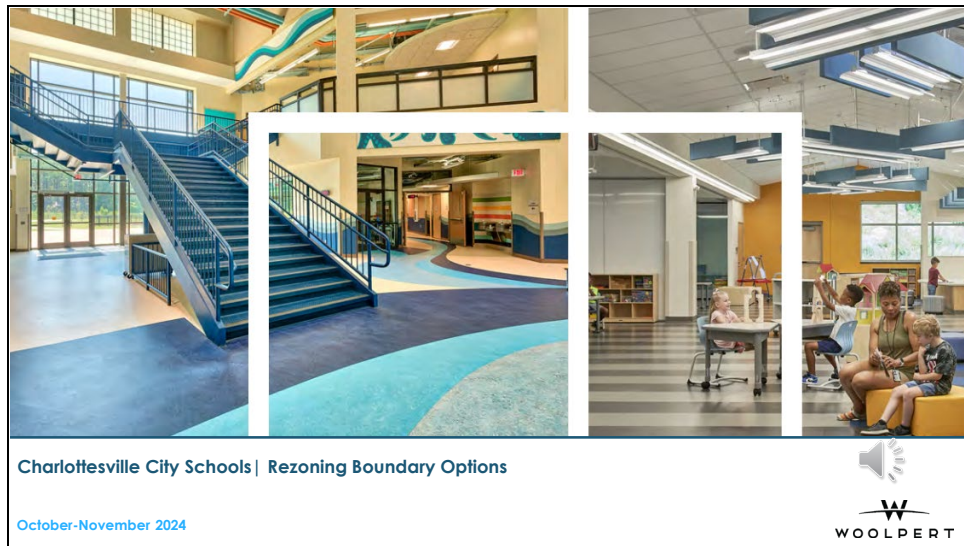
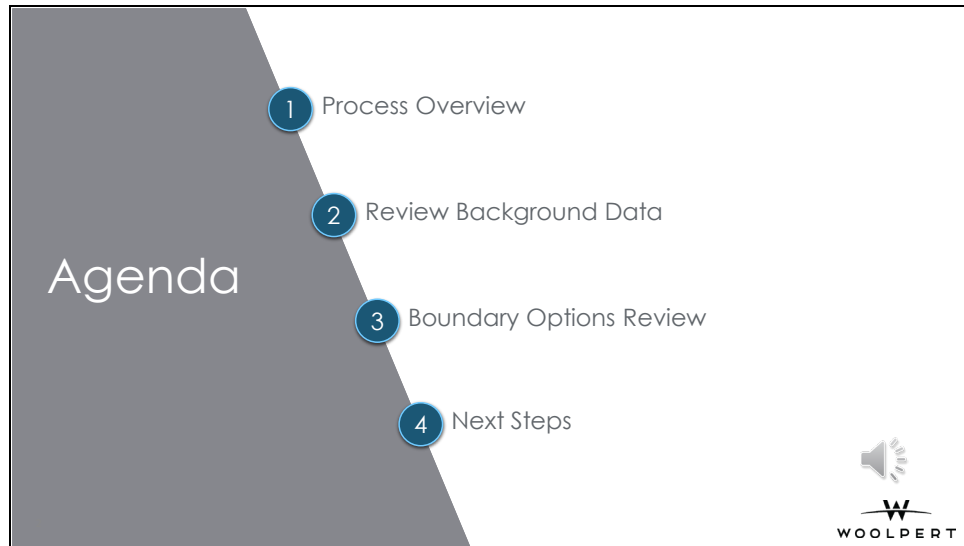


Slide 1



Hello! Thank you for your interest in this process. My name is Karen Jackson, my firm, Woolpert, has been hired by CCS through an RFP process to help facilitate the rezoning process. We are a K-12 planning team, and my areas of focus are on demographics and redistricting. My team completes this work all over the country.

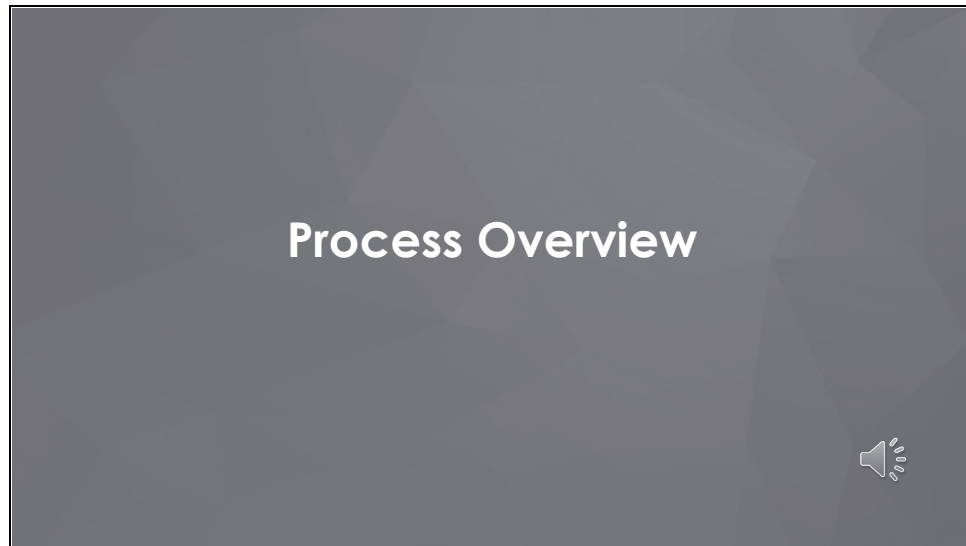
Habari! Asante kwa shauku yako katika mchakato huu. Jina langu ni Karen Jackson, kampuni yangu, Woolpert, imeajiriwa na CCS kupitia mchakato wa RFP kusaia kurahisisha mchakato wa kubadilisha mipaka. Sisi ni timu ya mipango ya K-12, na maeneo yangu ya kuzingatia ni demografia na kugawa upya mipaka. Timu yangu inakamilisha kazi hii kote nchini.



This presentation is going to include information about our rezoning process, some background data to get you familiar with the current state of the elementary schools in the division, the four initial boundary options, and information about providing feedback.

Mwasilisho huu utajumuisha taarifa kuhusu mchakato wetu wa kubadilisha mipaka, baadhi ya data za msingi ili kukufahamisha na hali ya sasa ya shule za msingi katika kitengo, chaguzi nne za awali za mipaka, na taarifa kuhusu kutoa maoni.

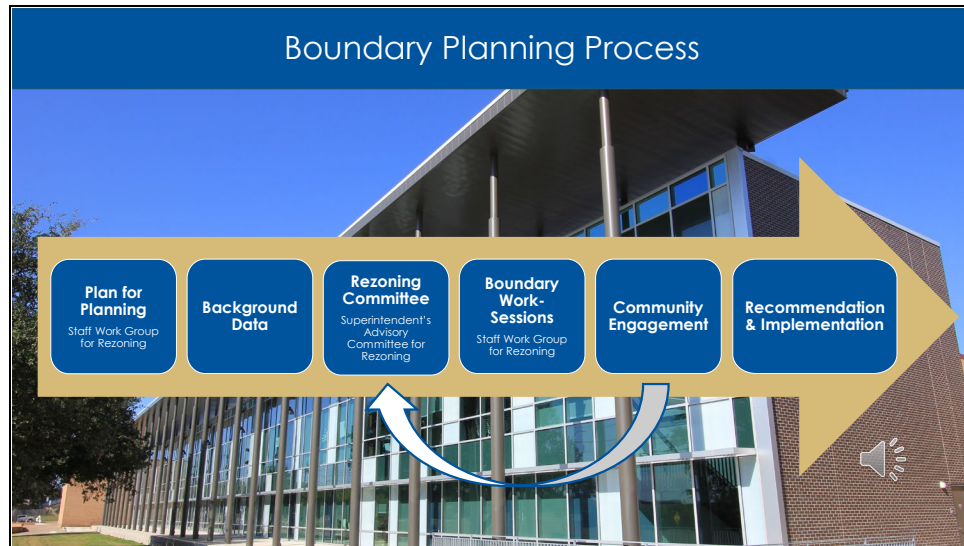
Slide 3



We'll start with the rezoning process overview.

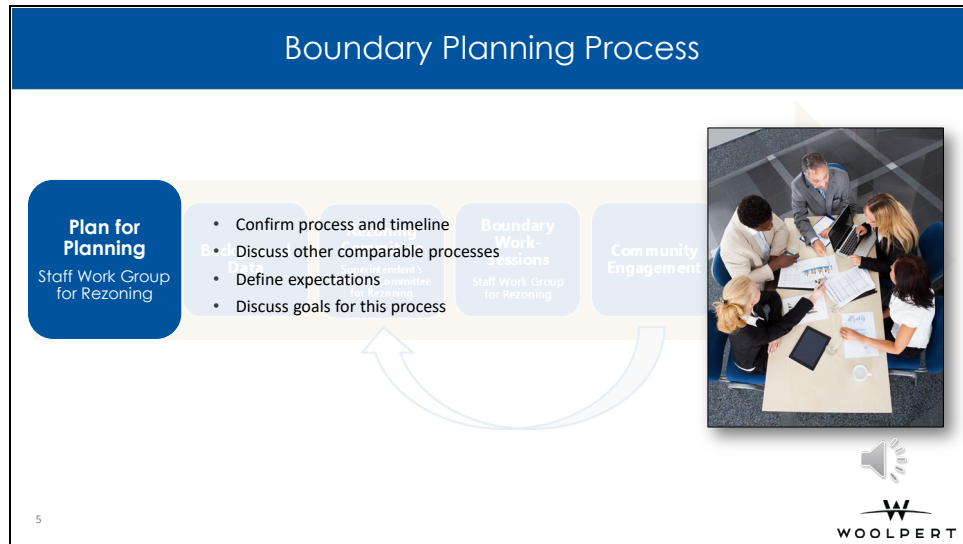
Tutaanza na muhtasari wa mchakato wa kubadilisha mipaka.

Slide 4



This is a data and community-driven process, that not only takes into account division goals, but also community feedback. We value all stakeholder feedback, whether it's from the board, administration, or community, and will use it to craft a recommendation that both the division and the community can stand behind.

Huu ni mchakato unaoendeshwa na data na jamii, ambao hauzingatii tu malengo ya kitengo, bali pia maoni ya jamii. Tunathamini maoni ya wadau wote, iwe ni kutoka kwa bodi, utawala, au jamii, na tutayatumia kuunda pendekezo ambalo kitengo na jamii vinaweza kuunga mkono.

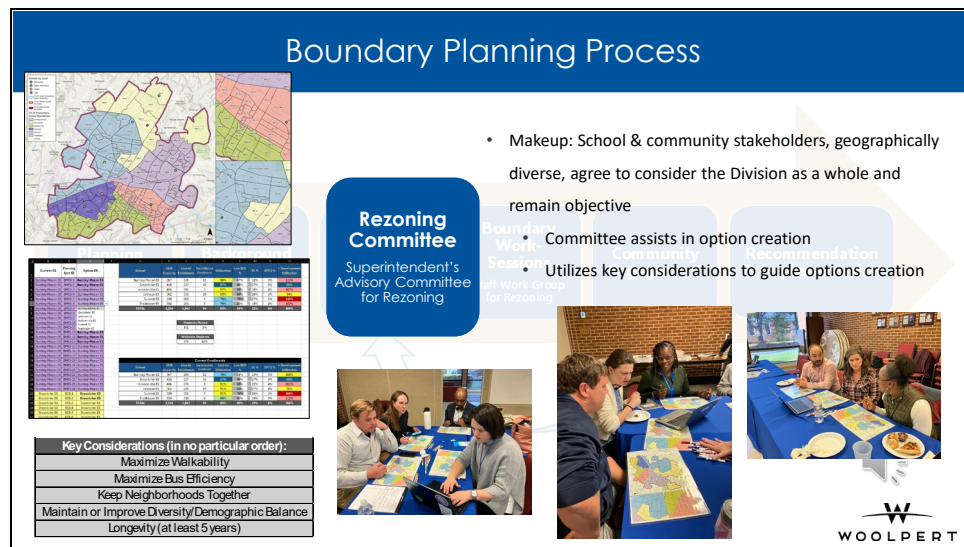


We started this processes with a plan for planning meeting. This meeting with the staff work group for rezoning was to review the process and timeline and discuss division goals for this process. We also discussed upcoming facility changes and the impact to the capacities to each school.

Tulianza mchakato huu kwa mpango wa mkutano wa kupanga. Mkutano huu na kikundi cha wafanyakazi kwa ajili ya kubadilisha mipaka ulikuwa wa kupitia mchakato na ratiba na kujadili malengo ya kitengo kwa mchakato huu. Pia tulijadili mabadiliko ya vifaa vinavyokuja na athari kwa uwezo wa kila shule.

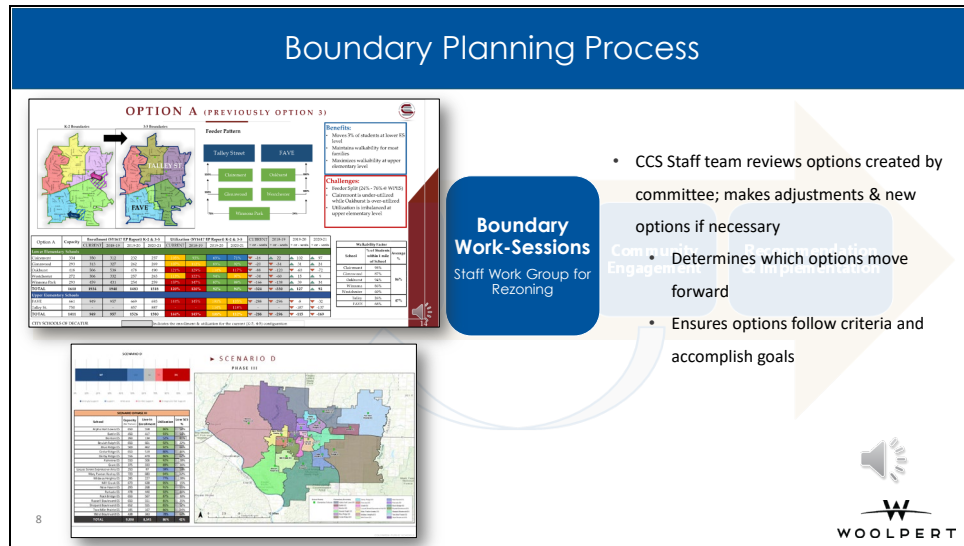
Kisha tulichunguza kwa kina hali ya sasa ya shule. Tulipitia seti za data zinazohusiana na mchakato huu. Nitakuwa nikikagua taarifa hizi baadaye katika mwasilisho huu.





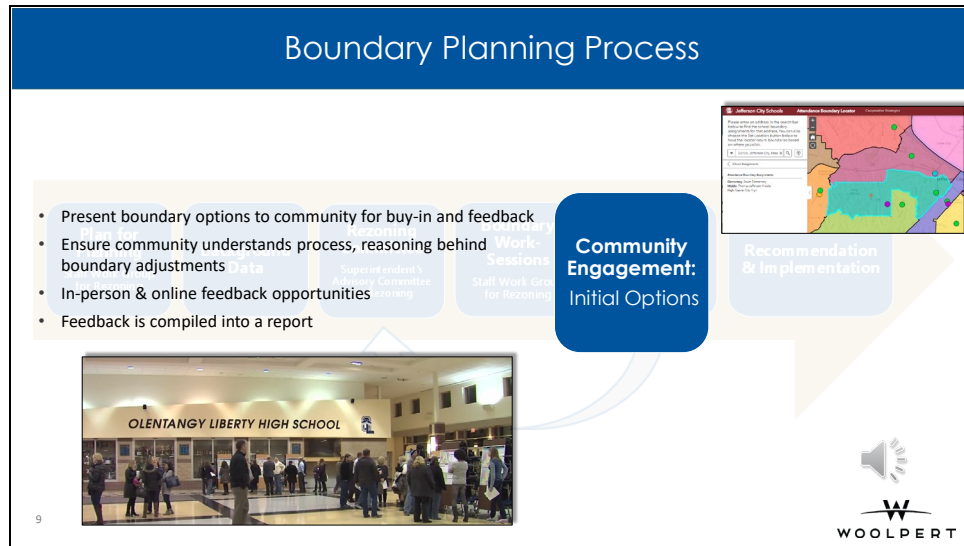
The superintendent's advisory committee for rezoning, made up of school and community stakeholders, works as an advisory board throughout this process. This group also has assisted with creating the options that you will see later in this presentation, using the key considerations listed on this slide: maximizing walkability and bus efficiency, keeping neighborhoods together as much as possible, maintaining or improving the diversity or demographic balance among schools, and creating a boundary plan that lasts at least 5 years. This group is expected to remain objective and consider the needs of all students throughout this process. The committee will also be using the feedback that we receive about the initial options over the next few weeks to craft a recommendation.

Kamati ya ushauri ya msimamizi kwa ajili ya kubadilisha mipaka, inayoundwa na wadau wa shule na jamii, inafanya kazi kama bodi ya ushauri katika mchakato huu. Kikundi hiki pia kimesaidia kuunda chaguzi ambazo utaona baadaye katika mwasilisho huu, kwa kutumia mambo muhimu yaliyoorodheshwa kwenye slaidi hii: kuongeza uwezo wa kutembea na ufanisi wa mabasi, kuweka vitongoji pamoja kadri inavyowezekana, kudumisha au kuboresha utofauti au usawa wa kidemografia kati ya shule, na kuunda mpango wa mipaka unaodumu angalau miaka 5. Kikundi hiki kinatarajiwa kubaki bila upendeleo na kuzingatia mahitaji ya wanafunzi wote katika mchakato huu. Kamati pia itatumia maoni tunayopokea kuhusu chaguzi za awali katika wiki chache zijazo kuunda pendekezo.



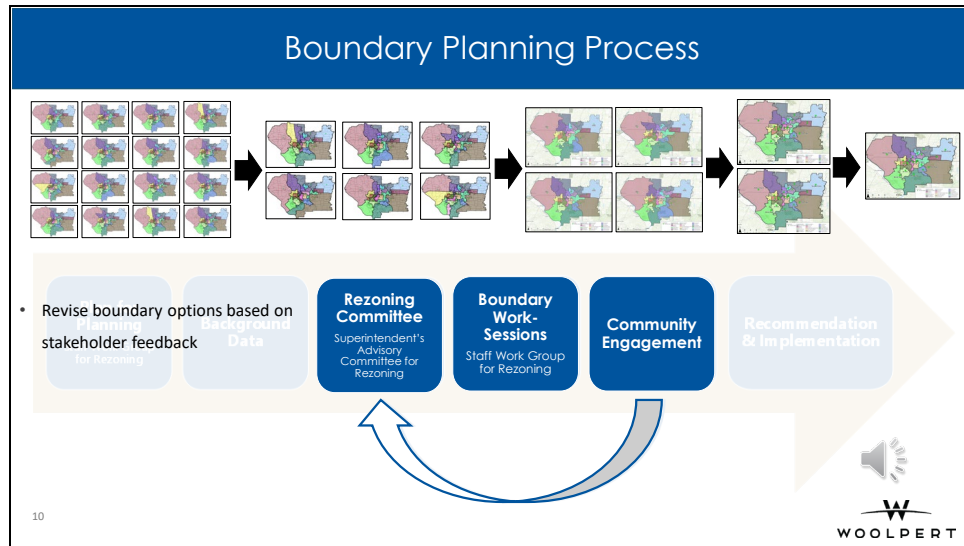
The next step in this process is a review of the boundary options that were created by committee members. The options were measured against the key considerations for rezoning, and four were chosen to be provided to the community for feedback.

Hatua inayofuata katika mchakato huu ni mapitio ya chaguzi za mipaka zilizoundwa na wanakamati. Chaguzi hizo zilipimwa dhidi ya mambo muhimu ya kubadilisha mipaka, na nne zilichaguliwa kuwasilishwa kwa jamii kwa ajili ya maoni.



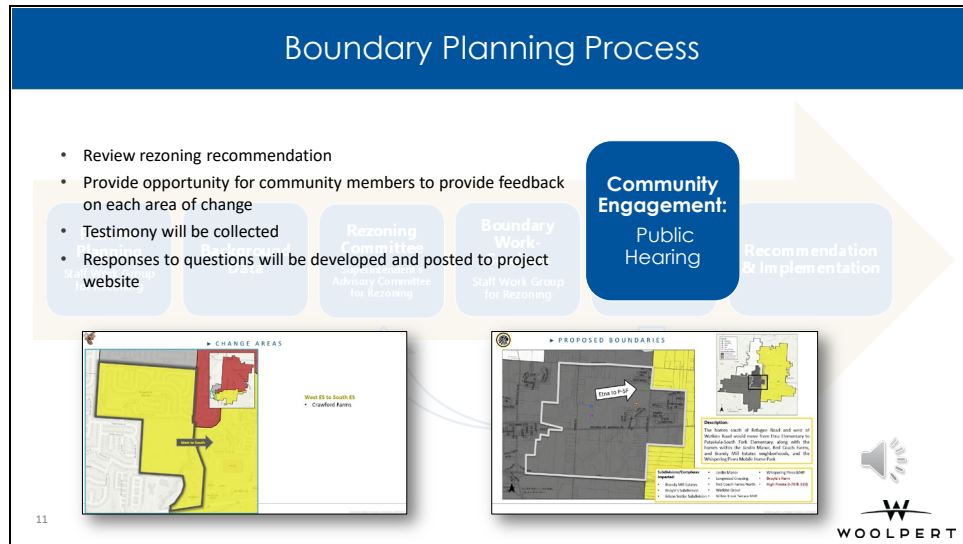
The next step in this process is to bring boundary options to the community for feedback. We have both in-person and online feedback opportunities, and all the feedback that we receive will be compiled into a report for the committee to utilize when crafting a recommendation. Please consider responding to the survey even if you are not impacted by this process.

Hatua inayofuata katika mchakato huu ni kuleta chaguzi za mipaka kwa jamii kwa ajili ya maoni. Tuna fursa za kutoa maoni ana kwa ana na mtandaoni, na maoni yote tunayopokea yatakusanywa katika ripoti kwa kamati kutumia wakati wa kuunda pendekezo. Tafadhali fikiria kujibu utafiti hata kama haujaathiriwa na mchakato huu.



Once we receive feedback about our options, we will go back to the drawing board to make revisions based on that feedback. We'll work with the committee to make those revisions and produce a recommendation.

Mara tu tunapopokea maoni kuhusu chaguzi zetu, tutarudi kwenye ubao wa kuchora ili kufanya marekebisho kulingana na maoni hayo. Tutafanya kazi na kamati kufanya marekebisho hayo na kutoa pendekezo.

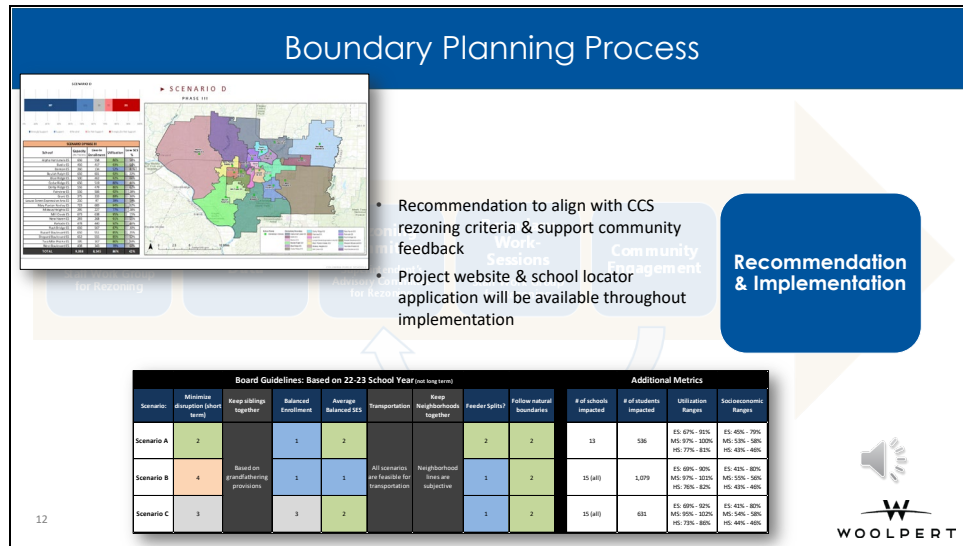


Once a recommendation has been determined, we will then bring that to the community for a public hearing. During the public hearing, we will highlight each area of change and allow community members to provide feedback on each area. All of the feedback will be compiled into a public hearing report. Any questions asked, whether we can answer them in real time or not, will be recorded and posted to the project website.

The report will be provided to the Board of Education to ensure that they have a chance to review all of the feedback prior to making a decision.

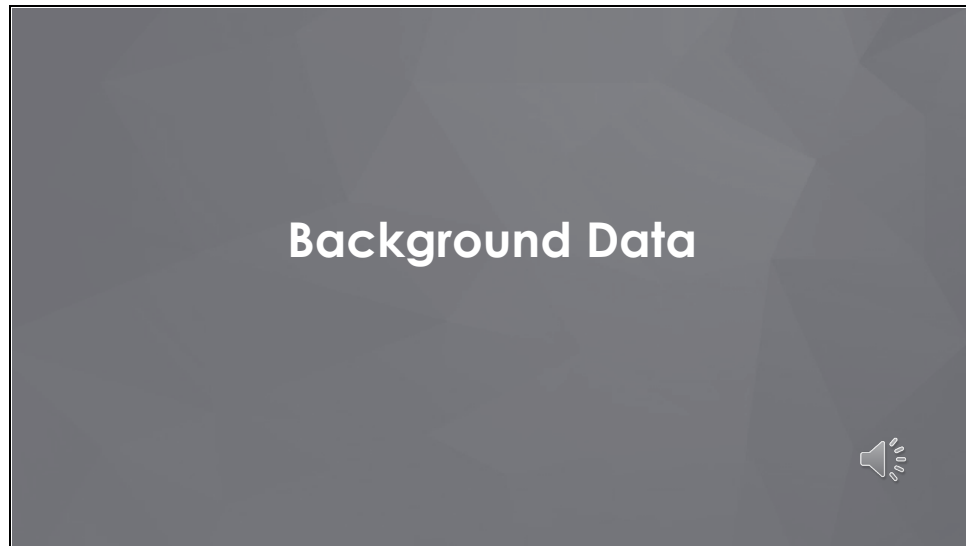
Mara tu pendekezo litakapobainishwa, tutaleta hilo kwa jamii kwa ajili ya kusikilizwa kwa umma. Wakati wa kusikilizwa kwa umma, tutasisitiza kila eneo la mabadiliko na kuruhusu wanajamii kutoa maoni yao kuhusu kila eneo. Maoni yote yatakusanywa katika ripoti ya kusikilizwa kwa umma. Maswali yoyote yatakayoulizwa, iwe tunaweza kuyajibu papo hapo au la, yatarekodiwa na kuwekwa kwenye tovuti ya mradi.

Ripoti itatolewa kwa Bodi ya Elimu ili kuhakikisha kuwa wanapata nafasi ya kupitia maoni yote kabla ya kufanya uamuzi.



Which then of course brings us to the final steps of this process: the rezoning recommendation and implementation. The recommendation will be presented to the board, along with the feedback that was received from the public hearing.

Ambayo bila shaka inatuleta kwenye hatua za mwisho za mchakato huu: pendekezo la kubadilisha mipaka na utekelezaji. Pendekezo litawasilishwa kwa bodi, pamoja na maoni yaliyopokelewa kutoka kwa kusikilizwa kwa umma.



We're next cover some background datasets that have gone into this process.

Tutafuata kwa kufunika baadhi ya seti za data za msingi ambazo zimeingia katika mchakato huu.

Term Glossary

2025 Capacity: The number of K-5 students that each school can effectively educate. This is a fluid number that changes year after year based on the programs that exist within each school (special education, intervention, etc.).

Live-In Enrollment: The number of K-5 students that reside within the current or option boundary.

Out of Division Enrollment: The number of K-5 students that reside outside of the greater CCS boundary that attend each school. We anticipate a similar number of out of division students will continue to attend CCS schools moving forward.



Utilization: The enrollment (live-in enrollment + out of division enrollment) divided by the capacity.

Low SES %: This details the socioeconomic breakdown of each school, based on students who are directly certified. Direct certification is similar to the free/reduced lunch program and is an indication of students coming from lower economic backgrounds.

EL %: This shows the percentage of each student population that receive English as a second language services.

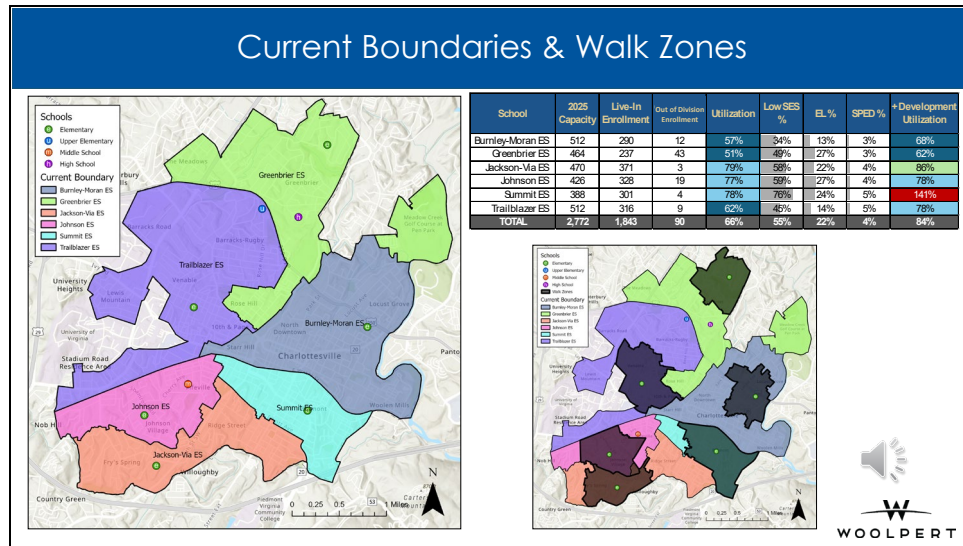
SPED %: This shows the percentage of students that receive special education services for more than 50% of the school day.

+Development Utilization: This shows the estimated enrollments for each school including the various residential developments that fall within each boundary. The student potential estimates for each development are calculated using student yields or student generation rates, which are applied to unit counts for each of the residential developments to determine the student potential from each development.



This slide provides some details about the terms I will be using throughout the rest of this presentation. I will explain each of these in the following slide, but please feel free to utilize the term glossary as you are reviewing the options.

Slaidi hii inatoa maelezo kuhusu maneno nitakayokuwa nikitumia katika mwasilisho huu. Nitaelezea kila moja ya haya katika slaidi inayofuata, lakini tafadhali jisikie huru kutumia kamusi ya maneno unapopitia chaguzi.



This map shows the existing Charlottesville City Schools elementary boundaries. Greenbrier Elementary is shown in green, Trailblazer elementary in purple, Burnley Moran in blue, Johnson elementary in pink, summit elementary in turquoise, and Jackson-via in orange. The smaller map on the right is displaying the current walk zones, overlaid on the current boundaries.

The table on the right details the current enrollment metrics of each school. A similar table will be shown for each boundary options, so I'm going to take some time to explain each column and metric.

The capacities for each school were updated for this process to not only get a more accurate view of which programs were in each school, but also to move PreK spaces out and 5th grade students back in. Capacities are a fluid number that can change each year based on the programs that exist within each building. Some programs carry a reduced capacity, such as special education and intervention spaces.

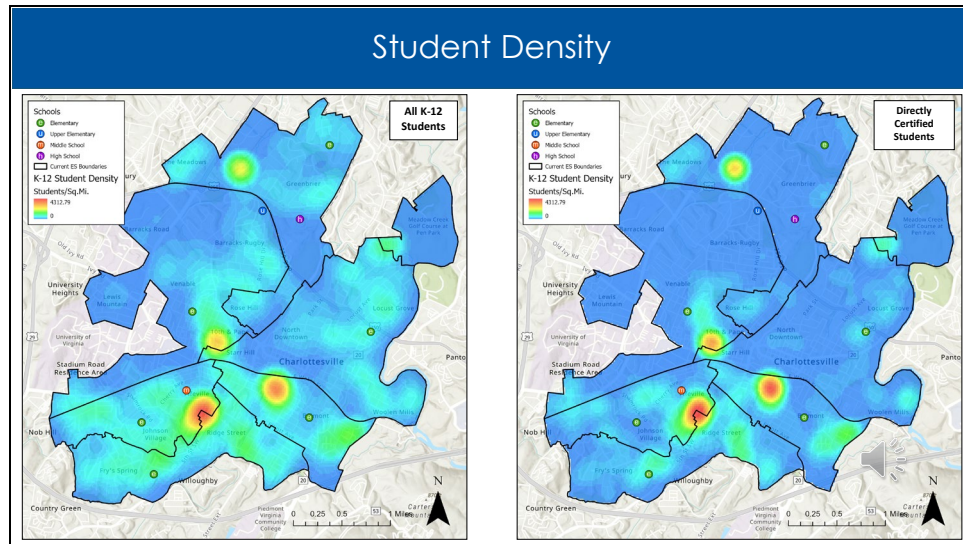
Live-In enrollment is based on where students reside, and in this case is showing the number of students that currently reside within each boundary. The out of district enrollment column shows the number of students that attend each school from outside of the CCS boundaries. The utilization column is showing the enrollment, including out of division students, divided by the capacity of each school. The Low SES % column is showing the percentage of each student population that are directly certified, which is similar to the free and reduced lunch program. The EL% column is showing the percentage of each student population that received English as a second language services, and the SPED % column is showing the percentage of students that receive special education services for more than 50% of the school day.

The +Development utilization column is showing the estimated enrollments upon completion of the various residential developments that fall within each boundary. These estimates are calculated using student yields or student generation rates, which I'll cover in a later slide.

Ramani hii inaonyesha mipaka ya shule za msingi za Charlottesville City zilizopo. Greenbrier Elementary inaonyeshwa kwa kijani, Trailblazer Elementary kwa zambarau, Burnley Moran kwa bluu, Johnson Elementary kwa waridi, Summit Elementary kwa samawati, na Jackson-via kwa rangi ya machungwa. Ramani ndogo upande wa kulia inaonyesha maeneo ya kutembea ya sasa, yaliyo juu ya mipaka ya sasa.

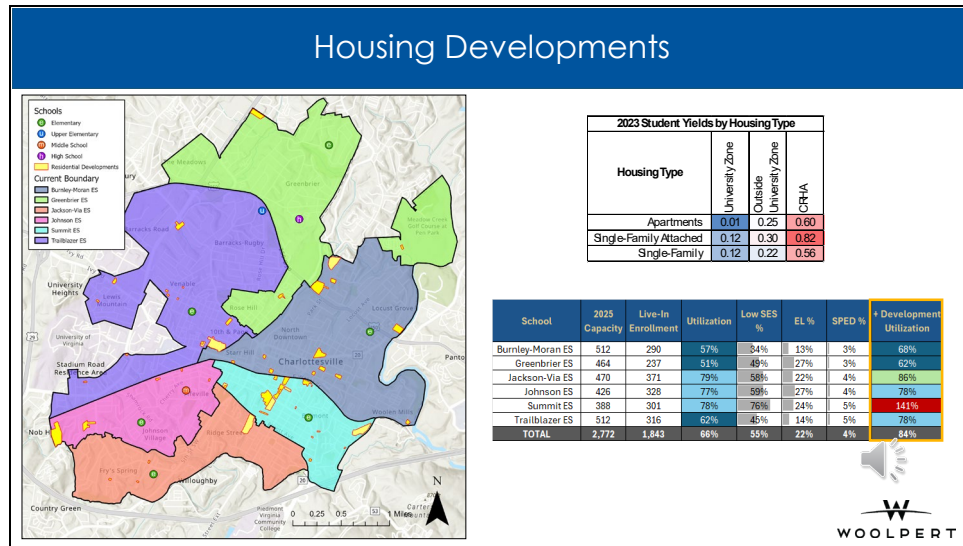
Jedwali upande wa kulia linaelezea vipimo vya usajili wa sasa wa kila shule. Jedwali kama hili litaonyeshwa kwa kila chaguo la mipaka, kwa hivyo nitachukua muda kuelezea kila safu na kipimo. Uwezo wa kila shule ulibadilishwa kwa mchakato huu ili sio tu kupata mtazamo sahihi zaidi wa programu zipi zipo katika kila shule, bali pia kuhamisha nafasi za PreK nje na wanafunzi wa darasa la 5 kurudi ndani. Uwezo ni nambari inayobadilika ambayo hubadilika kila mwaka kulingana na programu zilizopo ndani ya kila jengo. Baadhi ya programu zina uwezo mdogo, kama vile elimu maalum na nafasi za uingiliaji. Usajili wa wanaoishi unategemea mahali wanafunzi wanapoishi, na katika kesi hii inaonyesha idadi ya wanafunzi wanaoishi ndani ya kila mpaka. Safu ya usajili wa nje ya wilaya inaonyesha idadi ya wanafunzi wanaohudhuria kila shule kutoka nje ya mipaka ya CCS. Safu ya matumizi inaonyesha usajili, ikiwa ni pamoja na wanafunzi wa nje ya kitengo, iliyogawanywa na uwezo wa kila shule. Safu ya Low SES % inaonyesha asilimia ya kila idadi ya wanafunzi ambao wamethibitishwa moja kwa moja, ambayo ni sawa na mpango wa chakula cha mchana cha bure na kilichopunguzwa. Safu ya EL% inaonyesha asilimia ya kila idadi ya wanafunzi waliopokea huduma za Kiingereza kama lugha ya pili, na safu ya SPED % inaonyesha asilimia ya wanafunzi wanaopokea huduma za elimu maalum kwa zaidi ya 50% ya siku ya shule.

Safu ya matumizi ya +Maendeleo inaonyesha makadirio ya usajili baada ya kukamilika kwa maendeleo mbalimbali ya makazi yanayoangukia ndani ya kila mpaka. Makadirio haya yanahesabiwa kwa kutumia mavuno ya wanafunzi au viwango vya kizazi cha wanafunzi, ambayo nitayafafanua katika slaidi inayofuata.



These maps illustrate the student density within the division. The map on the left shows the student density for all K-12 students. Areas in blue are showing a lower student density, or fewer students per square mile, and the oranges and reds are showing a higher student density, or more students per square mile. The map on the right shows the density of directly certified students. Both maps are to the same scale, meaning that the colors are illustrating the same student densities in both maps.

Ramani hizi zinaonyesha msongamano wa wanafunzi ndani ya kitengo. Ramani upande wa kushoto inaonyesha msongamano wa wanafunzi kwa wanafunzi wote wa K-12. Maeneo ya bluu yanaonyesha msongamano mdogo wa wanafunzi, au wanafunzi wachache kwa maili ya mraba, na rangi za machungwa na nyekundu zinaonyesha msongamano mkubwa wa wanafunzi, au wanafunzi wengi kwa maili ya mraba. Ramani upande wa kushoto inaonyesha msongamano wa wanafunzi waliothibitishwa moja kwa moja. Ramani zote mbili ziko kwenye kipimo sawa, ikimaanisha kuwa rangi zinaonyesha msongamano sawa wa wanafunzi katika ramani zote mbili.



The map on the left shows the areas of residential development, overlaid onto the current elementary boundaries. The student yield chart on the right shows the ratio of students to housing units within various housing categories. This data, provided by Weldon-Cooper, are showing the actual student yields by housing type from the 23-24 school year, using CCS students and housing. These yields were applied to the developing housing units to estimate the number of students that each development will produce. The student potential for each development was then added to the live-in enrollments for each boundary to calculate the future utilization.

Ramani upande wa kushoto inaonyesha maeneo ya maendeleo ya makazi, yaliyo juu ya mipaka ya sasa ya shule za msingi. Chati ya mavuno ya wanafunzi upande wa kulia inaonyesha uwiano wa wanafunzi kwa vitengo vya makazi ndani ya kategoria mbalimbali za makazi. Data hii, iliyotolewa na Weldon-Cooper, inaonyesha mavuno halisi ya wanafunzi kwa aina ya makazi kutoka mwaka wa shule wa 23-24, kwa kutumia wanafunzi na makazi ya CCS. Mavuno haya yalitumika kwa vitengo vya makazi vinavyoendelea ili kukadiria idadi ya wanafunzi ambao kila maendeleo yatatoa. Uwezo wa wanafunzi kwa kila maendeleo uliongezwa kwa usajili wa wanaoishi kwa kila mpaka ili kuhesabu matumizi ya baadaye.

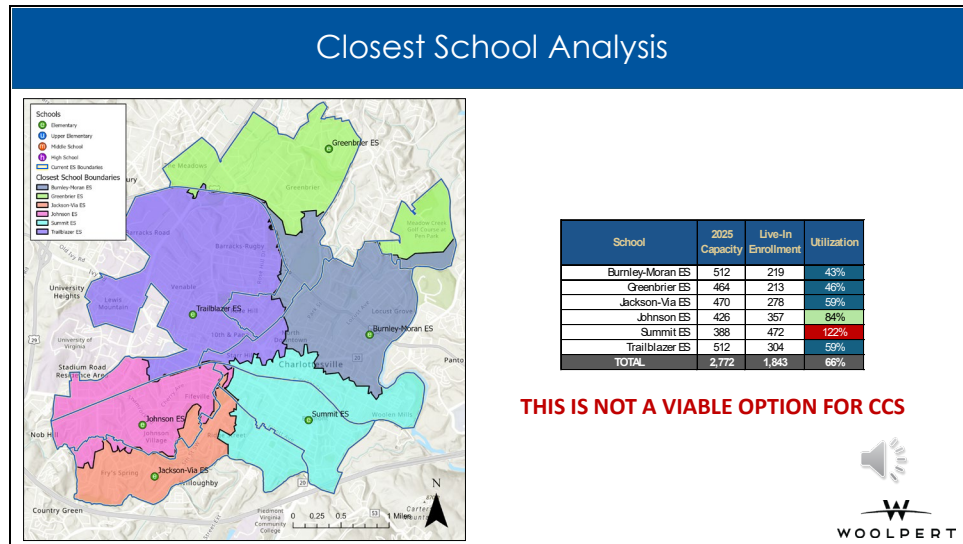
Live/Attend Analysis

Charlottesville City Schools		School of Attendance								Transfer Out	Transfer Out %
		Burnley-Moran Elementary School	Greenbrier Elementary School	Jackson-Via Elementary School	Johnson Elementary School	Summit Elementary School	Trailblazer Elementary School	Walker Upper Elementary School	Lugo-McGinness Academy		
Boundary of Residence	Burnley-Moran ES	276	0	5	5	0	3	32	3	16	5%
	Greenbrier ES	3	209	5	0	0	5	43	3	16	6%
	Jackson-Via ES	6	5	335	7	8	1	53	6	33	8%
	Johnson ES	1	9	7	293	1	4	47	8	30	8%
	Summit ES	4	1	9	2	270	3	60	8	27	8%
	Trailblazer ES	6	1	8	4	3	295	31	7	29	8%
	Out of Division	12	43	3	19	4	9	19	0	-	-
	Live & Attend	276	209	335	293	270	295	266	-	Total K-5 Students: 2,204	
Transfer In	32	59	37	37	16	25	19	35			
Transfer In %	10%	22%	10%	11%	6%	8%	7%	100%			

This chart shows the boundary in which students reside compared to the school in which they attend. The rows show where students reside, and the columns show the school of attendance. This chart can be read both vertically and horizontally. For example, There are 276 students that reside within the current Burnley Moran boundary that attend Burnley Moran elementary. There are 5 students that reside within the Burnley Moran boundary that attend Jackson via, 5 that attend Johnson elementary, and 3 that attend Trailblazer elementary. There are 32 5th grade students that currently reside within the Burnley Moran boundary that are attending Walker upper elementary school, and 3 students from the Burnley Moran boundary attend the Lugo McGinness Academy. 16 students transfer out of Burnley Moran, which is 5% of those who reside within the boundary. The 5th grade students at Walker upper elementary are not counted in the transfer out values. Looking at those who attend Burnley Moran, 3 students come from the Greenbrier boundary. 6 come from the Jackson via boundary, 1 from the Johnson boundary. 4 from Summit, and 6 from Trailblazer elementary. There are 12 students that reside outside of the division boundaries that attend Burnley Moran. That leaves us with 32 students that transfer into Burnley Moran from outside of its current boundary, or 10% of the student population. Please feel free to pause this video to review this chart further.

Chati hii inaonyesha mpaka ambao wanafunzi wanaishi ikilinganishwa na shule wanayohudhuria. Safu zinaonyesha mahali wanafunzi wanaishi, na safu wima zinaonyesha shule wanayohudhuria. Chati hii inaweza kusomwa kwa wima na kwa usawa. Kwa mfano, kuna wanafunzi 276 wanaoishi ndani ya mpaka wa sasa wa Burnley Moran ambao wanahudhuria shule ya msingi ya Burnley Moran. Kuna wanafunzi 5 wanaoishi ndani ya mpaka wa Burnley Moran ambao wanahudhuria Jackson via, 5 wanahudhuria shule ya msingi ya Johnson, na 3 wanahudhuria shule ya msingi ya Trailblazer. Kuna wanafunzi 32 wa darasa la 5 ambao kwa sasa

wanaishi ndani ya mpaka wa Burnley Moran ambao wanahudhuria shule ya msingi ya Walker Upper, na wanafunzi 3 kutoka mpaka wa Burnley Moran wanahudhuria akademia ya Lugo McGinnes. Wanafunzi 16 wanahamia nje ya Burnley Moran, ambayo ni 5% ya wale wanaoishi ndani ya mpaka. Wanafunzi wa darasa la 5 katika shule ya msingi ya Walker Upper hawajahesabiwa katika thamani za kuhamia nje. Ukiangalia wale wanaohudhuria Burnley Moran, wanafunzi 3 wanatoka kwenye mpaka wa Greenbrier. 6 wanatoka kwenye mpaka wa Jackson via, 1 kutoka kwenye mpaka wa Johnson. 4 kutoka Summit, na 6 kutoka shule ya msingi ya Trailblazer. Kuna wanafunzi 12 wanaoishi nje ya mipaka ya kitengo ambao wanahudhuria Burnley Moran. Hii inatuacha na wanafunzi 32 wanaohamia Burnley Moran kutoka nje ya mpaka wake wa sasa, au 10% ya idadi ya wanafunzi. Tafadhali jisikie huru kusitisha video hii ili kupitia chati hii zaidi.



This map illustrates what the boundaries would look like if every student were to be assigned to their geographically closest school based on the existing road network. The blue and yellow outlines are displaying the current boundaries.

The metrics in the table on this slide detail the utilizations at each building, should every student be assigned to the closest school. Unfortunately, this would cause an imbalance of utilizations across the elementary schools. While we aren't able to assign every student to their closest school and effectively balance utilizations, this is still information that we are using in this process as it is often desirable to attend a school close to home.

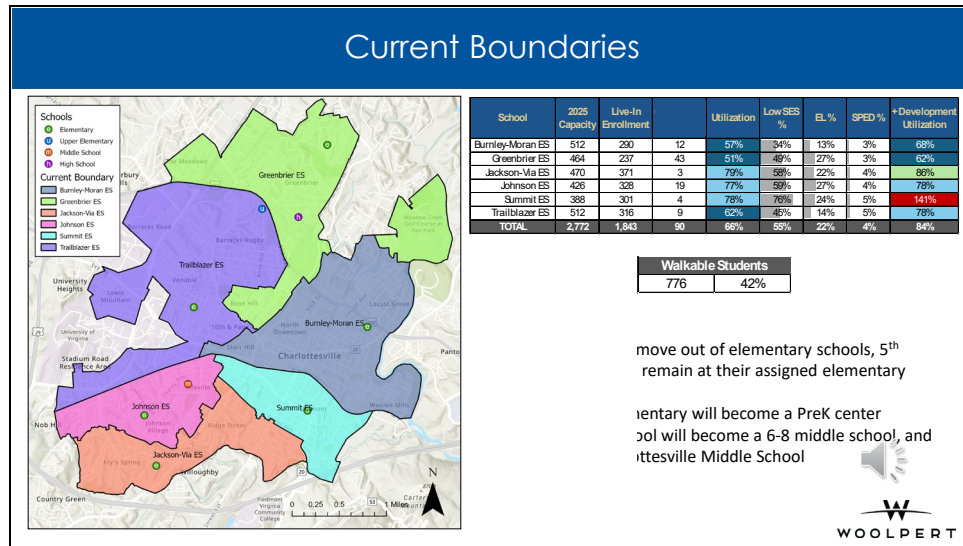
Ramani hii inaonyesha jinsi mipaka ingekuwa kama kila mwanafunzi angepewa shule iliyo karibu zaidi kijiografia kulingana na mtandao wa barabara uliopo. Mipaka ya bluu na njano inaonyesha mipaka ya sasa. Vipimo katika jedwali kwenye slaidi hii vinaelezea matumizi katika kila jengo, iwapo kila mwanafunzi angepewa shule iliyo karibu zaidi. Kwa bahati mbaya, hii ingesababisha kutokuwa na usawa wa matumizi katika shule za msingi. Ingawa hatuwezi kumpangia kila mwanafunzi shule iliyo karibu zaidi na kusawazisha matumizi kwa ufanisi, hii bado ni taarifa tunayotumia katika mchakato huu kwani mara nyingi ni vyema kuhudhuria shule iliyo karibu na nyumbani.

Boundary Options Review



We're next going to cover the four boundary options.

Tutafuata kwa kufunika chaguzi nne za mipaka.



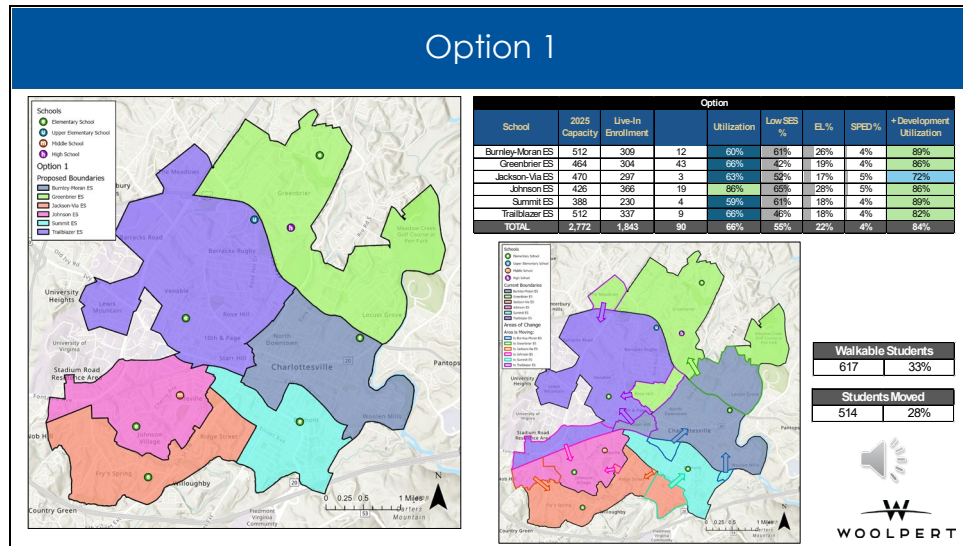
This slide depicts our current elementary boundaries. This is the same map and table that we reviewed a few minutes ago. There are currently 776 students that live within the walk zone for their school, and in this configuration 80% students attend their geographically closest school. It's important to note that due to the necessary changes on the south side of the district, there are no scenarios where the number of walkable students is higher than the current configuration. Much of this is due to the need to move areas out of Summit's boundary, which is almost fully walkable today.

I'd like to mention some upcoming changes. In the 2026-27 school year, PreK will be moved out of the elementary schools, and move into the current Walker Upper Elementary, which will become a PreK center. 5th grade will then move back in (or just remain) at the elementary level. Buford Middle school will then become a 6-8 middle school and be renamed Charlottesville middle school.

Slaidi hii inaonyesha mipaka yetu ya sasa ya shule za msingi. Hii ni ramani na jedwali sawa na tuliyoipitia dakika chache zilizopita. Kwa sasa kuna wanafunzi 776 wanaoishi ndani ya eneo la kutembea kwa shule yao, na katika mpangilio huu 80% ya wanafunzi wanahudhuria shule iliyo karibu zaidi kijiografia. Ni muhimu kutambua kwamba kutokana na mabadiliko muhimu upande wa kusini wa wilaya, hakuna hali ambapo idadi ya wanafunzi wanaoweza kutembea ni kubwa kuliko mpangilio wa sasa. Hii ni kwa sababu ya hitaji la kuhamisha maeneo kutoka kwenye mpaka wa Summit, ambayo karibu yote yanaweza kutembea leo.

Ningependa kutaja baadhi ya mabadiliko yanayokuja. Katika mwaka wa shule wa 2026-27, PreK itahamishwa kutoka shule za msingi, na kuhamia katika shule ya sasa ya Walker Upper

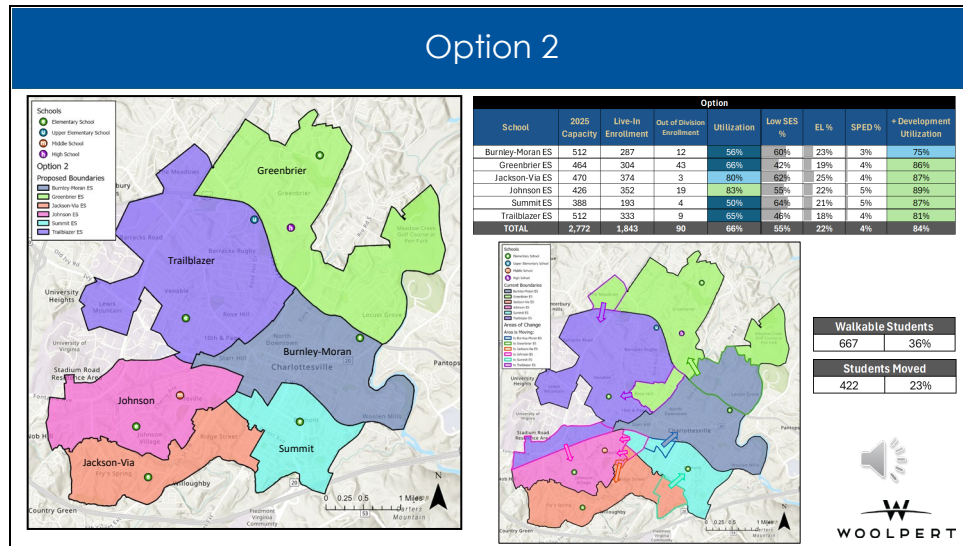
Elementary, ambayo itakuwa kituo cha PreK. Darasa la 5 litarudi (au kubaki) katika ngazi ya shule ya msingi. Shule ya kati ya Buford itakuwa shule ya kati ya darasa la 6-8 na itaitwa shule ya kati ya Charlottesville.



This slide shows the map and metrics for option 1. Option 1 Balances K-5 enrollments among schools, both currently and in the future, and Better balances diversity metrics among schools (compared to current). This option alleviates some neighborhood splits, and the majority of boundary lines are drawn along major roads or railroad tracks. In this option, 70% of students would attend their geographically closest school. This option moves the most students of the four options and has the fewest walkable students of the options.

The map below the metrics table shows the areas of change for this option. The map shows the current boundaries in the background, and any area moving is outlined with the color of the boundary that the area would be moving to.

Slaidi hii inaonyesha ramani na vipimo kwa chaguo la 1. Chaguo la 1 linasawazisha usajili wa K-5 kati ya shule, sasa na katika siku zijazo, na linasawazisha vizuri zaidi vipimo vya utofauti kati ya shule (ikilinganishwa na hali ya sasa). Chaguo hili linaondoa baadhi ya mgawanyiko wa vitongoji, na mistari mingi ya mipaka imechorwa kando ya barabara kuu au reli. Katika chaguo hili, 70% ya wanafunzi wangehudhuria shule iliyo karibu zaidi kijiografia. Chaguo hili linahamisha wanafunzi wengi zaidi kati ya chaguzi nne na lina wanafunzi wachache zaidi wanaoweza kutembea kati ya chaguzi hizo. Ramani iliyo chini ya jedwali la vipimo inaonyesha maeneo ya mabadiliko kwa chaguo hili. Ramani inaonyesha mipaka ya sasa katika usuli, na eneo lolote linalohamia limeainishwa kwa rangi ya mpaka ambao eneo hilo litahamia.

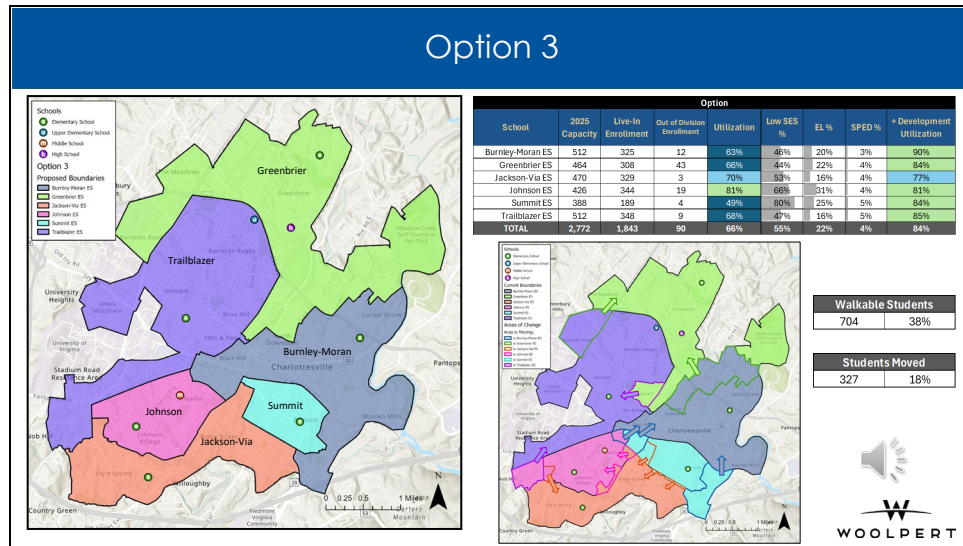


This slide shows the map and metrics for option 2. Option 2 Balances K-5 enrollments among schools, both currently and in the future. This option provides the best balance of low socioeconomic and English as a second language metrics among schools. In this option, 67% of students would attend their geographically closest school. This option moves the second highest number of students, and while this option does maintain the highest number of walkers to Summit Elementary, it does have the second lowest number of walkable students. I'd also like to note that the boundary for Greenbrier in option 2 is identical to the greenbrier boundary in option 1.

The map below the metrics table shows the areas of change for this option. The map shows the current boundaries in the background, and any area moving is outlined with the color of the boundary that the area would be moving to.

Slaidi hii inaonyesha ramani na vipimo kwa chaguo la 2. Chaguo la 2 linasawazisha usajili wa K-5 kati ya shule, sasa na katika siku zijazo. Chaguo hili linatoa usawa bora wa vipimo vya hali ya chini ya kiuchumi na Kiingereza kama lugha ya pili kati ya shule. Katika chaguo hili, 67% ya wanafunzi wangehudhuria shule iliyo karibu zaidi kijiografia. Chaguo hili linahamisha idadi ya pili kwa ukubwa ya wanafunzi, na ingawa chaguo hili linadumisha idadi kubwa zaidi ya watembea kwa miguu kwenda Summit Elementary, lina idadi ya pili ya chini ya wanafunzi wanaoweza kutembea. Ningependa pia kutaja kwamba mpaka wa Greenbrier katika chaguo la 2 ni sawa na mpaka wa Greenbrier katika chaguo la 1.

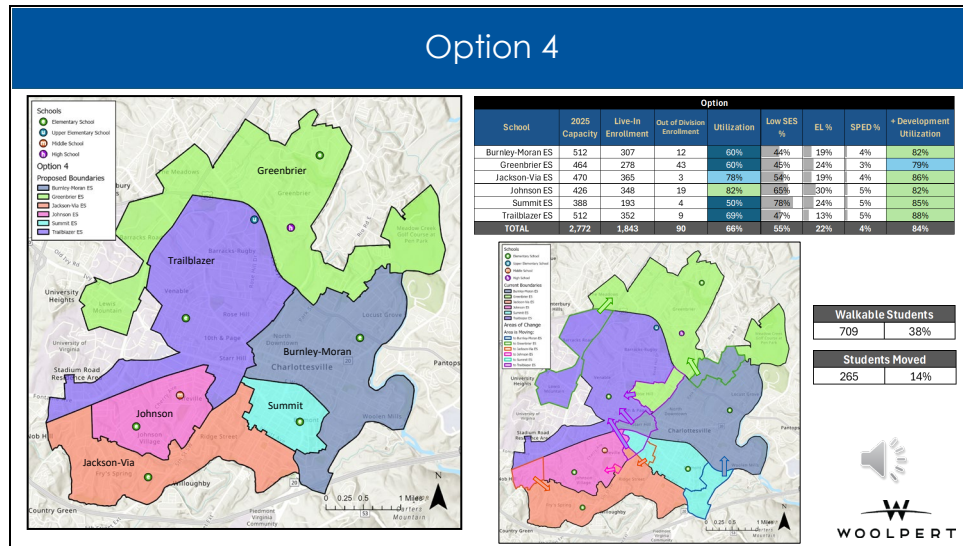
Ramani iliyo chini ya jedwali la vipimo inaonyesha maeneo ya mabadiliko kwa chaguo hili.
Ramani inaonyesha mipaka ya sasa katika usuli, na eneo lolote linalohamia limeainishwa kwa
rangi ya mpaka ambao eneo hilo litahamia.



This slide shows the map and metrics for option 3. Option 3 Balances K-5 enrollments among schools, both currently and in the future, and Better balances diversity metrics among schools (compared to current). In this option, 69% of students would attend their geographically closest school. This option maintains more of the current Greenbrier and Trailblazer boundaries than the other options. This option moves the second fewest number of students of the four options and has the second highest number of walkable students, although there is only a 5 student difference in walkers between option 3 and option 4.

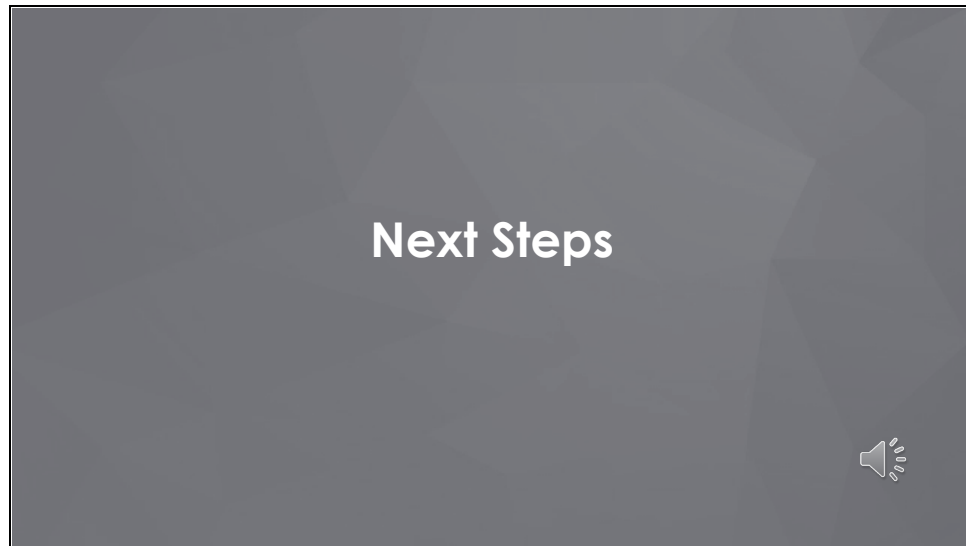
The map below the metrics table shows the areas of change for this option. The map shows the current boundaries in the background, and any area moving is outlined with the color of the boundary that the area would be moving to.

Slaidi hii inaonyesha ramani na vipimo kwa chaguo la 3. Chaguo la 3 linasawazisha usajili wa K-5 kati ya shule, sasa na katika siku zijazo, na linasawazisha vizuri zaidi vipimo vya utofauti kati ya shule (ikilinganishwa na hali ya sasa). Katika chaguo hili, 69% ya wanafunzi wangehudhuria shule iliyo karibu zaidi kijiografia. Chaguo hili linadumisha zaidi mipaka ya sasa ya Greenbrier na Trailblazer kuliko chaguzi zingine. Chaguo hili linahamisha idadi ya pili kwa uchache ya wanafunzi kati ya chaguzi nne na lina idadi ya pili ya juu ya wanafunzi wanaoweza kutembea, ingawa kuna tofauti ya wanafunzi 5 tu kati ya watembea kwa miguu kati ya chaguo la 3 na chaguo la 4. Ramani iliyo chini ya jedwali la vipimo inaonyesha maeneo ya mabadiliko kwa chaguo hili. Ramani inaonyesha mipaka ya sasa katika usuli, na eneo lolote linalohamia limeainishwa kwa rangi ya mpaka ambao eneo hilo litahamia.



This slide shows the map and metrics for option 4. Option 4 Balances K-5 enrollments among schools, both currently and in the future, and Better balances diversity metrics among schools (compared to current). In this option, 73% of students would attend their geographically closest school. This option moves the fewest number of students of the four options and has the highest number of walkable students, although there is only a 5 student difference in walkers between option 3 and option 4. This option also alleviates some neighborhood splits. The map below the metrics table shows the areas of change for this option. The map shows the current boundaries in the background, and any area moving is outlined with the color of the boundary that the area would be moving to.

Slaidi hii inaonyesha ramani na vipimo kwa chaguo la 4. Chaguo la 4 linasawazisha usajili wa K-5 kati ya shule, sasa na katika siku zijazo, na linasawazisha vizuri zaidi vipimo vya utofauti kati ya shule (ikilinganishwa na hali ya sasa). Katika chaguo hili, 73% ya wanafunzi wangehudhuria shule iliyo karibu zaidi kijiografia. Chaguo hili linahamisha idadi ndogo zaidi ya wanafunzi kati ya chaguzi nne na lina idadi kubwa zaidi ya wanafunzi wanaoweza kutembea, ingawa kuna tofauti ya wanafunzi 5 tu kati ya watembea kwa miguu kati ya chaguo la 3 na chaguo la 4. Chaguo hili pia linaondoa baadhi ya mgawanyiko wa vitongoji. Ramani iliyo chini ya jedwali la vipimo inaonyesha maeneo ya mabadiliko kwa chaguo hili. Ramani inaonyesha mipaka ya sasa katika usuli, na eneo lolote linalohamia limeainishwa kwa rangi ya mpaka ambao eneo hilo litahamia.



We're next going to cover the next steps in this process.


Tutafuata kwa kufunika hatua zinazofuata katika mchakato huu.

Next Steps

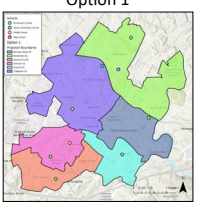
The online survey will be open through Sunday, December 1st
Please consider responding even if you are not impacted.

Feedback will be used to inform the boundary recommendation.

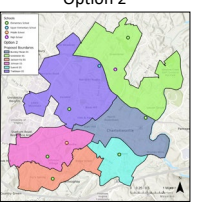
Online Survey



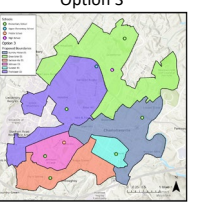
Option 1



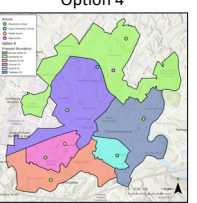
Option 2





Option 3



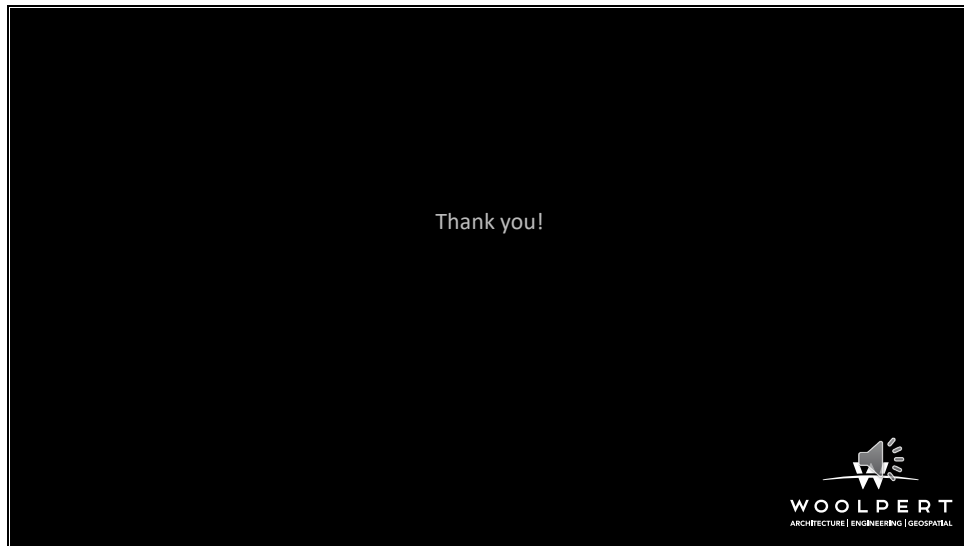
Option 4



We will now be asking you to provide your feedback on the three options presented. We encourage you to respond to the survey even if you are not impacted by any option. The QR code on this slide will take you to the survey, which will be open through Sunday, December 1st. Please consider providing your feedback, even if you are not impacted.

Sasa tutakuomba utoe maoni yako kuhusu chaguzi tatu zilizowasilishwa. Tunakuhimiza ujibu utafiti hata kama haujaathiriwa na chaguo lolote. Msimbo wa QR kwenye slaidi hii utakuelekeza kwenye utafiti, ambao utakuwa wazi hadi Jumapili, Desemba 1. Tafadhali fikiria kutoa maoni yako, hata kama haujaathiriwa.



Thank you for taking the time to learn more about our process and reviewing the boundary options. Please be sure to continue to check the project website for updates.

Asante kwa kuchukua muda kujifunza zaidi kuhusu mchakato wetu na kupitia chaguzi za mipaka. Tafadhali hakikisha unaendelea kuangalia tovuti ya mradi kwa masasisho.