**8,873.00**
Part-Time Staff					
Professional/Instructional	201.00	193.00	170.00	153.00	142.00
Other	1,103.00	1,082.00	1,073.00	1,095.00	1,050.00
Total Part-Time Staff	**1,304.00**	**1,275.00**	**1,243.00**	**1,248.00**	**1,192.00**

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016

STAFF DEMOGRAPHICS AND CHARACTERISTICS

As one of the largest employers in Hampton Roads, VBCPS staffs 14,746 full-time, part-time, temporary and substitute positions. Of more than 10,000 FTE allocated positions, nearly 75 percent are categorized as instructional.

Instructional Staff Characteristics

Elementary School Instructional Staff	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Female	92.3%	92.5%	92.6%	93.0%	93.0%	93.0%
Male	7.7%	7.5%	7.4%	7.0%	7.0%	7.0%
Average years of teaching experience	15.2	15.2	14.8	14.9	14.8	14.8
Percentage with graduate degrees	52.2%	52.9%	54.2%	55.3%	56.2%	56.7%
Percentage new to the system	4.9%	5.6%	6.7%	4.7%	8.4%	5.2%
Percentage of core courses not taught by highly qualified teachers	0%^	0%^	1%^	0%^	0%^	0%^
Percentage of teachers with provisional credentials	2%^	2%^	2%^	3%^	2%^	3%^

Middle School Instructional Staff	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Female	77.3%	76.5%	76.5%	76.4%	75.5%	77.0%
Male	22.7%	23.5%	23.5%	23.6%	24.5%	23.0%
Average years of teaching experience	15.3	15.1	15.1	14.7	14.3	14.7
Percentage with graduate degrees	53.5%	53.1%	53.1%	53.3%	52.9%	53.1%
Percentage new to the system	4.3%	7.3%	7.3%	6.0%	7.0%	5.1%
Percentage of core courses not taught by highly qualified teachers	0%^	1%^	1%^	0%^	0%^	0%^
Percentage of teachers with provisional credentials	2%^	2%^	2%^	3%^	2%^	3%^

High School Instructional Staff	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Female	65.8%	66.3%	65.6%	65.7%	66.1%	66.5%
Male	34.2%	33.7%	34.4%	34.3%	33.9%	33.5%
Average years of teaching experience	15.0	15.0	15.0	14.7	14.6	14.9
Percentage with graduate degrees	49.6%	50.4%	50.6%	50.5%	50.8%	51.5%
Percentage new to the system	6.3%	4.7%	3.9%	4.0%	6.7%	5.3%
Percentage of core courses not taught by highly qualified teachers	0%^	1%^	1%^	0%^	0%^	0%^
Percentage of teachers with provisional credentials	2%^	2%^	2%^	3%^	2%^	3%^

^ Entire Division

Source: VBCPS Department of Planning, Innovation and Accountability, Annual School Report Card

Instructional Staff by Ethnic Group

	2013/14	2014/15	2015/16
Caucasian	74.19%	73.72%	73.52%
African American	18.87%	18.81%	18.77%
Asian	3.81%	3.60%	3.72%
Hispanic/Latino	2.63%	2.83%	2.85%
Multiracial	-	0.50%	0.58%
American Indian	0.50%	0.50%	0.50%
Hawaiian/Pacific Islander	-	-	0.06%
Number of Teachers	5,213	5,248	5,115

Note: - Not Available

Source: VBCPS Department of Media and Communications

Average Teacher Salaries

At a presentation to the School Board on Dec. 1, 2015, staff from the Department of Human Resources outlined how Virginia Beach ranks in the Hampton Roads region when examining teacher salaries. VBCPS ranks No. 2 in the region for entry-level compensation (up from No. 3 in 2014/15) and No. 2 in the region when teachers reach five years of experience (up from No. 4 in 2014/15). VBCPS does not rise to the No. 1 rank until a teacher has 20 and 30 years of service.

2015/16 Teacher Salary Comparisons

Experience	Entry Level		5 Years		10 Years		15 Years		20 Years		25 Years		30 Years	
Portsmouth	1	43,621	1	45,146	1	48,168	1	52,300	3	56,788	3	61,612	4	63,649
Virginia Beach	**2**	**42,810**	**2**	**43,972**	**3**	**47,016**	**2**	**52,182**	**1**	**57,347**	**2**	**62,511**	**1**	**67,677**
Norfolk	3	42,558	5	42,962	6	44,911	5	48,607	6	52,086	5	56,914	5	60,393
Chesapeake	4	41,560	3	43,859	2	47,031	3	51,800	2	57,189	1	62,540	2	65,692
Newport News	5	41,500	4	43,617	5	45,842	6	48,180	5	50,837	6	54,766	6	58,999
Hampton	6	40,500	6	42,879	7	44,321	7	46,648	7	49,502	7	51,892	7	57,999
Suffolk	7	39,879	7	41,491	4	45,809	4	50,577	4	55,294	4	59,568	3	65,296

Source: VBCPS Department of Human Resources

STAFFING PROCESS AND TIMELINE

The allocations of instructional personnel in Virginia Beach are based on guidelines that meet or exceed the SOQ, the accreditation requirements of Virginia and core class size caps as adopted by the School Board. All staffing projections are done on a school-by-school basis. The number of classroom teachers and many other positions provided at each school is based on specific staffing formulas for each program level. For instance, the number of classroom teachers assigned to an elementary school is determined by the number of students based on a pupil-teacher ratio. At the secondary level, class size is influenced by the number of students and class schedules. The complete VBCPS Staffing Standards and Guidelines are included in the Appendix of this document.

Elementary Ratio of Students to Teaching/Instructional Personnel

Fiscal Year	Teaching Positions	End-of-Year Membership K-7	VBCPS Elementary Student/Teacher Ratio	State Average Elementary Student/Teacher Ratio
2011/12	2,923	42,251	14.5	13.2
2012/13	2,814	42,217	15	13.3
2013/14	2,714	42,156	15.5	13.2
2014/15	2,789	41,896	15.0	13.2
2015/16	-	-	-	-

Secondary Ratio of Students to Teaching/Instructional Personnel

Fiscal Year	Teaching Positions	End-of-Year Membership 8-12	VBCPS Secondary Student/Teacher Ratio	State Average Secondary Student/Teacher Ratio
2011/12	2,069	26,357	12.7	12.2
2012/13	1,976	26,082	13.2	12.2
2013/14	1,924	26,088	13.6	12.4
2014/15	1,942	26,141	13.5	12.5
2015/16	-	-	-	-

- Not Available (officially published by the Virginia Department of Education)
Note: These tables represent student teacher ratios based on End-of-Year Average Daily Membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, guidance counselors and librarians.
Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2016

ACRONYM INDEX

A

AAL - Actual Accrued Liability
ACA - Affordable Care Act
ACT® - American College Test
ADA - Average Daily Attendance
ADM - Average Daily Membership
ADR - Average Daily Rate
ALC - Adult Learning Center
AMO - Annual Measurable Objectives
AP® - Advanced Placement
ASR - Annual School Report
ATC - Advanced Technology Center
AV - Audio Visual
AVID - Advancement Via Individual Determination
AYP - Adequate Yearly Progress

B

BEAR - Be a Reader
BPOL - Business Permit and Occupational License
BYOD - Bring Your Own Device

C

CAFR - Comprehensive Annual Financial Report
CCI - Consumer Confidence Index
CCLC - Century Community Learning Centers
CFO - Chief Financial Officer
CIA - Certified Internal Auditor
CIP - Capital Improvement Program
COLA - Cost-of-Living Adjustment
CPA - Certified Public Accountant
CPI - Consumer Price Index
CPI-U - Consumer Price Index for all Urban Consumers
CTE - Career and Technical Education
CWRA+ - College and Work Readiness Assessment

D

DECA - Distributive Education Clubs of America
DMV - Department of Motor Vehicles
DOD - Department of Defense
DoDEA - Department of Defense Education Activity

E

EBA - Entrepreneurship and Business Academy
EDIP - Economic Development Investment Program
EDK - Extended Day Kindergarten
EEOC - Equal Employment Opportunity Commission
EMT - Emergency Medical Technician

EOY - End of Year
ESEA - Elementary and Secondary Education Act of 1965
ESL - English as a Second Language
ESOL - English for Speakers of Other Languages

F

FICA - Federal Insurance Contributions Act
FTE - Full Time Equivalent
FY - Fiscal Year

G

GAAP - Generally Accepted Accounting Principals
GASB - Governmental Accounting Standards Board
GCI - Graduation and Completion Index
GDP - Gross Domestic Product
GED® - General Education Development
GIS - Geographic Information System
GO - General Obligation
GOPI - General Obligation Public Improvement
GRC - Green Run Collegiate

H

HHFKA - Healthy Hunger-Free Kids Act

I

IB - International Baccalaureate
IBCC - International Baccalaureate Career-related Certificate
ICTC - ITC Company
IDEA - Individuals with Disabilities Education Act
IEP - Individualized Education Program
ImPACT® - Immediate Post-Concussion Assessment and Cognitive Testing
IPT - Integrated Performance Task
ISAEP - Individual Student Alternative Education Plan

J

JCC - Jewish Community Center
JLARC - Joint Legislative Audit Review Commission

L

LCI - Local Composite Index
LEA - Local Educational Agency
LEED - Leadership in Energy and Environmental Design
LEP - Limited English Proficient

M

MAP - Measures of Academic Progress

MCASP - Military Connected Academic Support Programs
MSA - Metropolitan Statistical Area
MTSS-B - Multi-Tiered System of Support for Behavior
MYCAA - My Career Advancement Account
MYP - Middle Years Program

N

NCLB - No Child Left Behind Act of 2001
NJROTC - National Junior Reserve Officers Training Corps

O

ODC - Old Donation Center
ODU - Old Dominion University
OECD - Organization for Economic Co-operation and Development
OPEB - Other Post-Employment Benefit
ORP - Optional Retirement Plan

P

PALS - Phonological Awareness Literacy Screening
PAYGO - Pay-As-You-Go
PBIS - Positive Behavior Interventions and Support
PFRB - Public Facility Revenue Bond
PPE - Personal Protective Equipment
Pre-K - Pre-Kindergarten Program
PSAT/NMSQT® - Preliminary SAT/National Merit Scholarship Qualifying Test
PTA - Parent Teacher Association
PTSA - Parent Teacher Student Association

Q

QSCB - Qualified School Construction Bond

R

RevPar - Revenue Per Available Hotel Room
RHCC - Retiree Health Care Credit
RI - Reading Inventory
RSF - Revenue Sharing Formula

S

S-FLEP - Strategic Foreign Language Expansion Program
SEON - Superintendent's Estimate of Needs
SOL - Standards of Learning
SOQ - Standards of Quality
SPCA - Society for the Prevention of Cruelty to Animals
SSD - Special Service District
STEM - Science Technology Engineering and Mathematics

T

TCC - Tidewater Community College
TCE - Technical and Career Education
THSB - The House Students Built
TIF - Tax Increment Financing
TIP - Tourism Investment Program

U

UAAL - Underfunded Actuarial Accrued Liability
UJFT - United Jewish Federation of Tidewater
USDOE - U.S. Department of Education
USED - United States Education Department

V

VASC - Virginia Air and Space Center
VBCPS - Virginia Beach City Public Schools
VBEA - Virginia Beach Education Association
VBEF - Virginia Beach Education Foundation
VBFD - Virginia Beach Fire Department
VBOE - Virginia Board of Education
VBTV - Virginia Beach Television
VDOE - Virginia Department of Education
VLDP - Virginia Local Disability Program
VoIP - Voice Over Internet Protocol
VPSA - Virginia Public School Authority
VRS - Virginia Retirement System
VSDP - Virginia Sickness and Disability Program
VTfT- Virginia Teachers for Tomorrow
VWC - Virginia Wesleyan College

W

WAN - Wide Area Network
WISE - Web Integrated System for Employees

GLOSSARY

A

Academy and Advanced Academic Programs - These programs offer an expansion of curricular activities for VBCPS students at many high school locations. Currently, academies are offered in entrepreneurship and business, technology and engineering, legal studies, mathematics and science, health and human services, international studies, and visual and performing arts.

Accrual Basis of Accounting - Where revenue and expenses are recorded in the period in which they are earned or incurred regardless of whether cash is received or disbursed in that period. This is the accounting basis that generally is required to be used in order to conform to Generally Accepted Accounting Principles (GAAP) in preparing financial statements for external users.

Achievement Gap - The variance in performance that exists between subgroups of students. In Virginia Beach, those subgroups are students with disabilities, limited English proficiency, economically disadvantaged and the state-designated major racial/ethnic groups (African-American, Caucasian and Hispanic). Achievement gaps can be observed on a variety of measures, including standardized test scores, grade point averages, dropout rates, completion rates and college enrollment.

Adequate Yearly Progress (AYP) - An individual state's measure of yearly progress toward achieving state academic standards, as described in the No Child Left Behind (NCLB) legislation.

Adopted Budget - This is the third phase of the budget process and reflects the School Board's changes to the Proposed Budget. This budget is submitted by the School Board to the City Council detailing proposed revenues, expenditures and transfers for the coming fiscal year.

Adult Education - Educational services are provided at the Adult Learning Center for students over the age of 18 years. Programs include Adult Basic Education/Pre-GED®, General Education Development (GED®), English for Speakers of Other Languages (ESOL), and Community Education and Career Training.

Advanced Placement (AP™) Program - An intensive program of college-level courses and examinations that provides high school students with an opportunity to earn advanced placement and/or college credit, at participating universities and colleges across the country.

Advanced Technology Center (ATC) - A joint city/state partnership to help VBCPS and Tidewater Community College students meet projected enrollment figures for training in technology. Curriculum strands include information technology and computer services, digital design and marketing and agriculture, and engineering and manufacturing, and offer students a chance to earn industry certifications and college credit.

Advancement Via Individual Determination (AVID) - A program that meets the educational needs of underachieving students in middle and high school. Students are prepared to meet college entrance requirements and are taught academic strategies to use in their learning.

Agency Funds - Fiduciary funds that are used to account for assets held by the School Board as an agent for individuals, private organizations, other governmental units and/or other funds. Agency funds for the School Board are payroll deductions, fringe benefits and school activity accounts.

Alternative Education - A variety of intervention and support programs for students at risk for expulsion for inappropriate behavior, students conditionally expelled and students whose adjustment to traditional education interferes with successful participation in general education.

American College Test (ACT®) - The ACT is a national college admissions examination whose results are accepted by all four-year colleges and universities in the United States.

An Achievable Dream Academy - A program that provides students an extended-day and year-round education featuring enrichment classes; field trips; the support of community partners and mentors who are dedicated to the welfare of students; and, of course, high-quality academic instruction. The program is currently housed at Seatack Elementary School, with the goal of expanding to K-12 with the addition of a grade level each year.

Annual Dropout Rate - This measurement is calculated by dividing the total number of students, seventh through 12th grades, who drop out during a school year by the fall membership for that school year.

Annual School Report - Virginia Department of Education report of annual schools, school divisions, and the commonwealth including data on student achievement (including Standards of Learning test results) state accreditation ratings and other indicators of school quality. This report is part of the commitment to inform the public of the progress of schools in raising achievement and improving teaching and learning.

Annual School Report Card - Report cards for schools, school divisions and the commonwealth provide information about student achievement, accountability ratings, attendance, program completion, school safety, teacher quality and other topics.

Appropriation - Legal authorization from City Council to make expenditures and incur financial obligations on behalf of the city. Appropriations for each program area are outlined and approved by City Council each fiscal year.

Approved Budget - The fourth and final phase of the budget process. The approved budget reflects all adjustments approved by the School Board in May resulting from revised revenue, expenditures, enrollment and other projections. This is the budget implemented on the following July 1.

Assessed Value - The appraised value of property for the purpose of taxation.

Athletics Fund - This special revenue fund accounts for the costs of holding athletic activities at the division's schools. Primary funding is from admission fees to athletic events.

Attrition - A method of achieving a reduction in personnel by not filling the positions vacated through resignation, reassignment, transfer, retirement or means other than layoffs.

Audit - A formal examination of accounts or financial situations.

Authorized Position - A position that has been approved for hiring, either in the approved budget or by a subsequent action within the revised budget.

Average Class Size - The average class size is calculated by dividing the number of students enrolled in a class by the number of sections of each class.

Average Daily Attendance (ADA) - The ADA is calculated by dividing the number of days of student attendance by the total number of days that a student is enrolled during the school year. The number reported is based on the end of the school year attendance data.

Average Daily Membership (ADM) - The aggregate membership of a school division divided by the number of days school is in session. ADM is a factor in the state funding formula.

B

Balanced Budget - A budget for which projected revenues plus approved use of fund balance equals planned expenditures.

Baseline - The baseline budget includes funding to continue current educational and support programs.

Basic Aid - Standards of Quality fund that includes funding for instructional and support personnel and non-personnel costs such as instructional materials and program management.

Benchmarking - A standard of achievement against which similar things must be measured or judged.

Bond - A written promise to pay a specified sum of money (called the principal) at a specified date in the future, together with periodic interest at a specified rate. Bonds are a form of long-term borrowing used for capital improvements and new construction.

Bring Your Own Device (BYOD) - A program where students are allowed to use privately owned electronic devices to access the division's wireless network in order to enhance the students' educational experience and outcomes.

Budget - A plan of financial activity for a specified period of time (fiscal year; biennium) indicating all planned revenues and expenses for the budget period.

Budget Amendment - Any change in expenditure budgets which results in a net increase or decrease in the total dollar amount budgeted.

Budget Calendar - The schedule of key dates which the government follows in the preparation and adoption of the budget.

Budget Unit - A compilation of all the costs associated with a particular program.

Budgetary Basis - The basis of accounting used to estimate financing sources and uses in the budget. This generally takes one of three forms: Generally Accepted Accounting Principles (GAAP), cash or modified accrual.

Budgetary Control - The management of the financial affairs of the division in accordance with the appropriate laws, regulations and procedures of the various governing bodies with the responsibility to keep expenditures within the authorized limits.

Business Permit and Occupational License (BPOL) - Tax paid by businesses based on gross receipts and is primarily driven by consumer behavior.

C

Cafeterias Fund - This special revenue fund is used to account for the procurement, preparation and serving of student breakfasts, snacks and lunches. The primary revenue sources are receipts from food sales and federal school lunch programs.

Capital Assets - Assets of significant value and having a useful life of several years. Capital assets may also be referred to as fixed assets.

Capital Budget - The appropriation of bonds or operating revenue for improvements to facilities and other infrastructures.

Capital Expenditures - Expenditures related to the acquisition, expansion or rehabilitation of an element of the government's physical plant; sometimes referred to as infrastructure.

Capital Improvement Program (CIP) - The comprehensive presentation of capital project expenditure estimates, funding requirements, capital budget requests, program data for the construction and modernization of all schools, and for other capital projects that address facility issues.

Capital Outlay - Fixed assets which have a value of $5,000 or more and have a useful economic lifetime of more than one year.

Capital Projects Fund - This governmental fund tracks financial transactions used for the acquisition, construction or renovation of school sites, buildings and other major capital improvements.

Career and Technical Education (CTE) - Coursework that provides skill sets and knowledge for all students considering careers after graduation, seeking higher education or both, through programs in business and information technology, engineering and technology education, family and consumer sciences, marketing education, and trade and industrial education.

Carryover - Forwarding an unobligated balance of funds from current budget year to cover allowable costs in a future budget year.

Cash Basis of Accounting - A basis of accounting in which transactions are recognized only when cash is increased or decreased.

Categorical Grants Fund - This special revenue fund is used to account for federal, state, local, nonprofit and private industry grants that support instructional programs. Grants are typically legally restricted or dedicated to be expended for specific purposes.

Charter Bonds - The City Council is authorized by the Virginia Beach City Charter to "… issue bonds or other obligations in any calendar year for any proper purpose in such amounts as shall not increase the total indebtedness of the City … by more than ten million dollars above the amount of such indebtedness at the beginning of such calendar year …" without the approval of qualified voters in the city.

Charter School - Charter schools provide options for parents and students while allowing communities and educators to create innovative instructional programs that can be replicated elsewhere in the public school system. All charter schools in Virginia are nonsectarian alternative public schools located within a school division and under the authority of a local school board.

Cohort Dropout Rate - The percentage of students who entered grade nine for the first time together and were scheduled to graduate four years later, who drop out during the same period.

College and Career Readiness Benchmark - SAT Benchmark that offers states a rigorous, meaningful and actionable tool for measuring the college and career readiness of groups of students. It is a simple, powerful way to evaluate and help improve academic programs that prepare students for success after high school.

College and Work Readiness Assessment (CWRA+) - An innovative assessment that includes a performance task and complex selected-response items. The results provide an indication of each student's critical thinking skills and readiness for college or career.

Communication Towers Technology Fund - This special revenue fund accounts for payments from leasing of School Board property for commercial wireless communication towers. The funds received from lease payments and the interest earned are used to acquire and replace/repair technology including computers, software, wiring, training, facsimile and copy machines.

Compass to 2020 - A set of goals that chart the course for teaching and learning across the school division with the focus of ensuring that every VBCPS student is challenged and supported to reach his or her full potential. The five-year strategic framework includes four goals – high academic expectations, multiple pathways, social-emotional development, and culture of growth and excellence – and multiple strategies to guide this important work.

Comprehensive Annual Financial Report (CAFR) - Thorough and detailed presentation of the issuing body's financial condition and activities for the fiscal year.

Comprehensive Long Range Facility Master Plan - A guiding document developed in 2007 in concert with the entire community prioritizing school buildings to be replaced or modernized.

Consumer Confidence Index (CCI) - Indicator designed to measure consumer confidence, which is defined as the degree of optimism on the state of the economy that consumers are expressing through their activities of saving and spending.

Consumer Price Index (CPI) - A measure of the average change over time in the prices paid by consumers for a market basket of consumer goods and services.

Contingency - A budgetary reserve set aside for emergencies or unforeseen expenditures not otherwise budgeted.

Contractual Services - Services rendered to a government by private firms, individuals or other governmental agencies. Examples include rent, maintenance agreements and professional consulting services.

Cost-of-Living Adjustment (COLA) - An annual adjustment in wages to offset a change (usually a loss) in purchasing power (also known as a market scale adjustment).

D

Debt Service - The annual principal and interest payments for the debt incurred by the city in the process of acquiring capital outlay or constructing capital facilities for the school division.

Deficit - The excess of an entity's liabilities over its assets or the excess of expenditures or expenses over revenues during a single accounting period.

Department - The basic organizational unit of government which is functionally unique in its delivery of services.

Depreciation - Used to record de-valuable capital investment of buildings, vehicles, equipment and to record anticipated uncollectible accounts.

Digital Learning Anchor School - Initiative to provide students with personalized learning opportunities that incorporate the use of digital resources to prepare them for employment or post-secondary educational opportunities in a globally-competitive environment.

Disbursement - The expenditure of monies from an account.

Distance Learning Program - A program that uses innovative instructional practices and supportive technologies to enhance student educational opportunities. Virtual Virginia Beach e-learning allows students to take one or two classes online at their convenience. The Quality Connection program provides students the opportunity to participate in classes during the school day that cannot be offered at their home school due to low class enrollment through videoconferencing technology.

Dual Enrollment Program - A program that allows students to take classes that not only help them meet graduation requirements, but also provide them with college credits at Tidewater Community College (TCC).

E

E-Rate - Federal program sponsored by the Federal Communications Commission (FCC) to provide discounts to school divisions for telecommunication services.

Economic Development Investment Program (EDIP) – This program is a proactive and creative initiative which enables the city to successfully retain existing employment opportunities and create new jobs while substantially enhancing the local tax base. These funds are leveraged by businesses for off-site utility improvements/upgrades, road improvements, traffic signal improvements, regional storm water facilities, and site preparation for land purchased from the Virginia Beach Development Authority (VBDA).

Economically Disadvantaged - Students participating in the free/reduced lunch program are considered to be economically disadvantaged.

Encumbrance - The commitment of appropriated funds to purchase an item or service. To encumber funds means to set aside or commit funds for a specified future expenditure.

English as a Second Language (ESL) - English learners are prepared to be college and career ready by developing their academic English language proficiency through integrated content-based language instruction. This program is available for students K-12 through ESL-endorsed teacher specialists who are assigned to specific schools.

Enrollment - The number of students attending school officially counted as of Sept. 30 of each school year.

Entitlements - Payments to which local governmental units are entitled, pursuant to an allocation formula determined by the agency providing the monies, usually the state or the federal government.

Equipment Replacement Fund - This special revenue fund provides an equipment replacement cycle for selected capital equipment for schools and support departments.

Expenditures - Payment for goods, services and obligations.

Expense - Costs incurred (whether paid immediately or unpaid) for operations, maintenance, interest or other charges.

Extended Day Kindergarten (EDK) - A program VBCPS developed to provide kindergarten students with intensive assistance in literacy and mathematics. Identified students receive an extra half-day of instruction beyond the regular kindergarten program.

F

Fiduciary Funds - Funds that account for resources held for others by VBCPS as an agent or trustee.

Fiscal Policy - A government's policies with respect to revenues, spending and debt management as these relate to government services, programs and capital investment.

Fiscal Year (FY) - A twelve-month period used for accounting and budgeting purposes. VBCPS' financial year encompasses the 12 months beginning July 1 and ending the following June 30. The number of the fiscal year refers to the year in which the fiscal year ends. For example, FY17 began July 1, 2016, and ends June 30, 2017.

Five Year Forecast - A collaborative project of VBCPS and the city, projecting revenues and expenditure trends occurring over the next five years. The Five Year Forecast focuses mainly on operating funds for the city and division.

Fixed Assets - Assets of long-term character that are intended to continue to be held or used, such as land, buildings, machinery, furniture and other equipment.

Foreign Language Partial Immersion Academy - This program is currently offered in Spanish at select elementary and middle schools in VBCPS. The program delivers instruction daily in both the target language and English, beginning in the first grade.

Free and Reduced-Price Meals - This program is required for participation in the federally-funded school lunch program under the National School Lunch and Child Nutrition Acts. This program provides free or reduced-price meals to children determined to be eligible under the program and supports the belief of the VBCPS School Board that every school-age child should have an adequate lunch.

Fringe Benefits - Job-related benefits provided to employees as part of their total compensation (i.e., health, life and dental insurance, retirement, FICA and FICA-Medicare, etc.).
Full-Time Equivalent (FTE) - Method of calculating hourly or part-time employees on a full-time position basis.

Fund - A grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives.

Fund Balance - The excess of the assets of a fund over its liabilities, reserves and carryover.

Fund Statements - Financial statements that display revenue, expenditure and changes in fund balance for each of the nine School Board funds.

G

GASB 45 - Beginning July 1, 2007, the Governmental Accounting Standards Board (GASB) required governments to fully reflect the actuarial costs of "Other Post-Employment Benefits" (OPEB) in their accounting records. For VBCPS, retiree health insurance represents OPEB's.

GASB 54 - Beginning July 1, 2010, the Governmental Accounting Standards Board (GASB) completely changed the reporting requirements for Special Revenue Funds (Athletics, Cafeterias, Categorical Grants, etc.) making revenues the determining factor in the budgeting of these funds. Under GASB 54, Special Revenue Funds are required to have their own unique source of revenue; transfers can no longer serve as the primary source of revenues and the actual source of the revenue must be shown.

General Fund - The general operating fund of the School Board that is used to account for all of the financial resources, except those required to be accounted for in another fund. Funds are allocated separately between the School Operating budget and Green Run Collegiate (GRC) Charter School.

Geographic Information System (GIS) - A detailed analysis of residential housing trends, Virginia Beach resident birth rates and other available data that may impact student enrollment.

Gifted Education - The educational program for gifted students in VBCPS is based on the belief that gifted students need a dynamic learning environment. Gifted students in kindergarten through grade twelve are provided school experiences that are differentiated, modified and expanded to provide learning challenges. The percentage of gifted students reported in the annual school report card reflects a count of the students identified for gifted services as of the end of September of the given school year.

Governmental Funds - VBCPS' Governmental Funds are comprised of Special Revenue funds, the Capital Projects fund and the General fund.

Green Run Collegiate (GRC) Fund - This fund provides for the day-to-day operations and maintenance of Green Run Collegiate Charter School and is funded through an appropriation in the school's formal budget resolution and city ordinance.

Gross Domestic Product (GDP) - A primary indicator used to gauge the health of the country's economy. It represents the total dollar value of all goods and services produced over a specific time period.

H

Healthy Hunger-Free Kids Act (HHFKA) - Legislation authorizing funding and sets policy for United States Department of Agriculture's (USDA) core child nutrition programs. The act provides incentives to school districts that are certified to be in compliance with the new meal patterns.

I

Impact Aid - The purpose of Title VIII of the Elementary and Secondary Act is to disburse federal Impact Aid payments to local school divisions for: 1) local revenue lost due to the presence of federally owned and therefore tax-exempt property and 2) costs incurred to educate federally connected students, such as the children of armed services personnel working at a nearby military base.

Incentive Programs - Funds received by school divisions that can certify they have met the requirements established for each unique incentive program.

Indirect Cost Rate - The rate calculated for school divisions to use when recovering indirect costs on federal grants.

Individuals with Disabilities Education Act of 2004 (IDEA) - Federal law that determines how state and local education agencies provide early intervention, special education and related services to children with disabilities for all states and school districts that accept IDEA funding.

Instructional Technology Fund - This special revenue fund provides for the cyclical replacement of classroom and instructional computers.

Integrated Performance Task (IPT) - The IPT is a performance-based test designed to measure critical thinking, problem solving, and written communication skills. The assessment is administered in the fall and spring of each school year to students in fourth and seventh grades.

Interfund Transfers - The movement of monies between funds of the same governmental entity.

Internal Service Funds - A type of proprietary fund used to account for the financing of goods and/or services provided by one department or agency to other departments or agencies of the governmental unit (and other governmental units) on a cost-reimbursement basis.

International Baccalaureate (IB) - The IB Program is an internationally recognized, advanced academic program for ninth through 12th grades. This program provides college level course work in six academic areas and provides high school students with an opportunity to earn advanced placement, college credit or both, at participating universities and colleges across the country.

International Baccalaureate Middle Years Program (IBMYP) - The IBMYP consists of a program designed for grades 6 through 8. Through schoolwide curricular focus on the five areas in interaction, the program promotes communication and the vertical articulation within the pyramid of schools to increase student achievement and increase the number of high schoolers enrolled in the International Baccalaureate courses.

K

K-12 Literacy Plan - A comprehensive plan designed to advance reading and writing success for all students. In Virginia Beach, this document defines 12 strategic processes that are aimed at accelerating students through literacy tiers. It also includes criteria for placement of students in appropriate tiers.

L

Leadership in Energy and Environmental Design (LEED) - A rating system that certifies buildings as meeting established standards of energy sustainability and environmental friendliness, both in their interior environments and in their effect on the surrounding ecology.

Limited English Proficient (LEP) - The percentage of LEP students reported in the annual school report card reflects a count of the students who have been identified or have received English as a Second Language (ESL) services because English is not their native language, and they experience difficulty speaking, reading, writing, or understanding the English language.

Local Composite Index (LCI) - The relative wealth index established by the Virginia General Assembly to equalize state aid to localities. The LCI determines a school division's ability to pay education costs fundamental to the Commonwealth's Standards of Quality (SOQ). Each locality's index is adjusted to maintain an overall statewide local share of 45 percent and an overall state share of 55 percent.

Local Educational Agency (LEA) - A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

Lottery Programs - Revenue received from the state lottery funds a number of programs such as foster care, at-risk class-size reduction and career and technical education

M

Maintenance of Effort - A federal requirement that stipulates grant recipients and/or subrecipients must maintain a certain level of state/local fiscal effort to be eligible for full participation in federal grant funding.

Metropolitan Statistical Area (MSA) - The Hampton Roads MSA encompasses 16 cities and counties including the cities of Chesapeake, Hampton, Newport News, Norfolk, Poquoson, Portsmouth, Suffolk, Virginia Beach and Williamsburg, and the counties of Gloucester, James City, Mathews, Isle of Wight, Surry and York and the North Carolina county of Currituck.

Migrant - The percentage of migrant students reported in the annual school report card reflects a count of the students classified as migratory due to the nature of their parents' or guardians' work as a migratory agricultural worker (i.e., migratory dairy worker, migratory fisher) and a recent history of relocating for the purpose of finding such work.

Modified Accrual Basis of Accounting - Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

N

No Child Left Behind (NCLB) - A 2001 federal law that was the most recent iteration of the Elementary and Secondary Education Act of 1965 (ESEA), the major law authorizing federal spending on programs to support K-12 schooling.

National Junior Reserve Officers Training Corps (NJROTC) - A program established by Public Law in 1964 for implementation at accredited secondary schools throughout the nation. The program is designed to emphasize citizenship and leadership development, as well as maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation and meteorology.

O

Obligations - A legal requirement to make future payment that is incurred as soon as a purchase order is placed and funds are encumbered. An obligation is not necessarily a liability in accordance with Generally Accepted Accounting Principles (GAAP). When an obligation occurs depends on the type of property or services that the obligation is for.

On-Time Graduation Rate - The percentage of students who earned a Board of Education approved diploma within the first four years of entering high school.

Ordinance - An ordinance or amendment to an ordinance is a formal and binding type of City Council legislation. Since the budget is a legal document, any expenditure that is not included in the budget document must be ratified by City Council as a separate ordinance.

P

Parent Connection – A VBCPS sponsored resource which offers workshop, guest columns, daily engagement tips and other helpful resources to help connect parents and schools to support student learning and growth, Parent Connections also coordinates programs which provide healthy weekend meals and free computers to families facing economic challenges.

Patient Protection and Affordable Care Act (PPACA) - also known as the Affordable Care Act or ACA was signed into law in March 2010. Key provisions of the ACA are intended to extend coverage to millions of

uninsured Americans, to implement measures that will lower health care costs and improve system efficiency and to eliminate industry practices that include denial of coverage due to pre-existing conditions.

Pay-As-You-Go (PAYGO) - An apportionment of cash funding from the general revenue of the city to an operating department to administer an activity relating to a specific capital project. This method of funding is normally employed as an alternative to additional borrowing.

Per Pupil Expenditures - The calculation that represents total expenditures for operations divided by average daily membership. Operations include regular day school, school food services, summer school, adult education, pre-kindergarten and other education, but do not include non-regular day school programs, non-local education agency (LEA) programs, debt service or capital outlay additions. The Average Daily Membership (ADM) calculated at the end of the school year includes the ADM of pupils served in the school division and the ADM of resident pupils for whom tuition is paid to another school division, regional special education program or private school. It excludes students for whom the division receives tuition payments from another division or entity.

Performance Indicators - Specific quantitative and qualitative measures of work performed as an objective of specific departments or programs.

Personal Property Tax Relief Act – Provides relief of personal property taxes on vehicles if the vehicle meets these qualifications: a passenger car, pickup or panel truck, or a motorcycle; owned by a natural person or leased by a natural person under a contract requiring such person to pay the property tax; and used for non-business purposes. Tax bills are reduced for qualified vehicles by the applicable tax relief percentage for the tax year on the first $10,000 of value. If the qualifying vehicle's assessed value is $1,000 or less, the tax is eliminated and the Commonwealth's share is 100 percent.

Pre-Kindergarten (Pre-K) - The pre-kindergarten program serves children who are continuously exposed to high-risk factors and situations that are likely to have an adverse impact on their social, emotional, physical and cognitive development. The program is funded primarily through Virginia Preschool Initiative (VPI) and Title I, Part A grants and is offered at no cost to parents.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT™) - The PSAT/NMSQT™ assesses knowledge and skills developed through study in a wide range of courses, as well as, through experiences outside the classroom. Although the PSAT/NMSQT™ is not directly related to a specific high school curriculum, it is developed to reflect the kinds of academic experiences that teachers consider important. Schools administer the PSAT/NMSQT™ once a year in October.

Program Revenue (Income) - Revenues earned by a program, including fees for services, license and permit fees, and fines.

Proposed Budget - The second phase of the budget process. A plan of financial operations submitted by the School Board to the City Council detailing proposed revenues, appropriations, expenditures and transfers for the upcoming fiscal year.

Proprietary Funds - The proprietary funds account for self-financing, business-like activities.

R

Reading Inventory (RI) - A multiple-choice, computer adaptive reading comprehension assessment, developed in partnership with Meta Metrics, Inc., which reports student reading levels using Lexile measurement format. The RI uses authentic passages of literature and non-fiction texts for its selections. The Lexiles reported in the RI assessment provide teachers, students and parents with incremental information with band ranges related to their students' reading growth.

Resolution - Formal document used to solidify and record votes on a decision made by Board members.

Revenue - Sources of income financing the operations of government.

Revenue Sharing Formula (RSF) - This is a City Council policy to share the specifically identified local revenues with the school division to provide both the locally required match to state funds and the additional local support beyond that minimum.

Reversion - Funds available as a result of school revenues, including the local transfer, greater than actual expenditures and from appropriations that were not expended during the fiscal year. All remaining school funds must, by state law, be returned to the locality.

Risk Management Fund - An internal service fund that provides for the administration of the workers' compensation program, a state required benefit for employees that have sustained an injury on the job or occupational illness; the centralization of self-insurance accounts for liability; and the purchase of commercial insurance.

S

SAT™ and SAT II™ - The SAT is a widely used college admission test. The SAT measures critical reading, writing and mathematical reasoning abilities that students develop over time, both in and out of school, which are related to successful performance in college. The SAT II Subject Tests are designed to measure knowledge and the ability to apply that knowledge in specific subject areas.

School Financial Allocations - School Board funds are appropriated for schools and allocated to various accounts by purpose - administrative, equipment, instructional, special education, computer supplies, library, staff development and field trips. The amount distributed to each account is formula-driven. For certain accounts, a minimum allocation ensures equity for small schools and special centers.

School Health Insurance Fund - An internal service fund that provides a means for accounting for health insurance and the administration thereof for city and school employees.

School Modernization Program - All modernization/replacement projects programmed by VBCPS are developed in accordance with the school division's Comprehensive Long Range Facility Master Plan, a guiding document that prioritizes school buildings to be replaced or modernized.

School Operating Fund - This fund provides for the day-to-day operations and maintenance of the schools and is funded primarily by revenue from the city and state.

Special Education Programs - The special education process includes identification, referral and screening, evaluation and placement. Specially designed instruction and related services are provided to meet the unique needs of eligible children with disabilities in preschool through grade 12 divisionwide. This includes instruction conducted in a classroom, home, hospital, institution or other setting.

Special Revenue Fund - Special Revenue funds account for the proceeds of specific revenue sources (other than capital projects), which are legally restricted or committed to be expended for specified purposes.

Staffing Standards - Per student ratios used to allocate teachers, administrators and other instructional staff to schools and centers.

Standards of Learning (SOL) - These standards describe the commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign languages, health and physical education, and driver education. Students participate in state-mandated assessments in the core areas of English, mathematics, history/social science and science.

Standards of Quality (SOQ) - The General Assembly and the Board of Education determine the SOQ for public schools in Virginia, as prescribed by the Code of Virginia. These standards are periodically revised and specify that each school division shall maintain schools that meet those requirements for accreditation prescribed by the Board of Education.

Strategic Plan - The five-year strategic framework laid out in the *Compass to 2020*, which includes four goals: high academic expectations, multiple pathways, social-emotional development, and a culture of growth and excellence; and multiple strategies to guide this important work.

Superintendent's Estimate of Needs - Annual presentation by the superintendent to the School Board in February, which summarizes the recommendations from the Office of Budget Development.

Supplanting - Substituting one source of funding to augment reductions in funding by another agency.

Supplemental Appropriation - An additional appropriation made by the governing body after the budget year or biennium has begun.

Supplemental Nutrition Assistance Program - Program that enables low-income families to buy nutritious food with coupons and Electronic Benefits Transfer (EBT) cards. The program is the cornerstone of the food assistance programs, and provides crucial support to needy households and to those making the transition from welfare to work.

T

Tax Increment Financing (TIF) - A public financing tool that uses the real estate revenues generated by the growth in value of a designated area to fund capital improvements within that area. The Sandbridge oceanfront area in Virginia Beach annually battles sand erosion. In conjunction with other financial grants and mechanisms, the Sandbridge TIF pays for sand replenishment efforts. In advance of replenishment needs, the TIF accumulates revenues; furthermore, this TIF is considered ongoing.

Textbooks Fund - This special revenue fund is used for the acquisition of textbooks (online and print) and related materials for the VBCPS student population.

Title I, Part A - Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), provides financial assistance through state educational agencies to school divisions and public schools with high numbers or percentages of children from low-income families to help ensure that all children meet challenging state academic content and achievement standards. School divisions target the Title I funds they receive to public schools with the highest percentages of children from low-income families.

Title I, Part D - Title I, Part D of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), also called the Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk Act, provides financial assistance to educational programs for youths in state-operated institutions or community day programs. The program also provides financial assistance to support school division programs involving collaboration with locally operated correctional facilities.

Title II, Part A - Title II, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), provides federal funding to states and districts for activities that strengthen instructional leadership and teacher quality in all schools, especially those with a high proportion of children in poverty. Federal funds awarded under Title II, Part A support programs to increase academic achievement by increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding school districts and schools accountable for improvements in student academic achievement.

Title III, Part A - Federal funds awarded under Title III, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), support programs to improve the education of limited English proficient (LEP) children and youths by helping them learn English and meet challenging state content and achievement standards. Title III, Part A programs also provide enhanced instructional opportunities for immigrant children and youth.

Title VI, Part B - Under the provisions of the Individuals with Disabilities Education Act of 2004 (IDEA), local educational agencies (LEAs) are eligible to receive state and federal funds appropriated for the education of

children with disabilities. Except as otherwise provided, amounts awarded to an LEA under Title VI, Part B may be used only to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the preceding school year, as may be appropriate.

Transfers To/From - Amounts transferred from one fund to another to assist in financing the operations of the recipient fund.

U

Unappropriated Fund Balance - The estimated unallocated funds available at the end of the current fiscal year. The unappropriated fund balance amount represents the accumulation of revenues in excess of expenditures from prior years.

Unencumbered Balance - The amount of an appropriation that is neither expended nor encumbered. It is essentially the amount of money still available for future purposes.

Unreserved Fund Balance - The portion of a fund's balance that is not restricted for a specific purpose and is available for general appropriation.

V

Vacancy - Savings generated in the employee compensation accounts due to positions being unfilled for some period of time.

Vending Operations Fund - This special revenue fund accounts for receipts (long-term, exclusive contract with a vending company) relating to the bottled drinks vending operations of the school division. Proceeds from this contract are used to support student activities.

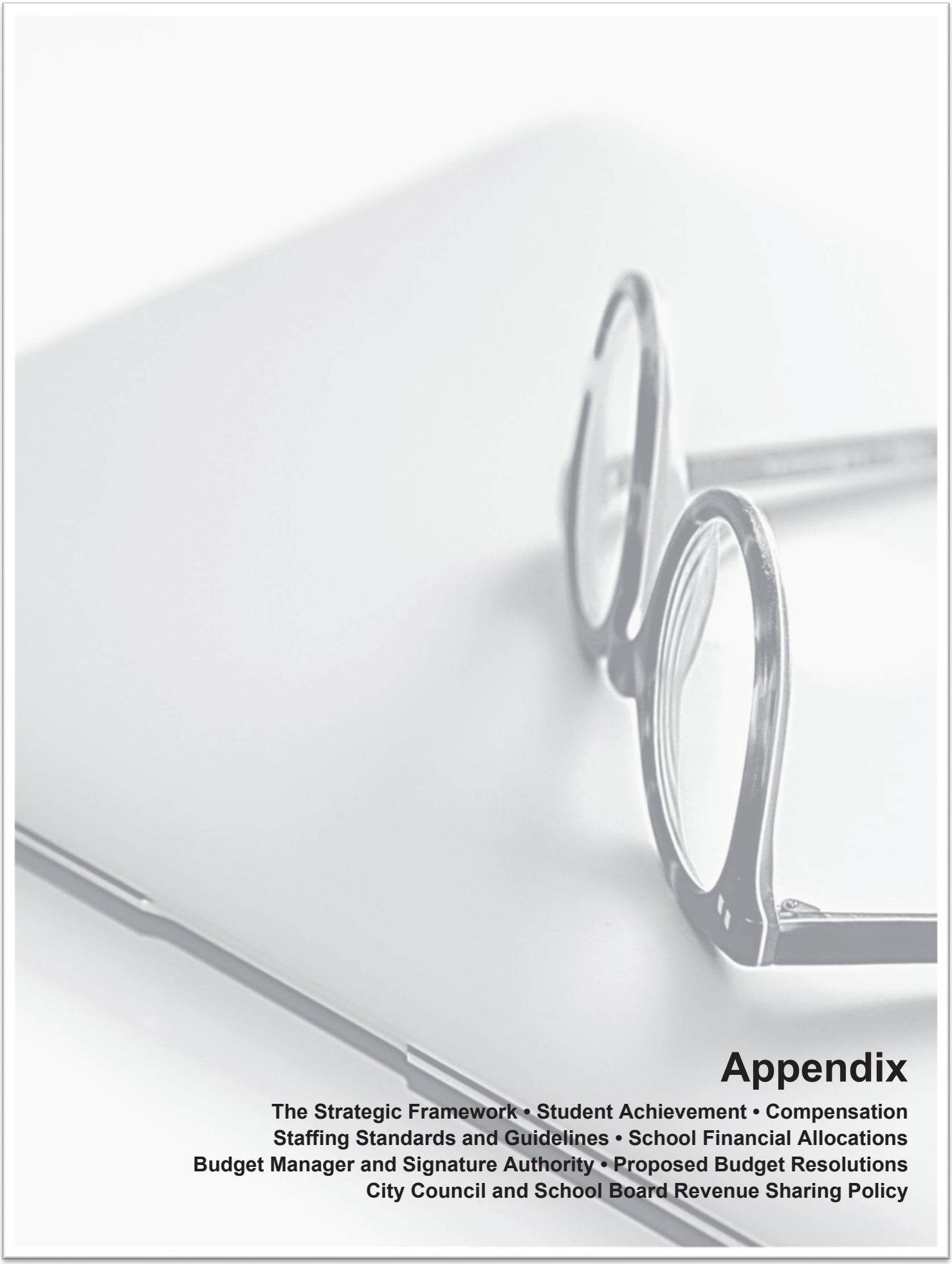
Virginia Board of Education (VBOE) - The governing and policy-making body for the Virginia system of public elementary and secondary education.

Virginia Department of Education (VDOE) - The mission of the VDOE is to lead and facilitate the development and implementation of a quality public education system that meets the needs of students and assists them in becoming educated, productive and responsible citizens.

Virginia High School League (VHSL) - A nonprofit organization computed of public high schools in the Commonwealth of Virginia. The league is a service organization whose purpose is to build better citizens through interscholastic activities such as athletics, drama, debate, forensics and publications for students throughout Virginia.

Virginia Retirement System (VRS) - The VRS administers pension plans and other benefits for Virginia's public sector employees. Approximately 825 employers participate in VRS, including state agencies, public colleges and universities, local public school divisions and political subdivisions. Political subdivisions include counties, cities, towns, special authorities and commissions. VRS has approximately 340,000 active members and 185,000 retirees and beneficiaries.

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Appendix

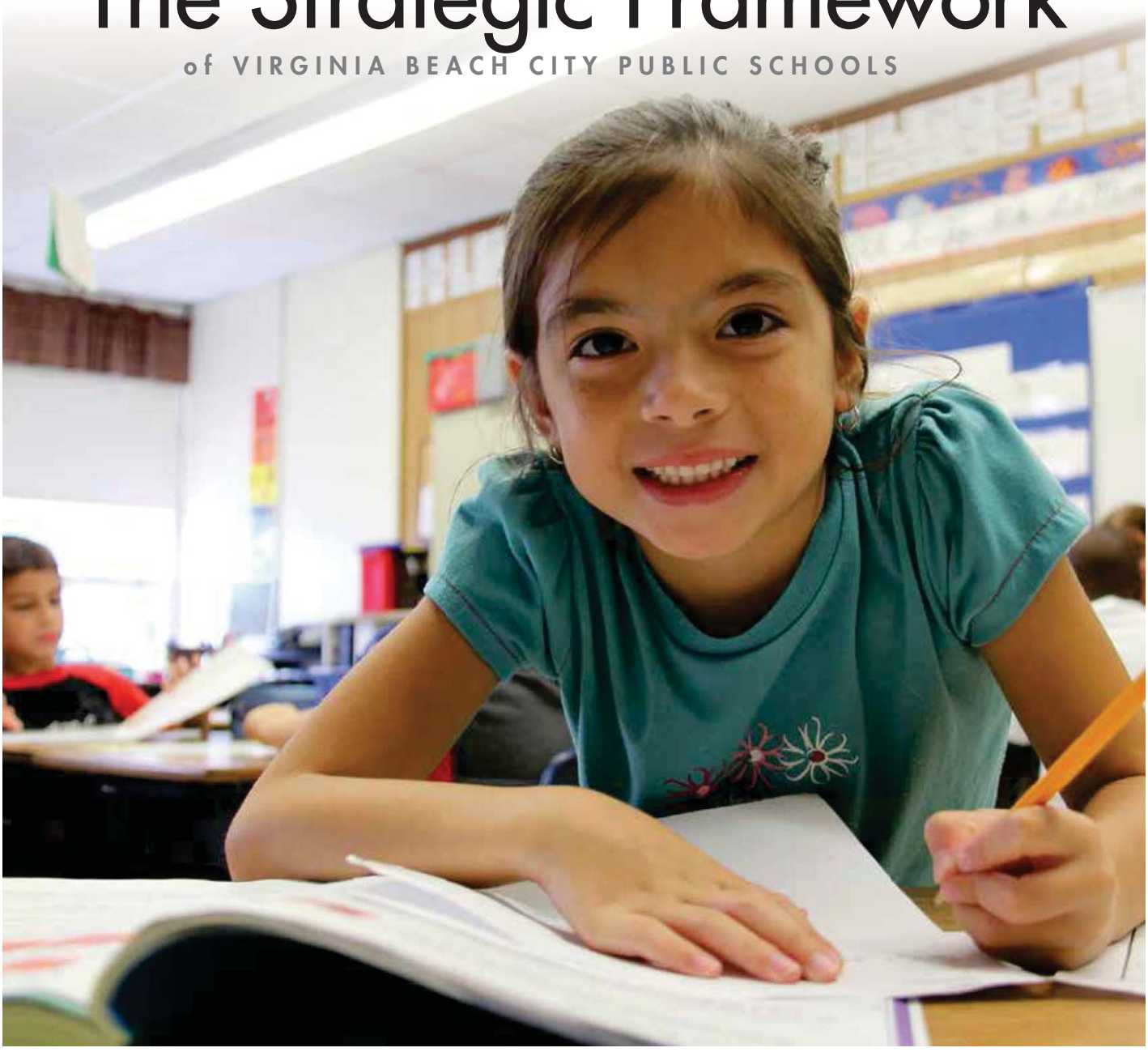
The Strategic Framework • Student Achievement • Compensation
Staffing Standards and Guidelines • School Financial Allocations
Budget Manager and Signature Authority • Proposed Budget Resolutions
City Council and School Board Revenue Sharing Policy

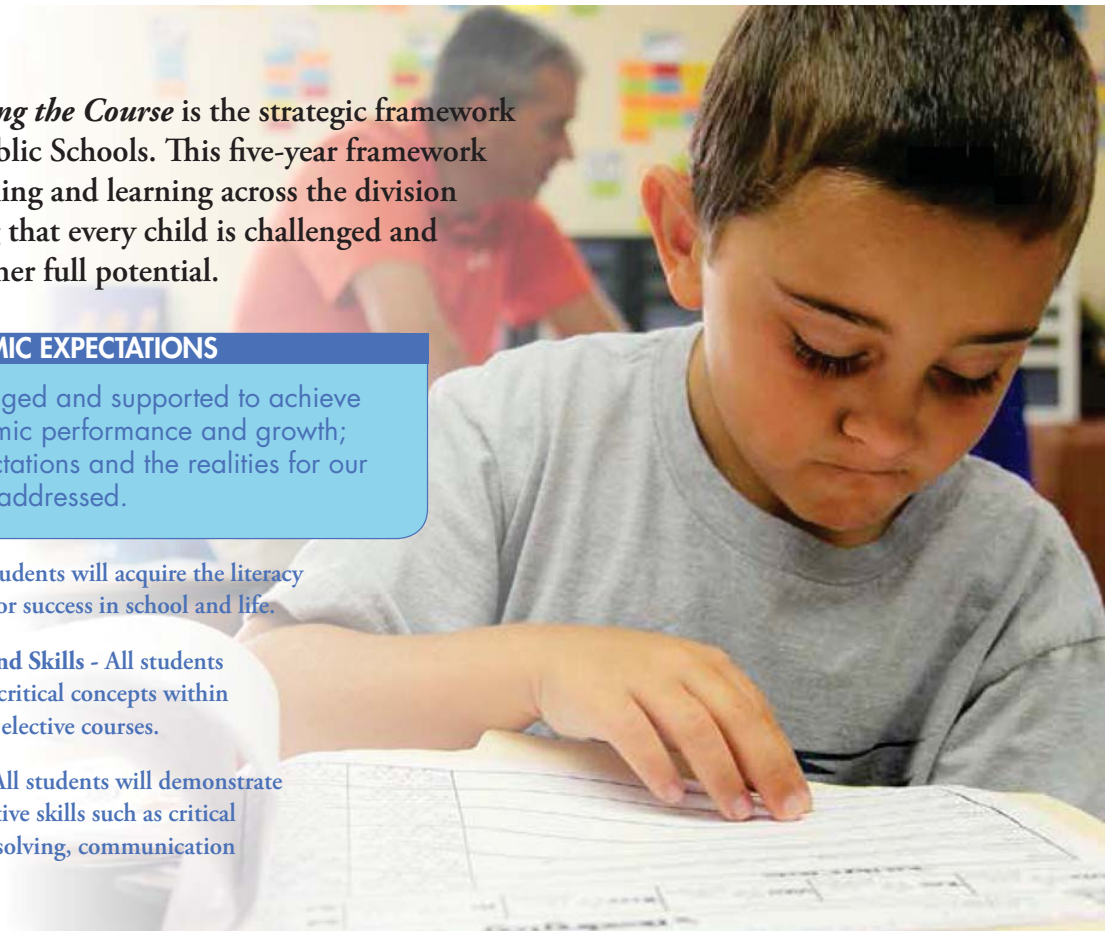
COMPASS to 2020

Charting the Course

The Strategic Framework

of VIRGINIA BEACH CITY PUBLIC SCHOOLS





Compass to 2020: Charting the Course **is the strategic framework of Virginia Beach City Public Schools. This five-year framework charts the course for teaching and learning across the division with the focus of ensuring that every child is challenged and supported to reach his or her full potential.**

GOAL 1 HIGH ACADEMIC EXPECTATIONS

All students will be challenged and supported to achieve a high standard of academic performance and growth; gaps between these expectations and the realities for our student subgroups will be addressed.

Literacy and Numeracy - All students will acquire the literacy and numeracy skills necessary for success in school and life.

Content Specific Knowledge and Skills - All students will know and be able to apply critical concepts within each of the core, exploratory or elective courses.

Globally Competitive Skills - All students will demonstrate proficiency in globally competitive skills such as critical thinking, innovation, problem solving, communication and collaboration.

Strategies:

1. **Refine and implement the K-12 Literacy Initiative** – Refine and implement the K-12 Literacy Initiative divisionwide with an emphasis on monitoring and improving K-2 reading achievement.
2. **Integrate literacy and numeracy across the curriculum** – Explicitly integrate literacy and numeracy across the curriculum by developing a common language and an understanding of their defining characteristics across content areas.
3. **Refine and expand the Responding to Student Needs (RSN) model** – Refine and expand the RSN model to provide intervention and acceleration for learners at all school levels.
4. **Monitor and address gaps in achievement for all student groups** – Continue to monitor and engage in efforts directed at closing gaps in achievement for all student groups.
5. **Continue to implement effective and innovative teaching practices that maximize rigor and engagement** – Continue to define, develop and implement effective and innovative teaching practices that maximize rigor and meaningful engagement for all students.
6. **Continue to implement a balanced assessment system with an emphasis on standards-based and performance-based assessments** – Continue to develop and provide training on varied assessments for literacy, numeracy and content-specific knowledge and skills with an emphasis on standards-based and performance-based assessments.
7. **Create inquiry-based and experiential learning opportunities for all students** – Create inquiry-based and experiential learning opportunities for all students to assist them in acquiring literacy, numeracy and globally competitive skills.
8. **Continue to deploy the curriculum in all areas of study to support students' acquisition of globally competitive skills** – Continue to deploy the curriculum in all areas of study (Arts, Humanities, language arts, mathematics, science, social studies, world languages, technical and career education, STEM, health and physical education) to support students' acquisition of globally competitive skills.

Indicators will include the percentage of students reporting growth in the areas of literacy, numeracy and globally competitive skills to include reading on grade level by grades 3, 6 and 9 and passing the English, Writing, Mathematics, Science and Social Studies Standards of Learning (SOL) tests; the percentage of students scoring at the emerging level or higher on the Integrated Performance Task (IPT); and the percentage of students scoring at the developing level or higher on the College and Work Readiness Assessment (CWRA).



GOAL 2 MULTIPLE PATHWAYS

All students will experience personalized learning opportunities to prepare them for postsecondary education, employment or military service.

Strategies:

1. **Implement an approach to personalized learning at all school levels** – Develop a plan and implement an approach to personalized learning at all school levels by providing students with interest-based, flexible, student-directed learning opportunities.
2. **Leverage technology to increase flexible learning opportunities and monitor student progress** – Leverage technology to increase flexibility with respect to when and how learning occurs and to monitor the progress of students throughout their academic careers.
3. **Create and use student learner profiles to support student achievement and aspirations** – Create and use student learner profiles containing information related to students' learning styles, academic and career interests, academic progress and specific learning experiences in support of their future plans.
4. **Provide increased opportunities for career awareness, exploration and experience** – Provide increased opportunities for career awareness beginning in elementary school and expand this focus to include career exploration and experience throughout middle school and into high school to prepare students for their future endeavors.
5. **Promote and expand access to services and programs that support students' future aspirations** – Ensure that students are provided with guidance services that clearly articulate the requirements necessary to be college and career ready. Promote and expand, as needed, access to high-quality Technical and Career Education (TCE) programming, advanced coursework and college credit opportunities, advanced academic and career-themed academies, as well as the Junior Reserve Officers' Training Corps (JROTC) to support student aspirations.

Indicators will include On-Time Graduation Rates; college-readiness benchmarks such as ACT, SAT, ReadiStep and PSAT; percentage of students passing TCE certifications and other credentialing assessments; the percentage of students completing internships or cooperative work experiences, enrolling in two- and four-year colleges, being accepted into the military or service academies and receiving ROTC scholarships.

GOAL 3 SOCIAL-EMOTIONAL DEVELOPMENT

All students will benefit from an educational experience that fosters their social and emotional development.

Strategies:

1. **Provide a safe and welcoming learning environment** – All staff will ensure that all schools are safe and welcoming places conducive to student learning.
2. **Embed social-emotional learning strategies into the K-12 curriculum** – Develop a plan to systematically integrate developmentally appropriate social-emotional learning strategies into the curriculum to promote the development of interpersonal skills, responsible decision making and resilience.
3. **Encourage student participation in school and community activities** – Promote participation in extracurricular activities, clubs, athletics and community service to increase students' sense of connectedness to their school and wider community.
4. **Refine and expand the Responding to Student Needs (RSN) model to include a focus on behavior** – Refine and expand the division's RSN model to include a focus on positive behavioral supports for students.

Indicators will include the percentage of students reporting positive relationships with peers and adults and reporting a sense of belonging to their school; the percentage of students/parents reporting a safe and welcoming school environment; and the percentage of students participating in extracurricular activities, clubs, athletics or community service.



GOAL 4 CULTURE OF GROWTH & EXCELLENCE

VBCPS will be defined by a culture of growth and excellence for students, staff, parents and the community.



Placing a Premium on High-Quality Staff – VBCPS will place a premium on recruiting, hiring, supporting and retaining high-quality staff in all positions.

Strategies:

1. **Provide a competitive compensation and benefit plan** – Provide a competitive compensation and benefit plan to attract, support and retain high-quality instructional and support staff. Provide allowances for a wider range of professional certifications and continue to address equity issues on the unified scale.
2. **Optimize the teacher talent pipeline** – Optimize the teacher talent pipeline by engaging in a variety of strategies to secure top candidates (e.g., early commitment process, VBCPS Future Teacher Award and Contract Program, a career-switcher program and partnerships with schools and universities with teacher or career preparation programs).
3. **Leverage technology to identify and interview highly qualified candidates** – Effectively use the applicant tracking system and other technology tools to identify and interview highly qualified candidates in all positions.
4. **Continue to refine, build capacity and use the teacher evaluation process to increase teaching effectiveness** – Continue to refine, build capacity and use the teacher evaluation process to increase teaching effectiveness for all instructional staff.
5. **Provide a variety of professional learning opportunities and resources to all staff** – Provide a variety of professional learning opportunities and resources to all staff to support continuous improvement and the successful implementation of the strategic framework.
6. **Continue to focus on improving working conditions and fostering a culture of respect among all staff** – Continue to focus on improving the working conditions and fostering a culture of respect among all staff through the use of the Employee Input Process and the provision of resources to support employees' well-being.

Indicators will include the rank of the VBCPS compensation package for all staff compared to surrounding divisions; the percentage of teachers receiving an overall summative rating of proficient or exemplary; the percentage of core courses taught by highly qualified teachers; the number of teachers with National Board Certification; the number of teachers with the designation of career teacher; the percentage of teachers with graduate degrees/professional certifications; the percentage of highly qualified teacher assistants; and the percentage of staff reporting high levels of job satisfaction.

Purposefully Partnering with Parents and the Community - VBCPS will purposefully partner with parents and the community to support student achievement, aspirations and social-emotional development.

Strategies:

1. **Develop and deliver programs and resources to assist families in fulfilling their essential roles in supporting students** – Develop and deliver programs and resources, based on identified needs, to assist families in fulfilling their essential roles in supporting students at home and in their schools.
2. **Deepen and expand mutually-beneficial, ongoing partnerships with businesses, military, faith-based, civic and city agencies to strengthen learning opportunities for students** – Deepen and expand mutually-beneficial, ongoing partnerships with businesses, military, faith-based, civic and city agencies to provide students with opportunities for increased career awareness, exploration and experience as well as helping to make connections between what students are learning in school and its application beyond the classroom.
3. **Leverage technology to match community and business assets to the identified needs of schools** – Maximize the use of technology to match community and business assets to the identified needs of schools by opening online channels of communication between schools and partners.
4. **Strengthen the role of the Partners in Education (PIE) staff member within each school** – Strengthen the role of the PIE staff member in each school by articulating expectations for the role and providing additional training.

Indicators will include attendance at division-sponsored family programs/events; the number and percentage growth of model, comprehensive and resource partnerships; the number of participating members across partnerships; and the percentage of families expressing satisfaction with the programs and resources provided.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
AHEAD OF THE CURVE

vbschools.com
your virtual link to Hampton Roads' largest school system

Dr. Aaron C. Spence, *Superintendent*
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

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Notice of Non-Discrimination Policy
Virginia Beach City Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 4-43, 5-7, 5-33, 5-44, 6-7, 7-11, 7-48, 7-49 and Regulations 5-44.1, 7-11.1, 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials, and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Director of Guidance Services and Student Records at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia 23456 or the Section 504 Coordinator at the student's school.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Susan Keipe, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1030 (voice); *fax* 263-1131; 263-1240 (TDD) or email her at *susan.keipe@vbschools.com*.

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Compass to 2020 Navigational Markers
Division - All Schools

COMPASS to 2020 Charting the Course

Goal 1: High Academic Expectations

Navigational Markers		2015-16	2016-17	2017-18	2018-19	2019-20
Percentage of students reading on grade level by the end of grades K-2 as measured by the DRA and grades 3, 6, and 9 as measured by the Reading Inventory (RI)	Kindergarten	92.7%				
	Grade 1	80.3%				
	Grade 2	75.8%				
	Grade 3	76.8%				
	Grade 6	67.9%				
	Grade 9	80.6%				
Percentage of students passing the English, Writing, Mathematics, Science, and Social Studies Standards of Learning (SOL) assessments	English	83.7%				
	Writing	78.4%				
	Mathematics	83.5%				
	Science	85.5%				
	Social Studies	85.5%				
Percentage of students scoring at the emerging level or higher on the Integrated Performance Task (IPT)	Gr. 4 Critical Thinking	78.9%				
	Gr. 4 Problem Solving	95.6%				
	Gr. 4 Written Communication	78.9%				
	Gr. 7 Critical Thinking	90.6%				
	Gr. 7 Problem Solving	94.2%				
	Gr. 7 Written Communication	62.7%				
Percentage of students scoring at the proficient level or higher on the College and Work Readiness Assessment (CWRA+)		Data for this navigational marker will be first reported as part of the Fall 2018 update.				
Percentage of students reporting growth in the areas of literacy, numeracy, and globally competitive skills	Reading	86.8%				
	Writing	88.1%				
	Mathematics	86.3%				
	Critical Thinking	84.8%				
	Problem Solving	86.4%				
	Communication	81.4%				
	Collaboration	83.1%				
	Innovation	81.1%				
Percentage of secondary students enrolled in rigorous coursework	Advanced Courses in MS	54.8%				
	Advanced Courses in HS	56.4%				
	AP/IB Courses	34.8%				
	Dual Enrollment Courses	8.5%				
Percentage of 8th grade students earning high school credit		70.7%				
Percentage of students graduating in four years		91.3%				
Percentage of students completing Algebra II and passing the SOL by the end of 11th grade		63.6%				

Goal 2: Multiple Pathways

Navigational Markers		2015-16	2016-17	2017-18	2018-19	2019-20
Percentage of students and parents reporting that students were provided with personalized learning opportunities (e.g., opportunities aligned with their needs and interests)	Students	75.1%				
	Parents	89.7%				
Percentage of students and parents reporting that students' academic/career planning process helped them to make informed decisions about college, employment, or military service	Students	79.1%				
	Parents	71.3%				
Percentage of students taking advantage of flexible learning opportunities through enrollment in...	Online classes	7.1%				
	Distance Learning classes	3.4%				
Percentage of 8th grade students meeting college-readiness benchmarks on the PSAT 8/9	Reading and Writing	59.8%				
	Mathematics	39.9%				
	Both	35.3%				
Percentage of 10th grade students meeting college-readiness benchmarks on the PSAT/NMSQT	Reading and Writing	62.5%				
	Mathematics	40.2%				
	Both	36.0%				
Percentage of students meeting college-readiness benchmarks on the SAT	Reading and Writing	83.3%				
	Mathematics	55.5%				
	Both	54.2%				

Goal 2: Multiple Pathways

Navigational Markers		2015-16	2016-17	2017-18	2018-19	2019-20
Percentage of students meeting college-readiness benchmarks on the ACT	English	75.3%				
	Mathematics	55.0%				
	Reading	60.2%				
	Science	50.1%				
Percentage of students completing internships, co-operatives, or other specific work experiences facilitated by schools		3.5%				
Percentage of recent graduates reporting that internships, co-operatives, or job shadowing experiences prepared them for postsecondary education or entry into the military or workforce.		Data for this navigational marker will be first reported as part of the Fall 2017 update.				
Percentage of graduates enrolling in 2- and 4-year colleges within one year of graduation		Data for this navigational marker will be first reported as part of the Spring 2018 update.				
Percentage of graduates who completed a Career and Technical Education Program.		43.9%				
Percentage of graduates accepted/reporting acceptance into the military, service academies, or receiving ROTC scholarships		2.8%				

Goal 3: Social-Emotional Development

Navigational Markers		2015-16	2016-17	2017-18	2018-19	2019-20
Percentage of students reporting positive relationships with peers, teachers, and administrators	Peers	89.0%				
	Teachers	89.3%				
	Administrators	73.6%				
Percentage of students reporting a sense of belonging to their school		74.5%				
Percentage of students and parents reporting the school is a safe and orderly place to learn	Students	86.1%				
	Parents	92.5%				
Percentage of students and parents reporting the school is a welcoming place to learn	Students	83.9%				
	Parents	92.0%				
Percentage of students reporting participation in extracurricular activities, clubs, or athletics		68.3%				
Percentage of students reporting participation in community service		42.3%				
Percentage of students without excessive unexcused/unverified absences		81.0%				
Percentage of students with no discipline infractions		84.9%				

Goal 4a: Placing a Premium on High-Quality Staff

Navigational Markers		2015-16	2016-17	2017-18	2018-19	2019-20
Ranking of VBCPS salary for teachers compared to 6 surrounding divisions (total of 7 divisions)	New Hires	2				
	5 Years of Experience	2				
	10 Years of Experience	3				
	15 Years of Experience	2				
	20 Years of Experience	1				
	25 Years of Experience	2				
	30 Years of Experience	1				
Ranking of VBCPS health benefits package for all employees compared to 6 surrounding divisions (total of 7 divisions)	Monthly Premium for Employee Only Plan	6				
	Monthly Premium for Family Plan	7				
	Deductible for Employee Only Plan	6				
	Deductible for Family Plan	7				

Goal 4a: Placing a Premium on High-Quality Staff

Navigational Markers		2015-16	2016-17	2017-18	2018-19	2019-20
Percentage of teachers receiving an overall summative rating of proficient or exemplary		98.1%				
Number of teachers with National Board Certification		141				
Number of teachers with the division designation of career teacher		1214				
Percentage of instructional, administrative, and certified staff with graduate degrees		59.8%				
Percentage of staff reporting that their opportunities for professional learning are appropriate to meet their needs		78.4%				
Percentage of staff reporting that the school division offers flexible opportunities for professional learning		80.7%				
Number of teachers and administrators who report leaving VBCPS to work in other school divisions	Teachers	15				
	Administrators	0				
Number of teachers and administrators who are hired with experience in other school divisions	Teachers	160				
	Administrators	15				
Percentage of staff reporting high levels of job satisfaction		85.9%				

Goal 4b: Purposefully Partnering with Parents and the Community

Navigational Markers		2015-16	2016-17	2017-18	2018-19	2019-20
Percentage of families expressing satisfaction with events, programs, and resources provided for parents to support students		88.3%				
Attendance at division-sponsored family programming events		57.6%				
Number of model, comprehensive, and resource partnerships	Model	14				
	Comprehensive	716				
	Resource	914				
Number of participating partners and volunteers		50361				
Percentage of partners and schools expressing satisfaction with the partnership relationships	Partners	91.4%				
	Schools	98.9%				
Percentage of partners willing to continue as partners		98.7%				

Goal 1: High Academic Expectations		
Academic Equity Indices	**Methodology**	
Percentage of students identified as intellectually gifted	Reported Data:	Division level and school level.
	Educational Outcome:	The unduplicated count of students in grades 2-12 identified as intellectually gifted based on September 30 membership serving count of the reported year.
	Reference Population:	The unduplicated count of students in grades 2-12 based on September 30 membership serving count of the reported year.
	Note:	Source for the September 30 membership is the Virginia Department of Education Fall Verification Report for the reported year.
Percentage of secondary students enrolled in rigorous coursework (Access)	Reported Data:	Division level and school level.
	Educational Outcome:	The unduplicated count of students who were enrolled in a rigorous course from any VBCPS school on February 10 of the reporting year or earned a final grade in a rigorous course from any VBCPS school in the first semester of the reporting year.
	Reference Population:	The unduplicated count of students who were enrolled on February 10 of the reporting year or earned a final grade in the first semester of the reporting year.
	Note:	For the school-level counts, the students are unduplicated by school. For the division-level counts, the students are unduplicated across the division. Students are counted at the school where the course was taken. Please refer to the Advanced Courses document in the School Data Portfolio for a list of all courses identified as advanced in middle school (grades 6-8) and advanced in high school (grades 9-12).
Percentage of students graduating in four years (Outcomes)	Reported Data:	Division level and school level.
	Educational Outcome:	The unduplicated count of on-time graduates earning a state-approved diploma.
	Reference Population:	The unduplicated count of first-time entering grade 9 students from four years earlier plus students who transfer in during that time period minus students who transfer out.
	Note:	Source is the Virginia Department of Education four-year on-time graduation rate.
Percentage of on-time graduates earning advanced diplomas (Excellence)	Reported Data:	Division level and school level.
	Educational Outcome:	The unduplicated count of on-time graduates earning an advanced or IB diploma.
	Reference Population:	The unduplicated count of on-time graduates earning a state-approved diploma.
	Note:	Source is the Virginia Department of Education four-year on-time graduation rate.

COMPASS TO 2020 NAVIGATIONAL MARKERS METHODOLOGY

COMPASS to 2020 Charting the Course

Goal 1: High Academic Expectations

Navigational Markers	Methodology	
Percentage of students reading on grade level by the end of grades K-2 as measured by the DRA and grades 3, 6, and 9 as measured by the Reading Inventory (RI)	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The count of students whose highest score on the DRA (grades K-2 Independent Level Score) or SRI (grades 3, 6, and 9 Lexile Score) for the reported year was at or above the minimum established reading on grade level score for the given grades: kindergarten (3), grade 1 (16), grade 2 (28), grade 3 (500), grade 6 (800), and grade 9 (1000).
	Denominator:	The count of students enrolled during the end-of-year DRA (grades K-2) or SRI (grades 3, 6, and 9) administration window with a valid score at any point during the reported year.
	Note:	If a student was enrolled during the end-of-year administration window, did not have a valid score during the end-of-year administration window, and was at or above the minimum established reading on grade level score at any point during the school year, the student will be included in the count of students reading on grade level.
Percentage of students passing the English, Writing, Mathematics, Science, and Social Studies Standards of Learning (SOL) assessments	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The unduplicated count of students by subject area who scored at the proficient or pass advanced level on the SOL tests administered during the summer, fall, or spring of the reported year.
	Denominator:	The unduplicated count of students by subject area who took an SOL test during the summer, fall, or spring of the reported year.
	Note:	Students are counted at the school associated with the student's SOL results. When a student has two or more test results for the same test, only the higher score will be used. Students enrolled at Advanced Technology Center, Renaissance Academy, and Technical & Career Education Center are reported at both their home school and the center.
Percentage of students scoring at the emerging level or higher on the Integrated Performance Task (IPT)	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The count of students who scored at the emerging level or higher on the Integrated Performance Task (IPT) for grades 4 and 7 in the areas of critical thinking, problem solving, and written communication.
	Denominator:	The count of students who took the Integrated Performance Task for grades 4 and 7 during the spring of the reported year.
	Note:	Emerging is defined as a score of 2 or higher.
Percentage of students scoring at the proficient level or higher on the College and Work Readiness Assessment (CWRA+)	Reported Data:	*Methodology will be added when this information is first reported as part of the Fall 2018 update.*
	Numerator:	
	Denominator:	
	Note:	
Percentage of students reporting growth in the areas of literacy, numeracy, and globally competitive skills	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who agreed or strongly agreed that they had improved in the areas of literacy, numeracy, and globally competitive skills.
	Denominator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who provided a response to the item about whether they had improved in the areas of literacy, numeracy, and globally competitive skills.
	Note:	Source is either the Compass to 2020 Monitoring Survey or Virginia Beach School Climate Survey administered in grades 5 8, and 12 biannually during different school years. Subgroup data is self-reported and based on a student's response to the ethnicity and gender questions at the end of each survey.

COMPASS TO 2020 NAVIGATIONAL MARKERS METHODOLOGY

COMPASS to 2020 Charting the Course

Goal 1: High Academic Expectations

Navigational Markers	Methodology	
Percentage of secondary students enrolled in rigorous coursework	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The unduplicated count of students who were enrolled in a rigorous course from any VBCPS school on February 10 of the reporting year or earned a final grade in a rigorous course from any VBCPS school in the first semester of the reporting year.
	Denominator:	The unduplicated count of students who were enrolled on February 10 of the reporting year or earned a final grade in the first semester of the reporting year.
	Note:	For the school-level counts, the students are unduplicated by school. For the division-level counts, the students are unduplicated across the division. Students are counted at the school where the course was taken. Please refer to the Advanced Courses document in the School Data Portfolio for a list of all courses identified as advanced in middle school (grades 6-8) and advanced in high school (grades 9-12).
Percentage of 8th grade students earning high school credit	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The unduplicated count of grade 8 students who have completed a high school credit-bearing course with a grade of D or higher during or prior to the reported year.
	Denominator:	The unduplicated count of grade 8 students enrolled in the school at the end of any course in the reported year.
	Note:	Students are counted at the school at which they were last enrolled.
Percentage of students graduating in four years	Reported Data:	Division level and school level with subgroup data.
	Numerator:	Count of on-time graduates earning a state-approved diploma.
	Denominator:	Count of first-time entering grade 9 students from four years earlier plus students who transfer in during that time period minus students who transfer out.
	Note:	Source is the Virginia Department of Education four-year on-time graduation rate.
Percentage of students completing Algebra II and passing the SOL by the end of 11th grade	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The unduplicated count of grade 11 students with a final grade of D or higher in an Algebra II or Algebra II/Trig course from any VBCPS school while also earning a Pass Advanced or Pass Proficient score on the Algebra II SOL test during or prior to the reported year.
	Denominator:	The unduplicated count of grade 11 students enrolled in the school at the end of any course in the reported year.
	Note:	Students are counted at the school at which they were last enrolled.

Goal 2: Multiple Pathways

Navigational Markers	Methodology	
Percentage of students and parents reporting that students were provided with personalized learning opportunities (e.g., opportunities aligned with their needs and interests)	Reported Data:	Division level and school level with subgroup data. Subgroup data are only available for students.
	Numerator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who agreed or strongly agreed that they were provided opportunities aligned with their needs and interests.
	Denominator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who provided a response to the item about whether they were provided opportunities aligned with their needs and interests.
	Note:	Source is either the Compass to 2020 Monitoring Survey or Virginia Beach School Climate Survey administered in grades 5 8, and 12 biannually during different school years. Subgroup data is self-reported and based on a student's response to the ethnicity and gender questions at the end of each survey.
Percentage of students and parents reporting that students' academic/career planning process helped them to make informed decisions about college, employment, or military service	Reported Data:	Division level and school level with subgroup data. Subgroup data are only available for students.
	Numerator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who agreed or strongly agreed that they received assistance, resources, and information that helped them make informed decisions about their options after they graduate from high school.
	Denominator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who provided a response to the item about whether they received assistance, resources, and information that helped them make informed decisions about their options after they graduate from high school.
	Note:	In grade 5, this item asked if teachers or counselors talked to students about options after high school. Source is either the Compass to 2020 Monitoring Survey or Virginia Beach School Climate Survey administered in grades 5 8, and 12 biannually during different school years. Subgroup data is self-reported and based on a student's response to the ethnicity and gender questions at the end of each survey.
Percentage of students taking advantage of flexible learning opportunities through enrollment in online classes.	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The unduplicated count of students who were enrolled in an online course from any VBCPS school on February 10 of the reporting year, earned a final grade in an online course from any VBCPS school in the first semester of the reporting year, or earned a final grade in an online course from any VBCPS school in the summer prior to the start of the reporting year.
	Denominator:	The unduplicated count of students who were enrolled on February 10 of the reporting year, earned a final grade in the first semester of the reporting year, or earned a final grade in the summer prior to the start of the reporting year.
	Note:	For the school-level counts, the students are unduplicated by school. For the division-level counts, the students are unduplicated across the division. For the reporting year, students are counted at the school where the course was taken. For summer school, students are counted at the school where they were enrolled during the reporting year. If a summer school student was not enrolled in a school for the reporting year, the students are counted at the school where they were enrolled during the prior year. If a summer school student was not enrolled in a school for the reporting year or the prior year, that student is excluded from this calculation.
Percentage of students taking advantage of flexible learning opportunities through enrollment in distance learning classes.	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The unduplicated count of students who were enrolled in a distance learning course from any VBCPS school on February 10 of the reporting year or earned a final grade in a distance learning course from any VBCPS school in the first semester of the reporting year.
	Denominator:	The unduplicated count of students who were enrolled on February 10 of the reporting year or earned a final grade in the first semester of the reporting year.
	Note:	For the school-level counts, the students are unduplicated by school. For the division-level counts, the students are unduplicated across the division. For the reporting year, students are counted at the school where the course was taken.

Goal 2: Multiple Pathways

Navigational Markers	Methodology	
Percentage of 8th grade students meeting college-readiness benchmarks on the PSAT 8/9	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The count of 8th grade students whose score on the evidence-based reading and writing section, math section, or both the evidence-based reading and writing section and math section of the PSAT 8/9 assessment for the reporting year was at or above the established College Readiness Benchmark score for the given section.
	Denominator:	The count of 8th grade students with a PSAT 8/9 result for the reporting year.
	Note:	The benchmark score is 390 for evidence-based reading and writing and 430 for mathematics. Students are counted at the school where the PSAT was taken.
Percentage of 10th grade students meeting college-readiness benchmarks on the PSAT	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The count of 10th grade students whose score on the evidence-based reading and writing section, math section, or both the evidence-based reading and writing section and math section of the PSAT assessment for the reporting year was at or above the established College Readiness Benchmark score for the given section.
	Denominator:	The count of 10th grade students with a PSAT result for the reporting year.
	Note:	The benchmark score is 430 for evidence-based reading and writing and 480 for mathematics. Students are counted at the school where the PSAT was taken.
Percentage of students meeting college-readiness benchmarks on the SAT	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The count of students by section whose score on the evidence-based reading and writing section, mathematics section, or both sections of the SAT assessment for the reported year was at or above the established College Readiness Benchmark score for the given section. The benchmark score is 480 for evidence-based reading and writing and 530 for mathematics.
	Denominator:	The count of grade students with an SAT result for the reported year.
	Note:	Starting in March 2016, the College Board began administering a new version of the SAT with new sections. For 2015-2016, only SAT attempts from March 2016 - June 2016 are reported. The SAT college- and career-readiness benchmarks indicate a 75 percent likelihood of achieving at least a C in first semester, credit-bearing college courses in related subjects and coursework. When there are two or more test results for the same student, only the score with the highest combined score will be used. School-level results are reported at the school associated with the student's highest test result.
Percentage of students meeting college-readiness benchmarks on the ACT	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The count of students by subtest whose score on the ACT assessment for the reported year was at or above the established ACT benchmark score for the subtest. The established benchmark score is 18 for English, 22 for mathematics, 22 for reading, and 23 for science.
	Denominator:	The count of students with an ACT test result for the reported year.
	Note:	When there are two or more test results for the same student, only the score with the highest composite score will be used. School-level results are reported at the school associated with the student's highest score.
Percentage of students completing internships, co-operatives, or other specific work experiences facilitated by schools	Reported Data: Numerator: Denominator: Note:	*Methodology will be added when this information is first reported as part of the Spring 2017 update.*
Percentage of recent graduates reporting that internships, co-operatives, or job shadowing experiences prepared them for postsecondary education or entry into the military or workforce.	Reported Data: Numerator: Denominator: Note:	*Methodology will be added when this information is first reported as part of the Fall 2017 update.*

Goal 2: Multiple Pathways		
Navigational Markers	**Methodology**	
Percentage of graduates enrolling in 2- and 4-year colleges within one year of graduation	Reported Data:	*Methodology will be added when this information is first reported as part of the Spring 2018 update.*
	Numerator:	
	Denominator:	
	Note:	
Percentage of graduates who completed a Career and Technical Education Program	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The count of graduates for the reporting school year who completed a Career and Technical Education Program.
	Denominator:	The count of graduates for the reporting school year.
	Note:	A Career and Technical Education Program completer is a student who has met the requirements for a CTE concentration (sequence) and all requirements for high school graduation or an approved alternative education program.
Percentage of graduates accepted/reporting acceptance into the military, service academies, or receiving ROTC scholarships	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The count of graduates for the reporting school year who were accepted/reported acceptance into the military, service academy, or received an ROTC scholarship.
	Denominator:	The count of graduates for the reporting school year.
	Note:	A student is included in the numerator if they enlisted in the military, were offered or accepted enrollment into a service academy, or were offered or accepted an ROTC scholarship.

Goal 3: Social-Emotional Development

Navigational Markers	Methodology	
Percentage of students reporting positive relationships with peers, teachers, and administrators	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who agreed or strongly agreed that they had positive relationships with peers, teachers, and administrators.
	Denominator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who provided a response to the item about whether they had positive relationships with peers, teachers, and administrators.
	Note:	Source is either the Compass to 2020 Monitoring Survey or Virginia Beach School Climate Survey administered in grades 5 8, and 12 biannually during different school years. Subgroup data is self-reported and based on a student's response to the ethnicity and gender questions at the end of each survey.
Percentage of students reporting a sense of belonging to their school	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who agreed or strongly agreed that they felt a sense of belonging at their school.
	Denominator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who provided a response to the item about whether they felt a sense of belonging at their school.
	Note:	Source is either the Compass to 2020 Monitoring Survey or Virginia Beach School Climate Survey administered in grades 5 8, and 12 biannually during different school years. Subgroup data is self-reported and based on a student's response to the ethnicity and gender questions at the end of each survey.
Percentage of students and parents reporting the school is a safe and orderly place to learn	Reported Data:	Division level and school level with subgroup data. Subgroup data are only available for students.
	Numerator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who agreed or strongly agreed that their school is a safe and orderly place to learn.
	Denominator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who provided a response to the item about whether their school is a safe and orderly place to learn.
	Note:	Source is either the Compass to 2020 Monitoring Survey or Virginia Beach School Climate Survey administered in grades 5 8, and 12 biannually during different school years. Subgroup data is self-reported and based on a student's response to the ethnicity and gender questions at the end of each survey.
Percentage of students and parents reporting the school is a welcoming place to learn	Reported Data:	Division level and school level with subgroup data. Subgroup data are only available for students.
	Numerator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who agreed or strongly agreed that their school is a welcoming place to learn.
	Denominator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who provided a response to the item about whether their school is a welcoming place to learn.
	Note:	Source is either the Compass to 2020 Monitoring Survey or Virginia Beach School Climate Survey administered in grades 5 8, and 12 biannually during different school years. Subgroup data is self-reported and based on a student's response to the ethnicity and gender questions at the end of each survey.
Percentage of students reporting participation in extracurricular activities, clubs, or athletics	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who reported participation in extracurricular activities, clubs, or athletics.
	Denominator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who provided a response to the item about participation in extracurricular activities, clubs, or athletics.
	Note:	Source is either the Compass to 2020 Monitoring Survey or Virginia Beach School Climate Survey administered in grades 5 8, and 12 biannually during different school years. Subgroup data is self-reported and based on a student's response to the ethnicity and gender questions at the end of each survey.

Goal 3: Social-Emotional Development

Navigational Markers	Methodology	
Percentage of students reporting participation in community service	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who reported participation in community service.
	Denominator:	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who provided a response to the item about participation in community service.
	Note:	Source is either the Compass to 2020 Monitoring Survey or Virginia Beach School Climate Survey administered in grades 5 8, and 12 biannually during different school years. Subgroup data is self-reported and based on a student's response to the ethnicity and gender questions at the end of each survey.
Percentage of students with excessive unexcused/unverified absences	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The unduplicated count of students receiving less than six unexcused and/or unverified absences during the reporting year.
	Denominator:	The unduplicated count of students who were enrolled at least seven days during the reporting year.
	Note:	For school-level counts, student data are based on absences accrued at the reported school. For division-level counts, student data are based on absences accrued across the division. This indicator uses six or more unexcused and/or unverified absences to align with VDOE requirements for a truancy conference.
Percentage of students with no discipline infractions	Reported Data:	Division level and school level with subgroup data.
	Numerator:	The unduplicated count of students who received no referrals during the reporting year.
	Denominator:	The unduplicated count of students who were enrolled at any point during the reporting year.
	Note:	For school-level counts, student data are based on referrals that occurred while the student was enrolled at the reported school. For division-level counts, student data are based on referrals that occurred across the division.

Goal 4a: Placing a Premium on High-Quality Staff

Navigational Markers	Methodology	
Ranking of VBCPS salary for teachers compared to 6 surrounding divisions (total of 7 divisions)	Reported Data:	Division level without subgroup data.
	Ranking:	Ranking of teacher salary out of a total of 7 public school divisions. The divisions included in the ranking are Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, Suffolk, and Virginia Beach.
	Note:	Information for each school division was obtained from either their school division website or the annual National Education Association survey completed by all participating school divisions.
Ranking of VBCPS health benefits package for all employees compared to 6 surrounding divisions (total of 7 divisions)	Reported Data:	Division level without subgroup data.
	Ranking:	Ranking of the cost of insurance plans out of a total of 7 public school divisions. This ranking is only based on insurance premium cost and the amount of the deductible. The divisions included in the ranking are Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, Suffolk, and Virginia Beach.
	Note:	Information for each school division was obtained from either their school division website or by contacting the division directly.
Percentage of core courses taught by highly qualified teachers	Reported Data:	Division level and school level without subgroup data.
	Numerator:	The count of core course sections taught by highly qualified teachers.
	Denominator:	The count of all core course sections offered.
	Note:	Source is the VDOE's Instructional Personnel Verification Report (IPAL).
Percentage of highly qualified teacher assistants	Reported Data:	Division level and school level without subgroup data.
	Numerator:	The count of highly qualified teacher assistants.
	Denominator:	The count of all teacher assistants.
	Note:	Data are based on head count and not FTEs for allocated positions. Highly qualified status is based on the teacher assistant's grade assignment on the Unified Pay Scale (general teacher assistants – grades 7-9; special education teacher assistants – grades 8-10).
Percentage of teachers receiving an overall summative rating of proficient or exemplary	Reported Data:	Division level without subgroup data.
	Numerator:	The count of teachers receiving an overall summative rating of proficient or exemplary for the reporting year.
	Denominator:	The count of teachers evaluated for the reporting year.
	Note:	The teacher evaluation system is based on a 3-year cycle with evaluation of teachers evenly distributed across all three years. For any given year, approximately one third of all teachers will be evaluated.
Number of teachers with National Board Certification	Reported Data:	Division level without subgroup data.
	Count:	The count of teachers with a National Board Certification.
	Note:	Count of all staff including those who were newly certified during the first half of the reported school year.
Number of teachers with the division designation of career teacher	Reported Data:	Division level and school level without subgroup data.
	Count:	The count of teachers with the division designation of career teacher.
	Note:	
Percentage of instructional, administrative, and certified staff with graduate degrees	Reported Data:	Division level and school level without subgroup data.
	Numerator:	The count of instructional, administrative, and professional instructional staff (certified) with an advanced degree.
	Denominator:	The count of all instructional, administrative, and professional instructional staff (certified).
	Note:	Data are based on head count and not FTEs for allocated positions. School-level information is based on the primary position for each staff member.

COMPASS TO 2020 NAVIGATIONAL MARKERS METHODOLOGY

COMPASS to 2020 Charting the Course

Goal 4a: Placing a Premium on High-Quality Staff

Navigational Markers	Methodology	
Percentage of staff reporting that their opportunities for professional learning are appropriate to meet their needs	Reported Data:	Division level without subgroup data. (Employee Input Survey) Division level and school level without subgroup data. (School Climate Survey)
	Numerator:	The count of all respondents to the Employee Input Survey or School Climate Survey who agreed or strongly agreed that their opportunities for professional learning are appropriate to meet their needs.
	Denominator:	The count of all respondents to the Employee Input Survey or School Climate Survey who provided a response to the item that their opportunities for professional learning are appropriate to meet their needs.
	Note:	Source is either the Employee Input Survey or Virginia Beach School Climate Survey administered biannually during different school years.
Percentage of staff reporting that the school division offers flexible opportunities for professional learning	Reported Data:	Division level without subgroup data. (Employee Input Survey) Division level and school level without subgroup data. (School Climate Survey)
	Numerator:	The count of all respondents to the Employee Input Survey or School Climate Survey who agreed or strongly agreed that the school division offers flexible learning opportunities for professional learning.
	Denominator:	The count of all respondents to the Employee Input Survey or School Climate Survey who provided a response to the item that the school division offers flexible learning opportunities for professional learning.
	Note:	Source is either the Employee Input Survey or Virginia Beach School Climate Survey administered biannually during different school years.
Number of teachers and administrators who leave VBCPS to work in surrounding school divisions	Reported Data:	*Methodology will be added when this information is first reported as part of the Spring 2017 update.*
	Count:	
	Note:	
Number of teachers and administrators who are hired with experience in other school divisions	Reported Data:	Division level without subgroup data.
	Count:	The count of administrative, instructional, and professional instructional staff (certified) who are hired from July to early February of the reported school year with experience in other school divisions.
	Note:	Data are based on head counts and not FTEs.
Percentage of staff reporting high levels of job satisfaction	Reported Data:	Division level without subgroup data. (Employee Input Survey) Division level and school level without subgroup data. (School Climate Survey)
	Numerator:	The count of all respondents to the Employee Input Survey or School Climate Survey who were satisfied or very satisfied with their job in Virginia Beach City Public Schools.
	Denominator:	The count of all respondents to the Employee Input Survey or School Climate Survey who provided a response to the item about their satisfaction with their job in Virginia Beach City Public Schools.
	Note:	Source is either the Employee Input Survey or Virginia Beach School Climate Survey administered biannually during different school years.

Goal 4b: Purposefully Partnering with Parents and the Community

Navigational Markers	Methodology	
Percentage of families expressing satisfaction with events, programs, and resources provided for parents to support students	Reported Data:	Division level without subgroup data.
	Numerator:	The count of all respondents to the Community Engagement Survey for Parents who were satisfied or very satisfied with the events, programs, or resources provided by VBCPS to support their child's education.
	Denominator:	The count of all respondents to the Employee Input Survey or School Climate Survey who provided a response to the item about their satisfaction with the events, programs, or resources provided by VBCPS to support their child's education.
	Note:	
Attendance at division-sponsored family programming events	Reported Data:	Division level without subgroup data.
	Numerator:	The count of all respondents to the Community Engagement Survey for Parents who reported that they attended a VBCPS-sponsored family event or program during the reported year.
	Denominator:	The count of all respondents to the Community Engagement Survey for Parents who provided a response to the item about attending a VBCPS-sponsored family event or program during the reported year.
	Note:	
Number of model, comprehensive, and resource partnerships	Reported Data:	Division level without subgroup data.
	Count:	The count of partnerships classified as model, comprehensive, and resource for the reported year.
	Note:	
Number of participating partners and volunteers	Reported Data:	Division level and school level without subgroup data.
	Count:	The count of participating partners and volunteers for the reported school year.
	Note:	If a partner or volunteer worked at more than one school, those individuals will be counted more than once in the division total.
Percentage of partners and schools expressing satisfaction with the partnership relationships	Reported Data:	Division level without subgroup data.
	Numerator:	The count of all respondents to the Partners in Education Survey who were satisfied with the relationship between the partners and school for the reported year.
	Denominator:	The count of all respondents to the Partners in Education Survey who provided a response to the item about the relationship between the partners and school for the reported year.
	Note:	
Percentage of partners willing to continue as partners	Reported Data:	Division level without subgroup data.
	Numerator:	The count of all respondents to the Partners in Education Survey who were willing to continue their partnership with the school/division for the reported year.
	Denominator:	The count of all respondents to the Partners in Education Survey who provided a response to the item about their willingness to continue their partnership with the school/division for the reported year.
	Note:	

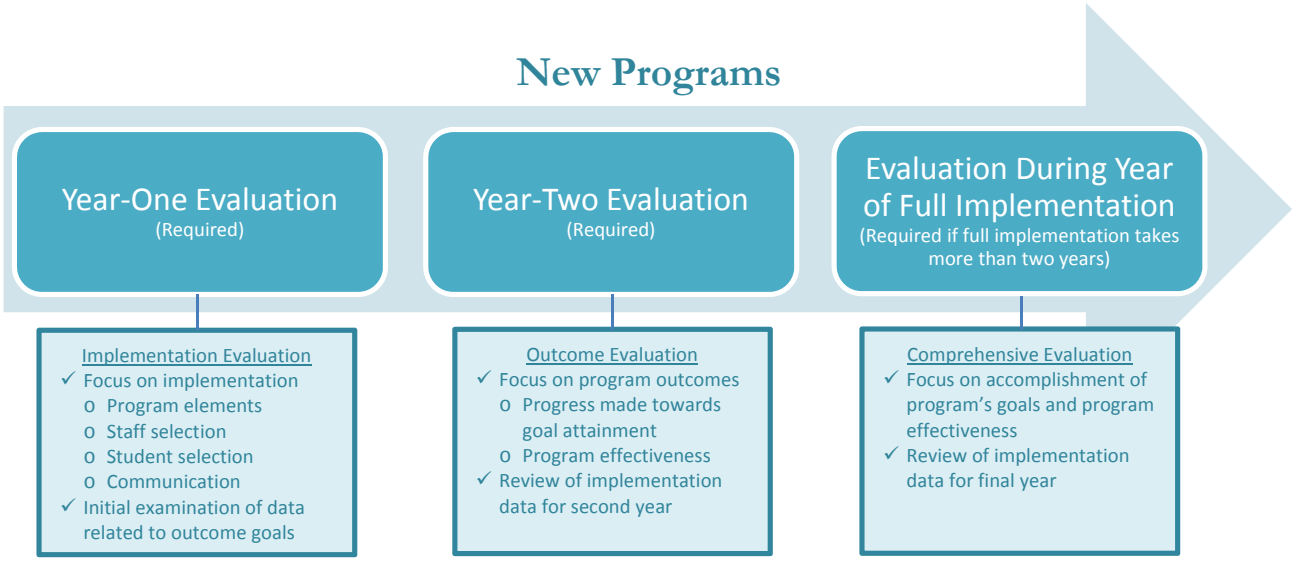
VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Program Evaluation Policy and Process

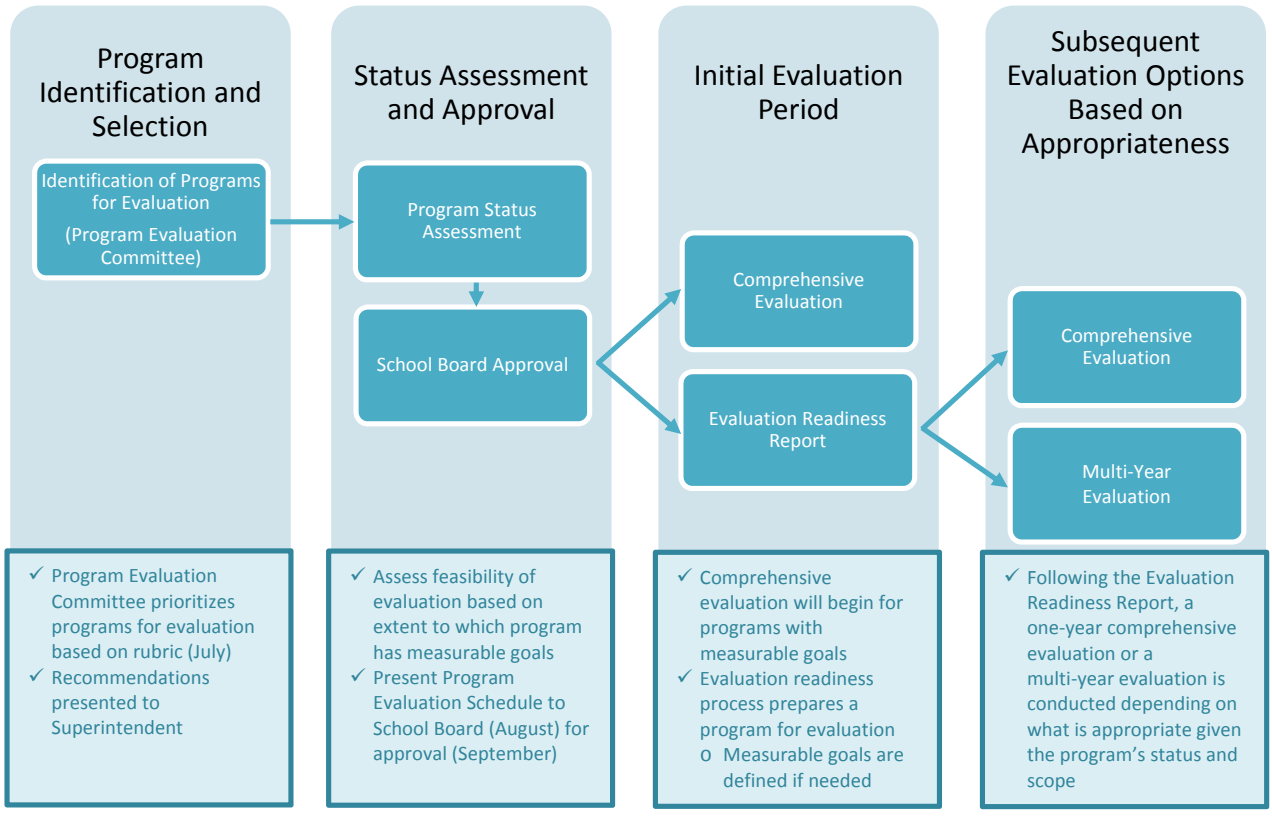
Department of Planning, Innovation, and Accountability
Office of Research and Evaluation

Program evaluation in Virginia Beach City Public Schools is a systematic process guided by School Board Policy 6-26. The policy is applicable to all educational programs in operation or being planned for implementation that receive local funding. This document outlines the evaluation process for new and existing programs based on the policy and describes the types of evaluations that may be conducted. Any questions regarding program evaluation should be directed to the Office of Research and Evaluation at 757-263-1199.

New Programs



Existing Programs



Types of Program Evaluation in Virginia Beach City Public Schools

Several types of program evaluations are conducted to meet the needs of the school division and program staff. These evaluations are conducted for formative purposes, such as providing information for program improvement or adjustment, as well as for summative purposes where information is used for accountability and decisions regarding program continuation. The School Board reviews and votes on recommendations made through the evaluation process regarding evaluation plans and continuation, expansion, or discontinuation of educational programs.

Program Status Assessment

- Focus: Determine whether an evaluation is feasible based on the extent to which the program's goals, objectives, activities, and outcomes are connected, plausible, well defined, and measurable.
- Result: Determination of whether the program will be the subject of an evaluation readiness report or a comprehensive evaluation in the upcoming school year.

Evaluation Readiness Report

- Focus: Evaluation staff members work with program staff throughout the year to define measurable goals and objectives, as well as linkages with activities and outcomes. The report includes a program description, the outcomes of the evaluation readiness process including measurable goals and objectives, baseline data describing program participants, and a recommended evaluation plan.
- Result: Recommendation as to whether the program will be the subject of a one-year comprehensive evaluation or begin a multi-year evaluation in the upcoming school year.

Implementation Evaluation

- Focus: Fidelity of program operation or implementation based on an approved plan for program operation (usually relevant to new programs or programs that have changed significantly).
- Result: Recommendation to 1) Continue the program without modifications or 2) Continue the program with modifications. Expansion or discontinuation of a program could also be recommended, although this generally does not occur at this evaluation stage.

Process Evaluation

- Focus: Operation of the program as it exists (usually relevant to existing programs).
- Result: Recommendation to 1) Continue the program without modifications or 2) Continue the program with modifications. Expansion or discontinuation of a program could also be recommended, although this generally does not occur at this evaluation stage.

Outcome Evaluation

- Focus: Extent to which the program is meeting its outcome goals and whether the program is effective. To the greatest extent possible, the evaluation methodology is designed to determine if the program was responsible for the outcomes observed. Data about program operation are also analyzed to assess whether operational factors may have influenced the attainment of outcome goals, but these data are not the focus.
- Result: Recommendation to 1) Continue the program without modifications, 2) Continue the program with modifications, 3) Expand the program, or 4) Discontinue/phase out the program.

Comprehensive Evaluation

- Focus: All aspects of the program including operation of program components, attainment of identified program outcomes, and program effectiveness. Generally, the evaluation also includes information about the additional cost of the program to the school division.
- Result: Recommendation to 1) Continue the program without modifications, 2) Continue the program with modifications, 3) Expand the program, or 4) Discontinue/phase out the program.

Multi-Year Evaluation

- Focus: Multiple evaluations conducted over more than one year due to the size and scope of the program. Generally, multi-year evaluations begin with an implementation or process evaluation and end with an outcome evaluation, but the evaluation plan is specifically tailored to the individual program.
- Result: Recommendation to 1) Continue the program without modifications, 2) Continue the program with modifications, 3) Expand the program, or 4) Discontinue/phase out the program.

Evaluation Update (As needed)

- Focus: Follow-up analysis of data after an evaluation has been completed based on specific areas that could benefit from additional monitoring. An evaluation update is included as a specific recommendation in the program's final evaluation report if needed.
- Result: School division's administration may choose to make recommendations about the program as a result of the update, but no formal recommendations are made by the evaluation staff within the update report.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Planning, Innovation, and Accountability
Office of Research and Evaluation

2016-2017 Program Evaluation Schedule

2015-2016 Program Evaluation Schedule*	
Program	**Reporting Schedule**
Bayside 6th Grade Campus	Fall 2016
Digital Learning Anchor Schools Initiative**	Fall 2016
School Counseling Program (K-12)	Fall 2016
An Achievable Dream Academy**	Fall 2016
Student Support Services	Winter 2016
Academy and Advanced Academic Programs Longitudinal Study	Spring 2017

2016-2017 Program Evaluation Schedule (Submitted for School Board approval in accordance with School Board Policy 6-26)	
Program	**Proposed Reporting Schedule**
Entrepreneurship and Business Academy**	Fall 2017
Green Run Collegiate**	Fall 2017
Digital Learning Anchor Schools Initiative**	Fall 2017
An Achievable Dream Academy***	Fall 2017
School Counseling Program (K-12)	Winter 2017
Academy and Advanced Academic Programs Longitudinal Study	Spring 2018

* Once evaluation results have been presented to the School Board, recommendations may include additional evaluations to be completed by the Department of Planning, Innovation, and Accountability (PIA) during the 2016-2017 school year.

** Added to the Program Evaluation Schedule based on School Board Policy 6-26 which stipulates that new educational programs or initiatives that operate with local resources will be evaluated for a minimum of two years. Programs or initiatives that take more than two years to fully implement will also be evaluated during the year in which the program or initiative reaches full implementation.

***Added to the Program Evaluation Schedule as a follow-up to the external review conducted during the program's first year.

Virginia Beach City Public Schools
Master Accreditation List
2005-2006 to Present

School	Level	Based on 2005-2006 Scores for 2006-2007 Accreditation	Based on 2006-2007 Scores for 2007-2008 Accreditation	Based on 2007-2008 Scores for 2008-2009 Accreditation	Based on 2008-2009 Scores for 2009-2010 Accreditation	Based on 2009-2010 Scores for 2010-2011 Accreditation	Based on 2010-2011 Scores for 2011-2012 Accreditation	Based on 2011-2012 Scores for 2012-2013 Accreditation	Based on 2012-2013 Scores for 2013-2014 Accreditation	Based on 2013-2014 Scores for 2014-2015 Accreditation	Based on 2014-2015 Scores for *2015-2016 Accreditation	Based on 2015-2016 Scores for *2016-2017 Accreditation
Alanton	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Arrowhead	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Bayside	**ES**	FA	FA	FA	FA	FA	FA	FA	AW (Math)	AW (English)	FA	FA
Birdneck	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	AW (English)	PA- Approaching (English)	PA - Warned (History)
Brookwood	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Centerville	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Christopher Farms	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
College Park	**ES**	FA	FA	FA	FA	FA	FA	FA	AW (Math and English)	AW (Math, English, and Science)	PA-Warned (English, Math, History, and Science)	FA
Cooke	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Corporate Landing	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Creeds	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Dey	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Diamond Springs	**ES**	N/A	N/A	FA	FA	FA	FA	FA	FA	FA	FA	FA
Fairfield	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Glenwood	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Green Run	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	PA- Improving (English)	FA
Hermitage	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Holland	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	AW (English)	FA	FA
Indian Lakes	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Kempsville	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Kempsville Meadows	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Kings's Grant	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Kingston	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Landstown	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Linkhorn Park	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Luxford	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	AW (English)	FA	FA

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Lynnhaven	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Malibu	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
New Castle	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Newtown	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
North Landing	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Ocean Lakes	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Old Donation Center	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	N/A	N/A	N/A
Parkway	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Pembroke	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Pembroke Meadows	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Point O'View	**ES**	FA	FA	FA	FA	FA	FA	FA	AW (Math)	AW (English)	PA-Warned (English)	FA
Princess Anne	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Providence	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Red Mill	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Rosemont	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Rosemont Forest	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Salem	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Seatack	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	AW (Math, English, and Science)	PA-Warned (English and Science)	PA - Approaching (Science)
Shelton Park	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Strawbridge	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Tallwood	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Thalia	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	AW (English)	FA	FA
Thoroughgood	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Three Oaks	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Trantwood	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
White Oaks	**ES**	FA	FA	FA	FA	FA	FA	FA	AW (Math)	AW (English)	FA	FA

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Williams	**ES**	FA	FA	AW (History)	FA	FA	FA	AW (Math)	AW (Math and Science)	AW (English and Science)	PA - Reconstituted School	FA
Windsor Oaks	**ES**	FA	FA	FA	FA	FA	FA	FA	AW (Math)	AW (English)	PA- Approaching (English)	FA
Windsor Woods	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Woodstock	**ES**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Old Donation School	**MS**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	FA	FA	FA
Bayside Grade 6 Campus	**MS**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CA	FA	PA - Warned (English)
Bayside MS (7/8)	**MS**	FA	FA	FA	FA	FA	AW (Math)	AW (Math)	AW (Math)	CA	PA - Reconstituted School	PA - Reconstituted School
Brandon	**MS**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Corporate Landing	**MS**	FA	FA	FA	FA	FA	FA	FA	AW (Math)	FA	FA	FA
Great Neck	**MS**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Independence	**MS**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Kemps Landing	**MS**	FA	FA	FA	FA	FA	FA	FA	FA	N/A	N/A	N/A
Kempsville	**MS**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Landstown	**MS**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Larkspur	**MS**	FA	FA	FA	FA	FA	FA	FA	FA	AW (English)	FA	PA - Approaching (English)
Lynnhaven	**MS**	FA	FA	FA	FA	FA	FA	FA	FA	AW (Math)	FA	FA
Plaza	**MS**	FA	FA	FA	FA	FA	FA	FA	AW (Math)	FA	FA	FA
Princess Anne	**MS**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Salem	**MS**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Virginia Beach	**MS**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Bayside	**HS**	FA	FA	FA	FA	FA	FA	FA	AW (Math)	AW (Math)	FA	FA

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Cox	**HS**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
First Colonial	**HS**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Green Run	**HS**	FA	FA	FA	FA	FA	FA	FA	AW (Math)	FA	PA-Approaching (Math)	FA
Green Run Collegiate	**HS**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CA	FA	FA	FA
Kellam	**HS**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Kempsville	**HS**	FA	FA	FA	FA	FA	FA	FA	AW (Math)	AW (Math)	FA	FA
Landstown	**HS**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Ocean Lakes	**HS**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Princess Anne	**HS**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Salem	**HS**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Tallwood	**HS**	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA

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Virginia Beach City Public Schools
2015-2016 Mobility Indices

School Name	Number of Entries and Withdraws	Mobility Index 2015-2016	Rank Among All Elementary Schools	Rank Among All Schools
Elementary Schools				
Alanton Elementary	165	0.2489	44	69
Arrowhead Elementary	78	0.1722	25	44
Bayside Elementary	144	0.2764	49	74
Bettie F. Williams Elementary	127	0.2737	48	73
Birdneck Elementary	209	0.3297	54	81
Brookwood Elementary	150	0.2083	36	58
Centerville Elementary	111	0.1500	16	32
Christopher Farms Elementary	106	0.1667	22	41
College Park Elementary	95	0.1889	29	49
Corporate Landing Elementary	95	0.2174	38	62
Creeds Elementary	8	0.0254	1	1
Diamond Springs Elementary	144	0.2445	43	68
Fairfield Elementary	75	0.1462	14	27
Glenwood Elementary	156	0.1737	26	45
Green Run Elementary	98	0.2426	41	66
Hermitage Elementary	195	0.3023	51	76
Holland Elementary	153	0.2920	50	75
Indian Lakes Elementary	82	0.1521	18	35
John B. Dey Elementary	89	0.1066	5	10
Kempsville Elementary	64	0.1410	13	25
Kempsville Meadows Elementary	96	0.1893	30	50
King's Grant Elementary	121	0.1888	28	48
Kingston Elementary	46	0.0866	2	5
Landstown Elementary	128	0.1684	24	43
Linkhorn Park Elementary	139	0.2023	34	55
Luxford Elementary	134	0.2495	45	70
Lynnhaven Elementary	108	0.2660	47	72
Malibu Elementary	51	0.1360	12	22
New Castle Elementary	82	0.1072	6	11
Newtown Elementary	133	0.2588	46	71
North Landing Elementary	46	0.0991	3	6
Ocean Lakes Elementary	68	0.1276	9	16
Parkway Elementary	79	0.1663	21	40
Pembroke Elementary	102	0.2134	37	59
Pembroke Meadows Elementary	85	0.1959	31	51
Point O'View Elementary	164	0.2271	39	64
Princess Anne Elementary	68	0.1278	10	17
Providence Elementary	85	0.1540	19	36
Red Mill Elementary	103	0.1517	17	34
Rosemont Elementary	81	0.1976	32	52
Rosemont Forest Elementary	78	0.1491	15	30
Salem Elementary	73	0.1678	23	42
Seatack Elementary	93	0.2428	42	67
Shelton Park Elementary	113	0.3038	52	77
Strawbridge Elementary	78	0.1124	7	13
Tallwood Elementary	130	0.2326	40	65
Thalia Elementary	126	0.2013	33	54
Thoroughgood Elementary	91	0.1285	11	18
Three Oaks Elementary	96	0.1265	8	15
Trantwood Elementary	48	0.1041	4	9
W. T. Cooke Elementary	165	0.3287	53	80
White Oaks Elementary	216	0.3318	55	82
Windsor Oaks Elementary	99	0.1771	27	47

School Name	Number of Entries and Withdraws	Mobility Index 2015-2016	Rank Among All Elementary Schools	Rank Among All Schools
Windsor Woods Elementary	58	0.1620	20	39
Woodstock Elementary	140	0.2026	35	56
Combined Elementary and Middle School				
Old Donation School	40	0.0361	1	2
Middle Schools				
Bayside 6th Grade	115	0.3117	14	79
Bayside Middle	199	0.3038	13	78
Brandon Middle	173	0.1497	7	31
Corporate Landing Middle	178	0.1404	6	24
Great Neck Middle	153	0.1318	3	19
Independence Middle	204	0.1608	9	38
Kempsville Middle	111	0.1375	5	23
Landstown Middle	161	0.1100	2	12
Larkspur Middle	316	0.2078	11	57
Lynnhaven Middle	173	0.2005	10	53
Plaza Middle	164	0.1514	8	33
Princess Anne Middle	73	0.0494	1	3
Renaissance Academy (6-8)	276	3.6316	15	84
Salem Middle	140	0.1340	4	20
Virginia Beach Middle	180	0.2145	12	60
High Schools				
Bayside High	397	0.2179	12	63
First Colonial High	282	0.1483	8	29
Frank W. Cox High	276	0.1474	7	28
Green Run Collegiate	28	0.1000	2	7
Green Run High	328	0.2154	11	61
Kellam High	154	0.0766	1	4
Kempsville High	253	0.1738	10	46
Landstown High	296	0.1340	5	21
Ocean Lakes High	214	0.1012	3	8
Princess Anne High	212	0.1193	4	14
Renaissance Academy (9-12)	759	2.0967	13	83
Salem High	249	0.1452	6	26
Tallwood High	301	0.1544	9	37

Note: The Mobility Indices reflects the number of entries and withdraws that occur within a schoolduring the calendar year. The Mobility Index expresses this value as a function of the September 30 membership count. For calculation purposes, the calendar year begins with the first official day for students and ends with their last official day. Based on the Mobility Index, schools are assigned a rank across all schools in the division and across schools within a respective school level. A school with a lower rank indicates more stability in their student population compared to other schools.

Number of Entries and Withdraws: The student entries in the calculation include each time a student transferred into a school from another state, school division, homebound program, and those who transfer into a different school within the school division. The withdraw codes included in the calculation consist of any time a student moved from one school to another school within the school division or moved to another state, school division, homebound program, or private school. The withdraws also include students who were expelled, dropped out from the school division, or were absent/suspended for more than 15 days with the expectation of returning.

Mobility Index: The total number of entries and withdraws divided by the school enrollment as of September 30. For example, a school with a September 30 membership count of 100 and a total number of student entries and withdraws of 10 during

Source:VBCPS Department of Planning, Innovation and Accountability

GRADE 3

GRADE 3 ENGLISH

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**87.80**	**76.19**	**74.00**	**79.98**	**81.88**	**7.88**	**-5.92**
Caucasian	91.73	82.77	81.64	86.22	87.51	5.87	-4.22
African American	79.74	60.48	56.83	64.57	69.71	12.87	-10.03
Hispanic	85.11	73.27	71.40	77.76	77.46	6.05	-7.65
SWD	60.20	46.50	39.61	45.56	40.91	1.30	-19.29
POV	82.49	65.09	62.69	70.41	74.18	11.50	-8.30
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	11.99	22.29	24.80	21.65	17.80	-7.00	5.81
Cauc vs Hispanic	6.62	9.51	10.23	8.46	10.05	-0.18	3.43
Non-SWD vs SWD	30.59	33.03	38.11	38.20	45.42	7.31	14.83
Non-POV vs POV	8.44	17.89	19.12	16.60	13.03	-6.09	4.59

GRADE 3 MATHEMATICS

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**59.42**	**71.87**	**74.10**	**80.46**	**84.13**	**10.03**	**24.71**
Caucasian	67.70	79.24	80.59	87.18	89.20	8.61	21.51
African American	41.62	52.25	58.62	64.21	73.32	14.70	31.70
Hispanic	52.72	68.20	71.33	76.80	79.06	7.73	26.34
SWD	33.14	43.98	40.16	48.11	45.65	5.49	12.51
POV	45.74	61.05	62.48	70.65	76.86	14.38	31.12
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	26.07	26.99	21.98	22.96	15.88	-6.09	-10.19
Cauc vs Hispanic	14.98	11.04	9.27	10.37	10.15	0.88	-4.83
Non-SWD vs SWD	29.25	31.03	37.57	35.87	42.63	5.05	13.38
Non-POV vs POV	21.79	17.44	19.57	17.00	12.30	-7.27	-9.49

GRADE 3 HISTORY

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**88.76**	**87.61**	**84.13**	**N/A**	**N/A**	**N/A**	**N/A**
Caucasian	92.61	91.55	88.51	N/A	N/A	N/A	N/A
African American	79.83	75.97	73.38	N/A	N/A	N/A	N/A
Hispanic	85.56	88.00	82.30	N/A	N/A	N/A	N/A
SWD	63.16	64.30	52.20	N/A	N/A	N/A	N/A
POV	81.28	79.87	75.29	N/A	N/A	N/A	N/A
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	12.78	15.58	15.13	N/A	N/A	N/A	N/A
Cauc vs Hispanic	7.06	3.55	6.21	N/A	N/A	N/A	N/A
Non-SWD vs SWD	28.51	25.92	35.37	N/A	N/A	N/A	N/A
Non-POV vs POV	11.91	12.43	14.84	N/A	N/A	N/A	N/A

GRADE 3 SCIENCE

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**90.87**	**84.59**	**83.50**	**N/A**	**N/A**	**N/A**	**N/A**
Caucasian	93.96	90.66	89.70	N/A	N/A	N/A	N/A
African American	82.64	68.15	68.66	N/A	N/A	N/A	N/A
Hispanic	90.22	83.76	81.27	N/A	N/A	N/A	N/A
SWD	67.71	57.58	51.89	N/A	N/A	N/A	N/A
POV	85.52	75.56	74.13	N/A	N/A	N/A	N/A
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	11.32	22.51	21.04	N/A	N/A	N/A	N/A
Cauc vs Hispanic	3.73	6.90	8.43	N/A	N/A	N/A	N/A
Non-SWD vs SWD	25.78	30.03	35.04	N/A	N/A	N/A	N/A
Non-POV vs POV	8.50	14.49	15.73	N/A	N/A	N/A	N/A

GRADE 4

GRADE 4 ENGLISH

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**90.33**	**71.38**	**73.23**	**79.56**	**82.02**	**8.79**	**-8.31**
Caucasian	94.04	79.99	82.18	86.19	88.36	6.17	-5.68
African American	81.97	53.24	53.80	64.30	68.97	15.17	-13.01
Hispanic	88.58	64.60	65.87	77.22	77.09	11.21	-11.49
SWD	63.58	40.19	43.84	43.93	45.41	1.57	-18.18
POV	84.25	58.16	60.41	69.34	72.44	12.03	-11.82
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	12.07	26.75	28.39	21.89	19.39	-9.00	7.32
Cauc vs Hispanic	5.46	15.39	16.31	8.97	11.27	-5.04	5.81
Non-SWD vs SWD	29.89	34.76	32.87	39.73	40.98	8.11	11.09
Non-POV vs POV	9.57	21.12	21.26	17.12	16.43	-4.84	6.86

GRADE 4 MATHEMATICS

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**70.04**	**76.02**	**82.97**	**88.32**	**86.28**	**3.30**	**16.23**
Caucasian	78.10	82.36	88.95	92.46	91.27	2.32	13.17
African American	49.56	60.42	67.21	79.03	74.86	7.65	25.30
Hispanic	68.66	72.62	80.94	86.85	82.71	1.76	14.05
SWD	34.49	44.76	50.81	56.24	54.32	3.51	19.83
POV	56.50	65.07	73.70	80.96	78.36	4.66	21.86
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	28.54	21.94	21.74	13.43	16.41	-5.33	-12.13
Cauc vs Hispanic	9.44	9.74	8.01	5.61	8.56	0.56	-0.88
Non-SWD vs SWD	39.86	34.81	35.97	35.76	35.76	-0.21	-4.10
Non-POV vs POV	21.33	17.48	15.39	12.32	13.57	-1.83	-7.76

Department of Planning Innovation & Accountability
Office of Student Assessment

Results based on best attempt. Subgroups that contain no students are listed as N/A and less than 10 students are listed as <. Does NOT include VAAP or VGLA scores. Section 504 not counted as SWD.

10/11/2016

GRADE 5

GRADE 5 ENGLISH: READING

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**93.83**	**75.06**	**78.73**	**82.86**	**87.19**	**8.46**	**-6.64**
Caucasian	96.48	83.65	85.78	89.71	92.28	6.50	-4.20
African American	86.84	57.00	63.19	66.69	75.31	12.11	-11.54
Hispanic	94.71	71.93	74.34	79.26	86.32	11.98	-8.39
SWD	74.14	38.74	50.60	42.28	52.32	1.73	-21.82
POV	89.17	59.23	66.89	73.02	78.32	11.43	-10.85
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	9.63	26.65	22.59	23.02	16.97	-5.61	7.34
Cauc vs Hispanic	1.76	11.72	11.44	10.45	5.96	-5.48	4.19
Non-SWD vs SWD	21.88	40.49	31.26	45.31	39.06	7.80	17.18
Non-POV vs POV	7.36	25.28	19.47	16.24	14.99	-4.48	7.63

GRADE 5 ENGLISH: WRITING

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**88.91**	**73.68**	**70.61**	**N/A**	**N/A**	**N/A**	**N/A**
Caucasian	92.20	80.47	78.96	N/A	N/A	N/A	N/A
African American	79.61	57.13	50.26	N/A	N/A	N/A	N/A
Hispanic	86.46	72.50	64.74	N/A	N/A	N/A	N/A
SWD	55.43	26.89	25.15	N/A	N/A	N/A	N/A
POV	81.96	60.36	55.24	N/A	N/A	N/A	N/A
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	12.59	23.34	28.70	N/A	N/A	N/A	N/A
Cauc vs Hispanic	5.75	7.97	14.22	N/A	N/A	N/A	N/A
Non-SWD vs SWD	37.31	51.93	50.62	N/A	N/A	N/A	N/A
Non-POV vs POV	10.89	21.16	25.13	N/A	N/A	N/A	N/A

GRADE 5 MATHEMATICS

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**65.74**	**74.04**	**79.38**	**83.31**	**84.35**	**4.97**	**18.61**
Caucasian	73.10	80.46	86.04	89.93	89.58	3.54	16.48
African American	47.52	57.04	63.46	66.93	71.35	7.89	23.83
Hispanic	60.35	73.37	75.60	80.32	83.86	8.25	23.51
SWD	29.94	30.86	42.57	44.40	45.36	2.78	15.41
POV	51.52	61.58	68.03	73.01	75.56	7.53	24.04
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	25.58	23.42	22.58	23.00	18.23	-4.35	-7.35
Cauc vs Hispanic	12.75	7.08	10.44	9.61	5.72	-4.72	-7.03
Non-SWD vs SWD	39.89	48.12	40.88	43.42	43.66	2.78	3.77
Non-POV vs POV	22.52	19.90	18.64	16.97	14.82	-3.82	-7.70

GRADE 5 HISTORY

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**89.86**	**87.52**	**85.70**	**87.18**	**89.17**	**3.47**	**-0.69**
Caucasian	93.89	92.59	91.00	93.15	92.88	1.88	-1.02
African American	79.60	75.83	71.97	71.68	79.93	7.97	0.33
Hispanic	87.69	86.75	83.92	86.51	87.66	3.74	-0.03
SWD	68.40	57.75	57.60	52.79	62.16	4.56	-6.24
POV	82.23	78.58	75.38	77.73	81.95	6.56	-0.29
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	14.29	16.76	19.03	21.47	12.94	-6.09	-1.35
Cauc vs Hispanic	6.20	5.84	7.08	6.64	5.22	-1.86	-0.98
Non-SWD vs SWD	23.92	33.16	31.22	38.39	30.26	-0.95	6.34
Non-POV vs POV	12.07	14.28	16.94	15.58	12.20	-4.74	0.13

GRADE 5 SCIENCE

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**88.35**	**75.90**	**72.71**	**79.43**	**85.13**	**12.43**	**-3.21**
Caucasian	94.46	84.56	83.12	88.63	90.93	7.81	-3.53
African American	73.20	57.09	49.27	57.34	71.64	22.37	-1.56
Hispanic	87.28	74.34	66.87	74.45	83.54	16.67	-3.75
SWD	63.50	36.78	35.46	39.37	47.76	12.30	-15.75
POV	79.69	61.29	57.89	66.97	76.33	18.44	-3.36
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	21.26	27.47	33.84	31.29	19.29	-14.55	-1.97
Cauc vs Hispanic	7.18	10.22	16.25	14.18	7.39	-8.86	0.21
Non-SWD vs SWD	27.67	43.57	41.36	44.68	41.84	0.48	14.17
Non-POV vs POV	13.70	23.37	24.30	20.51	14.84	-9.46	1.14

Results based on best attempt. Subgroups that contain no students are listed as N/A and less than 10 students are listed as <. Does NOT include VAAP or VGLA scores. Section 504 not counted as SWD.

SUBJECTS

ENGLISH: READING

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**90.69**	**74.22**	**75.28**	**80.80**	**83.69**	**8.41**	**-7.00**
Caucasian	94.10	82.13	83.17	87.39	89.40	6.23	-4.71
African American	82.98	56.96	57.87	65.20	71.34	13.47	-11.63
Hispanic	89.41	69.95	70.55	78.01	80.03	9.48	-9.38
SWD	66.09	41.83	44.64	43.91	46.38	1.75	-19.70
POV	85.34	60.88	63.27	70.90	74.95	11.68	-19.70
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	11.13	25.17	25.30	22.19	18.06	-7.24	6.93
Cauc vs Hispanic	4.70	12.18	12.62	9.39	9.37	-3.25	4.67
Non-SWD vs SWD	27.37	36.09	34.10	41.08	41.64	7.54	14.26
Non-POV vs POV	8.45	21.38	19.99	16.69	14.86	-5.14	6.41

MATHEMATICS

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**65.06**	**73.96**	**78.80**	**83.99**	**84.93**	**6.13**	**19.87**
Caucasian	72.92	80.67	85.21	89.85	90.02	4.81	17.10
African American	46.33	56.51	63.12	69.97	73.18	10.06	26.85
Hispanic	60.53	71.38	75.78	81.18	81.82	6.04	21.29
SWD	32.52	39.89	44.70	49.57	48.56	3.86	16.04
POV	51.21	62.55	68.02	74.77	76.95	8.93	25.73
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	26.58	24.16	22.09	19.88	16.83	-5.25	-9.75
Cauc vs Hispanic	12.39	9.29	9.43	8.66	8.20	-1.23	-4.19
Non-SWD vs SWD	36.32	37.94	37.93	38.32	40.57	2.64	4.25
Non-POV vs POV	21.94	18.28	17.93	15.54	13.55	-4.38	-8.39

HISTORY

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**89.32**	**87.57**	**84.90**	**87.18**	**89.17**	**4.27**	**-0.15**
Caucasian	93.26	92.06	89.74	93.15	92.88	3.14	-0.39
African American	79.71	75.90	72.68	71.68	79.93	7.25	0.22
Hispanic	86.63	87.37	83.07	86.51	87.66	4.59	1.03
SWD	65.84	61.04	54.90	52.79	62.16	7.26	-3.68
POV	81.77	79.23	75.33	77.73	81.95	6.61	0.18
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	13.55	16.16	17.06	21.47	12.94	-4.11	-0.61
Cauc vs Hispanic	6.63	4.69	6.67	6.64	5.22	-1.45	-1.42
Non-SWD vs SWD	26.16	29.52	33.29	38.39	30.26	-3.02	4.10
Non-POV vs POV	12.00	13.34	15.89	15.58	12.20	-3.69	0.20

SCIENCE

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**89.58**	**80.27**	**78.16**	**79.43**	**85.13**	**6.98**	**-4.44**
Caucasian	94.21	87.68	86.44	88.63	90.93	4.49	-5.19
African American	77.67	62.61	59.05	57.34	71.64	12.59	-6.03
Hispanic	88.73	78.96	74.34	74.45	83.54	9.19	-5.19
SWD	65.55	47.17	43.68	39.37	47.76	4.07	-17.80
POV	82.55	68.49	66.23	66.97	76.33	10.10	-6.22
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	16.54	25.07	27.39	31.29	19.29	-8.10	2.75
Cauc vs Hispanic	5.48	8.71	12.10	14.18	7.39	-4.71	1.91
Non-SWD vs SWD	26.75	36.84	38.24	44.68	41.84	3.59	15.09
Non-POV vs POV	11.15	18.87	19.78	20.51	14.84	-4.95	3.69

Results based on best attempt. Subgroups that contain no students are listed as N/A and less than 10 students are listed as <. Does NOT include VAAP or VGLA scores. Section 504 not counted as SWD.

GRADE 6

GRADE 6 ENGLISH

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**91.52**	**73.81**	**77.04**	**81.71**	**81.52**	**4.48**	**-10.00**
Caucasian	94.93	82.51	85.05	88.78	88.46	3.40	-6.47
African American	83.31	54.90	59.71	64.88	65.17	5.46	-18.14
Hispanic	90.24	67.47	76.61	82.05	76.81	0.21	-13.42
SWD	61.08	35.56	40.69	42.58	37.85	-2.84	-23.23
POV	84.78	58.74	65.11	71.14	70.10	4.99	-14.68
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	11.62	27.60	25.35	23.90	23.29	-2.06	11.67
Cauc vs Hispanic	4.69	15.04	8.44	6.73	11.64	3.20	6.96
Non-SWD vs SWD	33.64	42.66	40.46	43.58	48.71	8.25	15.07
Non-POV vs POV	10.29	23.86	19.67	17.40	18.80	-0.87	8.51

GRADE 6 MATHEMATICS

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**59.00**	**66.93**	**69.70**	**84.74**	**83.30**	**13.59**	**24.30**
Caucasian	69.12	75.46	76.83	89.80	89.82	13.00	20.70
African American	42.72	52.05	55.51	73.49	70.73	15.23	28.02
Hispanic	51.96	65.74	68.92	87.05	83.05	14.13	31.09
SWD	29.23	35.48	34.71	52.47	49.15	14.44	19.92
POV	47.20	55.75	60.40	77.97	75.31	14.91	28.11
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	26.40	23.41	21.32	16.32	19.09	-2.23	-7.31
Cauc vs Hispanic	17.16	9.73	7.91	2.75	6.78	-1.13	-10.38
Non-SWD vs SWD	35.25	36.98	40.44	37.05	39.41	-1.03	4.16
Non-POV vs POV	20.96	20.53	17.24	12.37	14.51	-2.73	-6.44

GRADE 6 HISTORY

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**84.02**	**84.65**	**84.18**	**N/A**	**N/A**	**N/A**	**N/A**
Caucasian	88.56	89.91	90.17	N/A	N/A	N/A	N/A
African American	72.30	71.42	69.58	N/A	N/A	N/A	N/A
Hispanic	81.72	84.10	83.91	N/A	N/A	N/A	N/A
SWD	52.13	50.00	51.73	N/A	N/A	N/A	N/A
POV	72.40	73.64	74.14	N/A	N/A	N/A	N/A
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	16.27	18.50	20.59	N/A	N/A	N/A	N/A
Cauc vs Hispanic	6.84	5.81	6.27	N/A	N/A	N/A	N/A
Non-SWD vs SWD	35.33	38.65	36.11	N/A	N/A	N/A	N/A
Non-POV vs POV	17.78	17.43	16.55	N/A	N/A	N/A	N/A

GRADE 7

GRADE 7 ENGLISH: READING

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**91.78**	**77.25**	**79.80**	**83.66**	**85.93**	**6.13**	**-5.85**
Caucasian	94.99	84.81	86.76	90.33	91.30	4.54	-3.69
African American	84.14	59.07	64.18	68.33	73.81	9.63	-10.33
Hispanic	90.67	72.28	75.70	83.76	85.53	9.84	-5.14
SWD	66.07	37.18	48.73	42.03	45.45	-3.27	-20.62
POV	85.52	63.39	69.04	73.21	76.90	7.86	-8.62
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	10.85	25.74	22.58	22.00	17.49	-5.09	6.64
Cauc vs Hispanic	4.32	12.53	11.06	6.56	5.76	-5.29	1.45
Non-SWD vs SWD	28.53	44.36	34.43	45.96	44.78	10.35	16.25
Non-POV vs POV	9.53	21.33	17.44	17.04	14.83	-2.60	5.30

GRADE 7

GRADE 7 MATHEMATICS

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**41.40**	**51.13**	**65.54**	**71.43**	**76.01**	**10.47**	**34.61**
Caucasian	49.07	60.13	72.19	77.37	81.77	9.57	32.70
African American	27.67	34.72	51.62	58.87	64.00	12.39	36.33
Hispanic	38.86	44.44	65.02	69.75	75.91	10.89	37.06
SWD	18.50	24.70	34.60	28.54	38.16	3.56	19.66
POV	30.13	38.74	54.79	60.51	66.13	11.34	36.00
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	21.39	25.42	20.57	18.50	17.76	-2.81	-3.63
Cauc vs Hispanic	10.21	15.69	7.17	7.62	5.85	-1.31	-4.36
Non-SWD vs SWD	27.24	30.52	35.39	48.58	42.94	7.54	15.70
Non-POV vs POV	19.47	21.46	19.34	19.60	17.79	-1.55	-1.68

GRADE 7 HISTORY

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**81.86**	**83.15**	**82.56**	**N/A**	**N/A**	**N/A**	**N/A**
Caucasian	88.33	89.27	89.42	N/A	N/A	N/A	N/A
African American	66.40	67.64	66.26	N/A	N/A	N/A	N/A
Hispanic	80.88	82.34	80.52	N/A	N/A	N/A	N/A
SWD	47.93	49.81	47.36	N/A	N/A	N/A	N/A
POV	70.63	71.15	71.75	N/A	N/A	N/A	N/A
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	21.93	21.62	23.16	N/A	N/A	N/A	N/A
Cauc vs Hispanic	7.45	6.93	8.90	N/A	N/A	N/A	N/A
Non-SWD vs SWD	37.86	36.94	39.02	N/A	N/A	N/A	N/A
Non-POV vs POV	17.12	18.50	17.51	N/A	N/A	N/A	N/A

Results based on best attempt. Subgroups that contain no students are listed as N/A and less than 10 students are listed as <.
Includes results from Renaissance. However, does NOT include VAAP or VGLA scores. Section 504 not counted as SWD.

GRADE 8

GRADE 8 ENGLISH: READING

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**92.02**	**73.32**	**77.15**	**79.86**	**78.60**	**1.45**	**-13.42**
Caucasian	95.79	81.38	84.49	88.63	86.27	1.78	-9.52
African American	84.22	55.08	59.51	60.14	59.65	0.14	-24.58
Hispanic	87.78	69.46	74.95	75.97	76.02	1.07	-11.77
SWD	64.72	30.52	40.66	35.92	29.31	-11.36	-35.41
POV	85.12	57.46	63.38	67.38	65.46	2.08	-19.67
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	11.57	26.30	24.98	28.49	26.62	1.64	15.05
Cauc vs Hispanic	8.01	11.93	9.54	12.66	10.25	0.71	2.24
Non-SWD vs SWD	30.04	47.37	40.17	48.39	54.09	13.92	24.06
Non-POV vs POV	10.27	23.50	21.67	19.91	21.29	-0.38	11.01

GRADE 8 ENGLISH: WRITING

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**89.52**	**70.59**	**71.36**	**72.42**	**73.64**	**2.28**	**-15.89**
Caucasian	92.54	78.09	79.60	80.15	81.12	1.52	-11.42
African American	80.72	53.69	50.77	53.14	54.60	3.83	-26.11
Hispanic	89.15	65.37	68.38	68.04	72.67	4.29	-16.48
SWD	48.20	22.31	23.12	20.29	19.60	-3.52	-28.60
POV	81.22	56.32	54.63	57.71	60.35	5.72	-20.87
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	11.83	24.40	28.83	27.01	26.52	-2.31	14.69
Cauc vs Hispanic	3.39	12.72	11.22	12.11	8.45	-2.77	5.06
Non-SWD vs SWD	45.61	53.41	53.23	57.51	59.39	6.17	13.78
Non-POV vs POV	12.35	20.82	26.11	23.24	21.27	-4.84	8.93

GRADE 8 MATHEMATICS

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**56.34**	**58.59**	**65.06**	**77.34**	**75.91**	**10.85**	**19.57**
Caucasian	66.45	67.71	74.55	84.65	83.01	8.46	16.56
African American	33.70	38.49	43.63	62.20	59.53	15.89	25.83
Hispanic	46.34	50.75	59.17	74.52	72.32	13.15	25.98
SWD	25.99	22.93	30.88	35.63	34.59	3.71	8.60
POV	39.63	42.18	48.31	65.18	64.47	16.16	24.84
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	32.75	29.22	30.91	22.46	23.48	-7.43	-9.27
Cauc vs Hispanic	20.11	16.96	15.38	10.13	10.69	-4.69	-9.42
Non-SWD vs SWD	34.09	40.53	38.95	47.88	47.11	8.16	13.02
Non-POV vs POV	25.94	24.93	27.99	21.11	19.92	-8.07	-6.02

GRADE 8 HISTORY

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**85.63**	**86.79**	**86.08**	**91.02**	**90.79**	**4.71**	**5.16**
Caucasian	91.01	91.42	91.76	95.46	94.91	3.15	3.90
African American	73.90	76.74	71.75	81.25	80.66	8.91	6.76
Hispanic	80.87	84.62	83.79	87.94	90.39	6.60	9.52
SWD	49.27	54.07	51.88	57.45	55.51	3.62	6.24
POV	74.58	76.20	75.67	83.68	83.66	7.98	9.08
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	17.11	14.68	20.01	14.22	14.25	-5.76	-2.86
Cauc vs Hispanic	10.13	6.81	7.97	7.52	4.52	-3.45	-5.62
Non-SWD vs SWD	40.17	36.21	37.66	36.97	38.73	1.07	-1.44
Non-POV vs POV	16.48	15.72	16.34	11.68	11.56	-4.78	-4.92

GRADE 8 SCIENCE

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**94.19**	**79.17**	**78.33**	**83.38**	**84.27**	**5.94**	**-9.93**
Caucasian	97.42	88.30	88.33	91.82	91.47	3.13	-5.95
African American	88.17	58.31	55.05	65.20	66.67	11.62	-21.51
Hispanic	91.08	73.09	73.23	79.88	81.89	8.66	-9.19
SWD	72.65	42.97	40.25	40.99	43.79	3.54	-28.86
POV	88.32	63.88	63.73	71.77	73.56	9.84	-14.76
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	9.24	29.99	33.29	26.62	24.80	-8.49	15.56
Cauc vs Hispanic	6.34	15.21	15.10	11.94	9.57	-5.53	3.24
Non-SWD vs SWD	23.86	40.13	42.13	46.69	44.52	2.38	20.65
Non-POV vs POV	9.01	22.66	23.04	18.66	17.49	-5.54	8.49

Results based on best attempt. Subgroups that contain no students are listed as N/A and less than 10 students are listed as <.
Includes results from Renaissance. However, does NOT include VAAP or VGLA scores. Section 504 not counted as SWD.

END-OF-COURSE MATHEMATICS

ALGEBRA I

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**77.78**	**73.51**	**80.19**	**86.86**	**90.17**	**9.98**	**12.39**
Caucasian	82.22	78.66	84.48	90.85	92.73	8.25	10.51
African American	63.77	58.33	68.89	76.87	83.55	14.66	19.78
Hispanic	76.21	71.03	75.57	81.24	87.35	11.78	11.15
SWD	42.42	36.90	49.88	60.00	65.96	16.08	23.54
POV	67.18	62.73	70.86	79.26	84.51	13.65	17.33
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	18.45	20.32	15.59	13.97	9.18	-6.41	-9.27
Cauc vs Hispanic	6.01	7.63	8.90	9.61	5.37	-3.53	-0.64
Non-SWD vs SWD	38.15	39.88	33.07	29.28	26.11	-6.97	-12.04
Non-POV vs POV	14.88	15.72	14.15	11.66	8.78	-5.37	-6.10

GEOMETRY

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**75.93**	**80.17**	**78.61**	**82.71**	**86.58**	**7.97**	**10.65**
Caucasian	82.87	86.99	84.17	88.53	90.82	6.65	7.96
African American	55.24	60.38	62.76	67.26	71.92	9.16	16.68
Hispanic	77.33	78.11	73.85	78.22	85.78	11.93	8.46
SWD	42.65	47.65	37.50	46.62	54.76	17.26	12.11
POV	61.41	70.10	69.52	74.63	77.75	8.23	16.33
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	27.63	26.61	21.41	21.27	18.91	-2.50	-8.73
Cauc vs Hispanic	5.54	8.88	10.32	10.31	5.04	-5.28	-0.50
Non-SWD vs SWD	36.79	34.72	43.87	38.62	33.71	-10.16	-3.08
Non-POV vs POV	19.50	13.60	12.98	11.50	12.89	-0.10	-6.61

END-OF-COURSE SCIENCE

EARTH SCIENCE

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**92.01**	**84.51**	**83.99**	**84.23**	**87.12**	**3.13**	**-4.90**
Caucasian	97.24	92.47	92.27	92.34	94.82	2.55	-2.42
African American	81.08	69.37	65.83	65.96	70.64	4.80	-10.44
Hispanic	88.04	79.25	79.37	81.44	84.53	5.16	-3.51
SWD	72.55	52.41	54.82	51.80	55.27	0.45	-17.27
POV	83.30	72.71	71.33	71.73	77.02	5.68	-6.29
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	16.16	23.10	26.43	26.38	24.18	-2.25	8.01
Cauc vs Hispanic	9.19	13.22	12.90	10.90	10.29	-2.61	1.09
Non-SWD vs SWD	21.54	35.38	32.29	35.93	34.89	2.60	13.35
Non-POV vs POV	12.52	17.53	19.70	19.49	16.08	-3.62	3.56

Results based on best attempt. Subgroups that contain no students are listed as N/A and less than 10 students are listed as <.
Includes results from Renaissance. However, does NOT include VAAP or VGLA scores. Section 504 not counted as SWD.

SUBJECTS

ENGLISH: READING

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**91.77**	**74.81**	**78.00**	**81.74**	**82.01**	**4.01**	**-9.76**
Caucasian	95.23	82.93	85.43	89.24	88.67	3.25	-6.56
African American	83.88	56.36	61.14	64.43	66.05	4.91	-17.83
Hispanic	89.57	69.65	75.74	80.48	79.44	3.70	-10.13
SWD	63.95	34.47	43.39	40.26	37.76	-5.64	-26.19
POV	85.14	59.92	65.88	70.61	70.85	4.97	-26.19
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	11.35	26.57	24.28	24.81	22.63	-1.66	11.27
Cauc vs Hispanic	5.66	13.28	9.68	8.76	9.23	-0.45	3.57
Non-SWD vs SWD	30.75	44.76	38.32	45.89	48.96	10.64	18.21
Non-POV vs POV	10.04	22.83	19.56	18.07	18.26	-1.30	8.23

MATHEMATICS

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**64.73**	**69.37**	**74.95**	**83.01**	**83.43**	**8.48**	**18.70**
Caucasian	72.96	77.01	81.98	88.35	88.98	7.00	16.02
African American	44.53	51.09	56.97	69.03	69.49	12.52	24.96
Hispanic	57.85	64.11	71.80	81.53	81.54	9.74	23.69
SWD	26.68	32.07	36.18	40.62	42.47	6.29	15.78
POV	48.00	54.10	61.34	72.14	73.06	11.72	25.06
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	28.43	25.92	25.01	19.32	19.49	-5.52	-8.94
Cauc vs Hispanic	15.11	12.90	10.18	6.82	7.44	-2.74	-7.67
Non-SWD vs SWD	42.32	41.43	42.99	46.92	45.31	2.32	3.00
Non-POV vs POV	25.46	23.53	22.00	17.66	17.00	-5.00	-8.46

HISTORY

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**83.83**	**84.84**	**84.27**	**91.02**	**90.79**	**6.53**	**6.96**
Caucasian	89.28	90.18	90.46	95.46	94.91	4.45	5.63
African American	70.86	71.83	69.18	81.25	80.66	11.48	9.81
Hispanic	81.15	83.73	82.64	87.94	90.39	7.75	9.25
SWD	49.77	51.23	50.26	57.45	55.51	5.24	5.74
POV	72.49	73.57	73.81	83.68	83.66	9.84	11.16
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	18.42	18.35	21.28	14.22	14.25	-7.04	-4.17
Cauc vs Hispanic	8.13	6.45	7.82	7.52	4.52	-3.31	-3.61
Non-SWD vs SWD	37.79	37.31	37.66	36.97	38.73	1.07	0.94
Non-POV vs POV	17.18	17.30	16.86	11.68	11.56	-5.30	-5.62

SCIENCE

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**96.07**	**85.67**	**84.95**	**88.32**	**88.83**	**3.88**	**-7.24**
Caucasian	98.36	92.37	92.44	94.60	94.42	1.98	-7.23
African American	90.59	67.82	63.68	71.33	72.02	8.34	-18.57
Hispanic	93.41	80.94	80.09	84.49	86.18	6.09	-7.23
SWD	74.21	45.90	43.22	43.30	45.57	2.35	-28.64
POV	90.64	71.67	71.02	76.92	78.31	7.28	-12.33
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	7.77	24.55	28.76	23.26	22.41	-6.36	14.64
Cauc vs Hispanic	4.95	11.43	12.35	10.11	8.24	-4.10	3.30
Non-SWD vs SWD	23.43	42.72	44.79	48.25	46.32	1.52	22.89
Non-POV vs POV	7.67	19.55	20.42	16.87	15.84	-4.58	8.17

END-OF-COURSE ENGLISH

ENGLISH: READING

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**95.35**	**90.97**	**90.39**	**90.75**	**90.60**	**0.22**	**-4.74**
Caucasian	97.28	94.71	94.82	94.98	94.90	0.08	-2.38
African American	89.55	81.74	80.09	81.20	81.75	1.66	-7.80
Hispanic	96.88	91.09	86.65	90.11	89.71	3.05	-7.17
SWD	72.43	59.77	59.39	54.44	60.48	1.09	-11.95
POV	91.16	81.25	81.29	83.36	82.39	1.10	-8.77
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	7.73	12.96	14.73	13.78	13.15	-1.58	5.42
Cauc vs Hispanic	0.40	3.61	8.17	4.87	5.20	-2.97	4.79
Non-SWD vs SWD	25.01	33.69	33.51	39.22	32.63	-0.89	7.62
Non-POV vs POV	5.49	12.87	12.80	10.64	11.84	-0.97	6.35

ENGLISH: WRITING

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**94.41**	**87.91**	**81.40**	**83.56**	**85.20**	**3.80**	**-9.21**
Caucasian	96.10	92.37	87.63	88.96	90.63	3.00	-5.47
African American	88.93	75.65	64.93	69.87	72.16	7.23	-16.77
Hispanic	96.06	88.24	77.65	81.43	84.42	6.76	-11.64
SWD	66.23	51.72	34.52	37.78	43.85	9.33	-22.38
POV	90.47	77.24	67.04	72.15	74.61	7.57	-15.86
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	7.16	16.71	22.70	19.09	18.47	-4.23	11.31
Cauc vs Hispanic	0.04	4.13	9.98	7.52	6.21	-3.77	6.18
Non-SWD vs SWD	30.66	39.06	50.79	49.41	44.69	-6.09	14.03
Non-POV vs POV	5.10	13.94	20.02	16.11	15.06	-4.97	9.96

END-OF-COURSE SOCIAL STUDIES

WORLD GEOGRAPHY

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**89.48**	**93.09**	**93.10**	**95.00**	**96.21**	**3.11**	**6.73**
Caucasian	95.21	97.27	96.69	98.25	98.45	1.76	3.23
African American	75.54	80.31	83.56	84.64	88.89	5.33	13.35
Hispanic	85.83	95.10	91.72	94.74	94.87	3.15	9.04
SWD	54.93	69.09	57.89	75.00	80.95	23.06	26.02
POV	77.87	85.75	83.65	86.75	91.01	7.36	13.14
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	19.67	16.96	13.13	13.60	9.56	-3.57	-10.11
Cauc vs Hispanic	9.38	2.17	4.97	3.51	3.57	-1.40	-5.81
Non-SWD vs SWD	36.34	24.89	36.42	20.52	15.63	-20.79	-20.71
Non-POV vs POV	15.68	9.63	13.11	11.19	7.04	-6.07	-8.65

WORLD HISTORY I

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**77.50**	**75.68**	**78.00**	**81.23**	**77.91**	**-0.08**	**0.41**
Caucasian	84.86	83.15	85.28	87.05	85.58	0.30	0.72
African American	58.67	58.43	62.00	66.67	60.59	-1.41	1.92
Hispanic	78.45	73.13	75.00	81.06	75.77	0.77	-2.68
SWD	51.12	46.54	50.70	54.18	46.41	-4.28	-4.71
POV	61.45	63.14	65.79	70.74	66.22	0.43	4.77
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	26.19	24.72	23.29	20.38	24.99	1.71	-1.19
Cauc vs Hispanic	6.41	10.02	10.28	5.99	9.81	-0.47	3.40
Non-SWD vs SWD	29.15	32.20	30.42	29.77	34.90	4.48	5.75
Non-POV vs POV	23.24	18.91	19.24	16.50	19.21	-0.03	-4.03

WORLD HISTORY II

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**79.12**	**80.47**	**82.10**	**80.99**	**82.42**	**0.32**	**3.29**
Caucasian	85.89	87.05	87.92	86.61	87.26	-0.66	1.37
African American	61.99	61.87	66.11	64.94	66.96	0.85	4.98
Hispanic	76.07	78.06	81.47	79.42	83.38	1.91	7.32
SWD	54.88	67.05	53.85	58.18	60.49	6.65	5.62
POV	66.63	67.33	71.96	70.35	71.01	-0.95	4.38
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	23.91	25.19	21.81	21.67	20.30	-1.51	-3.61
Cauc vs Hispanic	9.83	9.00	6.45	7.19	3.88	-2.57	-5.95
Non-SWD vs SWD	25.43	14.15	29.62	23.98	22.98	-6.64	-2.45
Non-POV vs POV	16.71	17.85	14.52	15.25	16.50	1.98	-0.21

VIRGINIA AND US HISTORY

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**82.98**	**81.53**	**85.86**	**87.05**	**86.16**	**0.30**	**3.18**
Caucasian	89.18	88.15	91.42	92.22	92.03	0.61	2.85
African American	67.19	66.21	72.04	74.40	71.67	-0.37	4.48
Hispanic	80.86	78.61	82.74	85.40	86.24	3.51	5.39
SWD	50.75	51.21	57.73	57.89	53.41	-4.33	2.66
POV	70.77	66.61	75.09	77.28	73.97	-1.11	3.21
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	21.99	21.94	19.38	17.82	20.35	0.98	-1.64
Cauc vs Hispanic	8.32	9.54	8.68	6.81	5.78	-2.90	-2.54
Non-SWD vs SWD	35.10	32.77	30.38	31.47	35.47	5.08	0.37
Non-POV vs POV	16.09	19.99	15.21	14.12	17.78	2.57	1.69

Department of Planning Innovation & Accountability
Office of Student Assessment

Results based on best attempt.. Subgroups that contain no students are listed as N/A and less than 10 students are listed as <.
ONLY Spring SOL scores are reported. Includes results from Renaissance. However, does NOT include Subtest,, VAAP, or VGLA scores. Section 504 not counted as SWD.

10/11/2016

END-OF-COURSE MATHEMATICS

ALGEBRA I

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**77.78**	**73.51**	**80.19**	**86.86**	**90.17**	**9.98**	**12.39**
Caucasian	82.22	78.66	84.48	90.85	92.73	8.25	10.51
African American	63.77	58.33	68.89	76.87	83.55	14.66	19.78
Hispanic	76.21	71.03	75.57	81.24	87.35	11.78	11.15
SWD	42.42	36.90	49.88	60.00	65.96	16.08	23.54
POV	67.18	62.73	70.86	79.26	84.51	13.65	17.33
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	18.45	20.32	15.59	13.97	9.18	-6.41	-9.27
Cauc vs Hispanic	6.01	7.63	8.90	9.61	5.37	-3.53	-0.64
Non-SWD vs SWD	38.15	39.88	33.07	29.28	26.11	-6.97	-12.04
Non-POV vs POV	14.88	15.72	14.15	11.66	8.78	-5.37	-6.10

GEOMETRY

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**75.93**	**80.17**	**78.61**	**82.71**	**86.58**	**7.97**	**10.65**
Caucasian	82.87	86.99	84.17	88.53	90.82	6.65	7.96
African American	55.24	60.38	62.76	67.26	71.92	9.16	16.68
Hispanic	77.33	78.11	73.85	78.22	85.78	11.93	8.46
SWD	42.65	47.65	37.50	46.62	54.76	17.26	12.11
POV	61.41	70.10	69.52	74.63	77.75	8.23	16.33
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	27.63	26.61	21.41	21.27	18.91	-2.50	-8.73
Cauc vs Hispanic	5.54	8.88	10.32	10.31	5.04	-5.28	-0.50
Non-SWD vs SWD	36.79	34.72	43.87	38.62	33.71	-10.16	-3.08
Non-POV vs POV	19.50	13.60	12.98	11.50	12.89	-0.10	-6.61

ALGEBRA II

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**66.04**	**73.15**	**80.57**	**87.25**	**92.17**	**11.60**	**26.13**
Caucasian	69.65	76.22	83.69	88.10	92.86	9.17	23.21
African American	51.67	60.46	68.71	82.72	89.89	21.17	38.22
Hispanic	61.14	72.18	76.16	83.96	90.85	14.70	29.71
SWD	42.98	47.33	65.45	73.68	82.05	16.60	39.07
POV	52.22	63.75	73.57	86.21	90.03	16.46	37.81
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	17.98	15.76	14.98	5.38	2.97	-12.01	-15.01
Cauc vs Hispanic	8.51	4.04	7.54	4.15	2.01	-5.53	-6.50
Non-SWD vs SWD	23.68	26.69	15.49	13.96	10.34	-5.15	-13.33
Non-POV vs POV	17.44	11.97	9.28	1.40	2.89	-6.40	-14.55

END-OF-COURSE SCIENCE

BIOLOGY

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**93.31**	**83.94**	**80.29**	**85.45**	**86.88**	**6.60**	**-6.42**
Caucasian	96.51	91.03	88.74	92.84	93.50	4.77	-3.01
African American	84.01	65.17	63.83	69.82	71.13	7.29	-12.88
Hispanic	91.56	80.32	73.32	81.58	83.33	10.01	-8.22
SWD	72.13	50.68	39.90	50.00	55.05	15.14	-17.08
POV	86.40	71.30	68.29	73.70	75.92	7.63	-10.48
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	12.50	25.86	24.90	23.02	22.37	-2.53	9.87
Cauc vs Hispanic	4.96	10.71	15.42	11.26	10.17	-5.25	5.21
Non-SWD vs SWD	23.02	36.33	43.91	38.71	34.69	-9.22	11.67
Non-POV vs POV	9.35	17.57	18.00	17.62	16.45	-1.55	7.10

END-OF-COURSE SCIENCE

EARTH SCIENCE

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**92.01**	**84.51**	**83.99**	**84.23**	**87.12**	**3.13**	**-4.90**
Caucasian	97.24	92.47	92.27	92.34	94.82	2.55	-2.42
African American	81.08	69.37	65.83	65.96	70.64	4.80	-10.44
Hispanic	88.04	79.25	79.37	81.44	84.53	5.16	-3.51
SWD	72.55	52.41	54.82	51.80	55.27	0.45	-17.27
POV	83.30	72.71	71.33	71.73	77.02	5.68	-6.29
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	16.16	23.10	26.43	26.38	24.18	-2.25	8.01
Cauc vs Hispanic	9.19	13.22	12.90	10.90	10.29	-2.61	1.09
Non-SWD vs SWD	21.54	35.38	32.29	35.93	34.89	2.60	13.35
Non-POV vs POV	12.52	17.53	19.70	19.49	16.08	-3.62	3.56

CHEMISTRY

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**92.80**	**87.99**	**87.90**	**89.82**	**89.40**	**1.50**	**-3.40**
Caucasian	94.81	91.01	90.93	92.66	91.98	1.05	-2.83
African American	86.91	77.75	76.81	80.41	79.91	3.10	-7.00
Hispanic	89.84	82.48	86.94	86.92	86.71	-0.23	-3.13
SWD	83.82	73.56	74.14	75.81	70.00	-4.14	-13.82
POV	88.98	82.45	81.32	84.38	82.25	0.93	-6.72
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	7.90	13.27	14.12	12.24	12.07	-2.05	4.17
Cauc vs Hispanic	4.97	8.54	3.99	5.74	5.27	1.28	0.30
Non-SWD vs SWD	9.14	14.76	13.99	14.26	19.74	5.75	10.60
Non-POV vs POV	4.73	6.89	8.44	7.19	9.38	0.94	4.65

Department of Planning Innovation & Accountability
Office of Student Assessment

Results based on best attempt.. Subgroups that contain no students are listed as N/A and less than 10 students are listed as <.
ONLY Spring SOL scores are reported. Includes results from Renaissance. However, does NOT include Subtest,, VAAP, or VGLA scores. Section 504 not counted as SWD.

10/11/2016

SUBJECTS

ENGLISH: READING

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**95.35**	**90.97**	**90.39**	**90.75**	**90.60**	**0.22**	**-4.74**
Caucasian	97.28	94.71	94.82	94.98	94.90	0.08	-2.38
African American	89.55	81.74	80.09	81.20	81.75	1.66	-7.80
Hispanic	96.88	91.09	86.65	90.11	89.71	3.05	-7.17
SWD	72.43	59.77	59.39	54.44	60.48	1.09	-11.95
POV	91.16	81.25	81.29	83.36	82.39	1.10	-11.95
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	7.73	12.96	14.73	13.78	13.15	-1.58	5.42
Cauc vs Hispanic	0.40	3.61	8.17	4.87	5.20	-2.97	4.79
Non-SWD vs SWD	25.01	33.69	33.51	39.22	32.63	-0.89	7.62
Non-POV vs POV	5.49	12.87	12.80	10.64	11.84	-0.97	6.35

MATHEMATICS

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**66.03**	**68.08**	**72.76**	**80.54**	**85.99**	**13.22**	**19.96**
Caucasian	71.94	73.85	77.44	84.66	89.05	11.61	17.11
African American	49.89	51.60	60.69	71.10	77.97	17.28	28.08
Hispanic	65.22	67.57	68.47	75.82	84.70	16.22	19.47
SWD	40.13	36.97	43.29	55.61	62.11	18.82	21.98
POV	53.42	58.00	64.38	75.08	79.93	15.56	26.51
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	22.04	22.25	16.75	13.57	11.07	-5.67	-10.97
Cauc vs Hispanic	6.71	6.28	8.97	8.84	4.35	-4.62	-2.36
Non-SWD vs SWD	28.48	33.75	31.83	27.09	25.71	-6.13	-2.77
Non-POV vs POV	17.35	14.06	12.39	8.26	9.27	-3.12	-8.09

HISTORY

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**80.82**	**80.51**	**83.24**	**84.59**	**83.92**	**0.68**	**3.10**
Caucasian	87.51	87.19	89.22	89.89	89.73	0.51	2.22
African American	63.63	63.71	68.33	70.40	68.52	0.19	4.89
Hispanic	79.37	78.22	80.79	83.39	83.13	2.35	3.76
SWD	51.77	52.64	53.95	56.99	52.61	-1.34	0.83
POV	66.84	67.03	71.75	74.16	72.09	0.33	5.25
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	23.88	23.49	20.89	19.48	21.21	0.32	-2.67
Cauc vs Hispanic	8.14	8.97	8.44	6.49	6.60	-1.84	-1.54
Non-SWD vs SWD	31.40	30.03	31.59	29.64	33.64	2.06	2.24
Non-POV vs POV	19.13	18.78	16.83	15.35	17.67	0.85	-1.45

SCIENCE

PASSING RATES	2012	2013	2014	2015	2016	'16-'14	'16-'12
Total Passing	**91.19**	**82.38**	**80.53**	**83.55**	**85.44**	**4.91**	**-5.75**
Caucasian	95.40	89.52	88.38	90.93	92.11	3.73	-5.29
African American	81.57	66.12	64.12	67.76	70.53	6.41	-11.04
Hispanic	87.92	77.12	75.97	80.59	82.63	6.65	-5.29
SWD	72.34	52.21	48.46	51.59	55.40	6.94	-16.94
POV	83.57	70.69	68.64	72.25	75.21	6.58	-8.36
GAPS	**2012**	**2013**	**2014**	**2015**	**2016**	**'16-'14**	**'16-'12**
Cauc vs Afr American	13.84	23.40	24.26	23.17	21.58	-2.68	7.75
Cauc vs Hispanic	7.48	12.40	12.41	10.34	9.48	-2.93	2.00
Non-SWD vs SWD	20.55	32.92	34.96	34.90	32.61	-2.35	12.06
Non-POV vs POV	10.51	16.49	17.87	17.21	15.61	-2.26	5.10

Results based on best attempt.. Subgroups that contain no students are listed as N/A and less than 10 students are listed as <.
ONLY Spring SOL scores are reported. Includes results from Renaissance. However, does NOT include Subtest,, VAAP, or VGLA scores. Section 504 not counted as SWD.

COMPENSATION PHILOSOPHY
OF THE
SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH

The vision statement for the School Board of the City of Virginia Beach has the goal that every student will be achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment. With this vision in mind, the School Board strives to provide a total employee compensation program that enables the school division to:

- ✓ attract and retain a highly qualified and diverse workforce;
- ✓ ensure fair and consistent pay practices;
- ✓ comply with applicable laws and regulations; and
- ✓ operate within the constraints of fiscal resources while balancing and achieving educational goals.

The School Board's compensation philosophy embraces the following points:

1. The total compensation program will align with the division's overall mission in support of the division's strategic goals and objectives.
2. The division will strive to provide a total compensation program that is world class among all accredited K-12 institutions. The school division endeavors to be economically competitive with institutions in Southeastern Virginia and for certain positions, outside of our local labor market as well.
3. Benchmarking and broad-banding are used as best practices for compensation of similar positions.
4. Compensation strategies must include the flexibility needed to adapt to market changes, maintain internal equity, and address the needs of the school division.
5. Starting pay for new employees is based upon education and work experience related to position requirements, as well as, market conditions.
6. Allowances are available to eligible employees based on the attainment of educational/licensing credentials earned beyond the requirements of the position to the extent that they relate to the employee's current job responsibilities and to the extent that they enhance the employee's ability to contribute to the mission and strategic goals of the school division.
7. Supplements may be provided to eligible employees performing specific functions outside of their established job descriptions.
8. Pay adjustments, other than allowances and supplements, are provided to employees when appropriate, to address equity, market responsiveness, targeted needs, and consistency in the administration of the school division's compensation program.
9. Salary progression may occur as a result of annual salary increases, promotions, reclassifications and pay adjustments.
10. Part-time/temporary employees may or may not be eligible for the same benefits as full-time employees.
11. Benefit plans, retirement, and other non-cash compensation are reviewed annually for competitiveness, cost effectiveness and their value to employees and the school division.
12. To ensure that our compensation structure remains competitive, pay ranges for all instructional positions are evaluated annually. Pay ranges for all other job groups are reviewed as needed, but not less than every three years.
13. The compensation philosophy will be made available to employees.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

INSTRUCTIONAL PAY SCALE SY 2016 - 2017 Effective: December 1, 2016 - June 30, 2017					
Creditable Years of Teaching Experience	Standard Teaching	10-month Extended	11-month	12-month	ALC
0	44,025	46,458	48,427	52,830	30,842
1	44,240	46,684	48,662	53,086	30,992
2	44,453	46,909	48,898	53,343	31,141
3	44,670	47,138	49,136	53,603	31,293
4	44,888	47,368	49,376	53,865	31,446
5	45,328	47,833	49,860	54,393	31,754
6	45,441	47,952	49,984	54,528	31,833
7	45,487	48,000	50,034	54,582	31,865
8	45,555	48,072	50,109	54,664	31,913
9	46,452	49,018	51,097	55,741	32,541
10	47,521	50,147	52,271	57,022	33,290
11	48,587	51,271	53,444	58,303	34,037
12	49,654	52,398	54,618	59,584	34,785
13	50,722	53,524	55,793	60,865	35,533
14	51,791	54,653	56,967	62,146	36,282
15	52,857	55,777	58,141	63,426	37,029
16	53,925	56,904	59,316	64,708	37,776
17	54,992	58,031	60,490	65,989	38,524
18	56,060	59,157	61,665	67,270	39,272
19	57,127	60,284	62,838	68,550	40,020
20	58,195	61,410	64,013	69,831	40,768
21	59,262	62,537	65,187	71,113	41,516
22	60,330	63,663	66,362	72,395	42,264
23	61,398	64,790	67,536	73,674	43,012
24	62,465	65,916	68,710	74,956	43,759
25	63,533	67,043	69,884	76,238	44,507
26	64,599	68,168	71,058	77,517	45,254
27	65,667	69,296	72,232	78,799	46,003
28	66,735	70,422	73,406	80,081	46,751
29	67,802	71,549	74,581	81,362	47,499
30	68,869	72,674	75,754	82,642	48,246
31	69,938	73,802	76,929	83,923	48,994
32	71,005	74,928	78,104	85,204	49,742
33	72,073	76,055	79,278	86,486	50,490
34	73,139	77,180	80,452	87,766	51,237
35	74,208	78,308	81,626	89,047	51,986
36	75,275	79,434	82,800	90,328	52,734
Top of Scale	76,283	80,498	83,911	91,538	53,440



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Unified Pay Scale
SY 2016 - 2017
Effective: December 1, 2016 - June 30, 2017

*(The scale is **based on a 12-month, 260 days/yr, 8 hrs/day calendar or 2080 hours per year.** For positions working less than 2080 hours per year, please refer to the alphabetical listing of positions.)*

Grade	Annual Salary		Hourly Rates	
	Min	Max	Min	Max
28	105,642	184,811	50.7895	88.8518
27	98,594	172,480	47.4010	82.9235
26	92,015	160,973	44.2384	77.3911
25	85,872	150,225	41.2848	72.2240
24	80,147	140,210	38.5325	67.4091
23	74,790	130,839	35.9572	62.9037
22	69,802	122,112	33.5591	58.7081
21	65,149	113,972	31.3218	54.7944
20	60,796	106,358	29.2290	51.1340
19	56,745	99,272	27.2817	47.7273
18	52,946	92,624	25.4551	44.5310
17	49,414	86,446	23.7572	41.5607
16	46,117	80,677	22.1718	38.7872
15	43,036	75,288	20.6907	36.1965
14	40,173	70,279	19.3142	33.7884
13	37,496	65,596	18.0272	31.5367
12	34,984	61,202	16.8196	29.4245
11	32,658	57,133	15.7010	27.4678
10	30,481	53,325	14.6545	25.6372
9	28,439	49,754	13.6730	23.9202
8	26,548	46,444	12.7638	22.3290
7	24,775	43,340	11.9111	20.8367
6	23,117	40,442	11.1142	19.4437
5	21,577	37,747	10.3738	18.1476
4	20,138	35,229	9.6818	16.9374
3	18,799	32,886	9.0380	15.8109

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Unified Pay Scale - Grade Assignments
SY 2016 - 2017

GRADE 28	
Chief of Staff	
GRADE 27	
Chief Academic Officer	Chief Media and Communications Officer
Chief Financial Officer	Chief Operations Officer for Division Services
Chief Human Resources Officer	Chief Schools Officer
Chief Information Officer	Chief Strategy and Innovation Officer
GRADE 26	
Senior Executive Director Elementary Schools	Senior Executive Director Middle Schools
Senior Executive Director High Schools	
GRADE 25	
Director Alternative Education	Executive Director Elementary Teaching and Learning
Director Elementary Schools	Executive Director Office of Programs for Exceptional Children
Director Facilities Planning & Construction	Executive Director Secondary Teaching and Learning
Director School Plant	Executive Director Student Support Services
Director Technical & Career Education	Principal HS
Director Transportation	
GRADE 24	
Director Administrator Learning and Leadership	Director Purchasing Services
Director Adult Learning Center	Director Recruitment, Retention, and Support Services
Director Benefits	Director Student Leadership
Director Business Services	Director Student Services
Director Compliance and Special Education Service	Director Technical & Career Education Center
Director Employee Relations	Director Technology
Director Employment Services	Director Teacher Learning and Leadership
Director Food Services	Director Title I Programs
Director Innovation & Strategic Planning	Founding Head of School (Green Run Collegiate)
Director Instructional Technology	Principal MS
GRADE 23	
Coordinator Information Services	Director Internal Audit
Coordinator Technical Services	Director Opportunity and Achievement
Director Advanced Technology Center	Director Research, Evaluation and Assessment
Director Communications	Director Safety and Loss Control
Director Community Engagement	Director Testing
Director Custodial Services	Principal ES
Director Distribution Services	
GRADE 22	
Academic Dean	Coordinator English Language Learners
Administrative Coordinator	Coordinator Entrepreneurship & Business Academy
Assistant Director Advanced Technology Center	Coordinator Family and Consumer Sciences
Assistant Principal HS	Coordinator Fine Arts
Coordinator Academic Support Programs K-12	Coordinator Gifted Education
Coordinator Accounting	Coordinator Global Studies Academy
Coordinator Adult Academic Programs	Coordinator Grants Development
Coordinator Alternative Education	Coordinator Guidance
Coordinator Athletics	Coordinator Health Academy
Coordinator Benefits	Coordinator Health Services
Coordinator Budget Development	Coordinator Health/Physical Educatio
Coordinator Business & Information Technology	Coordinator Instructional Media Service
Coordinator Distance Learning	Coordinator Instructional Technology
Coordinator Educational Foundation	Coordinator International Baccalaureate
Coordinator Elementary Curriculum	Coordinator Language Arts
Coordinator English	Coordinator Legal Academy

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Unified Pay Scale - Grade Assignments
SY 2016 - 2017

GRADE 22 (continue)

Coordinator Library Services
Coordinator Math/Science Academy
Coordinator Mathematics
Coordinator Middle Years Program
Coordinator Military Connected & Academic Support Program
Coordinator Planetarium
Coordinator Policy and Constituent Services
Coordinator Professional Learning
Coordinator Psychological Services
Coordinator Public Relations
Coordinator Recruitment and Retention
Coordinator School/Community Partnerships
Coordinator Science
Coordinator Social Studies
Coordinator Social Work Services
Coordinator Special Education
Coordinator Student Activities
Coordinator Student Conduct/Services
Coordinator Student Leadership
Coordinator Technical and Career Education
Coordinator Technology Academy
Coordinator Telecommunications
Coordinator Visual and Performing Arts
Coordinator World Languages
Database Administrator
Dean of Students (HS)
Neuropsychologist
Specialist Assessment
Specialist Employee Relations
Specialist Human Resources
Specialist Professional Learning
Specialist Program Evaluation
Specialist Research
Specialist Testing

GRADE 21

Assistant Director Environment/Energy
Assistant Director School Plant
Assistant Principal MS
Coordinator Food Services
Coordinator Purchasing
Coordinator Security & Safe Schools
Coordinator Technical Applications
Coordinator Transportation
Dean of Students (MS)
Demographer/GIS Manager
Payroll Supervisor
Project Manager - Information Services
Staff Architect
Systems Engineer - Supervisor

GRADE 20

Assistant Principal ES
Educational Data Specialist
Financial Management Specialist
Grants Manager
HR Information Systems Specialist
Occupational Safety/Loss Control Specialist
Programmer Analyst - Senior
Project Manager - Construction
Safety and Loss Control Specialist
Student Information Systems Specialist
Sustainability Officer
Systems Analyst
Transportation Systems Specialist

GRADE 19

Accountant - Principal
Accounts Payable Supervisor
Assistant Payroll Supervisor
Benefits Program Specialist
Coordinator Distribution Services
Coordinator Maintenance
Coordinator Mechanical Systems
Coordinator Special Projects
Energy Manager
Fleet Manager
Food Services Operations Supervisor
Instructional Specialist
Internal Auditor
Occupational Therapist
Physical Therapist
Procurement Specialist II
Psychologist
School Social Worker
School-to-Work Transition Supervisor
Specialist, Professional Learning
Student Activities Coordinator (HS)
Supervisor Construction
Systems Administrator
Systems Engineer

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Unified Pay Scale - Grade Assignments
SY 2016 - 2017

GRADE 18

Audiologist
Case Management Specialist
Computer Security Specialist
Grant Writer
Guidance Department Chair
Multi-Tiered System of Support for Behavior (MTSS-B) Coach
Occupational Safety and Health Specialist
Opportunity Inc. STEM Grant Specialist
Programmer Analyst
School Improvement Specialist (HS)
School Nurse
Student Activities Coordinator (MS)
Transportation Area Supervisor
Visiting Teacher
Webmaster

GRADE 17

Accountant - Sr.
Budget Analyst
Geographic Information Systems (GIS) Analyst
Interpreter Specialist
Network Administrator
Procurement Specialist I
School Improvement Specialist (MS)
Senior Construction Inspector
Student Support Specialist
Supervisor Carpentry
Supervisor Electrical
Supervisor Electronics
Supervisor HVAC
Supervisor Maintenance
Supervisor Night Crew
Supervisor Plumbing

GRADE 16

Accounts Payable Systems Specialist
Construction Inspector
Data Operations Supervisor
Educational Data Analyst
Executive Office Associate III
Fleet Supervisor
Food Services Program Analyst
HVAC Specialist
Interpreter III (EIPA 3.5 - 3.9)
Network Technician II
Nutritional/Training Coordinator
Procurement Systems Specialist
Procurement Card Program Manager
Technical Contract Manager

GRADE 15

Assistant Accounts Payable Supervisor
Custodial Supervisor
Custodial Supplies Supervisor
Electrical Craftsman III
Electronics Craftsman III
Fleet Foreman
Food Services Craftsman III
HVAC Craftsman III
Machinist Craftsman III
Occupational Health and Safety Technician
Occupational Therapy Assistant (COTA)
Physical Therapy Assistant (LPTA)
Plumbing Craftsman III
Secretary & Clerk to Board
Special Project Support
Supervising Cafeteria Manager
Warehouse Supervisor

GRADE 14

Accountant
Assistant Warehouse Supervisor
Benefits Specialist I
Carpentry Craftsman III
Executive Office Associate II
General Maintenance Craftsman III
Graphic Designer
Interpreter II (EIPA 3.0 - 3.4)
Network Technician I
Painter Craftsman III
School Business Assistant

GRADE 13

Accounting Technician
Customer Support Technician II
Data Management Analyst
Executive Office Associate I
Food Services Craftsman II
Electrical Craftsman II
Electronics Craftsman II
HVAC Craftsman II
Interpreter I (EIPA 2.5 - 2.9)
Machinist Craftsman II
Plumbing Craftsman II
Procurement Assistant III
Testing Assistant
Warehouse Manager - School Plant
Warehouse and Distribution Technician

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Unified Pay Scale - Grade Assignments
SY 2016 - 2017

GRADE 12

Administrative Office Associate II
Benefits Assistant
Bookkeeper - HS
Building Operations Supervisor
Carpentry Craftsman II
Fleet Technician III
General Maintenance Craftsman II
Interpreter
Inventory Technician
Licensure Analyst
Loss Control Associate
Painter Craftsman II
Payroll Assistant
Research, Evaluation & Assessment (REA) Assistant
School Administrative Associate II (HS)
Substitute Office Associate
Technology Support Technician

GRADE 11

Administrative Office Associate I
Assistant Warehouse Manager - School Plant
Bookkeeper - MS
Bus Driver Trainer
Cafeteria Manager II
Customer Support Technician I
Data Processing Specialist
Electrical Craftsman I
Electronics Craftsman I
Employee Relations Associate
Financial Assistant
Fleet Technician II
Food Services Craftsman I
Human Resources Associate
HVAC Craftsman I
Library Cataloger
Machinist Craftsman I
Pest Control Technician
Plumbing Craftsman I
Procurement Assistant II
School Administrative Associate I
Teacher Production Center Technician
Web Page Design Technician

GRADE 10

Cafeteria Manager I
Carpentry Craftsman I
Clinic Assistant - LPN
General Maintenance Craftsman I
Painter Craftsman I
School Rental Assistant
Special Education Assistant - BD

GRADE 09

ALC General Assistant - BD
Bus Driver
Clinic Assistant - EMT
Custodian IV
Distance Learning Assistant - BD
Distribution Driver
Duplication Technician
Fleet Technician I
General Assistant - BD
ISS Coordinator
Kindergarten Assistant - BD
Library / Media Assistant - BD
PE Assistant - BD
Pre-Kindergarten Assistant - BD
Procurement Assistant I *(Title only)*
Security Assistant - BD
Security Officer
Special Education Assistant - AD
Student Residency Verifier
Title I Assistant - BD
Transportation Dispatcher

GRADE 08

ALC General Assistant - AD
Assistant Cafeteria Manager
Circulation Clerk
Clinic Assistant - CNA
Distance Learning Assistant - AD
Drivers Education Instructor
Fiscal Technician
General Assistant - AD
Kindergarten Assistant - AD
Library / Media Assistant - AD
Office Associate II
PE Assistant - AD
Pre-Kindergarten Assistant - AD
School Office Associate II
School Office Associated II - Data Technician
Security Assistant - AD
Special Education Assistant - Parapro/48 hrs
Title I Assistant - AD

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Unified Pay Scale - Grade Assignments
SY 2016 - 2017

GRADE 07	
ALC General Assistant - Parapro/48 hrs	PE Assistant - Parapro or 48 hrs
Custodian III	Pre-Kindergarten Assistant - Parapro or 48 hrs
Distance Learning Assistant - Parapro/48 hrs	Security Assistant - HQ
General Assistant - Parapro/48 hrs	Special Education Assistant - HD
Kindergarten Assistant - Parapro/48 hrs	Title I Assistant - HQ
Library / Media Assistant - HD/Parapro/48 hrs	Warehouse Technician
Library Technician	

GRADE 06	
ALC General Assistant - HD	PE Assistant - HD
Distance Learning Assistant - HD	Pre-Kindergarten Assistant - HD
General Assistant - HD	Security Assistant - HD
Kindergarten Assistant - HD	

GRADE 05	
Bus Assistant	Custodian II

GRADE 04	
Cafeteria Assistant	Fleet Shop Helper
Custodian I	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Part-Time/Temporary Hourly Rates
SY 2016 - 2017
Effective: July 1, 2016 and December 1, 2016

Position	7/1/2016 Rates	12/1/2016 Rates	Comments
SUBSTITUTES			
Bus Assistants	$ 10.26	$ 10.37	*Entry rate for Bus Driver Asst.*
Bus Assistants (summer only)	$ 10.26	$ 10.37	*Entry rate for Bus Driver Asst.*
Bus Assistants subbing for bus driver *(employee must substitute a minimum of one-hour)*	$ 4.49		*Additional per Hour*
Bus Drivers	$ 13.53	$ 13.68	*Entry Rate for Bus Driver*
Bus Drivers (summer only)	$ 13.53	$ 13.68	*Entry rate for Bus Driver*
Cafeteria Manager	$ 14.50	$ 14.65	*Entry Rate for Cafeteria Mgr. I*
Cafeteria Assistant	$ 9.58	$ 9.68	*Entry Rate for Cafeteria Asst.*
Cafeteria Assistant subbing for Cafeteria Manager *(employee must substitute a minimum of one-hour)*	$ 4.49		*Additional per Hour*
Clerical	$ 12.63	$ 12.76	*Entry Rate for Office Assoc. II*
Long Term	$ 13.53	$ 13.68	*Entry Rate for Grade 9*
Custodian	$ 9.58	$ 9.68	*Entry Rate for Custodian I*
Driver Ed Instructor	$ 12.63	$ 12.76	*Entry Rate for Drivers Ed. Inst.*
Interpreter	$ 17.84	$ 18.03	*Entry Rate for Interpreter I*
ISS Coordinator	$ 13.53	$ 13.68	*Entry Rate for ISS Coordinator*
Library/Media Assistant	$ 11.78	$ 11.91	*Entry Rate for Library Media Asst.*
Library/Media Assistant subbing for Library/Media Specialist *(employee must substitute a minimum of one-hour)*	$ 4.49		*Additional per Hour*
Nurse Assistant	$ 12.63	$ 12.76	*Entry Rate for Clinic Asst.*
Nurse Assistant subbing for the Nurse *(employee must substitute a minimum of one-hour)*	$ 4.49	$ -	*Additional per Hour*
OT/PT	$ 26.99	$ 27.28	*Entry Rate for OT/PT*
OT/PT Assistant	$ 20.47	$ 20.69	*Entry Rate for OT/PT Asst.*
Security Assistant	$ 11.00	$ 11.11	*Entry Rate for Security Asst.*
Teacher Assistant	$ 11.00	$ 11.11	*Entry Rate for Teacher Asst.*
Long Term	$ 11.78	$ 11.91	*Entry Rate for Teacher Asst. HQ*
Teacher Assistant subbing for Teacher *(employee must substitute a minimum of one-hour)*	$ 4.49		*Additional per Hour*
Technology Support Technician	$ 16.82		*Entry Rate for the position*
SUBSTITUTE DAILY RATES FOR TEACHERS and NURSES			
Teacher Daily Substitute (Non-Licensed)	$ 89.00		*Must have earned a minimum of 60 college credits*
Teacher Daily Substitute (Substitute Training Certificate)	$ 95.00		*Must have earned a certificate of completion from a substitute training program approved by VBCPS.*
Teacher Daily Substitute (Licensed)	$ 99.00		*Must have a valid active V A teacher license*
Teacher Long-Term Substitute (Licensed)	$ 124.32		*Must have or be eligible for an active Va. teaching license with an endorsement in the subject area to be taught.*
Site Assigned Designated Subs - *(Non-Licensed)*	$ 91.50		*Must have earned a minimum of 60 college credits*
Site Assigned Designated Subs (Substitute Training Certificate)	$ 95.00		*Must have earned a certificate of completion from a substitute training program approved by VBCPS.*
Site Assigned Designated Subs - *(Licensed)*	$ 99.00		*Must have a valid active VA teacher license*
School Nurse, RN - Daily	$ 175.33		*Must be a registered nurse*
SUMMER SCHOOL EMPLOYEES			
Building Supervisor	$ 13.53	$ 13.68	*Entry Rate for Custodian IV*
Bus Assistants	$ 10.26	$ 10.37	*Entry Rate for Bus Driver Asst.*
Bus Drivers	$ 13.53	$ 13.68	*Entry Rate for Bus Driver*
Clerical	$ 12.50		
Custodian	$ 9.58	$ 9.68	*Entry Rate for Custodian I*
Driver Ed Teacher-Behind the Wheel (Licensed)	$ 30.00		*Summer School Teacher Rate*
Driver Ed Parparo -Behind the Wheel (Non - Licensed)	$ 15.87		
Driver Ed Teacher-Classroom	$ 30.00		*Summer School Teacher Rate*

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Part-Time/Temporary Hourly Rates
SY 2016 - 2017
Effective: July 1, 2016 and December 1, 2016

Position	7/1/2016 Rates	12/1/2016 Rates	Comments
SUMMER SCHOOL EMPLOYEES (continued)			
Interpreter	$ 17.84	$ 18.03	*Entry Rate for Interpreter I*
Library/Media Assistant	$ 12.50		
Nurse (RN)	$ 175.33		*Daily Rate for School Nurse*
Nurse Assistant	$ 12.50		
OT/PT	$ 26.99	$ 27.28	
OT/PT Assistant	$ 20.47	$ 20.69	*Entry Rate for OT/PT Asst.*
Security Assistant	$ 12.50		
Summer Feeding Program (Manager)	$ 12.50		*Grant Funds*
Summer Feeding Program (Worker)	$ 9.32		*Grant Funds*
Teacher Assistant subbing for Teacher *(applies to non-VBCPS employees working summer school only)*	$ 16.99		*Summer School Rate plus $4.49*
Teacher	$ 30.00		*Summer School Teacher Rate*
Teacher - Fast Track Tutor	30.00		*Summer School Teacher Rate*
Teacher - IEP/Summer Eligibility Assessment	15.00		*50% of the summer school teacher rate*
Teacher Assistant	12.50		
MISCELLANEOUS HOURLY AND/OR DAILY RATES			
Acting Administrator	$ 28.92-68.98	$ 29.23-69.82	*Superintendent or designee approval required (Grade 20-midpoint of 28)*
Alternate Chief Examiner - Adult Learning Center (ALC)	$ 29.71	$ 30.03	*Entry Rate for a Teacher*
Bus Driver - Behind the Wheel Trainee	*Paid as a stipend based on the minimum wage rate.*		
Bus Driver - Behind the Wheel Training Specialist	*N/A*		*Pay employee's hourly rate*
Bus Driver - Additonal/Double Run		$ 8.50	*Per Run - Effective 3/1/17*
Bus Driver - Field Trip Rate	8.50		
Bus Driver - Parks and Recreation	10.00		
CDL - Random Drug Testing	8.50		
Cafeteria Assistant-Special Events	12.00		
Cafeteria Manager-Special Events	16.43		
Cafeteria Monitor	$ 9.58	$ 9.68	*Entry Rate for Cafeteria Asst.*
Clerical Support	$ 12.63-17.84	$ 12.76-18.03	*Clerical entry rates for grades 8-13*
Computer Lab Facilitator-Technician (ALC)	$ 15.20	$ 15.36	
Curriculum Development/Textbook Adoption	$ 25.00		
Evening Administrator	$ 33.20	$ 33.56	*Entry Rate for a HS AP*
Foreign Language Translator-Oral	14.00		
Foreign Language Translator-Written	16.00		
Guidance Representative - Hearings	$ 35.00 per		
Hearing Officer - Student Discipline	$ 80.00 per		*Effective 2/27/2017*
Hearing Officer - Case Cancelled	$ 15.00 per		
Homebound Teacher - Certified	$ 29.71	$ 30.03	*Entry Rate for a Teacher*
Homebound Teacher - Non-Certified Teacher	$ 24.06	$ 24.32	*Adj. by same % and Entry Level-Teacher*
Homework Hotline - Non Certified Teacher	$ 24.06	$ 24.32	*Adj. by same % and Entry Level-Teacher*
Homework Hotline - Certified Teacher	$ 29.71	$ 30.03	*Entry Rate for a Teacher*
Interpreter - After School Activities - (EIPA 2.5-2.9)	$ 17.84	$ 18.03	*Entry Rate for grade 13 interpreter*
Interpreter - After School Activities - (EIPA 3.0-3.4)	$ 19.11	$ 19.31	*Entry Rate for grade 14 interpreter*
Interpreter - After School Activities - (EIPA 3.5-3.9)	$ 21.94	$ 22.17	*Entry Rate for grade 16 interpreter*
IPT/VGLA Testing & Scoring	$ 25.00		
Jail Education Program - Social Worker	40.00		
Jail Education Program - Psychologist	60.00		
Jail Education Program - Teacher	$ 29.71	$ 30.03	*Entry Rate for a Teacher*
Leadership Camp Counselor	$ 8.94	$ 9.04	*Entry Rate for Grade 3 - Unified Scale*
Music Clinicians/Judges	$ 29.71	$ 30.03	*Entry Rate for a Teacher*
Occupation Therapy Assistant (Certified)	$ 20.47	$ 20.69	*Entry Rate for OT/PT Asst.*
Occupation Therapist	34.25		
PALS Instructor (HD)	$ 13.30	$ 13.44	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Part-Time/Temporary Hourly Rates
SY 2016 - 2017
Effective: July 1, 2016 and December 1, 2016

Position	7/1/2016 Rates	12/1/2016 Rates	Comments
MISCELLANEOUS HOURLY AND/OR DAILY RATES (continue)			
PALS Instructor (BD)	$ 15.95	$ 16.13	
PALS Instructor (Certified)	$ 18.02	$ 18.21	
Physical Therapist	$ 34.25		
Physical Therapy Assistant (Licensed)	$ 20.47	$ 20.69	*Entry Rate for OT/PT Asst.*
Professional Dev. Activity Instr. (PDA)	$ 30.00		
Professional Dev. Activity Instr. (PDA) - PLP Prep	$ 25.00		
Professional Dev. Activity Instr. (PDA) - Non - PLP Prep	$ 15.00		
Program Planner - ALC	$ 29.71	$ 30.03	*Entry Rate for a Teacher*
Project Support Staff	$ 11.78-68.98	$ 11.91-69.82	*Superintendent or designee approval required (Grade 7-midpoint of 28)*
Project Support Staff - PIA - Clerical	$ 12.63	12.76	*Entry Rate for Office Assoc. II*
Project Support Staff - Materials Asst.	$ 13.53	$ 13.68	*Entry Rate for Grade 9 Procurement Asst.*
Retake Expedited Coordinator	$ 20.00		
Saturday Detention	$ 20.00		
Security Officers (Sworn Officers)	$ 27.00		*Based on agreement with the City*
Security - Police Officers (Graduation Only)	$ 30.00		*Based on agreement with the City*
Security - Police Supervisor (Graduation Only)	$ 35.00		*Based on agreement with the City*
Special Education Job Coach - Training	$ 10.22	$ 10.32	
Special Education Job Coach - HD	$ 13.62	$ 13.76	
Special Education Job Coach - BD	$ 15.88	$ 16.05	
Specialty Camp Coach	$ 14.17	$ 14.33	
Student Workers	$ 8.94	$ 9.04	*Entry Rate for Grade 3 - Unified Scale*
Teacher - Academic Programs	$ 29.71	$ 30.03	*Entry Rate for a Teacher*
Teacher - After Hours (approval required)	$ 29.71	$ 30.03	*Entry Rate for a Teacher*
Teacher - ALC	$ 29.71	$ 30.03	*Entry Rate for a Teacher*
Teacher - Community Service Programs - 6 Students (ALC)	$ 14.80	$ 14.95	
Teacher - Community Service Programs - 7 Students (ALC)	$ 16.90	$ 17.08	
Teacher - Community Service Programs - 8 Students (ALC)	$ 19.03	$ 19.23	
Teacher - Community Service Programs - 9+ Students (ALC)	$ 21.14	$ 21.36	
Teacher - Workforce Development Training - 6 Students (ALC)	$ 16.44	$ 16.62	
Teacher - Workforce Development Training - 7 Students (ALC)	$ 18.80	$ 19.00	
Teacher - Workforce Development Training - 8 Students (ALC)	$ 21.14	$ 21.36	
Teacher - Workforce Development Training - 9+ Students (ALC)	$ 23.48	$ 23.74	
Teacher - Transition Program (Grant)	$ 29.71	$ 30.03	*Entry Rate for a Teacher*
Test Examiner	$ 19.50	$ 19.71	
Test Proctor	$ 12.63	$ 12.76	*Entry Rate for Office Assoc. II*
TSIP Test Proctor	$ 16.20		
Tutor - AVID Program	$ 17.63		
Tutor - Certified	$ 29.71	$ 30.03	*Entry Rate for a Teacher*
Tutor - Non-certified	$ 24.06	$ 24.32	*Adj. by same % as Entry Level-Teacher*
Workshop Participants - Classified	$ 8.67	$ 8.77	*50% of Grade 8 midpoint (TA)*
Workshop Participants - Teacher	$ 19.23	$ 19.48	*50% of the Teacher Scale for 19 years of exp.*

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

TABLE OF ALLOWANCES SY 2016-2017 Effective: July 1, 2016		
CODE	**DESCRIPTION**	**VALUE**
ZALW 7016	Acting Pay - (*Per Regulation 2-48.2)*	Varies
ZALW 7010	Additional Class - HS Teacher	5,600.00
ZALW 7011	Additional Class - MS Teacher	5,600.00
ZALW 7000	Additional Time - Vocational Teacher	400.00
ZALW 7200	Advanced Certificate - *(ED.S or Masters plus 30)*	3,300.00
ZALW 7040	Cafeteria Manager - Additional School Served	750.00
ZALW 7207	Career Teacher - *(3-year cycle)*	1,000.00
ZALW 7211	Clerical 180 Points Allowance	350.00
ZALW 7212	Clerical 360 Points Allowance	475.00
ZALW 7213	Clerical Associate Degree	525.00
ZALW 7214	Clerical Bachelor Degree	750.00
ZALW 7220	Clinical Competency Certification	1,000.00
ZALW 7097	Data Communication Allowance	540.00
ZALW 7230	Doctorate Administrative	5,000.00
ZALW 7231	Doctorate Instructional	4,100.00
ZALW 7095	Executive Communication Allowance	1,200.00
ZALW7096	Emergency Communication Allowance	420.00
ZALW 7235	School Nutrition Specialist	1,000.00
ZALW 7245	Interpreter 180 Points Allowance	350.00
ZALW 7246	Interpreter 360 Points Allowance	475.00
ZALW 7250	Masters Allowance Instructional	2,500.00
ZALW 7398	Military Leave Differential Allowance - (*Based on the individual's assignme*	Varies
ZALW 7051	Miscellaneous Credit	Varies
ZALW 7255	MS Certified Systems Eng/Dev	1,500.00
ZALW 7260	National Board for Teaching Standards Certification	2,000.00
ZALW 7267	Nursing Bachelors Degree	750.00
ZALW 7270	Professional Allowance	1,500.00
ZALW 7075	*Doctoral Intern in Professional Psychology (*Eligible for health insurance*	23,660.00
ZALW 7275	Registered Dietician	1,000.00
ZALW 7280	Registry Interpreters for Deaf	2,500.00
ZALW 7285	School Plant Journeyman	350.00
ZALW 7286	School Plant Master	1,000.00
ZALW 7295	Teacher Assistant 180 Points Allowance	325.00
ZALW 7296	Teacher Assistant 360 Points Allowance	450.00
ZALW 7050	Temporary Duty Allowance	Varies
ZALW 7018	Temporary Duty Allowance - (*Legislative Liaison)*	Varies
ZALW 7090	Travel Allowance - (*Per contract or employment agreement)*	Varies
2016-2017 SY	*Tuition Reimbursement Rate *(Per Policy 4-39)*	650.00

** Denotes allowances that are not subject to VRS*

Staffing Standards and Guidelines

FY 2016/2017

The allocations of instructional personnel in Virginia Beach are based on guidelines that meet or exceed the SOQ, the accreditation requirements of Virginia, and core class size caps as adopted by the School Board.

NOTE: These standards represent current information and may be subject to change because of the Standards of Accreditation and Standards of Learning implementation requirements and local operating budget.

Elementary School

Grade Level [see Note (5)]	Virginia SOQ Accreditation Standard Division-wide Ratios [See Note (3)]	VBCPS Classroom Teacher Allocation	VBCPS Target Class Size Ratio [see Note (1)]	VBCPS Class Size Cap [see Note (1)]
K	24:1 without assistant; no class larger than 29; with a full-time assistant if ADM is greater than 24:1	25:1	25:1	27
1	24:1 no class larger than 30	25:1	25:1	27
2	24:1 no class larger than 30	25:1	25:1	27
3	24:1 no class larger than 30	25:1	25:1	27
4	25:1 no class larger than 35	26:1	26:1	27
5	25:1 no class larger than 35	26:1	26:1	27

These standards do not include teachers for resource programs, itinerant services, special education, Title I, guidance counselors, instructional technology specialists and library media specialists.

NOTES TO STAFFING STANDARDS:

(1) Schools are monitored throughout the year for compliance with pupil/teacher ratios. An additional teacher will be added at a grade level when the average class-size of all sections on the grade level reaches the class-size cap as shown above. In all cases, adequate funds must be available.

(2) Exceptions to student/teacher target ratios can be requested on the basis of existing staff. The written request for exception must include the program rationale for the exception, as it relates specifically to student achievement and/or an objective in the school's strategic plan. A cost analysis will be completed by the Department of Human Resources after the appropriate administrator in the Department of School Leadership receives the request.

(3) Twenty-eight elementary schools in Virginia Beach participate in the state K-3 Class-Size Initiative. The Virginia Department of Education (VDOE) determines the ratio for each school based on the percentage of students who receive free lunch. Allocations for 2016/17 are 1 student above the VDOE schoolwide Pupil Teacher Ratio.

Schools that participate in the Virginia K-3 Class-Size Initiative must maintain a K-3 class-size average as listed below.

17 schools @ 20 to 1 with no class in K-3 larger than 25
4 schools @ 19 to 1 with no class in K-3 larger than 24
5 schools @ 18 to 1 with no class in K-3 larger than 23
1 schools @ 17 to 1 with no class in K-3 larger than 22
1 school @ 15 to 1 with no class in K-3 larger than 20

(4) Principals are asked to schedule planning periods for elementary grade levels at the same time each day, whenever possible, to provide opportunities for collaborative planning and staff development.

(5) 0.5 Extended Day Kindergarten (EDK) FTE assigned per school; additional FTE based on established eligibility criteria.

Resource Teachers, Library Media Specialists, and Guidance Counselor Allocations

Full-time resource teachers should be scheduled for a daily, unencumbered planning time.

Art/Grades 1-5	40-minute instructional period on a regular basis per class; plus 1 class period for display and dissemination of materials per week; initial staffing equal to music staffing; additional staffing based on number of classes taught*
Music/Kindergarten	30-minute instructional period on a regular basis per class*
Music/Grades 1-5	40-minute instructional period on a regular basis per class; plus 1 class period for chorus per week*
Music/Strings	Itinerant based on enrollment and levels (excluding Old Donation School additional .20 for 3rd Grade)
Physical Education/Grades 1-5	40-45 minute period recommended daily per class; a second P.E. teacher will be allocated after the 6th P.E. assistant, if teacher positions are available
Reading Specialist	1 per school [SOQ] (excluding Old Donation .50); additional .20 for each 100 students in membership after 500 (VBCPS)
Library Media Specialist	1 per school
Guidance	1 per school; additional .20 per 100 students in membership after 500 [SOQ]
English as a Second Language	Itinerant based on number of students and level of proficiency [Federal]
Instructional Technology Specialist (ITS)	Allocated based on projected enrollment and or school needs

Minimum Enrollment	Maximum Enrollment	Allocation
	500	0.50
501	1,000	1.00
1,001	2,000	1.50
2,001		2.00

Gifted/Talented	Itinerant resource based on identified enrollment

*Principals are expected to adhere to recommended instructional times for Kindergarten and Grades 1-5 Music and for Grades 1-5 Art. Staffing standards are:

Art (1-5) and Music (K-5) Teachers	1-6 classes	0.2 FTE
	7-12 classes	0.4 FTE
	13-18 classes	0.6 FTE
	19-24 classes	0.8 FTE

25-30 classes	1.0 FTE
31-36 classes	1.2 FTE
37-42 classes	1.4 FTE
43-48 classes	1.6 FTE
49-54 classes	1.8 FTE
55-60 classes	2.0 FTE

School Health Allocations	
Nurse	1 per school (excluding Old Donation School); additional staff is based on special need
Clinic Assistant	Special need basis

Teacher Assistant Allocations (VBCPS)	
Kindergarten	1 per kindergarten teacher
Physical Education	1 for each 6 classes exceeding the P.E. teacher's initial 6 classes; 1 assistant per 6 additional classes*
General Assistants	1 500 students (excluding Old Donation School) 1.5 650 students 2 800 students 2.5 950 students Special needs basis (Additional FTE for Christopher Farms Spanish Immersion Program as needed)
Primary Assistants	Allocated as needed to primary grades

*Physical Education Teacher Assistants (Grades 1-5)

7-9 classes	0.5 FTE
10-12 classes	1.0 FTE
13-15 classes	1.5 FTE
16-18 classes	2.0 FTE
19-21 classes	2.5 FTE
22-24 classes	3.0 FTE
25-27 classes	3.5 FTE
28-30 classes	4.0 FTE
31-33 classes	4.5 FTE
34-36 classes	5.0 FTE
37-39 classes	5.5 FTE
40-42 classes	6.0 FTE

Security Assistant Allocations (VBCPS)	
Security Assistants	1 per school

Non-Instructional - Secretarial/Clerical and Technical Allocations	
School Administrative Associate I/12 mo.	1 per school (excluding Old Donation School)
School Office Associate II/12 mo.	1 per school (Pembroke ES additional 1.0 for Special Ed)
School Office Associate II/10 mo.	1 per school (excluding Old Donation School)
Technical Support Specialist (TST)/12 mo.	1 per school (excluding Old Donation School)
Library Media Assistant/10 mo.	1 per school (.50 Creeds Elementary and excluding Old Donation School)
Extra Secretarial Days	7 per school 20 per new school

Administrative Allocations	
Principal	1 per school （excluding Old Donation School）
Assistant Principal	1 for300-899 students 2 for 900-1,499 students 3 for1,500 students

Other School Administrator Allocations	
Coordinators	Assigned to special programs
Administrative Assistant	Special need basis

Custodial Allocations	
Custodian	1 per 17,000 square feet

Staffing Standards and Guidelines

FY 2016/17

The allocations of instructional personnel in Virginia Beach are based on guidelines that meet or exceed the SOQ and the accreditation requirements of Virginia and core class caps as adopted by the School Board.

NOTE: These standards represent current information and may be subject to change because of the Standards of Accreditation and Standards of Learning implementation requirements and local operating budget.

Middle School

Grade Level	SOQ Accreditation Standard Division-wide Ratios	VBCPS Standard Classroom Teacher Allocation
Middle School (Grades 6-8)		21.25:1(a)
Bayside 6 and Bayside MS		20.25:1(a)
Grade 6	25:1[SOQ]	
English	24:1[SOQ]	

Courses	VBCPS Target Class Size Ratio [see Note (1)]	Allocation Adjustments will be Considered as Follows: (Additional Teachers Subject to Availability of Funds) (b)
Core Courses-Math, Science, and Social Studies	28:1	Class size minimum: 24:1 Class size maximum: 35:1
*Bayside 6 and Bayside MS	22:1	Class size maximum: 24:1
Core Course-English	28:1	Class size minimum: 24:1 Class size maximum: 35:1
*Bayside 6 and Bayside MS	22:1	Class size maximum: 24:1
Exploratory Courses and Electives	28:1	Class size minimum: 20:1 Band and chorus: 37:1 for all sections Other electives: 30:1 for all sections
Career and Technical Education Courses	20:1 or number of work stations (c)	Class size minimum: 18:1 Class size maximum: 20:1 or number of work stations (See VDOE listings)
Physical Education	35:1	Class size maximum: 37:1 average for all sections Class size minimum: 25:1
Distance Learning	25:1	Class size minimum: N/A Class size maximum: 30:1

(a) This standard includes all instructional personnel other than teachers for gifted education, in-school suspension, special education, guidance counselors, library media specialists, student activity coordinators, reading specialists, math specialists, SOL improvement specialists and instructional technology specialists.

(b) Courses not meeting minimums may be dropped. Waivers may be granted, depending on the course and the extenuating circumstances.

(c) Career and Technical Education laboratory classes that use equipment that has been identified by the U.S. Department of Labor for hazardous occupations shall be limited to a maximum of 20 students per laboratory.

NOTES TO STAFFING STANDARDS:

(1) Instructional allocations may be decreased and a teacher reassigned when the school-wide student/teacher ratio is 21.25:1 or less with the elimination of the position, excluding Bayside 6 and Bayside MS.

(2) Exceptions to student/teacher target ratios can be requested on the basis of existing staff. The written request for exception must include the program rationale for the exception, as it relates specifically to student achievement and/or an objective in the school's strategic plan. A cost analysis will be completed by the Department of Human Resources after the appropriate administrator in the Department of School Leadership receives the request. Bayside 6 and Bayside MS are excluded.

(3) The classroom teacher allocation of 21.25:1 is based on all core teachers being assigned to four (4) teaching periods. Elective teachers will be assigned to five (5) teaching periods a day with one period designated for individual planning.

(4) Each day, core teachers will have one individual planning period scheduled during the students' instructional day. Core teachers have one core team work/planning period during the contractual day. [Note: The team work/planning period may include such activities as remediation/academic support; professional learning; planning with team members; conferring with parents, resource staff, and educational professionals; providing special assistance to individual students or groups; completing other tasks necessary for efficient, effective team operation.]

(5) Principals are encouraged to schedule the core team-planning period for each team on a grade level at the same time each day.

(6) Full-time teachers of non-core classes will have one planning period per day.

Resource Teachers, Library Media Specialists, and Guidance Counselors Allocations
(Old Donation School, Bayside 6th Grade Campus and Bayside Middle School are staffed using appropriate modifications to all established standards.)

Instructional Technology Specialist — Assigned to schools according to the following.

Enrollment	Allocation
Up to 500	0.50
501 to 1,000	1.00
1,001 to 2,000	1.50
2,001 +	2.00

Distance Learning — .20 per school (for schools that send transmissions)

Gifted Education — 1 per school (excluding Old Donation School. Bayside 6th Grade Campus 0.40 and Bayside Middle School 0.60)

Student Activities — 1 per school (Bayside 6th Grade Campus .40 and Bayside MS .60)

Library Media Specialist — .50 for < 300 students; 1 for 300 students; 2 for 1,000 students [SOQ]

Guidance — Guidance Department Chair, 1 per school (300 students); Counselors, 1 per 350 students (after first 300)

(SOL) School Improvement Specialist	1 per school (Bayside 6th Grade Campus .40 and Bayside MS .60)
Reading Specialist	1 per school (Old Donation School .50 and Bayside MS 2.0)
English as a Second Language	Itinerant based on number of students and level of proficiency [Federal Standard]
Math Specialist	Assigned based on student needs

Paraprofessional Allocation	
In-School Suspension	1 per school (excluding Old Donation School. Bayside 6th Grade Campus staffed with a TEA.)

VBCPS Non-Instructional - Secretarial/Clerical and Technical Allocations	
School Admin Associate I/Office Manager /12 mo.	1 per school
Bookkeeper/12 mo.	1 per school (excluding Bayside 6th Grade Campus)
School Office Assoc. II/Attendance Secretary 10 mo.	1 per school (excluding Old Donation School)
School Office Assoc. II/Discipline Secretary/10 mo.	1 for 1,000 students
School Office Associate II/10 mo.	2 for 1,600 students
School Office Associate II/10 mo.	3 for 2,200 students
School Office Associate II/12 mo./Data Tech	1 per school (Bayside 6th Grade Campus .40 and Bayside MS .60)
School Office Assoc. II/Guidance Secretary/12 mo.	1 per school (excluding Bayside 6th Grade Campus/ staffed with a TEA)
Library Media Assistant	1 per school (750 enrollment) [SOQ]
Technical Support Technician	1 per school
Additional Secretarial Days	21 per school (7 for Old Donation School and Bayside 6th Grade Campus)

Security Assistant Allocations	
Security	3 per school; (Old Donation School 2.0 and Bayside 6th Grade Campus 2.0); additional staff is based on special need

Distance Learning Teacher Assistant Allocations	
Teacher Assistant	1 per school (excluding Old Donation School)

General Assistant Allocations	
General Assistant	Old Donation School (1)

School Health Allocations	
Nurse	1 per school
Clinic Assistant	1 per school at 1,000 students (This standard will be adjusted and additional assistants assigned based on student needs, usage and programs.)

Administrative Allocations	
Principal	1 per school [SOQ]
Assistant Principal	1 per school [SOQ-1 per 600 students] 2 for 900 students 3 for 1,200 students 4 for 1,800 students 5 for 2,400 students
Dean of Students	1 each at Bayside 6th Grade Campus and Bayside MS

Other School Administrator Allocations	
Coordinators	Assigned to special programs
Administrative Assistant	Special needs basis

Custodial Allocations	
Custodians	1 per 17,000 square feet

Staffing Standards and Guidelines

FY 2016/17

The allocations of instructional personnel in Virginia Beach are based on guidelines that meet or exceed the SOQ, the accreditation requirements of Virginia (State), and core class size caps as adopted by the School Board.

NOTE: These standards represent current information and may be subject to change because of the Standards of Accreditation and Standards of Learning implementation requirements and local operating budget.

High School

Grade Level	SOQ Accreditation Standard Division-wide Ratios	VBCPS Standard Classroom Teacher Allocation	
High School (9-12)		21.25:1(a)	
High School English	24:1 [SOQ]		
Courses	**VBCPS Target Class Size Ratio [see Note (1)]**		**Allocation Adjustments will be Considered as Follows: (Additional Teachers Subject to Availability of Funds) (b)**
Core Courses-Math, Science, and Social Studies	25:1		Class size minimum: N/A Class size average: 28 with no class higher than 30
Core Course-English	24:1		Class size minimum: N/A Class size average: 28 with no class higher than 30
Electives	25:1		Class size minimum: 17 Class size average: 28 with no class higher than 30 Band and chorus: 38:1 average for all sections Other electives: 28:1 for all sections
Advanced Placement/ Academy Courses	24:1		Class minimum: 15
Honors Academic Courses	25:1		Class size minimum: 17
High Level Academic Language Electives	25:1		Class size minimum: 17 Class size average: 28 with no class larger than 30
Career and Technical Education Courses	20:1 or number of Workstations (c)		Class size minimum: 17 Class size maximum: determined by number of workstations (see VDOE listing)
Physical Education	35:1		Class size minimum: 25:1 [Division] Class size maximum: 38:1 average for all sections with no class higher than 40

(a) This standard includes all instructional personnel other than teachers for gifted education, in-school suspension, NJROTC, special education, guidance counselors, library media specialists, SOL improvement specialists, reading specialists, math specialists, instructional technology specialists, and student activity coordinators.

(b) Courses not meeting minimums may be dropped. Waivers may be granted by the assistant superintendent, depending on the course and the extenuating circumstances.

(c) Career and Technical Education laboratory classes that use equipment that has been identified by the U.S. Department of Labor for hazardous occupations shall be limited to a maximum of 20 students per laboratory.

NOTES TO STAFFING STANDARDS:

(1) International Baccalaureate Program, Mathematics and Science Academy, Health Sciences Academy, Technology Academy, Legal Studies Academy, Visual and Performing Arts Academy, Global and World Languages Academy, Entrepreneurship and Business Academy, Technical and Career Education Center, Renaissance Academy, and Advanced Technology Center are staffed using appropriate modifications to all established standards.

(2) Staffing for Green Run Collegiate Charter School will be based on the Memorandum of Agreement (MOA) between the Governing Board of Green Run Collegiate Charter School and the School Board of Virginia Beach City Public Schools.

(3) Instructional allocations may be decreased and a teacher reassigned when the school-wide student/teacher ratio would be 21.25:1 or less with the elimination of the position.

(4) Exceptions to student/teacher target ratios can be requested on the basis of existing staff. The written request for exception must include the program rationale for the exception as it relates specifically to student achievement and/or an objective in the school's strategic plan. A cost analysis will be completed by the Department of Human Resources after the appropriate administrator in the Department of School Leadership receives the request.

(5) High school teachers will have a minimum of 250 minutes of planning time per week (SOQ).

(6) Throughout September, the principal will monitor the number of students in classes to ensure the most effective use of division resources in staffing.

Resource Teachers, Library Media Specialists, and Guidance Counselors Allocations

Distance Learning	.20 per school (for schools that send transmissions)
Gifted Education	1 per school (excluding Renaissance Academy, Advanced Technology Center and Technical & Career Ed Center)
Student Activities	1 per school (with interscholastic program)
Library Media Specialist	1 per school; additional 1.0 added when enrollment exceeds 1,000. (SOQ requirement)
Instructional Technology Specialist	Assigned to schools with the exception of the Advanced Technology Center and Technical & Career Ed Center according to the following.

Enrollment	Allocation
Up to 500	0.50
501 to 1,000	1.00
1,001 to 2,000	1.50
2,001 +	2.00
Renaissance Academy	1.00

Guidance	1 Guidance Department Chair per school (300 students) 1 Counselor per 350 students (after first 300)

English as a Second Language	Itinerant based on number of students and level of proficiency [Federal]
(SOL) School Improvement Specialist	1 per school (Renaissance Academy 2)
Reading Specialist	1 per school (Renaissance Academy 2; Technical & Career Education Center 0; Advanced Technical Center 0)
Math Specialist	Assigned based on student needs

Paraprofessional Allocations	
In-School Suspension	1 per school (Renaissance Academy 2)
Driver's Education Instructor	1 per school

Non-Instructional - Secretarial/Clerical and Technical Allocations (Appropriate modifications to established standards are made for the Advanced Technology Center, Princess Anne High School (Special Education Wing), Renaissance Academy, and Technical and Career Education Center.)	
School Admin Office Assoc II/12 mo. (Office Manager)	1 per school
Bookkeeper/12 mo.	1 per school
School Office Assoc II/10 mo. (Attendance Secretary)	1 per school
School Office Assoc II/10 mo. (Discipline Secretary) School Office Assoc II/12 mo. School Office Assoc II/10 mo.	1 for 1,000 students 2 for 1,600 students [State] 3 for 2,200 students [State]
School Office Assoc II/12 mo. (Data Tech)	1 per school
School Office Assoc II/12 mo. (Guidance)	1 per school
Library Media Assistant	1 per school (750 students) [SOQ]
Technical Support Technician	1 per school
Extra Secretarial Days	21 per comprehensive high school 20 for Renaissance Academy 7 for Adult Learning Center 7 for Advanced Technology Center 7 for Technical and Career Education Center

Security Assistant Allocations	
Security Assistants - Day	5 per school; additional staff is based on special needs
Security Assistants - Night	1 per school; additional staff is based on special needs

Distance Learning Assistant Allocations	
Distance Learning	1 per high school

School Health Allocations	
Nurse	1 per school
Clinic Assistant	1 per school at 1,000 students; additional staff based on student needs

Administrative Allocations	
Principal	1 per school [SOQ]
Assistant Principal	2 for below 1,200 students [SOQ 1 per 600 students] 3 for 1,200 students 4 for 1,800 students

Other School Administrator Allocations	
Coordinators	Assigned to special programs
Administrative Assistant	Special needs basis

Custodial Allocations	
Custodian	1 per 17,000 square feet

School Financial Allocations

Division funds are appropriated and allocated to schools based on an allocation formula and the projected March 31 ADM. To ensure equity for small schools and special centers, a minimum allocation for certain categories is applied. An amount not to exceed 35 percent of the total allocation is provided to each school in a direct appropriation. The remaining funds are available through school draw accounts. Except for funds allocated to restricted accounts, school allocation funds may be transferred between categories. Schools may submit no more than three transfer requests per fiscal year. The principal is responsible for the management of all school allocation funds.

Category/Purpose	Formula
Administrative - Funds are allocated for non-capitalized administrative needs such as office supplies, paper, postage, professional subscriptions, printing and student activities.	• $15.35 per student; schools with fewer than 500 students and all special centers receive adjusted allocations based on size and need • $361.00 per senior high school for graduation • Schools with less than 500 students receive $7,676
Equipment - Funds are allocated for the purchase of new and replacement equipment. Cost must be $5,000 or more per unit.	• Elementary: $4,515 per school • Middle: $4.51 per student; minimum $4,515 per school • High: $4.51 per student; minimum $4,515 per school • Special centers receive adjusted allocations based on size and need
Instructional - Funds are allocated for instructional materials and supplies including paper, science and math consumables, maps, art supplies, paperback books/novels, physical education materials, and program specific needs.	• $35.66 per student excluding self-contained special education students and preschool DD/SPE students • Schools with less than 350 students and all special centers receive adjusted allocations based on size and specialized program needs • Schools with less than 350 students receive $12,485 • Each Title I school receives an additional $1,355
Special Education (Restricted Account) - Funds are allocated for special education materials and supplies including paper, consumables, art supplies, supplementary learning materials, and program specific needs designated for special education students.	• $63.21 per self-contained student • $13.55 per resource student • $63.21 per preschool student
Computer Supplies - Funds are allocated for the purchase of non-capitalized administrative and instructional computer supplies.	• $2.71 per student
Library - Funds are allocated for the purchase of books, periodicals, reference materials, audio/video tapes, software, and other library related materials and supplies	• Elementary: $2,709-$4,515 per school based on size, plus $4.06 per student • Middle: $4,967-$6,774 per school based on size, plus $5.42 per student • Senior High: $8,127 per school, plus $5.42 per student • Special Centers: $2,258-$6,774 per center based on size, plus $5.42 per student
Staff Development - Funds are allocated to provide site-specific staff development opportunities and training that support school and division strategic plans including workshops, training conferences, and contracted training personnel.	• Elementary: $2,709-$3,612 per school based on size, plus $4.51 per teacher • Middle: $3,612-$4,064 per school based on size, plus $4.51 per teacher • Senior High: $4,515 per school, plus $4.51 per teacher • Special Centers: $1,806-$4,515 per center based on size, plus $4.51 per teacher
Field Trips - Funds are allocated for the bus driver costs for field trips.	• Elementary, Middle, High Schools: $1.38 per student • Special centers and small schools with fewer than 300 students • are funded at the minimum level of $461 • A debit accounting system is used in lieu of a draw account

Note: Restricted Accounts - Funds may be transferred into restricted accounts; however, once funds are transferred into a restricted account, they cannot be transferred out for any purpose.

Budget Manager and Signature Authority

(For budget and business transactions)

Each senior staff member is responsible, through signature authority, for designated budget categories, including departmental spending, line item compliance and all expenditures. This authority may be shared, if so designated; however, delegating signature authority *does not nullify* the senior staff's accountability for fiscal responsibility.

INSTRUCTION CATEGORY

NOTE: ★ **School Draw Accounts ONLY**

❶ Principals are designated as Signature Authority [Alternate: Unit Code Signature Authority].

❷ The chief financial officer is designated Authority for 35 percent school allocation checks to schools.

FUND 115

UNIT CODE	BUDGET NAME	SENIOR STAFF	BUDGET MANAGER	SIGNATURE AUTHORITY
50100/60100	**Elementary Classroom** ★	Shirann Lewis	Shirann Lewis Sean Walker Kathleen Starr	Shirann Lewis Rashard Wright
50200/60200	**Senior High Classroom** ★	Daniel Keever	Daniel Keever	Daniel Keever Rashard Wright
50300/60300	**Technical and Career Education** ★	Amy Cashwell	Sara Lockett	Amy Cashwell Marc Bergin
50400/60400	**Gifted Education and Academy Programs** ★	Amy Cashwell	Veleka Gatling James Pohl	Amy Cashwell Marc Bergin
50500/60500	**Special Education** ★	Amy Cashwell	Veleka Gatling	Amy Cashwell Marc Bergin
50600/60600	Summer School	Amy Cashwell	Alveta Green Adrian Day Lesley Hughes	Amy Cashwell Marc Bergin
50700/60700	General Adult Education	Daniel Keever	Paul Palombo	Daniel Keever Rashard Wright
50800/60800	**Alternative Education** ★	Daniel Keever	Kay Thomas	Daniel Keever Rashard Wright
50900/60900	Student Activities	Rashard Wright	Michael McGee	Rashard Wright Marc Bergin
51000/61000	**Office of the Principal - Elementary** ★	Shirann Lewis	Shirann Lewis Sean Walker Kathleen Starr	Shirann Lewis Rashard Wright
51100/61100	**Office of the Principal - Senior High** ★	Daniel Keever	Daniel Keever	Daniel Keever Rashard Wright
51200/61200	**Office of the Principal - Technical and Career Education** ★	Amy Cashwell	Sara Lockett	Amy Cashwell Marc Bergin
51300/61300	Guidance Services	Amy Cashwell	Alveta Green Robert Jamison	Amy Cashwell Marc Bergin
51400/61400	Social Work Services	Amy Cashwell	Alveta Green Gay Thomas	Amy Cashwell Marc Bergin
51500/61500	Media and Communications	Eileen Cox	Eileen Cox Lauren Nolasco	Eileen Cox Lauren Nolasco Marc Bergin

Budget Manager and Signature Authority

(For budget and business transactions)

UNIT CODE	BUDGET NAME	SENIOR STAFF	BUDGET MANAGER	SIGNATURE AUTHORITY
51700/61700	Teaching and Learning Support	Amy Cashwell	Amy Cashwell Lesley Hughes James Pohl Veleka Gatling	Amy Cashwell Marc Bergin
51710/61710	Instructional Professional Growth and Innovation	Donald Robertson	Janene Gorham	Donald Robertson Marc Bergin
51720/61720	Opportunity and Achievement	Rashard Wright	LaQuiche Parrott	LaQuiche Parrott Rashard Wright
51800/61800	Special Education Support	Amy Cashwell	Veleka Gatling	Amy Cashwell Marc Bergin
51900/61900	**Gifted Education and Academy Programs Support**	Amy Cashwell	Amy Cashwell James Pohl Veleka Gatling	Amy Cashwell Marc Bergin
52000/62000	**Media Services Support**	Amy Cashwell	William Johnsen	Amy Cashwell Marc Bergin
52100/62100	Planning, Innovation, and Accountability	Donald Robertson	Donald Robertson	Donald Robertson Marc Bergin
52200/62200	**Middle Schools Classroom**	Cheryl Woodhouse	Cheryl Woodhouse	Cheryl Woodhouse Rashard Wright
52300/62300	Remedial Education	Amy Cashwell	Amy Cashwell James Pohl	Amy Cashwell Marc Bergin
52400/62400	**Office of the Principal - Middle School**	Cheryl Woodhouse	Cheryl Woodhouse	Cheryl Woodhouse Rashard Wright
52500/62500	Homebound Services	Rashard Wright	Michael McGee	Rashard Wright Marc Bergin
52600/62600	Technical and Career Education Support	Amy Cashwell	Sara Lockett James Pohl	Amy Cashwell Marc Bergin
52700/62700	Student Leadership	Rashard Wright	Michael McGee	Rashard Wright Marc Bergin
52800/62800	Psychological Services	Amy Cashwell	Alveta Green	Amy Cashwell Marc Bergin
52900/62900	Audiological Services	Amy Cashwell	Veleka Gatling	Amy Cashwell Marc Bergin
53100/63100	School Leadership	Rashard Wright	Rashard Wright Shirann Lewis	Rashard Wright Marc Bergin
53200/63200	Alternative Education	Daniel Keever	Kay Thomas Daniel Keever	Daniel Keever Rashard Wright
ADMINISTRATION, ATTENDANCE, and HEALTH CATEGORY				
54100/64100	Board, Legal, and Governmental Services	Aaron Spence	Aaron Spence	Aaron Spence Marc Bergin
54200/64200	Superintendent	Aaron Spence	Aaron Spence	Aaron Spence Marc Bergin

Budget Manager and Signature Authority

(For budget and business transactions)

UNIT CODE	BUDGET NAME	SENIOR STAFF	BUDGET MANAGER	SIGNATURE AUTHORITY
54300/64300	Budget and Finance	Farrell Hanzaker	Farrell Hanzaker	Farrell Hanzaker Crystal Pate
54400/64400	Human Resources	John Mirra	John Mirra	John Mirra Marc Bergin
54500/64500	Internal Audit	N/A	Terrie Pyeatt	Terrie Pyeatt Farrell Hanzaker
54600/64600	Purchasing Services	Farrell Hanzaker	Kevin Beardsley	Kevin Beardsley Farrell Hanzaker John Manzella
54700/64700	Professional Growth and Innovation	Donald Robertson	Janene Gorham	Donald Robertson Marc Bergin
55000/65000	Benefits	Farrell Hanzaker	Linda Matkins	Linda Matkins Farrell Hanzaker Susan Scofield
55200/65200	Health Services	Rashard Wright	Michael McGee	Rashard Wright Marc Bergin
PUPIL TRANSPORTATION CATEGORY				
56100/66100	Management	Dale Holt	John Cotthaus	John Cotthaus Dale Holt Marc Bergin
56200/66200	Vehicle Operations	Dale Holt	John Cotthaus	John Cotthaus Dale Holt Marc Bergin
56250/66250	Vehicle Operations – Special Education	Dale Holt	John Cotthaus	John Cotthaus Dale Holt Marc Bergin
56300/66300	Vehicle Maintenance	Dale Holt	John Cotthaus	John Cotthaus Dale Holt Marc Bergin
56400	Monitoring Services	Dale Holt	John Cotthaus	John Cotthaus Dale Holt Marc Bergin
OPERATIONS and MAINTENANCE CATEGORY				
57100/67100	Facilities Planning and Construction	Dale Holt	Anthony Arnold	Dale Holt Marc Bergin
57200/67200	School Plant	Dale Holt	Eric Woodhouse	Eric Woodhouse Dale Holt
57300/67300	Distribution Services	Dale Holt	Brian Baxter	Brian Baxter Dale Holt
57400	Grounds Services	Dale Holt	Steve Proffitt	Dale Holt Marc Bergin
57500/67500	Custodial Services	Dale Holt	Larry Ames	Larry Ames Dale Holt Marc Bergin

Budget Manager and Signature Authority

(For budget and business transactions)

UNIT CODE	BUDGET NAME	SENIOR STAFF	BUDGET MANAGER	SIGNATURE AUTHORITY
58100/68100	Safety and Loss Control	Dale Holt	Richard Ponti	Dale Holt Farrell Hanzaker
58200/68200	Vehicle Services	Dale Holt	John Cotthaus	John Cotthaus Dale Holt
58300/68300	Telecommunications	Ramesh Kapoor	Ramesh Kapoor	Neha Patel Michael Combs Ramesh Kapoor Marc Bergin
TECHNOLOGY CATEGORY				
61600	**Instructional Technology** ★	Amy Cashwell	William Johnsen	Amy Cashwell Marc Bergin
64900	Technology	Ramesh Kapoor	Joseph Damus	Joseph Damus Ramesh Kapoor Marc Bergin
68400	Technology Maintenance	Ramesh Kapoor	Neha Patel	Neha Patel Ramesh Kapoor Marc Bergin
OTHER FUNDS				
FUND				
104	Green Run Collegiate Charter School	Barbara Winn	Barbara Winn	Barbara Winn Daniel Keever
107	Equipment Replacement	Farrell Hanzaker	Farrell Hanzaker	Farrell Hanzaker Crystal Pate
108	Instructional Technology	Ramesh Kapoor	Ramesh Kapoor	Ramesh Kapoor **and** Amy Cashwell Farrell Hanzaker
109	Vending Operations	Farrell Hanzaker	Farrell Hanzaker	Farrell Hanzaker Crystal Pate
112	Communication Towers Technology	Ramesh Kapoor	Ramesh Kapoor	Neha Patel Michael Combs Ramesh Kapoor Marc Bergin
114	Cafeteria	Dale Holt	John Smith	John Smith Dale Holt
113	Title IV – Pell Grant	Daniel Keever	Paul Palombo	Daniel Keever Rashard Wright
116	Categorical Grants			
	Department of School Leadership			
	Adult Basic Education	Daniel Keever	Paul Palombo	Daniel Keever Rashard Wright
	General Adult Education	Daniel Keever	Paul Palombo	Daniel Keever Rashard Wright

Budget Manager and Signature Authority

(For budget and business transactions)

BUDGET NAME	SENIOR STAFF	BUDGET MANAGER	SIGNATURE AUTHORITY
ISAEP	Daniel Keever	Kay Thomas	Daniel Keever Rashard Wright
Juvenile Detention Home	Rashard Wright	Cheryl Woodhouse	Cheryl Woodhouse Rashard Wright
MyCAA – ALC Courses	Daniel Keever	Paul Palombo	Daniel Keever Rashard Wright
MyCCAA – LPN Program	Daniel Keever	Paul Palombo	Daniel Keever Rashard Wright
Opportunity Inc. – Adult Learning Center	Daniel Keever	Paul Palombo	Daniel Keever Rashard Wright
Post 9/11 GI Bill	Daniel Keever	Paul Palombo	Daniel Keever Rashard Wright
Race to GED	Daniel Keever	Paul Palombo	Daniel Keever Rashard Wright
Title I Part D Subpart 1	Rashard Wright	Cheryl Woodhouse	Cheryl Woodhouse Rashard Wright
Title I Part D Subpart 2	Daniel Keever	Kay Thomas	Daniel Keever Rashard Wright
Department of Planning, Innovation, and Accountability			
Career Switcher Program Mentor Reimbursement	Donald Robertson	Janene Gorham	Donald Robertson Marc Bergin
National Board Teachers Stipends	Donald Robertson	Janene Gorham	Donald Robertson Marc Bergin
New Teacher Mentor	Donald Robertson	Janene Gorham	Donald Robertson Marc Bergin
Office of Safety and Loss Control			
Risk Management Grant Program	Dale Holt	Richard Ponti	Dale Holt Marc Bergin
School Security Equipment	Dale Holt	Richard Ponti	Dale Holt Marc Bergin
Department of Teaching and Learning			
Advance Placement Fee Program	Amy Cashwell	James Pohl	Amy Cashwell Marc Bergin
Algebra Readiness	Amy Cashwell	James Pohl	Amy Cashwell Marc Bergin
Alternative Assessment Assistance Incentive	Amy Cashwell	Amy Cashwell	Amy Cashwell Marc Bergin
Allstate Foundation Safe Teen Driving Program	Amy Cashwell	Amy Cashwell	Amy Cashwell Marc Bergin
Asia Society Confucius Classrooms Network	Amy Cashwell	James Pohl	Amy Cashwell Marc Bergin

Budget Manager and Signature Authority

(For budget and business transactions)

BUDGET NAME	SENIOR STAFF	BUDGET MANAGER	SIGNATURE AUTHORITY
Career & Technical Education State Equipment Allocation	Amy Cashwell	Sara Lockett James Pohl	Amy Cashwell Marc Bergin
Carl Perkins	Amy Cashwell	Sara Lockett James Pohl	Amy Cashwell Marc Bergin
DoDEA MCASP	Amy Cashwell	Alveta Green	Amy Cashwell Marc Bergin
DoDEA-MCASP Operation PRIDE	Amy Cashwell	Alveta Green Adrian Day	Amy Cashwell Marc Bergin
DoDEA S-FLEP	Amy Cashwell	James Pohl	Amy Cashwell Marc Bergin
DoDEA Special Education	Amy Cashwell	Veleka Gatling	Amy Cashwell Marc Bergin
Dual Enrollment – TCC	Amy Cashwell	James Pohl	Amy Cashwell Marc Bergin
Early Reading Intervention	Amy Cashwell	Lesley Hughes	Amy Cashwell Marc Bergin
Girls on the Run Program	Amy Cashwell	Lesley Hughes	Amy Cashwell Marc Bergin
Green Run Collegiate Charter School Support	Amy Cashwell	Barbara Winn James Pohl	Amy Cashwell
Green Run Collegiate Support	Amy Cashwell	Barbara Winn James Pohl	Amy Cashwell
Industry Certification Examinations	Amy Cashwell	Sara Lockett James Pohl	Amy Cashwell Marc Bergin
Jail Education Program	Amy Cashwell	Veleka Gatling	Amy Cashwell Marc Bergin
LTR [Ret] H. G. Pete Taylor Partnership of Excellence Award	Amy Cashwell	Alveta Green Robert Jamison	Amy Cashwell Marc Bergin
McKinney Homeless	Amy Cashwell	Alveta Green Gay Thomas	Amy Cashwell Marc Bergin
MTSS-B Evaluation	Amy Cashwell	Alveta Green	Amy Cashwell Marc Bergin
Opportunity Inc. – STEM (ISY and OSY)	Amy Cashwell	Sara Lockett James Pohl	Amy Cashwell Marc Bergin
Positive Behavior Interventions and Supports	Amy Cashwell	Alveta Green	Amy Cashwell Marc Bergin
Preschool Incentive	Amy Cashwell	Veleka Gatling	Amy Cashwell Marc Bergin
Project HOPE – City Wide SCA	Amy Cashwell	Alveta Green Gay Thomas	Amy Cashwell Marc Bergin
Startalk	Amy Cashwell	James Pohl	Amy Cashwell Marc Bergin

Budget Manager and Signature Authority

(For budget and business transactions)

BUDGET NAME	SENIOR STAFF	BUDGET MANAGER	SIGNATURE AUTHORITY
Title I Part A	Amy Cashwell	Lesley Hughes	Amy Cashwell Marc Bergin
Title II Part A	Amy Cashwell	Lesley Hughes	Amy Cashwell Marc Bergin
Title III Part A Immigrant and Youth	Amy Cashwell	Lesley Hughes	Amy Cashwell Marc Bergin
Title III Part A Language Acquisition	Amy Cashwell	Lesley Hughes	Amy Cashwell Marc Bergin
Title IV Part B 21st CCLC GRC	Amy Cashwell	Barbara Winn James Pohl	Amy Cashwell Marc Bergin
Title IV Part B 21st CCLC Lynnhaven	Amy Cashwell	Amy Cashwell Katherine Everett	Amy Cashwell Marc Bergin
Title IV Part B 21st CCLC Williams	Amy Cashwell	Amy Cashwell	Amy Cashwell Marc Bergin
Title VI-B	Amy Cashwell	Veleka Gatling	Amy Cashwell Marc Bergin
Virginia Geographic Alliance	Amy Cashwell	James Pohl	Amy Cashwell Marc Bergin
Virginia Incentive Program for Speech-Language Pathologists	Amy Cashwell	Veleka Gatling	Amy Cashwell Marc Bergin
Virginia Initiative for At Risk Four-Year-Olds	Amy Cashwell	Lesley Hughes	Amy Cashwell Marc Bergin
Virginia Middle School Teacher Corps	Amy Cashwell	James Pohl	Amy Cashwell Marc Bergin
Virginia Student-Led Assessment NIC	Amy Cashwell	Lesley Hughes	Amy Cashwell Marc Bergin
Virtual Virginia	Amy Cashwell	James Pohl	Amy Cashwell Marc Bergin
Workplace Readiness Skills for Exam the Commonwealth	Amy Cashwell	Sara Lockett James Pohl	Amy Cashwell Marc Bergin
Department of Teaching and Learning/Technology			
Technology Initiative			
Non-training/Training	Ramesh Kapoor	Ramesh Kapoor	Ramesh Kapoor
Non-training/Training	Amy Cashwell	Amy Cashwell	Amy Cashwell Marc Bergin
Virginia eLearning Backpack – Bayside HS			
Non-training/Training	Ramesh Kapoor	Ramesh Kapoor	Ramesh Kapoor
Non-training/Training	Amy Cashwell	Amy Cashwell	Amy Cashwell Marc Bergin
Virginia eLearning Backpack – Green Run HS			
Non-training/Training	Ramesh Kapoor	Ramesh Kapoor	Ramesh Kapoor
Non-training/Training	Amy Cashwell	Amy Cashwell	Amy Cashwell Marc Bergin

Budget Manager and Signature Authority

(For budget and business transactions)

	BUDGET NAME	SENIOR STAFF	BUDGET MANAGER	SIGNATURE AUTHORITY
	Virginia eLearning Backpack – Kempsville HS			
	Non-training/Training	Ramesh Kapoor	Ramesh Kapoor	Ramesh Kapoor
	Non-training/Training	Amy Cashwell	Amy Cashwell	Amy Cashwell Marc Bergin
117	Textbooks	Amy Cashwell	Amy Cashwell	Amy Cashwell Farrell Hanzaker
119	Athletics	Rashard Wright	Michael McGee	Rashard Wright Farrell Hanzaker
614	Risk Management	Farrell Hanzaker	Farrell Hanzaker	Farrell Hanzaker Crystal Pate
615/617	Health Insurance	Farrell Hanzaker	Farrell Hanzaker	Farrell Hanzaker Crystal Pate

CIP PROJECTS

PROJECTS

1008	Instructional Technology – Phase II	Ramesh Kapoor	William Johnsen	Amy Cashwell **and** Ramesh Kapoor Farrell Hanzaker
1195	Student Data Management System	Ramesh Kapoor	Ramesh Kapoor	Ramesh Kapoor Marc Bergin
1196	Instructional Technology	Ramesh Kapoor	William Johnsen	Amy Cashwell **and** Ramesh Kapoor Farrell Hanzaker
1211	School Operating Budget Support	Assigned by unit code	Assigned by unit code	Assigned by unit code
1237	Schools Human Resources Payroll System	Farrell Hanzaker	Farrell Hanzaker	Farrell Hanzaker Crystal Pate
	All Other CIP Projects except those listed above	Ramesh Kapoor	Anthony Arnold	Anthony Arnold **and** Dale Holt

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Administration Building #6, Municipal Center
2512 George Mason Dr.
P. O. Box 6038
Virginia Beach, VA 23456
(757) 263-1000

MISSION STATEMENT

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

School Board of the City of Virginia Beach

Daniel D. Edwards, District 2 – Kempsville, Chair
Beverly M. Anderson, At-Large, Vice Chair
Sharon R. Felton, District 6 – Beach
Dorothy M. Holtz, At-Large
Joel A. McDonald, District 3 – Rose Hall
Ashley K. McLeod, At-Large
Kimberly A. Melnyk, District 7 – Princess Anne
Carolyn T. Rye, District 5 – Lynnhaven
Elizabeth E. Taylor, At-Large
Leonard C. Tengco, District 1 – Centerville
Carolyn D. Weems, District 4 – Bayside
Aaron C. Spence, Ed.D., Superintendent

Budget Resolution – FY 2016/17

WHEREAS, the mission of the Virginia Beach City Public Schools, in partnership with the entire community, is to empower every student to become a life-long learner who is a responsible, productive, and engaged citizen within the global community; and

WHEREAS, the School Board of the City of Virginia Beach has adopted a comprehensive strategic plan and school improvement priorities to guide budgetary decisions; and

WHEREAS, the School Board has studied the recommended FY 2016/17 Operating Budget in view of state and federal requirements, the strategic plan, priorities, community expectations, competitive compensation for employees and the best educational interests of its students; and

WHEREAS, the City/School Revenue Sharing Policy provides 32.37% of certain general fund revenues to meet obligations of the School Board of the City of Virginia Beach; and

WHEREAS, the proposed Operating Budget includes a 2 percent salary increase for school employees of which employees will have to pay 1 percent to the Virginia Retirement System leaving employees with a net increase of only 1 percent; and

WHEREAS, the total funds requested for FY 2016/17 from the City of Virginia Beach to the School Board of the City of Virginia Beach is $408,895,848, which includes a $3,663,506 Operating Transfer for Green Run Collegiate, and $46,695,783 for estimated debt service payments leaving a balance of $358,536,559; and

WHEREAS, $5,000,000 of the School Reserve Special Revenue Fund, which would have normally been used for major one-time purchases, will now be budgeted to use for the FY 2016/17 Operating Budget.

NOW, THEREFORE, BE IT

RESOLVED: That $5,000,000 of the School Reserve Special Revenue Fund be added to the Operating Budget, bringing the total to $363,536,559; and be it

FURTHER RESOLVED: That Federal Funds in the amount of $12,476,532 along with State Funds in the amount of $336,960,717 and Other Local Funds in the amount of $3,418,341 be added to the Operating Budget bringing it to a total for FY 2016/17 of $716,392,149; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach requests a Lump Sum Appropriation of $716,392,149 for FY 2016/17 from the City Council of Virginia Beach for the School Board FY 2016/17 Operating Budget; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach requests an appropriation of $101,860,896 for special grants and other special revenue funds comprised of Federal Grants in the amount of $39,614,214, State Grants in the amount of $14,925,514, Local Grants in the amount of $484,121, and other special revenue funds in the amount of $46,837,047 and be it

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Administration Building #6, Municipal Center
2512 George Mason Dr.
P. O. Box 6038
Virginia Beach, VA 23456
(757) 263-1000

MISSION STATEMENT

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

School Board of the City of Virginia Beach

Daniel D. Edwards, District 2 – Kempsville, Chair
Beverly M. Anderson, At-Large, Vice Chair
Sharon R. Felton, District 6 – Beach
Dorothy M. Holtz, At-Large
Joel A. McDonald, District 3 – Rose Hall
Ashley K. McLeod, At-Large
Kimberly A. Melnyk, District 7 – Princess Anne
Carolyn T. Rye, District 5 – Lynnhaven
Elizabeth E. Taylor, At-Large
Leonard C. Tengco, District 1 – Centerville
Carolyn D. Weems, District 4 – Bayside
Aaron C. Spence, Ed.D., Superintendent

Budget Resolution – FY 2016/17
(continued)

FURTHER RESOLVED: That the School Board of the City of Virginia Beach requests an appropriation of $3,663,506 for Green Run Collegiate Charter School for the 2016/17 fiscal year and that the total of these funds be included in the Lump Sum Appropriation for a total of $821,916,551; and be it

FINALLY RESOLVED: That a copy of this Resolution be spread across the official minutes of this School Board, and the Clerk of the School Board is directed to deliver a copy of this Resolution to the City Manager.

Adopted by the School Board of the City of Virginia Beach this 1st day of March 2016

SEAL

Daniel D. Edwards, Chairman

Attest:

Dianne P. Alexander

Dianne P. Alexander, Clerk of the Board

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Carolyn D. Weems, District 4 – Bayside
Aaron C. Spence, Ed.D., Superintendent

CIP RESOLUTION

FY 2016/17 --- FY 2021/22 Capital Improvement Program

WHEREAS, the mission of the Virginia Beach City Public Schools, in partnership with the entire community, is to empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community; and

WHEREAS, the School Board of the City of Virginia Beach has adopted a comprehensive strategic plan and school improvement priorities to guide budgetary decisions; and

WHEREAS, the primary funding sources for the School CIP have been Pay as You Go funds and the issuance of debt by the City; and

WHEREAS, the City Council Revenue Sharing Formula provides 32.37% of certain general fund revenues to meet obligations of the School Board of the City of Virginia Beach; and

WHEREAS, the City Council Revenue Sharing Formula allocates funds first to Debt Service, while the balance is used for the Operating Budget; and

WHEREAS, the School Board has comprehensively reviewed all sources of funding, projected various scenarios and prioritized the needs of the Operating and Capital Improvement Budgets.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach adopts a CIP program of $438,053,811 (as shown on the attached School Board Funding Summary and Project Summary dated March 1, 2016), and be it

FINALLY RESOLVED: That a copy of this resolution be spread across the official minutes of this Board, and the Clerk of the Board is directed to deliver a copy of this resolution to the Mayor, each member of City Council, the City Manager, and the City Clerk.

Adopted by the School Board of the City of Virginia Beach this 1st day of March 2016

SEAL

Daniel D. Edwards, Chairman

Attest:

Dianne P. Alexander

Dianne P. Alexander, Clerk of the Board

School Board Funding Summary
Virginia Beach City Public Schools
Capital Improvement Program FY2016-2017/FY2021-2022
March 1, 2016

CIP #	Project Category	Total Project Cost	Six Year Appropriations	Appropriations to Date	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	Year 5 2020-2021	Year 6 2021-2022
1-003	Renovations and Replacements - Energy Management/Sustainability	10,475,000	10,475,000	1,550,000	1,325,000	1,000,000	1,500,000	1,600,000	1,700,000	1,800,000
1-004	Tennis Court Renovations - Phase II	1,000,000	1,000,000	400,000	200,000	200,000	200,000	0	0	0
1-008	Instructional Technology - Phase II	642,448	642,448	642,448	0	0	0	0	0	0
1-035	John B. Dey Elementary School Modernization	23,289,241	23,289,241	6,887,000	16,402,241	0	0	0	0	0
1-043	Thoroughgood Elementary School Replacement	28,270,000	28,270,000	0	8,888,759	14,000,000	5,381,241	0	0	0
1-056	Princess Anne Middle School Replacement	78,873,759	78,873,759	0	14,650,000	20,491,000	14,834,759	28,898,000	0	0
1-099	Renovations and Replacements - Grounds - Phase II	16,750,000	16,750,000	8,100,000	1,575,000	1,250,000	1,325,000	1,400,000	1,500,000	1,600,000
1-103	Renovations and Replacements - HVAC - Phase II	75,667,724	75,667,724	34,142,724	7,625,000	5,700,000	6,350,000	6,750,000	7,250,000	7,850,000
1-104	Renovations and Replacements - Reroofing - Phase II	55,035,639	55,035,639	27,560,639	3,975,000	4,000,000	4,450,000	4,700,000	5,000,000	5,350,000
1-105	Renovations and Replacements - Various - Phase II	23,035,000	23,035,000	11,460,000	1,650,000	1,750,000	1,850,000	1,975,000	2,100,000	2,250,000
1-107	Princess Anne High School Replacement	105,000,000	45,450,000	0	0	0	0	6,568,000	19,841,000	19,041,000
1-110	Energy Performance Contracts - Phase II	15,000,000	15,000,000	0	5,000,000	5,000,000	5,000,000	0	0	0
1-025	Kempsville High School Entrepreneurial Academy	950,000	950,000	450,000	0	500,000	0	0	0	0
1-233	Kemps Landing/Old Donation School	63,615,000	63,615,000	63,615,000	0	0	0	0	0	0
			Total	Appropriations	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	Year 5 2020-2021	Year 6 2021-2022
	GRAND TOTAL (all projects)	497,603,811	**438,053,811**	**154,807,811**	**61,291,000**	**53,891,000**	**40,891,000**	**51,891,000**	**37,391,000**	**37,891,000**
	TARGETS				**61,291,000**	**53,891,000**	**40,891,000**	**51,891,000**	**37,391,000**	**37,891,000**
	DIFFERENCE				**0**	**0**	**0**	**0**	**0**	**0**

Virginia Beach City Public Schools
Capital Improvement Program 2016-17/2021-22
March 1, 2016

Funding Sources	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Charter Bonds/Bonds	52,300,000	45,300,000	32,300,000	47,300,000	32,300,000	32,300,000
Sandbridge	3,591,000	3,591,000	3,591,000	3,591,000	3,591,000	3,591,000
Public Facility Revenue Bonds	0	0	0	0	0	0
PayGo	0	0	0	1,000,000	1,500,000	2,000,000
Interest/Sale of Property	400,000	0	0	0	0	0
Energy Performance Contracts Funding	5,000,000	5,000,000	5,000,000	0	0	0
State Construction Grants	0	0	0	0	0	0
Lottery Funds	0	0	0	0	0	0
Total	$ 61,291,000	$ 53,891,000	$ 40,891,000	$ 51,891,000	$ 37,391,000	$ 37,891,000

City Council and School Board Policy

Title: City/School Revenue Sharing Policy		Index Number:
Date of Adoption: October 23, 2012	Date of Revision: 11/17/2015	Page: 1 of 6

1. Purpose:

1.1. This policy ("Policy") is to establish a procedure for allocating to the City and to the Public School System revenues estimated to be available in any given fiscal year. It is the intent of this Policy to provide sufficient funding to maintain Virginia Beach City Public Schools' academic success as well as the City's strategic goals.

1.2. This Policy is designed to accomplish these goals by providing better planning for school funding by clearly and predictably sharing local revenues. It provides a balance between the funding requirements for School and City programming. This Policy seeks to provide a diverse stream of revenues that mitigates dramatic changes in the economy by relying upon all local General Fund tax revenues that are under the City Council's control rather than a subset of those revenues. It also recognizes decisions by the City Council to dedicate some of these same revenues to City and School priorities outside of the formula discussed herein. This Policy seeks to rectify some of the concerns with the past formula by linking City funding to the School directly to the State Standards of Quality ("SOQ") which periodically takes into account changes in student enrollment, true property value, adjusted gross income, taxable retail sales, and population.

2. Definitions:

2.1. "City" refers to the City of Virginia Beach exclusive of the Virginia Beach City Public Schools.

2.2. "Schools" refer to the Virginia Beach City Public Schools.

"Local Tax Revenues" refers to all General Fund revenues generated by non-dedicated local taxes: real estate (less dedications such as the dedication for Schools, and the Outdoor Initiative); Personal Property (less dedication for public safety); General Sales; Utility; Virginia Telecommunications; Business License (BPOL); Cable Franchise; Cigarette (less dedication for Economic Development Incentive Program (EDIP)); Hotel Room; Restaurant Meals; Automobile License; Bank Net Capital; City Tax on Deeds; and City Tax on Wills.

2.3 "Dedicated Local Tax" refers to taxes that have been previously obligated by the City Council or State law to support specific projects or programs. Examples of dedicated local taxes that are excluded from this Policy include, but are not limited to: Tax Increment Financing District Revenues; Special Services Districts Revenues; the dedication to Schools (4 cents of the real estate tax); taxes that represent "net-new revenues" and are required to be redirected or are the basis for the calculation of an incentive payment as part of a public-private partnership approved by City Council; taxes established to support Open Space; Agricultural Reserve Program; Recreation Centers; Outdoor Initiative; Economic Development Incentive Program; Tourism Advertising Program; Tourism Investment Program; referendum related taxes; and taxes used to support the BRAC project. A more complete discussion of such dedications is found in the Executive Summary and the Operating Budget each year.

2.4. "Net -new Revenues" as used in Section 2.3 means public-private partnership revenues generated by a project (or property) that exceed the Local Tax Revenues prior to the public-private partnership.

2.4. "Revenue Sharing Formula" refers to the method of sharing Local Tax Revenues between the City and the Schools.

2.5. "Budgeted Local Tax Revenues" refers to the appropriation of revenues by City Council in May each year for the upcoming fiscal year beginning July 1.

2.6. "Actual Local Tax Revenues" refers to the actual collected revenues reflected in the Comprehensive Annual Financial Report (CAFR).

2.7. "School Reversion Funds" refers to unused expenditure appropriations and end of the year adjustments to the Revenue Sharing Formula revenues based on actual collections.

2.8. "Discretionary Local Match" refers to the funding level set by the Revenue Sharing Formula and the real estate tax dedication to Schools.

2.9. "Required Local Match" refers to the City funding required by the State's Standards of Quality (SOQ).

3. <u>Procedure to Calculate the Revenue Sharing Formula:</u>

3.1. Initial Estimate

3.1.1 In October, Budget and Management Services will provide to Schools an estimate of local tax revenue for the upcoming fiscal year.

3.1.2. The Required Local Match calculation - Using the SOQ for each of the State Biennial years, Budget and Management Services will deduct this amount from the projection of Local Tax Revenues and set it aside as the first step.

3.1.3. Discretionary Local Match calculation – The Discretionary Local Match has two components: the formula component and the FY 2013 four cent real estate dedication.

3.1.3.1. Formula component: Budget and Management Services will then allocate to Schools 34.11% of the remaining Local Tax Revenues.

3.1.3.2. School dedication component: In FY 2013 Operating Budget the City Council increased the real estate tax rate by four cents and dedicated it to the Schools' Operating Budget. This dedication amount will be added to the Discretionary Local Match. This dedication shall exist until such time as the State restores funding for education to the average level provided from FY 2006 to FY 2012 of $350 million (net of School facility funds). The City Council has directed the City Manager to recommend, as a part of the City's Proposed Operating Budget, reductions in whole or in part to the four cents real estate dedication in an amount roughly equal to the increased State funding above $350 million (per annum) as reflected by a decrease in the local composite index below the current FY 2013 level of 0.4110.

3.1.4. The combination of the required local match and the discretionary local match shall comprise the funding for Schools pursuant to this Policy.

3.2. Final Estimate

3.2.1. In February, Budget and Management Services will provide a final estimate of the Local Tax Revenues. This will be the estimate included in the City's Proposed Operating Budget.

3.2.2. Required Local Match calculation - By February the final SOQ required local match should be known from the Virginia Department of Education and this figure will be used to set aside the first allocation of revenues.

3.2.3. Discretionary Local Match calculation – Budget and Management Services will then allocate to Schools the formula component (34.11% of the remaining estimated Local Tax Revenues) plus the Schools' dedication component (four cents of the real estate tax provided no adjustments are required).

3.2.4. The combination of the Required Local Match and the Discretionary Local Match shall comprise the total local funding of the Schools under the Revenue Sharing Formula.

3.2.5. Estimates of the revenues contained in the Revenue Sharing Formula shall be clearly presented in the City's Operating Budget.

4. Procedure to Request an Increase in the Discretionary Local Funding Match:

4.1. After receiving the Superintendent's Estimate of Needs, the School Board will notify the City Council by resolution that it has determined additional local funding is required to maintain the current level of operations or to provide for additional initiatives. The School Board's resolution will provide the following: 1) that additional funding is required; 2) the amount of additional funding requested; 3) the purpose for the additional funding; and 4) that the School Board supports an increase in the real estate tax (or other local tax) should the City Council determine that such a tax increase is necessary.

4.2. If the City Council determines that additional funding is warranted to maintain the current level of City and Schools operations or to provide for additional initiatives, the City Council shall determine appropriate action. This action may include consideration of existing dedications or alternate sources of revenue or tax increases. If, after deliberation and appropriate public involvement, the City Council determines that additional tax revenues are required, City Council may adopt a tax rate increase to any revenue stream within this formula to generate additional local tax revenue.

4.3. Should the City Council dedicate such increase in local taxes, that dedication will be treated in the same manner as other Dedicated Local Taxes. If the City Council does not dedicate the increased taxes, this revenue will be part of the Local Tax Revenues for purposes of this Policy.

5. Actual Revenue Collections deviate from Budget Local Tax Revenues:

5.1. If, at the end of the fiscal year, the actual Local Tax Revenues exceed the budgeted amount, the amount of excess revenue will be allocated in the same manner as similar revenues were apportioned in the recently ended fiscal year. However, such excess revenues are subject to the City Council's General Fund Balance Reserve Policy. If such funds are not required for the General Fund Balance Reserve Policy, the School Board may request that such funds be appropriated at the same time as the appropriation of reversion funds, discussed in Section 6.3, below.

5.2. If, the City, through the Manager or his designee, anticipates at any time during the fiscal year that actual revenues will fall below budgeted revenues, the School Board, upon notification by the City Manager or his designee of such an anticipated shortfall, will be expected to take necessary actions to reduce expenditures in an amount equal to the School's portion of the shortfall.

6. Reversion of Formula Revenues:

6.1. All other sources of funding shall be expended by the Schools prior to the use of Local Tax Revenues.

6.2. All balances of Local Tax Revenues held by the Schools at the close of business for each fiscal year ending on June 30th (to include the accrual period) lapse into the fund balance of the City's General

Fund. The reversion described in the preceding sentence is specific to Local Tax Revenues, and while the appropriation to spend funds may lapse, the reversion process is not applicable to moneys in a fund, such as the Athletic Fund, that are attributable to user fees or gate admissions.

6.3. Reversion Appropriation Process: The School Board may request, by resolution, the reappropriation and appropriation of funds resulting from the end of the fiscal year. This request should consider the following:

6.3.1. The use of funds whose appropriation has lapsed because of the end of the fiscal year and reverted to the fund balance of the City's General Fund. See Section 6.2.

6.3.2. The use of excess funds discussed in Section 5.1.

6.3.3. The calculation of actual debt payments for the fiscal year recently closed as compared to the estimated debt payments upon which the fiscal year's budget was appropriated. If the actual debt payment exceeds estimated debt payments, the amount of Schools reversion funds will be reduced by this difference. If actual debt is less than estimated debt payments, the amount of Schools reversion funds will be increased by this difference.

6.3.4. The Schools' Budget Office will confer with Budget and Management Services to verify that there is sufficient fund balance in the General Fund to meet the City Council Fund Balance Policy. If there is insufficient fund balance according to the Fund Balance Policy, the City Manager shall notify the Superintendent of this condition.

6.3.5. The School Board resolution may request the use of excess or reversion funds for one-time purchases or to be retained according to applicable policy on the Schools Reserve Fund (Fund 098), including School Board Policy #3-28, and City Council Ordinance # 2789F, adopted November 4, 2003.

6.3.5.1. Upon receipt of the resolution, Budget and Management Services shall prepare an ordinance for City Council's consideration of the School Board's request at the earliest available City Council meeting.

6.3.5.2. Following City Council's action Budget and Management Services shall notify the Schools of the City Council's decision and shall adjust the accounting records accordingly.

7. <u>Revision to the City/School Revenue Sharing Policy:</u>

7.1. The Superintendent, City Manager, School Chief Financial Officer, and the City's Director of Budget and Management Services shall meet annually to discuss changes in State and Federal revenues that support Schools operations, any use of "one-time" revenues, and any adjustments made to existing

revenues affecting this formula. If they determine that an adjustment is needed, the City Manager and Superintendent will brief the City Council and School Board respectively.

7.2. City Council may revise this Policy in its discretion after consultation with the School Board.

7.3. If no other action is taken by the City Council and School Board, this Policy shall remain effective until June 30th 2018 at which time it will be reviewed and considered for reauthorization.

Approved:

As to Content: School Superintendent — 11-17-15 Date

City Manager — 11/18/15 Date

As to Legal Sufficiency: City Attorney — 11/19/15 Date

Approved by School Board: School Board Chairman — 11/17/2015 Date

APPROVED BY CITY COUNCIL: Mayor — 11/20/15 Date

Note: "Local Tax Revenues" refers to all General Fund revenues generated by non-dedicated local taxes: real estate (less dedications such as the dedication for Schools, and the Outdoor Initiative); Personal Property (less dedication for public safety); General Sales; Utility; Virginia Telecommunications; Business License (BPOL); Cable Franchise; Cigarette (less dedication for Economic Development Incentive Program (EDIP)); Hotel Room; Restaurant Meals; Automobile License; Bank Net Capital; City Tax on Deeds; and City Tax on Wills. (Per Section 2.2 of the City/School Revenue Sharing Policy)

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Aaron C. Spence, Ed.D., *Superintendent*
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Department of Budget and Finance.
For further information, please call (757) 263-1066

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 4-6, 4-43, 5-7, 5-19, 5-20, 5-44, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 4-6.1, 4-43.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the students school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

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VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

June 2017