

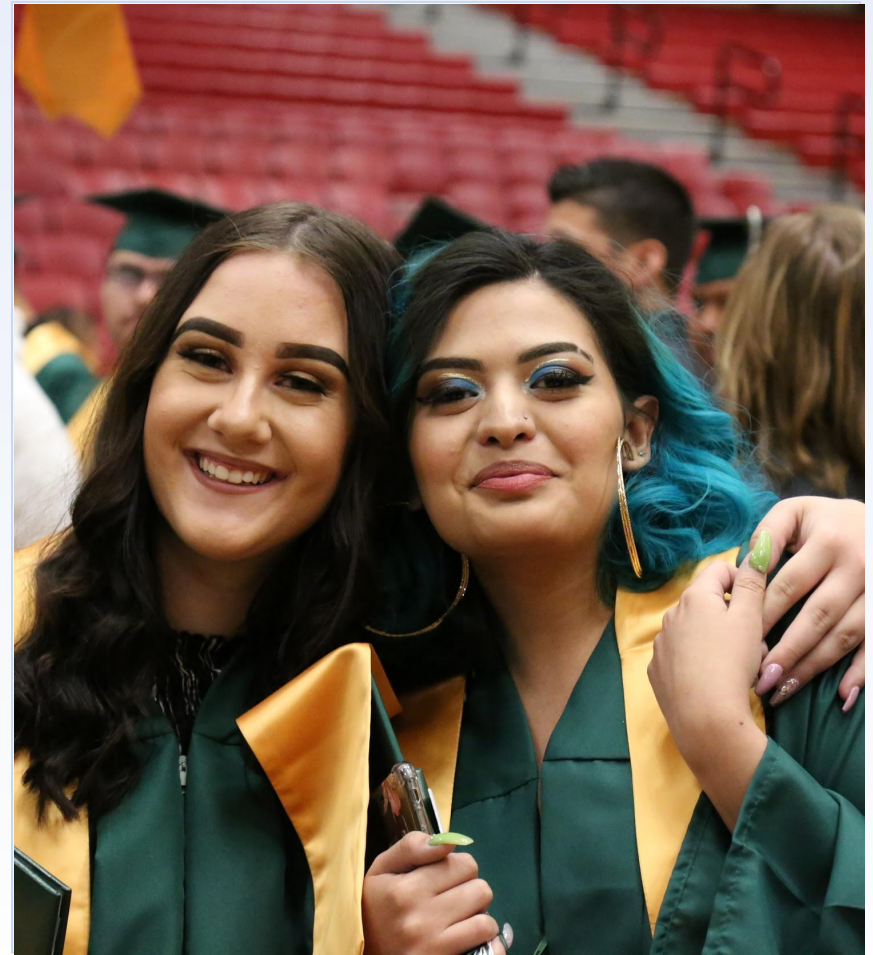


Blueprint Working Draft Regions 2, 3, 6

Presented by:
Rico Munn, Superintendent

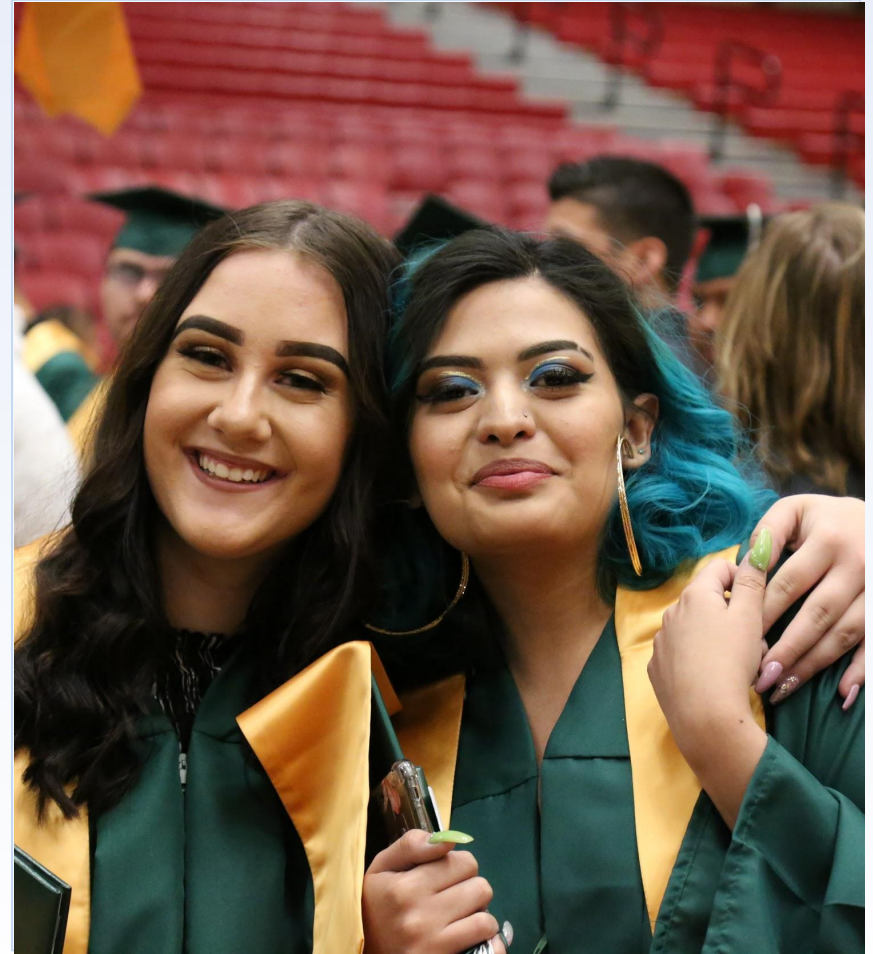
Why *Blueprint APS*?

- Three year community engagement and planning process to discern:
 - Community Voice
 - Community Need
 - Community Choice



Why *Blueprint APS?*

- Expired planning documents
 - *APS Capital Investment Plans for Ten Years Growth, 2008-2017*
 - *E-470 Master Plan*
- Changing enrollments overall and in various parts of the city
- Building underutilization costing district \$21 million per year that could be going to programming



Why *Blueprint APS*?

- **Key Assumptions of current facilities plans**
 - APS will have a steady increase in the number of school age children
 - School age children will be concentrated in northwest and southwest Aurora
 - 85% will attend traditional APS schools



Blueprint APS Timeline/Engagement Overview

- **Oct. 2017:** Board of Education discussed initial framing for *Blueprint APS*, reviewed overarching questions to explore, and affirmed need to proactively address these questions
- **Nov. 2017 Board Orientation & January 2018 Board Meeting:** Newly elected Board discussed *Blueprint APS* and overarching questions
- **May-December 2018: Phase I of Blueprint APS**
 - Collected input from 1000+ community members on future of APS through 7 focus groups, 4 community forums, an online survey and 30 interviews
 - Two Task Forces developed 5 potential scenarios for the educational and facilities future of APS, as well as options relating to educational programming, core choice philosophy, school size/grade level configurations, decision making authority, and grades
- **January -May 2019: Phase 2 of Blueprint APS**
 - Board collected input from 2000+ community members on Scenarios through 3 open houses, an online survey and Board presentations out in the community
 - Board identified priorities among options from Phase 1, rather than select a single scenario
 - Board asked district staff to create a framework given those priorities
 - May 28th: Board affirmed support for Blueprint APS Framework

Blueprint APS Timeline/Engagement Overview

- **June 2019 - March 2020: Phase 3**
 - Convened Regional Design Teams composed of community, students, staff to discuss potential areas of regional specialization
 - Proposals presented to Board's Long Range planning committee (LRFAC)
 - LRFAC proposals presented to District Leadership Team
- **May 2020- June 2020**
 - Presentations to Board
- **July 2020 - September 2020**
 - Board directed review of transportation modeling and adoption of Regional Specialization framework

Phases 1 & 2: Major Positive Themes from Community Outreach

1. **APS views diversity as both a strength and a challenge.**
2. **Community participants believe educational programs are the most important characteristic for student success.**
3. APS should provide wrap-around services to families.
4. Participants agree that reputation plays a role in families leaving APS. Promote the positive.
5. Expansion of CTE programs is important but APS community also shows support for Foundational Classes.
6. Provide students with mental and socio-emotional health programs.
7. **Create stronger connections with local employers and community resources.**
8. Address staff needs for retention.
9. Smaller class sizes are more important than smaller schools.
10. The district could expand the Early Childhood Education program.
11. Extracurricular activities are an important school characteristics in preparing APS students for successful future.
12. **Parents support having school choice, not increasing charter schools.**

Phases 1 & 2 Community Input Summary

Least Important Features

- All schools have similar, but more limited educational programs
- Schools specialize in different educational programs, even if it means every student cannot access every program
- APS provides transportation for students who choose to go to a school outside their neighborhood
- Students can attend small schools at the secondary level
- Students attend schools close to where they live
 - *Among top features for respondents in languages other than English/Spanish*

Blueprint APS Draft Framework

Board-Directed Blueprint APS Framework

- APS will operate a system of **boundary schools**, complemented by **regions with specializations**.
- Boundary schools will provide students with access to a strong education that prepares them for college and career, with a growing emphasis on implementation of the **P-8 model/comprehensive high school model**,....
- **Regions** will offer students access to high-quality APS-run **magnet schools with specializations** to ensure a variety of educational programming opportunities, school sizes, and grade configurations to students across APS.
 - Regions with specialization will be established throughout the district to ensure access, feasibility of robustly delivering on those specializations, and leveraging the strengths of the community.
 - The focus of each region will be **aligned to the assets**, such as industry, community groups, etc., and needs of the region.
 - Magnet schools will be housed in repurposed boundary schools or in new facilities depending on the region.
- Students will be able to enroll in another boundary school outside their catchment area, if space is available or in a magnet school depending upon enrollment criteria.
- To ensure families and students have the supports they need to access these opportunities and the wraparound services to make sure students have a strong foundation for learning, APS will consider:
 - **Repurposing parts of or entire school buildings** to support enhanced wraparound services
 - **Expanding its transportation infrastructure** to support students in attending magnet schools outside their boundary

Blueprint APS - 10 Year Draft Facility Plan Framework

- Open **new P-8 schools in APS** by constructing new buildings or by repurposing through remodeling or replacing existing facilities (in both the western and eastern halves of APS)
 - Construct new P-8 schools in the eastern half of the school district where enrollment is increasing as a result of housing development. The first new P-8 school should serve the E-470 corridor north of I-70 where no schools currently exist.
 - Assess opportunities to repurpose by replacing or remodeling existing elementary and/ or middle schools in the western half of the district into P-8s.
- Transition from a system of neighborhood schools to a **boundary model** by developing new boundaries for existing schools
 - Identify schools most appropriate to serve as boundary schools based on building locations, neighborhood demographics, and facility assets.
 - New boundaries will be larger than the current elementary and middle school attendance areas in order to increase operational efficiency.
 - New boundaries will incorporate impact of expanding choice schools. The number of boundary schools will depend on the number of choice schools including district magnet and charter schools.

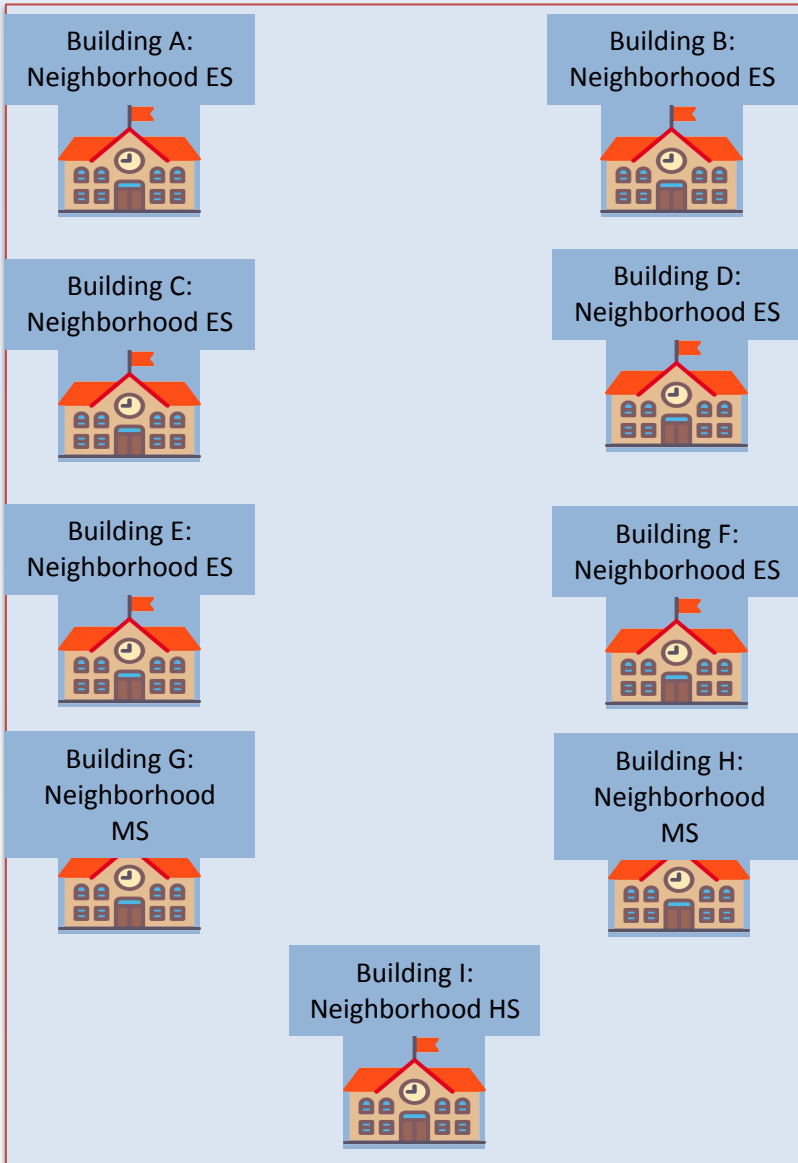


Blueprint APS - 10 Year Draft Facility Plan Framework (continued)

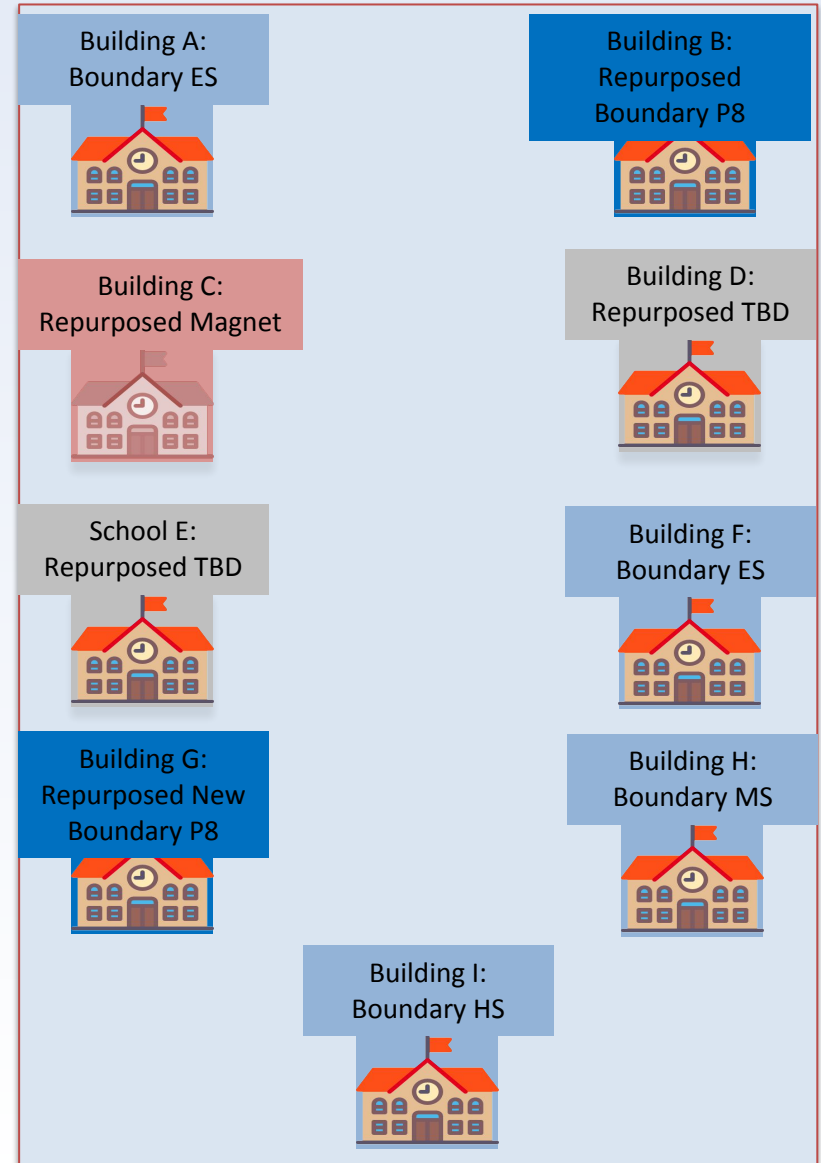
- Align facilities to meet the needs of expanded **district-managed choice programs**
 - Identify schools most appropriate to consider for repurposing based on building locations, neighborhood demographics, and facility assets.
 - Remodel facilities as needed to address needs of new programs.
- Organize **transportation routes** to support new school boundaries and choice programs



Example: Sample Area Z Current State (19-20)

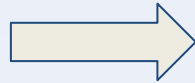


Example: Region Z Future State



Phase 3 Implementation Framework: Key Steps

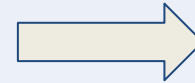
Staff:



- Mapping out the district into geographic regions
- Timeline of regional implementation
- Identify locations and timelines to build new school buildings
- Determine best use of bond funds to align with the *Blueprint APS* vision

Community Stakeholder Input:

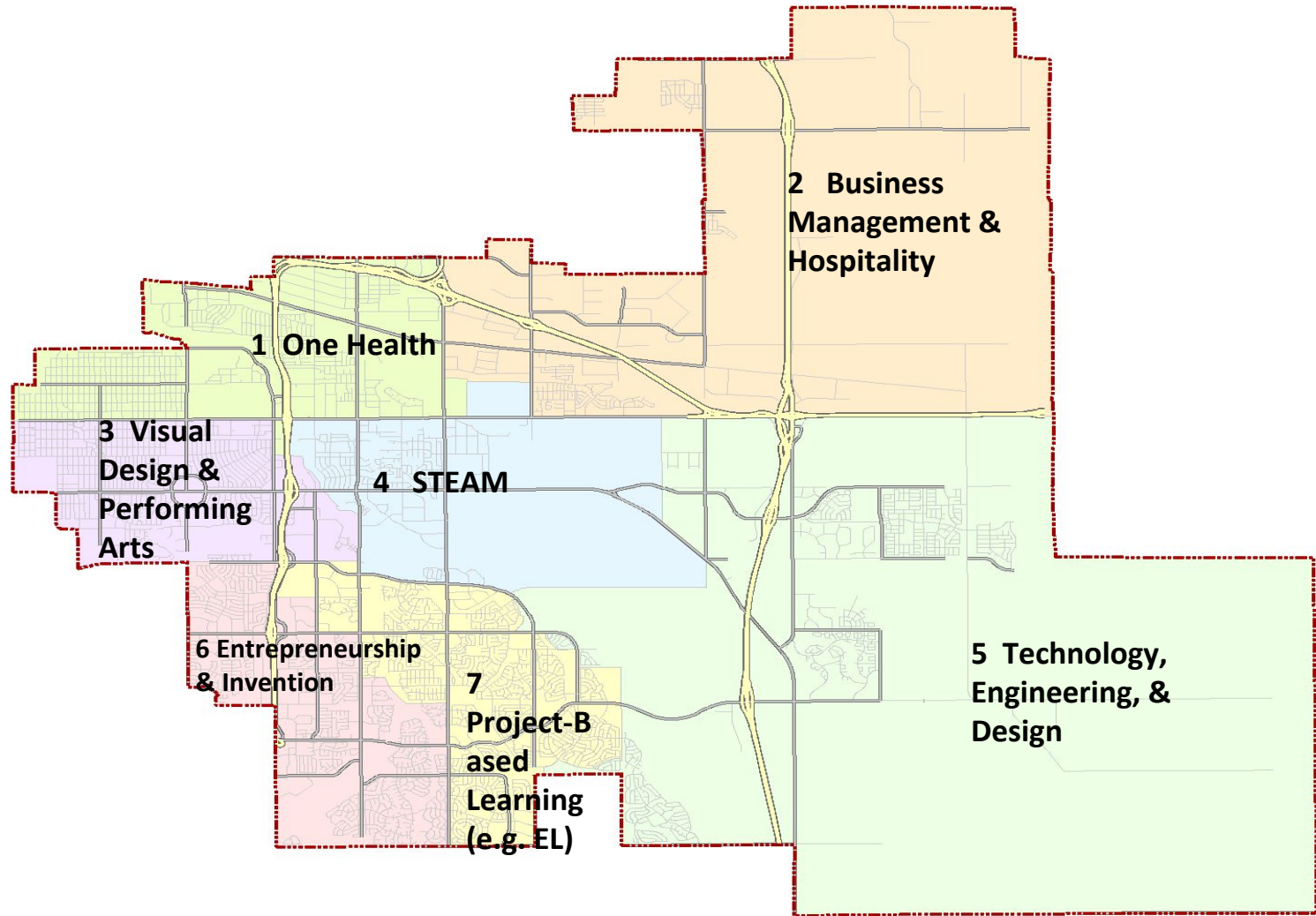
- Determine Regional Specialization
- Designing each region's building usage and programming to align with regional specialization
- Determine new boundaries of boundary schools



Staff with Board Direction:

- Personnel Strategy and Guidelines
- Enrollment Policies and Practices
- Meeting Transportation Needs Across the District
- Determine school funding structures

Board Approved Specializations



Next Steps of Working Draft - Recommendation to the Board

- Building 3 new buildings
- Repurposing 7 buildings (including full closures)
- Creating 2 Learning Center/Virtual drop-in centers
- 3 new magnets

Board is expected to consider this Recommendation in January.



Blueprint Charge 2: Working Scenario

- **Blueprint Region 2**
 - Construct a new P-8 school in the northwest GVR-Gaylord region (*open - 23-24*)
 - Construct a new educational facility (potential magnet) in the new Horizon development (*open 24-25*)
- **Blueprint Region 3**
 - Replace Lyn Knoll ES with a new boundary P-8 school (900 Capacity K-8) (*close 6/21 - open 23-24*)
 - Repurpose Sixth Avenue ES for an alternative use (*eff. 23-24*)
 - Repurpose South MS for an alternative use (*begin 21-22*)
 - Repurpose Peoria ES, ESC 4 and Aurora Central HS as a K-12 Magnet Campus (525 Capacity K-8) (*open 22-23*)
 - Realign elementary and middle school attendance areas
- **Blueprint Region 6**
 - Remodel Virginia Court ES
 - Repurpose Century ES for an alternative use (*eff. 21-22*)
 - Repurpose Wheeling ES as a magnet school (575 Capacity)(*open 22-23*)
 - Realign elementary and middle school attendance areas



Blueprint APS Charge 2 – Current and Working Scenario

Region 3	Enrollment				Standard Capacity				
	K-5	6-8	Total K-8	9-12	K-5	6-8	Total K-8	9-12	Percent
K-5	4,743				6,658				71%
6-8		2,107				3,270			64%
K-8			6,850				9,928		69%
9-12				1,717				1,950	88%

- Replace Lyn Knoll ES with a new P-8 school (900 Capacity)
- Repurpose South MS for an alternative use
- Repurpose Sixth Avenue ES for an alternative use
- Repurpose Peoria ES and Central HS as a K-12 campus
- Remodel Virginia Court ES
- Repurpose Century ES for an alternative use
- Repurpose Wheeling ES as a magnet P-8 school (575 capacity)
- Realign elementary and middle school attendance areas

Region 3	Enrollment				Standard Capacity				
	K-5	6-8	Total K-8	9-12	K-5	6-8	Total K-8	9-12	Percent
K-5	4,693				5,741				82%
6-8		2,182				2,886			76%
K-8			6,875				8,627		80%
9-12				1,717				1,950	88%



Questions?

Historical Enrollment and Capacity

ES and P-8 Historical Enrollment and Capacity

School	2020-21 Standard Capacity	2015-16	2016-17	2017-18	2018-19	2019-20	IC: 10/1/20	Current % Standard Capacity
Fulton	525	500	447	402	386	393	347	66%
Kenton	525	641	589	534	492	458	427	81%
Lansing	450	411	353	341	340	345	331	74%
Lyn Knoll	225	287	266	238	238	255	245	109%
Peoria	525	566	500	458	426	425	382	73%
Sixth Avenue	575	549	484	449	420	416	352	61%
Vaughn	500	487	424	380	323	331	294	59%
Boston	425	405	385	392	398	432	379	89%
ES and P-8 Total	3,750	3,846	3,448	3,194	3,023	3,055	2,757	74%

School	2020-21 Stnd. Capacity	2015-16	2016-17	2017-18	2018-19	2019-20	IC: 10/1/20	Current % Standard Capacity
A. Century	475	302	293	267	233	257	229	48%
Dartmouth	550	428	374	310	301	351	312	57%
Jewell	500	493	441	417	371	369	343	69%
V. Court	450	522	520	500	434	394	357	79%
Wheeling	575	554	489	512	450	465	447	78%
Yale	500	458	429	468	445	442	425	85%
K-8 Total	3,050	2,757	2,546	2,474	2,234	2,278	2,113	69%



Historical Enrollment and Capacity

MS Historical Enrollment and Capacity

School	2020-21 Standard Capacity	2015-16	2016-17	2017-18	2018-19	2019-20	IC: 10/1/20	Current % Standard Capacity
South	1,051	779	734	827	787	758	713	68%
North	901	842	808	790	725	649	571	63%
A. Hills	1,176	900	907	854	820	777	696	59%
MS Total	3,128	2,521	2,449	2,471	2,332	2,184	1,980	63%

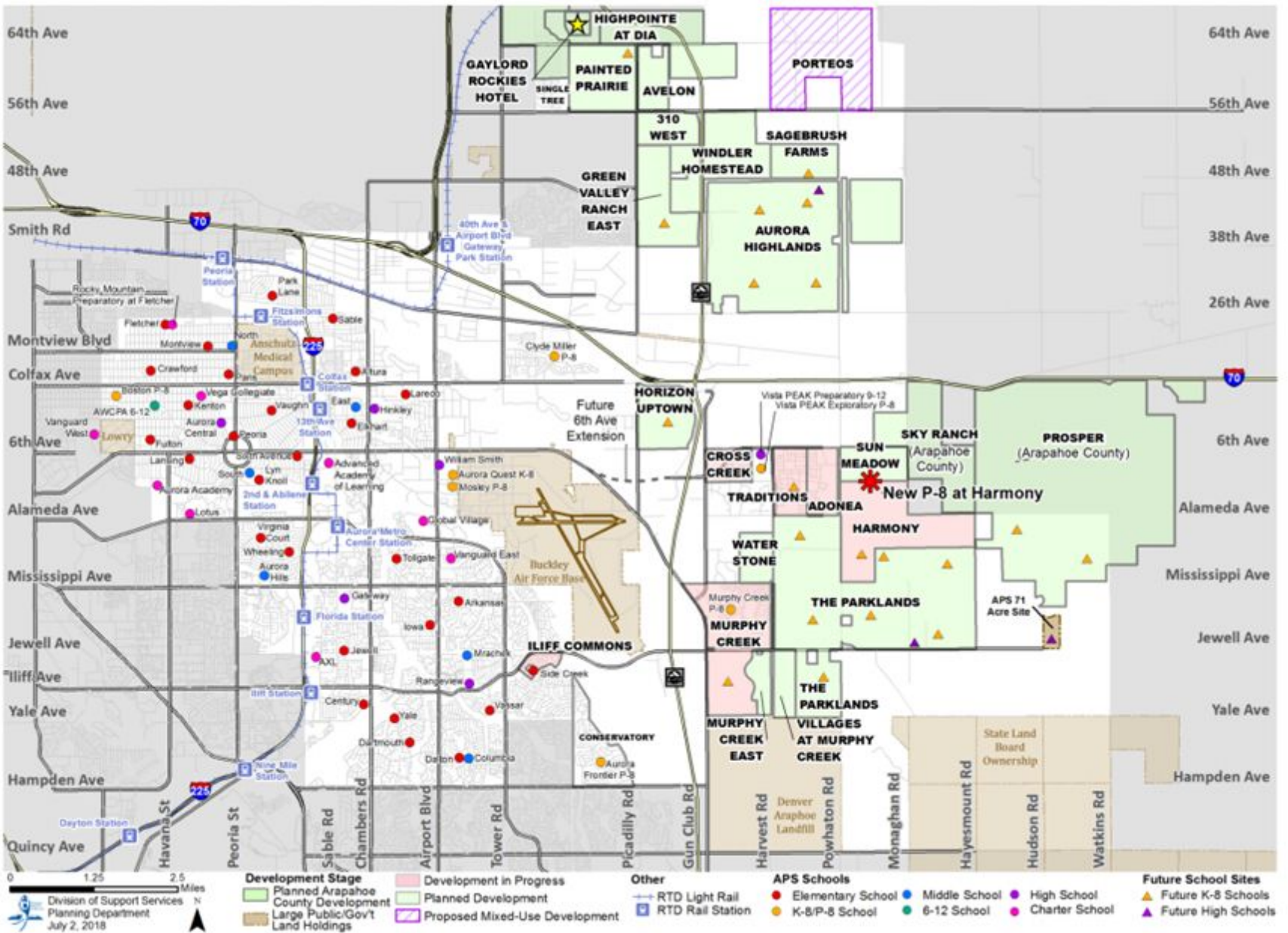
HS Historical Enrollment and Capacity

School	2020-21 Std. Capacity	2015-16	2016-17	2017-18	2018-19	2019-20	IC: 10/1/20	Current % Std. Capacity
Gateway	1,850	1,652	1,568	1,552	1,429	1,407	1,358	73%
HS Total	1,850	1,652	1,568	1,552	1,429	1,407	1,358	73%

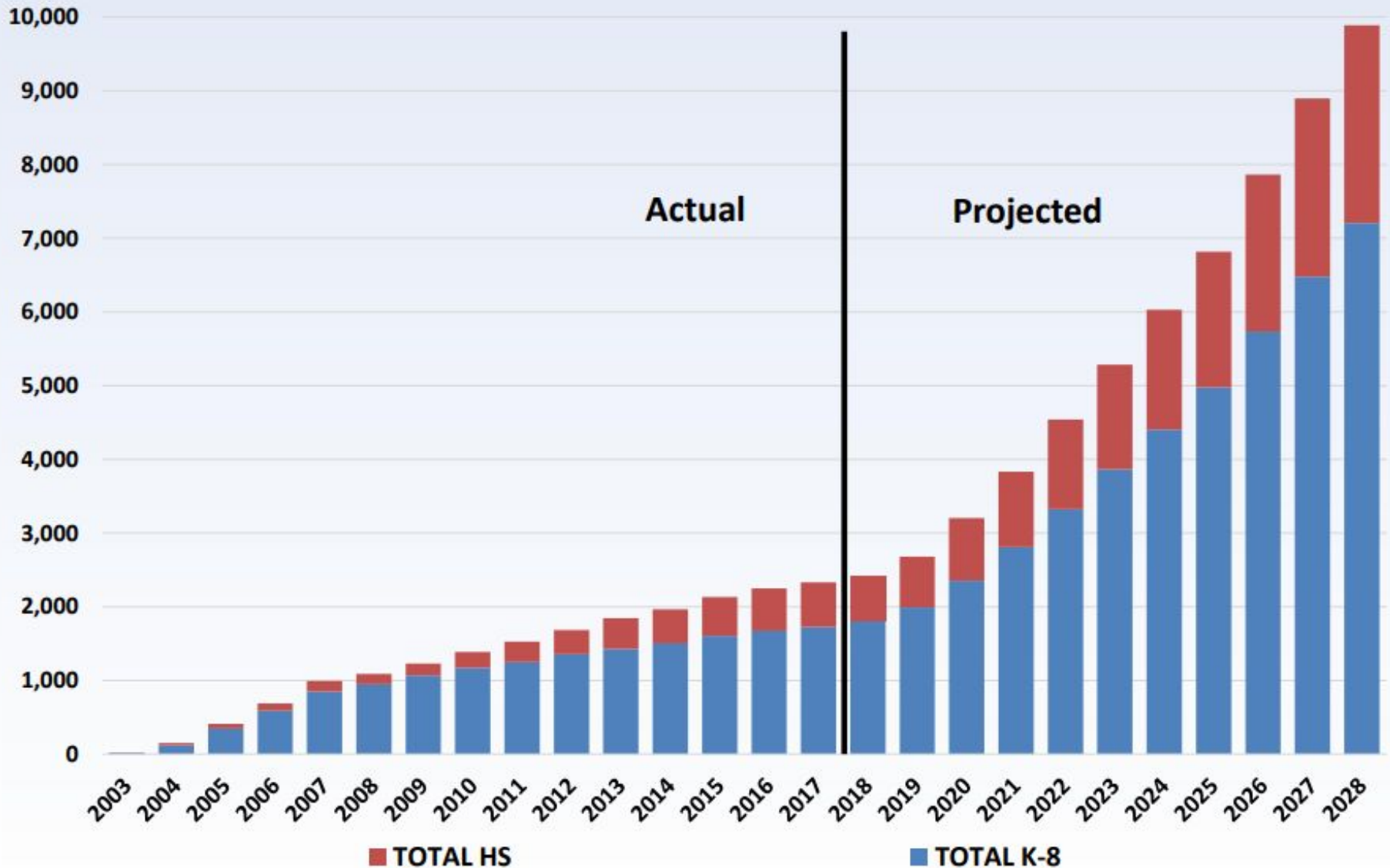
School	2020-21 Std. Capacity	2015-16	2016-17	2017-18	2018-19	2019-20	IC: 10/1/20	Current % Std. Capacity
Aurora Central	1,950	2,032	2,092	1,906	1,868	1,916	1,717	88%
HS Total	1,950	2,032	2,092	1,906	1,868	1,916	1,717	88%



2018-19 E-470 Residential Developments within APS



Actual and Projected K-12 Enrollment along E-470

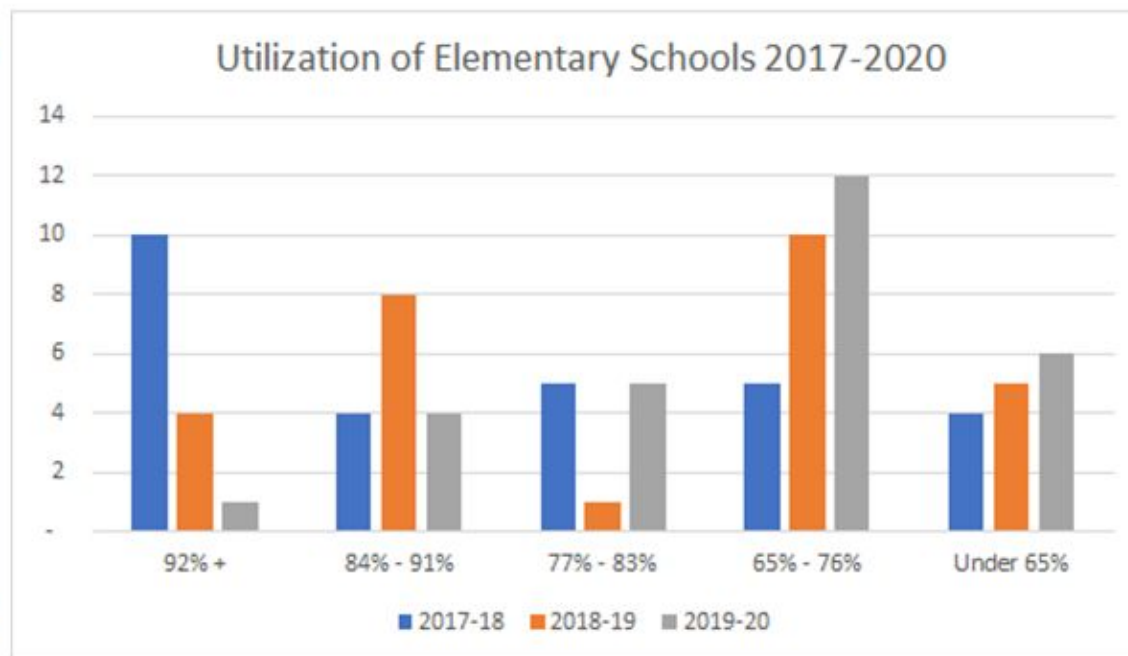


Costs of Enrollment Decline: Funding Low Capacity Schools

As a building decreases in its capacity, the utilization of that building becomes more expensive on a per pupil basis.

- Elementary capacity has significantly decreased:
- In 2017-18, 14 schools were above 84% 9 schools were below 65%.
 - In 2019-20, 5 schools will be above 84% and 18 schools will be under 65%.

Additional Cost Per Pupil as Capacity/Utilization Decreases		
Utilization	Elementary and K8 Schools	Middle and High Schools
92% - 100%	0% (at capacity)	0% (at capacity)
84% - 91%	10% - 13%	1% - 3%
77% - 83%	12% - 15%	3% - 6%
65% - 76%	18% - 22%	6% - 8%
Under 65%	35% - 40%	8% - 10%



Scenario Analysis

Pros

- Provides additional choice options aligned to the specialized areas the Board identified
- Continues to provide students schools based on where they live
- Allows for district to provide a variety of specializations that give a range of options to meet the diversity and diverse interests of the community, but do so in a concentrated way to maximize the robustness of those opportunities
- Having magnet school opportunities across grades K-12 allows for possibility of instructional continuity throughout a specialization
- Creates opportunities for a variety of size and grade configurations
- Using a P-8 model builds off a successful model in APS and allows for competency based learning across traditional grades

Cons

- Will need to repurpose schools in order to ensure economic/operational efficiency of boundary schools and ensure space for new opportunities
- Limited seats at magnet schools, so all students may not be able to access magnet opportunities
- Students may need to travel further to a magnet school that aligns to their issue or preference
- Having magnet schools may not be as appealing to families at younger grades
- Some community assets for regional specializations may be more aligned to secondary students than elementary students
- May be difficult to effectively communicate with families about and shift from current enrollment practices to include district choice options

Costs of Enrollment Decline: Enrollment and Capacity Combined

Additional Costs of Low Size/Enrollment and Underutilization by School Type			
	Low Size/Enrollment	Underutilization	Total Additional Costs
Elementary	8,696,998	6,354,846	15,051,844
K-8	1,446,563	1,452,682	2,899,245
Middle School	0	2,021,595	2,021,595
High School	444,519	809,442	1,253,961
Total	\$ 10,588,080	\$ 10,638,565	\$ 21,226,645

- The cost of maintaining the status quo is over \$21 million considering *both* low size/enrollment *and* underutilization of school buildings.
- If enrollment trends continue, the cost of the status quo will increase by about \$3.1m annually.