



Community Engagement Workshop Handouts

Updated June 8, 2009

BACKGROUND: The Efficiency Review report presented by MGT of America in January included a recommendation to close an elementary school. While the school division is not obligated to follow the recommendation, it does present an opportunity to explore new possibilities. As promised earlier, we will not be making any facility or grade configuration changes without extensive community dialogue and full exploration of options.

The discussion will focus on:

- Option 1:** Leave City school division as is: 6 elementary schools (PK-4), 1 upper elementary (5-6), 1 middle school (7-8), 1 high school (9-12)
- Option 2:** Close 1 elementary school.
- Option 3:** 6 elementary schools (PK-5), 2 middle schools (6-8), 1 high school (9-12)
- Option 4:** 6 elementary schools (PK-5), 1 middle school (6-8), 1 high school (9-12)
- Option 5:** Other reconfiguration possibilities?

Options will be evaluated in regards to the Areas of Impact:

- Operational and Cost Implications
- Developmental and Pedagogical Implications
- Physical Space Implications

Future Options for Charlottesville City Schools: What Are The Facts?

Area of Impact	Option 1: School configurations remain the same	Option 2: Close one elementary school	Option 3: Six elementary schools, PK–5, Two middle schools, 6–8	Option 4: Six elementary schools, PK–5 One middle school, 6–8
Timeline	Maintains status quo	Implements change in 2011–2012	Implements change in 2011–2012	Implements change in 2012–2013
Operational & Cost Implications	Has no operational cost savings	Has operational cost savings (See attachment A)	Has operational cost savings (See attachment A)	Has operational cost savings (See attachment A)
	Has no impact on attendance zones	Creates need to realign attendance zones	Creates need for new attendance zones .(Splits each elementary school's 5 th grade)	Has no impact on attendance zones
	Has no impact on professional learning communities and collaboration	Has no impact on professional learning communities and collaboration	Reduces opportunity for content-area professional learning communities and collaboration	Increases opportunity for content-area professional learning communities and collaboration
			Duplicates middle school services. Invites comparison of middle schools	
Developmental & Pedagogical Implications	Limits expansion of alternative learning options (i.e. Nontraditional High School)	Creates space to expand alternative learning options (i.e. Nontraditional High School)	Limits expansion of alternative learning options (i.e. Nontraditional High School)	Creates space to expand alternative learning options (i.e. Nontraditional High School)
	Continues 4 transitions (Grades Pre-K–4, 5–6, 7–8, and 9–12)	Continues 4 transitions (Grades Pre-K –4, 5–6, 7–8, and 9–12)	Reduces transitions from 4 to 3 (Grades Pre-K –5, 6–8, and 9–12)	Reduces transitions from 4 to 3 (Grades Pre-K –5, 6–8, and 9–12)
	Is not closely aligned with VDOE middle school standards	Is not closely aligned with VDOE middle school standards	Aligns more closely with VDOE middle school standards	Aligns more closely with VDOE middle school standards
	Maintains current school sizes	Increases elementary school size Has no impact on grades 5–12	Increases elementary school size Decreases current middle school size to approx. 400 students	Increases elementary school size Increases current middle school size to approx. 800 students
Physical Space Implications	Continues need to lease space for Henry Avenue Learning Center and Adult Education Program	Creates space for Henry Avenue Learning Center and Adult Education Program	Continues need to lease space for Henry Avenue Learning Center and Adult Education Program	Creates space for Henry Avenue Learning Center and Adult Education Program
	Continues division administrative space issues including the need for a Professional Development center	Creates opportunity to resolve division administrative space issues and have a Professional Development center	Continues division administrative space issues including the need for a Professional Development center	Creates opportunity to resolve division administrative space issues and have a Professional Development center
	Maintains current school sizes	Increases elementary school size Has no impact on grades 5–12	Increases elementary school size Decreases current middle school size to approx. 400 students	Increases elementary school size Increases current middle school size to approx. 800 students
	Maintains excess student capacity in all schools	Impacts space for attendance growth at the elementary level	Impacts space for attendance growth at the elementary level	Impacts space for attendance growth at the elementary level
	Requires no renovation	Requires renovation	Requires renovation	Requires renovation/expansion

Future Options for Charlottesville City Schools What Are The Potential Operational Savings?

OPTION 1: School configurations remain the same	Estimated Annual Savings
	None
OPTION 2: Close one elementary school	Estimated Annual Savings
Eliminate One Elementary School Principal Position	\$ 106,400
Eliminate One Elementary Instructional Coordinator Position	85,120
Eliminate One LPN Nurse Position	33,250
Eliminate One Guidance Position	57,190
Eliminate One Librarian Position	57,190
Eliminate One Administrative Technician Position	39,900
Eliminate One Child Nutrition Manager Position	21,280
Eliminate One Book Buddies Position	26,600
Eliminate Two Child Nutrition Workers Positions	18,620
Eliminate One Librarian Assistant Position	21,280
Facilities leasing costs (Adult Education & Alternative Learning)	<u>153,531</u>
Total Estimated Annual Savings	\$ 620,361
OPTION 3: Six elementary schools, PK–5; two middle schools, 6–8	Estimated Annual Savings
Eliminate Two Assistant Principal Positions	\$ 178,220
Eliminate Two Clerical Support Positions	79,800
Eliminate Two Child Nutrition Workers Positions	18,620
Eliminate One Instructional Assistant (IA) Position (Media)	<u>23,940</u>
Total Estimated Annual Savings	\$ 300,580
OPTION 4: Six elementary schools, PK–5; one middle school, 6–8	Estimated Annual Savings
Eliminate One Principal Position	\$ 106,400
Eliminate One Instructional Coordinator Position	85,120
Eliminate Two Assistant Principal Positions	178,220
Eliminate One Guidance Position	57,190
Eliminate One Librarian Position	57,190
Eliminate Two Clerical Support Positions	79,800
Eliminate One LPN Position	33,250
Eliminate One ISBI Position	57,190
Eliminate Two Child Nutrition Workers Positions	18,620
Eliminate One Child Nutrition Manager Position	21,280
Eliminate One Instructional Assistant (IA) Position (Media)	23,940
Facilities leasing costs (Adult Education & Alternative Learning)	<u>153,531</u>
Total Estimated Annual Savings	\$ 871,731

Overview of School Facilities

2008–2009

	Grade Configuration	Acres	State Required Number of Acres	Square feet	Original Completion	Student Enrollment	Functional Capacity
CHS	9–12	43.5	22	285,700	1974	1216	1305
Buford	7–8	18.87	17	101,500	1965	539	703
Walker	5–6	15.33	11	94,693	1965	537	685
Burnley-Moran	PK–4	10.6	8	51,158	1955	325	448
Clark	PK–4	3	8	54,021	1930	242	447
Greenbrier	PK–4	10.34	8	46,750	1962	284	472
Jackson-Via	PK–4	20.36	8	66,595	1969	316	490
Johnson	PK–4	17.4	8	54,655	1955	258	378
Venable	PK–4	9	8	61,720	1925	326	480

Enrollment Data for 3 Yr Olds Through Grade 8

(as of May 15, 2009)

SCHOOL	3 Yr	4 Yr	KG	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Total
Buford										266	273	539
Walker								265	272			537
Burnley-Moran		26	61	73	54	51	60					325
Clark	12	29	40	46	36	42	37					242
Greenbrier		16	62	48	52	53	53					284
Jackson-Via		32	76	55	48	59	46					316
Johnson		36	47	52	39	39	45					258
Venable		26	57	57	63	58	65					326
TOTAL	12	165	343	331	292	302	306	265	272	266	273	2827

CHARLOTTESVILLE CITY SCHOOLS

9-Year Enrollment History

Live Births — Charlottesville Residents (Virginia Department of Health)

Birth Year	2007	2006	2005	2004	2003	2002	2001	2000	1999	1998	1997	1996	1995
Total Births	546	498	525	472	531	491	494	550	489	471	488	495	485

4-Year Enrollment Forecast

K-12 Enrollment — Projected and Actual

					ACTUAL								
School Year	2012—13	2011—12	2010—11	2009—10	2008—09	2007—08	2006—07	2005—06	2004—05	2003—04	2002—03	2001—02	2000—01
Total Enrollment	3,900	3,880	3,890	3,880	3,861	3,918	4,063	4,166	4,224	4,273	4,264	4,256	4,305
PROJECTED													

**National and State Grade Configurations
Grades Pre-K through 8**

	Grades Pre-K, K or 1 to Grades 3 or 4	Grades Pre-K, K or 1 to Grade 5	Grades Pre-K, K or 1 to Grade 6	Grades Pre-K, K or 1 to Grade 8	Grades 4, 5, or 6 to Grades 7 or 8	Other Grade Configurations	TOTAL
Number of Schools in U.S.¹	4,910	20,570	15,578	4,543	10,499	5,705	61,805
Percentage of Schools in U.S.	7.9%	33.2%	25.2%	7.4%	17.0%	9.2%	99.9%
Number of Schools in Virginia²	94	828	147	7	201	142	1,419
Percentage of Schools in Virginia	6.6%	58.4%	10.3%	0.5%	14.2%	10%	100%

¹ *Digest of Education Statistics, 1998.*

² Virginia Department of Education



CHARLOTTESVILLE CITY SCHOOLS

Dates for Discussions

MGT Key Recommendations/Facilities Use Discussions

Date	Group	Focus	Location & Time
April 20, 2009	Community Engagement Workshop 1	MGT recommendations	CHS 6:00 p.m.
May 12, 2009	Administrative Leadership Team	The four options	B-Moran 1:00 p.m.
May 18, 2009	Coordinators and Department Heads	The four options	CHS 3:30 p.m.
May 18-29, 2009	All School Staff	The four options	Various locations
May 26, 2009	PTO Council & PTO Presidents	The four options	Mt. Zion Church 11:30 a.m.
May 26, 2009	Community Engagement Workshop 2	The four options	CHS 6:00 p.m.
June 1, 2009	TACC	The four options	B-Moran 4:00 p.m.
June 8, 2009	Friendship Court Community	The four options	Friendship Court Community Ctr, 6:30 p.m.
June 10, 2009	Westhaven Community	The four options	Westhaven Community Center, 6:30 p.m.
June 10, 2009	South First Street Community	The four options	South 1st St. Community Ctr, 4:30 p.m.
June 12, 2009	City Council/School Board Luncheon	The four options	City Hall 12:00 p.m.
June 18, 2009	Teachers	The four options	CHS 2:00 p.m.
June 23, 2009	UVA, Curry School of Education	The four options	UVA, 10 a.m.
July 22, 2009	Community Engagement Workshop (Panel discussion)	Pedagogy & Learning Environments	CHS 6:00 p.m.
Aug. 11, 2009	Principals	The four options	B-Moran 8:30 a.m.
Sept 1, 2009	Community Engagement Workshop (Panel discussion w/ Dr. Cannaday)	Pedagogy & Learning Environments	CHS 6:00 p.m.
Sept. 1-30, 2009	Teachers (breakfast mtgs.)	Narrow the options	TBD 8:00 a.m.
October- December 2009	School Board, CCS Staff, public	Narrow the options	TBD
January 2010	School Board	Consider the options	CHS 6:00 p.m.

If needed, additional meetings will be scheduled. Updated 9/2/09.