



Long Range Planning Advisory Committee Recommendations

July 11, 2019



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Committee Overview

Purpose and Mission

Per School Board Policy, “The Long-Range Planning Advisory Committee (LRPAC) is formed to inform and advise the Superintendent and School Board in the development of comprehensive, long-term plans for facilities needs in the most effective and efficient way and in support of the School Division’s Strategic Plan. As an advisory committee, the LRPAC makes recommendations for consideration to the Superintendent and School Board.

Issues that may be considered by the advisory committee shall include, but not be limited to:

- school program capacity;
- enrollment and projections;
- transportation and operating efficiencies related to facilities planning;
- Capital Improvement Program (CIP) prioritization;
- creative financing and construction strategies;
- scope of renovations;
- school closures and new schools;
- student accommodation planning (building additions/modular relocations/review of school boundaries); and
- the future of “learning spaces” as influenced by technology and other dynamic fields.”

Membership

The 2019 Long-Range Planning Advisory Committee (LRPAC) is comprised of citizens appointed by the School Board and Superintendent, and is supported by school staff as follows:

Citizens: Amanda Alger (White Hall), Kate Bakich (Samuel Miller), Bruce Dotson (Rio), Gail Lovette (At-Large), Tammie Moses (Jack Jouett), David Storm (Scottsville), and Superintendent
Appointees: Kate Barrett, Megan Carper, Jason Handy, and Shane Sawyer

Staff: Rosalyn Schmitt, Chief Operating Officer
Maya Kumazawa, Director of Budget and Planning
Joe Letteri, Director of Building Services
Sheila Hoopmann, Capital Projects Manager, Building Services
Renee DeVall, Routing and Planning Manager, Department of Transportation
Montie Breden, Senior Project Manager, Albemarle County

Meetings

The committee generally met on a monthly basis for the last 18 months:

- 2018: February 28, March 14, April 11, May 9, June 13, October 10, November 14
- 2019: January 9, February 13, March 12, April 10, May 8, May 22, June 12

Executive Summary

The Long-Range Planning Advisory Committee (LRPAC) has prepared a \$180 million needs-based CIP recommendation for the Superintendent's and School Board's consideration. The request addresses key themes of growth, safety, equity, and investment in existing facilities. The price tag may seem large, however it is built upon the accumulating capital needs of the school division over the past several years. While the 2016 Bond Referendum funded certain critical projects over a three-year timeframe, capital needs are continuing to outpace the funding provided.

Projects and priorities were developed based on the guidance of staff expertise, perspectives from community members, and most importantly the objective analysis of data. LRPAC analyzed 10-year enrollment projections and building capacity as it has done previously. This year, however, this analysis was layered with additional new data sets including a historical neighborhood analysis, a development dashboard, and 30 year population forecasts.

The recommended projects fall into four key categories: maintenance and replacement; safety and security; capacity and growth; and renovation of existing facilities. Anticipating that funding will not meet the full needs identified by the advisory committee, the prioritization of these categories is challenging as each is with merit and importance. Here are some highlights of each:



- *Maintenance/Replacement* - The report contains recommendations for the maintenance of existing facilities as well as the replacement of technology, school busses and furniture. While maintenance and replacement projects are historically prioritized first, these investments are becoming more and more costly, taking up a larger proportion of overall resources each year. As discussed at the May 9th CIP joint Work Session with the Board of Supervisors, the School Board must make difficult decisions for weighing maintenance and replacement projects against capacity-related projects and other needs such as improving school safety, providing a secure data storage center, and ensuring elevator access to students with physical disabilities.
- *School Safety* - Ensuring the safety of our students is of utmost importance. As a major theme of the Superintendent's listening tour, this is a community priority as well. Controlled entrances, a major capital investment, are now complete at all schools. This recommendation's top-ranked non-maintenance project is another school safety improvement project. The project includes electronic locks and buzzer systems at front entrances, card reader systems at exterior doors and other safety improvements to our facilities.
- *Capacity* - The top ranked capacity related project is an addition to Crozet Elementary School combined with redistricting Brownsville Elementary School students. Robust growth in the Crozet area has been on the radar for some time and the time for additional capacity has come.

As a growing county, adequate capacity will continue to be a need for the School Division. This is supported by the 10-year enrollment projections and reinforced even stronger by the 30-year population forecasts. For over 15 years, the school division has been in a practice of expanding existing facilities, and when necessary, deploying mobile classroom units in the interim. As it reaches a saturation point where expansion is no longer an option, the division needs to begin developing a long range strategy of new schools including potential location and timing as well as a plan for purchase/acquisition of sites where needed. This is evidenced by the High School Center model as well as the inclusion of funding for land acquisition in this recommendation.

- *Renovations* - Balancing capacity needs versus making improvements to existing buildings was a discussion driver for LRPAC and the recommendations represent a balanced mix of both. LRPAC again recommends investment into the Learning Space Modernization Program to bring incremental updates division-wide. In addition, more robust and comprehensive renovations are recommended at Albemarle and Western Albemarle High Schools as well as two elementary schools.

There are two topics for which the committee could not find satisfactory conclusions: Cale Elementary and Middle Schools. Each represent complex challenges with no obvious or singular solution. Since the LRPAC is tasked with recommending *effective* and *efficient* recommendations, there may be more creative but also multifaceted alternatives to addressing capacity concerns over the next few years. The committee recommends investing in further study of these facilities.

Looking forward, the committee will continue to refine its methodology to provide the most objective analyses and recommendations, including the incorporation of more thorough evaluations after projects are completed. Capital planning will continue to be examined closely under an equity lens to ensure that resource allocations address the School Board Strategic Priorities. Ensuring that each student has access to high quality facilities is and will continue to be the basis of LRPAC recommendations.

Methodology and New Data

The LRPAC discussed and deliberated on a range of issues facing Albemarle County Public Schools' facilities and capital investments. Changes in enrollment, equity, facility conditions, educational adequacy, proposed new residential developments, and school capacities were discussed by school levels and feeder patterns. These discussions were all driven by data, with varied sources of information described below:

Historical Neighborhood Analysis (NEW)

Using actual school bus transportation data, staff compiled student enrollment information for the last 10 years broken out by neighborhoods within the largest elementary school districts. For each year and each elementary school district, the number of students riding an ACPS school bus was recorded by their residential neighborhood. This analysis can be found in Appendix A.

While this data is historical and does not provide information about future enrollment, it provides greater insight into possible cycles of student growth and stability of each elementary school – whether the growth is due to overall growth in a district or concentrated in one particular area, or whether after a number of years, the demography of a neighborhood changes. For example, looking at specific neighborhoods provides further information about whether or not to expect continued growth in the neighborhood, based on more planned construction of new homes or the completion of development projects. Over time neighborhoods may stabilize or even evidence a decline.

This data currently only includes the largest elementary schools. The remaining elementary schools (Meriwether Lewis, Murray, Stony Point, Red Hill, Stone Robinson, and Scottsville), middle schools, and high schools data are under development by staff.

10-Year Enrollment Projections + Development Dashboard (NEW)

Projections are developed using the cohort survival model which uses historical live birth data to project future kindergarten enrollment and historical ratios of students' progression from one grade level to the next. This is a very detailed methodology that results in projections by grade level and by school and provides a range of scenarios. In the past, LRPAC has primarily relied on this data source to conduct analyses and make recommendations. The projections can be found in Appendix B.

In addition, Albemarle County's Community Development Department recently released a Development Dashboard, a series of curated reports and metrics that seek to provide useful information regarding projects in the development pipeline. The development pipeline is a project's progression through the Albemarle County Community Development's permitting process and buildout. This data can be used in each school district or planning area to determine the future impacts of new development on population and student enrollment. The development pipeline data as of fall 2018 can be found in Appendix C.

The data primarily captures rezoning, special use permit, site plan, and subdivision applications that have been processed since fall 2017. Due to current staffing and resource levels, development data is not guaranteed to be complete, since the data is entered and updated manually by staff. Additionally, while the data may provide information about potential new residents in an area, it is difficult to predict details about

the timing of the projects and how many school-age children a development may yield since it is common for large developments to build out over many years.

Both of these datasets are used to determine budget, staffing, and other resources for the next school year, future capacity conflicts, and as a guide for general planning efforts.

30-Year Population Forecasts (NEW)

The Charlottesville/Albemarle Metropolitan Planning Organization (MPO) uses forecasts of population as part of preparing the area's Long Range Transportation Plan. Using the Weldon Cooper Center's 2045 forecasts for Albemarle County's total population, the MPO worked with the County Department of Community Development to allocate shares of the County population to 140 traffic analysis zones based on zoning and other development and population predictors. The LRPAC overlaid and grouped these zones and their population forecasts with school districts to provide general insights into possible 30 year population and student growth expectations. This process was followed for all the schools except Scottsville because the MPO numbers are focused only on the more urban portions of the county. A summary of these forecasts is included in Appendix D.

The population forecasts for these groupings were used to supplement 10-year projections and the development dashboard data. The LRPAC used these estimates to discuss "what might be" in the next 30 years (2015-2045) with regards to the general scale of population increases. The 30-year timeframe avoids peaks and valleys of unpredictable year to year housing build-out timing, which may be reflected in the more near-term data sources. Additionally, analyzing long-term data forecasts may point to site acquisition needs before land is fully developed or prices rise.

These forecasts were used to extend confidence about trends and patterns already visible and supplement LRPAC's planning activities. As with all projections and forecasts, it will be important to review and evaluate these numbers when they are next updated by the MPO in five years.

Building Capacity

ACPS uses *program capacity* to determine capacity levels in school facilities. Program capacity is the student capacity of a school based on the current use of each learning space. In other words, it is how many students the building can support when the restrictions of the programs of study are applied.

Program capacity is estimated using three primary variables: number of classrooms, classroom multiplier, and a utilization factor. The classroom multiplier is the average of how many students should be in each classroom based on staffing levels and student demographics. The number is multiplied against the number of classrooms to determine capacity. The utilization factor is a percentage applied to the capacity figure at secondary schools to account for learning spaces that cannot be used 100% of the time (i.e. 7 out of 8 periods for middle and high schools).

The most current capacity figures are compared against the projected enrollment figures for each school to determine the current and projected capacity conflicts presented in the data analysis. The complete ten year data is included in Appendix E.

Equity Perspective

In addition to data that provides information about student enrollment, LRPAC reviewed and discussed data regarding equity, with a particular focus on economically disadvantaged and racial student data by school (Appendix F). In order to align with the School Board priority to identify and remove practices that perpetuate the achievement gap, long range planning should address and support this priority.

The highest number of economically disadvantaged students are concentrated in the urban schools, and the practice for how resources are allocated or how redistricting decisions are made must be conducted in a transparent and equitable manner, with a sensitivity toward how certain actions may be perceived. Additionally, the location of future schools, centers, or academies should be considerate of lower income students who may not have the same level of access to the schools or centers with limited transportation options.

Parity of facilities is another component of equity that was discussed by LRPAC. Ensuring that each student and each demographic group has access to high quality facilities and similar levels of maintenance services is important both within each school and across the Division. Additionally, a school may have access to greater resources due to PTO involvement, community donations, and other external opportunities. Division-level planning should incorporate these extra resources when determining how to maintain parity across schools.

Data Collection

Using the previously described methodology, data was gathered and synthesized by school and school feeder pattern. In addition to gathering data on projected enrollment and capacity, other factors such as the age of a school, recent renovations, and use of mobile units was included to provide a comprehensive view of the state of each school. The table below provides summary information about the data collection.

Summary Data

SCHOOL ^{1,2}	Year Built	Most Recent Addition	Mobile Units Used	Econ. Disadv. Index ⁽⁴⁾	18/19 Bldg Capcty	18/19 Enrollment	Capacity Conflicts			2045 Pop. Growth	2045 Pop. Growth %	Current Need	Long-Term Need	
							2019/20 (1-yr)	2023/24 (5-yr)	2028/29 (10-yr)					
Western Feeder Pattern Elem.	BROWNSVILLE	1966	2009	8	0.36	764	817	(77)	(152)	(142)	+7,945	+96%	x	x
	CROZET	1990	1996	0	0.81	330	380	(40)	(59)	(53)			x	x
	MERIWETHER LEWIS	1988	n/a	4	0.30	420	404	14	11	13	+1,243	+9%		
	MURRAY	1960	n/a	1	0.25	268	267	10	10	2				
Northern Feeder Pattern Elem.	AGNOR-HURT	1992	2015	0	1.48	558	500	74	96	94	+9,319	+39%		x
	GREER	1974	2012	2	1.91	602	592	17	41	38				x
	WOODBROOK	1966	2018	0	1.86	628	533	77	61	54				x
	BAKER-BUTLER	2002	n/a	0	0.82	604	636	(40)	(53)	(54)	+9,259	+75%	x	x
	HOLLYMEAD	1972	2005	2	0.34	496	455	55	49	47				x
	BROADUS WOOD ³	1936	1992	0	0.55	376	276	106	95	95	+2,141	+22%		
	STONY POINT	1934	1996	4	0.93	236	237	8	5	2				
Southern Feeder Pattern Elem.	CALE	1990	2007 2016*	4	1.35	668	681	(6)	(7)	(2)	+3,817	+40%		x
	RED HILL	1973	1980 2016*	3	1.56	162	196	(33)	(14)	(18)	+247	+12%	x	
	SCOTTSVILLE	1981	2004 2018*	8	1.36	189	248	(51)	(62)	(65)	n/a	n/a	x	
	STONE ROBINSON ³	1961	1998	0	0.90	570	434	126	121	122	+4,970	+62%		x
Middle	BURLEY	1951	2001	0	1.30	717	579	142	152	166	+13,594	+54%		x
	HENLEY	1966	2015	0	0.42	999	897	72	20	(14)	+8,918	+39%		x
	JOUETT	1966	2004	0	1.84	717	603	53	17	8	+4,454	+22%		
	SUTHERLAND	1994	n/a	0	0.58	653	585	51	77	31	+9,671	+70%		x
	WALTON	1974	n/a	0	1.11	499	355	166	173	177	+2,013	+31%		
High	ALBEMARLE	1953	2009	8	1.11	1,775	1,901	(88)	(314)	(296)	+19,199	+46%	x	x
	MONTICELLO	1998	2007	0	1.31	1,243	1,131	84	76	156	+10,746	+46%		x
	WESTERN ALBEMARLE	1977	2019	0	0.43	1,227	1,153	40	(48)	(120)	+8,918	+39%	x	x
TOTAL			44	1.00	14,701	13,860	760	295	241	+116,454	+44%			

¹Enrollment includes current Pre-K programs. Both the enrollment figure and the capacity figure assume 18 students for Bright Stars Classrooms and Head Start Classrooms and 8 students for SPED Pre-K (ECSE) classrooms.

²This chart does not include the Murray High School Campus. Murray High School currently has 99 students enrolled and a program capacity of 110. Community Public Charter School (CPCS) currently has 38 students and a program capacity of 50 students.

³Figures for these schools reflect hosting SPED Pre-K programs, but the students who attend these are programs are for the majority out of district. They are located at these schools due to availability of space. Stone Robinson has 3 classes and Broadus Wood has 2 classes.

⁴% economically disadvantaged / % all students, 1.00 indicates percentages are equal. For example, a school has 10% of ACPS students but 20% of ACPS economically disadvantaged students, which would result in an index of 2.00.

*Security Addition.

Analysis

The table below is an analysis of the data sources as described in the Methodology section. The information and recommendations are grouped by geographic clusters, in order to reflect the transitory nature of geographic school districts and pre-defined districts used for the long-term population forecasts.

Analysis

SCHOOL		Historical	Capacity	Development	Population Forecasts	Capacity Recommendation
Western Feeder Pattern Elem.	BROWNSVILLE	▲ High neighborhood growth	▲ High capacity conflicts	▲ High development	▲ High population growth	Crozet Addition & Improvements + New Elementary School
	CROZET					
	MERIWETHER LEWIS	● Stable neighborhoods	■ Moderate capacity conflicts	● Low development	● Low population growth	None
	MURRAY					
Northern Feeder Pattern Elem.	AGNOR-HURT	■ Stabilizing neighborhoods	● Low capacity conflicts	▲ High development	■ Medium population growth	New Elementary School
	GREER					
	WOODBROOK					
	BAKER-BUTLER	▲ High neighborhood growth	■ Moderate capacity conflicts	▲ High development	▲ High population growth	None
	HOLLYMEAD					
	BROADUS WOOD	● Stable neighborhoods	● Low capacity conflicts	● Low development	● Low population growth	None
	STONY POINT	● Stable neighborhoods	■ Moderate capacity conflicts	● Low development	● Low population growth	None
Southern Feeder Pattern Elem.	CALE	● Stable neighborhoods	■ Moderate capacity conflicts	■ Moderate development	■ Medium population growth	Further Study
	RED HILL	● Stable neighborhoods	▲ High capacity conflicts	● Low development	● Low population growth	Current capacity conflicts will be addressed by currently funded projects
	SCOTTSVILLE					
	STONE ROBINSON	● Stable neighborhoods	● Low capacity conflicts	■ Moderate development	▲ High population growth	None
Middle	BURLEY		■ Moderate capacity conflicts		■ Medium / ▲ High population growth	Middle School Facility Planning Study
	HENLEY					
	JOUETT					
	SUTHERLAND					
	WALTON					
High	ALBEMARLE		▲ High capacity conflicts		▲ High population growth	High School Center Expansion
	MONTICELLO					
	WESTERN ALBEMARLE					

Conclusions

This section summarizes the general observations by geographic cluster for schools where LRPAC has formed a capacity recommendation. In addition to a synthesis of the data, both current and long-term alternatives are provided where relevant. In some cases, further study is needed before a recommendation can be made. These conclusions are focused primarily on capacity needs. Additional facility improvements are captured in the Recommendation section.

Crozet Area Elementary Schools: Brownsville/Crozet

Brownsville is the fastest growing district with consistent growth patterns in Old Trail, Western Ridge, Foothill Crossing, and Wickham Pond neighborhoods. Other neighborhoods, while growing, have leveled out in recent years. Residents in rural neighborhoods (e.g., South of Rt 250) have generally moved away, contributing to declines in those areas. Looking ahead, Old Trail continues to build out, with an estimated 313 units under construction, including 190 multi-family units. Another 172 single-family units are in the site plan approval process. Approximately 150 single family units are under construction in the Foothill Crossing, Chesterfield Landing, and Sparrow Hill developments, with another 90 units approved from prior rezonings or in the site plan approval process.

In contrast, the neighborhood analysis shows that Crozet Elementary's district has had moderate overall growth. There has been significant decline in the older areas of the district, offset by increases in areas such as Westhall. In the development pipeline, 126 multi-family units are under construction in The Vue and 450-475 additional units are proposed in the Crozet Square/Barnes Lumber redevelopment and Pleasant Green development.

Brownsville and Crozet are currently over capacity, and enrollment is anticipated to continue to grow. Brownsville will utilize 8 mobile classrooms next year. At a capacity of 330, the Crozet site has room for expansion. A design for an addition and improvements is currently funded in the CIP with the assumption of redistricting students from the current Brownsville district to Crozet Elementary when the project is complete. With a forecasted 96% population growth over the next 30 years, expanding Crozet up to its maximum is a near-term recommendation, but a new western elementary school will also likely prove necessary longer term. An expansion of an existing school is recommended prior to the construction of a new school for several reasons including timing, cost, less redistricting, equitable size among schools, and staffing benefits. These reasons are elaborated on in the justification section of the Crozet Addition project page of this report.

Urban Ring Elementary Schools: Agnor-Hurt/Greer/Woodbrook

Historically, Greer has seen overall growth in most neighborhoods and existing apartment complexes. Many seem to be saturated now and enrollment is stabilizing. In the Agnor-Hurt district, the Belvedere neighborhood has increased dramatically and has grown each year for the last 7 years. The Townwood and Triangle Mobile Home Parks have reached their peak levels and are currently saturated and stabilizing. Woodbrook's neighborhood growth has been generally flat with declines in Still Meadows and Old Brook/Westmoreland and an increase in Glenwood Station/Abbingdon. These neighborhoods are still growing.

Looking ahead, several hundred multi-family units have been proposed within the northwest quadrant of the Rio29 planning area and near the intersection of Rio Road East/John Warner Parkway. Belvedere has about 200 single family homes remaining to be built. In addition, 100-550 multi-family units (Arden Place 2) have been proposed within the Rio29 planning area.

Due to recent additions at all three schools, enrollment is projected to be under capacity. The economically disadvantaged indices are the highest in the Division. Longer term forecasts show this northern area growing substantially, and if forecasts prove out a new elementary school may be needed in the long term.

29N Elementary Schools: Baker Butler/Hollymead

Baker-Butler enrollment has increased due to redistricting and growth. Camelot, Briarwood, and North Pine neighborhoods are still growing primarily with NGIC employees. The Hollymead district has had overall moderate growth, with primary growth in the Hollymead Subdivision and no signs of leveling off. Younger families are moving into this neighborhood although there is no more development.

Looking ahead, both districts have major developments in the development pipeline. There are currently 365 single-family and townhouse units in the site plan approval process for North Pointe, a family-oriented community with a maximum buildout of 893 units. This development is in the Baker-Butler district. The Brookhill development may yield up to 1600 mixed units and is currently in the Hollymead district. Both projects have a proffered site for an elementary school.

Student enrollment is projected to be just at capacity at the two schools combined. However, Baker-Butler is currently over-enrolled and capacity conflicts are projected to worsen over time. On the other hand, Broadus Wood, the district directly adjacent to Baker-Butler has ample capacity of approximately 100 seats. LRPAC again recommends a redistricting study if the capacity situation at Baker-Butler worsens. Long-term forecasts show this northern area growing substantially. If forecasts prove out, a new elementary school will be needed.

Cale Elementary School

In the last 10 years, Cale's growth has primarily been driven by the Southwood Neighborhood which now seems to be stabilizing. Looking ahead, though, there are several new developments in the pipeline. 102 single-family attached and townhouse units are under construction at Avinity Estates, with another 100 attached units in the site plan approval process at Spring Hill Village. Habitat for Humanity's Southwood redevelopment currently proposes a maximum of 450 units in Phase I, with up to 800-900 total units at full build-out under its current agreement with the County.

Cale is the second largest elementary school and current enrollment exceeds building capacity with moderate projected growth. There are two mobile classrooms currently in use with more mobile units planned for the 2019-20 school year. In addition, the cafeteria cannot accommodate its current student population and parking at the school is inadequate for its staff of approximately 120. Alternatives for addressing the capacity concern at Cale include a school expansion, re-envisioning the current grade level configuration, construction of a new elementary school, or re-districting and expansion of other facilities. There is currently no clear alternative and LRPAC recommends further study of the situation at Cale.

Southern Elementary Schools: Red Hill/Scottsville Elementary Schools

With the closure of Yancey Elementary School in 2017, Red Hill and Scottsville have absorbed extra students, resulting in enrollment over capacity at both schools. The current CIP addresses these concerns with renovations and additions planned. These projects will be complete for the 2021/22 school year and will add a total of 150 new seats.

Remaining Elementary Schools

The remaining elementary schools (Meriwether Lewis, Murray, Broadus Wood, Stony Point, and Stone Robinson) have stable neighborhood populations and low to moderate capacity conflict, therefore no capacity-related projects or actions are recommended at this time.

Middle Schools

The five comprehensive middle schools currently have combined adequate capacity, but Division projections show looming capacity issues at Henley and Jouett. Long-term population forecasts show the middle schools gaining students in the out-years. Combined, approximately 1,300 more students than today are forecast. With the complication of split feeder patterns and under enrollment at some schools, further study to determine feasible alternatives is needed. Potential alternatives may include the addition of a new middle school, addressing current grade level configurations, and redistricting.

High Schools

The Division has embarked upon a “center” based strategy to address capacity issues at its three comprehensive high schools, in particular at Albemarle High School. This agile approach addresses both instructional and capacity needs in an efficient manner. Long-term county population growth is forecast to grow by 44% over the next thirty years. That could yield another 1,800 high school students, roughly the size of the current AHS.

Recommendation

The following 10-year summary and subsequent project descriptions are the recommendation of the 2019 Long-Range Planning Advisory Committee for the FY21-FY31 Capital Improvement Program and Capital Needs Assessments of Albemarle County Public Schools in priority order. *(Amounts are in thousands)*

	Rank	Project	5 Year Total
Maintenance/ Replacement Projects	M1	Facilities and Grounds Maintenance Program	\$45,310
	M2	State Technology Grant	\$3,500
	M3	Technology Replacement Program	\$13,896
	M4	School Bus and Equipment Replacement Program	\$7,500
	M5	Furniture Replacement Program (New)	\$6,000
	Total		
Capital Improvement Plan (CIP) Projects: Years 1-5	1	School Safety Improvements	\$2,000
	2	Data Center	\$1,500
	3	Elevator Additions	\$4,200
	4	Crozet Addition and Improvements	\$20,402
	5	Middle School Facility Planning Study	\$500
	6	Cale Expansion and Site Improvements	\$5,456
	7	AHS/WAHS Renovations	\$36,000
	8	Learning Space Modernization	\$10,000
	9	Elementary School Renovation	\$20,000
	10	Land Acquisition	\$4,500
	Total		
FY21-FY25 TOTAL			\$180,764
Capital Needs Assessments (CNA) Projects: Years 6-10		Project	5 Year Total
		New Elementary School	\$20,000-\$25,000
		High School Center #3	\$20,000-\$30,000
		CATEC	TBD
	Administration Space	\$6,000-\$7,000	

Boundary Changes

Per Board policy, the committee is tasked to make long-term recommendations for facilities needs in the most effective and efficient way. This may require redistricting to make use of existing capacity. The LRPAC recommendation is based on assumptions that future redistricting will impact the following schools/areas in the next 10 years:

- Baker-Butler & Broadus Wood Elementary:**
Baker-Butler is currently over-enrolled and capacity conflicts are projected to worsen over time. On the other hand, Broadus Wood, the district directly adjacent to Baker-Butler has ample capacity of approximately 100 seats.
- Brownsville & Crozet Elementary:**
Projections show Brownsville will have the highest capacity conflicts. A design is funded to expand Crozet, with the assumption of that students will be redistricted from the current Brownsville district.
- Middle Schools:**
A study is recommended that will consider the possibility of redistricting the middle schools.

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Maintenance/Replacement Projects Summary

(amounts in thousands)

Rank	Project	FY20/21	FY21/22	FY22/23	FY23/24	FY24/25	5 Year Total
M1	Facilities and Grounds Maintenance	\$8,909	\$9,062	\$9,115	\$9,010	\$9,215	\$45,310
M2	State Technology Grant	\$700	\$700	\$700	\$700	\$700	\$3,500
M3	Technology Replacement Program	\$2,698	\$2,521	\$3,512	\$2,485	\$2,680	\$13,896
M4	School Bus and Equipment Replacement Program	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
M5	Furniture Replacement Program (New)	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$6,000
Total		\$15,007	\$14,983	\$16,027	\$14,895	\$15,295	\$76,206

These multi-year programs include capital maintenance or replacement projects. Such projects are intended to repair, maintain, or replace existing capital facilities or equipment.

Net Change from Current Adopted Plan:

(amounts in thousands)

Rank	Project	FY20/21	FY21/22	FY22/23	FY23/24	FY24/25	5 Year Total
M1	Facilities and Grounds Maintenance	\$(255)	\$1,340	\$(503)	\$706	\$15	\$1,228
M2	State Technology Grant	\$-	\$-	\$-	\$-	\$-	\$-
M3	Technology Replacement Program	\$1,713	\$1,536	\$1,777	\$1,500	\$1,695	\$8,221
M4	School Bus and Equipment Replacement Program	\$300	\$300	\$300	\$300	\$300	\$1,500
M5	Furniture Replacement Program (New)	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$6,000
Total		\$2,958	\$4,376	\$2,774	\$3,706	\$3,210	\$17,024

As illustrated above, this recommendation includes increases above what is currently adopted. Historically, the County has prioritized maintenance and replacement projects above others and has fully funded these projects. The increases, albeit warranted, will impact the ability to afford other projects if revenues remain stagnant and that practice remains.

Facilities and Grounds Maintenance Program

RANK

M1 of 5

FUNDING NEEDED	<u>FY20/21</u>	<u>FY21/22</u>	<u>FY22/23</u>	<u>FY23/24</u>	<u>FY24/25</u>	<u>TOTAL FY21-25</u>
	\$8,909,000	\$9,061,500	\$9,114,500	\$9,010,000	\$9,215,000	\$45,310,000

SCOPE

The recommended program includes major maintenance work that extends the useful life of our facilities by improving, exchanging or replacing building components that are at or near the end of their useful life. Such components include roofs; electrical, mechanical, and plumbing equipment; pavement rehabilitation; and flooring replacement. In addition, this program also funds energy conservation measures; asbestos abatement; kitchen equipment replacement; and playground equipment replacement.

The full details of the program are included as Appendix G.

JUSTIFICATION

The purpose of this request is to achieve the following key goals:

- Preserve taxpayers' investments in public buildings.
- Prevent failures of building systems that would interrupt occupants' activities and delivery of public services.
- Sustain a safe and healthful environment by keeping the buildings and components in good repair and structurally sound.
- Provide maintenance in ways that are cost effective.

KEY CHANGES

The maintenance program is reviewed annually and various adjustments are made in timing, prioritization, and estimates. New projects are added as needs are identified. In this iteration, the following are the more significant changes:

- Projects are spread out over the five years for more consistent budgets year to year (~\$9M/year)
 - Greater focus on HVAC, electrical, and plumbing work, with more robust, reoccurring funds in that area.
-

State Technology Grant

RANK

M2 of 5

	<u>FY20/21</u>	<u>FY21/22</u>	<u>FY22/23</u>	<u>FY23/24</u>	<u>FY24/25</u>	<u>TOTAL FY21-25</u>
FUNDING REQUEST	\$700,000	\$700,000	\$700,000	\$700,000	\$700,000	\$3,500,000

SCOPE

The County of Albemarle Public Schools participates in the Virginia Public School Authority (VPSA's) Technology Grant. These funds are used to supply computers, networking hardware, and related equipment to administer the state mandated Standards of Learning test and which are also used for general instructional use when not committed to testing. Funding levels are determined by a state formula. These grant funds are provided by the state grant, making this request budget neutral assuming no changes to the state budget.

The bulk of purchases made from this fund are to purchase computers; at an estimated \$1,000 per well-equipped computer approximately 700 computers are purchased per year. This grant represents a fractional portion of total machines that are also used for instruction, and must be maintained on a similar replacement cycle of 3 to 5 years as our other systems are.

JUSTIFICATION

The Virginia Public School Authority (VPSA) grant is specific to providing the SOL testing infrastructure necessary to support the State's commitment to paperless SOL testing. This project is utilizing grant funds to implement: 1) A five to one student to computer ratio; 2) Internet-ready local area network capability in every school; 3) High speed, high-bandwidth capability for instructional, remedial, and testing needs; and 4) Standards of Learning (SOL) test delivery system.

KEY CHANGES

None

Technology Replacement Program

RANK

M3 of 5

FUNDING REQUEST	<u>FY20/21</u>	<u>FY21/22</u>	<u>FY22/23</u>	<u>FY23/24</u>	<u>FY24/25</u>	<u>TOTAL FY21-25</u>
	\$2,697,500	\$2,521,250	\$3,511,938	\$2,485,272	\$2,679,973	\$13,895,932

SCOPE

The programs funds the replacement of the following technology equipment organized in three key areas:

Classroom Technology – Student and Teacher Devices

(Student, teacher and classroom devices including student laptop replacements, teacher computer replacements, display technology replacements, and K-2 tablet replacements)

Operational Support – Administrative System and Devices

(Office & administrative staff computers, VOIP/desk phones, VOIP phone system servers, building network closet battery backups, security cameras, security camera server, data storage system, data center battery backup, data center system server)

Network Operations – Communication, WAN, Internet, Wifi, etc.

(Data Center switches, construction & materials for fiber project (ACPS portion after ERATE), web filter, building network switches, internet firewall, fiber maintenance, WiFi access points)

The full details of the program are included in Appendix H.

JUSTIFICATION

Classroom Technology

This area of the program provides the resources to enable the school division to operate as a 21st century learning environment. This environment includes the Digital Learning Initiative consisting of a student to computer device ratio of 1:1 for grades 3-12 and 2:1 for grades K-2. Teachers and staff are also each assigned a laptop or a desktop for performing their essential job functions. All staff and student laptops are cycled for replacement after those devices have been in operation for four full years of service. These processes are aligned to meet the technical requirements of the Virginia Department of Education’s Web-based Standards of Learning (SOL) for technology initiatives. Display technology replacement needs are a big concern for our school division moving forward as there are many display devices in schools that need to be replaced and not having a replacement cycle in place in previous years has created a current state of haves and have nots across our schools.

Operational Support

This area of the program provides resources and technical support for all operational areas of the school division. ACPS administrative and support staff are provided laptops, desktops and other devices. These devices are replaced on a four year cycle aligned with the student and teacher device replacement schedule. The Data Center and Infrastructure resources include security cameras and related servers and storage, the School Division internet firewall, data center servers and storage and battery backup for that equipment.

Network Operations /Communication

This area of the program provides resources and technical support for the Division's communication and data infrastructure, including VOIP phone servers and phone devices for all classrooms and offices throughout the School Division. ACPS Technology supports a fiber network between and within all buildings that provides all internet and data services to and between the central office, schools and departments. Network operations includes our firewall, content filter, WiFi Access Points, Switches and other devices that provide safe and secure connectivity. This hardware is replaced on a five year replacement cycle. The School Division maintains a Data Center and backup data center that houses servers, data storage and core systems for resiliency, efficiency and cost effectiveness.

KEY CHANGES

The program now includes a replacement plan for display technology. Classroom display technology is failing in many classrooms because new devices have only been upgraded during modernization. There has been no replacement plan in place for display technology.

The overall budget for device replacement has increased to address student device equity, maintain a reasonable replacement cycle for our student devices, and anticipate inflationary increases. The division's student technology device replacement budget has not increased over the past decade while substantial increases in the number of devices and escalating replacement costs for student access to technology have increased substantially.

School Bus and Equipment Replacement Program

RANK

M4 of 5

FUNDING REQUEST	FY20/21	FY21/22	FY22/23	FY23/24	FY24/25	TOTAL FY21-25
	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$7,500,000

SCOPE This project funds the replacement of school buses based on prescribed needs-based fleet size and replacement guidelines outlined in School Board Policy EEAD. During each operating year, 14 school buses will be purchased to replace buses that are eligible for replacement based on the previously mentioned guidelines. The purchase of a bus also includes necessary equipment to support operating the vehicle in a manner that meets the needs of our students (add on equipment such as 2 way radios, wheelchair lifts, etc.). The School Division's school buses are of varying passenger capacities and with specialized equipment to meet special student needs. The project also includes the replacement of ancillary equipment throughout the fleet. Examples of such equipment include navigation tablets, video equipment and cameras, and radios.

JUSTIFICATION Providing safe, reliable, effective, and efficient transportation to the school children of Albemarle County requires maintaining a fleet of reliable school buses. Improvement of vehicle technology occurs with each new model year, and taking advantage of the most up to date technology allows assets to be utilized effectively. One example is updated emissions requirements, and maintaining an up to date fleet reduces fuel consumption and carbon output.

KEY CHANGES The number of busses purchased per year has increased from 12 to 14. There are currently 222 buses in the fleet. Based on a cost analysis, the life target of our buses increased a few years ago from 15 to 16 years. In order to maintain the current fleet size, 13.9 buses would need to be purchased each year ($222/16 = 13.9$). The last three years the fleet has grown to 222 by trading in fewer buses than were purchased. However, the ability to do this will not be possible starting in 20/21. The distribution of the fleet is listed below. During the early years of this history, not enough buses were purchased to maintain the fleet age requirement. While the program has benefited from this recently because there were not many older buses to replace, it will need to purchase 14 buses per year going forward.

In-Service Year	Total Buses	In-Service Year	Total Buses	In-Service Year	Total Buses
1999	0	2006	27	2013	17
2000	3	2007	4	2014	8
2001	1	2008	27	2015	13
2002	3	2009	0	2016	13
2003	5	2010	10	2017	11
2004	15	2011	21	2018	13
2005	13	2012	8	2019	10

The replacement program now also includes the replacement of ancillary equipment for the overall fleet not just newly purchased busses. Examples of such equipment include navigation tablets, video equipment and cameras, and radios. No replacement cycle previously existed for such equipment.

Furniture Replacement Program

RANK

M5 of 5

FUNDING REQUEST	<u>FY20/21</u>	<u>FY21/22</u>	<u>FY22/23</u>	<u>FY23/24</u>	<u>FY24/25</u>	<u>TOTAL FY21-25</u>
	\$1,200,000	\$1,200,000	\$1,200,000	\$1,200,000	\$1,200,000	\$6,000,000
SCOPE	<p>This project funds the replacement of classroom furniture at various schools. Classroom packages include tables or desks, chairs, storage, soft seating and specialty items. New furniture replaces items that are often aged and past their useful life. It will also bring outdated items up to modern standards. Current furniture will be replaced with flexible and mobile furniture, to support current educational practices.</p> <p>The first three years will primarily replace one grade level per year beginning with third grade. Kindergarten, first grade, and second grade were completed as a part of the previous Learning Space Modernization capital project. The replacement, as was done with the early grades, will be accompanied by division-wide professional development. After all elementary schools are completed, the program will primarily support replacement at secondary schools.</p>					
JUSTIFICATION	<p>The replacement cycle for classroom furniture is generally accepted as 15 to 20 years, so furniture purchased when the building was built or expanded is quickly reaching and surpassing this threshold as current furniture becomes aged, worn and dilapidated. Currently, there is not an adequate funding mechanism for replacement of furniture. Any significant new furniture purchase has been in correlation with a larger capital project such as an addition or major renovation. The Building Services' operational budget contains a small amount to replace furniture, but it is basically used to replace broken pieces. It does not allow for large-scale replacement.</p> <p>In terms of the built environment, furniture is that with which a student will most interact the most. It makes a room functional. For the students, these upgrades mean a better quality of experience as well as education. By replacing heavy and fixed furniture with more flexible options, students will be able to arrange and adapt classrooms to fit their needs. Many of Albemarle County Public School's classrooms contain furniture not updated since the school's creation or expansion. New-looking, well-kept furnishings and surroundings helps students & staff have pride and maintain parity amongst schools.</p>					
KEY CHANGES	<p>This is a new project. Funding for furniture replacement for Kindergarten, First Grade and Second Grade was previously funded by the Learning Space Modernization capital project.</p>					



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Capital Improvement Plan (CIP) Projects, Years 1-5

(amounts in thousands)

Rank	Project	FY20/21	FY21/22	FY22/23	FY23/24	FY24/25	5 Year Total
1	School Safety Improvements	\$760	\$620	\$620			\$2,000
2	Data Center	\$1,500					\$1,500
3	Elevator Additions	\$1,400	\$1,400	\$1,400			\$4,200
4	Crozet Addition and Improvements	\$20,402					\$20,402
5	Middle School Facility Planning Study	\$500					\$500
6	Cale Expansion and Site Improvements		\$5,456				\$5,456
7	AHS/WAHS Renovations		\$12,000	\$12,000	\$12,000		\$36,000
8	Learning Space Modernization	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
9	Elementary School Renovation		\$10,000		\$10,000		\$20,000
10	Land Acquisition		\$4,500				\$4,500
	Total	\$26,562	\$35,976	\$16,020	\$24,000	\$2,000	\$104,558

School Safety Improvements

RANK 1 of 10

	<u>FY20/21</u>	<u>FY21/22</u>	<u>FY22/23</u>	<u>FY23/24</u>	<u>FY24/25</u>	<u>TOTAL FY21-25</u>
FUNDING REQUEST	\$760,000	\$620,000	\$620,000			\$2,000,000

SCOPE

This project is intended to expand security measures that have been initiated at individual schools through one-time funding (renovations and grants) to a district-wide level. This project will continue the following initiatives:

- 1.) Electronic locks and camera buzz-in systems at controlled entrances that can be engaged and disengaged by a button in the front office and security software. Recent security additions/renovations at Henley Middle, Woodbrook Elementary, Baker-Butler Elementary and Monticello High all have electronic locks. This portion of the project will be completed in FY20/21.
- 2.) Electronic access and badge reader system for exterior doors (currently at Woodbrook Elementary and the County Office Building). This portion of the project will be completed in FY21/22 and FY22/23
- 3.) Miscellaneous security upgrades to possibly include upgraded interior keying systems and/or access security integration with visitor management system. This portion of the project will be completed in FY21/22 and FY22/23

JUSTIFICATION

Prioritizing the safety of both students and staff and in response to feedback received during the Superintendent's Listening Tour, this project adds security measures to the entrances and main exterior entries of Albemarle County's schools. The School Safety Advisory Committee has reviewed these additional measures and supports the project as a top priority. The goal of this project is to provide consistent security measures at each school. Electronic locks and badge systems are projects previously initiated for several Albemarle County schools. Continuing these would allow the safety measures to be universally implemented across all schools, bringing them all up to the same health and safety standards.

All measures herein, including controlled entrances, badge readers, camera buzz-in systems, interior keying security systems, and security integration with the visitor management system are designed to give control and options to office staff who serve as the first line of defense for the school. This serves to protect schools and those who attend them physically, but also grants peace of mind to students, parents, and staff. That peace of mind has a direct impact on quality of life in Albemarle County's schools. Due to the magnitude of the impact on health and safety, any delay to these projects is a potential risk to the populations in Albemarle County's schools.

KEY CHANGES

This is a new request, but expands on recent work around at the front entrances at all schools.

Data Center

RANK

2 of 10

	<u>FY20/21</u>	<u>FY21/22</u>	<u>FY22/23</u>	<u>FY23/24</u>	<u>FY24/25</u>	<u>TOTAL FY21-25</u>
FUNDING REQUEST	\$1,500,000					\$1,500,000

SCOPE	This project would fund the creation of a new Data Center for Albemarle County Public Schools. The new Data Center would be a separate, free-standing building, custom-built to best contain and support the current equipment. The location of the new Data Center would need to be determined.					
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JUSTIFICATION	<p>Currently, the majority of Albemarle County Public Schools' server equipment is located in the basement of the Building Services main office by Albemarle High School. There are two backups, located at Monticello High School and Baker-Butler Elementary School, should a problem occur. The current Data Center is far from ideal, lacking a lot of safety measures that could help protect Albemarle County Public Schools' servers. The new Data Center would house the existing equipment in a specialized environment, with several protective measures lacking in the current set up.</p> <p>While the current Data Center has a backup power supply in the form of a generator, it does not have a backup HVAC system. The new Data Center would have redundant HVAC system, as well as a raised floor with space below for cooling, power, and cabling. Most significantly, the current Data Center does not have fire suppression systems. Should a fire occur, the majority of Albemarle County Public School's data equipment would be lost, and the data itself may be at risk. The new Data Center would have complete fire and halon suppression systems, better securing the system.</p> <p>In addition to safety measures, the building would also include an office space for staff working in the Data Center, and a storage room for equipment or tools. Parking, restrooms, and plumbing would have to be constructed as it is a separate space.</p>					
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KEY CHANGES	This is a new request.					
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Elevator Additions

RANK

3 of 10

FUNDING REQUEST	<u>FY20/21</u>	<u>FY21/22</u>	<u>FY22/23</u>	<u>FY23/24</u>	<u>FY24/25</u>	<u>TOTAL FY21-25</u>
	\$1,400,000	\$1,400,000	\$1,400,000			\$4,200,000

SCOPE	This project will fund additional elevators at Albemarle High School, Western Albemarle High School, Monticello High School, Burley Middle School, Cale Elementary School and Greer Elementary School.					
JUSTIFICATION	<p>Currently, each of these sites has only one elevator. The existing elevators are not up to modern standards, as EMTs could not fit a stretcher inside. Updated elevators would increase health and safety standards for all students and staff should an accident or medical issue occur, by allowing EMTs to get to the upper floors and back as quickly as possible.</p> <p>In addition to the increased elevator quality, having multiple elevators in the building greatly improves quality of life and access to education for students. If the existing elevator has an issue or requires maintenance, then those who cannot use the stairs are left unable to reach the upper floors of the building. On occasion, classes have needed to switch rooms to accommodate someone with an ADA requirement because of an issue with the existing elevator.</p> <p>Only having one elevator can also force the students and staff who must use it on lengthy and circuitous routes to navigate the building. Not all classrooms can be easily within the reach of one elevator, so students with already limited mobility may be forced to travel significantly longer distances to reach their classes. Having multiple elevators would give those students options in how they navigate their school, highly improving their quality of life.</p>					
KEY CHANGES	This is a new request.					

Crozet Addition, Renovations and Site Improvements

RANK

4 of 10

FUNDING REQUEST	<u>FY20/21</u>	<u>FY21/22</u>	<u>FY22/23</u>	<u>FY23/24</u>	<u>FY24/25</u>	<u>TOTAL FY21-25</u>
	\$20,402,000					\$20,402,000

SCOPE

This project will expand and make improvements to Crozet Elementary. It will include an additional 28,000 sf as well as make improvements to the existing building and site. The additions will include 16 classrooms, 1 SPED classroom, 3 smaller resource classrooms, and various support spaces. The additions will also expand the cafeteria and media center to support the larger student enrollment. Improvements to the existing building will include improvements to existing classrooms, kitchen, stage and cafeteria (including ADA upgrades), and existing front office, support spaces and toilets. Site improvements will include outdoor learning areas, new and expanded bus drop-off, additional parking, additional playground equipment, and the replacement of a paved play area due to the likely location of the addition.

The design work for the project is currently funded and will begin in the Fall of 2019. If the construction is funded the project would be completed for the 2022/23 school year.

JUSTIFICATION

As a designated growth area in the county, additional capacity is needed to accommodate current and anticipated growth in the Western Feeder Pattern. This project addresses capacity issues at both Brownsville and Crozet Elementary. (Note: redistricting will need to be implemented to provide capacity relief to both schools.) With several projects in the development pipeline, the expansion is needed. Brownsville will utilize eight mobile classrooms beginning in the 2019/20 school year. The school has added 100 students in the last 5 years, and is projected to add an additional 100 students in the next 5 years.

An expansion of Crozet Elementary is recommended prior to the construction of a new school for several reasons including:

- **Timing:** An addition can be constructed and open sooner to provide quicker relief than constructing a new school.
- **Cost:** A new school has recurring operational expenses estimated at \$1.2M/year to cover “overhead” expenses such as a principal, office staff, kitchen, librarian, etc.
- **Less redistricting:** The number of families impacted by redistricting will be less than if a new school was constructed.
- **Similar school sizes:** An expansion of Crozet will make the two schools closer in size. This has multiple benefits including more equitable PTO’s, similar transition into Henley and addresses other parity concerns.
- **Staffing benefits:** a larger enrollment at Crozet brings the school across staffing thresholds that would provide the school benefits such as an assistant principal and full time art and music teachers (currently those positions are part-time or shared with another school).

KEY CHANGES

This project has been recommended in some form by this committee as early as 2006. Estimates have been updated to reflect a larger addition and expanded scope to support a larger enrollment to meet current projections.

Middle School Facility Planning Study

RANK

5 of 10

	<u>FY20/21</u>	<u>FY21/22</u>	<u>FY22/23</u>	<u>FY23/24</u>	<u>FY24/25</u>	<u>TOTAL FY21-25</u>
FUNDING REQUEST	\$500,000					\$500,000

SCOPE

This project would provide funding for a comprehensive facility planning study to evaluate all needs and options for the division’s comprehensive middle schools: Sutherland, Jouett, Burley, Henley, and Walton. The study will include robust stakeholder engagement, facility condition assessments, and data analysis to study capacity needs, feeder patterns, boundaries, instructional space needs, and parity amongst schools.

The study will consider new facilities, additions and renovations, boundary changes, grade level configurations, unique educational programming, and other creative solutions to meet the various needs of the schools.

JUSTIFICATION

The five comprehensive middle schools currently have combined adequate capacity, but there are looming capacity issues at Henley and Jouett. With the complication of split feeder patterns and under enrollment at some schools, further study to determine feasible alternatives is needed.

In addition to capacity, renovation needs also need to be evaluated for both educational adequacy and parity. Of varying ages and sizes, the facilities have differing needs that need to be articulated and planned for.

KEY CHANGES

New Project

Cale Expansion and Site Improvements

RANK

6 of 10

	<u>FY20/21</u>	<u>FY21/22</u>	<u>FY22/23</u>	<u>FY23/24</u>	<u>FY24/25</u>	<u>TOTAL FY21-25</u>
FUNDING REQUEST		\$5,456,000				\$5,456,000

SCOPE This project funds expansions and site improvements to support the current student population at Cale Elementary. The project expands the cafeteria and adds four classrooms, a music and art classroom for a total addition of 8,800 square feet. Site improvements include additional parking, enhancing outdoor learning spaces and playgrounds, and the removal of the mobile units.

JUSTIFICATION The second largest elementary school, the school serves nearly 700 students and is over capacity. It will utilize four mobile classrooms next school year for necessary instructional and support spaces. The expansion will remove the need for trailers.

Capacity calculations factor in classroom space but they do not quantify deficiencies in other areas. So while there is not enough instructional space, the school experiences challenges in other areas as well including parking, outdoor play areas, and the cafeteria. The current cafeteria seats 120 students. Currently the school holds five lunches at 20 minutes each, beginning at 10:30 a.m. With a capacity of 120, there is only space for 600 students to utilize the cafeteria in a day. This leaves the remainder to eat elsewhere in the building.

Due to its already large size as well limited space to expand on the lot, it is not recommended that the school be enlarged to meet the long range needs. These recommendations are for the current school population and should be accompanied with further study to develop a long-term solution for anticipated growth in the area.

KEY CHANGES New Project

Albemarle and Western Albemarle HS Renovations

RANK

7 of 10

FUNDING REQUEST	FY20/21	FY21/22	FY22/23	FY23/24	FY24/25	TOTAL FY21-25
		\$12,000,000	\$12,000,000	\$12,000,000		\$36,000,000

SCOPE This project will fund comprehensive updates on instructional and support spaces at Albemarle and Western Albemarle High Schools based on recommendation of master plan study that is scheduled to be complete next year. It is anticipated that the renovations will be conducted in a phased manner.

JUSTIFICATION In 2017, a High School Facility Planning Study was completed. The recommendations, which the School Board accepted, included the construction of High School Centers to meet capacity needs as well the modernization of the division’s existing high schools. Due to the age and condition of the facilities, Albemarle and Western Albemarle were prioritized first. As a part of the study, a room by room assessment was conducted utilizing the Education Facilities Effectiveness Instrument (EFEI) to determine the educational adequacy of the space to contemporary instructional needs. Both schools score poorly:

Educational Adequacy Assessment

School	EFEI Assessment Score (out of 130 possible pts)	EFEI Rating (5.00 scale)
Albemarle	55.50	2.13
Western Albemarle	46.75	1.80
Monticello	74.25	2.86

Legend

4.00-5.00	EXCELLENT
3.00-3.99	SATISFACTORY
2.00-2.99	BORDERLINE
1.00-1.99	POOR
0.00-0.99	INADEQUATE

KEY CHANGES Project timing has changed to align with master plan study as well as anticipating a multiyear, phased approach.

Learning Space Modernization

RANK

8 of 10

FUNDING REQUEST	<u>FY20/21</u>	<u>FY21/22</u>	<u>FY22/23</u>	<u>FY23/24</u>	<u>FY24/25</u>	<u>TOTAL FY21-25</u>
	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$10,000,000

SCOPE

This project funds renovations and improvements to instructional spaces at elementary and middle schools, which includes existing classrooms, libraries, and other elective and instructional support areas consistent with School Board goals and priorities. Modifications will include furniture and renewal work including updating finishes, casework, lighting, technology and power, and connections to adjacent spaces. The modifications directly support instructional needs and can be broken down in the following key areas:

- *Classroom Modernization/Renovation*
Improve classroom spaces to update all finishes, casework, furniture & lighting. Improve transparency & connection to adjacent spaces, including the outdoors if feasible.
- *Media Center Modernization*
Renovate media centers to be flexible hubs of congregation, collaboration, & creation. This includes updating furniture, shelving, and accessory spaces.
- *Cafeteria Modernization*
Update cafeteria finishes & furniture. Repurpose space to be utilized the entire school day.
- *Specialty Classroom Modernization*
Renovate existing spaces to create state-of-the-art science labs, music, art, CTE & other specialty rooms. Create dedicated maker spaces.
- *Daylighting*
Add day lighting to spaces with no or minimal natural light. Update blinds or shades in spaces with natural light to better control the light.

JUSTIFICATION

Prior to this project, the capital program included minimal funding for the Schools current spaces beyond routine maintenance or a larger expansion project. Schools with stable or declining populations have not received major expansions and therefore have not received significant renovations. In response, this project is a concentrated effort on the needs of *instructional* spaces. The average age of the original portions of the County's schools is close to 50 years. As the buildings age and the needs of students evolve, learning spaces must be maintained, updated and modernized.

An evaluation of the entire division indicates that the majority of spaces are not meeting the design imperatives of contemporary learning spaces: transparency, sustainability, flexibility, mobility/interactivity, making everywhere,

problem/project/passion based learning, choice & comfort, inside/outside. These imperatives are integral to the success of the curriculum and work of the 21st century student.

Research has proven that student learning is affected by the use and design of the learning space. This includes proper furniture, presence of daylighting, and many other characteristics of the space. Learning areas must be flexible spaces that can shift to accommodate a range of instructional activities and student needs and to create areas that can evolve to accommodate future learners and uses. To do so, funding is necessary to refurbish and renovate to meet and support contemporary learning expectations.

KEY CHANGES

With the inclusion of a Furniture Replacement Program and major renovations recommended at multiple schools, this project has been reduced to capture smaller scale projects at the schools which have not and will not receive major renovation work. The specific projects will be selected on an annual basis.

Elementary School Renovations

RANK

9 of 10

FUNDING REQUEST	FY20/21	FY21/22	FY22/23	FY23/24	FY24/25	TOTAL FY21-25
		\$10,000,000		\$10,000,000		\$20,000,000
SCOPE	<p>These projects represent placeholder projects for comprehensive renovations at two elementary schools due to the age of the facilities. Further study and evaluation is recommended to determine prioritized locations as well as exact scope.</p> <p>Scope may include but not be limited to the following:</p> <ul style="list-style-type: none"> • Classroom Modernization • Daylighting Improvements • Casework/cabinetry Upgrades • Art and Music Classroom Renovations • Media Center Renovations • Cafeteria/Kitchen Improvements • Bathroom Renovations • Hallway Improvements • New Exterior and Interior Finishes • Interior and Exterior Door Replacement • Reconfiguration of spaces to improve function or efficiency • Painting • Signage and Wayfinding Improvements • Outdoor Learning Areas <p>The exact scope of work will be determine once sites are selected. Work will also align and consolidate planned major maintenance work (i.e. mechanical, electrical, plumbing upgrades or roof replacement)</p>					
JUSTIFICATION	<p>While the division consistently and adequately funds ongoing maintenance, buildings are due for more comprehensive renovations that will be more efficiently and holistically bring aging building up to date. Renovations will assure all schools are safe, functional, and provide the facilities necessary to support current educational programs and operational needs regardless of the age of the building. Typically only buildings that have received large expansions have received renovations to existing buildings. That means schools with stable or declining populations have not received significant renovations. While the Learning Space Modernization work is incremental and benefits all schools, this work is a more robust, comprehensive project that would impact all areas of the building not just instructional spaces.</p>					
KEY CHANGES	New Project					

Land Acquisition

RANK

10 of 10

	<u>FY20/21</u>	<u>FY21/22</u>	<u>FY22/23</u>	<u>FY23/24</u>	<u>FY24/25</u>	<u>TOTAL</u> <u>FY21-25</u>
FUNDING REQUEST		\$4,500,000				\$4,500,000
SCOPE	This project provides funding for the acquisition of land for the construction of a new elementary school in the future. Anywhere from 12 to 30 acres will be required.					
JUSTIFICATION	For over 15 years, the school division has been in a practice of expanding existing facilities. As it reaches a saturation point where expansion is no longer an option, the division needs to begin developing a long range master plan of new schools including potential location and timing as well as a plan for purchase/acquisition of sites where needed. With proffered sites in the Northern Feeder Pattern, land options need to be sought in the Western Feeder Pattern.					
KEY CHANGES	This is a new request					

Capital Needs Assessment (CNA) Projects, Years 6-10

The second five-year period of the Capital Improvement Program (i.e. years six through ten) is called the Capital Needs Assessment (CNA) which helps identify County capital needs beyond the traditional five-year period. The following descriptions highlight key projects that should be included in the 10 year capital program. They are anticipated needs but are less urgent than those outlined in the first five years of the recommended capital program. The CNA should also include the ongoing CIP projects (Maintenance/Replacement projects, Elementary School Renovations, and Learning Space Modernization)

New Elementary School

A site for a new elementary school was proffered as a part of the approved rezoning for the Brookhill Development at the intersection of 29N and Polo Grounds Road. The location is optimal for growth along the 29 corridor. Such growth will be monitored, and if capacity becomes an issue at Hollymead or other schools in the area this project should be evaluated in more detail.

Approximate Cost: \$20 – 25 million

High School Center #3

An ongoing expansion of the High School Center model will be needed to continue to support high school capacity and instructional needs. High School Center #1 opened at Seminole Place in 2018 and Center #2 is scheduled to open in 2021. A third center with a size TBD will likely be needed in the next 10 years.

Approximate Cost: \$20 - \$30 million

CATEC

Facility changes will be needed to support contemporary and agile program offerings. This may include renovation of the current building or the construction of a new facility. It is too soon to identify a specific scope of work, but this project should be on the long range radar.

Approximate cost: TBD

Administration Space

This project will ensure adequate and efficient office space for all County school staff. The project design will consider the combined needs of all departments. Possible solutions could include, but are not limited to, purchasing a facility, new construction, and/or utilizing existing facilities. Design or renovations will include contemporary work spaces. Existing facilities to study include Building Services, the third floor of the County Office Building and the Burley annex.

Approximate Cost: \$6-7 million.

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