

Elementary Planning

Context for Staff Conversation

On November 7, 2019

Sept. 30, 2019 enrollment data by grade

	Total K-5	Kindergarten	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
Claremont	711	136	139	122	123	89	102
Key	676	124	114	127	111	98	102
Total	1387	260	253	249	234	187	204

Source: APS Monthly Membership, Sept. 2019

www.apsva.us/wp-content/uploads/2019/10/2_Sept-30-Membership-2019-20_U-MEM_281.pdf

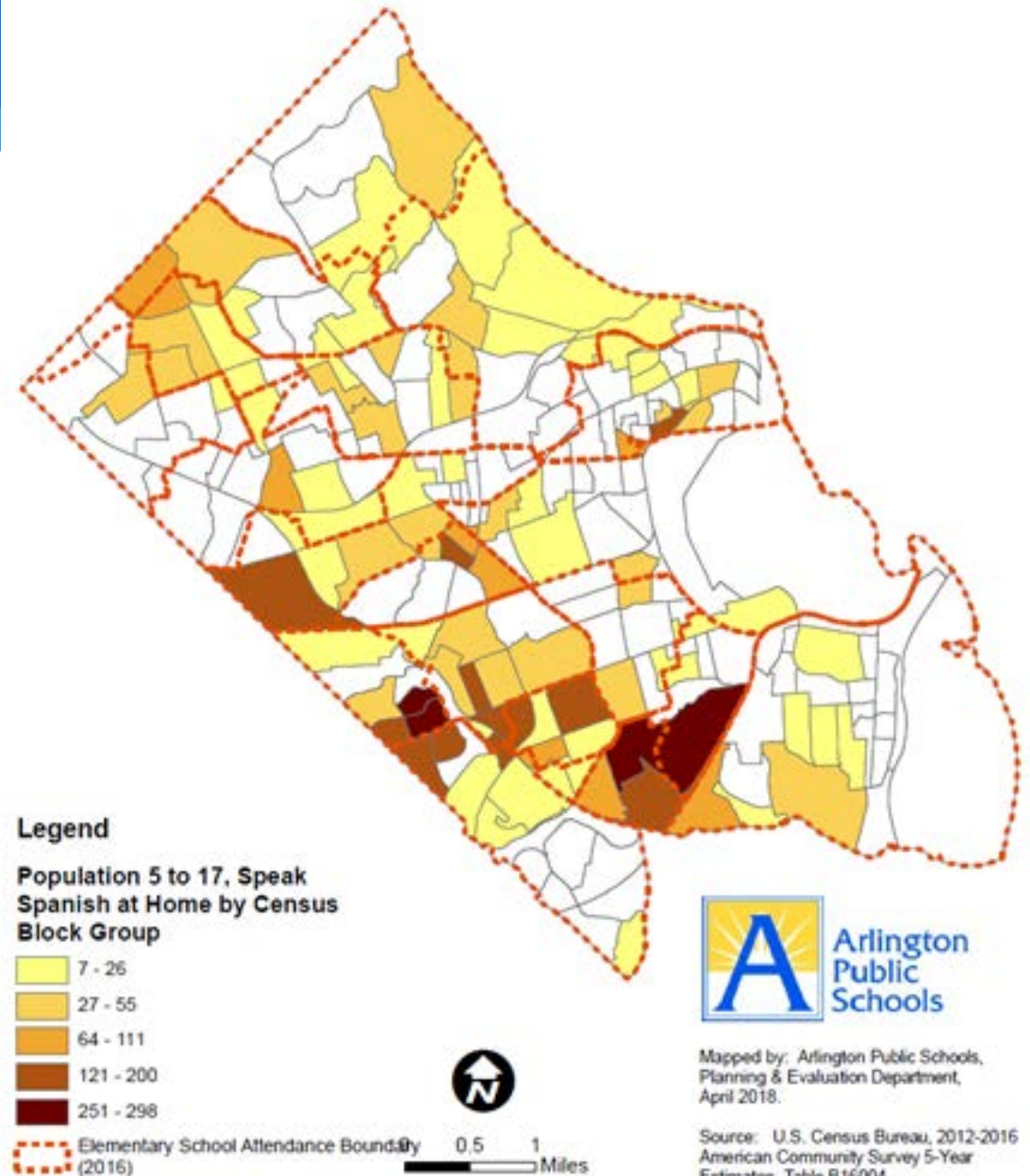
Key Immersion

Applications, Admissions and Waitlist

	Grade	Spanish			Non-Spanish		
		No. Seats Offered	No. Applicants	No. Waitlist	No. Seats Offered	No. Applicants	No. Waitlist
2018-19	K	72	54	0	78	124	46
	1	3	2	1	0	20	20
2019-20	K	72	35	0	72	114	41
	1	0	0	0	0	23	18

Source: Options & Transfers Application Data www.apsva.us/school-options/school-transfer-data/

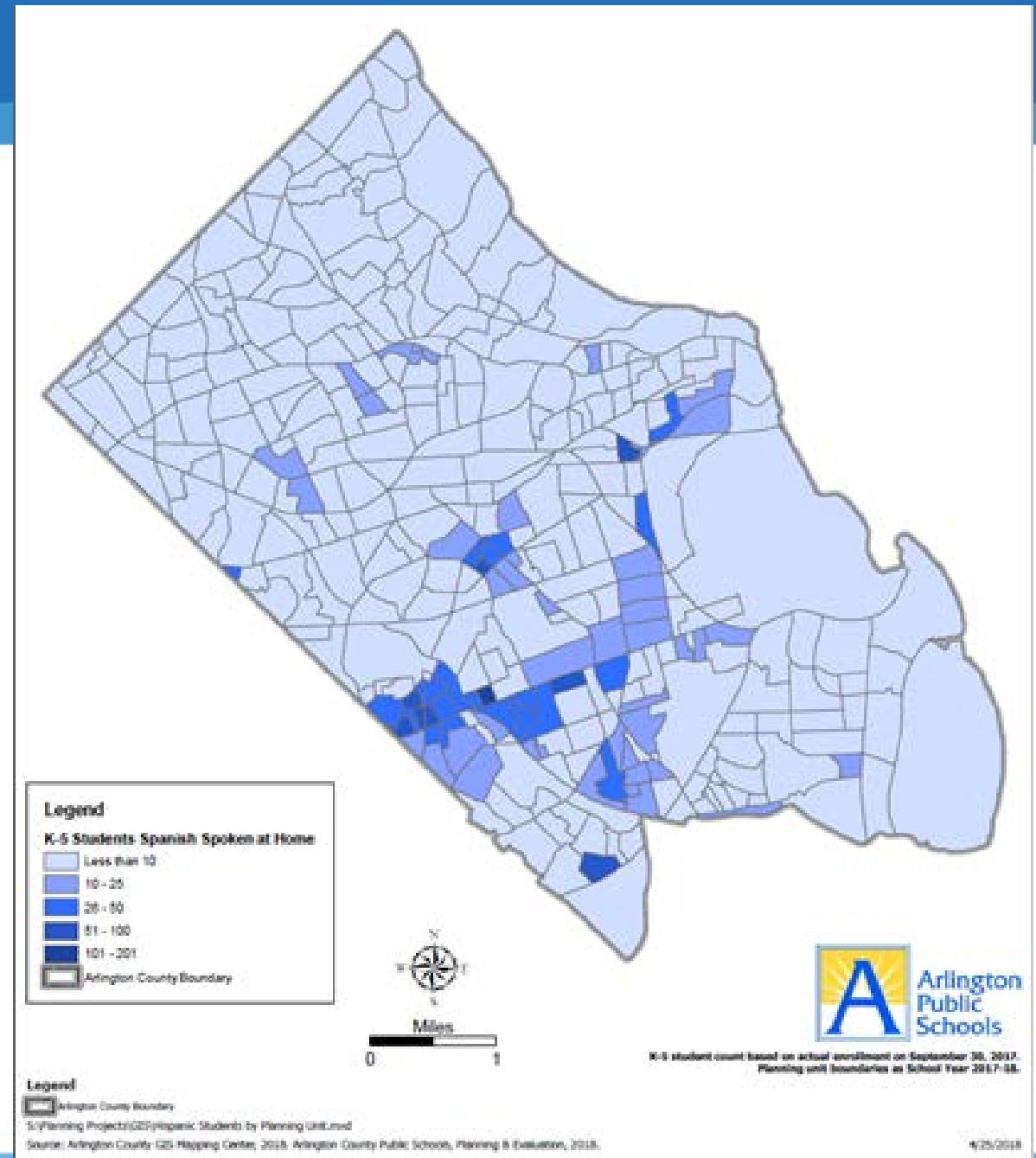
Arlington population Ages 5 to 17 Speak Spanish at Home 2016



Mapped by: Arlington Public Schools,
Planning & Evaluation Department,
April 2018.

Source: U.S. Census Bureau, 2012-2016
American Community Survey 5-Year
Estimates, Table B16004.

APS K-5 Students Speak Spanish at Home by Planning Units Sept. 30, 2017



Sept. 30, 2019 enrollment data

School	All Students	Percent of Enrolled Students Language = Spanish
Carlin Springs	548	59%
Barcroft	399	46%
Barrett	501	45%
Randolph	410	42%
Key	676	40%
Drew	386	32%
Claremont	711	28%

Source: APS Monthly Membership, Sept. 2019

www.apsva.us/wp-content/uploads/2019/10/2_Sept-30-Membership-2019-20_U-MEM_281.pdf

The Arlington Facilities and Student Accommodation Plan (AFSAP)

- First step in developing the Capital Improvement Plan (CIP)
- Prepared every two years
- **Reevaluates the following data:**
 - **Student enrollment projections**
 - **Existing school capacity**
 - **Capital projects planned for in the previous CIP**
- Recommends priorities for next CIP, identifying where adjustments are needed based on projections

Elementary School

The FY 2021-30 CIP needs to increase elementary school capacity, as soon as fiscally feasible, preferably for 2024-25

- 2018-19: 107% of permanent capacity (13,332) utilized by 14,191 students
- The FY 2021-30 CIP process begins with capacity for 14,074 seats in 2019-20, including:
 - 752 seats at the new Alice West Fleet School
 - The Montessori move from Drew to the former Henry building
- The FY 2019-28 CIP includes funds to add elementary school capacity:
 - 2021: new school at Reed site with capacity for 725 students, increasing total capacity to 14,799
 - 2029: 725-750 new seats in existing building at location to be determined

Elementary School

The FY 2021-30 CIP needs to increase elementary school capacity, as soon as fiscally feasible, preferably for 2024-25

- Projections indicate the following:
 - In 2023, enrollment increases by 10%, to about 15,600 (105% utilization)
 - In 2028, enrollment increases by additional 10%, to about 17,200+ students
- While growth trend is expected to continue:
 - Important to use caution in interpreting long-term projections for future elementary school enrollment
 - Beginning in 2024-25 and remaining four years, projections are based entirely upon assumptions

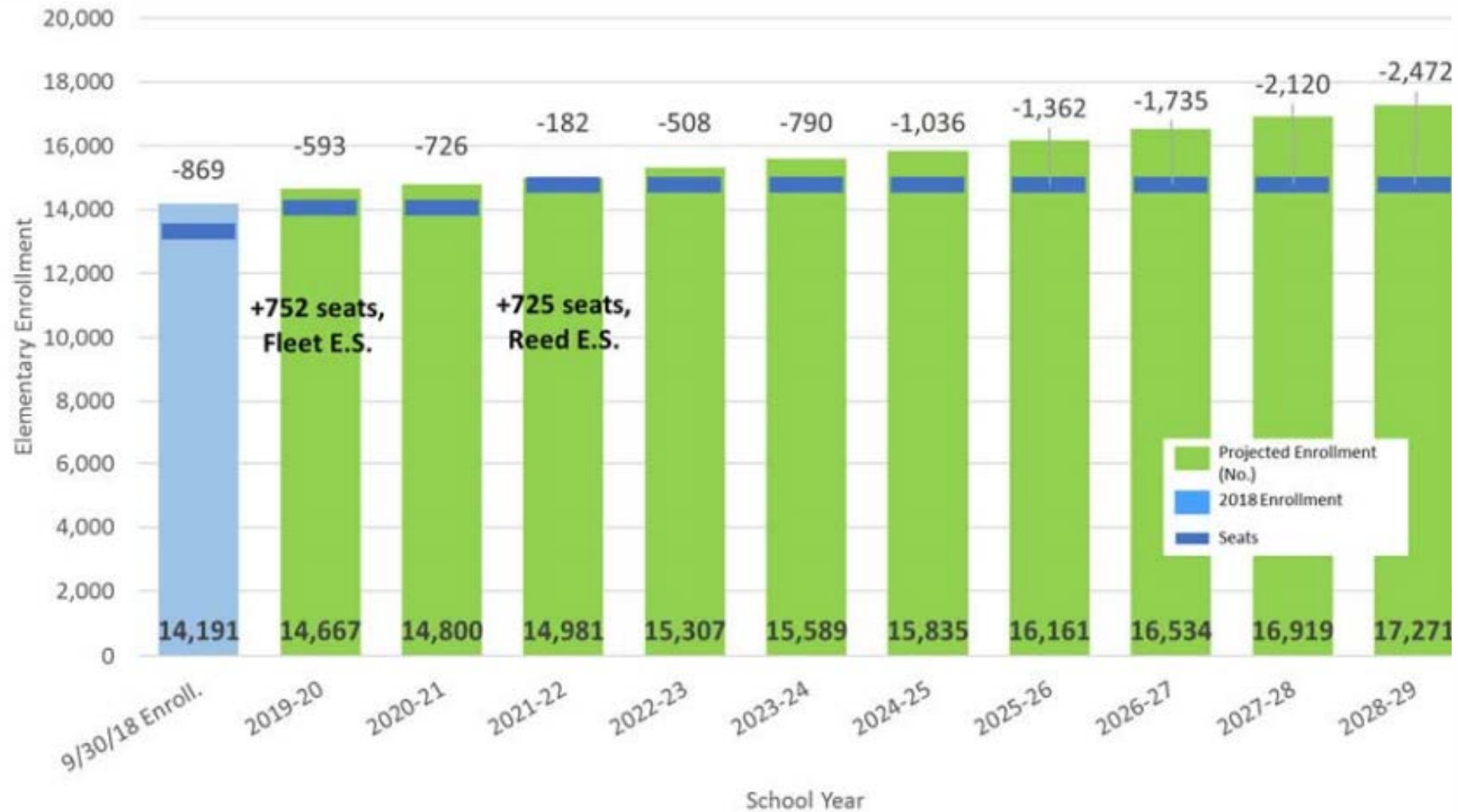
Elementary School

The FY 2021-30 CIP needs to increase elementary school capacity, as soon as fiscally feasible, preferably for 2024-25

Neighborhood elementary schools are more sensitive to the impacts of housing growth

- Single family homes are the main driver of student enrollment growth
- Arlington County's population will continue to increase along major transportation corridors
- Mid- and long-term projections for elementary enrollment are based in part on housing growth in the major transportation corridors including Rosslyn-Ballston, Columbia Pike and Route 1
- The FY 2021-30 CIP will need to identify where it's feasible to add capacity in both the mid and long term
- A draft list of potential sites in the areas of growth are posted online www.apsva.us/engage/preparing-for-the-2021-30-capital-improvement-plan-cip/

Projected Gap Between elementary Students and Seats Over the Next Decade

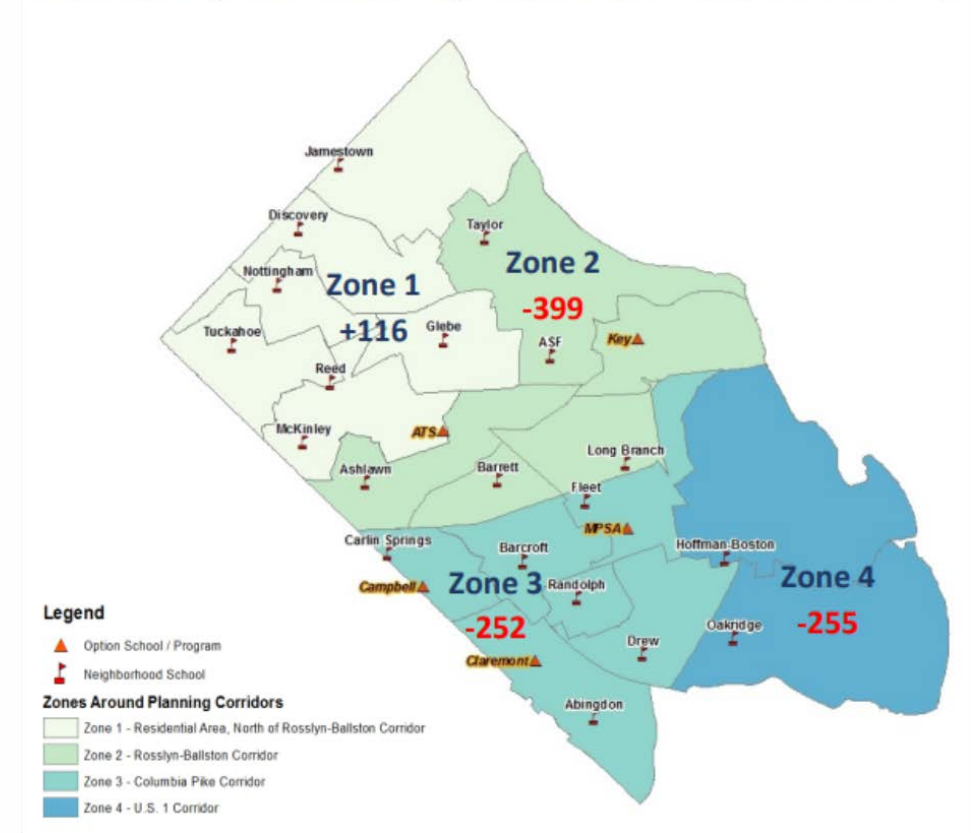


NOTES:
 For capacity planning purposes, 112 dual enrolled PreK students are excluded from enrollment totals to avoid double-counting School building capacity data provided by APS, Facilities & Operations Department.
 Fall ten-year student enrollment projections provided by APS, Planning & Evaluation Department.
 Spring 1-Year Projections Update for the 2019-20 School Year.

Projected Enrollment & Future Seats

- Enrollment projections for 2023-24 show elementary student growth concentrated along the major transportation corridors, including Rosslyn-Ballston, Columbia Pike and Route 1, where APS does not have enough neighborhood school seats.
- The opening of the new elementary school at Reed will create a surplus (+116) of neighborhood seats in that part of the county.
- APS is projected to have a combined need for 906 seats (Fall 2023-24).
- The greatest need for seats (-399) are slated for the six schools in the vicinity of the Rosslyn-Ballston corridor, followed by nine schools in the vicinity of the Columbia Pike corridor, and the two schools in the U.S. 1 corridor.

Gap Between Projected Elementary Students and Future Seats in SY 2023-24

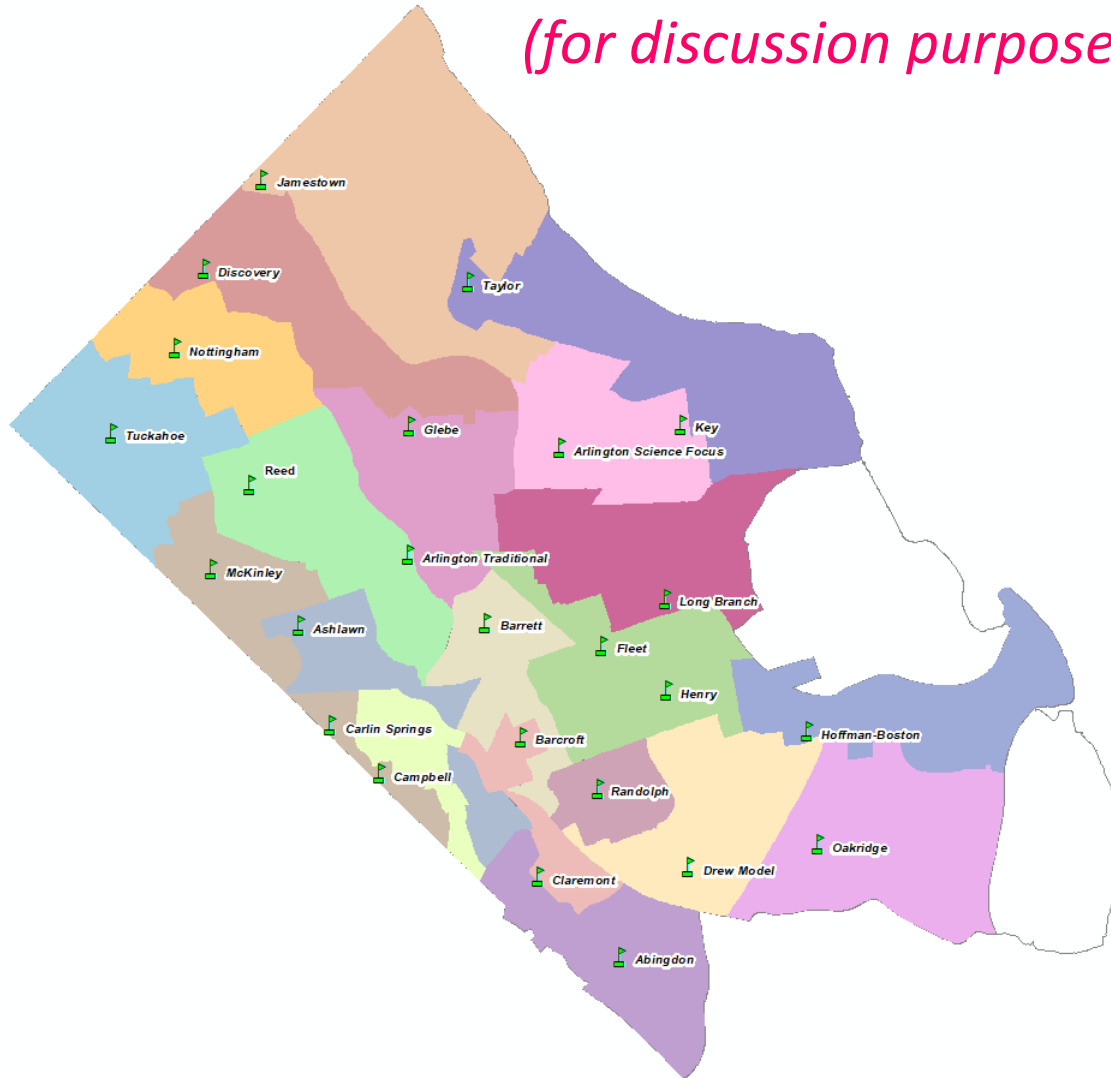


Messages: Change is coming

- New school opening at Reed in 2021
- School is located near McKinley and Ashlawn, which both had recent additions
- As P&E explored boundaries, challenges were identified
 - A lot of seats in NW corner of Arlington
 - Not enough seats in NE Arlington and S. Arlington
- Invited elementary administrators from schools and departments to a series of meetings to help us plan for boundaries rather than having to live with the results of boundaries

“Representative Boundary Scenario




(for discussion purposes only)



Observations:

- Almost every boundary is changed except for Drew, Hoffman-Boston, Oakridge, Randolph
- ASFS is located within its boundary
- Ashlawn and McKinley have long & extended boundaries
- Ashlawn's boundary is split into two separate sections
- Carlin Springs is located outside of its boundary

Comparing Options

APS ELEMENTARY SCHOOL STUDENTS <small>K-5 STUDENTS SEPT 30, 2019</small>	REPRESENTATIVE BOUNDARY SCENARIO	PROGRAM MOVES	
		PROPOSAL 1	PROPOSAL 2
 <p>Neighborhood school students reassigned to other schools:</p>	<p>4,000+ neighborhood students would move <i>(about 62% could continue at current school)</i></p>	<p>2,400+ neighborhood students would move <i>(about 77% could continue at current school)</i></p>	<p>2,100+ neighborhood students would move <i>(about 80% could continue at current school)</i></p>
 <p>Option schools moved together to another school building:</p>	<p>none</p>	<p>Arlington Traditional Key Immersion</p>	<p>Arlington Traditional Key Immersion Campbell Expeditionary Learning</p>
 <p>Students living in a walk zone who would require a bus:</p>	<p>29%</p>	<p>18%</p>	<p>13%</p>



- Create attendance zones for the new school at Reed and an adjusted attendance zone for Arlington Science Focus School, to be situated within its boundaries
- Address projected overcapacity at neighborhood schools
- Maximize school building capacity to accommodate the growing need for seats at the elementary school level
- Make efficient use of existing facilities and APS resources in meeting the growing student enrollment at the elementary school level
- Adhere to walk zones as much as possible, containing transportation costs
- Balance demographics among schools when possible

Consequences of boundary changes only

- Increases the transportation & on-going costs in budget
- Some students will have long bus rides, APS transportation resources is already stretched
- Increasing transportation costs will make it difficult to fund other priorities in APS budgets

- Staff across APS schools and departments
- Division-wide perspective
- Balanced capacity utilization across schools
- All school levels involved
- Priority to support instruction, provide multiple pathways for students, and help keep resources in the classroom



Phase 1 - Elementary School Planning, decision on moves

Ends Feb. 2020

Phase 2 – Review of Planning Unit Projections, for all school levels

Spring 2020

Phase 3 – Boundary changes for neighborhood schools

Fall 2020

Phase 4 – Prepare for Transitions, support for schools

Begins when decisions are made (Phase 1 and Phase 3)

For More Information



www.apsva.us/engage