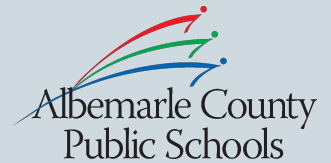




REDISTRICTING ADVISORY COMMITTEE FOR THE EXPANSION OF CROZET ELEMENTARY

MEETING #2
OCTOBER 12, 2021



AGENDA

1

REVIEW OF OBJECTIVE AND GUIDING PRINCIPLES

2

COMMUNICATIONS PROTOCOLS

3

ADDITIONAL INFORMATION

RESPONSE TO QUESTIONS SINCE PREVIOUS MEETING

4

ENROLLMENT PROJECTIONS

5

STARTING POINT SCENARIOS

6

FEEDBACK ON STARTING POINT SCENARIOS

7

NEXT STEPS

VISION & MISSION

Vision

Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

Mission

Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

We will know every student.

VALUES

Equity

We will provide every student with the level of support necessary to thrive.

Excellence

We will mitigate barriers and provide opportunities for every student to be academically successful.

Family and Community

We will engage with and share the responsibility for student success with families and community partners.

Wellness

We will support the physical and emotional health of our students and staff.

GOALS

Thriving Students will facilitate learning experiences grounded in high expectations, networks of care, and student curiosity to ensure academic and social-emotional development for all students while eliminating opportunity, access, and achievement gaps.

Affirming and Empowering Communities is about strengthening the social context of the environment in which ACPS community works.

Equitable, Transformative Resources concerns the intentional flow of critical, equitably distributed human, financial, technological, and other resources to the students and teachers for transformative learning to take place.

STUDY OBJECTIVE

The purpose of this study is to address current and projected overcrowding at Brownsville Elementary. The proposed scope of the study will involve Brownsville and Crozet Elementary Schools only.

GUIDING PRINCIPLES

Attendance areas will serve the district for at least 3-5 years with a goal of 5-7 years

Attendance areas will be largely contiguous

Walk areas for each school will be considered

Transportation routes will be as efficient as possible, giving consideration to minimizing ride times within acceptable parameters

Neighborhoods will be assigned to the same school whenever possible

Greater demographic balance amongst impacted schools will be strived for where feasible

Grandfathering existing students will be considered by the Board on a study by study basis.

SCHEDULE



August 2021	<p>School Board approves scope of study and directs Superintendent to convene committee and conduct study</p> <p>Superintendent advertises and receives applications for the committee</p>
September 2021	<p>Superintendent appoints committee members and begins sharing information</p> <p>Initial meeting of redistricting committee</p>
October 2021	<p>Committee meets two times to develop multiple redistricting scenarios</p>
November 2021	<p>Two community meetings held to share scenarios and receive feedback</p> <p>Committee meets to finalize recommendation to the Superintendent</p>
December 2021	<p>Superintendent presents his recommendation to School Board</p>
January 2022	<p>School Board holds a public hearing</p> <p>School Board votes on the Superintendent's recommendation</p>
February - August 2022	<p>Families are notified and transition activities take place</p>
2022-23 School Year	<p>New boundaries go into effect</p>

FOLLOW OUR PROCESS

VISIT OUR WEBPAGE

Visit the webpage for the Brownsville and Crozet Redistricting study to view the background, scope, committee meeting schedule and more.

LIVESTREAM OUR MEETINGS

Livestream the committee meetings to listen in on the conversation around redistricting. This link can be found on the webpage.

EMAIL THE COMMITTEE

We have established an email address dedicated to this redistricting. Please note that this email is only to submit feedback and no response will be provided.

k12albemarle.org/redistricting

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RAC@k12albemarle.org

AVAILABLE DOCUMENTS

The following documents will be available through this Google Folder:

- Study Scope
- Committee Membership
- Meeting Schedule
- School Board Policy FB: Facility Planning
- Capacity vs. Enrollment
- Slide Decks
- Current Boundary Maps
- Planned Developments
- **Tonight's Presentation**
- **Proposed Starting Point Scenarios**
- **Demographic Impact of Scenarios**
- **Emails to the committee**
- **PDF's of Jamboards (will be added after tonight's meeting)**

COMMUNICATIONS PROTOCOLS

- Transparency is essential in a redistricting process
- Email responses to committee members will be copied to all committee members
- Emails received from the community will be loaded into the shared drive for all to view



**ADDITIONAL
INFORMATION**

QUESTIONS RECEIVED SINCE LAST MEETING

1. Why were the Old Trail numbers presented as the full potential build out maximum, when expansion numbers for other developments (Glenbrook, Montclair) were just initial phases?
2. Why did the map not show Foothill Crossings, and why were Wickham Pond and Western Ridge combined?
3. Is Western Ridge protected from redistricting?
4. Are Grayrock North and Grayrock considered a neighborhood together?
5. What is the protocol for public comment at the November meetings?
6. Why is there a discrepancy between the total enrollment at each school and the total number of students from each of the neighborhood breakdowns?



ENROLLMENT

CROZET ENROLLMENT HISTORY BY NEIGHBORHOOD

(2021-22 updated for Sep. 30)

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
1	N of 240 & N of Railroad Ave	86	91	101	94	96	91
2	Lanetown Way & Orchard	58	55	53	57	44	47
3	Hill Top and Park	36	35	38	30	24	33
4	Sneads & Claudius	52	47	47	41	38	29
5	Westhall	44	52	66	70	71	74
6	Highlands	72	64	60	51	39	39
		348	344	365	343	312	313

Note: Table includes preschool enrollment and excludes out of district students. 2021-22 K-5 enrollment is 310 students.

BROWNSVILLE ENROLLMENT HISTORY BY NEIGHBORHOOD

(2021-22 updated for Sep. 30)

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
1	Grayrock	62	51	55	44	35	25
2	Waylands Grant & Bargamin	47	47	56	52	41	34
3	S of Rt 250 Batesville	124	125	133	136	112	120
4	N of Rt 250 Newtown	57	60	68	69	60	61
5	Old Trail	214	225	221	234	174	183
6	Rt 240 between Crozet & Rt 250/Miller School Road	13	21	25	35	35	35
7	Rt 250 E of Miller School	69	63	73	92	91	92
8	Western Ridge/Wickham Pond	144	153	167	185	166	162
		730	745	798	847	714	712

Note: Table includes preschool enrollment and excludes out of district students. 2021-22 K-5 enrollment is 736 students.

ENROLLMENT PROJECTIONS METHODOLOGY

Overall Methodology

- Preschool is excluded
- Kindergarten is projected by applying Albemarle County birth statistics from 5 years prior.
- 1st Grade through 5th Grade is projected by progressing cohorts of students through the system.

Pandemic Adjustments

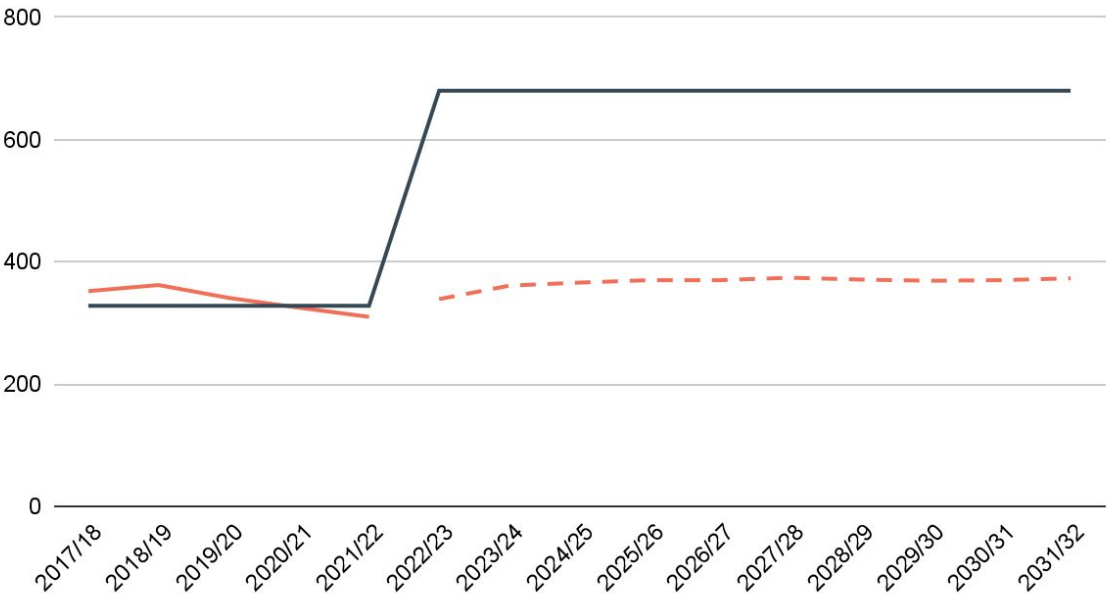
- Historical birth and progression ratios for 2020 and 2021 are not used
- Assumes 2021-22 virtual school students attend base school
- Assumes about half of missing students return over the next five years
- Out years return enrollment levels similar to pre-pandemic levels

2022-23 PROJECTIONS

	Brownsville	Crozet	Combined
Kindergarten	120	57	177
1st	126	53	179
2nd	107	56	163
3rd	138	72	210
4th	152	59	211
5th	138	42	180
K-5 Total	781	339	1,120

CROZET K-5 LONG-TERM ENROLLMENT PROJECTIONS

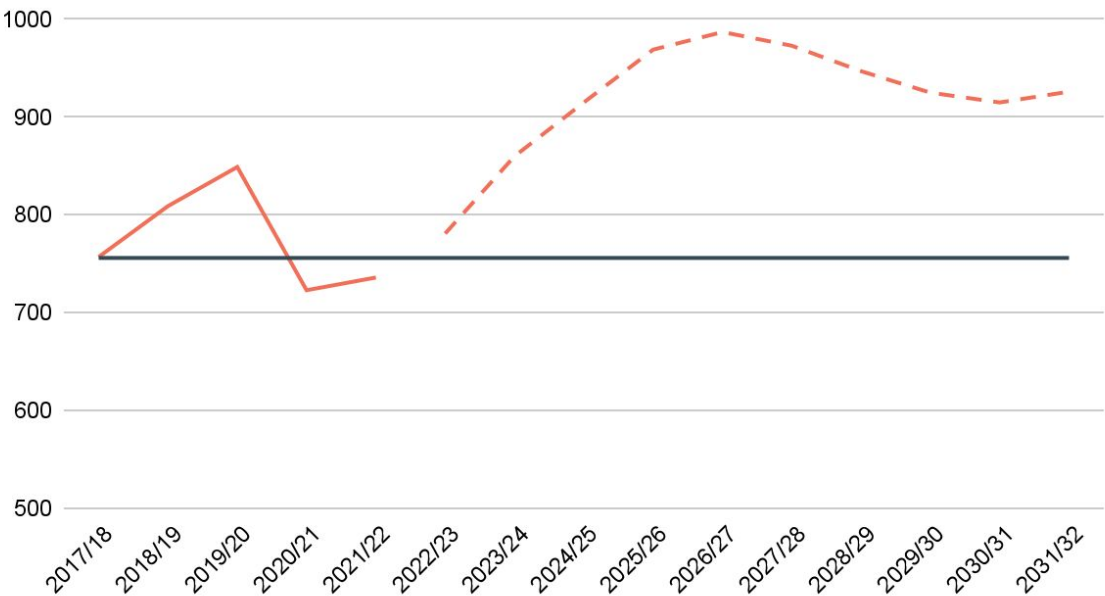
Crozet Enrollment Projections



	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32
Enrollment	352	362	341	325	310	339	361	366	370	370	374	371	369	370	373
Cushion/ (Conflict)	-24	-34	-13	3	18	341	319	314	310	310	306	309	311	310	307

BROWNSVILLE K-5 LONG-TERM ENROLLMENT PROJECTIONS

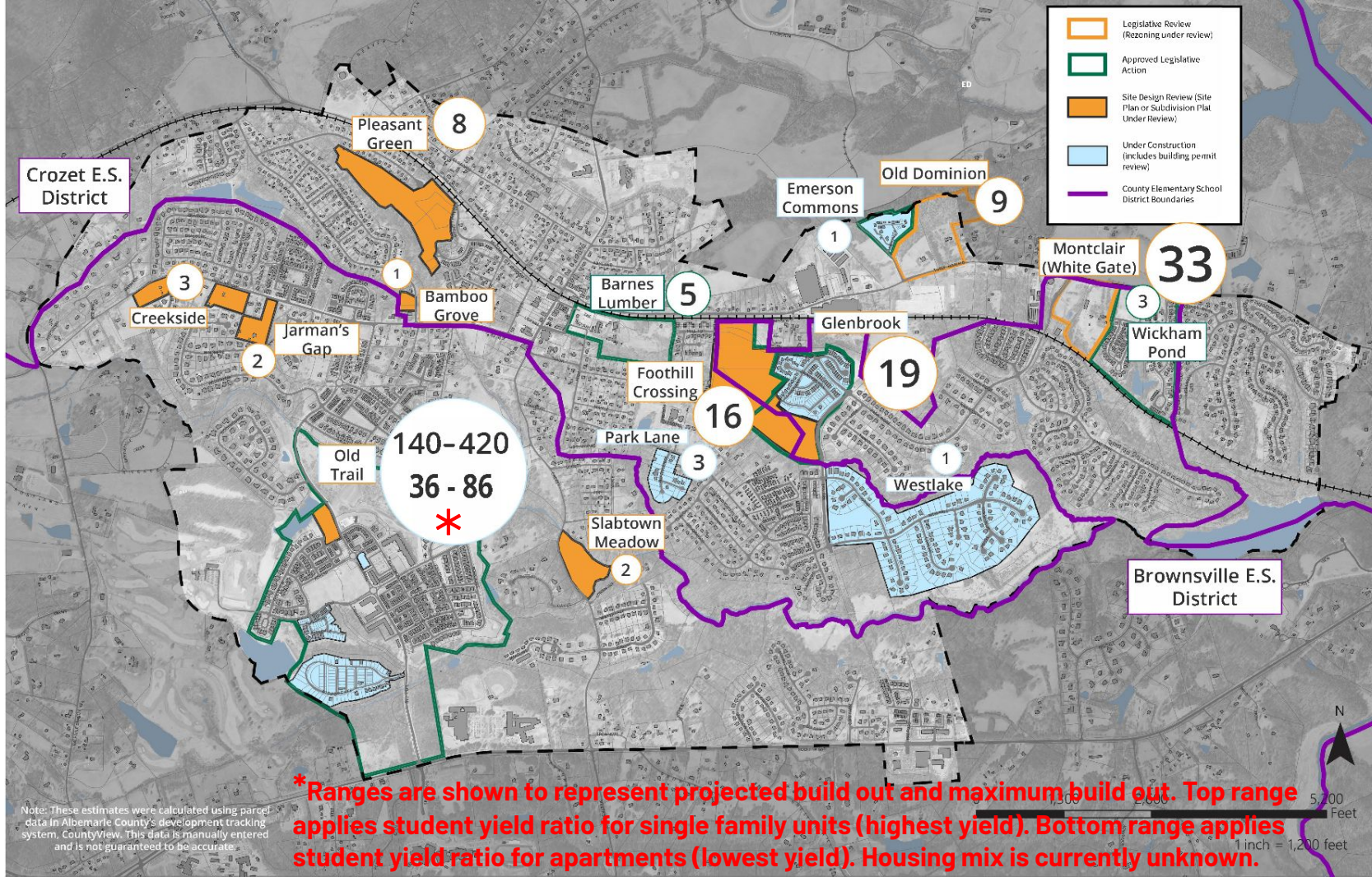
Brownsville Enrollment Projections



	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32
Enrollment	757	809	849	723	736	781	860	915	969	987	973	947	925	915	926
Cushion/ (Conflict)	-1	-53	-93	33	20	-25	-104	-159	-213	-231	-217	-191	-169	-159	-170

Potential Student Yield (Draft Estimates)

Based on Under Review/Under Construction, ZMA Potential Build Outs





REDISTRICTING SCENARIOS

INITIAL SCENARIOS

- Starting points only
- Developed to give options/points of comparison
- Not to be perceived as a recommendation

Feedback Jamboards

Scenario One

Pro's

Con's

Questions/Ideas

Alignment with Objective and Guiding Principles

Weak

Strong

CURRENT DEMOGRAPHICS

School	Race/Ethnicity			Economically Disadvantaged	English Learner
	Black	Hispanic/Latino	White		
Brownsville	2.21%	4.42%	82.18%	12.02%	1.66%
Crozet	1.56%	8.44%	84.06%	19.69%	2.19%

SCENARIO 1

Grayrock (25)

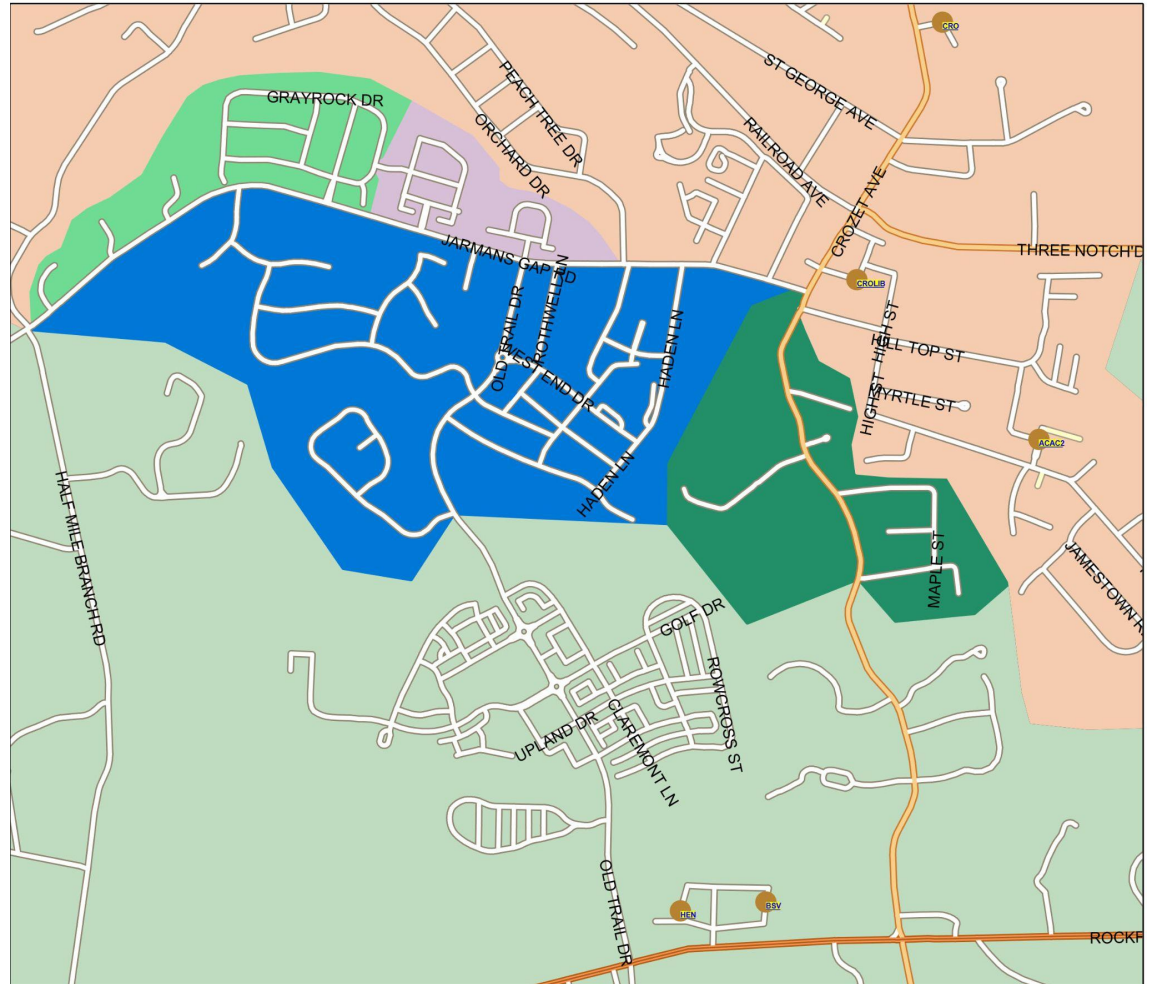
Rt 240 to Oak Dr (7)

Upper Old Trail (110)

Waylands/Bargamin (34)

176 moved

Crozet Total Students: 501



DEMOGRAPHIC IMPACT – SCENARIO 1

School		Race/Ethnicity			Economically Disadvantaged	English Learner	Difference in Enrollment
		Black	Hispanic/Latino	White			
Brownsville	Before	2.21%	4.42%	82.18%	12.02%	1.66%	-176
	After	3.31%	4.24%	79.37%	15.47%	2.03%	
Crozet	Before	1.56%	8.44%	84.06%	19.69%	2.19%	176
	After	0.60%	7.19%	86.43%	13.17%	1.60%	

SCENARIO 2

Grayrock (25)

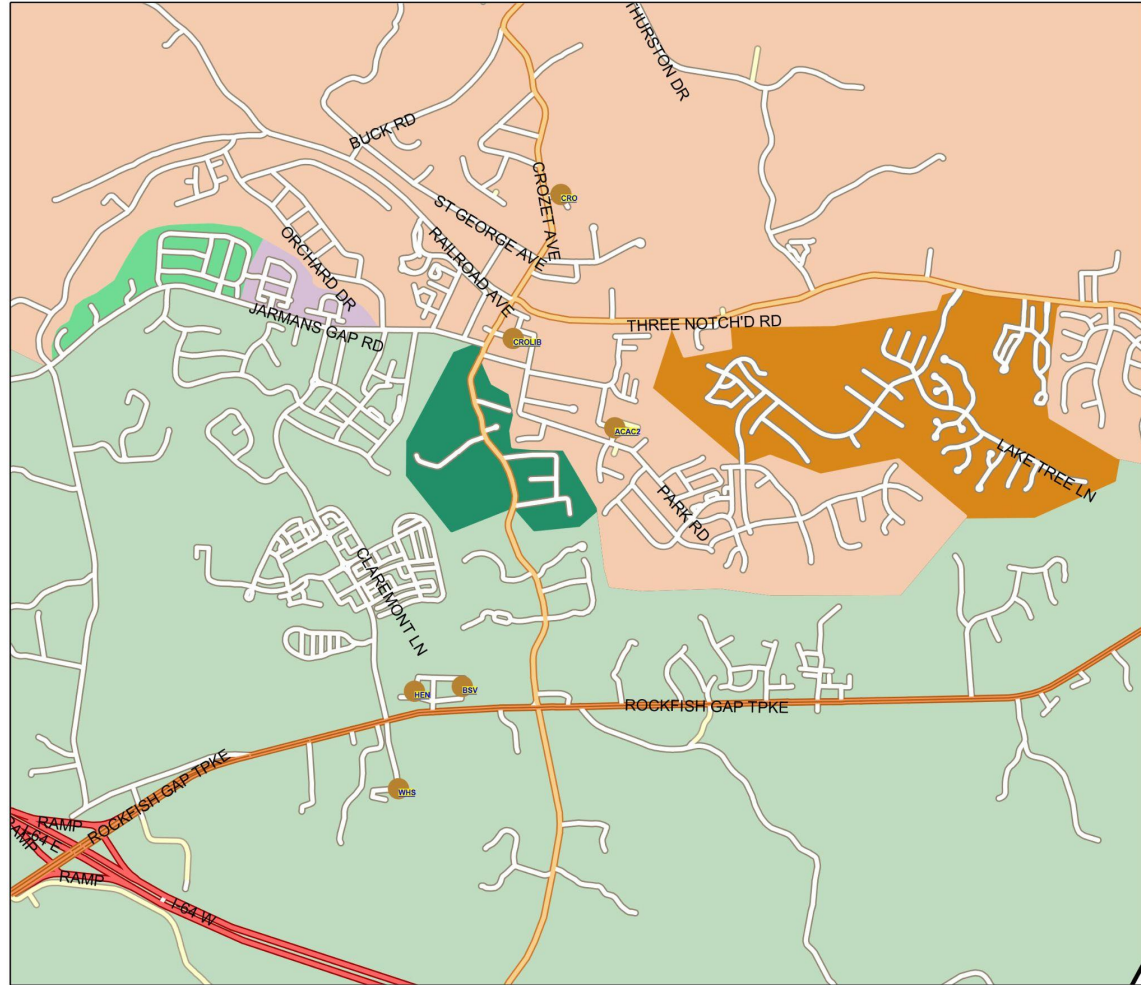
Rt 240 to Oak Dr (7)

Waylands/Bargamin (34)

Western Ridge/Wickham
Pond (165)

231 moved

Crozet Total Students: 556



DEMOGRAPHIC IMPACT – SCENARIO 2

School		Race/Ethnicity			Economically Disadvantaged	English Learner	Difference in Enrollment
		Black	Hispanic/Latino	White			
Brownsville	Before	2.21%	4.42%	82.18%	12.02%	1.66%	-231
	After	2.66%	4.92%	83.20%	16.19%	1.23%	
Crozet	Before	1.56%	8.44%	84.06%	19.69%	2.19%	231
	After	1.44%	6.29%	82.37%	12.77%	2.34%	

SCENARIO 3

East of Clover Lawn to
Mechums River (19)

Grayrock (25)

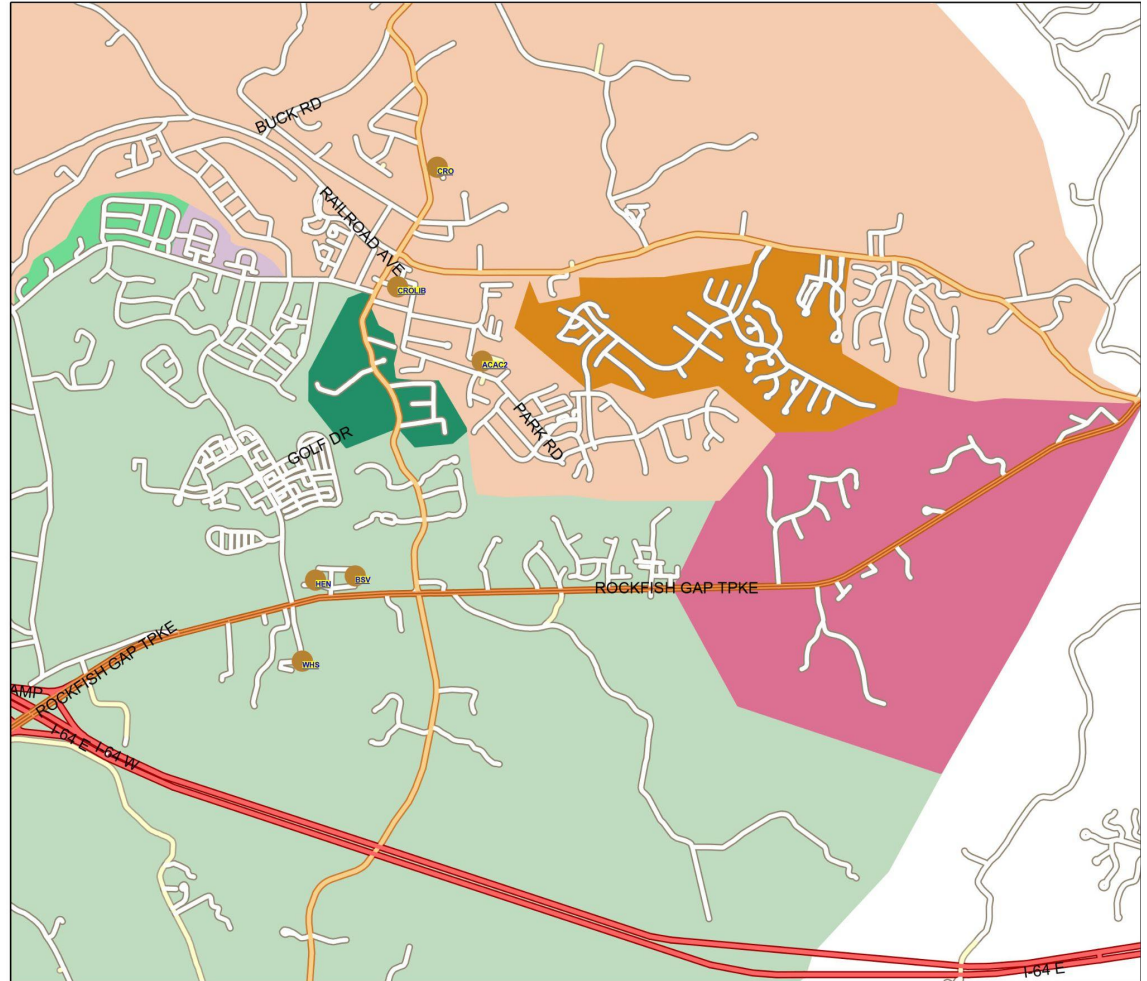
Rt 240 to Oak Dr (7)

Waylands/Bargamin (34)

Western Ridge/Wickham
Pond (165)

250 moved

Crozet Total Students: 575



DEMOGRAPHIC IMPACT – SCENARIO 3

School		Race/Ethnicity			Economically Disadvantaged	English Learner	Difference in Enrollment
		Black	Hispanic/Latino	White			
Brownsville	Before	2.21%	4.42%	82.18%	12.02%	1.66%	-250
	After	2.77%	5.12%	82.73%	16.84%	1.28%	
Crozet	Before	1.56%	8.44%	84.06%	19.69%	2.19%	250
	After	1.39%	6.09%	82.78%	12.35%	2.26%	

SCENARIO 4

East of Clover Lawn to
Mechums River (19)

Grayrock (25)

Rt 240 from Jarmans Gap
to Rt 250 (35)

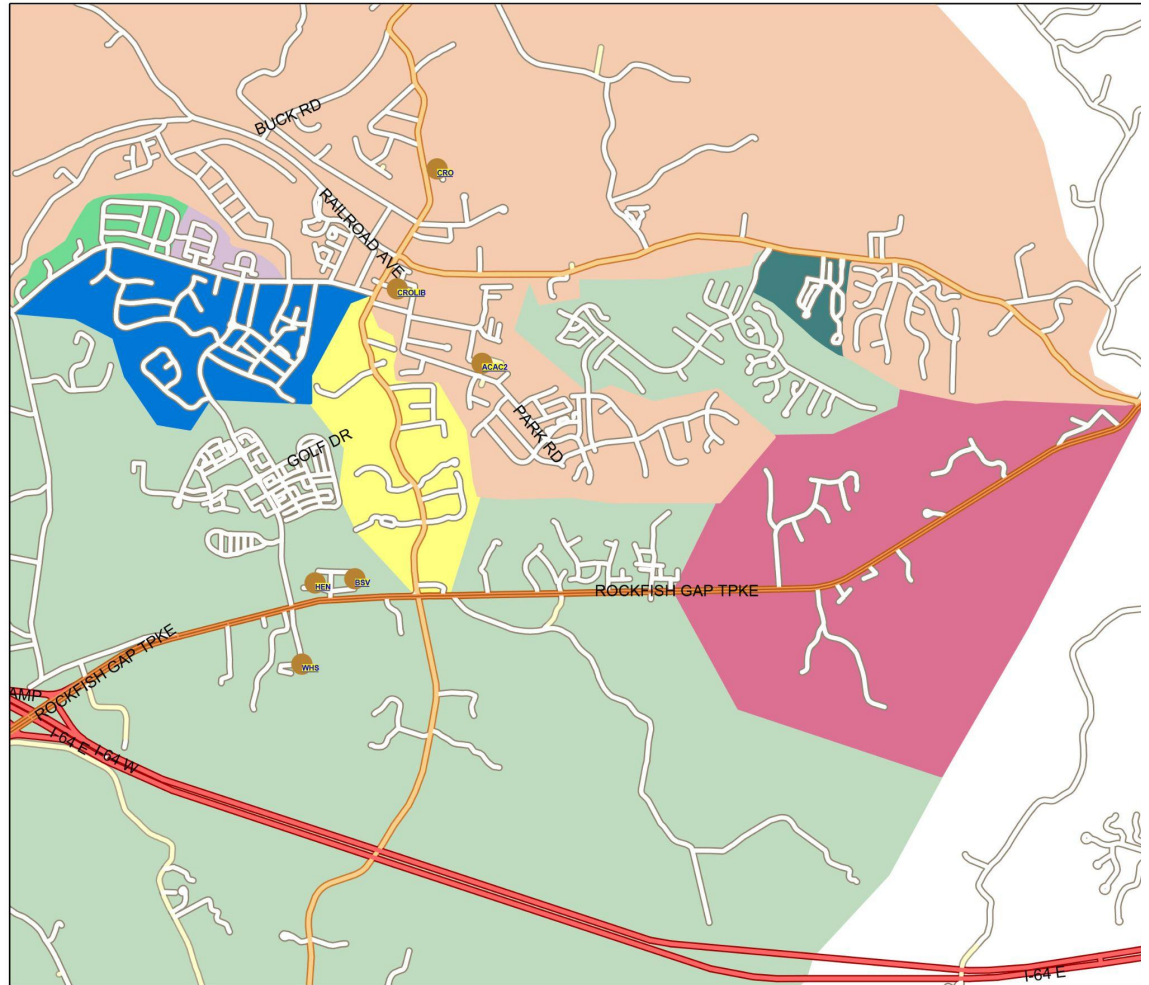
Upper Old Trail (110)

Waylands/Bargamin (34)

Wickham Pond (57)

280 moved

Crozet Total Students: 605



DEMOGRAPHIC IMPACT – SCENARIO 4

School		Race/Ethnicity			Economically Disadvantaged	English Learner	Difference in Enrollment
		Black	Hispanic/Latino	White			
Brownsville	Before	2.21%	4.42%	82.18%	12.02%	1.66%	-280
	After	3.19%	5.01%	81.09%	18.00%	1.59%	
Crozet	Before	1.56%	8.44%	84.06%	19.69%	2.19%	280
	After	1.16%	6.12%	83.97%	11.74%	1.98%	



SCENARIO FEEDBACK

Feedback Jamboards

Scenario One

Pro's

Con's

Questions/Ideas

Alignment with Objective and Guiding Principles

Weak

Strong

NEXT STEPS

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