

FY 2018/19 School Board Approved Operating Budget



VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL BOARD APPROVED OPERATING BUDGET
FY 2018/19

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Chief Schools Officer

Kipp D. Rogers, Ph.D.

Chief Academic 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.

SCHOOL BOARD APPROVED BUDGET

The Fiscal Year (FY) 2018/19 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: Executive Summary, Organizational, Financial, Informational and Appendix.

EXECUTIVE SUMMARY

The Executive Summary 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 2018/19 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.

OTHER BUDGET DOCUMENTS

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.

BUDGET BASICS

Where do my tax dollars go?

85.0 percent of the budget goes to personnel costs. The remaining 15.0 percent must address needs such as electric bills for schools and gasoline for school buses. Annually, there is typically less than 2.0 percent of the budget available for discretionary spending.

How are revenue and expenditures projected?

There are many unpredictable factors affecting the projection of revenue and expenditures. It is, therefore, important that VBCPS develops and utilizes budget assumptions that are current and based on data and information available at the time the budget is formulated. VBCPS continuously monitors revenue and expenditures throughout the year, which is an essential step to maintain a balanced budget and prevent a deficit.

How are budgets developed each year?

The baseline budgets for schools and centers are determined primarily by application of ratio-based formulas that meet or exceed state requirements and have been approved by the School Board. Each year, school-based positions are recalculated based on the projected enrollment for the next year using the School Board approved staffing formulas. Staffing formulas and examples of how staffing is calculated and allocated to schools are included in the Appendix.

How are revenue and expenditures classified?

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.

Does VBCPS end each year with money that is unspent?

Each year state and local governments typically end the year with an available ending balance to ensure that they meet revenue projections and do not exceed expenditure appropriations. VBCPS historically has ended every fiscal year with an available ending balance. This is a responsible budgeting practice since the division is required by law to have a balanced budget. Available ending balances fluctuate year to year due to changing conditions and typically represent a small fraction of the overall budget. For example, when fuel prices are low, there are one-time savings that are included in the available ending balance. Since these conditions fluctuate, it is most prudent to use those monies for one-time needs, rather than ongoing expenditures. Because of serious economic circumstances in recent years, 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.

What is a "structurally balanced budget?"

A structurally balanced budget is one that supports financial sustainability for multiple years into the future. For a variety of reasons, a structurally balanced budget may not be possible at a given time. In such a case, using reserves to balance the budget may be considered, but only in the context of a plan to return to structural balance, replenish fund balance, and ultimately remediate the negative impacts of any other short-term balancing actions that may be taken.

WHAT OUR COMMUNITY NEEDS TO KNOW ABOUT SCHOOL BUDGETS

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, considering that K-12 education is highly 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 substantial pressure on school budgets:

- Programmatic Priorities
- Technology
- Employee Compensation and Benefits
- State and Federal Mandates
- Lagging State Funding
- School Safety
- Structurally Flawed Operating Budget
- Enrollment and Demographics

STAFF AND CITIZENS IN THE BUDGET PROCESS

The budget process includes strategies to inform staff, parents and the community and provides 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, staff and citizens may visit VBCPS' website to view the latest updates and access important reference materials.



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 2018/19 School Board Approved Budget.

Administration

Aaron C. Spence, Ed.D., Superintendent

Natalie Allen, Chief Media and Communications Officer

Lauren Nolasco, Director of Communications
Amber Rach, Ph.D., Director of Community Engagement

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Lisa A. Banicky, Ph.D., Executive Director of Innovation and Strategic Planning
Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Tracy A. LaGatta, Director of Student Assessment

John D. “Jack” Freeman, Chief Operations Officer

Tony L. Arnold, Executive Director of Facilities Services
David L. Pace, Executive Director of Transportation and Fleet Management Services
Larry E. Ames, Director of Custodial Services
Sean F. Barnes, Director of Transportation
Brian S. Baxter, Director of Distribution Services
Thomas A. DeMartini, Director of Safe Schools
John E. Smith, Ed.D., Director of Food Services
Eric Woodhouse, Director of Maintenance Services

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

Ramesh K. Kapoor, Chief Information Officer

David N. Din, Director of Technology

John A. Mirra, Chief Human Resources Officer

Bernard P. Platt, Director of Employment Services
Edith “Edie” L. Rogan, Director of Employee Relations

Donald E. Robertson, Jr., Ph.D., 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
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Michael B. McGee, Director of Student Leadership
Kathleen A. Starr, Director of Elementary Schools
Sean R. Walker, Director of Elementary Schools

Kipp D. Rogers, Ph.D., Chief Academic Officer

Alveta J. Green, Ed.D., Executive Director of Student Support Services
Lesley L. Hughes, Ed.D., Executive Director of Elementary Teaching and Learning
Roni Myers-Daub, Ed.D., Executive Director of Exceptional Children
James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning
Cristina N. Alsop, Director of Title I Programs
Adrian J. Day, Director of Student Support Services
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William Johnsen, Director of Instructional Technology
Sara L. Lockett, Ed.D., Director of Technical and Career Education
LaQuiche R. Parrott, Ed.D., Director of Opportunity and Achievement
Tania T. Sotomayor, Director of Compliance and Special Education Services

School Board

Beverly M. Anderson, At-Large (School Board Chair)
Joel A. McDonald, District 3 – Rose Hall (Vice Chair)
Daniel D. “Dan” Edwards, District 2 – Kempsville
Sharon R. Felton, District 6 – Beach
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Kimberly A. Melnyk, District 7 – Princess Anne
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Carolyn D. Weems, District 4 – Bayside

Internal Auditor

Terrie L. Pyeatt, Director of Internal Audit

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Robin Lee, Executive Office Associate
Maria Maloney, Financial Assistant
Irene Nocon, Budget Analyst
Marijane Spivey, Budget Analyst
Frances Thomas, Budget Analyst
Charity Zellmer, Budget Analyst

BUDGET AWARD

The Association of School Business Officials International presented the Meritorious Budget Award to VBCPS for the FY 2017/18 budget. The award program recognizes school divisions for achieving excellence in the preparation and issuance of budget presentations.



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 2017-2018.

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



A handwritten signature in black ink, reading 'Charles E. Peterson, Jr.'.

Charles E. Peterson, Jr. MBA, PRSBA, SFO
President

A handwritten signature in black ink, reading 'John D. Musso'.

John D. Musso, CAE, RSBA
Executive Director



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

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At-Large

Joel A. McDonald, Vice Chair
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Daniel D. Edwards District 2 – Kempsville	Sharon R. Felton District 6 – Beach	Dorothy M. Holtz At-Large
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Trenace B. Riggs District 1 – Centerville	Carolyn T. Rye District 5 - Lynnhaven	Carolyn D. Weems District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

March 6, 2018

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, it is my privilege to present for your consideration the school division's fiscal year 2018-2019 budget document. Throughout your review of this plan, you will see that the School Board has taken strategic and deliberate steps to continue to position Virginia Beach City Public Schools (VBCPS) as a leader in innovative teaching and learning and a sought after school division in which staff members may both work and flourish.

In this \$770 million spending plan, the School Board has included the following:

- The next phase of the planned expansion of the VBCPS Full Day Kindergarten (FDK) program, which will mean 35 of division's 53 elementary schools with kindergarten programs will now offer full day instruction;
- The addition of 28 full-time equivalent instructional positions, which will help to reduce class size at the elementary, middle and high school levels as well as reduce the number of teachers in the division who are teaching more than 150 students;
- A 1.5 percent cost of living salary adjustment for all employees and a 0.5 percent step increase for eligible employees (not to exceed the top of the scale);
- A moderate 1 percent increase in employee premiums along with a 1 percent increase to the employer cost for health care;
- The addition of 12 high school counselor positions (one per high school), which will better support our students as they make post-graduation academic and career plans;

- Increases in our technology offerings to help narrow the digital divide in our city and bring us closer to a true 1:1 device ratio along with additional staffing for Technology Support Technicians and Instructional Technology Specialists in order to support teachers and students in the classroom while they are using this technology;
- A sum of \$795,000 in additional funding to help address the costs associated with special education mandates.
- Funding to replace 40 buses (two for special education and 38 for general education), which is a step in the right direction to help the division meet its goal of replacing 50 buses each year;
- A decrease in the division's use of reversion funds to balance the budget (last year, the division used more than \$8.8 million; this year, we are using roughly \$6.8 million); and
- A \$500,000 PAYGO contribution to the Capital Improvement Program (CIP), which will allow the School Board additional flexibility in addressing building needs.

We have been fortunate in VBCPS to have the ongoing support from both our school communities as well as City Council. Your financial investment in our schools has paid dividends in the lives of this city's children, the success of this division and the continued vitality of our city. This year, we are proud to share that all of our schools earned full accreditation from the State of Virginia for the first time since 2010. We also have been nationally recognized as one of the best digital school districts in the nation by the Center for Digital Education, and we are a recognized innovator in workforce development, leading Virginia with the number of career and industry certifications earned by our students.

We are proud of all that is being accomplished in classrooms and schools across Virginia Beach. Even still, we cannot and must not rest on our laurels. In just a few months, we will once again engage our community in conversations about our aspirations for students and their learning as we begin development of the division's next strategic plan. This plan will, without a doubt, build upon the high academic expectations detailed in our current framework, *Compass to 2020*, and further identify ways for our schools, parents, businesses and city agencies to work together to support student achievement.

We are appreciative for the longstanding and collaborative relationship we share as government bodies, and we look forward to continuing that work in the next year to ensure that every child has the resources and tools to be successful every day.

Sincerely,



Beverly M. Anderson
School Board Chair



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

Aaron C. Spence, Ed.D.

Superintendent

February 6, 2018

Chairwoman Anderson, Vice-Chair McDonald and School Board Members,

It is time once again to present to you the annual Superintendent's Estimate of Needs. Traditionally, this was considered the unofficial "kick off" to the Board's budget development process. In actuality, this document is a reflection of the countless discussions and workshops we have had throughout the year about budget priorities and funding levels. Therefore, it will be no surprise to you that this proposed \$770 million operating budget strategically addresses critical needs such as reducing class size, replacing aging buses and technology and ensuring equitable compensation for our outstanding staff. Beyond that, this Estimate of Needs positions us to continue the phase in of Full Day Kindergarten and move forward with our 1:1 technology initiative. At the same time, we are able to reduce our reliance on reversion funds by \$2 million and, for the first time in years, contribute PAYGO funding to the Capital Improvement Program (CIP).

Before I dive deeper into the specifics of the plan, I would like to note that we are able to accomplish so much in this budget cycle because of the financially firm ground on which Virginia Beach City Public Schools (VBCPS) currently stands. For more than a decade, school administration and the School Board have implemented cost-saving measures and made fiscally responsible decisions about academic programs and employee compensation. Budget-balancing strategies such as eliminating central office positions, cutting non-instructional budgets, ending some specialty programs and raising class sizes were never easy. But, they were necessary in order for the division to persevere through the recession and slow post-recession recovery.

Despite the challenges, our staff and students have flourished. I am proud to say that all VBCPS schools are fully accredited for the first time since 2010-11. In addition, the division posted a record on-time graduation rate (91.9 percent) and the lowest cohort dropout rate (4.6 percent) in a decade. Accomplishments like these do not come easily. They are the result of hard work by our extraordinarily talented teachers and inquisitive students who are actively engaged in rigorous and meaningful learning. When that takes place consistently from classroom to classroom and school to school, incredible things happen. For example:

- For the sixth consecutive year, VBCPS students outperformed their national public school peers in the overall SAT mean score and mean section scores. VBCPS' scores were also the highest among school divisions in the Hampton Roads region.
- VBCPS and 28 of its schools earned 2017 Virginia Index of Performance (VIP) award from Governor Terry McAuliffe and the Virginia Board of Education for ongoing academic excellence and growth.
- VBCPS once again led the state in the number of students earning industry credentials. Last year, 12,765 industry credential tests were taken by students and 10,621 tests passed with an 83.2 percent pass rate. Since the 2002 school year, 78,792 industry credentials have been earned by Virginia Beach students.
- According to the College Board, 1,354 students in the division were designated as 2017 Advanced Placement (AP) Scholars for earning scores of 3 or higher on three or more AP Exams. In addition, 62 students received the prestigious title of National AP Scholar for having an average score of 4 or higher on eight or more AP Exams.
- All VBCPS high schools made *The Washington Post's* "America's Most Challenging High Schools" list for preparing students to take college-level courses and tests. Of the seven school divisions in Hampton Roads, VBCPS is the only one to have all of its high schools make the list.

February 6, 2018

- The Center for Digital Education has named VBCPS one of the nation's best digital school districts, awarding the division a Top 10 ranking in its annual Digital School Districts Survey.
- Graduating seniors in the VBCPS Class of 2017 earned and accepted the highest scholarship amounts of any VBCPS graduating class; \$87,487,335 offered in scholarships and \$58,045,518 accepted.
- VBCPS was recently selected for study by the Successful Practices Network based on our work around school improvement and support.
- And, VBCPS was just selected by 2Revolutions as the sole national partner district on a Carnegie Foundation project to collaboratively develop a Future of Learning model that will serve as a scalable model for school divisions nationwide.

These are but a few of the VBCPS accomplishments worth celebrating. But they should not and cannot overshadow what happens in our schools every day. Visit any school across this city on any given day and you will find examples of teachers, administrators and central office support teams collaborating with one another and our community partners to support student learners both social-emotionally and academically. Our emphasis on developing the whole child and on providing each student with a transformational learning experience are at the heart of the many successes I just mentioned.

Our community, rightfully so, expects excellence from our schools as well as the availability of programs and opportunities to address individual students' needs and interests. Our strategic plan, *Compass to 2020*, clearly articulates that work and underscores the need to thoughtfully allocate resources in order to attain our goals. This Estimate of Needs demonstrates our commitment to not only meeting our community's expectations, but exceeding them.

For example, knowing that reducing class size is a top priority, this spending plan includes 28 additional full-time equivalent (FTE) instructional positions – 8.6 at elementary schools, 4.4 at middle schools and 15 at high schools - to strategically lower class sizes in courses and subject areas with the greatest enrollment. In high schools, these positions will also continue to reduce the number of teachers who are assigned more than 150 students. In addition, 12 high school counselor positions are included to augment academic and career planning as well as social and emotional support programs for students. Ten Technology Support Technicians (TST) and three Instructional Technology Specialists (ITS) are also recommended to support the division's 1:1 technology initiative; the addition of the three ITS positions, for example, allows us to ensure each school has a full time ITS to support our teachers and students on the continued journey toward transformational learning in our classrooms.

In order to attract and retain the most qualified candidates for these and every position in the division, we must deliver the most competitive compensation package possible. To that end, this budget proposal recommends a 1.5 percent cost of living salary adjustment for all employees and a 0.5 percent step increase for eligible employees (not to exceed the top of scale). It also fully funds the remaining equity adjustments for employees on the Unified Scale. We know that health care costs continue to be a concern; therefore, every effort was made to keep any increase as small as possible. A moderate 1 percent increase in employee premiums is included along with a 1 percent increase to the employer cost for health care. For example, the monthly premium increase for an employee with the POS Standard Family Plan will be \$5.61. As a reminder, the 2017-18 budget included no premium increases for employees.

As you know, nearly 85 percent of the VBCPS operating budget is tied to personnel which leaves only 15 percent to meet instructional and operational needs. Even so, we are able to address several of the School Board's funding priorities as well as unfunded state and federal mandates placed on the division. For example, \$493,000 in additional funding has been allocated to support costs associated with special education mandates. Funding is also provided to replace two special education buses and 38 general education buses; moving us closer to the division goal of replacing 50 buses annually. This Estimate of Needs also includes funding for many of the priorities identified in the Five Year Special Education Plan.

Among the other expenditure highlights included in this Estimate of Needs are \$1.5 million for devices and resources to grow the division's digital technology initiative and earmarked funds for Phase II of the planned expansion of preschool and Full Day Kindergarten programs. As initially planned, this will allow the division to offer Full Day Kindergarten at an additional 12 schools next year, bringing the total to 34 elementary schools at the start of the 2018-19 school year.

Beyond academic programs and employee compensation, there are two important components of this budget that are noteworthy. First, we are able to partially address the structural flaw in our operating budget by further reducing our reliance on reversion funds. The FY 2018/19 budget uses \$6.8 million of school reserve funding—\$2 million less than last year. Second, this Estimate of Needs includes \$500,000 in PAYGO funding for the CIP. You may recall that annual PAYGO contributions were virtually eliminated from the Superintendent's Estimate of Needs beginning in FY 2011/12 in order to balance the operating budget. Now, we are slowly able to resume the practice of allocating funds for one-time capital needs.

I am pleased to present to you a strategic spending plan which meets the most pressing needs of our school division. There are, however, several other needs that remain unfunded; things like additional math and literacy coaches and classroom teachers to further reduce class size; structural improvements at some of our older buildings; desired additions to the bus and white fleet; and, funding for athletic field lights at high schools, to name a few. Those unmet needs will, no doubt, be included in upcoming budget discussions as the School Board finalizes its 2018/19 budget. Chief Financial Officer Farrell Hanzaker and I look forward to supporting you during that process and in ensuring that we are financially able to provide the best possible learning opportunities for every child in Virginia Beach, every day.

Sincerely,

A handwritten signature in black ink, appearing to read 'A. Spence', with a long horizontal line extending to the right.

Aaron C. Spence, Ed.D.
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.



Beverly M. Anderson
Chair
At-Large



Joel A. McDonald
Vice Chair
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Daniel D. "Dan" Edwards
District 2 - Kempsville



Sharon R. Felton
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Dorothy M. "Dottie" Holtz
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Victoria C. Manning
At-Large



Ashley K. McLeod
At-Large



Kimberly A. Melnyk
District 7 - Princess Anne



Trenace B. Riggs
District 1 - Centerville



Carolyn T. Rye
District 5 - Lynnhaven



Carolyn D. Weems
District 4 - Bayside

ADMINISTRATION

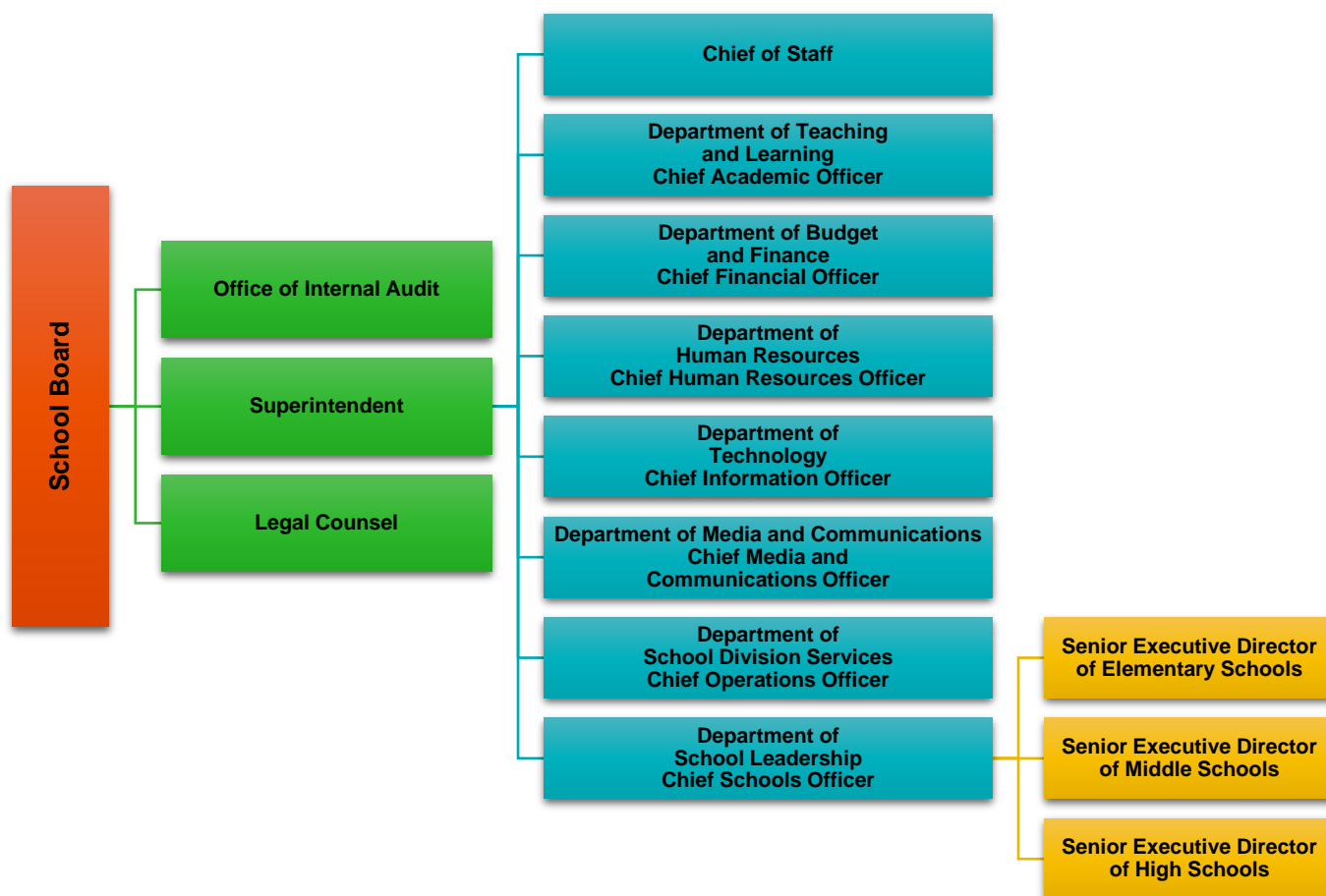
The School Board, vested with legislative powers, appoints the superintendent who serves as the executive and administrative head of the school division. The superintendent is charged with implementing School Board policies and managing all administrative duties related to the school division. The superintendent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

The organizational structure of VBCPS is focused on meeting the needs of approximately 67,000 kindergarten through 12th grade students while managing 86 schools/centers and seven support facilities. The administrative structure of VBCPS is divided into seven departments, each led by a chief administrative officer, to manage the day-to-day operations of the division: Budget and Finance; Human Resources; Media and Communications; School Division Services; School Leadership; Teaching and Learning; and Technology.

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
Natalie N. Allen	Chief Media and Communications Officer
Marc A. Bergin, Ed.D.	Chief of Staff
John D. "Jack" Freeman	Chief Operations Officer
Farrell E. Hanzaker	Chief Financial Officer
Ramesh K. Kapoor	Chief Information Officer
John A. Mirra	Chief Human Resources Officer
Donald E. Robertson, Jr., Ph.D.	Chief Schools Officer
Kipp D. Rogers, Ph.D.	Chief Academic 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?*

CORE VALUES

VIRGINIA BEACH CITY PUBLIC SCHOOLS

STUDENT-CENTERED DECISION MAKING

Choosing actions that, above all else, benefit and support student learning, growth, and safety.

**Put
Students
First**

CONTINUOUS LEARNING

Pursuing formal and informal learning opportunities to foster personal growth and improvement for all.

**Seek
Growth**

INNOVATION

Encouraging new ideas or improved ways of teaching, learning, and working to achieve our mission.

**Be
Open to
Change**

COLLABORATION

Working together and building partnerships that will benefit our students, division, and community.

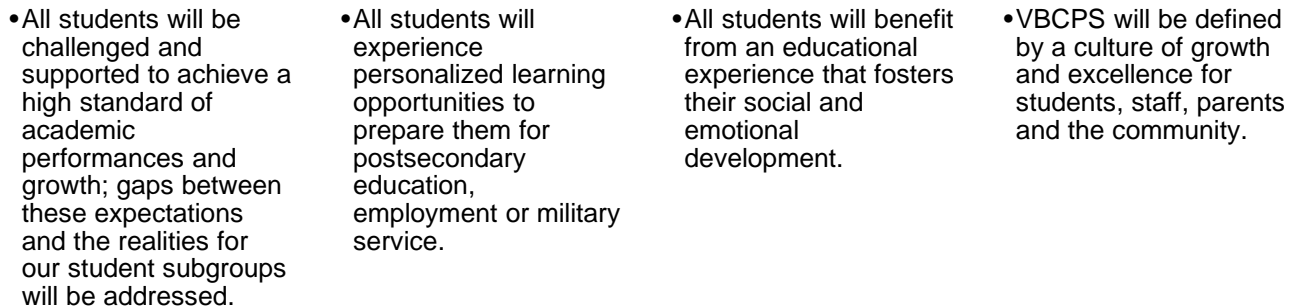
**Do Great
Work
Together**

RESPECT

Fostering a trusting, open, ethical, honest and inclusive environment where diversity of thought and individual contributions are prized.

**Value
Differences**

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.



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 staff and the community.

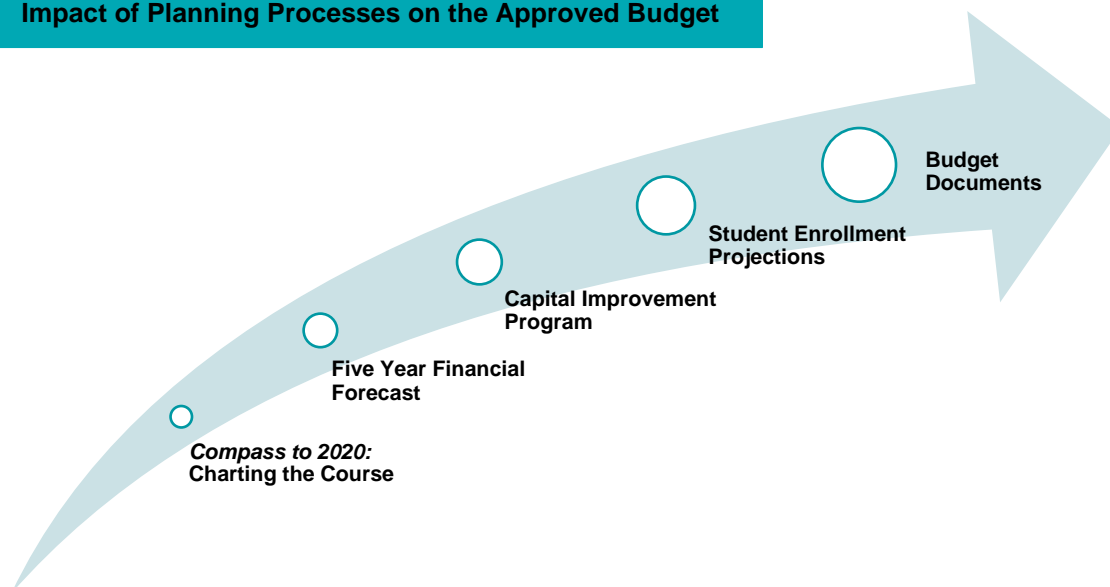
Each year, staff members from the city and VBCPS collaborate to make projections about economic indicators and budget trends that are likely to occur over the next five years. In preparation for the forecast report and to frame the upcoming budget process, city and school division staff meet with local and regional economists each year. This year, the outlook is considerably more optimistic, mainly due to the recovery of local real estate, personal property and other consumer related revenues. As noted in the Hampton Roads Planning District Commission report, the regional economy is improving. This conclusion is also noted in the 2017 Old Dominion University State of the Region report: "The outlook for increased regional economic growth has improved. Each of the major building blocks of our regional economy (defense, the Port, tourism) has gained momentum and our housing market continues to show slow, but steady improvement." 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 2018/19 to 2.3 percent in FY 2022/23.

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 completely 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.

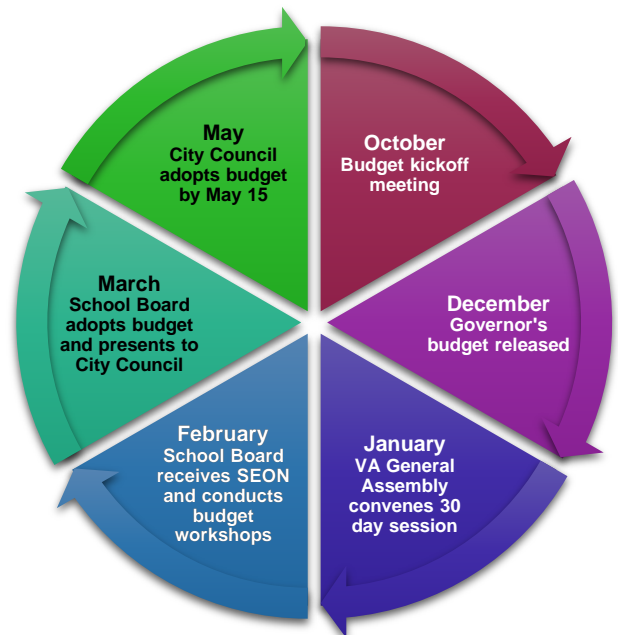
The Governor's budget with projected state payments for each school division is introduced in December. In addition to estimated revenue information for the Standards of Quality (SOQ), incentive, categorical and lottery funded accounts, the Governor's budget release includes an electronic file that provides 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.

VBCPS departmental requests are summarized and presented to the superintendent and senior staff in January 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 SEON, considered the starting point for the following year's fiscal budget, 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 February 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 Facility Master Plan, 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 the 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 February to support community involvement in the CIP budget development process.



In 2007, VBCPS, Hirsch Bedner Associates and Cooperative Strategies worked in collaboration to develop a Long-Range School Facility Master Plan. This plan outlined a series of options for modernizing facilities within the division. In the 2007 plan, the timeline for school modernization and replacement was dependent upon a proposed funding level. Since that time, funding has dipped from the 2007 level of \$60 million per year, and construction costs have increased significantly. In the fall of 2017, VBCPS began the process to review and revise the 10-year-old facility master plan, specifically with an objective to update demographic, condition and program data and the intent to develop recommendations using new data and current funding levels. A steering committee worked with the community to develop a new Long-Range School Facility Master Plan. This master plan was formally accepted by the School Board on Sept. 11, 2018 and will guide the division's work for the next 12-15 years.

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."

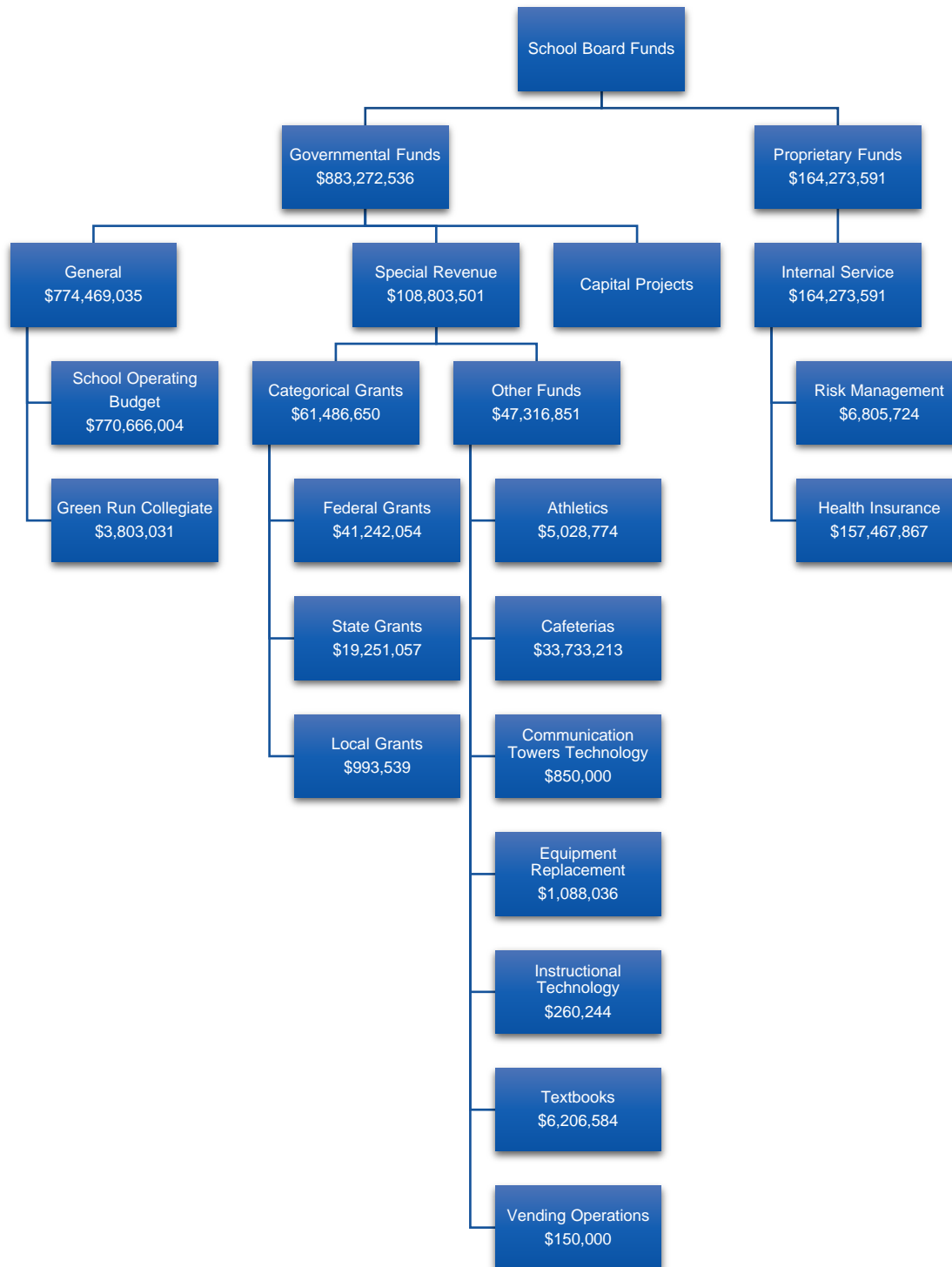
BUDGET CALENDAR FOR FY 2018/19 OPERATING BUDGET AND FY 2018/19 - FY 2023/24 CAPITAL IMPROVEMENT PROGRAM

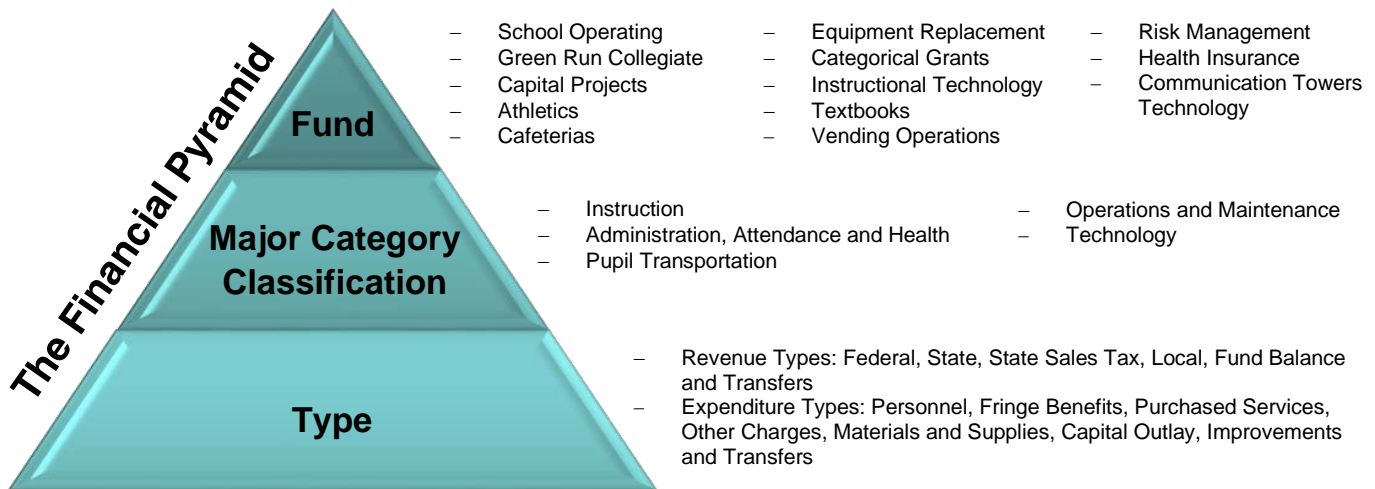
The following calendar of events further outlines activities that contribute to the budget development and approval process.

2017	
Oct. 10	A budget kickoff meeting is conducted to provide senior staff and budget managers with an economic update, revenue outlook and general directions for budget development
Oct. 10 - Dec. 5	Budget requests are submitted by senior staff and budget managers to the Office of Budget Development
Nov. 21	A Five-Year Forecast is presented to the School Board and the City Council
Dec. 5	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
Dec. 8	Recommended part-time hourly rates for FY 2018/19 are submitted by the Department of Human Resources to the Office of Budget Development
Dec. 11	A draft of the Capital Improvement Program is prepared for the superintendent's review
December (3 rd week)	State revenue estimates are released by the Virginia Department of Education
2018	
Jan. 2 - 19	Budget requests are reviewed, refined and summarized by the Office of Budget Development
Jan. 8	The recommended Capital Improvement Program budget is presented to the superintendent and senior staff
Jan. 16	The unbalanced School Operating budget is presented to the superintendent and senior staff
Jan. 17 - 25	Online Budget Forum available to employees
Feb. 6	The Superintendent's Estimate of Needs for FY 2018/19 is presented to the School Board (Special School Board meeting required)
Feb. 6	The Superintendent's Proposed FY 2018/19 - FY 2023/24 Capital Improvement Program budget is presented to the School Board (Special School Board meeting required)
Feb. 13	School Board Budget Workshop #1 is held from 2:00 - 5:00 p.m.
Feb. 20	School Board Budget Workshop #2 is held from 5:00 - 8:00 p.m.
Feb. 27	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
Feb. 27	School Board Budget Workshop #3 is held from 2:00 - 5:00 p.m. (if needed)
Mar. 6	School Board Budget Workshop #4 is held from 2:00 - 5:00 p.m. (if needed)
Mar. 6	The FY 2018/19 School Operating budget and FY 2018/19 - FY 2023/24 Capital Improvement Program budget are adopted by the School Board (Special School Board meeting required)
Mar. 13	The FY 2018/19 School Board Proposed Operating Budget is provided to city staff
April	The FY 2018/19 School Board Proposed Operating Budget and FY 2018/19 - FY 2023/24 Capital Improvement Program budget are presented to the City Council (Sec. 15.1-163)
No Later Than May 15	The FY 2018/19 School Board Proposed Operating Budget and FY 2018/19 - FY 2023/24 Capital Improvement Program budget are approved by the City Council (Sec. 22.1-93; 22.1-94; 22.1-115)

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 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). Within the fund, revenue and expenditures are budgeted by type. The budget is divided into five major category classifications: Instruction; Administration, Attendance and Health; Pupil 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. Disbursements consist of expenditures for coaching supplements, security staff, event officials, post-season travel, equipment, uniforms and supplies. The primary source of revenue for the Athletics fund is a transfer from the School Operating fund that supplements the money generated from event admission receipts, monies received for participation in post-season tournaments and interest earned on deposits.

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. Most grants are legally restricted or dedicated to be expended for specified purposes.

COMMUNICATION TOWERS TECHNOLOGY: The Communication Towers Technology fund accounts for payments from the leasing of School Board property for commercial wireless communication towers. The funds received from lease payments and the interest earned have been 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 funding to support 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/devices.

TEXTBOOKS: The Textbooks fund is used for the acquisition of textbooks (online and print) and related materials for students.

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.

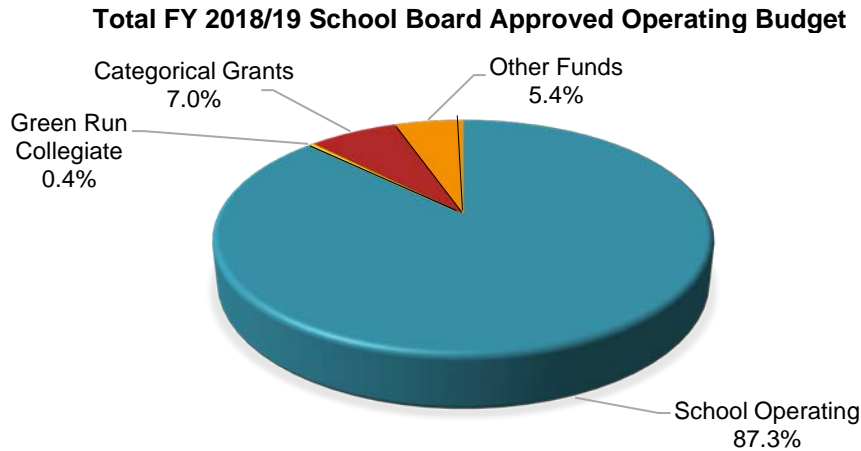
RISK MANAGEMENT: The Risk Management fund provides for the administration of the workers' compensation program, the centralization of self-insurance accounts for liability and the purchase of commercial insurance.

FY 2018/19 BUDGET AT A GLANCE

FY 2018/19 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 2018/19 overall budget, including General funds, Categorical Grants and Other funds, totals \$883,272,536. This is an increase of \$22,508,463, or approximately 2.6 percent, from the FY 2017/18 budget which totaled \$860,764,073. The following chart shows that the majority of total FY 2018/19 revenues and expenditures for VBCPS can be accounted for in the School Operating budget.



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 (Revenue Sharing Formula)	399,669,095	-	-	-	-	-	-	-	-	-	399,669,095
Local Revenue (Special Revenue Funds)	-	-	-	-	144,000	510,000	11,954,253	993,539	56,483	504,000	14,162,275
State Revenue	272,725,078	-	-	-	-	-	500,000	15,686,983	4,009,991	-	292,922,052
State Sales Tax	75,344,490	-	-	-	-	-	-	-	-	-	75,344,490
Federal Revenue	12,200,000	-	-	-	-	-	19,333,672	41,193,848	-	-	72,727,520
Fund Balance	-	-	1,088,036	260,244	6,000	340,000	1,945,288	-	2,140,110	-	5,779,678
Transfer(s) from Other Funds	-	3,803,031	-	-	-	-	-	3,612,280	-	4,524,774	11,940,085
Other Local Revenue	3,518,341	-	-	-	-	-	-	-	-	-	3,518,341
School Reserve (reversion)	6,800,000	-	-	-	-	-	-	-	-	-	6,800,000
Sandridge TIF	409,000	-	-	-	-	-	-	-	-	-	409,000
Total Revenue	770,666,004	3,803,031	1,088,036	260,244	150,000	850,000	33,733,213	61,486,650	6,206,584	5,028,774	883,272,536
PERCENT OF TOTAL	87.25%	0.43%	0.12%	0.03%	0.02%	0.10%	3.82%	6.96%	0.70%	0.57%	100.00%

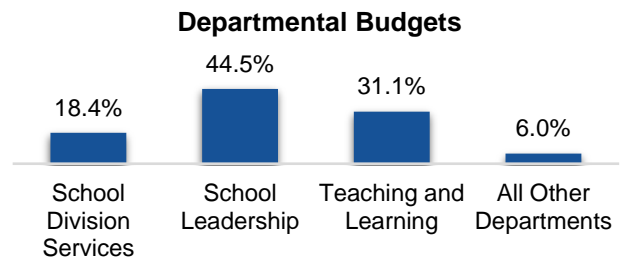
EXPENDITURES BY TYPE

	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	471,393,129	2,324,601	-	-	-	-	10,937,689	29,522,309	87,067	2,554,767	516,819,562
Fringe Benefits	176,716,823	773,891	-	-	-	-	4,610,424	11,299,228	28,076	195,437	193,623,879
Purchased Services	50,138,408	389,172	-	-	360	-	444,971	4,804,678	725,930	1,252,029	57,755,548
Other Charges	24,132,257	75,200	-	-	144,280	-	74,802	759,502	-	226,250	25,412,291
Materials and Supplies	30,720,643	240,167	-	260,244	5,360	850,000	16,439,734	15,012,933	5,365,511	611,300	69,505,892
Capital Outlay	5,402,082	-	1,088,036	-	-	-	1,225,593	88,000	-	188,991	7,992,702
Land, Structures and Improvements	222,577	-	-	-	-	-	-	-	-	-	222,577
Transfer(s) to Other Funds	11,940,085	-	-	-	-	-	-	-	-	-	11,940,085
Total Expenditure	770,666,004	3,803,031	1,088,036	260,244	150,000	850,000	33,733,213	61,486,650	6,206,584	5,028,774	883,272,536
PERCENT OF TOTAL	87.25%	0.43%	0.12%	0.03%	0.02%	0.10%	3.82%	6.96%	0.70%	0.57%	100.00%



EXPENDITURE BUDGETS BY DEPARTMENT

As mentioned previously, the administrative structure of VBCPS is divided into seven departments to manage the day-to-day operations of the division. Considering all funding sources, three departmental budgets account for 94.0 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 Budget	FY 2017/18 Budget	FY 2018/19 Approved	Variance
<i>Superintendent</i>					
School Operating	2,552,364	2,627,299	2,659,253	2,719,887	60,634
Superintendent Total	2,552,364	2,627,299	2,659,253	2,719,887	60,634
<i>Chief of Staff</i>					
School Operating	3,098,002	2,818,575	3,170,509	3,127,355	(43,154)
Chief of Staff Total	3,098,002	2,818,575	3,170,509	3,127,355	(43,154)
<i>Budget and Finance</i>					
School Operating	7,590,132	8,477,180	8,891,576	9,333,815	442,239
Categorical Grants	7,200,000	7,200,000	7,200,000	7,200,000	-
Other Funds	1,326,590	1,336,003	399,895	1,238,036	838,141
Budget and Finance Total	16,116,722	17,013,183	16,491,471	17,771,851	1,280,380
<i>Human Resources</i>					
School Operating	5,434,462	5,414,138	5,546,057	5,598,399	52,342
Human Resources Total	5,434,462	5,414,138	5,546,057	5,598,399	52,342
<i>Media and Communications</i>					
School Operating	1,885,894	2,180,016	2,316,073	2,426,155	110,082
Media and Communications Total	1,885,894	2,180,016	2,316,073	2,426,155	110,082
<i>School Division Services</i>					
School Operating	120,200,700	123,426,176	126,519,984	128,689,535	2,169,551
Categorical Grants	-	-	121,728	-	(121,728)
Other Funds	30,227,350	30,742,626	31,679,250	33,733,213	2,053,963
School Division Services Total	150,428,050	154,168,802	158,320,962	162,422,748	4,101,786
<i>School Leadership</i>					
School Operating	350,859,491	357,699,873	374,632,242	382,073,960	7,441,718
Green Run Collegiate	2,885,023	3,686,686	3,763,447	3,803,031	39,584
Categorical Grants	2,241,659	2,152,788	2,189,635	2,438,051	248,416
Other Funds	4,922,642	4,922,642	5,099,823	5,028,774	(71,049)
School Leadership Total	360,908,815	368,461,989	385,685,147	393,343,816	7,658,669
<i>Teaching and Learning</i>					
School Operating	197,439,524	209,018,130	217,024,170	222,334,730	5,310,560
Categorical Grants	43,669,501	42,147,121	42,622,745	45,931,160	3,308,415
Other Funds	9,094,147	9,182,874	5,179,602	6,206,584	1,026,982
Teaching and Learning Total	250,203,172	260,348,125	264,826,517	274,472,474	9,645,957
<i>Technology</i>					
School Operating	12,590,395	13,267,412	14,095,865	14,362,168	266,303
Categorical Grants	4,176,794	3,523,940	6,722,640	5,917,439	(805,201)
Other Funds	706,000	653,678	929,579	1,110,244	180,665
Technology Total	17,473,189	17,445,030	21,748,084	21,389,851	(358,233)
Total	808,100,670	830,477,157	860,764,073	883,272,536	22,508,463

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, considering that K-12 education is highly 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 substantial pressure on school budgets:

- **Programmatic Priorities** – The Virginia Beach 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 thoughtfully, strategically and efficiently.

Since FY 2017/18, the School Operating budget has included \$6.75 million in funding to support VBCPS' plans to continue a phased-in expansion of preschool and full-day kindergarten over the next several years. VBCPS is one of only three school divisions in the Commonwealth that do not currently offer full-day kindergarten to all eligible students. The planned implementation will expand full-day kindergarten to 53 elementary schools and increase the number of at-risk students served in the division's preschool program from 704 to 1,154 students by FY 2021/22. Full-day kindergarten is currently offered at 35 elementary schools with plans to add between 15 and 18 full-day classes each year. The preschool expansion will require the addition of six classes each year for four years and one additional class in the final year of expansion. The \$6.75 million budget is sufficient to fund the annual costs of implementing and expanding these programs for the first three years of the five-year plan, through FY 2019/20.

- **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 this strategic objective, the division has completed the final phase of its 1:1 technology initiative to provide Chromebooks to every student in kindergarten through 12th grade at all 86 schools and centers.

Additionally, the division has allocated one-time funding from multiple sources to replace broken and aging whiteboards with standalone interactive displays to further support transformational learning experiences for all students. This project will make it possible for students and staff to take advantage of enhanced features available in these interactive flat panel systems while alleviating the costly maintenance needs of the projector-based systems currently in place. A \$20 million systematic six-year replacement plan has been developed with a goal to install new panels in each school in the division by the 2022/23 school year, or sooner, as funding permits. The fiscal challenge moving forward will be to identify millions of dollars in funding for ongoing annual expenses related to device and display replacement/refreshment. It is evident that the purposeful use of technology will be integral to the instructional program as the division prepares students to master not only course content but globally competitive skills such as creativity, collaboration, critical thinking, communication and citizenship.



- **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 this goal is to provide a competitive compensation and benefit plan for employees. VBCPS ranks No. 1 in the Hampton Roads region for entry-level teacher salary compensation. In recent years VBCPS has budgeted funds, as available, to take incremental steps toward addressing internal equity and compression issues identified in the Unified Pay Scale. The FY 2018/19 School Operating budget fully funds the remaining equity adjustments for eligible employees, marking the completion of a six-year

process. Additional needs have been identified in other areas of compensation, primarily associated with increasing allowances for advanced degrees, reclassifying teacher assistants and moving selected positions to the Teacher Pay Scale. Improvements recommended by the administration would require budget increases totaling nearly \$10.3 million in ongoing, annual expenses.

- **Employee Benefits** – The national trend for health care costs is rising, partially as a result of increasing expenses for hospital stays and prescriptions. Locally, VBCPS did not increase employee premiums in FY 2017/18. The FY 2018/19 School Operating budget includes a moderate 1.0 percent increase in employee premiums along with a 1.0 percent increase to the employer cost for health care. Moving forward, VBCPS plans to budget a 3.0 percent increase to the employer portion of health care costs for FY 2019/20. These minor adjustments indicate a favorable trend and can be attributed to plan design changes, better education and communication, implementation of an online enrollment tool, a partnership with the Sentara Quality Care Network and a redesigned employee wellness program. As a result of these improvements, the Health Insurance fund balance has grown over the last two years. The 3.0 percent trend forecasted in future years assumes that the division will likely draw from the Health Insurance fund balance to cover some expenses for the health plan. The Benefits Executive Committee (a group of members from the city and school staffs) along with Mercer, a health care consulting firm, will continue to monitor medical expense claims, workplace needs, market trends and federal legislation that could impact costs.

In 2012, the General Assembly took action to require full funding of the 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 2017/18, the state budget increased the rate from 14.66 percent to 16.32 percent. This increase was due largely in part to the previous underfunding of the VRS plan during the economic downturn. Although the FY 2018/19 employer contribution rate dropped to 15.68 percent and provided a savings of approximately \$2.7 million, there is always a possibility that the rate could be adjusted if VRS elects to lower its expected rate of investment returns for the state's pension plan. Such a move would increase the employer contribution costs. Because retirement is a salary-sensitive benefit and VRS changes are unpredictable, 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. 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. This task force expired on July 1, 2018; no additional reports have been issued. The total impact of state and federal unfunded mandates to VBCPS is estimated at \$44 million annually. Approximately \$16 million of that total are mandates that originated either from 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. The financial impacts of federal mandates outlined in the Every Student Succeeds Act of 2015 (ESSA), the accountability model that replaced the No Child Left Behind (NCLB) Act of 2001, have not yet been fully assessed.
- **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 student enrollment and local ability to pay. According to a report on state education spending released by the Joint Legislative Audit and Review Commission in December 2018, the state spent about \$6 billion in FY 2017/18 to fund Virginia's constitutionally mandated K-12 Standards of Quality (SOQ). This equates to \$4,806, on average, for each of the state's 1.25 million elementary and secondary school students. State SOQ spending increased by 1.4 percent from FY 2016/17 to FY 2017/18, from \$5.91 to \$5.99 billion. This is the seventh consecutive annual increase, reflecting a general upward trend as revenues have recovered from the Great Recession. State K-12 SOQ spending per student increased by 1.1 percent from FY 2016/17 to FY 2017/18, from \$4,754 to \$4,806. This represented a statewide increase in spending per student of \$52. For Virginia Beach, total state SOQ spending per student increased by 1.2 percent over the same period, from \$4,758 to \$4,815. The total number of students statewide increased by 0.3 percent, or 3,213 students. Over the longer term, however, the growth in state K-12 SOQ spending per student has not kept pace with inflation as measured by the Consumer Price Index (CPI). Adjusted for inflation, state SOQ spending per student was \$649 less in FY 2017/18 than in FY 2008/09, in part because of the decrease in SOQ spending during the recession years (FY 2009/10 through FY 2011/12).

- **School Safety** – Because children and schools are the heart of a community, the topic of school safety and security is routinely discussed and analyzed. VBCPS believes that its first, and most important, priority is to create a safe educational environment that is conducive to student learning. Not only does VBCPS have an obligation to protect its students from external threats, but also to ensure that students who are experiencing a mental health crisis have access to appropriate services before that student becomes a danger to him/herself or others. In April 2018, VBCPS Superintendent Dr. Aaron Spence called for the formation of a Blue Ribbon Panel on School Safety and Security to analyze the school division's safety procedures, infrastructure and practices. This panel was to identify the division's current best practices as well as potential areas of improvement. The panel presented 11 recommendations to the School Board during a summer retreat.
- **Structurally Flawed Operating Budget** – The FY 2018/19 budget marks the ninth 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. 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 divisionwide 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.

SCHOOL OPERATING BUDGET SUMMARY FOR FY 2018/19

The School Operating budget provides for the day-to-day operations and maintenance of the division. Given that more than 87.0 percent of the total FY 2018/19 budget is appropriated in the School Operating fund, additional details are provided. The approved FY 2018/19 School Operating fund totals \$770,666,004. This is an increase of \$15.8 million, or nearly 2.1 percent, from the FY 2017/18 Approved Budget of \$754,855,729.

REVENUE HIGHLIGHTS

In the FY 2018/19 budget, local contributions 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, over 52.0 percent, from local contributions. The FY 2018/19 local contribution (generated through the Revenue Sharing Formula and other local contributions) totals \$403,187,436, an increase of \$17,641,963, or 4.6 percent, over the FY 2017/18 amount of \$385,545,473.
- 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 2018/19 is estimated at \$41,951,320, which represents a decrease of \$2,996,360, or 6.7 percent, from the FY 2017/18 amount of \$44,947,680.
- State revenue for FY 2018/19, which accounts for 35.4 percent of total operating revenue, decreased by \$718,403, compared to the FY 2017/18 budget of \$273,443,481. The FY 2018/19 total is \$272,725,078, which equates to a 0.3 percent decrease. The second component of state revenue, sales tax, increased by \$1,626,150, or 2.2 percent, compared to the FY 2017/18 Adopted Budget of \$73,718,340. Projected sales tax receipts represent 9.8 percent of VBCPS' revenue.
- In Virginia, school divisions receive the majority of state aid based on their local composite index (LCI). Counties and cities with a lower composite index receive more state funding than those with a higher index. The state calculates the LCI every two years. Calculations for the 2018-2020 biennium budget resulted in an increase for Virginia Beach's LCI from .3925 to .4046.
- The FY 2018/19 budget includes \$12,200,000 in federal revenue. This amount reflects level funding in Impact Aid program payments compared to the FY 2017/18 budget. Impact Aid program payments account for nearly 81.4 percent of the federal revenue funding projected for VBCPS in FY 2018/19.
- 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 \$6.8 million of School Reserve (reversion) revenue and \$409,000 in Sandbridge Tax Increment Financing (TIF) funds to balance the FY 2018/19 School Operating budget. The School Reserve revenue amount represents a decrease of \$2 million over the previous fiscal year when VBCPS used \$8.8 million of this one-time funding source to balance the School Operating budget. The Sandbridge TIF revenue reflects the same amount budgeted in FY 2017/18 for this source.

EXPENDITURE HIGHLIGHTS

This budget reflects considerable increases in revenue at the state and local levels. Combined with savings linked to lower VRS employer contribution rates and 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:

- Address salary scale issues by working to stop the growth of the “top of scale.” The FY 2018/19 budget moves all eligible employees up an experience step (0.5 percent), not to exceed the “top of scale.” Based on available funding, this budget also provides a 1.5 percent cost of living adjustment (COLA). The projected costs for these increases is \$10.5 million (inclusive of benefits).
- Fund the remaining costs to address the Unified Pay Scale equity adjustments.
- Increase the number of Digital Learning Anchor Schools by allocating \$1.5 million to support the division’s 1:1 technology initiative, providing access to technology and digital resources for personalized learning opportunities.
- Add 28.0 full-time equivalent (FTE) instructional positions to reduce class sizes strategically at the elementary and secondary levels, 12.0 high school counselor positions, 3.0 instructional technology specialists (ITS) and 10.0 technology support technician (TST) positions. The addition of these positions will cost approximately \$3.9 million.
- Purchase five additional regular education replacement buses, increasing the number of buses in the base budget to 38 and moving the division closer to the goal of replacing 50 buses per year. The FY 2018/19 budget also adds ongoing funding to replace two special education buses each year. Together, the cost for these additional buses is expected to be nearly \$700,000.
- Provide an additional ongoing funding source for the Office of Transportation Services to replace eight white fleet vehicles each year, add 2.0 FTE fleet technicians and maintain fleet tracking software to reduce fuel and operating costs. The total budgeted for these expenses in FY 2018/19 is just over \$580,000.
- Allocate additional funding required to support costs associated with special education program mandates in the division. In FY 2018/19, the budget will be increased by a little more than \$493,000 to meet our responsibility to provide a free and appropriate public education to all eligible children with disabilities. This may include payments for students parentally placed outside the division in residential facilities or reimbursement to parents for costs associated with private tuition and/or tutoring.
- Address the structural flaw in the School Operating budget by reducing our reliance on reversion funds. The FY 2018/19 budget uses \$6.8 million of School Reserve (reversion), down from approximately \$8.8 million used last fiscal year.
- Add 4.0 FTE Program Compliance Support Teacher (PCST) positions for the special education program, increasing the FY 2018/19 budget by \$302,438 (inclusive of salary and benefits).

Significant FY 2018/19 Expenditure Highlights Linked to Strategic Goals

▶ Personnel and Benefits (over \$12.5 million)

- GOAL 4 CULTURE OF GROWTH & EXCELLENCE

▶ Special Education Funding (nearly \$800,000)

- GOAL 1 HIGH ACADEMIC EXPECTATIONS
- GOAL 2 MULTIPLE PATHWAYS
- GOAL 3 SOCIAL-EMOTIONAL DEVELOPMENT
- GOAL 4 CULTURE OF GROWTH & EXCELLENCE

▶ Digital Learning and Technology Enhancements (approximately \$1.7 million)

- GOAL 2 MULTIPLE PATHWAYS

▶ Critical Staffing and Program Expansion (over \$4.0 million)

- GOAL 1 HIGH ACADEMIC EXPECTATIONS
- GOAL 2 MULTIPLE PATHWAYS
- GOAL 3 SOCIAL-EMOTIONAL DEVELOPMENT

BALANCING THE FY 2018/19 SCHOOL OPERATING BUDGET

	FY 2017/18 Budget	FY 2018/19 Proposed	FY 2018/19 Approved	Change
Revenue				
Federal	12,200,000	12,200,000	12,200,000	-
State	273,443,481	272,725,078	272,725,078	(718,403)
State Sales Tax	73,718,340	75,344,490	75,344,490	1,626,150
Local Contribution (RSF)	382,762,670	399,111,032	399,669,095	16,906,425
Other Local	3,518,341	3,518,341	3,518,341	-
School Reserve (reversion)	8,803,897	6,800,000	6,800,000	(2,003,897)
Sandbridge TIF Reallocation	409,000	409,000	409,000	-
	754,855,729	770,107,941	770,666,004	558,063
				Amount
				Balance
Superintendent's Estimate of Needs Budget Balancing				
				15,252,212
Baseline adjustments accomplished by strategically reprioritizing and realigning budget items			(1,481,720)	16,733,932
Savings from lower VRS employer contribution rate (16.32 to 15.68 percent)			(2,679,100)	19,413,032
Reduction of 19.0 FTEs as a result of revised guidelines for custodial staffing allocations			(591,600)	20,004,632
Experience step increase (.5 percent) and COLA (1.5 percent)			10,500,000	9,504,632
Funding to continue support of Unified Scale equity adjustments			2,062,000	7,442,632
Technology initiative – 1:1 access for all students			1,500,000	5,942,632
Additional 28.0 FTE instructional positions to strategically reduce class size (8.60 ES, 4.40 MS, 15.0 HS)			2,121,800	3,820,832
Additional 12.0 FTE High School Counselor positions			967,900	2,852,932
Additional 3.0 FTE Instructional Technology Specialists (2.5 ES and .5 MS)			257,200	2,595,732
Additional 10.0 FTE Technology Support Technician positions			557,000	2,038,732
Additional replacement school buses added to base budget (5 regular and 2 special education)			695,000	1,343,732
Additional funds for transportation (8 white fleet vehicles, 2.0 FTE fleet technicians and fleet software)			580,600	763,132
Funding to support special education program mandates			493,200	269,932
Student security software (allowing staff to monitor digital learning and online student interactions)			160,000	109,932
Staff to provide administrative and security support for Thoroughgood ES/Hermitage ES swing space			109,932	-
School Board Proposed Budget Balancing				
Additional 4.0 FTE Program Compliance Support Teacher (PCST) positions for the special education			302,438	(302,438)
Reduction of funding allocated for travel/professional improvement expenses			(242,653)	(59,785)
Reduction of funding allocated for other purchased services expenses			(59,785)	-
School Board Approved Budget Balancing - City Manager Reserve				
Funding for schools per updated RSF calculation; offset by a reduction to the City Manager Reserve				558,063
Additional 4.0 FTE behavior interventionist positions in the Office of Student Support Services			283,063	275,000
Funding to increase the frequency for the routine mowing and maintenance cycles for schools			275,000	-

SUPERINTENDENT'S ESTIMATE OF NEEDS BUDGET BALANCING STRATEGIES

There are many unpredictable factors affecting the projection of revenue and expenditures. As such, VBCPS develops and utilizes budget assumptions that are based on data and information available at the time the budget is formulated. To balance the FY 2018/19 School Operating budget, the following steps were taken:

- Sources of revenue have been analyzed for use in developing a balanced budget. The city shared information about local revenue contributions and debt service. The Governor's Amended 2018-2020 Biennial Budget and the General Assembly's preliminary direct aid estimated distributions were used to determine state funding for FY 2018/19. 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. For FY 2018/19, the ADM used in the development of the Governor's Amended budget was 66,590.50. Based on information provided by an internal demographer, VBCPS elected to utilize an ADM projection of 66,888 to determine state funding estimates for next fiscal year.
- Changes were made to reduce the baseline by strategically reprioritizing and realigning budget items for an overall savings of nearly \$1.5 million. Additional changes were made to reduce 19.0 custodial FTEs, primarily as a result of administrative changes to the FY 2017/18 Staffing Standards and Guidelines that adjusted the square footage used to determine the ratio of custodian allocations per school. The loss of these positions will be addressed through attrition.
- Benefits have been revised to reflect reduced VRS employer contribution rates and the corresponding savings of approximately \$2.7 million for FY 2018/19. The rate will drop by 0.64 percent, from 16.32 percent in FY 2017/18 to 15.68 percent in FY 2018/19. An increase of 2.0 percent has been applied to FTE personnel line items to increase base salaries for eligible employees effective July 1, 2018.
- Compensation parameters were updated to move all eligible employees up an experience step (0.5 percent), not to exceed the "top of scale." Based on available funding, this budget also provides a 1.5 percent COLA. The projected costs for these increases is \$10.5 million (inclusive of benefits).

- Slightly more than \$2 million in funding was allocated in the FY 2018/19 budget to cover the remaining costs associated with addressing the Unified Pay Scale equity adjustments.
- Instructional positions have been added to reduce class sizes at the elementary and secondary level, address staffing shortages for guidance counselors and instructional technology specialists, and support program expansions.
- Ongoing funding resources for transportation have been added in the FY 2018/19 budget to add 2.0 FTE fleet technicians, maintain fleet tracking software, and purchase additional replacement school buses and white fleet vehicles. The total budgeted for these expenses in FY 2018/19 is just under \$1.3 million.
- One-time reversion funds in the amount of \$6.8 million have been included in the FY 2017/18 budget as a source of revenue.

SCHOOL BOARD PROPOSED BUDGET BALANCING STRATEGIES

The superintendent presented a balanced budget to the School Board, outlining a strategic spending plan to meet the most pressing needs of the division. The SEON served as the starting point for the FY 2018/19 budget development process and was followed by a public hearing to solicit input from the community and a series of workshops designed to encourage discussion between members of the school board and the administration.

- During the final workshop, several school board members advocated for instructional positions in the special education program that were requested but not funded in the SEON budget development process. The projected costs for these additional 4.0 FTE PCST positions totaled \$302,438. Members of the School Board discussed the proposal and agreed to reduce funding allocated for travel and other purchased services to offset these ongoing costs and balance the budget.

SCHOOL BOARD APPROVED BUDGET BALANCING STRATEGIES - CITY MANAGER RESERVE

After the FY 2018/19 School Board Operating Budget was adopted in March, the City Council approved a Resource Management Plan with amendments. One of the amendments accounted for an increase of \$558,063 in additional revenue for VBCPS associated with the Revenue Sharing Formula (RSF) calculation. To account for the variance and balance, a reduction was posted to the City Manager Reserve and the funding was added to the schools' FY 2018/19 budget. On April 24, 2018, the School Board adopted an amended budget resolution that specified how the additional funds would be spent.

- The division plans to use \$283,063 to fund 4.0 FTE behavior interventionist positions in the Office of Student Support Services and will spend \$275,000 for grounds services to fund an increased frequency for the routine mowing and maintenance cycles for schools.

ACTIVITY BEYOND THE BALANCED BUDGET

The Virginia General Assembly failed to pass a budget by its original March deadline, primarily because the House of Delegates favored a version that included expanding Medicaid coverage, while a majority in the Senate opposed the idea. A special session to work toward a compromise measure convened in April and ended May 30 when the General Assembly adopted its final changes to the 2018-2020 biennial budget. The Governor signed the budget bill June 7 and VDOE released projected revenue figures to division superintendents June 8.

- The Governor's budget projected total lottery proceeds to increase by \$40.2 million during the biennium. The Senate proposed adding \$5.9 million to the Governor's lottery proceeds projection for FY 2018/19 and \$11.7 million in FY 2019/20. The House agreed with the Senate amendment and suggested using these additional funds to increase the Supplemental Lottery Per Pupil Allocation. The final General Assembly action for the 2018-2020 budget followed the House proposal.
- The available lottery proceeds are used to calculate a lottery per pupil amount, distributed based on the state share of the per pupil amount using the division's ADM and LCI. Based on the General Assembly's final compromise budget bill, it is estimated that VBCPS will receive an additional \$2.5 million in FY 2018/19 for this lottery-funded program. Delays at the state level did not afford VBCPS time to incorporate this additional revenue in the FY 2018/19 School Operating budget, but expenses were planned in anticipation of the final notice of direct aid payments and the surplus will be recorded throughout the year on financial statements.
- Divisions are permitted to spend these funds on both recurring and nonrecurring expenses in a manner that best supports the needs of the school system. In discussion during budget workshops in February, the majority of School Board members agreed that any additional state funds should be applied to increasing the cost of living adjustment for all employees. The salary resolution adopted unanimously by the Board June 11 increased the COLA amount from 1.5 to 1.9 percent.

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 TECHNOLOGY NEEDS

Technology Item Description (not in priority order)	One-Time	Annual
Technology initiative – 1:1 access for all students in grades one through 12 and instructional staff	1,544,000	5,500,000
Interactive white board replacement (4,661 devices)	19,962,000	3,477,000
Access layer switching replacement (eRate funding may be available)	10,000,000	
Unified Communication - telephone system upgrade	5,000,000	714,000
Infrastructure cabling and upgrade	2,910,000	216,000
\$2,015,000 Cabling upgrade for various locations (one-time)		
600,000 College Park & Transportation network redesign (one-time)		
295,000 Infoblox grid enhancement (\$79,000 one-time and \$216,000 annually)		
Copier/Multifunction Device (MFD) replacement	721,000	428,000
Security Enhancement	540,000	420,000
\$340,000 Security threat identification software (\$40,000 one-time and \$300,000 annually)		
600,000 Student offsite filtering (\$120,000 annually)		
500,000 Data Loss Prevention Solution (one-time)		
Hyper-converged Azure Cloud Integration (Data Center phase III)		150,000
Infrastructure Replacement	700,000	
\$525,000 Local host server replacement		
175,000 F5 External SSO/Internal SIS Load Balancer		
Network monitoring and troubleshooting system	500,000	
Video Intercom with Central Control Platform (buzz system) (85 schools) (pilot school - Princess Anne ES)	282,000	
Department of Technology Total	42,150,000	10,005,000

UNMET OPERATING NEEDS

Non-Technology Item Description (not in priority order)	One-Time	Annual
School bus replacement - 150 buses are behind schedule	9,928,000	4,750,000
Eliminate need for one-time funds in balancing budget	6,800,000	
Additional personnel cost:		8,327,000
\$5,719,000 Increase allowances for advanced degrees		
1,345,000 Move selected positions to the Teacher Pay Scale		
1,263,000 Revise and increase Additional Duty Supplements		
Additional full-time equivalent (FTE) positions:		2,957,500
\$1,105,000 17.0 Teachers - strategic class size reduction for class loads over 120 students (MS)/150 students (HS) (ES 1.40; MS 5.60; HS 10.0)		
1,072,500 16.5 Fine Arts Teachers (ES 7.2; MS 3.9; 5.4 HS)		
487,500 7.5 Literacy Coach (MS 2.0; HS 5.5)		
292,500 4.5 Math Coach (MS 2.0; HS 2.5)		
School building projects:	3,407,000	
\$2,210,000 Paint entire interior of selected school buildings - 23 buildings are past the 10 year painting schedule		
1,197,000 Paint, ceiling tile, and gutter projects at Ocean Lake ES, Kingston ES, Lynnhaven MS, Plaza MS, and Larkspur MS		
Baseball/softball field lights (7.5 schools)	5,250,000	
Reclassify teacher assistants:		3,251,000
\$1,905,000 Equity adjustments as a result of moving teacher assistants to Grade 10		
1,346,000 Reclassify teacher assistants to the minimum of Grade 10		
Field turf for stadium field of one designated high school	1,250,000	
White fleet replacement vehicles	2,321,000	700,000
Operating Items Total	28,050,000	10,085,500

The following items were not built into the FY 2018/19 budget, but will be funded with one-time reversion funds:

- Replacement school buses
- White fleet replacement vehicles
- Interactive white board replacements
- Support for the Office of Safe Schools (e.g. cameras, computers, fencing, repositioning security kiosks)
- New and flexible replacement classroom furniture

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 GRC Charter School.

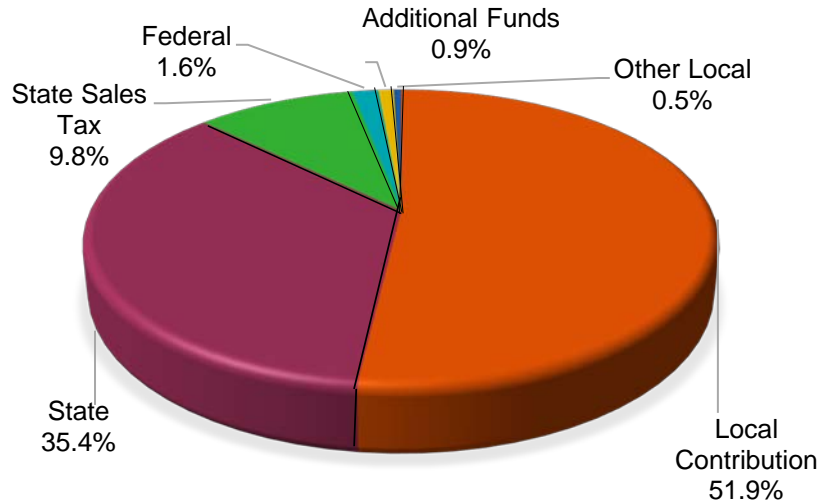
Because more than 87.0 percent of the total FY 2018/19 budget is appropriated in the School Operating fund, details and brief descriptions of the different revenue and expenditure types, classifications and categories are provided in the charts on the following pages.

SCHOOL OPERATING FUND REVENUE SOURCES

The FY 2018/19 School Operating fund revenue budget totals \$770,666,004, an increase of \$15.8 million, or 2.1 percent, from the FY 2017/18 budget.

Local revenue contributions from the city continue to be the most substantial source of revenue. As state funding declines, localities are increasingly providing additional funding for school divisions. The budget for local revenue for VBCPS in FY 2018/19 is projected to total approximately \$400 million, an increase of \$16.9 million, or a little over 4.4 percent from the previous fiscal year.

Funding from state direct aid and state sales tax combined provide approximately 46.0 percent of total School Operating fund revenue. The remaining revenues are obtained from federal aid, other local contributions and school reserve (reversion) funds.



Federal.....\$12,200,000

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 a little over 81.0 percent of the federal revenue funding projected for VBCPS in FY 2018/19.

State\$272,725,078

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 35.4 percent of VBCPS' FY 2018/19 funding, is projected to increase a little under \$1 million, or 0.26 percent from FY 2017/18. The most significant changes for this revenue source are the incentive programs, which decreased a little more than \$1.3 million from the previous year.

State Sales Tax\$75,344,490

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 state sales tax revenue for VBCPS in FY 2018/19 is \$75.3 million, an increase of \$1.6 million, or 2.2 percent, compared to the FY 2017/18 Approved Budget.

Local Contribution.....\$399,669,095

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 2018/19 is \$399,669,095 million, an increase of nearly \$16,906,425, or 4.4 percent, compared to the FY 2017/18 Approved Budget.

Other Local\$3,518,341

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 2018/19 is \$3.5 million, reflecting level funding when compared to the FY 2017/18 Approved Budget.

Additional Funds (non-recurring)\$7,209,000

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. For FY 2018/19, VBCPS will use \$6.8 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 over \$2.0 million, or 22.7 percent, compared to the additional funds budgeted in FY 2017/18.

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 2018/19 incorporated small changes to summer school tuition, driver's education program fees and course fees. 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.

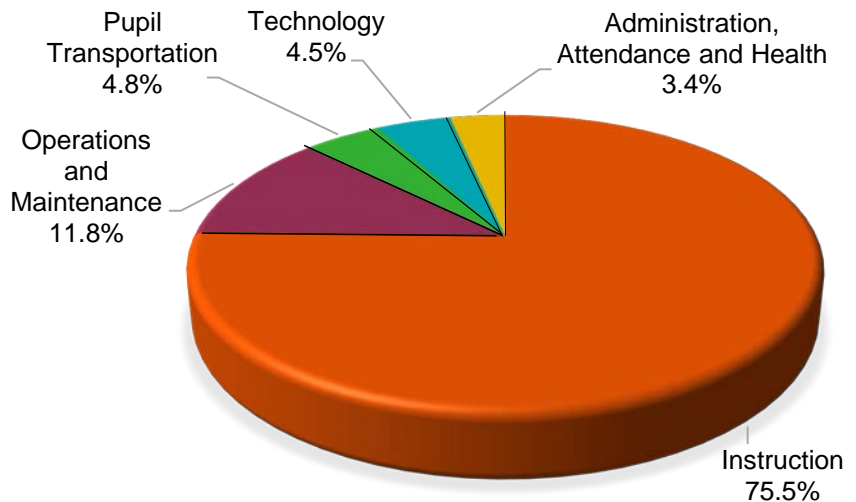
OTHER SUSTAINABLE SOURCES OF LOCAL REVENUE

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, 2018, there were 4,467 Partners in Education working with schools throughout the division. Thousands of individuals serve as volunteers in our schools each year. In fact, during the 2017/18 school year, more than 31,000 volunteers and partners in education donated 388,000 hours of service, which emphasizes the value of community outreach efforts. The value of the donated volunteer hours is estimated at more than \$9 million dollars (based on the \$24.69 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 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 2018/19 budget.

Expenditures for instruction are expected to total nearly \$582 million for FY 2018/19, an increase of \$34.5 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 2018/19, the combined amount budgeted for salaries and benefits totals 84.1 percent of the School Operating fund expenditures.



MAJOR CATEGORY CLASSIFICATION

Instruction	\$581,754,262
<i>Includes: activities that deal directly with the interaction between teachers, aides or classroom assistants and students</i>	
Administration, Attendance and Health	\$25,872,553
<i>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</i>	
Pupil Transportation.....	\$36,910,951
<i>Includes: activities concerned with transporting students to and from school as mandated by state and federal law</i>	
Operations and Maintenance	\$91,094,755
<i>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</i>	
Technology	\$35,033,483
<i>Includes: technology-related expenditures as required by the General Assembly</i>	

TYPE

Personnel Services.....	\$471,393,129
<i>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)</i>	
Fringe Benefits.....	\$176,716,823
<i>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</i>	
Purchased Services.....	\$50,138,408
<i>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)</i>	
Other Charges	\$24,132,257
<i>Includes: payments of utilities, postage, telecommunications, insurance, rentals, travel and other miscellaneous charges</i>	

Materials and Supplies	\$30,720,643
<i>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</i>	
Capital Outlay	\$5,402,082
<i>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)</i>	
Land, Structures and Improvement	\$222,577
<i>Includes: expenditures of projects that are less than \$1 million in estimated cost</i>	
Transfers to Other Funds	\$11,940,085
<i>Includes: the conveying of cash from one fund (e.g., School Operating) to another fund (e.g., Textbooks) without recourse</i>	



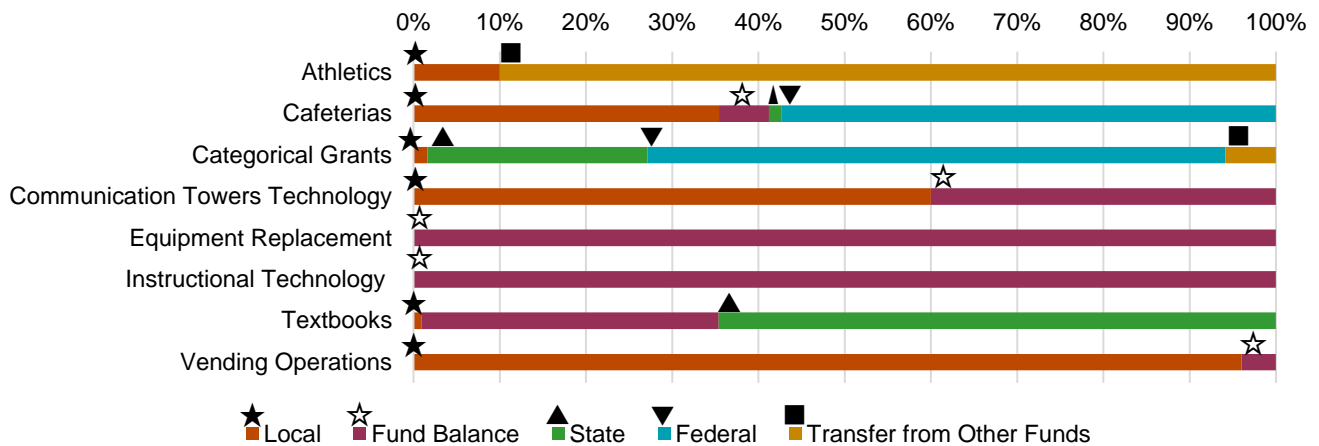
SPECIAL REVENUE FUNDS

Although the majority of the total FY 2018/19 School Operating 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 over \$108 million, or 12.0 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 type for VBCPS budgeted special revenue funds.

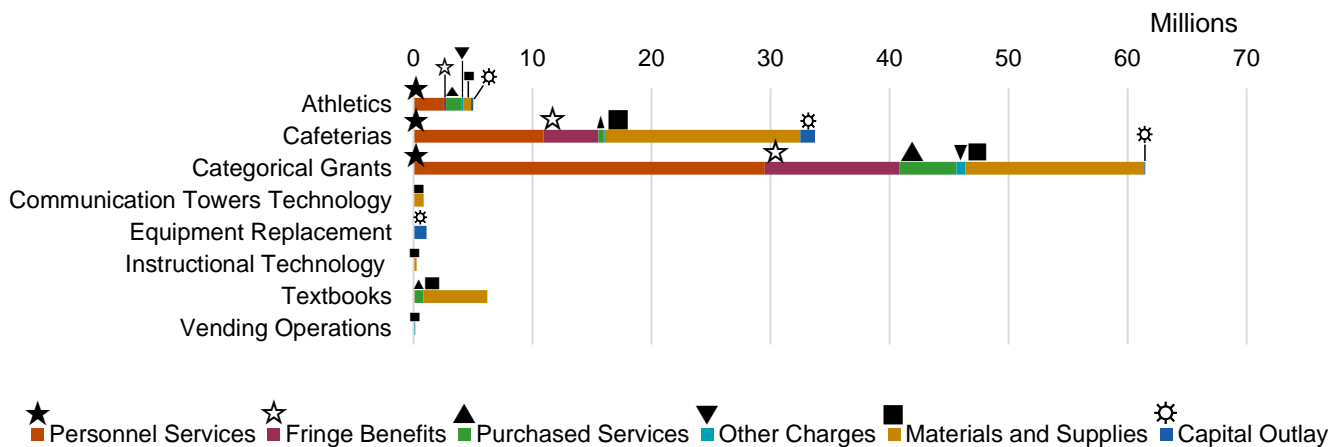
	FY 2017/18 Budget	FY 2018/19 Approved	Variance
Athletics	5,099,823	5,028,774	(71,049)
Cafeterias	31,679,250	33,733,213	2,053,963
Categorical Grants	58,856,748	61,486,650	2,629,902
Communication Towers Technology	850,000	850,000	-
Equipment Replacement	170,193	1,088,036	917,843
Instructional Technology	79,579	260,244	180,665
Textbooks	5,179,602	6,206,584	1,026,982
Vending Operations	229,702	150,000	(79,702)
Total	102,144,897	108,803,501	6,658,604

The FY 2018/19 budget for all special revenue funds is expected to increase by approximately \$6.7 million from FY 2017/18.

Revenue Sources for Categorical Grants and Other Funds



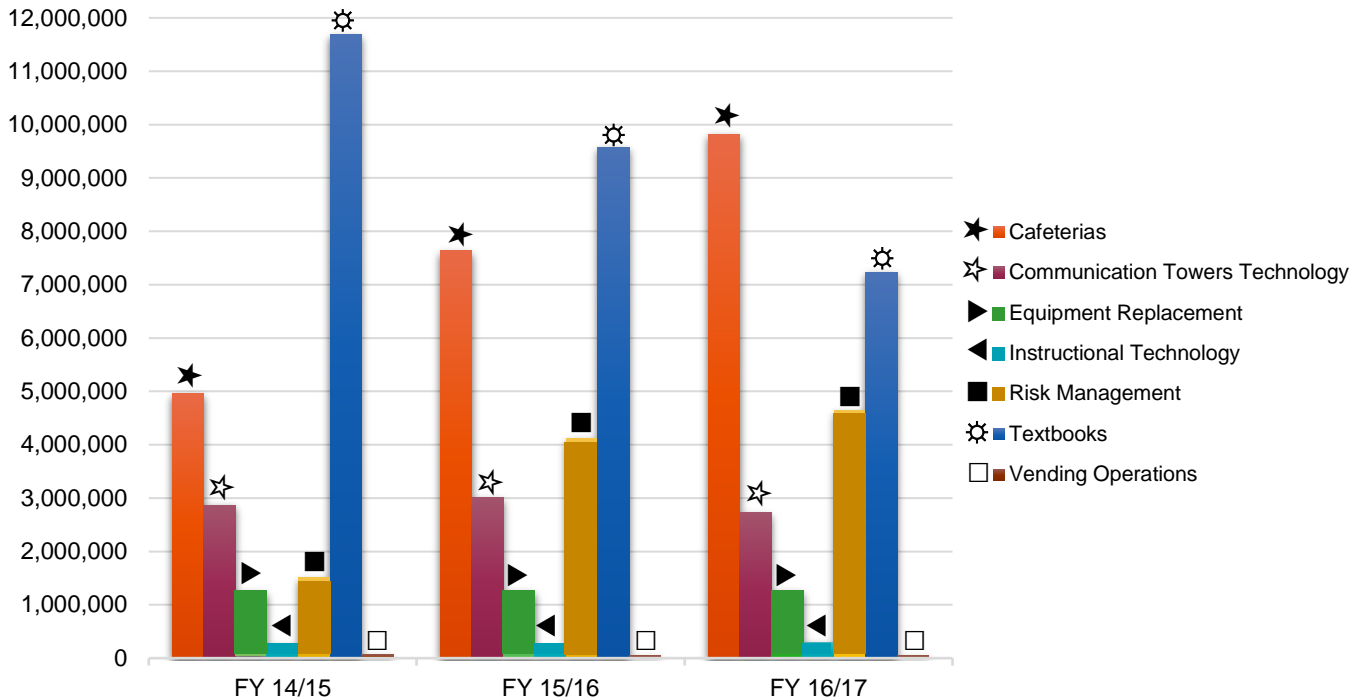
Expenditure Categories for Categorical Grants and Other Funds



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, 2017. 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	
	2014/15	2015/16	2016/17	2017/18	2018/19
Cafeterias	4,959,242	7,637,040	9,813,084	6,000,000	6,000,000
Communication Towers Technology	2,865,114	3,002,341	2,725,648	2,700,000	2,700,000
Equipment Replacement	1,247,898	1,251,494	1,258,229	1,100,000	1,100,000
Instructional Technology	265,678	200,950	296,823	300,000	300,000
Risk Management	1,503,534	4,112,685	4,640,579	3,600,000	3,600,000
Textbooks	11,688,657	9,573,944	7,236,225	3,000,000	3,000,000
Vending Operations	64,891	42,019	45,406	40,000	40,000

FINANCIAL TRENDS AND FORECASTS

LOCAL SUPPORT FOR VIRGINIA BEACH CITY PUBLIC SCHOOLS

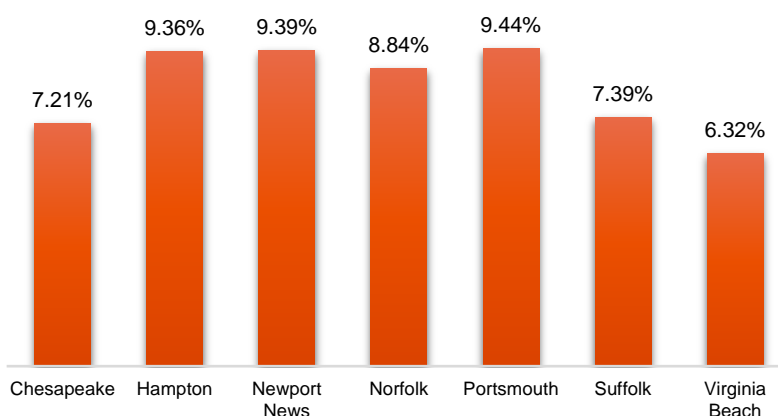
The School Board of the City of Virginia Beach serves the largest city in the Commonwealth of Virginia and oversees a school system ranked as the No. 4 largest in the state, with a school enrollment of approximately 67,000 students and more than 9,000 employees. The School Board is a component unit of 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 and is currently at \$71,117. 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.

The city's FY 2018/19 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 2018/19 combined operating budgets for the city and schools total over \$2.0 billion, an overall increase of 2.0 percent from the previous fiscal year. This is the fifth year of local real estate assessment growth. The table below illustrates the impact city taxes may have on families.

Relative Measure of Tax Burden
Per Capita Expenditures as a Percentage of Per Capita Income



Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2018/19

Typical Family Tax Impact

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Real Estate Tax	2,054.12	2,089.05	2,001.36	2,054.37	2,230.47	2,285.91	2,374.92	2,429.06
Personal Property Tax	193.05	236.01	238.29	287.03	310.35	319.16	332.27	326.02
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	73.68	73.92	74.64	75.24	75.24	76.32	76.32	76.32
Water Utility Tax	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00
Restaurant Tax	143.44	147.95	140.86	149.22	149.22	149.22	140.86	156.53
Admissions Tax	18.15	15.41	15.10	14.19	14.19	14.19	14.19	16.95
Vehicle License Decal	50.00	50.00	50.00	50.00	60.00	60.00	60.00	60.00
Storm Water Utility Fee	115.34	133.59	151.84	158.05	158.05	158.05	167.17	167.17
Residential Refuse Fee	60.00	120.00	256.32	256.32	256.32	276.00	276.00	276.00
Water & Sewer	635.88	668.76	703.56	740.16	740.16	740.16	740.16	740.16
Total Tax Impact	3,451.66	3,642.70	3,739.96	3,892.57	4,101.98	4,186.99	4,298.25	4,356.21
Annual Change	99.61	191.03	97.27	152.60	209.42	85.01	111.25	57.96

Notes: Figures come from 2016 BLS Consumer Expenditure Survey for Virginia Beach's median income level

Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2018/19

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 2017/18, the real property tax rate was \$1.0025 per \$100 of assessed valuation (100 percent of fair market value except for public service corporation properties); an additional \$0.06 per \$100 of assessed valuation is charged to those residents of Sandbridge; an additional \$0.45 per \$100 of assessed valuation is charged to all real estate within Town Center Special Service District (SSD); an additional \$0.184 per \$100 of assessed valuation is charged to all real estate within the Old Donation SSD; an additional \$0.569 per \$100 of assessed valuation is charged to all real estate within the Bayville Creek SSD, not exempt from taxation; an additional \$0.1594 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 \$0.8525 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 \$0.5325 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.

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%
2016/17	0.99	528,410,384	3.50%
2017/18	1.0025	551,883,966	4.44%

*Tax rate per \$100 of assessed value.

Source: City of Virginia Beach, Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2018

Assessed Value and Total Estimated Value of Taxable Property

Fiscal Year	Real Property					Personal Property				Direct Tax Rate	Total Estimated Actual Taxable Property Value
	Residential Assessed Value	Commercial Assessed Value	Public Service Assessed Value	Total Taxable Assessed Value	Tax Rate	Residential Assessed Value	Commercial Assessed Value	Total Taxable Assessed Value			
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	895,479,945	52,911,854,449	0.9900	3,552,544,174	1,029,515,444	4,582,059,618	4.00	57,493,914,067	
2016/17	45,017,777,981	8,822,768,056	945,094,380	54,785,640,417	0.9900	3,612,948,282	1,079,435,074	4,692,383,356	4.00	59,478,023,773	
2017/18	46,426,321,920	9,094,379,313	983,607,868	56,504,309,101	1.0025	3,662,270,285	1,124,495,564	4,786,765,849	4.00	61,291,074,950	

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2018

The most significant indicator in terms of the municipal budget is the continued growth in real estate assessments for FY 2018/19. After five consecutive years of decline, residential assessments are projected to increase for a fifth consecutive year. Local funding provided to VBCPS for FY 2018/19 includes \$29.3 million of dedicated real estate tax. Real estate revenues are the city's single largest revenue source and comprise 42 percent of local revenue collected.

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. 21, 2017.

VBCPS Five-Year Forecast

	FY 2018/19 Forecast	FY 2019/20 Forecast	FY 2020/21 Forecast	FY 2021/22 Forecast	FY 2022/23 Forecast
REVENUE CATEGORY:					
Local (RSF)	436,149,554	444,983,377	453,926,729	463,125,190	472,179,891
Other Local	3,518,341	3,518,341	3,518,341	3,518,341	3,518,341
State	278,912,351	285,885,159	294,461,714	303,295,566	312,394,433
State Sales Tax	75,561,299	77,450,331	79,773,841	82,167,056	84,632,068
Federal	12,200,000	12,200,000	12,200,000	12,200,000	12,200,000
School Reserve (reversion)	6,800,000	4,800,000	2,800,000	800,000	-
Sandbridge TIF	409,000	-	-	-	-
Transfer(s) from other funds	-	-	-	-	-
Revenue Total	813,550,544	828,837,208	846,680,625	865,106,153	884,924,732
EXPENDITURE CATEGORY:					
Personnel Services	471,165,890	481,861,146	491,498,369	501,328,336	511,354,903
Fringe Benefits	180,165,998	184,628,944	188,886,020	193,247,062	197,714,714
Purchased Services	50,201,195	51,205,219	52,229,323	53,273,910	54,339,388
Other Charges	56,742,547	57,877,398	59,034,946	60,215,645	61,419,958
Materials and Supplies	-	-	-	-	-
Capital Outlay	4,991,259	5,441,259	5,891,259	6,341,259	6,791,259
Land, Structures and Improvement	222,577	222,577	222,577	222,577	222,577
Transfer(s) to Other Funds	11,991,489	12,322,226	12,388,514	12,456,207	12,525,337
PAYGO	-	-	-	-	-
Debt Service	41,951,320	44,583,067	44,558,369	45,429,259	45,830,953
Expenditure Total	817,432,275	838,141,836	854,709,377	872,514,255	890,199,089
Expenditures Variance	(3,881,731)	(9,304,628)	(8,028,752)	(7,408,102)	(5,274,356)

REVENUE ASSUMPTIONS

This forecast reflects increases in revenue at the state and local levels and begins to reverse the impact of significant cuts VBCPS has sustained since 2008.

- State Shared Sales Tax
 - Expected to increase by 2.5 percent for FY 2018/19, the first year of the state's 2018-2020 biennial budget
 - Increasing by 2.5 percent in FY 2019/20 and by 3.0 percent for each of the forecast years from FY 2020/21 to FY 2022/23
- Other State Revenue
 - Expected to increase by 2.0 percent for FY 2018/19
 - Increasing by 2.5 percent in FY 2019/20 and by 3.0 percent for each of the forecast years from FY 2020/21 to FY 2022/23
- Local Revenue Sharing Formula
 - Expected to increase by nearly 2.0 percent for FY 2018/19, primarily as a result of improved revenue projections for consumer-driven growth and collections from real estate and personal property taxes
 - Increasing slightly more than 2.0 percent each of the forecast years from FY 2019/20 to FY2021/22 and just below 2.0 percent in FY 2022/23

- Federal Revenue
 - Expected to remain flat at approximately \$12.2 million from FY 2018/19 to FY 2022/23
- Other Revenue Sources
 - Anticipate reducing the reliance on reversion funding by \$2 million each year of the forecast period until this revenue source is no longer needed to balance the School Operating budget by FY 2022/23
 - Sandbridge TIF funds of \$409,000 will be diverted to the School Operating budget for the FY 2018/19 forecast year

EXPENDITURE ASSUMPTIONS

This forecast illustrates that changes to salary and benefit compensation parameters can have a significant cost impact for VBCPS, considering that expenditures of this type account for over three-quarters of the School Operating budget.

- Personnel Services and Fringe Benefits
 - Each year of the forecast period includes a 2.0 percent salary increase
 - The current FY 2017/18 VRS rate of 16.32 percent is expected to drop by 0.64 percent in FY 2018/19 to 15.68 percent, and remain flat at that rate from FY 2019/20 through FY 2022/23
 - Health insurance rates are projected to rise by 3.0 percent each year from FY 2018/19 to FY 2022/23
- Non-Personnel
 - All non-personnel budget line items impacted by inflation are expected to increase by approximately 2.0 percent each year of the forecast period
 - Capital outlay expenditures are expected to increase by approximately \$450,000 to purchase five additional replacement school buses each year from FY 2018/19 to FY 2022/23.

CAPITAL IMPROVEMENT PROGRAM

Having adequate public infrastructure is important to the effective and efficient delivery of services to the public. The acquisition, construction, expansion, maintenance, rehabilitation, sustainment and upgrading of infrastructure for resiliency results in a major demand on the financial resources of any government that must be planned for in advance and must be comprehensive. For these reasons, the School Board, in conjunction with the City Council, annually develops a six-year CIP to define needs, set priorities, plan funding and anticipate impacts of proposed capital projects on the School Operating budget. Through the CIP, VBCPS implements School Board priorities for large cost, long-term improvements to schools/facilities and for the acquisition of technology systems and equipment.

The FY 2018/19 - 2023/24 CIP is the financial plan for capital projects beginning July 1, 2018, through June 30, 2024. The budget encompasses anticipated revenues and expenditures for FY 2018/19 (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 nearly \$47.5 million for FY 2018/19 and a little over \$276 million for the entire six-year capital program through 2024.

FY 2018/19 - FY 2023/24 CIP Funding Sources

Funding Source	Year 1 FY 2018/19	Year 2 FY 2019/20	Year 3 FY 2020/21	Year 4 FY 2021/22	Year 5 FY 2022/23	Year 6 FY 2023/24
Charter Bonds	32,300,000	47,300,000	32,300,000	32,300,000	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	5,000,000	-	-	-	-	-
PAYGO	500,000	1,000,000	1,500,000	2,000,000	3,000,000	5,000,000
Interest/Sale of Property ^{1, 2}	6,070,000	6,980,000	-	-	-	-
Energy Performance Contracts Funding	-	5,000,000	5,000,000	5,000,000	-	-
State Construction Grants	-	-	-	-	-	-
Lottery Funds	-	-	-	-	-	-
Total	47,461,000	63,871,000	42,391,000	42,891,000	38,891,000	40,891,000

¹The amount of \$6,070,000 in FY 2018/19 includes interest earned, \$1,500,000, from last years sale of ALC and \$4,500,000 for pending sale of Witchduck Road property.

²The amount of \$6,980,000 in FY 2019/20 assumes the sale of the Laskin Road Annex property.

Source: City of Virginia Beach, Resource Management Plan Capital Improvement Program FY 2018/19

FY 2018/19 - FY 2023/24 CIP Project Costs

CIP #	Project Category	Total Project Cost	Six-Year Appropriations	Appropriations to Date	Year 1 FY 2018/19	Year 2 FY 2019/20	Year 3 FY 2020/21	Year 4 FY 2021/22	Year 5 FY 2022/23	Year 6 FY 2023/24
1-003	Renovations and Replacements - Energy Management/Sustainability	14,875,000	14,875,000	3,875,000	2,000,000	1,600,000	1,700,000	1,800,000	1,900,000	2,000,000
1-004	Tennis Court Renovations Phase II	1,000,000	1,000,000	800,000	200,000	-	-	-	-	-
1-025	Kempsville High School Entrepreneurial Academy	950,000	950,000	950,000	-	-	-	-	-	-
1-035	John B. Dey Elementary School Modernization	25,989,241	25,989,241	25,989,241	-	-	-	-	-	-
1-043	Thoroughgood Elementary School Replacement	28,970,000	28,270,000	22,888,759	6,081,241	-	-	-	-	-
1-056	Princess Anne Middle School Replacement	78,873,759	78,873,759	35,141,000	14,834,759	28,898,000	-	-	-	-
1-095	Comprehensive Long-Range Facilities Planning Update	300,000	300,000	300,000	-	-	-	-	-	-
1-102	21st Century Learning Environment Improvements	2,100,000	2,100,000	2,100,000	-	-	-	-	-	-
1-107	Princess Anne High School Replacement	127,350,000	83,082,000	-	-	6,568,000	19,841,000	19,041,000	18,641,000	18,991,000
1-110	Energy Performance Contracts Phase II	30,000,000	30,000,000	10,000,000	5,000,000	5,000,000	5,000,000	5,000,000	-	-
1-099	Renovations and Replacements - Grounds Phase II	11,675,000	11,675,000	11,675,000	-	-	-	-	-	-
1-178	Renovations and Replacements - Grounds Phase III	9,325,000	9,325,000	-	1,325,000	1,400,000	1,500,000	1,600,000	1,700,000	1,800,000
1-103	Renovations and Replacements - HVAC Phase II	45,367,724	45,367,724	45,367,724	-	-	-	-	-	-
1-179	Renovations and Replacements - HVAC Phase III	45,250,000	45,950,000	-	5,650,000	6,750,000	7,250,000	7,850,000	8,500,000	9,250,000
1-104	Renovations and Replacements - Reroofing Phase II	35,025,639	35,025,639	35,025,639	-	-	-	-	-	-
1-180	Renovations and Replacements - Reroofing Phase III	30,000,000	30,000,000	-	4,200,000	4,450,000	4,750,000	5,100,000	5,500,000	6,000,000
1-105	Renovations and Replacements - Various Phase II	15,033,273	15,033,273	15,033,273	-	-	-	-	-	-
1-182	Renovations and Replacements - Various Phase III	13,175,000	13,175,000	-	1,850,000	1,975,000	2,100,000	2,250,000	2,400,000	2,600,000
1-184	Plaza Annex Office Addition	13,300,000	13,300,000	250,000	6,070,000	6,980,000	-	-	-	-
1-185	Elementary School Playground Equipment Replacement	1,500,000	1,500,000	-	250,000	250,000	250,000	250,000	250,000	250,000
1-233	Old Donation School	63,615,000	63,615,000	63,615,000	-	-	-	-	-	-
Grand Total (all projects)		593,674,636	549,406,636	273,010,636	47,461,000	63,871,000	42,391,000	42,891,000	38,891,000	40,891,000
Targets					47,461,000	63,871,000	42,391,000	42,891,000	38,891,000	40,891,000
Difference					-	-	-	-	-	-

Source: City of Virginia Beach, Resource Management Plan Capital Improvement Program FY 2018/19

CIP Project 1-056 Princess Anne Middle School Replacement



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 2014/15 Actual	FY 2015/16 Actual	FY 2016/17 Actual	FY 2017/18 Budget	FY 2018/19 Budget
Debt Service	44,986,273	44,115,909	45,704,383	44,947,680	41,951,320

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2018

BOND RATING AND MARKET CONDITIONS

For nine consecutive years, 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 have 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 key rating drivers are: exceptional financial management, moderate debt and rapid amortization, large diverse tax base, comprehensive financial policies, conservative budgeting, and full funding of retirement costs. The number of municipal defaults as well as increased transparency requirements of the Government Accounting Standards Board (GASB) have caused the rating agencies to put greater emphasis on pensions, retiree health care, and debt issuance and administration in their rating analyses.

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 2018

Bond Amortization Schedule

Issue Description	Original Issue/Allocated Amount	Principal Outstanding as of 6/30/18	Interest Outstanding as of 6/30/18	Principal Due FY 2019	Interest Due FY 2019	Total Due FY 2019	Principal Outstanding as of 6/30/19	Interest Outstanding as of 6/30/19
2002 \$7,500,000 State Literary Fund (Taxable) Cooke ES	7,500,000	1,500,000	112,500	375,000	45,000	420,000	1,125,000	67,500
2008B \$6,350,705 VPSA Virginia Beach Middle	6,350,705	3,703,609	1,102,014	306,286	186,839	493,125	3,397,323	915,176
2009 \$72,000,000 GOPI Bonds	27,221,760	1,601,280	80,064	1,601,280	80,064	1,681,344	-	-
2009A \$20,755,000 GOPI Refunding	12,262,054	11,384,716	883,379	3,234,630	439,186	3,673,816	8,150,086	444,193
2009B \$78,875,000 GOPI Refunding	30,524,625	22,109,310	1,723,298	6,041,070	814,023	6,855,093	16,068,240	909,275
2010 A1 & A2 \$60,000,000 GOPI Bonds	26,771,995	16,063,200	5,160,972	1,338,600	768,356	2,106,956	14,724,600	4,392,616
2010-1 \$4,875,000 VPSA QSCB	4,875,000	2,595,000	691,362	285,000	137,795	422,795	2,310,000	553,568
2011A \$90,000,000 GOPI Bonds	32,930,245	4,584,450	271,907	1,531,850	154,432	1,686,282	3,052,600	117,475
2012A \$65,000,000 GOPI Bonds	27,092,845	5,418,400	677,300	1,354,600	270,920	1,625,520	4,063,800	406,380
2012B \$19,630,000 GO Refunding Series	8,949,317	8,949,317	1,866,797	980,185	447,466	1,427,651	7,969,132	1,419,331
2013A \$22,885,000 GOPI	22,885,000	18,320,000	5,209,750	1,145,000	652,650	1,797,650	17,175,000	4,557,100
2013B \$33,795,000 GOPI Refunding	11,328,124	5,652,228	1,285,415	-	235,421	235,421	5,652,228	1,049,994
2014A \$85,055,000 GOPI	40,517,022	32,752,500	11,849,640	2,048,520	1,473,934	3,522,454	30,703,980	10,375,706
2015A \$51,295,000 GOPI	7,075,000	6,025,000	2,157,650	350,000	260,425	610,425	5,675,000	1,897,225
2015B \$56,530,000 GOPI Refunding	27,394,438	27,394,438	8,116,263	-	1,334,370	1,334,370	27,394,438	6,781,892
2016A \$61,255,000 GOPI	38,095,000	34,290,000	12,439,650	1,905,000	1,428,750	3,333,750	32,385,000	11,010,900
2016B \$50,430,000 GOPI Refunding	29,168,712	9,776,369	2,420,731	2,127,425	433,373	2,560,798	7,648,944	1,987,358
2017A \$71,530,000 GO PI Refunding	27,690,000	27,690,000	11,333,463	-	1,301,863	1,301,863	27,690,000	10,031,600
2018A \$67,595,000 GOPI	24,045,000	24,045,000	9,744,975	1,205,000	993,975	2,198,975	22,840,000	8,751,000
General Obligation (GO) Bonds and Loans Total		263,854,817	77,127,129	25,829,446	11,458,841	37,288,287	238,025,371	65,668,288
2010A \$17,000,000 Public Facility Revenue Bonds	5,000,000	999,940	45,997	499,970	30,498	530,468	499,970	15,499
2012-A \$22,580,000 Public Facility Revenue Bonds	431,245	323,433	91,100	21,562	12,614	34,176	301,871	78,486
2013A \$20,960,000 Public Facility Revenue Bonds	3,805,510	2,119,720	329,061	424,587	74,614	499,201	1,695,134	254,447
2014A \$44,975,000 Public Facility Revenue Bonds	3,972,135	3,109,392	965,939	231,837	139,097	370,934	2,877,555	826,842
2015A \$48,245,000 Public Facility Revenue Bond	15,295,000	13,005,000	4,353,806	765,000	525,938	1,290,938	12,240,000	3,827,869
2016A \$21,225,000 Public Facility Revenue Bond	885,000	840,000	309,350	45,000	35,275	80,275	795,000	274,075
2018A \$33,395,000 Public Facility Revenue Bonds	21,565,000	21,565,000	7,142,930	1,045,000	971,655	2,016,655	20,520,000	6,171,275
Public Facility Revenue Bonds (PFRB) Total		41,962,486	13,238,184	3,032,956	1,789,691	4,822,647	38,929,530	11,448,493
Total Schools Debt Service		305,817,303	90,365,313	28,862,402	13,248,532	42,110,934	276,954,901	77,116,781

Source: City of Virginia Beach, Department of Finance

PROJECTED DEBT

The total outstanding debt for the city is projected to be \$1.24 billion by June 30, 2018, as summarized in the following table. The schools' portion is \$312 million, or 25.2 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, 2018

Purpose	Amount	Percent
Schools	312,399,035	25.2%
General Government	681,343,765	55.0%
Utilities	244,015,276	19.7%
Total Projected Debt	1,237,758,076	100.00%

Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2018/19

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
2013/14	720,118,515	3,500,000	382,190,239	1,105,808,754	2.0%	2,256
2014/15	716,612,342	2,875,000	405,725,325	1,125,212,667	2.0%	2,258
2015/16	721,310,401	2,250,000	373,133,427	1,096,693,828	1.9%	2,195
2016/17	655,854,925	1,875,000	360,528,148	1,018,258,073	1.7%	2,040
2017/18	664,558,868	1,500,000	360,314,441	1,026,373,309	1.7%	2,042

Source: City of Virginia Beach, Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2018

LEGAL DEBT LIMIT

State statute imposes on cities a legal debt margin for general obligation debt, a limit of 10.0 percent of the assessed value of real property. Revenue bonds, such as those for utilities, are not subject to the state limit. For FY 2018/19, the city's assessed value of real property is estimated at \$57 billion. By the end of the fiscal year, the city's projected debt amount will only be 3.4 percent of the total assessed value.

Legal Debt Margin Information

	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	2017/18
Debt Limit	4,962,666,499	5,145,277,575	5,291,185,445	5,478,360,985	5,650,206,962
Less: Total Net Debt Applicable to Limit	712,384,323	697,079,775	697,520,721	641,749,326	646,061,132
Legal Debt Limit	4,250,282,176	4,448,197,800	4,593,664,724	4,836,611,659	5,004,145,830
Total Net Debt Applicable to the Limit as a Percentage of Debt Limit	14.35%	13.55%	13.18%	11.71%	11.43%

Source: City of Virginia Beach, Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2018

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 VBCPS 2017/18 actual Sept. 30 student membership for K-12 was 67,154. This amount is 169 students, or 0.25 percent, below student membership from the same period in 2016/17.

The FY 2018/19 School Operating budget was developed using a student membership projection of 66,888. This is slightly higher than the ADM of 66,590.5 used in the development of the Governor's 2018-2020 Introduced Budget Amendments.

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.

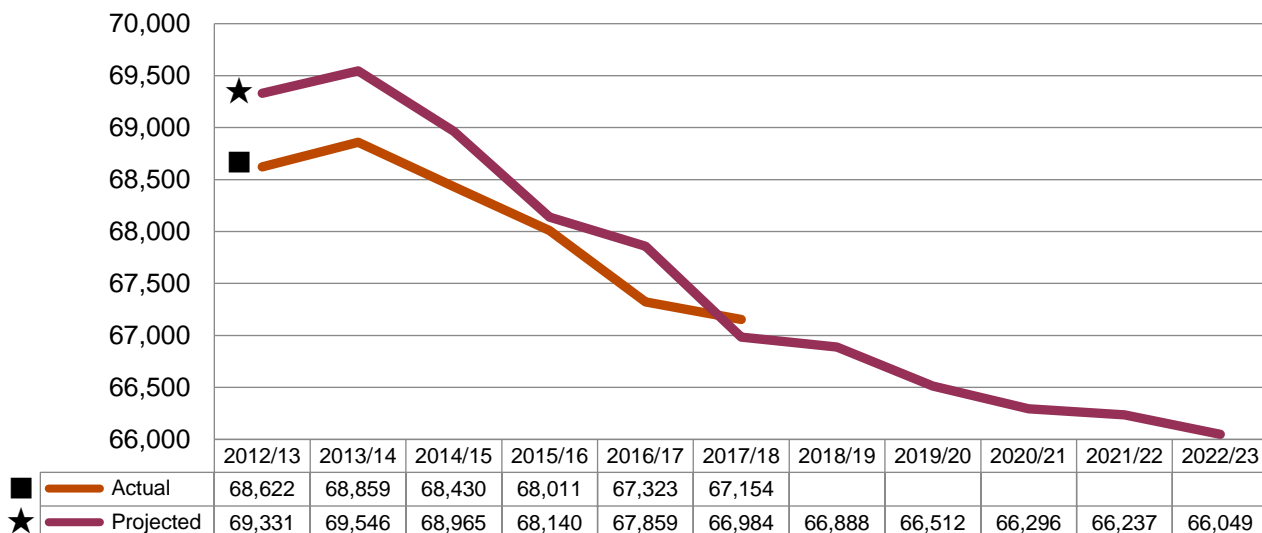
For the past several years, data from the Office of Demographics and Planning have demonstrated how recent economic conditions have had a significant impact on the division's student membership. Factors such as the increasing number of students in shared housing and homeless situations, fluctuations 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 2012/13 and FY 2017/18, VBCPS student enrollment declined by over 2.1 percent, from 68,622 to 67,154. 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 90 of Virginia's 133 counties and cities, student enrollment has fallen since 2010. Over the next five years, statewide student enrollment is likely to dip moderately and, according to the Center, Hampton Roads is expected to experience one of the largest numeric declines.

2018/19 Number of Students by Grade*	
Kindergarten	4,714
Grade 1	5,086
Grade 2	4,985
Grade 3	5,118
Grade 4	5,181
Grade 5	5,199
Grade 6	5,302
Grade 7	5,328
Grade 8	5,266
Grade 9	5,570
Grade 10	5,265
Grade 11	4,963
Grade 12	4,911
TOTAL	66,888

*Projected enrollment

The graph and table below show the actual and projected enrollment in the division for fiscal years 2012/13 through 2022/23.

Projected and Actual Student Enrollment



Source: VBCPS Department of School Division Services, FINAL Student Membership Projections 2018/19 – 2022/23

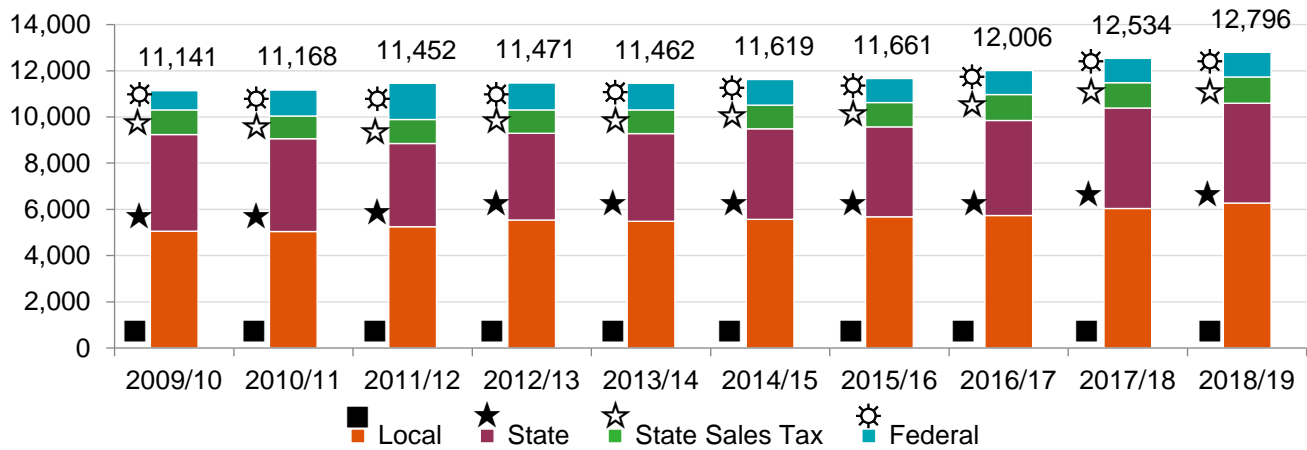
Student Membership

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
	Actual	Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
Elementary											
K	4,810	4,914	4,697	4,541	4,431	4,570	4,714	4,811	4,966	4,980	4,996
1	5,587	5,397	5,376	5,302	5,160	5,046	5,086	5,174	5,092	5,134	5,111
2	5,336	5,523	5,346	5,325	5,210	5,125	4,985	5,045	5,021	5,109	5,047
3	5,298	5,384	5,498	5,282	5,277	5,230	5,118	4,957	5,075	4,962	5,109
4	5,196	5,326	5,299	5,433	5,283	5,217	5,181	4,989	4,807	5,015	4,915
5	5,163	5,210	5,315	5,332	5,362	5,259	5,199	5,167	5,002	4,833	4,948
Total	31,390	31,754	31,531	31,215	30,723	30,447	30,283	30,143	29,963	30,033	30,126
Change from previous year	-303	364	-223	-316	-492	-276	-164	-140	-180	70	93
% change from previous year	-0.96%	1.16%	-0.70%	-1.00%	-1.58%	-0.90%	-0.54%	-0.46%	-0.60%	0.23%	0.31%
Middle											
6	5,344	5,239	5,168	5,319	5,315	5,368	5,302	5,215	5,218	5,145	5,072
7	5,437	5,347	5,225	5,143	5,234	5,274	5,328	5,253	5,195	5,147	5,083
8	5,231	5,422	5,343	5,215	5,131	5,228	5,266	5,291	5,235	5,191	5,138
Total	16,012	16,008	15,736	15,677	15,680	15,870	15,896	15,759	15,648	15,483	15,293
Change from previous year	45	-4	-272	-59	3	190	26	-137	-111	-165	-190
% change from previous year	0.28%	-0.02%	-1.70%	-0.37%	0.02%	1.21%	0.16%	-0.86%	-0.70%	-1.05%	-1.23%
High											
9	5,740	5,781	5,818	5,656	5,476	5,466	5,570	5,587	5,641	5,540	5,486
10	5,372	5,304	5,396	5,467	5,313	5,219	5,265	5,258	5,272	5,336	5,223
11	5,212	5,128	5,023	5,101	5,157	5,034	4,963	4,949	4,986	4,999	5,067
12	4,896	4,884	4,926	4,895	4,974	5,118	4,911	4,816	4,786	4,846	4,854
Total	21,220	21,097	21,163	21,119	20,920	20,837	20,709	20,610	20,685	20,721	20,630
Change from previous year	-371	-123	66	-44	-199	-83	-128	-99	75	36	-91
% change from previous year	-1.72%	-0.58%	0.31%	-0.21%	-0.94%	-0.40%	-0.61%	-0.48%	0.36%	-0.10%	-0.10%
Division											
Total	68,622	68,859	68,430	68,011	67,323	67,154	66,888	66,512	66,296	66,237	66,049
Change from previous year	-629	237	-429	-419	-688	-169	-266	-376	-216	-59	-188
% change from previous year	-0.91%	0.35%	-0.62%	-0.61%	-1.01%	-0.25%	-0.40%	-0.56%	-0.32%	-0.09%	-0.28%

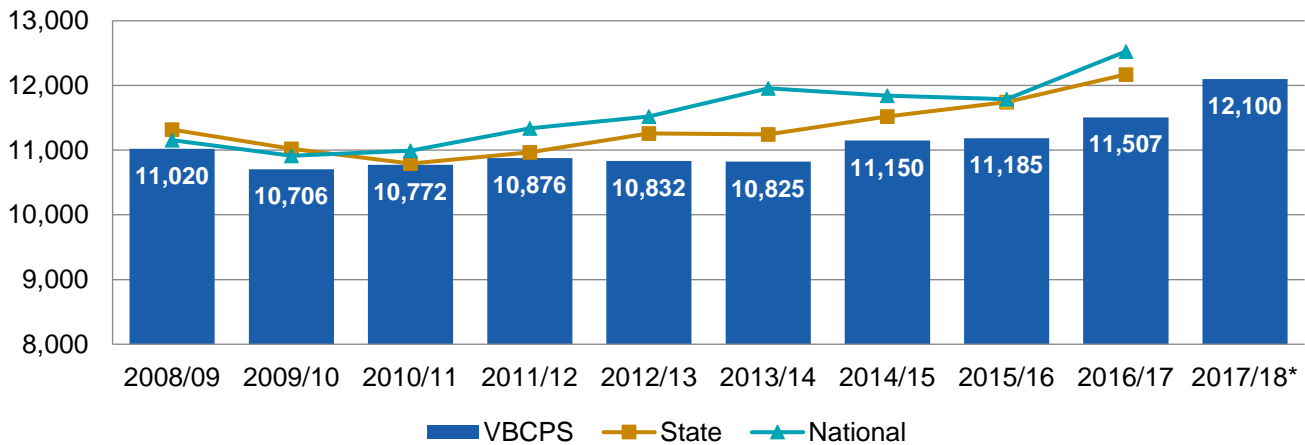
Source: VBCPS Department of School Division Services, FINAL Student Membership Projections 2018/19 – 2022/23

BUDGETED EXPENDITURES PER PUPIL

Budgeted Average Per Pupil Expenditures Comparison



VBCPS Average Per Pupil Expenditures Compared with State and National Data



* Estimated expenditures for FY 2017/18; all other figures represent actual data.

Sources: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2018; Joint Legislative Audit and Review Commission Reference Guide, Virginia Compared to the Other States; and Education Week Research Center, Quality Counts report

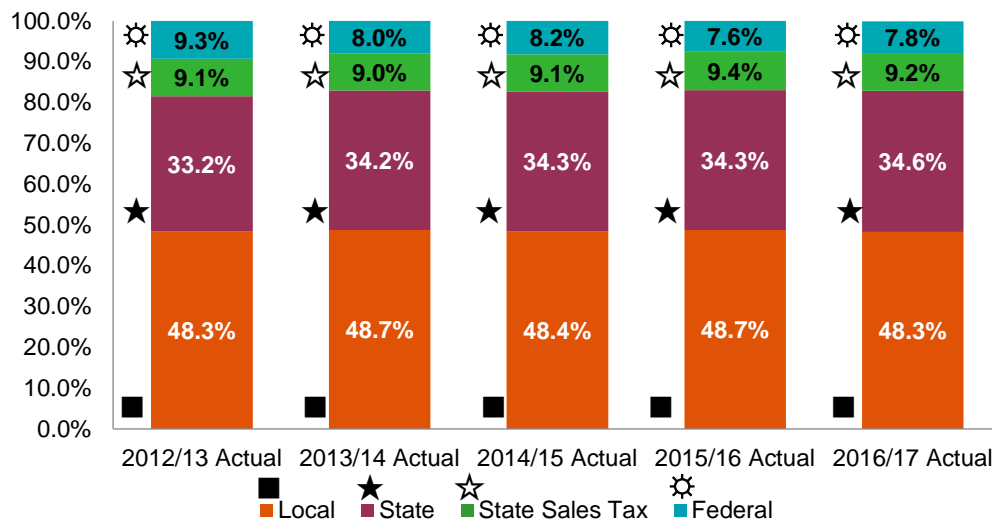
Actual Average Per Pupil Expenditures Comparison

Average Per Pupil Total Expenditures for Operations	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Actual
Virginia Beach Cost Per Pupil	10,832	10,825	11,150	11,185	11,507
State Cost Per Pupil	11,257	11,242	11,523	11,745	12,172
ADM for Determining Cost Per Pupil	69,512	69,441	69,242	68,880	68,738

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2018

According to a report on state education spending released by JLARC in December 2018, the state spent about \$6 billion in FY 2017/18 to fund Virginia's constitutionally mandated K-12 Standards of Quality (SOQ). This equates to \$4,806, on average, for each of the state's 1.25 million elementary and secondary school students.

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, 2018

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
King's 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
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

Location	Address	Phone
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	4633 Honeygrove 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 Hampton Roads, VBCPS staffs over 15,000 full-time, part-time, temporary and substitute positions.

STAFFING HIGHLIGHTS

For FY 2018/19, VBCPS expects to employ a total of 10,333.42 FTE positions for all funds, an overall increase of 125.65 from the previous year's budget. Allocations for the FY 2018/19 School Operating fund show an increase of 124.35 FTEs over the FY 2017/18 budget, 118.60 of which fall into the instructional category. Budgeted positions in the Categorical Grants and Other funds are increasing by a net of 1.3 FTEs.

GENERAL FUND

Allocations in the School Operating budget are up by a net of 124.35 FTEs from the previous budget year. The FY 2018/19 budget reflects considerable increases in revenue at the state and local levels, supporting a continued trend to reverse the impact of significant budget cuts sustained over the last several years.

- Changes to the instructional category include additional teacher and teacher assistant positions for year two of the phased in expansion of full-day kindergarten (42.0 FTEs); 28.0 teaching positions to strategically reduce class sizes at all levels (8.60 ES, 4.40 MS, 15.0 HS); guidance counselors for senior high schools (12.0 FTEs); 10.0 FTE technology support technicians; 4.0 FTE program compliance support teachers (PCST); 4.0 FTE behavior interventionists; and other instructional positions to address critical staffing needs and support program expansions.
- Changes to the administrative category include 1.0 FTE administrative office associate position to support the city attorneys assigned to VBCPS
- Changes in the transportation category include 16.75 additional FTEs to ensure bus drivers and assistants are paid from the time they turn the bus on until they turn the bus off at their parking location after completing their routes (morning and/or afternoon). Also, 2.0 FTE fleet technicians were added to support garage and maintenance needs for the growing fleet of buses.
- Changes in the operations and maintenance category, a net reduction of 18.0 FTEs, are due primarily to a decrease in positions as a result of administrative changes to the FY 2017/18 Staffing Standards and Guidelines that adjusted the square footage used to determine the ratio of custodian allocations per school.
- VBCPS staffs instructional technology specialists (ITS) assigned to schools to serve as technology program managers, instructional technology leaders and instructional technology partners/coaches for teachers across all content areas. Position allocation increases in the FY 2018/19 technology category are accounted for primarily with the addition of 3.0 ITS.



BUDGETED POSITION COMPARISONS

The table below provides historical FTE staffing information and illustrates the net position changes from FY 2014/15 to FY 2018/19 organized by funding source and category. Additional tables that follow show detailed staffing comparisons.

Budgeted Positions for All School Board Funds

	FY 2014/15 Budget	FY 2015/16 Budget	FY 2016/17 Budget	FY 2017/18 Budget	FY 2018/19 Approved	Variance
<i>General Fund</i>						
Fund 115 - School Operating						
Instruction	6,911.40	6,736.60	6,800.00	6,853.85	6,972.45	118.60
Administration, Attendance and Health	280.80	276.80	279.80	280.30	281.30	1.00
Pupil Transportation	667.13	666.13	675.13	675.13	693.88	18.75
Operations and Maintenance	1,159.50	1,169.50	1,169.50	1,152.50	1,134.50	(18.00)
Technology	188.00	170.00	176.00	182.00	186.00	4.00
School Operating Fund Total	9,206.83	9,019.03	9,100.43	9,143.78	9,268.13	124.35
Fund 104 – Green Run Collegiate	24.80	32.90	39.30	39.30	39.30	-
General Fund Total	9,231.63	9,051.93	9,139.73	9,183.08	9,307.43	124.35
<i>Categorical Grants and Other Funds</i>						
Fund 114 – Cafeterias	490.89	490.89	490.89	495.89	492.89	(3.00)
Fund 116 – Categorical Grants	484.50	478.50	509.20	516.80	521.10	4.30
Fund 117 – Textbooks	1.50	1.50	1.50	1.50	1.50	-
Fund 614 – Risk Management	5.00	5.00	7.00	4.00	4.00	-
Funds 615/617 – Health Insurance	6.50	6.50	6.50	6.50	6.50	-
Other Funds Total	988.39	982.39	1,015.09	1,024.69	1,025.99	1.30
TOTAL BUDGET	10,220.02	10,034.32	10,154.82	10,207.77	10,333.42	125.65

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
2012/13	2,814	42,217	15.0	13.3
2013/14	2,714	42,156	15.5	13.2
2014/15	2,789	41,896	15.0	13.2
2015/16	2,897	41,668	14.4	13.0
2016/17	2,910	41,191	14.2	13.1

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
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	2,003	25,926	12.9	12.5
2016/17	1,997	25,684	12.9	12.3

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: Superintendent's Annual Report for Virginia, Ratio of Pupil to Classroom Teacher Positions - Regular Day School for Fiscal Year 2017

SELECTED MEASURES OF SCHOOL FUNDING AND PERFORMANCE

	2013/14	2014/15	2015/16	2016/17	2017/18
Educational Resources					
Student Enrollment (as of October 1)	68,748	68,361	67,927	67,214	67,001
Elementary School Pupil-Teacher Ratios (excluding resource teachers)	20:1	19:1	20:1	20:1	20:1
Secondary School Average Class Size	23.0	23.1	23.8	23.3	23.0
Number of Portables (overall)	232	207	147	130	116
Number of Temporary Allocated Portables Due to Construction	0	0	0	8	65
Percentage of Students Receiving Special Education Services (September 30: K to 12 Serving Count)	10.20%	10.00%	10.00%	10.20%	10.20%
Percentage of Students Receiving Special Education Services (December 1: Pre-K to 12 Responsible Count)	11.30%	11.30%	11.20%	11.50%	11.50%
Percentage of Gifted Program Student Membership	12.00%	12.10%	12.60%	13.10%	14.00%
Financial					
Per Pupil Expenditure (total)	\$10,825	\$11,149	\$11,185	\$11,767	\$12,100
Per Pupil Expenditure (local)	\$5,277	\$5,392	\$5,450	\$5,651	\$5,764
Percentage of General Fund Expenditures by Category					
Instruction	75.10%	75.80%	75.40%	74.70%	73.60%
Administration, Attendance and Health	3.00%	3.10%	3.20%	3.30%	3.20%
Pupil Transportation	4.70%	4.30%	4.40%	5.00%	6.10%
Operations and Maintenance	12.70%	12.40%	12.30%	12.10%	11.60%
Technology	3.90%	4.00%	4.20%	4.40%	5.00%
Transfers	0.60%	0.40%	0.50%	0.50%	0.50%
Federally Connected Students	27.43%	27.13%	27.26%	26.72%	-
Testing Data and Scores					
ACT Composite Scores	21.9	22.2	22.8	23.0	23.1
Advanced Placement Scores (Percent of exams with scores 3 or higher)	59.00%	58.00%	58.00%	57.0%	59.0%
SAT Test Takers	3,110	3,156	2,998	3,085	3,218
Standards of Learning Pass Rate (All Grades)					
Reading	79.69%	78.70%	84.68%	86.29%	86.11%
Writing	75.36%	75.40%	80.56%	82.39%	82.69%
Math	77.37%	77.40%	85.07%	84.31%	82.53%
Science	82.06%	82.10%	87.36%	86.74%	85.20%
History & Social Science	85.32%	85.30%	87.50%	88.22%	85.67%
Demographics					
Attendance Rates	95.50%	95.70%	95.30%	95.20%	95.50%
Graduation Rate	88.50%	89.80%	91.30%	91.90%	93.30%
Promotion Rate	98.20%	98.50%	98.60%	98.70%	98.80%
% High School Graduates Continuing Education	86.10%	85.70%	86.40%	87.3	-
Dropout Rate	1.05%	1.24%	0.98%	0.93%	0.75%
Cohort Dropout Rate	4.81%	5.27%	4.67%	4.58%	3.79%
Work Force					
Average Salary for Principals	\$95,502	\$98,787	\$101,678	\$101,110	\$100,784
Average Salary for Assistant Principals	\$71,832	\$74,852	\$76,142	\$80,279	\$77,746
Average Salary for Teaching Positions	\$56,018	\$56,096	\$54,342	\$54,541	\$55,147
Percentage of Core Courses Taught by Highly Qualified Teachers	99.79%	99.34%	99.68%	99.59%	99.81%
Percentage of Highly Qualified Teacher Assistants	82.69%	83.30%	83.50%	82.63%	83.00%
Number of Professional Development Courses Offered	3,167	3,036	2,946	2,763	2,441
Average Years of Teaching Experience	14.9	14.7	14.8	14.4	14.3
Percentage of Teachers With Graduate Degrees	53.00%	54.00%	52.00%	54.00%	55.00%
Number of Teachers With National Board Certification	135	143	143	141	145
Number of Teachers With the Division Designation of Career Teacher	1,276	1,169	1,214	1,249	1,273

	2013/14	2014/15	2015/16	2016/17	2017/18
Recognition of Diversity					
Percentage of Minority Staff (overall)	25.97%	26.29%	26.57%	27.27%	29.78%
Percentage of Minority Instructional Staff	15.52%	15.75%	16.05%	16.94%	18.41%
Number of Student Diversity Ambassadors	364	290	259	225	150
Number of Faculty Diversity Advisors	118	103	112	35	26
Percentage of Employees Completing Online Diversity Awareness Training (full- and part-time)	98.80%	97.00%	***	***	95.60%
Use of Technology					
Ratio of Students to Instructional Computers	1.3:1	0.9:1*	0.9:1	1:1	1:1
Number of Distance Learning Classes (being sent)	106	107	98	95	101
Number of Online Courses Taken by Students	1,092	1,220	1,444	1,552	1,899
Standards of Learning Subject Area Tests Administered Online	34	29	29	29	29
Safe Schools					
Number of Persistently Dangerous Schools	0	0	0	0	0
Dollars Spent on Security Infrastructure	\$957,955	\$1,047,203	\$904,441	\$1,533,000	\$1,721,574
Number of School Security Assistants/Night Security	206	208	208.5	208.5	212.5
Number of School Resource Officers	27	28	27	27	29
Percentage of Students, Teachers, Building Administrators and Parents Indicating That Schools Are a Safe and Orderly Place to Learn	-	87.50%	-	83.60%	-
Percentage of Students Referred for Discipline Infractions	17.50%	16.20%	15.10%	14.60%	14.80%
Number of OSHA Incidents Per 100 VBCPS Employees	2.4	2.5	2.5	2.5	204
Workers' Compensation Costs**	\$1,501,444	\$1,686,360	\$1,922,317	\$2,326,800	\$2,158,025
Number of Student Safety Incidents	472	379	410	459	419
Number of Vehicle Crashes Per 100 Vehicles in Service	14.5	17.3	15.2	19.1	18.1
Community Involvement					
PTA/PTSA Membership	30,479	31,431	28,249	28,061	24,680
PTA/PTSA Membership (Percent of Student Enrollment)	44.30%	46.00%	41.60%	41.70%	36.80%
Number of Volunteers in Education	22,164	23,284	23,770	29,794	28,223
Partners in Education	2,031	2,014	2,069	2,163	4,467
Schoolwide and Teacher Grants Awarded by Virginia Beach Education Foundation	\$100,000	\$100,000	\$110,000	\$125,000	\$150,000
Scholarships Awarded by Virginia Beach Education Foundation	\$17,500	\$17,500	\$19,100	\$21,300	\$21,200
Number of ACCESS Scholarships Granted	234	282	251	100	148
Dollar Value of ACCESS Scholarships	\$213,211	\$314,000	\$313,750	\$332,500	\$391,750

Notes: - Information not available.

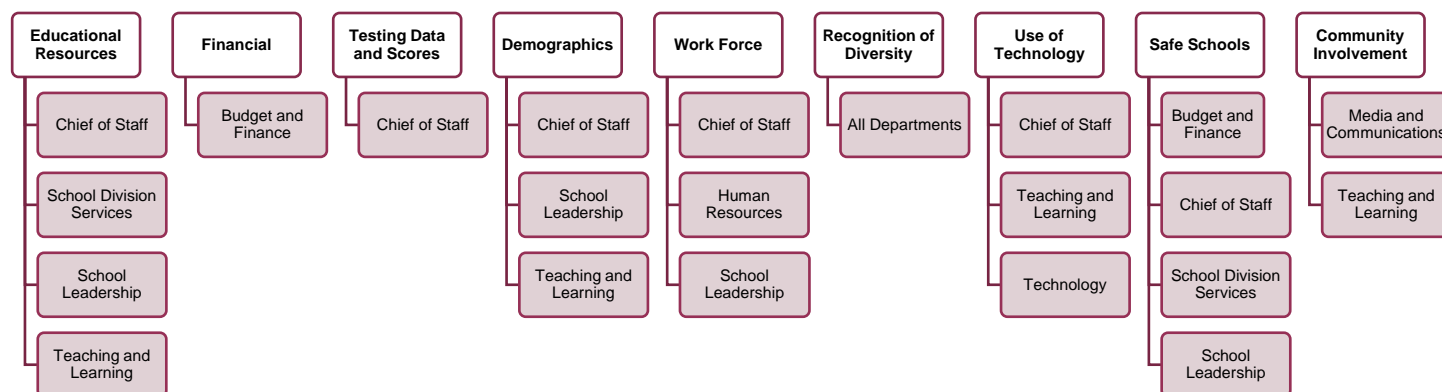
* Denotes a change in methodology in calculating the ratio of students to instructional computers; the calculation now includes tables.

** 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 FY 2017/18.

Source: VBCPS Office of Planning, Innovation and Accountability

Departmental Responsibilities by Performance Measure





VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

DIVISION ORGANIZATION

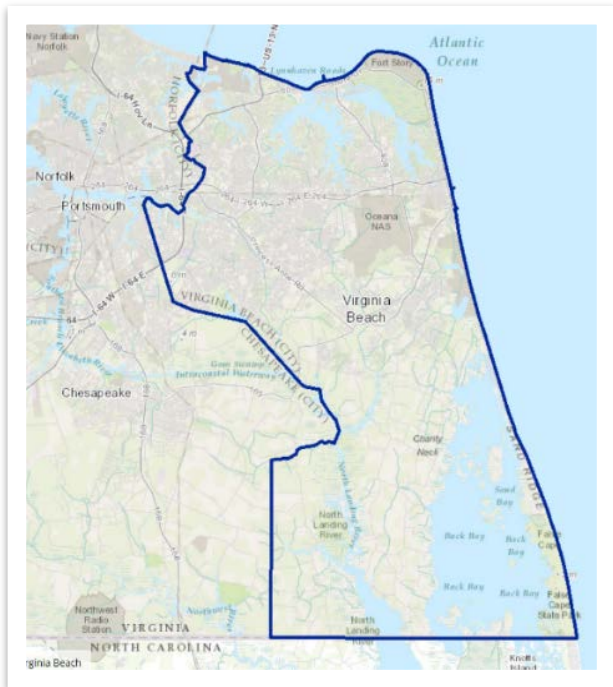
OVERVIEW

Virginia Beach City Public Schools (VBCPS) is ranked as the No. 4 largest school division in Virginia with a school enrollment of nearly 67,000 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 over 450,000 people.

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.



City of Virginia Beach Boundary

2018/19 Number of Students by Grade*	
Kindergarten	4,714
Grade 1	5,086
Grade 2	4,985
Grade 3	5,118
Grade 4	5,181
Grade 5	5,199
Grade 6	5,302
Grade 7	5,328
Grade 8	5,266
Grade 9	5,570
Grade 10	5,265
Grade 11	4,963
Grade 12	4,911
TOTAL	66,888

*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 66,984 kindergarten through 12th grade students while managing 86 schools/centers and seven support facilities. The administrative structure of VBCPS is divided into seven departments, each led by a chief administrative officer, to manage the day-to-day operations of the division: Budget and Finance; Human Resources; Media and Communications; School Division Services; School Leadership; Teaching and Learning; and Technology.

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 chair \$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.

Beverly M. Anderson, School Board Chair, At-Large



Beverly M. Anderson was elected to serve as an At-Large member of the School Board in November 2012 and re-elected in 2016. She is currently serving her first term as School Board chairperson. Anderson is a retired VBCPS teacher with more than 36-years as an elementary school teacher. Her community involvement is varied. Throughout Anderson's years with VBCPS, she served as: president of the USS Nimitz Officers Wives' Club; vice president of the Pembroke Elementary PTA; secretary, board member and faculty representative for the Virginia Beach Education Association; board member of Atlantic Soccer Club and board member of the Hampton Roads Sand Soccer Council. Over the years she volunteered with PTAs at Trantwood and Alanton elementary schools; Lynnhaven Middle School; and Cox High School. Anderson also volunteers for Relay for Life and the Noble Women of Virginia Beach. She graduated from Concord University with a Bachelor of Science degree in Education. She and her husband William have two sons, who both graduated from VBCPS.

Joel A. McDonald, Vice Chair, 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.

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



Daniel D. "Dan" Edwards was elected to the School Board in 1998 and re-elected in 2000, 2004, 2008, 2012 and 2016. He is currently serving as School Board vice chairman after serving as chairman from 1999-2016. 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 scholarship chair the 1,700-member Tidewater Striders Running Club. He also serves as a board member and treasurer for the Virginia Beach Crime Solvers and for the national Crime Stopper USA board, and on the boards of the Tidewater College Access Foundation and the Virginia Beach Education Foundation. He is also a past president of the Virginia Beach Rotary Club and the Kempsville Ruritan Club. He has been an member of the Virginia Beach 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 and Mary. Both his children are graduates of 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.

Victoria C. Manning, At-Large

Victoria Manning was elected to the School Board in November 2016. Manning grew up on a small family farm in the Shenandoah Valley. She moved to Virginia Beach in 1992, paying her way through college and becoming the first in her family to earn a college degree—a Bachelor of Science in psychology from Old Dominion University. She began her professional career as a casualty insurance adjuster, then worked as a church administrator and managed her own business as a distance running coach. A longtime community volunteer, Manning has worked with Girls on the Run, the Boy Scouts and the United Way; created and directed youth fitness camps; and served as leader of Old Donation Center's “Final Mile” running program. In 2015, she formed “Parents and Teachers for Accountability in Grading.” She is also passionate about special education, a cause close to her heart as she serves in a guardianship role for her uncle who has Down Syndrome. Her husband is a Naval Officer and she is proud to represent and support military families in our schools. She and her husband enjoy supporting their two sons in soccer, baseball, volleyball and wrestling. They are strong supporters of the local military community and are also active leaders in their church. She is an avid distance runner, having completed an ultra marathon and many marathons.

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.

Trenace B. Riggs, District 1-Centerville

Trenace Riggs was elected to the school board in November 2016. Born in Norfolk, but raised in Virginia Beach, she is a product of Virginia Beach City Public Schools, having attended Woodstock Elementary School when it housed first through seventh grades and Kempsville High School when it was an eighth through 12th grade school. After earning her Bachelor of Science in education from Radford College, Riggs began her career as a kindergarten teacher in Currituck County Schools where she taught for two years before joining VBCPS. In Virginia Beach, she continued her career as a kindergarten teacher for 17 years at Creeds and Kempsville Meadows elementary schools and as a sixth grade English and social studies teacher for 19 years at Larkspur Middle School. After retiring in 2012, Riggs served as President of the Virginia Beach Education Association (VBEA) through June 2016. She also served on the Virginia Education Association (VEA) board and executive board for 10 years (2006-2016). Riggs is married to John Wakefield, a retired VBCPS teacher. Between them, they have a daughter and three sons, all of whom graduated from Virginia Beach City Public Schools. Riggs also holds a master's degree in early childhood education from Old Dominion University.

Carolyn T. Rye, District 5-Lynnhaven

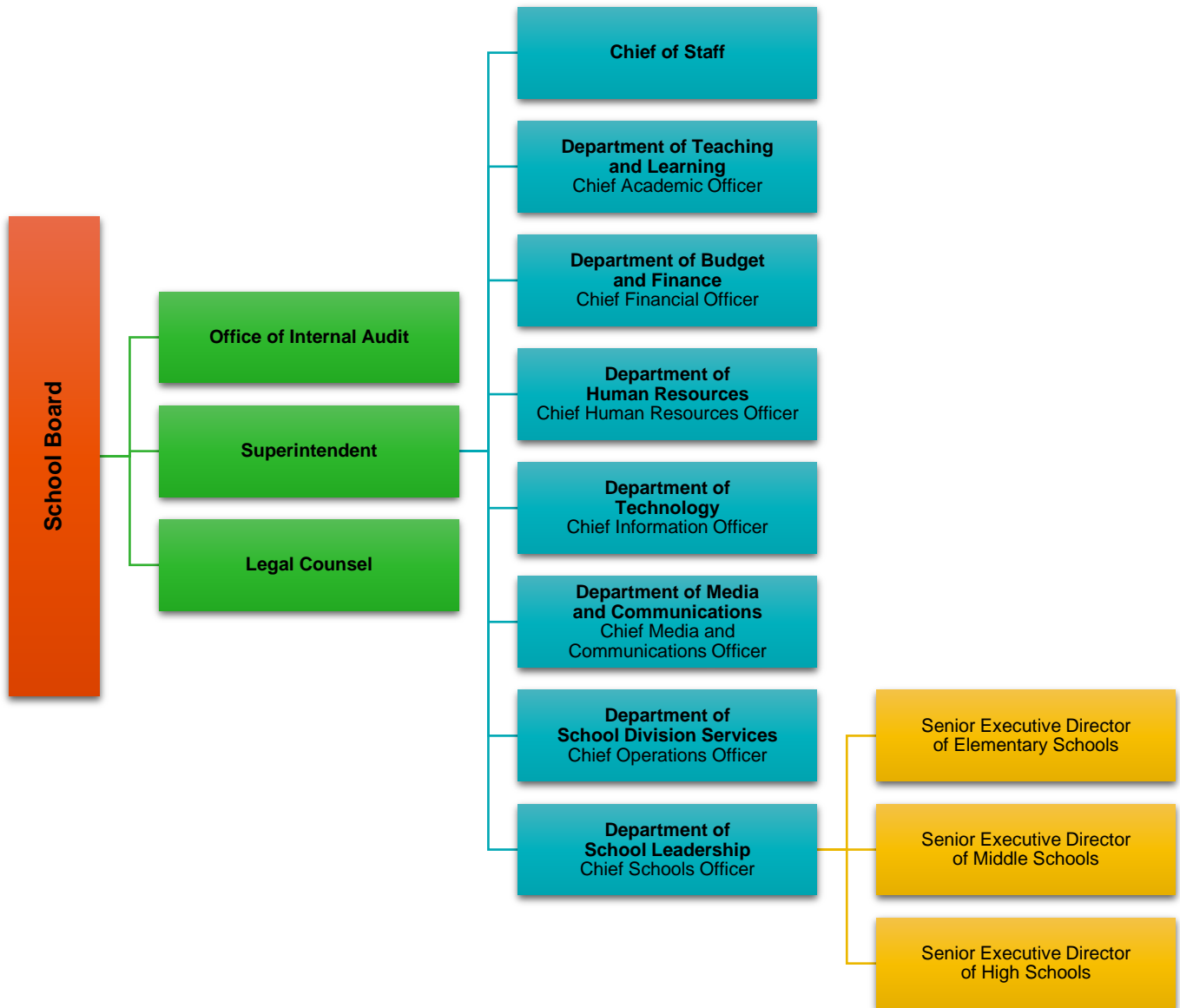
Carolyn T. Rye was elected to the School Board in November 2014. She began her professional career in the business sector as a corporate trainer and group insurance management consultant for Prudential Insurance. She was employed by VBCPS from 2000 to 2014 as an intermittent substitute teacher. Rye served 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.

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 67,000 students) as well as all administrative support functions for the school division. As has been the case throughout his career, Dr. Spence leads with his passion for both public education and for providing all students with the best possible opportunities in school. His commitment and leadership were key factors in his selection as the 2018 Region II Superintendent of the Year by the Virginia Association of School Superintendents (VASS). In selecting Spence, the association cited his strategies as a "textbook example of leadership necessary to make large-scale changes in an organization that produce significant changes and positive results."



Examples of that strategic work include an intentional focus on equity at both the division and school level; an analysis of high poverty areas in relation to location of schools struggling to meet accreditation benchmarks; and, the development of a new tiered school improvement support model. Additionally, Spence took a detailed review of disproportionalities in discipline data (specifically for African American students and students with special needs) and established a Student Discipline Task Force made up of teachers, administrators, parents and community members. This task force was charged with reducing the number of suspensions administered throughout the division; closing the disproportionate gaps that existed in the number of suspensions and/or expulsions; and maximizing instructional time for all students in the classroom. As a result of these and other ongoing efforts, VBCPS is now 100 percent accredited, discipline reports showcase a decline in referrals and suspensions; and more students are enrolled in and achieving at higher levels in honors and advanced classes than ever before.

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 up Moore County Public Schools 20 places in state rankings.

Since joining the school division, Spence has launched the division's Digital Learning Anchor School initiative, a pilot for a divisionwide digital 1:1 technology program; directed the creation of an Entrepreneurship and Business Academy; and led the development of a profile of a graduate and robust K-12 academic and career planning tool. He has developed and expanded partnerships with leading community and faith-based organizations, businesses and the military, including working with the United States Navy to engage all 5,245 VBCPS fifth-grade students in an interactive STEM learning experience at the annual Naval Air Station Oceana Air Show.

In this same spirit of engagement and collaboration, 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 Virginia Beach Education Foundation. In January 2017, Spence was the recipient of the Creating Unity in Our Community "Lead Like King" Award for his leadership of the division's work to ensure equitable access to resources and rigorous courses for every student, every day.

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 district. 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.

He 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. Dr. Spence 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.



Natalie N. Allen
Chief Media and
Communications
Officer



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



John D. "Jack" Freeman
Chief Operations Officer



Farrell E. Hanzaker
Chief Financial Officer



Ramesh K. Kapoor
Chief Information
Officer



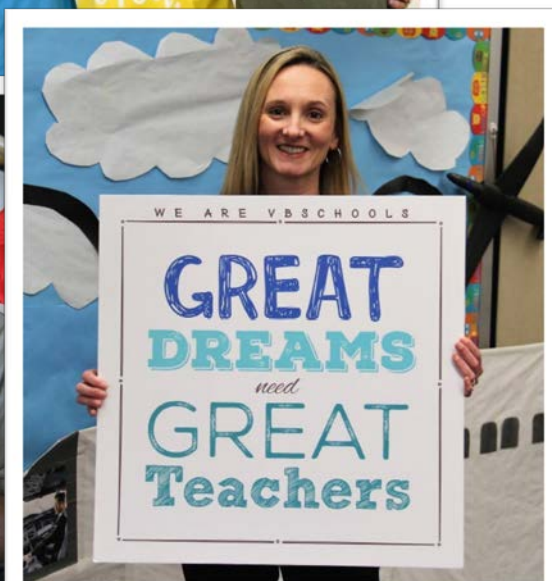
John A. Mirra
Chief Human Resources
Officer



**Donald E. Robertson, Jr.,
Ph.D.**
Chief Schools Officer



Kipp D. Rogers, Ph.D.
Chief Academic 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 Budget	FY 2017/18 Budget	FY 2018/19 Approved	Variance
<i>Fund 115 - School Operating Fund</i>					
Board, Legal and Governmental Services	1,008,899	1,137,020	1,138,661	1,194,035	55,374
Internal Audit	438,247	443,960	468,884	463,147	(5,737)
Office of the Superintendent	1,105,218	1,046,319	1,051,708	1,062,705	10,997
Total Budget	2,552,364	2,627,299	2,659,253	2,719,887	60,634

OFFICE OF THE CHIEF OF STAFF

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

Chief of Staff

Planning, Innovation and
Accountability

The Office of the Chief of Staff supports the superintendent and the entire VBCPS team in cross-functional work on high-level strategic priorities of the division. 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.

Budgeted Positions Comparison

	FY 2015/16	FY 2016/17	FY 2017/18	FY 2018/19	Variance
<i>Funding Source</i>					
School Operating	18.00	17.00	17.00	17.00	-
Total Budgeted Positions	18.00	17.00	17.00	17.00	-

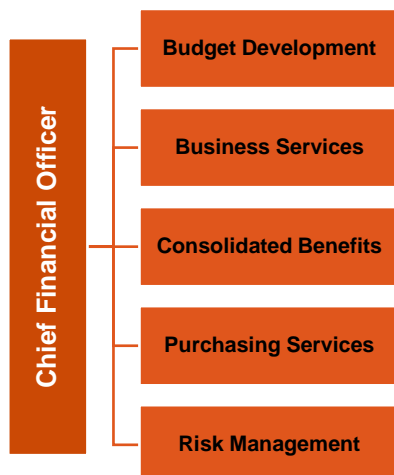
Budget Detail Comparison

	FY 2015/16 Budget	FY 2016/17 Budget	FY 2017/18 Budget	FY 2018/19 Approved	Variance
<i>Fund 115 - School Operating Fund</i>					
Planning, Innovation and Accountability	3,098,002	2,818,575	3,170,509	3,127,355	(43,154)
Total Budget	3,098,002	2,818,575	3,170,509	3,127,355	(43,154)

Note: As a result of organizational changes in FY 2018/19, the Office of Planning, Innovation and Accountability shifted to the Office of the Chief of Staff.

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, management of revenues and expenditures, impact aid, accounting, accounts payable, payroll, school rentals, employee benefits (health/dental, flexible benefits, group legal, vision, EAP, wellness/prevention), purchasing for VBCPS and the Bid Board. The department provides information and services to various groups, which may include employees, School Board members, school and city staffs, citizens, government agencies, private organizations and others.

Budgeted Positions Comparison

	FY 2015/16	FY 2016/17	FY 2017/18	FY 2018/19	Variance
<i>Funding Source</i>					
School Operating	71.50	73.50	73.50	73.50	-
Internal Service Funds	11.50	13.50	10.50	10.50	-
Total Budgeted Positions	83.00	87.00	84.00	84.00	-

Budget Detail Comparison

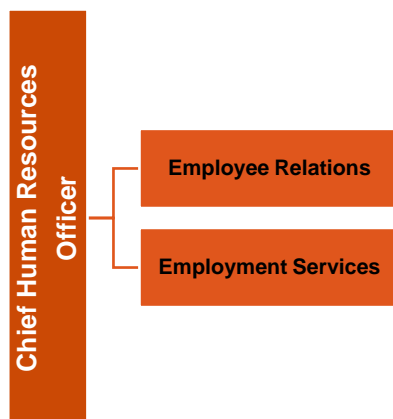
	FY 2015/16 Budget	FY 2016/17 Budget	FY 2017/18 Budget	FY 2018/19 Approved	Variance
<i>Fund 115 - School Operating Fund</i>					
Benefits	2,036,634	2,197,483	2,356,539	2,415,768	59,229
Budget & Finance	4,501,600	5,159,780	5,351,945	5,753,446	401,501
Purchasing Services	1,051,898	1,119,917	1,183,092	1,164,601	(18,491)
	7,590,132	8,477,180	8,891,576	9,333,815	442,239
<i>Fund 116 - Categorical Grants</i>					
Reserve For Contingency - State	2,700,000	2,700,000	2,700,000	2,700,000	-
Reserve For Contingency - Federal	4,500,000	4,500,000	4,500,000	4,500,000	-
	7,200,000	7,200,000	7,200,000	7,200,000	-
<i>Other Funds</i>					
Fund 107, Equipment Replacement	1,106,301	1,106,301	170,193	1,088,036	917,843
Fund 109, Vending Operations	220,289	229,702	229,702	150,000	(79,702)
	1,326,590	1,336,003	399,895	1,238,036	838,141
Total Budget	16,116,722	17,013,183	16,491,471	17,771,851	1,280,380

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	FY 2017/18	FY 2018/19	Variance
<i>Funding Source</i>					
School Operating	46.30	44.30	44.30	44.30	-
Total Budgeted Positions	46.30	44.30	44.30	44.30	-

Budget Detail Comparison

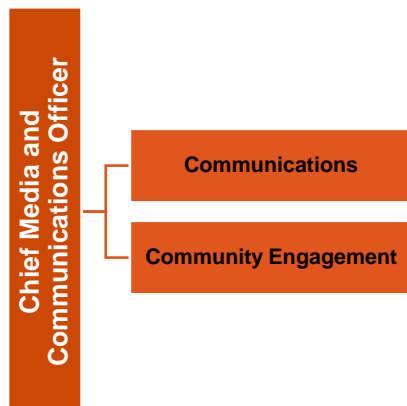
	FY 2015/16 Budget	FY 2016/17 Budget	FY 2017/18 Budget	FY 2018/19 Approved	Variance
<i>Fund 115 - School Operating Fund</i>					
Human Resources	5,434,462	5,414,138	5,546,057	5,598,399	52,342
Total Budget	5,434,462	5,414,138	5,546,057	5,598,399	52,342

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: Natalie N. Allen



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 oversight 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	FY 2017/18	FY 2018/19	Variance
<i>Funding Source</i>					
School Operating	15.00	18.00	18.00	18.00	-
Total Budgeted Positions	15.00	18.00	18.00	18.00	-

Budget Detail Comparison

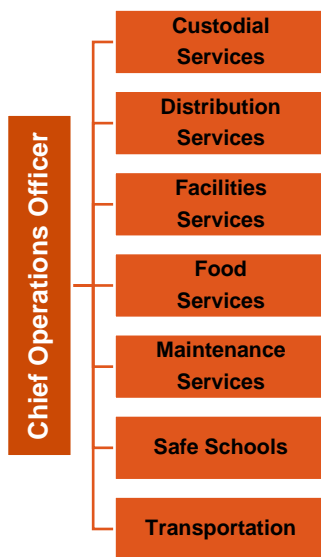
	FY 2015/16 Budget	FY 2016/17 Budget	FY 2017/18 Budget	FY 2018/19 Approved	Variance
<i>Fund 115 - School Operating Fund</i>					
Media and Communications	1,885,894	2,180,016	2,316,073	2,426,155	110,082
Total Budget	1,885,894	2,180,016	2,316,073	2,426,155	110,082

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 SCHOOL DIVISION SERVICES

Chief Operations Officer: John D. "Jack" Freeman



The Department of School Division Services is the operational arm of VBCPS. 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	FY 2017/18	FY 2018/19	Variance
<i>Funding Source</i>					
School Operating	1,832.63	1,842.63	1,825.63	1,826.38	0.75
Other Funds	490.89	490.89	495.89	492.89	(3.00)
Total Budgeted Positions	2,323.52	2,333.52	2,321.52	2,319.27	(2.25)

Budget Detail Comparison

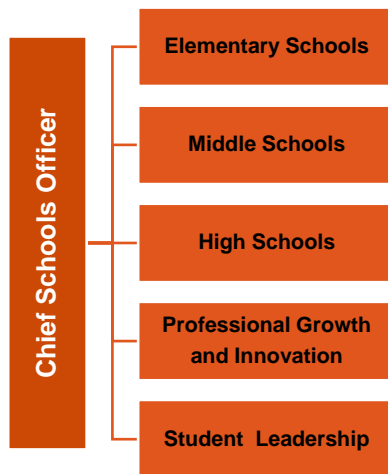
	FY 2015/16 Budget	FY 2016/17 Budget	FY 2017/18 Budget	FY 2018/19 Approved	Variance
<i>Fund 115 - School Operating Fund</i>					
Custodial Services	29,402,565	28,230,000	28,761,292	28,443,150	(318,142)
Distribution Services	1,677,384	1,742,655	1,788,011	1,929,140	141,129
Facilities Services	813,221	889,864	831,469	850,078	18,609
Grounds Services	3,884,352	4,167,908	4,167,908	4,442,908	275,000
Maintenance Services	44,443,289	45,407,710	45,949,951	46,842,890	892,939
Management	2,268,817	2,414,657	2,754,434	2,935,982	181,548
Monitoring Services	2,858,499	2,878,172	2,947,319	3,038,023	90,704
Safe Schools	7,360,030	6,941,710	7,350,611	7,353,842	3,231
Vehicle Maintenance	3,127,775	3,217,038	3,320,755	3,682,756	362,001
Vehicle Operations	18,082,855	21,201,482	21,245,599	21,706,428	460,829
Vehicle Operations - Special Education	5,237,355	5,194,458	6,122,972	6,146,795	23,823
Vehicle Services	1,044,558	1,140,522	1,279,663	1,317,543	37,880
	120,200,700	123,426,176	126,519,984	128,689,535	2,169,551
<i>Fund 116 - Categorical Grants</i>					
School Security Equipment	-	-	121,728	-	(121,728)
	-	-	121,728	-	(121,728)
<i>Other Funds</i>					
Fund 114, Cafeterias	30,227,350	30,742,626	31,679,250	33,733,213	2,053,963
	30,227,350	30,742,626	31,679,250	33,733,213	2,053,963
Total Budget	150,428,050	154,168,802	158,320,962	162,422,748	4,101,786

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 Maintenance 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: Donald E. Robertson, Jr., Ph.D.



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	FY 2017/18	FY 2018/19	Variance
<i>Funding Source</i>					
Green Run Collegiate	32.90	39.30	39.30	39.30	-
School Operating	4,612.45	4,633.15	4,656.50	4,786.10	129.60
Categorical Grants	17.00	18.20	17.00	17.80	0.80
Total Budgeted Positions	4,662.35	4,690.65	4,712.80	4,843.20	130.40

Notes:

As a result of organizational changes, the Office of Opportunity and Achievement shifted into the Department of Teaching and Learning in FY 2017/18. The Office of Professional Growth and Innovation shifted into the Department of School Leadership in FY 2018/19.

Budget Detail Comparison

	FY 2015/16 Budget	FY 2016/17 Budget	FY 2017/18 Budget	FY 2018/19 Approved	Variance
<i>Fund 115 - School Operating Fund</i>					
Alternative Education	1,561,786	1,590,974	1,562,613	1,582,222	19,609
Alternative Education-Renaissance Academy	6,834,209	6,621,170	6,984,923	7,063,249	78,326
Elementary Classroom	142,391,805	143,733,027	154,608,476	156,689,037	2,080,561
General Adult Education	1,915,817	2,004,297	2,057,119	2,087,107	29,988
Health Services	7,342,324	7,559,261	7,910,579	7,954,791	44,212
Homebound Services	448,939	450,748	453,230	454,350	1,120
Instructional Professional Growth and Innovation**	1,371,524	1,253,071	1,278,020	1,275,846	(2,174)
Middle School Classroom	58,169,678	59,457,050	61,159,745	62,150,398	990,653
Office of the Principal - Elementary School	25,550,926	25,162,648	26,227,792	27,132,218	904,426
Office of the Principal - Senior High	11,137,727	11,692,345	11,783,837	12,284,486	500,649
Office of the Principal - Middle School	9,963,941	10,496,130	10,739,709	11,001,603	261,894
Opportunity and Achievement*	77,279	94,515	-	-	-
Professional Growth and Innovation**	686,467	984,738	1,031,302	1,047,242	15,940
School Leadership	1,834,826	1,762,805	1,885,041	1,991,259	106,218
Senior High Classroom	72,612,669	75,727,133	77,503,631	79,845,135	2,341,504
Student Activities	7,585,005	7,702,781	8,015,983	8,067,198	51,215
Student Leadership	1,374,569	1,407,180	1,430,242	1,447,819	17,577
	350,859,491	357,699,873	374,632,242	382,073,960	7,441,718

Fund 116 - Categorical Grants

Adult Basic Education	415,113	356,545	356,545	321,376	(35,169)
Career Switcher Program Mentor Reimbursement**	11,000	11,000	15,000	20,000	5,000
General Adult Education	34,586	34,586	34,586	30,993	(3,593)
ISAP	62,869	62,869	62,869	62,869	-
Juvenile Detention Home	730,996	746,224	751,217	832,732	81,515
MYCAA - ALC Courses	5,000	5,000	5,000	5,000	-
MYCAA - LPN Program	10,000	10,000	10,000	10,000	-

	FY 2015/16 Budget	FY 2016/17 Budget	FY 2017/18 Budget	FY 2018/19 Approved	Variance
<i>Fund 116 - Categorical Grants</i>					
National Board Teacher Stipends**	352,500	352,500	335,000	317,500	(17,500)
New Teacher Mentor Program**	38,401	38,401	29,622	40,649	11,027
Opportunity Inc. - Adult Learning Center	101,792	102,857	104,419	112,000	7,581
Race to GED	64,188	64,188	64,188	66,160	1,972
Title I, Part D - Subpart 1	5,000	25,800	25,878	31,952	6,074
Title I, Part D - Subpart 2	410,214	342,818	395,311	586,820	191,509
	2,241,659	2,152,788	2,189,635	2,438,051	248,416
<i>Other Funds</i>					
Fund 104, Green Run Collegiate Charter School	2,885,023	3,686,686	3,763,447	3,803,031	39,584
Fund 119, Athletics	4,922,642	4,922,642	5,099,823	5,028,774	(71,049)
	7,807,665	8,609,328	8,863,270	8,831,805	(31,465)
Total Budget	360,908,815	368,461,989	385,685,147	393,343,816	7,658,669

Notes:

*As a result of organizational changes, the Office of Opportunity and Achievement shifted into the Department of Teaching and Learning in FY 2017/18.

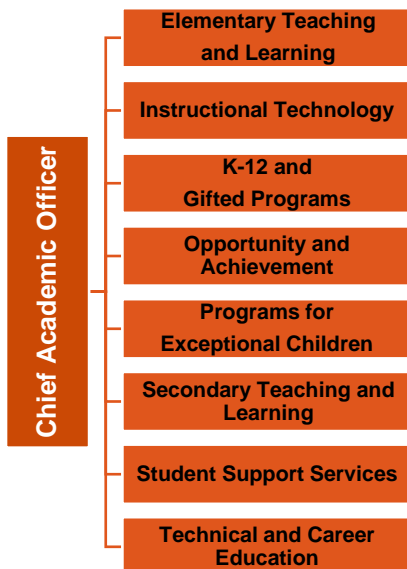
**The Office of Professional Growth and Innovation shifted into the Department of School Leadership in FY 2018/19.

Goals

- Ensure the success of the division's strategic framework, Compass to 2020: *Charting the Course*
- Provide oversight of schools' Plan for Continuous Improvement
- Provide ongoing support through the efficient operation and management of schools
- Serve students and the school community by establishing and maintaining services and programs that promote education, leadership, citizenship, extracurricular participation, health and personal growth.

DEPARTMENT OF TEACHING AND LEARNING

Chief Academic Officer: Kipp D. Rogers, Ph.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	FY 2017/18	FY 2018/19	Variance
<i>Funding Source</i>					
School Operating	2,307.15	2,351.85	2,373.85	2,395.85	22.00
Categorical Grants	461.50	491.00	499.80	503.30	3.50
Other Funds	1.50	1.50	1.50	1.50	-
Total Budgeted Positions	2,770.15	2,844.35	2,875.15	2,900.65	25.50

Budget Detail Comparison

	FY 2015/16 Budget	FY 2016/17 Budget	FY 2017/18 Budget	FY 2018/19 Approved	Variance
<i>Fund 115 - School Operating Fund</i>					
Audiological Services	442,932	459,307	477,088	487,633	10,545
Gifted Education and Academy Programs Support	2,225,026	2,308,655	2,383,817	2,373,610	(10,207)
Gifted Education and Academy Programs	13,800,015	13,988,218	14,528,995	14,616,396	87,401
Guidance Services	16,185,337	16,882,269	17,235,915	18,408,670	1,172,755
Instructional Technology	10,143,169	11,346,826	12,034,082	14,098,569	2,064,487
Media Services Support	13,406,962	13,590,507	13,814,793	13,834,395	19,602
Office of the Principal - TCE	641,604	648,746	669,992	676,467	6,475
Opportunity and Achievement*	-	-	94,515	93,420	(1,095)
Psychological Services	3,597,093	4,150,656	4,648,998	4,686,613	37,615
Remedial Education	7,592,978	7,581,274	8,284,712	8,354,451	69,739
Social Work Services	3,220,675	3,762,399	4,047,541	3,978,408	(69,133)
Special Education	87,973,615	91,697,259	95,842,082	97,096,828	1,254,746

	FY 2015/16 Budget	FY 2016/17 Budget	FY 2017/18 Budget	FY 2018/19 Approved	Variance
Fund 115 - School Operating Fund					
Special Education Support	3,046,031	3,596,445	3,675,442	3,645,353	(30,089)
Summer School	2,009,257	2,009,257	1,733,255	1,733,255	-
Summer Slide Program	-	-	276,002	276,002	-
Teaching and Learning Support	14,050,873	17,927,381	16,930,142	17,403,249	473,107
Technical and Career Education	18,172,946	18,091,925	19,316,717	19,621,461	304,744
Technical and Career Education Support	931,011	977,006	1,030,082	949,950	(80,132)
	197,439,524	209,018,130	217,024,170	222,334,730	5,310,560
Fund 116 - Categorical Grants					
Advanced Placement Fee Program	57,180	66,497	66,497	-	(66,497)
Algebra Readiness Initiative	868,082	986,209	979,857	1,034,033	54,176
Career and Technical Education State Equipment	88,427	90,813	145,825	82,361	(63,464)
Carl D. Perkins Vocational and Technical Education Act	873,706	813,627	799,400	851,171	51,771
DNA Building Blocks for Middle School Science	38,749	-	-	-	-
DoDEA MCASP	244,139	-	-	-	-
DoDEA MCASP Operation GRIT	-	-	313,543	419,611	106,068
DoDEA MCASP Operation Pride	1,272,700	609,347	-	-	-
DoDEA SFLEP	61,015	-	-	-	-
DoDEA Special Education	356,153	436,135	482,439	46,902	(435,537)
Dual Enrollment - TCC	275,918	275,918	501,886	507,676	5,790
Early Intervention Reading Initiative (PALS)	1,296,817	1,299,549	1,511,788	1,948,735	436,947
Industry Certification Examinations	78,176	80,333	97,352	72,688	(24,664)
Jail Education Program	236,551	176,950	167,076	184,837	17,761
McKinney-Vento Homeless Assistance Act	105,001	164,464	105,001	90,822	(14,179)
MTSS-B	-	340,043	207,849	-	(207,849)
National Math and Science Initiative (NMSI)	-	-	-	581,539	581,539
Opportunity Inc. - STEM	220,492	381,264	336,539	300,000	(36,539)
Preschool Incentive	657,812	569,465	539,536	610,875	71,339
Project Graduation	-	-	37,500	41,268	3,768
Startalk	89,289	143,331	144,488	158,442	13,954
Title I, Part A	13,893,969	14,210,314	14,594,286	13,994,209	(600,077)
Title II, Part A	2,551,332	2,314,565	2,293,416	1,706,492	(586,924)
Title III, Part A - Immigrant and Youth	45,993	54,694	6,000	-	(6,000)
Title III, Part A - Language Acquisition	197,415	181,920	173,151	182,976	9,825
Title IV, Part A - Student Support and Academic Enrichment	-	-	-	389,409	389,409
Title IV, Part B 21st CCLC - GRC	273,988	196,736	34,874	-	(34,874)
Title IV, Part B 21st CCLC - Lynnhaven ES	-	-	106,573	103,305	(3,268)
Title IV, Part B 21st CCLC - Williams ES	68,772	-	-	-	-
Title VI, Part B (IDEA)	15,558,825	14,272,913	14,639,583	16,163,996	1,524,413
VA Initiative for At-Risk Four-Year Olds	4,224,000	4,438,411	4,312,000	5,374,267	1,062,267
Virginia Middle School Teacher Corps	35,000	25,000	10,000	-	(10,000)
Virginia Preschool Initiative Plus (VPI+)	-	-	-	1,068,696	1,068,696
Workplace Readiness	-	18,623	16,286	16,850	564
	43,669,501	42,147,121	42,622,745	45,931,160	3,308,415
Other Funds					
Fund 117, Textbooks	9,094,147	9,182,874	5,179,602	6,206,584	1,026,982
	9,094,147	9,182,874	5,179,602	6,206,584	1,026,982
Total Budget	250,203,172	260,348,125	264,826,517	274,472,474	9,645,957

Notes:

*As a result of organizational changes, the Office of Opportunity and Achievement shifted into the Department of Teaching and Learning in FY 2017/18.

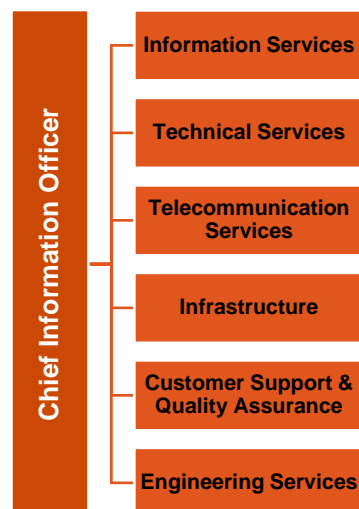
Goals

- 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	FY 2017/18	FY 2018/19	Variance
<i>Funding Source</i>					
School Operating	81.00	85.00	85.00	85.00	-
Total Budgeted Positions	81.00	85.00	85.00	85.00	-

Budget Detail Comparison

	FY 2015/16 Budget	FY 2016/17 Budget	FY 2017/18 Budget	FY 2018/19 Approved	Variance
<i>Fund 115 - School Operating Fund</i>					
Office of Technology	943,239	821,909	851,722	887,370	35,648
Telecommunications	1,075,450	1,000,107	1,058,541	1,059,498	957
Technology Maintenance	10,571,706	11,445,396	12,185,602	12,415,300	229,698
	12,590,395	13,267,412	14,095,865	14,362,168	266,303
<i>Fund 116 - Categorical Grants</i>					
Technology Initiative	3,490,394	2,813,300	5,326,800	5,555,900	229,100
VA e-Learning Backpack Initiative, Bayside HS	267,696	268,240	530,880	55,247	(475,633)
VA e-Learning Backpack Initiative, Green Run HS	212,784	227,920	470,400	228,288	(242,112)
VA e-Learning Backpack Initiative, Kempsville HS	205,920	214,480	394,560	78,004	(316,556)
	4,176,794	3,523,940	6,722,640	5,917,439	(805,201)
<i>Other Funds</i>					
Fund 108, Instructional Technology	106,000	53,678	79,579	260,244	180,665
Fund 112, Communication Towers Technology	600,000	600,000	850,000	850,000	-
	706,000	653,678	929,579	1,110,244	180,665
Total Budget	17,473,189	17,445,030	21,748,084	21,389,851	(358,233)

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	Chief of Staff	Budget and Finance	Human Resources	Media and Communications	School Division Services	School Leadership	Teaching and Learning	Technology	Total
School Operating	2,719,887	3,127,355	9,333,815	5,598,399	2,426,155	128,689,535	382,073,960	222,334,730	14,362,168	770,666,004
Green Run Collegiate	-	-	-	-	-	-	3,803,031	-	-	3,803,031
Athletics	-	-	-	-	-	-	5,028,774	-	-	5,028,774
Cafeterias	-	-	-	-	-	33,733,213	-	-	-	33,733,213
Categorical Grants	-	-	7,200,000	-	-	-	2,438,051	45,931,160	5,917,439	61,486,650
Communication Towers Technology	-	-	-	-	-	-	-	-	850,000	850,000
Equipment Replacement	-	-	1,088,036	-	-	-	-	-	-	1,088,036
Instructional Technology	-	-	-	-	-	-	-	-	260,244	260,244
Textbooks	-	-	-	-	-	-	-	6,206,584	-	6,206,584
Vending Operations	-	-	150,000	-	-	-	-	-	-	150,000
Total	2,719,887	3,127,355	17,771,851	5,598,399	2,426,155	162,422,748	393,343,816	274,472,474	21,389,851	883,272,536



SELECTED MEASURES OF SCHOOL FUNDING AND PERFORMANCE

	2013/14	2014/15	2015/16	2016/17	2017/18
Educational Resources					
Student Enrollment (as of October 1)	68,748	68,361	67,927	67,214	67,001
Elementary School Pupil-Teacher Ratios (excluding resource teachers)	20:1	19:1	20:1	20:1	20:1
Secondary School Average Class Size	23.0	23.1	23.8	23.3	23.0
Number of Portables (overall)	232	207	147	130	116
Number of Temporary Allocated Portables Due to Construction	0	0	0	8	65
Percentage of Students Receiving Special Education Services (September 30: K to 12 Serving Count)	10.20%	10.00%	10.00%	10.20%	10.20%
Percentage of Students Receiving Special Education Services (December 1: Pre-K to 12 Responsible Count)	11.30%	11.30%	11.20%	11.50%	11.50%
Percentage of Gifted Program Student Membership	12.00%	12.10%	12.60%	13.10%	14.00%
Financial					
Per Pupil Expenditure (total)	\$10,825	\$11,149	\$11,185	\$11,767	\$12,100
Per Pupil Expenditure (local)	\$5,277	\$5,392	\$5,450	\$5,651	\$5,764
Percentage of General Fund Expenditures by Category					
Instruction	75.10%	75.80%	75.40%	74.70%	73.60%
Administration, Attendance and Health	3.00%	3.10%	3.20%	3.30%	3.20%
Pupil Transportation	4.70%	4.30%	4.40%	5.00%	6.10%
Operations and Maintenance	12.70%	12.40%	12.30%	12.10%	11.60%
Technology	3.90%	4.00%	4.20%	4.40%	5.00%
Transfers	0.60%	0.40%	0.50%	0.50%	0.50%
Federally Connected Students	27.43%	27.13%	27.26%	26.72%	-
Testing Data and Scores					
ACT Composite Scores	21.9	22.2	22.8	23.0	23.1
Advanced Placement Scores (Percent of exams with scores 3 or higher)	59.00%	58.00%	58.00%	57.0%	59.0%
SAT Test Takers	3,110	3,156	2,998	3,085	3,218
Standards of Learning Pass Rate (All Grades)					
Reading	79.69%	78.70%	84.68%	86.29%	86.11%
Writing	75.36%	75.40%	80.56%	82.39%	82.69%
Math	77.37%	77.40%	85.07%	84.31%	82.53%
Science	82.06%	82.10%	87.36%	86.74%	85.20%
History & Social Science	85.32%	85.30%	87.50%	88.22%	85.67%
Demographics					
Attendance Rates	95.50%	95.70%	95.30%	95.20%	95.50%
Graduation Rate	88.50%	89.80%	91.30%	91.90%	93.30%
Promotion Rate	98.20%	98.50%	98.60%	98.70%	98.80%
% High School Graduates Continuing Education	86.10%	85.70%	86.40%	87.3	-
Dropout Rate	1.05%	1.24%	0.98%	0.93%	0.75%
Cohort Dropout Rate	4.81%	5.27%	4.67%	4.58%	3.79%
Work Force					
Average Salary for Principals	\$95,502	\$98,787	\$101,678	\$101,110	\$100,784
Average Salary for Assistant Principals	\$71,832	\$74,852	\$76,142	\$80,279	\$77,746
Average Salary for Teaching Positions	\$56,018	\$56,096	\$54,342	\$54,541	\$55,147
Percentage of Core Courses Taught by Highly Qualified Teachers	99.79%	99.34%	99.68%	99.59%	99.81%
Percentage of Highly Qualified Teacher Assistants	82.69%	83.30%	83.50%	82.63%	83.00%
Number of Professional Development Courses Offered	3,167	3,036	2,946	2,763	2,441
Average Years of Teaching Experience	14.9	14.7	14.8	14.4	14.3
Percentage of Teachers With Graduate Degrees	53.00%	54.00%	52.00%	54.00%	55.00%
Number of Teachers With National Board Certification	135	143	143	141	145
Number of Teachers With the Division Designation of Career Teacher	1,276	1,169	1,214	1,249	1,273

	2013/14	2014/15	2015/16	2016/17	2017/18
Recognition of Diversity					
Percentage of Minority Staff (overall)	25.97%	26.29%	26.57%	27.27%	29.78%
Percentage of Minority Instructional Staff	15.52%	15.75%	16.05%	16.94%	18.41%
Number of Student Diversity Ambassadors	364	290	259	225	150
Number of Faculty Diversity Advisors	118	103	112	35	26
Percentage of Employees Completing Online Diversity Awareness Training (full- and part-time)	98.80%	97.00%	***	***	95.60%
Use of Technology					
Ratio of Students to Instructional Computers	1.3:1	0.9:1*	0.9:1	1:1	1:1
Number of Distance Learning Classes (being sent)	106	107	98	95	101
Number of Online Courses Taken by Students	1,092	1,220	1,444	1,552	1,899
Standards of Learning Subject Area Tests Administered Online	34	29	29	29	29
Safe Schools					
Number of Persistently Dangerous Schools	0	0	0	0	0
Dollars Spent on Security Infrastructure	\$957,955	\$1,047,203	\$904,441	\$1,533,000	\$1,721,574
Number of School Security Assistants/Night Security	206	208	208.5	208.5	212.5
Number of School Resource Officers	27	28	27	27	29
Percentage of Students, Teachers, Building Administrators and Parents Indicating That Schools Are a Safe and Orderly Place to Learn	-	87.50%	-	83.60%	-
Percentage of Students Referred for Discipline Infractions	17.50%	16.20%	15.10%	14.60%	14.80%
Number of OSHA Incidents Per 100 VBCPS Employees	2.4	2.5	2.5	2.5	204
Workers' Compensation Costs**	\$1,501,444	\$1,686,360	\$1,922,317	\$2,326,800	\$2,158,025
Number of Student Safety Incidents	472	379	410	459	419
Number of Vehicle Crashes Per 100 Vehicles in Service	14.5	17.3	15.2	19.1	18.1
Community Involvement					
PTA/PTSA Membership	30,479	31,431	28,249	28,061	24,680
PTA/PTSA Membership (Percent of Student Enrollment)	44.30%	46.00%	41.60%	41.70%	36.80%
Number of Volunteers in Education	22,164	23,284	23,770	29,794	28,223
Partners in Education	2,031	2,014	2,069	2,163	4,467
Schoolwide and Teacher Grants Awarded by Virginia Beach Education Foundation	\$100,000	\$100,000	\$110,000	\$125,000	\$150,000
Scholarships Awarded by Virginia Beach Education Foundation	\$17,500	\$17,500	\$19,100	\$21,300	\$21,200
Number of ACCESS Scholarships Granted	234	282	251	100	148
Dollar Value of ACCESS Scholarships	\$213,211	\$314,000	\$313,750	\$332,500	\$391,750

Notes: - Information not available.

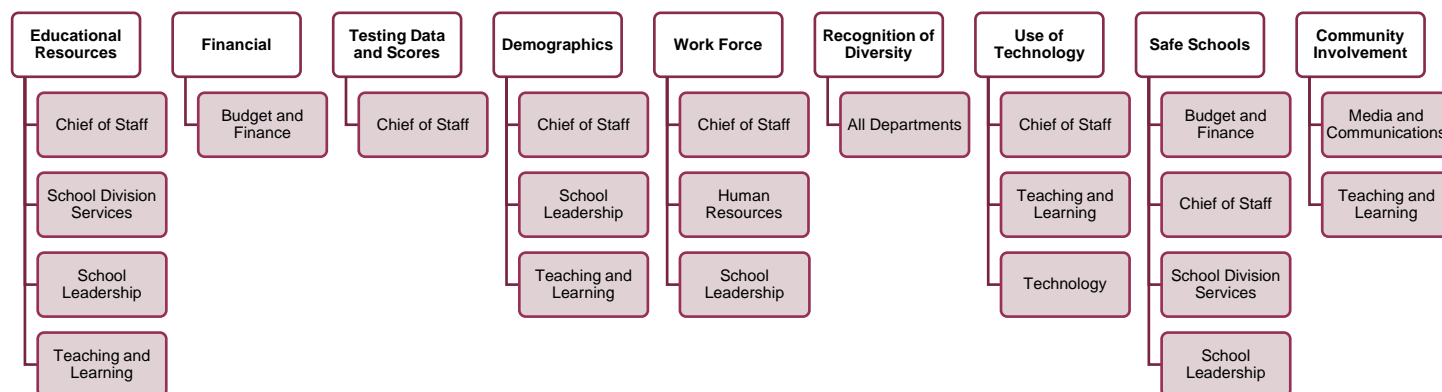
* Denotes a change in methodology in calculating the ratio of students to instructional computers; the calculation now includes tables.

** 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 FY 2017/18.

Source: VBCPS Office 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
King's 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
Strawbridge Elementary	2553 Strawbridge Road	757.648.3800
Tallwood Elementary	2025 Kempsville Road	757.648.3840

Location	Address	Phone
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	4633 Honeygrove 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. In the 2018/19 school year, Lynnhaven Middle School will house the first class of sixth graders. 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 SCHOOLS

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 serve as Digital Learning Anchor Schools: 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

Elementary Schools

	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	Full-day Kindergarten	Gifted Education (full-time or pull-out program)	International Baccalaureate	NUROTC Program	Pre-Kindergarten	Special Education	Title I
Alanton Elementary										X	X	X					X	
Arrowhead Elementary										X		X				X	X	
Bayside Elementary										X		X				X	X	
Birdneck Elementary										X		X				X	X	X
Brookwood Elementary										X		X					X	X
Centerville Elementary										X							X	
Christopher Farms Elementary										X	X					X	X	
College Park Elementary										X		X				X	X	X
Cooke Elementary										X		X				X	X	
Corporate Landing Elementary										X		X					X	
Creeds Elementary										X		X					X	
Dey Elementary										X							X	
Diamond Springs Elementary							X			X		X				X	X	X
Fairfield Elementary										X							X	
Glenwood Elementary										X		X				X	X	
Green Run Elementary										X		X					X	X
Hermitage Elementary										X							X	
Holland Elementary										X		X				X	X	X
Indian Lakes Elementary										X		X					X	
Kempsville Elementary										X		X				X	X	
Kempsville Meadows Elementary										X		X				X	X	
King's Grant Elementary										X		X					X	
Kingston Elementary							X			X							X	
Landstown Elementary										X		X					X	
Linkhorn Park Elementary										X						X	X	
Luxford Elementary										X		X				X	X	
Lynnhaven Elementary										X		X				X	X	X
Malibu Elementary										X		X				X	X	
New Castle Elementary										X							X	
Newtown Elementary							X			X		N/A					X	X
North Landing Elementary										X							X	
Ocean Lakes Elementary										X		X				X	X	
Parkway Elementary										X		X				X	X	X
Pembroke Elementary										X							X	
Pembroke Meadows Elementary										X		X				X	X	
Point O'View Elementary										X		X					X	X
Princess Anne Elementary										X							X	
Providence Elementary										X		X				X	X	
Red Mill Elementary										X							X	
Rosemont Elementary							X			X		X				X	X	X
Rosemont Forest Elementary										X							X	
Salem Elementary										X		X				X	X	
Seatack Elementary				X						X		X					X	X
Shelton Park Elementary										X		X				X	X	
Strawbridge Elementary							X			X							X	
Tallwood Elementary							X			X							X	
Thalia Elementary										X		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	X	
Williams Elementary							X			X		N/A					X	X
Windsor Oaks Elementary										X		X					X	
Windsor Woods Elementary										X		X				X	X	
Woodstock Elementary										X		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	Full-day Kindergarten	Gifted Education (full-time or pull-out program)	International Baccalaureate	NUROTC Program	Pre-Kindergarten	Special Education	Title I
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Middle Schools

Bayside Middle
Bayside Sixth Grade Campus
Brandon Middle
Corporate Landing Middle
Great Neck Middle
Independence Middle
Kempsville Middle
Landstown Middle
Larkspur Middle
Lynnhaven Middle
Old Donation School
Plaza Middle
Princess Anne Middle
Salem Middle
Virginia Beach Middle

				X			X		X							X	X
				X			X		X							X	X
				X			X		X							X	
				X		X	X		X							X	
				X		X	X		X							X	
				X			X		X							X	
				X			X		X	X						X	
				X		X	X		X							X	
			X	X			X		X							X	
				X			X		X			X				X	
				X			X		X				X			X	
				X			X		X							X	
				X			X		X							X	
				X			X		X							X	

High Schools

Bayside High
Cox High
First Colonial High
Green Run Collegiate
Green Run High
Kellam High
Kempsville High
Landstown High
Ocean Lakes High
Princess Anne High
Salem High
Tallwood High

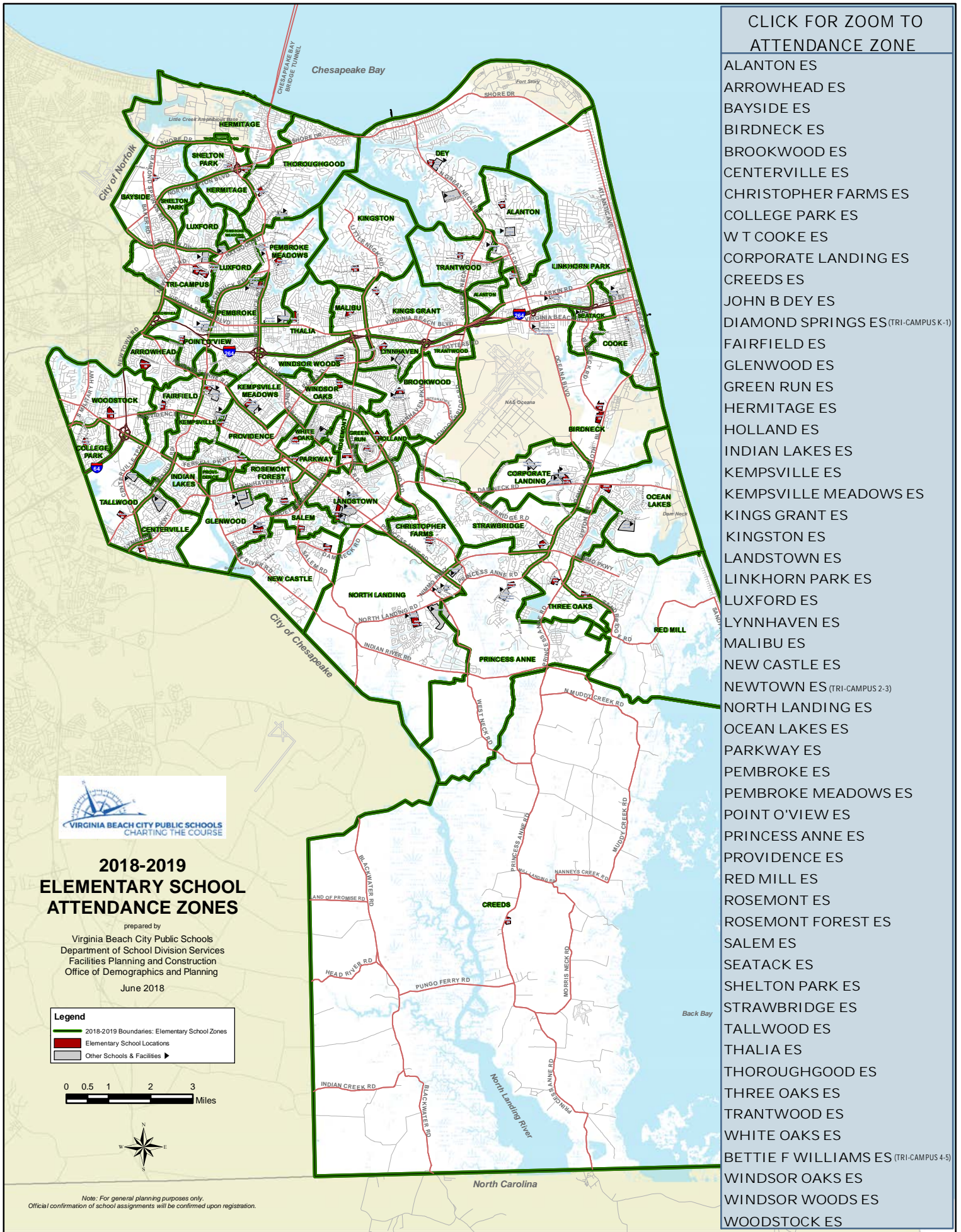
X				X		X	X	X								X	
				X			X	X								X	
X				X			X	X						X		X	
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				X		X	X	X						X		X	
				X		X	X	X								X	
X				X		X	X	X								X	
X				X			X	X						X		X	
X				X			X	X								X	
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X				X			X	X						X		X	
X				X			X	X								X	

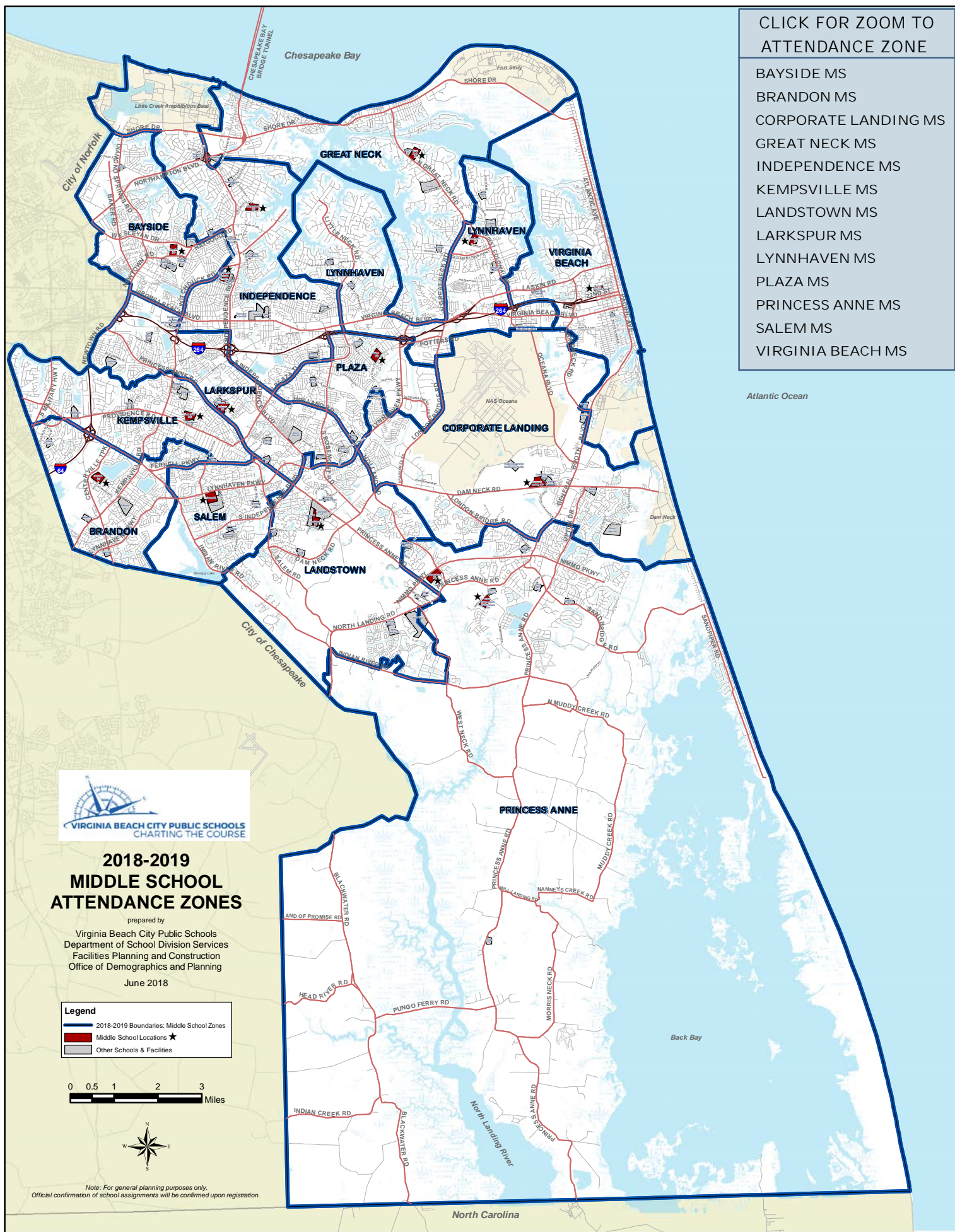
Centers

Adult Learning Center
Advanced Technology Center
Juvenile Detention Center
Renaissance Academy
Technical & Career Education

	X															X	
				X												X	
		X														X	
		X		X												X	
				X					X							X	







CLICK FOR ZOOM TO
ATTENDANCE ZONE

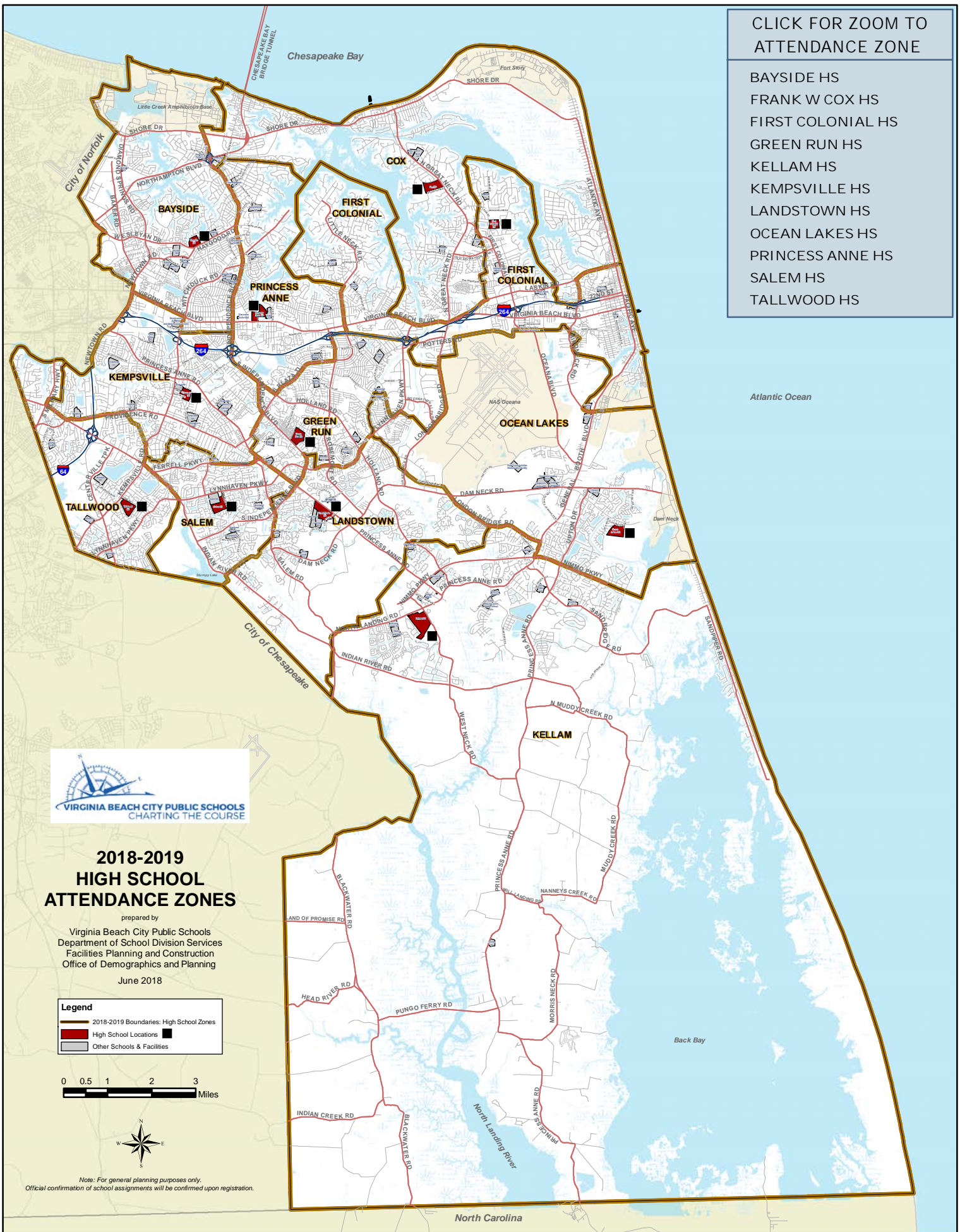
BAYSIDE MS
BRANDON MS
CORPORATE LANDING MS
GREAT NECK MS
INDEPENDENCE MS
KEMPSVILLE MS
LANDSTOWN MS
LARKSPUR MS
LYNNHAVEN MS
PLAZA MS
PRINCESS ANNE MS
SALEM MS
VIRGINIA BEACH MS

Atlantic Ocean

North Carolina

CLICK FOR ZOOM TO
ATTENDANCE ZONE

BAYSIDE HS
FRANK W COX HS
FIRST COLONIAL HS
GREEN RUN HS
KELLAM HS
KEMPSVILLE HS
LANDSTOWN HS
OCEAN LAKES HS
PRINCESS ANNE HS
SALEM HS
TALLWOOD HS



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?*

CORE VALUES

STUDENT-CENTERED DECISION MAKING

Choosing actions that, above all else, benefit and support student learning, growth, and safety.

**Put
Students
First**

CONTINUOUS LEARNING

Pursuing formal and informal learning opportunities to foster personal growth and improvement for all.

**Seek
Growth**

INNOVATION

Encouraging new ideas or improved ways of teaching, learning, and working to achieve our mission.

**Be
Open to
Change**

COLLABORATION

Working together and building partnerships that will benefit our students, division, and community.

**Do Great
Work
Together**

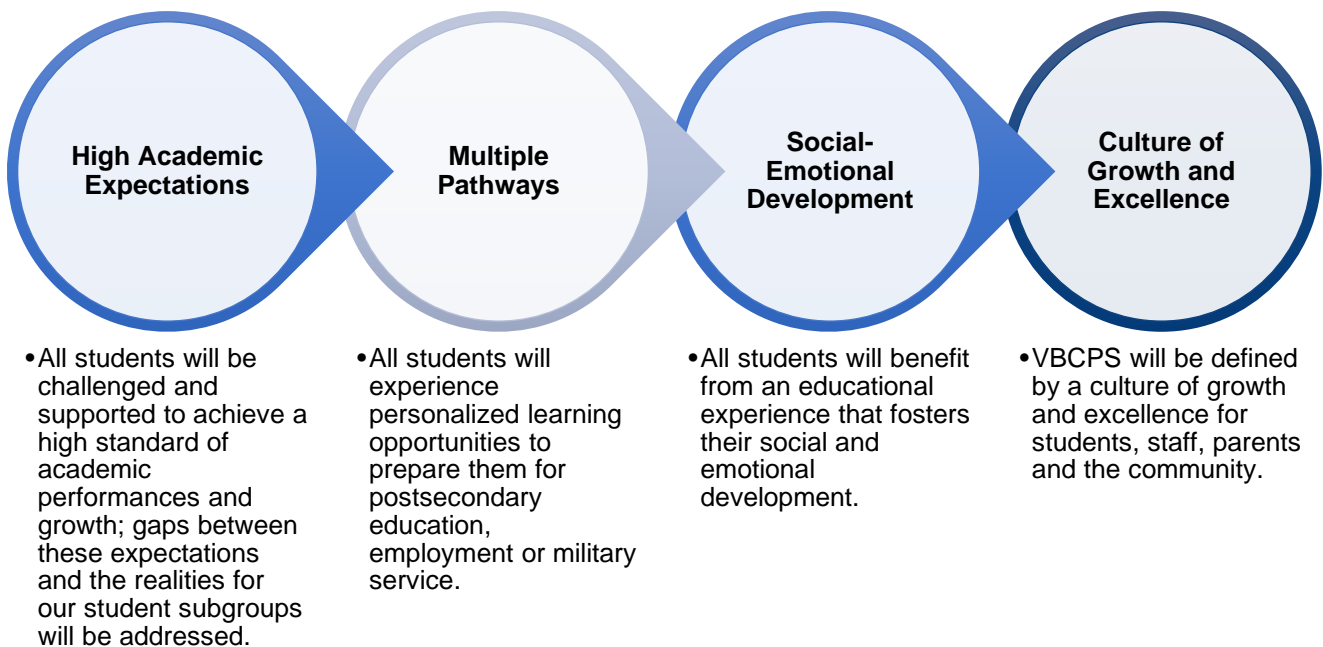
RESPECT

Fostering a trusting, open, ethical, honest and inclusive environment where diversity of thought and individual contributions are prized.

**Value
Differences**

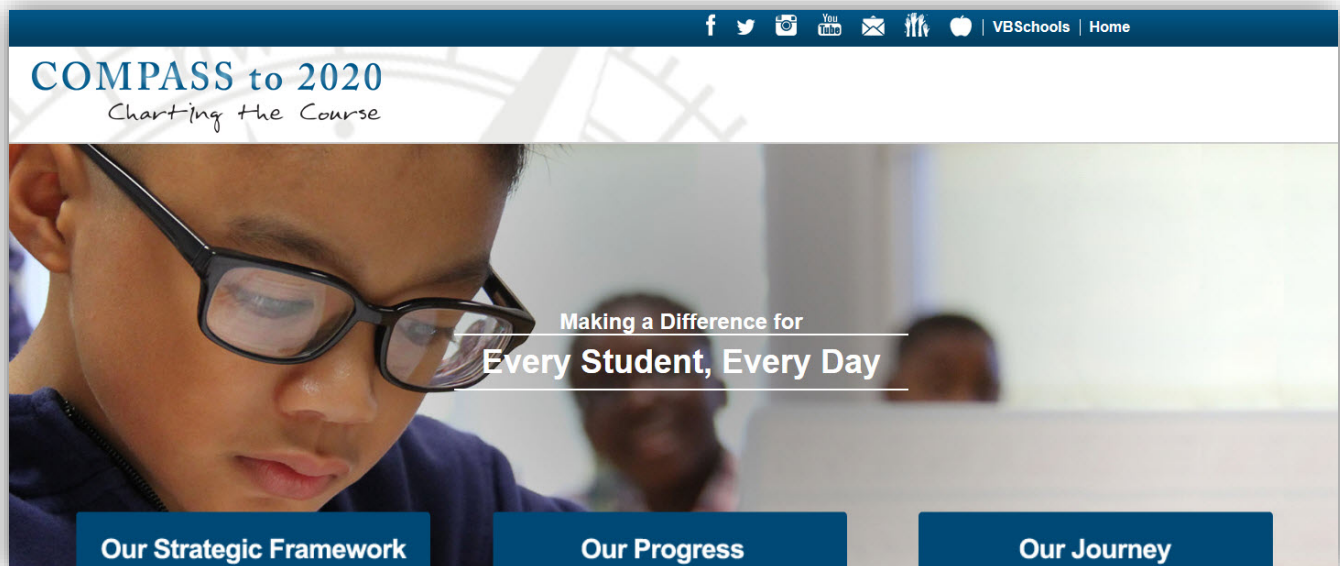
GOALS

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.



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 staff and the community.

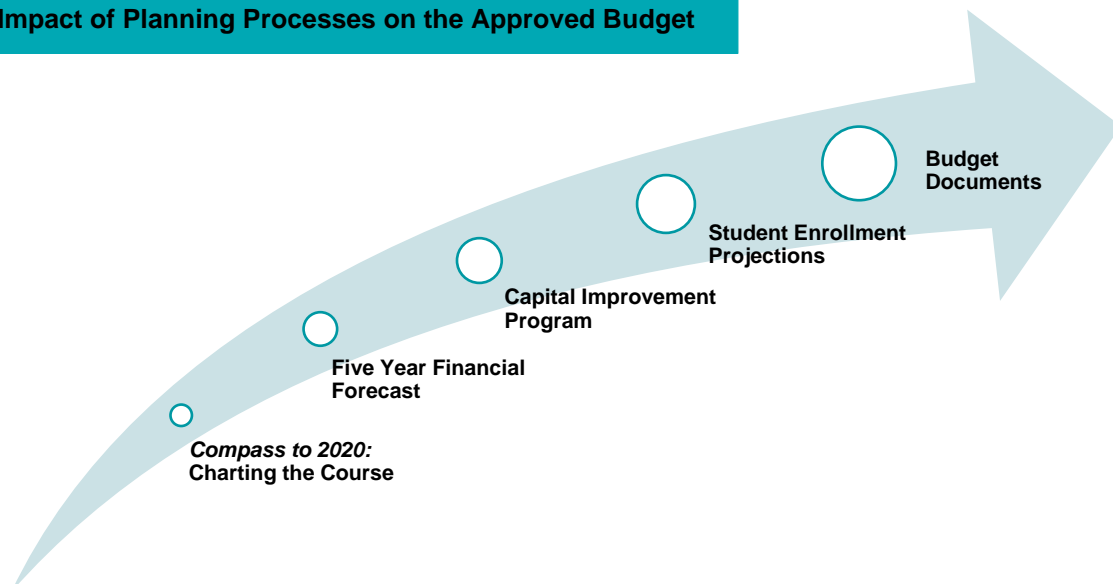
Each year, staff members from the city and VBCPS collaborate to make projections about economic indicators and budget trends that are likely to occur over the next five years. In preparation for the forecast report and to frame the upcoming budget process, city and school division staff meet with local and regional economists each year. This year, the outlook is considerably more optimistic, mainly due to the recovery of local real estate, personal property and other consumer related revenues. As noted in the Hampton Roads Planning District Commission report, the regional economy is improving. This conclusion is also noted in the 2017 Old Dominion University State of the Region report: "The outlook for increased regional economic growth has improved. Each of the major building blocks of our regional economy (defense, the Port, tourism) has gained momentum and our housing market continues to show slow, but steady improvement." 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 2018/19 to 2.3 percent in FY 2022/23.

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 completely 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.

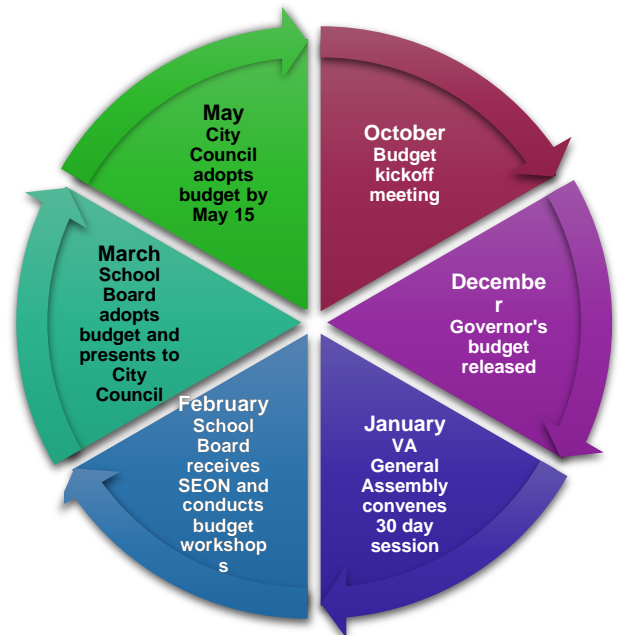
The Governor's budget with projected state payments for each school division is introduced in December. In addition to estimated revenue information for the Standards of Quality (SOQ), incentive, categorical and lottery funded accounts, the Governor's budget release includes an electronic file that provides 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.

VBCPS departmental requests are summarized and presented to the superintendent and senior staff in January 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 SEON, considered the starting point for the following year's fiscal budget, 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 February 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 Facility Master Plan, 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 the 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 February to support community involvement in the CIP budget development process.



In 2007, VBCPS, Hirsch Bedner Associates and Cooperative Strategies worked in collaboration to develop a Long-Range School Facility Master Plan. This plan outlined a series of options for modernizing facilities within the division. In the 2007 plan, the timeline for school modernization and replacement was dependent upon a proposed funding level. Since that time, funding has dipped from the 2007 level of \$60 million per year, and construction costs have increased significantly. In the fall of 2017, VBCPS began the process to review and revise the 10-year-old facility master plan, specifically with an objective to update demographic, condition and program data and the intent to develop recommendations using new data and current funding levels. A steering committee worked with the community to develop a new Long-Range School Facility Master Plan. This master plan was formally accepted by the School Board on Sept. 11, 2018 and will guide the division's work for the next 12-15 years.

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 2018/19 OPERATING BUDGET AND FY 2018/19 - FY 2023/24 CAPITAL IMPROVEMENT PROGRAM

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

2017	
Oct. 10	A budget kickoff meeting is conducted to provide senior staff and budget managers with an economic update, revenue outlook and general directions for budget development
Oct. 10 - Dec. 5	Budget requests are submitted by senior staff and budget managers to the Office of Budget Development
Nov. 21	A Five-Year Forecast is presented to the School Board and the City Council
Dec. 5	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
Dec. 8	Recommended part-time hourly rates for FY 2018/19 are submitted by the Department of Human Resources to the Office of Budget Development
Dec. 11	A draft of the Capital Improvement Program is prepared for the superintendent's review
December (3 rd week)	State revenue estimates are released by the Virginia Department of Education
2018	
Jan. 2 - 19	Budget requests are reviewed, refined and summarized by the Office of Budget Development
Jan. 8	The recommended Capital Improvement Program budget is presented to the superintendent and senior staff
Jan. 16	The unbalanced School Operating budget is presented to the superintendent and senior staff
Jan. 17 - 25	Online Budget Forum available to employees
Feb. 6	The Superintendent's Estimate of Needs for FY 2018/19 is presented to the School Board (Special School Board meeting required)
Feb. 6	The Superintendent's Proposed FY 2018/19 - FY 2023/24 Capital Improvement Program budget is presented to the School Board (Special School Board meeting required)
Feb. 13	School Board Budget Workshop #1 is held from 2:00 - 5:00 p.m.
Feb. 20	School Board Budget Workshop #2 is held from 5:00 - 8:00 p.m.
Feb. 27	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
Feb. 27	School Board Budget Workshop #3 is held from 2:00 - 5:00 p.m. (if needed)
Mar. 6	School Board Budget Workshop #4 is held from 2:00 - 5:00 p.m. (if needed)
Mar. 6	The FY 2018/19 School Operating budget and FY 2018/19 - FY 2023/24 Capital Improvement Program budget are adopted by the School Board (Special School Board meeting required)
Mar. 13	The FY 2018/19 School Board Proposed Operating Budget is provided to city staff
April	The FY 2018/19 School Board Proposed Operating Budget and FY 2018/19 - FY 2023/24 Capital Improvement Program budget are presented to the City Council (Sec. 15.1-163)
No Later Than May 15	The FY 2018/19 School Board Proposed Operating Budget and FY 2018/19 - FY 2023/24 Capital Improvement Program budget are approved by the City Council (Sec. 22.1-93; 22.1-94; 22.1-115)

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, considering that K-12 education is highly 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 substantial pressure on school budgets:

- **Programmatic Priorities** – The Virginia Beach 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 thoughtfully, strategically and efficiently.

Since FY 2017/18, the School Operating budget has included \$6.75 million in funding to support VBCPS' plans to continue a phased-in expansion of preschool and full-day kindergarten over the next several years. VBCPS is one of only three school divisions in the Commonwealth that do not currently offer full-day kindergarten to all eligible students. The planned implementation will expand full-day kindergarten to 53 elementary schools and increase the number of at-risk students served in the division's preschool program from 704 to 1,154 students by FY 2021/22. Full-day kindergarten is currently offered at 35 elementary schools with plans to add between 15 and 18 full-day classes each year. The preschool expansion will require the addition of six classes each year for four years and one additional class in the final year of expansion. The \$6.75 million budget is sufficient to fund the annual costs of implementing and expanding these programs for the first three years of the five-year plan, through FY 2019/20.

- **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 this strategic objective, the division has completed the final phase of its 1:1 technology initiative to provide Chromebooks to every student in kindergarten through 12th grade at all 86 schools and centers.

Additionally, the division has allocated one-time funding from multiple sources to replace broken and aging whiteboards with standalone interactive displays to further support transformational learning experiences for all students. This project will make it possible for students and staff to take advantage of enhanced features available in these interactive flat panel systems while alleviating the costly maintenance needs of the projector-based systems currently in place. A \$20 million systematic six-year replacement plan has been developed with a goal to install new panels in each school in the division by the 2022/23 school year, or sooner, as funding permits. The fiscal challenge moving forward will be to identify millions of dollars in funding for ongoing annual expenses related to device and display replacement/refreshment. It is evident that the purposeful use of technology will be integral to the instructional program as the division prepares students to master not only course content but globally competitive skills such as creativity, collaboration, critical thinking, communication and citizenship.

- **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 this goal is to provide a competitive compensation and benefit plan for employees. VBCPS ranks No. 1 in the Hampton Roads region for entry-level teacher salary compensation. In recent years VBCPS has budgeted funds, as available, to take incremental steps toward addressing internal equity and compression issues identified in the Unified Pay Scale. The FY 2018/19 School Operating budget fully funds the remaining equity adjustments for eligible employees, marking the completion of a six-year process. Additional needs have been identified in other areas of compensation, primarily associated with increasing allowances for advanced degrees, reclassifying teacher assistants and moving selected positions to the Teacher Pay Scale. Improvements recommended by the administration would require budget increases totaling nearly \$10.3 million in ongoing, annual expenses.
- **Employee Benefits** – The national trend for health care costs is rising, partially as a result of increasing expenses for hospital stays and prescriptions. Locally, VBCPS did not increase employee premiums in FY 2017/18. The FY 2018/19 School Operating budget includes a moderate 1.0 percent increase in employee

premiums along with a 1.0 percent increase to the employer cost for health care. Moving forward, VBCPS plans to budget a 3.0 percent increase to the employer portion of health care costs for FY 2019/20. These minor adjustments indicate a favorable trend and can be attributed to plan design changes, better education and communication, implementation of an online enrollment tool, a partnership with the Sentara Quality Care Network and a redesigned employee wellness program. As a result of these improvements, the Health Insurance fund balance has grown over the last two years. The 3.0 percent trend forecasted in future years assumes that the division will likely draw from the Health Insurance fund balance to cover some expenses for the health plan. The Benefits Executive Committee (a group of members from the city and school staffs) along with Mercer, a health care consulting firm, will continue to monitor medical expense claims, workplace needs, market trends and federal legislation that could impact costs.

In 2012, the General Assembly took action to require full funding of the 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 2017/18, the state budget increased the rate from 14.66 percent to 16.32 percent. This increase was due largely in part to the previous underfunding of the VRS plan during the economic downturn. Although the FY 2018/19 employer contribution rate dropped to 15.68 percent and provided a savings of approximately \$2.7 million, there is always a possibility that the rate could be adjusted if VRS elects to lower its expected rate of investment returns for the state's pension plan. Such a move would increase the employer contribution costs. Because retirement is a salary-sensitive benefit and VRS changes are unpredictable, 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. 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. This task force expired on July 1, 2018; no additional reports have been issued. The total impact of state and federal unfunded mandates to VBCPS is estimated at \$44 million annually. Approximately \$16 million of that total are mandates that originated either from 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. The financial impacts of federal mandates outlined in the Every Student Succeeds Act of 2015 (ESSA), the accountability model that replaced the No Child Left Behind (NCLB) Act of 2001, have not yet been fully assessed.
- **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 student enrollment and local ability to pay. According to a report on state education spending released by the Joint Legislative Audit and Review Commission in December 2018, the state spent about \$6 billion in FY 2017/18 to fund Virginia's constitutionally mandated K-12 Standards of Quality (SOQ). This equates to \$4,806, on average, for each of the state's 1.25 million elementary and secondary school students. State SOQ spending increased by 1.4 percent from FY 2016/17 to FY 2017/18, from \$5.91 to \$5.99 billion. This is the seventh consecutive annual increase, reflecting a general upward trend as revenues have recovered from the Great Recession. State K-12 SOQ spending per student increased by 1.1 percent from FY 2016/17 to FY 2017/18, from \$4,754 to \$4,806. This represented a statewide increase in spending per student of \$52. For Virginia Beach, total state SOQ spending per student increased by 1.2 percent over the same period, from \$4,758 to \$4,815. The total number of students statewide increased by 0.3 percent, or 3,213 students. Over the longer term, however, the growth in state K-12 SOQ spending per student has not kept pace with inflation as measured by the Consumer Price Index (CPI). Adjusted for inflation, state SOQ spending per student was \$649 less in FY 2017/18 than in FY 2008/09, in part because of the decrease in SOQ spending during the recession years (FY 2009/10 through FY 2011/12).
- **School Safety** – Because children and schools are the heart of a community, the topic of school safety and security is routinely discussed and analyzed. VBCPS believes that its first, and most important, priority is to create a safe educational environment that is conducive to student learning. Not only does VBCPS have an obligation to protect its students from external threats, but also to ensure that students who are experiencing a mental health crisis have access to appropriate services before that student becomes a danger to him/herself or others. In April 2018, VBCPS Superintendent Dr. Aaron Spence called for the formation of a Blue Ribbon Panel on School Safety and Security to analyze the school division's safety procedures, infrastructure and practices. This panel was to identify the division's current best practices as well as potential

areas of improvement. The panel presented 11 recommendations to the School Board during a summer retreat.

- **Structurally Flawed Operating Budget** – The FY 2018/19 budget marks the ninth 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. 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 divisionwide 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 \$770.1 million for the FY 2018/19 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. After the FY 2018/19 School Board Operating Budget was adopted in March, the City Council approved a Resource Management Plan with amendments. One of the amendments accounted for an increase of \$558,063 in additional revenue for VBCPS associated with the RSF calculation. To account for the variance and balance, a reduction was posted to the City Manager Reserve and the funding was added to the schools' FY 2018/19 budget. On April 24, 2018, the School Board adopted an amended budget resolution that specified how the additional funds would be spent. The division plans to use \$283,063 to fund 4.0 full-time equivalent behavior interventionist positions in the Office of Student Support Services and will spend \$275,000 for grounds services to fund an increased frequency for the routine mowing and maintenance cycles for schools.

The city budget development process also occurs in stages, requiring the School Board Proposed Operating Budget to be reconciled with the City Council ordinance outlining the annual budget for the city and making appropriations for FY 2018/19. As previously mentioned, the City Council must approve the appropriation for the School Operating and CIP budgets no later than May 15, providing firm budget figures for the share of local revenue VBCPS will receive from the city for the next fiscal year, which begins July 1. These figures would reflect any additional educational funding that may be approved by the City Council.

In the FY 2017/18 Resource Management Plan and Operating Budget adopted by the City Council, a real estate tax increase of 1.25 cents was included to support the first two years of the phased approach VBCPS will take to implement full-day kindergarten and expand the pre-kindergarten program. The tax revenue generated by the rate increase is recognized in the FY 2018/19 School Operating budget as an additional appropriation of \$6.75 million in dedicated revenue from the city. VBCPS is one of only three school divisions in the Commonwealth that do not currently offer full-day kindergarten to all eligible students. The planned implementation will expand full-day kindergarten to 53 elementary schools and increase the number of at-risk students served in the division's preschool program from 704 to 1,154 students by FY 2021/22.

Full-day kindergarten is currently offered at 35 elementary schools with plans to add between 15 and 18 full-day classes each year. The preschool expansion would require the addition of six classes each year for four years and one additional class in the final year of expansion. The \$6.75 million budget is sufficient to fund the annual costs of implementing and expanding these programs for the first three years of the five-year plan, through FY 2019/20. Although funding to complete the multi-year phased implementation of full-day kindergarten for all eligible students is not reflected in the current financial forecast, the School Board will continue to support the planned expansion and address any request for additional funding during future budget development cycles.

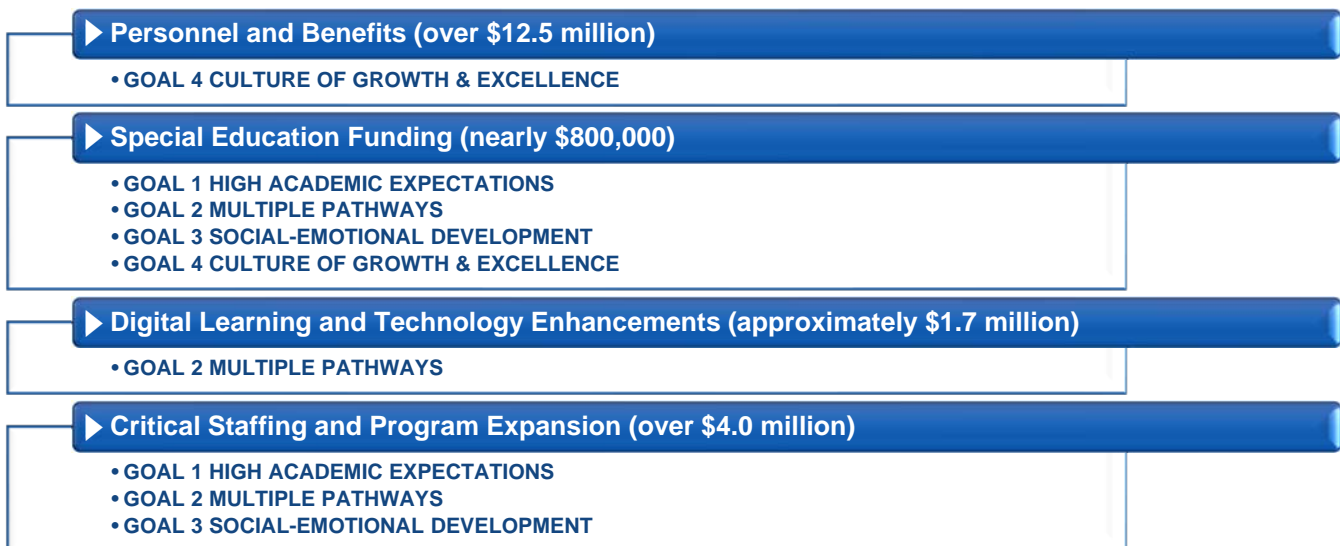
With the additional \$558,063 in funding from the city, the final FY 2018/19 School Operating fund totals \$770,666,004. This is an increase of \$15.8 million, or nearly 2.1 percent, from the FY 2017/18 Approved Budget of \$754,855,729. In addition to the spending plan approved for the kindergarten and pre-kindergarten expansion, included in the FY 2018/19 School Operating budget are funds to:

- **Address salary scale issues** by working to stop the growth of the "top of scale." The FY 2018/19 budget moves all eligible employees up an experience step (0.5 percent), not to exceed the "top of scale." Based on available funding, this budget also provides a 1.5 percent cost of living adjustment (COLA). The projected costs for these increases is \$10.5 million (inclusive of benefits).

- Fund the remaining costs to address the Unified Pay Scale equity adjustments.
- Increase the number of Digital Learning Anchor Schools by allocating \$1.5 million to support the division's 1:1 technology initiative, providing access to technology and digital resources for personalized learning opportunities.
- Add 28.0 full-time equivalent (FTE) instructional positions to reduce class sizes strategically at the elementary and secondary levels, 12.0 high school counselor positions, 3.0 instructional technology specialists and 10.0 technology support technician positions. The addition of these positions will cost approximately \$3.9 million.
- Purchase five additional regular education replacement buses, increasing the number of buses in the base budget to 38 and moving the division closer to the goal of replacing 50 buses per year. The FY 2018/19 budget also adds ongoing funding to replace two special education buses each year. Together, the cost for these additional buses is expected to be nearly \$700,000.
- Provide an additional ongoing funding source for the Office of Transportation Services to replace eight white fleet vehicles each year, add 2.0 FTE fleet technicians and maintain fleet tracking software to reduce fuel and operating costs. The total budgeted for these expenses in FY 2018/19 is just over \$580,000.
- Allocate additional funding required to support costs associated with special education program mandates in the division. In FY 2018/19, the budget will be increased by a little more than \$493,000 to meet our responsibility to provide a free and appropriate public education to all eligible children with disabilities. This may include payments for students parentally placed outside the division in residential facilities or reimbursement to parents for costs associated with private tuition and/or tutoring.
- Address the structural flaw in the School Operating budget by reducing our reliance on reversion funds. The FY 2018/19 budget uses \$6.8 million of School Reserve (reversion), down from approximately \$8.8 million used last fiscal year.
- Add 4.0 FTE Program Compliance Support Teacher (PCST) positions for the special education program, increasing the FY 2018/19 budget by \$302,438 (inclusive of salary and benefits).

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 2017/18 School Operating budget as a lump sum appropriation rather than by categories.

Significant FY 2018/19 Expenditure Highlights Linked to Strategic Goals



The FY 2018/19 budget reflects considerable increases in revenue at the state and local levels and continues to reverse the impact of significant cuts that VBCPS has sustained since 2008. A variety of economic factors and policies contributed to revenue growth at the state and local level for FY 2018/19. State revenue, which accounts for 35.4 percent of VBCPS' FY 2018/19 funding, is projected to increase a little under \$1 million, or 0.26 percent from FY 2017/18. These projected increases reflect the impact of General Assembly legislative actions, the state's re-benchmarking of costs, changes in VBCPS enrollment and technical public education policy updates. Conversely, the most significant changes for this revenue source are the incentive programs, which decreased a little more than \$1.3 million from the previous year, and an increase to the local composite index (LCI) for the 2018-2020 biennium. The higher a locality's LCI, the less state funding it receives. For the 2018-2020 biennium,

the LCI for Virginia Beach increased from .3925 to .4046. The projected state sales tax revenue for VBCPS in FY 2018/19 is \$75.3 million, an increase of \$1.6 million, or 2.2 percent, compared to the FY 2017/18 Approved Budget.

The outlook for increased local economic growth continues to improve. The major building blocks of the regional economy (defense, the Port, tourism) have gained momentum and the housing market continues to show slow, but steady improvement. VBCPS receives most of its funding, over 52.0 percent, from local contributions. The FY 2018/19 local contribution (generated through the Revenue Sharing Formula and other local contributions) totals \$403,187,436, an increase of \$17,641,963, or 4.6 percent, over the FY 2017/18 amount of \$385,545,473.

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 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. Mandates are not always funded and can pose a financial burden on localities and school divisions. 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. This task force expired on July 1, 2018; no additional reports have been issued.

The total impact of state and federal unfunded mandates to VBCPS is estimated at \$44 million annually. Approximately \$16 million of that total are mandates that originated either from the General Assembly or the Virginia Department of Education. 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 5.0 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 5.0 percent to these employees beginning July 1 of that same year, 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 was the fifth and final year of the phased-in VRS offset; effective FY 2017/18, all eligible employees will be paying the full 5.0 percent required.

The General Assembly's 2016-2018 biennial budget adopted higher VRS employer contribution rates for instructional retirement benefits than those originally planned. For FY 2017/18, the state budget increased the rate from 14.66 percent to 16.32 percent. This increase was due largely in part to the previous underfunding of the VRS plan during the economic downturn. For 2018-2020, the General Assembly dropped the VRS employer contribution rates to 15.68 percent, a 0.64 percent decrease. VBCPS anticipates a corresponding savings of approximately \$2.7 million for FY 2018/19. Lower VRS rates for the new biennium are a welcome relief, but there is a great deal of uncertainty with regard to future adjustments to this fringe benefit. And, because retirement is a salary-sensitive benefit, related expenses can also increase with compensation adjustments, position growth and turnover.

COMPENSATION SUPPLEMENT INCENTIVE

The biennial 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 2.0 percent for both instructional and support

employees in FY 2016/17. Funding was contingent on a stable general fund revenue forecast. As a result of the significant state revenue shortfall in FY 2016/17, the Governor announced a proposal for balancing the state's budget which included eliminating state funding for salary increases. As a result, VBCPS did not receive the compensation supplement for pay increases for FY 2016/17. To fill the gap created by this action, the School Board made a request to City Council to reappropriate \$2.7 million of School Reserve (reversion) funds to cover FY 2016/17 employee raises.

The Governor's Amended 2016-2018 Biennial Budget adopted by the 2017 General Assembly included \$1.8 million in funding for a compensation supplement equal to the state share of a 2.0 percent salary increase effective Feb. 15, 2018 for funded SOQ instructional and support positions. In order to meet the minimum requirement, a recurring cost of approximately \$10.4 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 2017/18 School Board Approved Budget included a 2.0 percent salary increase for all employees effective July 1 and met the minimum requirement mandated by the state to receive this supplemental funding.

The 2018-2020 biennial budget adopted by the General Assembly includes a 3.0 percent compensation supplement in FY 2019/20 but offers no funding for this incentive program in FY 2018/19. The compensation supplement will provide funds for instructional and support positions beginning July 1, 2019. To receive this state funding, school divisions must certify that pay increases averaging 3.0 percent are provided during the 2018-2020 biennium. Again, the compensation supplement payment is contingent upon a stable general fund revenue forecast for the amended budget bill to be proposed in December 2018 to the 2019 General Assembly.

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 2018/19, the unfunded cost for VBCPS is estimated at \$2.7 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 \$3.9 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. To provide reading intervention services, the Code of Virginia requires each local school board to employ reading specialists trained in the identification of and the appropriate interventions, accommodations, and teaching techniques for these at-risk students. 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 \$2.2 million for FY 2018/19.

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, cardiopulmonary resuscitation (CPR), and the use of an automated external defibrillator (AED) in the SOL for Health. Students must also receive hands-on training in emergency first aid, CPR and the use of defibrillators as a graduation requirement. 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 annually and an additional \$6,000 per year will be needed for AED trainers and replacement pads. CPR kits and training mats are expected to cost \$27,500 each year. Instructional staff seeking an initial license or renewal of a license must complete certification or training in emergency first aid, CPR, and the use of AEDs. The financial impact for staff development and student training is expected to be significant. There is no state funding to support this mandate.

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 40.0 percent of excess special education costs. In other words, they would pay for nearly half of the additional costs required to educate students with disabilities. Unfortunately, Congress has never come close to fulfilling that promise. The number of students with disabilities served under IDEA has increased by 25.0 percent in the past two decades. On average, the cost of educating children with disabilities is twice the cost of educating other children (measured as the national average per pupil expenditure).

For FY 2016/17, national IDEA federal funding covered 15.2 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. Federal funding only covered approximately 14.7 percent of VBCPS' FY 2016/17 costs for special education and related services. During that fiscal year, approximately 10.9 percent of VBCPS students received special education services. The shortfall in IDEA funding has been assumed by the states and local school divisions. Since 2009, the annual federal cost shift to states and school divisions has averaged approximately \$19.5 billion. The federal share of the excess costs of special education services in FY 2016/17 was 16.0 percent. Nationally, states and local education agencies were left to make up the difference of approximately \$17.9 billion for FY 2016/17. Each year that Congress fails to meet its 40 percent commitment, school divisions that have been facing budget cuts for years are forced to make hard decisions about which programs and services to fund.

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 Virginia Board of Education's application for a waiver from certain provisions of NCLB. The flexibility waiver allowed the state to establish challenging but attainable goals for increasing student achievement. On Dec. 10, 2015, the Every Student Succeeds Act of 2015 (ESSA) was signed into law, and it replaced the NCLB Act of 2001. ESSA provides increased flexibility to states in developing and implementing, within federal guidelines, long term goals and interim measures of progress to identify schools for support and improvement.

Section 4(b) of ESSA granted the U.S. Department of Education (USED) the authority to provide for an orderly transition to, and implementation of, authorized programs under the new statute. Programmatic and fiscal components for federal programs operating under ESSA take effect on July 1, 2017; however, the accountability provisions were delayed until July 1, 2018. The VBOE submitted Virginia's revised ESSA State Plan to the USED in February 2018. The financial impact of this new accountability model has not yet been assessed. It is anticipated that federal funding for Title I, Part A and Title III are expected to increase under ESSA, but this would likely be offset by decreases for Title II, Part A.

IMPACT AID

The Impact Aid Program, signed into law by President Harry Truman in 1950, is the nation's oldest K-12 Federal education program. Nationwide, approximately 1,200 school districts enrolling more than 10 million students benefit from Impact Aid funding. 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 began declining in 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. The Consolidated Appropriations Act signed into law in March 2018 includes an \$81 million increase for basic support and a \$4.5 million increase for federal properties - the largest increase for the program in over a decade. While this nationwide increase is a welcome relief, funding caps on discretionary spending continue to be a concern for federally impacted school divisions.

VBCPS' 2018 LEGISLATIVE AGENDA

BUDGET

Due to the budget constraints facing the Governor and the General Assembly during the 2018 session, Virginia Beach City Public Schools (VBCPS) requests that the recent investments in education remain untouched. As our mission as a school division continues, we must be in the best position to meet the needs of our 68,000 students and 10,000 employees. According to a study from JLARC released in Sep. 2016, spending on K-12 public education since 2005 has declined by 7 percent per pupil. After adjusting for inflation and increased enrollment, Virginia now spends 9 percent less on K-12 instruction than it did in 2005. According to the Virginia Department of Education (VDOE), inflation adjusted state per pupil funding declined from \$4,275 in 2009 to \$3,647 in 2016 or by \$628 per pupil. Costs for educating students have not declined during the same period.

RE-BENCHMARKING

In the summer of each odd-numbered year, the VDOE provides the Governor and the General Assembly with an estimate of the "re-benchmarked" cost of continuing the existing Direct Aid to Public Education programs for the next biennium. This re-benchmarking 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 should not reflect any changes in policy or technical methodology. Because re-benchmarking is a process to update the state funding formulas to reflect the current costs facing Local Education Agencies (LEA), failure to fully fund re-benchmarking would signify a decrease in the state's commitment to fund K-12 education. VBCPS supports full funding of the biennial re-benchmarking of the SOQ funding formulas. VBCPS opposes any formula changes to the re-benchmarking methodology that would artificially decrease the actual costs to fund K-12 education.

UNCAP INSTRUCTIONAL SUPPORT POSITIONS IN STANDARDS OF QUALITY

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.

ELIMINATE OR FUND CURRENTLY UNFUNDED MANDATES

As of September 2017, the total impact of state and federal unfunded mandates to VBCPS was \$44 million. Of that \$44 million, approximately \$16 million 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 such mandates. VBCPS supports the elimination of unfunded mandates or the full funding of all mandates.

SPECIAL EDUCATION FUNDING

VBCPS has more than 7,900 students who qualify for special education services. In FY 2015/16, VBCPS spent more than \$106.1 million, or approximately \$13,400 per qualified student, on special education programs and services. That is the highest amount since 2011. Of this total expense, approximately 15 percent comes from the federal government, 20 percent from the state and 65 percent from local funding. VBCPS is opposed to any change in the delivery of special education services or special education funding that would shift an even larger portion of the funding responsibility to the locality. This includes any changes to regional special education programming that would either reduce the overall state allotment or reduce the funding to an individual regional program. Any reductions in state funding would not reduce VBCPS's obligations under the IDEA and would unfairly increase an already disproportionate responsibility to the locality. VBCPS supports efforts by the Virginia General Assembly to work with our federal delegation to encourage the U.S. Department of Education and Congress to fully fund their portion of special education services in Virginia.

LOTTERY FUND USAGE

While VBCPS supports the additional flexibility provided through recent investments in lottery proceeds, VBCPS is opposed to any measure that would shift the SOQ or other recurring costs to the lottery funds. Shifting additional mandatory operating costs to the lottery fund program reduces the amount of money available to school divisions for school construction and other necessary discretionary spending. The lottery funds should be used exclusively to supplement current public education funding and not be used to supplant ongoing SOQ funded programs.

DUAL ENROLLMENT

High quality dual enrollment programs are an important part of preparing students for the workforce and will allow students to earn college credit or even an associate degree while still in high school. VBCPS supports legislation and/or regulatory reforms that allow school divisions and local community colleges to negotiate individual rates for public school students who, through their local school division, take dual enrollment courses through the local community college. VBCPS also supports the establishment of clear transfer maps for each public, four-year institution for dual enrollment courses. These transfer maps should be established in conjunction with recommended guidelines by the State Council of Higher Education for Virginia (SCHEV). These steps will ensure that dual enrollment programs are accessible for all students, as well as provide a stepping stone to post-secondary education and programs for all students.

CONTINUED REFORM OF THE ASSESSMENT SYSTEM

VBCPS supports legislation responsive to recommendations by the SOL Innovation Committee that reforms Virginia's SOL assessments by focusing on authentic growth measures to allow students to demonstrate 21st century skills such as communicating effectively, thinking critically and creatively, and solving problems. VBCPS also supports the reduction of the number of required tests to allow school divisions to continue to transform the traditional classroom to better meet the needs of our students to compete in a global marketplace. Rather than the 29 SOL tests currently mandated, VBCPS supports legislation that allows school divisions to replace current SOL assessments with performance-based assessments that will better prepare students for success in higher education and in the workplace. Since 2008, VBCPS has successfully developed an increasing number of

performance-based assessments that are used on a division-wide basis. 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 transition after high school, and qualitative measures of overall school performance beyond assessments.

FLEXIBILITY FOR ADDRESSING TEACHER SHORTAGES

The number one school-based predictor of student success is access to highly effective teachers. Virginia is facing a national teacher shortage, partly because we are seeing fewer students enrolling in education majors, and therefore fewer teachers coming out of college. Also, those considering entering the profession are faced with salary and benefit packages that have remained stagnant for the better part of a decade. Sadly, due to increases in VRS contributions and healthcare costs, teachers are making less today after adjustments for inflation than they did five years ago. Funding for increased teacher compensation must be a top priority for Virginia to continue to attract high quality individuals to the teaching profession. The continued expansion of the requirements for teacher licensure and recertification are another challenge for teacher recruitment and retention with a growing number of new licensure requirements including, most recently, hands-on, emergency first aid training. Also of concern is an antiquated process for initial licensure and renewal which creates unnecessary challenges for new and returning teachers alike. VBCPS supports a moratorium on any new requirements for teacher licensure and recertification as well as streamlining the licensing process by allowing for more electronic submission of documentation.

MANDATORY FUNDING OF VIRTUAL SCHOOL

VBCPS recognizes that virtual learning can play an important part in a child's overall academic development and achievement. However, VBCPS 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.

CHARTER SCHOOLS

VBCPS fully supports creating learning environments that meet the individual needs of the community and the students it serves, including academies, innovative programs, Governor's Schools and charter schools; however, for these alternative models to be successful they must have the support of the local community and school division. For this reason, VBCPS is opposed to any legislation that would remove the local school board's authority to approve charter schools within its boundaries, including any change to the Virginia Constitution or legislation that would give the VBOE authority to create regional charter schools.

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. 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 (i.e., living in the proper school district) and demonstrate evidence of progress academically. However, discipline and consequences for violating behavioral expectations and attendance requirements, as set forth in the VHSL Handbook and Policy Manual, could not be applied to nonpublic school students to the same extent as with students enrolled in the public schools. Further, the potential for academic eligibility disparities is significant, since local academic requirements, including a minimum grade point average and/or mandatory study halls, could not be applied to nonpublic school students.

STUDENT SAFETY

We believe in positive behavioral supports to help students learn self-discipline while still holding them accountable for their actions and keeping our schools safe. VBCPS opposes limiting options to safely manage schools including the ability to suspend students whose behaviors warrant such action. While we work to keep our students with us more, by reducing out-of-school suspensions, we also need to help students build resiliency and coping skills through alternative disciplinary practices. VBCPS supports legislation that promotes alternatives to suspension and funding at the elementary level for additional instructional personnel support specialists (e.g. social workers, school counselors, and school psychologists) to support these alternatives. This work is complex and takes time, patience and flexibility.

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 TECHNOLOGY NEEDS

Technology Item Description (not in priority order)	One-Time	Annual
Technology initiative – 1:1 access for all students in grades one through 12 and instructional staff	1,544,000	5,500,000
Interactive white board replacement (4,661 devices)	19,962,000	3,477,000
Access layer switching replacement (eRate funding may be available)	10,000,000	
Unified Communication - telephone system upgrade	5,000,000	714,000
Infrastructure cabling and upgrade	2,910,000	216,000
\$2,015,000 Cabling upgrade for various locations (one-time)		
600,000 College Park & Transportation network redesign (one-time)		
295,000 Infoblox grid enhancement (\$79,000 one-time and \$216,000 annually)		
Copier/Multifunction Device (MFD) replacement	721,000	428,000
Security Enhancement	540,000	420,000
\$340,000 Security threat identification software (\$40,000 one-time and \$300,000 annually)		
600,000 Student offsite filtering (\$120,000 annually)		
500,000 Data Loss Prevention Solution (one-time)		
Hyper-converged Azure Cloud Integration (Data Center phase III)		150,000
Infrastructure Replacement	700,000	
\$525,000 Local host server replacement		
175,000 F5 External SSO/Internal SIS Load Balancer		
Network monitoring and troubleshooting system	500,000	
Video Intercom with Central Control Platform (buzz system) (85 schools) (pilot school - Princess Anne ES)	282,000	
Department of Technology Total	42,150,000	10,905,000

UNMET OPERATING NEEDS

Non-Technology Item Description (not in priority order)	One-Time	Annual
School bus replacement - 150 buses are behind schedule	9,928,000	4,750,000
Eliminate need for one-time funds in balancing budget	6,800,000	
Additional personnel cost:		8,327,000
\$5,719,000 Increase allowances for advanced degrees		
1,345,000 Move selected positions to the Teacher Pay Scale		
1,263,000 Revise and increase Additional Duty Supplements		
Additional full-time equivalent (FTE) positions:		2,957,500
\$1,105,000 17.0 Teachers - strategic class size reduction for class loads over 120 students (MS)/150 students (HS) (ES 1.40; MS 5.60; HS 10.0)		
1,072,500 16.5 Fine Arts Teachers (ES 7.2; MS 3.9; 5.4 HS)		
487,500 7.5 Literacy Coach (MS 2.0; HS 5.5)		
292,500 4.5 Math Coach (MS 2.0; HS 2.5)		
School building projects:	3,407,000	
\$2,210,000 Paint entire interior of selected school buildings - 23 buildings are past the 10 year painting schedule		
1,197,000 Paint, ceiling tile, and gutter projects at Ocean Lake ES, Kingston ES, Lynnhaven MS, Plaza MS, and Larkspur MS		
Baseball/softball field lights (7.5 schools)	5,250,000	
Reclassify teacher assistants:		3,251,000
\$1,905,000 Equity adjustments as a result of moving teacher assistants to Grade 10		
1,346,000 Reclassify teacher assistants to the minimum of Grade 10		
Field turf for stadium field of one designated high school	1,250,000	
White fleet replacement vehicles	2,321,000	700,000
Operating Items Total	28,950,000	10,985,500

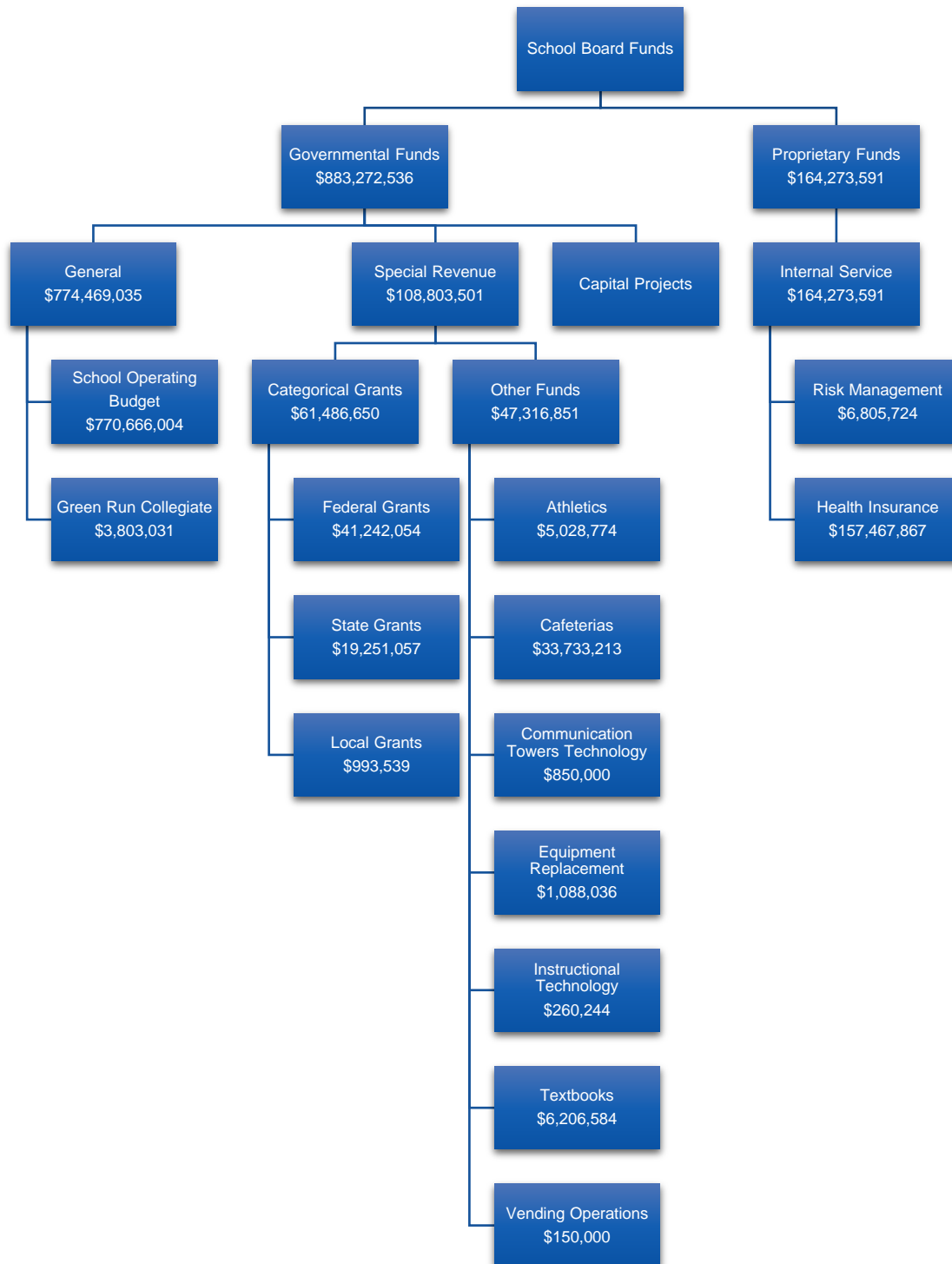
The following items were not built into the FY 2018/19 budget, but will be funded with one-time reversion funds:

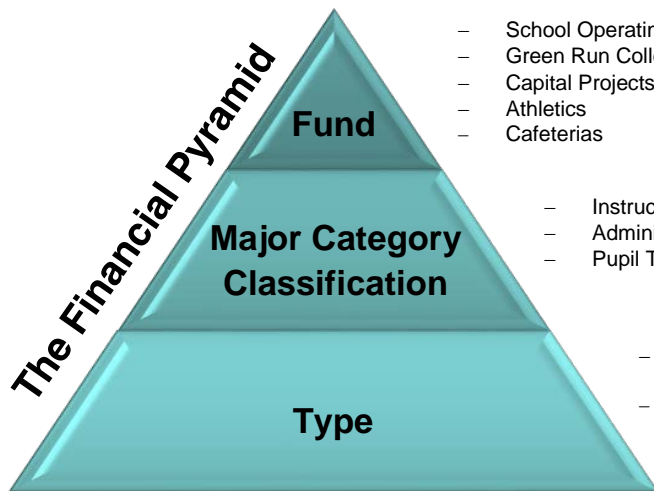
- Replacement school buses
- White fleet replacement vehicles
- Interactive white board replacements
- Support for the Office of Safe Schools (e.g. cameras, computers, fencing, repositioning security kiosks)
- New and flexible replacement classroom furniture

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.





- School Operating
- Green Run Collegiate
- Capital Projects
- Athletics
- Cafeterias
- Equipment Replacement
- Categorical Grants
- Instructional Technology
- Textbooks
- Vending Operations
- Risk Management
- Health Insurance
- Communication Towers Technology

- Instruction
- Administration, Attendance and Health
- Pupil Transportation
- Operations and Maintenance
- Technology

- Revenue Types: Federal, State, State Sales Tax, Local, Fund Balance and Transfers
- Expenditure Types: Personnel, Fringe Benefits, Purchased Services, Other Charges, Materials and Supplies, Capital Outlay, Improvements and Transfers

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 Green Run Collegiate (GRC). Within the fund, revenue and expenditures are budgeted by type. The budget is divided into five major category classifications: Instruction; Administration, Attendance and Health; Pupil 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. Disbursements consist of expenditures for coaching supplements, security staff, event officials, post-season travel, equipment, uniforms and supplies. The primary source of revenue for the Athletics fund is a transfer from the School Operating fund that supplements the money generated from event admission receipts, monies received for participation in post-season tournaments and interest earned on deposits.

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. Most grants are legally restricted or dedicated to be expended for specified purposes.

COMMUNICATION TOWERS TECHNOLOGY: The Communication Towers Technology fund accounts for payments from the leasing of School Board property for commercial wireless communication towers. The funds received from lease payments and the interest earned have been 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 funding to support 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/devices.

TEXTBOOKS: The Textbooks fund is used for the acquisition of textbooks (online and print) and related materials for students.

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 2018/19 School Operating fund revenue budget totals \$770,666,004, an increase of \$15.8 million, or 2.1 percent, from the FY 2017/18 budget. Local revenue contributions from the city continue to be the most substantial source of revenue for the School Operating fund, making up 51.9 percent of the FY 2018/19 budget. Funding from state direct aid and state sales tax combined provide a little over 45 percent of total School Operating fund revenue. The remaining revenues are obtained from federal aid, other local contributions and School Reserve (reversion) funds.

Federal.....\$12,200,000

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 a little over 81.0 percent of the federal revenue funding projected for VBCPS in FY 2018/19.

State\$272,725,078

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 35.4 percent of VBCPS' FY 2018/19 funding, is projected to increase a little under \$1 million, or 0.26 percent from FY 2017/18. The most significant changes for this revenue source are the incentive programs, which decreased a little more than \$1.3 million from the previous year.

State Sales Tax\$75,344,490

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 state sales tax revenue for VBCPS in FY 2018/19 is \$75.3 million, an increase of \$1.6 million, or 2.2 percent, compared to the FY 2017/18 Approved Budget.

Local Contribution.....\$399,669,095

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 or lump sum 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 2018/19 is nearly \$399.7 million, an increase of nearly \$17 million, or 4.4 percent, compared to the FY 2017/18 Approved Budget.

Other Local\$3,518,341

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 2018/19 is budgeted at \$3.5 million, reflecting level funding with no change when compared to the FY 2017/18 Approved budget.

Additional Funds (non-recurring)\$7,209,000

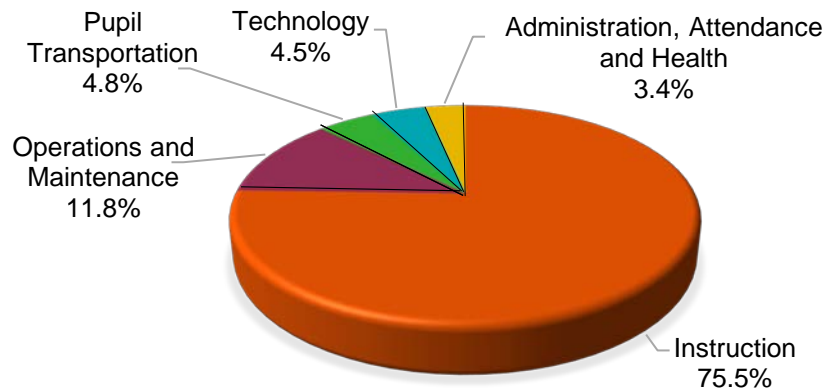
School Reserve (reversion) and Sandbridge TIF

VBCPS will use \$6.8 million of School Reserve (reversion) revenue and \$409,000 in Sandbridge TIF funds to balance the 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 2018/19 budget.

Employee compensation is comprised of salaries and employee benefits. For FY 2018/19, the combined amount budgeted for salaries and benefits totals 84.1 percent of the School Operating fund expenditures.



MAJOR CATEGORY CLASSIFICATION

Instruction\$581,754,262
Includes: activities that deal directly with the interaction between teachers, aides or classroom assistants and students

Administration, Attendance and Health\$25,872,553
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.....\$36,910,951
Includes: activities concerned with transporting students to and from school as mandated by state and federal law

Operations and Maintenance\$91,094,755
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\$35,033,483
Includes: technology-related expenditures as required by the General Assembly

TYPE

Personnel Services.....\$471,393,129
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.....\$176,716,823
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.....\$50,138,408
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\$24,132,257
Includes: payments of utilities, postage, telecommunications, insurance, rentals, travel and other miscellaneous charges

Materials and Supplies\$30,720,643
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	\$5,402,082
<i>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)</i>	
Land, Structures and Improvement	\$222,577
<i>Includes: expenditures of projects that are less than \$1 million in estimated cost</i>	
Transfers to Other Funds	\$11,940,085
<i>Includes: the conveying of cash from one fund (e.g., School Operating) to another fund (e.g., Textbooks) without recourse</i>	

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 2018/19 incorporated small changes to summer school tuition, driver's education program fees and course fees. 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, 2018, there were 4,467 Partners in Education working with schools throughout the division. Thousands of individuals serve as volunteers in our schools each year. In fact, during the 2017/18 school year, more than 31,000 volunteers and partners in education donated 388,000 hours of service, which emphasizes the value of community outreach efforts. The value of the donated volunteer hours is estimated at more than \$9 million dollars (based on the \$24.69 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 2017/18 Model Partnerships are outlined below.

- Cox High School and Cooke Elementary
- GMF+ Architects and Landstown Elementary
- Operation Smile Student Programs and Princess Anne Middle School
- Oyster Reef Keepers of Virginia and Dey Elementary
- Old Donation School and Seatack Elementary School: An Achievable Dream Academy
- Sentara Southside Hospitals and Technical and Career Education Center

- Tallwood Elementary School and Tallwood High School
- Virginia Beach Schools Federal Credit Union and Linkhorn Park Elementary
- Virginia Student Training and Refurbishment Program (VA STAR) and Advanced Technology Center

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.

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 \$790,000
- 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.

SUMMER FOOD SERVICE PROGRAM

The United States Department of Agriculture's Summer Food Service Program provides kids and teens in low-income areas free meals when school is out. The Summer Food Service Program is a federally funded, state administered program. For summer 2018, VBCPS partnered with the program to offer breakfast and lunch at select Virginia Beach schools.

Along with the Summer Food Service Program, VBCPS participates in several other programs to support food-insecure families in the city. Specifically, the division collaborates with the VBEF to operate the Beach Bags program, which provides shelf-stable meals and healthy snacks to students who might otherwise go hungry during weekends and school breaks. Additionally, all elementary schools offer Breakfast in the Classroom, and qualifying schools take part in the Supper Feeding Program as well as the Community Eligibility 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 statutes 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 discretionary (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 government-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

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 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 - \$2,350,000 per claim
- International Travel Liability - \$1,000,000 per claim
- Crime (Employee Dishonesty) - \$100,000 per occurrence
- Environmental Impairment and Cyber Liability - \$1,000,000 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. 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, 2018, is \$7,971,000 (undiscounted).

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.

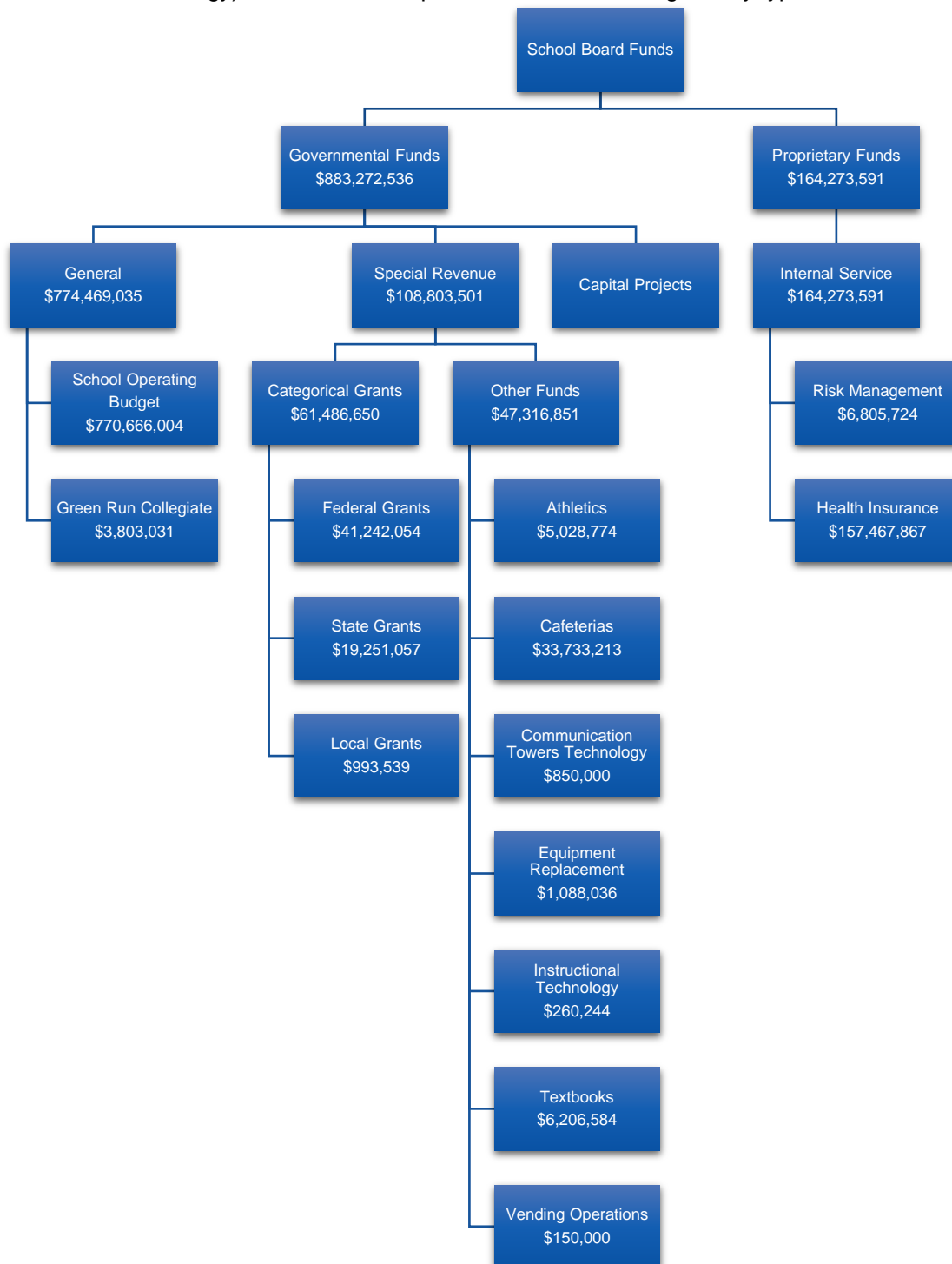


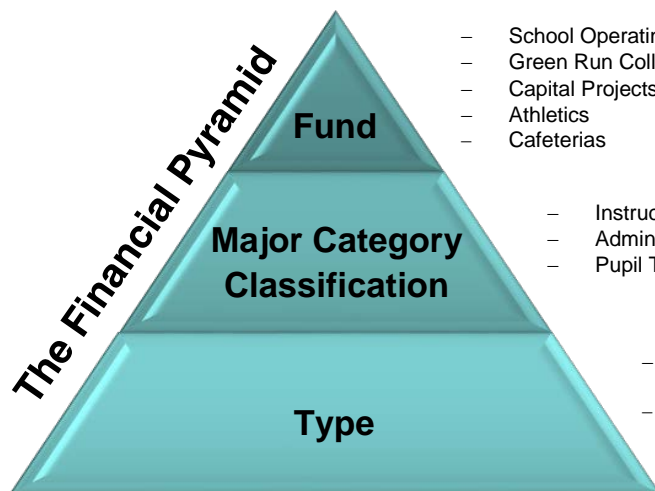
VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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.





- School Operating
- Green Run Collegiate
- Capital Projects
- Athletics
- Cafeterias

- Equipment Replacement
- Categorical Grants
- Instructional Technology
- Textbooks
- Vending Operations

- Risk Management
- Health Insurance
- Communication Towers Technology

- Instruction
- Administration, Attendance and Health
- Pupil Transportation

- Operations and Maintenance
- Technology

- Revenue Types: Federal, State, State Sales Tax, Local, Fund Balance and Transfers
- Expenditure Types: Personnel, Fringe Benefits, Purchased Services, Other Charges, Materials and Supplies, Capital Outlay, Improvements and Transfers

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 Green Run Collegiate (GRC). Within the fund, revenue and expenditures are budgeted by type. The budget is divided into five major category classifications: Instruction; Administration, Attendance and Health; Pupil 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. Disbursements consist of expenditures for coaching supplements, security staff, event officials, post-season travel, equipment, uniforms and supplies. The primary source of revenue for the Athletics fund is a transfer from the School Operating fund that supplements the money generated from event admission receipts, monies received for participation in post-season tournaments and interest earned on deposits.

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. Most grants are legally restricted or dedicated to be expended for specified purposes.

COMMUNICATION TOWERS TECHNOLOGY: The Communication Towers Technology fund accounts for payments from the leasing of School Board property for commercial wireless communication towers. The funds received from lease payments and the interest earned have been 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 funding to support 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/devices.

TEXTBOOKS: The Textbooks fund is used for the acquisition of textbooks (online and print) and related materials for students.

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 2014/15 Actual	FY 2015/16 Actual	FY 2016/17 Actual	FY 2017/18 Budget	FY 2018/19 Approved
REVENUE CATEGORY:					
Local (RSF)	335,555,661	346,772,054	355,678,765	382,762,670	399,669,095
Local (categorical grants and other funds)	12,217,171	12,870,826	12,603,531	13,697,107	14,162,275
Other Local	4,154,581	3,554,342	3,390,328	3,518,341	3,518,341
State	264,185,889	263,148,814	272,739,002	293,771,754	292,922,052
State Sales Tax	70,376,559	72,382,607	73,084,563	73,718,340	75,344,490
Federal	64,801,028	60,311,776	63,708,472	70,023,001	72,727,520
School Reserve (reversion)	16,000,000	8,299,318	5,000,000	8,803,897	6,800,000
Sandbridge TIF	-	-	-	409,000	409,000
Transfer(s) from other funds	7,950,352	7,329,705	10,311,240	11,673,239	11,940,085
Revenue Total	775,241,241	774,669,440	796,515,901	858,377,349	877,492,858
EXPENDITURE CATEGORY:					
Personnel Services	458,629,139	463,706,047	475,402,271	503,493,023	516,819,562
Fringe Benefits	173,142,546	169,727,602	174,338,122	188,306,856	193,623,879
Purchased Services	53,814,661	59,273,874	54,124,086	56,423,934	57,755,548
Other Charges	23,304,437	22,706,329	23,264,241	25,703,021	25,412,291
Materials and Supplies	58,565,885	48,799,379	49,888,995	69,627,980	69,505,892
Capital Outlay	1,931,086	3,578,850	7,741,851	5,313,443	7,992,702
Land, Structures and Improvement	375,248	90,759	1,101,610	222,577	222,577
Transfer(s) to Other Funds	7,348,009	7,632,572	10,505,792	11,673,239	11,940,085
Expenditure Total	777,111,011	775,515,413	796,366,968	860,764,073	883,272,536
Net Change in Fund Balance	(5,250,054)	616,308	(332,375)	(2,386,724)	(5,779,678)
Fund Balance July 1	26,341,533	21,091,480	21,707,787	21,375,412	18,988,688
Fund Balance June 30	21,091,480	21,707,787	21,375,412	18,988,688	13,209,010

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. Totals may not add due to rounding.

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).

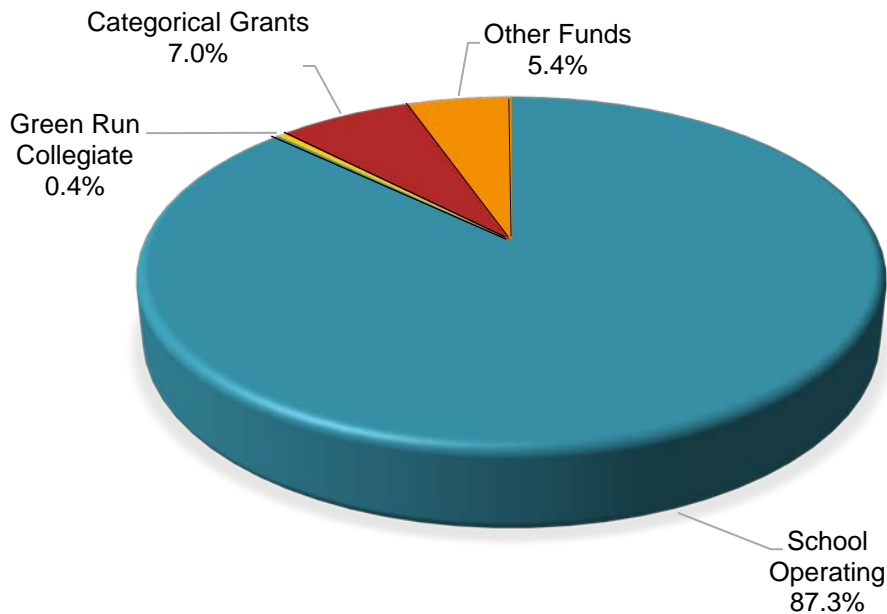
FY 2018/19 BUDGET AT A GLANCE

FY 2018/19 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 2018/19 overall budget, including General funds, Categorical Grants and Other funds, totals \$883,272,536. This is an increase of \$22,508,463, or approximately 2.6 percent, from the FY 2017/18 budget which totaled \$860,764,073. The following chart shows that the majority of total FY 2018/19 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 2018/19 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 (Revenue Sharing Formula)	399,669,095	-	-	-	-	-	-	-	-	-	399,669,095
Local Revenue (Special Revenue Funds)	-	-	-	-	144,000	510,000	11,954,253	993,539	56,483	504,000	14,162,275
State Revenue	272,725,078	-	-	-	-	-	500,000	15,686,983	4,009,991	-	292,922,052
State Sales Tax	75,344,490	-	-	-	-	-	-	-	-	-	75,344,490
Federal Revenue	12,200,000	-	-	-	-	-	19,333,672	41,193,848	-	-	72,727,520
Fund Balance	-	-	1,088,036	260,244	6,000	340,000	1,945,288	-	2,140,110	-	5,779,678
Transfer(s) from Other Funds	-	3,803,031	-	-	-	-	-	3,612,280	-	4,524,774	11,940,085
Other Local Revenue	3,518,341	-	-	-	-	-	-	-	-	-	3,518,341
School Reserve (reversion)	6,800,000	-	-	-	-	-	-	-	-	-	6,800,000
Sandbridge TIF	409,000	-	-	-	-	-	-	-	-	-	409,000
Total Revenue	770,666,004	3,803,031	1,088,036	260,244	150,000	850,000	33,733,213	61,486,650	6,206,584	5,028,774	883,272,536
PERCENT OF TOTAL	87.25%	0.43%	0.12%	0.03%	0.02%	0.10%	3.82%	6.96%	0.70%	0.57%	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	471,393,129	2,324,601	-	-	-	-	10,937,689	29,522,309	87,067	2,554,767	516,819,562
Fringe Benefits	176,716,823	773,891	-	-	-	-	4,610,424	11,299,228	28,076	195,437	193,623,879
Purchased Services	50,138,408	389,172	-	-	360	-	444,971	4,804,678	725,930	1,252,029	57,755,548
Other Charges	24,132,257	75,200	-	-	144,280	-	74,802	759,502	-	226,250	25,412,291
Materials and Supplies	30,720,643	240,167	-	260,244	5,360	850,000	16,439,734	15,012,933	5,365,511	611,300	69,505,892
Capital Outlay	5,402,082	-	1,088,036	-	-	-	1,225,593	88,000	-	188,991	7,992,702
Land, Structures and Improvements	222,577	-	-	-	-	-	-	-	-	-	222,577
Transfer(s) to Other Funds	11,940,085	-	-	-	-	-	-	-	-	-	11,940,085
Total Expenditure	770,666,004	3,803,031	1,088,036	260,244	150,000	850,000	33,733,213	61,486,650	6,206,584	5,028,774	883,272,536
PERCENT OF TOTAL	87.25%	0.43%	0.12%	0.03%	0.02%	0.10%	3.82%	6.96%	0.70%	0.57%	100.00%



SCHOOL OPERATING BUDGET SUMMARY FOR FY 2018/19

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 2018/19 budget is appropriated in the School Operating fund, additional details are provided. The approved FY 2018/19 School Operating fund totals \$770,666,004. This is an increase of \$15.8 million, or nearly 2.1 percent, from the FY 2017/18 Approved Budget of \$754,855,729.

REVENUE HIGHLIGHTS

In the FY 2018/19 budget, local contributions 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, over 52.0 percent, from local contributions. The FY 2018/19 local contribution (generated through the Revenue Sharing Formula and other local contributions) totals \$403,187,436, an increase of \$17,641,963, or 4.6 percent, over the FY 2017/18 amount of \$385,545,473.
- 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 2018/19 is estimated at \$41,951,320, which represents a decrease of \$2,996,360, or 6.7 percent, from the FY 2017/18 amount of \$44,947,680.
- State revenue for FY 2018/19, which accounts for 35.4 percent of total operating revenue, decreased by \$718,403, compared to the FY 2017/18 budget of \$273,443,481. The FY 2018/19 total is \$272,725,078, which equates to a 0.3 percent decrease. The second component of state revenue, sales tax, increased by \$1,626,150, or 2.2 percent, compared to the FY 2017/18 Adopted Budget of \$73,718,340. Projected sales tax receipts represent 9.8 percent of VBCPS' revenue.
- In Virginia, school divisions receive the majority of state aid based on their local composite index (LCI). Counties and cities with a lower composite index receive more state funding than those with a higher index. The state calculates the LCI every two years. Calculations for the 2018-2020 biennium budget resulted in an increase for Virginia Beach's LCI from .3925 to .4046.
- The FY 2018/19 budget includes \$12,200,000 in federal revenue. This amount reflects level funding in Impact Aid program payments compared to the FY 2017/18 budget. Impact Aid program payments account for nearly 81.4 percent of the federal revenue funding projected for VBCPS in FY 2018/19.
- 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 \$6.8 million of School Reserve (reversion) revenue and \$409,000 in Sandbridge Tax Increment Financing (TIF) funds to balance the FY 2018/19 School Operating budget. The School Reserve revenue amount represents a decrease of \$2 million over the previous fiscal year when VBCPS used \$8.8 million of this one-time funding source to balance the School Operating budget. The Sandbridge TIF revenue reflects the same amount budgeted in FY 2017/18 for this source.

EXPENDITURE HIGHLIGHTS

This budget reflects considerable increases in revenue at the state and local levels. Combined with savings linked to lower VRS employer contribution rates and 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:

- Address salary scale issues by working to stop the growth of the “top of scale.” The FY 2018/19 budget moves all eligible employees up an experience step (0.5 percent), not to exceed the “top of scale.” Based on available funding, this budget also provides a 1.5 percent cost of living adjustment (COLA). The projected costs for these increases is \$10.5 million (inclusive of benefits).
- Fund the remaining costs to address the Unified Pay Scale equity adjustments.
- Increase the number of Digital Learning Anchor Schools by allocating \$1.5 million to support the division’s 1:1 technology initiative, providing access to technology and digital resources for personalized learning opportunities.
- Add 28.0 full-time equivalent (FTE) instructional positions to reduce class sizes strategically at the elementary and secondary levels, 12.0 high school counselor positions, 3.0 instructional technology specialists (ITS) and 10.0 technology support technician (TST) positions. The addition of these positions will cost approximately \$3.9 million.
- Purchase five additional regular education replacement buses, increasing the number of buses in the base budget to 38 and moving the division closer to the goal of replacing 50 buses per year. The FY 2018/19 budget also adds ongoing funding to replace two special education buses each year. Together, the cost for these additional buses is expected to be nearly \$700,000.
- Provide an additional ongoing funding source for the Office of Transportation Services to replace eight white fleet vehicles each year, add 2.0 FTE fleet technicians and maintain fleet tracking software to reduce fuel and operating costs. The total budgeted for these expenses in FY 2018/19 is just over \$580,000.
- Allocate additional funding required to support costs associated with special education program mandates in the division. In FY 2018/19, the budget will be increased by a little more than \$493,000 to meet our responsibility to provide a free and appropriate public education to all eligible children with disabilities. This may include payments for students parentally placed outside the division in residential facilities or reimbursement to parents for costs associated with private tuition and/or tutoring.
- Address the structural flaw in the School Operating budget by reducing our reliance on reversion funds. The FY 2018/19 budget uses \$6.8 million of School Reserve (reversion), down from approximately \$8.8 million used last fiscal year.
- Add 4.0 FTE Program Compliance Support Teacher (PCST) positions for the special education program, increasing the FY 2018/19 budget by \$302,438 (inclusive of salary and benefits).

Significant FY 2018/19 Expenditure Highlights Linked to Strategic Goals

▶ Personnel and Benefits (over \$12.5 million)

- GOAL 4 CULTURE OF GROWTH & EXCELLENCE

▶ Special Education Funding (nearly \$800,000)

- GOAL 1 HIGH ACADEMIC EXPECTATIONS
- GOAL 2 MULTIPLE PATHWAYS
- GOAL 3 SOCIAL-EMOTIONAL DEVELOPMENT
- GOAL 4 CULTURE OF GROWTH & EXCELLENCE

▶ Digital Learning and Technology Enhancements (approximately \$1.7 million)

- GOAL 2 MULTIPLE PATHWAYS

▶ Critical Staffing and Program Expansion (over \$4.0 million)

- GOAL 1 HIGH ACADEMIC EXPECTATIONS
- GOAL 2 MULTIPLE PATHWAYS
- GOAL 3 SOCIAL-EMOTIONAL DEVELOPMENT

BALANCING THE FY 2018/19 SCHOOL OPERATING BUDGET

	FY 2017/18 Budget	FY 2018/19 Proposed	FY 2018/19 Approved	Change
Revenue				
Federal	12,200,000	12,200,000	12,200,000	-
State	273,443,481	272,725,078	272,725,078	(718,403)
State Sales Tax	73,718,340	75,344,490	75,344,490	1,626,150
Local Contribution (RSF)	382,762,670	399,111,032	399,669,095	16,906,425
Other Local	3,518,341	3,518,341	3,518,341	-
School Reserve (reversion)	8,803,897	6,800,000	6,800,000	(2,003,897)
Sandbridge TIF Reallocation	409,000	409,000	409,000	-
	754,855,729	770,107,941	770,666,004	558,063
				Amount
Superintendent's Estimate of Needs Budget Balancing				Balance
Baseline adjustments accomplished by strategically reprioritizing and realigning budget items			(1,481,720)	15,252,212
Savings from lower VRS employer contribution rate (16.32 to 15.68 percent)			(2,679,100)	16,733,932
Reduction of 19.0 FTEs as a result of revised guidelines for custodial staffing allocations			(591,600)	19,413,032
Experience step increase (.5 percent) and COLA (1.5 percent)			10,500,000	20,004,632
Funding to continue support of Unified Scale equity adjustments			2,062,000	9,504,632
Technology initiative – 1:1 access for all students			1,500,000	7,442,632
Additional 28.0 FTE instructional positions to strategically reduce class size (8.60 ES, 4.40 MS, 15.0)			2,121,800	5,942,632
Additional 12.0 FTE High School Counselor positions			967,900	3,820,832
Additional 3.0 FTE Instructional Technology Specialists (2.5 ES and .5 MS)			257,200	2,852,932
Additional 10.0 FTE Technology Support Technician positions			557,000	2,595,732
Additional replacement school buses added to base budget (5 regular and 2 special education)			695,000	2,038,732
Additional funds for transportation (8 white fleet vehicles, 2.0 FTE fleet technicians and fleet software)			580,600	1,343,732
Funding to support special education program mandates			493,200	763,132
Student security software (allowing staff to monitor digital learning and online student interactions)			160,000	269,932
Staff to provide administrative and security support for Thoroughgood ES/Hermitage ES swing space			109,932	109,932
				-
School Board Proposed Budget Balancing				
Additional 4.0 FTE Program Compliance Support Teacher (PCST) positions for the special education			302,438	(302,438)
Reduction of funding allocated for travel/professional improvement expenses			(242,653)	(59,785)
Reduction of funding allocated for other purchased services expenses			(59,785)	-
School Board Approved Budget Balancing - City Manager Reserve				
Funding for schools per updated RSF calculation; offset by a reduction to the City Manager Reserve				558,063
Additional 4.0 FTE behavior interventionist positions in the Office of Student Support Services			283,063	275,000
Funding to increase the frequency for the routine mowing and maintenance cycles for schools			275,000	-

SUPERINTENDENT'S ESTIMATE OF NEEDS BUDGET BALANCING STRATEGIES

There are many unpredictable factors affecting the projection of revenue and expenditures. As such, VBCPS develops and utilizes budget assumptions that are based on data and information available at the time the budget is formulated. To balance the FY 2018/19 School Operating budget, the following steps were taken:

- Sources of revenue have been analyzed for use in developing a balanced budget. The city shared information about local revenue contributions and debt service. The Governor's Amended 2018-2020 Biennial Budget and the General Assembly's preliminary direct aid estimated distributions were used to determine state funding for FY 2018/19. 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. For FY 2018/19, the ADM used in the development of the Governor's Amended budget was 66,590.50. Based on information provided by an internal demographer, VBCPS elected to utilize an ADM projection of 66,888 to determine state funding estimates for next fiscal year.
- Changes were made to reduce the baseline by strategically reprioritizing and realigning budget items for an overall savings of nearly \$1.5 million. Additional changes were made to reduce 19.0 custodial FTEs, primarily as a result of administrative changes to the FY 2017/18 Staffing Standards and Guidelines that adjusted the square footage used to determine the ratio of custodian allocations per school. The loss of these positions will be addressed through attrition.
- Benefits have been revised to reflect reduced VRS employer contribution rates and the corresponding savings of approximately \$2.7 million for FY 2018/19. The rate will drop by 0.64 percent, from 16.32 percent in FY 2017/18 to 15.68 percent in FY 2018/19. An increase of 2.0 percent has been applied to FTE personnel line items to increase base salaries for eligible employees effective July 1, 2018.

- Compensation parameters were updated to move all eligible employees up an experience step (0.5 percent), not to exceed the “top of scale.” Based on available funding, this budget also provides a 1.5 percent COLA. The projected costs for these increases is \$10.5 million (inclusive of benefits).
- Slightly more than \$2 million in funding was allocated in the FY 2018/19 budget to cover the remaining costs associated with addressing the Unified Pay Scale equity adjustments.
- Instructional positions have been added to reduce class sizes at the elementary and secondary level, address staffing shortages for guidance counselors and instructional technology specialists, and support program expansions.
- Ongoing funding resources for transportation have been added in the FY 2018/19 budget to add 2.0 FTE fleet technicians, maintain fleet tracking software, and purchase additional replacement school buses and white fleet vehicles. The total budgeted for these expenses in FY 2018/19 is just under \$1.3 million.
- One-time reversion funds in the amount of \$6.8 million have been included in the FY 2017/18 budget as a source of revenue.

SCHOOL BOARD PROPOSED BUDGET BALANCING STRATEGIES

The superintendent presented a balanced budget to the School Board, outlining a strategic spending plan to meet the most pressing needs of the division. The SEON served as the starting point for the FY 2018/19 budget development process and was followed by a public hearing to solicit input from the community and a series of workshops designed to encourage discussion between members of the school board and the administration.

- During the final workshop, several school board members advocated for instructional positions in the special education program that were requested but not funded in the SEON budget development process. The projected costs for these additional 4.0 FTE PCST positions totaled \$302,438. Members of the School Board discussed the proposal and agreed to reduce funding allocated for travel and other purchased services to offset these ongoing costs and balance the budget.

SCHOOL BOARD APPROVED BUDGET BALANCING STRATEGIES - CITY MANAGER RESERVE

After the FY 2018/19 School Board Operating Budget was adopted in March, the City Council approved a Resource Management Plan with amendments. One of the amendments accounted for an increase of \$558,063 in additional revenue for VBCPS associated with the Revenue Sharing Formula (RSF) calculation. To account for the variance and balance, a reduction was posted to the City Manager Reserve and the funding was added to the schools' FY 2018/19 budget. On April 24, 2018, the School Board adopted an amended budget resolution that specified how the additional funds would be spent.

- The division plans to use \$283,063 to fund 4.0 FTE behavior interventionist positions in the Office of Student Support Services and will spend \$275,000 for grounds services to fund an increased frequency for the routine mowing and maintenance cycles for schools.

ACTIVITY BEYOND THE BALANCED BUDGET

The Virginia General Assembly failed to pass a budget by its original March deadline, primarily because the House of Delegates favored a version that included expanding Medicaid coverage, while a majority in the Senate opposed the idea. A special session to work toward a compromise measure convened in April and ended May 30 when the General Assembly adopted its final changes to the 2018-2020 biennial budget. The Governor signed the budget bill June 7 and VDOE released projected revenue figures to division superintendents June 8.

- The Governor's budget projected total lottery proceeds to increase by \$40.2 million during the biennium. The Senate proposed adding \$5.9 million to the Governor's lottery proceeds projection for FY 2018/19 and \$11.7 million in FY 2019/20. The House agreed with the Senate amendment and suggested using these additional funds to increase the Supplemental Lottery Per Pupil Allocation. The final General Assembly action for the 2018-2020 budget followed the House proposal.
- The available lottery proceeds are used to calculate a lottery per pupil amount, distributed based on the state share of the per pupil amount using the division's ADM and LCI. Based on the General Assembly's final compromise budget bill, it is estimated that VBCPS will receive an additional \$2.5 million in FY 2018/19 for this lottery-funded program. Delays at the state level did not afford VBCPS time to incorporate this additional revenue in the FY 2018/19 School Operating budget, but expenses were planned in anticipation of the final notice of direct aid payments and the surplus will be recorded throughout the year on financial statements.
- Divisions are permitted to spend these funds on both recurring and nonrecurring expenses in a manner that best supports the needs of the school system. In discussion during budget workshops in February, the majority of School Board members agreed that any additional state funds should be applied to increasing the cost of living adjustment for all employees. The salary resolution adopted unanimously by the Board June 11 increased the COLA amount from 1.5 to 1.9 percent.

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 TECHNOLOGY NEEDS

Technology Item Description (not in priority order)	One-Time	Annual
Technology initiative – 1:1 access for all students in grades one through 12 and instructional staff	1,544,000	5,500,000
Interactive white board replacement (4,661 devices)	19,962,000	3,477,000
Access layer switching replacement (eRate funding may be available)	10,000,000	
Unified Communication - telephone system upgrade	5,000,000	714,000
Infrastructure cabling and upgrade	2,910,000	216,000
\$2,015,000 Cabling upgrade for various locations (one-time)		
600,000 College Park & Transportation network redesign (one-time)		
295,000 Infoblox grid enhancement (\$79,000 one-time and \$216,000 annually)		
Copier/Multifunction Device (MFD) replacement	721,000	428,000
Security Enhancement	540,000	420,000
\$340,000 Security threat identification software (\$40,000 one-time and \$300,000 annually)		
600,000 Student offsite filtering (\$120,000 annually)		
500,000 Data Loss Prevention Solution (one-time)		
Hyper-converged Azure Cloud Integration (Data Center phase III)		150,000
Infrastructure Replacement	700,000	
\$525,000 Local host server replacement		
175,000 F5 External SSO/Internal SIS Load Balancer		
Network monitoring and troubleshooting system	500,000	
Video Intercom with Central Control Platform (buzz system) (85 schools) (pilot school - Princess Anne ES)	282,000	
Department of Technology Total	42,150,000	10,905,000

UNMET OPERATING NEEDS

Non-Technology Item Description (not in priority order)	One-Time	Annual
School bus replacement - 150 buses are behind schedule	9,928,000	4,750,000
Eliminate need for one-time funds in balancing budget	6,800,000	
Additional personnel cost:		8,327,000
\$5,719,000 Increase allowances for advanced degrees		
1,345,000 Move selected positions to the Teacher Pay Scale		
1,263,000 Revise and increase Additional Duty Supplements		
Additional full-time equivalent (FTE) positions:		2,957,500
\$1,105,000 17.0 Teachers - strategic class size reduction for class loads over 120 students (MS)/150 students (HS) (ES 1.40; MS 5.60; HS 10.0)		
1,072,500 16.5 Fine Arts Teachers (ES 7.2; MS 3.9; 5.4 HS)		
487,500 7.5 Literacy Coach (MS 2.0; HS 5.5)		
292,500 4.5 Math Coach (MS 2.0; HS 2.5)		
School building projects:	3,407,000	
\$2,210,000 Paint entire interior of selected school buildings - 23 buildings are past the 10 year painting schedule		
1,197,000 Paint, ceiling tile, and gutter projects at Ocean Lake ES, Kingston ES, Lynnhaven MS, Plaza MS, and Larkspur MS		
Baseball/softball field lights (7.5 schools)	5,250,000	
Reclassify teacher assistants:		3,251,000
\$1,905,000 Equity adjustments as a result of moving teacher assistants to Grade 10		
1,346,000 Reclassify teacher assistants to the minimum of Grade 10		
Field turf for stadium field of one designated high school	1,250,000	
White fleet replacement vehicles	2,321,000	700,000
Operating Items Total	28,956,000	19,985,500

The following items were not built into the FY 2018/19 budget, but will be funded with one-time reversion funds:

- Replacement school buses
- White fleet replacement vehicles
- Interactive white board replacements
- Support for the Office of Safe Schools (e.g. cameras, computers, fencing, repositioning security kiosks)
- New and flexible replacement classroom furniture

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 2014/15 Actual	FY 2015/16 Actual	FY 2016/17 Actual	FY 2017/18 Budget	FY 2018/19 Approved
REVENUE CATEGORY:					
Local (RSF)	333,248,307	343,916,643	355,678,765	382,762,670	399,669,095
Other Local	4,154,581	3,554,342	3,390,328	3,518,341	3,518,341
State	250,173,014	249,585,001	260,283,753	273,443,481	272,725,078
State Sales Tax	70,376,559	72,382,607	73,084,563	73,718,340	75,344,490
Federal	14,290,941	10,984,117	13,464,377	12,200,000	12,200,000
School Reserve (reversion)	16,000,000	8,299,318	5,000,000	8,803,897	6,800,000
Sandbridge TIF	-	-	-	409,000	409,000
Revenue Total	688,243,402	688,722,026	710,901,786	754,855,729	770,666,004
EXPENDITURE CATEGORY:					
Personnel Services	422,822,022	428,445,474	437,880,534	460,704,795	471,393,129
Fringe Benefits	161,567,893	158,381,563	161,892,823	172,867,053	176,716,823
Purchased Services	43,858,962	46,917,346	45,764,065	49,216,858	50,138,408
Other Charges	22,337,114	21,619,318	22,068,818	24,473,798	24,132,257
Materials and Supplies	25,390,740	24,065,178	23,918,689	31,156,150	30,720,643
Capital Outlay	1,012,174	3,241,021	6,964,047	4,541,259	5,402,082
Land, Structures and Improvement	375,248	90,759	1,087,714	222,577	222,577
Transfer(s) to Other Funds	7,348,009	7,632,572	10,505,792	11,673,239	11,940,085
Expenditure Total	684,712,162	690,393,231	710,082,482	754,855,729	770,666,004

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

	FY 2014/15 Actual	FY 2015/16 Actual	FY 2016/17 Actual	FY 2017/18 Budget	FY 2018/19 Approved
REVENUE CATEGORY:					
Local (RSF)	2,307,354	2,855,411	-	-	-
Transfer(s) from other funds	-	-	3,325,976	3,763,447	3,803,031
Revenue Total	2,307,354	2,855,411	3,325,976	3,763,447	3,803,031
EXPENDITURE CATEGORY:					
Personnel Services	1,297,962	1,731,774	2,004,311	2,246,851	2,324,601
Fringe Benefits	439,560	582,118	696,812	804,226	773,891
Purchased Services	200,358	248,721	348,330	351,820	389,172
Other Charges	76,538	69,230	92,813	89,200	75,200
Materials and Supplies	220,072	257,007	185,035	271,350	240,167
Capital Outlay	10,427	25,775	12,561	-	-
Land, Structures and Improvement	-	-	-	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	2,244,917	2,914,625	3,339,862	3,763,447	3,803,031

Note: 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 2014/15 Actual	FY 2015/16 Actual	FY 2016/17 Actual	FY 2017/18 Budget	FY 2018/19 Approved	Percent of Total	Variance
Public Law 874 (Impact Aid)	8,711,239	6,187,097	10,080,214	9,935,191	9,935,191	1.29%	-
Department of Defense	2,432,746	1,768,864	599,076	1,500,000	1,500,000	0.19%	-
Rebates and Refunds (NJROTC)	323,105	309,354	306,341	100,000	100,000	0.01%	-
Other Federal Funds	2,823,850	2,718,802	2,478,746	664,809	664,809	0.09%	-
Federal Revenue Total	14,290,941	10,984,117	13,464,377	12,200,000	12,200,000	1.58%	-
Basic School Aid	175,008,994	172,363,914	178,909,703	177,972,380	179,992,491	23.36%	2,020,111
State Sales Tax	70,376,559	72,382,607	73,084,563	73,718,340	75,344,490	9.78%	1,626,150
Foster Home Children	262,038	321,719	404,952	434,143	362,823	0.05%	(71,320)
Gifted and Talented	1,916,570	1,903,641	1,958,162	1,951,387	1,991,256	0.26%	39,869
Special Education	18,023,909	17,861,826	19,173,666	19,107,333	18,797,454	2.44%	(309,879)
Special Education (Homebound)	95,257	145,794	157,513	160,664	151,776	0.02%	(8,888)
Special Education (Regional Tuition)	8,981,792	9,455,956	9,135,013	9,949,380	9,709,693	1.26%	(239,687)
Remedial Summer School	382,674	250,985	245,921	228,268	236,411	0.03%	8,143
Prevention, Intervention and Remediation	4,037,029	4,009,798	4,691,429	4,675,199	4,619,713	0.60%	(55,486)
Vocational Education	2,207,998	2,137,022	1,876,572	1,870,079	1,911,606	0.25%	41,527
Vocational Education (Categorical)	216,771	202,458	212,255	324,137	294,035	0.04%	(30,102)
Social Security	10,235,297	10,166,255	10,606,709	10,570,014	10,633,306	1.38%	63,292
Virginia Retirement System	20,796,818	20,048,988	21,906,933	24,270,378	23,456,993	3.04%	(813,385)
State Employee Insurance	652,449	648,048	734,311	731,770	716,852	0.09%	(14,918)
English as a Second Language	594,967	637,066	613,673	636,990	736,632	0.10%	99,642
At-Risk Initiative	2,336,911	2,319,901	2,961,005	2,955,530	3,162,986	0.41%	207,456
Class Size Initiative	4,385,528	4,227,867	4,551,750	4,578,114	5,090,675	0.66%	512,561
Supplemental State Support	-	-	-	-	-	0.00%	-
Compensation Supplement	-	2,845,412	-	1,795,175	-	0.00%	(1,795,175)
Math/Reading Instructional Specialists	38,012	38,349	-	-	-	0.00%	-
Supplemental Lottery Per Pupil Allocation	-	-	2,144,187	11,232,540	10,860,376	1.41%	(372,164)
State Revenue Total	320,549,573	321,967,606	333,368,316	347,161,821	348,069,568	45.16%	907,747
Local Contributions (RSF)	333,248,307	343,916,643	355,678,765	382,762,670	399,669,095	51.86%	16,906,425
Additional Local Contributions	635,538	635,538	635,538	735,538	735,538	0.10%	-
Rental of Facilities	531,220	562,376	451,300	450,000	450,000	0.06%	-
Summer School Tuition	543,873	567,261	542,118	700,000	700,000	0.09%	-
General Adult Education Tuition	110,654	68,061	60,317	142,839	142,839	0.02%	-
Vocational Adult Education Tuition	25,140	19,628	20,021	169,750	169,750	0.02%	-
Non-Resident Tuition	210,349	186,706	179,583	100,000	100,000	0.01%	-
Driver Education Tuition	303,654	280,940	236,989	322,125	322,125	0.04%	-
Licensed Practical Nursing Tuition	23,115	25,291	19,826	25,575	25,575	0.00%	-
Renaissance Academy Tuition	2,550	-	-	20,811	20,811	0.00%	-
Sale of School Vehicles	-	-	125,726	15,000	15,000	0.00%	-
Sale of Salvage Equipment	597,314	125,336	87,877	12,000	12,000	0.00%	-
Other Funds	501,949	427,297	385,265	224,703	224,703	0.03%	-
Indirect Costs of Grants	669,224	655,908	645,768	600,000	600,000	0.08%	-
Local Revenue Total	337,402,888	347,470,985	359,069,093	386,281,011	403,187,436	52.32%	16,906,425
Revenue Total	672,243,402	680,422,707	705,901,786	745,642,832	763,457,004	99.06%	17,814,172
School Reserve (reversion)	16,000,000	8,299,318	5,000,000	8,803,897	6,800,000	0.88%	(2,003,897)
Sandbridge TIF Reallocation	-	-	-	409,000	409,000	0.05%	-
Additional Funds Total	16,000,000	8,299,318	5,000,000	9,212,897	7,209,000	0.94%	(2,003,897)
School Operating Fund Total	688,243,402	688,722,025	710,901,786	754,855,729	770,666,004	100.00%	15,810,275
Local Contributions (RSF)	2,307,354	2,855,411	-	-	-	0.00%	-
Transfer(s) from Other Funds*	-	-	3,686,686	3,763,447	3,803,031	100.00%	39,584
Green Run Collegiate Fund Total	2,307,354	2,855,411	3,686,686	3,763,447	3,803,031	100.00%	39,584
General Fund Total	690,550,756	691,577,436	714,588,472	758,619,176	774,469,035	100.00%	15,849,859

* Reflects a technical budget adjustment to treat GRC funding as a transfer from the School Operating budget beginning FY 2016/17.

Notes: Percentages may not total due to rounding.

GENERAL FUND EXPENDITURES BUDGET COMPARISON

		FY 2014/15 Actual	FY 2015/16 Actual	FY 2016/17 Actual	FY 2017/18 Budget	FY 2018/19 Approved	Percent of Total	Variance
50100	Elementary Classroom	142,542,841	138,880,306	139,870,233	153,446,131	155,526,692	20.18%	2,080,561
50200	Senior High Classroom	73,200,810	71,938,939	73,607,767	76,686,462	79,027,966	10.25%	2,341,504
50300	Technical and Career Education	16,866,793	16,316,721	16,183,968	19,161,799	19,366,543	2.51%	204,744
50400	Gifted Education and Academy Programs	12,772,627	13,042,194	13,605,368	14,423,782	14,511,183	1.88%	87,401
50500	Special Education	85,319,759	89,508,209	89,736,757	95,621,574	96,876,320	12.57%	1,254,746
50600	Summer School	1,907,372	1,904,463	1,921,729	1,730,766	1,730,766	0.22%	-
50610	Summer Slide Program	-	-	-	276,002	276,002	0.04%	-
50700	General Adult Education	1,688,506	1,804,901	1,885,256	2,017,986	2,027,974	0.26%	9,988
50800	Alternative Education - Renaissance	6,240,217	6,195,789	6,124,555	6,984,923	7,063,249	0.92%	78,326
50900	Student Activities	7,275,171	7,638,175	7,134,516	8,014,490	8,065,705	1.05%	51,215
51000	Office of the Principal - Elementary	24,282,678	24,539,974	25,152,674	26,173,178	27,077,604	3.51%	904,426
51100	Office of the Principal - Senior High	10,034,221	10,871,325	11,123,596	11,761,620	12,262,269	1.59%	500,649
51200	Office of the Principal - Technical and Career Education	568,239	585,798	621,343	669,481	675,956	0.09%	6,475
51300	Guidance Services	15,827,697	15,787,355	16,446,563	17,224,562	18,379,317	2.38%	1,154,755
51400	Social Work Services	3,222,485	3,395,828	4,100,945	4,035,799	3,966,666	0.51%	(69,133)
51500	Media and Communications	1,545,455	1,785,821	1,914,974	2,105,117	2,122,199	0.28%	17,082
51700	Teaching and Learning Support	13,367,813	13,482,251	17,414,003	16,698,234	17,171,341	2.23%	473,107
51710	Instructional Professional Growth and Innovation	1,209,138	1,052,606	1,022,225	1,270,557	1,242,819	0.16%	(27,738)
51720	Opportunity and Achievement	5,043	68,237	44,542	89,860	88,765	0.01%	-
51800	Special Education Support	2,702,286	3,002,544	3,472,663	3,665,293	3,635,204	0.47%	(30,089)
51900	Gifted Education and Academy Programs Support	2,069,247	2,118,746	2,153,791	2,325,250	2,336,205	0.30%	10,955
52000	Media Services Support	12,557,365	12,564,402	12,610,614	13,288,668	13,306,565	1.73%	17,897
52100	Planning, Innovation and Accountability	2,207,776	2,113,071	2,319,031	2,644,071	2,625,917	0.34%	(18,154)
52200	Middle School Classroom	58,414,421	56,973,326	56,988,294	60,729,744	61,720,397	8.01%	990,653
52300	Remedial Education	7,192,356	7,402,434	7,880,794	8,266,085	8,335,824	1.08%	69,739
52400	Office of the Principal - Middle School	9,004,956	9,951,735	10,465,416	10,722,847	10,984,741	1.43%	261,894
52500	Homebound Services	373,973	376,617	375,846	412,268	413,388	0.05%	1,120
52600	Technical and Career Education Support	888,338	920,391	914,411	1,027,071	946,939	0.12%	(80,132)
52700	Student Leadership	1,290,462	1,353,658	1,384,906	1,426,623	1,444,200	0.19%	17,577
52800	Psychological Services	3,405,330	3,464,815	3,410,786	4,631,619	4,669,234	0.61%	37,615
52900	Audiological Services	427,331	445,567	544,753	476,513	487,058	0.06%	10,545
53100	School Leadership	1,440,597	1,717,068	1,720,029	1,854,752	1,960,970	0.25%	106,218
53200	Alternative Education	1,288,897	1,339,552	1,302,005	1,408,675	1,428,284	0.19%	19,609
Instruction Total		521,140,200	522,542,818	533,454,353	571,271,802	581,754,262	75.49%	10,483,555
54100	Board, Legal and Governmental Services	1,002,061	877,986	1,047,520	1,135,904	1,191,278	0.15%	55,374
54200	Office of the Superintendent	1,264,513	903,042	903,192	1,043,134	1,054,131	0.14%	10,997
54300	Budget and Finance	3,531,398	3,760,801	4,586,959	5,108,648	5,510,149	0.71%	401,501
54400	Human Resources	4,735,781	4,752,889	4,831,295	5,254,448	5,306,790	0.69%	52,342
54500	Internal Audit	416,057	390,330	426,778	466,766	461,029	0.06%	(5,737)
54600	Purchasing Services	1,020,691	1,040,657	1,034,886	1,126,065	1,107,574	0.14%	(18,491)
54700	Professional Growth and Innovation	460,155	726,302	799,596	889,795	905,735	0.12%	15,940
55000	Benefits	1,678,193	2,121,086	2,058,610	2,332,686	2,381,915	0.31%	49,229
55200	Health Services	6,930,315	7,294,816	7,561,774	7,909,740	7,953,952	1.03%	44,212
Administration, Attendance and Health Total		21,039,164	21,867,909	23,250,610	25,267,186	25,872,553	3.36%	605,367
56100	Management	2,162,144	2,250,424	2,363,850	2,545,712	2,729,260	0.35%	183,548
56200	Vehicle Operations	16,694,518	16,199,707	21,168,066	21,032,933	21,343,762	2.77%	310,829
56250	Vehicle Operations - Special Education	5,013,360	5,864,284	5,612,533	6,122,972	6,146,795	0.80%	23,823
56300	Vehicle Maintenance	2,884,210	3,212,477	2,994,277	3,291,110	3,653,111	0.47%	362,001
56400	Monitoring Services	2,870,480	3,056,056	3,368,956	2,947,319	3,038,023	0.39%	90,704
Pupil Transportation Total		29,624,712	30,582,948	35,507,682	35,940,046	36,910,951	4.79%	970,905
57100	Facilities Planning and Construction	710,605	792,847	805,403	813,472	832,081	0.11%	18,609
57200	School Plant	42,916,463	43,091,533	42,978,129	44,933,193	45,826,132	5.95%	892,939
57300	Distribution Services	1,501,532	1,609,028	1,611,383	1,733,085	1,874,214	0.24%	141,129
57400	Grounds Services	3,884,352	3,884,352	4,167,908	4,167,908	4,442,908	0.58%	275,000
57500	Custodial Services	26,890,109	27,149,155	26,905,686	28,757,647	28,439,505	3.69%	(318,142)
58100	Safety and Loss Control	6,616,053	7,030,060	6,549,855	7,346,366	7,351,142	0.95%	4,776
58200	Vehicle Services	1,243,607	842,893	1,730,641	1,241,815	1,279,695	0.17%	37,880
58300	Telecommunications	1,280,140	1,265,076	1,012,381	1,048,121	1,049,078	0.14%	957
Operations and Maintenance Total		85,042,861	85,664,944	85,761,386	90,041,607	91,094,755	11.82%	1,053,148
60000	Technology	27,865,225	29,734,608	32,108,454	32,335,088	35,033,483	4.55%	2,698,395
Technology Total		27,865,225	29,734,608	32,108,454	32,335,088	35,033,483	4.55%	2,698,395
School Operating Fund Total		684,712,162	690,393,227	710,082,485	754,855,729	770,666,004	100.00%	15,811,370
Green Run Collegiate Instruction		2,039,711	2,651,550	2,998,739	3,440,666	3,442,838	90.53%	2,172
Green Run Collegiate Administration, Attendance and Health		25	-	-	11,000	-	0.00%	(11,000)
Green Run Collegiate Pupil Transportation		159,060	189,128	283,954	260,766	321,578	8.46%	60,812
Green Run Collegiate Operations and Maintenance		-	-	233	19,400	-	0.00%	(19,400)
Green Run Collegiate Technology		46,121	73,947	56,937	31,615	38,615	1.02%	7,000
Green Run Collegiate Fund Total		2,244,917	2,914,625	3,339,863	3,763,447	3,803,031	100.00%	39,584
General Fund Total		686,957,079	693,307,852	713,422,348	758,619,176	774,469,035	100.00%	15,850,954

Notes: The General fund is used to account for the financial activities of the School Operating fund 115 and GRC charter school fund 104. Percentages may not total due to rounding.

SCHOOL OPERATING EXPENDITURES BY MAJOR CATEGORY CLASSIFICATION AND TYPE FOR FY 2018/19

	Instruction	Administration, Attendance and Health	Pupil Transportation	Operations and Maintenance	Technology	Total	Percent of Total Budget
Personnel Services	385,773,990	15,836,950	20,163,012	36,495,072	13,124,105	471,393,129	61.17%
Fringe Benefits	144,459,954	6,441,812	7,602,035	13,638,483	4,574,539	176,716,823	22.93%
Purchased Services	26,607,341	2,114,180	223,133	13,144,839	8,048,915	50,138,408	6.51%
Other Charges	1,138,024	1,045,834	983,360	20,712,399	252,640	24,132,257	3.13%
Materials and Supplies	10,922,401	433,777	4,484,411	6,636,735	8,243,319	30,720,643	3.99%
Capital Outlay	1,348,867	-	3,455,000	244,650	353,565	5,402,082	0.70%
Land, Structures and Improvements	-	-	-	222,577	-	222,577	0.03%
Transfers to Other Funds	11,503,685	-	-	-	436,400	11,940,085	1.55%
School Operating Fund Total	581,754,262	25,872,553	36,910,951	91,094,755	35,033,483	770,666,004	100%
Percent of Total	75.49%	3.36%	4.79%	11.82%	4.55%	100.00%	

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

GREEN RUN COLLEGIATE EXPENDITURES BY MAJOR CATEGORY CLASSIFICATION AND TYPE FOR FY 2018/19

	Instruction	Administration, Attendance and Health	Pupil Transportation	Operations and Maintenance	Technology	Total	Percent of Total Budget
Personnel Services	2,323,101	-	-	-	1,500	2,324,601	61.12%
Fringe Benefits	773,776	-	-	-	115	773,891	20.35%
Purchased Services	67,594	-	321,578	-	-	389,172	10.23%
Other Charges	75,200	-	-	-	-	75,200	1.98%
Materials and Supplies	203,167	-	-	-	37,000	240,167	6.32%
Capital Outlay	-	-	-	-	-	-	0.00%
Land, Structures and Improvements	-	-	-	-	-	-	0.00%
Transfers to Other Funds	-	-	-	-	-	-	0.00%
Green Run Collegiate Fund Total	3,442,838	-	321,578	-	38,615	3,803,031	100%
Percent of Total	90.53%	0.00%	8.46%	0.00%	1.02%	100.00%	

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

SCHOOL OPERATING FUND REVENUE SOURCES

The FY 2018/19 School Operating fund revenue budget totals \$770,666,004, an increase of \$15.8 million, or 2.1 percent, from the FY 2017/18 budget. Local revenue contributions from the city continue to be the most substantial source of revenue for the School Operating fund, making up 51.9 percent of the FY 2018/19 budget. Funding from state direct aid and state sales tax combined provide a little over 45.0 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 2018/19 budget for federal revenue is projected to be approximately \$12.2 million. This amount reflects level funding when compared to the FY 2017/18 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 several of the largest and most important military installations in the nation. Nine of those bases are located in Hampton Roads, representing all five branches of the U.S. Armed Forces. The Defense Manpower Data Center estimates that there are more than 73,000 school age military associated children 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 2017/18	FY 2018/19	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	9,935,191	9,935,191	-
Other Federal Funds	664,809	664,809	-
Federal Revenue Total	12,200,000	12,200,000	-

Federally Connected Students

	FY 2012/13	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17
Military - Special Education					
Living on base	315	304	304	263	286
Living off base	1,245	1,239	1,217	924	1,072
Living on base	1,823	1,790	1,790	1,707	1,561
Living off base	10,763	10,199	10,015	9,797	9,508
All others	6,039	5,468	5,674	5,988	5,855
Total Federally Connected	20,185	19,000	19,000	18,679	18,282
Percent Federally Connected	29.14%	27.43%	27.60%	27.26%	26.72%

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 35.4 percent of VBCPS' FY 2018/19 funding, is projected to increase a little under \$1 million, or 0.26 percent from FY 2017/18. The most significant changes for this revenue source are the incentive programs, which decreased a little more than \$1.3 million from the previous year.

STANDARDS OF QUALITY PROGRAMS

Public education policy changes at the state level significantly and routinely underfund education. State spending allocated to school divisions is driven by student enrollment and local ability to pay. According to a report on state education spending released by the Joint Legislative Audit and Review Commission in December 2018, the state spent about \$6 billion in FY 2017/18 to fund Virginia's constitutionally mandated K-12 SOQ. This equates to \$4,806, on average, for each of the state's 1.25 million elementary and secondary school students. State SOQ

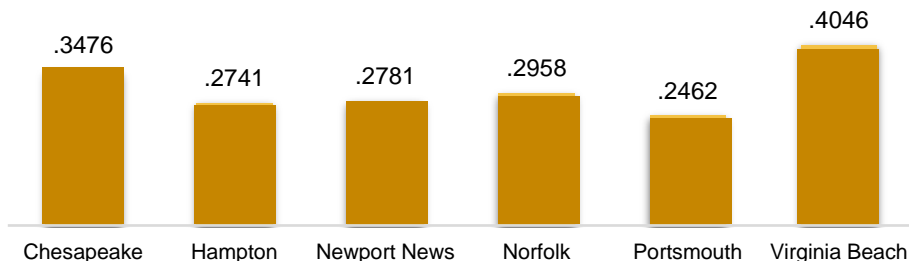
spending increased by 1.4 percent from FY 2016/17 to FY 2017/18, from \$5.91 to \$5.99 billion. This is the seventh consecutive annual increase, reflecting a general upward trend as revenues have recovered from the Great Recession. State K-12 SOQ spending per student increased by 1.1 percent from FY 2016/17 to FY 2017/18, from \$4,754 to \$4,806. This represented a statewide increase in spending per student of \$52. For Virginia Beach, total state SOQ spending per student increased by 1.2 percent over the same period, from \$4,758 to \$4,815. The total number of students statewide increased by 0.3 percent, or 3,213 students.

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 50.0 percent), Virginia adjusted gross income (weighted 40.0 percent) and taxable retail sales (weighted 10.0 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

Historical Comparison of VBCPS' Local Composite Index	
State Biennium	
2000 - 2002	.3523
2002 - 2004	.3394
2004 - 2006	.3353
2006 - 2008	.3492
2008 - 2010	.3704
2010 - 2012	.4060
2012 - 2014	.4110
2014 - 2016	.4034
2016 - 2018	.3925
2018 - 2020	.4046

**LCI for Virginia Beach and Surrounding Cities
2018 - 2020 Biennium**



locality's LCI, the less state funding it receives. For the 2018-2020 biennium, the LCI for Virginia Beach increased from .3925 to .4046. This increase in LCI had a negative impact on state revenue for the FY 2018/19 budget. Virginia Beach's LCI is the highest of the surrounding cities in the Hampton Roads region.

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 2018/19, basic aid is budgeted at nearly \$180 million, representing a 1.1 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, the total budget for SOQ program accounts decreased by almost \$1.1 million from FY 2017/18.

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 2018/19 budget includes approximately \$2.8 million at-risk funding. The General Assembly expanded the eligible uses of at-risk funding to teacher recruitment and incentives and hiring additional school counselors. School divisions are required to report how at-risk add-on funds are spent each year to the Department of Education.

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 \$151,776 for this categorical program in the FY 2018/19 budget, lower than the FY 2017/18 amount of \$160,664.

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 decreases by \$458,017 for FY 2018/19, or nearly 1.7 percent over the last fiscal year.

VBCPS State Revenue Budget Comparison

	FY 2017/18	FY 2018/19	Variance
<i>Standards of Quality Programs</i>			
Basic Aid	177,972,380	179,992,491	2,020,111
Vocational Education	1,870,079	1,911,606	41,527
Gifted Education	1,951,387	1,991,256	39,869
Special Education	19,107,333	18,797,454	(309,879)
Prevention, Intervention and Remediation	4,675,199	4,619,713	(55,486)
VRS Retirement (Includes RHCC)	24,270,378	23,456,993	(813,385)
Social Security	10,570,014	10,633,306	63,292
Group Life	731,770	716,852	(14,918)
English as a Second Language (ESL)	636,990	736,632	99,642
Remedial Summer School	228,268	236,411	8,143
Standards of Quality Programs Total	242,013,798	243,092,714	1,078,916
<i>Incentive Programs</i>			
At-Risk	2,295,541	2,760,302	464,761
Compensation Supplement	1,795,175	-	(1,795,175)
Incentive Programs Total	4,090,716	2,760,302	(1,330,414)
<i>Categorical Programs</i>			
Special Education - Homebound	160,664	151,776	(8,888)
Categorical Programs Total	160,664	151,776	(8,888)
<i>Lottery-Funded Programs</i>			
Foster Care	434,143	362,823	(71,320)
At-Risk	659,989	402,684	(257,305)
K-3 Primary Class Size Reduction	4,578,114	5,090,675	512,561
Special Education - Regional Tuition	9,949,380	9,709,693	(239,687)
Career and Technical Education	324,137	294,035	(30,102)
Supplemental Lottery Per Pupil Allocation	11,232,540	10,860,376	(372,164)
Lottery-Funded Programs Total	27,178,303	26,720,286	(458,017)
State Revenue Total	273,443,481	272,725,078	(718,403)

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 2018/19 is \$75.3 million, an increase of \$1.6 million, or 2.2 percent, compared to the FY 2017/18 Approved Budget.

VBCPS State Sales Tax Revenue Budget Comparison

	FY 2017/18	FY 2018/19	Variance
State Sales Tax Total	73,718,340	75,344,490	1,626,150

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 2018/19, School Operating fund local revenue (net of debt service and PAYGO) totals over \$399 million, an increase of \$16.3 million, or 4.4 percent, compared to the FY 2017/18 Approved Budget.

VBCPS Local Revenue Budget Comparison

	FY 2017/18	FY 2018/19	Variance
Revenue Sharing Formula	427,710,350	442,120,415	14,410,065
Less: Debt Service	(44,947,680)	(41,951,320)	2,996,360
Less: PAYGO	-	(500,000)	(500,000)
Local General Fund Revenue Total	382,762,670	399,669,095	16,906,425

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 2018/19 is budgeted at \$3.5 million, reflecting level funding with no change when compared to the FY 2017/18 Approved budget.

VBCPS Other Local Revenue Budget Comparison

	FY 2017/18	FY 2018/19	Variance
Consolidated Benefits	735,538	735,538	-
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	3,518,341	3,518,341	-

ADDITIONAL FUNDS (NON-RECURRING)

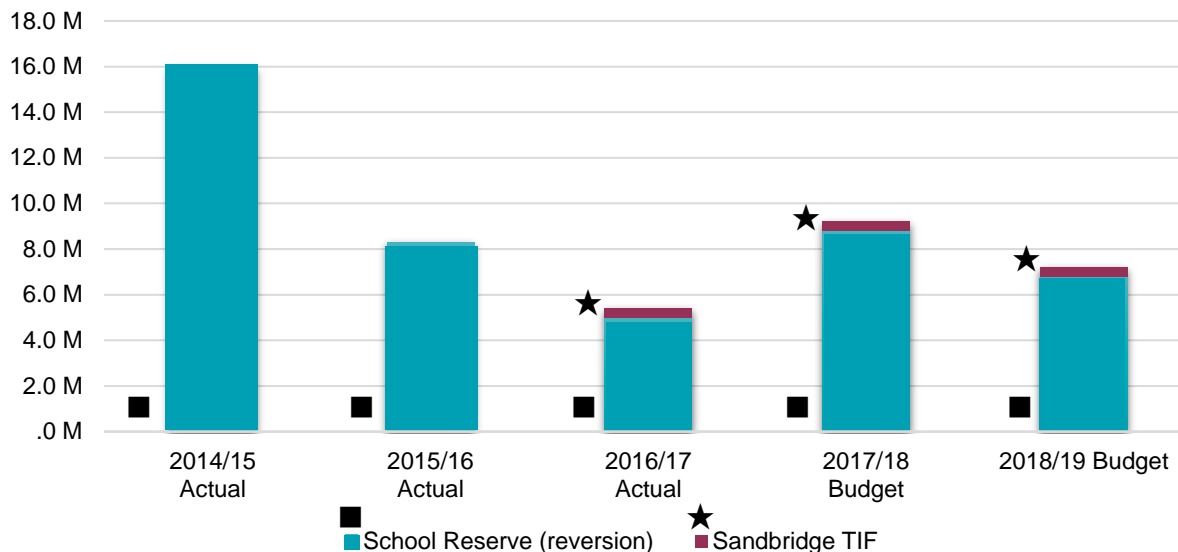
In prior years, VBCPS has relied on fund balance or reversion funds to maintain critical services in response to the recession and significant losses of state funding. For FY 2018/19, VBCPS will use \$6.8 million of School Reserve (reversion) revenue and \$409,000 in Sandbridge TIF funds to balance the School Operating budget. This amount reflects a decrease of a little over \$2 million, or 21.8 percent, compared to the additional funds budgeted in FY 2017/18.

VBCPS Additional Funds Budget Comparison

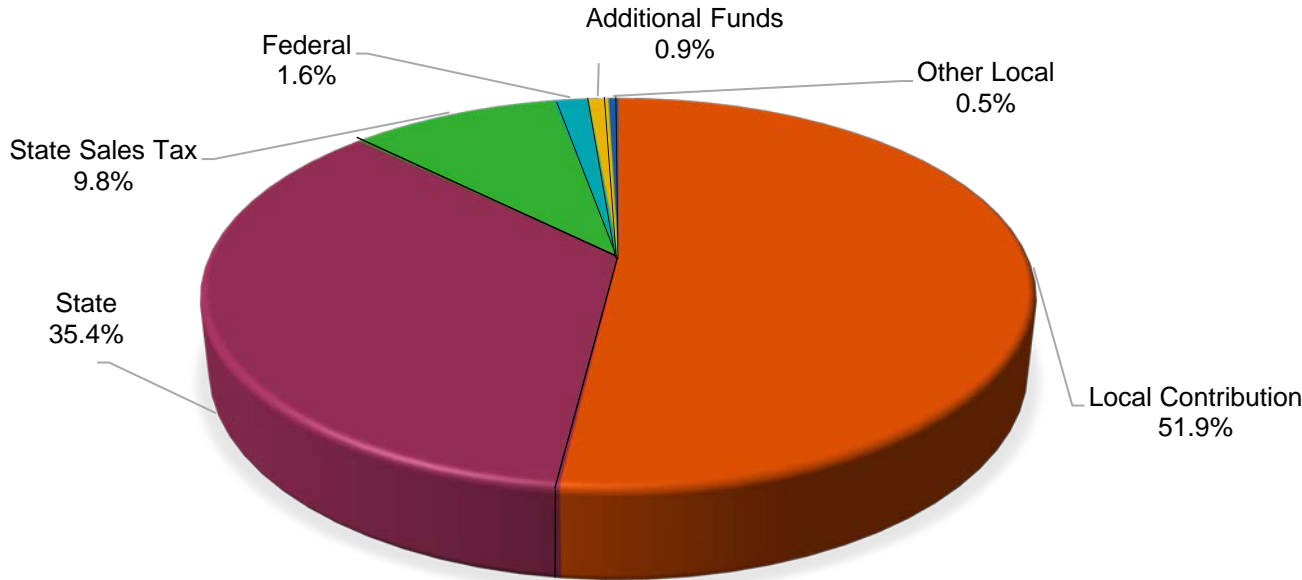
	FY 2017/18	FY 2018/19	Variance
Sandbridge TIF	409,000	409,000	-
School Reserve (reversion)	8,803,897	6,800,000	(2,003,897)
Additional Funds Total	9,212,897	7,209,000	(2,003,897)

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

VBCPS Use of Non-Recurring Funds



SCHOOL OPERATING FUND REVENUE FOR FY 2018/19



Note: Percentages may not total to 100 due to rounding

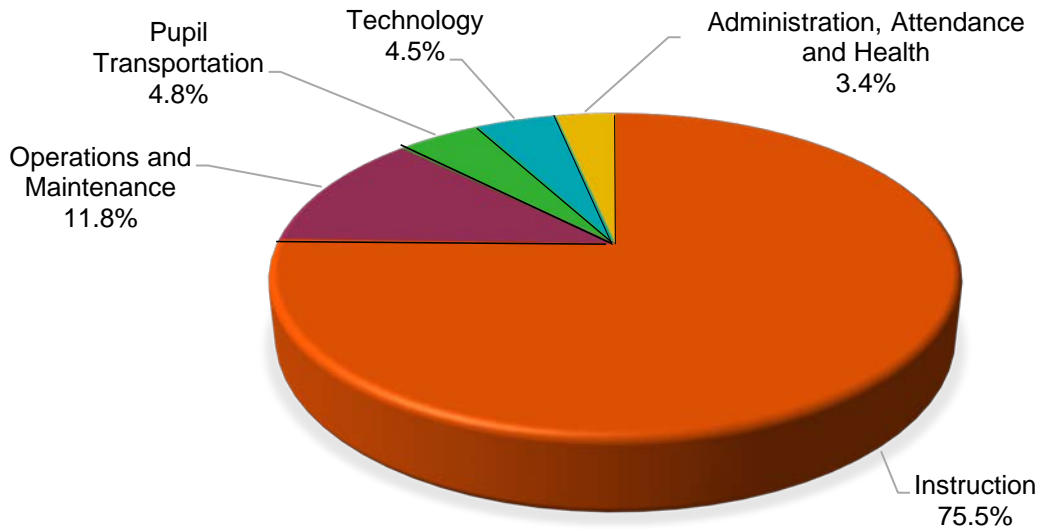
REVENUE SOURCE

Federal.....	\$12,200,000
<i>General funds and categorical funds (primarily Impact Aid revenue)</i>	
State	\$272,725,078
<i>SOQ payments, incentive funds, lottery proceeds and categorical amounts established by the General Assembly on a biennial basis</i>	
State Sales Tax	\$75,344,490
<i>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</i>	
Local Contribution.....	\$399,669,095
<i>Appropriation from the city of Virginia Beach (calculated using the RSF)</i>	
Other Local	\$3,518,341
<i>Miscellaneous sources of revenue such as rental of facilities, summer school tuition and non-resident tuition</i>	
Additional Funds (non-recurring)	\$7,209,000
School Reserve (reversion) \$	6,800,000
Sandbridge TIF \$	409,000
Total School Operating Fund Revenue Sources.....	\$770,666,004

SCHOOL OPERATING FUND EXPENDITURES BY MAJOR CATEGORY CLASSIFICATION FOR FY 2018/19

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 2018/19 budget.

Employee compensation is comprised of salaries and employee benefits. The chart on the following page highlights that the majority of the FY 2018/19 budget is used to fund employee compensation costs. The combined amount budgeted for salaries and benefits totals 84.1 percent of General fund expenditures.



Note: Percentages may not total to 100 due to rounding

MAJOR CATEGORY CLASSIFICATION

Instruction\$581,754,262
Includes: activities that deal directly with the interaction between teachers, aides or classroom assistants and students

Administration, Attendance and Health\$25,872,553
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

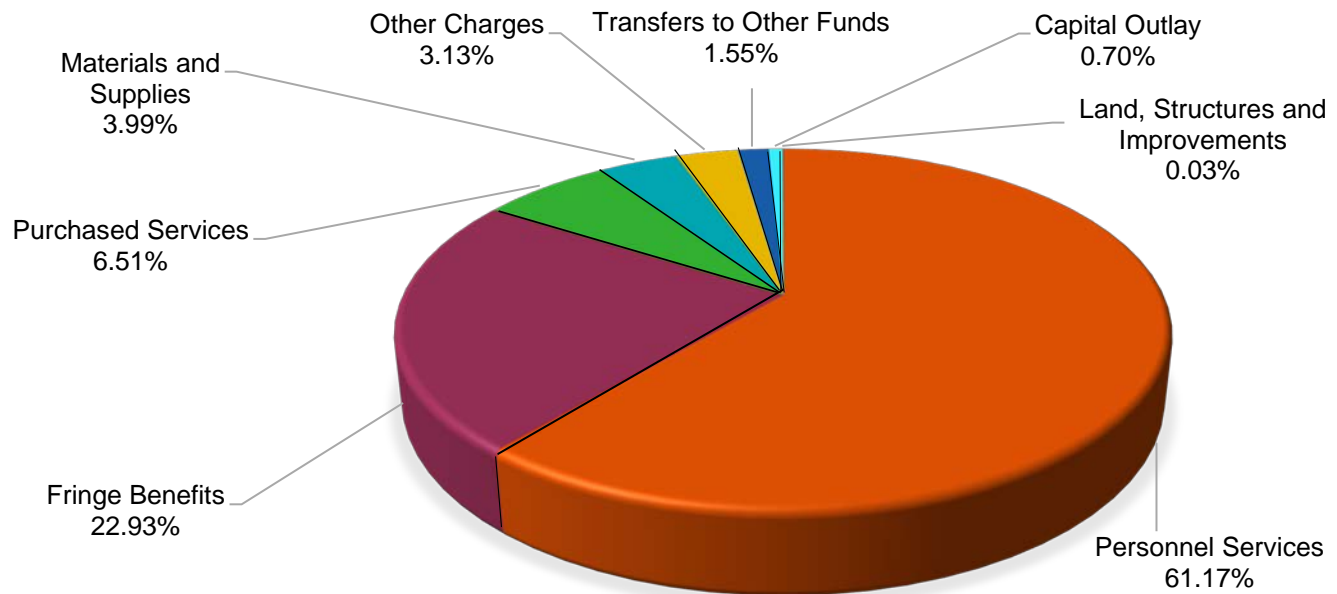
Pupil Transportation.....\$36,910,951
Includes: activities concerned with transporting students to and from school as mandated by state and federal law

Operations and Maintenance\$91,094,755
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\$35,033,483
Includes: technology-related expenditures as required by the General Assembly

Total School Operating Fund by Major Category Classification\$770,666,004

SCHOOL OPERATING FUND EXPENDITURES BY TYPE FOR FY 2018/19



Note: Percentages may not total to 100 due to rounding

TYPE

Personnel Services.....	\$471,393,129
<i>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)</i>	
Fringe Benefits.....	\$176,716,823
<i>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</i>	
Purchased Services.....	\$50,138,408
<i>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)</i>	
Other Charges	\$24,132,257
<i>Includes: payments of utilities, postage, telecommunications, insurance, rentals, travel and other miscellaneous charges</i>	
Materials and Supplies	\$30,720,643
<i>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</i>	
Capital Outlay	\$5,402,082
<i>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)</i>	
Land, Structures and Improvement	\$222,577
<i>Includes: expenditures of projects that are less than \$1 million in estimated cost</i>	
Transfers to Other Funds	\$11,940,085
<i>Includes: the conveying of cash from one fund (e.g., School Operating) to another fund (e.g., Textbooks) without recourse</i>	
Total School Operating Fund Expenditures by Type.....	\$770,666,004

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. 21, 2017.

VBCPS Five-Year Forecast

	FY 2018/19 Forecast	FY 2019/20 Forecast	FY 2020/21 Forecast	FY 2021/22 Forecast	FY 2022/23 Forecast
REVENUE CATEGORY:					
Local (RSF)	436,149,554	444,983,377	453,926,729	463,125,190	472,179,891
Other Local	3,518,341	3,518,341	3,518,341	3,518,341	3,518,341
State	278,912,351	285,885,159	294,461,714	303,295,566	312,394,433
State Sales Tax	75,561,299	77,450,331	79,773,841	82,167,056	84,632,068
Federal	12,200,000	12,200,000	12,200,000	12,200,000	12,200,000
School Reserve (reversion)	6,800,000	4,800,000	2,800,000	800,000	-
Sandbridge TIF	409,000	-	-	-	-
Transfer(s) from other funds	-	-	-	-	-
Revenue Total	813,550,544	828,837,208	846,680,625	865,106,153	884,924,732
EXPENDITURE CATEGORY:					
Personnel Services	471,165,890	481,861,146	491,498,369	501,328,336	511,354,903
Fringe Benefits	180,165,998	184,628,944	188,886,020	193,247,062	197,714,714
Purchased Services	50,201,195	51,205,219	52,229,323	53,273,910	54,339,388
Other Charges	56,742,547	57,877,398	59,034,946	60,215,645	61,419,958
Materials and Supplies	-	-	-	-	-
Capital Outlay	4,991,259	5,441,259	5,891,259	6,341,259	6,791,259
Land, Structures and Improvement	222,577	222,577	222,577	222,577	222,577
Transfer(s) to Other Funds	11,991,489	12,322,226	12,388,514	12,456,207	12,525,337
PAYGO	-	-	-	-	-
Debt Service	41,951,320	44,583,067	44,558,369	45,429,259	45,830,953
Expenditure Total	817,432,275	838,141,836	854,709,377	872,514,255	890,199,089
Expenditures Variance	(3,881,731)	(9,304,628)	(8,028,752)	(7,408,102)	(5,274,356)

REVENUE ASSUMPTIONS

This forecast reflects increases in revenue at the state and local levels and begins to reverse the impact of significant cuts VBCPS has sustained since 2008.

- State Shared Sales Tax
 - Expected to increase by 2.5 percent for FY 2018/19, the first year of the state's 2018-2020 biennial budget
 - Increasing by 2.5 percent in FY 2019/20 and by 3.0 percent for each of the forecast years from FY 2020/21 to FY 2022/23
- Other State Revenue
 - Expected to increase by 2.0 percent for FY 2018/19
 - Increasing by 2.5 percent in FY 2019/20 and by 3.0 percent for each of the forecast years from FY 2020/21 to FY 2022/23
- Local Revenue Sharing Formula
 - Expected to increase by nearly 2.0 percent for FY 2018/19, primarily as a result of improved revenue projections for consumer-driven growth and collections from real estate and personal property taxes
 - Increasing slightly more than 2.0 percent each of the forecast years from FY 2019/20 to FY2021/22 and just below 2.0 percent in FY 2022/23

- Federal Revenue
 - Expected to remain flat at approximately \$12.2 million from FY 2018/19 to FY 2022/23
- Other Revenue Sources
 - Anticipate reducing the reliance on reversion funding by \$2 million each year of the forecast period until this revenue source is no longer needed to balance the School Operating budget by FY 2022/23
 - Sandbridge TIF funds of \$409,000 will be diverted to the School Operating budget for the FY 2018/19 forecast year

EXPENDITURE ASSUMPTIONS

This forecast illustrates that changes to salary and benefit compensation parameters can have a significant cost impact for VBCPS, considering that expenditures of this type account for over three-quarters of the School Operating budget.

- Personnel Services and Fringe Benefits
 - Each year of the forecast period includes a 2.0 percent salary increase
 - The current FY 2017/18 VRS rate of 16.32 percent is expected to drop by 0.64 percent in FY 2018/19 to 15.68 percent, and remain flat at that rate from FY 2019/20 through FY 2022/23
 - Health insurance rates are projected to rise by 3.0 percent each year from FY 2018/19 to FY 2022/23
- Non-Personnel
 - All non-personnel budget line items impacted by inflation are expected to increase by approximately 2.0 percent each year of the forecast period
 - Capital outlay expenditures are expected to increase by approximately \$450,000 to purchase five additional replacement school buses each year from FY 2018/19 to FY 2022/23.

School Operating Fund Revenue

Revenue	FY 2013/14 Adopted	FY 2014/15 Adopted	FY 2015/16 Adopted	FY 2016/17 Adopted	FY 2017/18 Adopted	FY 2018/19 Forecast	FY 2019/20 Forecast	FY 2020/21 Forecast	FY 2021/22 Forecast	FY 2022/23 Forecast
Local (RSF)*	378,981,176	390,017,424	403,917,607	411,278,773	427,710,350	436,149,554	444,983,377	453,926,729	463,125,190	472,179,891
Schools Use of Sandbridge TIF	3,116,978	2,000,000	-	409,000	409,000	409,000	-	-	-	-
Transfer(s) from Other Funds	-	-	-	-	-	-	-	-	-	-
Fund Balance - General Fund	-	-	-	-	-	-	-	-	-	-
City General Fund Outside RSF	-	725,000	-	-	-	-	-	-	-	-
From the Use of Money and Property	465,000	465,000	477,000	477,000	477,000	477,000	477,000	477,000	477,000	477,000
Charges for Services	2,203,383	2,203,383	2,941,341	2,941,341	2,816,638	2,816,638	2,816,638	2,816,638	2,816,638	2,816,638
Miscellaneous Revenue	657,000	786,703	-	-	224,703	224,703	224,703	224,703	224,703	224,703
State Sales Tax	70,522,688	70,065,298	71,783,907	74,741,805	73,718,340	75,561,299	77,450,331	79,773,841	82,167,056	84,632,068
State	240,866,735	252,592,470	250,039,573	263,423,825	273,443,481	278,912,351	285,885,159	294,461,714	303,295,566	312,394,433
Federal	17,141,085	16,453,899	12,476,532	12,476,532	12,200,000	12,200,000	12,200,000	12,200,000	12,200,000	12,200,000
School Reserve (reversion)	14,000,000	16,000,000	8,299,318	5,000,000	8,803,897	6,800,000	4,800,000	2,800,000	800,000	-
Total	727,954,045	751,309,177	749,935,278	770,748,276	799,803,409	813,550,544	828,837,208	846,680,625	865,106,153	884,924,732
Percent Change from Previous Year (in total)	-0.145%	3.208%	-0.183%	2.775%	3.770%	3.801%	1.879%	2.153%	2.176%	2.291%

*Schools' budget total includes debt service.

School Operating Fund Expenditures

Expenditures	FY 2013/14 Adopted	FY 2014/15 Adopted	FY 2015/16 Adopted	FY 2016/17 Adopted	FY 2017/18 Adopted	FY 2018/19 Forecast	FY 2019/20 Forecast	FY 2020/21 Forecast	FY 2021/22 Forecast	FY 2022/23 Forecast
Personnel Services	427,435,361	436,502,429	439,885,158	447,785,910	460,704,795	471,165,890	481,861,146	491,498,369	501,328,336	511,354,903
VRS	62,645,617	69,711,679	64,288,315	64,171,184	72,142,284	73,878,812	75,555,828	77,066,944	78,608,283	80,180,449
Health Insurance	52,829,141	56,929,189	57,371,968	59,579,068	59,146,766	60,921,169	62,748,804	64,631,268	66,570,206	68,567,312
Life Insurance	4,821,218	5,138,978	4,973,109	2,226,062	3,303,644	6,172,273	6,312,381	6,438,629	6,567,401	6,698,749
All Other Fringe Benefits	35,180,232	35,788,012	35,792,527	37,733,112	38,274,359	39,193,745	40,011,932	40,749,179	41,501,172	42,268,204
Contractual Services	42,366,595	43,166,078	43,067,445	46,518,963	49,216,858	50,201,195	51,205,219	52,229,323	53,273,910	54,339,388
Other Charges	50,248,259	48,954,255	49,702,552	51,018,420	55,629,948	56,742,547	57,877,398	59,034,946	60,215,645	61,419,958
Capital Outlay	1,578,969	1,590,815	1,578,969	4,382,694	4,541,259	4,991,259	5,441,259	5,891,259	6,341,259	6,791,259
Land, Structures and Improvements	-	240,301	240,301	240,301	222,577	222,577	222,577	222,577	222,577	222,577
PAYGO	-	-	642,448	-	-	-	-	-	-	-
Debt Service Charges	43,094,767	45,507,225	44,756,843	45,819,477	44,947,680	41,951,320	44,583,067	44,558,369	45,429,259	45,830,953
Transfer(s) to Other Funds	7,753,886	7,780,216	7,635,643	11,273,085	11,673,239	11,991,489	12,322,226	12,388,514	12,456,207	12,525,337
Total	727,954,045	751,309,177	749,935,278	770,748,276	799,803,409	817,432,275	838,141,836	854,709,377	872,514,255	890,199,089
Percent Change from Previous Year (in total)	-0.145%	3.208%	-0.183%	2.775%	3.770%	2.165%	2.533%	1.977%	2.083%	2.027%
Expenditure Variance by Fiscal Year	-	-	-	-	-	(3,881,731)	(9,304,628)	(8,028,752)	(7,408,102)	(5,274,356)

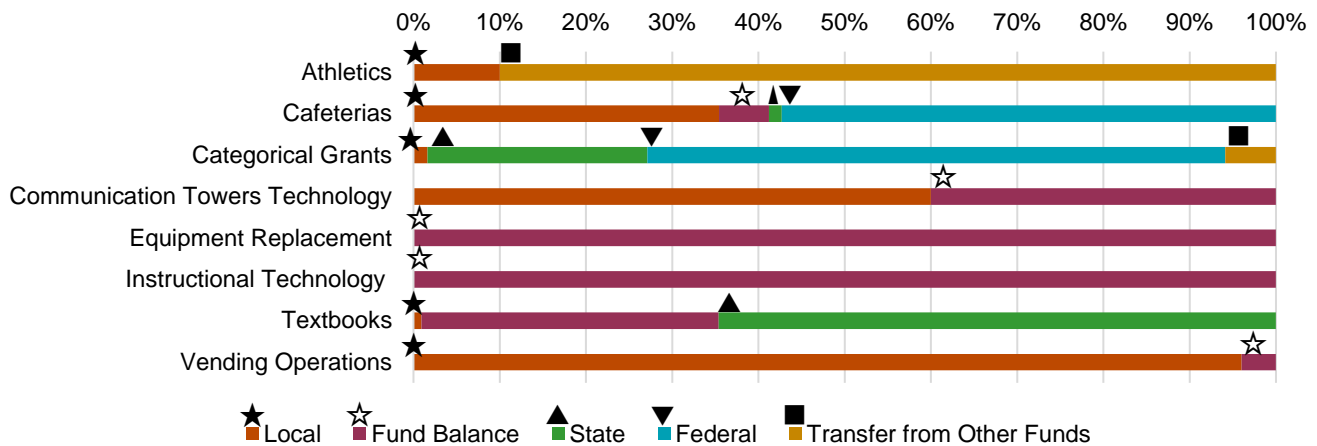
SPECIAL REVENUE FUNDS

Although the majority of the total FY 2018/19 School Operating 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 over \$108 million, or 12.0 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 type for VBCPS budgeted special revenue funds.

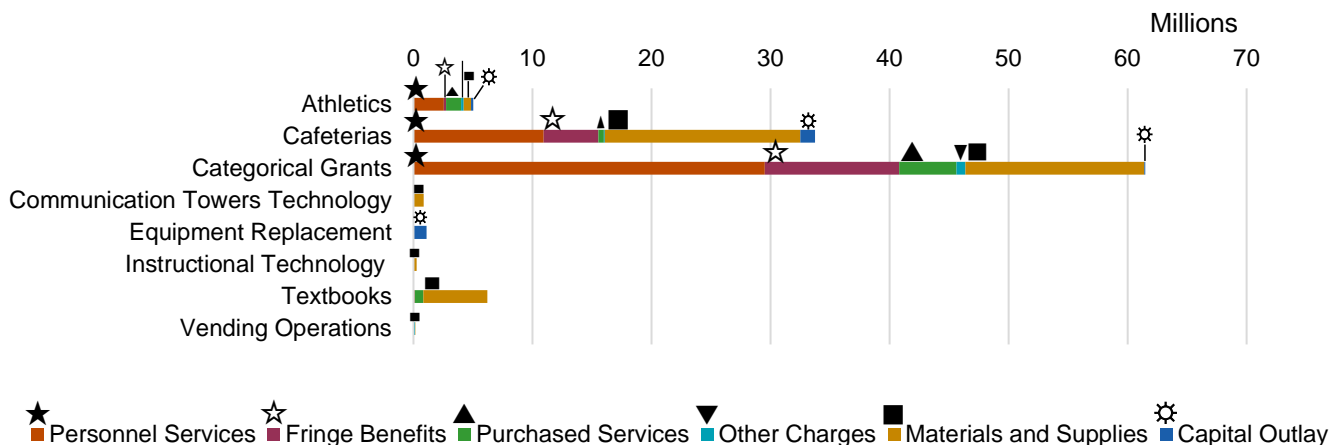
	FY 2017/18 Budget	FY 2018/19 Approved	Variance
Athletics	5,099,823	5,028,774	(71,049)
Cafeterias	31,679,250	33,733,213	2,053,963
Categorical Grants	58,856,748	61,486,650	2,629,902
Communication Towers Technology	850,000	850,000	-
Equipment Replacement	170,193	1,088,036	917,843
Instructional Technology	79,579	260,244	180,665
Textbooks	5,179,602	6,206,584	1,026,982
Vending Operations	229,702	150,000	(79,702)
Total	102,144,897	108,803,501	6,658,604

The FY 2018/19 budget for all special revenue funds is expected to increase by approximately \$6.7 million from FY 2017/18.

Revenue Sources for Categorical Grants and Other Funds



Expenditure Categories for Categorical Grants and Other Funds



CATEGORICAL GRANTS AND OTHER FUNDS REVENUE FOR FY 2018/19

	Local	Fund Balance	State	Federal	Transfer(s) from Other Funds	Total
Adult Basic Education Funds	-	-	-	273,170	48,206	321,376
Carl D. Perkins Vocational and Technical Education Act	-	-	-	851,171	-	851,171
DoDEA MCASP Operation GRIT	-	-	-	419,611	-	419,611
DoDEA Special Education	-	-	-	46,902	-	46,902
McKinney-Vento Homeless Assistance Act	-	-	-	90,822	-	90,822
MYCAA ALC Courses	-	-	-	5,000	-	5,000
MYCAA LPN Program	-	-	-	10,000	-	10,000
Preschool Incentive	-	-	-	610,875	-	610,875
Reserve for Contingency - Federal	-	-	-	4,500,000	-	4,500,000
Startalk	-	-	-	158,442	-	158,442
Title I, Part A	-	-	-	13,994,209	-	13,994,209
Title I, Part D - Subpart 1	-	-	-	31,952	-	31,952
Title I, Part D - Subpart 2	-	-	-	586,820	-	586,820
Title II, Part A	-	-	-	1,706,492	-	1,706,492
Title III, Part A - Language Acquisition	-	-	-	182,976	-	182,976
Title IV, Part A, Student Support and Academic Enrichment	-	-	-	389,409	-	389,409
Title IV, Part B 21st CCLC - Lynnhaven ES	-	-	-	103,305	-	103,305
Title VI, Part B (IDEA)	-	-	-	16,163,996	-	16,163,996
Virginia Preschool Initiative Plus (VPI+)	-	-	-	1,068,696	-	1,068,696
Federal Grants Total	-	-	-	41,193,848	48,206	41,242,054
Algebra Readiness Initiative	-	-	615,663	-	418,370	1,034,033
Career and Tech Education State Equipment Allocation	-	-	82,361	-	-	82,361
Career Switcher New Teacher Mentor Program	-	-	20,000	-	-	20,000
Dual Enrollment - TCC	-	-	507,676	-	-	507,676
Early Intervention Reading Initiative (PALS)	-	-	1,160,277	-	788,458	1,948,735
General Adult Education	-	-	30,993	-	-	30,993
Industry Certification Examinations	-	-	72,688	-	-	72,688
ISAEF	-	-	62,869	-	-	62,869
Jail Education Program	-	-	184,837	-	-	184,837
Juvenile Detention Home	-	-	832,732	-	-	832,732
National Board Certification Incentive	-	-	317,500	-	-	317,500
New Teacher Mentor Program	-	-	40,649	-	-	40,649
Project Graduation	-	-	41,268	-	-	41,268
Race to GED	-	-	66,160	-	-	66,160
Reserve for Contingency - State	-	-	2,700,000	-	-	2,700,000
Technology Initiative	-	-	5,119,500	-	436,400	5,555,900
VA eLearning Backpack - Bayside HS	-	-	55,247	-	-	55,247
VA eLearning Backpack - Green Run HS	-	-	228,288	-	-	228,288
VA eLearning Backpack - Kempsville HS	-	-	78,004	-	-	78,004
VA Initiative for At-Risk Four-Year-Olds	-	-	3,453,421	-	1,920,846	5,374,267
Workplace Readiness	-	-	16,850	-	-	16,850
State Grants Total	-	-	15,686,983	-	3,564,074	19,251,057
National Math and Science Initiative (NMSI)	581,539	-	-	-	-	581,539
Opportunity, Inc. - Adult Learning Center	112,000	-	-	-	-	112,000
Opportunity, Inc. - STEM	300,000	-	-	-	-	300,000
Local Grants Total	993,539	-	-	-	-	993,539
Categorical Grants Total	993,539	-	15,686,983	41,193,848	3,612,280	61,486,650
Athletics	504,000	-	-	-	4,524,774	5,028,774
Cafeterias	11,954,253	1,945,288	500,000	19,333,672	-	33,733,213
Communication Towers Technology	510,000	340,000	-	-	-	850,000
Equipment Replacement	-	1,088,036	-	-	-	1,088,036
Instructional Technology	-	260,244	-	-	-	260,244
Textbooks	56,483	2,140,110	4,009,991	-	-	6,206,584
Vending Operations	144,000	6,000	-	-	-	150,000
Other Funds Total	13,168,736	5,779,678	4,509,991	19,333,672	4,524,774	47,316,851
Categorical Grants and Other Funds Total	14,162,275	5,779,678	20,196,974	60,527,520	8,137,054	108,803,501

CATEGORICAL GRANTS AND OTHER FUNDS EXPENDITURES FOR FY 2018/19

	Personnel Services	Fringe Benefits	Purchased Services	Other Charges	Materials and Supplies	Capital Outlay	Total
Adult Basic Education Funds	216,142	85,003	20,231	-	-	-	321,376
Carl D. Perkins Vocational and Technical Education Act	28,078	2,148	362,382	56,000	327,563	75,000	851,171
DoDEA MCASP Operation GRIT	76,220	34,330	172,990	72,763	63,308	-	419,611
DoDEA Special Education	29,521	4,431	11,250	1,600	100	-	46,902
McKinney-Vento Homeless Assistance Act	75,061	5,742	1,900	2,500	5,619	-	90,822
MYCAA ALC Courses	-	-	5,000	-	-	-	5,000
MYCAA LPN Program	-	-	10,000	-	-	-	10,000
Preschool Incentive	429,948	151,611	14,316	-	15,000	-	610,875
Reserve for Contingency - Federal	-	-	-	-	4,500,000	-	4,500,000
Startalk	97,176	7,433	22,962	12,508	18,363	-	158,442
Title I, Part A	8,391,592	2,924,842	1,300,092	292,127	1,085,556	-	13,994,209
Title I, Part D - Subpart 1	28,753	2,199	-	-	1,000	-	31,952
Title I, Part D - Subpart 2	379,298	143,005	49,291	-	15,226	-	586,820
Title II, Part A	1,016,583	407,493	248,587	-	33,829	-	1,706,492
Title III, Part A - Language Acquisition	132,059	47,435	3,482	-	-	-	182,976
Title IV, Part A, Student Support and Academic Enrichment	128,186	36,551	132,950	46,000	45,722	-	389,409
Title IV, Part B 21st CCLC - Lynnhaven ES	58,074	4,445	18,300	6,001	16,485	-	103,305
Title VI, Part B (IDEA)	10,769,279	5,015,876	375,411	3,430	-	-	16,163,996
Virginia Preschool Initiative Plus (VPI+)	534,880	228,879	91,968	18,116	194,853	-	1,068,696
Federal Grants Total	22,390,850	9,101,423	2,841,112	511,045	6,322,624	75,000	41,242,054
Algebra Readiness Initiative	454,250	34,750	305,800	-	239,233	-	1,034,033
Career and Tech Education State Equipment Allocation	-	-	-	-	82,361	-	82,361
Career Switcher New Teacher Mentor Program	20,000	-	-	-	-	-	20,000
Dual Enrollment - TCC	-	-	507,676	-	-	-	507,676
Early Intervention Reading Initiative (PALS)	1,619,364	144,232	65,000	3,000	117,139	-	1,948,735
General Adult Education	28,791	2,202	-	-	-	-	30,993
Industry Certification Examinations	-	-	72,688	-	-	-	72,688
ISAEF	26,460	2,024	16,200	2,000	16,185	-	62,869
Jail Education Program	136,054	45,407	900	1,051	1,425	-	184,837
Juvenile Detention Home	564,811	217,814	29,015	3,200	17,892	-	832,732
National Board Certification Incentive	317,500	-	-	-	-	-	317,500
New Teacher Mentor Program	40,649	-	-	-	-	-	40,649
Project Graduation	7,000	536	33,732	-	-	-	41,268
Race to GED®	55,050	4,211	6,899	-	-	-	66,160
Reserve for Contingency - State	-	-	-	-	2,700,000	-	2,700,000
Technology Initiative	24,566	1,879	160,000	200,855	5,155,600	13,000	5,555,900
VA eLearning Backpack - Bayside HS	-	-	-	11,355	43,892	-	55,247
VA eLearning Backpack - Green Run HS	-	-	-	9,513	218,775	-	228,288
VA eLearning Backpack - Kempsville HS	-	-	-	10,318	67,686	-	78,004
VA Initiative for At-Risk Four-Year-Olds	3,669,841	1,679,426	-	-	25,000	-	5,374,267
Workplace Readiness	-	-	16,850	-	-	-	16,850
State Grants Total	6,964,336	2,132,481	1,214,760	241,292	8,685,188	13,000	19,251,057
National Math and Science Initiative (NMSI)	-	-	581,539	-	-	-	581,539
Opportunity, Inc. - Adult Learning Center	49,757	20,242	38,895	2,640	466	-	112,000
Opportunity, Inc. - STEM	117,366	45,082	128,372	4,525	4,655	-	300,000
Local Grants Total	167,123	65,324	748,806	7,165	5,121	-	993,539
Categorical Grants Total	29,522,309	11,299,228	4,804,678	759,502	15,012,933	88,000	61,486,650
Athletics	2,554,767	195,437	1,252,029	226,250	611,300	188,991	5,028,774
Cafeterias	10,937,689	4,610,424	444,971	74,802	16,439,734	1,225,593	33,733,213
Communication Towers Technology	-	-	-	-	850,000	-	850,000
Equipment Replacement	-	-	-	-	-	1,088,036	1,088,036
Instructional Technology	-	-	-	-	260,244	-	260,244
Textbooks	87,067	28,076	725,930	-	5,365,511	-	6,206,584
Vending Operations	-	-	360	144,280	5,360	-	150,000
Other Funds Total	13,579,523	4,833,937	2,423,290	445,332	23,532,149	2,502,620	47,316,851
Categorical Grants and Other Funds Total	43,101,832	16,133,165	7,227,968	1,204,834	38,545,082	2,590,620	108,803,501

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 2014/15 Actual	FY 2015/16 Actual	FY 2016/17 Actual	FY 2017/18 Budget	FY 2018/19 Approved
REVENUE CATEGORY:					
Local	525,326	529,095	526,139	504,000	504,000
Transfer(s) from Other Funds	4,201,256	4,418,642	3,856,545	4,595,823	4,524,774
Revenue Total	4,726,583	4,947,737	4,382,684	5,099,823	5,028,774
EXPENDITURE CATEGORY:					
Personnel Services	2,374,368	2,336,028	2,317,441	2,620,770	2,554,767
Fringe Benefits	181,831	179,105	177,783	200,483	195,437
Purchased Services	1,136,304	1,147,815	1,238,238	1,252,029	1,252,029
Other Charges	188,574	186,196	203,205	226,250	226,250
Materials and Supplies	733,580	721,386	721,995	611,300	611,300
Capital Outlay	325,319	109,069	34,235	188,991	188,991
Land, Structures and Improvement	-	-	13,896	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	4,939,976	4,679,599	4,706,793	5,099,823	5,028,774

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 31 cents for paid students, \$2.91 for reduced lunch students and \$3.31 for free eligible students.

Paid Lunch Prices for Virginia Beach and Surrounding Divisions (FY 2018/19)

Chesapeake	\$2.70
Hampton	\$2.18
Newport News	\$2.55
Norfolk	\$1.90
Portsmouth	\$1.65
Virginia Beach	\$2.85

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.

Source: Virginia Department of Education, 2018/19 School Division Paid Lunch Price Reports (Student Meals)

Over the last decade, the number of VBCPS students eligible for free and reduced-price meals has grown by approximately 32.0 percent. This student demographic is expected to continue to trend higher in future fiscal years.

Student Meal Prices Comparison

Fee/Assessment	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	FY 2018/19
Breakfast:					
Paid	1.15	1.40	1.40	1.40	1.40
Reduced	0.30	0.30	0.30	0.30	0.30
Lunch:					
Paid	2.50	2.75	2.75	2.85	2.85
Reduced	0.40	0.40	0.40	0.40	0.40

Source: Virginia Beach City Public Schools, General Fees Schedule for 2018/19

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

	FY 2014/15 Actual	FY 2015/16 Actual	FY 2016/17 Actual	FY 2017/18 Budget	FY 2018/19 Approved
REVENUE CATEGORY:					
Local	10,601,423	11,291,363	10,950,385	11,995,988	11,954,253
State	527,152	588,066	651,642	500,000	500,000
Federal	16,668,726	18,012,707	18,348,393	18,086,468	19,333,672
Revenue Total	27,797,301	29,892,136	29,950,420	30,582,456	31,787,925
EXPENDITURE CATEGORY:					
Personnel Services	8,221,949	8,276,333	8,409,534	10,122,611	10,937,689
Fringe Benefits	3,488,250	3,456,951	3,416,930	4,501,594	4,610,424
Purchased Services	279,015	447,638	229,488	472,932	444,971
Other Charges	63,056	60,208	78,011	74,802	74,802
Materials and Supplies	15,996,280	14,882,104	15,459,906	16,157,311	16,439,734
Capital Outlay	105,516	91,103	180,509	350,000	1,225,593
Land, Structures and Improvement	-	-	-	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	28,154,066	27,214,338	27,774,378	31,679,250	33,733,213
Net Change in Fund Balance	(356,765)	2,677,798	2,176,042	(1,096,794)	(1,945,288)
Fund Balance July 1	5,316,007	4,959,242	7,637,040	9,813,082	8,716,288
Fund Balance June 30	4,959,242	7,637,040	9,813,082	8,716,288	6,771,000

CATEGORICAL GRANTS FUND

VBCPS pursues additional revenue by securing grants to help fund 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 most grants are 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.

FY 2017/18 award amounts are used to project program estimates for anticipated FY 2018/19 awards. Adjustments are typically made in the first quarter of the fiscal year to reflect actual award notifications. Year-end balances in some grants may carry forward because they are budgeted on a multiyear basis. In these instances, revenues and expenditures are estimated to prepare carryover budgets for FY 2018/19. A grants reserve is maintained in the Categorical Grants fund to provide appropriation authority funding for grant awards received during the fiscal year. For FY 2018/19, \$7.2 million is budgeted as a reserve for contingency. The projected FY 2018/19 budget for Categorical Grants is \$61,486,650 and includes 521.10 FTE positions. This is an increase of \$2,629,902, or 4.5 percent, from the FY 2017/18 Adopted Budget which totaled \$58,856,748. Categorical Grant funds are projected to account for 7.0 percent of the FY 2018/19 total budget.

Two federal projects, Title VI, Part B, Individuals with Disabilities Education Act of 2004 (IDEA, Section 611), (\$16,163,996), and Title I, Part A, (\$13,994,209), account for 49.0 percent of the Categorical Grants revenue

budget. Title I, Part A, 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. Except as otherwise provided, amounts awarded to a Local Educational Agency (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 incurred by an LEA during the preceding school year, as may be appropriate.

The Virginia Department of Education (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. LEA indirect cost rates are to be used by school divisions to recover the indirect costs associated with the administration of federal grants. As required by the U.S. Department of Education, the FY 2018/19 indirect cost rate will be calculated using the 2017 Annual School Report (ASR) expenditure data. The FY 2017/18 indirect cost rate for VBCPS is 2.4 percent.

Categorical Grants Fund - Statement of Revenues and Expenditures

	FY 2014/15 Actual	FY 2015/16 Actual	FY 2016/17 Actual	FY 2017/18 Budget	FY 2018/19 Approved
REVENUE CATEGORY:					
Local	254,101	204,541	286,034	440,958	993,539
State	9,562,057	9,078,548	7,325,128	15,365,288	15,686,983
Federal	33,841,361	31,314,953	31,895,702	39,736,533	41,193,848
Transfer(s) from Other Funds	3,749,096	2,911,063	3,128,719	3,313,969	3,612,280
Revenue Total	47,406,614	43,509,104	42,635,584	58,856,748	61,486,650
EXPENDITURE CATEGORY:					
Personnel Services	23,840,370	22,836,568	24,705,060	27,714,565	29,522,309
Fringe Benefits	7,433,289	7,094,193	8,119,110	9,902,434	11,299,228
Purchased Services	8,260,446	7,852,518	3,554,992	4,459,864	4,804,678
Other Charges	423,191	556,463	687,764	622,723	759,502
Materials and Supplies	7,413,080	5,057,479	5,516,414	16,094,162	15,012,933
Capital Outlay	36,238	111,882	52,244	63,000	88,000
Land, Structures and Improvement	-	-	-	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	47,406,614	43,509,104	42,635,584	58,856,748	61,486,650



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 2014/15 Actual	FY 2015/16 Actual	FY 2016/17 Actual	FY 2017/18 Budget	FY 2018/19 Approved
REVENUE CATEGORY:					
Local	523,078	527,135	521,779	510,000	510,000
Revenue Total	523,078	527,135	521,779	510,000	510,000
EXPENDITURE CATEGORY:					
Personnel Services	-	-	-	-	-
Fringe Benefits	-	-	-	-	-
Purchased Services	7,971	-	325	-	-
Other Charges	-	-	-	-	-
Materials and Supplies	403,192	389,907	299,892	850,000	850,000
Capital Outlay	209,779	-	498,255	-	-
Land, Structures and Improvement	-	-	-	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	620,942	389,907	798,472	850,000	850,000
Net Change in Fund Balance	(97,864)	137,227	(276,693)	(340,000)	(340,000)
Fund Balance July 1	2,962,977	2,865,114	3,002,341	2,725,648	2,385,648
Fund Balance June 30	2,865,114	3,002,341	2,725,648	2,385,648	2,045,648

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 2014/15 Actual	FY 2015/16 Actual	FY 2016/17 Actual	FY 2017/18 Budget	FY 2018/19 Approved
REVENUE CATEGORY:					
Local	3,589	3,596	6,735	-	-
Revenue Total	3,589	3,596	6,735	-	-
EXPENDITURE CATEGORY:					
Personnel Services	-	-	-	-	-
Fringe Benefits	-	-	-	-	-
Purchased Services	-	-	-	-	-
Other Charges	-	-	-	-	-
Materials and Supplies	-	-	-	-	-
Capital Outlay	231,633	-	-	170,193	1,088,036
Land, Structures and Improvement	-	-	-	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	231,633	-	-	170,193	1,088,036
Net Change in Fund Balance	(228,044)	3,596	6,735	(170,193)	(1,088,036)
Fund Balance July 1	1,475,942	1,247,898	1,251,494	1,258,229	1,088,036
Fund Balance June 30	1,247,898	1,251,494	1,258,229	1,088,036	-

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 2014/15 Actual	FY 2015/16 Actual	FY 2016/17 Actual	FY 2017/18 Budget	FY 2018/19 Approved
REVENUE CATEGORY:					
Local	33,443	41,272	95,873	-	-
Revenue Total	33,443	41,272	95,873	-	-
EXPENDITURE CATEGORY:					
Personnel Services	-	-	-	-	-
Fringe Benefits	-	-	-	-	-
Purchased Services	-	-	-	-	-
Other Charges	-	-	-	-	-
Materials and Supplies	-	106,000	-	79,579	260,244
Capital Outlay	-	-	-	-	-
Land, Structures and Improvement	-	-	-	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	-	106,000	-	79,579	260,244
Net Change in Fund Balance	33,443	(64,728)	95,873	(79,579)	(260,244)
Fund Balance July 1	232,235	265,678	200,950	296,823	217,244
Fund Balance June 30	265,678	200,950	296,823	217,244	(43,000)

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 2014/15 Actual	FY 2015/16 Actual	FY 2016/17 Actual	FY 2017/18 Budget	FY 2018/19 Approved
REVENUE CATEGORY:					
Local	83,522	81,174	79,299	53,611	56,483
State	3,923,666	3,897,199	4,478,479	4,462,985	4,009,991
Revenue Total	4,007,188	3,978,373	4,557,778	4,516,596	4,066,474
EXPENDITURE CATEGORY:					
Personnel Services	72,468	79,870	85,391	83,431	87,067
Fringe Benefits	31,723	33,672	34,664	31,066	28,076
Purchased Services	71,605	2,659,836	2,988,648	670,431	725,930
Other Charges	-	-	-	-	-
Materials and Supplies	8,408,221	3,319,708	3,786,794	4,394,674	5,365,511
Capital Outlay	-	-	-	-	-
Land, Structures and Improvement	-	-	-	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	8,584,017	6,093,086	6,895,497	5,179,602	6,206,584
Net Change in Fund Balance	(4,576,829)	(2,114,713)	(2,337,719)	(663,006)	(2,140,110)
Fund Balance July 1	16,265,486	11,688,657	9,573,944	7,236,225	6,573,219
Fund Balance June 30	11,688,657	9,573,944	7,236,225	6,573,219	4,433,109

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 2014/15 Actual	FY 2015/16 Actual	FY 2016/17 Actual	FY 2017/18 Budget	FY 2018/19 Approved
REVENUE CATEGORY:					
Local	192,689	192,650	137,287	192,550	144,000
Revenue Total	192,689	192,650	137,287	192,550	144,000
EXPENDITURE CATEGORY:					
Personnel Services	-	-	-	-	-
Fringe Benefits	-	-	-	-	-
Purchased Services	-	-	-	-	360
Other Charges	215,964	214,914	133,630	216,248	144,280
Materials and Supplies	720	609	270	13,454	5,360
Capital Outlay	-	-	-	-	-
Land, Structures and Improvement	-	-	-	-	-
Transfer(s) to Other Funds	-	-	-	-	-
Expenditure Total	216,684	215,523	133,900	229,702	150,000
Net Change in Fund Balance	(23,995)	(22,872)	3,387	(37,152)	(6,000)
Fund Balance July 1	88,886	64,891	42,019	45,406	8,254
Fund Balance June 30	64,891	42,019	45,406	8,254	2,254



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, 2018.

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.

2016 Plan Year Benefit Participants

Health Plan

Active City Employees	5,196
Active School Employees	7,834
City and School Retirees	1,463

Dental Plan

Active City Employees	4,819
Active School Employees	6,846
City and School Retirees	3,290

Source: Consolidated Benefits Office

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, 2018, is \$9,328,000 (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
2016/17	7,539,000	132,594,000	132,809,000	7,324,000
2017/18	7,324,000	134,456,000	132,452,000	9,328,000

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2018

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 - \$2,350,000 per claim
- International Travel Liability - \$1,000,000 per claim
- Crime (Employee Dishonesty) - \$100,000 per occurrence
- Environmental Impairment and Cyber Liability - \$1,000,000 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. 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, 2018, is \$7,971,000 (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
2016/17	7,554,000	5,837,000	6,024,000	7,367,000
2017/18	7,367,000	5,828,000	5,224,000	7,971,000

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2018

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, 2020 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 2016/17 SURPLUS FUNDS

On Oct. 24, 2017, the School Board adopted a resolution requesting the City Council to appropriate over \$20 million in surplus funds that lapsed and reverted at the end of FY 2016/17. On Nov. 7, 2017, the City Council approved the resolution for the amounts and purposes outlined below.

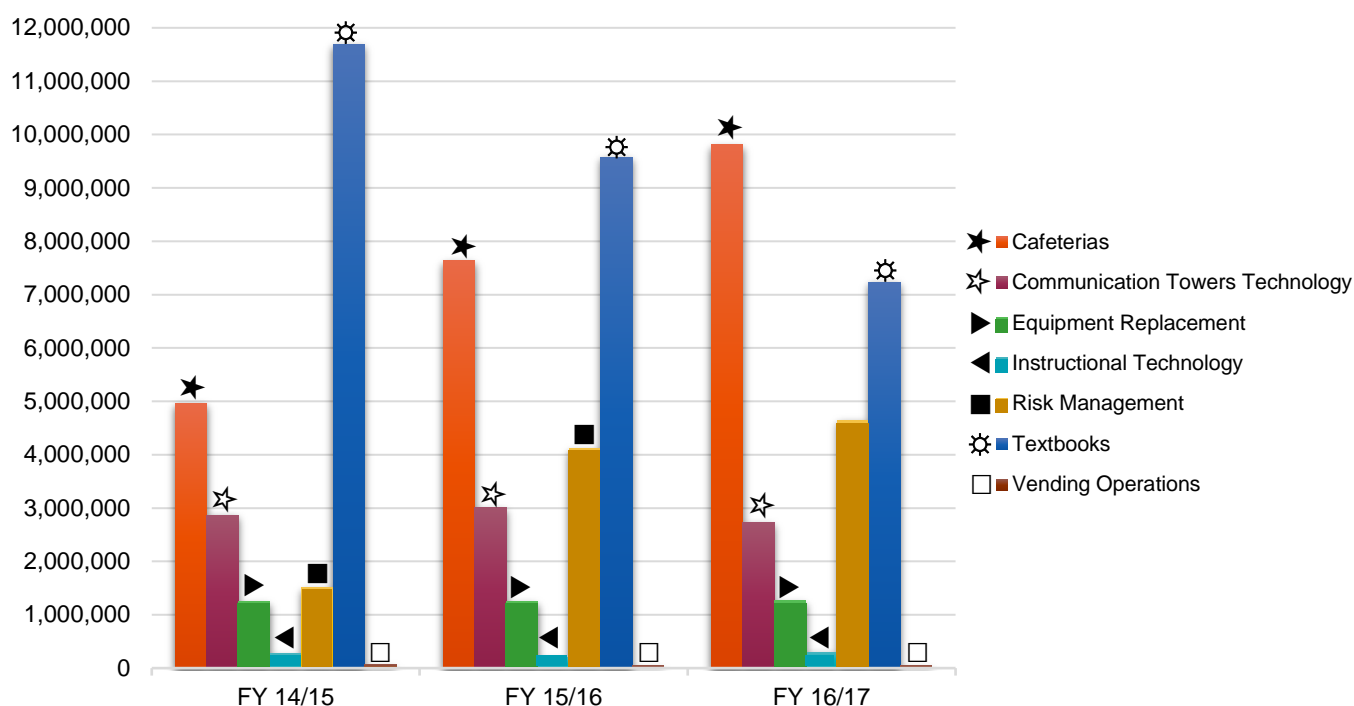
- \$8.8 million to the School Reserve (reversion) fund to address an anticipated budget shortfall in FY 2018/19 and to be available for unanticipated emergencies
- \$562,097 to be re-appropriated to the Athletics fund
- \$900,000 to be re-appropriated to the CIP fund
 - Project 1-099, Renovations and Replacements Grounds II - \$750,000
 - Project 1-105, Renovations and Replacements Various II - \$150,000
- \$2.9 million to purchase replacement school buses (regular education)

- \$2 million to purchase replacement school buses (special education)
- \$250,000 to purchase vans to reduce costs for cabs and full-size buses
- \$573,000 to purchase white fleet vehicles
- \$564,000 to purchase replacement equipment and/or vehicles for Landscaping Services
- \$1 million to replace technology infrastructure
- \$628,600 for the 1:1 technology initiative access for all students
- \$600,000 to replace copier/multifunction devices
- \$550,000 to replace interactive white boards
- \$418,400 as a required e-rate local match
- \$325,000 to purchase baseball/softball field lights for one designated high school

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, 2017. 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	
	2014/15	2015/16	2016/17	2017/18	2018/19
Cafeterias	4,959,242	7,637,040	9,813,084	6,000,000	6,000,000
Communication Towers Technology	2,865,114	3,002,341	2,725,648	2,700,000	2,700,000
Equipment Replacement	1,247,898	1,251,494	1,258,229	1,100,000	1,100,000
Instructional Technology	265,678	200,950	296,823	300,000	300,000
Risk Management	1,503,534	4,112,685	4,640,579	3,600,000	3,600,000
Textbooks	11,688,657	9,573,944	7,236,225	3,000,000	3,000,000
Vending Operations	64,891	42,019	45,406	40,000	40,000

CAPITAL IMPROVEMENT PROGRAM

ADDRESSING SCHOOL BOARD PRIORITIES

Having adequate public infrastructure is important to the effective and efficient delivery of services to the public. The acquisition, construction, expansion, maintenance, rehabilitation, sustainment and upgrading of infrastructure for resiliency results in a major demand on the financial resources of any government that must be planned for in advance and must be comprehensive. For these reasons, the School Board, in conjunction with the City Council, annually develops a six-year Capital Improvement Program (CIP) to define needs, set priorities, plan funding and anticipate impacts of proposed capital projects on the School Operating budget. Through the CIP, VBCPS implements School Board priorities for large cost, long-term improvements to schools/facilities and for the acquisition of technology systems and equipment.

In 2007, VBCPS, Hirsch Bedner Associates and Cooperative Strategies worked in collaboration to develop a Long-Range School Facility Master Plan. This plan outlined a series of options for modernizing facilities within the division. In the 2007 plan, the timeline for school modernization and replacement was dependent upon a proposed funding level. Since that time, funding has dipped from the 2007 level of \$60 million per year, and construction costs have increased significantly. In the fall of 2017, VBCPS began the process to review and revise the 10-year-old facility master plan, specifically with an objective to update demographic, condition and program data and the intent to develop recommendations using new data and current funding levels. A steering committee worked with the community to develop a new Long-Range School Facility Master Plan. This master plan was formally accepted by the School Board on Sep. 11, 2018 and will guide the division's work for the next 12-15 years.

CAPITAL IMPROVEMENT PROGRAM BUDGET DEVELOPMENT

Guided by a comprehensive Long-Range Facility Master Plan, 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. VBCPS updates the CIP annually to determine actual funding for capital projects to address facility needs. Considering the backlog that exists across the CIP because of the financial realities of the last several years, this annual review and allocation of resources is necessary to maintain infrastructure and prioritize new projects.

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 the CIP will reflect the division's needs, input is requested from schools, offices and the community in November.

Recommendations from staff and the joint City Council/School Board School Modernization Committee focus on providing appropriate facilities for current programming needs and for the use of technology in the learning environment. 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 Long-Range School Facility Master Plan. This plan aligns relevant data to provide recommendations for the next fifteen prioritized capital projects. With a specific focus on the relationship between funding and completion times for capital projects, the plan is intended for use as a tool to guide CIP budget development.

MONITORING

The Office of Facilities Services is responsible for new school construction and additions as well as major renovations to VBCPS facilities and the procurement of all architectural and engineering services for construction projects, including the negotiation/preparation of all contracts and inspection of all projects through completion/occupancy. Facilities Services also manages the division's real estate portfolio, encompassing ninety assets totaling approximately two thousand acres. All CIP projects are designed/constructed to achieve the U.S. Green Building Council's

Next 15 School Replacement Candidates

School/Original Construction Date
Princess Anne HS/1954
Princess Anne ES/1956
Bettie F. Williams ES/1963
Bayside HS/1964
First Colonial HS/1966
Kempsville HS/1966
Holland ES/1967
Kempsville MS/1969
Bayside MS/1969
Independence MS/1974
Lynnhaven MS/1974
North Landing ES/1975
Green Run ES/1976
Fairfield ES/1976
White Oaks ES/1977

Source: VBCPS, Long-Range School Facility Master Plan

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. Facilities Services is a recognized leader in the design and construction of school facilities and has won numerous awards for exemplary development and execution of sustainable buildings.

Each year, demographics and planning staff monitor student residences through the division's Geographic Information System (GIS), attendance boundaries, school locations and various external variables that impact division planning. These factors 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.

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 2018/19 - 2023/24 CIP is the financial plan for capital projects beginning July 1, 2018, through June 30, 2024. The budget encompasses anticipated revenues and expenditures for FY 2018/19 (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 nearly \$47.5 million for FY 2018/19 and a little over \$276 million for the entire six-year capital program through 2024. There are three facilities programmed for modernization and/or replacement in the six-year plan:

- Project 1-043, Thoroughgood Elementary School Replacement, was funded to begin the design phase in 2016/17 and is tentatively scheduled for completion in 2020. The total project cost is budgeted at \$28.9 million and will extend the useful life of the facility by 80 to 100 years.
- Project 1-056, Princess Anne Middle School Replacement, was funded to begin the design phase in 2016/17 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. This project first appeared in the FY 2005/06 CIP and was originally scheduled as a modernization. A 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 modified scope.
- Project 1-184, Plaza Annex/Laskin Road Office Addition, is funded to begin the design phase in 2018 and be open for staff in 2020. This project will provide for a +/-50,000 square foot two-story office addition to the Plaza Annex facility along with renovations to existing training rooms. Plaza Annex has been used as an administrative facility since Plaza Elementary School closed in 2010. VBCPS has plans to declare excess

property as surplus to fund this project. One of the excess properties is the Laskin Road Annex, another administrative site. Staff from the Laskin Road Annex will be relocated into the Plaza Annex facility.

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. This project first appeared in the FY 2008/09 CIP, but was unfunded and the completion date was delayed by the School Board on March 15, 2011. In the FY 2014/15 CIP, first year funding for the project was shifted to FY 2019/20. 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 2018/19 - 2023/24 CIP total project cost, including appropriations to date, is \$378.7 million. Project sheets with additional details are included later in this section.

FY 2018/19 - FY 2023/24 CIP Funding Sources

Funding Source	Year 1 FY 2018/19	Year 2 FY 2019/20	Year 3 FY 2020/21	Year 4 FY 2021/22	Year 5 FY 2022/23	Year 6 FY 2023/24
Charter Bonds	32,300,000	47,300,000	32,300,000	32,300,000	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	5,000,000	-	-	-	-	-
PAYGO	500,000	1,000,000	1,500,000	2,000,000	3,000,000	5,000,000
Interest/Sale of Property ^{1, 2}	6,070,000	6,980,000	-	-	-	-
Energy Performance Contracts Funding	-	5,000,000	5,000,000	5,000,000	-	-
State Construction Grants	-	-	-	-	-	-
Lottery Funds	-	-	-	-	-	-
Total	47,461,000	63,871,000	42,391,000	42,891,000	38,891,000	40,891,000

¹The amount of \$6,070,000 in FY 2018/19 includes interest earned, \$1,500,000, from last years sale of ALC and \$4,500,000 for pending sale of Witchduck Road property.

²The amount of \$6,980,000 in FY 2019/20 assumes the sale of the Laskin Road Annex property.

Source: City of Virginia Beach, Resource Management Plan Capital Improvement Program FY 2018/19

FY 2018/19 - FY 2023/24 CIP Project Costs

CIP #	Project Category	Total Project Cost	Six-Year Appropriations	Appropriations to Date	Year 1 FY 2018/19	Year 2 FY 2019/20	Year 3 FY 2020/21	Year 4 FY 2021/22	Year 5 FY 2022/23	Year 6 FY 2023/24
1-003	Renovations and Replacements - Energy Management/Sustainability	14,875,000	14,875,000	3,875,000	2,000,000	1,600,000	1,700,000	1,800,000	1,900,000	2,000,000
1-004	Tennis Court Renovations Phase II	1,000,000	1,000,000	800,000	200,000	-	-	-	-	-
1-025	Kempsville High School Entrepreneurial Academy	950,000	950,000	950,000	-	-	-	-	-	-
1-035	John B. Dey Elementary School Modernization	25,989,241	25,989,241	25,989,241	-	-	-	-	-	-
1-043	Thoroughgood Elementary School Replacement	28,970,000	28,270,000	22,888,759	6,081,241	-	-	-	-	-
1-056	Princess Anne Middle School Replacement	78,873,759	78,873,759	35,141,000	14,834,759	28,898,000	-	-	-	-
1-095	Comprehensive Long-Range Facilities Planning Update	300,000	300,000	300,000	-	-	-	-	-	-
1-102	21st Century Learning Environment Improvements	2,100,000	2,100,000	2,100,000	-	-	-	-	-	-
1-107	Princess Anne High School Replacement	127,350,000	83,082,000	-	-	6,568,000	19,841,000	19,041,000	18,641,000	18,991,000
1-110	Energy Performance Contracts Phase II	30,000,000	30,000,000	10,000,000	5,000,000	5,000,000	5,000,000	5,000,000	-	-
1-099	Renovations and Replacements - Grounds Phase II	11,675,000	11,675,000	11,675,000	-	-	-	-	-	-
1-178	Renovations and Replacements - Grounds Phase III	9,325,000	9,325,000	-	1,325,000	1,400,000	1,500,000	1,600,000	1,700,000	1,800,000
1-103	Renovations and Replacements - HVAC Phase II	45,367,724	45,367,724	45,367,724	-	-	-	-	-	-
1-179	Renovations and Replacements - HVAC Phase III	45,250,000	45,950,000	-	5,650,000	6,750,000	7,250,000	7,850,000	8,500,000	9,250,000
1-104	Renovations and Replacements - Reroofing Phase II	35,025,639	35,025,639	35,025,639	-	-	-	-	-	-
1-180	Renovations and Replacements - Reroofing Phase III	30,000,000	30,000,000	-	4,200,000	4,450,000	4,750,000	5,100,000	5,500,000	6,000,000
1-105	Renovations and Replacements - Various Phase II	15,033,273	15,033,273	15,033,273	-	-	-	-	-	-
1-182	Renovations and Replacements - Various Phase III	13,175,000	13,175,000	-	1,850,000	1,975,000	2,100,000	2,250,000	2,400,000	2,600,000
1-184	Plaza Annex Office Addition	13,300,000	13,300,000	250,000	6,070,000	6,980,000	-	-	-	-
1-185	Elementary School Playground Equipment Replacement	1,500,000	1,500,000	-	250,000	250,000	250,000	250,000	250,000	250,000
1-233	Old Donation School	63,615,000	63,615,000	63,615,000	-	-	-	-	-	-
Grand Total (all projects)		593,674,636	549,406,636	273,010,636	47,461,000	63,871,000	42,391,000	42,891,000	38,891,000	40,891,000
Targets					47,461,000	63,871,000	42,391,000	42,891,000	38,891,000	40,891,000
Difference					-	-	-	-	-	-

Source: City of Virginia Beach, Resource Management Plan Capital Improvement Program FY 2018/19

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 approximately \$750 million to modernize or replace 34 of the division's oldest schools, maintenance, supply, custodial and transportation facilities. These improvements have resulted in the renovation or replacement of approximately 3.75 million square feet of school division assets.

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.

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
2014	Old Donation School	Replacement	1957/1965	2017	60/52	63.40
Average/Total					49	619.30

Source: VBCPS Department of School Division Services, Modernization/Replacement Program

Projects Under Construction

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
2018	Thoroughgood ES	Replacement	1958	2020	62	28.30
2018	Princess Anne MS	Replacement	1974	2021	47	78.90
Average/Total					57	130.50

Source: VBCPS Department of School Division Services, Modernization/Replacement Program

Projects Under Study

Proposed Start	Location	Modernization/Replacement	Original Opening Date	Proposed Completion	Variance (Years)
TBD	Princess Anne HS	Replacement	1954	2026	72
TBD	Kempsville HS		1966	2032	66
TBD	Kempsville MS		1969	2039	70
TBD	B.F. Williams ES		1961	2034	73
TBD	Princess Anne ES		1956	2036	80
TBD	First Colonial HS		1966	2046	80
TBD	King's Grant ES		1960	2039	79
TBD	Plaza MS		1969	2051	82
TBD	North Landing ES		1975	2042	67
TBD	Bayside HS		1964	2058	94
TBD	Lynnhaven MS		1974	2064	90
TBD	Green Run ES		1975	2053	78
TBD	Green Run HS		1979	2076	97
TBD	Independence MS		1974	2070	96
TBD	Fairfield ES		1976	2067	91
TBD	Kingston ES		1965	2049	84
TBD	Bayside MS		1969	2065	96
TBD	Alanton ES		1966	2052	86
TBD	Tech Center		1972	2082	110
TBD	Holland ES		1968	2071	103
TBD	Point O' View ES		1969	2079	110
TBD	White Oaks ES		1978	2081	103
TBD	Indian Lakes ES		1979	2083	104

Source: VBCPS Department of School Division Services, Modernization/Replacement Program



SCHOOL FACILITY INFORMATION FOR FY 2018/19

Fiscal Year	2013/14	2014/15	2015/16	2016/17	2017/18
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	681	681	764	702	702
Enrollment	642	659	662	650	608
Arrowhead Elementary (Opened Sep 1964; Replaced Sep 2003)					
Square Feet	79,480	79,480	79,480	79,480	79,480
Program Capacity	547	547	597	486	486
Enrollment	497	490	451	447	435
Bayside Elementary (Opened Sep 1941; Replaced Dec 2000)					
Square Feet	77,428	77,428	77,428	77,428	77,428
Program Capacity	547	547	599	585	527
Enrollment	501	534	518	472	471
Birdneck Elementary (Opened Sep 1986)					
Square Feet	137,250	137,250	137,250	137,250	137,250
Program Capacity	818	818	732	787	755
Enrollment	665	631	634	568	539
Brookwood Elementary (Opened Sep 1967; Replaced Sep 2007)					
Square Feet	80,065	80,065	80,065	80,065	80,065
Program Capacity	626	631	586	617	590
Enrollment	701	746	720	641	644
Centerville Elementary (Opened Sep 1984)					
Square Feet	67,082	67,082	67,082	67,082	67,082
Program Capacity	639	678	602	669	650
Enrollment	720	704	739	732	713
Christopher Farms Elementary (Opened Sep 1997)					
Square Feet	78,740	78,740	78,740	78,740	78,740
Program Capacity	724	724	701	738	738
Enrollment	678	642	636	677	687
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	438	438	500	506	506
Enrollment	428	471	502	469	489
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	536	536	673	570	545
Enrollment	586	558	501	513	510
Corporate Landing Elementary (Opened Sep 1993)					
Square Feet	96,620	96,620	96,620	96,620	96,620
Program Capacity	642	642	598	585	590
Enrollment	523	452	437	426	411
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	360	360	395	432	387
Enrollment	297	301	315	306	306
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	860	860	756	815	815
Enrollment	868	826	834	815	812
Diamond Springs Elementary (Opened Sep 2007)					
Square Feet	97,000	97,000	97,000	97,000	97,000
Program Capacity	519	519	537	581	527
Enrollment	558	566	587	535	522
Fairfield Elementary (Opened Sep 1976)					
Square Feet	58,280	58,280	58,280	58,280	58,280
Program Capacity	526	526	561	558	594
Enrollment	506	520	513	517	548
Glenwood Elementary (Opened Sep 1990)					
Square Feet	139,600	139,600	139,600	139,600	139,600
Program Capacity	1,001	1,001	945	1,053	1,004
Enrollment	887	884	898	896	920

Fiscal Year	2013/14	2014/15	2015/16	2016/17	2017/18
Green Run Elementary (Opened Sep 1976; Addition Sep 2005)					
Square Feet	58,275	58,275	58,275	58,275	58,275
Program Capacity	420	420	446	432	392
Enrollment	491	427	403	397	359
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	640	640	641	698	698
Enrollment	656	635	645	678	651
Holland Elementary (Opened Sep 1967; Addition Sep 1995)					
Square Feet	73,956	73,956	73,956	73,956	73,956
Program Capacity	503	503	558	596	635
Enrollment	532	536	524	523	581
Indian Lakes Elementary (Opened Sep 1979)					
Square Feet	66,816	66,816	66,816	66,816	66,816
Program Capacity	526	526	546	563	644
Enrollment	527	534	539	577	571
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	586	586	513	482	486
Enrollment	455	472	454	429	428
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	512	512	509	527	527
Enrollment	470	528	506	488	471
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	648	648	666	716	617
Enrollment	598	632	641	608	566
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	641	641	624	648	648
Enrollment	574	551	531	517	520
Landstown Elementary (Opened Sep 1993)					
Square Feet	81,634	81,634	81,634	81,634	81,634
Program Capacity	868	868	816	797	774
Enrollment	788	751	760	736	756
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	728	728	689	682	662
Enrollment	753	732	685	634	607
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	506	506	567	548	548
Enrollment	524	531	537	516	514
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	494	494	489	403	426
Enrollment	471	441	407	405	370
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	437	437	414	396	419
Enrollment	366	380	374	375	369
New Castle Elementary (Opened Sep 1999)					
Square Feet	87,060	87,060	87,060	87,060	87,060
Program Capacity	853	853	824	869	869
Enrollment	771	796	763	784	777
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	482	482	497	514	483
Enrollment	517	524	511	554	509
North Landing Elementary (Opened Mar 1975; Gym Added Sep 1990)					
Square Feet	60,280	60,280	60,280	60,280	60,280
Program Capacity	455	455	443	423	491
Enrollment	482	462	464	448	456

Fiscal Year	2013/14	2014/15	2015/16	2016/17	2017/18
Ocean Lakes Elementary (Opened Sep 1989)					
Square Feet	69,917	69,917	69,917	69,917	69,917
Program Capacity	649	649	626	657	680
Enrollment	568	552	533	538	526
Parkway Elementary (Opened Sep 1987)					
Square Feet	67,840	67,840	67,840	67,840	67,840
Program Capacity	514	514	473	467	466
Enrollment	561	527	475	426	438
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	617	617	534	567	612
Enrollment	486	476	477	494	497
Pembroke Meadows Elementary (Opened Sep 1969; Modernized Oct 2006)					
Square Feet	75,926	75,926	75,926	75,926	75,926
Program Capacity	430	430	539	495	473
Enrollment	447	453	434	443	479
Point O'View Elementary (Opened Sep 1969; Addition Sep 1999)					
Square Feet	75,219	75,219	75,219	75,219	75,219
Program Capacity	772	772	765	680	707
Enrollment	631	666	717	670	702
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	586	586	563	612	657
Enrollment	502	519	531	569	573
Providence Elementary (Opened Sep 1981)					
Square Feet	61,831	61,831	61,831	61,831	61,831
Program Capacity	617	617	648	576	608
Enrollment	585	559	551	552	550
Red Mill Elementary (Opened Sep 1989; Addition Sept 2006)					
Square Feet	69,788	69,788	69,788	69,788	69,788
Program Capacity	694	694	734	734	747
Enrollment	676	676	679	662	624
Rosemont Elementary (Opened Sep 1981)					
Square Feet	63,667	63,667	63,667	63,667	63,667
Program Capacity	423	423	433	458	438
Enrollment	403	414	409	411	397
Rosemont Forest Elementary (Opened Jan 1987)					
Square Feet	69,788	69,788	69,788	69,788	69,788
Program Capacity	583	583	562	635	635
Enrollment	513	509	523	502	495
Salem Elementary (Opened Sep 1988)					
Square Feet	66,890	66,890	66,890	66,890	66,890
Program Capacity	559	559	514	491	491
Enrollment	453	467	435	463	470
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	410	410	425	382	436
Enrollment	381	387	383	398	391
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	410	410	428	414	482
Enrollment	399	373	372	355	349
Strawbridge Elementary (Opened Sep 1991)					
Square Feet	84,948	84,948	84,948	84,948	84,948
Program Capacity	716	716	692	734	743
Enrollment	697	678	694	665	666
Tallwood Elementary (Opened Sep 1989; Addition Jan 2006)					
Square Feet	69,988	69,988	69,988	69,988	69,988
Program Capacity	620	620	590	657	657
Enrollment	546	527	558	565	581
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	779	779	728	662	617
Enrollment	595	585	625	611	604
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	613	713	627	666	648
Enrollment	710	734	708	700	677

Fiscal Year	2013/14	2014/15	2015/16	2016/17	2017/18
Three Oaks Elementary (Opened Sep 2005)					
Square Feet	92,210	92,210	92,210	92,210	92,210
Program Capacity	842	842	716	761	810
Enrollment	768	746	759	733	729
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	556	556	533	545	576
Enrollment	504	487	461	466	477
White Oaks Elementary (Opened Sep 1978)					
Square Feet	77,333	77,333	77,333	77,333	77,333
Program Capacity	648	648	688	626	617
Enrollment	683	673	651	608	563
Bettie F. Williams Elementary (Opened Sep 1961; Addition Sep 1963; Gym Added Sep 1990; Addition Sep 1995)					
Square Feet	77,656	77,656	77,656	77,656	77,656
Program Capacity	518	518	487	531	531
Enrollment	431	418	463	476	476
Windsor Oaks Elementary (Opened Jul 1968; Replaced Sep 2009)					
Square Feet	88,340	88,340	88,340	88,340	88,340
Program Capacity	601	601	591	630	576
Enrollment	600	583	559	582	593
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	463	463	433	473	473
Enrollment	362	385	357	343	332
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	687	687	752	765	671
Enrollment	736	718	688	699	677
Middle Schools					
Bayside Middle (Opened Sep 1969; Addition Sep 2004)					
Square Feet	180,134	180,134	180,134	180,134	180,134
Program Capacity	1,112	892	960	918	918
Enrollment	992	657	649	659	672
Bayside 6th (Opened Sep 2014; Formerly Kemps Landing Magnet; 6th grade previously housed at Bayside Middle)					
Square Feet	-	56,516	56,516	56,516	56,516
Program Capacity	-	504	500	346	445
Enrollment	-	351	375	348	437
Brandon Middle (Opened Aug 1978)					
Square Feet	190,586	190,586	190,586	190,586	190,586
Program Capacity	1,308	1,232	1,286	1,247	1,283
Enrollment	1,189	1,130	1,155	1,214	1,205
Corporate Landing Middle (Opened Sep 1997)					
Square Feet	235,093	235,093	235,093	235,093	235,093
Program Capacity	1,408	1,432	1,538	1,620	1,625
Enrollment	1,294	1,285	1,268	1,237	1,224
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	1,360	1,360	1,460	1,373	1,384
Enrollment	1,097	1,147	1,161	1,175	1,177
Independence Middle (Opened Sep 1974; Addition Sep 1996)					
Square Feet	137,656	137,656	137,656	137,656	137,656
Program Capacity	1,276	1,312	1,370	1,215	1,148
Enrollment	1,289	1,280	1,269	1,192	1,217
Kempsville Middle (Opened Sep 1969)					
Square Feet	136,287	136,287	136,287	136,287	136,287
Program Capacity	828	828	868	797	869
Enrollment	831	789	805	820	802
Landstown Middle (Opened Sep 1992)					
Square Feet	201,000	201,000	201,000	201,000	201,000
Program Capacity	1,628	1,552	1,634	1,499	1,571
Enrollment	1,516	1,485	1,464	1,452	1,423
Larkspur Middle (Opened Nov 1994)					
Square Feet	247,264	247,264	247,264	247,264	247,264
Program Capacity	1,684	1,776	1,910	1,763	1,763
Enrollment	1,632	1,620	1,520	1,544	1,523

Fiscal Year	2013/14	2014/15	2015/16	2016/17	2017/18
Lynnhaven Middle (Opened Sep 1974; Addition Sep 1995)					
Square Feet	140,099	140,099	140,099	140,099	140,099
Program Capacity	1,092	1,160	1,250	1,071	1,250
Enrollment	962	866	863	896	912
Plaza Middle (Opened Sep 1969)					
Square Feet	157,869	157,869	157,869	157,869	157,869
Program Capacity	1,172	1,165	1,129	1,053	1,179
Enrollment	1,095	1,066	1,083	1,062	1,090
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	222,571	222,571	222,571	222,571
Program Capacity	1,474	1,563	1,671	1,449	1,584
Enrollment	1,467	1,459	1,479	1,460	1,505
Salem Middle (Opened Sep 1988)					
Square Feet	217,500	217,500	217,500	217,500	217,500
Program Capacity	1,044	1,016	1,070	1,031	1,031
Enrollment	1,009	1,034	1,044	1,041	1,023
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	968	968	1,040	923	954
Enrollment	917	873	839	835	865
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	1,905	1,912	1,827	1,827
Enrollment	1,801	1,824	1,825	1,799	1,868
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	1,939	1,946	1,955	1,955
Enrollment	1,894	1,858	1,889	1,784	1,816
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	1,818	1,810	1,813	1,919	1,811
Enrollment	1,993	2,004	1,923	1,873	1,804
Green Run High (Opened Sep 1979; Includes Green Run Collegiate Public Charter School opened in Sep 2013)					
Square Feet	235,721	235,721	235,721	235,721	235,721
Program Capacity	1,910	1,946	1,956	2,063	1,926
Enrollment	1,689	1,497	1,810	1,789	1,735
Floyd E. Kellam High (Opened New Building on West Neck Road January 2014)					
Square Feet	336,410	349,350	349,350	349,350	349,350
Program Capacity	2,000	1,861	1,867	1,857	1,857
Enrollment	1,838	1,986	2,029	2,021	2,038
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	1,985	1,971	1,985	1,908	1,969
Enrollment	1,559	1,522	1,465	1,549	1,632
Landstown High (Opened Sep 2001; Addition Jan 2007)					
Square Feet	308,924	308,924	308,924	308,924	308,924
Program Capacity	2,332	2,368	2,385	2,543	2,594
Enrollment	2,195	2,195	2,208	2,183	2,139
Ocean Lakes High (Opened Sep 1994; Addition Jan 2007)					
Square Feet	330,525	330,525	330,525	330,525	330,525
Program Capacity	2,501	2,570	2,586	2,705	2,731
Enrollment	2,177	2,157	2,126	2,102	2,074
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	1,675	1,704	1,737	1,945	1,917
Enrollment	1,822	1,780	1,800	1,833	1,779
Salem High (Opened Sep 1989)					
Square Feet	260,889	260,889	260,889	260,889	260,889
Program Capacity	1,932	1,930	1,938	1,850	1,850
Enrollment	1,774	1,766	1,726	1,677	1,702
Tallwood High (Opened Sep 1992)					
Square Feet	294,457	294,457	294,457	294,457	294,457
Program Capacity	2,237	2,219	2,233	2,168	2,352
Enrollment	1,931	1,942	1,956	1,938	1,946

Fiscal Year	2013/14	2014/15	2015/16	2016/17	2017/18
Alternative Schools					
Kemps Landing Magnet (Relocated to former Princess Anne MS Bldg Sept 2014; Building opened Sept. 1974; Addition Sept. 1995)					
Square Feet	54,516	80,939	80,939	-	-
Program Capacity	672	672	666	-	-
Enrollment	595	595	627	-	-
Old Donation Center (Relocated to former Princess Anne MS Bldg Sept 2014; Building opened Sept. 1974; Addition Sept. 1995)					
Square Feet	59,827	57,774	57,774	-	-
Program Capacity	393	495	512	-	-
Enrollment	495	503	482	-	-
Old Donation School (Kemps Landing Magnet and Old Donation Center were combined in a new consolidated facility in 2017)					
Square Feet	-	-	-	135,592	135,592
Program Capacity	-	-	-	945	1,160
Enrollment	-	-	-	1,147	1,181
Renaissance Academy - Middle/High Campuses (Opened Dec 2009)					
Square Feet	284,968	284,968	284,968	284,968	284,968
Program Capacity	1,226	1,236	1,197	1,191	1,231
Enrollment	556	510	438	429	379

Source: VBCPS, Department of School Division Services

Project 1-056 Princess Anne Middle School Replacement



BUILDING UTILIZATION

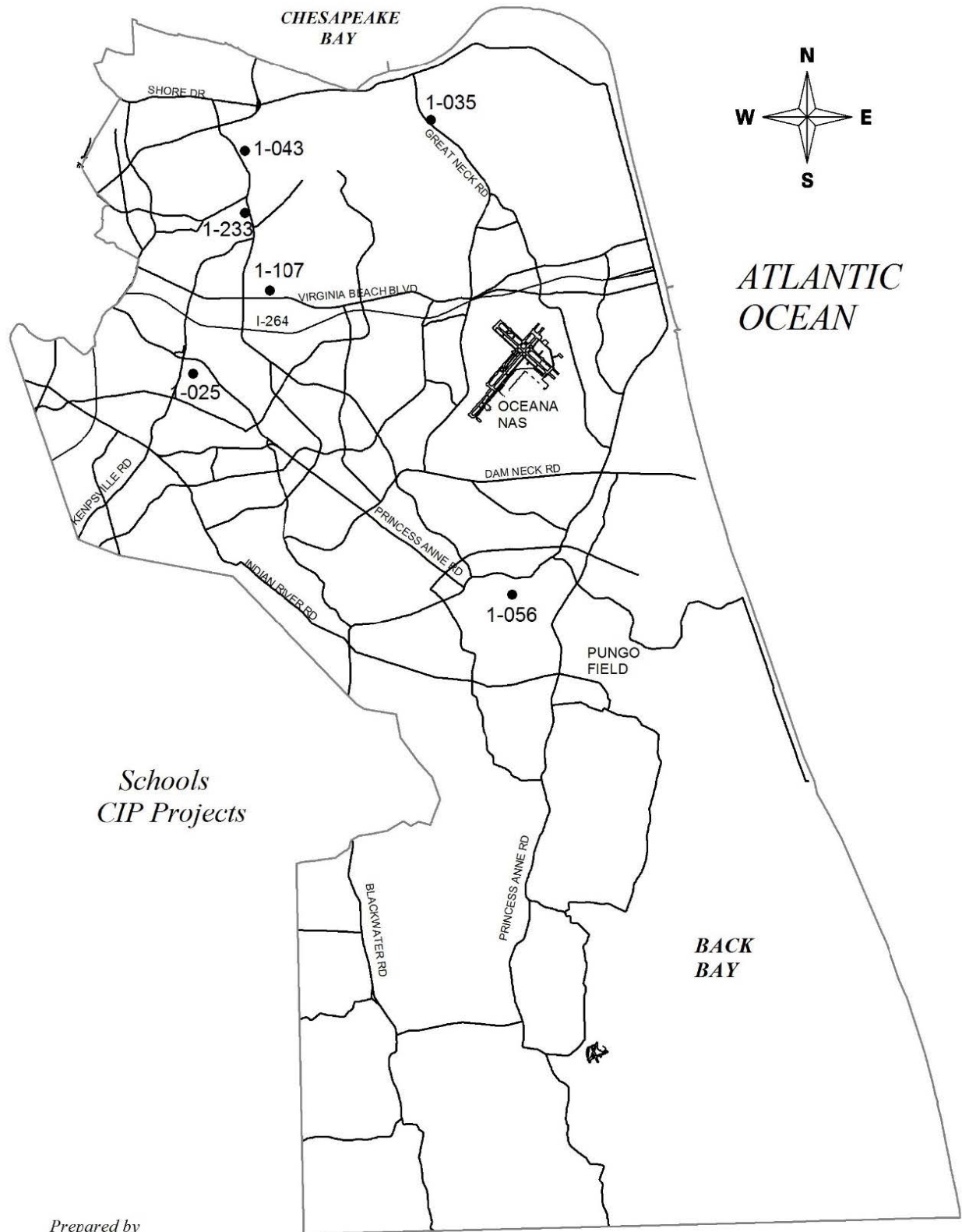
Schools	Modernization/ Replacement Completion Date	Membership Sept. 30, 2017	Optimum Capacity 2017/18	Number Over/(Under) Capacity	Percent Over/(Under) Capacity	Total Portables On Site
<i>Elementary Schools</i>						
Alanton		608	702	-94	-13.4%	0
Arrowhead	2004	435	486	-51	-10.5%	0
Bayside	2000	471	527	-56	-10.6%	0
Birdneck		539	755	-216	-28.6%	0
Brookwood	2007	644	590	54	9.2%	2
Centerville		713	650	63	9.7%	6
Christopher Farms		687	738	-51	-6.9%	0
College Park	2011	489	506	-17	-3.4%	0
Cooke	1999	510	545	-35	-6.4%	0
Corporate Landing		411	590	-179	-30.3%	0
Creeds	2001	306	387	-81	-20.9%	0
John B. Dey	Projected 2019/20	812	815	-3	-0.4%	20
Diamond Springs	2008	522	527	-5	-0.9%	0
Fairfield		548	594	-46	-7.7%	0
Glenwood		920	1,004	-84	-8.4%	0
Green Run		359	392	-33	-8.4%	0
Hermitage	2005	651	698	-47	-6.7%	0
Holland		581	635	-54	-8.5%	1
Indian Lakes		571	644	-73	-11.3%	0
Kempsville	2003	428	486	-58	-11.9%	0
Kempsville Meadows	2002	471	527	-56	-10.6%	0
King's Grant		566	617	-51	-8.3%	0
Kingston		520	648	-128	-19.8%	0
Landstown		756	774	-18	-2.3%	0
Linkhorn Park	1998	607	662	-55	-8.3%	1
Luxford	2002	514	548	-34	-6.2%	0
Lynnhaven	2004	370	426	-56	-13.1%	0
Malibu	2003	369	419	-50	-11.9%	0
New Castle		777	869	-92	-10.6%	0
Newtown	2008	509	483	26	5.4%	0
North Landing		456	491	-35	-7.1%	2
Ocean Lakes		526	680	-154	-22.6%	0
Parkway		438	466	-28	-6.0%	3
Pembroke	2004	497	612	-115	-18.8%	0
Pembroke Meadows	2006	479	473	6	1.3%	0
Point O'View		702	707	-5	-0.7%	0
Princess Anne		573	657	-84	-12.8%	0
Providence		550	608	-58	-9.5%	0
Red Mill		624	747	-123	-16.5%	0
Rosemont		397	438	-41	-9.4%	0
Rosemont Forest		495	635	-140	-22.0%	0
Salem		470	491	-21	-4.3%	0
Seatack	1999	391	436	-45	-10.3%	3
Shelton Park	2001	349	482	-133	-27.6%	0
Strawbridge		666	743	-77	-10.4%	0
Tallwood		581	657	-76	-11.6%	0
Thalia	2001	604	617	-13	-2.1%	0
Thoroughgood	Projected 2020/21	677	648	29	4.5%	5
Three Oaks		729	810	-81	-10.0%	0
Trantwood	2004	477	576	-99	-17.2%	0
White Oaks		563	617	-54	-8.8%	1
Williams		476	531	-55	-10.4%	1
Windsor Oaks	2009	593	576	17	3.0%	0
Windsor Woods	2007	332	473	-141	-29.8%	0
Woodstock	2002	677	671	6	0.9%	0
Elementary Schools Total		29,986	33,086	-3,100	-9.4%	45

Schools	Modernization/ Replacement Completion Date	Membership Sept. 30, 2017	Optimum Capacity 2017/18	Number Over/(Under) Capacity	Percent Over/(Under) Capacity	Total Portables On Site
<i>Middle Schools</i>						
Bayside		672	918	-246	-26.8%	0
Bayside 6th		437	445	-8	-1.8%	1
Brandon		1,205	1,283	-78	-6.1%	2
Corporate Landing		1,224	1,625	-401	-24.7%	0
Great Neck	2011	1,177	1,384	-207	-15.0%	0
Independence		1,217	1,148	69	6.0%	2
Kempsville		802	869	-67	-7.7%	1
Landstown		1,423	1,571	-148	-9.4%	2
Larkspur		1,523	1,763	-240	-13.6%	0
Lynnhaven		912	1,250	-338	-27.0%	0
Plaza		1,090	1,179	-89	-7.5%	6
Princess Anne	Projected 2021/22	1,505	1,584	-79	-5.0%	0
Salem		1,023	1,031	-8	-0.8%	0
Virginia Beach	2010	865	954	-89	-9.3%	0
Middle Schools Total		15,075	17,004	-1,929	-11.3%	14
<i>High Schools</i>						
Bayside		1,868	1,827	41	2.2%	3
Cox		1,816	1,955	-139	-7.1%	1
First Colonial		1,804	1,811	-7	-0.4%	16
Green Run		1,735	1,926	-191	-9.9%	6
Kellam	2014	2,038	1,857	181	9.7%	0
Kempsville		1,632	1,969	-337	-17.1%	0
Landstown		2,139	2,594	-455	-17.5%	0
Ocean Lakes		2,074	2,731	-657	-24.1%	0
Princess Anne	TBD	1,779	1,917	-138	-7.2%	13
Salem		1,702	1,850	-148	-8.0%	3
Tallwood		1,946	2,352	-406	-17.3%	1
High Schools Totals		20,533	22,789	-2,256	-9.9%	43
<i>Alternative Schools</i>						
Old Donation School	2017	1,181	1,160	21	1.8%	0
Grades 2-5		461				
Grades 6-8		720				
Renaissance Academy	2009	379	1,231	-852	-69.2%	0
Middle School		75				
High School		304				
Alternative Schools Total		1,560	2,391	-831	-34.8%	0
Division Totals		67,154	75,270	-8,116	-10.8%	102

10% or more over capacity
-10% or more under capacity

Source: VBCPS Department of School Division Services, 2017-2018 Building Utilization

FY 2018/19 - FY 2023/24 CIP CITYWIDE PROJECT MAP



*Prepared by
Center for GIS*

Source: City of Virginia Beach, Resource Management Plan Capital Improvement Program FY 2018/19

City of Virginia Beach, Virginia Fiscal Years 2019 through 2024 Capital Improvement Program								
Project: 1102000		Title: 21st Century Learning Environment Improvements				Status: Approved		
Category: Schools				Department: Public Education				
Project Type				Project Location				
Project Type: Rehabilitation/Replacement				District: Citywide				
Programmed Funding								
Programmed Funding	Appropriated To Date	Budgeted FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Future Funding
2,100,000	2,100,000	0	0	0	0	0	0	0
Description and Scope								
This project will provide furniture and equipment and minor modifications to library/media centers in sixteen older schools that have not been modernized or replaced.								
Purpose and Need								
There are approximately fifty school facilities that have extremely outdated furniture and equipment that do not support a 21st Century Learning Environment. This project will fund the replacement of library and support space furniture along with other fixtures as necessary.								
History and Current Status								
This project first appeared in the FY 2017-18 CIP.								
Operating Budget Impacts								
Not applicable.								

Project Map	Schedule of Activities		
<div> <div></div> <div>NO MAP REQUIRED</div> </div>	Project Activities	From - To	Amount
	Design	07/17 - 12/18	150,000
	Construction	01/18 - 12/18	150,000
	Furniture and Fixtures	12/17 - 12/18	1,700,000
	Contingencies	07/17 - 12/18	100,000
	Total Budgetary Cost Estimate:		2,100,000
	Means of Financing		
	Funding Subclass	Amount	
	Local Funding	2,100,000	
	Total Funding:		2,100,000

City of Virginia Beach, Virginia Fiscal Years 2019 through 2024 Capital Improvement Program								
Project: 1095000		Title: Comprehensive Long Range Facilities Planning Update					Status: Approved	
Category: Schools				Department: Public Education				
Project Type				Project Location				
Project Type: Rehabilitation/Replacement					District: Citywide			
Programmed Funding								
Programmed Funding	Appropriated To Date	Budgeted FY 2019	Non-Appropriated Programmed CIP Funding					Future Funding
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
300,000	300,000	0	0	0	0	0	0	0
Description and Scope								
This project will provide for an update to the School Division's Long Range Facility Master Plan, which was originally completed in 2007.								
Purpose and Need								
The division has relied on the Long Range Facility Master Plan completed in 2007 to set priorities for modernizing or replacing thirty-four of the oldest facilities, totaling approximately \$750 million. After a decade, an update will address a significant number of aging secondary school facilities.								
History and Current Status								
This project first appeared in the FY 2017-18 CIP.								
Operating Budget Impacts								
Not applicable.								

Project Map	Schedule of Activities		
<div>NO MAP REQUIRED</div>	Project Activities	From - To	Amount
	Design	07/17 - 12/18	300,000
	Total Budgetary Cost Estimate:		300,000
	Means of Financing		
	Funding Subclass	Amount	
	Local Funding	300,000	
Total Funding:			300,000


City of Virginia Beach, Virginia Fiscal Years 2019 through 2024 Capital Improvement Program								
Project: 1185000		Title: Elementary School Playground Equipment Replacement				Status: Approved		
Category: Schools				Department: Public Education				
Project Type				Project Location				
Project Type: Rehabilitation/Replacement					District: Citywide			
Programmed Funding								
Programmed Funding	Appropriated To Date	Budgeted FY 2019	Non-Appropriated Programmed CIP Funding					Future Funding
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
1,500,000	0	250,000	250,000	250,000	250,000	250,000	250,000	0
Description and Scope								
This project will replace old and outdated playground equipment at the school division's elementary schools. It is anticipated that this project will be jointly funded (50/50) between the school division and the City's Department of Parks and Recreation.								
Purpose and Need								
Existing playground equipment has reached the end of its useful life and spare parts are difficult to procure.								
History and Current Status								
This is a new project in the FY 2018-19 CIP.								
Operating Budget Impacts								

Project Map	Schedule of Activities		
<div>NO MAP REQUIRED</div>	Project Activities	From - To	Amount
	Inspections and Support	07/18 - 12/24	50,000
	Design	07/18 - 12/24	100,000
	Construction	07/18 - 12/24	1,250,000
	Contingencies	07/18 - 12/24	100,000
Total Budgetary Cost Estimate:			1,500,000
Means of Financing			
Funding Subclass	Amount		
Local Funding	1,500,000		
Total Funding:			1,500,000


City of Virginia Beach, Virginia Fiscal Years 2019 through 2024 Capital Improvement Program								
Project: 1110000		Title: Energy Performance Contracts - Phase II				Status: Approved		
Category: Schools				Department: Public Education				
Project Type				Project Location				
Project Type: Rehabilitation/Replacement				District: Citywide				
Programmed Funding								
Programmed Funding	Appropriated To Date	Budgeted FY 2019	Non-Appropriated Programmed CIP Funding					Future Funding
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
30,000,000	10,000,000	5,000,000	5,000,000	5,000,000	5,000,000	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 Energy Performance Contracts (Schools). This project would complete an additional \$30.0 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 School system has adopted energy performance contracts. Energy performance contracts involve a vendor (contractor) conducting a detailed energy audit and then installing improvements to a building that reduces energy cost. The savings associated from the reduced energy costs are expected to exceed any debt service costs incurred from the issuance of Public Facility Revenue bonds. 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 school division.								
History and Current Status								
This project first appeared in the FY 2016-17 CIP.								
Operating Budget Impacts								
Savings on energy costs are reflected in the school's operating budget.								

Project Map	Schedule of Activities		
NO MAP REQUIRED	Project Activities	From - To	Amount
	Inspections and Support	07/16 - 06/23	200,000
	Design	07/16 - 06/23	500,000
	Construction	07/16 - 06/23	28,800,000
	Contingencies	07/16 - 06/23	500,000
	Total Budgetary Cost Estimate:		30,000,000
	Means of Financing		
	Funding Subclass	Amount	
	Local Funding	30,000,000	
	Total Funding:		30,000,000


City of Virginia Beach, Virginia Fiscal Years 2019 through 2024 Capital Improvement Program								
Project: 1035000		Title: John B. Dey Elementary School Modernization				Status: Approved		
Category: Schools				Department: Public Education				
Project Type				Project Location				
Project Type: Rehabilitation/Replacement				District: Lynnhaven				
Programmed Funding								
Programmed Funding	Appropriated To Date	Budgeted FY 2019	Non-Appropriated Programmed CIP Funding					Future Funding
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
25,989,241	25,989,241	0	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 40 to 50 years.								
History and Current Status								
This project first appeared in the FY 2004-05 CIP. In the FY 2017-18 CIP, the project received a transfer of \$90,000 in appropriations to date from CIP 1-006, Various School Site Acquisitions - Phase I; \$510,000 from CIP 1-104, Renovations and Replacements - Reroofing - Phase II; and \$2,100,000 from CIP 1-103, Renovations and Replacements - HVAC - Phase II.								
Operating Budget Impacts								
Not Applicable.								

Project Map	Schedule of Activities		
	Project Activities	From - To	Amount
	Inspections and Support	03/17 - 12/19	150,000
	Design	07/15 - 12/19	2,000,000
	Construction	04/17 - 12/19	21,612,497
	Furniture and Fixtures	06/19 - 12/19	700,000
	Contingencies	07/15 - 12/19	1,526,744
	Total Budgetary Cost Estimate:		25,989,241
	Means of Financing		
	Funding Subclass		Amount
	Local Funding		25,989,241
Total Funding:			25,989,241

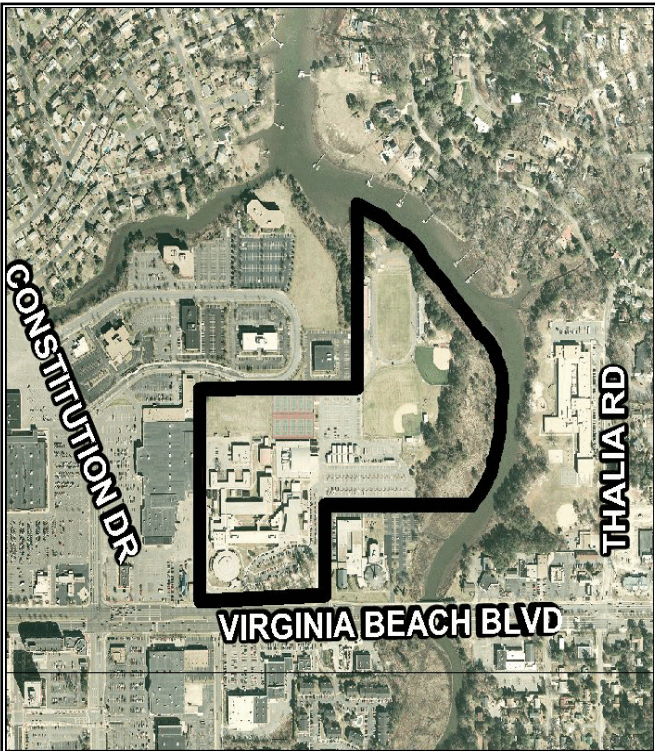
City of Virginia Beach, Virginia Fiscal Years 2019 through 2024 Capital Improvement Program								
Project: 1025000		Title: Kempsville High School Entrepreneurial Academy Improvements				Status: Approved		
Category: Schools				Department: Public Education				
Project Type				Project Location				
Project Type: Rehabilitation/Replacement				District: Kempsville				
Programmed Funding								
Programmed Funding	Appropriated To Date	Budgeted FY 2019	Non-Appropriated Programmed CIP Funding					Future Funding
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
950,000	950,000	0	0	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 enrolled 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).								
History and Current Status								
This project first appeared in the FY 2016-17 CIP. In the FY 2016-17 CIP, the project received a transfer of \$450,000 in appropriations to date from CIP 1-019 Great Neck Middle School Replacement.								
Operating Budget Impacts								

Project Map	Schedule of Activities		
	Project Activities	From - To	Amount
	Inspections and Support	07/18 - 12/19	25,000
	Design	07/16 - 12/19	100,000
	Construction	07/18 - 12/19	750,000
	Contingencies	07/16 - 12/19	75,000
Total Budgetary Cost Estimate:			950,000
Means of Financing			
Funding Subclass	Amount		
Local Funding	950,000		
Total Funding:			950,000


City of Virginia Beach, Virginia Fiscal Years 2019 through 2024 Capital Improvement Program								
Project: 1184000		Title: Plaza Annex/Laskin Road Office Addition				Status: Approved		
Category: Schools				Department: Public Education				
Project Type				Project Location				
Project Type: Rehabilitation/Replacement				District: Lynnhaven				
Programmed Funding								
Programmed Funding	Appropriated To Date	Budgeted FY 2019	Non-Appropriated Programmed CIP Funding					Future Funding
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
13,300,000	250,000	6,070,000	6,980,000	0	0	0	0	0
Description and Scope								
This project will provide for a +/-50,000 square foot two story office addition to the Plaza Annex along with renovations to the existing training room. The project will also include a second phase of parking improvements. Phase I parking has been funded through CIP 1-099 Renovations & Replacements - Grounds - Phase II. Staff from the Laskin Road Annex (Old Linkhorn Park Elementary School) will be relocated into this facility.								
Purpose and Need								
The Plaza Annex has been used as an administrative Annex since Plaza Elementary School closed in 2010. Virginia Beach City Public Schools has plans to declare excess property as surplus to fund this project. One of the properties that will be declared as excess is the Laskin Road Annex.								
History and Current Status								
This is a new project in the FY 2018-19 CIP. In the FY 2018-19 CIP, the project is receiving a transfer of \$250,000 in appropriations to date from CIP 1-019 Great Neck Middle School Replacement.								
Operating Budget Impacts								

Project Map	Schedule of Activities		
	Project Activities	From - To	Amount
	Inspections and Support	07/18 - 12/20	150,000
	Design	07/18 - 12/20	1,050,000
	Furniture and Fixtures	06/20 - 09/20	500,000
	Construction	07/19 - 09/20	11,075,000
	Contingencies	07/18 - 12/20	525,000
	Total Budgetary Cost Estimate:		13,300,000
	Means of Financing		
	Funding Subclass	Amount	
	Local Funding	250,000	
	Sale of Property	13,050,000	
Total Funding:			13,300,000

City of Virginia Beach, Virginia Fiscal Years 2019 through 2024 Capital Improvement Program								
Project: 1107000		Title: Princess Anne High School Replacement					Status: Approved	
Category: Schools				Department: Public Education				
Project Type				Project Location				
Project Type: Rehabilitation/Replacement				District: Lynnhaven				
Programmed Funding								
Programmed Funding	Appropriated To Date	Budgeted FY 2019	Non-Appropriated Programmed CIP Funding					Future Funding
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
83,082,000	0	0	6,568,000	19,841,000	19,041,000	18,641,000	18,991,000	44,151,397
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 80 to 100 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 2019-20.								
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	7,931,250
	Construction	07/22 - 09/25	105,750,000
	Furniture and Fixtures	07/22 - 09/25	8,000,000
	Contingencies	07/19 - 09/25	5,318,750
Total Budgetary Cost Estimate:			127,350,000
Means of Financing			
Funding Subclass	Amount		
Local Funding	83,198,603		
Total Funding:			83,198,603

City of Virginia Beach, Virginia Fiscal Years 2019 through 2024 Capital Improvement Program								
Project: 1056000		Title: Princess Anne Middle School Replacement				Status: Approved		
Category: Schools				Department: Public Education				
Project Type				Project Location				
Project Type: Rehabilitation/Replacement				District: Princess Anne				
Programmed Funding								
Programmed Funding	Appropriated To Date	Budgeted FY 2019	Non-Appropriated Programmed CIP Funding					Future Funding
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
78,873,759	35,141,000	14,834,759	28,898,000	0	0	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 80 to 100 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 modified 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	66,165,564
	Furniture and Fixtures	01/21 - 09/21	4,000,000
	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 2019 through 2024 Capital Improvement Program								
Project: 1003000		Title: Renovation and Replacement Energy Management/Sustainability				Status: Approved		
Category: Schools				Department: Public Education				
Project Type				Project Location				
Project Type: Rehabilitation/Replacement					District: Citywide			
Programmed Funding								
Programmed Funding	Appropriated To Date	Budgeted FY 2019	Non-Appropriated Programmed CIP Funding					Future Funding
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
14,875,000	3,875,000	2,000,000	1,600,000	1,700,000	1,800,000	1,900,000	2,000,000	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 than those that are now available. These retrofits 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	Schedule of Activities		
<div>NO MAP REQUIRED</div>	Project Activities	From - To	Amount
	Inspections and Support	07/14 - 06/24	500,000
	Design	07/14 - 06/24	1,250,000
	Construction	07/14 - 06/24	12,375,000
	Contingencies	07/14 - 06/24	750,000
	Total Budgetary Cost Estimate:		14,875,000
	Means of Financing		
	Funding Subclass	Amount	
	Local Funding	14,875,000	
	Total Funding:		14,875,000

City of Virginia Beach, Virginia Fiscal Years 2019 through 2024 Capital Improvement Program								
Project: 1178000		Title: Renovations and Replacements - Grounds III				Status: Approved		
Category: Schools				Department: Public Education				
Project Type				Project Location				
Project Type: Rehabilitation/Replacement					District: Citywide			
Programmed Funding								
Programmed Funding	Appropriated To Date	Budgeted FY 2019	Non-Appropriated Programmed CIP Funding					Future Funding
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
9,325,000	0	1,325,000	1,400,000	1,500,000	1,600,000	1,700,000	1,800,000	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, ADA improvements 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 is a new project in the FY 2018-19 CIP and is a continuation of CIP 1-099 titled Renovations and Replacements Grounds II.								
Operating Budget Impacts								
Not applicable.								

Project Map	Schedule of Activities		
<div>NO MAP REQUIRED</div>	Project Activities	From - To	Amount
	Inspections and Support	07/18 - 06/24	500,000
	Design	07/18 - 06/24	1,000,000
	Construction	07/18 - 06/24	7,325,000
	Contingencies	07/18 - 06/24	500,000
	Total Budgetary Cost Estimate:		9,325,000
	Means of Financing		
	Funding Subclass		Amount
	Local Funding		9,325,000
	Total Funding:		9,325,000

City of Virginia Beach, Virginia Fiscal Years 2019 through 2024 Capital Improvement Program								
Project: 1179000		Title: Renovations and Replacements - HVAC III					Status: Approved	
Category: Schools				Department: Public Education				
Project Type				Project Location				
Project Type: Rehabilitation/Replacement					District: Citywide			
Programmed Funding								
Programmed Funding	Appropriated To Date	Budgeted FY 2019	Non-Appropriated Programmed CIP Funding					Future Funding
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
45,250,000	0	5,650,000	6,750,000	7,250,000	7,850,000	8,500,000	9,250,000	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 improves or upgrades heating, cooling, and ventilation systems in schools throughout the division.								
History and Current Status								
This is a new project in the FY 2018-19 CIP and is a continuation of CIP 1-103 titled Renovatiosn and Replacements HVAC Systems II.								
Operating Budget Impacts								
Savings on energy costs are reflected in the Schools Operating Budget.								

Project Map	Schedule of Activities		
<div>NO MAP REQUIRED</div>	Project Activities	From - To	Amount
	Inspections and Support	07/18 - 06/24	1,250,000
	Design	07/18 - 06/24	4,000,000
	Construction	07/18 - 06/24	37,500,000
	Contingencies	07/18 - 06/24	2,500,000
Total Budgetary Cost Estimate:			45,250,000
Means of Financing			
Funding Subclass	Amount		
Local Funding	45,250,000		
Total Funding:			45,250,000

City of Virginia Beach, Virginia Fiscal Years 2019 through 2024 Capital Improvement Program								
Project: 1180000		Title: Renovations and Replacements - Reroofing III				Status: Approved		
Category: Schools				Department: Public Education				
Project Type				Project Location				
Project Type: Rehabilitation/Replacement					District: Citywide			
Programmed Funding								
Programmed Funding	Appropriated To Date	Budgeted FY 2019	Non-Appropriated Programmed CIP Funding					Future Funding
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
30,000,000	0	4,200,000	4,450,000	4,750,000	5,100,000	5,500,000	6,000,000	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 is a new project in the FY 2018-19 CIP and is a continuation of CIP 1-104 titled Renovations and Replacements Reroofing II.								
Operating Budget Impacts								

Project Map	Schedule of Activities		
<div>NO MAP REQUIRED</div>	Project Activities	From - To	Amount
	Inspections and Support	07/18 - 06/24	1,100,000
	Design	07/18 - 06/24	2,000,000
	Construction	07/18 - 06/24	25,900,000
	Contingencies	07/18 - 06/24	1,000,000
	Total Budgetary Cost Estimate:		30,000,000
	Means of Financing		
	Funding Subclass		Amount
	Local Funding		30,000,000
	Total Funding:		30,000,000

City of Virginia Beach, Virginia Fiscal Years 2019 through 2024 Capital Improvement Program								
Project: 1182000		Title: Renovations and Replacements - Various III				Status: Approved		
Category: Schools				Department: Public Education				
Project Type				Project Location				
Project Type: Rehabilitation/Replacement						District: Citywide		
Programmed Funding								
Programmed Funding	Appropriated To Date	Budgeted FY 2019	Non-Appropriated Programmed CIP Funding					Future Funding
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
13,175,000	0	1,850,000	1,975,000	2,100,000	2,250,000	2,400,000	2,600,000	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 replacements (language labs, hallway lockers, ceilings, ADA improvements, 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 infrastructures. 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 students. 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 is a new project in the FY 2018-19 CIP and is a continuation of CIP 1-105 titled Renovations and Replacements Various II.								
Operating Budget Impacts								

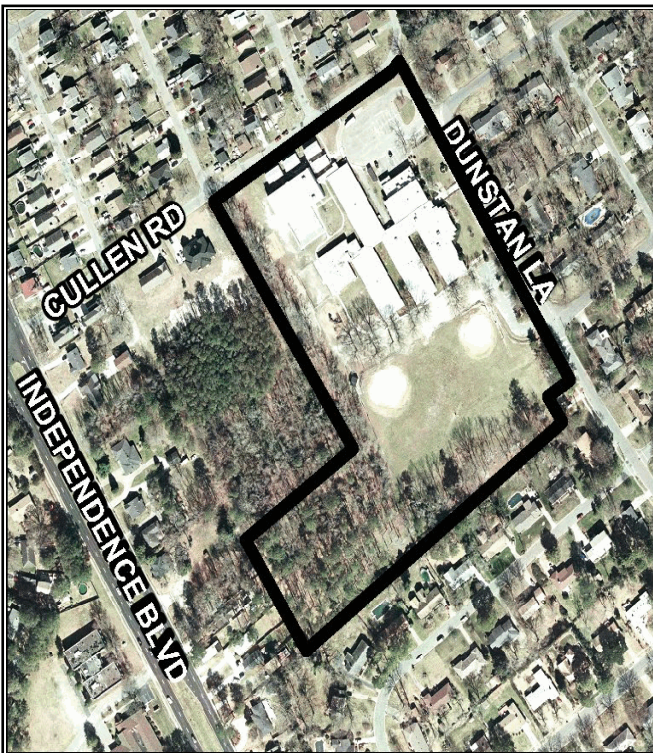
Project Map	Schedule of Activities		
<div>NO MAP REQUIRED</div>	Project Activities	From - To	Amount
	Inspections and Support	07/18 - 06/24	800,000
	Design	07/18 - 06/24	1,150,000
	Construction	07/18 - 06/24	10,000,000
	Contingencies	07/18 - 06/24	1,225,000
	Total Budgetary Cost Estimate:		13,175,000
	Means of Financing		
	Funding Subclass		Amount
	Local Funding		13,175,000
	Total Funding:		13,175,000

City of Virginia Beach, Virginia Fiscal Years 2019 through 2024 Capital Improvement Program								
Project: 1004000		Title: Tennis Court Renovations - Phase II				Status: Approved		
Category: Schools				Department: Public Education				
Project Type				Project Location				
Project Type: Rehabilitation/Replacement					District: Citywide			
Programmed Funding								
Programmed Funding	Appropriated To Date	Budgeted FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Future Funding
1,000,000	800,000	200,000	0	0	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	Schedule of Activities		
NO MAP REQUIRED	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 2019 through 2024 Capital Improvement Program								
Project: 1043000		Title: Thoroughgood Elementary School Replacement				Status: Approved		
Category: Schools				Department: Public Education				
Project Type				Project Location				
Project Type: Rehabilitation/Replacement				District: Bayside				
Programmed Funding								
Programmed Funding	Appropriated To Date	Budgeted FY 2019	Non-Appropriated Programmed CIP Funding					Future Funding
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
28,970,000	22,888,759	6,081,241	0	0	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 80 to 100 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	275,000
Design	07/16 - 09/20	1,843,000
Construction	09/18 - 09/20	24,373,333
Furniture and Fixtures	12/19 - 09/20	950,000
Contingencies	07/16 - 09/20	1,528,667
Total Budgetary Cost Estimate:		28,970,000

Means of Financing

Funding Subclass	Amount
Local Funding	28,970,000
Total Funding:	28,970,000

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 2014/15 Actual	FY 2015/16 Actual	FY 2016/17 Actual	FY 2017/18 Budget	FY 2018/19 Budget
Debt Service	44,986,273	44,115,909	45,704,383	44,947,680	41,951,320

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2018

BOND RATING AND MARKET CONDITIONS

For nine consecutive years, 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 have 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 key rating drivers are: exceptional financial management, moderate debt and rapid amortization, large diverse tax base, comprehensive financial policies, conservative budgeting, and full funding of retirement costs. The number of municipal defaults as well as increased transparency requirements of GASB have caused the rating agencies to put greater emphasis on pensions, retiree health care, and debt issuance and administration in their rating analyses.



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 2018

PROJECTED DEBT

The total outstanding debt for the city is projected to be \$1.24 billion by June 30, 2018, as summarized in the following table. The schools' portion is \$312 million, or 25.2 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, 2018

Purpose	Amount	Percent
Schools	312,399,035	25.2%
General Government	681,343,765	55.0%
Utilities	244,015,276	19.7%
Total Projected Debt	1,237,758,076	100.00%

Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2018/19

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
2013/14	720,118,515	3,500,000	382,190,239	1,105,808,754	2.0%	2,256
2014/15	716,612,342	2,875,000	405,725,325	1,125,212,667	2.0%	2,258
2015/16	721,310,401	2,250,000	373,133,427	1,096,693,828	1.9%	2,195
2016/17	655,854,925	1,875,000	360,528,148	1,018,258,073	1.7%	2,040
2017/18	664,558,868	1,500,000	360,314,441	1,026,373,309	1.7%	2,042

Source: City of Virginia Beach, Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2018

LEGAL DEBT LIMIT

State statute imposes on cities a legal debt margin for general obligation debt, a limit of 10.0 percent of the assessed value of real property. Revenue bonds, such as those for utilities, are not subject to the state limit. For FY 2018/19, the city's assessed value of real property is estimated at \$57 billion. By the end of the fiscal year, the city's projected debt amount will only be 3.4 percent of the total assessed value.

Legal Debt Margin Information

	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	2017/18
Debt Limit	4,962,666,499	5,145,277,575	5,291,185,445	5,478,360,985	5,650,206,962
Less: Total Net Debt Applicable to Limit	712,384,323	697,079,775	697,520,721	641,749,326	646,061,132
Legal Debt Limit	4,250,282,176	4,448,197,800	4,593,664,724	4,836,611,659	5,004,145,830
Total Net Debt Applicable to the Limit as a Percentage of Debt Limit	14.35%	13.55%	13.18%	11.71%	11.43%

Source: City of Virginia Beach, Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2018

OTHER POSTEMPLOYMENT BENEFITS

PLAN DESCRIPTION

The city and the School Board Other Postemployment Benefit (OPEB) Plans are each a single-employer, defined benefit plan, 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 benefits other than pensions as defined in Section 15.2-1545 of the Virginia Code to retirees, their spouses and eligible dependents.

In accordance with Article 8, Chapter 15, Subtitled II of Title 15.2 of the Virginia Code, the city and the School Board have elected to establish a trust for the purpose of accumulating and investing assets to fund OPEB. The School Board, in accordance with this election, has joined the Virginia Pooled OPEB Trust Fund (Trust). The Trust was established by the Virginia Municipal League and the Virginia Association of Counties in 2008 for the purpose of accumulating and investing assets to fund postemployment benefits other than pensions for counties, cities, towns, school divisions and other authorized political subdivisions of the Commonwealth of Virginia.

The Trust's Board of Trustees has fiduciary responsibility for the investment of monies and administration of the Trust pursuant to the Trust Agreement. The Board of Trustees is composed of nine members. Trustees are members of Local Finance Boards of participating employers and are elected for staggered three-year terms by the participants in the Trust. In accordance with Section 15.2-1547 of the Virginia Code, the City Council appointed the City's Deferred Compensation Board Trust as the OPEB local finance Board to serve as the trustee for the city and the School Board with respect to the OPEB Trust. The OPEB local finance Board in Virginia Beach includes city employees, an appointee from City council, a member of the Sheriff's Office, a member of the School Board, and the schools' chief financial officer. The trust does not administer the retiree health benefits of each participating employer. Deposits to the trust are irrevocable and held solely for the payment of OPEB benefits for the city and the School Board.

PLAN MEMBERSHIP

The membership as of January 1, 2018 includes:

Active plan members	10,161
Retirees and surviving spouses currently receiving benefits	628
Spouses of current retirees currently receiving benefits	55
Total plan membership	10,844

BENEFITS PROVIDED

The School Board provides health insurance benefits for eligible employees that have retired from the division. These benefits are provided through a self-insured program. Employees that retire under VRS guidelines with at least 25 years of service with the city and/or 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 health insurance coverage. This benefit is payable until the retiree becomes eligible for Medicare.

CONTRIBUTIONS

Contribution requirements of the city, 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 pay-as-you-go financing requirements with an additional amount to prefund benefits. For the period ending June 30, 2018, the School Board's OPEB cost of \$7,369,400 was equal to its actuarially determined employer contribution. The School Board placed in its OPEB Trust a total of \$690,300. Plan members from each organization contributed an annual amount equal to \$3,044, \$2,082, and \$1,445 for the POS Premier, POS Standard and POS Basic plans, respectively for retiree-only point of service coverage. The School Board retirees with coverage for their spouses contributed an annual amount equal to \$10,182, \$7,940, and \$6,455 for the POS Premier, POS Standard and POS Basic plans, respectively until the retirees become eligible for Medicare. The School Board has determined that all current employees and retirees shall contribute to the cost of their health care coverage and no level of benefit shall be provided free of charge. Rates are calculated by an actuary with the city and the School Board health care consultant and finalized by the Benefits Executive Committee, comprised of city and school executive leadership.

Annual OPEB Cost and Contribution

Fiscal Year Ended	Annual OPEB Cost	Percentage of ARC Contributed	Net OPEB Obligation
June 30, 2015	\$5,832,200	100%	-
June 30, 2016	\$4,462,800	100%	-
June 30, 2017	\$4,542,400	100%	-
June 30, 2018	\$7,369,400	100%	-

INVESTMENTS POLICY, TARGET ALLOCATION, RATE OF RETURN

The OPEB plan's policy is established with consideration for the allocation of invested assets and may be amended by the Virginia Pooled OPEB Trust Fund Board of Trustees. Plan assets are managed on a total return basis with a long-term objective of achieving and maintaining a fully funded status for the benefits provided through the OPEB plan.

The best estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns and reflecting expected volatility and correlation. The capital market assumptions are per Milliman's investment consulting practice as of June 30, 2018.

Asset Class	Target Allocation	Long-Term Expected Arithmetic Real Rate of Return	Long-Term Expected Geometric Real Rate of Return
Core Fixed Income	19.60%	1.17%	0.99%
High Yield Bonds	1.40%	3.38%	2.77%
Large Cap US Equities	26.00%	5.53%	4.14%
Small Cap US Equities	10.00%	6.58%	4.57%
Developed Foreign Equities	13.00%	6.43%	4.66%
Emerging Market Equities	5.00%	8.76%	5.64%
Private Equity	5.00%	9.10%	6.63%
Hedge Funds/Absolute Return	10.00%	3.03%	2.63%
Real Estate (REITS)	7.00%	5.05%	3.86%
Commodities	3.00%	3.37%	1.78%
Total	100.00%		
Assumed Inflation		2.60%	2.60%
Portfolio Real Mean Return		4.97%	4.22%
Portfolio Nominal Mean Return		7.57%	6.93%
Portfolio Standard Deviation			12.55%
Long-Term Expected Rate of Return			7.00%

For the year ended June 30, 2018, the annual money-weighted rate of return on investments, net of investment expense, was 9.56%. The money-weighted rate of return considers the changing amounts actually invested during a period and weights the amount of plan investments by the proportion of time they are available to earn a return during that period. External cash flows are determined on a monthly basis and are assumed to occur at the beginning of each month. External cash inflows are netted with external cash outflows, resulting in a net external cash flow in each month. The money-weighted rate of return is calculated net of investment expenses.

NET OTHER POSTEMPLOYMENT BENEFIT LIABILITY

The components of the net OPEB liability of the School Board at June 30, 2018, were as follows:

	June 30, 2017	June 30, 2018
Total OPEB Liability	\$72,462,906	\$93,821,157
Fiduciary Net Position	(27,134,224)	(30,396,819)
Net OPEB Liability	\$45,328,682	\$63,424,338
Fiduciary Net Position as a % of Total OPEB Liability	37.45%	32.40%
Covered Payroll	\$426,884,300	\$444,517,100
Net OPEB Liability as a % of Covered Payroll	10.62%	14.27%

ACTUARIAL METHODS AND ASSUMPTIONS

The Total OPEB Liability was determined by an actuarial valuation as of January 1, 2018; calculated based on the discount rate and actuarial assumptions below; and projected forward to the measurement date of June 30, 2018. There have been no significant changes between the valuation date and the fiscal year end.

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and plan members) 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.

Inflation	2.50%
Salary Increases	5.35% up to 2 years of service, 4.75% 3 years of service, 4.45% 4-6 years of service, 4.35% 7 years of service, 4.25% 8 years of service, 4% 9-10 years of service, 3.65% 11-19 years of service, 3.50% for 20 or more years of service, including inflation
Long-Term Expected Rate of Return	7.00%
Healthcare Cost Trend Rates	Rates consistent with information from the Getzen Trend Model; 6.50% in 2018, 5.80% in 2019, 5.10% in 2020, then grading to an ultimate rate of 4.30% for 2082 and after
Actuarial Cost Method	Projected Unit Credit
Mortality	<p>Pre-Retirement: RP-2014 Employee Rates to age 80, Healthy Annuitant Rates at ages 81 and older with Scale BB to 2020; males 95% of rates; females 105% of rates. 20% of deaths are assumed to be service related</p> <p>Post-Retirement: RP-2014 Employee Rates to age 49, Healthy Annuitant Rates at ages 50 and older projected with Scale BB to 2020; males set forward 3 years; females 1.0% increase compounded from ages 70-90.</p> <p>Post- Disablement: RP-2014 Disables Mortality Rates projected with Scale BB to 2020; males set forward 2 years, 110% of rates; females 125% of rates.</p>

DISCOUNT RATE

The discount rate used to measure the total OPEB liability was 7.0 percent.

	June 30, 2017	June 30, 2018
Discount Rate	7.00%	7.00%
Long-Term Expected Rate of Return, Net of Investment Expense	7.00%	7.00%
Municipal Bond Rate	N/A	N/A

The plan's Fiduciary Net Position was projected to be available to make all projected future benefit payments of current active and inactive employees. Therefore, the discount rate for calculating the Total OPEB Liability is equal to the long-term expected rate of return.

CHANGES IN THE NET OTHER POSTEMPLOYMENT BENEFIT LIABILITY

	Increase (Decrease)		
	Total OPEB Liability (a)	Plan Fiduciary Net Position (b)	Net OPEB Liability (a) – (b)
Balance at June 30, 2017	\$72,462,906	\$27,134,224	\$45,328,682
Changes for the year:			
Service Cost	\$1,239,627		\$1,239,627
Interest on Total OPEB Liability	5,027,382		5,027,382
Changes of Benefit Terms	-		-
Effect of Economic/Demographic Gains or (Losses)	1,400,273		1,400,273
Effect of Assumption Changes or Inputs	20,370,070		20,370,070
Employer Contributions		\$7,369,401	(7,369,401)
Net Investment Income		1,922,273	(1,922,273)
Investment Gains or Losses		675,431	(675,431)
Benefit Payments	(6,679,101)	(6,679,101)	-
Administrative Expenses		(25,409)	25,409
Net Change in Total OPEB Liability	\$21,358,251	\$3,262,595	\$18,095,656
Balance at June 20, 2018	\$93,821,154	\$30,396,819	\$63,424,338

OTHER POSTEMPLOYMENT BENEFIT EXPENSE AND DEFERRED OUTFLOWS INFLOWS OF RESOURCES

For the year ended June 30, 2018, the School Board recognized OPEB expense of \$7,217,298.

	June 30, 2018
Service Cost	\$1,239,627
Interest on Total OPEB Liability	5,027,382
Effect of Plan Changes	-
Administrative Expenses	25,409
Member Contributions	-
Expected Investment Return net of Invest Expenses	(1,922,273)
Recognition of Deferred Inflows/Outflows of Resources	
Recognition of Economic/Demographic Gains or Losses	191,818
Recognition of Assumption Changes or Inputs	2,790,421
Recognition of Investment Gains or Losses	(135,086)
OPEB Expense	\$7,217,298

At June 30, 2018, the School Board reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between Expected and Actual Experience	1,208,455	-
Changes in Assumptions	17,579,649	-
Net Difference between Projected and Actual Earnings	-	540,345
Contributions Made Subsequent to Measurement Date	-	-
Total	\$18,788,104	\$540,345

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

June 30, 2019	\$2,847,153
June 30, 2020	\$2,847,153
June 30, 2021	\$2,847,153
June 30, 2022	\$2,847,152
June 30, 2023	\$2,982,239
Thereafter*	\$3,876,909

Note: Additional future deferred inflows and outflows of resources may impact these numbers.

SENSITIVITY ANALYSIS

The following presents the Net OPEB liability of the School Board, calculated using the discount rate of 7.0 percent and scenarios assuming discount rates that are one percentage point lower (6.0 percent) and one percentage point higher (8.0 percent) than the current rate.

	1% Decrease 6.00%	Discount Rate 7.00%	1% Increase 8.00%
Total OPEB Liability	\$101,294,517	\$93,821,157	\$86,974,275
Fiduciary Net Position	(30,396,819)	(30,396,819)	(30,396,819)
Net OPEB Liability	<u>\$70,897,698</u>	<u>\$63,424,338</u>	<u>\$56,577,456</u>

The following presents the Net OPEB Liability of the School Board, calculated using the current healthcare cost trend rates and scenarios assuming trend rates that are one percentage point lower or one percentage point higher than the current rates.

	1% Decrease	Current Trend Rate	1% Increase
Total OPEB Liability	\$84,902,922	\$93,821,157	\$104,169,429
Fiduciary Net Position	(30,396,819)	(30,396,819)	(30,396,819)
Net OPEB Liability	<u>\$54,506,103</u>	<u>\$63,424,338</u>	<u>\$73,772,610</u>

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)

ELEVATION

- 12 feet above sea level

WATER

- 59 square miles (59 km)

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. Virginia Beach was named one of America's "50 Best Cities to Live" by 24/7 Wall Street.

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 6.4 million people visit Virginia Beach for an overnight stay, along with an additional 7.5 million day visitors. These visitors spend an average of \$1,898 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 2,371 new jobs during FY 2017/18 and private investment of more than \$319 million by 37 projects during the same period. The city of Virginia Beach finished the year with a 3.3 percent unemployment rate, more than one-half percent below the national rate. Targeted initiatives surrounding the rapidly growing biomedical and cybersecurity industries, along with the arrival of transoceanic subsea cables laid by industry titans Telxius, Microsoft, Facebook, and Google helped keep Virginia Beach on the cutting edge. The VBDA approved 26 investment grants totaling \$5.58 million, which leveraged \$308 million in capital investment, a ratio of 55 to 1. Significant growth occurred among each of the target business sectors, including 13 announcements by small businesses.

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.

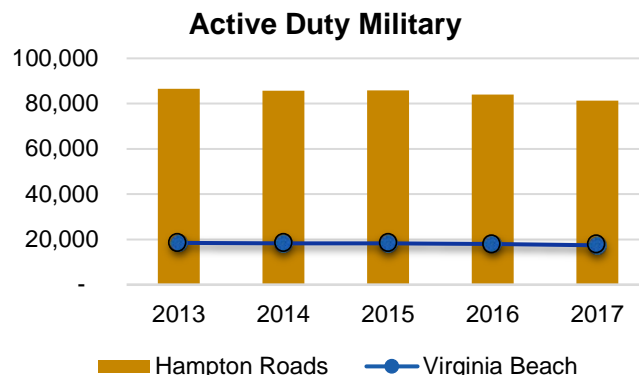
	Virginia Beach	Hampton Roads	Virginia	United States
<i>Income</i>				
Median family income	\$81,081	\$62,418	\$83,306	\$71,062
Percent of people below the poverty level	7.9%	17.4%	11.0%	14.0%
<i>Labor force (population 16 years and over)</i>				
Percent of civilian labor force unemployed	4.7%	6.9%	5.0%	5.8%
Percent in the Armed Forces	6.4%	4.1%	1.7%	0.4%
Percent in Management, Business, Science and Art occupations	39.6%	34.9%	43.5%	37.6%
<i>Educational attainment (population 25 years and over)</i>				
Percent of people with at least a high school diploma	93.4%	91.2%	89.3%	87.5%
Percent of people with a bachelor's degree or higher	35.0%	27.3%	38.1%	31.3%
<i>Median household information</i>				
Value of owner-occupied units	\$271,400	\$194,900	\$264,000	\$205,000
Gross rent	\$1,280	\$1,057	\$1,159	\$981
<i>Social characteristics</i>				
Percent of population over 5 years who speak a language other than English at home	13.0%	5.9%	16.2%	21.6%
Percent of households with a broadband Internet subscription	89.6%	82.7%	83.4%	81.4%

Source: U.S. Census Bureau, 2016 American Community Survey 1-Year Estimates

As shown in the chart above, the 4.7 percent unemployment rate in Virginia Beach is lower than the regional and national rates. According to the 2016 American Community Survey, an estimated 65 percent of workers in Virginia Beach are classified as civilian labor force. Of that number, 75.4 percent work for private organizations; 20.5 percent are federal, state or local government employees; and 4.6 percent are self-employed in their own business. The survey also illustrates that 39.6 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 17,385 active duty military jobs reported by the Bureau of Economic Analysis in 2017. That number is down 1,085 from 2012, 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	Number of Employees
City of Virginia Beach/Schools	Local government	17,463
Naval Air Station Oceana/Dam Neck	Military base	5,850
Sentara Healthcare	Medical and surgical hospitals	5,200
Joint Expeditionary Base Little Creek/Fort Story	Military base	3,600
GEICO General Insurance Company	Auto and other vehicle insurance carriers	2,700
General Growth Properties (Lynnhaven Mall)	Retail trade	2,600
Gold Key PHR Hotels and Resorts	Developer, owner and operator of hotels	2,365
STIHL Incorporated	Headquarters; power tools manufacturer	2,113
Amerigroup (Anthem)	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.

Source: City of Virginia Beach, Comprehensive Annual Financial Report for FY Ended June 30, 2018

According to the U.S. Census Bureau's American Community Survey, Virginia Beach, VA had a total population of 449,733 in 2016. The city's population was 50.9 percent female and 49.1 percent male with a medium age of 35.4 years. Almost 23.0 percent of the city population ages 25 and older have a bachelor's degree and 11.8 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. Excluding on-base military housing, the city has 182,016 residences/homes. The median property value for owner-occupied houses was \$271,400. Of the owner-occupied households, 77.6 percent had a mortgage and 22.4 percent owned their houses without a mortgage or loan on the house. The median family income of households was \$67,719. An estimated 3.5 percent of households had income below \$10,000 a year and 5.2 percent had income over \$200,000 or more. 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 36.18 percent of the student population in FY 2013/14 to 39.39 percent in FY 2017/18.

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 2016 American Community Survey.

Demographic Highlights for FY 2018/19

Demographic Characteristic	1980	1990	2000	2016
<i>Gender</i>				
Male	50.8%	50.8%	49.5%	49.1%
Female	49.2%	49.2%	50.5%	50.9%
<i>Age</i>				
Under 18	30.7%	28.0%	27.5%	22.5%
65 and Over	4.5%	5.9%	8.4%	13.2%
Peak Earning Years (Age 35-54)	23.1%	24.9%	30.5%	25.8%
Median Age	26.9	28.9	32.7	35.8
Dependency Population (Under 18 & 65 and over)	35.2%	33.9%	35.9%	35.7%
<i>Race</i>				
White	86.5%	80.5%	71.4%	67.0%
Black/African American	10.0%	13.9%	19.0%	18.3%
American Indian/Alaskan Native	0.2%	0.4%	0.4%	0.2%
Asian/Hawaiian/Pacific Islander	2.5%	4.3%	5.0%	6.7%
Other Race	0.7%	0.9%	1.5%	2.0%
Two or More Races	-	-	2.7%	5.8%
Hispanic	2.0%	3.1%	4.2%	8.1%
<i>Households</i>				
Family Household	79.2%	75.4%	71.8%	69.0%
Married Couple Family	66.6%	62.9%	55.7%	49.5%
Female Head of Household	10.3%	9.5%	12.4%	14.8%
Household with Children under 18	-	44.8%	42.1%	34.2%
Housing Occupancy: Owner	64.2%	62.5%	65.6%	62.2%
Housing Occupancy: Renter	35.8%	37.5%	34.4%	37.8%
Average Household Size	2.97	2.82	2.70	2.63
Average Family Size	3.35	3.21	3.21	3.14
<i>Health Insurance</i>				
Percent with Health Insurance Coverage	-	-	-	92.4%
<i>Marital Status</i>				
Single, Never Married	26.5%	24.7%	25.5%	31.7%
Married	61.0%	58.4%	57.1%	49.6%
Separated	3.0%	5.4%	3.2%	2.6%
Widowed	4.0%	4.0%	4.7%	4.8%
Divorced	5.5%	7.6%	9.5%	11.2%
<i>Median Household Income</i>	20,203	36,271	48,705	71,117
<i>Median Family Income</i>	21,809	39,112	53,242	81,081
<i>Per Capita Income</i>	10,836	20,652	30,633	35,036
<i>Poverty</i>				
Persons	8.9%	5.9%	6.5%	7.9%
Families	7.7%	4.3%	5.1%	5.4%
Children Under 18	13.0%	7.6%	8.6%	10.8%
65 and Over	10.3%	8.0%	4.7%	5.1%
Female Head of Household	38.9%	20.2%	18.9%	15.5%
Female Householder with Children	45.8%	26.5%	23.1%	20.4%

Demographic Characteristic	1980	1990	2000	2016
<i>Housing Expenses</i>				
Owner Expenses Exceeding 30% of Income	26.3%	30.7%	27.4%	33.2%
Renter Expenses Exceeding 30% of Income	37.8%	39.0%	37.9%	49.7%
Percent of Mortgage-Free Homeowners	11.1%	11.4%	13.9%	24.9%
<i>Education Attainment</i>				
High School Graduate	80.0%	88.0%	90.4%	93.4%
College Graduate	22.4%	25.5%	28.1%	35.0%
<i>Labor Force</i>				
Civilian Labor Force Population Rate	58.3%	62.5%	63.2%	71.5%
Civilian Female Labor Force Participation Rate	54.6%	63.5%	62.9%	63.1%
Percent of Labor Force in Armed Forces	18.2%	18.6%	13.3%	9.5%
Percent Unemployed	5.3%	4.7%	4.1%	3.9%
<i>Transportation</i>				
Percent Who Drive Alone	67.5%	78.4%	82.0%	80.5%
Percent Who Carpool	21.2%	12.0%	10.8%	9.6%
Percent Who Use Public Transportation	1.7%	0.8%	0.7%	1.0%
Percent Who Work at Home	1.1%	3.3%	2.8%	3.5%
Mean Travel Time (in minutes)	21.9	22.7	23.9	23.4

- No information provided

Note: Percentages may not total to 100 due to rounding.

Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2018/19



FINANCIAL TRENDS

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 67,000 students and more than 9,000 full-time equivalent (FTE) 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 2018/19 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 2018/19 totals nearly \$399.7 million. The information below includes excerpts from the City of Virginia Beach Resource Management Plan Operating Budget FY 2018/19; the City of Virginia Beach Comprehensive Annual Financial Report (CAFR) for the Fiscal Year Ended June 30, 2018; and the School Board of the City of Virginia Beach CAFR for the Fiscal Year Ended June 30, 2018.

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. In FY 2017/18, an additional 1.25 cents was included to phase-in full-day kindergarten.

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.

The FY 2018/19 combined operating budgets for the city and schools total a little over \$2 billion, an overall increase of 2.0 percent from the previous fiscal year. 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. Eleven years of tax revenue data are also presented in a summary table.

City of Virginia Beach Budgeted Revenue Comparison

Revenue Source	FY 2017/18	FY 2018/19	FY 2018/19	FY 2018/19	Percent Change
	Adjusted Budget	City Budget	Schools' Budget	City & Schools' Budget	
Real Estate Tax	566,300,896	554,028,881	29,329,178	583,358,059	3.0%
Personal Property Tax	155,933,379	159,729,356	-	159,729,356	2.4%
General Sales Tax	65,135,023	66,621,323	-	66,621,323	2.3%
Utility Tax	50,618,426	49,337,837	-	49,337,837	-2.5%
Business Licensure Tax	46,786,036	48,669,429	-	48,669,429	4.0%
Restaurant Tax	68,807,636	70,523,740	-	70,523,740	2.5%
Amusement Tax	6,331,312	6,872,387	-	6,872,387	8.5%
Hotel Room Tax	34,897,289	37,309,175	-	37,309,175	6.9%
Cigarette Tax	11,906,906	11,609,814	-	11,609,814	-2.5%
Revenue Sharing Formula	-	(412,791,237)	412,791,237	-	0.0%
General Fund Balance	6,264,165	98,970	-	98,970	-98.4%
Other Fund Balance	13,641,744	2,144,279	12,988,678	15,132,957	10.9%
Utility Fee	161,310,047	165,734,310	-	165,734,310	2.7%
Other Revenue	139,189,392	126,706,586	17,680,616	144,387,202	3.7%
Waste Collection Fee	33,672,000	34,122,980	-	34,122,980	1.3%
State Revenue	492,806,338	127,149,346	368,266,542	495,415,888	0.5%
Federal Revenue	116,077,312	46,959,419	73,197,857	120,157,276	3.5%
Total City Operating Budget	1,969,677,901	1,094,826,595	914,254,108	2,009,080,703	2.0%

Note: Schools' budget total includes debt service.

Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2018/19

City of Virginia Beach Tax Revenue Summary

Revenue Source	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 Actual*	FY 2017/18 Actual*	FY 2018/19 Budget**
Real Estate Taxes	515,768,880	504,334,961	474,474,648	461,480,333	476,217,120	464,439,667	481,774,192	526,451,909	544,302,460	567,573,017	583,358,059
Personal Property Taxes	123,593,895	113,226,394	119,356,403	73,705,379	74,723,035	78,678,322	90,898,635	95,930,682	100,075,205	108,123,397	159,729,356
Total General Property Taxes	639,362,775	617,561,355	593,831,051	535,185,712	550,940,155	543,117,989	572,672,827	622,382,591	644,377,665	675,696,414	743,087,415
Other Local Taxes:											
General Sales	51,439,533	50,263,545	51,743,905	53,375,318	54,978,531	56,431,418	58,164,569	61,099,407	62,614,614	63,511,403	66,621,323
Utility	45,764,804	46,662,622	45,129,301	45,254,169	44,623,292	44,050,182	43,308,157	42,658,906	44,829,994	47,518,887	49,337,837
Business Licenses	41,047,807	38,092,610	41,281,806	41,129,895	44,224,356	44,027,381	44,586,110	45,301,911	47,009,925	48,676,655	48,669,429
Franchise Taxes	5,891,384	6,256,632	6,827,422	6,962,320	7,192,940	7,531,593	7,939,584	8,115,171	5,163,159	2,313,521	-
Automobile Licenses	8,962,613	8,654,625	9,018,142	8,970,535	9,437,635	9,346,971	9,225,176	10,862,073	11,189,995	10,961,726	10,757,313
Bank Stock	2,071,296	2,667,046	3,029,323	2,615,883	2,354,647	2,151,058	2,739,645	3,023,394	3,100,922	3,469,803	3,385,587
City Tax on Deeds	6,492,325	6,218,098	5,796,601	6,203,751	7,458,847	6,297,952	6,970,299	7,222,757	7,755,788	7,475,502	7,910,904
City Tax on Wills	77,086	65,742	67,623	80,884	71,622	79,882	74,659	76,288	102,618	89,969	102,618
Cigarette	11,786,853	12,468,847	12,063,516	12,182,212	11,953,020	11,693,536	13,707,486	10,164,199	11,906,282	11,406,153	11,609,814
Amusement	5,422,767	5,226,534	5,314,873	5,472,204	5,482,948	6,015,026	5,902,807	7,044,913	6,811,740	6,349,234	6,872,387
Hotel Taxes	22,955,423	22,801,413	24,169,996	25,003,788	26,049,027	26,643,369	27,914,212	30,595,133	32,805,597	35,493,796	37,309,175
Restaurant Meals	48,304,462	48,442,376	50,594,181	53,254,313	55,122,465	56,872,794	59,968,375	63,437,485	65,207,699	66,264,685	70,523,740
Transient Occupancy Taxes	920,264	934,382	1,122,301	1,106,769	1,178,742	761,557	771,695	-	-	-	-
Total Other Local Taxes	251,136,617	248,754,472	256,158,990	261,612,041	270,128,072	271,902,719	281,272,774	289,601,637	298,498,333	303,531,334	313,100,127

Note: Beginning in FY 2015/16, hotel taxes include transient occupancy taxes.

*Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2018

**Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2018/19

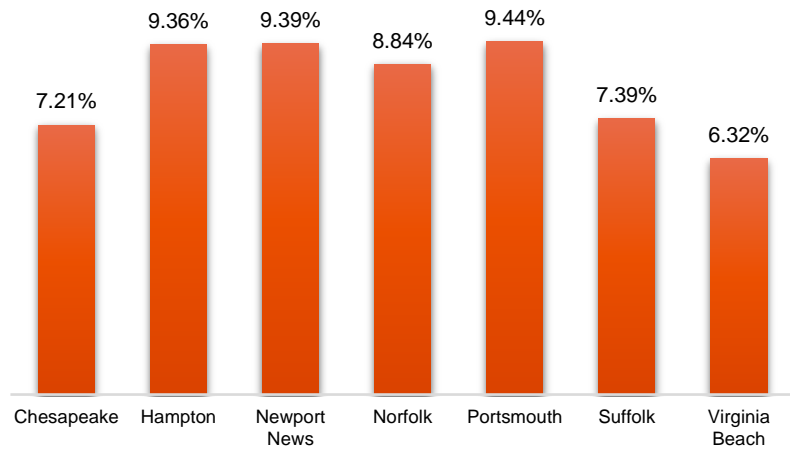
TAXPAYER IMPACT

After steadily increasing through 2008, median household income in Virginia Beach has fluctuated for the past five years and is currently at \$71,117. 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.

The city's FY 2018/19 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 2018/19 combined operating budgets for the city and schools total over \$2.0 billion, an overall increase of 2.0 percent from the previous fiscal year. This is the fifth year of local real estate assessment growth.

The table below illustrates the impact city taxes may have on families.

Relative Measure of Tax Burden
Per Capita Expenditures as a Percentage of Per Capita Income



Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2018/19

Typical Family Tax Impact

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Real Estate Tax	2,054.12	2,089.05	2,001.36	2,054.37	2,230.47	2,285.91	2,374.92	2,429.06
Personal Property Tax	193.05	236.01	238.29	287.03	310.35	319.16	332.27	326.02
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	73.68	73.92	74.64	75.24	75.24	76.32	76.32	76.32
Water Utility Tax	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00
Restaurant Tax	143.44	147.95	140.86	149.22	149.22	149.22	140.86	156.53
Admissions Tax	18.15	15.41	15.10	14.19	14.19	14.19	14.19	16.95
Vehicle License Decal	50.00	50.00	50.00	50.00	60.00	60.00	60.00	60.00
Storm Water Utility Fee	115.34	133.59	151.84	158.05	158.05	158.05	167.17	167.17
Residential Refuse Fee	60.00	120.00	256.32	256.32	256.32	276.00	276.00	276.00
Water & Sewer	635.88	668.76	703.56	740.16	740.16	740.16	740.16	740.16
Total Tax Impact	3,451.66	3,642.70	3,739.96	3,892.57	4,101.98	4,186.99	4,298.25	4,356.21
Annual Change	99.61	191.03	97.27	152.60	209.42	85.01	111.25	57.96

Notes: Figures come from 2016 BLS Consumer Expenditure Survey for Virginia Beach's median income level

Source: City of Virginia Beach, Resource Management Plan Operating Budget FY 2018/19

PROPERTY TAX

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 2017/18, the real property tax rate was \$1.0025 per \$100 of assessed valuation (100 percent of fair market value except for public service corporation properties); an additional \$0.06 per \$100 of assessed valuation is charged to those residents of Sandbridge; an additional \$0.45 per \$100 of assessed valuation is charged to all real estate within Town Center Special Service District (SSD); an additional \$0.184 per \$100 of assessed valuation is charged to all real estate within the Old Donation SSD; an additional \$0.569 per \$100 of assessed valuation is charged to all real estate within the Bayville Creek SSD, not exempt from taxation; an additional \$0.1594 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 \$0.8525 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 \$0.5325 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				Direct	Total Estimated
Fiscal Year	Residential Assessed Value	Commercial Assessed Value	Public Service Assessed Value	Total Taxable Assessed Value	Tax Rate	Residential Assessed Value	Commercial Assessed Value	Total Taxable Assessed Value	Tax Rate	Actual Taxable Property Value	
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	895,479,945	52,911,854,449	0.9900	3,552,544,174	1,029,515,444	4,582,059,618	4.00	57,493,914,067	
2016/17	45,017,777,981	8,822,768,056	945,094,380	54,785,640,417	0.9900	3,612,948,282	1,079,435,074	4,692,383,356	4.00	59,478,023,773	
2017/18	46,426,321,920	9,094,379,313	983,607,868	56,504,309,101	1.0025	3,662,270,285	1,124,495,564	4,786,765,849	4.00	61,291,074,950	

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2018

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 2018/19. After five consecutive years of decline, residential assessments are projected to increase for a fifth consecutive year. Local funding provided to VBCPS for FY 2018/19 includes \$29.3 million of dedicated real estate tax.

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.

The real estate tax is the largest local source of revenue for the city. Real estate revenue represents 29.0 percent of the city's total revenue and 42.0 percent of local revenue collected. Increases in real estate revenue occur when there is new development, increased value of homes and changes in the tax rate. For FY 2018/19, overall real estate revenue is projected to grow.

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%
2016/17	0.99	528,410,384	3.50%
2017/18	1.0025	551,883,966	4.44%

*Tax rate per \$100 of assessed value.

Source: City of Virginia Beach, Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2018

Beginning in 2005, the city experienced four years of unprecedented double-digit housing appreciation (averaging 17.1 percent annually) followed by one year of below-trend growth (1.4 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. Overall assessments are increasing 2.8 percent. The average assessment change for residential properties is 2.17 percent; for commercial/industrial property, the average change is 2.53 percent. Residential units comprise 83.1 percent of the total tax base and commercial/industrial properties make up the remaining 16.9 percent.

PERSONAL PROPERTY TAX

For the past few years, Americans engaged in a sizable wave of new car purchases. In 2016, Americans set a record for buying new cars, and while 2017 came in a bit under the 2016 figures, the total number was still nearly 17 million cars sold. Industry expectations suggest that car purchases will slow down in 2018 due to a combination of surplus supply and the possibility that new tariffs on steel and aluminum may be imposed by the federal government. Because of these factors, consumer behavior is anticipated to migrate from buying new vehicles towards acquiring those used cars on the market that are still in good condition. The impact of this trend, should it occur, will be a reduction in the total growth in the assessment base available to be taxed which, in turn, will reduce the total growth in revenue realized from the personal property tax. At present, 25.0 percent of the city's vehicle assessment base comes from new vehicles, and the remaining 75.0 percent of the base are used cars. Despite the slow down, sales will continue to be near record numbers and the city's assessments for vehicles are still expected to rise 1.4 percent.

Virginia Beach's vehicle personal property receipts come from two sources. The primary source is a flat, frozen reimbursement amount determined by the Commonwealth of Virginia. This reimbursement is known as the Personal Property Tax Relief Act (PPTRA) portion. Because this reimbursement is frozen, yet the total assessment base increased, the city's share of the total personal property tax covered by the reimbursement diminished. This budget proposes a state relief percentage of 50.3 percent, down from 51.1 percent in FY 2017/18. The other 49.7 percent is received by the city from the citizens of Virginia Beach through their vehicle personal property tax payment. This is an increase of 0.8 percent per every \$100 of value for each vehicle from last year. For a resident with an average vehicle value in the city (about \$8,200), the adjustment of the relief percentage will result in a \$2.50 increase in their personal property tax payment.

GENERAL SALES TAX

This revenue represents 1 percent of total state sales tax collected in Virginia Beach and is distributed back to local governments from the Commonwealth. Sales tax revenues are currently on a positive upward trend, with a stable annual growth of roughly 3 percent. Expectations for this fiscal year predict more of the same. One potential impact to local sales tax revenue in FY 2018/19 may come from the federal court system. The United States Supreme Court will hear the case of South Dakota v. Wayfair Inc., this April. Should the court find on behalf of South Dakota, online retailers will likely be required nationally to collect and remit sales taxes to the state where the purchaser resides. Current laws for the Commonwealth require sales tax to be paid only on purchases from retailers with a physical presence within the state. Such a verdict would mean that an individual in Virginia Beach who orders goods from a company located only in another state will pay a sales tax on that purchase. This payment would be sent to the Commonwealth and the 1 percent local share would then be remitted to the city's coffers. The outcome of this case has the potential to substantially increase the city's sales revenue, but any legal change will likely impact FY 2019/20 and beyond, rather than the current year.

VIRGINIA TELECOMMUNICATIONS TAX

In January 2007, the state replaced all local telecommunication and cell phone taxes with a uniform 5 percent tax. Additionally, an 83 cent right-of-way fee was imposed. The taxation applies to satellite TV, Internet phone service, VoiceOver-Internet-Protocol (VOIP), and satellite radio, but not data plans and streaming services. As market demand shifted in the past ten years from voice to wireless, from laptops to apps and from traditional means of viewing TV to products such as Netflix and Hulu, this revenue began a permanent decline. Despite these changes, efforts to amend the tax in the General Assembly to cover more relevant communication technology have repeatedly failed. Until such a bill passes, the amount realized from the telecommunications tax will diminish with each passing year. The city also counts the cable franchise fee as part of this tax revenue. The cable fee is subject to the same conditions as the rest of the industry: higher annual bills that have been offset or overpowered by declining subscription rates.



BUSINESS PERMIT AND OCCUPATIONAL LICENSE (BPOL)

Cities in Virginia are allowed to charge a permit and license tax known as the BPOL. Businesses pay BPOL tax based on gross receipts. Virginia Beach BPOL rates are flat fees of \$40 for businesses with gross receipts under \$25,000, \$50 for those under \$100,000, and a percentage method for receipts above \$100,000. In order to boost and

sustain new business creation, the city operates an incentive program that allows new businesses who exceed the \$100,000 threshold to pay at the \$50 rate for their first two years of operation. Enrollment in this program delays the base growth in this revenue by about \$500,000 a year. Even so, this revenue is rising, as new businesses growth emerges out of the relatively solid national economic situation.

AUTOMOBILE LICENSE FEE

In FY 2003/04, the city eliminated the physical issuance of decal stickers for vehicles and began collecting automobile license fees through the Department of Motor Vehicles (DMV) state registration program. DMV represents a more comprehensive source for vehicle discovery and offers an added bonus of aiding in the collection of delinquent fees. For participation in the program, DMV charges the city of Virginia Beach 70 cents per vehicle registered. Since the program's inception, this fee was netted from the revenue remitted to the city post collection. However, DMV informed the city within the last fiscal year that their fee for participation was increasing from 70 cents per vehicle to \$3.00 a month for the first three months of FY 2018/19 and \$2 per vehicle for the remaining nine months of the year. The impact of this increase will be fully assumed by the city in FY 2018/19.

HOTEL TAX

Tourism is a major component of the local economy, and the impact of tourism is evident in the hotel tax. The hotel tax is made up of two distinct revenues that impose an 8 percent rate tax along with two flat taxes of \$1 each. In turn, the hotel tax is split up and credited to a number of different sources. In recent years, the hotel tax has trended upward by nearly 5 percent per year, and a record number of visitors stream into Virginia Beach

every year. According to the Convention and Visitor's Bureau, the hotel per available room rate is up 2.3 percent year over year, revenue per available room has surged 10 percent in the same period, and a record 7.1 million visitors stayed overnight in the city. Meanwhile, the City continues to make numerous investments in facilities, activities and events intended to drive additional tourism. At the same time, a number of new hotel proposals have



been presented by private developers for projects at the Oceanfront, near Town Center, and in the Princess Anne-Landstown corridor. Although these hotels are years away from construction or completion, they signal that these types of projects are an attractive investment with considerable market demand. As such, it can be expected that this revenue will grow even further in future years. Additionally, the FY 2018/19 budget proposes the reauthorization of the \$1 per night flat tax that is scheduled to expire at the end of FY 2017/18, as well as the removal of the five-year sunset date historically associated with this flat tax.

RESTAURANT MEAL TAX

Similar to the hotel tax, the restaurant meal tax is a product of a robust tourism industry in Virginia Beach and has grown by a healthy margin of over 20 percent the last five years. Much like the conditions exhibited in the hotel industry in Virginia Beach, additional restaurants are regularly conceived and created. Also, events such as the Virginia Beach Restaurant Week spur people to eat out during non-traditional phases of the year.

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. This year, the forecast includes input about the regional economy from the chief economist with the Hampton Roads Planning District Commission (HRPDC). 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. 21, 2017.

SCHOOL OPERATING FUND

REVENUE ASSUMPTIONS

This forecast reflects increases in revenue at the state and local levels and begins to reverse the impact of significant cuts VBCPS has sustained since 2008.

- State Shared Sales Tax
 - Expected to increase by 2.5 percent for FY 2018/19, the first year of the state's 2018-2020 biennial budget
 - Increasing by 2.5 percent in FY 2019/20 and by 3.0 percent for each of the forecast years from FY 2020/21 to FY 2022/23
- Other State Revenue
 - Expected to increase by 2.0 percent for FY 2018/19
 - Increasing by 2.5 percent in FY 2019/20 and by 3.0 percent for each of the forecast years from FY 2020/21 to FY 2022/23
- Local Revenue Sharing Formula
 - Expected to increase by nearly 2.0 percent for FY 2018/19, primarily as a result of improved revenue projections for consumer-driven growth and collections from real estate and personal property taxes
 - Increasing slightly more than 2.0 percent each of the forecast years from FY 2019/20 to FY2021/22 and just below 2.0 percent in FY 2022/23
- Federal Revenue
 - Expected to remain flat at approximately \$12.2 million from FY 2018/19 to FY 2022/23
- Other Revenue Sources
 - Anticipate reducing the reliance on reversion funding by \$2 million each year of the forecast period until this revenue source is no longer needed to balance the School Operating budget by FY 2022/23
 - Sandbridge TIF funds of \$409,000 will be diverted to the School Operating budget for the FY 2018/19 forecast year

School Operating Fund Revenue

	FY 2017-18 Adopted	FY 2018-19 Forecast	FY 2019-20 Forecast	FY 2020-21 Forecast	FY 2021-22 Forecast	FY 2022-23 Forecast
Revenue Sharing Formula	427,710,350	436,149,554	444,983,377	453,926,729	463,125,190	472,179,891
Schools Use of Sandbridge TIF	409,000	409,000	-	-	-	-
From the Use of Money and Property	477,000	477,000	477,000	477,000	477,000	477,000
Charges for Services	2,816,638	2,816,638	2,816,638	2,816,638	2,816,638	2,816,638
Miscellaneous Revenue	224,703	224,703	224,703	224,703	224,703	224,703
State Shared Sales Tax	73,718,340	75,561,299	77,450,331	79,773,841	82,167,056	84,632,068
Other State Revenue	273,443,481	278,912,351	285,885,159	294,461,714	303,295,566	312,394,433
Federal Revenue	12,200,000	12,200,000	12,200,000	12,200,000	12,200,000	12,200,000
School Reversion/Fund Balance	8,803,897	6,800,000	4,800,000	2,800,000	800,000	-
	799,803,409	813,550,544	828,837,208	846,680,625	865,106,153	884,924,732

EXPENDITURE ASSUMPTIONS

This forecast illustrates that changes to salary and benefit compensation parameters can have a significant cost impact for VBCPS, considering that expenditures of this type account for over three-quarters of the School Operating budget.

- Personnel Services and Fringe Benefits
 - Each year of the forecast period includes a 2.0 percent salary increase
 - The current FY 2017/18 VRS rate of 16.32 percent is expected to drop by 0.64 percent in FY 2018/19 to 15.68 percent, and remain flat at that rate from FY 2019/20 through FY 2022/23
 - Health insurance rates are projected to rise by 3.0 percent each year from FY 2018/19 to FY 2022/23

- Non-Personnel
 - All non-personnel budget line items impacted by inflation are expected to increase by approximately 2.0 percent each year of the forecast period
 - Capital outlay expenditures are expected to increase by approximately \$450,000 to purchase five additional replacement school buses each year from FY 2018/19 to FY 2022/23.

School Operating Fund Expenditures

	FY 2017-18 Adopted	FY 2018-19 Forecast	FY 2019-20 Forecast	FY 2020-21 Forecast	FY 2021-22 Forecast	FY 2022-23 Forecast
Personnel Services	460,704,795	471,165,890	481,861,146	491,498,369	501,328,336	511,354,903
Fringe Benefits						
FICA	35,124,805	36,044,191	36,862,378	37,599,625	38,351,618	39,118,650
VRS	72,142,284	73,878,812	75,555,828	77,066,944	78,608,283	80,180,449
Health Insurance	59,146,766	60,921,169	62,748,804	64,631,268	66,570,206	68,567,312
Life Insurance	3,303,644	6,172,273	6,312,381	6,438,629	6,567,401	6,698,749
All Other Fringe Benefits	3,149,554	3,149,554	3,149,554	3,149,554	3,149,554	3,149,554
Contractual Services	49,216,858	50,201,195	51,205,219	52,229,323	53,273,910	54,339,388
Other Charges	55,629,948	56,742,547	57,877,398	59,034,946	60,215,645	61,419,958
Capital Outlay	4,541,259	4,991,259	5,441,259	5,891,259	6,341,259	6,791,259
Land, Structures and Improvement	222,577	222,577	222,577	222,577	222,577	222,577
Debt Service	44,947,680	41,951,320	44,583,067	44,558,369	45,429,259	45,830,953
Transfers to Other Funds						
Athletics Fund	4,595,823	4,595,823	4,595,823	4,595,823	4,595,823	4,595,823
Categorical Grants Fund	3,313,969	3,573,608	3,833,246	3,833,246	3,833,246	3,833,246
Green Run Collegiate Fund	3,763,447	3,822,058	3,893,157	3,959,445	4,027,138	4,096,268
	799,803,409	817,432,275	838,141,836	854,709,377	872,514,255	890,199,089

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.

CAPITAL IMPROVEMENT PROGRAM

REVENUE AND EXPENDITURE ASSUMPTIONS

Guided by a comprehensive Long-Range Facility Master Plan, 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. VBCPS updates the CIP annually to determine actual funding for capital projects to address facility needs. Considering the backlog that exists across the CIP because of the financial realities of the last several years, this annual review and allocation of resources is necessary to maintain infrastructure and prioritize new projects.

BOND AMORTIZATION

For the ninth consecutive year, 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 2016/17, the city's assessed value of real property was \$56.5 billion, making the city's debt less than the current debt limitation of \$5.5 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 6/30/18	Interest Outstanding as of 6/30/18	Principal Due FY 2019	Interest Due FY 2019	Total Due FY 2019	Principal Outstanding as of 6/30/19	Interest Outstanding as of 6/30/19
2002 \$7,500,000 State Literary Fund (Taxable) Cooke ES	7,500,000	1,500,000	112,500	375,000	45,000	420,000	1,125,000	67,500
2008B \$6,350,705 VPSA Virginia Beach Middle	6,350,705	3,703,609	1,102,014	306,286	186,839	493,125	3,397,323	915,176
2009 \$72,000,000 GOPI Bonds	27,221,760	1,601,280	80,064	1,601,280	80,064	1,681,344	-	-
2009A \$20,755,000 GOPI Refunding	12,262,054	11,384,716	883,379	3,234,630	439,186	3,673,816	8,150,086	444,193
2009B \$78,875,000 GOPI Refunding	30,524,625	22,109,310	1,723,298	6,041,070	814,023	6,855,093	16,068,240	909,275
2010 A1 & A2 \$60,000,000 GOPI Bonds	26,771,995	16,063,200	5,160,972	1,338,600	768,356	2,106,956	14,724,600	4,392,616
2010-1 \$4,875,000 VPSA QSCB	4,875,000	2,595,000	691,362	285,000	137,795	422,795	2,310,000	553,568
2011A \$90,000,000 GOPI Bonds	32,930,245	4,584,450	271,907	1,531,850	154,432	1,686,282	3,052,600	117,475
2012A \$65,000,000 GOPI Bonds	27,092,845	5,418,400	677,300	1,354,600	270,920	1,625,520	4,063,800	406,380
2012B \$19,630,000 GO Refunding Series	8,949,317	8,949,317	1,866,797	980,185	447,466	1,427,651	7,969,132	1,419,331
2013A \$22,885,000 GOPI	22,885,000	18,320,000	5,209,750	1,145,000	652,650	1,797,650	17,175,000	4,557,100
2013B \$33,795,000 GOPI Refunding	11,328,124	5,652,228	1,285,415	-	235,421	235,421	5,652,228	1,049,994
2014A \$85,055,000 GOPI	40,517,022	32,752,500	11,849,640	2,048,520	1,473,934	3,522,454	30,703,980	10,375,706
2015A \$51,295,000 GOPI	7,075,000	6,025,000	2,157,650	350,000	260,425	610,425	5,675,000	1,897,225
2015B \$56,530,000 GOPI Refunding	27,394,438	27,394,438	8,116,263	-	1,334,370	1,334,370	27,394,438	6,781,892
2016A \$61,255,000 GOPI	38,095,000	34,290,000	12,439,650	1,905,000	1,428,750	3,333,750	32,385,000	11,010,900
2016B \$50,430,000 GOPI Refunding	29,168,712	9,776,369	2,420,731	2,127,425	433,373	2,560,798	7,648,944	1,987,358
2017A \$71,530,000 GO PI Refunding	27,690,000	27,690,000	11,333,463	-	1,301,863	1,301,863	27,690,000	10,031,600
2018A \$67,595,000 GOPI	24,045,000	24,045,000	9,744,975	1,205,000	993,975	2,198,975	22,840,000	8,751,000
General Obligation (GO) Bonds and Loans Total		263,854,817	77,127,129	25,829,446	11,458,841	37,288,287	238,025,371	65,668,288
2010A \$17,000,000 Public Facility Revenue Bonds	5,000,000	999,940	45,997	499,970	30,498	530,468	499,970	15,499
2012-A \$22,580,000 Public Facility Revenue Bonds	431,245	323,433	91,100	21,562	12,614	34,176	301,871	78,486
2013A \$20,960,000 Public Facility Revenue Bonds	3,805,510	2,119,720	329,061	424,587	74,614	499,201	1,695,134	254,447
2014A \$44,975,000 Public Facility Revenue Bonds	3,972,135	3,109,392	965,939	231,837	139,097	370,934	2,877,555	826,842
2015A \$48,245,000 Public Facility Revenue Bond	15,295,000	13,005,000	4,353,806	765,000	525,938	1,290,938	12,240,000	3,827,869
2016A \$21,225,000 Public Facility Revenue Bond	885,000	840,000	309,350	45,000	35,275	80,275	795,000	274,075
2018A \$33,395,000 Public Facility Revenue Bonds	21,565,000	21,565,000	7,142,930	1,045,000	971,655	2,016,655	20,520,000	6,171,275
Public Facility Revenue Bonds (PFRB) Total		41,962,486	13,238,184	3,032,956	1,789,691	4,822,647	38,929,530	11,448,493
Total Schools Debt Service		305,817,303	90,365,313	28,862,402	13,248,532	42,110,934	276,954,901	77,116,781

Source: City of Virginia Beach, Department of Finance

SCHOOL MODERNIZATION

Since 1997, VBCPS has spent approximately \$750 million to modernize or replace 34 of the division's oldest schools, maintenance, supply, custodial and transportation facilities, resulting in the renovation or replacement of approximately 3.75 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.

On Dec. 12, 2017, the City Council authorized a General Obligation Public Improvement (GOPI) refunding bond sale with a maximum principal amount of \$85 million to refund a portion of the City's outstanding Series 2011A and 2012A GOPI bonds. On Dec. 19, the city sold \$71.53 million refunding GOPI bonds. The refunding resulted in debt service savings of \$8.3 million over 15 years, and on a present value basis resulted in \$6.8 million savings, or 8.7 percent of the refunded bonds.

NATIONAL ECONOMIC OVERVIEW

As we enter FY 2018/19, the United States economy is healthy and general industry experts forecast a Gross Domestic Product (GDP) increase of nearly 3.0 percent for calendar year 2018. This pace is expected to slightly diminish in the first half of 2019, but growth will continue to remain positive, near 2.5 percent. Other national economic trends also look favorable during this time period. Monthly employment information is anticipated to keep its positive pace, with payroll employment gains often exceeding 150,000. At the same time, wages are rising, on a two-year pattern of 3.0 percent increases every month. With more people at work, and earning better incomes, real consumer spending is expected to be on an upswing through 2018 and into 2019. Business spending is also expected to increase significantly as companies look to make use of their newly expanded tax benefits. Simultaneously, the additional spending will create a rise in prices, meaning that inflation is anticipated to increase by half a point in the upcoming year. This will likely cause the Federal Reserve to keep to its strategy of gradual interest rate hikes, which could in turn make borrowing costs higher for the average consumer.

Naturally, this could have an impact on the housing market as higher interest rates are coupled with the fact that, at present, demand exceeds the number of houses on the market.

REGIONAL ECONOMIC OVERVIEW

Virginia Beach is part of a dynamic metropolitan area with a rich history, a diverse landscape and a growing population of more than 1.7 million people. The region's vibrant mix of people, places and employment opportunities combine to make Virginia Beach and Hampton Roads a popular destination for people to live, work and play. As with any metropolitan statistical area (MSA), a number of factors outside the borders of our cities and within our boundaries influence the region's quality of life and impact our economic projections. Outside our cities, financial policies and activities at the state and federal levels could affect our economy, while variables closer to home such as education, taxes and consumer-driven revenues may also influence our economic forecast.

The Hampton Roads economy continues to struggle with aftereffects from the Great Recession. From 2002 through 2007, Hampton Roads experienced a 20.4 percent increase in gross product. Since 2007, the region's gross product has contracted by 2.7 percent. Currently, there is a significant output gap at both the national and regional levels. Prerecession trends showed local growth in gross product and employment trailing the performance of metropolitan areas across the nation as well as the Commonwealth.

The Great Recession was the deepest and longest economic downturn since the Great Depression, after which both the nation and the Commonwealth engaged in a sustained recovery and returned to their prerecession level of employment in a little over six years. By contrast, as of September 2017, Hampton Roads' civilian employment remained 16,000 jobs below prerecession civilian employment. Hampton Roads' economic struggle in the wake of the Great Recession is especially evident in the civilian non-farm employment data commonly referred to as "payroll employment."

The Great Recession had a disparate impact on Hampton Roads' industry sectors, with some experiencing modest growth while other industries continue to languish. The region's healthcare, federal government, scientific and technical, and education services sectors have experienced growth during the past decade. Conversely, eight of the region's industry sectors have experienced declines, most notably the construction, retail trade, and local government sectors.



While the civilian payroll employment jobs have depicted a troubling trend in Hampton Roads, the region's civilian labor force employment figures have painted a somewhat more positive picture in recent months. Civilian labor force data includes numbers representing the total labor force (those who are working or who are looking for work), employment (those who have a job), and unemployment (those who are seeking employment, but are currently unemployed). Over the past two years, Hampton Roads' labor force has grown at a pace comparable to both the nation and the commonwealth. Over the past year, the number of people in Hampton Roads identified as unemployed has decreased by over 4,000, while the number of people employed has increased by 8,600. Essentially, the region's labor force has realized an increase, while the unemployment rate has declined. These are very positive indicators for the region's labor market, although they appear to conflict with declining payroll employment figures. In August of 2017, the Hampton Roads' seasonally adjusted unemployment rate was at 4.2 percent, positioned between Virginia's rate of 3.8 percent and the national average of 4.4 percent.

Personal income in Hampton Roads has fluctuated significantly in recent years due to changes in employment. The region's per capita income is \$46,400, slightly below the U.S. metro average of \$49,827. In 2009, the region's per capita income surpassed the nation's per capita income for the first time in over two decades. Since then, regional per capita incomes have fallen 4 percent below the national level.

Although per capita incomes in Hampton Roads have fallen, the region experienced relatively strong growth in earnings per worker during the early part of the 2000s and has kept pace with the nation since 2009. Median

family income is one of the best indicators of the relative quality of life of a region's residents, and in this category, Hampton Roads compares very favorably.

DEFENSE

Hampton Roads' struggle to recover from the Great Recession has been hampered in large part by the region's most important sector, the defense industry. The Department of Defense (DoD) serves as the primary driver of the Hampton Roads economy. It is influenced by military personnel, military families, federal civilian employees, military contracts and the numerous veterans who call this region home. The HRPDC estimates that through direct, indirect and induced impacts, the DoD supports between 35.0 to 40.0 percent of all regional employment.

DoD spending remained at high levels through the second half of the past decade, but the combination of the wars winding down in Iraq and Afghanistan, budget pressures from the recession and changing federal funding priorities has caused defense spending to decline both in absolute terms and as a share of GDP. Reflecting the change in national spending, DoD contracting dollars in Hampton Roads have declined in recent years, after a period of strong growth between 2001 and 2011.

The number of military personnel in Hampton Roads varies based on strategic needs but has generally declined since the end of the Vietnam War, with exceptions during the 1980's and the beginning of the War on Terror. As military employment has fallen, its share in total regional employment and regional incomes has also dropped. At the same time, some of the decline in military personnel had been replaced by contracting dollars as the DoD began to employ contractors and local businesses to complete tasks formerly performed by uniformed personnel. Since 2011, cuts to defense contracting in the region have exacerbated cuts to the region's military personnel, forcing the private sector to swim against the outflowing stream of federal dollars. In the late 1960s, direct expenditures on military personnel constituted one quarter of regional totals. In 2015, the direct impact of DoD personnel was less than 10.0 percent of Hampton Roads' totals.

TOURISM

Hampton Roads offers numerous attractions, like the oceanfront and historic treasures, that draw visitors to the region. The region also hosts many world-renowned theme parks, sporting events, festivals, cultural events, performing arts presentations, concerts and conventions that support the region's tourism industry. Tourism expenditures are an important part of the region's economic fabric as they, in addition to the defense industry and port activities, account for the majority of new revenue flowing into the Hampton Roads economy. The outside dollars generated by the tourism industry are essentially an "export" of the region's amenities, sustaining the regional economy through indirect and induced investments.



The Virginia Tourism Corporation has reported increases in regional tourism expenditures since 2009, along with a rise in local tax collections related to tourism. Hampton Roads' taxable hotel sales and growth in room revenue have also increased.

On an inflation-adjusted basis, Smith Travel Research reports regional hotel revenues are 4.7 percent below their peak in 2007, however the last three years have realized strong growth. As the national economy continues to regain strength, increases in income should bolster tourism expenditures in the region. Considering that Hampton Roads' tourism industry is relatively mature, long-term growth in this sector is unlikely to change dramatically.

RETAIL

Trade is the backbone of a regional economy because the exchange of goods and services is a primary driver in creating value and providing benefit to market participants. One of the best ways to measure trade is through retail sales. When Hampton Roads' economy expands, retail sales grow as increased income quickly passes

through to consumption of goods and services. Conversely, during the most recent recession, retail sales shrunk considerably as individuals cut back on their purchases.

Hampton Roads' retail employment declined from 93,800 jobs in 2007 to 83,000 in 2010. Over the past seven years, employment in the retail industry has remained at 2010 levels, 11.0 percent below the prerecession high. Interestingly, retail employment fell despite an increase in retail sales, which grew by 10.4 percent between 2007 and 2017. While retail sales have experienced some recovery from their 12.6 percent decline during the recession, the number of retail establishments in the region only started growing in 2012 and retailers have exercised caution against increasing payrolls until the region recovers further.

The regional and national retail experience have diverged considerably, and while both saw a proportional decline in retail sales, the national retail recovery has been more robust than that of the region. Retail sales have increased by 43.4 percent nationwide since March 2009, while Hampton Roads' retail sales only began increasing after March 2010, growing by 23.0 percent. While some regional retail sales have been lost to the growth of internet sales, there seem to be other factors at work as well. Despite the continued growth of regional incomes during the recovery, the retail sales industry has likely been held back by the decline in household wealth during the recession.

REAL ESTATE

Real estate plays a vital role in the economy and establishes where people in Hampton Roads live, work, shop and stay. Hampton Roads real estate has remained in a fragile state since the onset of the Great Recession in 2007. Residential home building hit its peak in 2005, but construction employment has since declined by over 20,000 positions. The number of building permits issued fell from more than 11,000 in 2005 to a low of 3,966 in 2010, then ticked up to 6,375 in 2016. The average value of single-family permits decreased by 10.5 percent between 2005 and 2014, before increasing to a new high in 2016 (inflation-adjusted).

Homeownership rates peaked in 2004, but later declined as increasing prices made purchasing a home less affordable. During the Great Recession, the drop in home prices increased affordability, which meant a family who earned the region's median income could afford 80.3 percent of homes sold in the first quarter of 2017. Lower mortgage rates have also improved affordability. Despite these factors, reports indicate stricter credit standards put in place after the onset of the financial crisis have made it difficult for some prospective buyers to gain access to credit they need to purchase a home. One result of the housing correction and lower rate of homeownership has been growth in multifamily construction, as builders take advantage of higher rents relative to the cost of homeownership.

While the vacancy rate of retail space has not increased significantly across the region, it is important to note that all real estate is local, so trends across the region will not necessarily show up in individual pockets of Hampton Roads. The industrial market vacancy rate remains elevated, despite little growth in industrial square footage over the past five years.

While there has been some recovery in construction, general weakness in the Hampton Roads labor market suggests its housing market will not experience the rapid home price appreciations that have occurred in some of the region's comparable MSAs. Relative to 2000, housing prices in Hampton Roads remain elevated higher than national housing prices. Given current economic conditions, the Hampton Roads housing market is expected to continue its long, slow recovery.

DEMOGRAPHICS

Hampton Roads ranked No. 37 of the most populous metropolitan areas in 2015, behind Indianapolis, Austin and Nashville, and ahead of Providence, Milwaukee and Jacksonville. The region's population has grown to 1.7 million. Due to slow, long-term employment growth, Hampton Roads has lagged behind national and state levels of population growth since the early 1990s. Hampton Roads has consistently had a high level of births relative to deaths in the region which, in theory, should lead to a much higher population growth. The region has experienced significant outmigration (on average of 1,350 persons per year for the last ten years).

While the share of the population 65 and older remains fairly small in Hampton Roads, at just 13.8 percent in 2016, this segment has increased from 10.0 percent in 2000, likely because of the declining presence of military personnel and aging of the national population. Although the local statistics are not as significant as the national data overall, the size of this population group has pushed the region's dependency ratio to 65.5 percent from a low of 61.5 percent in 2011. The dependency ratio indicates the number of potential dependents (persons 65 and

older, as well as minors) an economy needs to support every person in their prime working age (persons aged 20 to 65). Another recent change in demographics shows that the number of females has surpassed males in the region's population, likely as a result of the decreasing number of military personnel and the growth of the rest of the population.

With some slight differences, the occupational mix in Hampton Roads closely mirrors that of the nation, with a slightly higher percentage employed in engineering and architecture occupations. This is likely related to the federal government presence in the region, including needs of the DoD and research institutions.

QUALITY OF LIFE

It is often the case that an analysis of a region's well-being will focus primarily on indicators related to the economy. While economic vitality is important, the ultimate measure of success is a region's overall quality of life. Measuring quality of life, however, can be difficult at best. The definition of "quality of life" is subjective, and data on many quality of life indicators is difficult to attain. As such, several economic and demographic variables are used as surrogate measures of the region's livability. Aspects influencing quality of life might include local weather, crime, poverty, income, employment opportunity, longevity, cultural attractions, mobility, cost of living and environmental health. One indicator that tends to have a strong correlation with most quality of life indices is the Gini coefficient. The Gini coefficient is a measure of income disparity between the haves and the have nots. Regions with less income disparity (a lower coefficient) tend to measure favorably in other quality of life indicators.

When compared to other metropolitan areas between 1 and 3 million people, Hampton Roads has a very favorable (low) measure of income disparity. The region also boasts relatively low crime and poverty rates and has experienced improvements to air and water quality as well.

VIRGINIA BEACH ECONOMIC OVERVIEW

The economic situation in the region and in the city of Virginia Beach lags behind the national picture. In the past year, the Hampton Roads economy managed a GDP growth of less than 1.0 percent. While forecasts for 2018 anticipate the region exceeding this figure, projected 2018 economic growth of 1.2 percent will still be only one-third of the national growth rate. Virginia Beach is showing improvement with regard to income. According to calculations based on data from the Virginia Department of Taxation, the city only recently began to significantly surpass the 2008 taxable income. As such, the city's net taxable income has placed below the amount for the entire Commonwealth of Virginia, indicating Virginia Beach's economic gains are not as robust as other areas of the state. On top of the low growth rate, employment net gains continue to be modest. The region actually lost jobs in 2017, and total gains in 2018 may be minimal. There is better news to share related to unemployment numbers. According to the Federal Reserve Bank of Richmond, the region's unemployment rate declined from 4.5 percent to 4.1 percent during 2017, and Virginia Beach's year-end unemployment rate, as recorded by Virginia Labor Market Information, was just 3.3 percent. Virginia Beach's positive labor market is anticipated to continue through this upcoming year.

Despite lagging national trends, household conditions remain encouraging in Virginia Beach entering FY 2018/19. Median family income has grown 3.6 percent in the Hampton Roads area over this point last year. The housing market has also seen improved numbers, with the median home sales price up 3.6 percent, or almost \$8,000, over where it was a year ago. Additionally, retail sales and hotel room revenue have both exceeded expectations over the past year, a favorable trend that is projected to materialize again in 2018.

Larger macroeconomic decisions are also poised to help the local economy going forward. At the federal level, the United States Congress recently set aside previously self-imposed caps on spending and approved a budget bill that will provided a sizable increase in defense spending for rest of 2018, including the largest service pay increase since the start of the decade. With the removal of the caps, Congress will be positioned to appropriate previously authorized spending that contain benefits for the region. These projects include construction of CVN-80, the next Gerald Ford class aircraft carrier, as well as permission to potentially order an additional Virginia class submarine. Both of these ships would be built in Newport News. The Department of Defense was cleared to present a FY 2019 budget request that will reflect the new larger spending capacity.

The region is also expected to receive assistance from the state level. The Commonwealth's budget currently under consideration intends to commit resources to speed up dredging of the Port of Virginia. This project will expand the Port's depth, allowing it to be a powerful competitor in the race to host the 21st Century "Post-Panamax" generation of ships and tankers. These steps would go a long way toward ensuring that the Port is one of the premier options on the East Coast of the United States. As it is, the Port is doing well, with imports and exports both posting significant year over year increases.

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.

REAL ESTATE REVENUE

Real estate is the largest local source of revenue for the city, representing over 42.0 percent of the city's total local revenue collected. Growth of this revenue occurs as a result of rising real estate assessments, new real estate development and increases in the tax rate. Increases in the revenue occur through upticks in the assessment value of homes, new development within the city and changes in the tax rate. In FY 2018/19, overall real estate revenue is anticipated to grow 2.8 percent. This growth is partially attributable increases in the area of assessments, from rising projections in real estate property values and new real estate development.

Real Estate assessments are a primary reflection of the housing market. Buyers of distressed sales or foreclosures typically pay a much lower purchase price when compared to market value. As the market reflects the sales price of foreclosures, the value of market comparables declines. During the height of the recession, these types of transactions represented a large portion of home sales, reducing home values throughout the city.

The city of Virginia Beach experienced an unprecedented five straight years of declining home values. As foreclosure sales slowly worked their way out of the market, real estate assessments began to increase. The city is now projecting its fifth year of real estate assessment growth. Beyond FY 2018/19, future growth of assessments is anticipated but is projected to grow below the city's historic norms for this revenue stream.

	FY 2017/18	FY 2018/19	Difference
City Operations	260,639,000	269,442,524	8,803,524
Schools	247,833,407	254,677,434	6,844,027
Parks and Recreation	21,389,297	22,044,369	655,072
Sandbridge Special Service District	735,744	739,993	4,249
Agriculture Reserve Program	4,878,451	4,966,225	87,774
Sandbridge TIF District	10,226,817	10,297,813	70,996
Central Business District TIF	7,107,950	7,333,268	225,318
Town Center Special Service District	2,007,681	2,034,071	26,390
Multi-Modal Fund	-	-	-
Roadways/Line of Duty	10,841,002	11,173,020	332,018
Dredging Special Service Districts	641,547	649,342	7,795
Total	566,300,896	583,358,059	17,057,163

PROPERTY TAX REVENUE

For FY 2018/19, personal property taxes are estimated to be \$159,729,356. This revenue has been erratic and difficult to forecast over time; resulting in a conservative forecast.

GENERAL SALES TAX REVENUE

For FY 2018/19, estimated revenue for general sales tax is expected to be \$66,621,323. This represents an increase of 2.3 percent when compared to the budgeted FY 2017/18 general sales tax revenues.

UTILITY TAX REVENUE

For FY 2018/19, estimated revenue for utility taxes is expected to be \$25,580,890, which is a slight from the previous year's budget.

VIRGINIA TELECOMMUNICATIONS TAX REVENUE

For FY 2018/19, this revenue is projected to be \$23,756,947, a decrease of over \$1 million from the previous year. 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.

BUSINESS PERMIT AND OCCUPATIONAL LICENSE TAX REVENUE

For 2018/19, estimated revenue for BPOL is projected to be \$48,669,429 and represents a 4.0 percent increase when compared to the previous budget. The rise can be attributed by the maturation of businesses as they graduate out of the new business incentive program.

AUTOMOBILE LICENSE FEE REVENUE

The number of vehicles within the city remains steady with slight overall growth anticipated in FY 2018/19. A decline in this revenue was anticipated in FY 2017/18, however, year to date projections have revenue exceeding adopted budget estimates. Based on this trend, automobile license revenue is projected to be \$10,757,313 in FY 2018/19, a decrease of 0.47 percent from the previous year.

CIGARETTE TAX REVENUE

For FY 2018/19, total cigarette tax revenues are projected to be \$11,609,814. This is a decrease of nearly 2.5 percent when compared to the previous year's budget.

HOTEL TAX REVENUE

Total hotel taxes are estimated to be \$37,309,175, or 6.6 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 8.0 percent. The second is the hotel flat tax which generates \$2 per room night in addition to the aforementioned tax rate. This budget proposes the reauthorization of the \$1 per night flat tax that is scheduled to expire at the end of FY 2017/18, as well as the removal of the five-year sunset date historically associated with this flat tax.

RESTAURANT MEAL TAX REVENUE

For FY 2018/19, meal taxes are expected to break \$70 million, 2.5 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 2.0 percent in the first year, a 2.5 percent increase in year two, and a 3.0 percent increase in the three remaining years of the forecast period.

FEDERAL REVENUE

Federal revenue in the School Operating fund has fluctuated over the past five fiscal years. VBCPS is anticipating federal revenue remaining flat at \$12.2 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. Approximately \$6 million in one-time School Reserve (reversion) funding will be used to balance the School Operating budget for FY 2018/19. VBCPS anticipates reducing the reliance on reversion funding by \$2 million each year of the forecast period until this revenue source is no longer needed to balance the School Operating budget by FY 2022/23. Additionally, Sandbridge TIF funds of \$409,000 will be diverted to the School Operating budget for the FY 2018/19.

DEMOGRAPHIC OVERVIEW

Growth in the city's population has slowed dramatically since the 1980s. During that decade, the population grew at an annual rate of 4.13 percent.

During the 1980s, Virginia Beach was experiencing net positive in-migration as well as a birth rate that exceeded the number of deaths. While the city continues to experience a positive population growth when comparing births to deaths, Virginia Beach has experienced net out-migration for 19 of the past 22 years.

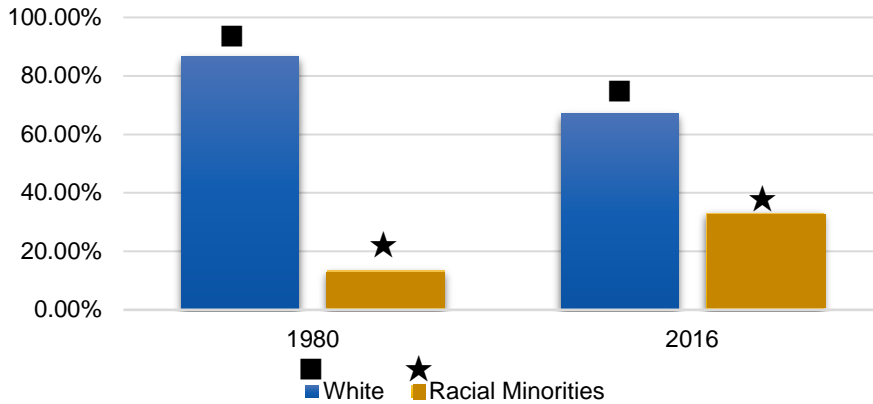
When looking at the city's population broken down by age segments, there is a notable decline in the percentage of the population under the age of 25. Both the under 18 and 18 to 24 segments have declined as a proportion of the total population. In 1980, these two age groups made up 46.3 percent of the population. By 2016, that figure had declined to 32.2 percent. The clearest demonstration of this shift is evidenced by the enrollment decline experienced by the school division over the past two decades. While the younger segments of the population declined on a percentage basis, the percentage of the population age 65 and older has grown from 4.5 percent in 1980 to 13.2 percent in 2016. As one might expect, considering that a larger share of the population is in the 55 to 64 and 65 and older age groups, the median age of the population in Virginia Beach has increased from 26.9 in 1980 to 35.8 in 2016.

Although the youngest age group has declined as a portion of the city's population and the oldest segment has expanded since 1980, the dependency ratio that examines these two age groups collectively has remained relatively stable. This ratio is a broad measure intended to demonstrate the relationship between the number of economically inactive individuals compared to those who are economically active. The Census Bureau measures this ratio by factoring the number of those individuals under 18 and those 65 and older. While this ratio is not absolute and there are certainly individuals at both ends of the dependency ratio that are productive members of the workforce, the economically inactive under age 18 and 65 and older tend to be recipients of more government spending.

INCREASING DIVERSITY

Over the past three decades, the city's population has become more diverse in terms of racial and ethnic origin. In 1980, nearly nine out of every 10 residents were identified as white. In 2016, the ratio of that population declined to less than seven out of every 10. Over the same time period, the black/African American population increased from one out of every 10 residents to nearly two out of every 10.

Diversity Comparison Overview



Source: City of Virginia Beach and Virginia Beach City Public Schools Five-Year Forecast FY 2018/19 through FY 2022/23

As the graph above illustrates, the minority population in Virginia Beach represented 13.4 percent of the total in 1980. By 2016, that figure grew to 33 percent, or one out of every three residents. The table below shows that almost all minority groups have increased as a percentage of the population since 1980.

Detailed Diversity Comparison

	1980	1990	2000	2010	2016
White	86.5%	80.5%	71.4%	67.7%	67.0%
Black/African American	10.0%	13.9%	19.0%	19.6%	18.3%
American Indian/Alaskan Native	0.2%	0.4%	0.4%	0.4%	0.2%
Asian/Hawaiian/Pacific	2.5%	4.3%	5.0%	6.3%	6.7%
Other Race	0.7%	0.9%	1.5%	2.0%	2.0%
Two or More Races	N/A	N/A	2.7%	4.0%	5.8%
Hispanic	2.0%	3.1%	4.2%	6.6%	8.1%

Source: City of Virginia Beach and Virginia Beach City Public Schools Five-Year Forecast FY 2018/19 through FY 2022/23

An increase in the minority population adds to the richness and vibrancy of our community and creates the need for more awareness of cultural issues.

HOUSEHOLD COMPOSITION

The composition of household living relationships has changed in Virginia Beach over the past three decades. One of the most apparent indications of this change is the decline in the percentage of family households. This segment represented nearly 70.0 percent of households in 2016 compared to nearly 80.0 percent in 1980. Family households include a householder and one or more people living in the same household who are related to the householder by birth, marriage, or adoption. Data on marital status support this trend. The percentage of the population that is married has declined from 66.6 percent in 1980 to just below 50.0 percent in 2016, and the percentage of divorced individuals has increased from 5.5 to 11.2 percent over the same time period.

Household Characteristics

	1980	1990	2000	2010	2016
Family Household	79.2%	75.4%	71.8%	68.6%	69.0%
Married Couple Family	66.6%	62.9%	55.7%	52.9%	49.5%
Female Head Household	10.3%	9.5%	12.4%	12.3%	14.8%
Household with Children under 18	N/A	44.8%	42.1%	35.4%	34.2%
All Parents in the Workforce	N/A	66.7%	61.9%	58.5%	72.3%
Average Household Size	2.97	2.82	2.70	2.65	2.63
Average Family Size	3.35	3.21	3.21	3.16	3.17

Source: City of Virginia Beach and Virginia Beach City Public Schools Five-Year Forecast FY 2018/19 through FY 2022/23

EDUCATIONAL ATTAINMENT

Educational achievement is important in today's global economy. The City Council and the School Board have placed a major emphasis on providing resources for education at the grade school level. Local colleges and universities have also expanded their program offerings to include various continuing education programs. These efforts have been instrumental in enhancing the overall educational attainment of the city's population.

As of 2016, more than one in 10 of the city's population over the age of 25 held a graduate or professional degree, over one third had a college degree and nearly 94.0 percent had obtained a high school degree (or its equivalency).

The educational attainment of the city's population contributes to the low unemployment rate, the city's relatively low poverty rate and to the city's relatively low crime rate. An educated workforce helps when marketing the city's economic development and promotes productive businesses and overall economic growth.

Educational Attainment

	1980	1990	2000	2010	2016
High School Graduate	80.0%	88.0%	90.4%	93.1%	93.4%
College Graduate (Bachelor's Degree)	22.4%	25.5%	28.1%	31.6%	35.0%
Graduate or Professional Degree	N/A	7.7%	8.9%	10.9%	12.3%

Source: City of Virginia Beach and Virginia Beach City Public Schools Five-Year Forecast FY 2018/19 through FY 2022/23

Although education is important for the reasons previously cited, there is an imbalance at the national level between the percentage of the population that holds a college degree (47.0 percent possess an associate degree or higher) versus the percentage of jobs that require a college degree (27.0 percent according to the Bureau of Labor Statistics). This illustrates why some college graduates might be underemployed, and this circumstance could be an asset for attracting businesses looking for an educated workforce. It also proves the importance of technical or trade skills (e.g. plumbers, carpenters, mechanics, beauticians, nursing assistants, etc.).

LABOR FORCE AND EMPLOYMENT CHARACTERISTICS

The Labor Force Participation rate represents the percentage of the population age 16 and older that is employed or seeking employment; typically, federal and state governmental agencies track the civilian labor force rather than the total labor force (which includes military), but the Census Bureau monitors both. Employment, as measured by the Census Bureau, is by place of residence, meaning the industries/occupations in which Virginia Beach resident's work, regardless of the city where the work is located. The percentage of our labor force employed in the armed forces has declined, which parallels recent military downsizing in our area. In 1990, 18.6 percent of our labor force was in the armed forces. In 2016, that figure dropped to 6.5 percent. Many former military may have remained in our city and entered the civilian labor force, helping to boost the participation rate of this measure.

Another positive sign with regard to our labor force is the unemployment rate in the city which has trended downward since 1980 and is lower than the national unemployment rate.

Employment Related Characteristics

	1980	1990	2000	2010	2016
Civilian Labor Force Participation Rate	58.3%	62.5%	63.2%	66.0%	65.0%
Civilian Female Labor Force Participation Rate	54.6%	63.5%	62.9%	63.7%	63.1%
% Labor Force in Armed Forces	18.2%	18.6%	13.3%	5.0%	6.4%
% Unemployed	5.3%	4.7%	4.1%	4.4%	3.1%
% Private Sector Worker	69.4%	73.0%	75.2%	73.8%	74.7%
% Government Worker	25.2%	21.3%	19.4%	21.1%	20.5%
% Self-Employed Worker	5.1%	5.4%	5.2%	4.4%	4.6%

Source: City of Virginia Beach and Virginia Beach City Public Schools Five-Year Forecast FY 2018/19 through FY 2022/23

INCOME

Household income is defined as total income divided by total households, whether family, non-family or single person households. Household incomes have increased in real terms across most Census time periods. The per capita figure may represent the best measure because it is unaffected by the decline in household size. A decline in household size indicates there are fewer two-income earners per household compared to previous time periods.

Income Characteristics

	1980	1990	2000	2010	2015
Median Household	\$20,203	\$36,271	\$47,705	\$64,212	\$71,117
Adjusted for Inflation from 2010	-	-	-	-	\$64,613
Per Capita	\$11,998	\$21,743	\$32,331	\$44,812	\$52,235
Adjusted for Inflation from 2010	-	-	-	-	\$48,056

Source: City of Virginia Beach and Virginia Beach City Public Schools Five-Year Forecast FY 2018/19 through FY 2022/23

POVERTY

After declining by 3.0 percent from 1980 to 1990, the city's overall poverty rate has risen since 1990, but is still lower than the 1980 statistic. The age group most impacted by poverty is those under 18, evidenced by the fact that more than one in 10 of that group were living in poverty in 2016. On a positive note, the segment of the population growing at the highest rate, those age 65 and older, has seen a reduction in the poverty rate from 1980 to 2016. Female head of households and children in households headed by females have also experienced a significant reduction in the poverty rate over the same time period.

While poverty impacts people in nearly every city, Virginia Beach experiences much lower levels of poverty compared to the majority of our neighboring cities and other cities of similar size around the nation.

Poverty

	1980	1990	2000	2010	2016
Persons	8.9%	5.9%	6.5%	7.5%	7.9%
Families	7.7%	4.3%	5.1%	5.5%	5.4%
Children under 18	13.0%	7.6%	8.6%	10.5%	10.8%
65+	10.3%	8.0%	4.7%	5.0%	5.1%
Female Head Householder	38.9%	20.2%	18.9%	18.9%	15.5%
Female Head Householder with Children	45.8%	26.5%	23.1%	24.2%	20.4%

Source: City of Virginia Beach and Virginia Beach City Public Schools Five-Year Forecast FY 2018/19 through FY 2022/23

HOUSING EXPENSES

The most significant expenditure each month for most people is housing. People that have a mortgage spend a significant portion of their paycheck on this one expense.

Housing Economics Related Characteristics

	1980	1990	2000	2010	2016
Owner Expenses Exceeding 30% of Income	26.3%	30.7%	27.4%	37.6%	27.6%
Percent of Homeowners Mortgage Free	11.1%	11.4%	13.9%	19.7%	24.9%

Source: City of Virginia Beach and Virginia Beach City Public Schools Five-Year Forecast FY 2018/19 through FY 2022/23

The U.S. Department of Housing and Urban Development (HUD) categorizes households with owner housing expenses that exceed 30 percent of household income as cost burdened. Of course, the total household income must also be considered when factoring this categorization. Also, this threshold does not consider the location specific amenities of an area such as quality of schools, employment opportunities and crime rates, all of which obviously provide value to residents. As of 2016, nearly half the renters in Virginia Beach and 27.6 percent of homeowners fell into this cost burdened category. While these statistics point to housing affordability issues, other indicators of fiscal stress such as poverty and the unemployment rate are quite low in Virginia Beach. More favorably, the percentage of homeowners who are mortgage free has increased. This increase is likely related to the increasing population over 65 years old, many of which have paid off their mortgages.

COMMUTING HABITS

Virginia Beach residents continue to depend upon their cars for commuting to work. Since 1980, the percentage of workers who drive alone has steadily risen, while those who carpool and/or use public transportation continues to decline. The percent who work at home has remained relatively stable.

Interestingly, however, the average commute time increased minimally from 1980 to 2016. This could reflect the positive impacts of the city's road building program. It could also represent a shift in commuting patterns, from residents commuting to work in a neighboring city to residents living and working in Virginia Beach. Other census data coupled with data from the Bureau of Economic Analysis indicate more residents are living and working in Virginia Beach compared to the past when many chose to live in Virginia Beach but worked elsewhere.

Transportation Related Characteristics

	1980	1990	2000	2010	2016
Percent Who Drive Alone	67.5%	78.4%	82.0%	82.5%	80.6%
Percent Who Carpool	21.2%	12.0%	10.8%	9.4%	9.7%
Percent Who Use Public Transportation	1.7%	0.8%	0.7%	0.8%	1.0%
Percent Who Work at Home	1.1%	3.3%	2.8%	4.2%	3.5%
Mean Travel Time (minutes)	21.9	22.7	23.9	23.4	23.4

Source: City of Virginia Beach and Virginia Beach City Public Schools Five-Year Forecast FY 2018/19 through FY 2022/23

Although the population is growing slowly, the number of vehicles is growing at a faster rate than overall population growth. A maturing population is one source of this increase. As teenagers reach the legal driving age, the total population does not change, but the number of drivers is increased. If the number of residents driving alone continues to rise coupled with an increased number of vehicles, commute times may increase.

STUDENT ENROLLMENT AND DEMOGRAPHICS

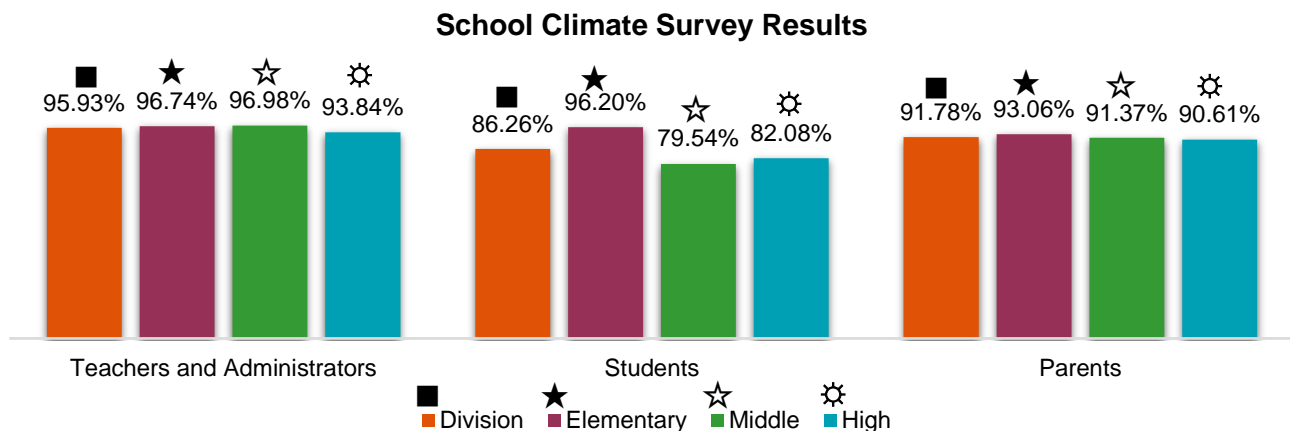
Numbers and statistics can tell a great deal about an organization. The enrollment and demographic information presented below is derived from reports developed at various times of the year by multiple departments and offices for different purposes. Variations in data collection procedures may create 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 Office 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 instructional staff.
- Student Survey: Administered to students in grades five, eight and 12.
- Parent Survey: Administered to parents/guardians of students in grades five, eight and 12.

The bar chart below displays the percentage of each group agreeing that the school division provides a high quality education.



Source: VBCPS Office of Planning, Innovation and Accountability, School Climate Surveys

STUDENT ENROLLMENT

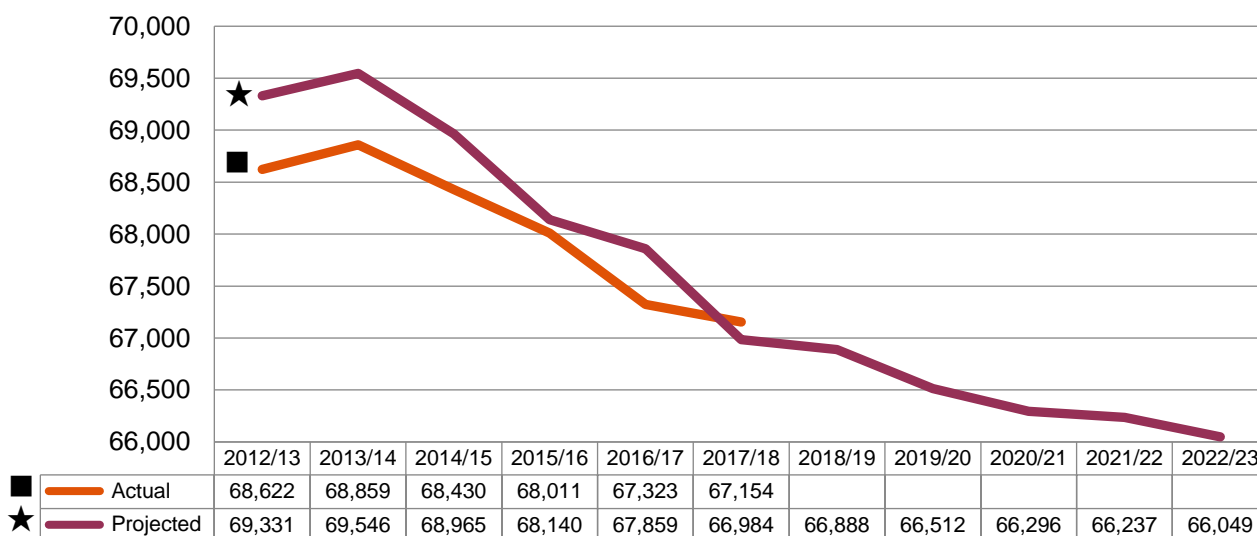
The school division uses a cohort survival model to generate base student membership projections. This model essentially compares the number of students in a particular grade to the number of students in the previous grade during the previous year. Ratios are computed for each grade progression over 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 2012/13 and FY 2017/18, VBCPS student enrollment declined by over 2.1 percent, from 68,622 to 67,154. 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 90 of Virginia's 133 counties and cities, student enrollment has fallen since 2010. Over the next five years, statewide student

enrollment is likely to dip moderately and, according to the Center, Hampton Roads is expected to experience one of the largest numeric declines.

The graph and table below show the actual and projected enrollment in the division for fiscal years 2012/13 through 2022/23.

Projected and Actual Student Enrollment



Source: VBCPS Department of School Division Services, FINAL Student Membership Projections 2018/19 – 2022/23

Student Membership

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
	Actual	Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
Elementary											
K	4,810	4,914	4,697	4,541	4,431	4,570	4,714	4,811	4,966	4,980	4,996
1	5,587	5,397	5,376	5,302	5,160	5,046	5,086	5,174	5,092	5,134	5,111
2	5,336	5,523	5,346	5,325	5,210	5,125	4,985	5,045	5,021	5,109	5,047
3	5,298	5,384	5,498	5,282	5,277	5,230	5,118	4,957	5,075	4,962	5,109
4	5,196	5,326	5,299	5,433	5,283	5,217	5,181	4,989	4,807	5,015	4,915
5	5,163	5,210	5,315	5,332	5,362	5,259	5,199	5,167	5,002	4,833	4,948
Total	31,390	31,754	31,531	31,215	30,723	30,447	30,283	30,143	29,963	30,033	30,126
Change from previous year	-303	364	-223	-316	-492	-276	-164	-140	-180	70	93
% change from previous year	-0.96%	1.16%	-0.70%	-1.00%	-1.58%	-0.90%	-0.54%	-0.46%	-0.60%	0.23%	0.31%
Middle											
6	5,344	5,239	5,168	5,319	5,315	5,368	5,302	5,215	5,218	5,145	5,072
7	5,437	5,347	5,225	5,143	5,234	5,274	5,328	5,253	5,195	5,147	5,083
8	5,231	5,422	5,343	5,215	5,131	5,228	5,266	5,291	5,235	5,191	5,138
Total	16,012	16,008	15,736	15,677	15,680	15,870	15,896	15,759	15,648	15,483	15,293
Change from previous year	45	-4	-272	-59	3	190	26	-137	-111	-165	-190
% change from previous year	0.28%	-0.02%	-1.70%	-0.37%	0.02%	1.21%	0.16%	-0.86%	-0.70%	-1.05%	-1.23%
High											
9	5,740	5,781	5,818	5,656	5,476	5,466	5,570	5,587	5,641	5,540	5,486
10	5,372	5,304	5,396	5,467	5,313	5,219	5,265	5,258	5,272	5,336	5,223
11	5,212	5,128	5,023	5,101	5,157	5,034	4,963	4,949	4,986	4,999	5,067
12	4,896	4,884	4,926	4,895	4,974	5,118	4,911	4,816	4,786	4,846	4,854
Total	21,220	21,097	21,163	21,119	20,920	20,837	20,709	20,610	20,685	20,721	20,630
Change from previous year	-371	-123	66	-44	-199	-83	-128	-99	75	36	-91
% change from previous year	-1.72%	-0.58%	0.31%	-0.21%	-0.94%	-0.40%	-0.61%	-0.48%	0.36%	-0.10%	-0.10%
Division											
Total	68,622	68,859	68,430	68,011	67,323	67,154	66,888	66,512	66,296	66,237	66,049
Change from previous year	-629	237	-429	-419	-688	-169	-266	-376	-216	-59	-188
% change from previous year	-0.91%	0.35%	-0.62%	-0.61%	-1.01%	-0.25%	-0.40%	-0.56%	-0.32%	-0.09%	-0.28%

Source: VBCPS Department of School Division Services, FINAL Student Membership Projections 2018/19 – 2022/23

STUDENT DEMOGRAPHICS AND CHARACTERISTICS

Divisionwide Student Characteristics

Students Grades K-12*	2013/14	2014/15	2015/16	2016/17	2017/18
Ethnic Background					
African American	23.90%	23.80%	23.70%	23.70%	23.60%
American Indian/Alaska Native	0.30%	0.30%	0.20%	0.20%	0.20%
Asian	5.70%	5.60%	5.70%	5.90%	6.10%
Caucasian	51.30%	50.80%	50.20%	49.70%	49.00%
Hispanic/Latino	10.20%	10.50%	10.90%	11.00%	11.00%
Native Hawaiian/Pacific Islander	0.50%	0.50%	0.50%	0.50%	0.50%
Multirace	8.10%	8.50%	8.80%	8.90%	9.30%
Gender					
Female	49.00%	49.00%	48.80%	48.80%	48.60%
Male	51.00%	51.00%	51.20%	51.20%	51.40%
Additional Characteristics					
Economically Disadvantaged**	36.10%	36.30%	37.00%	37.40%	39.70%
Gifted	12.00%	12.00%	12.60%	13.10%	14.00%
Limited English Proficiency	1.90%	1.90%	1.80%	2.10%	2.50%
Migrant	<0.10%	<0.10%	0.10%	0.10%	0.10%
Students with Disabilities	10.20%	10.00%	10.00%	10.20%	10.20%
Students with Disabilities***	11.30%	11.30%	11.20%	11.50%	11.50%

*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 Office of Planning, Innovation and Accountability, Annual School Report Card

Attendance Rates

	Elementary		Secondary		Total	
	Virginia Beach	State	Virginia Beach	State	Virginia Beach	State
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%	95.8%	94.5%	94.4%	95.3%	95.2%
2016/17	95.6%	95.4%	94.4%	94.0%	95.2%	94.9%
2017/18	95.8%	95.5%	95.0%	94.2%	95.5%	95.0%

Source: VBCPS Office 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
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
2016/17	180	41,430	39,617	26,072	24,625	67,502	64,242
2017/18	176	41,331	39,587	26,062	24,770	67,393	64,357

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2018

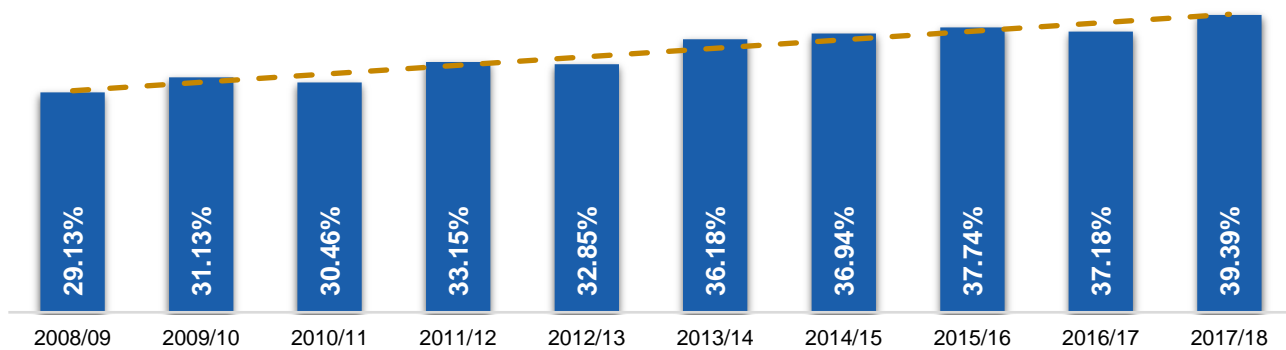
VDOE National School Lunch Program Free and Reduced Price Eligibility

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 32.0 percent, from 20,656 in FY 2008/09 to 27,181 in FY 2017/18. The number of students eligible as a percentage of the total student population increased from 36.18 percent in FY 2013/14 to 39.39 percent in FY 2017/18.

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
2013/14	70,476	20,307	28.81%	5,193	7.37%	25,500	36.18%
2014/15	69,144	20,044	28.99%	5,498	7.95%	25,542	36.94%
2015/16	68,731	20,534	29.88%	5,407	7.87%	25,941	37.74%
2016/17	68,966	20,374	29.54%	5,281	7.66%	25,655	37.18%
2017/18	69,005	22,134	32.08%	5,047	7.31%	27,181	39.39%

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2018

Total Percentage of Students Qualifying for Free and Reduced Price Lunch

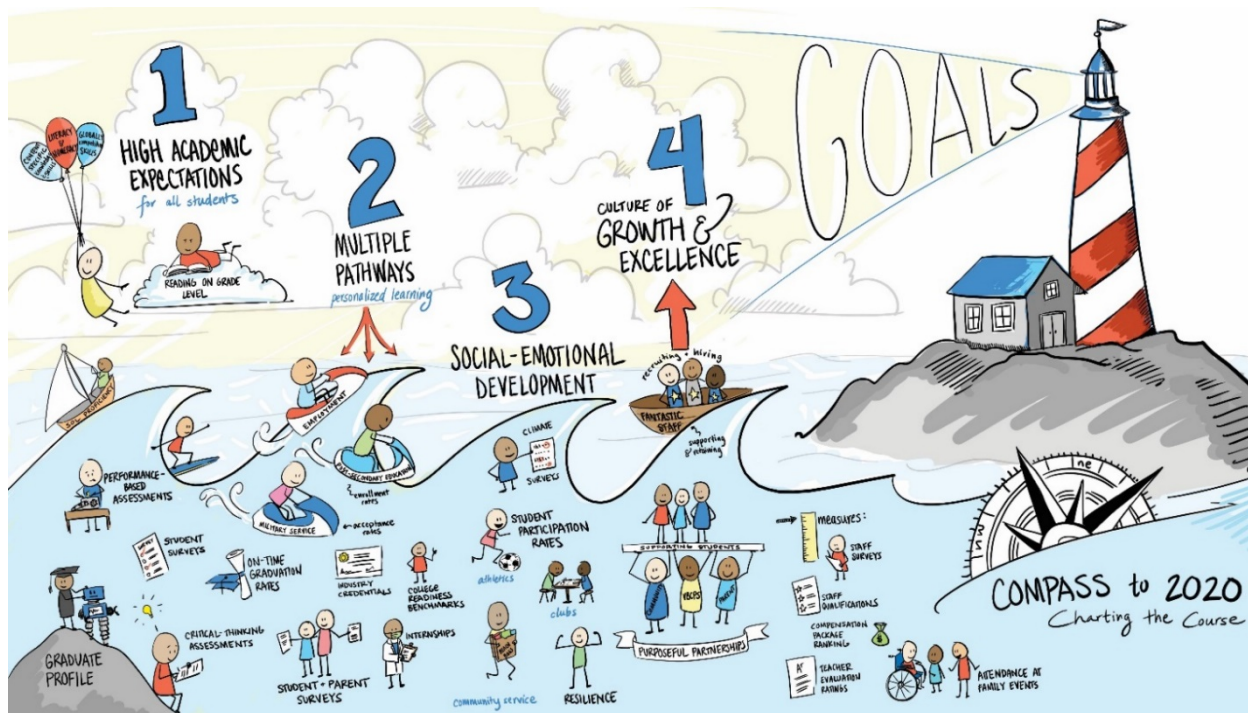


Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2018

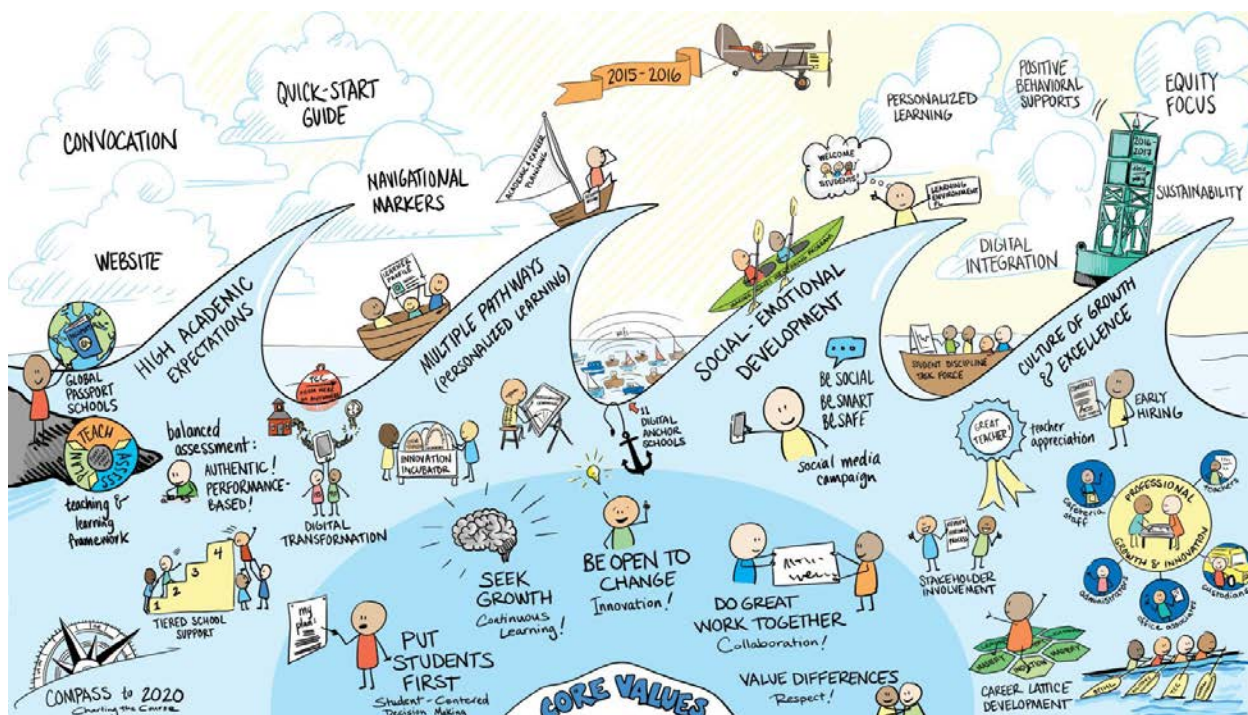
STUDENT ACHIEVEMENT

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. The storyboards below outline the strategic framework and the work done across the division to support *Compass to 2020*.

Compass to 2020 Goals



FY 2015/16 Storyboard





DIVISIONWIDE ACCOMPLISHMENTS

- All VBCPS schools are fully accredited for the first time since FY 2010/11.
- VBCPS posted a record on-time graduation rate (91.9 percent) and the lowest cohort dropout rate (4.6 percent) in a decade.
- For the sixth consecutive year, VBCPS students outperformed their national public school peers in the overall SAT mean score and mean section scores. VBCPS' scores were also the highest among school divisions in the Hampton Roads region.
- VBCPS and 28 of its schools earned 2017 Virginia Index of Performance (VIP) award from Governor Terry McAuliffe and the Virginia Board of Education for ongoing academic excellence and growth.
- VBCPS once again led the state in the number of students earning industry credentials. Last year, 12,765 industry credential tests were taken by students and 10,621 tests passed with an 83.2 percent pass rate. Since the 2002 school year, 78,792 industry credentials have been earned by Virginia Beach students.
- According to the College Board, 1,354 students in the division were designated as 2017 Advanced Placement (AP) Scholars for earning scores of 3 or higher on three or more AP Exams. In addition, 62 students received the prestigious title of National AP Scholar for having an average score of 4 or higher on eight or more AP Exams.
- All VBCPS high schools made *The Washington Post's* "America's Most Challenging High Schools" list for preparing students to take college-level courses and tests. Of the seven school divisions in Hampton Roads, VBCPS is the only one to have all of its high schools make the list.
- The Center for Digital Education has named VBCPS one of the nation's best digital school districts, awarding the division a Top 10 ranking in its annual Digital School Districts Survey.
- Graduating seniors in the VBCPS Class of 2017 earned and accepted the highest scholarship amounts of any VBCPS graduating class; \$87,487,335 offered in scholarships and \$58,045,518 accepted.
- VBCPS was recently selected for study by the Successful Practices Network based on our work around school improvement and support.
- VBCPS was selected by 2Revolutions as the sole national partner district on a Carnegie Foundation project to collaboratively develop a Future of Learning model that will serve as a scalable model for school divisions nationwide.

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. 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. This section highlights results from the 2016/17 school year, as published in the nineteenth annual school report card, *Campus Compass*. The data presented show that the division continues to place an emphasis on student outcomes which extend beyond traditional assessment results.



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.

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 three, six and nine and passing the English, Writing, Mathematics, Science and Social Studies SOL tests; the percentage of students scoring at the emerging level or higher on the IPT; and the percentage of students scoring at the developing level or higher on the CWRA.

READING ON GRADE LEVEL

Reading on Grade Level is assessed within VBCPS through the use of formative reading assessments. In grades kindergarten through second, students are administered the Developmental Reading Assessment (DRA). In grades three, six and nine, students are administered the Reading Inventory (RI).

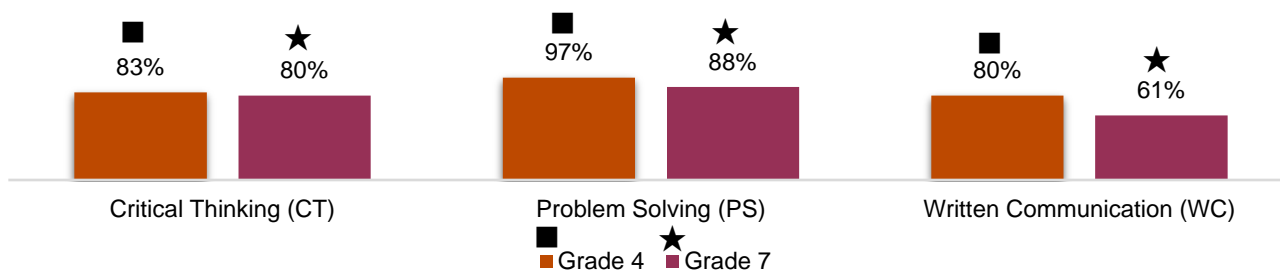
Percentage of Students Reading on Grade Level by Subgroup

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 6	Grade 9
All Students	92.7%	77.3%	75.5%	76.2%	69.3%	79.4%
African American	91.2%	71.6%	65.0%	63.4%	50.9%	65.0%
Asian	97.0%	85.1%	82.8%	87.2%	82.5%	82.4%
Caucasian	92.9%	79.7%	79.6%	81.3%	76.8%	86.1%
Hispanic	92.3%	74.9%	71.0%	71.1%	65.8%	72.6%
Multiracial	92.6%	77.8%	80.0%	80.0%	72.1%	81.0%
Economically Disadvantaged	89.4%	70.7%	66.5%	66.4%	55.9%	69.3%
Students with Disabilities	67.1%	37.9%	28.9%	29.7%	23.4%	31.2%
African American Males	88.3%	67.4%	62.5%	57.5%	47.5%	60.3%

CRITICAL THINKING ASSESSMENTS

Critical thinking is assessed within VBCPS through the use of performance-based assessments designed to measure critical-thinking, problem-solving and written communication skills. In grades four and seven, students are administered the locally developed Integrated Performance Task (IPT). In grade 11, students are administered the College and Work Readiness Assessment (CWRA+).

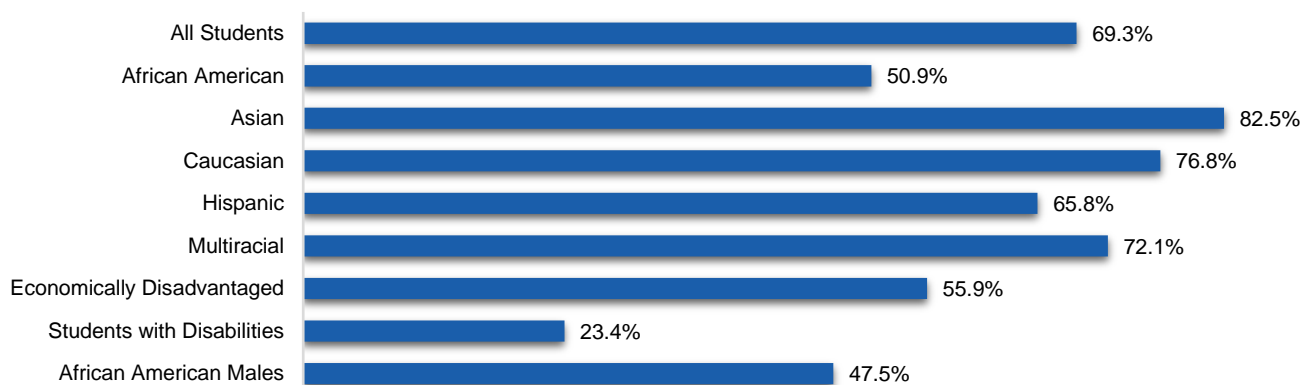
Percentage of Students Scoring at the Emerging Level or Higher on the IPT



Percentage of Students Scoring at the Emerging Level or Higher on the IPT by Subgroup

	Grade 4 CT	Grade 4 PS	Grade 4 WC	Grade 7 CT	Grade 7 PS	Grade 7 WC
African American	56.7%	84.7%	57.6%	70.0%	78.9%	41.1%
Asian	83.5%	94.1%	82.1%	88.8%	95.6%	75.5%
Caucasian	75.6%	93.8%	75.6%	86.2%	90.7%	65.0%
Hispanic	67.3%	87.4%	66.4%	81.2%	84.0%	54.6%
Multiracial	74.2%	91.9%	72.5%	82.1%	88.1%	60.5%
Economically Disadvantaged	60.6%	85.9%	59.9%	74.1%	81.7%	46.1%
Students with Disabilities	24.6%	62.5%	26.1%	51.3%	54.7%	16.2%
African American Males	47.6%	79.4%	46.1%	66.0%	71.6%	28.0%

Percentage of Students Scoring at the Proficient Level or Higher on the CWRA+



RIGOROUS COURSEWORK

Students who participate in rigorous coursework during middle school and high school are more prepared for the challenges that they face in college and the workplace. The chart below provides the percentage of students who were enrolled in rigorous coursework during the 2016/17 school year.

Percentage of Students Enrolled in Rigorous Coursework by Subgroup

	Eighth Grade Students Earning High School Credit	Middle School Students Enrolled in Advanced Courses	High School Students Enrolled in Advanced Courses
All Students	71.2%	56.2%	57.4%
African American	53.3%	33.6%	37.9%
Asian	80.7%	71.7%	75.3%
Caucasian	79.3%	66.7%	65.0%
Hispanic	68.8%	51.5%	53.9%
Multiracial	66.9%	54.8%	59.2%
Economically Disadvantaged	55.5%	38.1%	39.7%
Students with Disabilities	20.2%	8.9%	6.1%
African American Males	46.4%	29.1%	29.0%

ON-TIME GRADUATION

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	2013/14	2014/15	2015/16	2016/17	2017/18
Virginia Beach	88.5%	89.8%	91.3%	91.9%	93.3%
State of Virginia	89.9%	90.5%	91.3%	91.1%	91.6%

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)

	2013/14	2014/15	2015/16	2016/17	2017/18
Number of Virginia Beach Dropouts	337	396	313	295	237
Virginia Beach	1.05%	1.24%	0.98%	0.93%	0.75%
State of Virginia	1.23%	1.20%	1.33%	1.39%	-

- Information is not yet available

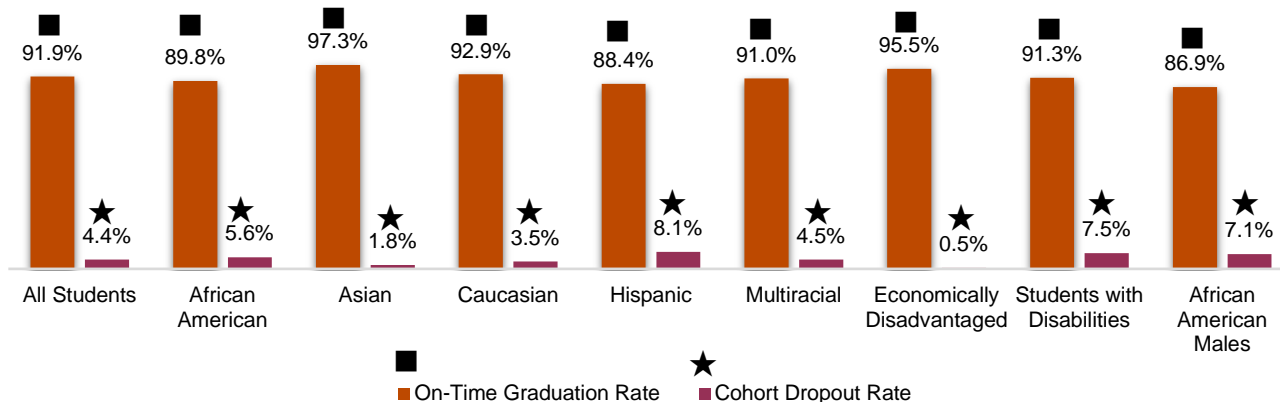
GRADUATION COHORT

Beginning with the students who entered the ninth grade in 2004/05, Virginia began tracking individual students over the four years of a traditional high school career to determine the percentage who graduate on time along with the percentage who drop out of school.

Cohort Dropout Rate (Ninth through 12th Grades)

	2013/14	2014/15	2015/16	2016/17	2017/18
Virginia Beach	4.81%	5.27%	4.67%	4.58%	3.79%
State of Virginia	5.41%	5.24%	5.29%	5.80%	5.51%

Graduation Cohort by Subgroup



SCHOLARSHIPS

The table below shows the dollar value of the scholarships offered and accepted by students in the division. The amount of renewable scholarships is multiplied by four and the dollar value of Reserve Officers' Training Corps (ROTC) and military academy appointments is included. Pell grants, work study and student loans are not included in the reported amounts.

Scholarships Offered and Accepted



GOAL 2: MULTIPLE PATHWAYS

All students will experience personalized learning opportunities to prepare them for postsecondary education, employment or military service.

Indicators will include On-Time Graduation Rates; college-readiness benchmarks such as the American College Test (ACT), SAT, Readiness and PSAT; percentage of students passing technical and career education (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.

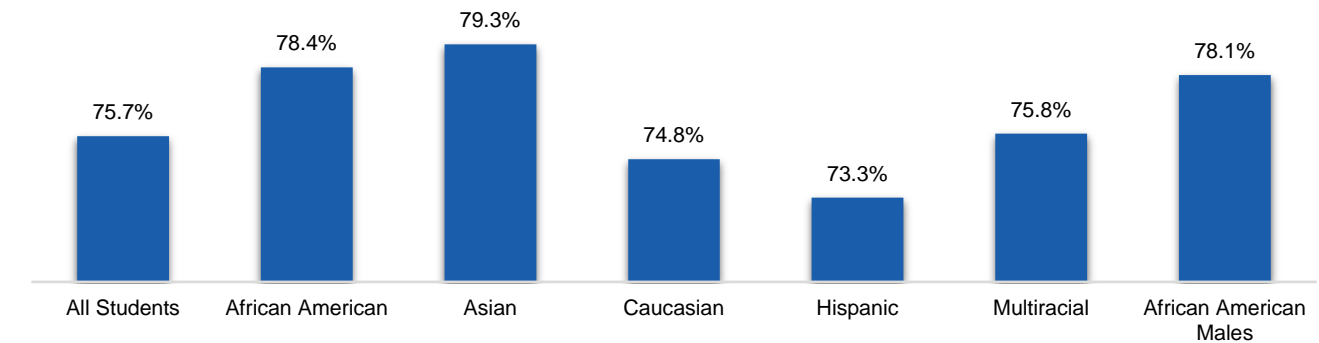
ACADEMIC AND CAREER PLANNING

Beginning in elementary school and continuing through middle and high school, students work with their school counselors to develop an academic and career plan to help them identify the appropriate courses and experiences to pursue to support their future endeavors. The chart below is based on information gathered from the 2016/17 *Compass to 2020* Monitoring Survey administered to students in grades five, eight and 12 and their parents.

Percentage of Students and Parents Reporting That Students' Academic and Career Planning Process Helped Them to Make Informed Decisions about College, Employment or Military Service



Percentage of Students Reporting That Students' Academic and Career Planning Process Helped Them to Make Informed Decisions about College, Employment or Military Service by Subgroup



PERSONALIZED LEARNING

Goal 2 of *Compass to 2020* specifically calls for personalized learning opportunities for students. This means tapping into what is most relevant to students (i.e., goals, strengths, interests and needs) and using this to partner with them in the learning process. The chart below provides student and parent perception data regarding personalized learning opportunities based on information gathered from the 2016/17 *Compass to 2020* Monitoring Survey.

Percentage of Students and Parents Reporting That Students Were Provided with Personalized Learning Opportunities



COLLEGE READINESS BENCHMARKS

College Readiness is assessed within VBCPS through the use of four nationally recognized standardized tests. In Grade 8, all students are administered the PSAT 8/9. In Grade 10, all students are administered the PSAT/NMSQT. Additionally, students have the opportunity to take either the ACT or SAT at any point throughout high school. The SAT suite of tests (PSAT 8/9, PSAT/NMSQT, SAT) report whether a student is on track to pass college courses based on the areas of evidence-based reading and writing and mathematics. The ACT provides similar information for the areas of English, mathematics, reading and science.

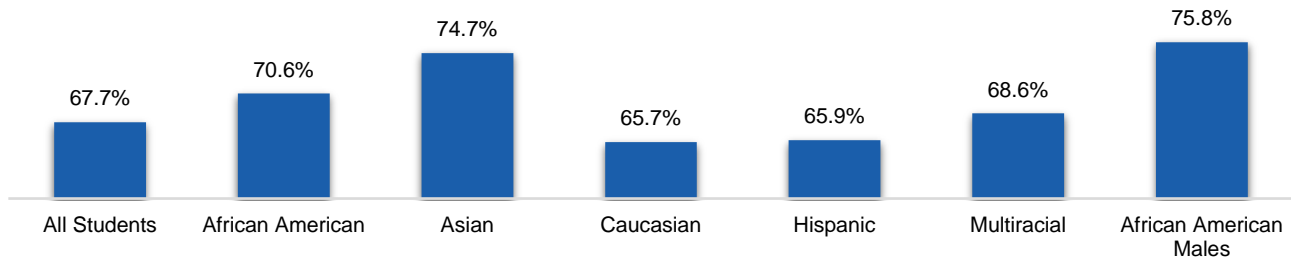
Percentage of Students Meeting College-Readiness Benchmarks on the SAT Suite of Assessments by Subgroup

	Evidence-Based Reading and Writing	Mathematics
All Students	84.0%	57.1%
African American	61.8%	27.8%
Asian	85.6%	70.9%
Caucasian	90.9%	65.3%
Hispanic	85.4%	50.0%
Multiracial	85.4%	60.5%
Economically Disadvantaged	68.6%	37.1%
Students with Disabilities	40.6%	24.5%
African American Males	58.8%	29.0%

Percentage of Students Meeting College-Readiness Benchmarks on the ACT by Subgroup

	English	Mathematics	Reading	Science
All Students	79.1%	58.1%	65.2%	54.5%
African American	51.1%	22.5%	32.4%	21.4%
Asian	87.2%	80.2%	69.8%	64.0%
Caucasian	87.3%	66.8%	74.9%	64.2%
Hispanic	71.0%	46.4%	65.2%	43.5%
Multiracial	84.5%	62.0%	67.6%	59.2%
Economically Disadvantaged	57.6%	34.8%	41.9%	30.0%
Students with Disabilities	26.3%	15.8%	26.3%	15.8%
African American Males	41.5%	23.1%	23.1%	21.5%

Percentage of Students Reporting They Were Provided with Personalized Learning Opportunities



3 SOCIAL-EMOTIONAL DEVELOPMENT

GOAL 3: SOCIAL-EMOTIONAL DEVELOPMENT

All students will benefit from an educational experience that fosters their social and emotional development.

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.

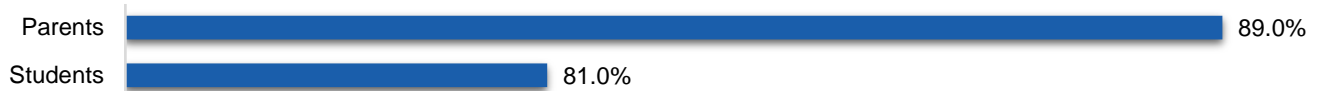
SCHOOL CLIMATE

In order to facilitate the best learning environment, schools strive to provide an environment that is safe, orderly and a welcoming place to learn. The charts below provide student and parent perception data regarding VBCPS' learning environment based on information gathered from the 2016/17 *Compass to 2020* Monitoring Survey.

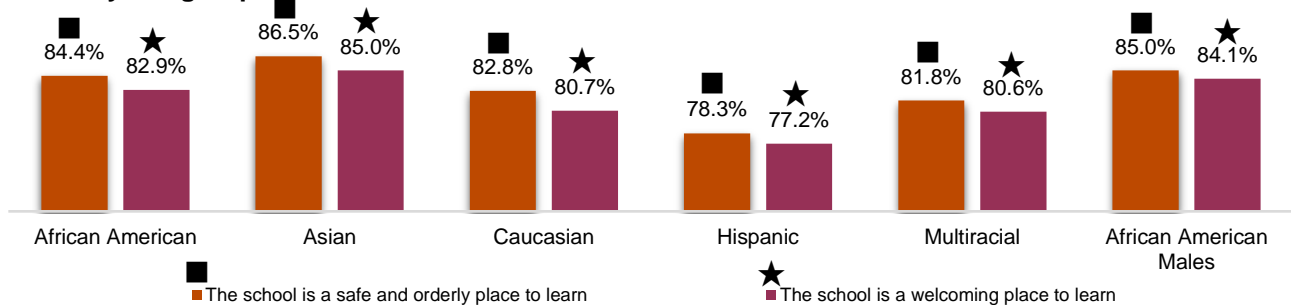
Percentage of Students Reporting the School is a Safe and Orderly Place to Learn



Percentage of Students Reporting the School is a Welcoming Place to Learn



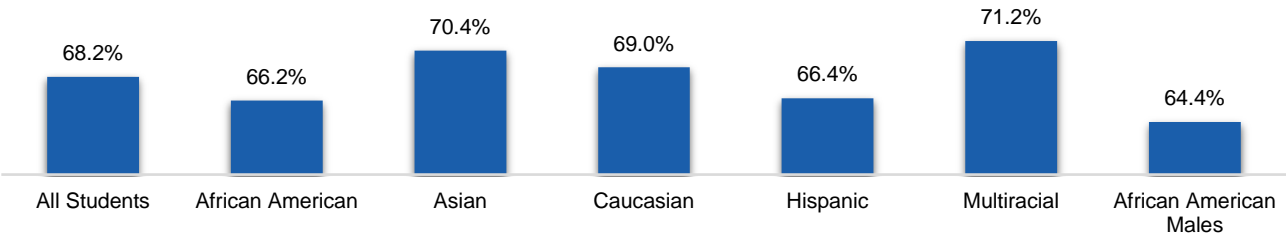
Percentage of Students Reporting the School is a Safe and Orderly Place to Learn and a Welcoming Place to Learn by Subgroup



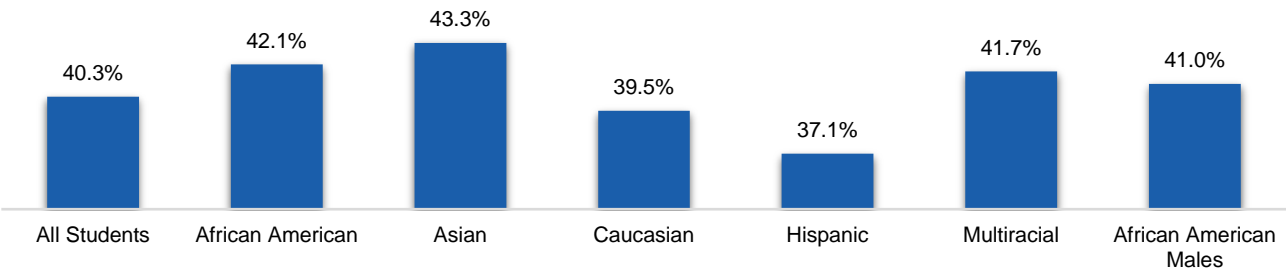
STUDENT PARTICIPATION

In addition to the learning that occurs in the classroom, students are encouraged to participate in activities outside of the classroom to facilitate their own personal growth and development. The charts below display the percentage of students participating in extracurricular activities, clubs, athletics, and community service based on information gathered from the 2016/17 *Compass to 2020* Monitoring Survey.

Percentage of Students Reporting Participation in Extracurricular Activities, Clubs or Athletics by Subgroup



Percentage of Students Reporting Participation in Community Service by Subgroup



GOAL 4: CULTURE OF GROWTH AND EXCELLENCE

VBCPS will be defined by a culture of growth and excellence for students, staff, parents and the community.

- 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.

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.

PARTNERS AND VOLUNTEERS

The Partners in Education and Volunteers in Education programs support collaborative efforts between schools and the community that promote academic success and personal growth for the division's students. Community partners from businesses, military commands, faith-based groups, and civic organizations and volunteers from the community work with schools to design innovative educational opportunities to meet the unique needs of students and schools. The number of participating partners and volunteers within the division is 21,885.

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.

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%	92.7%	90.8%		
	Grade 1	80.3%	77.3%	76.0%		
	Grade 2	75.8%	75.5%	72.4%		
	Grade 3	76.8%	76.2%	75.8%		
	Grade 6	67.9%	69.3%	69.0%		
	Grade 9	80.6%	79.4%	82.1%		
Percentage of students passing the English, Writing, Mathematics, Science, and Social Studies Standards of Learning (SOL) assessments	English	83.7%	85.7%	86.0%		
	Writing	78.4%	82.1%	81.7%		
	Mathematics	83.5%	82.9%	82.3%		
	Science	85.5%	85.0%	84.2%		
	Social Studies	85.5%	86.1%	84.6%		
Percentage of students scoring at the emerging level or higher on the Integrated Performance Task (IPT)	Gr. 4 Critical Thinking	78.9%	70.6%	74.2%		
	Gr. 4 Problem Solving	95.6%	90.7%	93.8%		
	Gr. 4 Written Communication	78.9%	70.4%	74.6%		
	Gr. 7 Critical Thinking	90.6%	81.5%	83.8%		
	Gr. 7 Problem Solving	94.2%	87.2%	94.7%		
Percentage of students scoring at the proficient level or higher on the College and Work Readiness Assessment (CWRA+)	Gr. 7 Written Communication	62.7%	58.3%	67.8%		
		-	-	65.7%		
Percentage of students reporting growth in the areas of literacy, numeracy, and globally competitive skills	Reading	86.8%	86.9%	85.7%		
	Writing	88.1%	88.2%	88.0%		
	Mathematics	86.3%	86.3%	85.3%		
	Critical Thinking	84.8%	84.6%	83.6%		
	Problem Solving	86.4%	87.1%	85.4%		
	Communication	81.4%	81.9%	79.8%		
	Collaboration	83.1%	83.0%	82.3%		
Percentage of secondary students enrolled in rigorous coursework	Innovation	81.1%	81.0%	79.4%		
	Advanced Courses in MS	54.8%	56.2%	60.3%		
	Advanced Courses in HS	56.4%	57.4%	59.1%		
	AP/IB Courses	34.8%	35.8%	37.7%		
Percentage of 8th grade students earning high school credit	Dual Enrollment Courses	8.5%	8.6%	10.0%		
		70.7%	71.2%	74.5%		
Percentage of students graduating in four years		91.3%	91.9%	93.3%		
Percentage of students completing Algebra II and passing the SOL by the end of 11th grade		63.6%	65.9%	66.0%		

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%	67.7%	73.0%		
	Parents	89.7%	84.6%	91.9%		
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%	75.7%	81.1%		
	Parents	71.3%	72.9%	76.5%		
Percentage of students taking advantage of flexible learning opportunities through enrollment in...	Online classes	7.1%	7.6%	8.5%		
	Distance Learning classes	3.4%	3.0%	3.4%		
Percentage of 8th grade students meeting college-readiness benchmarks on the PSAT 8/9	Reading and Writing	59.8%	61.4%	61.6%		
	Mathematics	39.9%	39.1%	42.0%		
	Both	35.3%	34.9%	38.0%		
Percentage of 10th grade students meeting college-readiness benchmarks on the PSAT/NMSQT	Reading and Writing	62.5%	62.6%	59.9%		
	Mathematics	40.2%	38.1%	34.2%		
	Both	36.0%	35.4%	31.9%		
Percentage of students meeting college-readiness benchmarks on the SAT	Reading and Writing	83.3%	84.0%	83.8%		
	Mathematics	55.5%	57.1%	55.5%		
	Both	54.2%	55.6%	53.9%		
Percentage of students meeting college-readiness benchmarks on the ACT	English	75.3%	79.1%	74.9%		
	Mathematics	55.0%	58.1%	56.0%		
	Reading	60.2%	65.2%	60.4%		
	Science	50.1%	54.5%	53.8%		
Percentage of students completing internships, co-operatives, or other specific work experiences facilitated by schools		3.5%	4.4%	3.8%		
Percentage of recent graduates reporting that their experiences in VBCPS prepared them for postsecondary education or entry into the military or workforce.		78.3%	89.9%			
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.		85.5%	87.8%			
Percentage of graduates enrolling in 2- and 4-year colleges within one year of graduation		62.7%	63.9%			
Percentage of graduates who completed a Career and Technical Education Program.		43.9%	44.9%	40.5%		
Percentage of graduates accepted/reporting acceptance into the military, service academies, or receiving ROTC scholarships		2.8%	2.6%	3.1%		

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%	87.8%	89.3%		
	Teachers	89.3%	88.9%	90.6%		
	Administrators	73.6%	73.9%	74.4%		
Percentage of students reporting a sense of belonging to their school		74.5%	70.2%	73.2%		
Percentage of students and parents reporting the school is a safe and orderly place to learn	Students	86.1%	82.7%	85.7%		
	Parents	92.5%	92.0%	92.4%		
Percentage of students and parents reporting the school is a welcoming place to learn	Students	83.9%	80.9%	82.9%		
	Parents	92.0%	88.5%	92.4%		
Percentage of students reporting participation in extracurricular activities, clubs, or athletics		68.3%	68.2%	67.7%		
Percentage of students reporting participation in community service		42.3%	40.3%	42.5%		
Percentage of students without excessive unexcused/unverified absences		81.0%	79.4%	87.3%		
Percentage of students with no discipline infractions		84.9%	85.4%	85.2%		
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	1	1		
	5 Years of Experience	2	1	1		
	10 Years of Experience	3	3	5		
	15 Years of Experience	2	1	2		
	20 Years of Experience	1	1	2		
	25 Years of Experience	2	1	3		
	30 Years of Experience	1	1	2		
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	6	6		
	Monthly Premium for Family Plan	7	7	7		
	Deductible for Employee Only Plan	6	7	5		
	Deductible for Family Plan	7	7	7		
Percentage of teachers receiving an overall summative rating of proficient or exemplary		98.1%	97.4%	97.9%		
Number of teachers with National Board Certification		141	122	130		
Number of teachers with the division designation of career teacher		1214	1248	1276		
Percentage of instructional, administrative, and certified staff with graduate degrees		59.8%	59.5%	59.2%		
Percentage of staff reporting that their opportunities for professional learning are appropriate to meet their needs		78.4%	85.8%	84.6%		
Percentage of staff reporting that the school division offers flexible opportunities for professional learning		80.7%	87.6%	86.4%		
Number of teachers and administrators who report leaving VBCPS to work in other school divisions	Teachers	15	19	25		
	Administrators	0	0	0		
Number of teachers and administrators who are hired with experience in other school divisions	Teachers	160	309	278		
	Administrators	15	6	7		
Percentage of staff reporting high levels of job satisfaction		85.9%	89.2%	88.1%		
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%	91.2%	91.0%		
Attendance at division-sponsored family programming events		57.6%	58.9%	60.9%		
Number of partnerships	Total	1630	2164	2164		
	Model	14	6	9		
Number of participating partners and volunteers		0	21885	31146		
Percentage of partners and schools expressing satisfaction with the partnership relationships	Partners	91.4%	93.1%	93.0%		
	Schools	98.9%	91.9%	95.1%		
Percentage of partners willing to continue as partners		98.7%	100.0%	100.0%		

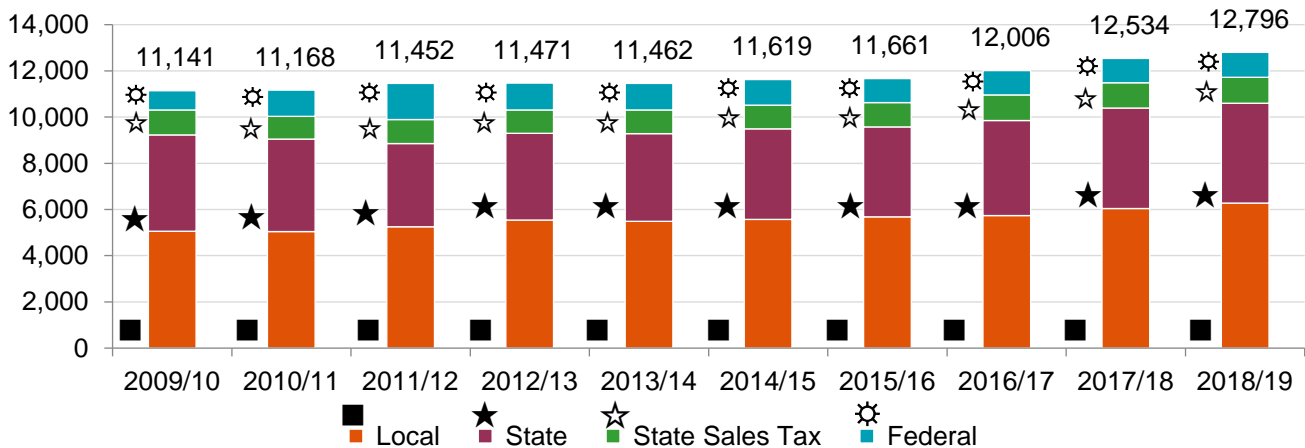
OPERATING COSTS OF AVERAGE DAILY MEMBERSHIP

State K-12 SOQ spending in school divisions is driven by the number of students and local ability to pay. The VBCPS 2017/18 actual Sept. 30 student membership for K-12 was 67,154. This amount is 169 students, or 0.25 percent, below student membership from the same period in 2016/17.

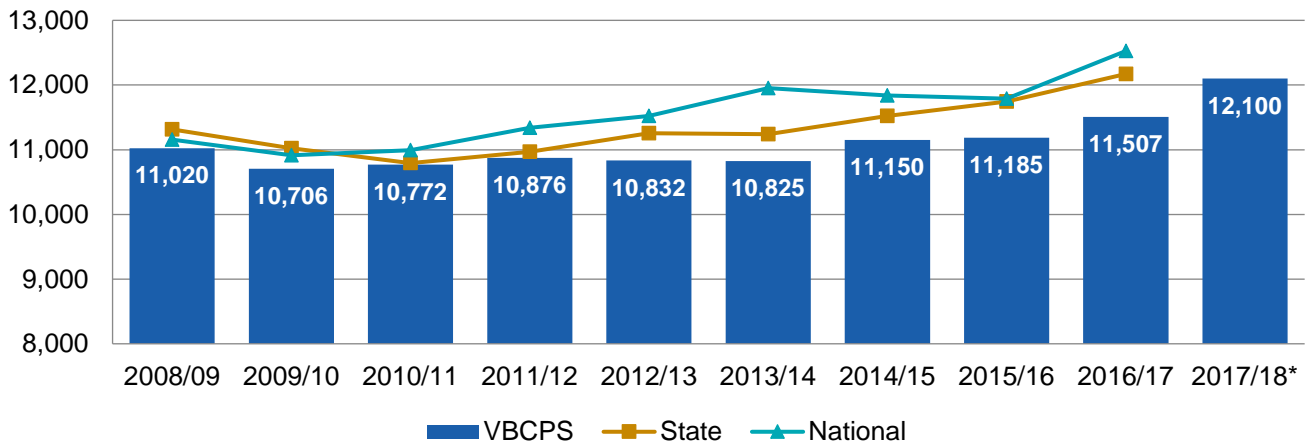
The FY 2018/19 School Operating budget was developed using a student membership projection of 66,888. This is slightly higher than the ADM of 66,590.5 used in the development of the Governor's 2018-2020 Introduced Budget Amendments.

BUDGETED EXPENDITURES PER PUPIL

Budgeted Average Per Pupil Expenditures Comparison



VBCPS Average Per Pupil Expenditures Compared with State and National Data



* Estimated expenditures for FY 2017/18; all other figures represent actual data.

Sources: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2018; Joint Legislative Audit and Review Commission Reference Guide, Virginia Compared to the Other States; and Education Week Research Center, Quality Counts report

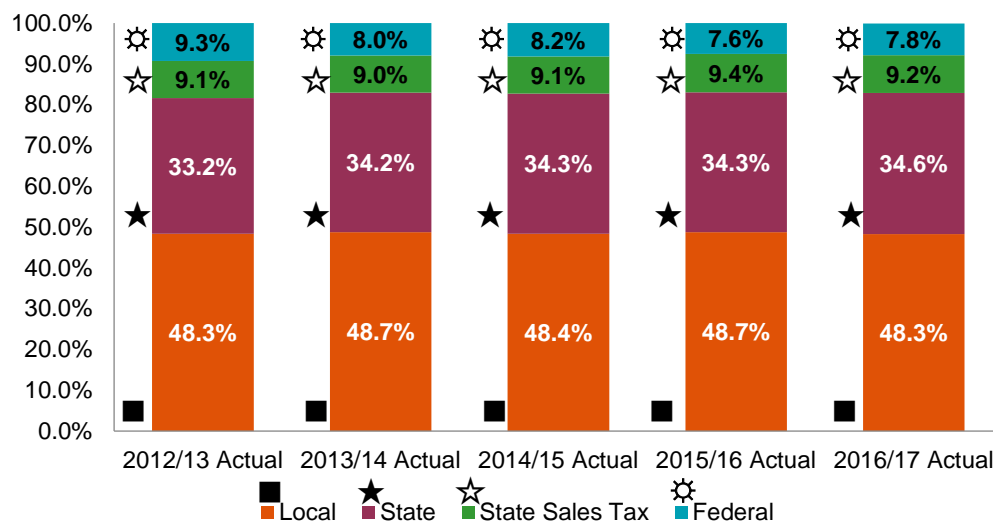
Actual Average Per Pupil Expenditures Comparison

Average Per Pupil Total Expenditures for Operations	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Actual
Virginia Beach Cost Per Pupil	10,832	10,825	11,150	11,185	11,507
State Cost Per Pupil	11,257	11,242	11,523	11,745	12,172
ADM for Determining Cost Per Pupil	69,512	69,441	69,242	68,880	68,738

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2018

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, 2018

PERSONNEL RESOURCE ALLOCATIONS

STAFFING ALLOCATION SUMMARY

As one of the largest employers in Hampton Roads, VBCPS staffs over 15,000 full-time, part-time, temporary and substitute positions.

STAFFING HIGHLIGHTS

For FY 2018/19, VBCPS expects to employ a total of 10,333.42 FTE positions for all funds, an overall increase of 125.65 from the previous year's budget. Allocations in the School Operating budget are up by a net of 124.35 FTEs over the FY 2017/18 budget, 118.60 of which fall into the instructional category. Budgeted positions in the Categorical Grants and Other funds are increasing by a net of 1.3 FTEs.

GENERAL FUND

The FY 2018/19 budget reflects considerable increases in revenue at the state and local levels, supporting a continued trend to reverse the impact of significant budget cuts sustained over the last several years.

- Changes to the instructional category include additional teacher and teacher assistant positions for year two of the phased in expansion of full-day kindergarten (42.0 FTEs); 28.0 teaching positions to strategically reduce class sizes at all levels (8.60 ES, 4.40 MS, 15.0 HS); guidance counselors for senior high schools (12.0 FTEs); 10.0 FTE technology support technicians (TST); 4.0 FTE program compliance support teachers (PCST); 4.0 FTE behavior interventionists; and other instructional positions to address critical staffing needs and support program expansions.
- Changes to the administrative category include 1.0 FTE administrative office associate position to support the city attorneys assigned to VBCPS
- Changes in the transportation category include 16.75 additional FTEs to ensure bus drivers and assistants are paid from the time they turn the bus on until they turn the bus off at their parking location after completing their routes (morning and/or afternoon). Also, 2.0 FTE fleet technicians were added to support garage and maintenance needs for the growing fleet of buses.
- Changes in the operations and maintenance category, a net reduction of 18.0 FTEs, are due primarily to a decrease in positions as a result of administrative changes to the FY 2017/18 Staffing Standards and Guidelines that adjusted the square footage used to determine the ratio of custodian allocations per school.
- VBCPS staffs instructional technology specialists (ITS) assigned to schools to serve as technology program managers, instructional technology leaders and instructional technology partners/coaches for teachers across all content areas. Position allocation increases in the FY 2018/19 technology category are accounted for primarily with the addition of 3.0 ITS.

BUDGETED POSITION COMPARISONS

The table below provides historical FTE staffing information and illustrates the net position changes from FY 2014/15 to FY 2018/19 organized by funding source and category. Additional tables that follow show detailed staffing comparisons.

Budgeted Positions for All School Board Funds

	FY 2014/15 Budget	FY 2015/16 Budget	FY 2016/17 Budget	FY 2017/18 Budget	FY 2018/19 Approved	Variance
<i>General Fund</i>						
Fund 115 - School Operating						
Instruction	6,911.40	6,736.60	6,800.00	6,853.85	6,972.45	118.60
Administration, Attendance and Health	280.80	276.80	279.80	280.30	281.30	1.00
Pupil Transportation	667.13	666.13	675.13	675.13	693.88	18.75
Operations and Maintenance	1,159.50	1,169.50	1,169.50	1,152.50	1,134.50	(18.00)
Technology	188.00	170.00	176.00	182.00	186.00	4.00
School Operating Fund Total	9,206.83	9,019.03	9,100.43	9,143.78	9,268.13	124.35
Fund 104 – Green Run Collegiate	24.80	32.90	39.30	39.30	39.30	-
General Fund Total	9,231.63	9,051.93	9,139.73	9,183.08	9,307.43	124.35
<i>Categorical Grants and Other Funds</i>						
Fund 114 – Cafeterias	490.89	490.89	490.89	495.89	492.89	(3.00)
Fund 116 – Categorical Grants	484.50	478.50	509.20	516.80	521.10	4.30
Fund 117 – Textbooks	1.50	1.50	1.50	1.50	1.50	-
Fund 614 – Risk Management	5.00	5.00	7.00	4.00	4.00	-
Funds 615/617 – Health Insurance	6.50	6.50	6.50	6.50	6.50	-
Other Funds Total	988.39	982.39	1,015.09	1,024.69	1,025.99	1.30
TOTAL BUDGET	10,220.02	10,034.32	10,154.82	10,207.77	10,333.42	125.65

General Fund Budgeted Positions

	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	FY 2018/19	
	Budget	Budget	Budget	Budget	Approved	Variance
50100 Elementary Classroom	2,162.90	2,049.90	2,038.70	2,058.40	2,108.80	50.40
50200 Senior High Classroom	985.80	926.60	937.00	940.00	965.40	25.40
50300 Technical and Career Education	216.35	216.35	219.35	220.35	221.35	1.00
50400 Gifted Education and Academy Programs	157.00	157.50	159.20	162.20	162.20	-
50500 Special Education	1,178.00	1,177.60	1,192.40	1,195.40	1,200.40	5.00
50700 General Adult Education	20.00	20.00	20.00	20.00	20.60	0.60
50800 Alternative Education - Renaissance	93.60	92.60	92.60	93.60	93.60	-
50900 Student Activities	30.50	30.50	31.00	31.00	31.00	-
51000 Office of the Principal - Elementary	336.00	332.00	335.00	335.00	341.00	6.00
51100 Office of the Principal - Senior High	127.00	137.00	141.00	142.00	147.00	5.00
51200 Office of the Principal - Technical and Career Education	7.00	8.00	8.00	8.00	8.00	-
51300 Guidance Services	206.60	205.20	210.40	211.40	223.40	12.00
51400 Social Work Services	31.00	31.00	34.00	36.00	36.00	-
51500 Media and Communications	15.00	15.00	18.00	18.00	18.00	-
51700 Teaching and Learning Support	47.00	47.00	53.00	54.00	56.00	2.00
51710 Instructional Professional Growth and Innovation	8.00	8.00	6.00	6.00	6.00	-
51800 Special Education Support	32.00	32.00	36.00	36.00	35.00	(1.00)
51900 Gifted Education and Academy Programs Support	20.00	20.00	19.00	19.00	19.00	-
52000 Media Services Support	196.50	196.50	195.50	195.50	194.50	(1.00)
52100 Planning, Innovation, and Accountability	19.00	18.00	17.00	17.00	17.00	-
52200 Middle School Classroom	753.65	724.85	733.85	747.00	759.20	12.20
52300 Remedial Education	70.50	73.00	75.00	76.00	76.00	-
52400 Office of the Principal - Middle Schools	112.00	130.00	134.00	134.00	136.00	2.00
52500 Homebound Services	1.00	1.00	1.00	1.00	1.00	-
52600 Technical and Career Education Support	9.00	9.00	9.00	9.00	9.00	-
52700 Student Leadership	9.00	9.00	9.00	9.00	9.00	-
52800 Psychological Services	38.00	38.00	44.00	48.00	48.00	-
52900 Audiological Services	4.00	4.00	4.00	4.00	4.00	-
53100 School Leadership	10.00	11.00	11.00	12.00	11.00	(1.00)
53200 Alternative Education	15.00	16.00	16.00	15.00	15.00	-
Instruction Total	6,911.40	6,736.60	6,800.00	6,853.85	6,972.45	118.60
54100 Board, Legal, and Governmental Services	12.00	12.00	12.00	12.00	13.00	1.00
54200 Office of the Superintendent	8.50	5.50	5.00	5.00	5.00	-
54300 Budget and Finance	43.00	43.00	44.00	44.00	44.00	-
54400 Human Resources	47.30	46.30	44.30	44.30	44.30	-
54500 Internal Audit	4.00	4.00	4.00	4.00	4.00	-
54600 Purchasing Services	13.00	12.00	12.00	12.00	12.00	-
54700 Professional Growth and Innovation	5.50	5.50	8.00	8.00	8.00	-
55000 Benefits	16.50	16.50	17.50	17.50	17.50	-
55200 Health Services	131.00	132.00	133.00	133.50	133.50	-
Administration, Attendance and Health Total	280.80	276.80	279.80	280.30	281.30	1.00
56100 Management	27.00	27.00	27.00	27.00	27.00	-
56200 Vehicle Operations	354.69	353.69	362.69	362.69	372.75	10.06
56250 Vehicle Operations - Special Education	122.56	122.56	122.56	122.56	125.85	3.29
56300 Vehicle Maintenance	56.00	56.00	56.00	56.00	58.00	2.00
56400 Monitoring Services	106.88	106.88	106.88	106.88	110.28	3.40
Pupil Transportation Total	667.13	666.13	675.13	675.13	693.88	18.75
57100 Facilities Planning and Construction	6.00	6.00	7.00	6.00	6.00	-
57200 School Plant	197.00	197.00	198.00	199.00	199.00	-
57300 Distribution Services	23.50	22.50	22.50	22.50	22.50	-
57500 Custodial Services	728.00	738.00	737.00	717.00	698.00	(19.00)
58100 Safety and Loss Control	198.00	199.00	199.00	202.00	203.00	1.00
58200 Vehicle Services	4.00	4.00	4.00	4.00	4.00	-
58300 Telecommunications	3.00	3.00	2.00	2.00	2.00	-
Operations and Maintenance Total	1,159.50	1,169.50	1,169.50	1,152.50	1,134.50	(18.00)
61600 Instructional Technology	110.00	92.00	93.00	99.00	103.00	4.00
64900 Office of Technology	7.00	6.00	6.00	6.00	6.00	-
68400 Technology Maintenance	71.00	72.00	77.00	77.00	77.00	-
Technology Total	188.00	170.00	176.00	182.00	186.00	4.00
School Operating Fund Total	9,206.83	9,019.03	9,100.43	9,143.78	9,268.13	124.35
Green Run Collegiate Instruction	24.80	32.90	39.30	39.30	39.30	-
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	39.30	39.30	-
General Fund Total	9,231.63	9,051.93	9,139.73	9,183.08	9,307.43	124.35

Categorical Grants and Other Funds Budgeted Positions

	FY 2014/15 Budget	FY 2015/16 Budget	FY 2016/17 Budget	FY 2017/18 Budget	FY 2018/19 Approved	Variance
Adult Basic Education Funds	5.00	5.00	5.00	5.00	5.00	-
DoDEA MCASP	4.00	-	-	-	-	-
DoDEA MCASP Operation GRIT	-	-	-	1.00	1.00	-
DoDEA MCASP Operation Pride	3.00	3.00	2.00	-	-	-
DoDEA SFLEP	2.00	-	-	-	-	-
DoDEA Special Education	-	1.00	1.00	1.00	1.00	-
MTSS-B Impact Evaluation Study	-	-	1.20	-	-	-
Preschool Incentive	5.00	5.00	5.00	4.00	4.00	-
Title I, Part A	118.00	116.00	122.00	128.00	125.00	(3.00)
Title I, Part D - Subpart 1	0.50	-	-	-	-	-
Title I, Part D - Subpart 2	1.00	1.00	1.00	1.00	1.00	-
Title II, Part A	24.50	26.00	24.00	24.00	18.00	(6.00)
Title III, Part A - Language Acquisition	1.00	1.00	1.00	1.00	1.00	-
Title IV, Part A, Student Support and Academic Enrichment	-	-	-	-	1.00	1.00
Title VI, Part B (IDEA)	306.50	306.50	253.00	245.80	245.80	-
Virginia Preschool Initiative Plus (VPI+)	-	-	-	-	12.00	12.00
Federal Grants Total	470.50	464.50	415.20	410.80	414.80	4.00
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	1.50	0.50
Juvenile Detention Home	11.00	11.00	11.00	11.00	11.00	-
VA Initiative for At-Risk Four-Year-Olds	-	-	80.00	92.00	90.00	(2.00)
State Grants Total	13.00	13.00	93.00	105.00	103.50	(1.50)
Opportunity, Inc. - ALC	-	-	-	-	0.80	0.80
Opportunity, Inc. - STEM	1.00	1.00	1.00	1.00	2.00	1.00
Local Grants Total	1.00	1.00	1.00	1.00	2.80	1.80
Categorical Grants Total	484.50	478.50	509.20	516.80	521.10	4.30
Cafeterias	490.89	490.89	490.89	495.89	492.89	(3.00)
Health Insurance	6.50	6.50	6.50	6.50	6.50	-
Risk Management	5.00	5.00	7.00	4.00	4.00	-
Textbooks	1.50	1.50	1.50	1.50	1.50	-
Other Funds Total	503.89	503.89	505.89	507.89	504.89	(3.00)
Categorical Grants and Other Funds Total	988.39	982.39	1,015.09	1,024.69	1,025.99	1.30

General Fund Budgeted Positions by Employee Group

	2014/15 Budget	2015/16 Budget	2016/17 Budget	2017/18 Budget	2018/19 Approved	Variance
<i>General Fund</i>						
Fund 115 - School Operating						
Assistant Principal	129.00	127.00	128.00	128.00	129.00	1.00
Bus Assistants	106.88	106.88	106.88	106.88	110.28	3.40
Bus Drivers	473.75	472.25	481.25	481.25	494.60	13.35
Clinic Assistants	38.00	38.00	40.00	40.50	40.50	0.00
Coordinator Administration	46.00	46.00	46.00	48.00	46.00	(2.00)
Coordinator Instruction	69.00	66.00	72.00	74.00	76.00	2.00
Custodians	722.00	731.00	730.00	710.00	691.00	(19.00)
Directors	34.00	33.00	36.00	36.00	36.00	0.00
Executives	11.00	11.00	12.00	12.00	12.00	0.00
Instructional Support	933.40	908.90	911.40	931.90	967.00	35.10
Interns	5.00	5.00	8.00	8.00	10.00	2.00
Interpreters	32.20	32.20	32.20	32.20	32.70	0.50
Maintenance	177.00	177.00	179.00	179.00	179.00	0.00
Mechanics	50.00	50.00	50.00	50.00	52.00	2.00
Nurses	91.00	91.00	91.00	91.00	91.00	0.00
Occupational/Physical Therapists	39.20	38.20	26.20	26.20	25.60	(0.60)
Paraprofessionals	37.00	37.00	37.00	37.00	37.00	0.00
Principals	81.00	81.00	81.00	81.00	81.00	0.00
Professional Staff	55.00	54.00	55.00	58.00	62.00	4.00
Professional Support	585.90	525.40	527.40	528.40	525.00	(3.40)
School Board	11.00	11.00	11.00	11.00	11.00	0.00
Security	197.00	200.00	200.00	200.00	201.00	1.00
Specialists	194.50	197.50	207.00	213.00	215.00	2.00
Superintendent	1.00	1.00	1.00	1.00	1.00	0.00
Supply	27.50	26.50	26.50	26.50	26.50	0.00
Teachers	4,980.90	4,790.60	4,833.00	4,863.35	4,936.35	73.00

General Fund Budgeted Positions by Employee Group (continued)

	2014/15 Budget	2015/16 Budget	2016/17 Budget	2017/18 Budget	2018/19 Approved	Variance
<i>General Fund</i>						
Technical Staff	73.00	156.00	166.00	164.00	174.00	10.00
Travel Bell	5.60	5.60	5.60	5.60	5.60	0.00
School Operating Fund Total	9,206.83	9,019.03	9,100.43	9,143.78	9,268.13	124.35
Fund 104 - Green Run Collegiate						
Coordinator Instruction	0.00	1.00	1.00	1.00	1.00	0.00
Instructional Support	1.00	1.00	1.00	1.00	1.00	0.00
Principals	1.00	1.00	1.00	1.00	1.00	0.00
Professional Support	2.00	2.00	2.00	2.00	3.00	1.00
Specialists	1.00	0.00	0.00	0.00	1.00	1.00
Teachers	19.80	27.90	34.30	34.30	32.30	(2.00)
Green Run Collegiate Fund Total	24.80	32.90	39.30	39.30	39.30	0.00
General Fund Total	9,231.63	9,051.93	9,139.73	9,183.08	9,307.43	124.35

Categorical Grants and Other Funds Budgeted Positions by Employee Group

	2014/15 Budget	2015/16 Budget	2016/17 Budget	2017/18 Budget	2018/19 Approved	Variance
<i>Categorical Grants and Other Funds</i>						
Fund 114 - Cafeterias						
Cafeterias Staff	474.89	474.89	474.89	479.89	475.89	(4.00)
Coordinator Administration	-	-	-	-	1.00	1.00
Directors	1.00	1.00	1.00	1.00	1.00	0.00
Professional Staff	9.00	9.00	9.00	9.00	9.00	0.00
Professional Support	6.00	6.00	6.00	6.00	5.00	(1.00)
Supply Staff	-	-	-	-	1.00	1.00
Cafeterias Fund Total	490.89	490.89	490.89	495.89	492.89	(3.00)
Fund 116 - Categorical Grants						
Coordinator Administration	2.00	2.00	1.00	1.00	1.00	0.00
Coordinator Instruction	5.00	5.00	1.00	0.00	0.00	0.00
Directors	0.00	0.00	0.00	1.00	1.00	0.00
Instructional Support	179.00	177.00	196.50	198.50	204.50	6.00
Principals	1.00	1.00	1.00	1.00	1.00	0.00
Professional Staff	1.00	1.00	1.00	1.00	1.00	0.00
Professional Support	4.00	3.00	2.00	2.00	3.00	1.00
Specialists	26.50	25.50	21.70	15.50	20.30	4.80
Teachers	266.00	264.00	285.00	296.80	289.30	(7.50)
Categorical Grants Fund Total	484.50	478.50	509.20	516.80	521.10	4.30
Fund 117 - Textbooks						
Supply Staff	1.50	1.50	1.50	1.50	1.50	0.00
Textbooks Fund Total	1.50	1.50	1.50	1.50	1.50	0.00
Fund 614 - Risk Management						
Coordinator Administration	-	-	-	-	1.00	1.00
Directors	1.00	1.00	1.00	0.00	0.00	0.00
Professional Staff	1.00	1.00	3.00	2.00	1.00	(1.00)
Professional Support	3.00	3.00	3.00	2.00	2.00	0.00
Risk Management Fund Total	5.00	5.00	7.00	4.00	4.00	0.00
Funds 615/617 - Health Insurance						
Coordinator Administration	0.00	0.00	0.00	1.00	1.00	0.00
Professional Staff	3.00	3.00	3.00	2.00	2.00	0.00
Professional Support	3.50	3.50	3.50	3.50	3.50	0.00
Health Insurance Fund Total	6.50	6.50	6.50	6.50	6.50	0.00
Other Funds Total	988.39	982.39	1,015.09	1,024.69	1,025.99	1.30
Total Budget	10,220.02	10,034.32	10,154.82	10,207.77	10,333.42	125.65

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	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Actual
Full-Time Staff					
Office/Admin/Managers	43.00	43.00	44.00	47.00	47.00
Principals	87.00	87.00	86.00	87.00	87.00
Assistant Principals	147.00	153.00	152.00	157.00	156.00
Elementary Classroom Teachers	2,068.00	2,108.00	2,059.00	2,096.00	2,073.00
Secondary Classroom Teachers	2,353.00	2,359.00	2,304.00	2,298.00	2,301.00
Other Classroom Teachers	316.00	318.00	302.00	297.00	358.00
Guidance	175.00	174.00	171.00	176.00	179.00
Psychological	75.00	75.00	77.00	76.00	85.00
Librarians/AV	106.00	106.00	105.00	106.00	106.00
Supervisory	83.00	90.00	84.00	86.00	93.00
Other Professionals	371.00	378.00	371.00	380.00	379.00
Teacher Aides	1,121.00	1,113.00	1,100.00	1,127.00	1,160.00
Technicians	111.00	111.00	197.00	203.00	197.00
Clerical/Secretarial	578.00	596.00	534.00	530.00	527.00
Service Workers	1,072.00	1,058.00	1,058.00	1,061.00	1,060.00
Skilled Crafts	234.00	234.00	229.00	232.00	227.00
Total Full-Time Staff	8,940.00	9,003.00	8,873.00	8,959.00	9,035.00
Part-Time Staff					
Professional/Instructional	170.00	153.00	138.00	142.00	135.00
Other	1,073.00	1,095.00	1,079.00	1,050.00	1,030.00
Total Part-Time Staff	1,243.00	1,248.00	1,217.00	1,192.00	1,165.00

Source: School Board of the City of Virginia Beach, Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2018

STAFF DEMOGRAPHICS AND CHARACTERISTICS

As one of the largest employers in Hampton Roads, VBCPS staffs over 15,000 full-time, part-time, temporary and substitute positions. Of more than 9,000 FTE allocated positions in the School Operating fund, nearly 75.0 percent are categorized as instructional.

Instructional Staff by Ethnic Group

	2013/14	2014/15	2015/16	2016/17	2017/18
Caucasian	74.19%	73.72%	73.52%	72.70%	70.00%
African American	18.87%	18.81%	18.77%	19.09%	19.91%
Asian	3.81%	3.60%	3.72%	3.87%	4.73%
Hispanic/Latino	2.63%	2.83%	2.85%	3.07%	3.83%
Multiracial	-	0.50%	0.58%	0.75%	1.09%
American Indian	0.50%	0.50%	0.50%	0.48%	0.37%
Hawaiian/Pacific Island	-	-	0.06%	0.07%	0.07%
Number of Teachers	5,213	5,248	5,115	5,150	5,200

Source: VBCPS Department of Media and Communications, Just the Facts

Instructional Staff Characteristics

Elementary School Instructional Staff	2013/14	2014/15	2015/16	2016/17	2017/18
Female	93.0%	93.0%	93.0%	92.7%	93.3%
Male	7.0%	7.0%	7.0%	7.3%	6.7%
Average years of teaching experience	14.9	14.8	14.8	14.8	14.4
Percentage new to the system	4.7%	8.4%	5.2%	5.2%	10.0%

Middle School Instructional Staff	2013/14	2014/15	2015/16	2016/17	2017/18
Female	76.4%	75.5%	77.0%	74.6%	70.1%
Male	23.6%	24.5%	23.0%	25.4%	29.9%
Average years of teaching experience	14.7	14.3	14.7	14.7	14.1
Percentage new to the system	6.0%	7.0%	5.1%	5.1%	7.8%

High School Instructional Staff	2013/14	2014/15	2015/16	2016/17	2017/18
Female	65.7%	66.1%	66.5%	67.9%	61.6%
Male	34.3%	33.9%	33.5%	32.1%	38.4%
Average years of teaching experience	14.7	14.6	14.9	15.5	15.3
Percentage new to the system	4.0%	6.7%	5.3%	5.2%	9.3%

Source: VBCPS Office of Planning, Innovation and Accountability, Annual School Report Card

AVERAGE TEACHER SALARIES

At a presentation to the School Board on Dec. 19, 2017, staff from the Department of Human Resources outlined how Virginia Beach ranks in the Hampton Roads region when examining teacher salaries. VBCPS ranks No. 1 in the region for entry-level compensation and No. 1 in the region when teachers reach five years of experience.

2017/18 Teacher Salary Comparisons

Experience	Entry Level	5 Years	10 Years	15 Years	20 Years	25 Years	30 Years
Virginia Beach	1 44,796	1 45,786	5 47,381	2 52,827	2 58,270	3 63,714	2 69,518
Chesapeake	5 43,200	2 45,471	2 48,196	3 52,563	3 58,032	2 64,074	3 67,334
Suffolk	6 40,677	7 42,111	6 46,213	5 51,023	4 56,334	4 60,688	4 65,409
Portsmouth	3 43,622	5 45,337	4 47,557	4 51,622	5 56,051	5 60,637	5 63,879
Hampton	2 43,700	6 44,250	7 46,048	7 47,795	7 51,163	7 53,895	7 59,472
Newport News	4 43,250	3 45,456	3 47,846	6 50,661	6 53,827	6 57,987	6 62,469
Norfolk	3 43,622	4 45,392	1 50,116	1 55,332	1 61,091	1 67,781	1 76,687

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
2012/13	2,814	42,217	15.0	13.3
2013/14	2,714	42,156	15.5	13.2
2014/15	2,789	41,896	15.0	13.2
2015/16	2,897	41,668	14.4	13.0
2016/17	2,910	41,191	14.2	13.1

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
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	2,003	25,926	12.9	12.5
2016/17	1,997	25,684	12.9	12.3

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: Superintendent's Annual Report for Virginia, Ratio of Pupil to Classroom Teacher Positions - Regular Day School for Fiscal Year 2017

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.

GASB 74 - The purpose of this statement is to improve the usefulness of information about other postemployment benefits included in the general purpose external financial reports of state and local governmental other postemployment benefits (OPEB) plans for making decisions and assessing accountability. This statement is effective for plan fiscal years beginning after June 15, 2016.

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 composed 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.



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

A HEAD 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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Strategic Action Agenda for 2018-2019

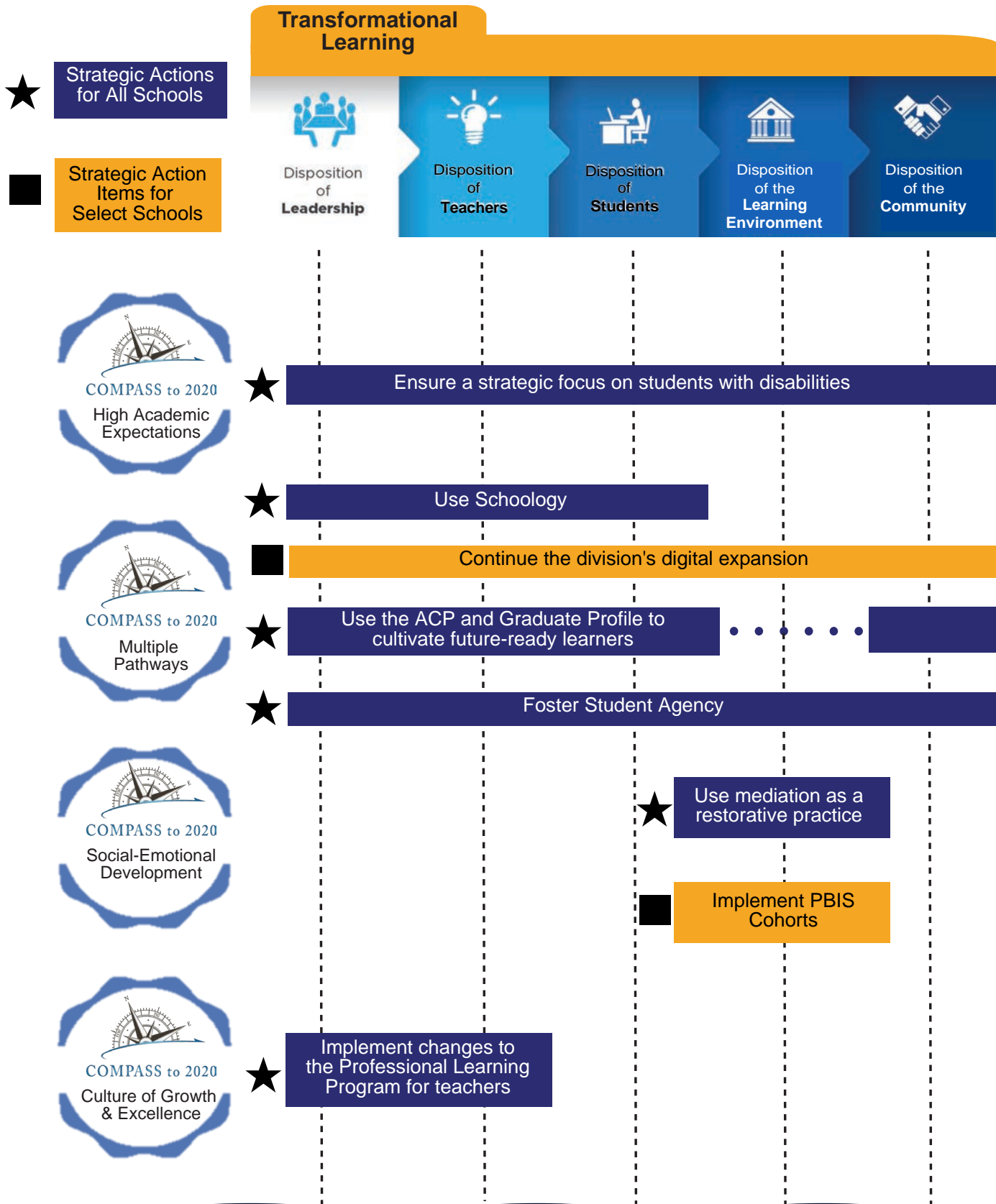
With equity as an ever present emphasis, we will...

- ★ **Continue** to foster student agency by fully engaging students in all areas of the student disposition, with **added emphasis** on the *Teach* component of the teacher disposition and the *Learning* and *Innovation* components of the Leadership disposition. More specifically, to support personalized, student-centered learning, priority areas include:
 - Understanding and implementing culturally responsive practices.
 - Implementing innovative school practices (e.g., student advisories, reshaping the learning environment).
- ★ Engage students, parents, and all staff in ensuring students are future ready by sharing the division's Graduate Profile and employing the Academic and Career Planning process throughout students' K - 12 careers.
- ★ Foster a culture of growth and excellence by implementing changes to the Professional Learning Program and placing an emphasis on identifying a professional learning focus as part of the teacher evaluation process.
- ★ Use Schoology to access the curriculum and engage in professional learning for the purpose of building capacity to use the system and engage students in the use of the learning management system depending on each school's readiness.
- ★ **Continue** to engage all stakeholders in the achievement and support of students with disabilities, including continued compliance with the development of and adherence to IEPs, closing academic gaps, and capacity building for all staff.
- ★ **Continue** to learn more about restorative practices and use mediation when appropriate for addressing conflicts (e.g., student to student and student to staff).

SELECT schools will...

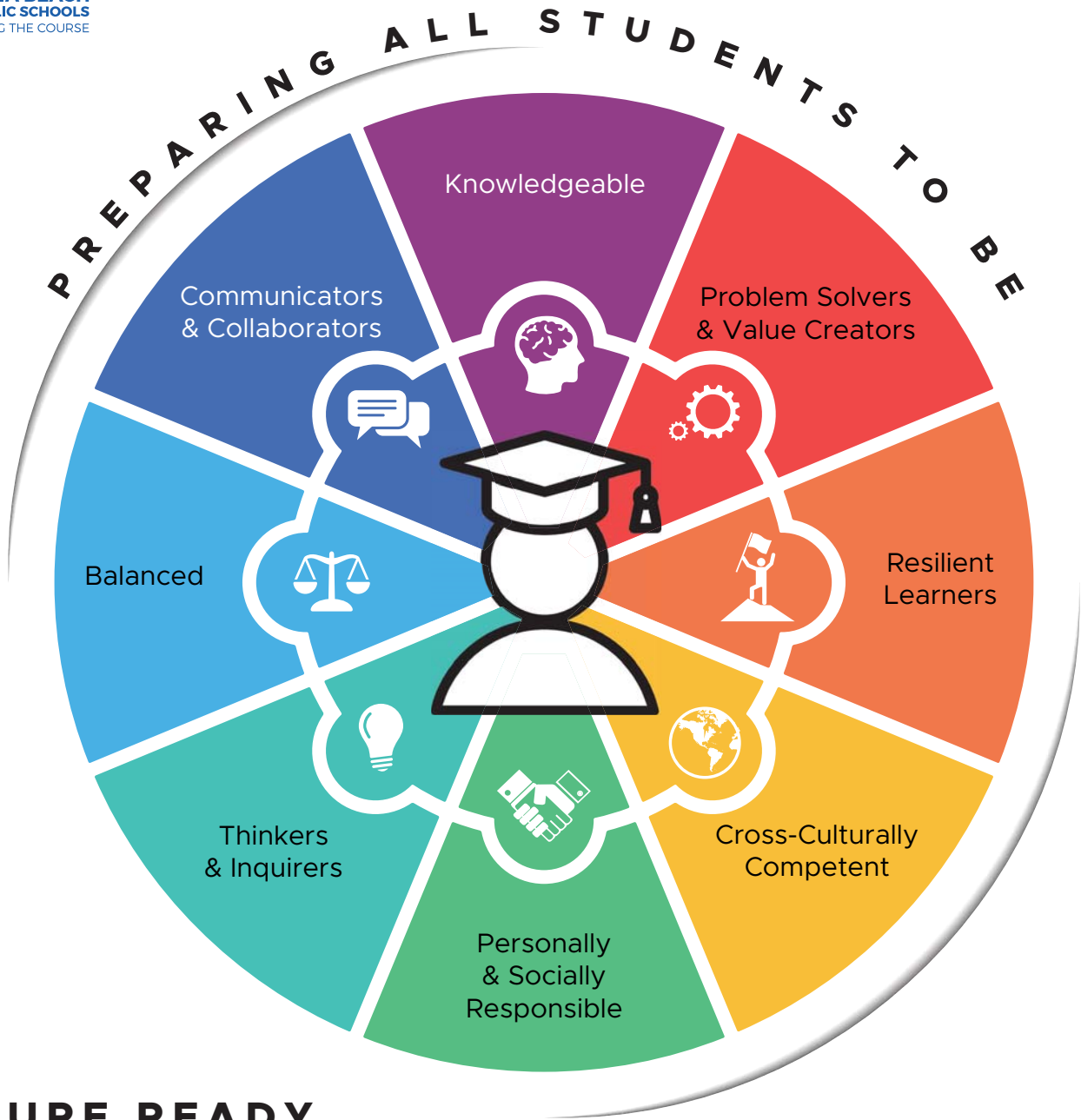
- ★ Implement Positive Behavioral Interventions and Supports (PBIS) as part of a phased-in, cohort approach to bring the school division to full implementation by 2020.
- ★ Integrate the use of additional devices that will be strategically deployed by the division based on funding, readiness, and feeder patterns.

Connecting the Work



Put Students First ★ Seek Growth ★ Be Open to Change ★ Do Great Work Together ★ Value Differences

VBCPS Graduate Profile



FUTURE READY



KNOWLEDGEABLE

Possessing and exhibiting knowledge and skills to succeed as a learner, worker, and citizen.



PROBLEM SOLVERS AND VALUE CREATORS

Identifying and solving problems through creative thinking and innovation to address challenges.



RESILIENT LEARNERS

Seeking and accepting new and difficult challenges to adapt to change.



CROSS-CULTURALLY COMPETENT

Recognizing and respecting one's own culture and other cultures to work well with others and more fully understand the impact of national and world events.



PERSONALLY AND SOCIALLY RESPONSIBLE

Acting with integrity and empathy while demonstrating personal accountability and making a positive contribution to society.



THINKERS AND INQUIRERS

Raising vital questions driven by curiosity to increase understanding.



BALANCED

Making healthy choices to achieve well-being and create a well-rounded educational experience.



COMMUNICATORS AND COLLABORATORS

Listening and articulating effectively for a variety of purposes and working well with others while being willing to understand and offer alternate points of view.



VBCPS Graduate Profile

Knowledgeable

- Demonstrate literacy skills necessary for success in school and life.
- Possess and exhibit understanding across a variety of disciplines.
- Able to transfer and apply knowledge across contexts.
- Fully versed in college and career requirements and opportunities.

Problem Solvers and Value Creators

- Apply creative thinking skills to develop solutions that effectively address problems, challenges, or unmet needs.
- Able to turn ideas in to actions to address problems, challenges, or unmet needs.
- Create value through innovation and/or entrepreneurship.

Resilient Learners

- Actively seek and accept new and difficult challenges.
- View "set-backs" as opportunities to learn and grow.
- Able to adapt to change.

Cross-Culturally Competent

- Understand and respect one's own culture and other cultures.
- Aware of national and world issues and events and their impact.
- Possess bilingual skills.

Personally and Socially Responsible

- Own their learning.
- Take responsibility for actions and their consequences.
- Act with integrity, honesty, and empathy.
- Engage in civic- and service-oriented activities.
- Contribute to society as informed and responsible citizens.

Thinkers and Inquirers

- Gather, analyze, and evaluate information and ideas.
- Raise vital questions.
- Come to well-reasoned conclusions.
- Think open-mindedly.
- Driven by curiosity to seek information and engage in research to increase understanding.

Balanced

- Understand the importance of balancing different aspects of their lives (academic, physical, emotional) to achieve well-being.
- Strive to lead a healthy lifestyle.
- Pursue a variety of curricular options to develop a well-rounded educational experience.

Communicators and Collaborators

- Effective at receiving and articulating ideas and information for a variety of purposes and audiences.
- Able to work interdependently with and/or lead a variety of individuals to achieve an objective while displaying flexibility and willingness to understand and articulate alternate points of view.



Compass to 2020 Navigational Markers Division - All Schools

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%	92.7%	90.8%		
	Grade 1	80.3%	77.3%	76.0%		
	Grade 2	75.8%	75.5%	72.4%		
	Grade 3	76.8%	76.2%	75.8%		
	Grade 6	67.9%	69.3%	69.0%		
	Grade 9	80.6%	79.4%	82.1%		
Percentage of students passing the English, Writing, Mathematics, Science, and Social Studies Standards of Learning (SOL) assessments	English	83.7%	85.7%	86.0%		
	Writing	78.4%	82.1%	81.7%		
	Mathematics	83.5%	82.9%	82.3%		
	Science	85.5%	85.0%	84.2%		
	Social Studies	85.5%	86.1%	84.6%		
Percentage of students scoring at the emerging level or higher on the Integrated Performance Task (IPT)	Gr. 4 Critical Thinking	78.9%	70.6%	74.2%		
	Gr. 4 Problem Solving	95.6%	90.7%	93.8%		
	Gr. 4 Written Communication	78.9%	70.4%	74.6%		
	Gr. 7 Critical Thinking	90.6%	81.5%	83.8%		
	Gr. 7 Problem Solving	94.2%	87.2%	94.7%		
	Gr. 7 Written Communication	62.7%	58.3%	67.8%		
Percentage of students scoring at the proficient level or higher on the College and Work Readiness Assessment (CWRA+)		--	--	65.7%		
Percentage of students reporting growth in the areas of literacy, numeracy, and globally competitive skills	Reading	86.8%	86.9%	85.7%		
	Writing	88.1%	88.2%	88.0%		
	Mathematics	86.3%	86.3%	85.3%		
	Critical Thinking	84.8%	84.6%	83.6%		
	Problem Solving	86.4%	87.1%	85.4%		
	Communication	81.4%	81.9%	79.8%		
	Collaboration	83.1%	83.0%	82.3%		
	Innovation	81.1%	81.0%	79.4%		
Percentage of secondary students enrolled in rigorous coursework	Advanced Courses in MS	54.8%	56.2%	60.3%		
	Advanced Courses in HS	56.4%	57.4%	59.1%		
	AP/IB Courses	34.8%	35.8%	37.7%		
	Dual Enrollment Courses	8.5%	8.6%	10.0%		
Percentage of 8th grade students earning high school credit		70.7%	71.2%	74.5%		
Percentage of students graduating in four years		91.3%	91.9%	93.3%		
Percentage of students completing Algebra II and passing the SOL by the end of 11th grade		63.6%	65.9%	66.0%		

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%	67.7%	73.0%		
	Parents	89.7%	84.6%	91.9%		
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%	75.7%	81.1%		
	Parents	71.3%	72.9%	76.5%		
Percentage of students taking advantage of flexible learning opportunities through enrollment in...	Online classes	7.1%	7.6%	8.5%		
	Distance Learning classes	3.4%	3.0%	3.4%		
Percentage of 8th grade students meeting college-readiness benchmarks on the PSAT 8/9	Reading and Writing	59.8%	61.4%	61.6%		
	Mathematics	39.9%	39.1%	42.0%		
	Both	35.3%	34.9%	38.0%		
Percentage of 10th grade students meeting college-readiness benchmarks on the PSAT/NMSQT	Reading and Writing	62.5%	62.6%	59.9%		
	Mathematics	40.2%	38.1%	34.2%		
	Both	36.0%	35.4%	31.9%		
Percentage of students meeting college-readiness benchmarks on the SAT	Reading and Writing	83.3%	84.0%	83.8%		
	Mathematics	55.5%	57.1%	55.5%		
	Both	54.2%	55.6%	53.9%		

Compass to 2020 Navigational Markers

Division - All Schools

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%	79.1%	74.9%		
	Mathematics	55.0%	58.1%	56.0%		
	Reading	60.2%	65.2%	60.4%		
	Science	50.1%	54.5%	53.8%		
Percentage of students completing internships, co-operatives, or other specific work experiences facilitated by schools		3.5%	4.4%	3.8%		
Percentage of recent graduates reporting that their experiences in VBCPS prepared them for postsecondary education or entry into the military or workforce.		78.3%	78.9%			
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.		85.5%	87.8%			
Percentage of graduates enrolling in 2- and 4-year colleges within one year of graduation		62.7%	63.9%			
Percentage of graduates who completed a Career and Technical Education Program.		43.9%	44.9%	40.5%		
Percentage of graduates accepted/reporting acceptance into the military, service academies, or receiving ROTC scholarships		2.8%	2.6%	3.1%		

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%	87.8%	89.3%		
	Teachers	89.3%	88.9%	90.6%		
	Administrators	73.6%	73.9%	74.4%		
Percentage of students reporting a sense of belonging to their school		74.5%	70.2%	73.2%		
Percentage of students and parents reporting the school is a safe and orderly place to learn	Students	86.1%	82.7%	85.7%		
	Parents	92.5%	92.0%	92.4%		
Percentage of students and parents reporting the school is a welcoming place to learn	Students	83.9%	80.9%	82.9%		
	Parents	92.0%	88.5%	92.4%		
Percentage of students reporting participation in extracurricular activities, clubs, or athletics		68.3%	68.2%	67.7%		
Percentage of students reporting participation in community service		42.3%	40.3%	42.5%		
Percentage of students without excessive unexcused/unverified absences		81.0%	79.4%	87.3%		
Percentage of students with no discipline infractions		84.9%	85.4%	85.2%		

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	1	1		
	5 Years of Experience	2	1	1		
	10 Years of Experience	3	3	5		
	15 Years of Experience	2	1	2		
	20 Years of Experience	1	1	2		
	25 Years of Experience	2	1	3		
	30 Years of Experience	1	1	2		
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	6	6		
	Monthly Premium for Family Plan	7	7	7		
	Deductible for Employee Only Plan	6	7	5		
	Deductible for Family Plan	7	7	7		

Compass to 2020 Navigational Markers
Division - All Schools

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%	97.4%	97.9%		
Number of teachers with National Board Certification		141	122	130		
Number of teachers with the division designation of career teacher		1214	1248	1276		
Percentage of instructional, administrative, and certified staff with graduate degrees		59.8%	59.5%	59.2%		
Percentage of staff reporting that their opportunities for professional learning are appropriate to meet their needs		78.4%	85.8%	84.6%		
Percentage of staff reporting that the school division offers flexible opportunities for professional learning		80.7%	87.6%	86.4%		
Number of teachers and administrators who report leaving VBCPS to work in other school divisions	Teachers	15	19	25		
	Administrators	0	0	0		
Number of teachers and administrators who are hired with experience in other school divisions	Teachers	160	309	278		
	Administrators	15	6	7		
Percentage of staff reporting high levels of job satisfaction		85.9%	89.2%	88.1%		

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%	91.2%	91.0%		
Attendance at division-sponsored family programming events		57.6%	58.9%	60.9%		
Number of partnerships	Total	1630	2164	2164		
	Model	14	6	9		
Number of participating partners and volunteers		--	29779	31146		
Percentage of partners and schools expressing satisfaction with the partnership relationships	Partners	91.4%	93.1%	93.0%		
	Schools	98.9%	91.9%	95.1%		
Percentage of partners willing to continue as partners		98.7%	100.0%	100.0%		

Goal 1: High Academic Expectations
Academic Equity Indices

Percentage of students identified as intellectually gifted

<u>Reported Data:</u>	Division level and school level.
<u>Educational Outcome:</u>	The unduplicated count of students in grades 2-12 identified as intellectually gifted based on September 30 membership serving count of the reported year.
<u>Reference Population:</u>	The unduplicated count of students in grades 2-12 based on September 30 membership serving count of the reported year.
<u>Note:</u>	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)

<u>Reported Data:</u>	Division level and school level.
<u>Educational Outcome:</u>	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.
<u>Reference Population:</u>	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.
<u>Note:</u>	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)

<u>Reported Data:</u>	Division level and school level.
<u>Educational Outcome:</u>	The unduplicated count of on-time graduates earning a state-approved diploma.
<u>Reference Population:</u>	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.
<u>Note:</u>	Source is the Virginia Department of Education four-year on-time graduation rate.

Percentage of on-time graduates earning advanced diplomas (Excellence)

<u>Reported Data:</u>	Division level and school level.
<u>Educational Outcome:</u>	The unduplicated count of on-time graduates earning an advanced or IB diploma.
<u>Reference Population:</u>	The unduplicated count of on-time graduates earning a state-approved diploma.
<u>Note:</u>	Source is the Virginia Department of Education four-year on-time graduation rate.

COMPASS TO 2020 NAVIGATIONAL MARKERS METHODOLOGY

Goal 1: High Academic Expectations **Navigational Markers**

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)

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	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).
<u>Denominator:</u>	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.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	The unduplicated count of students by subject area who took an SOL test during the summer, fall, or spring of the reported year.
<u>Note:</u>	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)

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	The count of students who took the Integrated Performance Task for grades 4 and 7 during the spring of the reported year.
<u>Note:</u>	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+)

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	The count of grade 12 students who scored proficient or higher on the College and Work Readiness assessment (CWRA+).
<u>Denominator:</u>	The count of grade 12 students who completed the CWRA+.
<u>Note:</u>	This data file is provided by the Council for Aid to Education. Students who do not have a valid Performance Task score and a valid Selected-Response score are not included in the analysis. The data reported are for seniors, the primary test-taker group, for the reported year.

Percentage of students reporting growth in the areas of literacy, numeracy, and globally competitive skills

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.
<u>Note:</u>	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 1: High Academic Expectations
Navigational Markers

Percentage of secondary students enrolled in rigorous coursework

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	The unduplicated count of grade 8 students enrolled in the school at the end of any course in the reported year.
<u>Note:</u>	Students are counted at the school at which they were last enrolled.

Percentage of students graduating in four years

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	Count of on-time graduates earning a state-approved diploma.
<u>Denominator:</u>	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.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	The unduplicated count of grade 11 students enrolled in the school at the end of any course in the reported year.
<u>Note:</u>	Students are counted at the school at which they were last enrolled.

**Goal 2: Multiple Pathways
Navigational Markers**

Percentage of students and parents reporting that students were provided with personalized learning opportunities (e.g., opportunities aligned with their needs and interests)

<u>Reported Data:</u>	Division level and school level with subgroup data. Subgroup data are only available for students.
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level and school level with subgroup data. Subgroup data are only available for students.
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.
<u>Note:</u>	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.

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.
<u>Note:</u>	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.

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.
<u>Note:</u>	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**

Percentage of 8th grade students meeting college-readiness benchmarks on the PSAT 8/9

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	The count of 8th grade students with a PSAT 8/9 result for the reporting year.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	The count of 10th grade students with a PSAT result for the reporting year.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	The count of grade students with an SAT result for the reported year.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	The count of students with an ACT test result for the reported year.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	The unduplicated count of students in grades 9-12 who completed an internship, co-operative, or other specific work experiences facilitated by schools for the reported year.
<u>Denominator:</u>	The unduplicated count of students in grades 9-12 who earned a final grade in the second semester of the reported year.
<u>Note:</u>	Students are counted at the school where they earned a final grade in the second semester of the reported year.

**Goal 2: Multiple Pathways
Navigational Markers**

Percentage of recent graduates reporting that their experiences in VBCPS prepared them for postsecondary education or entry into the military or workforce.

<u>Reported Data:</u>	Division level and school level without subgroup data.
<u>Numerator:</u>	The count of all respondents to the Virginia Beach Postgraduate Survey who agreed or strongly agreed that their experiences in VBCPS prepared them for postsecondary education or entry into the military or workforce.
<u>Denominator:</u>	The count of all respondents to the Virginia Beach Postgraduate Survey who provided a response to an item about whether or not their experiences in VBCPS prepared them for postsecondary education or entry into the military or workforce.
<u>Note:</u>	Source is the Virginia Beach Postgraduate Survey.

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.

<u>Reported Data:</u>	Division level and school level without subgroup data.
<u>Numerator:</u>	The count of all respondents to the Virginia Beach Postgraduate Survey who agreed or strongly agreed that internships, co-operatives, or job shadowing experiences prepared them for postsecondary education or entry into the military or workforce.
<u>Denominator:</u>	The count of all respondents to the Virginia Beach Postgraduate Survey who provided a response to an item about whether or not internships, co-operatives, or job shadowing experiences prepared them for postsecondary education or entry into the military or workforce.
<u>Note:</u>	Source is the Virginia Beach Postgraduate Survey.

Percentage of graduates enrolling in 2- and 4-year colleges within one year of graduation

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	The unduplicated count of graduates identified as having enrolled in a postsecondary institution within one year following graduation.
<u>Denominator:</u>	The unduplicated count of graduates.
<u>Note:</u>	Source is the National Student Clearinghouse Report. The National Student Clearinghouse does not include students with a FERPA block attached to their record.

Percentage of graduates who completed a Career and Technical Education Program

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	The count of graduates for the reporting school year who completed a Career and Technical Education Program.
<u>Denominator:</u>	The count of graduates for the reporting school year.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	The count of graduates for the reporting school year who were accepted/reporting acceptance into the military, service academy, or received an ROTC scholarship.
<u>Denominator:</u>	The count of graduates for the reporting school year.
<u>Note:</u>	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

Percentage of students reporting positive relationships with peers, teachers, and administrators

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level and school level with subgroup data. Subgroup data are only available for students.
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level and school level with subgroup data. Subgroup data are only available for students.
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.
<u>Note:</u>	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

Percentage of students reporting participation in community service

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	The count of all respondents to the Compass to 2020 Monitoring Survey or School Climate Survey who reported participation in community service.
<u>Denominator:</u>	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.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	The unduplicated count of students receiving less than six unexcused and/or unverified absences during the reporting year.
<u>Denominator:</u>	The unduplicated count of students who were enrolled at least seven days during the reporting year.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level and school level with subgroup data.
<u>Numerator:</u>	The unduplicated count of students who received no referrals during the reporting year.
<u>Denominator:</u>	The unduplicated count of students who were enrolled at any point during the reporting year.
<u>Note:</u>	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**

Ranking of VBCPS salary for teachers compared to 6 surrounding divisions (total of 7 divisions)

<u>Reported Data:</u>	Division level without subgroup data.
<u>Ranking:</u>	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.
<u>Note:</u>	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)

<u>Reported Data:</u>	Division level without subgroup data.
<u>Ranking:</u>	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.
<u>Note:</u>	Information for each school division was obtained from either their school division website or by contacting the division directly.

Percentage of teachers receiving an overall summative rating of proficient or exemplary

<u>Reported Data:</u>	Division level without subgroup data.
<u>Numerator:</u>	The count of teachers receiving an overall summative rating of proficient or exemplary for the reporting year.
<u>Denominator:</u>	The count of teachers evaluated for the reporting year.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level without subgroup data.
<u>Count:</u>	The count of teachers with a National Board Certification.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level and school level without subgroup data.
<u>Count:</u>	The count of teachers with the division designation of career teacher.

Percentage of instructional, administrative, and certified staff with graduate degrees

<u>Reported Data:</u>	Division level and school level without subgroup data.
<u>Numerator:</u>	The count of instructional, administrative, and professional instructional staff (certified) with an advanced degree.
<u>Denominator:</u>	The count of all instructional, administrative, and professional instructional staff (certified).
<u>Note:</u>	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.

Percentage of staff reporting that their opportunities for professional learning are appropriate to meet their needs

<u>Reported Data:</u>	Division level without subgroup data. (Employee Input Survey) Division level and school level without subgroup data. (School Climate Survey)
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.
<u>Note:</u>	Source is either the Employee Input Survey or Virginia Beach School Climate Survey administered biannually during different school years.

**Goal 4a: Placing a Premium on High-Quality Staff
Navigational Markers**

Percentage of staff reporting that the school division offers flexible opportunities for professional learning

<u>Reported Data:</u>	Division level without subgroup data. (Employee Input Survey) Division level and school level without subgroup data. (School Climate Survey)
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.
<u>Note:</u>	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 other school divisions

<u>Reported Data:</u>	Division level without subgroup data.
<u>Count:</u>	The count of administrative, instructional, and professional instructional staff (certified) who left VBCPS during the reported school year to work in other school divisions.
<u>Note:</u>	Data are based on head counts and not FTEs.

Number of teachers and administrators who are hired with experience in other school divisions

<u>Reported Data:</u>	Division level without subgroup data.
<u>Count:</u>	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.
<u>Note:</u>	Data are based on head counts and not FTEs.

Percentage of staff reporting high levels of job satisfaction

<u>Reported Data:</u>	Division level without subgroup data. (Employee Input Survey) Division level and school level without subgroup data. (School Climate Survey)
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.
<u>Note:</u>	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

Percentage of families expressing satisfaction with events, programs, and resources provided for parents to support students

<u>Reported Data:</u>	Division level without subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.

Attendance at division-sponsored family programming events

<u>Reported Data:</u>	Division level without subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.

Number of partnerships

<u>Reported Data:</u>	Division level and school level without subgroup data.
<u>Count:</u>	The count of total and model partnerships for the reported year.

Number of participating partners and volunteers

<u>Reported Data:</u>	Division level and school level without subgroup data.
<u>Count:</u>	The count of participating partners and volunteers for the reported school year.
<u>Note:</u>	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

<u>Reported Data:</u>	Division level without subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.

Percentage of partners willing to continue as partners

<u>Reported Data:</u>	Division level without subgroup data.
<u>Numerator:</u>	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.
<u>Denominator:</u>	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.

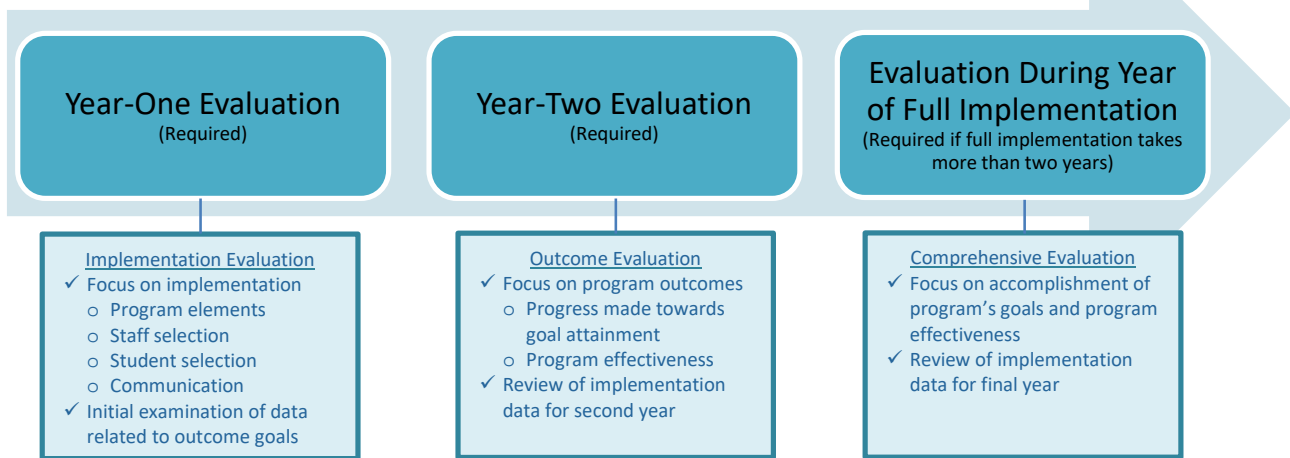


Program Evaluation Policy and Process

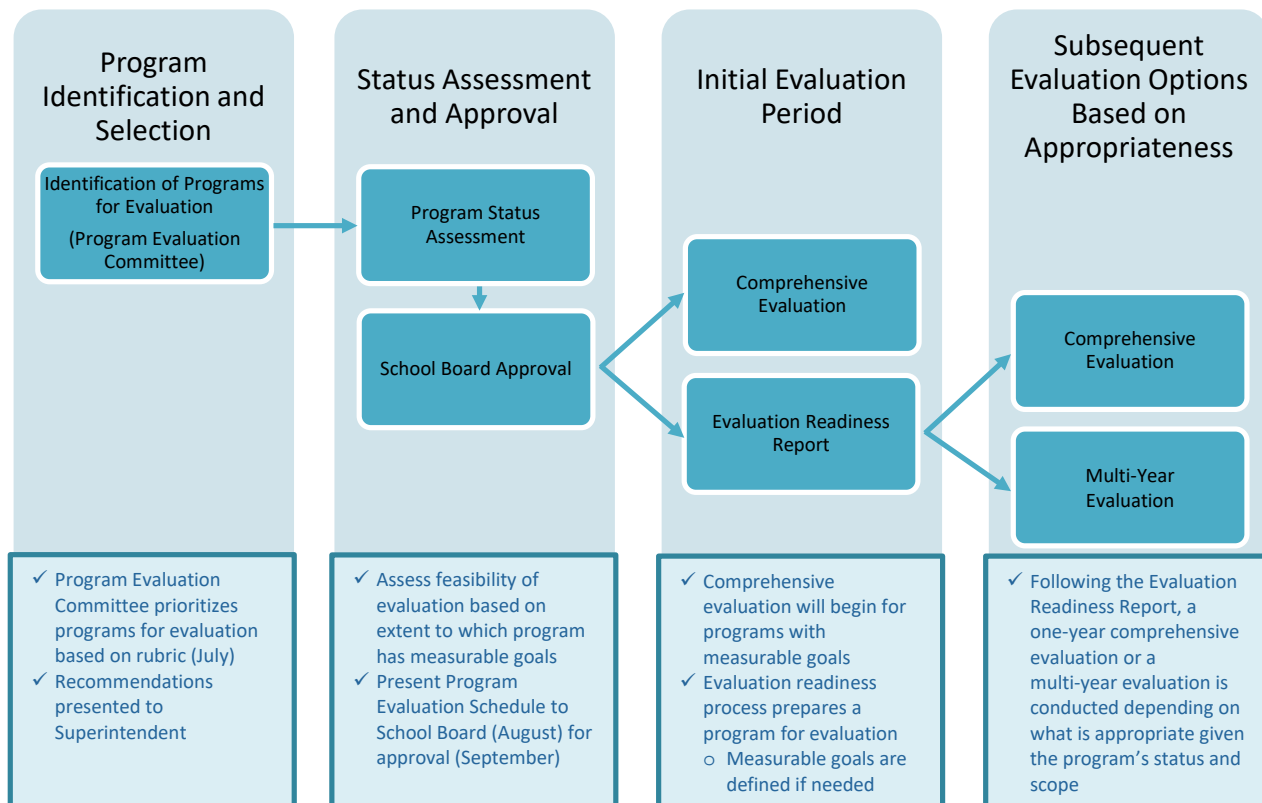
Planning, Innovation, and Accountability
Office of Research and Evaluation

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 and initiatives 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**

2018-2019 Program Evaluation Schedule

2017-2018 Program Evaluation Schedule*

Program	Proposed Reporting Schedule
Student Response Teams (SRT)	Fall 2018
LEAD Aspiring Administrators Program	Fall 2018
English as a Second Language Program (K-12)	Fall 2018
An Achievable Dream Academy**	Fall 2018
School Counseling Program (K-12)	Fall 2018
Entrepreneurship and Business Academy**	Fall 2018
Green Run Collegiate***	Winter 2018/2019
Academy and Advanced Academic Programs Longitudinal Study	Spring 2019

2018-2019 Program Evaluation Schedule

(Submitted for School Board approval in accordance with School Board Policy 6-26)

Program	Proposed Reporting Schedule
Student Response Teams (SRT)	Fall 2019
LEAD Aspiring Administrators Program	Fall 2019
School Counseling Program (K-12)	Fall 2019
English as a Second Language Program (K-12)	Fall 2019
Schoolology**	Fall 2019
Positive Behavioral Interventions and Supports (PBIS)****	Fall 2019

*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 2018-2019 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.

***An evaluation update was added to the Program Evaluation Schedule based on a recommendation following the 2016-2017 comprehensive evaluation.

****New recommendation for the 2018-2019 school year based on the Program Evaluation Committee.



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Master Accreditation Chart
2005-2006 to Present

School	Level	Based on 05-06 Scores for 06-07 Accreditation	Based on 06-07 Scores for 07-08 Accreditation	Based on 07-08 Scores for 08-09 Accreditation	Based on 08-09 Scores for 09-10 Accreditation	Based on 09-10 Scores for 10-11 Accreditation	Based on 10-11 Scores for 11-12 Accreditation	Based on 11-12 Scores for 12-13 Accreditation	Based on 12-13 Scores for 13-14 Accreditation	Based on 13-14 Scores for 14-15 Accreditation	Based on 14-15 Scores for *15-16 Accreditation	Based on 15-16 Scores for *16-17 Accreditation	Based on 16-17 Scores for *17-18 Accreditation
Alanton	ES	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Arrowhead	ES	FA	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	FA
Birdneck	ES	FA	FA	FA	FA	FA	FA	FA	FA	AW (English)	PA-Approaching (English)	PA - Warned (History)	FA
Brookwood	ES	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Centerville	ES	FA	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	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	FA
Cooke	ES	FA	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	FA
Creeds	ES	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
John B. Dey	ES	FA	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	FA
Fairfield	ES	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Glenwood	ES	FA	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	FA
Hermitage	ES	FA	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	FA
Indian Lakes	ES	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Kempsville	ES	FA	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	FA
Kings's Grant	ES	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Kingston	ES	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Landstown	ES	FA	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	FA
Luxford	ES	FA	FA	FA	FA	FA	FA	FA	FA	AW (English)	FA	FA	FA
Lynnhaven	ES	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Malibu	ES	FA	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	FA
Newtown	ES	FA	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	FA

FA = Fully Accredited, AW = Accredited with Warning, AD = Accreditation Denied, CA = Conditionally Accredited, TBD = To Be Determined

*Starting with the 2015-2016 Accreditation Year - PA =Partially Accredited



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Ocean Lakes	ES	FA	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	N/A
Parkway	ES	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Pembroke	ES	FA	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	FA
Point O'View	ES	FA	FA	FA	FA	FA	FA	FA	AW (Math)	AW (English)	PA-Warned (English)	FA	FA
Princess Anne	ES	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Providence	ES	FA	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	FA
Rosemont	ES	FA	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	FA
Salem	ES	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Seatack, An Achievable Dream Academy	ES	FA	FA	FA	FA	FA	FA	FA	FA	AW (Math, English, and Science)	PA-Warned (English and Science)	PA - Approaching (Science)	FA
Shelton Park	ES	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Strawbridge	ES	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Tallwood	ES	FA	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	FA
Thoroughgood	ES	FA	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	FA
Trantwood	ES	FA	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	FA
Williams	ES	FA	FA	AW (History)	FA	FA	FA	AW (Math)	AW (Math and Science)	AW (English and Science)	PA - Reconstituted School	FA	FA
Windsor Oaks	ES	FA	FA	FA	FA	FA	FA	FA	AW (Math)	AW (English)	PA-Approaching (English)	FA	FA
Windsor Woods	ES	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Woodstock	ES	FA	FA	FA	FA	FA	FA	FA	FA	FA	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)	FA

FA = Fully Accredited, AW = Accredited with Warning, AD = Accreditation Denied, CA = Conditionally Accredited, TBD = To Be Determined

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Bayside MS (7/8)	MS	FA	FA	FA	FA	FA	AW (Math)	AW (Math)	AW (Math)	CA	PA - Reconstituted School	PA - Reconstituted School	FA
Brandon	MS	FA	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	FA
Great Neck	MS	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Independence	MS	FA	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	N/A
Kempsville	MS	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Landstown	MS	FA	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)	FA
Lynnhaven	MS	FA	FA	FA	FA	FA	FA	FA	FA	AW (Math)	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	FA
Plaza	MS	FA	FA	FA	FA	FA	FA	FA	AW (Math)	FA	FA	FA	FA
Princess Anne	MS	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Salem	MS	FA	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	FA
Bayside	HS	FA	FA	FA	FA	FA	FA	FA	AW (Math)	AW (Math)	FA	FA	FA
Cox	HS	FA	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	FA
Green Run	HS	FA	FA	FA	FA	FA	FA	FA	AW (Math)	FA	PA-Approaching (Math)	FA	FA
Green Run Collegiate	HS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CA	FA	FA	FA	FA
Kellam	HS	FA	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	FA
Landstown	HS	FA	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	FA
Princess Anne	HS	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Salem	HS	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA
Tallwood	HS	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA	FA

FA = Fully Accredited, AW = Accredited with Warning, AD = Accreditation Denied, CA = Conditionally Accredited, TBD = To Be Determined

*Starting with the 2015-2016 Accreditation Year - PA =Partially Accredited

VIRGINIA BEACH CITY PUBLIC SCHOOLS

2017-2018

Mobility Indices

All Schools (N=84)

Name	Number of Entries and Withdrawals	Mobility Index 2017-2018	Rank Among All Schools
Alanton Elementary	111	0.1835	35
Arrowhead Elementary	67	0.1540	22
Bayside 6th Grade	95	0.2184	50
Bayside Elementary	101	0.2135	48
Bayside High	434	0.2336	60
Bayside Middle	385	0.5704	82
Bettie F. Williams Elementary	127	0.2674	70
Birdneck Elementary	178	0.3327	77
Brandon Middle	169	0.1405	19
Brookwood Elementary	148	0.2305	57
Centerville Elementary	96	0.1346	16
Christopher Farms Elementary	116	0.1693	30
College Park Elementary	97	0.1988	42
Corporate Landing Elementary	66	0.1610	27
Corporate Landing Middle	231	0.1886	37
Creeds Elementary	39	0.1275	12
Diamond Springs Elementary	147	0.2832	74
Fairfield Elementary	96	0.1752	32
First Colonial High	340	0.1911	40
Frank W. Cox High	233	0.1294	13
Glenwood Elementary	216	0.2343	61
Great Neck Middle	254	0.2160	49
Green Run Collegiate	145	0.4341	80
Green Run Elementary	93	0.2576	65
Green Run High	451	0.3238	76
Hermitage Elementary	242	0.3746	78
Holland Elementary	129	0.2220	51
Independence Middle	295	0.2428	62
Indian Lakes Elementary	87	0.1518	21
John B. Dey Elementary	103	0.1268	11
Kellam High	191	0.0947	3
Kempsville Elementary	59	0.1379	18
Kempsville High	237	0.1458	20
Kempsville Meadows Elementary	124	0.2644	68
Kempsville Middle	218	0.2715	71
King's Grant Elementary	102	0.1805	34
Kingston Elementary	63	0.1209	9
Landstown Elementary	127	0.1680	29
Landstown High	352	0.1651	28
Landstown Middle	191	0.1340	15
Larkspur Middle	310	0.2031	46
Linkhorn Park Elementary	167	0.2756	73
Luxford Elementary	135	0.2632	67
Lynnhaven Elementary	75	0.2027	44
Lynnhaven Middle	184	0.2018	43
Malibu Elementary	68	0.1838	36
New Castle Elementary	62	0.0798	2
Newtown Elementary	117	0.2303	55
North Landing Elementary	72	0.1579	25

VIRGINIA BEACH CITY PUBLIC SCHOOLS

2017-2018

Mobility Indices

All Schools (N=84)

Name	Number of Entries and Withdrawals	Mobility Index 2017-2018	Rank Among All Schools
Ocean Lakes Elementary	63	0.1200	8
Ocean Lakes High	209	0.1016	6
Old Donation School	65	0.0550	1
Parkway Elementary	78	0.1789	33
Pembroke Elementary	132	0.2661	69
Pembroke Meadows Elementary	111	0.2327	58
Plaza Middle	170	0.1560	23
Point O'View Elementary	132	0.1888	38
Princess Anne Elementary	90	0.1571	24
Princess Anne High	361	0.2053	47
Princess Anne Middle	150	0.0996	5
Providence Elementary	127	0.2305	56
Red Mill Elementary	82	0.1314	14
Renaissance Academy (6-8)	212	2.8267	84
Renaissance Academy (9-12)	318	1.0392	83
Rosemont Elementary	89	0.2242	53
Rosemont Forest Elementary	110	0.2227	52
Salem Elementary	64	0.1362	17
Salem High	271	0.1599	26
Salem Middle	254	0.2485	64
Seatack Elementary	107	0.2730	72
Shelton Park Elementary	92	0.2629	66
Strawbridge Elementary	76	0.1139	7
Tallwood Elementary	133	0.2289	54
Tallwood High	762	0.3930	79
Thalia Elementary	150	0.2483	63
Thoroughgood Elementary	67	0.0990	4
Three Oaks Elementary	126	0.1721	31
Trantwood Elementary	61	0.1266	10
Virginia Beach Middle	165	0.1910	39
W. T. Cooke Elementary	99	0.1945	41
White Oaks Elementary	173	0.3073	75
Windsor Oaks Elementary	120	0.2027	44
Windsor Woods Elementary	149	0.4488	81
Woodstock Elementary	159	0.2335	59

VIRGINIA BEACH CITY PUBLIC SCHOOLS

2017-2018 Mobility Indices

Elementary Schools (N=55)

School Name	Number of Entries and Withdrawals	Mobility Index 2017-2018	Rank Among All Elementary Schools
Alanton Elementary	111	0.1835	24
Arrowhead Elementary	67	0.1540	14
Bayside Elementary	101	0.2135	31
Bettie F. Williams Elementary	127	0.2674	48
Birdneck Elementary	178	0.3327	53
Brookwood Elementary	148	0.2305	38
Centerville Elementary	96	0.1346	10
Christopher Farms Elementary	116	0.1693	19
College Park Elementary	97	0.1988	28
Corporate Landing Elementary	66	0.1610	17
Creeds Elementary	39	0.1275	8
Diamond Springs Elementary	147	0.2832	51
Fairfield Elementary	96	0.1752	21
Glenwood Elementary	216	0.2343	41
Green Run Elementary	93	0.2576	43
Hermitage Elementary	242	0.3746	54
Holland Elementary	129	0.2220	32
Indian Lakes Elementary	87	0.1518	13
John B. Dey Elementary	103	0.1268	7
Kempsville Elementary	59	0.1379	12
Kempsville Meadows Elementary	124	0.2644	46
King's Grant Elementary	102	0.1805	23
Kingston Elementary	63	0.1209	5
Landstown Elementary	127	0.1680	18
Linkhorn Park Elementary	167	0.2756	50
Luxford Elementary	135	0.2632	45
Lynnhaven Elementary	75	0.2027	29
Malibu Elementary	68	0.1838	25
New Castle Elementary	62	0.0798	1
Newtown Elementary	117	0.2303	36
North Landing Elementary	72	0.1579	16
Ocean Lakes Elementary	63	0.1200	4
Parkway Elementary	78	0.1789	22
Pembroke Elementary	132	0.2661	47
Pembroke Meadows Elementary	111	0.2327	39
Point O'View Elementary	132	0.1888	26
Princess Anne Elementary	90	0.1571	15
Providence Elementary	127	0.2305	37
Red Mill Elementary	82	0.1314	9
Rosemont Elementary	89	0.2242	34
Rosemont Forest Elementary	110	0.2227	33
Salem Elementary	64	0.1362	11
Seatack Elementary	107	0.2730	49
Shelton Park Elementary	92	0.2629	44
Strawbridge Elementary	76	0.1139	3
Tallwood Elementary	133	0.2289	35
Thalia Elementary	150	0.2483	42
Thoroughgood Elementary	67	0.0990	2
Three Oaks Elementary	126	0.1721	20
Trantwood Elementary	61	0.1266	6
W. T. Cooke Elementary	99	0.1945	27

VIRGINIA BEACH CITY PUBLIC SCHOOLS

2017-2018 Mobility Indices

Elementary Schools (N=55)

School Name	Number of Entries and Withdrawals	Mobility Index 2017-2018	Rank Among All Elementary Schools
White Oaks Elementary	173	0.3073	52
Windsor Oaks Elementary	120	0.2027	29
Windsor Woods Elementary	149	0.4488	55
Woodstock Elementary	159	0.2335	40

VIRGINIA BEACH CITY PUBLIC SCHOOLS

2017-2018 Mobility Indices

Combined Schools (N=1)

School Name	Number of Entries and Withdrawals	Mobility Index 2017-2018	Rank Among All Combined Schools
Old Donation School	65	0.0550	1

VIRGINIA BEACH CITY PUBLIC SCHOOLS

2017-2018 Mobility Indices

Middle Schools (N=15)

School Name	Number of Entries and Withdrawals	Mobility Index 2017-2018	Rank Among All Middle Schools
Bayside 6th Grade	95	0.2184	10
Bayside Middle	385	0.5704	14
Brandon Middle	169	0.1405	3
Corporate Landing Middle	231	0.1886	5
Great Neck Middle	254	0.2160	9
Independence Middle	295	0.2428	11
Kempsville Middle	218	0.2715	13
Landstown Middle	191	0.1340	2
Larkspur Middle	310	0.2031	8
Lynnhaven Middle	184	0.2018	7
Plaza Middle	170	0.1560	4
Princess Anne Middle	150	0.0996	1
Renaissance Academy (6-8)	212	2.8267	15
Salem Middle	254	0.2485	12
Virginia Beach Middle	165	0.1910	6

VIRGINIA BEACH CITY PUBLIC SCHOOLS

2017-2018 Mobility Indices

High Schools (N=13)

School Name	Number of Entries and Withdrawals	Mobility Index 2017-2018	Rank Among All High Schools
Bayside High	434	0.2336	9
First Colonial High	340	0.1911	7
Frank W. Cox High	233	0.1294	3
Green Run Collegiate	145	0.4341	12
Green Run High	451	0.3238	10
Kellam High	191	0.0947	1
Kempsville High	237	0.1458	4
Landstown High	352	0.1651	6
Ocean Lakes High	209	0.1016	2
Princess Anne High	361	0.2053	8
Renaissance Academy (9-12)	318	1.0392	13
Salem High	271	0.1599	5
Tallwood High	762	0.3930	11

GRADE 3

GRADE 3 READING								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	76.19	74.00	79.98	81.88	83.35	1.47	3.37	7.17
Caucasian	82.77	81.64	86.22	87.51	88.36	0.85	2.15	5.59
Afr American	60.48	56.83	64.57	69.71	71.66	1.95	7.09	11.18
Hispanic	73.27	71.40	77.76	77.46	78.88	1.42	1.12	5.61
Asian	85.38	81.89	86.96	87.21	91.41	4.20	4.45	6.02
Multiracial	76.92	73.26	84.25	84.28	85.90	1.62	1.65	8.98
SWD	46.50	39.61	45.56	40.91	47.84	6.93	2.29	1.34
POV	65.09	62.69	70.41	74.18	74.99	0.80	4.57	9.90
Afr American Males	55.52	52.12	58.47	66.50	65.95	-0.55	7.48	10.43
GAPS								
	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	22.29	24.80	21.65	17.80	16.71	-1.10	-4.95	-5.59
Cauc vs Hispanic	9.51	10.23	8.46	10.05	9.49	-0.57	1.03	-0.02
Non-SWD vs SWD	33.03	38.11	38.20	45.42	39.23	-6.19	1.03	6.20
Non-POV vs POV	17.89	19.12	16.60	13.03	14.24	1.21	-2.36	-3.65

GRADE 3 MATHEMATICS								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	71.87	74.10	80.46	84.13	81.71	-2.41	1.26	9.85
Caucasian	79.24	80.59	87.18	89.20	86.83	-2.38	-0.35	7.59
Afr American	52.25	58.62	64.21	73.32	68.51	-4.81	4.30	16.26
Hispanic	68.20	71.33	76.80	79.06	77.47	-1.58	0.67	9.27
Asian	87.12	86.99	91.49	91.29	94.58	3.29	3.09	7.46
Multiracial	74.29	72.63	83.06	86.17	84.35	-1.82	1.29	10.06
SWD	43.98	40.16	48.11	45.65	42.62	-3.03	-5.48	-1.36
POV	61.05	62.48	70.65	76.86	72.60	-4.25	1.95	11.55
Afr American Males	53.61	58.95	62.92	73.39	65.28	-8.11	2.36	11.67
GAPS								
	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	26.99	21.98	22.96	15.88	18.31	2.43	-4.65	-8.67
Cauc vs Hispanic	11.04	9.27	10.37	10.15	9.35	-0.80	-1.02	-1.68
Non-SWD vs SWD	31.03	37.57	35.87	42.63	43.17	0.54	7.29	12.14
Non-POV vs POV	17.44	19.57	17.00	12.30	15.49	3.19	-1.51	-1.95

GRADE 4

GRADE 4 READING								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	71.38	73.23	79.56	82.02	85.64	3.62	6.08	14.26
Caucasian	79.99	82.18	86.19	88.36	91.07	2.71	4.88	11.08
Afr American	53.24	53.80	64.30	68.97	73.57	4.60	9.26	20.33
Hispanic	64.60	65.87	77.22	77.09	82.99	5.91	5.77	18.40
Asian	77.70	80.92	90.88	89.24	89.55	0.32	-1.32	11.85
Multiracial	70.10	75.06	78.11	83.65	87.92	4.27	9.81	17.82
SWD	40.19	43.84	43.93	45.41	49.47	4.06	5.54	9.28
POV	58.16	60.41	69.34	72.44	77.93	5.50	8.59	19.77
Afr American Males	50.25	50.58	61.92	63.93	68.41	4.48	6.49	18.17
GAPS								
	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	26.75	28.39	21.89	19.39	17.50	-1.89	-4.38	-9.25
Cauc vs Hispanic	15.39	16.31	8.97	11.27	8.08	-3.19	-0.89	-7.31
Non-SWD vs SWD	34.76	32.87	39.73	40.98	40.62	-0.36	0.89	5.86
Non-POV vs POV	21.12	21.26	17.12	16.43	12.92	-3.51	-4.20	-8.19

GRADE 4 MATHEMATICS								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	76.02	82.97	88.32	86.28	85.89	-0.39	-2.43	9.87
Caucasian	82.36	88.95	92.46	91.27	91.26	-0.01	-1.20	8.90
Afr American	60.42	67.21	79.03	74.86	73.93	-0.93	-5.10	13.51
Hispanic	72.62	80.94	86.85	82.71	82.09	-0.62	-4.76	9.47
Asian	87.80	95.94	96.03	95.17	94.57	-0.61	-1.46	6.76
Multiracial	73.87	83.03	86.55	87.82	86.62	-1.20	0.06	12.75
SWD	44.76	50.81	56.24	54.32	48.23	-6.09	-8.01	3.47
POV	65.07	73.70	80.96	78.36	79.06	0.70	-1.90	13.99
Afr American Males	61.70	66.17	79.42	71.61	71.73	0.12	-7.68	10.03
GAPS								
	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	21.94	21.74	13.43	16.41	17.33	0.92	3.90	-4.61
Cauc vs Hispanic	9.74	8.01	5.61	8.56	9.18	0.61	3.57	-0.57
Non-SWD vs SWD	34.81	35.97	35.76	35.76	42.26	6.50	6.50	7.46
Non-POV vs POV	17.48	15.39	12.32	13.57	11.43	-2.13	-0.89	-6.05

GRADE 5

GRADE 5 READING								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	75.06	78.73	82.86	87.19	88.08	0.89	5.22	13.02
Caucasian	83.65	85.78	89.71	92.28	93.31	1.03	3.60	9.66
Afr American	57.00	63.19	66.69	75.31	76.66	1.36	9.97	19.66
Hispanic	71.93	74.34	79.26	86.32	86.46	0.14	7.20	14.54
Asian	82.75	86.82	89.34	93.97	91.29	-2.68	1.95	8.54
Multiracial	72.52	76.98	85.84	86.97	90.29	3.32	4.45	17.77
SWD	38.74	50.60	42.28	52.32	53.01	0.69	10.73	14.27
POV	59.23	66.89	73.02	78.32	80.57	2.25	7.55	21.33
Afr American Males	53.48	59.11	61.37	72.16	72.16	0.01	10.80	18.68
GAPS								
	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	26.65	22.59	23.02	16.97	16.65	-0.33	-6.37	-10.00
Cauc vs Hispanic	11.72	11.44	10.45	5.96	6.85	0.89	-3.61	-4.88
Non-SWD vs SWD	40.49	31.26	45.31	39.06	39.43	0.37	-5.88	-1.05
Non-POV vs POV	25.28	19.47	16.24	14.99	12.58	-2.41	-3.66	-12.70

GRADE 5 MATHEMATICS								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	74.04	79.38	83.31	84.35	83.53	-0.82	0.22	9.49
Caucasian	80.46	86.04	89.93	89.58	89.74	0.16	-0.19	9.28
Afr American	57.04	63.46	66.93	71.35	68.51	-2.83	1.58	11.47
Hispanic	73.37	75.60	80.32	83.86	82.52	-1.34	2.20	9.15
Asian	89.69	89.44	94.24	95.14	93.15	-1.99	-1.09	3.46
Multiracial	72.08	78.65	84.73	83.20	84.33	1.13	-0.40	12.25
SWD	30.86	42.57	44.40	45.36	46.13	0.77	1.72	15.27
POV	61.58	68.03	73.01	75.56	74.33	-1.23	1.32	12.75
Afr American Males	54.91	61.46	66.72	69.39	63.64	-5.75	-3.08	8.73
GAPS								
	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	23.42	22.58	23.00	18.23	21.23	2.99	-1.78	-2.19
Cauc vs Hispanic	7.08	10.44	9.61	5.72	7.22	1.50	-2.39	0.14
Non-SWD vs SWD	48.12	40.88	43.42	43.66	42.03	-1.63	-1.39	-6.09
Non-POV vs POV	19.90	18.64	16.97	14.82	15.40	0.58	-1.57	-4.51

SWD = Student With Disabilities
POV = Poverty/Economic Disadvantaged

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.

GRADE 5 HISTORY & SOCIAL SCIENCE								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	87.52	85.70	87.18	89.17	89.68	0.51	2.50	2.16
Caucasian	92.59	91.00	93.15	92.88	93.23	0.36	0.08	0.64
Afr American	75.83	71.97	71.68	79.93	80.34	0.40	8.66	4.50
Hispanic	86.75	83.92	86.51	87.66	88.68	1.02	2.16	1.93
Asian	94.46	94.81	95.42	95.36	96.80	1.44	1.38	2.33
Multiracial	85.64	85.95	89.80	90.93	92.07	1.14	2.26	6.43
SWD	57.75	57.60	52.79	62.16	59.37	-2.79	6.58	1.62
POV	78.58	75.38	77.73	81.95	83.23	1.28	5.50	4.65
Afr American Males	75.64	72.21	71.11	79.76	77.76	-2.00	6.65	2.12
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	16.76	19.03	21.47	12.94	12.90	-0.05	-8.57	-3.87
Cauc vs Hispanic	5.84	7.08	6.64	5.22	4.55	-0.67	-2.08	-1.29
Non-SWD vs SWD	33.16	31.22	38.39	30.26	34.06	3.80	-4.32	0.90
Non-POV vs POV	14.28	16.94	15.58	12.20	10.80	-1.40	-4.78	-3.48

GRADE 5 SCIENCE								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	75.90	72.71	79.43	85.13	82.29	-2.85	2.85	6.38
Caucasian	84.56	83.12	88.63	90.93	89.61	-1.32	0.98	5.05
Afr American	57.09	49.27	57.34	71.64	66.51	-5.13	9.17	9.42
Hispanic	74.34	66.87	74.45	83.54	77.96	-5.57	3.52	3.63
Asian	82.81	85.48	89.57	91.64	90.07	-1.57	0.50	7.26
Multiracial	73.54	69.30	83.33	86.35	85.33	-1.01	2.00	11.79
SWD	36.78	35.46	39.37	47.76	43.77	-3.98	4.40	6.99
POV	61.29	57.89	66.97	76.33	72.71	-3.62	5.74	11.42
Afr American Males	55.22	49.74	58.15	70.89	64.74	-6.15	6.59	9.52
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	27.47	33.84	31.29	19.29	23.10	3.81	-8.19	-4.37
Cauc vs Hispanic	10.22	16.25	14.18	7.39	11.65	4.25	-2.53	1.42
Non-SWD vs SWD	43.57	41.36	44.68	41.84	43.26	1.43	-1.41	-0.31
Non-POV vs POV	23.37	24.30	20.51	14.84	16.02	1.18	-4.49	-7.35

GRADE 6

GRADE 6 READING								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	73.81	77.04	81.71	81.52	84.11	2.59	2.40	10.30
Caucasian	82.51	85.05	88.78	88.46	90.20	1.74	1.42	7.69
Afr American	54.90	59.71	64.88	65.17	70.47	5.30	5.59	15.57
Hispanic	67.47	76.61	82.05	76.81	83.13	6.31	1.07	15.66
Asian	81.43	83.23	88.67	91.64	93.38	1.74	4.71	11.95
Multiracial	80.34	76.59	80.89	85.18	82.99	-2.19	2.10	2.65
SWD	35.56	40.69	42.58	37.85	43.34	5.49	0.76	7.78
POV	58.74	65.11	71.14	70.10	74.24	4.14	3.10	15.50
Afr American Males	50.31	54.27	61.40	59.51	67.06	7.56	5.66	16.75
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	27.60	25.35	23.90	23.29	19.72	-3.56	-4.17	-7.88
Cauc vs Hispanic	15.04	8.44	6.73	11.64	7.07	-4.57	0.35	-7.97
Non-SWD vs SWD	42.66	40.46	43.58	48.71	45.74	-2.97	2.16	3.07
Non-POV vs POV	23.86	19.67	17.40	18.80	16.80	-2.00	-0.60	-7.06

GRADE 6 MATHEMATICS								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	66.93	69.70	84.74	83.30	83.21	-0.09	-1.53	16.28
Caucasian	75.46	76.83	89.80	89.82	87.44	-2.39	-2.37	11.97
Afr American	52.05	55.51	73.49	70.73	75.68	4.94	2.19	23.62
Hispanic	65.74	68.92	87.05	83.05	82.93	-0.12	-4.12	17.19
Asian	78.29	85.20	93.55	93.90	94.41	0.51	0.86	16.12
Multiracial	73.31	72.24	85.07	85.07	81.09	-3.99	-3.98	7.78
SWD	35.48	34.71	52.47	49.15	46.98	-2.17	-5.48	11.51
POV	55.75	60.40	77.97	75.31	76.13	0.83	-1.83	20.38
Afr American Males	49.82	51.19	69.52	67.40	74.63	7.23	5.11	24.82
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	23.41	21.32	16.32	19.09	11.76	-7.33	-4.56	-11.65
Cauc vs Hispanic	9.73	7.91	2.75	6.78	4.51	-2.27	1.76	-5.22
Non-SWD vs SWD	36.98	40.44	37.05	39.41	42.08	2.67	5.03	5.10
Non-POV vs POV	20.53	17.24	12.37	14.51	13.38	-1.14	1.00	-7.16

GRADE 7

GRADE 7 READING								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	77.25	79.80	83.66	85.93	87.83	1.90	4.17	10.58
Caucasian	84.81	86.76	90.33	91.30	92.78	1.49	2.46	7.97
Afr American	59.07	64.18	68.33	73.81	75.85	2.04	7.52	16.78
Hispanic	72.28	75.70	83.76	85.53	85.86	0.33	2.10	13.58
Asian	87.22	85.91	88.92	91.15	93.62	2.48	4.70	6.40
Multiracial	79.60	84.58	84.52	82.98	90.95	7.97	6.43	11.35
SWD	37.18	48.73	42.03	45.45	50.00	4.55	7.97	12.82
POV	63.39	69.04	73.21	76.90	79.94	3.04	6.73	16.55
Afr American Males	56.93	61.23	60.97	68.49	71.68	3.19	10.71	14.75
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	25.74	22.58	22.00	17.49	16.93	-0.56	-5.06	-8.81
Cauc vs Hispanic	12.53	11.06	6.56	5.76	6.92	1.16	0.36	-5.61
Non-SWD vs SWD	44.36	34.43	45.96	44.78	42.02	-2.76	-3.94	-2.34
Non-POV vs POV	21.33	17.44	17.04	14.83	12.80	-2.03	-4.24	-8.53

GRADE 7 MATHEMATICS								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	51.13	65.54	71.43	76.01	70.87	-5.14	-0.56	19.75
Caucasian	60.13	72.19	77.37	81.77	79.31	-2.45	1.95	19.18
Afr American	34.72	51.62	58.87	64.00	55.45	-8.55	-3.42	20.73
Hispanic	44.44	65.02	69.75	75.91	69.16	-6.76	-0.59	24.71
Asian	69.03	78.11	85.99	86.00	85.71	-0.29	-0.28	16.68
Multiracial	57.50	70.78	73.89	75.58	71.47	-4.11	-2.41	13.97
SWD	24.70	34.60	28.54	38.16	29.00	-9.16	0.46	4.30
POV	38.74	54.79	60.51	66.13	59.64	-6.49	-0.87	20.90
Afr American Males	34.18	48.65	54.84	60.07	54.79	-5.28	-0.05	20.62
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	25.42	20.57	18.50	17.76	23.86	6.10	5.37	-1.55
Cauc vs Hispanic	15.69	7.17	7.62	5.85	10.16	4.30	2.54	-5.53
Non-SWD vs SWD	30.52	35.39	48.58	42.94	47.96	5.03	-0.62	17.44
Non-POV vs POV	21.46	19.34	19.60	17.79	20.01	2.21	0.41	-1.46

GRADE 8

GRADE 8 READING								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	73.32	77.15	79.86	78.60	80.95	2.35	1.09	7.63
Caucasian	81.38	84.49	88.63	86.27	88.53	2.26	-0.10	7.15
Afr American	55.08	59.51	60.14	59.65	63.22	3.57	3.08	8.14
Hispanic	69.46	74.95	75.97	76.02	79.30	3.28	3.33	9.84
Asian	86.44	84.11	87.68	88.41	87.42	-0.99	-0.25	0.98
Multiracial	72.49	80.40	84.50	82.60	81.44	-1.16	-3.06	8.95
SWD	30.52	40.66	35.92	29.31	32.31	3.01	-3.61	1.79
POV	57.46	63.38	67.38	65.46	69.46	4.00	2.08	12.00
Afr American Males	51.48	57.86	54.59	52.75	58.01	5.26	3.42	6.53
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	26.30	24.98	28.49	26.62	25.31	-1.31	-3.17	-0.99
Cauc vs Hispanic	11.93	9.54	12.66	10.25	9.23	-1.02	-3.42	-2.69
Non-SWD vs SWD	47.37	40.17	48.39	54.09	53.55	-0.54	5.17	6.18
Non-POV vs POV	23.50	21.67	19.91	21.29	18.64	-2.64	-1.27	-4.86

GRADE 8 HISTORY & SOCIAL SCIENCE								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	86.79	86.08	91.02	90.79	91.42	0.62	0.40	4.63
Caucasian	91.42	91.76	95.46	94.91	95.04	0.13	-0.42	3.62
Afr American	76.74	71.75	81.25	80.66	82.02	1.36	0.78	5.28
Hispanic	84.62	83.79	87.94	90.39	91.42	1.02	3.47	6.80
Asian	93.22	93.73	95.74	96.93	97.43	0.50	1.68	4.21
Multiracial	86.01	89.68	93.17	90.66	90.39	-0.27	-2.78	4.38
SWD	54.07	51.88	57.45	55.51	57.64	2.14	0.20	3.58
POV	76.20	75.67	83.68	83.66	85.33	1.68	1.66	9.14
Afr American Males	76.90	70.95	79.69	79.29	80.07	0.78	0.38	3.17
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	14.68	20.01	14.22	14.25	13.02	-1.23	-1.20	-1.66
Cauc vs Hispanic	6.81	7.97	7.52	4.52	3.63	-0.89	-3.89	-3.18
Non-SWD vs SWD	36.21	37.66	36.97	38.73	37.24	-1.50	0.26	1.03
Non-POV vs POV	15.72	16.34	11.68	11.56	9.84	-1.72	-1.84	-5.88

GRADE 8 MATHEMATICS								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	58.59	65.06	77.34	75.91	77.23	1.32	-0.11	18.64
Caucasian	67.71	74.55	84.65	83.01	82.69	-0.32	-1.96	14.98
Afr American	38.49	43.63	62.20	59.53	63.29	3.77	1.09	24.80
Hispanic	50.75	59.17	74.52	72.32	73.99	1.67	-0.53	23.24
Asian	76.92	84.39	91.67	90.38	90.99	0.61	-0.68	14.07
Multiracial	58.48	73.04	81.37	80.25	81.87	1.62	0.50	23.38
SWD	22.93	30.88	35.63	34.59	37.05	2.47	1.42	14.12
POV	42.18	48.31	65.18	64.47	68.83	4.36	3.66	26.65
Afr American Males	37.83	40.30	57.22	55.24	57.67	2.43	0.44	19.84
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	29.22	30.91	22.46	23.48	19.40	-4.09	-3.06	-9.83
Cauc vs Hispanic	16.96	15.38	10.13	10.69	8.69	-1.99	-1.44	-8.27
Non-SWD vs SWD	40.53	38.95	47.88	47.11	45.74	-1.37	-2.14	5.21
Non-POV vs POV	24.93	27.99	21.11	19.92	15.01	-4.91	-6.11	-9.92

GRADE 8 SCIENCE								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	79.17	78.33	83.38	84.27	85.44	1.17	2.06	6.27
Caucasian	88.30	88.33	91.82	91.47	91.60	0.13	-0.23	3.30
Afr American	58.31	55.05	65.20	66.67	70.35	3.69	5.15	12.04
Hispanic	73.09	73.23	79.88	81.89	83.60	1.71	3.72	10.51
Asian	86.62	87.42	89.39	93.46	92.00	-1.46	2.61	5.38
Multiracial	80.91	82.40	85.41	87.19	86.19	-1.01	0.78	5.27
SWD	42.97	40.25	40.99	43.79	46.07	2.28	5.08	3.10
POV	63.88	63.73	71.77	73.56	76.03	2.47	4.25	12.14
Afr American Males	60.20	56.23	65.16	66.77	70.57	3.80	5.41	10.37
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	29.99	33.29	26.62	24.80	21.24	-3.56	-5.38	-8.75
Cauc vs Hispanic	15.21	15.10	11.94	9.57	7.99	-1.58	-3.95	-7.21
Non-SWD vs SWD	40.13	42.13	46.69	44.52	43.25	-1.27	-3.44	3.12
Non-POV vs POV	22.66	23.04	18.66	17.49	15.22	-2.27	-3.44	-7.43

GRADE 8 ENGLISH: WRITING								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	70.59	71.36	72.42	73.64	75.85	2.21	3.44	5.26
Caucasian	78.09	79.60	80.15	81.12	83.37	2.25	3.22	5.28
Afr American	53.69	50.77	53.14	54.60	57.84	3.24	4.70	4.15
Hispanic	65.37	68.38	68.04	72.67	73.52	0.85	5.48	8.15
Asian	84.41	84.39	85.82	86.92	86.08	-0.83	0.27	1.68
Multiracial	69.95	74.16	78.90	75.00	75.00	0.00	-3.90	5.05
SWD	22.31	23.12	20.29	19.60	25.00	5.40	4.71	2.69
POV	56.32	54.63	57.71	60.35	63.18	2.83	5.47	6.86
Afr American Males	45.02	44.22	44.96	47.41	49.41	2.00	4.45	4.39
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	24.40	28.83	27.01	26.52	25.53	-0.99	-1.48	1.13
Cauc vs Hispanic	12.72	11.22	12.11	8.45	9.85	1.40	-2.26	-2.87
Non-SWD vs SWD	53.41	53.23	57.51	59.39	56.10	-3.29	-1.41	2.69
Non-POV vs POV	20.82	26.11	23.24	21.27	20.12	-1.16	-3.13	-0.70

END-OF-COURSE

EOC ENGLISH: READING									
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13	
Total Passing	90.97	90.39	90.75	90.60	91.15	0.54	0.40	0.18	
Caucasian	94.71	94.82	94.98	94.90	95.71	0.81	0.73	1.00	
Afr American	81.74	80.09	81.20	81.75	80.09	-1.66	-1.11	-1.65	
Hispanic	91.09	86.65	90.11	89.71	88.50	-1.21	-1.61	-2.60	
Asian	91.29	93.17	90.97	91.72	93.68	1.96	2.71	2.39	
Multiracial	93.54	94.17	93.73	91.15	94.84	3.69	1.11	1.30	
SWD	59.77	59.39	54.44	60.48	57.85	-2.64	3.40	-1.93	
POV	81.25	81.29	83.36	82.39	82.17	-0.22	-1.18	0.92	
Afr American Males	78.47	78.18	79.46	78.74	76.86	-1.88	-2.60	-1.61	
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13	
Cauc vs Afr American	12.96	14.73	13.78	13.15	15.62	2.47	1.84	2.66	
Cauc vs Hispanic	3.61	8.17	4.87	5.20	7.21	2.02	2.34	3.60	
Non-SWD vs SWD	33.69	33.51	39.22	32.63	35.71	3.09	-3.51	2.02	
Non-POV vs POV	12.87	12.80	10.64	11.84	13.12	1.28	2.48	0.25	

EOC ENGLISH: WRITING									
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13	
Total Passing	87.91	81.40	83.56	85.20	86.90	1.70	3.34	-1.01	
Caucasian	92.37	87.63	88.96	90.63	91.92	1.29	2.97	-0.44	
Afr American	75.65	64.93	69.87	72.16	73.35	1.19	3.48	-2.30	
Hispanic	88.24	77.65	81.43	84.42	83.64	-0.78	2.21	-4.59	
Asian	91.04	88.57	89.14	90.82	93.66	2.84	4.52	2.62	
Multiracial	90.03	86.14	87.57	86.05	91.88	5.82	4.30	1.85	
SWD	51.72	34.52	37.78	43.85	45.10	1.25	7.32	-6.62	
POV	77.24	67.04	72.15	74.61	75.21	0.60	3.05	-2.03	
Afr American Males	70.20	57.69	63.02	64.70	67.05	2.36	4.03	-3.15	
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13	
Cauc vs Afr American	16.71	22.70	19.09	18.47	18.57	0.10	-0.52	1.86	
Cauc vs Hispanic	4.13	9.98	7.52	6.21	8.28	2.07	0.76	4.15	
Non-SWD vs SWD	39.06	50.79	49.41	44.69	44.90	0.20	-4.52	5.83	
Non-POV vs POV	13.94	20.02	16.11	15.06	17.15	2.09	1.04	3.21	

EOC WORLD GEOGRAPHY									
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13	
Total Passing	93.09	93.10	95.00	96.21	94.48	-1.73	-0.52	1.39	
Caucasian	97.27	96.69	98.25	98.45	98.24	-0.21	-0.01	0.97	
Afr American	80.31	83.56	84.64	88.89	84.51	-4.38	-0.13	4.20	
Hispanic	95.10	91.72	94.74	94.87	92.36	-2.52	-2.38	-2.75	
Asian	95.45	95.03	97.55	100.00	96.77	-3.23	-0.77	1.32	
Multiracial	93.91	94.93	95.04	97.71	96.06	-1.65	1.02	2.15	
SWD	69.09	57.89	75.00	80.95	60.53	-20.43	-14.47	-8.56	
POV	85.75	83.65	86.75	91.01	85.32	-5.69	-1.43	-0.43	
Afr American Males	80.77	83.22	86.09	88.89	83.72	-5.17	-2.37	2.95	
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13	
Cauc vs Afr American	16.96	13.13	13.60	9.56	13.73	4.17	0.12	-3.24	
Cauc vs Hispanic	2.17	4.97	3.51	3.57	5.88	2.31	2.37	3.72	
Non-SWD vs SWD	24.89	36.42	20.52	15.63	34.72	19.09	14.20	9.83	
Non-POV vs POV	9.63	13.11	11.19	7.04	12.60	5.57	1.41	2.98	

EOC WORLD HISTORY I									
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13	
Total Passing	75.68	78.00	81.23	77.91	79.86	1.95	-1.37	4.18	
Caucasian	83.15	85.28	87.05	85.58	86.53	0.95	-0.52	3.38	
Afr American	58.43	62.00	66.67	60.59	64.41	3.82	-2.25	5.98	
Hispanic	73.13	75.00	81.06	75.77	80.65	4.88	-0.40	7.52	
Asian	87.50	90.59	93.93	88.79	91.32	2.54	-2.60	3.82	
Multiracial	80.23	79.71	85.93	85.51	82.60	-2.91	-3.34	2.37	
SWD	46.54	50.70	54.18	46.41	51.52	5.11	-2.65	4.98	
POV	63.14	65.79	70.74	66.22	69.03	2.81	-1.71	5.90	
Afr American Males	59.91	64.07	69.38	59.49	64.03	4.54	-5.36	4.12	
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13	
Cauc vs Afr American	24.72	23.29	20.38	24.99	22.12	-2.88	1.73	-2.61	
Cauc vs Hispanic	10.02	10.28	5.99	9.81	5.87	-3.94	-0.12	-4.15	
Non-SWD vs SWD	32.20	30.42	29.77	34.90	31.71	-3.19	1.93	-0.49	
Non-POV vs POV	18.91	19.24	16.50	19.21	18.46	-0.75	1.96	-0.44	

EOC WORLD HISTORY II									
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13	
Total Passing	80.47	82.10	80.99	82.42	81.80	-0.62	0.80	1.32	
Caucasian	87.05	87.92	86.61	87.26	87.79	0.52	1.18	0.73	
Afr American	61.87	66.11	64.94	66.96	65.84	-1.13	0.90	3.97	
Hispanic	78.06	81.47	79.42	83.38	81.69	-1.69	2.27	3.63	
Asian	92.13	89.95	90.38	89.03	87.38	-1.65	-3.00	-4.75	
Multiracial	81.16	84.47	82.87	86.99	82.91	-4.08	0.04	1.75	
SWD	67.05	53.85	58.18	60.49	54.55	-5.95	-3.64	-12.50	
POV	67.33	71.96	70.35	71.01	71.04	0.03	0.69	3.71	
Afr American Males	65.80	66.85	69.17	68.42	67.49	-0.93	-1.67	1.70	
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13	
Cauc vs Afr American	25.19	21.81	21.67	20.30	21.95	1.65	0.28	-3.24	
Cauc vs Hispanic	9.00	6.45	7.19	3.88	6.10	2.22	-1.09	-2.90	
Non-SWD vs SWD	14.15	29.62	23.98	22.98	28.58	5.60	4.60	14.43	
Non-POV vs POV	17.85	14.52	15.25	16.50	15.85	-0.65	0.61	-2.00	

EOC VA & US HISTORY									
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13	
Total Passing	81.53	85.86	87.05	86.16	87.20	1.04	0.15	5.67	
Caucasian	88.15	91.42	92.22	92.03	92.82	0.79	0.60	4.67	
Afr American	66.21	72.04	74.40	71.67	73.68	2.01	-0.72	7.47	
Hispanic	78.61	82.74	85.40	86.24	85.37	-0.88	-0.04	6.76	
Asian	84.88	91.93	93.62	91.96	91.92	-0.04	-1.70	7.05	
Multiracial	84.21	88.92	89.78	88.76	90.19	1.43	0.41	5.98	
SWD	51.21	57.73	57.89	53.41	53.48	0.08	-4.41	2.27	
POV	66.61	75.09	77.28	73.97	76.48	2.50	-0.80	9.86	
Afr American Males	67.01	73.96	76.01	72.11	74.44	2.34	-1.57	7.43	
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13	
Cauc vs Afr American	21.94	19.38	17.82	20.35	19.14	-1.22	1.32	-2.80	
Cauc vs Hispanic	9.54	8.68	6.81	5.78	7.45	1.67	0.64	-2.09	
Non-SWD vs SWD	32.77	30.38	31.47	35.47	36.32	0.85	4.85	3.55	
Non-POV vs POV	19.99	15.21	14.12	17.78	15.95	-1.84	1.82	-4.05	

SWD = Student With Disabilities
POV = Poverty/Economic Disadvantaged

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.

EOC ALGEBRA I								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	73.51	80.19	86.86	90.18	91.35	1.17	4.48	17.84
Caucasian	78.66	84.48	90.85	92.76	93.61	0.85	2.76	14.95
Afr American	58.33	68.89	76.87	83.55	84.69	1.15	7.82	26.36
Hispanic	71.03	75.57	81.24	87.35	88.82	1.47	7.59	17.79
Asian	91.55	90.63	96.77	96.05	97.38	1.33	0.60	5.83
Multiracial	73.90	82.40	91.16	93.01	93.00	0.00	1.84	19.10
SWD	36.90	49.88	60.00	65.96	71.39	5.43	11.39	34.49
POV	62.73	70.86	79.26	84.51	86.24	1.74	6.98	23.52
Afr American Males	53.58	65.84	73.00	78.70	80.20	1.51	7.21	26.62
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	20.32	15.59	13.97	9.22	8.92	-0.30	-5.06	-11.41
Cauc vs Hispanic	7.63	8.90	9.61	5.41	4.79	-0.62	-4.82	-2.84
Non-SWD vs SWD	39.88	33.07	29.28	26.13	21.51	-4.61	-7.77	-18.37
Non-POV vs POV	15.72	14.15	11.66	8.80	7.92	-0.89	-3.75	-7.81

EOC ALGEBRA II								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	73.15	80.57	87.25	92.17	91.87	-0.30	4.62	18.72
Caucasian	76.22	83.69	88.10	92.86	92.34	-0.52	4.24	16.12
Afr American	60.46	68.71	82.72	89.89	87.41	-2.48	4.69	26.95
Hispanic	72.18	76.16	83.96	90.85	91.04	0.18	7.08	18.86
Asian	85.85	91.71	94.99	95.70	97.58	1.87	2.59	11.73
Multiracial	74.22	82.73	88.20	91.32	93.96	2.64	5.76	19.74
SWD	47.33	65.45	73.68	82.05	87.64	5.59	13.96	40.31
POV	63.75	73.57	86.21	90.03	88.80	-1.23	2.59	25.05
Afr American Males	59.18	66.94	82.29	90.61	86.35	-4.26	4.06	27.17
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	15.76	14.98	5.38	2.97	4.93	1.96	-0.45	-10.83
Cauc vs Hispanic	4.04	7.54	4.15	2.01	1.31	-0.70	-2.84	-2.73
Non-SWD vs SWD	26.69	15.49	13.96	10.34	4.33	-6.01	-9.62	-22.36
Non-POV vs POV	11.97	9.28	1.40	2.89	4.18	1.29	2.77	-7.79

EOC BIOLOGY								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	83.94	80.29	85.45	86.88	86.11	-0.77	0.66	2.17
Caucasian	91.03	88.74	92.84	93.50	93.43	-0.07	0.60	2.40
Afr American	65.17	63.83	69.82	71.13	68.92	-2.21	-0.90	3.75
Hispanic	80.32	73.32	81.58	83.33	84.49	1.16	2.91	4.17
Asian	91.17	86.77	91.05	91.74	91.87	0.12	0.81	0.70
Multiracial	88.86	84.12	85.92	92.49	87.91	-4.58	2.00	-0.95
SWD	50.68	39.90	50.00	55.05	51.12	-3.93	1.12	0.44
POV	71.30	68.29	73.70	75.92	76.06	0.14	2.36	4.76
Afr American Males	63.37	62.03	69.54	69.13	65.69	-3.44	-3.85	2.32
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	25.86	24.90	23.02	22.37	24.52	2.14	1.50	-1.35
Cauc vs Hispanic	10.71	15.42	11.26	10.17	8.94	-1.23	-2.32	-1.77
Non-SWD vs SWD	36.33	43.91	38.71	34.69	38.03	3.34	-0.69	1.70
Non-POV vs POV	17.57	18.00	17.62	16.45	15.41	-1.04	-2.22	-2.16

EOC GEOMETRY								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	80.17	78.61	82.71	86.58	85.66	-0.92	2.95	5.49
Caucasian	86.99	84.17	88.53	90.82	91.36	0.53	2.83	4.37
Afr American	60.38	62.76	67.26	71.92	72.36	0.44	5.10	11.98
Hispanic	78.11	73.85	78.22	85.78	80.61	-5.18	2.39	2.50
Asian	88.65	91.24	92.58	95.82	92.06	-3.76	-0.52	3.40
Multiracial	81.82	80.75	82.78	90.20	84.59	-5.60	1.81	2.78
SWD	47.65	37.50	46.62	54.76	53.62	-1.14	7.00	5.98
POV	70.10	69.52	74.63	77.75	76.35	-1.39	1.73	6.25
Afr American Males	57.43	60.16	65.73	68.04	68.20	0.16	2.47	10.77
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	26.61	21.41	21.27	18.91	19.00	0.10	-2.26	-7.61
Cauc vs Hispanic	8.88	10.32	10.31	5.04	10.75	5.71	0.44	1.87
Non-SWD vs SWD	34.72	43.87	38.62	33.71	34.07	0.36	-4.54	-0.64
Non-POV vs POV	13.60	12.98	11.50	12.89	13.84	0.95	2.34	0.24

EOC EARTH SCIENCE								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	84.51	83.99	84.23	87.12	85.89	-1.23	1.66	1.38
Caucasian	92.47	92.27	92.34	94.82	93.95	-0.87	1.62	1.48
Afr American	69.37	65.83	65.96	70.64	67.66	-2.97	1.71	-1.70
Hispanic	79.25	79.37	81.44	84.53	86.18	1.65	4.74	6.93
Asian	89.87	92.31	91.67	91.33	91.69	0.36	0.02	1.82
Multiracial	85.71	86.72	90.80	92.31	88.94	-3.37	-1.86	3.22
SWD	52.41	54.82	51.80	55.27	49.09	-6.19	-2.71	-3.32
POV	72.71	71.33	71.73	77.02	73.98	-3.04	2.25	1.27
Afr American Males	70.68	69.03	67.62	70.03	67.29	-2.74	-0.34	-3.39
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	23.10	26.43	26.38	24.18	26.29	2.11	-0.09	3.18
Cauc vs Hispanic	13.22	12.90	10.90	10.29	7.77	-2.52	-3.13	-5.45
Non-SWD vs SWD	35.38	32.29	35.93	34.89	40.51	5.62	4.58	5.13
Non-POV vs POV	17.53	19.70	19.49	16.08	19.44	3.36	-0.05	1.91

EOC CHEMISTRY								
PASSING RATES	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Total Passing	87.99	87.90	89.82	89.40	90.64	1.24	0.82	2.64
Caucasian	91.01	90.93	92.66	91.98	93.01	1.03	0.35	1.99
Afr American	77.75	76.81	80.41	79.91	82.03	2.13	1.62	4.29
Hispanic	82.48	86.94	86.92	86.71	87.99	1.28	1.07	5.51
Asian	93.07	94.27	96.61	95.88	95.07	-0.81	-1.54	2.00
Multiracial	91.13	86.94	88.48	88.98	91.67	2.69	3.19	0.54
SWD	73.56	74.14	75.81	70.00	68.18	-1.82	-7.62	-5.38
POV	82.45	81.32	84.38	82.25	84.04	1.78	-0.35	1.58
Afr American Males	78.91	78.57	78.47	79.64	83.66	4.01	5.19	4.74
GAPS	2013	2014	2015	2016	2017	'17-'16	'17-'15	'17-'13
Cauc vs Afr American	13.27	14.12	12.24	12.07	10.97	-1.10	-1.27	-2.29
Cauc vs Hispanic	8.54	3.99	5.74	5.27	5.02	-0.25	-0.72	-3.51
Non-SWD vs SWD	14.76	13.99	14.26	19.74	22.89	3.15	8.63	8.12
Non-POV vs POV	6.89	8.44	7.19	9.38	8.81	-0.57	1.62	1.91

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 EXPERIENCED-BASED STEP PAY SCALE

SY 2018 2019

Effective: July 1, 2018 - June 30, 2019

Creditable Years of Teaching Experience	Standard Teaching	10-month Extended	10-month Extended HS School Counselors	11-month	12-month	ALC
0	45,759	48,287	49,661	50,566	59,493	32,056
1	45,871	48,405	49,782	50,690	59,639	32,135
2	45,984	48,524	49,905	50,814	59,785	32,214
3	46,207	48,760	50,147	51,061	60,076	32,370
4	46,431	48,996	50,390	51,308	60,366	32,527
5	46,908	49,499	50,907	51,835	60,987	32,861
6	47,114	49,717	51,131	52,063	61,254	33,005
7	47,391	50,009	51,431	52,369	61,614	33,199
8	47,601	50,231	51,660	52,602	61,888	33,347
9	47,835	50,478	51,913	52,860	62,192	33,510
10	48,348	51,019	52,470	53,427	62,859	33,870
11	48,873	51,574	53,041	54,007	63,542	34,238
12	49,635	52,377	53,867	54,849	64,532	34,771
13	50,748	53,552	55,075	56,079	65,979	35,551
14	51,863	54,729	56,285	57,311	67,429	36,332
15	52,978	55,905	57,495	58,543	68,879	37,113
16	54,095	57,084	58,707	59,777	70,331	37,896
17	55,208	58,258	59,915	61,007	71,778	38,676
18	56,323	59,435	61,126	62,240	73,228	39,457
19	57,438	60,612	62,336	63,472	74,678	40,238
20	58,553	61,788	63,546	64,704	76,127	41,019
21	59,668	62,965	64,756	65,936	77,577	41,800
22	60,783	64,142	65,966	67,168	79,027	42,581
23	61,899	65,319	67,176	68,401	80,477	43,363
24	63,013	66,495	68,386	69,633	81,926	44,144
25	64,128	67,672	69,596	70,865	83,376	44,925
26	65,243	68,848	70,807	72,097	84,826	45,706
27	66,359	70,025	72,017	73,329	86,275	46,487
28	67,472	71,200	73,225	74,560	87,723	47,267
29	68,588	72,378	74,437	75,794	89,174	48,049
30	69,703	73,555	75,647	77,026	90,624	48,830
31+	*ABOVE SCALE					

For the **2018/2019** school year, the School Board approved the following compensation adjustments:

--Employees with **1-30 years of creditable work experience** received 2.4% of their 6/30/18 base salary which included a 1.9% cost of living adjustment as well as a 0.5% experience step increase.

--*Employees with **31+ years of creditable work experience** received 1.9% cost of living adjustment and are now considered to be "Above Scale."

Unified Experience-Based Step Pay Scale - SY 2018-19 (2.4%)

U04				U05														U06			
Annual Hours	→	1600	2080	Annual Hours	→	651	744	837	930	1023	1116	1209	1302	1395	1488	2080	Annual Hours	→	1027	1371	1386
Creditable Yrs of Exp	Hourly Rate	10-mo 200 days 8 hr/day	12-mo 260 days 8hr/day	Creditable Yrs of Exp	Hourly Rate	10-mo 186 days 3.5hr/day	10-mo 186 days 4 hr/day	10-mo 186 days 4.5hr/day	10-mo 186 days 5hr/day	10-mo 186 days 5.5hr/day	10-mo 186 days 6hr/day	10-mo 186 days 6.5hr/day	10-mo 186 days 7hr/day	10-mo 186 days 7.5hr/day	10-mo 186 days 8hr/day	12-mo 260 days 8hr/day	Creditable Yrs of Exp	Hourly Rate	10-mo 158 days 6.5hr/day	10-mo 187 days 7.33hr/day	10-mo 189 days 7.33hr/day
0	10.0630	16,100	20,931	0	10.7822	7,019	8,021	9,024	10,027	11,030	12,032	13,035	14,038	15,041	16,043	22,426	0	11.5518	11,863	15,837	16,010
1	10.0876	16,140	20,982	1	10.8086	7,036	8,041	9,046	10,051	11,057	12,062	13,067	14,072	15,077	16,083	22,481	1	11.5801	11,892	15,876	16,050
2	10.1124	16,179	21,033	2	10.8352	7,053	8,061	9,069	10,076	11,084	12,092	13,099	14,107	15,115	16,122	22,537	2	11.6085	11,921	15,915	16,089
3	10.1616	16,258	21,136	3	10.8879	7,088	8,100	9,113	10,125	11,138	12,150	13,163	14,176	15,188	16,201	22,646	3	11.6650	11,979	15,992	16,167
4	10.2106	16,336	21,238	4	10.9406	7,122	8,139	9,157	10,174	11,192	12,209	13,227	14,244	15,262	16,279	22,756	4	11.7213	12,037	16,069	16,245
5	10.3156	16,504	21,456	5	11.0530	7,195	8,223	9,251	10,279	11,307	12,335	13,363	14,391	15,418	16,446	22,990	5	11.8418	12,161	16,235	16,412
6	10.3608	16,577	21,550	6	11.1015	7,227	8,259	9,291	10,324	11,356	12,389	13,421	14,454	15,486	16,519	23,091	6	11.8937	12,214	16,306	16,484
7	10.4218	16,674	21,677	7	11.1668	7,269	8,308	9,346	10,385	11,423	12,462	13,500	14,539	15,577	16,616	23,226	7	11.9637	12,286	16,402	16,581
8	10.4682	16,749	21,773	8	11.2166	7,302	8,345	9,388	10,431	11,474	12,517	13,560	14,604	15,647	16,690	23,330	8	12.0170	12,341	16,475	16,655
9	10.5194	16,831	21,880	9	11.2715	7,337	8,385	9,434	10,482	11,530	12,578	13,627	14,675	15,723	16,771	23,444	9	12.0758	12,401	16,555	16,737
10	10.6322	17,011	22,114	10	11.3923	7,416	8,475	9,535	10,594	11,654	12,713	13,773	14,832	15,892	16,951	23,695	10	12.2053	12,534	16,733	16,916
11	10.7917	17,266	22,446	11	11.5633	7,527	8,603	9,678	10,753	11,829	12,904	13,980	15,055	16,130	17,206	24,051	11	12.3884	12,722	16,984	17,170
12	10.9629	17,540	22,802	12	11.7467	7,647	8,739	9,831	10,924	12,016	13,109	14,201	15,294	16,386	17,479	24,433	12	12.5850	12,924	17,254	17,442
13	11.2125	17,940	23,322	13	12.0142	7,821	8,938	10,055	11,173	12,290	13,407	14,525	15,642	16,759	17,877	24,989	13	12.8716	13,219	17,646	17,840
14	11.4622	18,339	23,841	14	12.2817	7,995	9,137	10,279	11,421	12,564	13,706	14,848	15,990	17,132	18,275	25,545	14	13.1582	13,513	18,039	18,237
15	11.7118	18,738	24,360	15	12.5492	8,169	9,336	10,503	11,670	12,837	14,004	15,171	16,339	17,506	18,673	26,102	15	13.4448	13,807	18,432	18,634
16	11.9615	19,138	24,879	16	12.8167	8,343	9,535	10,727	11,919	13,111	14,303	15,495	16,687	17,879	19,071	26,658	16	13.7315	14,102	18,825	19,031
17	12.2111	19,537	25,399	17	13.0843	8,517	9,734	10,951	12,168	13,385	14,602	15,818	17,035	18,252	19,469	27,215	17	14.0181	14,396	19,218	19,429
18	12.4607	19,937	25,918	18	13.3518	8,692	9,933	11,175	12,417	13,658	14,900	16,142	17,384	18,625	19,867	27,771	18	14.3047	14,690	19,611	19,826
19	12.7104	20,336	26,437	19	13.6193	8,866	10,132	11,399	12,665	13,932	15,199	16,465	17,732	18,998	20,265	28,328	19	14.5913	14,985	20,004	20,223
20	12.9600	20,736	26,956	20	13.8868	9,040	10,331	11,623	12,914	14,206	15,497	16,789	18,080	19,372	20,663	28,884	20	14.8779	15,279	20,397	20,620
21	13.2096	21,135	27,475	21	14.1543	9,214	10,530	11,847	13,163	14,479	15,796	17,112	18,428	19,745	21,061	29,440	21	15.1645	15,573	20,790	21,017
22	13.4593	21,534	27,995	22	14.4218	9,388	10,729	12,071	13,412	14,753	16,094	17,435	18,777	20,118	21,459	29,997	22	15.4512	15,868	21,183	21,415
23	13.7089	21,934	28,514	23	14.6893	9,562	10,928	12,294	13,661	15,027	16,393	17,759	19,125	20,491	21,857	30,553	23	15.7378	16,162	21,576	21,812
24	13.9585	22,333	29,033	24	14.9568	9,736	11,127	12,518	13,909	15,300	16,691	18,082	19,473	20,864	22,255	31,110	24	16.0244	16,457	21,969	22,209
25	14.2082	22,733	29,553	25	15.2243	9,911	11,326	12,742	14,158	15,574	16,990	18,406	19,822	21,237	22,653	31,666	25	16.3104	16,750	22,361	22,606
26	14.4578	23,132	30,072	26	15.4918	10,085	11,525	12,966	14,407	15,848	17,288	18,729	20,170	21,611	23,051	32,222	26	16.5970	17,045	22,754	23,003
27	14.7074	23,531	30,591	27	15.7593	10,259	11,724	13,190	14,656	16,121	17,587	19,052	20,518	21,984	23,449	32,779	27	16.8836	17,339	23,147	23,400
28	14.9571	23,931	31,110	28	16.0269	10,433	11,924	13,414	14,905	16,395	17,886	19,376	20,867	22,357	23,848	33,335	28	17.1702	17,633	23,540	23,797
29	15.2067	24,330	31,629	29	16.2944	10,607	12,123	13,638	15,153	16,669	18,184	19,699	21,215	22,730	24,246	33,892	29	17.4569	17,928	23,933	24,195
30	15.4563	24,730	32,149	30	16.5619	10,781	12,322	13,862	15,402	16,942	18,483	20,023	21,563	23,103	24,644	34,448	30	17.7435	18,222	24,326	24,592
31+	*ABOVE SCALE			31+	*ABOVE SCALE												31+	*ABOVE SCALE			
1600 - Custodian I				930 - Bus Assistant @ 5 hrs				651 - Cafeteria Assistant @ 3.5 hrs									1027 - ALC Assist - HD				
2080 - Custodian I				1023 - Bus Assistant @ 5.5 hrs				744 - Cafeteria Assistant @ 4 hrs									1386 - Security Assist - HD				
2080 - Fleet Shop Helper				1116 - Bus Assistant @ 6 hrs				837 - Cafeteria Assistant @ 4.5 hrs									1371 - Teacher Assist - HD (excluding SpEd)				
				1209 - Bus Assistant @ 6.5 hrs				930 - Cafeteria Assistant @ 5 hrs													
				1302 - Bus Assistant @ 7 hrs				1023 - Cafeteria Assistant @ 5.5 hrs													
				1395 - Bus Assistant @ 7.5 hrs				1116 - Cafeteria Assistant @ 6 hrs													
				1488 - Bus Assistant @ 8 hrs				1209 - Cafeteria Assistant @ 6.5 hrs													
								1302 - Cafeteria Assistant @ 7 hrs													
								2080 - Custodian II													

For the 2018/2019 school year, the School Board approved the following compensation adjustments:
 -- Employees with 1-30 years of creditable work experience received 2.4% of their 6/30/18 base salary which included a 1.9% cost of living adjustment as well as a 0.5% experience step increase.
 -- Employees with 31+ years of creditable work experience received a 1.9% cost of living adjustment and are now considered to be "Above Scale."

Unified Experience-Based Step Pay Scale - SY 2018-19 (2.4%)																
U07								U08								
Annual Hours →		1027	1371	1386	1415	1600	2080	Annual Hours →		1027	1371	1386	1393	1415	1600	2080
Creditable Yrs of Exp	Hourly Rate	10-mo 158 days 6.5hr/days	10-mo 187 day 7.33hr/days	10-mo 189 day 7.33hr/days	10-mo 193 day 7.33hr/days	10-mo 200 day 7.33hr/days	12-mo 260 day 8hr/days	Creditable Yrs of Exp	Hourly Rate	10-mo 158 days 6.5hr/days	10-mo 187 day 7.33hr/days	10-mo 189 day 7.33hr/days	10-mo 190 day 7.33hr/days	10-mo 193 day 7.33hr/days	10-mo 200 day 8hr/days	12-mo 260 day 8hr/days
0	12.3800	12,714	16,972	17,158	17,517	19,808	25,750	0	13.2664	13,624	18,188	18,387	18,480	18,771	21,226	27,594
1	12.4103	12,745	17,014	17,200	17,560	19,856	25,813	1	13.2988	13,657	18,232	18,432	18,525	18,817	21,278	27,661
2	12.4408	12,776	17,056	17,242	17,603	19,905	25,876	2	13.3315	13,691	18,277	18,477	18,570	18,864	21,330	27,729
3	12.5013	12,838	17,139	17,326	17,689	20,002	26,002	3	13.3963	13,758	18,366	18,567	18,661	18,955	21,434	27,864
4	12.5617	12,900	17,222	17,410	17,774	20,098	26,128	4	13.4610	13,824	18,455	18,656	18,751	19,047	21,537	27,998
5	12.6908	13,033	17,399	17,589	17,957	20,305	26,396	5	13.5993	13,966	18,644	18,848	18,943	19,243	21,758	28,286
6	12.7465	13,090	17,475	17,666	18,036	20,394	26,512	6	13.6590	14,027	18,726	18,931	19,026	19,327	21,854	28,410
7	12.8214	13,167	17,578	17,770	18,142	20,514	26,668	7	13.7393	14,110	18,836	19,042	19,138	19,441	21,982	28,577
8	12.8785	13,226	17,656	17,849	18,223	20,605	26,787	8	13.8006	14,173	18,920	19,127	19,224	19,527	22,080	28,705
9	12.9416	13,291	17,742	17,937	18,312	20,706	26,918	9	13.8681	14,242	19,013	19,221	19,318	19,623	22,188	28,845
10	13.0804	13,433	17,933	18,129	18,508	20,928	27,207	10	14.0168	14,395	19,217	19,427	19,525	19,833	22,426	29,154
11	13.2766	13,635	18,202	18,401	18,786	21,242	27,615	11	14.2270	14,611	19,505	19,718	19,818	20,131	22,763	29,592
12	13.4871	13,851	18,490	18,693	19,084	21,579	28,053	12	14.4526	14,842	19,814	20,031	20,132	20,450	23,124	30,061
13	13.7941	14,166	18,911	19,118	19,518	22,070	28,691	13	14.7816	15,180	20,265	20,487	20,590	20,915	23,650	30,745
14	14.1013	14,482	19,332	19,544	19,953	22,562	29,330	14	15.1107	15,518	20,716	20,943	21,049	21,381	24,177	31,430
15	14.4083	14,797	19,753	19,969	20,387	23,053	29,969	15	15.4397	15,856	21,167	21,399	21,507	21,847	24,703	32,114
16	14.7155	15,112	20,174	20,395	20,822	23,544	30,608	16	15.7687	16,194	21,618	21,855	21,965	22,312	25,229	32,798
17	15.0225	15,428	20,595	20,821	21,256	24,036	31,246	17	16.0977	16,532	22,069	22,311	22,424	22,778	25,756	33,483
18	15.3296	15,743	21,016	21,246	21,691	24,527	31,885	18	16.4268	16,870	22,521	22,767	22,882	23,243	26,282	34,167
19	15.6367	16,058	21,437	21,672	22,125	25,018	32,524	19	16.7558	17,208	22,972	23,223	23,340	23,709	26,809	34,852
20	15.9438	16,374	21,858	22,098	22,560	25,510	33,163	20	17.0848	17,546	23,423	23,679	23,799	24,174	27,335	35,536
21	16.2508	16,689	22,279	22,523	22,994	26,001	33,801	21	17.4138	17,883	23,874	24,135	24,257	24,640	27,862	36,220
22	16.5580	17,005	22,701	22,949	23,429	26,492	34,440	22	17.7429	18,221	24,325	24,591	24,715	25,106	28,388	36,905
23	16.8650	17,320	23,121	23,374	23,863	26,984	35,079	23	18.0719	18,559	24,776	25,047	25,174	25,571	28,915	37,589
24	17.1720	17,635	23,542	23,800	24,298	27,475	35,717	24	18.4009	18,897	25,227	25,503	25,632	26,037	29,441	38,273
25	17.4792	17,951	23,963	24,226	24,733	27,966	36,356	25	18.7309	19,236	25,680	25,961	26,092	26,504	29,969	38,960
26	17.7862	18,266	24,384	24,651	25,167	28,457	36,995	26	19.0599	19,574	26,131	26,417	26,550	26,969	30,495	39,644
27	18.0934	18,581	24,806	25,077	25,602	28,949	37,634	27	19.3890	19,912	26,582	26,873	27,008	27,435	31,022	40,329
28	18.4004	18,897	25,226	25,502	26,036	29,440	38,272	28	19.7180	20,250	27,033	27,329	27,467	27,900	31,548	41,013
29	18.7075	19,212	25,647	25,928	26,471	29,932	38,911	29	20.0470	20,588	27,484	27,785	27,925	28,366	32,075	41,697
30	19.0146	19,527	26,069	26,354	26,905	30,423	39,550	30	20.3760	20,926	27,935	28,241	28,383	28,832	32,601	42,382
31+		*ABOVE SCALE						31+		*ABOVE SCALE						
1027 -	ALC Assist - HQ			1415 -	Library/Media Assist -HD/HQ			1027 -	ALC Assist - AD			1415 -	Library/Media Assist - AD			
1600 -	Baker			1386 -	Security Assist - HQ			1600 -	Assist Cafeteria Manager			2080 -	Office Assoc II			
1600 -	Caft Manager in Training			1371 -	SpEd Assist - HD			1488 -	Auxiliary Driver			1600 -	School Office Assoc II			
1600 -	Cook			1371 -	Tchr Assist - HQ (excl SpEd)			2080 -	Circulation Clerk			2080 -	School Office Assoc II - Data Tech			
2080 -	Custodian III			2080 -	Warehouse Technician			1371 -	Clinic Assist - CAN			1386 -	Security Assist - AD			
								1393 -	Driver Ed Instructor							

For the 2018/2019 school year, the School Board approved the following compensation adjustments:

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-- Employees with 31+ years of creditable work experience received a 1.9% cost of living adjustment and are now considered to be "Above Scale."

Unified Experience-Based Step Pay Scale - SY 2018-19 (2.4%)

U09														U10				
Annual Hours →		930	1023	1116	1209	1302	1371	1386	1395	1415	1488	1768	2080	Annual Hours →		1371	1600	2080
Creditable Yrs of Exp	Hourly Rate	10-mo 186 days 5hr/day	10-mo 186 days 5.5hr/day	10-mo 186 days 6hr/day	10-mo 186 days 6.5hr/day	10-mo 186 days 7hr/day	10-mo 187 days 7.33hr/day	10-mo 189 days 7.33hr/day	10-mo 186 days 7.5hr/day	10-mo 193 days 7.33hr/day	10-mo 186 days 8hr/day	11-mo 221 days 8hr/day	12-mo 260 days 8hr/day	Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7.33hr/day	10-mo 200 days 8hr/day	12-mo 260 days 8hr/day
0	14.2114	13,216	14,538	15,859	17,181	18,503	19,483	19,697	19,824	20,109	21,146	25,125	29,559	0	15.2315	20,882	24,370	31,681
1	14.2461	13,248	14,573	15,898	17,223	18,548	19,531	19,745	19,873	20,158	21,198	25,187	29,631	1	15.2688	20,933	24,430	31,759
2	14.2811	13,281	14,609	15,937	17,265	18,593	19,579	19,793	19,922	20,207	21,250	25,248	29,704	2	15.3063	20,984	24,490	31,837
3	14.3506	13,346	14,680	16,015	17,349	18,684	19,674	19,889	20,019	20,306	21,353	25,371	29,849	3	15.3807	21,086	24,609	31,991
4	14.4199	13,410	14,751	16,092	17,433	18,774	19,769	19,985	20,115	20,404	21,456	25,494	29,993	4	15.4551	21,188	24,728	32,146
5	14.5681	13,548	14,903	16,257	17,612	18,967	19,972	20,191	20,322	20,613	21,677	25,756	30,301	5	15.6139	21,406	24,982	32,476
6	14.6320	13,607	14,968	16,329	17,690	19,050	20,060	20,279	20,411	20,704	21,772	25,869	30,434	6	15.6824	21,500	25,091	32,619
7	14.7180	13,687	15,056	16,425	17,794	19,162	20,178	20,399	20,531	20,825	21,900	26,021	30,613	7	15.7746	21,626	25,239	32,811
8	14.7836	13,748	15,123	16,498	17,873	19,248	20,268	20,490	20,623	20,918	21,997	26,137	30,749	8	15.8449	21,723	25,351	32,957
9	14.8560	13,816	15,197	16,579	17,960	19,342	20,367	20,590	20,724	21,021	22,105	26,265	30,900	9	15.9225	21,829	25,476	33,118
10	15.0153	13,964	15,360	16,757	18,153	19,549	20,585	20,811	20,946	21,246	22,342	26,547	31,231	10	16.0932	22,063	25,749	33,473
11	15.2406	14,173	15,591	17,008	18,425	19,843	20,894	21,123	21,260	21,565	22,678	26,945	31,700	11	16.3346	22,394	26,135	33,975
12	15.4823	14,398	15,838	17,278	18,718	20,157	21,226	21,458	21,597	21,907	23,037	27,372	32,203	12	16.5937	22,749	26,549	34,514
13	15.8349	14,726	16,199	17,671	19,144	20,617	21,709	21,947	22,089	22,406	23,562	27,996	32,936	13	16.9715	23,267	27,154	35,300
14	16.1875	15,054	16,559	18,065	19,570	21,076	22,193	22,435	22,581	22,905	24,087	28,619	33,670	14	17.3494	23,786	27,759	36,086
15	16.5401	15,382	16,920	18,458	19,996	21,535	22,676	22,924	23,073	23,404	24,611	29,242	34,403	15	17.7272	24,303	28,363	36,872
16	16.8926	15,710	17,281	18,852	20,423	21,994	23,159	23,413	23,565	23,903	25,136	29,866	35,136	16	18.1050	24,821	28,968	37,658
17	17.2452	16,038	17,641	19,245	20,849	22,453	23,643	23,901	24,057	24,401	25,660	30,489	35,870	17	18.4829	25,340	29,572	38,444
18	17.5978	16,365	18,002	19,639	21,275	22,912	24,126	24,390	24,548	24,900	26,185	31,112	36,603	18	18.8607	25,858	30,177	39,230
19	17.9503	16,693	18,363	20,032	21,701	23,371	24,609	24,879	25,040	25,399	26,710	31,736	37,336	19	19.2386	26,376	30,781	40,016
20	18.3029	17,021	18,723	20,426	22,128	23,830	25,093	25,367	25,532	25,898	27,234	32,359	38,070	20	19.6164	26,894	31,386	40,802
21	18.6555	17,349	19,084	20,819	22,554	24,289	25,576	25,856	26,024	26,397	27,759	32,982	38,803	21	19.9943	27,412	31,990	41,588
22	19.0080	17,677	19,445	21,212	22,980	24,748	26,059	26,345	26,516	26,896	28,283	33,606	39,536	22	20.3721	27,930	32,595	42,373
23	19.3606	18,005	19,805	21,606	23,406	25,207	26,543	26,833	27,008	27,395	28,808	34,229	40,270	23	20.7499	28,448	33,199	43,159
24	19.7132	18,333	20,166	21,999	23,833	25,666	27,026	27,322	27,499	27,894	29,333	34,852	41,003	24	21.1278	28,966	33,804	43,945
25	20.0656	18,661	20,527	22,393	24,259	26,125	27,509	27,810	27,991	28,392	29,857	35,475	41,736	25	21.5056	29,484	34,408	44,731
26	20.4182	18,988	20,887	22,786	24,685	26,584	27,993	28,299	28,483	28,891	30,382	36,099	42,469	26	21.8835	30,002	35,013	45,517
27	20.7708	19,316	21,248	23,180	25,111	27,043	28,476	28,788	28,975	29,390	30,906	36,722	43,203	27	22.2613	30,520	35,618	46,303
28	21.1233	19,644	21,609	23,573	25,538	27,502	28,960	29,276	29,467	29,889	31,431	37,345	43,936	28	22.6392	31,038	36,222	47,089
29	21.4759	19,972	21,969	23,967	25,964	27,961	29,443	29,765	29,958	30,388	31,956	37,969	44,669	29	23.0170	31,556	36,827	47,875
30	21.8285	20,300	22,330	24,360	26,390	28,420	29,926	30,254	30,450	30,887	32,480	38,592	45,403	30	23.3948	32,074	37,431	48,661
31+		*ABOVE SCALE												31+		*ABOVE SCALE		
1027 -	ALC Assist - BD			930 -	Bus Driver @ 5 hrs			1386 -	Security Assist - BD					1600 -	Cafeteria Manager I			
1371 -	Clinic Assist - EMT			1023 -	Bus Driver @ 5.5 hrs			2080 -	Security Officer					2080 -	Carpentry Craftsman I			
2080 -	Custodian IV			1116 -	Bus Driver @ 6 hrs			1371 -	SpEd Assist - AD					1371 -	Clinic Assist - LPN			
2080 -	Distribution Driver			1209 -	Bus Driver @ 6.5 hrs			1768 -	Student Residency Verifier					2080 -	Fleet Technician I			
2080 -	Duplication Technician			1302 -	Bus Driver @ 7 hrs			1371 -	Tchr Assist - BD (excl SpEd)					2080 -	Maintenance Craftsman I			
1386 -	ISS Coordinator			1395 -	Bus Driver @ 7.5 hrs			2080 -	Transportation Dispatcher					2080 -	Painter Craftsman I			
1415 -	Library/Media Assist - BD			1488 -	Bus Driver @ 8 hrs									2080 -	School Rentals Assist			
														1371 -	SpEd Assist - BD			

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Unified Experience-Based Step Pay Scale - SY 2018-19 (2.4%)

Grade 11					U12					U13				
Annual Hours →		1600	2080		Annual Hours →		1309	2080		Annual Hours →		1309	2080	
Creditable Yrs of Exp	Hourly Rate	10-mo 200 days 8hr/day	12-mo 260 days 8hr/day		Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7.33hr/day	10-mo 200 days 8hr/day	12-mo 260 days 8hr/day	Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7hr/day	12-mo 260 days 8hr/day	
0	16.3192	26,110	33,943		0	17.4818	22,883	27,970	36,362	0	18.7370	24,526	38,972	
1	16.3592	26,174	34,027		1	17.5246	22,939	28,039	36,451	1	18.7829	24,586	39,068	
2	16.3993	26,238	34,110		2	17.5677	22,996	28,108	36,540	2	18.8290	24,647	39,164	
3	16.4790	26,366	34,276		3	17.6531	23,107	28,244	36,718	3	18.9205	24,766	39,354	
4	16.5586	26,493	34,441		4	17.7384	23,219	28,381	36,895	4	19.0120	24,886	39,544	
5	16.7288	26,766	34,795		5	17.9207	23,458	28,673	37,275	5	19.2073	25,142	39,951	
6	16.8022	26,883	34,948		6	17.9993	23,561	28,798	37,438	6	19.2916	25,252	40,126	
7	16.9010	27,041	35,154		7	18.1051	23,699	28,968	37,658	7	19.4050	25,401	40,362	
8	16.9763	27,162	35,310		8	18.1858	23,805	29,097	37,826	8	19.4915	25,514	40,542	
9	17.0594	27,295	35,483		9	18.2749	23,921	29,239	38,011	9	19.5869	25,639	40,740	
10	17.2424	27,587	35,864		10	18.4708	24,178	29,553	38,419	10	19.7970	25,914	41,177	
11	17.5010	28,001	36,402		11	18.7479	24,541	29,996	38,995	11	20.0939	26,302	41,795	
12	17.7786	28,445	36,979		12	19.0453	24,930	30,472	39,614	12	20.4125	26,719	42,458	
13	18.1835	29,093	37,821		13	19.4790	25,498	31,166	40,516	13	20.8773	27,328	43,424	
14	18.5883	29,741	38,663		14	19.9127	26,065	31,860	41,418	14	21.3420	27,936	44,391	
15	18.9931	30,388	39,505		15	20.3463	26,633	32,554	42,320	15	21.8068	28,545	45,358	
16	19.3980	31,036	40,347		16	20.7800	27,201	33,248	43,222	16	22.2715	29,153	46,324	
17	19.8028	31,684	41,189		17	21.2137	27,768	33,941	44,124	17	22.7363	29,761	47,291	
18	20.2077	32,332	42,032		18	21.6474	28,336	34,635	45,026	18	23.2010	30,370	48,258	
19	20.6125	32,980	42,874		19	22.0811	28,904	35,329	45,928	19	23.6658	30,978	49,224	
20	21.0173	33,627	43,715		20	22.5148	29,471	36,023	46,830	20	24.1305	31,586	50,191	
21	21.4222	34,275	44,558		21	22.9485	30,039	36,717	47,732	21	24.5953	32,195	51,158	
22	21.8270	34,923	45,400		22	23.3821	30,607	37,411	48,634	22	25.0601	32,803	52,125	
23	22.2318	35,570	46,242		23	23.8158	31,174	38,105	49,536	23	25.5248	33,411	53,091	
24	22.6367	36,218	47,084		24	24.2495	31,742	38,799	50,438	24	25.9896	34,020	54,058	
25	23.0414	36,866	47,926		25	24.6831	32,310	39,492	51,340	25	26.4543	34,628	55,024	
26	23.4462	37,513	48,768		26	25.1168	32,877	40,186	52,242	26	26.9191	35,237	55,991	
27	23.8511	38,161	49,610		27	25.5504	33,445	40,880	53,144	27	27.3838	35,845	56,958	
28	24.2559	38,809	50,452		28	25.9841	34,013	41,574	54,046	28	27.8486	36,453	57,925	
29	24.6608	39,457	51,294		29	26.4178	34,580	42,268	54,949	29	28.3133	37,062	58,891	
30	25.0656	40,104	52,136		30	26.8515	35,148	42,962	55,851	30	28.7781	37,670	59,858	
31+		*ABOVE SCALE			31+		*ABOVE SCALE			31+		*ABOVE SCALE		
2080 - Admin Office Assoc I				2080 - Food Service Craftsman I	2080 - Accounts Payable Tech				2080 - Inventory Technician	2080 - Accounting Technician			2080 - Insurance Claims Analyst	
2080 - Assist Warehouse Manager				2080 - Human Resources Assoc	2080 - Admin Office Assoc II				2080 - Licensure Analyst	2080 - Boiler Craftsman II			1309 - Interpreter I	
2080 - Bookkeeper - MS				2080 - HVAC Craftsman I	2080 - Benefits Assistant				2080 - Maintenance Craftsman II	2080 - Customer Support Tech II			2080 - Machinist Craftsman II	
2080 - Bus Driver Trainer				2080 - Library Cataloger	2080 - Bookkeeper - HS				2080 - Painter Craftsman II	2080 - Data Management Analyst			2080 - Plumbing Craftsman II	
1600 - Cafeteria Manager II				2080 - Pest Control Technician	2080 - Building Operations Supvr				2080 - Payroll Assistant	2080 - Electrical Craftsman II			2080 - Procurement Assist III	
2080 - Customer Support Tech I				2080 - Plumbing Craftsman I	1600 - Cafeteria Manager III				2080 - Research/Eval/Assess Asst	2080 - Electronics Craftsman II			2080 - Testing Assistant	
2080 - Data Processing Specialist				2080 - Procurement Assistant II	2080 - Carpentry Craftsman II				2080 - School Admin Assoc I - HS	2080 - Executive office Assoc I			2080 - Warehouse & Distribution Tech	
2080 - Electrical Craftsman I				2080 - School Admin Assoc I	2080 - Fleet Technician II				2080 - Substitute Office Assoc	2080 - Fleet Technician III			2080 - Warehouse Manager	
2080 - Employee Relations Assoc				2080 - Teacher Prod Center Tech	1309 - Interpreter				2080 - Technology Support Tech	2080 - Food Service Craftsman II			2080 - Workers Comp Claims Analyst	
2080 - Financial Assistant				2080 - Web Page Design Tech						2080 - HVAC Craftsman II				

For the 2018/2019 school year, the School Board approved the following compensation adjustments:

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- Employees with 31+ years of creditable work experience received a 1.9% cost of living adjustment and are now considered to be **"Above Scale."**

Unified Experience-Based Step Pay Scale - SY 2018-19 (2.4%)

U14				U15				U16			
Annual Hours	→	1309	2080	Annual Hours	→	1488	2080	Annual Hours	→	1309	2080
Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7hr/day	12-mo 260 days 8hr/day	Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7hr/day	12-mo 260 days 8hr/day	Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7hr/day	12-mo 260 days 8hr/day
0	20.0747	26,277	41,755	0	21.5054	32,000	44,731	0	23.0448	30,165	47,933
1	20.1238	26,342	41,857	1	21.5580	32,078	44,840	1	23.1012	30,239	48,050
2	20.1732	26,406	41,960	2	21.6110	32,157	44,950	2	23.1580	30,313	48,168
3	20.2713	26,535	42,164	3	21.7161	32,313	45,169	3	23.2706	30,461	48,402
4	20.3692	26,663	42,367	4	21.8210	32,469	45,387	4	23.3830	30,608	48,636
5	20.5785	26,937	42,803	5	22.0452	32,803	45,854	5	23.6233	30,922	49,136
6	20.6689	27,055	42,991	6	22.1420	32,947	46,055	6	23.7270	31,058	49,352
7	20.7904	27,214	43,244	7	22.2721	33,140	46,325	7	23.8665	31,241	49,642
8	20.8830	27,335	43,436	8	22.3714	33,288	46,532	8	23.9728	31,380	49,863
9	20.9853	27,469	43,649	9	22.4809	33,451	46,760	9	24.0902	31,534	50,107
10	21.2103	27,764	44,117	10	22.7220	33,810	47,261	10	24.3485	31,872	50,644
11	21.5284	28,180	44,779	11	23.0628	34,317	47,970	11	24.7137	32,350	51,404
12	21.8698	28,627	45,489	12	23.4285	34,861	48,731	12	25.1057	32,863	52,219
13	22.3677	29,279	46,524	13	23.9619	35,655	49,840	13	25.6773	33,611	53,408
14	22.8656	29,931	47,560	14	24.4953	36,449	50,950	14	26.2489	34,359	54,597
15	23.3635	30,582	48,596	15	25.0287	37,242	52,059	15	26.8206	35,108	55,786
16	23.8614	31,234	49,631	16	25.5622	38,036	53,169	16	27.3922	35,856	56,975
17	24.3594	31,886	50,667	17	26.0956	38,830	54,278	17	27.9638	36,604	58,164
18	24.8573	32,538	51,703	18	26.6290	39,623	55,388	18	28.5355	37,352	59,353
19	25.3552	33,189	52,738	19	27.1624	40,417	56,497	19	29.1071	38,101	60,542
20	25.8531	33,841	53,774	20	27.6958	41,211	57,607	20	29.6787	38,849	61,731
21	26.3510	34,493	54,810	21	28.2292	42,005	58,716	21	30.2504	39,597	62,920
22	26.8489	35,145	55,845	22	28.7627	42,798	59,826	22	30.8220	40,345	64,109
23	27.3468	35,796	56,881	23	29.2961	43,592	60,935	23	31.3936	41,094	65,298
24	27.8447	36,448	57,916	24	29.8295	44,386	62,045	24	31.9653	41,842	66,487
25	28.3427	37,100	58,952	25	30.3633	45,180	63,155	25	32.5369	42,590	67,676
26	28.8406	37,752	59,988	26	30.8967	45,974	64,265	26	33.1085	43,339	68,865
27	29.3385	38,404	61,024	27	31.4301	46,767	65,374	27	33.6802	44,087	70,054
28	29.8364	39,055	62,059	28	31.9635	47,561	66,484	28	34.2518	44,835	71,243
29	30.3343	39,707	63,095	29	32.4969	48,355	67,593	29	34.8234	45,583	72,432
30	30.8322	40,359	64,130	30	33.0304	49,149	68,703	30	35.3950	46,332	73,621
31+	*ABOVE SCALE			31+	*ABOVE SCALE			31+	*ABOVE SCALE		
2080 - Asst Distrib Center Supervisor				2080 - Assist Accts Payable Supvr			2080 - HVAC Craftsman III	2080 - Accts Payable Sys Specialist		1309 - Interpreter III	
2080 - Benefits Specialist I				2080 - Boiler Craftsman III			2080 - Machinist Craftsman III	2080 - Benefits Specialist II		2080 - Network Technician II	
2080 - Carpentry Craftsman III				2080 - Building Manager			2080 - Occupat'l Health & Safety Tech	2080 - Boiler Specialist		2080 - Nutritional/Training Coordinator	
2080 - Executive Office Assoc II				2080 - Custodial Supervisor			1488 - Occupat'l Therapy Assist (COTA)	2080 - Construction Inspector		2080 - Occupational Safety Specialist	
2080 - Graphic Designer				2080 - Distrib Center Supervisor			1488 - Physical Therapy Assist (LPTA)	2080 - Data Operations Supervisor		2080 - Procurement Card Program Mgr	
1309 - Interpreter II				2080 - Electrical Craftsman III			2080 - Plumbing Craftsman III	2080 - District Chief		2080 - Procurement Systems Specialist	
2080 - Maintenance Craftsman III				2080 - Electronics Craftsman III			2080 - Secretary & Clerk to the Board	2080 - Educational Data Analyst		2080 - Supervising Cafeteria Manager	
2080 - Network Technician I				2080 - Fleet Foreman			2080 - Special Project Support	2080 - Executive Office Assoc III		2080 - Technical Contract Manager	
2080 - Painter Craftsman III				2080 - Food Service Craftsman III				2080 - Fleet Supervisor		2080 - TV Operations Technician	
2080 - School Business Assistant								2080 - Food Service Prog Analyst			
								2080 - HVAC Specialist			

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Unified Experience-Based Step Pay Scale - SY 2018-19 (2.4%)

U17					U18				
Ann Hours	1768	2080			Ann Hours	1408	1600	1768	2080
Creditable Yrs of Exp	11-mo 221 days 8hr/day	12-mo 260 days 8hr/day			Creditable Yrs of Exp	10-mo 192 days 7.33hr/day	10-mo 200 days 8hr/day	11-mo 221 days 8hr/day	12-mo 260 days 8hr/day
0	43,656	51,360			0	37,252	42,331	46,776	55,031
1	43,763	51,486			1	37,343	42,435	46,891	55,166
2	43,870	51,612			2	37,434	42,539	47,006	55,301
3	44,084	51,863			3	37,616	42,746	47,234	55,570
4	44,297	52,114			4	37,798	42,952	47,463	55,838
5	44,752	52,650			5	38,187	43,394	47,950	56,412
6	44,948	52,881			6	38,354	43,584	48,161	56,660
7	45,213	53,191			7	38,580	43,840	48,444	56,993
8	45,414	53,428			8	38,751	44,036	48,660	57,247
9	45,637	53,690			9	38,941	44,252	48,898	57,527
10	46,126	54,266			10	39,359	44,726	49,422	58,144
11	46,818	55,080			11	39,949	45,397	50,164	59,016
12	47,560	55,953			12	40,583	46,117	50,959	59,952
13	48,643	57,227			13	41,507	47,167	52,120	61,317
14	49,726	58,501			14	42,431	48,217	53,280	62,683
15	50,808	59,775			15	43,355	49,267	54,440	64,048
16	51,891	61,048			16	44,279	50,317	55,601	65,413
17	52,974	62,322			17	45,203	51,368	56,761	66,778
18	54,057	63,596			18	46,128	52,418	57,922	68,143
19	55,139	64,870			19	47,052	53,468	59,082	69,508
20	56,222	66,144			20	47,976	54,518	60,242	70,873
21	57,305	67,418			21	48,900	55,568	61,403	72,239
22	58,388	68,692			22	49,824	56,618	62,563	73,604
23	59,471	69,966			23	50,748	57,668	63,724	74,969
24	60,553	71,239			24	51,672	58,718	64,884	76,334
25	61,639	72,517			25	52,596	59,768	66,044	77,699
26	62,722	73,791			26	53,520	60,819	67,205	79,064
27	63,805	75,065			27	54,444	61,869	68,365	80,430
28	64,888	76,338			28	55,369	62,919	69,525	81,795
29	65,970	77,612			29	56,293	63,969	70,686	83,160
30	67,053	78,886			30	57,217	65,019	71,846	84,525
31+	*ABOVE SCALE				31+	*ABOVE SCALE			
2080 -	Budget Analyst			2080 -	Supervisor Carpentry			2080 -	Programmer/Analyst
2080 -	Construction Inspector - Sr			2080 -	Supervisor Electrical			2080 -	School Improvement Specialist (HS)
2080 -	Geographic Info Sys (GIS) Analyst			2080 -	Supervisor Electronics			1408 -	School Nurse
2080 -	Interpreter Specialist			2080 -	Supervisor HVAC			1600 -	Student Activities Coordinator (MS)
2080 -	Network Administrator			2080 -	Supervisor Maintenance			2080 -	Transportation Area Supervisor
2080 -	Procurement Specialist I			2080 -	Supervisor Night Crew			2080 -	Webmaster
2080 -	School Improvement Specialist (MS)			2080 -	Supervisor Plumbing				
1768 -	Student Support Specialist								

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Unified Experience-Based Step Pay Scale - SY 2018-19 (2.4%)

U19				U20			U21		
Ann Hours	1600	1768	2080	Ann Hours	2080		Ann Hours	2080	
Creditable Yrs of Exp	10-mo 200 days 8hr/day	11-mo 221 days 8hr/day	12-mo 260 days 8hr/day	Creditable Yrs of Exp	12-mo 260 days 8hr/day		Creditable Yrs of Exp	12-mo 260 days 8hr/day	
0	45,369	50,133	58,980	0	63,190		0	67,714	
1	45,480	50,255	59,124	1	63,344		1	67,880	
2	45,592	50,379	59,269	2	63,500		2	68,047	
3	45,813	50,624	59,558	3	63,809		3	68,378	
4	46,035	50,868	59,845	4	64,117		4	68,708	
5	46,508	51,391	60,460	5	64,776		5	69,414	
6	46,712	51,617	60,726	6	65,060		6	69,719	
7	46,987	51,920	61,083	7	65,443		7	70,129	
8	47,196	52,152	61,355	8	65,734		8	70,441	
9	47,427	52,407	61,655	9	66,056		9	70,786	
10	47,936	52,969	62,316	10	66,764		10	71,545	
11	48,655	53,763	63,251	11	67,766		11	72,618	
12	49,426	54,616	64,254	12	68,841		12	73,770	
13	50,552	55,860	65,718	13	70,408		13	75,450	
14	51,677	57,103	67,181	14	71,976		14	77,130	
15	52,803	58,347	68,644	15	73,543		15	78,810	
16	53,928	59,591	70,107	16	75,110		16	80,489	
17	55,054	60,834	71,570	17	76,678		17	82,169	
18	56,179	62,078	73,033	18	78,245		18	83,849	
19	57,305	63,322	74,496	19	79,813		19	85,529	
20	58,430	64,565	75,959	20	81,380		20	87,208	
21	59,556	65,809	77,422	21	82,948		21	88,888	
22	60,681	67,052	78,885	22	84,515		22	90,568	
23	61,806	68,296	80,348	23	86,083		23	92,248	
24	62,932	69,540	81,812	24	87,650		24	93,927	
25	64,057	70,783	83,274	25	89,218		25	95,606	
26	65,182	72,026	84,737	26	90,785		26	97,285	
27	66,308	73,270	86,200	27	92,353		27	98,965	
28	67,433	74,514	87,663	28	93,920		28	100,645	
29	68,559	75,757	89,126	29	95,488		29	102,325	
30	69,684	77,001	90,590	30	97,055		30	104,005	
31+	*ABOVE SCALE			31+	*ABOVE SCALE		31+	*ABOVE SCALE	
2080 - Accountant - Principal	1600 - Physical Therapist			Assistant Principal ES			Asst Director Environ Resources	Demographer / GIS Manager	
2080 - Assistant Payroll Supervisor	2080 - Pos Behav'l Interven & Supports Spec			Educational Data Specialist			Asst Director School Plant	Information Security Manager	
2080 - Benefits Program Specialist	2080 - Procurement Specialist II			Financial Mgmt Specialist			Assistant Principal MS	Mechanical Systems Engineer	
2080 - Coordinator Distribution Services	1600 - Psychologist			Food Services Operations Supervisor			Coord Purchasing	Payroll Supervisor	
2080 - Coordinator Maintenance	1600 - School Social Worker			Grants Manager			Coord Safety & Loss Control	Project Manager-Infor. Serv.	
2080 - Coordinator Mechanical Systems	2080 - School-to-Work Transition Supervisor			HR Info Systems Specialist			Coord Technical Applications	Risk Manager	
2080 - Coordinator Special Projects	2080 - Specialist Professional Learning			Programmer/Analyst - Sr			Coord Transportation	Staff Architect	
2080 - Fleet Manager	2080 - Student Activities Coordinator (HS)			Project Mgr - Construction			Dean of Students (MS)	Systems Engineer Supervisor	
2080 - Instructional Specialist	2080 - Supervisor Construction			Student Info Sys Specialist					
2080 - Instructional Specialist	2080 - Systems Administrator			Sustainability Officer					
2080 - Internal Auditor	2080 - Systems Engineer			Systems Analyst					
1600 - Occupational Therapist				Transportation Sys Specialist					

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Unified Experience-Based Step Pay Scale - SY 2018-19 (2.4%)

U22		U23		U24	
Ann Hours	2080	Ann Hours	2080	Ann Hours	2080
Creditable Yrs of Exp	12-mo 260 days 8hr/day	Creditable Yrs of Exp	12-mo 260 days 8hr/day	Creditable Yrs of Exp	12-mo 260 days 8hr/day
0	72,551	0	77,735	0	83,303
1	72,729	1	77,926	1	83,507
2	72,907	2	78,117	2	83,712
3	73,262	3	78,497	3	84,119
4	73,616	4	78,876	4	84,525
5	74,372	5	79,687	5	85,394
6	74,699	6	80,036	6	85,769
7	75,138	7	80,507	7	86,273
8	75,473	8	80,866	8	86,657
9	75,842	9	81,262	9	87,082
10	76,655	10	82,133	10	88,015
11	77,805	11	83,365	11	89,336
12	79,039	12	84,687	12	90,753
13	80,838	13	86,615	13	92,819
14	82,638	14	88,543	14	94,885
15	84,437	15	90,472	15	96,952
16	86,237	16	92,400	16	99,018
17	88,036	17	94,328	17	101,085
18	89,836	18	96,256	18	103,151
19	91,635	19	98,185	19	105,218
20	93,435	20	100,113	20	107,284
21	95,234	21	102,041	21	109,351
22	97,034	22	103,969	22	111,417
23	98,833	23	105,898	23	113,483
24	100,633	24	107,826	24	115,550
25	102,433	25	109,754	25	117,615
26	104,233	26	111,682	26	119,681
27	106,032	27	113,611	27	121,748
28	107,832	28	115,539	28	123,814
29	109,632	29	117,467	29	125,881
30	111,431	30	119,395	30	127,947
31+	*ABOVE SCALE	31+	*ABOVE SCALE	31+	*ABOVE SCALE
Academic Dean	Coord Food Services	Coordinator Information Services	Director Internal Audit	Director Admin Learning & Leadership	Director School Plant
Administrative Coordinator	Coord Grants Development	Coordinator Technical Services	Director Safety and Loss Control	Director Adult Learning Center	Director Student Leadership
Assistant Director ATC	Coord Health Services	Director Advanced Technology Center	Director Testing	Director Benefits	Director Student Services
Assistant Principal HS	Coord Military Con'd & Acad Suprt Prog	Director Communications	Principal ES	Director Business Services	Director Teacher Learning & Leadership
Coord Accounting	Coord Parent and Stakeholder Svcs	Director Community Engagement		Director Compliance and SpEd Services	Director Technical & Career Education
Coord Adult Academic Programs	Coord Planetarium	Director Custodial Services		Director Employee Relations	Director Technical & Career Ed Center
Coord Athletics	Coord Policy and Constituent Svcs	Director Distribution Services		Director Employment Services	Director Technology
Coord Benefits	Coord Professional Learning	Director Opportunity & Achievement		Director Food Services	Director Title I Programs
Coord Budget Development	Coord Telecommunications	Director Research, Eval and Assessment		Director Innovation & Strategic Planning	Founding Head of School (GRC)
Coord Business and Info Tech	Coordinators of Instruction			Director Instructional Technology	Principal MS
Coord Educational Foundation	Database Administrator			Director Purchasing Services	
Coord Engineering/Tech	Dean of Students (HS)				
	Neuropsychologist				
	Specialist Educatl Measure & Asmnt				
	Specialist Employee Relations				
	Specialist Human Resources				
	Specialist Program Evaluation				
	Specialist Research				
	Specialist Testing				

For the 2018/2019 school year, the School Board approved the following compensation adjustments:

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Unified Experience-Based Step Pay Scale - SY 2018-19 (2.4%)											
U25			U26			U27			U28		
Ann Hours	2080		Ann Hours	2080		Ann Hrs	2080		Ann Hrs	2080	
Creditable Yrs of Exp	12-mo 260 days 8hr/day		Creditable Yrs of Exp	12-mo 260 days 8hr/day		Creditable Yrs of Exp	12-mo 260 days 8hr/day		Creditable Yrs of Exp	12-mo 260 days 8hr/day	
0	89,253		0	95,639		0	102,476		0	109,801	
1	89,472		1	95,873		1	102,727		1	110,070	
2	89,691		2	96,108		2	102,979		2	110,340	
3	90,128		3	96,575		3	103,480		3	110,877	
4	90,563		4	97,042		4	103,980		4	111,413	
5	91,494		5	98,039		5	105,048		5	112,557	
6	91,895		6	98,470		6	105,509		6	113,051	
7	92,435		7	99,048		7	106,129		7	113,716	
8	92,847		8	99,490		8	106,602		8	114,223	
9	93,302		9	99,977		9	107,124		9	114,782	
10	94,302		10	101,049		10	108,273		10	116,013	
11	95,717		11	102,565		11	109,897		11	117,753	
12	97,235		12	104,191		12	111,640		12	119,621	
13	99,449		13	106,564		13	114,181		13	122,344	
14	101,662		14	108,936		14	116,723		14	125,068	
15	103,876		15	111,308		15	119,265		15	127,791	
16	106,090		16	113,681		16	121,807		16	130,515	
17	108,304		17	116,053		17	124,349		17	133,239	
18	110,518		18	118,425		18	126,891		18	135,962	
19	112,732		19	120,798		19	129,432		19	138,686	
20	114,946		20	123,170		20	131,974		20	141,410	
21	117,160		21	125,542		21	134,516		21	144,133	
22	119,374		22	127,915		22	137,058		22	146,857	
23	121,587		23	130,287		23	139,600		23	149,580	
24	123,801		24	132,659		24	142,142		24	152,304	
25	126,016		25	135,033		25	144,683		25	155,028	
26	128,230		26	137,405		26	147,225		26	157,751	
27	130,444		27	139,778		27	149,767		27	160,475	
28	132,658		28	142,150		28	152,309		28	163,199	
29	134,872		29	144,522		29	154,851		29	165,922	
30	137,086		30	146,895		30	157,393		30	168,646	
31+	*ABOVE SCALE		31+	*ABOVE SCALE		31+	*ABOVE SCALE		31+	*ABOVE SCALE	
Director Alternative Education Director Elementary Schools Director Transportation Exec Director Elem Teaching & Learning Exec Director Facilities Services Exec Director Office of Prog for Except'l Child Exec Director Secondary Teaching & Learning Exec Director Student Support Services Principal HS			Sr Exec Director, Elementary Schools Sr Exec Director, Middle Schools Sr Exec Director, High Schools			Chief Academic Officer Chief Financial Officer Chief Human Resources Officer Chief Information Officer Chief Media & Communications Officer Chief Operations Officer for Div Svcs Chief Schools Officer Chief Strategy & Innovation Officer			Chief of Staff		

For the 2018/2019 school year, the School Board approved the following compensation adjustments:

- Employees with 1-30 years of creditable work experience received 2.4% of their 6/30/18 base salary which included a 1.9% cost of living adjustment as well as a 0.5% experience step increase.
- Employees with 31+ years of creditable work experience received a 1.9% cost of living adjustment and are now considered to be "Above Scale."



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Part-Time/Temporary Hourly Rates

SY 2018 - 2019

Effective: July 1, 2018

Position	July 1, 2018	Comments
SUBSTITUTES		
Bus Assistants	\$10.37	
Bus Assistants (summer only)	\$10.37	
Bus Assistants subbing for bus driver (employee must substitute a minimum of one-hour)	\$4.49	Additional per Hour
Bus Drivers	\$13.68	
Bus Drivers (summer only)	\$13.68	
Cafeteria Manager	\$14.65	
Cafeteria Assistant	\$10.37	
Cafeteria Assistant subbing for Cafeteria Manager (employee must substitute a minimum of one-hour)	\$4.49	Additional per Hour
Clerical	\$12.76	
Long Term	\$13.68	
Custodian	\$9.68	
Driver Ed Instructor	\$12.76	
Interpreter	\$18.03	
ISS Coordinator	\$13.68	
Library/Media Assistant	\$11.91	
Library/Media Assistant subbing for Library/Media Specialist (employee must substitute a minimum of one-hour)	\$4.49	Additional per Hour
Nurse Assistant	\$12.76	
Nurse Assistant subbing for the Nurse (employee must substitute a minimum of one-hour)	\$4.49	Additional per Hour
OT/PT	\$27.28	
OT/PT Assistant	\$20.69	
Security Assistant	\$11.11	
Teacher Assistant	\$11.11	
Long Term	\$11.91	
Teacher Assistant subbing for Teacher (employee must substitute a minimum of one-hour)	\$4.49	Additional per Hour
Technology Support Technician	\$16.82	
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)	\$150.00	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	\$13.68	
Bus Assistants	\$10.37	
Bus Drivers	\$13.68	
Clerical	\$12.50	
Custodian	\$9.68	
Driver Ed Teacher-Behind the Wheel (Licensed)	\$30.00	Summer School Teacher Rate
Driver Ed Parapro -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 2018 - 2019

Effective: July 1, 2018

Position	July 1, 2018	Comments
SUMMER SCHOOL EMPLOYEES		
Interpreter	\$18.03	
Library/Media Assistant	\$12.50	
Nurse (RN)	\$175.33	
Nurse Assistant	\$12.50	
OT/PT	\$27.28	
OT/PT Assistant	\$20.69	
Security Assistant	\$12.50	
Summer Feeding Program (Manager)	\$16.43	<i>Grant Funds - increased rate to match special events rate</i>
Summer Feeding Program (Worker)	\$12.50	<i>Grant Funds - increased rate to match special events rate</i>
Teacher Assistant subbing for Teacher (<i>applies to non-VBCPS employees working summer school only</i>)	\$16.99	<i>Summer School Rate plus \$4.49</i>
Teacher	\$30.00	<i>Summer School Teacher Rate</i>
Teacher - Fast Track Tutor	\$30.00	<i>Summer School Teacher Rate</i>
Teacher - IEP/Summer Eligibility Assessment	\$15.00	<i>50% of the summer school teacher rate</i>
Teacher Assistant	\$12.50	
MISCELLANEOUS HOURLY AND/OR DAILY RATES		
Acting Administrator	\$29.23-69.82	<i>Superintendent or designee approval required (Grade 20-midpoint of 28)</i>
Alternate Chief Examiner - Adult Learning Center (ALC)	\$30.03	
Bus Driver - Behind the Wheel Trainee		<i>Paid as a stipend based on the minimum wage rate.</i>
Bus Driver - Behind the Wheel Training Specialist	N/A	<i>Pay employee's hourly rate</i>
Bus Driver - Additional/Double Run	\$8.50	<i>Per Run - Effective 3/1/17</i>
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	\$10.37	
Clerical Support	\$12.76-18.03	
Computer Lab Facilitator-Technician (ALC)	\$15.36	
Curriculum Development/Textbook Adoption	\$25.00	
Evening Administrator	\$33.56	
Foreign Language Translator-Oral	\$14.00	
Foreign Language Translator-Written	\$16.00	
Guidance Representative - Hearings	\$35.00 per hour	
Hearing Officer - Student Discipline	\$45.00 per hour	
Hearing Officer - Case Cancelled	\$15.00 per Case	
Homebound Teacher - Certified	\$30.03	
Homebound Teacher - Non-Certified Teacher	\$24.32	<i>Adj. by same % and Entry Level-Teacher</i>
Homework Hotline - Non Certified Teacher	\$24.32	<i>Adj. by same % and Entry Level-Teacher</i>
Homework Hotline - Certified Teacher	\$30.03	
Interpreter - After School Activities - (EIPA 2.5-2.9)	\$18.03	
Interpreter - After School Activities - (EIPA 3.0-3.4)	\$19.31	
Interpreter - After School Activities - (EIPA 3.5-3.9)	\$22.17	
IPT/VGLA Testing & Scoring	\$25.00	
Jail Education Program - Social Worker	\$40.00	
Jail Education Program - Psychologist	\$60.00	
Jail Education Program - Teacher	\$30.03	
Leadership Camp Counselor	\$9.04	
Music Clinicians/Judges	\$30.03	
Occupation Therapy Assistant (Certified)	\$20.69	
Occupation Therapist	\$34.25	
PALS Instructor (HD)	\$13.44	



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Part-Time/Temporary Hourly Rates

SY 2018 - 2019

Effective: July 1, 2018

Position	July 1, 2018	Comments
MISCELLANEOUS HOURLY AND/OR DAILY RATES (continue)		
PALS Instructor (BD)	\$16.13	
PALS Instructor (Certified)	\$18.21	
Physical Therapist	\$34.25	
Physical Therapy Assistant (Licensed)	\$20.69	
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	\$30.03	
Project Support Staff	\$11.91-69.82	<i>Superintendent or designee approval required (Grade 7-midpoint of 28)</i>
Project Support Staff - PIA - Clerical	\$12.76	
Project Support Staff - Materials Asst.	\$13.68	
Retake Expedited Coordinator	\$20.00	
Saturday Detention	\$20.00	
Security Officers (Sworn Officers)	\$27.00	<i>Based on agreement with the City</i>
Security - Police Officers (Graduation Only)	\$30.00	<i>Based on agreement with the City</i>
Security - Police Supervisor (Graduation Only)	\$35.00	<i>Based on agreement with the City</i>
Special Education Job Coach - Training	\$10.32	
Special Education Job Coach - HD	\$13.76	
Special Education Job Coach - BD	\$16.05	
Specialty Camp Coach	\$14.33	
Student Workers	\$9.04	
Teacher - Academic Programs	\$30.03	
Teacher - After Hours (approval required)	\$30.03	
Teacher - ALC	\$30.03	
Teacher - Community Service Programs - 6 Students (ALC)	\$14.95	
Teacher - Community Service Programs - 7 Students (ALC)	\$17.08	
Teacher - Community Service Programs - 8 Students (ALC)	\$19.23	
Teacher - Community Service Programs - 9+ Students (ALC)	\$21.36	
Teacher - Workforce Development Training - 6 Students (ALC)	\$16.62	
Teacher - Workforce Development Training - 7 Students (ALC)	\$19.00	
Teacher - Workforce Development Training - 8 Students (ALC)	\$21.36	
Teacher - Workforce Development Training - 9+ Students (ALC)	\$23.74	
Teacher - Transition Program (Grant)	\$30.03	
Test Examiner	\$19.71	
Test Proctor	\$12.76	
TSIP Test Proctor	\$16.20	
Tutor - AVID Program	\$17.63	
Tutor - Certified	\$30.03	
Tutor - Non-certified	\$24.32	<i>Adj. by same % as Entry Level-Teacher</i>
Workshop Participants - Classified	\$8.77	
Workshop Participants - Teacher	\$19.48	

Staffing Standards and Guidelines

FY 2018/2019

The allocations of instructional personnel in Virginia Beach are based on guidelines that meet or exceed the Standards of Quality (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 the local operating budget.

Elementary School

These standards do not include teachers for resource programs, itinerant services, special education, Title I, guidance counselors, instructional technology specialists and library media specialists.				
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

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) Thirty-one 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 2018/19 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.

19 schools @ 20 to 1 with no class in K-3 larger than 25
 5 schools @ 19 to 1 with no class in K-3 larger than 24
 4 schools @ 18 to 1 with no class in K-3 larger than 23
 2 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; excludes schools with Full Day Kindergarten Program.

Allocations for Resource Teachers (Art, ESL, Gifted, Music, Physical Education, Reading Specialist); Library Media Specialists; Guidance Counselor and Instructional Technology Specialist. 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	40-minute instructional period, twice a week on non-consecutive days (Old Donation School additional .20 for 3 rd Grade)
Physical Education/Grades 1-5	<p>30-minute instructional period recommended daily per class; 20-minute recess daily with two options:</p> <p>(option 1) schools may opt to add 5-minutes to the recess block that is typically included as part of students daily PE time (30 minutes of structured PE instruction + 20 minutes of recess)</p> <p>(option 2) schools may continue with 30 minutes of structured PE + 15 minutes of recess daily and allow teachers to take a 5-minute recess at another time during the instructional day. Please note, the teacher recess could be within the classroom and could be as simple as a brain break or wiggle time.</p> <p>A second P.E. teacher will be allocated after the 6th P.E. assistant, if teacher positions are available.</p>
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 (ESL)	Itinerant based on number of students and level of proficiency [Federal]
Instructional Technology Specialist (ITS)	Allocations are made based upon the number of available positions, school needs and school enrollments. The Department of Teaching and Learning, in conjunction with the Department of School Leadership, makes these allocations annually.
Gifted	Itinerant resource based on identified enrollment

Art Teacher(Grades 1-5)	<p>1 per school; additional allocation for schools with more than 30 classes</p> <p>.20 FTE for 31-36 classes .40 FTE for 37-42 classes .60 FTE for 43-48 classes .80 FTE for 49-54 classes 1.00 FTE for 55-60 classes</p> <p>*Principals are expected to adhere to recommended instructional times.</p>																						
Music Teacher (Grades K-5)	<p>1 per school; additional allocation for schools with more than 30 classes</p> <p>.20 FTE for 31-36 classes .40 FTE for 37-42 classes .60 FTE for 43-48 classes .80 FTE for 49-54 classes 1.00 FTE for 55-60 classes</p> <p>*Principals are expected to adhere to recommended instructional times.</p>																						
School Health Allocations																							
Nurse	1 per school (excluding Old Donation School); additional staff is based on special need																						
Clinic Assistant	Special need basis, assigned as needed																						
Teacher Assistant Allocations (VBCPS)																							
General Assistants	<p>1 for 500 students (excluding Old Donation School) 1.5 for 650 students 2 for 800 students 2.5 for 950 students</p> <p>Special needs basis, assigned as needed (Additional FTE for Spanish Immersion Program, Christopher Farms)</p>																						
Kindergarten	1 per kindergarten teacher																						
Physical Education (Grades 1-5)	<p>1 for each 6 classes exceeding the P.E. teacher's initial 6 classes; 1 assistant per 6 additional classes.</p> <table> <tr><td>7-12 classes</td><td>1.0 FTE</td></tr> <tr><td>13-15 classes</td><td>1.5 FTE</td></tr> <tr><td>16-18 classes</td><td>2.0 FTE</td></tr> <tr><td>19-21 classes</td><td>2.5 FTE</td></tr> <tr><td>22-24 classes</td><td>3.0 FTE</td></tr> <tr><td>25-27 classes</td><td>3.5 FTE</td></tr> <tr><td>28-30 classes</td><td>4.0 FTE</td></tr> <tr><td>31-33 classes</td><td>4.5 FTE</td></tr> <tr><td>34-36 classes</td><td>5.0 FTE</td></tr> <tr><td>37-39 classes</td><td>5.5 FTE</td></tr> <tr><td>40-42 classes</td><td>6.0 FTE</td></tr> </table> <p>Additional allocations as needed to primary grades to support Kindergarten expansion.</p>	7-12 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
7-12 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 Assistant	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)	1 per school (excluding Old Donation School)
Library Media Assistant	1 per school (excluding Old Donation School; .50 Creeds Elementary)
Additional Clerical Days	7 per school 20 per new school
Administrative Allocations	
Principal	1 per school (excluding Old Donation School)
Assistant Principal	1 for 300-899 students 2 for 900-1,499 students 3 for 1,500 students
Other School Administrator Allocations	
Coordinators	Assigned to special programs
Administrative Assistant	Special need basis, assigned as needed
Custodial Allocations	
Custodian	1 per 17,000 square feet for schools with square footage of 85,000 or less; 1 per 17,500 square feet for schools over 85,000 square feet

Staffing Standards and Guidelines

FY 2018/19

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 the 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 th 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 *Bayside 6 th and Bayside MS	30:1 22:1	Class size minimum: 24:1 Class size maximum: 35:1 Class size maximum: 24:1	
Core Course-English *Bayside 6 th and Bayside MS	30:1 22:1	Class size minimum: 24:1 Class size maximum: 35:1 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 minimum: 25:1 Class size maximum: 37:1 average for all sections	
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 6th Grade Campus and Bayside Middle School).
- (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 6th Grade Campus and Bayside Middle School 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 and 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 and 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.

Allocations are as follows for Resource Teachers (ESL, Gifted Education, Reading Specialist); Distance Learning; Guidance; Instructional Technology Specialist; Library Media Specialist; Literacy Teacher (Coach); Math Specialist (Coach); School Improvement Specialist and Student Activities Coordinator. Old Donation School, Bayside 6th Grade Campus and Bayside Middle School are staffed using appropriate modifications to all established standards.

English as a Second Language (ESL)	Itinerant based on number of students and level of proficiency [Federal Standard]
Gifted Education	1 per school (excluding Old Donation School; Bayside 6 th Grade Campus 0.40; Bayside Middle School 0.60)
Reading Specialist/Literacy Teacher	1 per school (Old Donation School .50; Bayside MS 2.0; additional allocation for Read 180 assigned to Bayside MS, Corporate Landing and Larkspur)
Distance Learning	.20 per school (for schools that send transmissions)
Guidance	Guidance Department Chair, 1 per school (300 students) Counselor, 1 per 350 students (after first 300)
Instructional Technology Specialist	Allocations are made based upon the number of available positions, school needs and schools enrollments. The Department of Teaching and Learning, in conjunction with the Department of School Leadership, makes these allocations annually.

Library Media Specialist	.50 for < 300 students 1 for 300 students 2 for 1,000 students {SOQ}
Literacy Teacher (Coach)	Assigned based on student needs
Math Specialist (Coach)	Assigned based on student needs
School Improvement Specialist (SOL)	1 per school (Bayside 6th Grade Campus .40; Bayside MS .60)
Student Activities Coordinator	1 per school (Bayside 6 th Grade Campus .40; Bayside MS .60)
Paraprofessional Allocation	
In-School Suspension	1 per school (excluding Old Donation School; Bayside 6 th Grade Campus staffed with a TEA)
VBCPS Non-Instructional - Secretarial/Clerical and Technical Allocations	
School Admin Associate I-12 mo./Office Manager	1 per school
Bookkeeper	1 per school (excluding Bayside 6 th Grade Campus)
School Office Associate II-10 mo./Attendance Secretary	1 per school (excluding Old Donation School)
School Office Associate II-10 mo./Discipline Secretary	1 for 1,000 students (Bayside MS staffed with a TEA)
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 6 th Grade Campus .40; Bayside MS .60)
School Office Associate II-12 mo./Guidance Secretary	1 per school (Bayside 6 th Grade Campus staffed with a TEA)
Library Media Assistant	1 per school (750 enrollment) [SOQ]
Technical Support Technician	1 per school
Additional Clerical Days	21 per school 7 for Old Donation School and Bayside 6 th Grade Campus
Security Assistant Allocations (VBCPS)	
Security Assistant	3 per school; Old Donation School 2.0; Bayside 6 th Grade Campus 2.0; additional staff assign based on special need
Teacher Assistant Allocations	
Distance Learning	1 per school (excluding Old Donation School)
General Assistant	Old Donation School only
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 for Bayside 6 th Grade Campus and Bayside MS
Other School Administrator Allocations	
Coordinators	Assigned to special programs
Administrative Assistant	Special needs basis; assigned as needed
Custodial Allocations	
Custodians	1 per 17,500 square feet

Staffing Standards and Guidelines

FY 2018/19

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 the 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 senior executive director of high schools, 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.

Allocations are as follows for Resource Teachers (ESL, Gifted Education, Reading Specialist); Distance Learning; Guidance; Instructional Technology Specialist; Library Media Specialists, Math Specialist (Coach); School Improvement Specialist and Student Activities Coordinator.	
English as a Second Language (ESL)	Itinerant based on number of students and level of proficiency [Federal]
Gifted Education	1 per school (excluding Renaissance Academy, Advanced Technology Center and Technical & Career Ed Center)
Reading Specialist	1 per school (Renaissance Academy 2; Technical & Career Education Center 0; Advanced Technical Center 0)
Distance Learning	.20 per school (for schools that send transmissions)
School Counselor	Department Chair, 1 per school (300 students) Department Chair, 1 for ATC (VBCPS) Counselor, 1 per 350 students (after first 300) plus 1 additional counselor for each comprehensive high school (VBCPS)
Instructional Technology Specialist	Allocations are made based upon the number of available positions, school needs and schools enrollments. The Department of Teaching and Learning, in conjunction with the Department of School Leadership, makes these allocations annually.

Library Media Specialist	1 per school Additional 1.0 added when enrollment exceeds 1,000. [SOQ]
Math Specialist (Coach)	Assigned based on student needs
School Improvement Specialist (SOL)	1 per school (Renaissance Academy 2)
Student Activities Coordinator	1 per school with interscholastic program
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 Associate II-12 mo./ Office Manager	1 per school
Bookkeeper	1 per school
School Office Associate II-10 mo./ Attendance Secretary	1 per school
School Office Associate II-10 mo./ Discipline Secretary	1 for 1,000 students
*School Office Associate II-12 mo.	2 for 1,600 students [State]
School Office Associate II-10 mo.	3 for 2,200 students [State]
School Office Associate II-12 mo./ Data Tech	1 per school
School Office Associate II-12 mo./ Guidance	1 per school
Library Media Assistant	1 per school (750 students) [SOQ]
Technical Support Technician	1 per school
Additional Clerical Days	21 per comprehensive high school 30 per comprehensive high school to support student activity coordinators 20 for Renaissance Academy 7 for Adult Learning Center 7 for Advanced Technology Center 7 for Technical and Career Education Center 5 for Green Run Collegiate
Security Assistant Allocations	
Security Assistant - Day	5 per school; additional staff is based on special needs
Security Assistant - Night	1 per school; additional staff is based on special needs
Distance Learning Assistant Allocations	
Distance Learning	1 per school

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	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; assigned as needed
Custodial Allocations	
Custodian	1 per 17,500 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. The 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.	<ul style="list-style-type: none"> \$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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> \$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.	<ul style="list-style-type: none"> \$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.	<ul style="list-style-type: none"> \$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	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Elementary, Middle, High Schools: \$1.75 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 for designated budget categories including departmental spending, line item compliance, and all expenditures through signature authority. This authority may be shared, if so designated; however, delegating signature authority does not nullify the senior staff member's accountability for fiscal responsibility.

Fund	Unit Code	Budget Name	Senior Staff	Budget Manager	Signature Authority
104		Green Run Collegiate Charter School	Rianne Patricio	Rianne Patricio	Rianne Patricio Daniel Keever
106		School Allocations	see below	see below	see below
	50100/60100	Elementary Classroom	Shirann Lewis	Principal (by location code)	Principal (by location code) Shirann Lewis
	50200/60200	Senior High Classroom	Daniel Keever	Principal (by location code)	Principal (by location code) Daniel Keever
	50300/60300	Technical and Career Education	Kipp Rogers	Principal (by location code)	Principal (by location code) Kipp Rogers
	50400/60400	Gifted Education and Academy Programs	Kipp Rogers	Principal (by location code)	Principal (by location code) Kipp Rogers
	50500/60500	Special Education	Kipp Rogers	Principal (by location code)	Principal (by location code) Kipp Rogers
	50800/60800	Alternative Education - Renaissance Academy	Daniel Keever	Principal (by location code)	Principal (by location code) Daniel Keever
	51000/61000	Office of the Principal - Elementary	Shirann Lewis	Principal (by location code)	Principal (by location code) Shirann Lewis
	51100/61100	Office of the Principal - Senior High	Daniel Keever	Principal (by location code)	Principal (by location code) Daniel Keever
	51200/61200	Office of the Principal - Technical and Career Education	Kipp Rogers	Principal (by location code)	Principal (by location code) Kipp Rogers
	51900/61900	Gifted Education and Academy Programs Support	Kipp Rogers	Principal (by location code)	Principal (by location code) Kipp Rogers
	52000/62000	Media Services Support	Kipp Rogers	Principal (by location code)	Principal (by location code) Kipp Rogers
	52200/62200	Middle School Classroom	Cheryl Woodhouse	Principal (by location code)	Principal (by location code) Cheryl Woodhouse
	52400/62400	Office of the Principal - Middle School	Cheryl Woodhouse	Principal (by location code)	Principal (by location code) Cheryl Woodhouse
	61600	Instructional Technology	Kipp Rogers	Principal (by location code)	Principal (by location code) Kipp Rogers
107		Equipment Replacement	Farrell Hanzaker	Farrell Hanzaker	Farrell Hanzaker Crystal Pate
108		Instructional Technology	Ramesh Kapoor	Ramesh Kapoor	Ramesh Kapoor Kipp Rogers* Farrell Hanzaker*
109		Vending Operations	Farrell Hanzaker	Farrell Hanzaker	Farrell Hanzaker Crystal Pate
112		Communication Towers Technology	Ramesh Kapoor	Ramesh Kapoor	David Din Farrell Hanzaker* Michael Combs* Ramesh Kapoor*
114		Cafeteria	Jack Freeman	John Smith	John Smith Jack Freeman
115		General/Operating	see below	see below	see below
	Instruction Category				
	50100/60100	Elementary Classroom	Shirann Lewis	Shirann Lewis Sean Walker Kathleen Starr	Shirann Lewis Donald Robertson
	50200/60200	Senior High Classroom	Daniel Keever	Daniel Keever	Daniel Keever Donald Robertson
	50300/60300	Technical and Career Education	Kipp Rogers	Sara Lockett	Kipp Rogers Marc Bergin
	50400/60400	Gifted Education and Academy Programs	Kipp Rogers	Nicole DeVries James Pohl	Kipp Rogers Marc Bergin

Budget Manager and Signature Authority
(for budget and business transactions)

Fund	Unit Code	Budget Name	Senior Staff	Budget Manager	Signature Authority
	50500/60500	Special Education	Kipp Rogers	Roni Myers-Daub	Kipp Rogers
					Marc Bergin
	50600/60600	Summer School	Kipp Rogers	Alveta Green	Kipp Rogers
				Adrian Day	Marc Bergin
	50610/60610	Summer Slide Program	Kipp Rogers	Lesley Hughes	Kipp Rogers
					Marc Bergin
	50700/60700	General Adult Education	Daniel Keever	Randi Riesbeck	Daniel Keever
					Donald Robertson
	50800/60800	Alternative Education - Renaissance Academy	Daniel Keever	Kay Thomas	Daniel Keever
					Donald Robertson
	50900/60900	Student Activities	Donald Robertson	Michael McGee	Michael McGee
					Donald Robertson
	51000/61000	Office of the Principal - Elementary	Shirann Lewis	Shirann Lewis	Shirann Lewis
				Sean Walker	Donald Robertson
				Kathleen Starr	
	51100/61100	Office of the Principal - Senior High	Daniel Keever	Daniel Keever	Daniel Keever
					Donald Robertson
	51200/61200	Office of the Principal - Technical and Career Education	Kipp Rogers	Sara Lockett	Kipp Rogers
					Marc Bergin
	51300/61300	Guidance Services	Kipp Rogers	Alveta Green	Kipp Rogers
					Marc Bergin
	51400/61400	Social Work Services	Kipp Rogers	Alveta Green	Kipp Rogers
				Gay Thomas	Marc Bergin
	51500/61500	Media and Communications	Natalie Allen	Natalie Allen	Natalie Allen
				Lauren Nolasco	Marc Bergin
	51700/61700	Teaching and Learning Support	Kipp Rogers	Kipp Rogers	Kipp Rogers
				Lesley Hughes	Marc Bergin
				James Pohl	
	51710/61710	Instructional Professional Growth and Innovation	Donald Robertson	Janene Gorham	Donald Robertson
					Marc Bergin
	51720/61720	Opportunity and Achievement	Kipp Rogers	LaQuiche Parrott	Kipp Rogers
					Marc Bergin
	51800/61800	Special Education Support	Kipp Rogers	Roni Myers-Daub	Kipp Rogers
					Marc Bergin
	51900/61900	Gifted Education and Academy Programs Support	Kipp Rogers	Kipp Rogers	Kipp Rogers
				James Pohl	Marc Bergin
				Nicole DeVries	
	52000/62000	Media Services Support	Kipp Rogers	William Johnsen	Kipp Rogers
					Marc Bergin
	52100/62100	Planning, Innovation, and Accountability	Marc Bergin	Lisa Banicky	Lisa Banicky
					Marc Bergin
	52200/62200	Middle School Classroom	Cheryl Woodhouse	Cheryl Woodhouse	Cheryl Woodhouse
					Donald Robertson
	52300/62300	Remedial Education	Kipp Rogers	Kipp Rogers	Kipp Rogers
				James Pohl	Marc Bergin
	52400/62400	Office of the Principal - Middle School	Cheryl Woodhouse	Cheryl Woodhouse	Cheryl Woodhouse
					Donald Robertson
	52500/62500	Homebound Services	Donald Robertson	Michael McGee	Michael McGee
					Donald Robertson
	52600/62600	Technical and Career Education Support	Marc Bergin	James Pohl	Kipp Rogers
				Sara Lockett	Marc Bergin
	52700/62700	Student Leadership	Donald Robertson	Michael McGee	Michael McGee
					Donald Robertson
	52800/62800	Psychological Services	Kipp Rogers	Alveta Green	Kipp Rogers
					Marc Bergin
	52900/62900	Audiological Services	Kipp Rogers	Roni Myers-Daub	Kipp Rogers
					Marc Bergin
	53100/63100	School Leadership	Donald Robertson	Shirann Lewis	Shirann Lewis
				Donald Robertson	Donald Robertson

Budget Manager and Signature Authority
(for budget and business transactions)

Fund	Unit Code	Budget Name	Senior Staff	Budget Manager	Signature Authority
	53200/63200	Alternative Education	Daniel Keever	Kay Thomas Daniel Keever	Daniel Keever Donald Robertson
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
	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 Lauren Heath
	55200/65200	Health Services	Donald Robertson	Michael McGee	Michael McGee Donald Robertson
Pupil Transportation Category					
	56100/66100	Management	Jack Freeman	David Pace	David Pace Jack Freeman Marc Bergin
	56200/66200	Vehicle Operations	Jack Freeman	David Pace	David Pace Jack Freeman Marc Bergin
	56250/66250	Vehicle Operations – Special Education	Jack Freeman	David Pace	David Pace Jack Freeman Marc Bergin
	56300/66300	Vehicle Maintenance	Jack Freeman	David Pace	David Pace Jack Freeman Marc Bergin
	56400/66400	Monitoring Services	Jack Freeman	David Pace	David Pace Jack Freeman Marc Bergin
Operations and Maintenance Category					
	57100/67100	Facilities Services	Jack Freeman	Anthony Arnold	Jack Freeman Marc Bergin
	57200/67200	Maintenance Services	Jack Freeman	Eric Woodhouse	Eric Woodhouse Jack Freeman
	57300/67300	Distribution Services	Jack Freeman	Brian Baxter	Brian Baxter Jack Freeman
	57400	Grounds Services	Jack Freeman	Steve Proffitt	Jack Freeman Marc Bergin
	57500/67500	Custodial Services	Jack Freeman	Larry Ames	Larry Ames Jack Freeman Marc Bergin
	58100/68100	Safe Schools	Jack Freeman	Edward Jones (interim)	Jack Freeman Farrell Hanzaker
	58200/68200	Vehicle Services	Jack Freeman	David Pace	David Pace Jack Freeman Marc Bergin
	58300/68300	Telecommunications	Ramesh Kapoor	Ramesh Kapoor	David Din Michael Combs Ramesh Kapoor Marc Bergin

Budget Manager and Signature Authority
(for budget and business transactions)

Fund	Unit Code	Budget Name	Senior Staff	Budget Manager	Signature Authority
Technology Category					
61600	Instructional Technology	Kipp Rogers	William Johnsen	Kipp Rogers	Marc Bergin
64900	Technology	Ramesh Kapoor	Joseph Damus	Joseph Damus	Ramesh Kapoor
68400	Technology Maintenance	Ramesh Kapoor	David Din	David Din	Ramesh Kapoor
					Marc Bergin
116	Categorical Grants	see below	see below	see below	see below
Office of Budget and Finance					
	Risk Management Grant Program	Farrell Hanzaker	Steve LePock	Farrell Hanzaker	Crystal Pate
Department of School Leadership					
	Adult Basic Education	Daniel Keever	Randi R. Riesbeck	Daniel Keever	Donald Robertson
	General Adult Education	Daniel Keever	Randi R. Riesbeck	Daniel Keever	Donald Robertson
	Green Run Collegiate Charter School Support	Daniel Keever	Rianne Patricio	Daniel Keever	Donald Robertson
	ISAEP	Daniel Keever	Kay Thomas	Daniel Keever	Donald Robertson
	Juvenile Detention Home	Donald Robertson	Cheryl Woodhouse	Cheryl Woodhouse	Donald Robertson
	MyCCAA – ALC Courses	Daniel Keever	Randi R. Riesbeck	Daniel Keever	Donald Robertson
	MyCCAA – LPN Program	Daniel Keever	Randi R. Riesbeck	Daniel Keever	Donald Robertson
	Opportunity Inc. – Adult Learning Center	Daniel Keever	Randi R. Riesbeck	Daniel Keever	Donald Robertson
	Post 9/11 GI Bill	Daniel Keever	Randi R. Riesbeck	Daniel Keever	Donald Robertson
	Race to GED	Daniel Keever	Randi R. Riesbeck	Daniel Keever	Donald Robertson
	Title I Part D Subpart 1	Donald Robertson	Cheryl Woodhouse	Cheryl Woodhouse	Donald Robertson
	Title I Part D Subpart 2	Daniel Keever	Kay Thomas	Daniel Keever	Donald Robertson
	Title IV - Pell Grant	Daniel Keever	Randi R. Riesbeck	Daniel Keever	Donald Robertson
Department of Professional Growth and Innovation					
	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 Safe Schools					
	School Security Equipment	Jack Freeman	Thomas DeMartini	Jack Freeman	Marc Bergin
	School Security Officer Grant Program FY19	Jack Freeman	Thomas DeMartini	Jack Freeman	Marc Bergin
Office of Superintendent					
	Region II Superintendents Escrow	Aaron Spence	Aaron Spence	Aaron Spence	Marc Bergin
	Advance Placement Fee Program	Kipp Rogers	James Pohl	Kipp Rogers	Marc Bergin
Department of Teaching and Learning					
	Algebra Readiness	Kipp Rogers	James Pohl	Kipp Rogers	Marc Bergin
	Asia Society Confucius Classrooms Network	Kipp Rogers	James Pohl	Kipp Rogers	Marc Bergin
	Assessment for Learning Project	Kipp Rogers	Kipp Rogers	Kipp Rogers	
	Career & Technical Education State Equipment Allocation	Kipp Rogers	James Pohl	Kipp Rogers	Marc Bergin
			Sara Lockett		

Budget Manager and Signature Authority
(for budget and business transactions)

Fund	Unit Code	Budget Name	Senior Staff	Budget Manager	Signature Authority
		Carl Perkins	Kipp Rogers	James Pohl	Kipp Rogers
				Sara Lockett	Marc Bergin
		DODEA MCASP Operation GRIT	Kipp Rogers	Alveta Green	Kipp Rogers
					Marc Bergin
		DoDEA Special Education	Kipp Rogers	Roni Myers-Daub	Kipp Rogers
					Marc Bergin
		Dual Enrollment – TCC	Kipp Rogers	James Pohl	Kipp Rogers
					Marc Bergin
		Early Reading Intervention	Kipp Rogers	Lesley Hughes	Kipp Rogers
					Marc Bergin
		Girls on the Run Program	Kipp Rogers	Lesley Hughes	Kipp Rogers
					Marc Bergin
		Green Run Collegiate Support	Kipp Rogers	Rianne Patricio	Kipp Rogers
				James Pohl	Marc Bergin
		High School Program Innovation Planning	Kipp Rogers	James Pohl	Kipp Rogers
					Marc Bergin
		IDEA Co - Teaching Initiative Three Oaks ES	Kipp Rogers	Roni Myers-Daub	Kipp Rogers
					Marc Bergin
		Inclusion Leadership Team Support-Salem HS	Kipp Rogers	Kipp Rogers	Kipp Rogers
					Marc Bergin
		Industry Certification Examinations	Kipp Rogers	James Pohl	Kipp Rogers
				Sara Lockett	Marc Bergin
		Industry Certification Examinations STEM-H	Kipp Rogers	James Pohl	Kipp Rogers
					Marc Bergin
		Jail Education Program	Kipp Rogers	Roni Myers-Daub	Kipp Rogers
					Marc Bergin
		LTR [Ret] H. G. Pete Taylor Partnership of Excellence Award	Kipp Rogers	Alveta Green	Kipp Rogers
				Robert Jamison	Marc Bergin
		McKinney Homeless	Kipp Rogers	Alveta Green	Kipp Rogers
				Gay Thomas	Marc Bergin
		MTSS-B Evaluation	Kipp Rogers	Alveta Green	Kipp Rogers
					Marc Bergin
		National Math & Science Initiative (NMSI)	Kipp Rogers	James Pohl	Kipp Rogers
					Marc Bergin
		Network Improvement Community (NIC)	Kipp Rogers	James Pohl	Kipp Rogers
					Marc Bergin
		Norfolk Naval Shipyard STEM Camp (NNSY)	Kipp Rogers	Cristina Alsop	Kipp Rogers
					Marc Bergin
		ODU Research Foundation Cybersecurity Internships	Kipp Rogers	James Pohl	Kipp Rogers
				Sara Lockett	Marc Bergin
		Opportunity Inc. – STEM (ISY and OSY)	Kipp Rogers	James Pohl	Kipp Rogers
				Sara Lockett	Marc Bergin
		Positive Behavior Interventions and Supports	Kipp Rogers	Alveta Green	Kipp Rogers
					Marc Bergin
		Preschool Incentive	Kipp Rogers	Roni Myers-Daub	Kipp Rogers
					Marc Bergin
		Project Graduation	Kipp Rogers	James Pohl	Kipp Rogers
					Marc Bergin
		Project HOPE – City Wide SCA	Kipp Rogers	Alveta Green	Kipp Rogers
				Gay Thomas	Marc Bergin
		RISE Program	Kipp Rogers	Lesley Hughes	Kipp Rogers
					Marc Bergin
		Startalk	Kipp Rogers	Nicole DeVries	Kipp Rogers
					Marc Bergin
		Title I Part A	Kipp Rogers	Lesley Hughes	Kipp Rogers
					Marc Bergin
		Title II Part A	Kipp Rogers	Lesley Hughes	Kipp Rogers
					Marc Bergin
		Title III Part A Immigrant and Youth	Kipp Rogers	Nicole DeVries	Kipp Rogers
					Marc Bergin

Budget Manager and Signature Authority
(for budget and business transactions)

Fund	Unit Code	Budget Name	Senior Staff	Budget Manager	Signature Authority
		Title III Part A Language Acquisition	Kipp Rogers	Nicole DeVries	Kipp Rogers
					Marc Bergin
		Title IV Part A	Kipp Rogers	James Pohl	Kipp Rogers
					Marc Bergin
		Title IV Part B 21st CCLC GRC	Kipp Rogers	Rianne Patricio	Kipp Rogers
				James Pohl	Marc Bergin
		Title IV Part B 21st CCLC Lynnhaven	Kipp Rogers	Kipp Rogers	Kipp Rogers
				Teri Breau	Marc Bergin
				Nicole DeVries	
		Title VI-B Early Childhood Supplement	Kipp Rogers	Roni Myers-Daub	Kipp Rogers
					Marc Bergin
		Virginia Initiative for At Risk Four-Year-Olds	Kipp Rogers	Lesley Hughes	Kipp Rogers
					Marc Bergin
		Virginia Middle School Teacher Corps	Kipp Rogers	James Pohl	Kipp Rogers
					Marc Bergin
		Virtual Virginia	Kipp Rogers	James Pohl	Kipp Rogers
					Marc Bergin
		VPI+ Preschool Expansion	Kipp Rogers	Lesley Hughes	Kipp Rogers
					Marc Bergin
		Workplace Readiness Skills Exam for the Commonwealth	Kipp Rogers	James Pohl	Kipp Rogers
				Sara Lockett	Marc Bergin
Department of Teaching and Learning/Technology					
		Technology Initiative			
		Non-training	Ramesh Kapoor	Ramesh Kapoor	Ramesh Kapoor
		Training	Kipp Rogers	Kipp Rogers	Kipp Rogers
		Non-training/Training			Marc Bergin
		Virginia eLearning Backpack – Bayside HS			
		Non-training	Ramesh Kapoor	Ramesh Kapoor	Ramesh Kapoor
		Training	Kipp Rogers	Kipp Rogers	Kipp Rogers
		Non-training/Training			Marc Bergin
		Virginia eLearning Backpack – Green Run HS			
		Non-training	Ramesh Kapoor	Ramesh Kapoor	Ramesh Kapoor
		Training	Kipp Rogers	Kipp Rogers	Kipp Rogers
		Non-training/Training			Marc Bergin
		Virginia eLearning Backpack – Kempsville HS			
		Non-training	Ramesh Kapoor	Ramesh Kapoor	Ramesh Kapoor
		Training	Kipp Rogers	Kipp Rogers	Kipp Rogers
		Non-training/Training			Marc Bergin
117		Textbooks	Kipp Rogers	Kipp Rogers	Kipp Rogers
					Farrell Hanzaker
119		Athletics	Donald Robertson	Michael McGee	Donald Robertson
					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		Capital Projects	see below	see below	see below
1008		Instructional Technology – Phase II	Ramesh Kapoor	William Johnsen	Kipp Rogers
					and Ramesh Kapoor
1195		Student Data Management System	Ramesh Kapoor	Ramesh Kapoor	Farrell Hanzaker
					Ramesh Kapoor
					Marc Bergin
1196		Instructional Technology	Ramesh Kapoor	William Johnsen	Kipp Rogers
					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
		All Other CIP Projects except those listed above	Jack Freeman	Anthony Arnold	Anthony Arnold <u>and</u>
					Jack Freeman



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

Beverly M. Anderson, Chair
At-Large

Joel A. McDonald, Vice Chair
District 3 – Rose Hall

Daniel D. Edwards
District 2 – Kempsville

Sharon R. Felton
District 6 – Beach

Dorothy M. Holtz
At-Large

Victoria C. Manning
At-Large

Ashley K. McLeod
At-Large

Kimberly A. Melnyk
District 7 – Princess Anne

Trenace B. Riggs
District 1 – Centerville

Carolyn T. Rye
District 5 - Lynnhaven

Carolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

Budget Resolution – FY 2018/19

WHEREAS, the mission of 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 2018/19 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 next phase (2nd year of the five-year implementation plan) of the planned expansion of the VBCPS Full Day Kindergarten program is included in this budget and any unspent funds related this program will be used solely for identified priority needs such as Capital Improvement Program (CIP) projects, replacement school buses, replacement equipment and furniture, and technology related items; and

WHEREAS, the City/School Revenue Sharing Policy provides 34.11% of certain general fund revenues to meet obligations of the School Board of the City of Virginia Beach; and

WHEREAS, the proposed Operating Budget moves all eligible employees up an experience step (0.5 percent), not to exceed the “top of scale” and provides a 1.5 percent cost of living adjustment (COLA) for all employees; and

WHEREAS, the total funds requested for FY 2018/19 from the City of Virginia Beach to the School Board of the City of Virginia Beach is \$441,562,352; and

WHEREAS, the debt service payment is estimated to be \$41,951,320 leaving a balance of \$399,611,032 to allocate between the Operating Budget and the Capital Improvement Program (CIP); and

WHEREAS, \$6,800,000 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 2018/19 Operating Budget.

NOW, THEREFORE, BE IT

RESOLVED: That \$3,591,000 of the Sandbridge Tax Increment Financing (TIF) be allocated to the Schools’ PAYGO for the CIP, with the remaining \$409,000 earmarked for the Operating Budget, bringing it to a total of \$400,020,032; and be it



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

Beverly M. Anderson, Chair
At-Large

Joel A. McDonald, Vice Chair
District 3 – Rose Hall

Daniel D. Edwards District 2 – Kempsville	Sharon R. Felton District 6 – Beach	Dorothy M. Holtz At-Large
Victoria C. Manning At-Large	Ashley K. McLeod At-Large	Kimberly A. Melnyk District 7 – Princess Anne
Trenace B. Riggs District 1 – Centerville	Carolyn T. Rye District 5 – Lynnhaven	Carolyn D. Weems District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

Budget Resolution – FY 2018/19 (continued)

FURTHER RESOLVED: That \$500,000 be allocated to the Schools' PAYGO, leaving a balance of \$399,520,032 in the Operating Budget; and be it

FURTHER RESOLVED: That federal funds in the amount of \$12,200,000 along with state funds in the amount of \$348,069,568 and other local funds in the amount of \$3,518,341 be added to the Operating Budget, bringing it to a total for FY 2018/19 of \$763,307,941; and be it

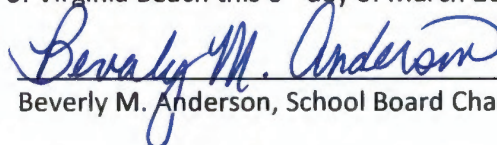
FURTHER RESOLVED: That \$6,800,000 of the School Reserve Special Revenue fund be added to the Operating Budget, bringing the total to \$770,107,941; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach requests a Lump Sum Appropriation of \$770,107,941 from the City Council of Virginia Beach for the School Board FY 2018/19 Operating Budget; and be it


FURTHER RESOLVED: That the School Board of the City of Virginia Beach requests an appropriation of \$112,606,532 for categorical grants and other special revenue funds comprised of federal grants in the amount of \$41,242,054, state grants in the amount of \$19,251,057, local grants in the amount of \$993,539; Green Run Collegiate in the amount of \$3,803,031; and other special revenue funds in the amount of \$47,316,851; and be it

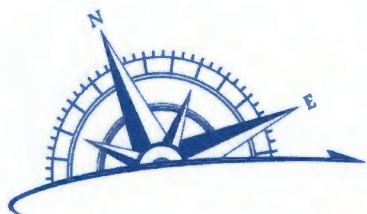
FINALLY RESOLVED: That a copy of this Resolution be spread across the official minutes of this School Board, and the Clerk of the School Board is directed to deliver a copy of this Resolution to the Mayor, each member of the City Council, the City Manager, and the City Clerk.

Adopted by the School Board of the City of Virginia Beach this 6th day of March 2018


Beverly M. Anderson, School Board Chair

ATTEST:


Dianne P. Alexander, Clerk of the School Board



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

Beverly M. Anderson, Chair
At-Large

Joel A. McDonald, Vice Chair
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District 5 – Lynnhaven

Carolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

FY 2018/19 - FY 2023/24 Capital Improvement Program (CIP) RESOLUTION

WHEREAS, the mission of 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 Sandbridge Tax Increment Financing (TIF) funds and the issuance of debt by the City; and

WHEREAS, the City/School Revenue Sharing Policy provides 34.11% of certain general fund revenues to meet obligations of the School Board of the City of Virginia Beach; and

WHEREAS, the City/School Revenue Sharing Policy allocates funds first to Debt Service, while the balance is used for the Operating Budget; and

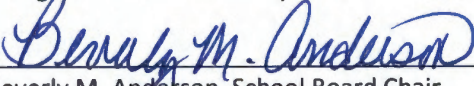
WHEREAS, the School Board has comprehensively reviewed all sources of funding, projected various scenarios and prioritized the needs of the Operating and Capital Improvement Budgets.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach adopts a CIP program of \$549,406,636 (as shown on the attached School Board Funding Summary and Project Summary dated March 6, 2018), 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 Mayor, each member of the City Council, the City Manager, and the City Clerk.

Adopted by the School Board of the City of Virginia Beach this 6th day of March 2018


Beverly M. Anderson, School Board Chair

ATTEST:


Dianne P. Alexander, Clerk of the School Board

Virginia Beach City Public Schools
FY 2018/19 - FY 2023/24 Capital Improvement Program (CIP)
March 6, 2018

Funding Sources	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Charter Bonds	32,300,000	47,300,000	32,300,000	32,300,000	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	5,000,000	0	0	0	0	0
PayGo	500,000	1,000,000	1,500,000	2,000,000	3,000,000	5,000,000
Interest/Sale of Property ^{1,2}	6,070,000	6,980,000	0	0	0	0
Energy Performance	0	5,000,000	5,000,000	5,000,000	0	0
State Construction Grants	0	0	0	0	0	0
Lottery Funds	0	0	0	0	0	0
Total	\$47,461,000	\$63,871,000	\$42,391,000	\$42,891,000	\$38,891,000	\$40,891,000

¹The amount of \$6,070,000 in FY 18/19 includes interest earned, \$1,500,000 from last years sale of ALC and \$4,500,000 for pending sale of Witchduck Road Property.

²The amount of \$6,980,000 in FY 19/20 assumes the sale of the Laskin Road Annex Property.

School Board Funding Summary
Virginia Beach City Public Schools
FY 2017/18 - FY 2022/23 Capital Improvement Program (CIP)
March 6, 2018

CIP #	Project Category	Total Project Cost	Six Year Appropriations	Appropriations to Date	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023	Year 6 2023-2024
1-003	Renovations and Replacements - Energy Management/Sustainability	14,875,000	14,875,000	3,875,000	2,000,000	1,600,000	1,700,000	1,800,000	1,900,000	2,000,000
1-004	Tennis Court Renovations - Phase II	1,000,000	1,000,000	800,000	200,000	0	0	0	0	0
1-025	Kempsville High School Entrepreneurial Academy	950,000	950,000	950,000	0	0	0	0	0	0
1-035	John B. Dey Elementary School Modernization	25,989,241	25,989,241	25,989,241	0	0	0	0	0	0
1-043	Thoroughgood Elementary School Replacement	28,970,000	28,970,000	22,888,759	6,081,241	0	0	0	0	0
1-056	Princess Anne Middle School Replacement	78,873,759	78,873,759	35,141,000	14,834,759	28,898,000	0	0	0	0
1-095	Comprehensive Long Range Facilities Planning Update	300,000	300,000	300,000	0	0	0	0	0	0
1-102	21st Century Learning Environment Improvements	2,100,000	2,100,000	2,100,000	0	0	0	0	0	0
1-107	Princess Anne High School Replacement	127,350,000	83,082,000	0	0	6,568,000	19,841,000	19,041,000	18,641,000	18,991,000
1-110	Energy Performance Contracts - Phase II	30,000,000	30,000,000	10,000,000	5,000,000	5,000,000	5,000,000	5,000,000	0	0
1-099	Renovations and Replacements - Grounds - Phase II	11,675,000	11,675,000	11,675,000	0	0	0	0	0	0
1-178	Renovations and Replacements - Grounds - Phase III	9,325,000	9,325,000	0	1,325,000	1,400,000	1,500,000	1,600,000	1,700,000	1,800,000
1-103	Renovations and Replacements - HVAC - Phase II	45,367,724	45,367,724	45,367,724	0	0	0	0	0	0
1-179	Renovations and Replacements - HVAC - Phase III	45,250,000	45,250,000	0	5,650,000	6,750,000	7,250,000	7,850,000	8,500,000	9,250,000
1-104	Renovations and Replacements - Reroofing - Phase II	35,025,639	35,025,639	35,025,639	0	0	0	0	0	0
1-180	Renovations and Replacements - Reroofing - Phase III	30,000,000	30,000,000	0	4,200,000	4,450,000	4,750,000	5,100,000	5,500,000	6,000,000
1-105	Renovations and Replacements - Various - Phase II	15,033,273	15,033,273	15,033,273	0	0	0	0	0	0
1-182	Renovations and Replacements - Various - Phase III	13,175,000	13,175,000	0	1,850,000	1,975,000	2,100,000	2,250,000	2,400,000	2,600,000
1-184	Plaza Annex/Laskin Road Office Addition	13,300,000	13,300,000	250,000	6,070,000	6,980,000	0	0	0	0
1-185	Elementary School Playground Equipment Replacement	1,500,000	1,500,000	0	250,000	250,000	250,000	250,000	250,000	250,000
1-233	Old Donation School	63,615,000	63,615,000	63,615,000	0	0	0	0	0	0
			Total	Appropriations to Date	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023	Year 6 2023-2024
GRAND TOTAL (all projects)		593,674,636	549,406,636	273,010,636	47,461,000	63,871,000	42,391,000	42,891,000	38,891,000	40,891,000
TARGETS					47,461,000	63,871,000	42,391,000	42,891,000	38,891,000	40,891,000
DIFFERENCE					0	0	0	0	0	0



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. Procedure to Calculate the Revenue Sharing Formula:

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. Revision to the City/School Revenue Sharing Policy:

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.

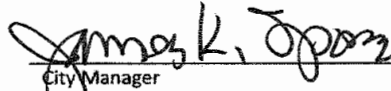
7.3. If no other action is taken by the City Council and School Board, this Policy shall remain effective until June 30th 2018 at which time it will be reviewed and considered for reauthorization.

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)

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.

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 the Department of Budget and Finance, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038.
Telephone 263-1066 (voice); fax 263-1173; 263-1240 (TDD).

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