Redistricting Steering Committee Meeting

March 12, 2025

Meeting Agenda

- MGT Data Update
- Policy Review
- RAC Update
- Community Engagement
- Next Meetings

Redistricting Overview

- Serve our growing and changing community by addressing school capacity and utilization.

- Balance student enrollment, address overutilization and ensure all students have access to equitable resources and opportunities.

Redistricting Overview

Redistricting Advisory Committee

Steering Committee

School Board

The name of the Community Review Committee has been changed to the Redistricting Advisory Committee.

Reinforcing the RAC's Role

- **Inform, Not Influence** – Your role is to share factual information with your community, not advocate for specific boundary changes.
- **Gather, Not Guide** – Your job is to relay community questions and concerns, not to shape or sway decisions.
- **Stay Neutral and Fact-Based** – Discussions should focus on facts and data, not personal preferences or opinions.
- **No Decision-Making Authority** – The School Board and ACPS leadership will make final decisions based on data, policy, and legal requirements.

RAC Charge:

- Understand the supporting data informing the process
- Be advocates and messengers to your community
- Provide feedback and ask questions
- Preview scenarios

School Board Decision-Making

Decisions Will Be Based On:

- Student enrollment projections
- Capacity and facility utilization
- Geographic and transportation considerations
- Legal and policy guidelines
- Equity and community impact

Not Based On:

- Individual committee member opinions
- Personal preferences for schools or neighborhoods
- Pressure from any specific group or school community

Key Terms and Definitions

Enrollment: Number of active students enrolled at ACPS on September 30 of each school year as detailed in the Fall Membership Report to the School Board.

Class Cap: Number of seats available to students in a homeroom class with a full-time teacher, based on the IHB-R policy.

Capacity: Measured student space based on the Educational Specifications; the total building capacity for a school is a sum of each classroom's measured capacity; this is not related to building occupancy as established by building code or the number of students that can be served at the school per the class cap.

Utilization: Student enrollment divided by the building capacity; we aim to be between 90-110%.

Key Terms and Definitions

Mobility: The ratio of the number of students living in an attendance area by grade to the number enrolled the prior year in the earlier grade. This ratio is averaged over four years of student data representing three years of change.

Student Generation Rates: The City of Alexandria produces this factor. Represent the ratio of enrolled ACPS students who live in Alexandria to the number of residential housing units in Alexandria.

Birth Rate Data: The number of babies born in an area each year. For school division redistricting, this data is used to estimate kindergarten enrollment each school year and helps predict how many students will attend schools in the future.

Key Terms and Definitions

Resident Student Population: Total number of students living in a certain area, such as a attendance area or study area.

Residence vs. Enrollment: Where a student lives vs. the school a student attends.
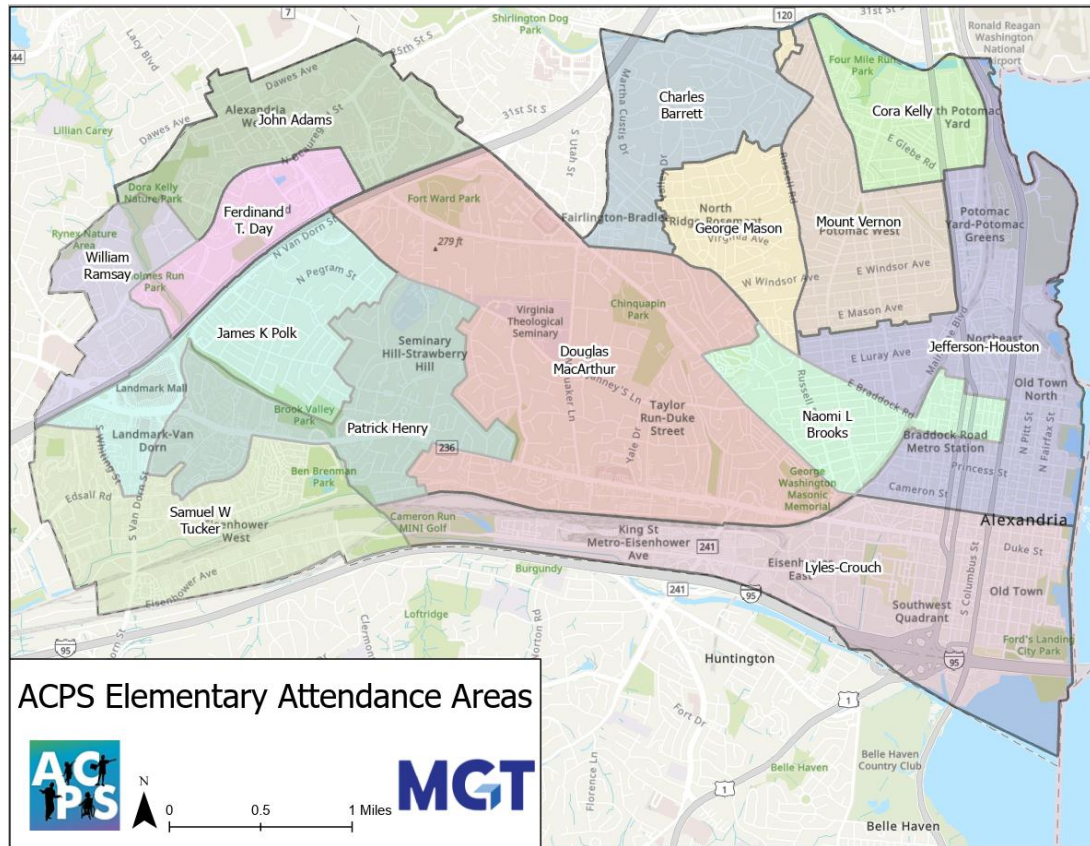
Redistricting: Adjusting school boundary lines to balance student enrollment between schools.

Methodology: The process or steps used to collect and understand data.

The Data Supports the Process

- ## GIS Data Modeling
  - School Points
  - School Boundaries
  - Student Data
  - Residential Development
- ## Resident Student Population Projections
  - Projections by study area are used to help understand how future boundaries will hold up to population shifts

ACPS Elementary Attendance Areas

The Data Supports the Process

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- ## Resident Student Population Projections
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Middle School Attendance Areas
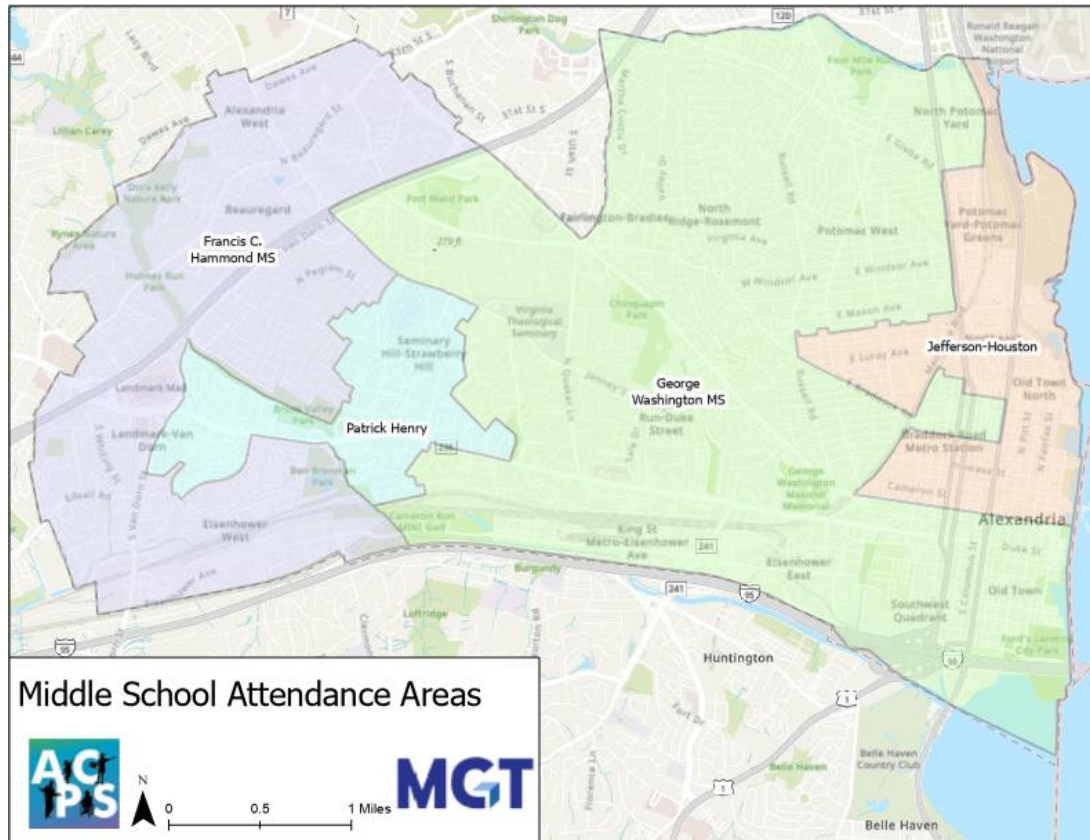
The Data Supports the Process

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- ## Resident Student Population Projections
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Study Areas
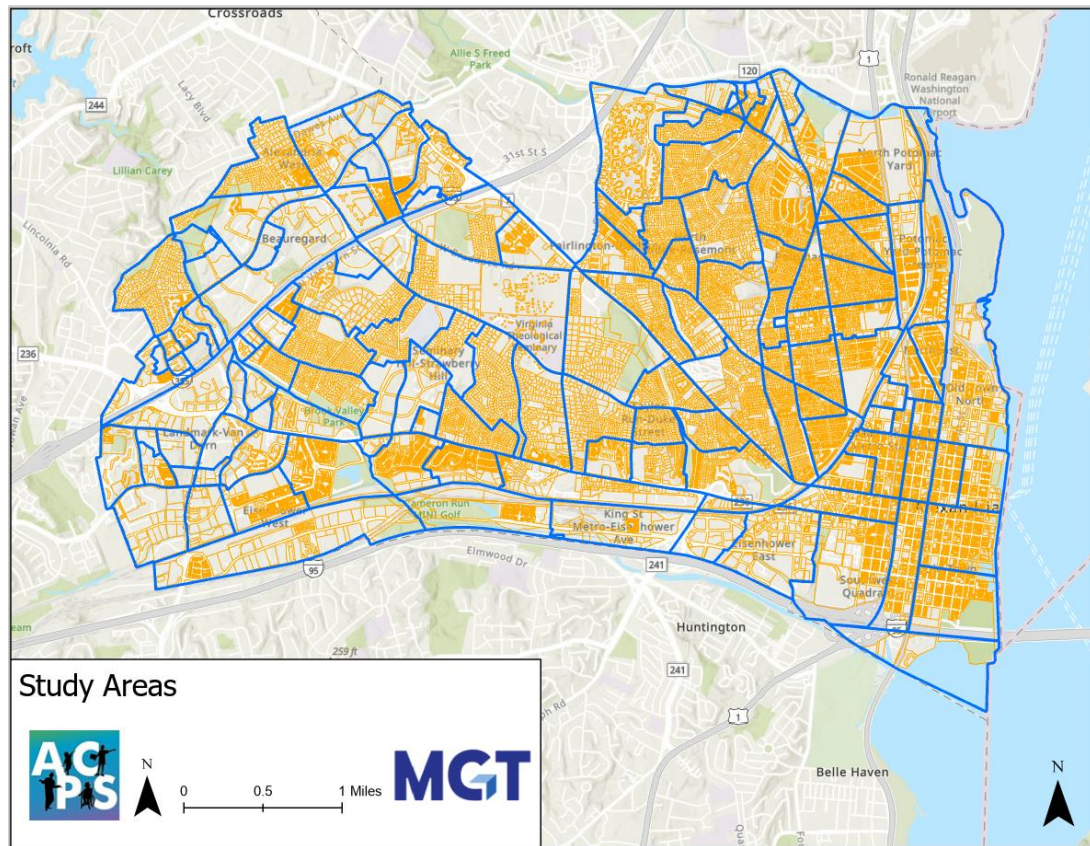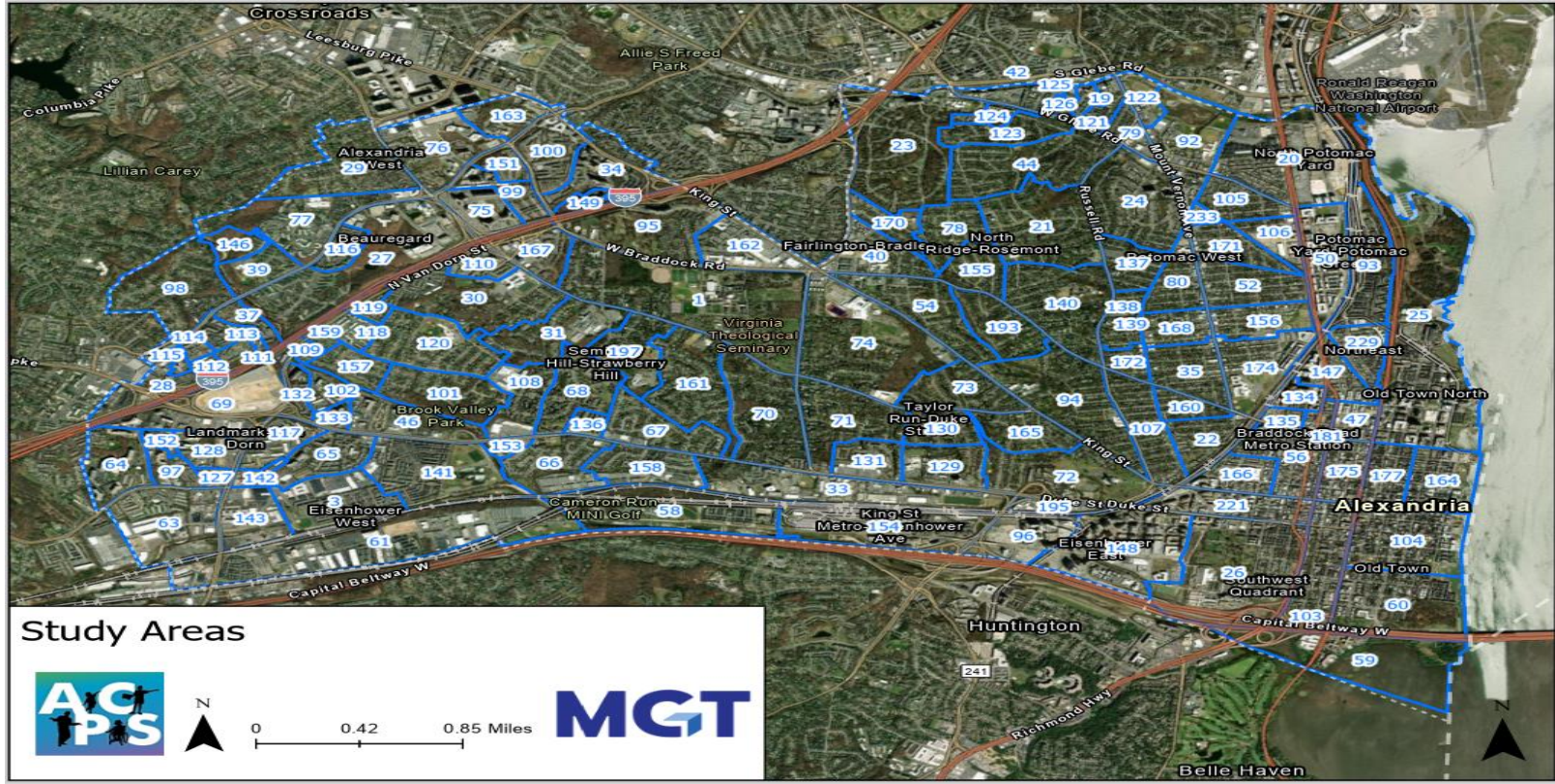
The Data Supports the Process

- GIS Data Modeling
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  - Residential Development
- Resident Student Population Projections
  - Projections by study area are used to help understand how future boundaries will hold up to population shifts

2024-25 Students Density

District
Sparse
Dense

0   0.5   1 Miles

The Data Supports the Process

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    - ### School Boundaries
    - ### Student Data
    - ### Residential Development
- ## Resident Student Population Projections
    - ### Projections by study area are used to help understand how future boundaries will hold up to population shifts

Residential Development

The Data Supports the Process

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  - ### Student Data
  - ### Residential Development
- ## Resident Student Population Projections
  - ### Projections by study area are used to help understand how future boundaries will hold up to population shifts

Elementary Attendance Area
PK-5 Enrollment Utilization

The Data Supports the Process

- ## GIS Data Modeling
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  - Student Data
  - Residential Development

- ## Resident Student Population Projections
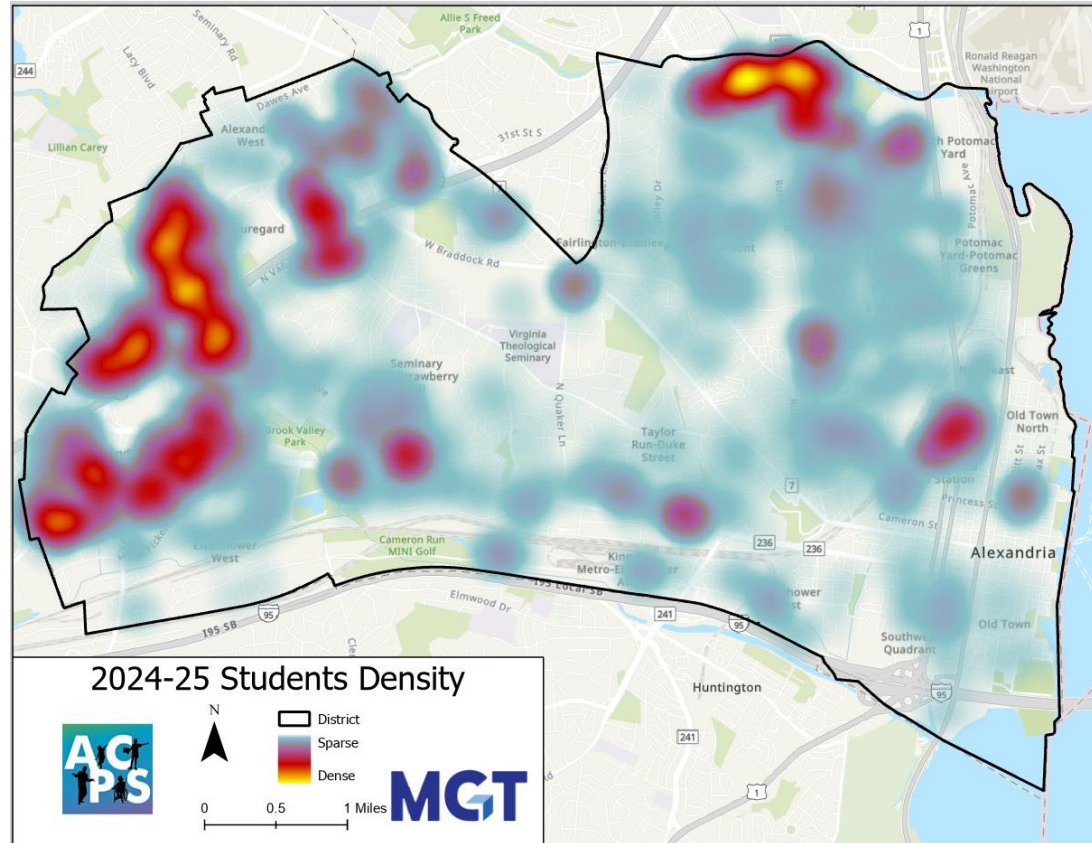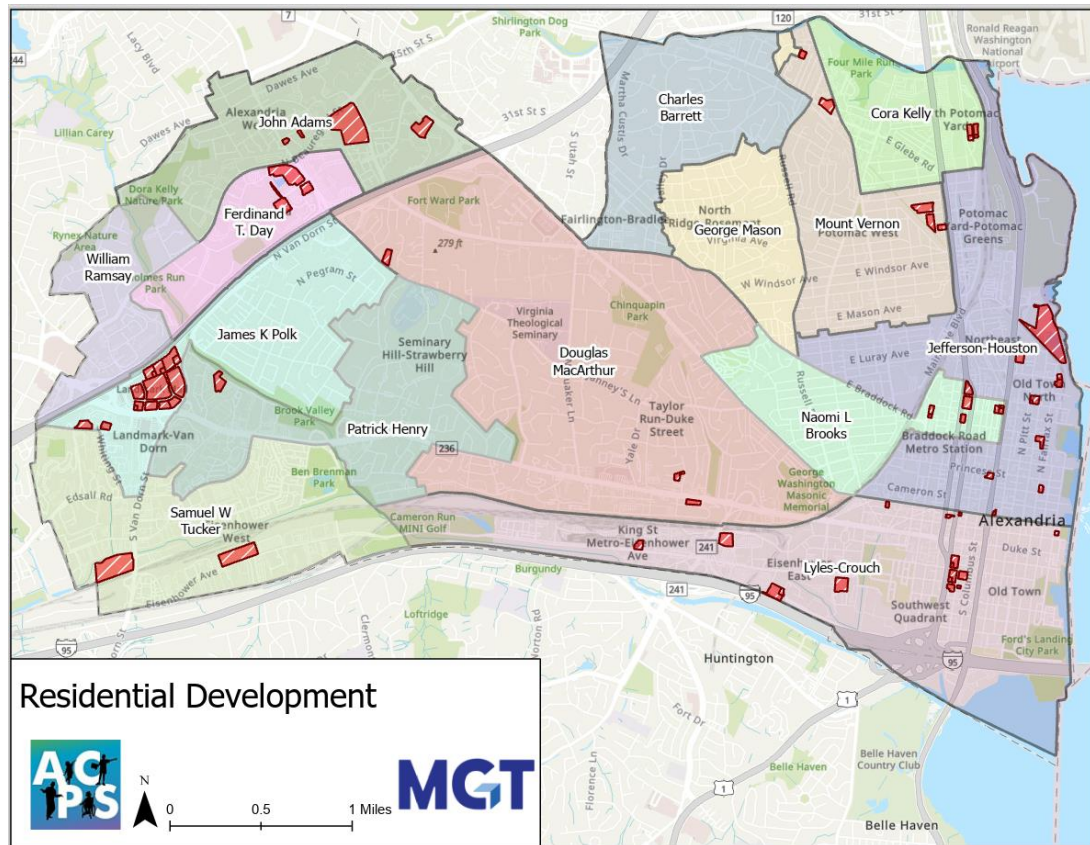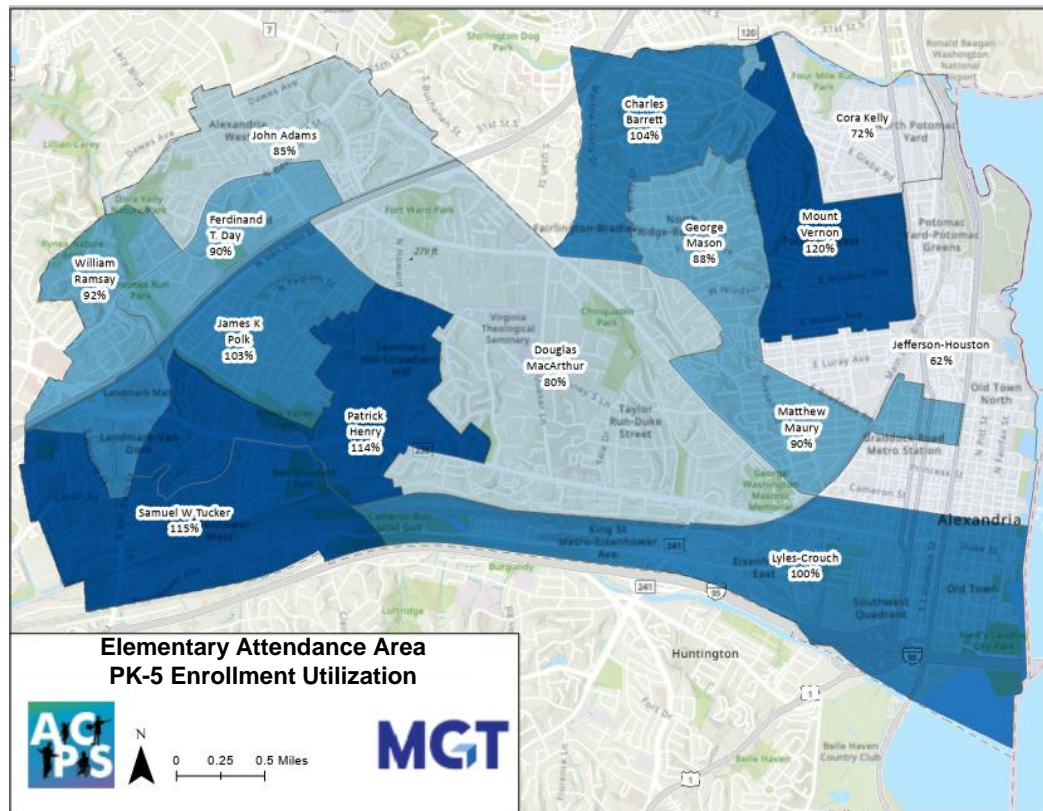 - Projections by study area are used to help understand how future boundaries will hold up to population shifts
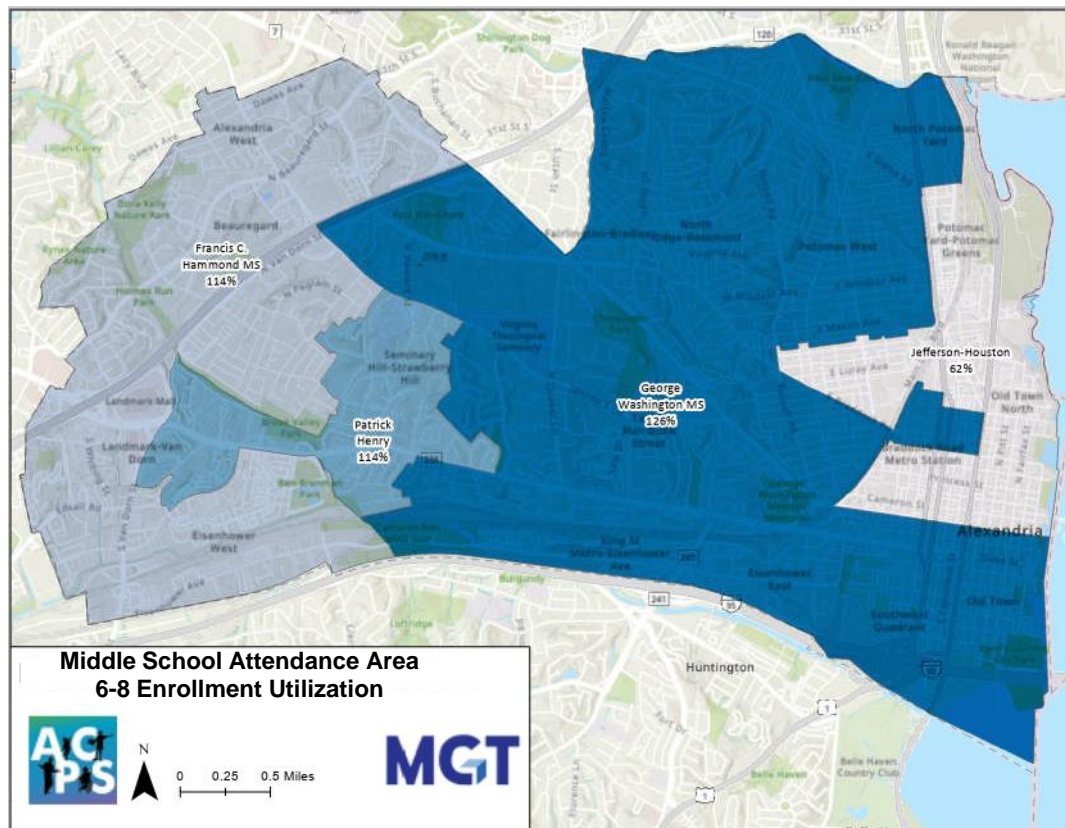

Middle School Attendance Area
6-8 Enrollment Utilization

Attendance Matrix

Allows for us to account for open enrollment and understand transfer patterns

Date of Student Data: 9/30/2024

Attendance Area	Grade Range	Count of Students Living within Boundary	CHARLES BARRETT	CORA KELLY	DOUGLAS MACARTHUR	FERDINAND T DAY	GEORGE MASON	JAMES K POLK	JEFFERSON HOUSTON PREK8	JOHN ADAMS	LYLES CROUCH TRADITIONAL ACADEMY	MOUNT VERNON COMMUNITY SCHOOL	NAOMI L BROOKS	PATRICK HENRY K8	SAMUEL W TUCKER	WILLIAM RAMSAY	Early Childhood Center
CHARLES BARRETT	-1-5	560	454	1	0	0	4	0	1	0	0	97	2	0	0	1	0
CORA KELLY	-1-5	287	0	235	1	0	0	1	0	0	0	48	1	0	0	1	0
DOUGLAS MACARTHUR	-1-5	665	1	1	611	0	3	0	7	7	0	28	3	2	0	0	2
FERDINAND T DAY	-1-5	679	0	0	2	571	3	1	3	28	0	1	0	5	1	21	43
GEORGE MASON	-1-5	285	6	0	0	0	253	0	2	0	0	22	1	0	0	0	1
JAMES K POLK	-1-5	759	6	1	4	1	0	661	4	14	0	3	0	19	18	10	18
JEFFERSON HOUSTON PREK8	-1-5	366	1	0	1	0	1	0	279	0	1	81	2	0	0	0	0
JOHN ADAMS	-1-5	648	3	0	4	1	0	1	1	594	0	1	0	1	1	4	37
LYLES CROUCH TRADITIONAL ACADEMY	-1-5	396	0	1	2	0	1	0	15	1	370	1	0	0	2	3	0
MOUNT VERNON COMMUNITY SCHOOL	-1-5	683	22	36	0	0	22	0	7	0	1	588	6	0	0	1	0
NAOMI L BROOKS	-1-5	340	0	2	0	0	2	0	21	1	2	10	299	1	0	2	0
PATRICK HENRY K8	-1-5	956	0	0	16	0	2	70	2	19	0	4	0	724	24	79	16
SAMUEL W TUCKER	-1-5	755	0	0	3	0	4	11	3	8	0	1	0	35	662	15	13
WILLIAM RAMSAY	-1-5	565	0	0	0	0	0	1	1	23	0	0	0	2	1	525	12
Total Resident		7,944	493	277	644	573	295	746	346	695	374	885	314	789	709	662	142
Out of Division Transfers		14	0	0	0	2	0	7	0	3	0	0	1	0	0	1	0
Invalid Addresses		3	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0
Special Education		308	38	34	24	0	29	26	21	32	0	24	0	1	1	23	55
Total Enrollment		8,269	532	311	668	575	324	781	367	730	374	909	315	790	710	686	197

School of Residence

School of Enrollment | *Non-Boundary School

Notes

The Jefferson Houston and Patrick Henry schools are PK-8 boundaries

Alexandria City Public Schools
Student Forecast SY 2024-2025
Utilization and Transfer Analysis

This analysis also allows us to understand the impact that these patterns are having on the capacity utilization of each campus

Resident Utilization- Number of students living in an attendance area compared to the school capacity

Enrollment Utilization- Number of students enrolled at a school compared to the school capacity

Updated to show PK-5 capacities of the PK-8 Schools

Attendance Area	Grade Range	School Capacity	Residence		Enrollment		Resident Student Transfers			Inter-Division Transfers	Total Open Enrollment Rate
			Students	Utilization	Students	Utilization	In	Out	Out Rate	In	
CHARLES BARRETT	-1-5	512	560	109.4%	532	103.9%	39	106	18.9%	0	7.3%
CORA KELLY	-1-5	429	287	66.9%	311	72.5%	42	52	18.1%	0	13.5%
DOUGLAS MACARTHUR	-1-5	840	665	79.2%	668	79.5%	33	54	8.1%	0	4.9%
FERDINAND T DAY	-1-5	640	679	106.1%	575	89.8%	2	108	15.9%	2	0.7%
GEORGE MASON	-1-5	368	285	77.4%	324	88.0%	42	32	11.2%	0	13.0%
JAMES K POLK	-1-5	756	759	100.4%	781	103.3%	85	98	13%	7	11.8%
JEFFERSON HOUSTON PREK8	-1-5	516	366	70.9%	367	71.1%	67	87	24%	0	18.3%
JOHN ADAMS	-1-5	858	648	75.5%	730	85.1%	101	54	8%	3	14.2%
LYLES CROUCH TRADITIONAL ACADEMY	-1-5	375	396	105.6%	374	99.7%	4	26	7%	0	1.1%
MOUNT VERNON COMMUNITY SCHOOL	-1-5	755	683	90.5%	909	120.4%	297	95	14%	0	32.7%
NAOMI L BROOKS	-1-5	350	340	97.1%	315	90.0%	15	41	12%	1	5.1%
PATRICK HENRY K8	-1-5	629	956	152.0%	790	125.6%	65	232	24%	0	8.2%
SAMUEL W TUCKER	-1-5	620	755	121.8%	710	114.5%	47	93	12%	0	6.6%
WILLIAM RAMSAY	-1-5	748	565	75.5%	686	91.7%	137	40	7%	1	20.1%

ACPS overlapping grade ranges at the middle school level

There are 2 middle school boundaries (Francis C Hammond and George Washington) serving grades 6-8

There are also 2 PK-8 attendance areas

Date of Student Data:	9/30/2024			School of Enrollment		
Attendance Area	Grade Range	Count of Students Living within Boundary	FRANCIS C HAMMOND	GEORGE WASHINGTON	JEFFERSON HOUSTON PRE K8	PATRICK HENRY K8
FRANCIS C HAMMOND	6-8	1,427	1,378	5	6	38
GEORGE WASHINGTON	6-8	1,388	14	1,341	32	1
JEFFERSON HOUSTON PRE K8	6-8	179	1	84	94	0
PATRICK HENRY K8	6-8	390	168	3	1	218
Total Resident		3,384	1,561	1,433	133	257
Inter-District Transfers		5	3	2	0	0
Special Education		43	24	17	2	0
Total Enrollment		3,432	1,588	1,452	135	257
Notes						

Attendance Area	Grade Range	School Capacity	Residence		Enrollment		Resident Student Transfers			Inter-District Transfers	Total Open Enrollment Rate
			Students	Utilization	Students	Utilization	In	Out	Out Rate	In	
FRANCIS C HAMMOND	6-8	1,396	1,427	102.2%	1,588	113.8%	183	49	3.4%	3	11.7%
GEORGE WASHINGTON	6-8	1,150	1,388	120.7%	1,452	126.3%	92	47	3.4%	2	6.5%
JEFFERSON HOUSTON PRE K8	6-8	218	179	82.1%	135	61.9%	39	85	47.5%	0	28.9%
PATRICK HENRY K8	6-8	225	390	173.3%	257	114.2%	39	172	44.1%	0	15.2%

The PK-8 Matrix isolates the PK-8 attendance area transfer patterns.

Date of Student Data: 9/30/2024			School of Enrollment																*Non-Boundary School
Attendance Area	Grade Range	Count of Students Living within Boundary	CHARLES BARRETT	CORA KELLY	DOUGLAS MACARTHUR	FERDINAND T DAY	GEORGE MASON	JAMES K POLK	JOHN ADAMS	LYLES CROUCH TRADITIONAL ACADEMY	MOUNT VERNON COMMUNITY SCHOOL	NAOMI L BROOKS	JEFFERSON HOUSTON PREK8	PATRICK HENRY K8	SAMUEL W TUCKER	WILLIAM RAMSAY	Frances C hammond Middle School	George Washington Middle School	Early Childhood Center
CHARLES BARRETT	-1-8	797	454	1	0	0	4	0	0	0	97	2	1	0	0	1	1	236	0
CORA KELLY	-1-8	422	0	235	1	0	0	1	0	0	48	1	2	0	0	1	0	133	0
DOUGLAS MACARTHUR	-1-8	956	1	1	611	0	3	0	7	0	28	3	14	3	0	0	9	274	2
FERDINAND T DAY	-1-8	917	0	0	2	571	3	1	28	0	1	0	5	9	1	21	230	2	43
GEORGE MASON	-1-8	425	6	0	0	0	253	0	0	0	22	1	2	0	0	0	1	139	1
JAMES K POLK	-1-8	1,131	6	1	4	1	0	661	14	0	3	0	6	31	18	10	357	1	18
JOHN ADAMS	-1-8	931	3	0	4	1	0	1	594	0	1	0	2	1	1	4	282	0	37
LYLES CROUCH TRADITIONAL ACADEMY	-1-8	545	0	1	2	0	1	0	1	370	1	0	18	0	2	3	1	145	0
MOUNT VERNON COMMUNITY SCHOOL	-1-8	953	22	36	0	0	22	0	0	1	588	6	12	0	0	1	1	264	0
NAOMI L BROOKS	-1-8	506	0	2	0	0	2	0	1	2	10	299	36	1	0	2	1	150	0
JEFFERSON HOUSTON PREK8	-1-8	545	1	0	1	0	1	0	0	1	81	2	373	0	0	0	1	84	0
PATRICK HENRY K8	-1-8	1,346	0	0	16	0	2	70	19	0	4	0	3	942	24	79	168	3	16
SAMUEL W TUCKER	-1-8	1,009	0	0	3	0	4	11	8	0	1	0	4	54	662	15	234	0	13
WILLIAM RAMSAY	-1-8	845	0	0	0	0	0	1	23	0	0	0	1	5	1	525	275	2	12
Total Resident		11,328	493	277	644	573	295	746	695	374	885	314	479	1,046	709	662	1,561	1,433	142
Out of Division Transfers		19	0	0	0	2	0	7	3	0	0	1	0	0	0	1	3	2	0
Invalid Addresses		3	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
Special Education		352	39	34	24	0	17	26	32	0	24	0	23	1	1	23	24	29	55
Total Enrollment		11,702	533	311	668	575	312	781	730	374	909	315	502	1,047	710	686	1,588	1,464	197

Notes

Jefferson Houston and Patrick Henry are the only PK-8 attendance boundaries

(School of Residence)

Attendance Area	Grade Range	School Capacity	Residence		Enrollment		Resident Student Transfers			Inter-District Transfers	Total Open Enrollment Rate
			Students	Utilization	Students	Utilization	In	Out	Out Rate	In	
CHARLES BARRETT	-1-8	512	797	155.7%	533	104.1%	39	343	43.0%	0	7.3%
CORA KELLY	-1-8	429	422	98.4%	311	72.5%	42	187	44.3%	0	13.5%
DOUGLAS MACARTHUR	-1-8	840	956	113.8%	668	79.5%	33	345	36.1%	0	4.9%
FERDINAND T DAY	-1-8	640	917	143.3%	575	89.8%	2	346	37.7%	2	0.7%
GEORGE MASON	-1-8	368	425	115.5%	312	84.8%	42	172	40.5%	0	13.5%
JAMES K POLK	-1-8	756	1,131	149.6%	781	103.3%	85	470	41.6%	7	11.8%
JEFFERSON HOUSTON PREK8	-1-8	734	545	74.3%	502	68.4%	106	172	31.6%	0	21.1%
JOHN ADAMS	-1-8	858	931	108.5%	730	85.1%	101	337	36.2%	3	14.2%
LYLES CROUCH TRADITIONAL ACADEMY	-1-8	375	545	145.3%	374	99.7%	4	175	32.1%	0	1.1%
MOUNT VERNON COMMUNITY SCHOOL	-1-8	755	953	126.2%	909	120.4%	297	365	38.3%	0	32.7%
NAOMI L BROOKS	-1-8	350	506	144.6%	315	90.0%	15	207	40.9%	1	5.1%
PATRICK HENRY K8	-1-8	854	1,346	157.6%	1,047	122.6%	104	404	30.0%	0	9.9%
SAMUEL W TUCKER	-1-8	620	1,009	162.7%	710	114.5%	47	347	34.4%	0	6.6%
WILLIAM RAMSAY	-1-8	748	845	113.0%	686	91.7%	137	320	37.9%	1	20.1%

Redistricting Guiding Principles *(As voted on at the December 19, 2024 ACPS School Board Meeting.)*

Equitable School Utilization

- Ensure optimal utilization of school spaces to support efficient use of facilities and maintain effective learning environments.

Neighborhood Schools

- Prioritize maintaining neighborhood schools to foster community engagement and ensure students have access to educational opportunities based on proximity, school utilization, and walkability/bikeability to further strengthen connections between schools and their surrounding neighborhoods.

Demographic Alignment

- Align school demographics with division-wide goals to promote diversity, equity, and inclusion, ensuring all students have access to a supportive and representative learning environment.

Capacity and Utilization Focus

- Redistricting decisions will prioritize school utilization ratios, which consider class capacity, the number and size of classrooms, and class caps. These ratios will guide the distribution of students to ensure schools operate efficiently, avoiding both excessive enrollment and underutilization.
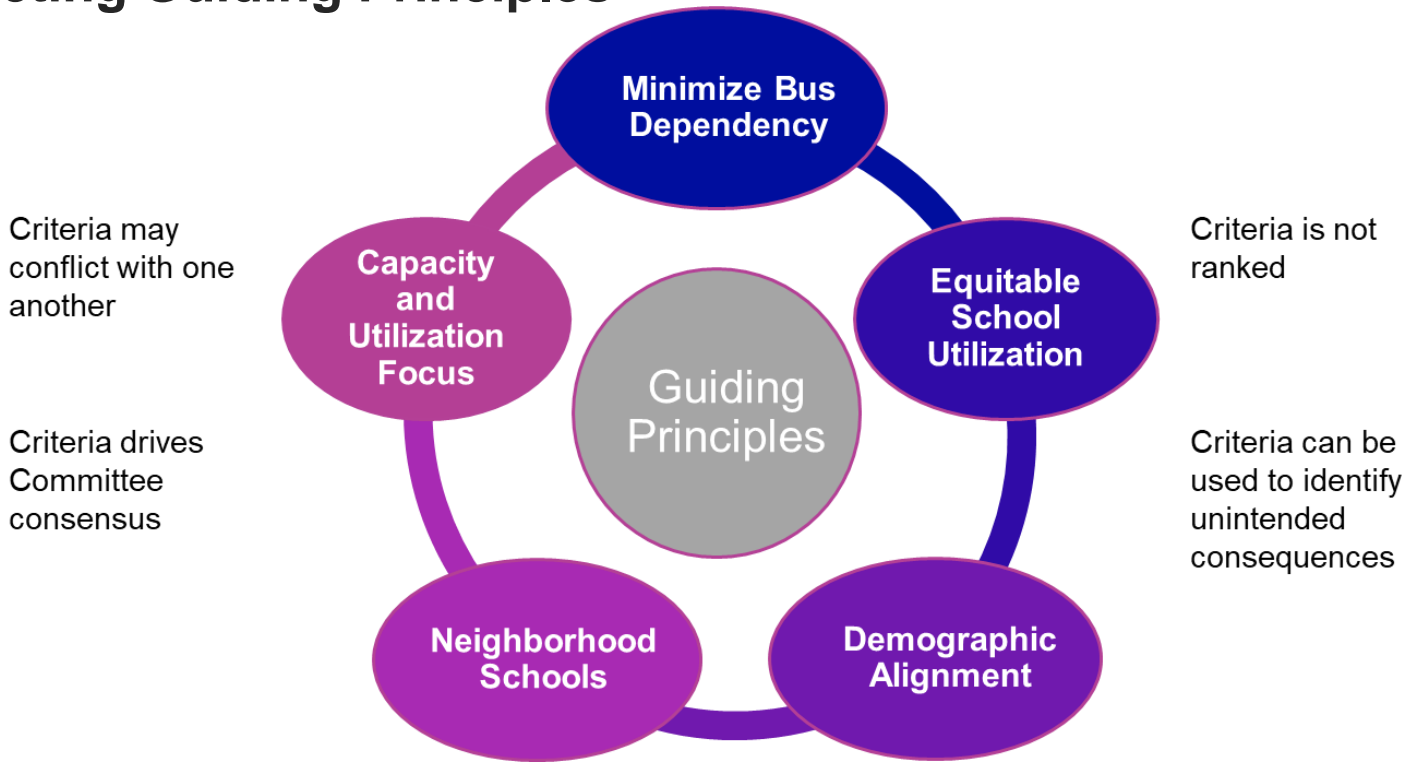
Minimize Bus Dependency

- Strive to reduce transportation needs by minimizing bus rides and encouraging alternative methods of transportation where possible.
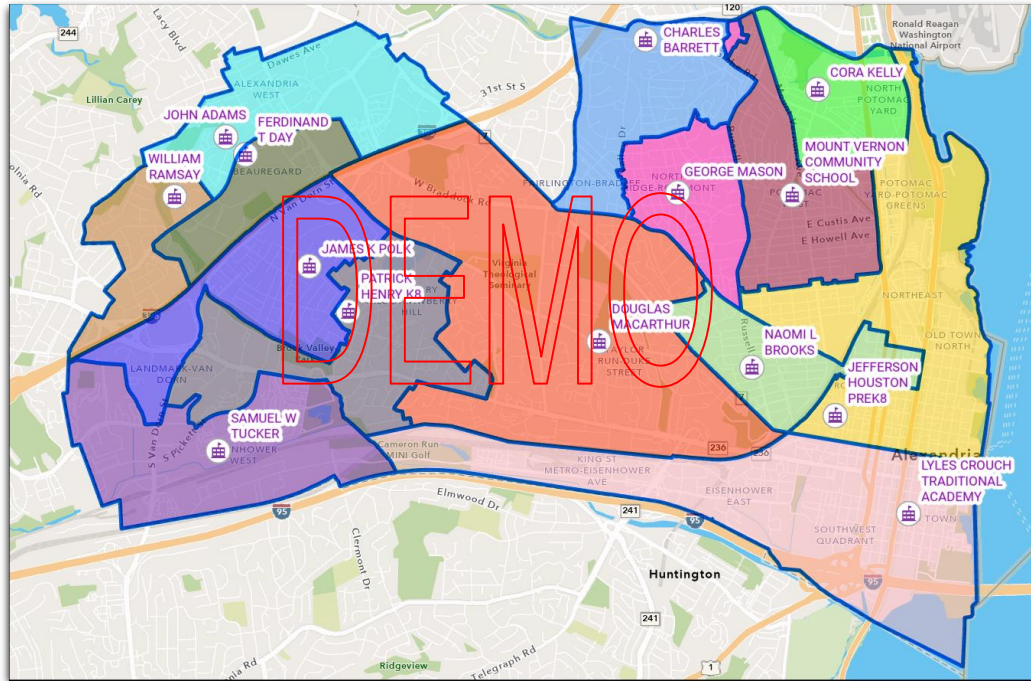
Redistricting Guiding Principles

Criteria may conflict with one another

Criteria drives Committee consensus

Minimize Bus Dependency

Capacity and Utilization Focus

Equitable School Utilization

Guiding Principles

Neighborhood Schools

Demographic Alignment

Criteria is not ranked

Criteria can be used to identify unintended consequences

Current Boundaries

Attendance Area	Current Boundaries		
	Capacity	PK-5 Resident Totals	Capacity Utilization %
CHARLES BARRETT	512	560	109%
CORA KELLY	429	287	67%
DOUGLAS MACARTHUR	840	665	79%
FERDINAND T DAY	640	679	106%
GEORGE MASON	368	285	77%
JAMES K POLK	756	759	100%
JEFFERSON HOUSTON PK8	516	366	71%
JOHN ADAMS	858	648	76%
LYLES CROUCH TRADITIONAL ACADEMY	375	396	106%
MOUNT VERNON COMMUNITY SCHOOL	755	683	90%
NAOMI L BROOKS	350	340	97%
PATRICK HENRY K8	629	956	152%
SAMUEL W TUCKER	620	755	122%
WILLIAM RAMSAY	748	565	76%

- Capacity issues exist with the current boundaries
- Policy has influenced enrollment heavily and will play a critical role in reducing the redistricting scope
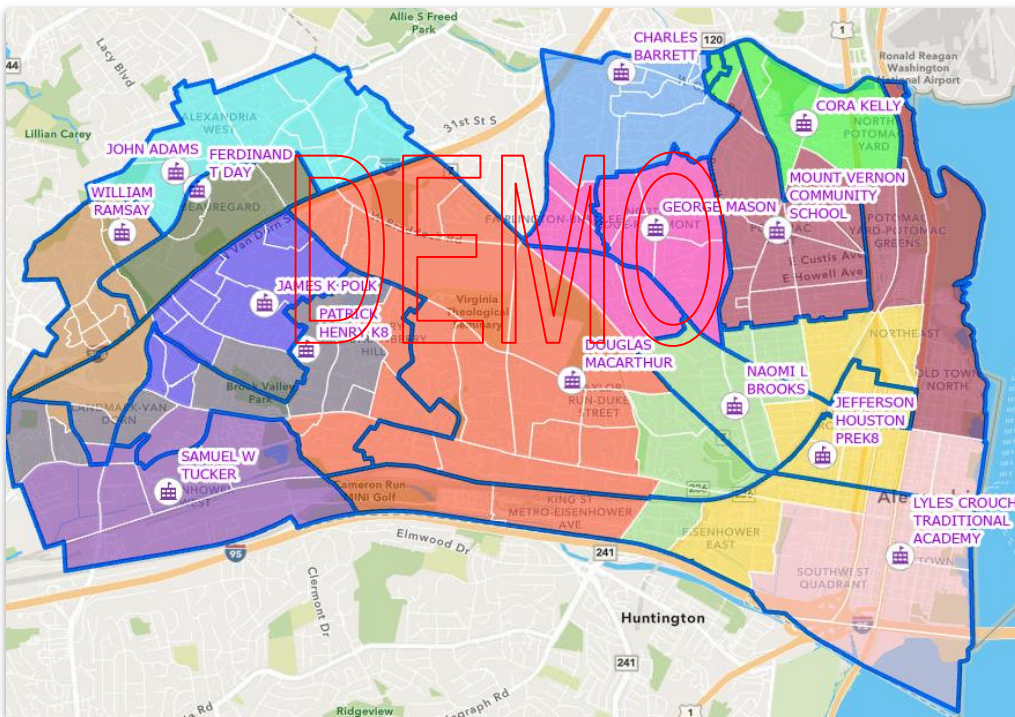
Redistricting by Closest School
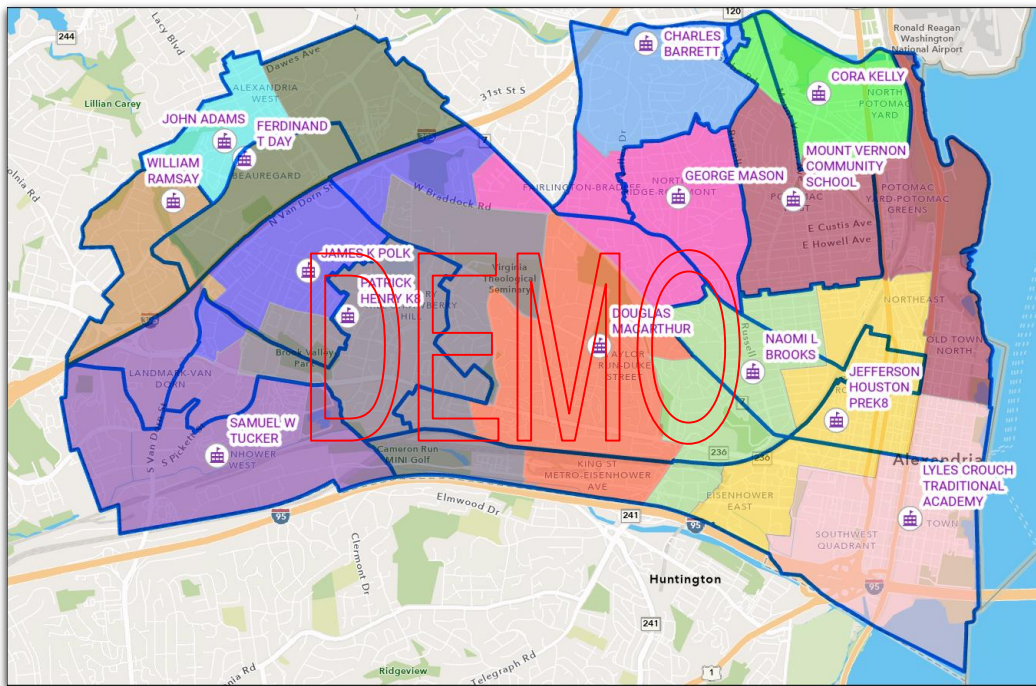
Boundaries by Closest School			
Attendance Area	Capacity	PK-5 Resident Totals	Capacity Utilization %
CHARLES BARRETT	512	628	123%
CORA KELLY	429	526	123%
DOUGLAS MACARTHUR	840	385	46%
FERDINAND T DAY	640	975	152%
GEORGE MASON	368	313	85%
JAMES K POLK	756	650	86%
JEFFERSON HOUSTON PREK8	516	464	90%
JOHN ADAMS	858	277	32%
LYLES CROUCH TRADITIONAL ACADEMY	375	245	65%
MOUNT VERNON COMMUNITY SCHOOL	755	525	70%
NAOMI L BROOKS	350	290	83%
PATRICK HENRY K8	629	569	90%
SAMUEL W TUCKER	620	1429	230%
WILLIAM RAMSAY	748	668	89%

- Redistricting considering only proximity to schools does not balance utilization
- Policy has influenced enrollment heavily and will play a critical role in reducing the redistricting scope

Redistricting by Capacity Utilization

Boundaries by Capacity Utilization			
Attendance Area	Capacity	PK-5 Resident Totals	Capacity Utilization %
CHARLES BARRETT	512	511	100%
CORA KELLY	429	469	109%
DOUGLAS MACARTHUR	840	758	90%
FERDINAND T DAY	640	604	94%
GEORGE MASON	368	276	75%
JAMES K POLK	756	701	93%
JEFFERSON HOUSTON PREK8	734	464	63%
JOHN ADAMS	858	648	76%
LYLES CROUCH TRADITIONAL ACADEMY	375	245	65%
MOUNT VERNON COMMUNITY SCHOOL	755	699	93%
NAOMI L BROOKS	350	290	83%
PATRICK HENRY K8	854	898	105%
SAMUEL W TUCKER	620	620	100%
WILLIAM RAMSAY	748	761	102%

- Redistricting considering utilization does not allow for neighborhood schools and will likely add additional reliance on transportation
- Acceptable scenarios will require compromise of all the guiding principles
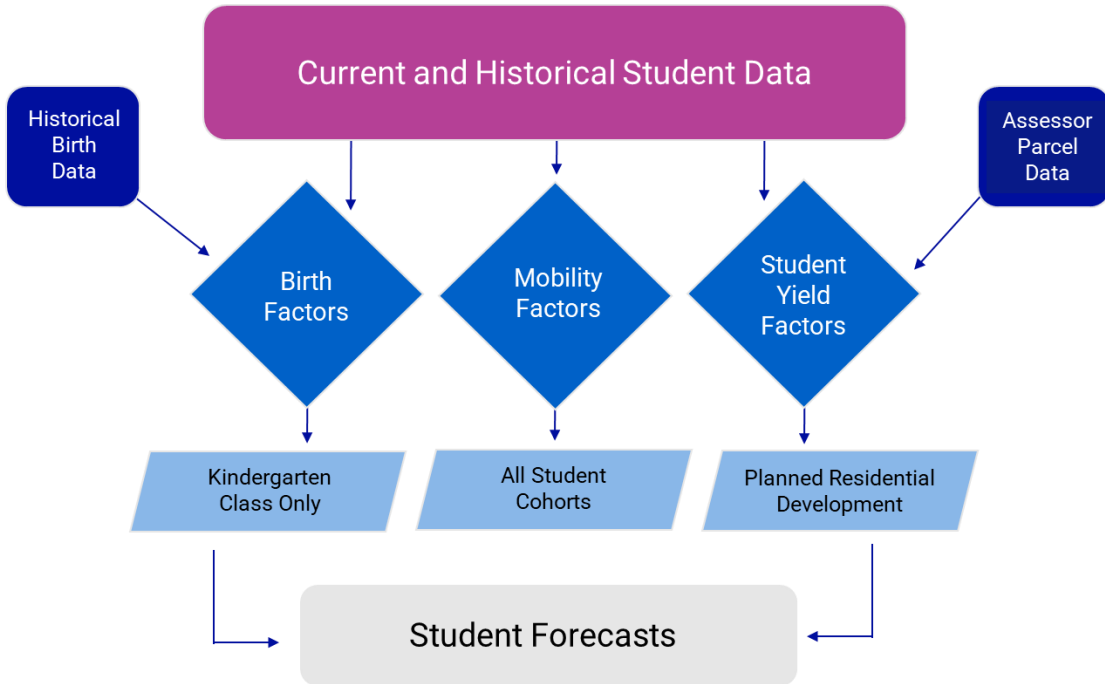
Next steps in the process:

- An in depth analysis to the student population forecast that includes projections by attendance area for each Elementary and Middle School

- Presentation of scenarios built on student population forecasts

- Policy will play an important role in this process and provide the division with additional tools to solve problems
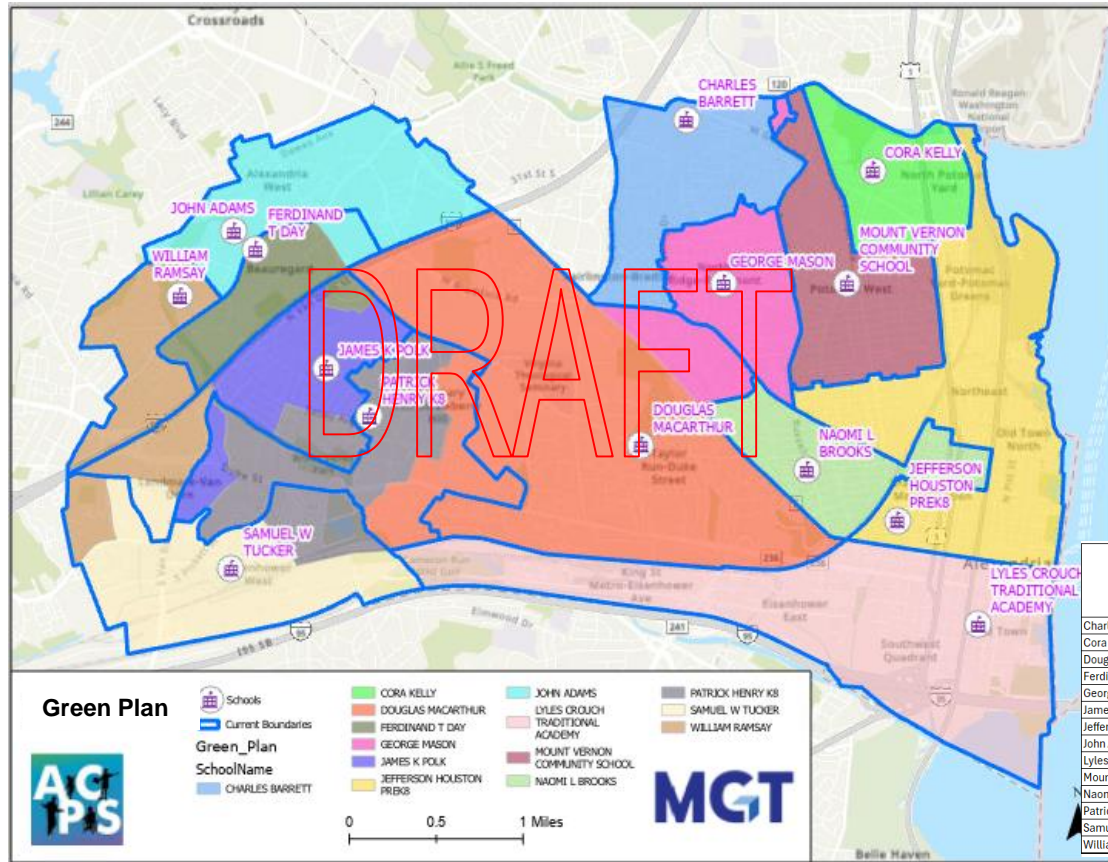
The Green Plan

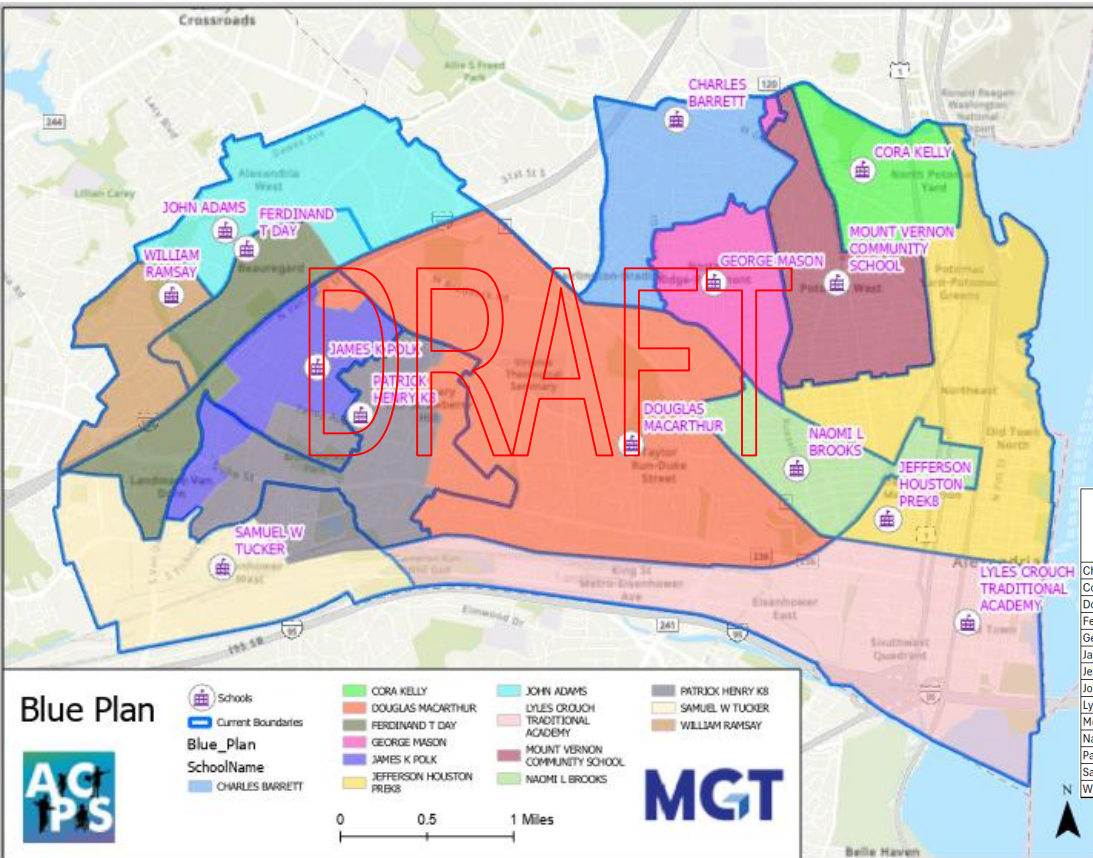- The Green Plan solves utilization challenges while emphasizing neighborhood schools.

DRAFT

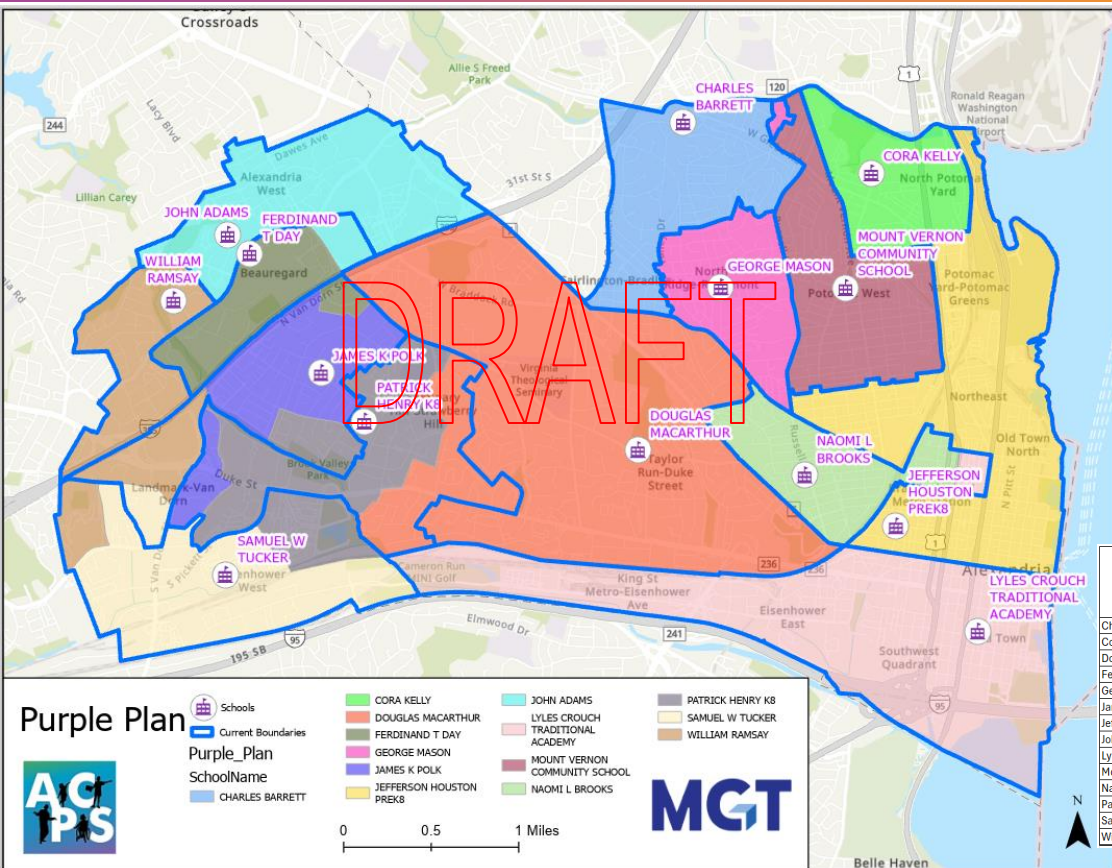| Name	Target Capacity	Existing Boundary Configuration			Green Plan			Resident Utilization Differences		
		SY2024 Utilization	SY2029 Utilization	SY2034 Utilization	SY2024 Utilization	SY2029 Utilization	SY2034 Utilization	SY2024 Utilization	SY2029 Utilization	SY2034 Utilization
Charles Barrett	512	109%	95%	92%	109%	95%	92%	0.0%	0.0%	0.0%
Cora Kelly	429	67%	68%	39%	67%	68%	39%	0.0%	0.0%	0.0%
Douglas Macarthur	840	79%	81%	78%	101%	105%	87%	22.3%	24.0%	9.7%
Ferdinand T Day	640	106%	91%	88%	98%	88%	86%	-8.3%	-2.9%	-2.8%
George Mason	368	77%	79%	42%	93%	104%	56%	16.0%	24.6%	13.1%
James K Polk	756	100%	99%	103%	92%	104%	101%	-8.6%	4.8%	-1.8%
Jefferson Houston Prek8	516	71%	104%	66%	71%	104%	0%	0.0%	0.0%	-66.0%
John Adams	858	76%	61%	60%	100%	80%	79%	24.0%	19.3%	18.8%
Lyles Crouch Traditional Academy	375	106%	78%	75%	106%	78%	75%	0.0%	0.0%	0.0%
Mount Vernon Community School	755	90%	99%	92%	90%	99%	92%	0.0%	0.0%	0.0%
Naomi L Brooks	350	97%	120%	108%	97%	120%	108%	0.0%	0.0%	0.0%
Patrick Henry K8	629	152%	184%	133%	78%	84%	74%	-74.2%	-100.3%	-58.2%
Samuel W Tucker	620	122%	118%	115%	109%	107%	104%	-13.1%	-11.0%	-10.8%
William Ramsay	748	76%	79%	77%	104%	109%	113%	28.6%	29.8%	35.4%

The Blue Plan

- The Blue Plan solves utilization but it moves students further away from their neighborhood school.

Blue Plan

Name	Target Capacity	Existing Boundary Configuration			Blue Plan			Resident Utilization Differences		
		SY2024 Utilization	SY2029 Utilization	SY2034 Utilization	SY2024 Utilization	SY2029 Utilization	SY2034 Utilization	SY2024 Utilization	SY2029 Utilization	SY2034 Utilization
Charles Barrett	512	109%	95%	92%	109%	95%	92%	0.0%	0.0%	0.0%
Cora Kelly	429	67%	68%	39%	67%	68%	39%	0.0%	0.0%	0.0%
Douglas Macarthur	840	79%	81%	78%	102%	105%	101%	23.0%	24.0%	23.3%
Ferdinand T Day	640	106%	91%	88%	105%	103%	107%	-0.9%	11.8%	18.9%
George Mason	368	77%	79%	42%	77%	79%	42%	0.0%	0.0%	0.0%
James K Polk	756	100%	99%	103%	95%	109%	107%	-5.8%	9.8%	4.4%
Jefferson Houston Prek8	516	71%	104%	66%	71%	104%	0%	0.0%	0.0%	-66.0%
John Adams	858	76%	61%	60%	100%	80%	79%	24.0%	19.3%	18.8%
Lyles Crouch Traditional Academy	375	106%	78%	75%	106%	78%	75%	0.0%	0.0%	0.0%
Mount Vernon Community School	755	90%	99%	92%	90%	99%	92%	0.0%	0.0%	0.0%
Naomi L Brooks	350	97%	120%	108%	97%	120%	108%	0.0%	0.0%	0.0%
Patrick Henry K8	629	152%	184%	133%	98%	109%	78%	-53.6%	-75.4%	-55.0%
Samuel W Tucker	620	122%	118%	115%	108%	101%	99%	-14.0%	-16.6%	-16.2%
William Ramsay	748	76%	79%	77%	86%	88%	85%	10.0%	8.1%	7.9%

The Purple Plan

- Attempts to address the utilization issue at Naomi L Books but also considers the future grade configuration changes at Jefferson Houston going from a K-8 to a 6-8 campus.

Name	Target Capacity	Existing Boundary Configuration			Purple Plan			Resident Utilization Differences		
		SY2024 Utilization	SY2029 Utilization	SY2034 Utilization	SY2024 Utilization	SY2029 Utilization	SY2034 Utilization	SY2024 Utilization	SY2029 Utilization	SY2034 Utilization
Charles Barrett	512	109%	95%	92%	109%	95%	92%	0.0%	0.0%	0.0%
Cora Kelly	429	67%	68%	39%	67%	68%	39%	0.0%	0.0%	0.0%
Douglas Macarthur	840	79%	81%	78%	98%	102%	98%	18.3%	20.8%	20.2%
Ferdinand T Day	640	106%	91%	88%	98%	88%	86%	-8.3%	-2.9%	-2.8%
George Mason	368	77%	79%	42%	77%	79%	42%	0.0%	0.0%	0.0%
James K Polk	756	100%	99%	103%	92%	104%	101%	-8.6%	4.8%	-1.8%
Jefferson Houston Prek8	516	71%	104%	66%	71%	104%	0%	0.0%	0.0%	-66.0%
John Adams	858	76%	61%	60%	100%	80%	79%	24.0%	19.3%	18.8%
Lyles Crouch Traditional Academy	375	106%	78%	75%	114%	88%	85%	8.0%	10.2%	9.5%
Mount Vernon Community School	755	90%	99%	92%	90%	99%	92%	0.0%	0.0%	0.0%
Naomi L Brooks	350	97%	120%	108%	89%	109%	98%	-8.6%	-10.9%	-10.1%
Patrick Henry K8	629	152%	184%	133%	92%	102%	74%	-59.6%	-81.6%	-58.2%
Samuel W Tucker	620	122%	118%	115%	109%	107%	104%	-13.1%	-11.0%	-10.8%
William Ramsay	748	76%	79%	77%	104%	109%	113%	28.6%	29.8%	35.4%

Blue Plan

Name	Target Capacity	Existing Boundary Configuration			Blue Plan			Resident Utilization Differences		
		SY2024 Utilization	SY2029 Utilization	SY2034 Utilization	SY2024 Utilization	SY2029 Utilization	SY2034 Utilization	SY2024 Utilization	SY2029 Utilization	SY2034 Utilization
Charles Barrett	512	109%	95%	92%	109%	95%	92%	0.0%	0.0%	0.0%
Cora Kelly	429	67%	68%	39%	67%	68%	39%	0.0%	0.0%	0.0%
Douglas Macarthur	840	79%	81%	78%	102%	105%	101%	23.0%	24.0%	23.3%
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George Mason	368	77%	79%	42%	77%	79%	42%	0.0%	0.0%	0.0%
James K Polk	756	100%	99%	103%	95%	109%	107%	-5.8%	9.8%	4.4%
Jefferson Houston Prek8	516	71%	104%	66%	71%	104%	0%	0.0%	0.0%	-66.0%
John Adams	858	76%	61%	60%	100%	80%	79%	24.0%	19.3%	18.8%
Lyles Crouch Traditional Academy	375	106%	78%	75%	106%	78%	75%	0.0%	0.0%	0.0%
Mount Vernon Community School	755	90%	99%	92%	90%	99%	92%	0.0%	0.0%	0.0%
Naomi L Brooks	350	97%	120%	108%	97%	120%	108%	0.0%	0.0%	0.0%
Patrick Henry K8	629	152%	184%	133%	98%	109%	78%	-53.6%	-75.4%	-55.0%
Samuel W Tucker	620	122%	118%	115%	108%	101%	99%	-14.0%	-16.6%	-16.2%
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Green Plan

Name	Target Capacity	Existing Boundary Configuration			Green Plan			Resident Utilization Differences		
		SY2024 Utilization	SY2029 Utilization	SY2034 Utilization	SY2024 Utilization	SY2029 Utilization	SY2034 Utilization	SY2024 Utilization	SY2029 Utilization	SY2034 Utilization
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Cora Kelly	429	67%	68%	39%	67%	68%	39%	0.0%	0.0%	0.0%
Douglas Macarthur	840	79%	81%	78%	101%	105%	87%	22.3%	24.0%	9.7%
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Naomi L Brooks	350	97%	120%	108%	97%	120%	108%	0.0%	0.0%	0.0%
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Samuel W Tucker	620	122%	118%	115%	109%	107%	104%	-13.1%	-11.0%	-10.8%
William Ramsay	748	76%	79%	77%	104%	109%	113%	28.6%	29.8%	35.4%

Purple Plan

Name	Target Capacity	Existing Boundary Configuration			Purple Plan			Resident Utilization Differences		
		SY2024 Utilization	SY2029 Utilization	SY2034 Utilization	SY2024 Utilization	SY2029 Utilization	SY2034 Utilization	SY2024 Utilization	SY2029 Utilization	SY2034 Utilization
Charles Barrett	512	109%	95%	92%	109%	95%	92%	0.0%	0.0%	0.0%
Cora Kelly	429	67%	68%	39%	67%	68%	39%	0.0%	0.0%	0.0%
Douglas Macarthur	840	79%	81%	78%	98%	102%	98%	18.3%	20.8%	20.2%
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George Mason	368	77%	79%	42%	77%	79%	42%	0.0%	0.0%	0.0%
James K Polk	756	100%	99%	103%	92%	104%	101%	-8.6%	4.8%	-1.8%
Jefferson Houston Prek8	516	71%	104%	66%	71%	104%	0%	0.0%	0.0%	-66.0%
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Naomi L Brooks	350	97%	120%	108%	89%	109%	98%	-8.6%	-10.9%	-10.1%
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William Ramsay	748	76%	79%	77%	104%	109%	113%	28.6%	29.8%	35.4%

Utilization greater than 110%

Utilization 90%-100%

Utilization 80%-90%

Utilization 70%-80%

Utilization 60%-70%

Utilization percentages take into account the future capacity changes:

George Mason 670 in 2028
Cora Kelly - 720 in 2032
Jefferson "Middle" 0 K-5 in 2033
Patrick Henry "Elementary" 854

Policy Review Plan

Fall 2023
Boundary Analysis

Winter/Spring 2024
Requirements Gathering

Summer 2024
Vendor Selection

Fall 2024
Data Preparation

December 2024
Board Adopts Guiding Principles

Feb-May 2025
Boundary Options & Policies Developed

June 2025
Board Adopts Boundaries and Policies

July 2025
Some Policies Become Effective

July 2025 - August 2026
Families Notified of Adjusted Boundaries

August 2026
Boundaries Implemented All Policies Become Effective

Student Placement/Transportation Policies

IHB - Class Size	Student Placements	05/05/22
IHB-R - Regulations Pertaining to Class Size	Student Placements	05/05/22
JC/JCD - Student Placement	Student Placements	07/28/22
JC-R/JCD-R - ACPS Student Placement Regulations	Student Placements	07/28/22
JC-R2/JCD-R2 - ACPS Student Placement Regulations Implementation Schedule	Student Placements	07/28/22
JCJ - Classroom Assignments for Twins	Student Placements	05/05/22
EEA - Student Transportation Services	Transportation	05/09/19
EEA-R/EEAB-R -Student Transportation Services Regulations	Transportation	05/09/19
EEAB - School Bus Scheduling and Routing	Transportation	04/26/18

RAC Reminder

- Keep families and the community informed about the process
- Present the data being used for creating boundary scenarios
- Remain transparent about how the guiding principles are being used to make decisions
- The ACPS webpage remains a source of information and is updated throughout the process ACPS School Boundary Redistricting

RAC Meetings:
- **March Meeting**: March 19, 2025, from 6:00 - 7:30 p.m. - School Board Meeting Room
- **April Meeting**: April 8, 2025, from 6:00 - 7:30 p.m. - School Board Meeting Room

Community Engagement Live Polling

Next Meetings

Community Engagement Meetings:

- **March Meeting:** March 18, 2025, from 6:00 - 7:30 p.m. - ACHS King Street
- **April Meeting:** April 22, 2025, from 6:00 - 7:30 p.m. - ACHS King Street

Communicate and Stay Informed:

- RAC Members please continue to email Student Services with questions
- Questions from community members, please email ask@acps.k12.va.us
- Review the [ACPS School Boundary Redistricting](#) webpage to remain informed

Questions?

Dr. Marcia Jackson
Chief of Student Services and Equity
marcia.jackson@acps.k12.va.us

Superintendent
Dr. Melanie Kay-Wyatt

School Board
Michelle Rief, Chair
Kelly Carmichael Booz, Vice Chair

Abdulahi Abdalla
Tim Beaty
Christopher Harris

Donna Kenley
Ryan Reyna

Alexander Crider Scioscia
Ashley Simpson Baird

HTTPS://WWW.ACPS.K12.VA.US/2025

2025 STRATEGIC PLAN: EQUITY FOR ALL