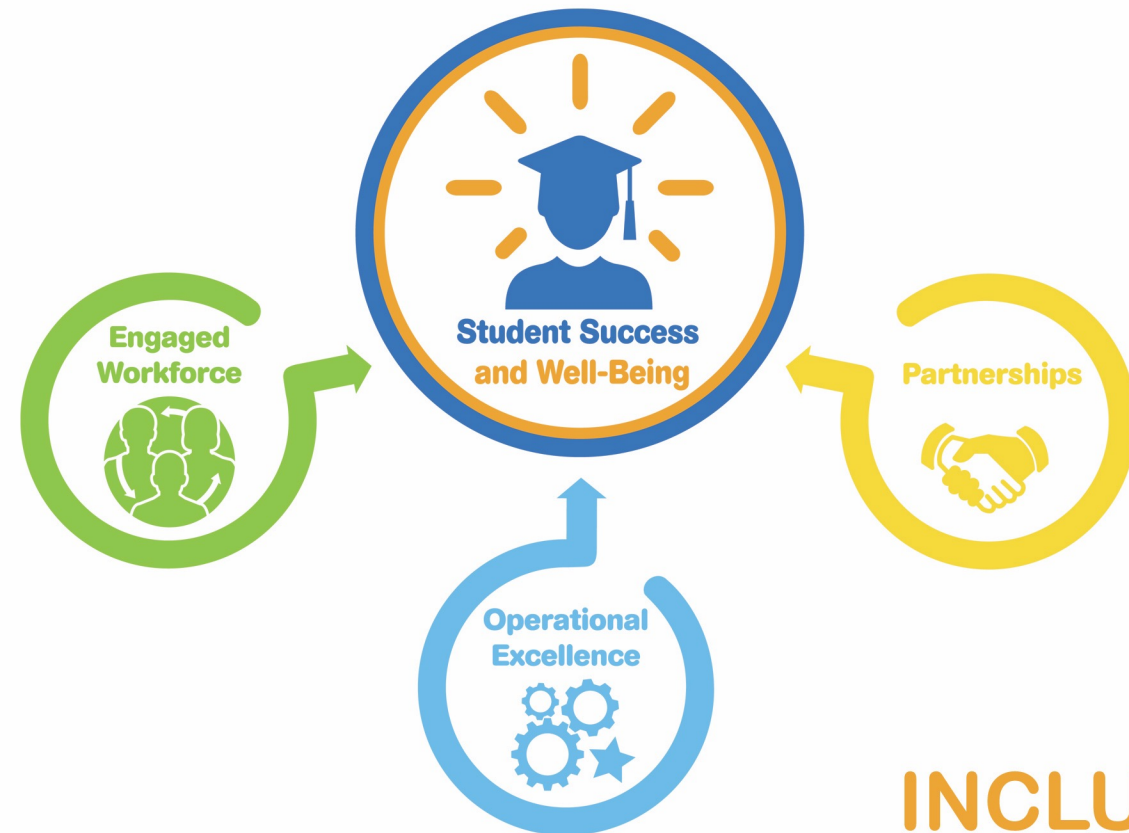


APS Strategic Plan
2018-2024

Dual-Language Immersion Elementary Feeder School Structure Committee

Update to the Dual-Language Immersion
Community

October 28, 2021



INCLUSION * EXCELLENCE * INNOVATION



Purpose of Presentation

- Share the Dual Language Immersion Elementary Feeder Structure Committee's recommended elementary feeder structure for Claremont and Escuela Key
- Provide a brief reminder of the process to update the elementary feeder structure for the Dual Language Immersion (DLI) program that will apply for the 2022-23 school year
- Share an opportunity to provide feedback with the parent representatives of your school community who serve on the committee
 - Survey link is located at the end of this presentation and will be emailed

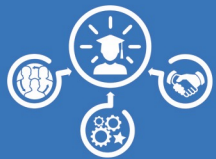
For more information:

<https://www.apsva.us/engage/immersionelementaryfeedercommittee/>



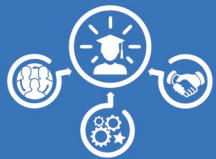
Background

- The immersion elementary feeder schools have been in place since Claremont opened as the second elementary immersion school in 2003.
- In fall 2021, Escuela Key opened in its new location, inside the Ashlawn boundary, which was assigned as a feeder to Escuela Key effective 2021-22.
- Staff proposed making minimal changes to the immersion elementary feeder structure for 2021-22 given the impact of the pandemic on families and to allow time for the Task Force leading the immersion visioning process to provide a recommendation on the program model.



Goals of the Process

- Supports the Two-Way Immersion linguistically balanced instructional model recommended by the Immersion Visioning Task Force
 - 50% heritage/native Spanish speakers and
 - 50% English speakers & non-Spanish speaking English Learners
 - While the lottery process allocates seats for incoming kindergarten accordingly, the feeder structure determines the pool of applicants for each Immersion school.
- Reduces the demands on transportation services and is operationally feasible
- Maintains manageable enrollment levels at both facilities
- Considers equity and access
- Promotes demographic diversity at Key and Claremont
- Addresses how the proposed feeder structure applies to current and future students



Committee consists of APS staff and parent representatives from each immersion school community.

Wakefield

- Ana Carolina Prieto, Mary Gunderson

Gunston

- Melania Saraniero, Adon Hwang

Claremont

- Paula Cordero-Salas, Rachel Berkey, Emily Teeter

Key

- Ethan Kearns, Gillian Burgess, Susi Menazza, Tonya Murphy

Elementary Administrators/Designee (2) -Jessica Panfil (Claremont), Marleny Perdomo & Heidi Heim (Key)

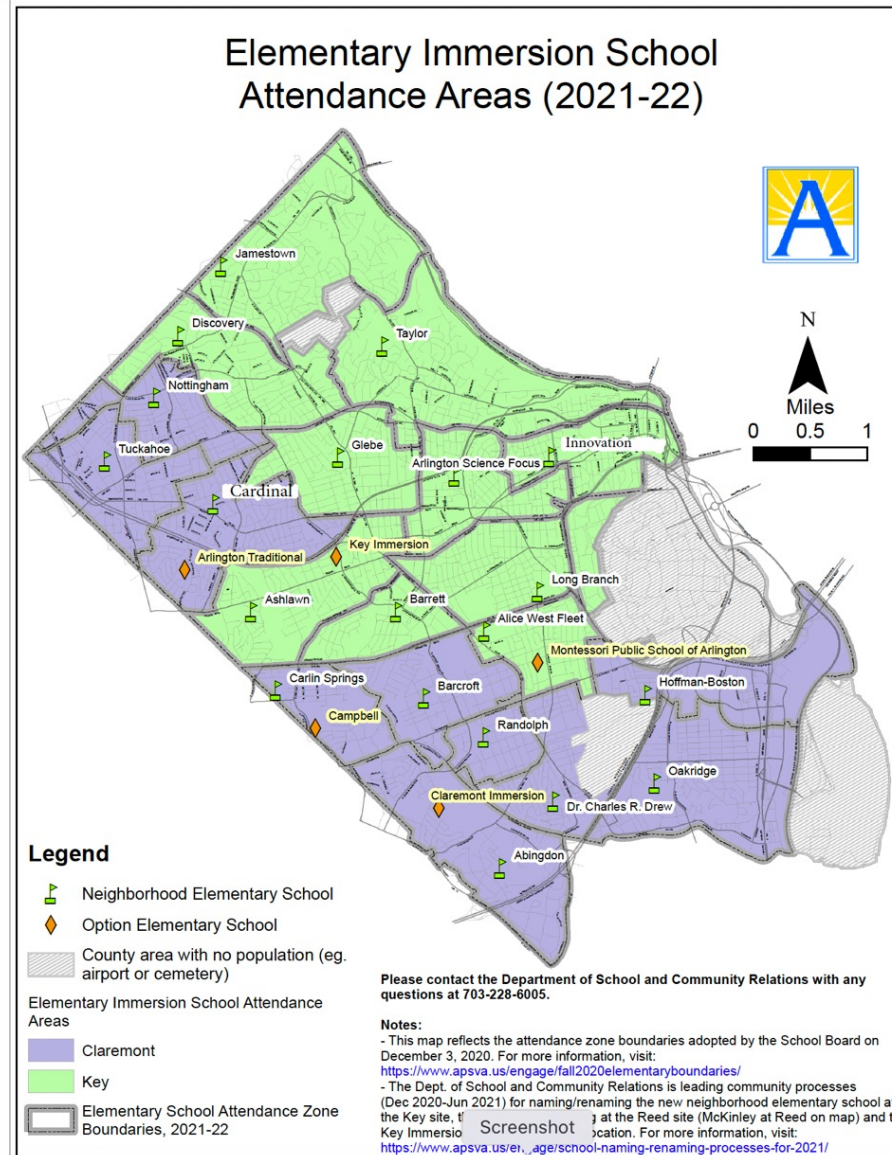
Community Members

- Heather Carkuff- Advisory Council on School Facilities and Capital Programs (FAC) liaison

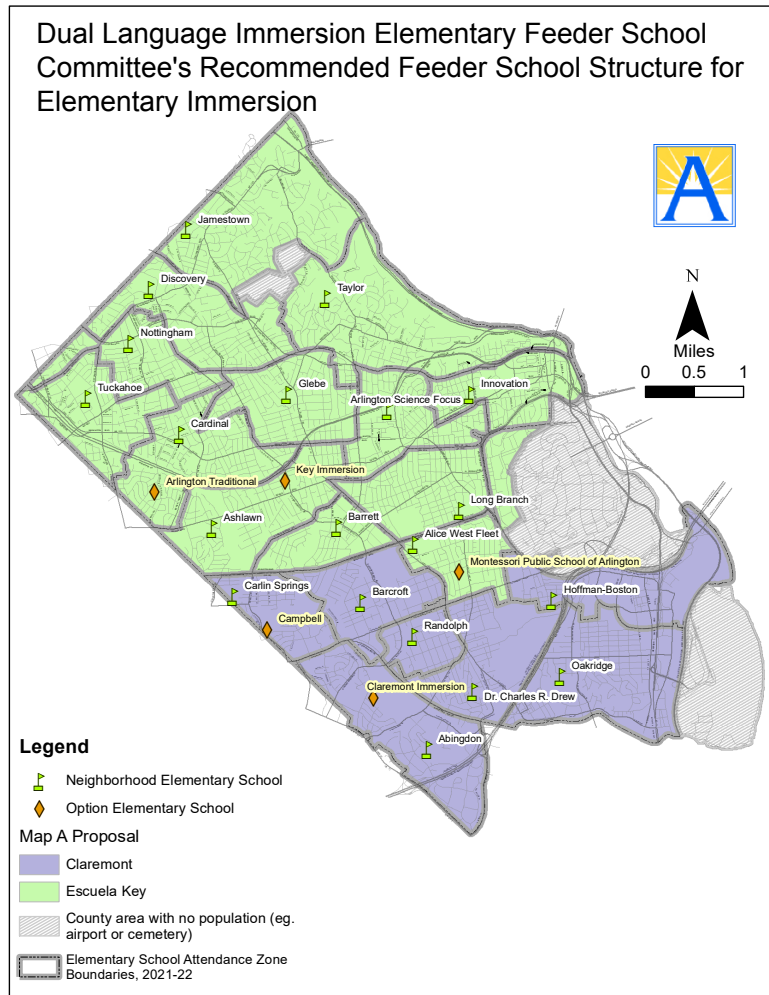
Central Office Staff

- Jonathan Turrisi, Director of Strategic Planning
- Daryl Johnson, Director of Strategic Outreach
- James Sample, Office of Equity & Inclusion
- Kristin Haldeman, Transportation Office
- Corina Coronel, Coordinator of the Welcome Center & Language Services Registration Center

Map of the current Immersion Elementary Feeder School Structure (2021-22)

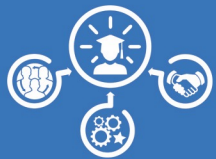


Map of the recommended Immersion Elementary Feeder School Structure (would be effective 2022-23)



***Changes**

Claremont	Escuela Key
Abingdon	Alice West
Barcroft	Arlington Science
Carlin Springs	Ashlawn
Dr. Charles R. Drew	Barrett
Hoffman- Boston	Cardinal
Oakridge	Discovery
Randolph	Glebe
	Innovation
	Jamestown
	Long Branch
	Nottingham
	Taylor
	Tuckahoe



- **Eliminate the Claremont “Island” by assigning Tuckahoe, Nottingham, and Cardinal to Escuela Key**
- Allow current students to remain at Dual Language Immersion elementary school they currently attend through completion of 5th grade, even if it remains outside of feeder structure
- Accommodate any transfer requests to Escuela Key for the start of the 2022-23 school year from the 17 current PreK to 4th grade students who reside in the Cardinal, Tuckahoe, and Nottingham attendance zones and currently attend Claremont
 - If Escuela Key is unable to accommodate all of these students, the committee recommends that transportation continue to be provided until each of the 17 students who wish to transfer to Key are accommodated



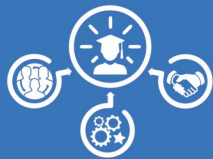
- Consider conducting a one-time transfer request process, prior to the 2021-22 lottery, for students who are attending a DLI elementary school that remains outside of their feeder and want to attend their assigned feeder school. (as space permits)
 - 13 pre-K to 4th grade students attend Claremont and live in Key feeder
 - 28 pre-K to 4th grade students attend Escuela Key and live in Claremont feeder
- The number of available lottery seats in grades 1-5 for the 2022-23 school year would need to be adjusted to reflect what is available after accommodating transfer requests of current students



In the future, APS should consider a feeder structure that is defined by major roads and other geographic features instead of neighborhood school boundaries

- Would make the feeder structure less susceptible to changes when boundary adjustments are made to neighborhood schools.
- This request was made at the onset of the process in September and considered by APS staff, who shared the following considerations:
 - APS data is not organized in this way at this time
 - An entirely new feeder structure model would not be ready prior to the 2021-22 lottery process but could be considered in the future

Recommendations - Current Students



Recommendations	Examples	Can remain at current Immersion school	Can transfer to in-feeder school	Transportation provided
Group 1 Students currently attending DLI school that is outside of feeder and remains outside of feeder after adjustments	2 students who reside in Abingdon boundary and attend Escuela Key	Yes - Through completion of 5 th grade	Yes -As space permits	No *Currently do not receive transportation
Group 2 Students currently attending DLI school that is outside of feeder but becomes in feeder after adjustments	13 current PreK to Gr. 4 students who reside in the Cardinal and Nottingham zone and currently attend Key	Yes - Through completion of 5 th grade	N/A -students would be attending in feeder school	Yes -Students would now be eligible to receive transportation because they are in feeder,
Group 3 Students currently attending DLI school that is in feeder but becomes outside of feeder after adjustments	17 current PreK to Gr. 4 students in the Cardinal, Nottingham and Tuckahoe zone who currently attend Claremont	Yes -Through completion of 5 th grade	Yes -As space permits	Yes -For 1 year only and may need to be limited to rising 5 th graders ONLY.

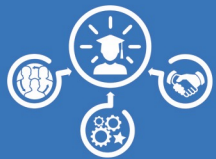


- Sibling preference applies to the school that the older sibling attends
 - If the older sibling attends the Dual Language Immersion, (DLI) elementary school that is outside of feeder, the younger sibling should still apply to the DLI school that the older sibling attends if outside of feeder
 - Conducting a one-time transfer request process before the 2021-22 lottery opens for students currently attending outside of feeder allows families with any incoming Kindergarten siblings to apply to the lottery of the school the older sibling will attend in the 2022-23 school year

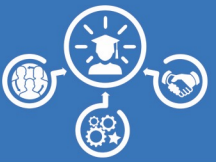


The committee's recommendations and proposal for limited adjustments to the current feeder structure were shaped by:

1. Potential impact the Fall 2022 Elementary Boundary Process could have on any changes that are made now to the DLI elementary feeder structure
2. Impact that the Dual Language Immersion Visioning Process recommendations, including instructional changes and marketing and recruitment plan could have on application rates and trends to the DLI program
3. Members of the Dual Language Immersion community have shared several ideas (i.e. third elementary site, second middle site, K to 8 model, etc.) that if adopted and implemented within the next 5-6 years, would impact the elementary feeder structure and could result in current students being impacted twice with a feeder change during their PreK to Gr. 5th experience



4. Limited changes in response to the impact the COVID-19 pandemic has had on students and families
5. Data reviewed by the committee showed that due to varying levels of application rates across communities, balancing the pool of applicants across demographic groups was not critical to supporting linguistically balanced classrooms in the Two-Way instructional model
 - 50% heritage/native Spanish speakers and
 - 50% English speakers & non-Spanish speaking English Learners



Claremont & Escuela Key- Pre-K to 5th Grade Enrollment (Sept. 15, 2021)

	PreK-5	English Speakers	Spanish Speakers	Asian	Black	Hispanic	Multiple	White	F/RL
Claremont	671	66%	32%	3%	3%	55%	8%	30%	31%
Escuela Key	615	58%	40%	4%	2%	58%	6%	30%	40%

Linguistically Balanced Classrooms





This data represents the pool of potential applicants based on the feeder zone

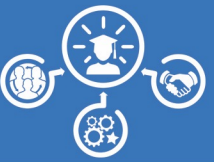
Current Feeder Structure

	English Speakers	Spanish Speakers	Asian	Black	Hispanic	Multiple	White	F/RL
Claremont	52%	64%	54%	65%	66%	48%	49%	38%
Escuela Key	48%	36%	46%	35%	34%	52%	51%	22%

With Recommended Feeder Structure Applied

	English Speakers	Spanish Speakers	Asian	Black	Hispanic	Multiple	White	F/RL
Claremont	36%	61%	46%	63%	60%	32%	28%	49%
Escuela Key	64%	39%	54%	37%	40%	68%	72%	19%

Note: Data above are the proportions. For example, of the total number of Spanish speakers in the pool of potential applicants, 61% live in the Claremont feeder zone and 39% live in the Escuela Key feeder zone

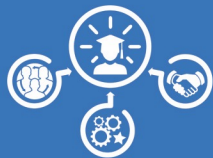


Pool of Potential Applicants (Kindergarten Enrollment on Sept. 15, 2021) & ACTUAL Kindergarten Applicants to the Dual Language Immersion program for the 2021-22 school year- By Assigned Immersion School, Student Language (Spanish, English, Other)

		English			Spanish			Other			Grand Total		
		Enrollment	#App. to Immersion	% App to Feeder	Enrollment	#App. to Immersion	% App to Feeder	Enrollment	#App. to Immersion	% App to Feeder	Enrollment	#App. to Immersion	% App to Feeder
CURRENT Feeders	Claremont Feeders	763	139	62%	225	54	47%	121	7	64%	1109	200	57%
	Key Feeders	693	84	38%	126	62	53%	71	4	36%	890	150	43%
Recommended Feeders	Claremont Feeders	517	131	59%	215	49	42%	114	7	64%	846	187	53%
	Key Feeders	939	92	41%	136	67	58%	78	4	36%	1153	163	47%

Notes:

- The table above shows enrollment and application data for the current feeder structure and data with the recommended feeder structure applied assuming same applicants
- Given the number of kindergarten applicants (8 English & 5 Spanish) in the Nottingham, Cardinal, and Tuckahoe attendance zones, assigning these schools to Escuela Key did not significantly impact the proportion of applicants within each feeder
- Escuela Key being more proximate to the three schools proposed for assignment to Key may increase application rates over time



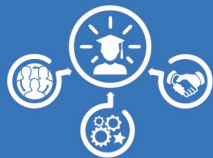
Spanish Language Pool of Potential Applicants & Actual Kindergarten Applicants for 2021-22

	Total # of potential applicants from feeders	Total # that applied	% potential applicants that applied
Claremont	225	54	24%
Escuela Key	126	61	48%

With Recommended Feeder Structure Applied

	Total # of potential applicants from feeders	Total # that applied	% potential applicants that applied
Claremont	215	49	23%
Escuela Key	136	67	49%

- Although Claremont had more Spanish language students in the current and recommended feeder pool of potential applicants, Escuela Key had more actual Spanish speaking applicants and significantly more as a proportion of potential applicants



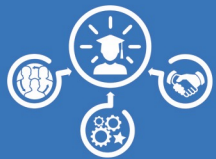
English side Applicant Pool & Actual Kindergarten Applicants for 2021-22

	Total # of potential applicants from feeders	Total # that applied	% potential applicants that applied
Claremont	763	139	18%
Escuela Key	693	84	12%

With Recommended Feeder Structure Applied

	Total # of potential applicants from feeders	Total # that applied	% potential applicants that applied
Claremont	517	131	25%
Escuela Key	939	92	10%

- Claremont has more English side students in the current pool of potential applicants as well as actual applicants that applied
- While Escuela Key would have significantly more English language students in the pool of potential applicants in the recommended feeder structure, Claremont would continue to have more English side applicants based on current trends and interest



- While the recommended feeder structure adds a significant number of English side applicants to the Escuela Key feeder zone and creates a greater imbalance in the pool of potential English side applicants, it is important to note that:
 - English speakers are applying to Claremont at a 50% higher rate
 - With the recommended feeder structure applied, the number of English language Kindergarten applicants to Claremont still exceeds that of Escuela Key
 - The imbalance will not impact either school's ability to fill the English side seats in Kindergarten
 - Marketing and recruitment will likely have a greater impact on applications to the program than the feeder structure



Current Feeder Structure

	F/RL % (Feeder zone)	Oct. 2019 – F/RL % (Actual enrollment at Key & Claremont)
Claremont	38%	31%
Escuela Key	22%	40%

With Recommended Feeder Structure applied

	F/RL % (Feeder zone)	Oct. 2019 – F/RL % (Actual enrollment at Key & Claremont)
Claremont	49%	May increase a few % pts from 31%
Escuela Key	18%	May decrease a few % pts from 40%

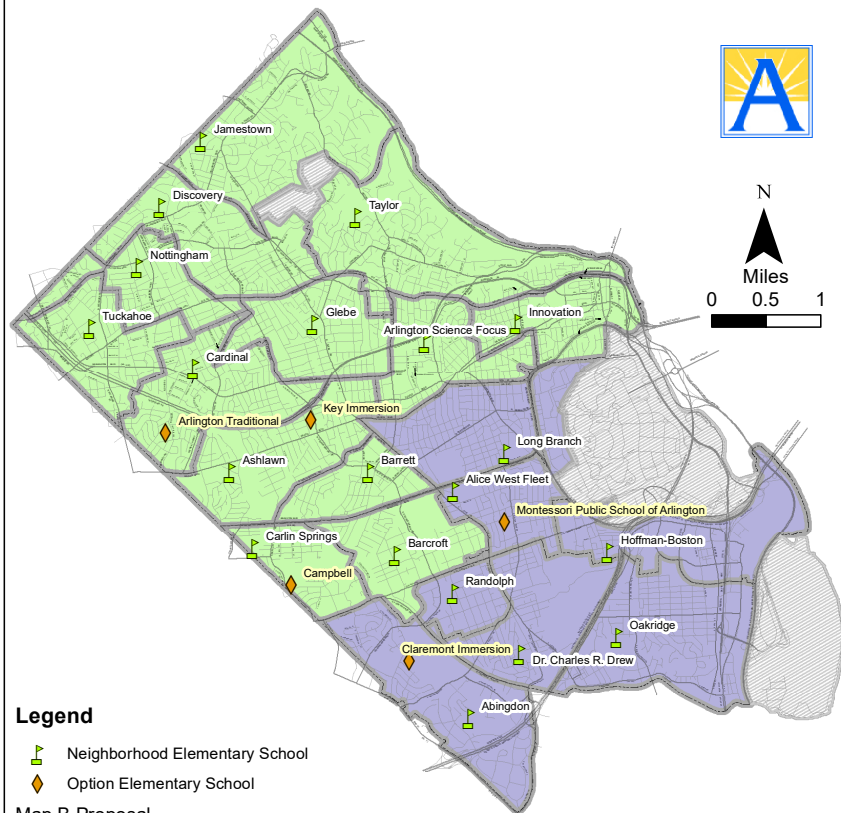
NOTES

- Although the proportion of students eligible for FARM is higher in the Claremont feeder zone, the FARM percentage at Escuela Key is higher based on actual enrollment
- Data shows that the composition of the feeder structure does not directly correlate to the FARM percentage at each school due to:
 - Demographics of actual applicants
 - Both schools have two VPI classes
 - Double-blind lottery determines who receives an offer for the available seats





- If the proposed feeder structure is not adopted, the committee recommends the current feeder structure remain in place
- The committee did consider two additional feeder structure options but after analysis, both lacked support from the majority of committee members
 - Both maps impacted a larger group of students
 - Possibility that both schools may not be able to accommodate all of the transfer request to the in-feeder school at each grade level
 - Concerns around transportation not being provided beyond 1 year for those that become outside of feeder and are unable to be accommodated at the in-feeder school
 - Both maps better balanced the pool of potential applicants, however, given current applicant trends, the need for doing so was not seen as critical to maintain the program model





Map B Proposal



Legend

-  Neighborhood Elementary School
-  Option Elementary School

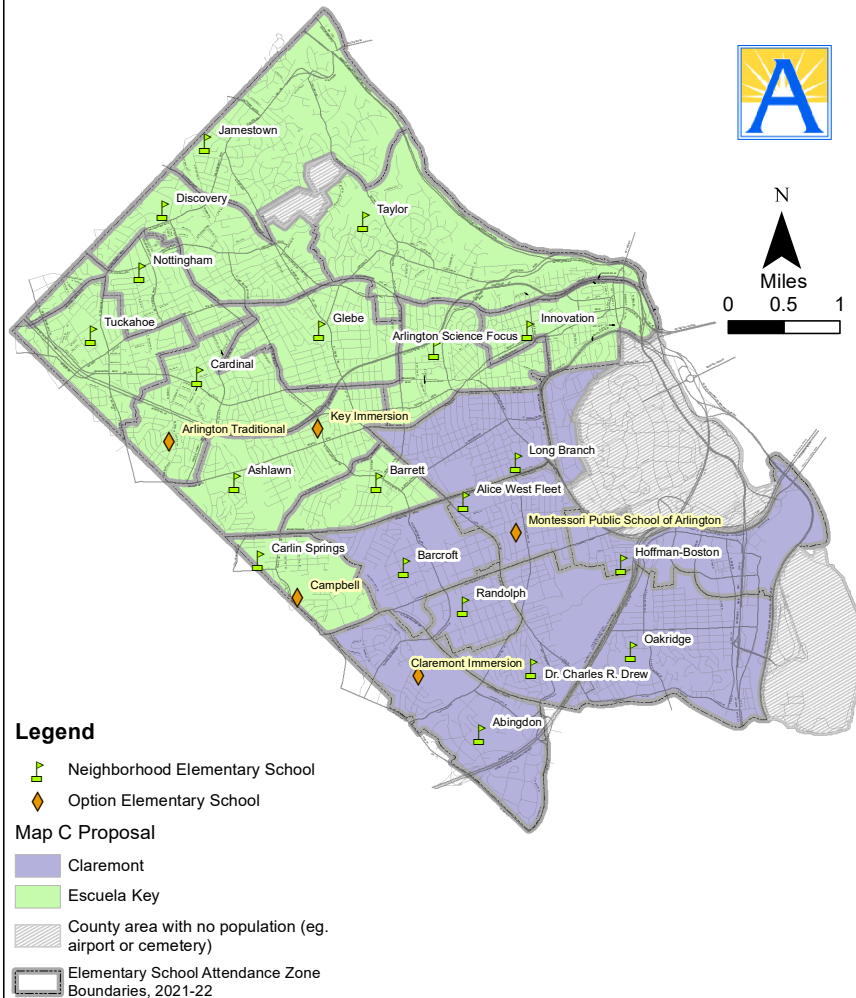
Map B Proposal

-  Claremont
-  Escuela Key
-  County area with no population (eg. airport or cemetery)
-  Elementary School Attendance Zone Boundaries, 2021-22

Claremont	Escuela Key
Abingdon	Arlington Science
Alice West Fleet	Ashlawn
Dr. Charles R. Drew	Barcroft
Hoffman- Boston	Barrett
Long Branch	Cardinal
Oakridge	Carlin Springs
Randolph	Discovery
	Glebe
	Innovation
	Jamestown
	Nottingham
	Taylor
	Tuckahoe



Map C Proposal

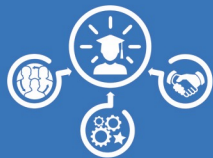


Claremont	Escuela Key
Abingdon	Arlington Science
Alice West Fleet	Ashlawn
Barcroft	Barrett
Dr. Charles R. Drew	Cardinal
Hoffman- Boston	Carlin Springs
Long Branch	Discovery
Oakridge	Glebe
Randolph	Innovation
	Jamestown
	Nottingham
	Taylor
	Tuckahoe



Process – Remaining steps

- The Immersion Elementary Feeder School Structure Committee will be gathering feedback from the community as they prepare their final recommendation
- The recommendation from the committee will be considered by a cross-departmental team of APS Central Office staff, who will make a recommendation to the Superintendent
- The Superintendent will make a recommendation to the School Board
- The School Board will act on the Superintendent's recommendation



Timeline

Date	Activity
Week of Sept 6	Community will be informed of planning processes that will occur, key dates, and opportunities to learn
Sept 27	Immersion Elementary Feeder Structure Committee – Meeting #1- 7-8:15pm
Oct 13	Immersion Elementary Feeder Structure Committee – Meeting #2- 7-8:15pm
Oct 25	Immersion Elementary Feeder Structure Committee- Meeting #3- 7-8:15pm
Nov 3	School Board Work Session to review boundary and feeder structure proposals, Q&A
Nov 8	Immersion Elementary Feeder Structure Committee – Meeting #4 – 7-8:15pm
Nov 16	School Board Information Item – Superintendent’s Proposal for Boundary Adjustments and Elementary Immersion feeders for the 2022-23 School Year will be shared publicly
Nov 30	School Board Public Hearing – Superintendent’s Proposal for Boundary Adjustments and Elementary Immersion Feeders for the 2022-23 School Year
Dec 2	School Board will act on Superintendent’s Proposal for Boundary Adjustments and Elementary Immersion Feeders for the 2022-23 School Year



Community Engagement

- Informational resources and surveys shared with committee members to bring back to communities
- Resources and meeting recordings posted on Engage
- School Talk Messages to Immersion community
- Two surveys to Immersion community
 - One sent at start of process to provide feedback on current feeder structure and second at the end of October to provide feedback on the committee's recommended feeder structure
- Parent representatives on community gathered feedback from their community formally and informally and shared a summary at committee meetings.



Survey Link

- Please click on the link below and provide feedback by Monday, November 8

Survey Links

English Version- <https://forms.gle/9FkS7UQNEvvT7tnf7>

Spanish Version- <https://forms.gle/rXtyXcttyzAFoaLZA>

Questions?

More Information:

- Dual Language Immersion Elementary Feeder Structure Engage Page
<https://www.apsva.us/engage/immersionelementaryfeedercommittee/>
- Reach out to your school community representative on the committee