

Overview

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www.k12albemarle.org

Dear Members of the Albemarle County Public School Community:

On behalf of our School Board and the dedicated and highly skilled educators and classified staff who so ably serve our students and their families, I would like to thank you for your contributions to education in our county. A recent survey of county residents found that more than 95 percent of respondents believe that providing quality education to children was very important or essential. We strongly agree.

In fact, the strategic goal to which we are committed is that *all Albemarle County Public School students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.*

The reference to the 21st century is not about the calendar. It is about preparing our children to compete in a very different and much more complex and demanding global environment than existed even a few years ago. Requirements for competitive success are in a constant state of change and they are becoming more demanding, whether for seats in a college of choice or in a career that will be rewarding for an entire professional lifetime.

This is where the school division budget has its greatest impact. A second question in the community survey asked about the importance of devoting county resources to provide quality education. Again, 95 percent of respondents said it was very important or essential.

What makes this objective much more difficult are a series of financial pressures largely beyond local control. A 12 percent increase in the state's retirement fund mandate increased our costs by more than \$2 million; these costs have increased by \$10 million over the past four years. Increases in health care premiums and student enrollments required nearly another \$2 million. Overall, the increase in this budget, despite enrollment increases, is less than two percent above the rate of inflation.

At the same time, state revenues have continued their multi-year decline putting more pressure on our property taxpayers. During the past five years, state revenues to Albemarle County are lower by more than \$20 million compared to 2008. We are spending less per pupil today than we were in 2008.

Yet, our students are outperforming their peers across Virginia and the United States. The SAT scores of our students exceed state and national averages by as much as 15 percent. Our student scores are higher than the state average on 26 SOL tests. Two-thirds of our graduates earn Advanced Studies diplomas, 40 percent better than the state average and our on-time graduation rate of 93.4 percent is among the best in Virginia.

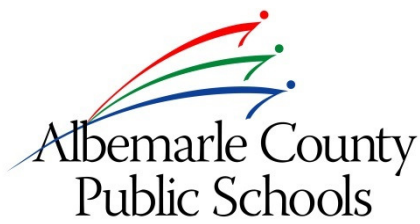
Our challenge is to find ways to efficiently maintain and build upon these performances and to extend academic excellence to all students in all grade levels. Two high-value assets will serve us well. The first is the strong desire of both your School Board and your Board of Supervisors to collaborate on a sustainable funding model for public education that will provide more stability and improve planning. The other is enthusiastic and invaluable support of Albemarle County residents for education.

Thank you for your engagement with your child's education. The willingness of county residents to volunteer in our schools, to serve as partners for school programs, to offer thoughts and suggestions to principals, to participate in School Board and community meetings, is collectively helping us to *unleash the potential of every student*.

Sincerely,

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

Ned Gallaway
Chairman, Albemarle County School Board



About Our School Division

Last school year (FY12-13), Albemarle County Public Schools (ACPS) served 13,263 students in grades pre-K through 12. The sixth largest county by area in the Commonwealth of Virginia, Albemarle was named one of the nation's top places to raise a family by *Forbes* magazine. A diverse

locality of 726 square miles in the heart of

Central Virginia, Albemarle County is a blend of rural, suburban and urban

settings.



We are proud to maintain community-based elementary schools and state-of-the-art secondary schools, as well as provide opportunities for our graduates to excel as citizens, in higher education, and in the workforce. Our community has a tradition of pride in our schools and consistently values public education as key to a well-educated citizenry, a prepared workforce, a vibrant local economy, and caring community servants.

For more information about the division's budget development process, visit:

www.k12albemarle.org/budget

2012-13 DIVISION PROFILE

Student Enrollment (pre-K through 12): 13,263

Limited English Proficient: 7.9%

Receive Free/Reduced Price Meals: 26.9%

Identified for Special Education Services: 10.1%

Identified as Gifted: 10.7%

Per Pupil Expense: \$11,872

27 Schools (all accredited by the Virginia Department of Education):

16 elementary schools

5 middle schools

1 charter middle school

3 comprehensive high schools

1 charter high school

1 vocational-technical center

2,443 Employees:

1,228 Full-time Teachers

1,215 Other Employees

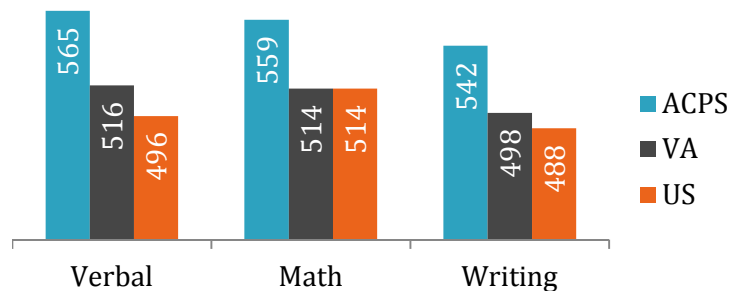
Advanced Studies Diplomas: 67.2%

Graduates Pursuing Higher Education: 85.7%

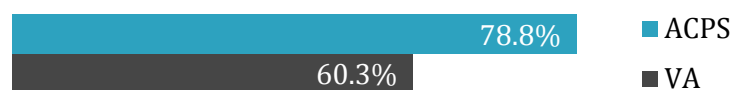
On-Time Graduation Rate: 93.4%

College-Level (AP & Dual Enrollment) Courses Offered: 47

Average SAT Scores:



Students Earning a Passing Score (3, 4 or 5) on AP Exams:



Executive Summary

EXPANDING OUR HORIZONS

In February 2013, at the direction of our School Board, Albemarle County Public Schools initiated a process to review our strategic plan. This plan, which was adopted in 2005 and slightly revised in 2010, is of vital importance to our school division, since it guides decisions about budget, curriculum, staffing, resources and operations. As part of the review process, groups of parents, students, employees, parents and community members participated in conversations hosted at our schools, sharing ideas and aspirations for our students and envisioning what a world-class school system should look like. In addition to providing their input through face-to-face meetings, over 10,000 students, employees, parents and community members offered feedback through participation in online surveys.

OUR STRATEGIC DIRECTION

As we reflect on our strategic direction, we imagine what the world will be like when our entering kindergarten students graduate and what skills they will need to thrive in the future. Our destination is a place where every graduate leaves our schools prepared for a lifetime of learning in a rapidly changing world. We aim for every student in Albemarle County Public Schools to graduate citizenship, workforce and college ready with a set of skills that can positively impact our economy and our community.

UNLEASHING EACH STUDENT'S POTENTIAL

In Albemarle County Public Schools, we focus on relationships, relevance and rigor, one child at a time. Every learner's success matters! We work every day to challenge every child—regardless of their capability, socioeconomic status, or ambition—to embrace learning and to excel. Our new “Horizon 2020 Strategic Plan” is designed to unleash each student's potential and equip them for success both now and in the future. To do this, we aim to foster deep learning experiences that develop essential competencies like communication, collaboration, creativity, critical thinking, and problem-solving. We seek to inspire the natural curiosity of our students by cultivating engaging learning environments, hands-on learning experiences, and real-world learning opportunities.

THE WAY FORWARD

Our future is bound with that of our community's schoolchildren, and in an increasingly complex and competitive global environment, maintaining the status quo is unacceptable. The way forward begins with a commitment to our community's values—neighborhood elementary schools, student-friendly class sizes, a collaborative learning environment, the appropriate use of technology to enrich educational experiences, and a highly dedicated and innovative team of educators, support staff, and volunteers. Meeting this commitment requires a focus upon constant improvement, ideas that broaden learning beyond the classroom, and partnerships that leverage the resources of our business community. It also requires implementing policies and practices that reduce costs without reducing quality. Today, more than ever, excellence in education is a cooperative venture, beginning with the Board of Supervisors and the School Board and including teachers who deliver instruction, the staff who selflessly serve our students and families, the bus drivers and cafeteria workers who care for our students, and the volunteers and taxpayers who support the important work we are doing on behalf of children.

Horizon 2020: Our Strategic Plan

ONE STUDENT-CENTERED STRATEGIC GOAL

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

OBJECTIVE 1

We will engage every student.

Priority 1.1

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



Priority 1.2

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

Priority 1.3

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

OBJECTIVE 2

We will implement balanced assessments.

Priority 2.1

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

Priority 2.2

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



OBJECTIVE 3

We will improve opportunity and achievement.

Priority 3.1

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

Priority 3.2

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



OUR VISION

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

OUR MISSION

The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through relationships, relevance, and rigor, one student at a time.

OUR CORE VALUES

Excellence

We believe in meaningful learning that stretches people to the frontiers and boundaries of their abilities.

Young People

We believe young people deserve the best we have to offer. Each individual child is capable and has the right to safety, mutual respect and learning.

Community

We believe in our collective responsibility to work together in a cooperative effort to achieve common goals by building communities of practice, establishing a high quality learning community, and listening to the community.

Respect

We believe in treating all individuals with honor and dignity.

OBJECTIVE 4

We will create and expand partnerships.

Priority 4.1

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

Priority 4.2

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

OBJECTIVE 5

We will optimize resources.

Priority 5.1

Ensure the health and safety of the school community.

Priority 5.2

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

Priority 5.3

Design the high school of the future.

For more information about the division's Strategic Plan, visit:

www.k12albemarle.org/strategicplanning



Sharing Our Successes: A Year in Review

We are a community of learners and learning. Let's take a look at how we are doing to ensure success for our students:

DIVISION ACCOLADES

- Our students' SAT scores in critical reading, math and writing exceeded state and national averages by as much as 15%.
- Our students outperformed their peers across the state in Virginia's most recent Standards of Learning (SOL) tests, with scores higher than the state average on 26 of the 34 tests. On two other tests, scores were even with the state average.
- In 2012, our Advanced Placement Program was in the top 3% of all school divisions in the U.S. and Canada.
- Our seniors had among the highest on-time graduation rates in the state, according to the Virginia Department of Education. The county's rate of 93.4% topped the average for all school divisions in the state of 89.1%. The county's on-time graduation rate is an increase from 91.9% recorded a year ago.
- Two out of every three of our graduates (66%) earn Advanced Studies diplomas.
- An additional 15 of our teachers earned certification from the National Board for Professional Teaching Standards, successfully completing a rigorous, year-long process for demonstrating classroom excellence. Across the country, only 3% of more than 100,000 teachers are board certified, and in Virginia, approximately 1,200 teachers, or 2%, are certified. With 40 certified teachers, Albemarle County Public Schools is among the top school divisions in the state, and our percentage of certified teachers exceeds both national and state averages.
- We received the top environmental award in Virginia in the annual Green Schools Challenge conducted by the Virginia School Boards Association. The competition is designed to encourage school divisions to implement environmental policies and actions that reduce carbon emissions. In the category for school divisions with a student enrollment of 10,001 or more students, Albemarle placed first in the state.

LIFELONG-LEARNER COMPETENCIES

Plan and conduct research.

Gather, organize, and analyze data, evaluate processes and products; and draw conclusions.

Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.

Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments.

Seek, recognize and understand systems, patterns, themes, and interactions.

Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems.

Acquire and use precise language to clearly communicate ideas, knowledge, and processes.

Explore and express ideas and opinions using multiple media, the arts, and technology.

Demonstrate ethical behavior and respect for diversity through daily actions and decision making.

Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence.

Understand and follow a physically active lifestyle that promotes good health and wellness.

Apply habits of mind and metacognitive strategies to plan, monitor, and evaluate one's own work.

- Nine of our schools received a combined total of more than \$13,000 in innovation grants for classroom projects from the Edgar and Eleanor Shannon Foundation for Excellence in Public Education. According to the Foundation, teachers who have received grants have documented an increase in student test scores and greater enthusiasm for learning among students.
- Twenty-nine of our teachers received Golden Apple awards or grants as part of the annual program that recognizes excellence and innovation in the classroom. Two teachers received 21st Century Learning in the Classroom grants of \$1,000 based upon innovative proposals to enhance instruction, and seven other teachers received Golden Apple Grant Awards, also for \$1,000.
- Superintendent of Schools Pamela R. Moran was appointed to the State Council of Higher Education for Virginia (SCHEV).
- Eighteen student teams representing 12 Albemarle County elementary, middle and high schools qualified for the State Finals of Destination ImagiNation, a non-profit organization that hosts annual competitions around project themes designed to develop critical thinking and analysis, creativity, collaboration and communications skills. Five teams advanced to compete against more than 1,000 teams from around the world in the Global Finals. Two of those five teams finished among the top 10 in their categories.
- More than 1,000 students participated in interscholastic athletics at our three comprehensive high schools, winning one state championship, 14 regional titles, and 25 district titles.
- 2012-13 marked the 20th anniversary of the Albemarle County Public Schools Visual Arts Festival. In commemoration, more than 1,500 pieces of student artwork were featured at four different locations throughout the county.
- We were one of only two public school systems in the country participating in Maker Education's MakerCorps program in 2013, and the only one offering multiple site locations for the program. Relatedly, two of our teachers were invited to present at the 2013 International Maker Faire.
- A number of our teachers and administrators presented at state and national conferences this past year. Most notably, our professionals showcased our school division's work at the VASCD (Virginia Association for Supervision and Curriculum Development) and VSTE (Virginia Society for Technology in Education) conferences; the National Responsive Classroom Conference; the Internet Librarian Conference; and VAHPERD, a state physical education conference.

ENERGY STAR

Buildings that earn the ENERGY STAR prevent greenhouse gas emissions by meeting strict energy efficiency guidelines set by the U.S. Environmental Protection Agency and the U.S. Department of Energy. Twenty-three of our schools have earned ENERGY STAR certification:

Agnor-Hurt Elementary
 Albemarle High
 Baker-Butler Elementary
 Broadus Wood Elementary
 Brownsville Elementary
 Burley Middle
 Cale Elementary
 Crozet Elementary
 Greer Elementary
 Henley Middle
 Hollymead Elementary
 Jouett Middle
 Meriwether Lewis Elementary
 Monticello High
 Murray Elementary
 Red Hill Elementary
 Scottsville Elementary
 Stone-Robinson Elementary
 Stony Point Elementary
 Sutherland Middle
 Walton Middle
 Woodbrook Elementary
 Yancey Elementary

SCHOOL, ACADEMY & PROGRAM ACCOLADES

- Our [M-Cubed \(Math, Men, Mission\) program](#), developed to improve the academic achievement of African-American male students and encourage them to enroll in higher-level math classes, was honored as the Magna Awards 2013 Grand Prize Winner in the 5,000 to 20,000 enrollment category. The Magna Awards is a national recognition program that honors school board best practices and innovative programs that advance student learning.
- Forty-two [Albemarle High School](#) students, all but one from our [Math, Engineering & Science Academy \(MESA\)](#), earned 59 awards at the 32nd annual Piedmont Regional Science Fair, including three Grand Awards, 26 Senior Division Category Awards (including 10 first place finishes in 15 categories), and 30 Special Awards. [Western Albemarle High School](#) students won 14 awards, including one Grand Award, six Senior Division Category Awards (including one first place finish), and seven Special Awards. Middle school students from [Henley](#) and [Sutherland](#) added to our division's success with a total of nine Junior Division Category Awards and four Special Awards.
- Four [MESA](#) students, including two seniors and two juniors, earned a first place, second place, and two third place finishes, respectively, at the 29th annual Virginia State Science & Engineering Fair. By virtue of having also won Best in Show honors at the Regional Science Fair, the two seniors advanced to compete in the Intel International Science & Engineering Fair.
- The Virginia Department of Education designated our [Health and Medical Sciences Academy](#) as a regional Governor's Health Services Academy; in turn, the division received a \$10,000 state planning and implementation grant.
- Scheduled to open in 2014-15, our [Environmental Sciences Academy](#) aspires to impact quality of life issues across the globe and offer graduates highly attractive professional career options. The academy will nurture community partnerships in such industries as agriculture, manufacturing and construction.
- Our [CoderDojo pilot program](#) has expanded to four regional academies serving more than 200 students in grades K-12, plus an expanded summer academy offering students exposure to computer programming; robotics; and web, computer app, and video game design.
- [Jouett Middle School](#) was recognized as a National Demonstration School for its college and workforce readiness program, AVID (Advancement Via Individual Determination), a level achieved by only 3% of AVID programs worldwide. AVID National Demonstration Schools are exemplary models of the program and demonstrate the very best AVID methodologies and strategies.
- [Meriwether Lewis Elementary School](#) was named a Blue Ribbon School by the U.S. Secretary of Education. The National Blue Ribbon Schools program honors public and private elementary, middle and high schools where students perform at very high levels or where significant improvements are being made in students' levels of achievement.
- Our two public charter schools, [Murray High School](#) and the [Community Public Charter School](#), which serves middle school students, were awarded grants from the Virginia Department of Education totaling \$46,225. Murray will provide the bulk of its \$25,000 award to its students to support the school's project-based approach to learning, with \$5,000 of the grant reserved for expansion of professional development opportunities for teachers. The Community Public Charter School will use its grant to enhance its arts program offerings, including graphic and visual arts and as well as such creative programs as metal-working and ceramics.
- [MESA's Sailbot team](#) placed first in their division in the International Robotic Sailing Regatta during the first year in which high school teams were eligible to compete in the event.
- This year, the composting programs at [Crozet](#) and [Meriwether Lewis](#) elementary schools and [Jouett](#) and [Sutherland](#) middle schools, have diverted more than 126 tons of discarded food from landfills and saved the equivalent of nearly 900 metric tons of carbon dioxide emissions.

- Since its 2012 inception, the Renewable Energy Resource Center at [Henley Middle School](#), which utilizes solar photovoltaic panels and a wind turbine to generate electricity and a solar thermal system for heating water, has produced over 120,000 kilowatt hours and eliminated 88 tons of carbon dioxide emissions.
- A team of students from [Jouett Middle School](#) placed first in the Virginia KidWind Challenge 2013, a statewide competition among middle and high school students to design and demonstrate an efficient wind turbine.
- Students from four of our elementary schools, [Stony Point](#), [Scottsville](#), [Red Hill](#) and [Yancey](#), participated in an innovative new education program with important implications for the future of the advanced manufacturing industry in the United States. Albemarle County was one of only 20 locations around the country to host the national STEM (Science, Technology, Engineering, Math) based program.
- [Albemarle High School](#) is home to the best high school mathematicians in the state, according to a statewide competition sponsored by the Virginia Mathematics League. Over 1 million students participated in math leagues across the country in 2013, including 77 high school teams from Virginia, and Albemarle High School's team placed first.
- *Newsweek* ranked [Western Albemarle High School](#) among the top 500 high schools in the nation based on its effectiveness in turning out college-ready graduates.
- New in 2013-14, advanced manufacturing technologies were installed at [Jouett and Sutherland middle schools](#) as part of a collaboration with the University of Virginia's Curry School of Education and School of Engineering and Applied Science to establish the first U.S. Laboratory School for Advanced Manufacturing Technologies. The "lab school" aims to address the U.S. need for global technology competitiveness; provide training for students in science and engineering in preparation for high-tech jobs; help prepare future teachers in the integration of engineering concepts into science education; and enable middle and high school students to benefit from the expertise of the University, while advancing the professional training and research of University students and faculty.
- [Stony Point Elementary School](#) was recognized as a Green Ribbon School by the U.S. Department of Education. The Green Ribbon Schools award honors schools and districts that are exemplary in reducing environmental impact and costs; improving the health and wellness of students and staff; and providing effective environmental and sustainability education, which incorporates STEM, civic skills and green career pathways.
- [Cale Elementary School](#) currently is piloting a Foreign Language in Elementary Schools model in which students receive 75-180 minutes of weekly instruction in the target language. Now in its second year, this pilot program aims to help students gain conversational fluency in the target language by the end of fifth grade.
- Teachers and students in our [ESOL](#) (English for Speakers of Other Languages) and [World Languages](#) programs are engaged in the [Language Exchange Program](#), which fosters interlinguistic partnerships and a civic focus on giving back to our community.
- Career Technology students at [Walton Middle School](#) received regional attention for their SPCA project building doghouses for pet owners in poverty.
- The libraries at [Monticello High School](#) and [Walton Middle School](#) received recognition as exemplary national MakerSpace models through visits by the University of North Carolina at Greensboro's School of Education and by Harvard Graduate School of Education's Project Zero.
- [Sutherland Middle School](#) students were honored to speak at the Jefferson Library at Monticello, the Smithsonian Institution, and with PBS regarding their 3D printed version of Vail's 1845 telegraph.
- Students from [Walton Middle School](#) earned two first place awards and one second place award in the Student Technology Integration Challenge sponsored by the Virginia Society for Technology in Education (VSTE).

College Acceptances

Our 2013 graduates were accepted at these and other colleges:

Akron University	Colby College	George Mason University
Alabama University	College of Charleston	George Washington University
Alderson Broadus	College of William & Mary	Georgetown University
Allegheny College	College of Wooster	Georgia Institute of Technology
American University	Colorado College	Gettysburg College
Appalachian State University	Columbia University	Glenville State College
Art Institute of Washington	Connecticut College	Grinnell College
Auburn University	Coppin State University	Grove City College
Bard College	Cornell University	Hamilton College
Barry University	Dartmouth College	Hampden-Sydney College
Bates College	Davidson College	Hampshire College
Belmont University	Dean College	Hampton University
Bethany College	Denison University	Harvard College
Boston College	DePauw University	Harvard University
Boston University	Dickinson College	Hendrix College
Bowdoin College	Drexel University	High Point University
Bridgewater College	Duke University	Hofstra University
Brigham Young University	Eastern Carolina University	Hollins University
Brigham Young University, Idaho	Eastern Mennonite University	Holy Cross College
Brigham Young University, Salt Lake Center	Eastern University	Hood College
Brooklyn College	Elmhurst College	Indiana University Bloomington
Brown University	Elon University	Ithaca College
Bucknell University	Emory and Henry College	James Madison University
Campbell University	Eugene Lang College-The New School	Johns Hopkins University
Carnegie Mellon University	Fairmont State University	Johnson C. Smith University
Case Western Reserve	Faulkner University	Kansas State University
Catholic University of America	Ferrum College	Kennesaw State University
Christopher Newport University	Florida Atlantic University	Kenyon College
City University of New York Clarkson	Florida Gulf College	Lafayette College
Clemson University	Florida Institute of Technology	Lake Erie College
Coastal Carolina University	Florida State University	Lawrence University
	Franciscan University	Liberty University
	Franklin and Marshall College	Longwood University
	Furman University	Louisiana State University

Louisiana Tech University
Loyola University of New Orleans
Lynchburg College
Macalester College
Mary Baldwin College
Maryland Institute of Art
Massachusetts Institute of Technology
McGill University
Miami University, Ohio
Montana State University
Montclair State University
Montgomery College
New York University
Norfolk State University
North Carolina Central University
North Carolina State University
Northeastern University
Oberlin College
Ohio State University
Ohio University
Old Dominion University
Palm Beach State College
Penn State University
Pitzer College
Pomona College
Post University
Princeton University
Purdue University
Queens University of Charlotte
Radford University
Randolph College
Randolph-Macon College
Regent University
Rensselaer Polytechnic Institute
Rhode Island School of Design

Ringling College of Art and Design
Roanoke College
Rochester Institute of Technology
Rose Hulman
Salisbury University
Savannah College of Art & Design
Sewanee: The University of the South
Shenandoah University
Smith College
Southern Adventist University
St. Andrews University
St. Mary's College
Stanford University
State University of New York, Purchase
Susquehanna University
Swarthmore College
Sweet Briar College
Syracuse University
Texas Christian University
Towson University
Trinity College
Troy University
Tufts University
Tulane University
University of Alabama
University of California, Berkley
University of California, Davis
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz

University of Central Florida
University of Chicago
University of Cincinnati
University of Colorado, Boulder
University of Connecticut
University of Delaware
University of Denver
University of Edinburgh
University of Florida
University of Georgia
University of Hawaii
University of Illinois
University of Kansas
University of Kentucky
University of Mary Washington
University of Maryland
University of Massachusetts
University of Miami
University of Michigan
University of Mississippi
University of Missouri
University of New Hampshire
University of North Carolina, Asheville
University of North Carolina, Chapel Hill
University of North Carolina, Charlotte
University of North Carolina, Greensboro
University of North Carolina, Wilmington
University of North Dakota
University of Notre Dame
University of Oregon
University of Pennsylvania
University of Pittsburgh
University of Richmond

University of Rochester
 University of South Carolina
 University of South Carolina,
 Beaufort
 University of Southern
 California
 University of Southern
 Michigan
 University of Tennessee
 University of Vermont
 University of Virginia
 University of Virginia's College
 at Wise
 University of Washington

University of Washington,
 Seattle
 University of Wisconsin,
 Madison
 Ursinus College
 Vanderbilt University
 Virginia Commonwealth
 University
 Virginia Intermont University
 Virginia Military Institute
 Virginia Polytechnic Institute &
 State University
 Virginia State University
 Virginia Union University
 Virginia Wesleyan College
 Wake Forest University

Washington & Lee University
 Wellesley College
 Wesleyan University
 West Point (United States
 Military Academy)
 West Virginia University
 Western State Colorado
 University
 Wheaton College
 Williams College
 Wilson College
 Wofford College
 Worcester Polytechnic
 Institute
 Yale University
 York College of Pennsylvania



What Educational Excellence Looks Like

Since 2007-08, funding for Albemarle County Public Schools has been impacted by the national economic downturn, additional mandates from federal and state governments, market-driven compensation and benefit increases, and a Board of Supervisors policy change impacting division fund balance availability. Together, these created an ongoing series of funding challenges for the School Board to advance strategic work, sustain commitments to community educational

values, and maintain effort for necessary services and enrollment growth. At best, the final Board-adopted budgets have represented “hold-the-line” funding with minimal revenue increases.

In fact, per pupil funding in 2013-14 is less than in 2008-09 and may continue to drop in 2014-15. This places Albemarle students at risk to lose services that are essential and validated by one of the most highly educated communities in the United States composed of parents, business owners, senior citizens, and working families. Albemarle County residents and businesses value that our young people graduate with the competencies to enter highly competitive universities and an increasing local and national technological workforce, and do so as productive, active citizens. Educational quality—the best educators we can hire and retain, the best programs we can offer across all disciplines, the lowest class sizes we can offer, community-based schools, and contemporary learning resources—is a top priority. Educational quality in 2014 does not come cheaply. Top quality teachers constantly hone and develop expertise. They are competent in using contemporary learning technologies. They want to broaden the experiences of students through community service, field trips, enrichment programs, and connectivity with the world outside the walls of their schools.

A needs-based budget fails to move us forward to realize our expectations for Albemarle County Public Schools. In fact, the last five years have caused us to lose ground in maintaining and sustaining educational quality. We've made reductions and cuts that have allowed us to build and extend contemporary learning opportunities through our academy models, Community Charter, AVID, advanced manufacturing technologies, and Design 2015. However, the extended decrease in per pupil resources limits our current and future capability to move this division forward or sustain commitments to our community's valued basics—class size, specialty programs, expert career educators, and quality resources.

Despite our current successes in every area of student performance, we have increasing numbers of students who are at-risk of succeeding. We are seeing performance challenges with almost one-third of our at-risk students division-wide. We are not keeping pace with our prior track record of improving academic performance in some of our demographic groups as we implement more rigorous curricula and assessments. We also are challenged to expand advanced opportunities even as we know that a “rising tide floats all boats.” We need contemporary career and technical ed exploratory programs in all our middle schools. We need more year-round opportunities for students to expand learning outside the walls of our schools as well as through more diverse and enriching curricular options. We need to ensure that every student has access to learning spaces, resources, and educators who represent teaching excellence in using contemporary curricula, learning tools, and assessments.

Therefore, staff has prepared a five-year funding plan to address restoration and advancement of funding that must be in place for Albemarle County Public Schools to represent excellence in educational quality. This plan is included as a component of the needs-based funding request. Without focus, we will continue to fall behind in implementing peer group educational excellence represented by best-in-class public and private schools inside and outside Virginia. These services include:

- Restoration of comprehensive virtual and face-to-face professional learning and development services for induction of incoming educators as well as continued development of content knowledge, pedagogical expertise, and instructional leadership among experienced staff
- Investment in innovation of K-12 “maker curricula” programs for career and technical education, contemporary learning and career pathways in STEM fields, visual and performing arts pathways, and bilingual proficiency
- Modernization of school learning environments to ensure that students have access to contemporary learning opportunities regardless of where they attend school or the curricular area
- Access to a range of customized specialty programs offered as choices across the division so that participation is not limited by transportation availability
- Closing of digital divides that impact today's learners at home and in school as the full range of curriculum and instructional resources are transitioning from paper-based to digital tools
- Support for evolving demand for strategic communication services that community members and parents expect from our schools and division as daily outreach, updates on school activities, information of immediate relevance, and ongoing engagement and feedback
- Continuation of market-driven compensation, benefits, and recruitment strategies that result in hiring and retaining highly qualified employees and allow Albemarle to compete against a market that invests in employees at a higher level than our division

In an educational system that aspires to be world-class and promises its citizens excellence in education, such critically important services must be available to students and the educators who serve them. These are important to the vision, mission and strategic goal of Albemarle County Public Schools in our quest to provide the “best in class” educational opportunities our contemporary learners deserve.

Proposed Changes to Address Our Needs

Teaching and learning, one student at a time, drive all that we do. The division has identified several areas in which investment is required to maintain the level of educational excellence that Albemarle County residents expect and need. Following is a summary of Year 1 (FY14-15) budget increases, distributed amongst four categories: increases that are directed/mandated, those in response to growth, new initiatives, and restorations. The complete 5-Year Initiative Plan can be found in Section F.

YEAR 1 (FY14-15) BUDGET INCREASES

\$9,027,370

Directed/Mandated

\$5,540,416

Teacher Salary Increase

\$769,134

Percentage increase ranges from 0.69% to 1.62% (inclusive of step) depending on location of the scale.

Transfer to Comprehensive Services Act

\$170,396 in Recurring Operational Costs

Increase due to significant number of students requiring private day or residential services. These costs are for students with disabilities placed by the Department of Social Services or ACPS.

CATEC Savings

(\$135,908) in Recurring Operational Costs

Projected savings based on projections provided by CATEC.

Increased Cost of the Virginia Retirement System and Group Life Insurance

\$2,342,026

Virtually all school divisions in the state participate in the Virginia Retirement System (VRS) and contribute the entire rate. Once divisions have joined VRS, by law they may not withdraw. This increase is based upon a rate of 15.68%, which is a 2.91% increase above the current rate. Group Life rates have increased from 1.19% to 1.24%.

Health Insurance Increase

\$980,620

Expected increase of 8% over current year rates.

Dental Increase

(\$22,750)

Expected savings of 5% over current year rates.

Lapse Factor Increase

\$1,300,000 in Recurring Operational Costs

Lapse factor represents anticipated savings from staff retirement and replacement, the lag between staff leaving and new staff being hired, and savings from deferred compensation benefits.

Baseline Increase for Anticipated Utility Costs**\$65,398 in Recurring Operational Costs**

The allocation for FY13-14 was reduced based on lower heating services costs in FY11-12. Heating costs in FY11-12 were 15% lower than FY10-11 and 21% lower than FY12-13. FY13-14 request assumes same usage as FY12-13, with a 5% increase in natural gas costs and level fuel oil costs.

Piedmont Regional Education Program (PREP)**\$261,824 in Recurring Operational Costs**

Funds are requested to address an increase in compensation and program and tuition costs related to providing services to students with emotional disturbances, autism, and multiple or severe disabilities.

Classified Salary Increase**\$375,520**

Joint Board increase of 1.00%.

Voluntary Early Retirement Incentive Plan (VERIP)**(\$565,844) in Recurring Operational Costs**

Current participation did not meet projections, plus a 20% decline in the stipend benefit yields a projected savings.

Growth**\$857,598**

Growth Due to Enrollment**6.43 FTE - \$410,975**

Increase due to growth in numbers of students from budget to budget. This will increase teacher FTE by 5.43 and includes 1.0 FTE for an OA III based on enrollment shifts across the schools.

ESOL Growth**1.00 FTE - \$68,003**

Increase based on growing need for assistants and changing demographic of ESOL population.

Early Childhood Special Education (Expansion West - Growth)**2.17 FTE - \$148,852**

This initiative will support the increase in the number of students served, particularly from the western end of the county, and present staffing and locations for services. A portion of the FTE would be used as an additional professional to specialize in the development, supervision and coordination of Early Childhood (PK) Special Education professionals and services.

Special Educational Staffing**2.50 FTE - \$170,009**

Increase based on growing need for assistants and changing demographic of special needs population.

Building Rental (Cost Neutral Initiative)**\$59,759 in Recurring Operational Costs**

This initiative accommodates increased building rental demand and enables the division to budget where monies are actually expended. Additionally, this initiative includes additional wages to coordinate facility use as well as overtime wages for audio/visual and custodial staff. This initiative is cost neutral as there are offsetting revenues to pay for this program.

Strategic Plan: Design 2015/Innovation Development **\$125,000 in Recurring Operational Costs**

An ACPS Innovation Team is being created to support learning transformation across the division through a coordinated, cross-department collaborative, design-thinking model. Areas of focus include: WAHS academy startup and funding for middle school lab schools; school-based development project support; and school modernization needs.

Elementary World Language Program **2.00 FTE - \$137,162**

New research in cognitive psychology and neuroscience reveals that there are significant cognitive benefits to becoming fluent in more than one language. These benefits include improved attention, creativity, emotional control, critical thinking, organization, and problem solving. Research also shows that in early childhood, the brain is particularly adept at acquiring languages, and programs that begin in this period have the greatest success in building multilingualism. This initiative will support efforts in the Elementary World Language Program, identified as a specific Board priority in the Horizon 2020 strategic plan.

Revenues, Expenditures & Assumptions

TOTAL ADOPTED BUDGET

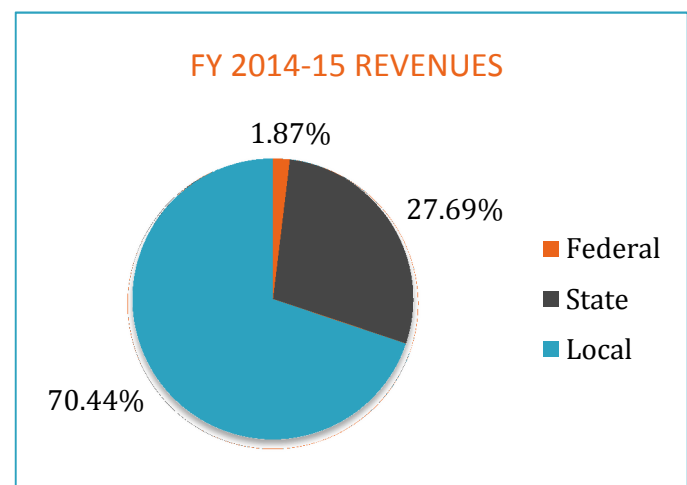
Anticipated Revenue	\$160,437,310
Proposed Expenses	\$160,437,310

Unlike a for-profit business or a taxing authority, we generate a very small percentage of our budget and depend on others to provide the revenue needed to fulfill our mission and deliver value to our stakeholders. The federal government provides approximately 2% (\$3.0 million) of our overall budget; state government provides about 28% (\$44.4 million); and nearly 70% (\$113.0 million) comes from local sources.

ASSUMPTIONS

Our budgetary processes are aligned with the division's strategic plan. The information presented in this funding request is based on the following assumptions for FY14-15:

- Salaries are based upon a 1% increase.
- Federal Revenues will remain the same.
- State Revenues are expected to increase by approximately 1%.
- Local Government Transfers are projected to increase by 6.27%.
- Due to a projected low fund balance of approximately \$200K, the school division no longer can budget \$2.4 million in fund balance.



MARKET COMPENSATION FINDINGS

WorldatWork FY14-15 projected compensation increase for Eastern Region (including Virginia): 2.85%

Classified:

- As an organization, overall salaries are currently statistically at market
- Certain positions may be below defined market
- Highly skilled and certain administrative positions are more competitive regionally

Teacher:

- Achieved competitive position within the top quartile
- Ability to hire teachers is improving, maintain competitive position
- Highly competitive at 10 and 15 years of experience
- Retention and competitive position within the top quartile need to be future focus

MARKET COMPENSATION RECOMMENDATIONS/ACTIONS

Based upon staff recommendations, the Joint Boards recommended a 2% market adjustment; however, due to budget constraints a 1% adjustment was adopted.

Classified Staff: 1% increase

Teachers:

- Meet competitive market with scale
- Maintain anchor point on scale at 10 and 20 years of experience

BENEFITS SUMMARY

Each full-time participating employee will receive:	2013-14	2014-15
Contribution towards health insurance	\$7,217	\$7,794
Contribution towards dental insurance	\$285	\$271
In addition, the following benefit rates apply:	2013-14	2014-15
Social Security (FICA)	7.65%	7.65%
Virginia Retirement System (VRS) Professional Rate	12.77%	15.68%
VRS Non-Professional Rate	10.23%	9.40%
VRS Group Life Insurance	1.19%	1.32%

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



appendix.

Finance Advisory Council

The Finance Advisory Council was formed by the Albemarle County Superintendent of Schools to provide insights and feedback regarding the financial challenges facing the Albemarle County school system. The council is an ad hoc committee composed of community professionals who meet at the request of the superintendent to discuss specific financial issues. The goal of the council is to improve the functioning of the school system by offering a number of innovative approaches to problems for the consideration of the superintendent. In keeping with its advisory role, there are no formal proposals presented to the superintendent, and the council neither approves nor disapproves policies or processes adopted by the superintendent.

School Finance Advisory Council members include:

Gregory Gartland is Principal and Managing Director of the SNL Center for Financial Education LLC, an affiliate of SNL Financial. He is a member of SNL's Executive Committee and he has spent his career in advisory and management roles at a range of companies, from startups to Fortune 100 multinationals.

Rich DeMong, Ph.D., CFA, is currently the Virginia Bankers Association Professor of Bank Management Emeritus for the University of Virginia McIntire School of Commerce. He specializes in home equity and mortgage lending, bank investment strategies, and equity valuation.



Ken Eades, Ph.D., is a Professor of Business Administration and the Area Coordinator of Finance for the University of Virginia Darden School of Business. His research involves corporate finance issues, including dividend policy, mergers and acquisitions, investments, defined benefit pensions, and pricing of convertible securities.

Disha Venkatesan is pursuing a dual Master of Public Policy/PhD in Education Policy (MPP/PhD) degree from the University of Virginia Curry School of Education and Frank Batten School of Leadership and Public Policy. Previously, she spent over 10 years in leadership roles in corporate finance and marketing at companies like The Hartford, Circuit City, and SNL Financial. She has an MBA from the University of Connecticut.

BUDGET ADVISORY GROUPS

The following advisory groups provide budget input:

AEA Exchange
Athletic Advisory
Classified Employee Advisory
County Parent Council
County Student Council
Department of Accountability, Research & Technology (DART) Advisory
Division Leadership Team
Gifted Advisory
School Finance Advisory Council
School Health Advisory Council
Special Education Advisory
Superintendent's Budget Advisory Committee
Teacher Advisory
Community members through online budget feedback process

Changes to the School Board Proposed to Adopted Budget

Reduction	Amount	FTE	Reduction Type
Class Size Increase by +0.20 Students	-612,695	-8.93	Baseline Reduction
5% Reduction of Department and Schools Discretionary Funds (Sups Discretion)	-467,067		Baseline Reduction
Eliminate Reclassification Monies	-90,000		Baseline Reduction
Bright Stars/Family Support	-289,754		Baseline Reduction
Board Reserve	-17,138		Baseline Reduction
Lapse Increase	-200,000		Directed
Strategic Plan: Design 2015/Innovation Development (Western Academy)	-125,000		Initiative
Teacher and Classified Salaries Reduced to 1%	-1,137,755		Initiative
Interpreter/Translator Services	-50,000		Initiative
Paperless Evaluation and Professional Growth Management	-45,000		Initiative
Strategic Plan: Safe Schools Grant Support Continuation	-250,001	-3.82	Initiative
Learning Resources Restoration	-150,000		Restoration
Strategic Plan Support and Professional Development Restoration	-406,291	-1.50	Restoration
Athletics Budget Restoration	-50,000		Restoration
Total Reductions	-3,890,701	-14.25	

School Board's Adopted Budget

Expenses	12/13 Actual	13/14 Adopted	14/15 Adopted	\$ Increase	% Increase	15/16 Projected
Instruction						
Staffing	\$103,012,029	\$106,899,790	\$111,262,721	\$4,362,931	4.08%	\$115,987,349
Operating	\$9,949,479	\$10,656,809	\$10,466,558	(\$190,251)	-1.79%	\$11,048,732
Capital	\$1,581,234	\$461,240	\$583,090	\$121,850	26.42%	\$799,532
SB Reserve	\$0	\$75,000	\$57,862	(\$17,138)	-22.85%	\$75,000
Subtotal Instruction	\$114,542,742	\$118,092,839	\$122,370,231	\$4,277,392	3.62%	\$127,910,613
Admin, Attendance and Health						
Staffing	\$7,723,120	\$6,021,790	\$6,265,279	\$243,489	4.04%	\$6,739,122
Operating	\$726,442	\$829,160	\$777,018	(\$52,142)	-6.29%	\$882,749
Capital	\$45,828	\$40,471	\$18,431	(\$22,040)	-54.46%	\$31,100
Subtotal Admin, Attendance a	\$8,495,389	\$6,891,421	\$7,060,728	\$169,307	2.46%	\$7,652,971
Transportation						
Staffing	\$6,894,604	\$7,570,198	\$7,771,827	\$201,629	2.66%	\$8,341,012
Operating	\$1,780,440	\$1,813,067	\$1,866,923	\$53,856	2.97%	\$1,886,552
Capital	\$17,832	\$0	\$0	\$0	0.00%	\$0
Subtotal Transportation	\$8,692,875	\$9,383,265	\$9,638,750	\$255,485	2.72%	\$10,227,564
Building Services						
Staffing	\$7,875,658	\$8,596,912	\$9,163,943	\$567,031	6.60%	\$9,454,845
Operating	\$6,194,088	\$5,919,037	\$5,944,904	\$25,867	0.44%	\$6,003,819
Capital	\$239,103	\$287,350	\$245,751	(\$41,599)	-14.48%	\$303,400
Subtotal Building Services	\$14,308,849	\$14,803,299	\$15,354,598	\$551,299	3.72%	\$15,762,064
Technology						
Staffing	\$1,698,299	\$2,291,873	\$2,377,622	\$85,749	3.74%	\$2,577,608
Operating	\$416,015	\$421,089	\$315,038	(\$106,051)	-25.18%	\$319,250
Capital	(\$18,856)	\$12,500	\$7,500	(\$5,000)	-40.00%	\$7,500
Subtotal Technology	\$2,095,459	\$2,725,462	\$2,700,160	(\$25,302)	-0.93%	\$2,904,358
Transfers	\$6,024,940	\$3,404,355	\$3,312,843	(\$91,512)	-2.69%	\$4,782,843
Total School Fund Expenses	\$154,160,254	\$155,300,641	\$160,437,310	\$5,136,669	3.31%	\$169,240,413

Revenues	12/13 Actual	13/14 Adopted	14/15 Available	\$ Increase	% Increase	15/16 Projected
Local School Revenue	\$2,628,191	\$2,052,531	\$2,110,107	\$57,576	2.81%	\$1,958,984
State Revenue	\$42,609,671	\$43,389,921	\$44,429,342	\$1,039,421	2.40%	\$45,289,933
Federal Revenue	\$2,915,636	\$2,863,218	\$3,004,498	\$141,280	4.93%	\$3,004,498
Local Revenue	\$100,106,298	\$103,332,028	\$109,807,126	\$6,475,098	6.27%	\$114,009,466
Use of Fund Balance	\$4,869,588	\$2,787,943	\$211,237	(\$2,576,706)	-92.42%	\$211,238
CIP & Other Transfers	\$1,030,870	\$875,000	\$875,000	\$0	0.00%	\$875,000
Total Revenues:	\$154,160,254	\$155,300,641	\$160,437,310	\$5,136,669	3.31%	\$165,349,119

Balances of Revenues vs Expenses				\$0	(\$3,891,294)
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Self-Sustaining Funds:	\$18,570,828	\$17,211,232	\$16,052,319	(\$1,158,913)	-6.73%
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Initiative/Reduction Fund Location

2100 - K-12 INSTRUCTION-SALARIES

Early Childhood Special Education (Expansion West - Growth) - (2.17 FTE)	\$148,852
Voluntary Early Retirement Incentive Plan (VERIP)	(\$565,844)
ESOL Growth - (1.00 FTE)	\$68,003
Elementary World Language Program - (2.00 FTE)	\$136,006
Special Educational Staffing - (2.50 FTE)	\$170,009

2100 - K-12 INSTRUCTION-SALARIES Total	(\$42,974)
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2102 - C.A.T.E.C

CATEC Savings	(\$135,908)
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2102 - C.A.T.E.C Total	(\$135,908)
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2112 - STUDENT SERVICES

Transfer to Comprehensive Services Act	\$170,396
Piedmont Regional Education Program (PREP)	\$261,824

2112 - STUDENT SERVICES Total	\$432,220
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2430 - DIV SUPPORT/PLANNING SERV

Strategic Plan: Design 2015/Innovation Development	\$125,000
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2430 - DIV SUPPORT/PLANNING SERV Total	\$125,000
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2433 - BUILDING SERVICES

Baseline Increase for Anticipated Utility Costs	\$65,398
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2433 - BUILDING SERVICES Total	\$65,398
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2557 - LAPSE FACTOR ACCOUNT

Lapse Factor Increase	\$1,300,000
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2557 - LAPSE FACTOR ACCOUNT Total	\$1,300,000
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MULTIPLE FUNDS

Growth Due to Enrollment - (6.43 FTE)	\$410,975
Health Insurance Increase	\$980,620
Dental Increase	(\$22,750)
Teacher Salary Increase	\$769,134
Building Rental (Cost Neutral Initiative)	\$59,759
Increased Cost of the Virginia Retirement System and Group Life Insurance	\$2,342,026
Reductions to Balance Budget	(\$1,522,351)
Classified Salary Increase	\$375,520

MULTIPLE FUNDS Total	\$3,392,933
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GRAND TOTAL	\$5,136,669
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Initiatives/Reductions by Key Area

Directed/Mandated

Teacher Salary Increase	\$769,134
Transfer to Comprehensive Services Act	\$170,396
CATEC Savings	(\$135,908)
Increased Cost of the Virginia Retirement System and Group Life Insurance	\$2,342,026
Health Insurance Increase	\$980,620
Dental Increase	(\$22,750)
Lapse Factor Increase	\$1,300,000
Baseline Increase for Anticipated Utility Costs	\$65,398
Piedmont Regional Education Program (PREP)	\$261,824
Classified Salary Increase	\$375,520
Voluntary Early Retirement Incentive Plan (VERIP)	(\$565,844)
Directed/Mandated Total	\$5,540,416

Growth

ESOL Growth - (1.00 FTE)	\$68,003
Growth Due to Enrollment - (6.43 FTE)	\$410,975
Special Educational Staffing - (2.50 FTE)	\$170,009
Early Childhood Special Education (Expansion West - Growth) - (2.17 FTE)	\$148,852
Building Rental (Cost Neutral Initiative)	\$59,759
Growth Total	\$857,598

New Initiatives

Strategic Plan: Design 2015/Innovation Development	\$125,000
Elementary World Language Program - (2.00 FTE)	\$136,006
New Initiatives Total	\$261,006

Reduction

Reductions to Balance Budget - (-8.93 FTE)	(\$1,522,351)
Reduction Total	(\$1,522,351)
Total	\$5,136,669

Initiatives/Reductions by Strategic Objectives

Strategic Objective: 1

We Will Engage Every Student.

Initiatives/Reductions Affecting this Objective

ESOL Growth	\$68,003
Reductions to Balance Budget	(\$1,522,351)
Growth Due to Enrollment	\$410,975
Teacher Salary Increase	\$769,134
Strategic Objective: 1 Total	(\$274,239)

Strategic Objective: 3

We Will Improve Opportunity and Achievement.

Initiatives/Reductions Affecting this Objective

Early Childhood Special Education (Expansion West - Growth)	\$148,852
Transfer to Comprehensive Services Act	\$170,396
Elementary World Language Program	\$136,006
Strategic Plan: Design 2015/Innovation Development	\$125,000
Special Educational Staffing	\$170,009
CATEC Savings	(\$135,908)
Strategic Objective: 3 Total	\$614,355

Strategic Objective: 5

We Will Optimize Resources.

Initiatives/Reductions Affecting this Objective

Increased Cost of the Virginia Retirement System and Group Life Insurance	\$2,342,026
Health Insurance Increase	\$980,620
Dental Increase	(\$22,750)
Building Rental (Cost Neutral Initiative)	\$59,759
Lapse Factor Increase	\$1,300,000
Baseline Increase for Anticipated Utility Costs	\$65,398
Piedmont Regional Education Program (PREP)	\$261,824
Classified Salary Increase	\$375,520
Voluntary Early Retirement Incentive Plan (VERIP)	(\$565,844)
Strategic Objective: 5 Total	\$4,796,553

GRAND TOTAL	\$5,136,669
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FY 2015/2016 Projected Initiatives and Reductions

Initiatives

Growth Due to Enrollment (15.42 FTE - 1,074,817) - Strategic Objective 1

Increase due to growth in numbers of students from budget to budget. This will increase teacher FTE by 15.42 FTE.

Teacher Salary Increase (1,429,685) - Strategic Objective 1

Percentage increase of 2% on the adopted scale.

Virginia Institute of Autism Intensive Preschool Pilot Project - Special Education (0.66 FTE - 46,003 and 119,268 in Recurring Operational Costs) - Strategic Objective 1

The purpose of the Virginia Institute of Autism Intensive Preschool or VIP model demonstration project is to develop, implement, and evaluate a collaborative classroom for young children with autism and their families that is effective and receptive to the consumer needs of families and school district personnel. This pilot project will be a collaboration between Albemarle County Public Schools (ACPS) and the Virginia Institute of Autism (VIA). The project will leverage the strong working relationship between ACPS and VIA to ensure state-of-the-art, evidence-based educational and clinical services are consistently implemented to maximize student and family outcomes. The project will utilize strengths of different educational and clinical disciplines such as early childhood special education, applied behavior analysis, and speech language pathology to create a comprehensive program for young children with autism that is appropriate for their needs.

Student Assistance Program (SAP) Manager (1.00 FTE - 69,703) - Strategic Objective 1

Provide and additional Student Assistance Program (SAP) Manager to be shared in 6 middle schools.

According to Safe Schools records, an average of 370 middle school students per year were referred to SAP managers since 2010-11.

Restore 5% to School and Departments Operations (467,067 in Recurring Operational Costs) - Strategic Objective 1

Return the (overall) 5% to schools and departmental operational budgets.

Learning Resources Restoration (150,000 in Recurring Operational Costs) - Strategic Objective 1

Learning resources are used by teachers to plan, deliver and assess essential understandings of students' learning and include such items as, but not limited to, on line databases and subscriptions, e-Books, textbooks, trade books, reference books, charts/graphs, pictures, curriculum-based software, workbooks, videos, DVD's, technology necessary to access approved or adopted digital content, and kits. Learning resources are adopted by the School Board when it is deemed essential to guarantee all learners access to the specific materials and approved by the School Board when the intent is to provide all teachers the opportunity to make the specific materials available to their learners. Learning resources are selected to support Albemarle County Lifelong Learning Competency attainment, Albemarle County Curricula, and the Virginia Standards of Learning, all of which are integrated into daily instruction and consistent with objectives of the Division's strategic plan.

In 2002, the goal for this account was \$1M. Very few adoptions have taken place since FY2010 - 2011 when \$500,000 of Learning Resource funds were eliminated. This initiative will allow the division to begin reinstating funds to make necessary purchases to meet the curricular needs of our learners while providing increased access to vetted and curated digital resources.

Areas of Focus:

Library Learning Resource Refurbishment: \$30,000

Based on analysis of collection ages in specific schools, materials which include both paper and e-books when available and appropriate, need to be refurbished.

Textbooks and Learning Resources: \$120,000

Funds would be used to sustain elementary, middle and high school adoptions for 26 schools and approximately 13,000 students. The division will no longer adopt paper textbooks unless other options to support a digitally-integrated curriculum are not available.

FY 2015/2016 Projected Initiatives and Reductions

Strategic Plan Support and Professional Development Restoration (1.50 FTE - 128,331 and 277,913 in Recurring Operational Costs) - Strategic Objective 2

The Albemarle County Public School Division has operated with a limited professional development program for several years due to a steady reduction in revenues and operating budgets. While the Instructional Coach model continues to provide valuable job embedded professional development opportunities for teachers, the division has not been able to address strategic and mandated professional learning and skill-development needs of schools and departments with specific focus areas. Professional learning anchors the capacity of staff to fully integrate lifelong learning competencies and local and Virginia learning standards into assessment and instruction so that the strategic plan objectives and priorities will be met.

This restoration will begin to address the needs for every employee in the division. A full-time professional development coordinator will develop and implement a program for both professional and classified employees. With changing technologies and increased expectations for learners and graduates, the division will struggle to continue providing a 21st education system without providing adequate professional development. The coordinator will be responsible to work with staff to implement and assess effective professional learning, both virtual and face-to-face, essential to professional skill and content learning development.

Professional Development Coordinator: \$94,087

This would reinstate a fulltime position dedicated to providing professional development to both instructional and classified staff. Currently this is a 0.50 position shared with DART.

CPR: \$6,000

All teachers seeking initial licensure or renewal of a license are mandated by the state to complete training in emergency first aid, cardiopulmonary resuscitation (CPR) and the use of automated external defibrillators (AED).

Classified Training: \$20,000

Increasing the course reimbursement amount for School Classified employees from \$100 to \$1,000 per fiscal year per employee would more fully support professional growth, which is one of the School Division's five Strategic Objectives.

AVID:\$30,000

AVID has been serving students in ACPS since the 2006-07 school year. This would support the professional learning for staff. Educational leaders participate in a 3-day Summer Institute sponsored by AVID or a 12-hour Pathways training (an intensive subject-specific workshop of researched teaching strategies) also sponsored by AVID.

Digital Integration/7 Pathways : \$32,000

To meet the Horizon 2020 strategic goal, All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens, the secondary schools are implementing a blended-integrated curriculum with an infusion of technology. The instructional impact will be on student engagement and personalized learning by providing increased opportunities for collaboration, creativity, critical thinking and problem solving, and communication. This initiative will provide resources for staff professional development in the areas of digital integration and the 7 Pathway Strands which connect content, pedagogy, and assessment to Lifelong-Learner Standards.

Elementary World Languages: \$155,913

Objective 3 of the Horizon 2020 Strategic Plan has identified the need and desire to implement a robust, Division-wide PK-12 World Languages Program. This initiative would support the dual language program by providing professional development.

Degree Program Stipends: \$12,000

FY 2015/2016 Projected Initiatives and Reductions

The current Professional Development Reimbursement Program (PDRP) provides \$500 per semester for tuition assistance to teachers taking college courses. The funds from this initiative would provide additional funds to support staff in specified masters programs such as math, literacy, and educational leadership/administration.

Coordinator for Video and Film Instruction and Public Information: \$34,291

This restoration is consistent with the division's commitment to 21st century learning in its use of technology and to the value the division places upon the 4 Cs by promoting opportunities for students to be creative, to work in teams, to design and manage projects through a critical thinking approach and to communicate through the most widely-used electronic platforms.

Media Stipends: \$22,000

Central Office funding of a communications stipend at all schools, designed to increase the quality of community engagement with school programs, promote best practices, showcase student and parent achievement.

Elementary World Language Program (379,000 in Recurring Operational Costs) - Strategic Objective 3

New research in cognitive psychology and neuroscience reveals that there are significant cognitive benefits to becoming fluent in more than one language. These benefits include improved attention, creativity, emotional control, critical thinking, organization, and problem solving. Research also shows that in early childhood, the brain is particularly adept at acquiring languages and programs that begin in this period have the greatest success in building multilingualism.

This initiative will expand current efforts in the Elementary World Language Program, identified as a specific priority of the Board in the Horizon 2020 strategic plan.

CTE Curriculum/Program Lab School (1.00 FTE - 69,703 and 100,000 in Recurring Operational Costs) - Strategic Objective 3

A partnership between Albemarle County Public Schools, Charlottesville City Schools, and the University of Virginia, developed a Lab School, The Commonwealth Engineering Design Academies, which will pilot innovation in the area of advanced manufacturing and engineering design. In Albemarle County, we are focusing on the teaching of engineering and best pedagogy practices in the teaching of middle school science. At one of our middle schools we have a focus on Advanced Manufacturing while another school is focusing on Aerospace Engineering. Our goal is to create this type of program through our CTE in all five middle schools.

During the current school year we are focusing on three schools, Jouett, Sutherland, and Walton, and will look to include the other two for the 2014/2015 school year. One school, Burley Middle School, will require financial support with space, equipment and FTE. Henley will require some financial assistance with equipment and supplies.

Academy Transportation (Year 2 - Phase in) (9.00 FTE - 286,835 and 900,000 in Recurring Operational Costs) - Strategic Objective 3

Beginning with 2014-2015 school year, Albemarle, Monticello, and Western Albemarle High Schools will all offer specialty academies in addition to their comprehensive offerings. Our students may also elect to attend Charlottesville Albemarle Technical Education Center (CATEC) and Murray High School.

Currently, students ride a bus to their home high school and then are transported to CATEC or Murray High School. No transportation is provided to MESA at Albemarle High School or HMSA at Monticello High School. Students accepted to attend these academies must provide their own transportation.

The division feels that each student should have the opportunity to attend an academy at another school and should not be disadvantaged by not being able to provide his/her own transportation. This initiative will have two buses providing transportation from each high school to the other four schools.

This plan calls for the purchase of 9 buses at a cost of \$900,000.

FY 2015/2016 Projected Initiatives and Reductions

WAHS Environmental Studies Academy Greenhouse & Learning Space (Phase in - Year 1) (300,000 in Non-Recurring Operational Costs) - Strategic Objective 3

Due to the timing of the budget process, this initiative will only be brought forward if the monies are not funded in the CIP. Funding that will be used to purchase and construct a greenhouse and adjacent learning space for the Environmental Studies Academy. Traditional classroom will not function for the Agricultural and Research pathways developed as part of the academy. The greenhouse and learning space will serve as the primary classroom space for all academy students and activities.

CTE and Fine Arts Technologies (90,000 in Recurring Operational Costs) - Strategic Objective 3

High School fine arts and CTE technical labs have subsisted through grant funding. Each year those funds have continued to erode leaving the labs in disrepair. This funding is specifically designed to address the technical upgrades necessary to maintain a robust and vibrant fine arts and CTE program. The funding amount would allow for the division to plan and refresh equipment systematically.

Interpreter / Translator Services - ESOL & SPED (50,000 in Recurring Operational Costs) - Strategic Objective 3

The Albemarle County Public Schools' interpretation and translation system will build multilingual partnerships among faculty, students, and families to advance educational opportunities for all students in Albemarle County by connecting our schools to the community's rich linguistic diversity.

Athletic Budgets Restoration (50,000 in Recurring Operational Costs) - Strategic Objective 3

The operating budget for high school athletics has remained the same since a \$27,315 reduction in 2010-11, while essential athletic operating expenses have risen by \$66,200. A \$50,000 increase will be spread among the three high school athletic department budgets, which requested an increase of \$93,515.

Additional 0.50 FTE Resource Officer Funded to Match Albemarle County Police Department (ACPD) Initiative (Year 2 - Phase in) (120,000 in Recurring Operational Costs) - Strategic Objective 4

Prior to budget reductions, each middle school had an SRO in addition to the SRO's at the high school level. The Albemarle County School Resource Program was created to establish a relationship between the Albemarle County School System and the Albemarle County Police Department. The SRO Unit provides the foundation for the continued partnerships and the sharing of resources that enhances the safety, well being and education of the youth attending Albemarle County Schools. It is the desire and focus of the School Resource Officer to join with the ACPD in creating and sustaining an atmosphere of trust, cooperation and understanding. The School Resource Officer Program serves as a model for the true spirit of Community Policing.

Increased Cost of the Virginia Retirement System and Group Life Insurance (290,744) - Strategic Objective 5

Virtually all Virginia School Divisions participate in the Virginia Retirement System (VRS) and contribute the entire rate. Once Divisions have joined VRS, by law they may not withdraw. This increase is based upon a rate of 15.68% which is level funding of the adopted rate. Group Life rates are projected to decrease to 1.24%.

Health Insurance Increase (1,077,933) - Strategic Objective 5

Expected increase of 8% over the adopted rate of \$7,794 per FTE.

Classified Salary Increase (732,376) - Strategic Objective 5

Percentage increase of 2% on the adopted scale.

An HR Specialist II (pay grade 12) (1.00 FTE - 52,610) - Strategic Objective 5

An HR Specialist II (pay grade 12) is needed to ensure compliance and provide increased recordkeeping and support necessitated by the introduction of the VRS Hybrid Plan, Affordable Care Act and other new requirements (unfunded mandates) that will increase work load (VRS modernization, EEOC Reporting, CPR requirement). Current staff cannot absorb this additional work without neglecting work that core, but not mandated, in nature. During the last three years, HR has met the workload demands through overtime and temporary staff (average spent for past 3 years of part-time and temporary staff is \$34,073). Ensuring appropriate HR staffing levels is critical to motivating and retaining employees. This request supports the County's mission to enhance the well-being and quality of life for all citizens through the provision of the highest level of public service consistent with the prudent use of public funds. This request supports all six strategic objectives as each of the objectives relies on hiring and retaining skilled employees.

FY 2015/2016 Projected Initiatives and Reductions

Educational Technology Specialist (2.00 FTE - 139,404) - Strategic Objective 5

This initiative provides baseline staff necessary to be available throughout the school day to provide education technology planning and support for teachers as they implement technology-enhanced learning activities. The funding provides for 5 teacher FTEs over the next 5 years. The staff will be hired and managed centrally, as members of the Educational Technology team. The staffing is based on an analysis of staff time and the resources necessary to provide minimum instructional support in our transition to digital learning.

Strategic Plan: Safe Schools Grant Support Continuation (3.82 FTE - 251,711) - Strategic Objective 5

Part of this initiative will increase school nurses by 1.82 FTE. Currently, elementary school nurses are working 0.83 of a 7.25-hour day. To phase in an increase without impacting VRS, we will increase to .9 which will provide 6.5 hours of nurse coverage per day.

When the Safe Schools / Healthy Students Grant started in 2009, a new service was provided to middle school students. Mental health counselors were provided from Region 10. At the outset and until the no-cost extension, there were four mental health counselors for the five middle schools. During this school-year, 2013-14, this number was reduced to 3. This initiative funds two FTE to restore the counseling services to each school as well as a portion of a coordinator position.

Compensation Consultant (50,000 in Recurring Operational Costs) - Strategic Objective 5

To ensure our human resource systems are aligned to commend, compensate, motivate and retain high performing employees, the County must be strategic with its compensation strategies. The changing nature of the workforce presents challenges as employees are seeking opportunities to broaden their skills and a growing number of employees are eligible to retire in the upcoming years. Additionally, the lack of merit increases has resulted in compression, making it challenging to hire talented staff. HR recommends a compensation consultant be funded to evaluate our compensation strategy, structures and alternative reward strategies to enable us to address compression, reward highly skilled and strong performers and maintain competitiveness.

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Reclassification Fund Increase (100,000 in Recurring Operational Costs) - Strategic Objective 5

To ensure our human resource systems are aligned to compensate, motivate and retain high performing employees, the School Division must be strategic with its compensation strategies. The changing nature of the workforce presents challenges as employees are seeking opportunities to broaden their skills and a growing number of employees are eligible to retire in the upcoming years. The Joint Board adopted compensation strategy is to pay employees at market. To achieve that strategy and ensure proper classification, we instituted a long term classification plan so that departments will be reviewed on a regular basis. This plan was frozen for several years, resulting in certain positions lagging the market and inequities. We began reviewing departments again in 2012. However the amount budgeted in the past two years was not sufficient to fund the classification results, therefore HR recommends increasing the amount to fund these reviews scheduled for the next FY.

It is critical that we are able to retain and attract skilled employees. Staff members have been asked to assume broader roles as we have eliminated positions. Not paying employee market salaries can have many negative effects, including low morale, decreased productivity, and high turnover.

Initiatives Total \$8,803,103