

## Charlottesville City Schools | Rezoning Process Update

December 7, 2024



# Agenda

- 1 Process Overview
- 2 Survey Results (as of 12/2/24)
- 3 Frequently Asked Questions

# Process Overview

# Boundary Planning Process

## Plan for Planning

Staff Work Group for Rezoning

## Background Data

## Rezoning Committee

Superintendent's Advisory Committee for Rezoning

## Boundary Work-Sessions

Staff Work Group for Rezoning

## Community Engagement

## Recommendation & Implementation



# Boundary Planning Process

## Plan for Planning

Staff Work Group for Rezoning

- Confirm process and timeline
- Discuss other comparable processes
- Define expectations
- Discuss goals for this process

Back Data

Rezoning Committee

Superintendent's Committee for Rezoning

Boundary Work-Sessions

Staff Work Group for Rezoning

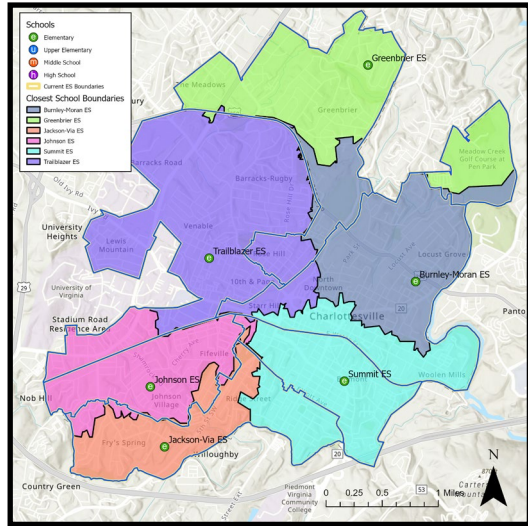
Community Engagement



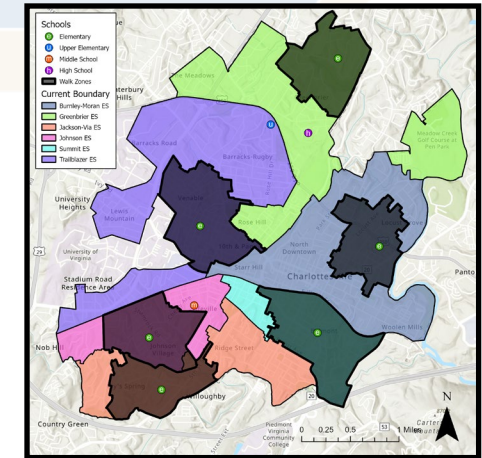
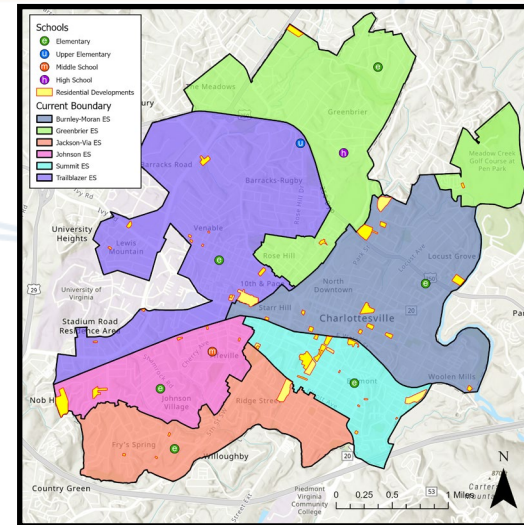
# Boundary Planning Process

## Background Data

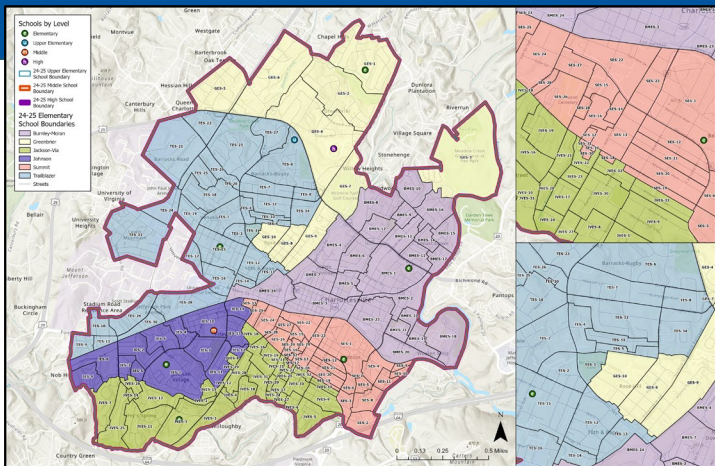
- Current state of the schools
- Closest school analysis
- Live/attend analysis
- Density maps
- Walk zones
- Residential development maps and forecasts
- Enrollment projections
- Census datasets



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%			



# Boundary Planning Process



- Makeup: School & community stakeholders, geographically diverse, agree to consider the Division as a whole and remain objective

**Rezoning Committee**  
 Superintendent's Advisory Committee for Rezoning

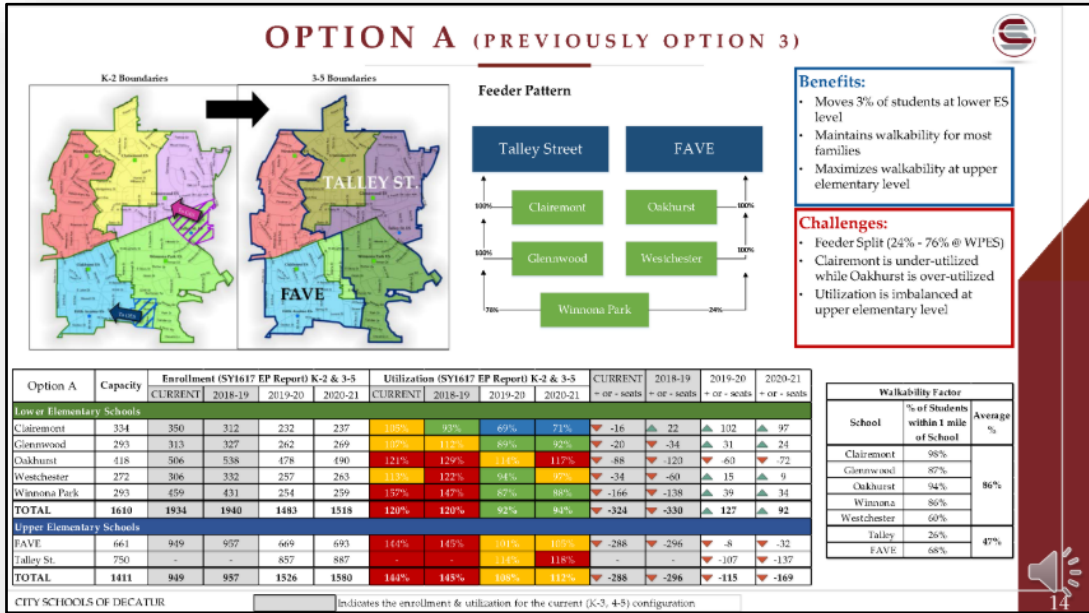
- Committee assists in option creation
- Utilizes key considerations to guide options creation

Current ES	Planning Unit ID	Option ES	School	2025 Capacity	Live-In Enrollment	Out of District Enrollment	Utilization	Low SES %	EL %	SPED %	Development Utilization
Burnley-Moran ES	BMES-1	Burnley-Moran ES	Burnley-Moran ES	367	331	12	90%	37%	12%	3%	111%
Burnley-Moran ES	BMES-2	Burnley-Moran ES	Greenbrier ES	415	237	43	57%	49%	27%	3%	69%
Burnley-Moran ES	BMES-3	Burnley-Moran ES	Jackson-Via ES	406	396	3	97%	58%	24%	4%	107%
Burnley-Moran ES	BMES-4	Burnley-Moran ES	Johnson ES	362	358	19	99%	90%	24%	5%	144%
Burnley-Moran ES	BMES-5	Burnley-Moran ES	Summit ES	330	260	4	79%	76%	27%	5%	148%
Burnley-Moran ES	BMES-6	Burnley-Moran ES	Trailblazer ES	354	281	9	79%	43%	15%	4%	102%
<b>TOTAL</b>				<b>2,224</b>	<b>1,643</b>	<b>90</b>	<b>83%</b>	<b>55%</b>	<b>22%</b>	<b>4%</b>	<b>104%</b>
				<b>Students Moved</b>							
				101		5%					
				<b>Walkable Students</b>							
				776		42%					
Current ES	Planning Unit ID	Option ES	School	2025 Capacity	Live-In Enrollment	Out of District Enrollment	Utilization	Low SES %	EL %	SPED %	Development Utilization
Burnley-Moran ES	BMES-1	Burnley-Moran ES	Burnley-Moran ES	367	290	12	79%	34%	13%	3%	100%
Burnley-Moran ES	BMES-2	Burnley-Moran ES	Greenbrier ES	415	237	43	57%	49%	27%	3%	69%
Burnley-Moran ES	BMES-3	Burnley-Moran ES	Jackson-Via ES	406	371	3	91%	58%	22%	4%	101%
Burnley-Moran ES	BMES-4	Burnley-Moran ES	Johnson ES	362	358	19	91%	90%	24%	4%	91%
Burnley-Moran ES	BMES-5	Burnley-Moran ES	Summit ES	330	301	4	91%	76%	24%	5%	160%
Burnley-Moran ES	BMES-6	Burnley-Moran ES	Trailblazer ES	354	316	9	89%	46%	14%	5%	112%
<b>TOTAL</b>				<b>2,224</b>	<b>1,643</b>	<b>90</b>	<b>83%</b>	<b>55%</b>	<b>22%</b>	<b>4%</b>	<b>104%</b>

- Key Considerations (in no particular order):**
- Maximize Walkability
  - Maximize Bus Efficiency
  - Keep Neighborhoods Together
  - Maintain or Improve Diversity/Demographic Balance
  - Longevity (at least 5 years)



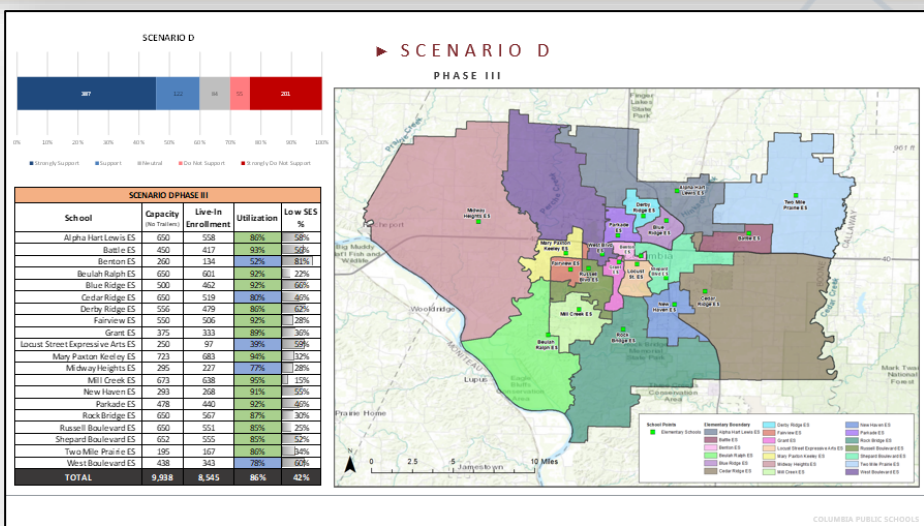
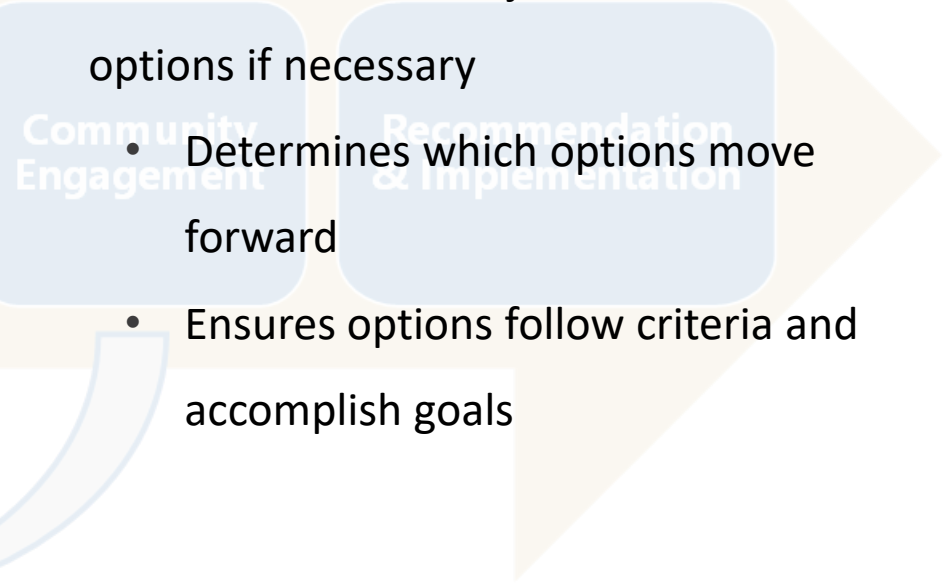
# Boundary Planning Process



## Boundary Work-Sessions

Staff Work Group for Rezoning

- CCS Staff team reviews options created by committee; makes adjustments & new options if necessary
- Determines which options move forward
- Ensures options follow criteria and accomplish goals

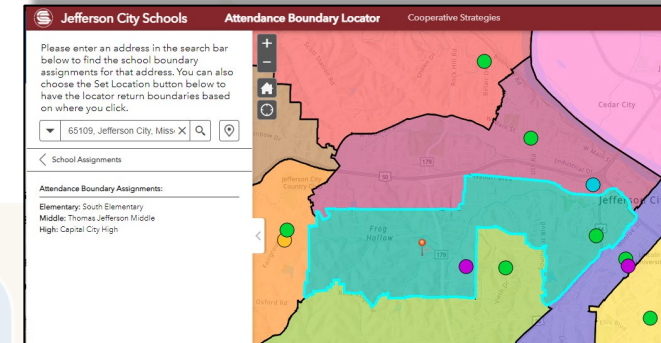




# Boundary Planning Process

- Present boundary options to community for buy-in and feedback
- Ensure community understands process, reasoning behind boundary adjustments
- In-person & online feedback opportunities
- Feedback is compiled into a report

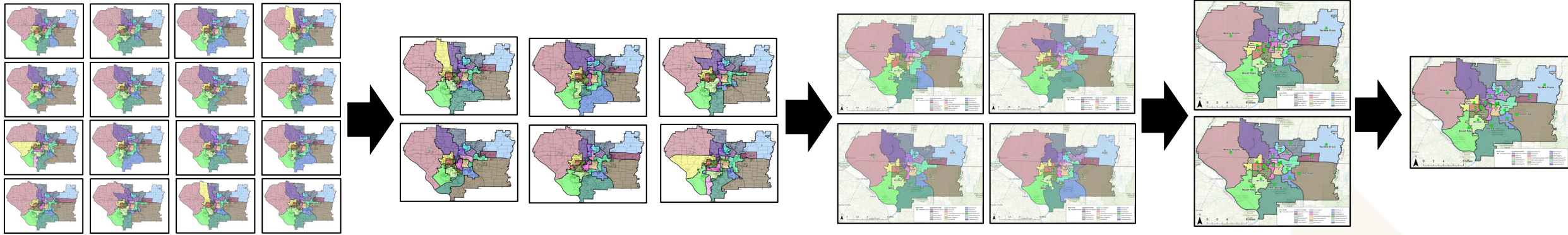
**Community Engagement:**  
Initial Options



Recommendation & Implementation



# Boundary Planning Process



- Revise boundary options based on stakeholder feedback

**Rezoning Committee**  
Superintendent's Advisory Committee for Rezoning

**Boundary Work-Sessions**  
Staff Work Group for Rezoning

**Community Engagement**

**Recommendation & Implementation**

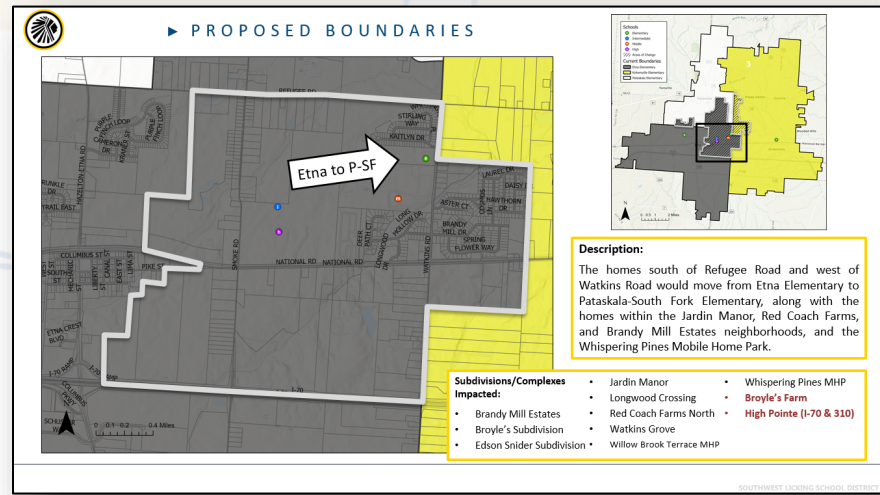
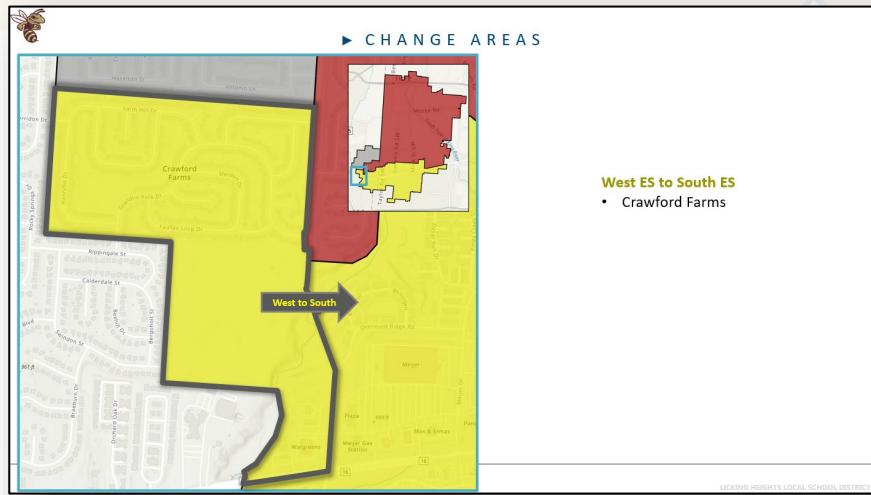


# Boundary Planning Process

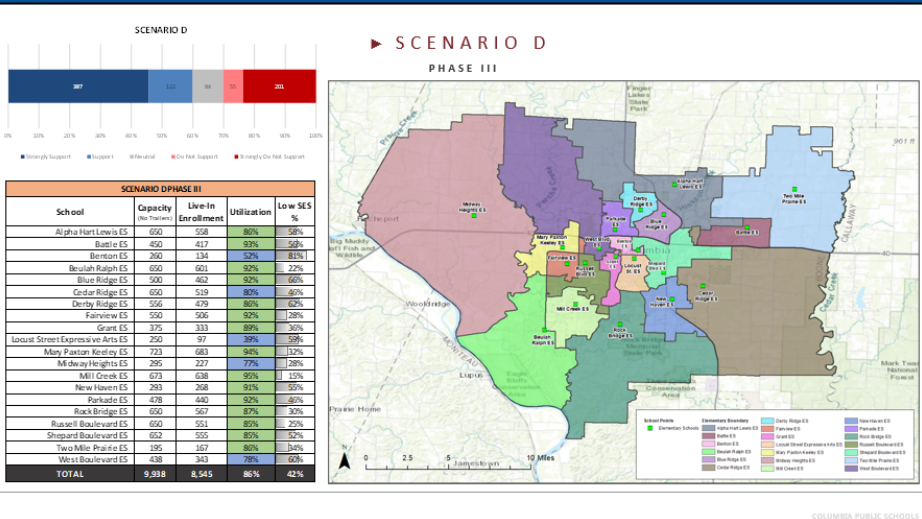
- Review rezoning recommendation
- Provide opportunity for community members to provide feedback on each area of change
- Testimony will be collected
- Responses to questions will be developed and posted to project website

**Community Engagement:**  
Public Hearing

Recommendation & Implementation



# Boundary Planning Process



- Recommendation to align with CCS rezoning criteria & support community feedback
- Project website & school locator application will be available throughout implementation

**Recommendation & Implementation**

Scenario:	Board Guidelines: Based on 22-23 School Year (not long term)								Additional Metrics			
	Minimize disruption (short term)	Keep siblings together	Balanced Enrollment	Average Balanced SES	Transportation	Keep Neighborhoods together	Feeder Splits?	Follow natural boundaries	# of schools impacted	# of students impacted	Utilization Ranges	Socioeconomic Ranges
Scenario A	2	Based on grandfathering provisions	1	2	All scenarios are feasible for transportation	Neighborhood lines are subjective	2	2	13	536	ES: 67% - 91% MS: 97% - 100% HS: 77% - 81%	ES: 45% - 79% MS: 53% - 58% HS: 43% - 46%
Scenario B	4		1	1			1	2	15 (all)	1,079	ES: 69% - 90% MS: 97% - 101% HS: 76% - 82%	ES: 41% - 80% MS: 55% - 56% HS: 43% - 46%
Scenario C	3		3	2			1	2	15 (all)	631	ES: 69% - 92% MS: 95% - 102% HS: 73% - 86%	ES: 41% - 80% MS: 54% - 58% HS: 44% - 46%

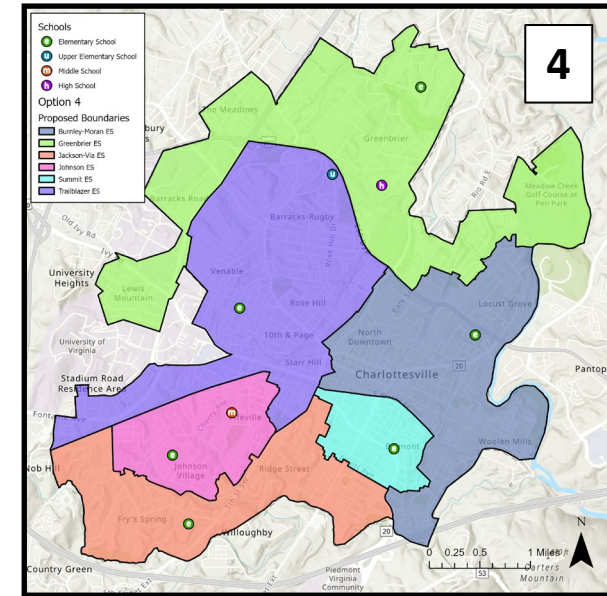
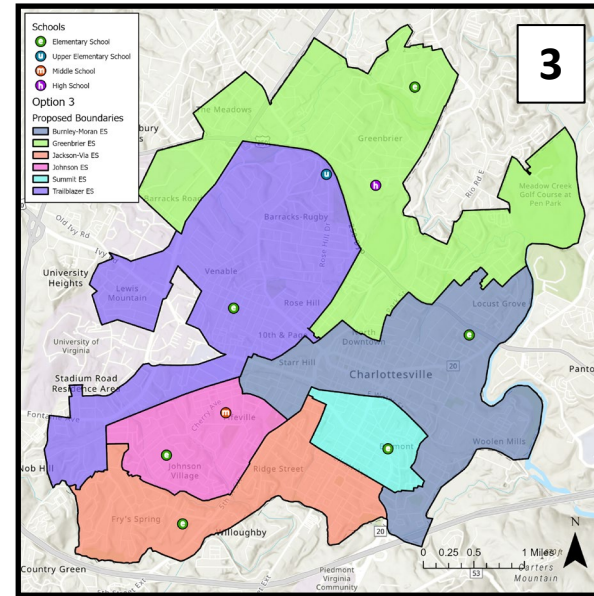
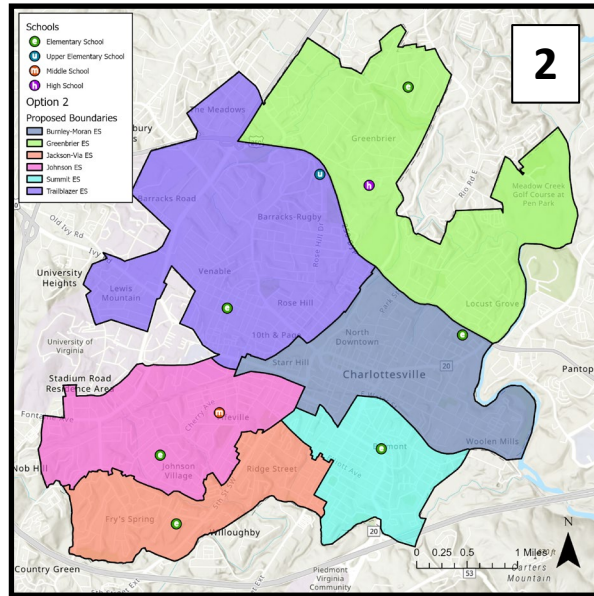
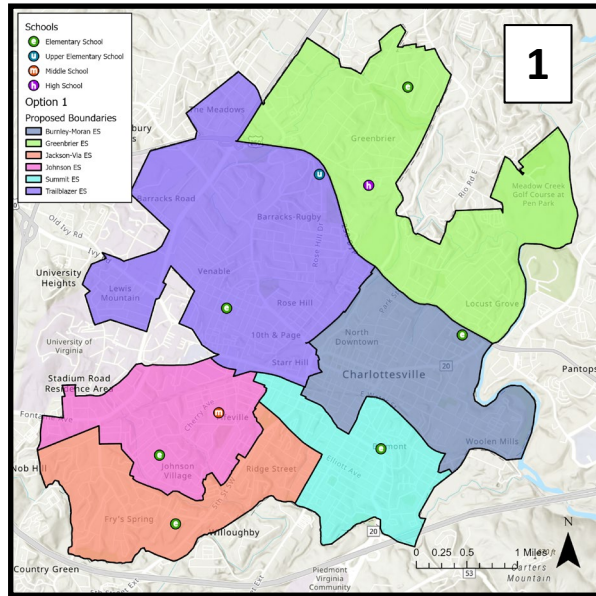
# Survey Results

As of Dec. 2, 2024

# Options

Option 2								
School	2025 Capacity	Live-In Enrollment	Out of District Enrollment	Utilization	Low SES %	EL %	SPED %	+ Development Utilization
Burnley-Moran ES	512	287	12	56%	60%	23%	3%	75%
Greenbrier ES	464	304	43	66%	42%	19%	4%	86%
Jackson-Via ES	470	374	3	80%	62%	25%	4%	87%
Johnson ES	426	352	19	83%	55%	22%	5%	89%
Summit ES	388	193	4	50%	64%	21%	5%	87%
Trailblazer ES	512	333	9	65%	46%	18%	4%	81%
<b>TOTAL</b>	<b>2,772</b>	<b>1,843</b>	<b>90</b>	<b>66%</b>	<b>55%</b>	<b>22%</b>	<b>4%</b>	<b>84%</b>

Option 4								
School	2025 Capacity	Live-In Enrollment	Out of District Enrollment	Utilization	Low SES %	EL %	SPED %	+ Development Utilization
Burnley-Moran ES	512	307	12	60%	44%	19%	4%	82%
Greenbrier ES	464	278	43	60%	45%	24%	3%	79%
Jackson-Via ES	470	365	3	78%	54%	19%	4%	86%
Johnson ES	426	348	19	82%	65%	30%	5%	82%
Summit ES	388	193	4	50%	78%	24%	5%	85%
Trailblazer ES	512	352	9	69%	47%	13%	5%	88%
<b>TOTAL</b>	<b>2,772</b>	<b>1,843</b>	<b>90</b>	<b>66%</b>	<b>55%</b>	<b>22%</b>	<b>4%</b>	<b>84%</b>

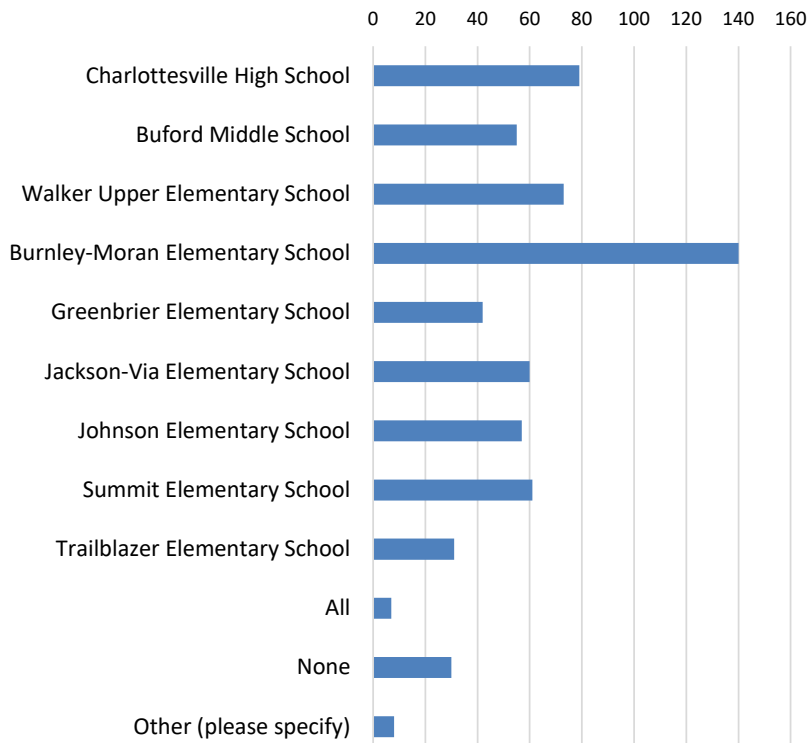


Option 1								
School	2025 Capacity	Live-In Enrollment	Out of District Enrollment	Utilization	Low SES %	EL %	SPED %	+ Development Utilization
Burnley-Moran ES	512	309	12	60%	61%	26%	4%	89%
Greenbrier ES	464	304	43	66%	42%	19%	4%	86%
Jackson-Via ES	470	297	3	63%	52%	17%	5%	72%
Johnson ES	426	366	19	86%	65%	28%	5%	86%
Summit ES	388	230	4	59%	61%	18%	4%	89%
Trailblazer ES	512	337	9	66%	46%	18%	4%	82%
<b>TOTAL</b>	<b>2,772</b>	<b>1,843</b>	<b>90</b>	<b>66%</b>	<b>55%</b>	<b>22%</b>	<b>4%</b>	<b>84%</b>

Option 3								
School	2025 Capacity	Live-In Enrollment	Out of District Enrollment	Utilization	Low SES %	EL %	SPED %	+ Development Utilization
Burnley-Moran ES	512	325	12	63%	46%	20%	3%	90%
Greenbrier ES	464	308	43	66%	44%	22%	4%	84%
Jackson-Via ES	470	329	3	70%	53%	16%	4%	77%
Johnson ES	426	344	19	81%	66%	31%	4%	81%
Summit ES	388	189	4	49%	80%	25%	5%	84%
Trailblazer ES	512	348	9	68%	47%	16%	5%	85%
<b>TOTAL</b>	<b>2,772</b>	<b>1,843</b>	<b>90</b>	<b>66%</b>	<b>55%</b>	<b>22%</b>	<b>4%</b>	<b>84%</b>

# Preliminary Survey Response Overview

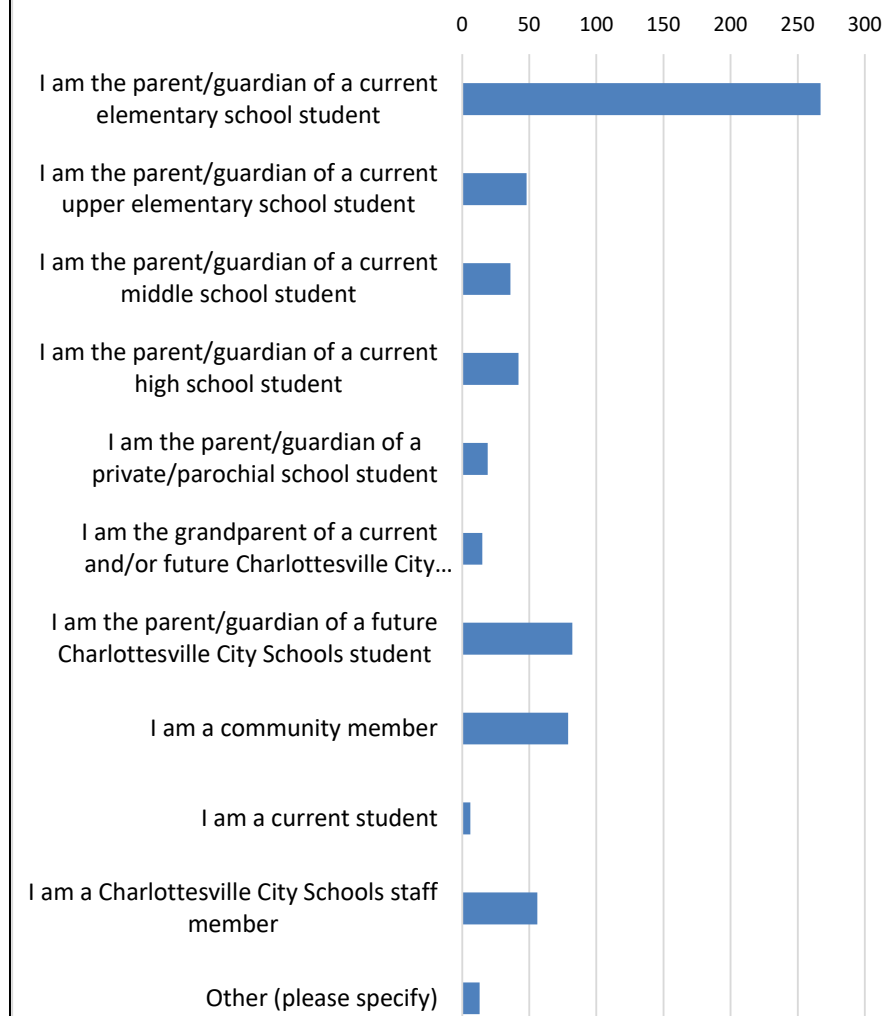
### School Affiliation



#### Other:

- 7 Rivers
- Child will start kindergarten 2025
- I am a former CCS staff member and parent; Kids are graduated
- I have also worked at BME and GBR and my son attending GBR
- and CHS.
- Older son will start at CHS in 2026
- Our two children attended Clark and Walker too
- Parent of former student at BME
- Parent of former students

### Parent/Guardian/Student status

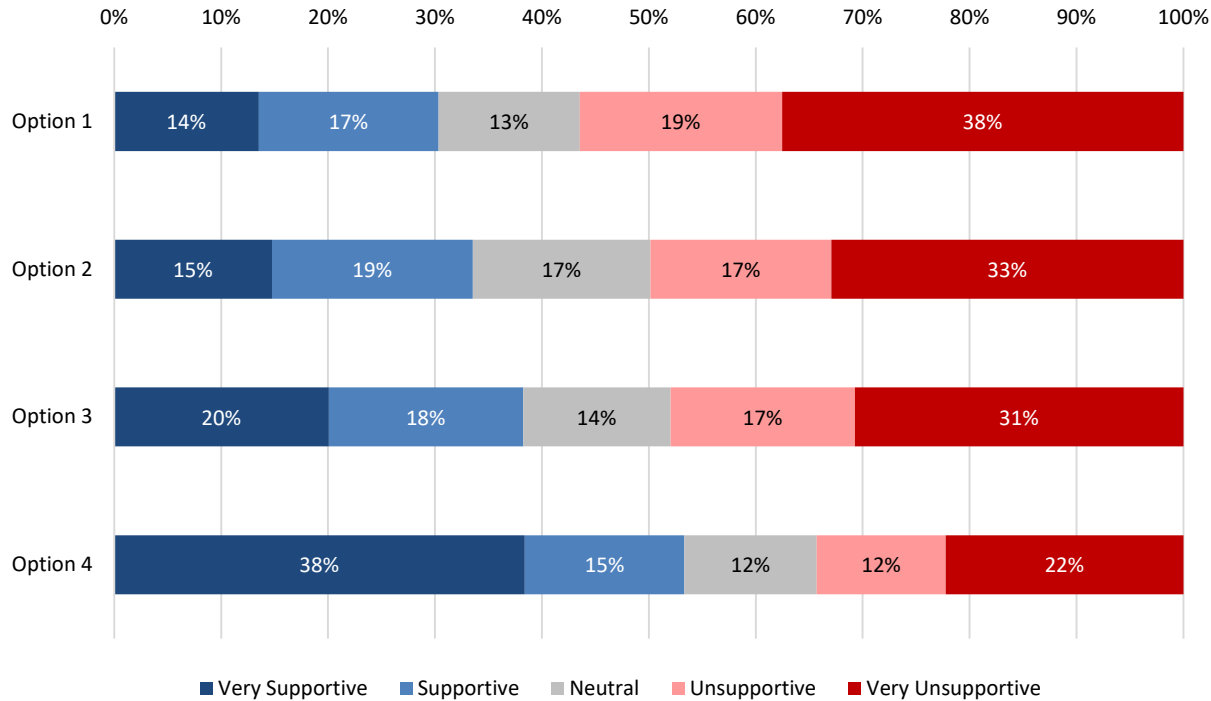


#### Other:

- Alumni of City school and brother in high school
- Expectant parent
- Former student parent
- I am a parent of recently graduated CCS students
- I am the parent of a Charlottesville City Schools Alumni
- I homeschool, but this still matters to me.
- I substitute and volunteer in CCS, primary at the elementary level
- My children are graduates of Burnley-Moran and CHS
- Nonprofit volunteer
- Parent of a former BME student
- Parent of former elementary school student
- Previous student of CCS
- Westhaven Community Nurse

# Preliminary Survey Response Overview

## RESULTS ARE PRELIMINARY (as of 12/2/24)



**NOTE:** the comments will be more highly considered when determining a recommendation than the overall level of support.

**Survey will be open through December 2024**

### Option 1:

- Concerns about the number of students moving and reduced walkability
- Concerns about specific neighborhoods moving, related to walkability & proximity
- Concerned with imbalanced diversity metrics among schools

### Option 2:

- Support for better balancing diversity among schools
- Concerns about specific neighborhoods moving, related to walkability & proximity

### Option 3:

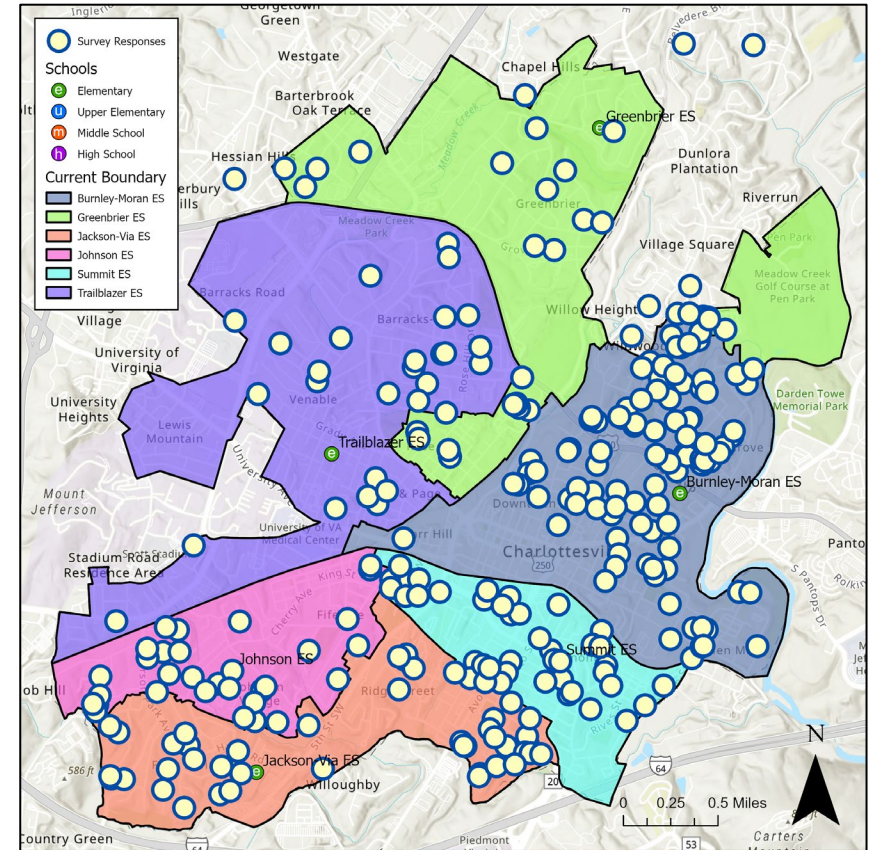
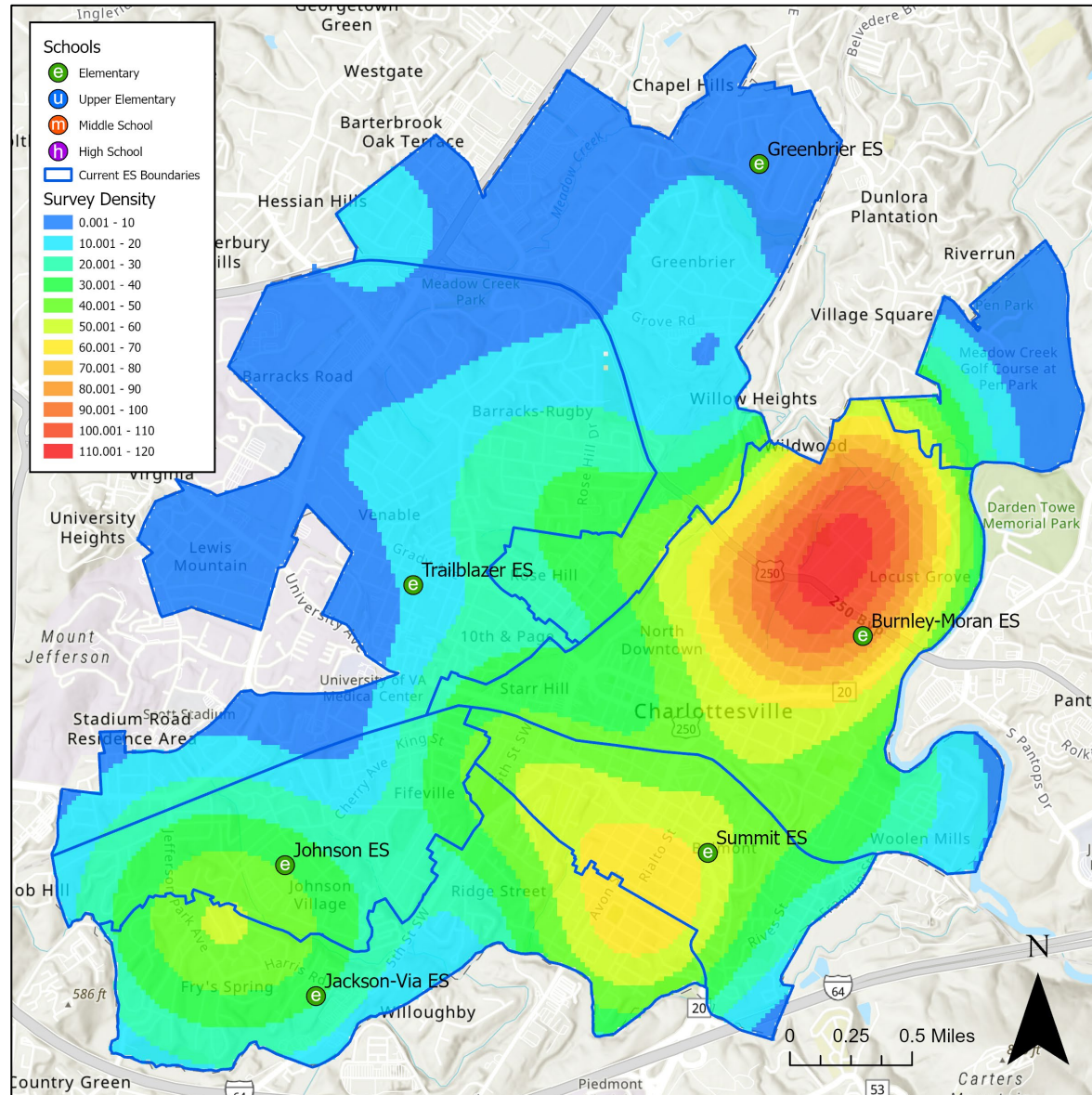
- Support for walkability
- Concerned with imbalanced diversity metrics among schools
- Support for fewer students moved

### Option 4:

- Support for fewest students moved
- Support for walkability
- Concerns about higher SES and EL rates at Summit



# Preliminary Survey Response Density



# Engagements

## Past Engagements

**October 28:** Greenbrier Elementary

**October 29:** Jackson-Via Elementary

**October 30:** Summit Elementary

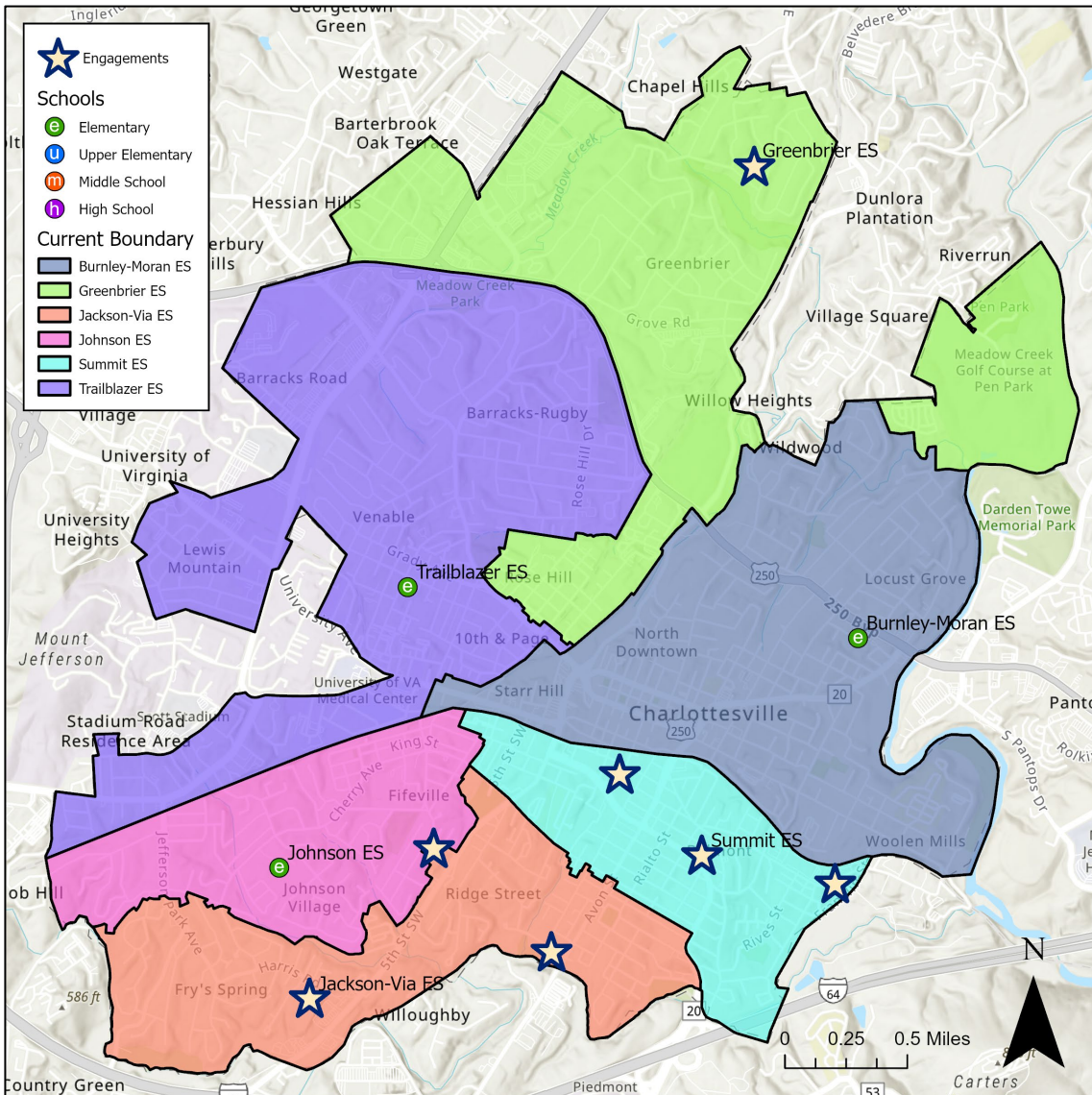
**November 18:** Kindlewood

**December 3:** Carlton Avenue Mobile Home Park

## Future Engagements

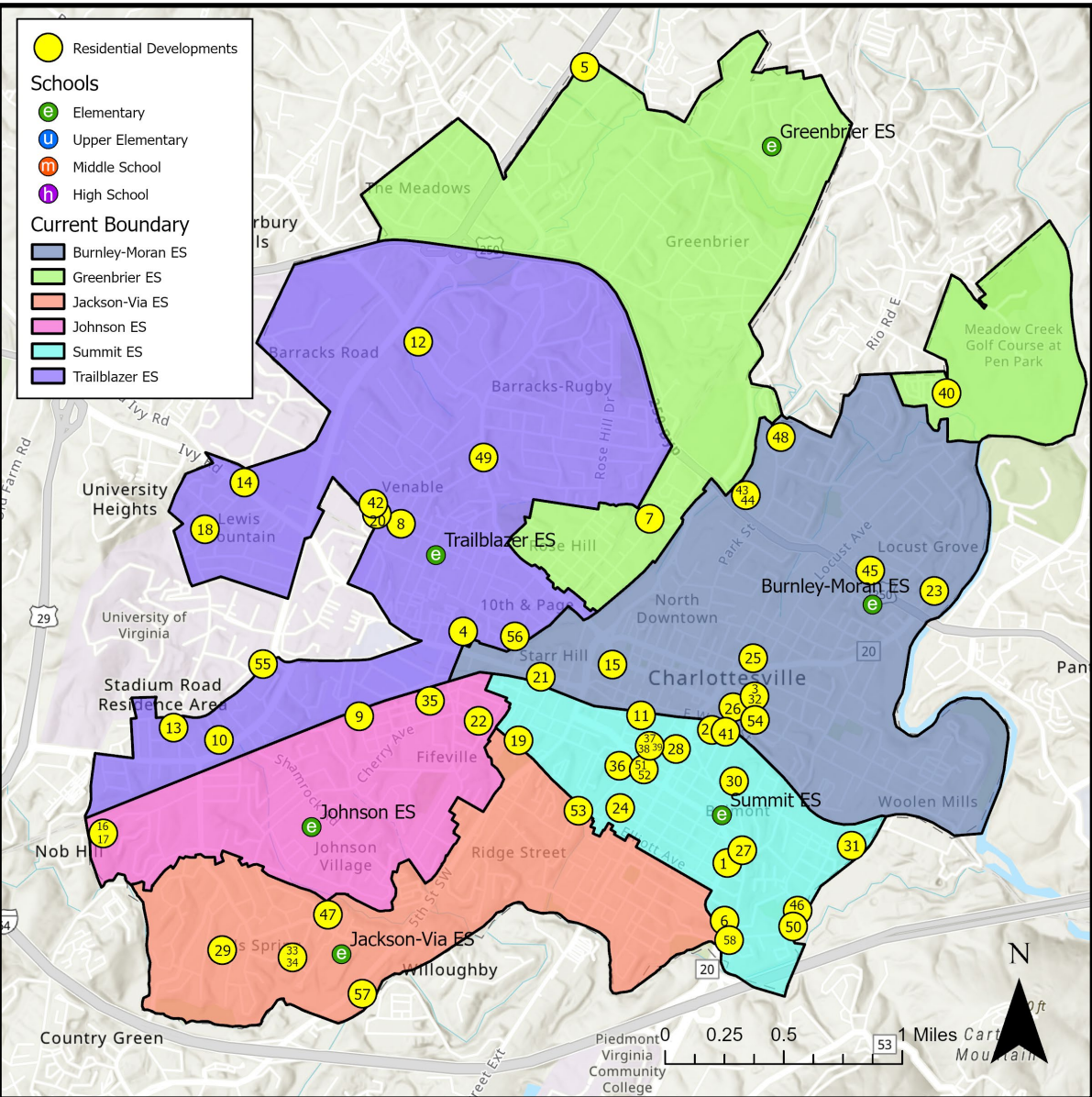
**December 11:** Mountain View Mobile Home Park  
1600 6th Street SE; 3:30-5:00pm

**December 12:** Greenstone Community Center  
720-772 Prospect Ave; 4:00-5:30pm



# Frequently Asked Questions

# FAQs: Housing Developments



- **Housing Partners:** Department of Neighborhood Development Services (Charlottesville City), CRHA, POAH, Piedmont Housing
- Student output was calculated using student yields (below)
- Weights were applied to some developments that were not likely to come to fruition according to City

Housing Type	University Zone		
	University Zone	Outside University Zone	CRHA
Apartments	0.01	0.25	0.60
Single-Family Attached	0.12	0.30	0.82
Single-Family	0.12	0.22	0.56

**Example:**  
 100 SFD unit development  
 outside university zone  
  
 100 units x 0.22 yield  
 = **22 K-12 students**

**NOTE:** diversity values for each option are not forecasted. These values are based on current year student data, updated to reflect the boundaries in each option.

# FAQs: Phasing

## Geography

Moving targeted geographic areas over time.

Avoids over- or under-utilization of schools as developments come online.

## Cohorts

Allowing entire cohort(s) or grade levels to remain at their given school

Avoids multiple school transitions over a short period of time.

- **Developments will come online over time, not all at once (1-10 years)**
- Any student that is required to change schools would only be moved once, regardless of the phasing plan. Once you are moved, you will not be moved again within this rezoning process.
- Phasing will likely last anywhere from 4-8 years.
- The options presented are showing end-state. All phasing decisions will be presented as part of the recommendation.
- **Families choosing to participate in phasing would likely need to provide their own transportation to and from school each day.**

Thank you!



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