

TUCSON UNIFIED SCHOOL DISTRICT #1

2014 COMPREHENSIVE BOUNDARY PLAN 2014

AUGUST 15, 2014

PRESENTED BY: DLR GROUP



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1.00 ACKNOWLEDGEMENTS



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- 1.04 DISTRICT TEAM
- 1.05 ADVISORY AND LEADERSHIP TEAM
- 1.06 LEGAL REPRESENTATION
- 1.07 BOUNDARY COMMITTEE

ACKNOWLEDGEMENTS

1.01 CONSULTING TEAM

Principal Sue Gray, AIA	DLR Group
Senior Expert: 21st Century Learning Specialist Jim French, AIA	DLR Group
Architect/ Community Outreach Katrina Leach, AIA	DLR Group
Community Outreach Kelly Wendel	DLR Group
Demographer Rick Brammer Garrett Lough	Applied Economics Applied Economics

1.02 SUPERINTENDENT

Dr. HT Sanchez	Superintendent
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1.03 GOVERNING BOARD

Adelita Grijalva	President
Kristel Ann Foster	Clerk
Michael Hicks	Board Member
Cam Juarez	Board Member
Dr. Mark Stegeman	Board Member

1.04 DISTRICT TEAM

The following TUSD staff attended meetings with all of the groups involved providing a connection between each group:

Bryant Nodine	Acting Director of Planning and Student Assignment
Shaun Brown	Planning Technician
Richard Murillo	District Planner

1.05 ADVISORY AND LEADERSHIP TEAM

1.05.01 ADVISORY AND LEADERSHIP TEAM

Sam Brown	Desegregation Director
Eugene Butler Jr.	Assistant Superintendent of Student Services
Victoria Callison	Magnet School Programs Director
Patricia Cisneros	Project Manager
Candy Egbert	Chief Operations Officer
Steve Holmes	Assistant Superintendent of Curriculum & Instruction
Marcus Jones	Architecture and Engineering Program Manager
Teri Melendez	Assistant Superintendent of Elementary & K-8 Leadership
Abel Morado	Assistant Superintendent of Secondary Leadership
Anna Sanchez	Tucson Office of Integrated Planning
David Scott	Accountability and Research Director
Lori Stratton	Parent
Noreen Wiedenfeld	School Community Services Director

1.05.02 ADVISORY AND LEADERSHIP TEAM - RESOURCE

Yousef Awwad	Deputy Superintendent of Operations
Scott Hagerman	Principal, Kellond Elementary
Mike Johnson	Transportation Director
Cara Rene	Communications & Media Relations
Adrian Vega	Deputy Superintendent of Teaching & Learning



ACKNOWLEDGEMENTS

1.06 LEGAL REPRESENTATION**1.06.01 MENDOZA PLAINTIFFS REPRESENTATION**

Lois Thompson Proskauer Rose LLP
Nancy Ramirez Mexican American LDEF

1.06.02 FISHER PLAINTIFFS REPRESENTATION

Rubin Salter, Jr. Law Office of Rubin Salter, Jr.
James Schelble Law Office of Rubin Salter, Jr.

1.06.03 SPECIAL MASTER

Dr. Bill Hawley Special Master

1.06.04 US DEPARTMENT OF JUSTICE

Zoe Savitsky Educational Opportunities Section
Civil Rights Division
Anurima Bhargava Educational Opportunities Section
Civil Rights Division

1.06.05 TUSD REPRESENTATION

Bill Brammer Rusing Lopez & Lizardi, PLLC
Patricia Watterkotte Rusing Lopez & Lizardi, PLLC

1.06.06 TUSD LEGAL

Julie Tolleson General Counsel
Sam Brown Desegregation Director
David Scott Accountability and Research Director

**1.07 BOUNDARY COMMITTEE**

Tucson Unified School District engaged the community in a plan to provide students of all racial and ethnic backgrounds the opportunity to attend an integrated school. Strategies that were evaluated to achieve this included attendance boundary changes, pairing and clustering of schools (shared attendance areas), magnet schools and programs and open enrollment.

To do this TUSD formed a Boundary Committee of a diverse group of community members, parents and individuals with an interest and background in public education and school choice. Committee members met one or more of the following criteria:

- Be a TUSD parent
- Represent a mix of the ethnic and geographic diversity of the community
- Be a staff member of one of the schools in potentially affected areas
- Be an interested member of the community

The applicants that did not balance the composition of the group were offered the opportunity to participate as an alternate. Alternates attended the meetings and participated in discussion, but the Boundary Committee members vote ultimately took priority in the decision making. Plaintiff representatives were also included as part of the Boundary Committee to contribute their opinion, develop options and represent their plaintiffs.

To keep an informed dialogue, the Boundary Committee also had rules that no member was permitted to miss more than two meetings to remain on the committee. The responsibility did grow during the process as the timeline was extended, so the permitted absences also grew to four. Refer to Appendix A for the Boundary Committee application and rules.

ACKNOWLEDGEMENTS

Boundary Committee members and alternates are listed below:

Boundary Committee Members:

- *Rodney Bell
- *Georgia Brousseau
- *Sylvia Campoy (Mendoza Plaintiff Rep)
- *Caroline Carlson
- *Gloria Copeland (Fisher Plaintiff Rep)
- *Kathryn Jensen
- *Taren Ellis Langford (Fisher Plaintiff Rep)
- *Jorge Leyva
- *Dale Lopez
- *Lilian Martinez
- *Angie Mendoza
- *Rosalba Meza (Mendoza Plaintiff Rep)
- *Susan Neal
- *Betts Putnam-Hidalgo
- *Celina Ramirez
- *Lorraine Richardson (Fisher Plaintiff Rep)
- *Rachel Starks
- *Anna Timney
- Cesar Aguirre
- Agnes Attakai
- Vivian Chilton
- Juan Carlos De La Torre
- Gerlie Fout
- Lorinda Pierce Sena
- Cinthia Quijada
- Lorraine Ramirez
- James Schelble (Fisher Plaintiff Rep)
- Diana Tolton
- Marietta Wasson

*Indicates those who participated throughout the entire process

Boundary Committee Alternates:

- *Vicki Borders
- *Arthur Buckley
- *Amy Emmendorfer
- *Bill Jones
- *Marguerite Samples
- *Marsha Willey
- Amy Cislak

*Indicates those who participated throughout the entire process



2.00 EXECUTIVE SUMMARY/RECOMMENDATIONS



- 2.01 EXECUTIVE SUMMARY
- 2.02 RECOMMENDATIONS

EXECUTIVE SUMMARY/RECOMMENDATIONS

**2.01 EXECUTIVE SUMMARY**

The goal of the Comprehensive Boundary Plan is to improve integration in Tucson Unified School District's schools. This document outlines the process that was undertaken, the data compiled as a resource and the considerations of the Boundary Committee.

Beginning in February, TUSD staff, DLR Group and Applied Economics worked to collect, organize and analyze District data to assist the process. From February to July, numerous workshops and meetings were held to include multiple user groups in order to have comprehensive input to enhance integration. The Boundary Committee, made up of parents, staff, community members and Plaintiff representatives spearheaded the development of options. Throughout the process, the District assisted by providing information as it became needed, DLR Group facilitated and compiled the information developed and Applied Economics gathered data associated with the options that were created for analysis. After months of deliberation and receiving feedback from the community, the Plaintiffs and the governing board, the Boundary Committee developed a series of options that have the potential of meeting the goals of the Comprehensive Boundary Plan.

This report's recommendations advocate a variety of strategies to improve integration, including boundary adjustments, programs, the relocation of school campus and transportation. The driving force behind each recommendation is improved integration, student choice and opportunities.

The Governing Board reviewed and voted on each option at the meeting on August 12, 2014. The Governing Board Action for each option is indicated after each recommendation by the Boundary Committee.

2.02 RECOMMENDATIONSELEMENTARY SCHOOLS

The Elementary School recommendations include transportation and program options to encourage movement between racially concentrated schools and integrated schools enhancing integration at both locations as well as student choice:

- Option A: The Boundary Committee recommends providing the specific voluntary option to students at racially concentrated schools: Tolson, Oyama, Mission View, Miller, Manzo, Maldonado, and Lynn Urquides to attend Howell or Sewell (integrated schools) with provided transportation.
- **Option A Governing Board Action 8/12/14: APPROVED. Passed 3-2 (Roll Call Vote).**
- Option B: The Boundary Committee recommends adding a dual language program at Manzo to attract east side students.
- **Option B Governing Board Action 8/12/14: NOT RECOMMENDED by Advisory and Leadership Team. NO ACTION TAKEN.**

MIDDLE SCHOOLS

The Middle School recommendations include boundary adjustments and the relocation of a school campus to increase the number of students attending an integrated school and enhance student choice:

- Option C: The Boundary Committee recommends extending the Roskrige K-5 attendance area to 6-8 students. 6-8 grade students who reside in this attendance area would have the option to attend either Roskrige K-8 or Mansfeld Middle School.
- **Option C Governing Board Action 8/12/14: APPROVED. Passed Unanimously (Voice Vote).**

EXECUTIVE SUMMARY/RECOMMENDATIONS

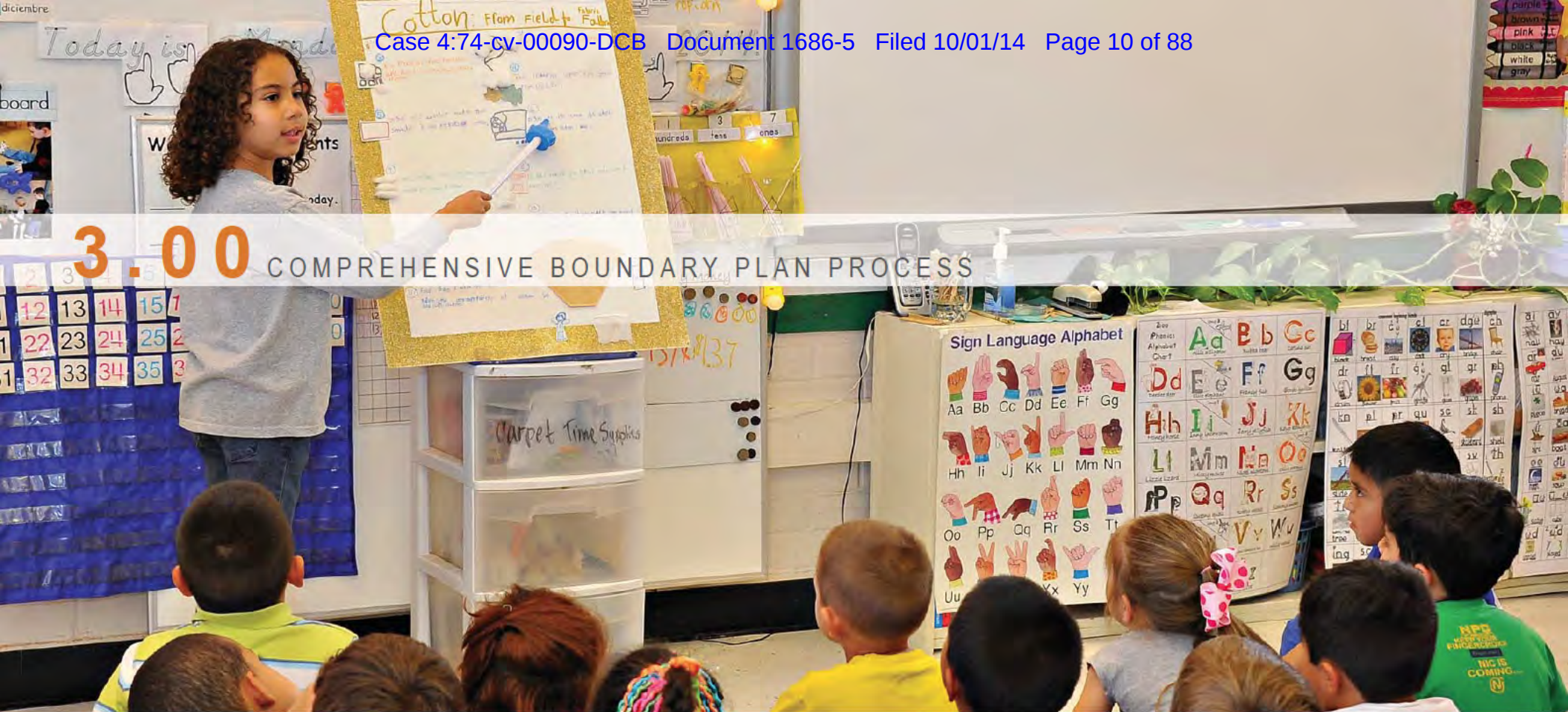
- Option D: The Boundary Committee recommends moving Dodge Middle School to the closed school site of Fort-Lowell/ Townsend. The move to this larger campus would permit more students to be accepted into the program and attend an integrated school.
- **Option D Governing Board Action 8/12/14: APPROVED. Passed Unanimously (Voice Vote).**

HIGH SCHOOLS

The High School recommendations include transportation and program options to encourage movement between racially concentrated schools and integrated schools enhancing integration at both locations as well as student choice:

- Option E: The Boundary Committee recommends providing an Early Middle College Program at both Cholla High School and Santa Rita High School with high tech offerings. It is important to the Boundary Committee to supply this program at locations on both sides of the district to present equal opportunity and access for this higher level setting. The program emphasis selected at each school site must not compete with each other in order to maximize movement between the east and west sides of town.
- **Option E Governing Board Action 8/12/14: APPROVED TO CONTINUE RESEARCH AND EXPLORATION WITH COMMUNITY PARTNERS. Passed Unanimously (Voice Vote).**
- Option F: The Boundary Committee recommends providing express transportation routes between Santa Rita HS, Cholla HS, Pueblo HS and Palo Verde HS. Providing direct and relatively quick transportation across town will make High Schools and their programs more accessible to students who may not have considered them previously due to their distance.
- **Option F Governing Board Action 8/12/14: APPROVED PENDING MORE INFORMATION ON IMPLEMENTATION. Passed Unanimously (Voice Vote).**





3.00 COMPREHENSIVE BOUNDARY PLAN PROCESS

- 3.01 PURPOSE
- 3.02 UNITARY STATUS PLAN
- 3.03 GOAL
- 3.04 COMPREHENSIVE BOUNDARY PLAN PROCESS

COMPREHENSIVE BOUNDARY PLAN PROCESS

3.01 PURPOSE

The Comprehensive Boundary Plan effort was established to align with the Unitary Status Plan (USP). Boundaries are one method recognized by the USP to help improve integration in the schools along with pairing and clustering, open enrollment and magnet schools. The challenge of integration in TUSD schools involves many variables and a myriad of groups that would be impacted. In response, the District engaged DLR Group as a third party consultant to help manage and facilitate the different layers of input including the District Administration, District Staff, the Governing Board, the public, parents, the Special Master and Plaintiffs.

With input from each of these groups, The Boundary Committee developed recommendations for the Comprehensive Boundary Plan to help improve integration

3.02 UNITARY STATUS PLAN

Per the Unitary Status Plan, the overall objective of the Comprehensive Boundary Plan (CBP) was to create a student assignment plan that provides students of all racial and ethnic backgrounds the opportunity to attend an integrated school. The development of the Plan considered options using four strategies from the USP: attendance boundaries; pairing and clustering of schools; magnet schools and programs; and open enrollment.

The applicable stipulations of the Unitary Status Plan are:

II.A.1. Students of all racial and ethnic backgrounds shall have the opportunity to attend an integrated school. The District shall use four strategies for assigning students to schools, to be developed by the District in consultation with the Plaintiffs and the Special Master: attendance boundaries; pairing and clustering of schools; magnet schools and programs; and open enrollment.

II.D.3. ...the District shall review its current attendance boundaries and feeder patterns and, as appropriate, amend such boundaries and patterns and/or provide for the pairing and/or clustering of schools to promote integration of the affected schools.



II.D.4 If a non-magnet school is oversubscribed for two or more consecutive years, the District shall review the attendance boundary for that school to determine if any changes should be made to ensure, among other things, an appropriate balance between students who reside within the attendance boundary and students who applied through open enrollment to attend the school, and allow for pairing or clustering with nearby schools to better accommodate the demand for the oversubscribed school.

The CPB also supported the work of the Magnet Committee by evaluating options to meet the Magnet School Plan per USP II.E.3 (iv) "...determine if each magnet school or school with a magnet program shall have an attendance boundary..."

3.03 GOAL

TUSD set two main goals related to this Comprehensive Boundary Plan effort:

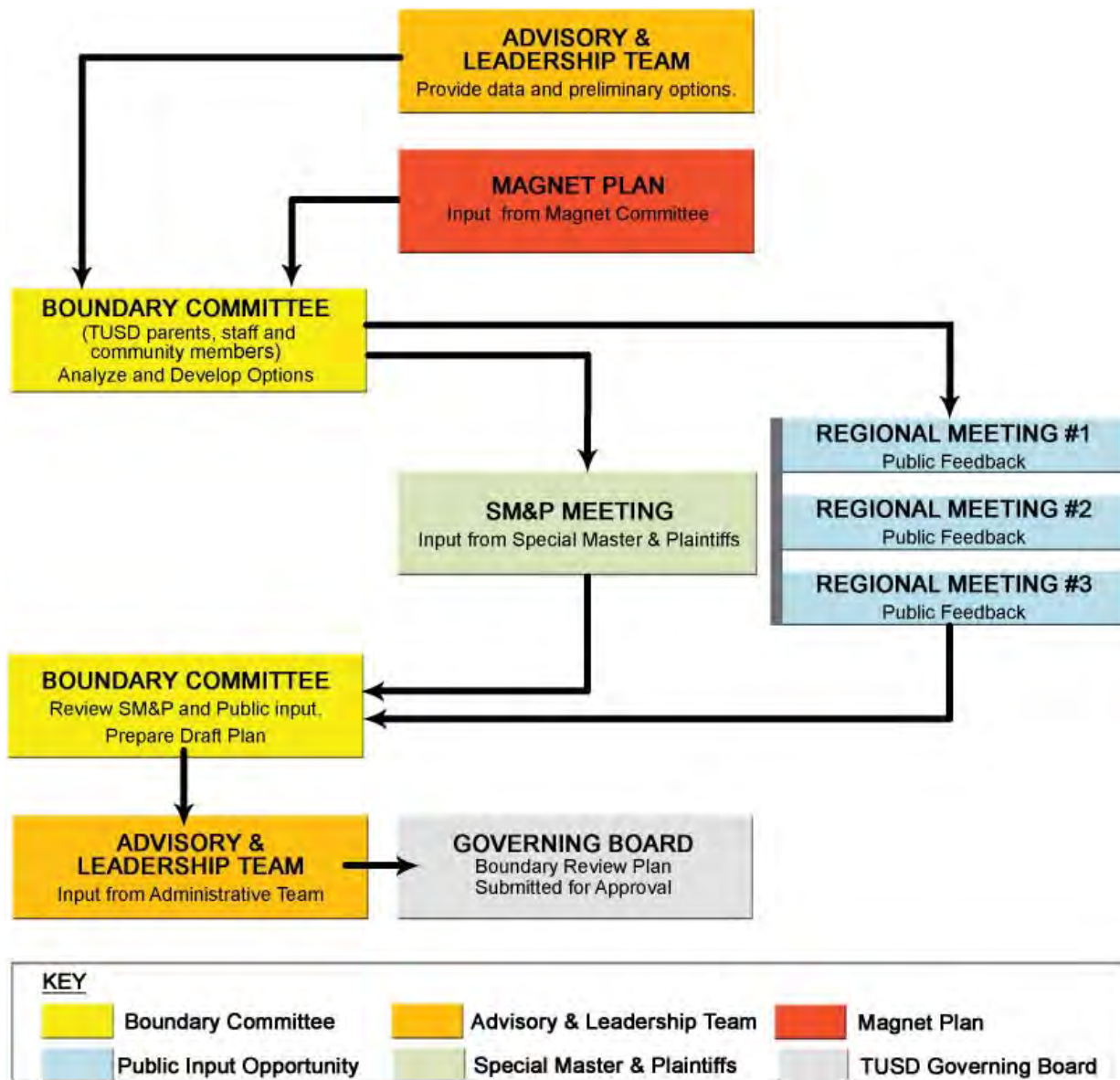
1. To improve integration and work toward providing students of all racial and ethnic backgrounds the opportunity to attend an integrated school.
2. To increase the number of students attending integrated schools.

COMPREHENSIVE BOUNDARY PLAN PROCESS

3.04 COMPREHENSIVE BOUNDARY PLAN PROCESS

The overall process takes in account several checks and balances with different user groups. The bulk of the review took place with the Boundary Committee, but the process began with the gathering of information and an initial exercise of option development from the Advisory and Leadership Team. In addition, the Magnet Committee met simultaneously during the early phase and produced a Magnet Plan for the Boundary Committee to review. Although most of the resources were provided to the BC, there were also updates that came out of the Boundary Committee meetings to the Special Master and Plaintiffs during the process for review and feedback along the way. The Special Master and Plaintiffs met four times during the Boundary Committee process to be kept apprised of the development.

After the BC went through their own internal evaluation, they compiled options that were sent to the Special Master and Plaintiffs as well presented to the public and the governing board for their input. The Boundary Committee then took the feedback they received and determined which options would be included as recommendations in the Draft Boundary Review Plan. At that point, the Advisory and Leadership Team reconvened and refined the plan that would be sent to the Governing Board for approval. The below chart shows a graphical representation of the different groups who participated and when they were involved in the process.



COMPREHENSIVE BOUNDARY PLAN PROCESS

3.05 BOUNDARY COMMITTEE PROCESS

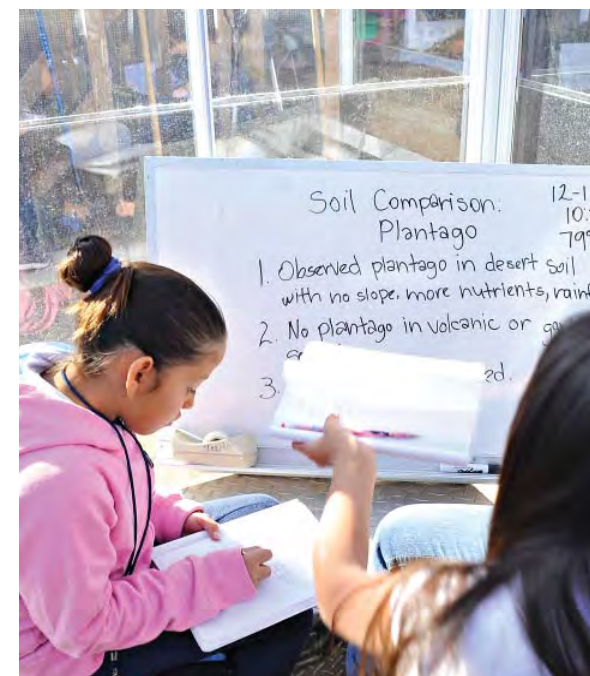
The Comprehensive Boundary Plan consists of recommendations that have been developed by the Boundary Committee. The process of creating these recommendations included the following tasks:

1. Gather: Analyze data and maps provided by the District and demographer
2. Evaluate: Review recommendations from the Advisory and Leadership Team
3. Develop: Create and review additional options
4. Engage: Present options to the community and invite input for consideration.
5. Refine: Form the Comprehensive Boundary Plan with Boundary Committee recommendations.

3.05.01 GATHER

TUSD maintains a wealth of statistical information on each school's students, facilities and programs. Combined with the demographers' data and maps, the Boundary Committee was provided with this information to assist their review of boundaries and to help understand the impact of the options they developed. The demographer helped develop many maps and data tables of the TUSD area and schools. As the Boundary Committee identified needed information, TUSD continued to provide additional data as requested during the process. The following list includes the information provided to the committee:

- Documents/ Reports:
 - The Unitary Status Plan
 - The TUSD Governing Board Policy JC-R, Policy on School Attendance Boundaries.
 - Demographic Report
 - 2012 Marketing Study
- Maps:
 - Overall District Map
 - Attendance Areas by grade configuration
 - Integration by school identifying Racially Concentrated, Neutral and Integrated Schools
 - Ethnicity by school
 - Facility utilization by school
 - Ethnicity Share by area grids and enrollment
- Data Spreadsheets:
 - School Data by school
 - Facility Data by school
 - Demographic Data by school
 - School enrollment by neighborhood, race/ethnicity and ELL status



COMPREHENSIVE BOUNDARY PLAN PROCESS

- Program Data
 - GATE
 - Magnet
 - McKinney-Vento
 - Feeder Patterns
- Socio Economic Data Maps and Tables
- Magnet Committee updates and the Magnet Plan as it became available

* Refer to Appendix B for the resources provided to the Boundary Committee

One of the challenges that the Boundary Committee quickly realized with the data is the uncertainty of change due to open-enrollment. In the past, boundary lines could be redrawn or attendance annex areas could be determined and students did not have the opportunity to open enroll in a different school due to preference. Now that Arizona is an open enrollment state and TUSD has a large amount of success with student choice, it is difficult to predict if a student will remain in the school they are assigned or choose a different option. Early, the group determined that they would make assumptions that those students who are currently open enrolling elsewhere and those currently following their boundary assignment would continue to do so. Similarly, some of the options potentially could improve integration by attracting students that do not currently attend TUSD. While the committee often recognized this potential as a pro during discussion, this information could not be quantified in the data tables.

KEY INDICATORS DERIVED FROM THE DATA:

Some of the Key indicators derived from the data are as follows:

- Typically, schools west of the aviation corridor are racially concentrated due to high Hispanic populations. This pattern mirrors the Hispanic concentration in development patterns.
- Schools located on the west side and in the center of the District tend to be over-utilized.
- The majority of the magnet schools are located on the west side and central areas of the District.
- The majority of the magnet schools are racially concentrated.



3.05.02 EVALUATE

The Advisory and Leadership Team (A/L Team) met separately to begin compiling anticipated necessary data and using their knowledge of the comprehensive district to develop options. With the goals set for the plan, the A/L Team focused primarily on four strategies: boundary adjustment, pairing and clustering, programs and transportation. From these strategies, the A/L Team created 23 options, 7 of which were variations of base options. These 23 options were evaluated and the A/L team voted to move 7 of them forward as recommendations for the Boundary Committee to consider:

- BC-1: Pair Davis and Blenman
- BC-2: Pair Bonillas and Lineweaver
- BC-3: Boundary Adjustment from Mansfeld Annex to Doolen
- BC-4: Boundary Adjustment from Mansfeld to Roberts-Naylor
- BC-5: Santa Rita HS as application-only Early Middle College
- BC-6: Southwest and Central Transportation Preference Areas Serving Palo Verde HS and Santa Rita HS
- BC-7: Northwest Transportation Preference Area Serving Catalina HS and Sabino HS

The Boundary Committee evaluated each recommended option using supporting maps and tables and identifying pros, cons and comments for each.

COMPREHENSIVE BOUNDARY PLAN PROCESS



Beginning with the evaluation of A/L Team recommended options helped the Boundary Committee understand some of the strategies that are available as well as understand what is important to the group. For example, pairing and clustering are integration strategies that are new to this District and a new concept to many of the BC members. One of the reoccurring challenges that the Boundary Committee identified with this strategy is that there are few schools that are close in proximity where an integrated and racially concentrated school could support each other. The BC specifically looked at distance and travel time to schools as an important consideration and believed that a successful pair or cluster would need to be in neighboring communities. Also, the BC felt strongly that a magnet should not be included in a pair or cluster. The possibility of assigning a student based on race/ ethnicity to a magnet program that they did not choose was not acceptable to the majority of the Boundary Committee.

3.05.03 DEVELOP

Although the evaluation of A/L Team Options helped define priorities for the Boundary Committee, they were encouraged to bring any potential option to the table without restriction as long as the focus was to improve integration. The Boundary Committee was directed to consider all grade configurations (Elementary, K-8, Middle and High School) as well as all integration strategies (boundaries, pairing and clustering, transportation and programs).

As the Boundary Committee worked, a separate Magnet Committee worked on a Magnet Plan. In order to focus the efforts of the two groups, the Boundary Committee was directed not to review new magnets or removal of magnets in their options since the Magnet Committee had that charge. Both committees were kept apprised of the others' development so as to not impede the progress of the other.

During this process, the draft Magnet Plan was issued and shared with the Boundary Committee. Within the Magnet Plan, the Magnet Committee had tasked the Boundary Committee to review and provide a recommendation on a couple items including:

1. A list of suggested magnet schools to consider for a preference area.
2. A suggested magnet school to be a total magnet with no attendance boundary.
3. The potential de-pair of Carrillo and Drachman.

*See the Appendix D for voting results and discussion of these items.

Overall, the Boundary Committee considered 33 options, 5 of which were variations of options and 7 of which were the original A/L team's recommended options. From these 33 options, the Boundary Committee narrowed down the list to 13 options to discuss further at length and from the 13 options, 7 were voted on to be presented to the public for additional feedback.

Refer to Appendix E for the complete list of options and Appendix F for the voting results.

COMPREHENSIVE BOUNDARY PLAN PROCESS

3.05.04 ENGAGE

Three Regional Meetings were held to gather input from the public at different locations throughout the district at the following campuses: Pueblo High School (July 9th at 6:30pm), Palo Verde High School (July 10th at 6:30pm) and Rincon High School (July 12th at 9:30am). At these meetings, there was a presentation briefly describing the USP, the goal of integration, the process of the Boundary Plan, and a summary of the demographic report. The 7 options the Boundary Committee had developed were also presented for community input. At the end of the presentation, the attendees were encouraged to visit the display boards around the room that showed the options with the corresponding maps, data and the pros, cons and comments identified by the Boundary Committee. BC members were available at all three meetings to discuss the options with the public. In addition, the public was asked to participate by voting using green dots for support and red dots for no support. They were also provided with comment cards and were requested to share their comments on any or all of the options. It was emphasized at the meetings that the comments and responses that the public left would be provided to the Boundary Committee to assist their decisions whether or not an option would be made part of the Boundary Review Plan.

In addition to soliciting feedback from the public, the draft Boundary Review Plan was also shared with the Special Master and Plaintiffs and Governing Board. Comments were requested so the Boundary Committee could have a better understanding if there would be support of these options if included in the plan. More information had been gathered concerning cost associated with the options and this information was included in the presentation to the Governing Board.

3.05.05 REFINE

At the final meeting, the Boundary Committee members met to review the options with the comments provided by the Plaintiffs, the public and the governing board. The draft cost data that was presented to the governing board was also included in discussion as an additional factor for consideration. Cost had not previously been attached to the options so the Boundary Committee could evaluate each option based on merit and not hinder the process with a potential price tag. Overall, the BC decided that the cost was important, but that it would not be a determining factor in their final vote. Recognizing that there are costs associated with any option that would be developed, the goal of integration and doing what is best for the students was still primary.

After discussing each option at length and taking careful consideration of the comments and concerns provided, the Boundary Committee concluded with 6 options to be included in the Comprehensive Boundary Plan. As identified previously, the Boundary Committee was challenged with predicting the success of their options with data due to the high open-enrollment numbers throughout the District. As a result, the 6 options that survived the process are all voluntary options that give more choices to TUSD families.

3.06 TIMELINE

The Boundary Committee met from the end of March to the middle of July. Refer to Appendix C for the recorded meeting notes and exercise materials used at the meetings.

February:

- A press release was issued and notices were sent by email, posted on the website and distributed to schools and to groups who would be particularly interested in the plan, to solicit participation in a district-wide boundary committee. Applications were accepted and the committee was formed to meet the criteria of the Boundary Committee.



COMPREHENSIVE BOUNDARY PLAN PROCESS

March:

- The Boundary Committee began with an orientation meeting where they were introduced to the demographic report as well as the charge and commitment of the committee. This included information concerning the USP, goals of the committee, strategies to develop options and criteria to analyze options.

- The BC evaluated the questions posed by the magnet committee for analysis. These included magnet schools that were recommended to be evaluated for preference areas, no attendance boundary schools, de-pairing of existing schools, and development of options for magnets that are falls far below and may no longer be magnets.

April:

- The BC was provided with data tables and maps to help analyze options. One full meeting was devoted to walking through how to read and use the tables and maps to understand the impact of the options. More data and maps were provided as requested.
- The BC was introduced to the seven scenarios that the Advisory and Leadership Team developed. The BC reviewed these options and they were encouraged to look for opportunities to develop alterations of the scenarios presented.
- The BC was encouraged to bring new scenario options to the table and the BC discussed Pros, Cons and Comments of the new options in small groups. Often, the BC was given homework to develop new options for discussion at the next meeting.
- The BC received updates at the meeting pertaining to the magnet plan and what the progress of the magnet committee.
- The schedule was extended and the BC was informed that the magnet plan will be completed prior to the Boundary Plan.

June:

- BC members were given 10 dots to vote on the more promising option to narrow down the 28+ options that have been proposed throughout the process. From that vote, 13 options moved forward to be discussed in small groups. Lastly, the group voted on each option to decide which options would be presented to the public at the regional meetings. Seven options were voted to continue forward to gather community input.

July:

- The Draft Boundary Review Plan was prepared and made available to the public on the TUSD website and given to the Special Master and Plaintiffs for review and comment.
- Three public meetings were held to solicit community feedback and a presentation was made to the governing board.
- Online surveys were sent to TUSD families for feedback related to the options.
- The Boundary Committee met and considered the comments that were offered from the different user groups and moved 6 options forward into the Comprehensive Boundary Plan.
- The Advisory and Leadership Team met to review the plan and provide their recommendation.

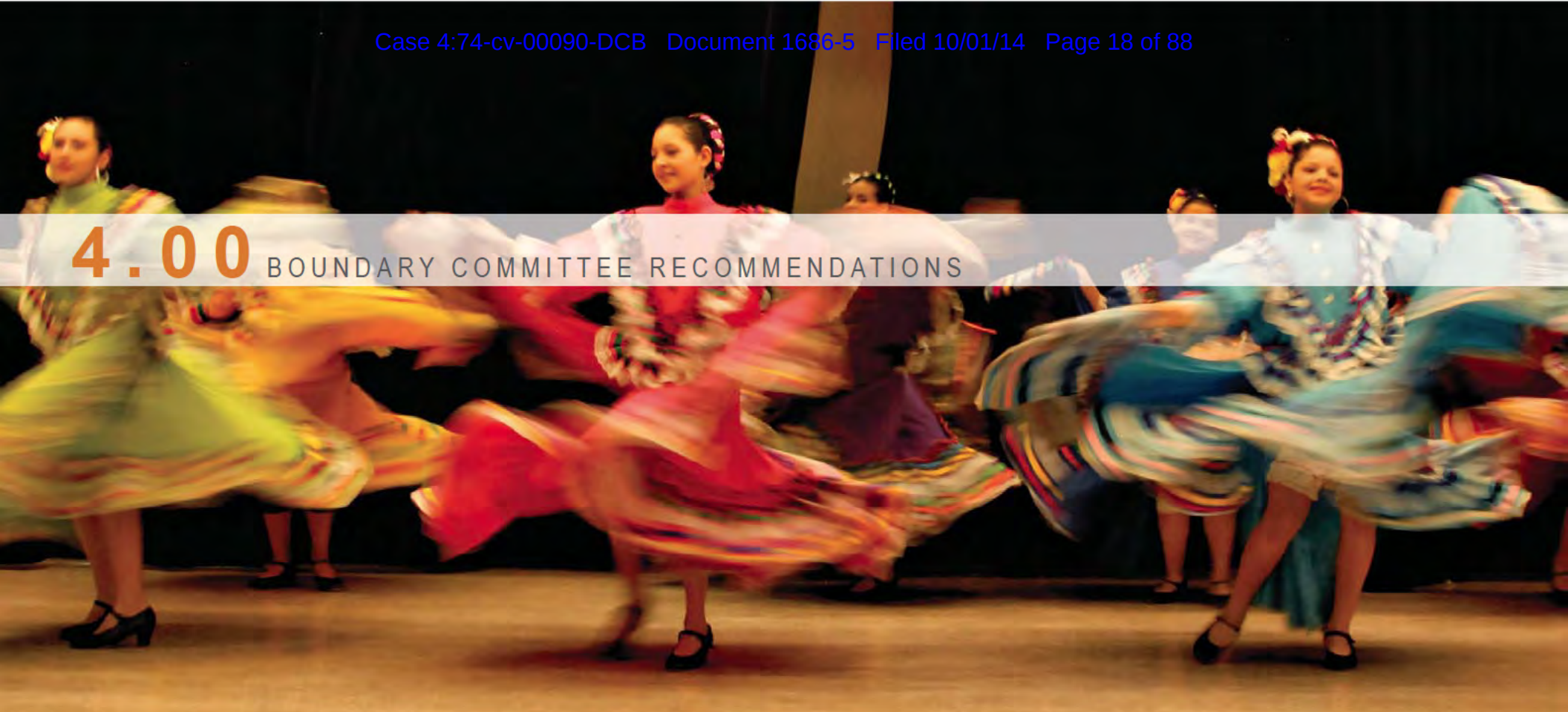
May:

- The BC met in small groups with focused exercises to analyze only boundary and pairing and clustering options.
- The magnet plan was given to the BC and Vicki Callison gave a presentation giving a summary of the plan.

August:

- The Comprehensive Boundary Plan is presented to the Governing Board for approval.





4.00 BOUNDARY COMMITTEE RECOMMENDATIONS

- 4.01 OPTIONS
- 4.02 NOTES ON ENROLLMENT CALCULATIONS

BOUNDARY COMMITTEE RECOMMENDATIONS

4.01 OPTIONS

OPTION A: VOLUNTARY TRANSPORTATION FROM RACIALLY CONCENTRATED SCHOOLS TO HOWELL AND SEWELL

Integration Strategy: Transportation

Description:

Provide option to families at elementary schools that are racially concentrated, have a low socio economic status, are not magnets and have a low academic letter grade. The "Sending Schools" that are identified to receive this option include: Tolson, Oyama, Mission View, Miller, Manzo, Maldonado and Lynn/ Urquides. Students at these schools are to be given the voluntary option to attend Sewell or Howell, integrated and academically high performing schools.

Implementation recommendations:

- Provide the "sending schools" with professional development and needed resources to support academic improvement.
- Provide the "receiving schools" with professional development to best support integration efforts.
- Provide District marketing and advertisement to help parents understand their options.
- Provide transportation as follows:

Combined Bus Routes

- Maldonado & Miller to Sewell (47-53 min)
- Maldonado & Miller to Howell (38-45 min)
- Lynn/ Urquides & Mission View to Howell (30-35 min)
- Lynn/ Urquides & Mission View to Sewell (37-41 min)
- Oyama & Tolson to Sewell (37-51 min)
- Oyama & Tolson to Howell (35-42 min)

Direct routes

- Manzo to Howell (26-31 min)
- Manzo to Sewell (25-29 min)

Estimated Costs:

- Transportation: 8 additional buses at \$65,000 each = \$520,000
- Additional teachers: 3.7 FTE max = \$200,000
- Total estimated cost = \$720,000

Boundary Committee Final Vote Results from 7/19:

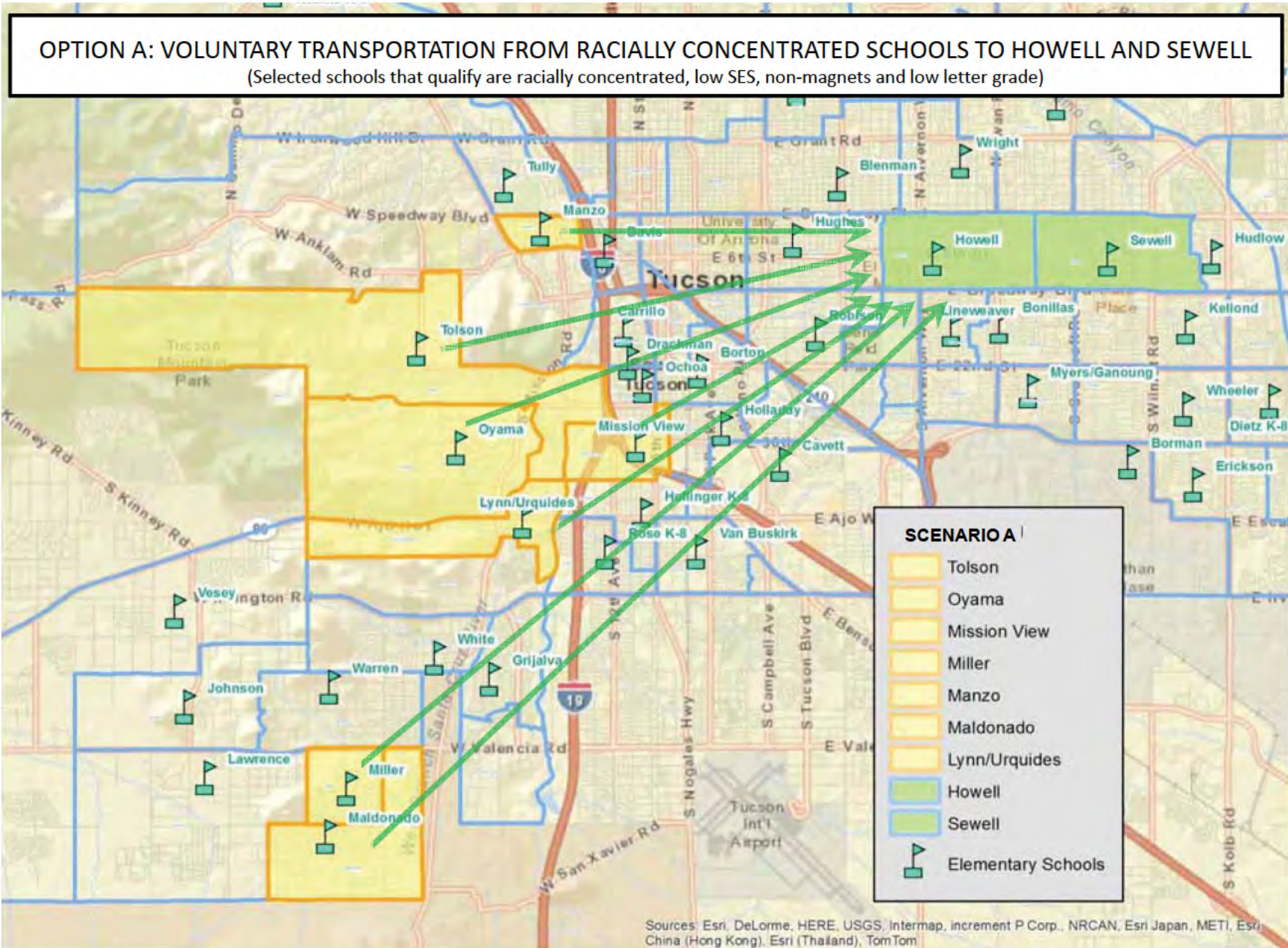
Total: 92% Yes, 8% No

BC Members: 10 Yes, 1 No

Alternates: 3 Yes, 0 No



BOUNDARY COMMITTEE RECOMMENDATIONS



BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION A: VOLUNTARY TRANSPORTATION FROM RACIALLY CONCENTRATED SCHOOLS TO HOWELL AND SEWELL

(Selected schools that qualify are racially concentrated, low SES, non-magnets and low letter grade)

Affected School Data

Criteria / Conditions	Lynn/Urquides	Maldonado	Manzo	Miller	Mission View	Tolson	Oyama	Howell	Sewell
Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Status	Open	Open	Open	Open	Open	Open	Open	Open	Open
Site Acres	14.70	9.90	5.40	10.00	4.00	10.00	10.10	8.20	9.20
Year Built (Average)	1967	1988	1956	1981	1955	1976	2002	1954	1959
2013-14 Enrollment / Utilization	620 89%	420 66%	355 101%	606 110%	269 75%	367 71%	419 81%	358 90%	310 94%
Attendance Area Enrollment	560	575	248	642	241	487	510	332	260
Operating Capacity	700	640	350	550	360	520	520	400	330
Portables / Capacity	21 525	5 125	2 50	13 325	8 200	2 50	4 100	4 100	2 50
Oversubscribed?	No	No	No	No	No	No	No	No	No
School Enrollment with Option	606 87%	406 63%	341 97%	592 108%	254 71%	353 68%	405 78%	424 106%	343 104%
Distributed Students	-14	-14	-14	-14	-15	-14	-14	66	33
Academic Performance	D	D	C	C	D	D	D	B	A
Attraction / Flight	1.17	0.32	1.49	0.88	1.02	0.62	0.69	1.01	1.18
Racially Concentrated	Concentrated	Concentrated	Concentrated	Concentrated	Concentrated	Concentrated	Concentrated	Integrated	Integrated
Ethnicity	97%	94%	96%	94%	99%	91%	93%	74%	65%
Free & Reduced Lunch	94%	90%	78%	88%	93%	84%	82%	83%	64%
Facility Condition Index	3.10	2.97	2.54	2.56	2.92	2.78	3.29	2.56	2.71
Bond Funds: 2008-2012	\$1,236,780	\$1,457,698	\$203,344	\$1,665,072	\$559,289	\$380,017	\$634,081	\$265,390	\$332,879
Average Utility Cost (PSF)	2.19	2.77	2.17	2.86	1.92	2.40	2.20	2.53	2.22
Magnet?	No	No	No	No	No	No	No	No	No

Pros and Cons

Pros	Cons
More students attending an integrated school.	Additional transportation costs.
Provides options for families.	Involvement of many schools may be disruptive.
Provides professional development and support for sending and receiving schools.	The distance students need to travel and disproportionate travel burden on Hispanics.
Collaboration between schools to support each other.	
Movement is voluntary.	

Comments

Option will require commitment from the schools and administration.
Parents will need to be encouraged and supported to be involved.
Requires active marketing and publicity.

BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION A: VOLUNTARY TRANSPORTATION FROM RACIALLY CONCENTRATED SCHOOLS TO HOWELL AND SEWELL

(Selected schools that qualify are racially concentrated, low SES, non-magnets and low letter grade)

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lynn/Urquides	620	93%	20	█	574	10	0	█
With Option	606	92%	20	█	560	10	0	█
Change	-14	100%	0	0	-14	0	0	0
Maldonado	420	87%	25	█	364	21	█	█
With Option	406	86%	25	█	351	20	█	█
Change	-14	93%	0	0	-13	-1	0	0
Manzo	355	86%	15	█	305	18	█	█
With Option	341	86%	15	█	292	17	█	█
Change	-14	93%	0	0	-13	-1	0	0
Miller	606	84%	37	█	511	44	0	█
With Option	592	84%	37	█	498	43	0	█
Change	-14	93%	0	0	-13	-1	0	0
Mission View	269	88%	█	10	238	17	0	█
With Option	254	89%	█	█	225	16	0	█
Change	-15	87%	0	-1	-13	-1	0	0
Tolson	367	84%	33	12	308	█	0	█
With Option	353	84%	33	11	295	█	0	█
Change	-14	93%	0	-1	-13	0	0	0
Oyama	419	80%	30	21	334	30	█	█
With Option	405	80%	30	20	322	29	█	█
Change	-14	86%	0	-1	-12	-1	0	0
Howell	358	53%	92	33	190	21	█	14
With Option	424	59%	92	35	251	24	█	14
Change	66	92%	0	█	61	█	0	0
Sewell	310	52%	107	18	160	█	█	13
With Option	343	55%	107	19	190	█	█	13
Change	33	91%	0	█	30	█	0	0
Students with Changes	99	92%	0	█	91	█	0	0

* The data provided has been redacted to protect personally identifiable information in accordance with USP Section I(D)(9) and in accordance with applicable federal and state law, including the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION A: VOLUNTARY TRANSPORTATION FROM RACIALLY CONCENTRATED SCHOOLS TO HOWELL AND SEWELL

(Selected schools that qualify are racially concentrated, low SES, non-magnets and low letter grade)

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lynn/Urquides	560	95%	14		532		0	
With Option	560	95%	14		532		0	
Maldonado	575	86%	37	12	495	26		
With Option	575	86%	37	12	495	26		
Manzo	248	87%			215	13		
With Option	248	87%			215	13		
Miller	642	90%	31		577	19		
With Option	642	90%	31		577	19		
Mission View	241	93%	0		223		0	
With Option	241	93%	0		223		0	
Tolson	487	81%	37	19	396	21		
With Option	487	81%	37	19	396	21		
Oyama	510	84%	35	18	428	23	0	
With Option	510	84%	35	18	428	23	0	
Howell	332	47%	97	33	157	21	10	14
With Option	332	47%	97	33	157	21	10	14
Sewell	260	47%	94	14	123			18
With Option	260	47%	94	14	123			18

BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION B: ADD A DUAL LANGUAGE PROGRAM TO MANZO

Integration Strategy: Program

Description:

Attract students to Manzo from the east with a new dual language program and their existing ecology program. The Boundary Committee does not intend for this dual language program to evolve into a Magnet.

Implementation Recommendations:

- Provide marketing and advertisement of the programs specifically to east side schools.

Estimated Costs:

- Transportation: 2 additional buses at \$65,000 each = \$130,000
- Additional teachers: 2.4 FTE max = \$130,000
- Training, Recruiting and Materials = \$300,000
- Total estimated cost = \$560,000

Boundary Committee Final Vote Results from 7/19:

Total: 69% Yes, 31% No

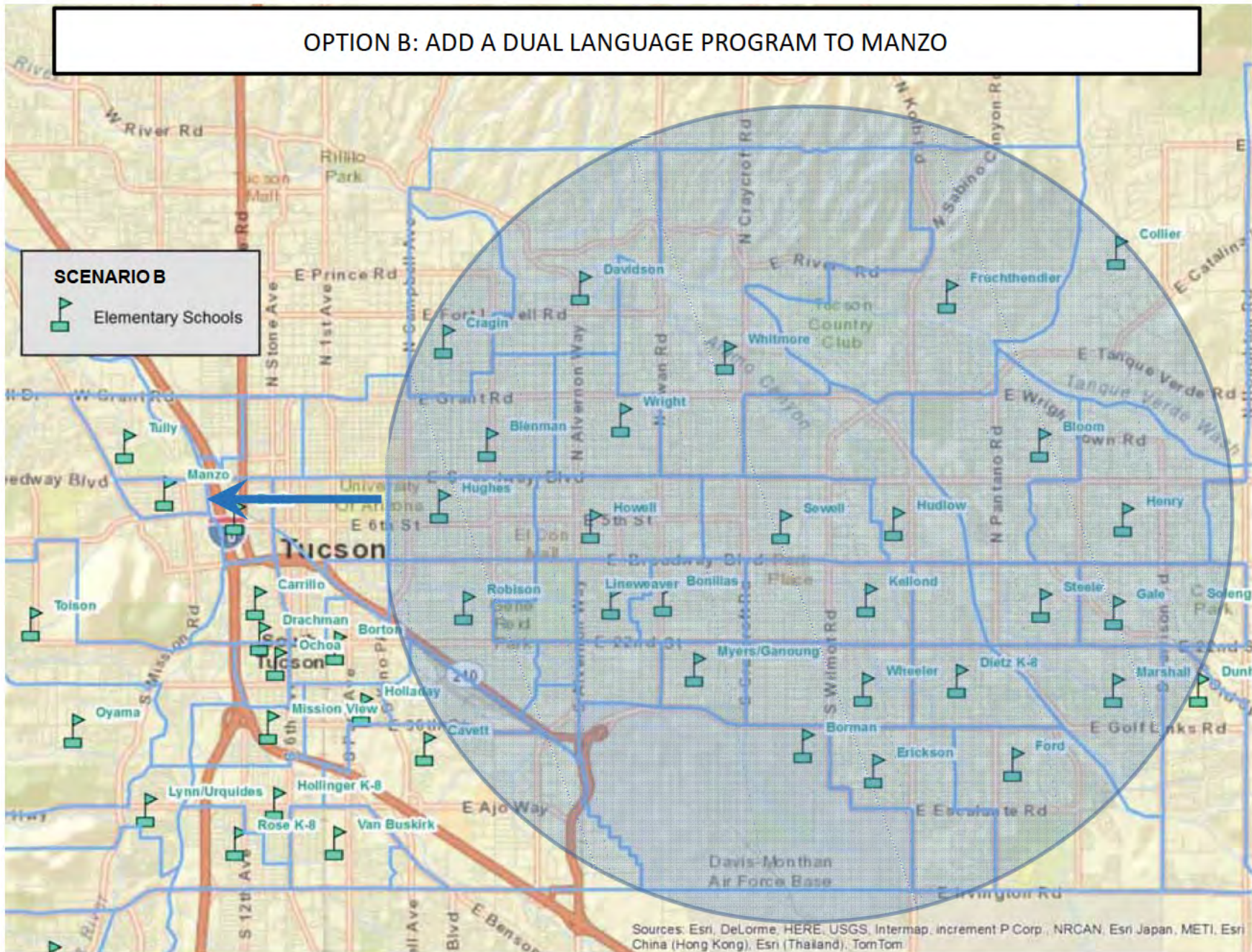
BC Members: 6 Yes, 5 No

Alternates: 3 Yes, 0 No



BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION B: ADD A DUAL LANGUAGE PROGRAM TO MANZO



BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION B: ADD A DUAL LANGUAGE PROGRAM TO MANZO

Affected School Data

Criteria / Conditions	Manzo
Type	Elementary
Status	Open
Site Acres	5.40
Year Built (Average)	1956
2013-14 Enrollment / Utilization	355 101%
Attendance Area Enrollment	248
Operating Capacity	350
Portables / Capacity	2 50
Oversubscribed?	No
School Enrollment with Option	425 121%
Distributed Students	70
Academic Performance	C
Attraction / Flight	1.49
Racially Concentrated	Concentrated
Ethnicity	96%
Free & Reduced Lunch	78%
Facility Condition Index	2.54
Bond Funds: 2008-2012	\$203,344
Average Utility Cost (PSF)	2.17
Magnet?	No

Pros and Cons

Pros	Cons
Help reduce racial concentration at Manzo	Currently, there is no capacity at Manzo for the additional students. The school may need to be reconfigured to make space available for the program.
New program can infuse energy and help improve the letter grade/ academics.	Is there interest from non-Hispanics in this program to help integration? Manzo also has a poor letter grade.
Transportation will be provided.	Students may need to travel a long distance and there is a disproportionate travel burden for non-Hispanics.

Comments

Requires extensive and targeted marketing.
--

BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION B: ADD A DUAL LANGUAGE PROGRAM TO MANZO

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Manzo	355	86%	15	■	305	18	■	■
With Option	425	82%	33	12	347	18	■	■
Change	70	60%	18	■	42	0	■	■
Students with Changes	70	60%	18	■	42	0	■	■

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Manzo	248	87%	■	■	215	13	■	■
With Option	248	87%	■	■	215	13	■	■

BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION C: ROSKRUGE K-8 SHARED ATTENDANCE AREA

Integration Strategy: Boundary Adjustment

Description:

Current Roskruge attendance area includes K-5 students only. 6-8 grade students in this area are currently assigned to Mansfeld. Extend the Roskruge area to include 6-8 grade students, so the area has the option of attending either Mansfeld or Roskruge for grades 6-8.

Implementation Recommendations:

- Adjust attendance boundaries and notify families of their options.

Estimated Costs:

- No additional costs anticipated.

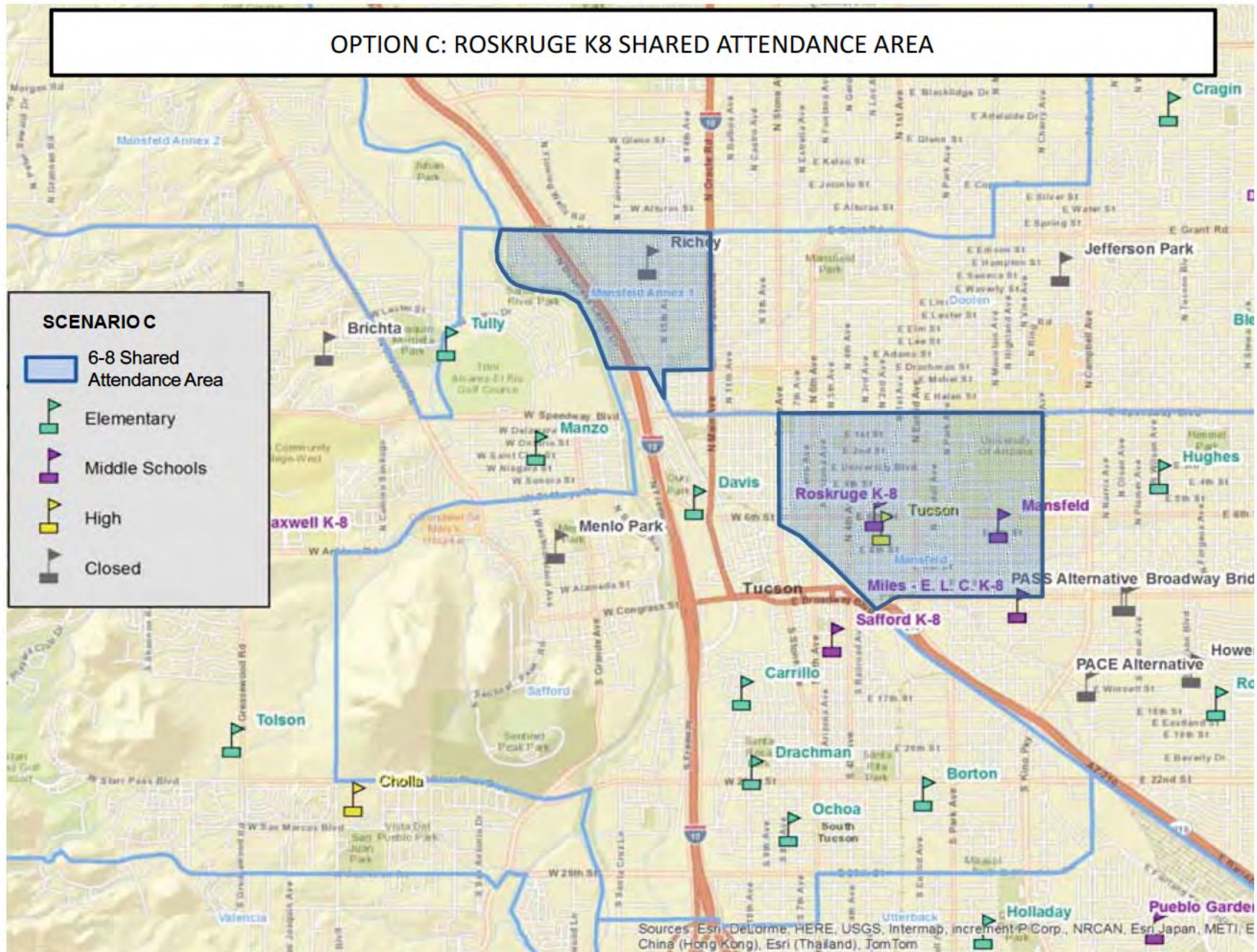
Boundary Committee Final Vote Results from 7/19:

Total: 77% Yes, 23% No

BC Members: 8 Yes, 3 No
Alternates: 2 Yes, 1 No



BOUNDARY COMMITTEE RECOMMENDATIONS



BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION C: ROSKRUGE K8 SHARED ATTENDANCE AREA

Affected School Data

Criteria / Conditions	Roskruge K-8	Mansfeld
Type	Middle/K-8	Middle
Status	Open	Open
Site Acres	4.40	6.60
Year Built (Average)	1920	1962
2013-14 Enrollment / Utilization	689 103%	806 100%
Attendance Area Enrollment	128	1,286
Operating Capacity	670	810
Portables / Capacity	0 0	0 0
Oversubscribed?	No	No
School Enrollment with Option	710 106%	785 97%
Distributed Students	21	-21
Academic Performance	B	C
Attraction / Flight	2.57	0.43
Racially Concentrated	Concentrated	Concentrated
Ethnicity	97%	91%
Free & Reduced Lunch	69%	70%
Facility Condition Index	2.48	2.37
Bond Funds: 2008-2012	\$2,068,540	\$3,224,779
Average Utility Cost (PSF)	2.06	1.55
Magnet?	Yes	Yes

Pros and Cons

Pros	Cons
May reduce racial concentration at Roskruge.	Impacts few students.
Roskruge area students can attend a 'B' school.	
More options available.	

Comments

May be seen as a logical change.

BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION C: ROSKRUGE K8 SHARED ATTENDANCE AREA

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Roskrige K-8	689	84%	24	█	578	66	█	█
With Option	710	83%	28	█	592	68	█	█
Change	21	67%	█	0	14	█	█	0
Mansfeld	806	80%	76	42	642	25	11	10
With Option	785	80%	72	42	628	23	10	10
Change	-21	67%	-4	0	-14	-2	-1	0
Students with Changes	21	67%	█	0	14	█	█	0

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Roskrige K-8	128	57%	22	█	73	25	█	█
With Option	197	59%	27	█	116	44	█	█
Mansfeld	1,287	75%	162	63	961	53	24	24
With Option	1,218	75%	157	63	918	34	23	23

BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION D: RE-OPEN TOWNSEND SITE AND MOVE DODGE PROGRAM TO THIS CAMPUS

Integration Strategy: Provide an opportunity for more students to attend an integrated school.

Description:

Dodge is an academically excelling and attractive integrated middle school. Every year, students who apply are turned away due to a lack of space. With this option, Dodge would move its program and school into the existing closed site of former Fort Lowell/ Townsend. With this move, Dodge could grow its capacity from 420 students to 650 students and therefore allow more students to attend an integrated school.

Implementation Recommendations:

- Provide careful academic preparation of the growth of the Dodge program. It is currently an excelling program and the success of the program should not be compromised.

Estimated Costs:

- Transportation: 4 additional buses at \$65,000 each = \$260,000
- Additional teachers: 8.5 FTE max = \$460,000
- Re-Open Townsend and Move School = \$250,000 to \$1,000,000
- Total estimated cost = \$970,000 to \$1,720,000

Boundary Committee Final Vote Results from 7/19:

Total: 86% Yes, 14% No

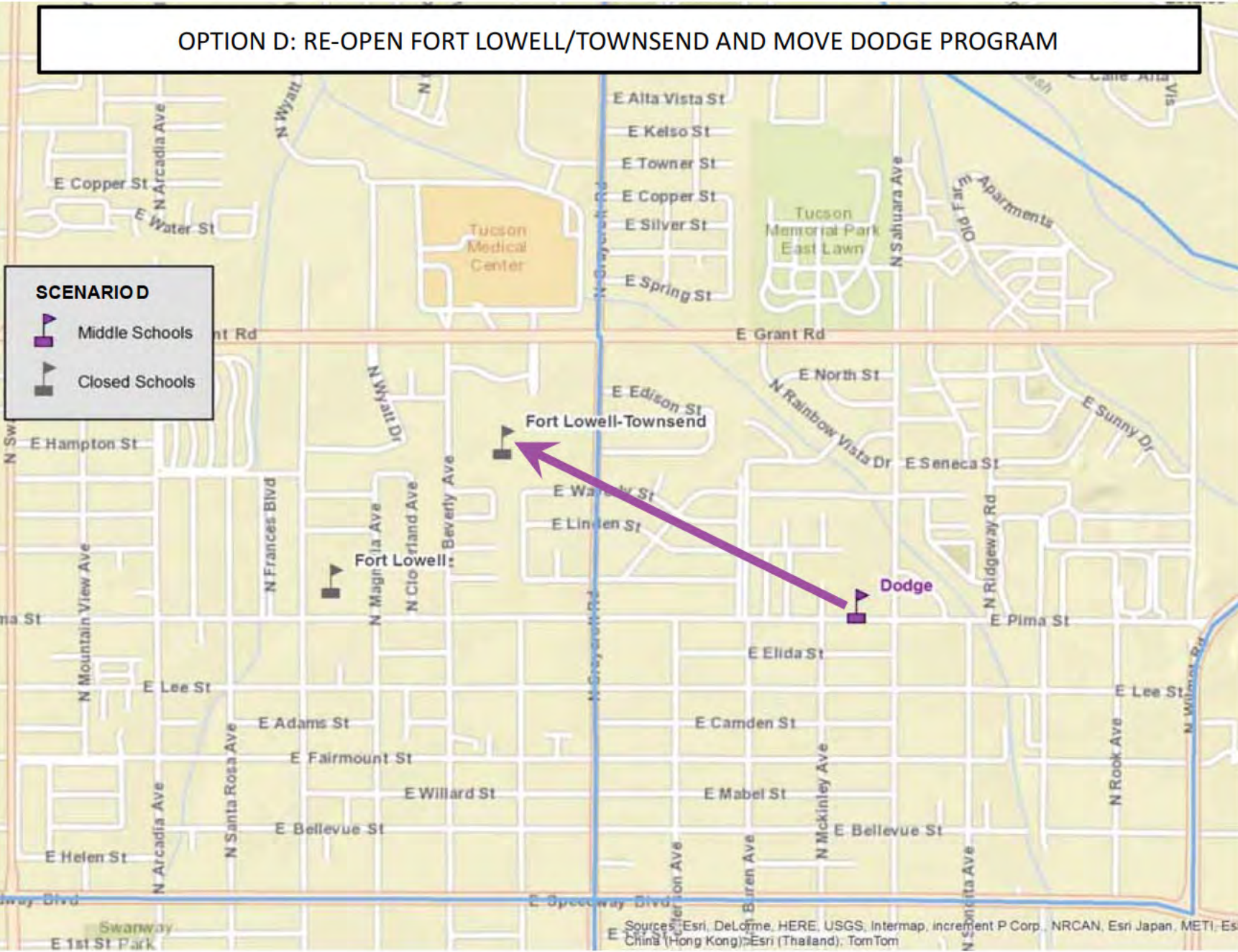
BC Members: 9 Yes, 2 No

Alternates: 3 Yes, 0 No



BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION D: RE-OPEN FORT LOWELL/TOWNSEND AND MOVE DODGE PROGRAM



BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION D: RE-OPEN FORT LOWELL/TOWNSEND AND MOVE DODGE PROGRAM

Affected School Data

Criteria / Conditions	Dodge	Townsend
Type	Middle	Middle
Status	Open	Closed
Site Acres	10.20	19.50
Year Built (Average)	1970	1965
2013-14 Enrollment / Utilization	420 122%	0 0%
Attendance Area Enrollment	0	0
Operating Capacity	345	650
Portables / Capacity	0 0	3 75
Oversubscribed?	Yes	Yes
School Enrollment with Option	0 0%	650 100%
Distributed Students	-420	650
Academic Performance	A	0
Attraction / Flight	0.00	0.00
Racially Concentrated	Integrated	Integrated
Ethnicity	75%	0%
Free & Reduced Lunch	41%	0%
Facility Condition Index	2.90	2.74
Bond Funds: 2008-2012	\$1,013,133	\$1,544,461
Average Utility Cost (PSF)	2.33	2.54
Magnet?	Yes	No

Pros and Cons

Pros	Cons
More students accepted into integrated Dodge program.	Retrofitting may be needed at Fort Lowell/ Townsend.
Dodge has a desirable, sought after program.	Cost to re-open and run campus.
The move is a short distance and doesn't affect any attendance areas.	If it's not broke, don't fix it.
Dodge will fit better on a middle school campus.	

Comments

Possible disruption to Dodge program.

BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION D: RE-OPEN FORT LOWELL/TOWNSEND AND MOVE DODGE PROGRAM

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Dodge	420	64%	103	19	267	■	10	12
With Option	0	NA	0	0	0	0	0	0
Change	-420	64%	-103	-19	-267	-9	-10	-12
Townsend	0	0%	0	0	0	0	0	0
With Option	650	64%	159	29	414	14	15	19
Change	650	64%	159	29	414	14	15	19
Students with Changes	650	64%	159	29	414	14	15	19

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Dodge	0	NA	0	0	0	0	0	0
With Option	0	NA	0	0	0	0	0	0
Townsend	0	NA	0	0	0	0	0	0
With Option	0	NA	0	0	0	0	0	0

BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION E: EARLY MIDDLE COLLEGES ADDED TO SANTA RITA HIGH SCHOOL AND CHOLLA HIGH SCHOOL

Integration Strategy: Program

Description:

In addition to current JTED, CTE and Magnet programs, provide an Early Middle College program at both Cholla and Santa Rita High School. The Boundary Committee carefully considered both of these locations in order to provide access to both sides of the District. The Boundary Committee would like to emphasize that this program is not intended to be a vocational education model nor a magnet. The Early Middle College should be a 21st century career path including pathways such as: Aerospace Engineering, Technology, Communications, Oil Engineer Technical training, Health/ Massage Therapy, Web Design, etc.

Implementation Recommendations:

- Careful development and selection of programs to:
 - Provide separate non-competing options at each campus.
 - Provide a variety of levels of programs, including high tech offerings
 - Compliment current school offerings and do not hinder their success.
 - Enhance integration opportunities. Identify if certain programs attract certain ethnicities/ races and locate them at the appropriate school in order to improve integration.
- Provide marketing and advertisement of the programs to TUSD and out of District students.

Estimated Costs:

- Transportation:
 - If bell time is not changed, 2 additional buses at \$65,000 each = \$130,000
 - If bell time is changed = no transportation cost
- Start-up = \$10,000,000 to \$15,000,000
- Total estimated cost = \$10,130,000 to \$15,130,000

Boundary Committee Final Vote Results from 7/19:

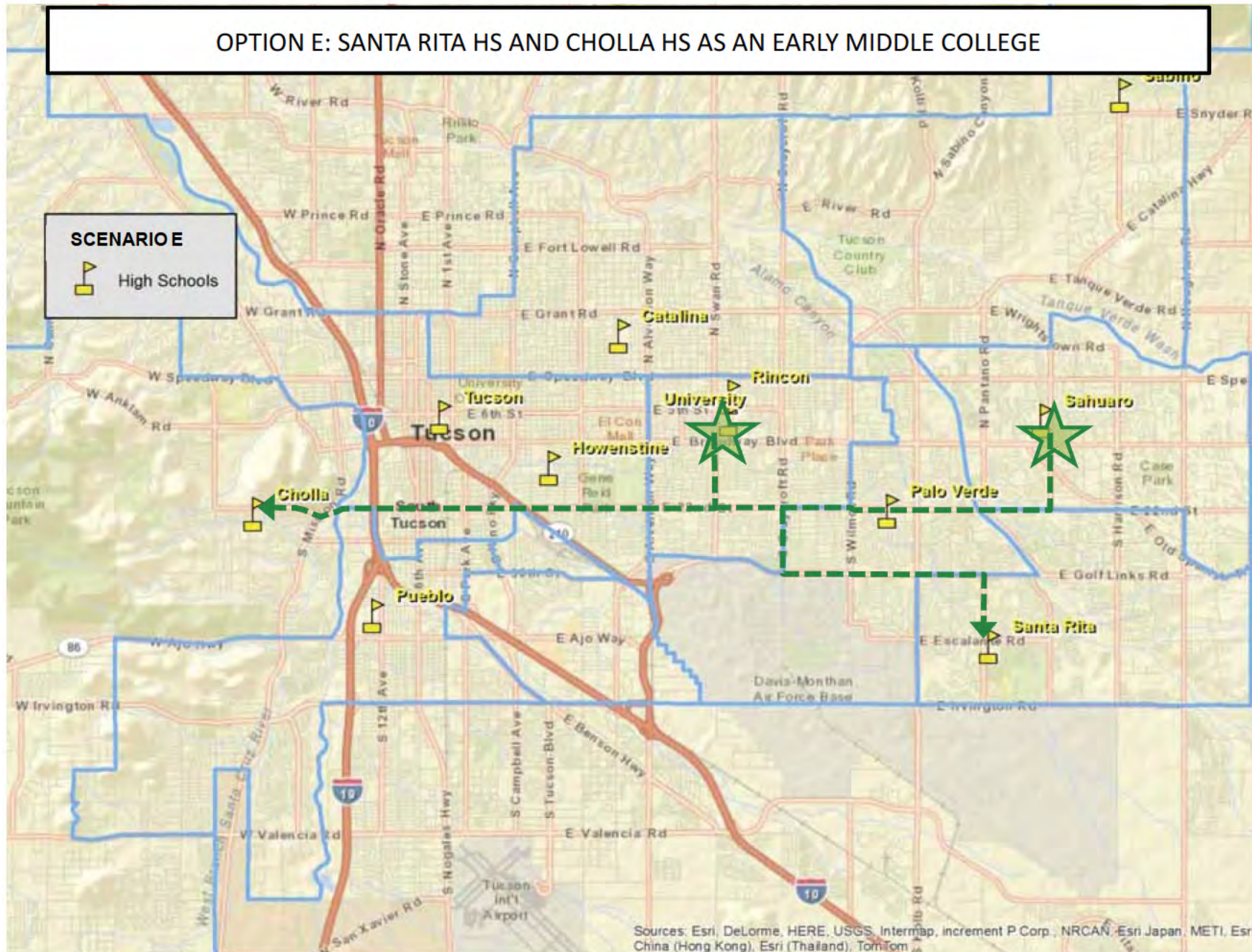
Total: 71% Yes, 29% No

BC Members: 8 Yes, 3 No

Alternates: 2 Yes, 1 No



BOUNDARY COMMITTEE RECOMMENDATIONS



BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION E: SANTA RITA HS AND CHOLLA HS AS AN EARLY MIDDLE COLLEGE

Affected School Data

Criteria / Conditions	Rincon	Sahuaro	Cholla	Santa Rita	Palo Verde
Type	High School	High School	High School	High School	High School
Status	Open	Open	Open	Open	Open
Site Acres	35.10	37.40	33.40	44.80	35.50
Year Built (Average)	1964	1969	1964	1971	1961
2013-14 Enrollment / Utilization	1,125 105%	1,834 94%	1,680 102%	927 45%	953 46%
Attendance Area Enrollment	1,290	1,546	2,363	1,301	1,258
Operating Capacity	1,070	1,950	1,650	2,070	2,070
Portables / Capacity	3 75	0 0	5 125	0 0	0 0
Oversubscribed?	Yes	Yes	No	No	No
School Enrollment with Option	1,075 100%	1,734 89%	1,780 108%	1,027 50%	903 44%
Distributed Students	-50	-100	100	100	-50
Academic Performance	C	B	C	C	B
Attraction / Flight	0.82	1.46	0.49	0.57	0.72
Racially Concentrated	Integrated	Neutral	Concentrated	Neutral	Integrated
Ethnicity	72%	49%	91%	58%	73%
Free & Reduced Lunch	59%	33%	70%	48%	63%
Facility Condition Index	2.56	2.82	2.89	2.60	2.35
Bond Funds: 2008-2012	\$8,641,561	\$12,477,387	\$10,058,466	\$8,198,420	\$6,907,058
Average Utility Cost (PSF)	1.56	2.28	1.99	1.82	1.86
Magnet?	No	No	Yes	No	Yes

Pros and Cons

Pros	Cons
Desirable and unique programs. Exciting opportunity for students.	May take 3-5 years to grow the program.
Could attract out of district students and those up to 21 years old.	Transportation challenges for those that live far away.
Pima Community College connection, continued JTED offerings and associate degree options.	Unable to predict impact on integration; results will be dependent on who takes advantage of the opportunity.
Community and business connections.	Cholla is over-utilized.

Comments

Requires careful selection of programs to not compete with each other or with other school program options.
Requires marketing and publicity.
Will there be fees associated with the classes and who pays for these fees?

BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION E: SANTA RITA HS AND CHOLLA HS AS AN EARLY MIDDLE COLLEGE

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Rincon	1,125	52%	320	103	585	17	68	32
With Option	1,075	52%	306	98	559	16	65	31
Change	-50	52%	-14	-5	-26	-1	-3	-1
Sahuaro	1,834	35%	937	123	636	20	44	74
With Option	1,734	35%	885	117	602	18	42	70
Change	-100	34%	-52	-6	-34	-2	-2	-4
Cholla	1,680	79%	147	61	1,328	113	■	23
With Option	1,780	77%	187	69	1,371	115	12	26
Change	100	43%	40	■	43	■	■	■
Santa Rita	927	39%	389	97	357	15	28	41
With Option	1,027	39%	429	107	399	17	30	45
Change	100	42%	40	10	42	■	■	■
Palo Verde	953	50%	258	131	474	21	21	48
With Option	903	50%	244	124	449	20	20	46
Change	-50	50%	-14	-7	-25	-1	-1	-2
Students with Changes	200	43%	80	18	85	■	■	■

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Rincon	1,290	53%	347	125	681	18	79	40
With Option	1,290	53%	347	125	681	18	79	40
Sahuaro	1,546	30%	854	102	470	16	46	58
With Option	1,546	30%	854	102	470	16	46	58
Cholla	2,363	78%	240	70	1,842	173	14	24
With Option	2,363	78%	240	70	1,842	173	14	24
Santa Rita	1,301	78%	562	109	496	12	54	68
With Option	1,301	38%	562	109	496	12	54	68
Palo Verde	1,258	47%	419	126	586	24	43	60
With Option	1,258	47%	419	126	586	24	43	60

BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION F: EXPRESS TRANSPORTATION OPTIONS TO SERVE SANTA RITA HS, PALO VERDE HS, CHOLLA HS AND PUEBLO HS

Integration Strategy: Transportation

Description:

Provide express bus routes across town east to west and west to east. Routes will either pick up at school locations or at designated "hub" sites. Students will get themselves to these sites and receive an express bus route to and from school.

Implementation Recommendations:

- Careful development of hub locations to consider:
 - Access for lower income families
 - Safe bike parking
 - Alignment with city bus stops
 - Provide marketing and advertisement of the programs to TUSD and out of District students.

Estimated Costs:

- Transportation: 1 additional bus at \$65,000 each = \$65,000
- Total estimated cost = \$65,000

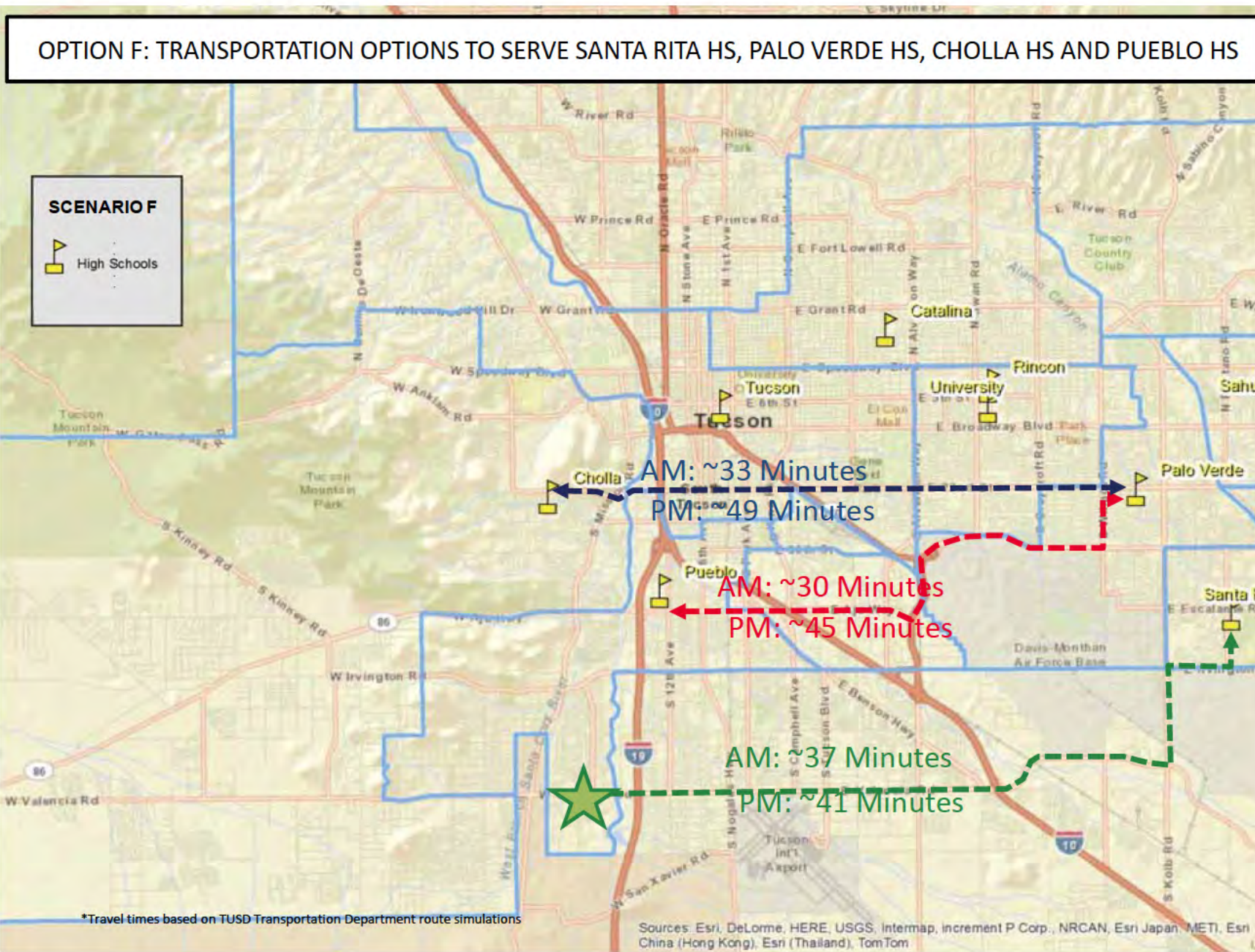
Boundary Committee Final Vote Results from 7/19:

Total: 100% Yes, 0% No

BC Members: 9 Yes, 0 No
Alternates: 3 Yes, 0 No



BOUNDARY COMMITTEE RECOMMENDATIONS



BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION F: TRANSPORTATION OPTIONS TO SERVE SANTA RITA HS, PALO VERDE HS, CHOLLA HS AND PUEBLO HS

Affected School Data

Criteria / Conditions	Cholla	Pueblo	Palo Verde	Santa Rita
Type	High School	High School	High School	High School
Status	Open	Open	Open	Open
Site Acres	33.40	37.70	35.50	44.80
Year Built (Average)	1964	1966	1961	1971
2013-14 Enrollment / Utilization	1,680 102%	1,508 79%	953 46%	927 45%
Attendance Area Enrollment	2,363	2,011	1,258	1,301
Operating Capacity	1,650	1,900	2,070	2,070
Portables / Capacity	5 125	10 250	0 0	0 0
Oversubscribed?	No	No	No	No
School Enrollment with Option	1,620 98%	1,388 73%	1,073 52%	987 48%
Distributed Students	-60	-120	120	60
Academic Performance	C	C	B	C
Attraction / Flight	0.49	0.54	0.72	0.57
Racially Concentrated	Concentrated	Concentrated	Integrated	Neutral
Ethnicity	91%	96%	73%	58%
Free & Reduced Lunch	70%	69%	63%	48%
Facility Condition Index	2.89	2.46	2.35	2.60
Bond Funds: 2008-2012	\$10,058,466	\$7,837,474	\$6,907,058	\$8,198,420
Average Utility Cost (PSF)	1.99	1.68	1.86	1.82
Magnet?	Yes	Yes	Yes	No

Pros and Cons

Pros	Cons
More opportunity for students to attend an integrated school.	Unable to predict impact on integration; results will be dependent on who takes advantage of the opportunity.
Voluntary option.	Long drive for students requires a heavy commitment from students.
Express routes makes more options available to students.	
Equity with all ethnicities when dealing with transportation.	

Comments

Needs publicity and targeted marketing to encourage movement.
Further development to be determined such as: transportation options from and to the pick-up points, safe bike parking, connection to the city bus routes, provided city bus passes, etc.

BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION F: TRANSPORTATION OPTIONS TO SERVE SANTA RITA HS, PALO VERDE HS, CHOLLA HS AND PUEBLO HS

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Cholla	1,680	79%	147	64	1,325	113	█	23
With Option	1,620	79%	142	62	1,277	109	█	22
Change	-60	80%	-5	-2	-48	-4	0	-1
Pueblo	1,508	90%	58	17	1,361	59	█	█
With Option	1,388	90%	54	15	1,251	55	█	█
Change	-120	92%	-4	-2	-110	-4	0	0
Palo Verde	953	50%	257	131	473	21	21	50
With Option	1,073	54%	264	134	576	27	21	51
Change	120	86%	█	3	103	█	0	█
Santa Rita	927	39%	388	97	357	15	29	41
With Option	987	42%	390	98	412	17	29	41
Change	60	92%	█	█	55	█	0	0
Students with Changes	180	88%	█	█	158	█	0	█

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Cholla	2,363	78%	240	70	1,842	173	14	24
Pueblo	2,011	88%	101	40	1,776	62	11	21
Palo Verde	1,258	47%	419	126	586	24	43	60
Santa Rita	1,301	38%	562	109	496	12	54	68

BOUNDARY COMMITTEE RECOMMENDATIONS

4.02 NOTES ON ENROLLMENT CALCULATIONSGENERAL

Except where noted the school enrollment is based on the portion of attendance area students attending their "home" school, plus the existing mix of students from elsewhere.

COSTS:

1. The cost for each bus and driver is \$65,000 per year. This is based on the purchase price of the buses amortized over 5 years (the typical purchase term) plus the costs of a driver and benefits. Actual costs are likely to be less because TUSD is reimbursed (by mileage) which covers most of the transportation costs.
2. The cost of additional teachers is based on the estimated number of teachers that will need to be added to the receiving schools. Where the numbers of students coming from receiving schools is large enough teachers were subtracted from those schools to balance the additions in the receiving schools; where the numbers of students coming from receiving schools is relatively small no teachers are subtracted so there is likely a slight over-estimate of the additional teachers required.
3. The cost to re-open Townsend is based on experience in similar situations including the cost to move the teachers and materials and renovate the school.

OPTION A: VOLUNTARY TRANSPORTATION FROM RACIALLY CONCENTRATED SCHOOLS TO HOWELL AND SEWELL

1. Only non-white students were included from the 7 "sending" schools.
2. The ethnic breakdown of the students being sent was based on the distribution of non-white students at each sending school.
3. The students moving were distributed to each of the receiving schools in numbers to balance the utilization of each school – 66 to Howell and 33 to Sewell.
4. The ethnic distribution of the students added to the receiving schools was the same, being based on the distribution of all 99 students being moved.

OPTION B: ADD A DUAL LANGUAGE PROGRAM TO MANZO

1. The enrollment change was based on the addition of 70 students from the east.
2. The ethnic distribution of those students was assumed be the same as the Bonillas attendance area.

OPTION C: ROSKRUGE K-8 SHARED ATTENDANCE AREA

1. Only the students living in the Roskruge attendance area and attending Mansfeld were assumed to be impacted by the option.
2. The ethnic distribution of the students being moved was based on the current student data.

OPTION D: RE-OPEN FORT LOWELL/TOWNSEND AND MOVE DODGE PROGRAM

1. Assumed adding 230 students with the same ethnic composition of the current Dodge students
2. No assumption was made about which schools these student would come from.

OPTION E: SANTA RITA HS AND CHOLLA HS AS AN EARLY MIDDLE COLLEGE

1. Assumed the net re-distribution of about 200 students as per staff/committee direction (busing issues, etc.), 100 to each early college school.
2. Assumed the net movement of 50 students from Rincon HS to Cholla HS, and 50 students from Sahuaro HS to Cholla HS.
3. Assumed the net movement of 50 students from Palo Verde HS to Santa Rita HS, and 50 students from Sahuaro HS to Santa Rita HS.
4. The ethnicity of the students being moved was based on the current enrollment at each of the three sending schools.



BOUNDARY COMMITTEE RECOMMENDATIONS

OPTION F: TRANSPORTATION OPTIONS TO SERVE SANTA RITA HS, PALO VERDE HS, CHOLLA HS AND PUEBLO HS

1. Assumed the net re-distribution of about 180 students as per staff/committee direction (busing issues, etc.).
2. Assumed the net movement of 60 students from Cholla HS to Palo Verde HS, and 60 students from Pueblo HS to Palo Verde HS.
3. Assumed the net movement of 60 students from Pueblo HS to Santa Rita HS.
4. The ethnicity of the students being moved was based on the current enrollment at both of the sending schools.

OPTION G: REMOVE PAIRING OF CARILLO AND DRACHMAN

1. Assumed the 88 students that live in the attendance area and attend Drachman would move to Carrillo.
2. Since Carrillo is at capacity and over-subscribed, it was assumed that this would mean 88 fewer students would be admitted to the school from outside the attendance area.
3. The ethnicity of the students moving to Carrillo was based on actual data for the 88 current students.
4. The ethnicity of 88 students taken out of Carrillo was based on the group of students that attends the school from outside the Carrillo/Drachman attendance area.
5. The ethnicity of the new students attending Drachman was based on the current enrollment at that school.



APPENDIX **A**



- BOUNDARY COMMITTEE APPLICATION AND RULES

APPENDIX

BOUNDARY COMMITTEE APPLICATION AND RULES

March 10, 2014

Re: TUSD Boundary Review Plan

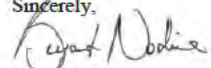
Dear TUSD Community Member:

TUSD is creating a plan to provide students of all racial and ethnic backgrounds the opportunity to attend an integrated school. Strategies to achieve this may include boundary changes to attendance areas, pairing and clustering of schools (shared/merged attendance areas), magnet schools and programs, and open enrollment. This plan will evolve from the work of a boundary committee and public meetings. I encourage you to be involved either by joining the boundary committee or by placing your name on our mailing list to be notified of public meetings.

If you are interested in participating in this project or you would like to be on our mailing list, please fill out the [application](#) on this website by March 24, 2014.

If you have any questions, please call 225-4949 or email me at bryant.nodine@tusd1.org. I look forward to hearing from you.

Sincerely,



Bryant Nodine
Director of Planning and Student Assignment

BOUNDARY REVIEW PLAN

Planning for Integrated Schools

In the next few months, Tucson Unified School District will be engaging the community in the first phase of a plan to provide students of all racial and ethnic backgrounds the opportunity to attend an integrated school. Strategies to achieve this may include attendance boundary changes, pairing and clustering of schools (shared attendance areas), magnet schools and programs and open enrollment.

To do this we are forming a Boundary Committee of a diverse group of up to forty community members, parents and individuals with an interest and background in public education and school choice. Committee members will review and develop options, host public meetings and make recommendations to the Superintendent. Committee members should meet one or more of the following criteria:

- Be a TUSD parent
- Represent a mix of the ethnic and geographic diversity of the community
- Be a staff member of one of the schools in potentially affected areas
- Be an interested member of the community

The Boundary Committee will meet for 3 hours each Wednesday evening from late March until mid-May. We will usually meet at the Duffy Family & Community Center at 5145 E. Fifth St. Committee members are expected to attend all meetings and will not be able to participate if they miss more than two meetings.

If you would like to participate on the Boundary Committee, or if you would like to be on the mailing list without participating on the Boundary Committee, please fill out the following application.

APPLICATIONS ARE DUE MARCH 24, 2014.

APPENDIX

**Boundary Review Plan
Request for Information and/or Participation
Return by March 24, 2014**

Name: _____

Street Address: _____

Zip code: _____

Phone: _____

E-mail: _____

Would you like to be on the Boundary Committee?
 No, but keep me on the mailing list. (Check one)

What makes you a good committee member (expertise, commitment, etc.)?

I am a parent of student(s) at (please list schools and grades):

School	Grade

I am a TUSD Employee:
 Yes, employed at _____ as _____
 No

Please answer the following to help us create a diverse committee:

Are you Hispanic/Latino? Yes No

What is your race? (check all that apply)

- American Indian or Alaskan Native
- Asian, Native Hawaiian or Other Pacific Islander
- Black or African American
- White

APPENDIX **B**



- BOUNDARY PLAN RESOURCES

APPENDIX

BOUNDARY PLAN RESOURCES

Due to the large amount of resources provided to the Boundary Committee, they are not included in this document, but are available for reference at the following ftp website:

<https://ftp.dlrprojects.com>
Username: TUSD-BRP
Password: 30-14119-00

The following resources are available at this ftp site for Appendix B:

- BC Notebook
- The Unitary Status Plan
- TUSD Governing Board Policy JC-R, Policy on School Attendance Boundaries.
- Demographic Report
- Magnet Plan
- 2012 Marketing Study



APPENDIX **C**

- BOUNDARY COMMITTEE MEETINGS

APPENDIX

BOUNDARY COMMITTEE MEETINGS

Due to the amount of documents recorded from the Boundary Committee Meetings, they are not included in this document, but are available for reference at the following ftp website:

<https://ftp.dlrprojects.com>
Username: TUSD-BRP
Password: 30-14119-00

The following resources are available at this ftp site for Appendix C:

- Meeting Notes
- Meeting Exercise Handouts

APPENDIX **D**



• BOUNDARY COMMITTEE REVIEW OF MAGNET ITEMS

APPENDIX

BOUNDARY COMMITTEE REVIEW OF MAGNET ITEMSBOUNDARY COMMITTEE MEETING 05-28-14

Review of Magnet Committee Recommended Options:

The Boundary Committee discussed the following Magnet Committee proposed items for review:

- The Magnet Committee provided a list of recommended schools to either introduce a neighborhood preference area or no attendance boundary. The BC was split into 4 small groups and each group evaluated 3-4 of the schools on the list using evaluation worksheets. At the end of the small group exercise, each group reported to the group a summary of their discussion.
- As a large group, the Boundary Committee reviewed whether the pairing between Drachman and Carrillo should be removed. A brief history of the pairing of these schools was presented and the group discussed the option.
- Lastly, the Boundary Committee went back to their small groups and looked at schools that are currently "falls far below" or have regressed in integration. The exercise was to look at these schools as if they weren't magnets and consider if there are boundary changes that could improve integration. The Boundary Committee reviewed each school, but did not develop any ideas beyond this meeting.

*Refer to the meeting notes for a more detailed account of the discussions.

BOUNDARY COMMITTEE MEETING 06-04-14

Review and vote of Magnet Committee Recommended Options:

During this meeting, the Boundary Committee reviewed data and discussions from the past meeting as a large group. Following each option reviewed, the Boundary Committee voted on each option. The votes took place with anonymous computer clickers which were only given to the Boundary Committee Members. The results are as follows:

Summary of Votes: The BC recommends the following:

- The following schools, at this time, should not implement a neighborhood attendance boundary: Bonillas, Tully, Davis, Cragin, Robison, Borton, Holladay, Ochoa, Safford, Booth-Fickett, Roskruge, Utterback, and Mansfeld.
- Dodge should continue to have no attendance boundary.
- The pairing between Carrillo and Drachman should be removed.

Should the following schools have a neighborhood preference area?

- Bonillas Vote Results: Yes: 14%, No: 86%
- Tully Vote Results: Yes: 36%, No: 64%
- Davis Vote Results: Yes: 21%, No: 79%
- Cragin Vote Results: Yes: 25%, No: 75%
- Robison Vote Results: Yes: 8%, No: 92%
- Borton Vote Results: Yes: 8%, No: 92%
- Holladay Vote Results: Yes: 21%, No: 79%
- Ochoa Vote Results: Yes: 0%, No: 100%
- Safford Vote Results: Yes: 38%, No: 62%
- Booth Fickett Vote Results: Yes: 23%, No: 77%
- Roskruge Vote Results: Yes: 0%, No: 100%
- Utterback Vote Results: Yes: 23%, No: 77%
- Mansfeld Vote Results: Yes: 8%, No: 92%

Should Dodge have a no attendance boundary? (Continue as is?)

- Vote Results: Yes: 83%, No: 17%

Should the pairing of Carrillo and Drachman be removed?

- Vote Results: Yes: 62%, No: 38%

*Refer to the meeting notes for a more detailed account of the discussions, located on the following ftp website for Appendix D:

<https://ftp.dlrprojects.com>
Username: TUSD-BRP
Password: 30-14119-00

APPENDIX **E**



- BOUNDARY COMMITTEE COMPLETE LIST OF OPTIONS

APPENDIX

BOUNDARY COMMITTEE COMPLETE LIST OF OPTIONSCOMPILED LIST OF ALL BOUNDARY COMMITTEE
CONSIDERED OPTIONS:

BC-1: Pair Davis and Blenman	BC-14C: Johnson as K-5; Lawrence as 6-8; Close enrollment at Pistor from this area	BC-24: Re-Open Townsend and move Dodge program to Townsend site
BC-2: Pair Bonillas and Lineweaver	BC-15: Extend Roskruge K-5 Attendance Area to include 6-8 (alleviate Mansfeld of 6-8 students)	BC-25: GATE boundary change from Pistor to Doolen
BC-3: Boundary Adjustment from Mansfeld Annex to Doolen	BC-16: Portion of Valencia Attendance Area as Vail Annex	BC-26: Add Dual Language Ecology program to Manzo
BC-4: Boundary Adjustment from Mansfeld to Roberts-Naylor	BC-17: Pair McCorkle and Booth-Fickett	BC-27: GATE boundary change – Add GATE at Dunham, move students from Kellond and Lineweaver
BC-5: Santa Rita HS as application-only Early Middle College	BC-18: Portion of Cholla Attendance Area as Catalina Annex	BC-28: Re-Open Closed Schools as Magnets
BC-6: Southwest & Central Transportation Preference Areas Serving Palo Verde HS & Santa Rita HS	BC-18A: Portion of Cholla Attendance Area as Catalina Annex	BC-29: De-Pair Carrillo and Drachman – Split Attendance Boundary
BC-7: Northwest Transportation Preference Area Serving Catalina HS and Sabino HS	BC-19: Existing Catalina Annex to Palo Verde Attendance Area	BC-29A: De-Pair Carrillo and Drachman – Assign Attendance Boundary to Carrillo and Drachman becomes application-only
BC-8: Cluster Bonillas, Lineweaver, Sewell and Howell	BC-20: Portion of Pueblo Attendance Area as Palo Verde Annex	
BC-9: Boundary Adjustment from Mansfeld Annex to Morgan-Maxwell	BC-20A: Portion of Pueblo Attendance Area as Palo Verde Annex	
BC-10: Boundary Adjustment from Pueblo Gardens to Roberts-Naylor	BC-18A, 19 & 20A: High School Boundary Adjustments	
BC-11: Mansfeld GATE students to expansion of GATE program at Doolen	BC-21: Elementary Schools that are not magnets, racially isolated, low SES and low letter grade (Includes: Lynn/Urquides, Maldonado, Manzo, Miller, Mission View, Tolson, and Oyama with receiving schools: Howell and Sewell)	*Refer to following ftp website for more information on each option:
BC-12: Add Program to Robison to attract 100 students	BC-22: Cholla HS as application-only Early Middle College and East Transportation Preference Area Serving Rincon and Sahuaro	https://ftp.dlrprojects.com Username: TUSD-BRP Password: 30-14119-00
BC-13: Roskruge 6-8 students to Safford K-8	BC-23: Boundary Adjustment from Rincon to Catalina and Palo Verde and move Dodge program to University site to expand University to 6-12 school	The following resources are available at this ftp site for Appendix E:
BC-14 and BC-14A: Johnson as K-5, Lawrence as 6-8; Elementary Attendance Areas to serve Johnson and Middle School Attendance area to serve Lawrence. Include part of Pistor Enrollment to Lawrence.		<ul style="list-style-type: none"> • Corresponding Maps • Data Tables that represent the current condition of the schools impacted and the results of the option • Pros, Cons and Comments generated at Boundary Committee Meeting Discussions
BC-14B: Johnson as K-5; Lawrence as 6-8; Add students in Warren Area		

APPENDIX **F**



- BOUNDARY COMMITTEE VOTING RESULTS

APPENDIX

BOUNDARY COMMITTEE VOTING RESULTSBOUNDARY COMMITTEE MEETING 06-04-14 AND 6-11-14 VOTING RESULTS

Narrowing Options: At this point, there have been many options proposed and considered by the BC. Prior to moving forward and developing them all further, the group took the time to review and vote for those that they felt are worth developing further and moving forward. Each BC and alternate member was given 10 dots to place their votes. The BC Members were given green dots and the Alternates were given blue dots. The voting began at the second half of the 6/4 meeting and the beginning half of the 6/11 meeting. The underlined options represent those with the most votes. The results are as follows:

BC-1: Pair Davis and Blenman – 1 green, 0 blue, 1 total

BC-2: Pair Bonillas and Lineweaver – 9 green, 3 blue, 12 total

BC-3: Boundary Adjustment from Mansfeld Annex to Doolen – 2 green, 0 blue, 2 total

BC-4: Boundary Adjustment from Mansfeld to Roberts-Naylor – 2 green, 2 blue, 4 total

BC-5: Santa Rita HS as application-only Early Middle College – 15 green, 6 blue, 21 total

BC-6: Southwest & Central Transportation Preference Areas Serving Palo Verde HS & Santa Rita HS – 7 green, 4 blue, 11 total

BC-7: Northwest Transportation Preference Area Serving Catalina HS and Sabino HS – 9 green, 5 blue, 14 total

BC-8: Cluster Bonillas, Lineweaver, Sewell and Howell – 9 green, 3 blue, 12 total

BC-9: Boundary Adjustment from Mansfeld Annex to Morgan-Maxwell – 2 green, 1 blue, 3 total

BC-10: Boundary Adjustment from Pueblo Gardens to Roberts-Naylor – 0 green, 1 blue, 1 total

BC-11: Mansfeld GATE students to expansion of GATE program at Doolen – 2 green, 0 blue, 2 total

BC-12: Add Program to Robison to attract 100 students – 4 green, 1 blue, 5 total

BC-13: Roskrige 6-8 students to Safford K-8 – 0 green, 0 blue, 0 total

BC-14 and BC-14A: Johnson as K-5, Lawrence as 6-8; Elementary Attendance Areas to serve Johnson and Middle School Attendance area to serve Lawrence. Include part of Pistor Enrollment to Lawrence. – 5 green, 2 blue, 7 total

BC-14B: Johnson as K-5; Lawrence as 6-8; Add students in Warren Area – 1 green, 0 blue, 1 total

BC-14C: Johnson as K-5; Lawrence as 6-8; Close enrollment at Pistor from this area – 0 green, 0 blue, 0 total

BC-15: Extend Roskrige K-5 Attendance Area to include 6-8 (alleviate Mansfeld of 6-8 students) – 10 green, 1 blue, 11 total

BC-16: Portion of Valencia Attendance Area as Vail Annex – 1 green, 0 blue, 1 total

BC-17: Pair McCorkle and Booth-Fickett – 2 green, 1 blue, 3 total

BC-18: Portion of Cholla Attendance Area as Catalina Annex – 0 green, 0 blue, 0 total

BC-18A: Portion of Cholla Attendance Area as Catalina Annex – 2 green, 0 blue, 2 total

BC-19: Existing Catalina Annex to Palo Verde Attendance Area – 8 green, 4 blue, 12 total

BC-20: Portion of Pueblo Attendance Area as Palo Verde Annex – 0 green, 1 blue, 1 total

BC-20A: Portion of Pueblo Attendance Area as Palo Verde Annex – 3 green, 0 blue, 3 total

BC-18A, 19 & 20A: High School Boundary Adjustments – 3 green, 2 blue, 5 total

BC-21: Elementary Schools that are not magnets, racially isolated, low SES and low letter grade (Includes: Lynn/Urquides, Maldonado, Manzo, Miller, Mission View, Tolson, and Oyama with receiving schools: Howell and Sewell) – 12 green, 5 blue, 17 total

BC-22: Cholla HS as application-only Early Middle College and East Transportation Preference Area Serving Rincon and Sahuaro – 10 green, 2 blue, 12 total

BC-23: Boundary Adjustment from Rincon to Catalina and Palo Verde and move Dodge program to University site to expand University to 6-12 school – 0 green, 5 blue, 5 total

BC-24: Re-Open Townsend and move Dodge program to Townsend site – 17 green, 4 blue, 21 total

BC-25: GATE boundary change from Pistor to Doolen – 1 green, 0 blue, 1 total

BC-26: Add Dual Language Ecology program to Manzo – 13 green, 4 blue, 17 total

BC-27: GATE boundary change – Add GATE at Dunham, move students from Kellond and Lineweaver – 13 green, 4 blue, 17 total

BC-28: Re-Open Closed Schools as Magnets – 12 green, 2 blue, 14 total

*BC-28 wasn't developed until this meeting, so to be fair to the option and those who had already placed all of their votes; everyone was given one additional vote to use if they wished.

*Refer to the meeting notes for a more detailed account of the discussions.

APPENDIX

BOUNDARY COMMITTEE MEETING 06-25-14 VOTING RESULTS

The Boundary Committee met in three small groups on June 11th and 18th to discuss the options that were voted to continue forward. On Jun 25th, the group met as a large group to review the small group discussions and vote on each option to decide which options would be presented to the public for input at the regional meetings. The vote took place with computer clickers and the results were able to be separated by Boundary Committee members and Alternates. The results are as follows:

BC-27: GATE boundary change – Add GATE at Dunham, move students from Kellond and Lineweaver

Vote: Should BC-27 be presented to the public?

- Total: 39% Yes, 61% No
BC Members: 5 Yes, 9 No
Alternates: 2 Yes, 2 No
- Results: No, BC-27 will not be presented to the public.

BC-2: Pair Bonillas and Lineweaver

Vote: Should BC-2 be presented to the public?

- Total: 17% Yes, 83% No
BC Members: 3 Yes, 11 No
Alternates: 0 Yes, 4 No
- Results: No, BC-2 will not be presented to the public.

BC-8: Cluster Bonillas, Lineweaver, Howell and Sewell

Vote: Should BC-8 be presented to the public?

- Total: 16% Yes, 84% No
BC Members: 3 Yes, 11 No
Alternates: 0 Yes, 4 No
- Results: No, BC-8 will not be presented to the public.

BC-21: Elementary Schools that are not magnets, racially isolated, low SES and low letter grade (Sending schools include: Lynn/ Urquides, Maldonado, Manzo, Miller, Mission View, Tolson and Oyama with receiving schools: Sewell and Howell)

Vote: Should BC-21 be presented to the public?

- Total: 63% Yes, 37% No
BC Members: 9 Yes, 5 No
Alternates: 2 Yes, 2 No
- Results: Yes, BC-21 will be presented to the public.

BC-26: Add dual language program to Manzo

Vote: Should BC-26 be presented to the public?

- Total: 64% Yes, 36% No
BC Members: 8 Yes, 6 No
Alternates: 3 Yes, 1 No
- Results: Yes, BC-26 will be presented to the public.

BC-28: Re-open closed school sites

Vote: Should BC-28 be presented to the public?

- Total: 42% Yes, 58% No
BC Members: 7 Yes, 9 No
Alternates: 3 Yes, 1 No
- Results: No, BC-28 will not be presented to the public.

BC-15: Expand Roskruge K-8 Shared Attendance Area

Vote: Should BC-15 be presented to the public?

- Total: 90% Yes, 10% No
BC Members: 12 Yes, 2 No
Alternates: 4 Yes, 0 No
- Results: Yes, BC-15 will be presented to the public.

BC-24: Re-Open Townsend and move Dodge program to Townsend site

Vote: Should BC-24 be presented to the public?

- Total: 90% Yes, 10% No
BC Members: 12 Yes, 2 No
Alternates: 4 Yes, 0 No
- Results: Yes, BC-24 will be presented to the public.

BC-5: Santa Rita HS as application-only Early Middle College

BC-22: Cholla HS as application-only Early Middle College and East Transportation Preference Area Serving Rincon and Sahuaro

Vote: Should BC-5 and BC-22 be presented to the public in one option?

- Total: 53% Yes, 47% No
BC Members: 8 Yes, 5 No
Alternates: 1 Yes, 3 No
- Results: Yes, BC-5 and BC-22 will be presented together to the public.

Vote: Should BC-5 be application only with a preference area?

- Total: 42% Yes, 58% No
BC Members: 6 Yes, 7 No
Alternates: 1 Yes, 3 No
- Results: No, Santa Rita will not be presented as application only with a preference area.

BC-6: Southwest and Central Transportation Preference Areas Serving Palo Verde and Santa Rita HS

Vote: Should BC-6 be presented to the public?

- Total: 85% Yes, 15% No
BC Members: 11 Yes, 3 No
Alternates: 4 Yes, 0 No
- Results: Yes, BC-6 will be presented to the public.

APPENDIX

BC-7: Northwest Transportation Preference Area Serving Catalina HS and Sabino HS

Vote: Should BC-7 be presented to the public?

- Total: 60% Yes, 40% No
BC Members: 6 Yes, 7 No
Alternates: 4 Yes, 0 No
- Results: Yes, BC-7 will be presented to the public.

BC-19: Existing Catalina annex to Palo Verde Attendance Area

Vote: Should BC-19 be presented to the public?

- Total: 44% Yes, 56% No
BC Members: 4 Yes, 8 No
Alternates: 3 Yes, 1 No
- Results: No, BC-19 will not be presented to the public.

BC-29: De-Pair Carrillo and Drachman

Vote: How should the current attendance boundary be modified with the removal of the pair?

- Total: 44% Split boundary, 56% Assign boundary to Carrillo and Drachman becomes application only
BC Members: 6 Yes, 6 No
Alternates: 1 Yes, 3 No

*BC-29: Further discussion continued and a hand vote indicated that the group did not want to split the boundary. The hand vote for assigning the boundary to Carrillo was split, but the goal of presenting to the community is to get feedback and by bringing it to the community, the BC will better understand the public's position and will better be able to represent them.

- Results: No, BC-29 will be presented to the public as assigning the attendance boundary to Carrillo and Drachman becoming application-only.

*Refer to the meeting notes for a more detailed account of the discussions.

BOUNDARY COMMITTEE MEETING 07-19-14 VOTING RESULTS

The Boundary Committee met as a large group to review the public, Plaintiff and governing board comments as well as the additional information provided at the Governing Board Meeting. After reviewing each option, the BC voted to decide which options would be included in the Boundary Review Plan. The vote took place with computer clickers and the results were able to be separated by Boundary Committee members and Alternates. The results are as follows:

Option A: Elementary Schools that are not magnets, racially isolated, low SES and low letter grade (Sending schools include: Lynn/ Urquides, Maldonado, Manzo, Miller, Mission View, Tolson and Oyama with receiving schools: Sewell and Howell)

Vote: Should Option A be included in the Boundary Review Plan?

- Total: 92% Yes, 8% No
BC Members: 10 Yes, 1 No
Alternates: 3 Yes, 0 No
- Results: Yes, Option A will be included in the BRP.

Option B: Add dual language program to Manzo

Vote: Should Option B be included in the Boundary Review Plan?

- Total: 69% Yes, 31% No
BC Members: 6 Yes, 5 No
Alternates: 3 Yes, 0 No
- Results: Yes, Option B will be included in the BRP.

Option C: Roskruge K-8 Shared Attendance Area

Vote: Should Option C be included in the Boundary Review Plan?

- Total: 77% Yes, 23% No
BC Members: 8 Yes, 3 No
Alternates: 2 Yes, 1 No
- Results: Yes, Option C will be included in the BRP.

Option D: Re-Open Townsend and move Dodge program to Townsend site

Vote: Should Option D be included in the Boundary Review Plan?

- Total: 86% Yes, 14% No
BC Members: 9 Yes, 2 No
Alternates: 3 Yes, 0 No
- Results: Yes, Option D will be included in the BRP.

Option E: Cholla HS and Santa Rita HS as application-only Early Middle College

Vote: Should Option E be included in the Boundary Review Plan?

- Total: 71% Yes, 29% No
BC Members: 8 Yes, 3 No
Alternates: 2 Yes, 1 No
- Results: Yes, Option E will be included in the BRP.

Option F: Southwest and Central Transportation Preference Areas Serving Palo Verde and Santa Rita HS

Vote: Should Option F be included in the Boundary Review Plan?

- Total: 100% Yes, 0% No
BC Members: 9 Yes, 0 No
Alternates: 3 Yes, 0 No
(1 BC member left early, 1 abstained)
- Results: Yes, Option F will be included in the BRP.

Option G: De-Pair Carrillo and Drachman – Assign boundary to Carrillo and Drachman becomes application only

Vote: Should Option G be included in the Boundary Review Plan?

- Total: 23% Yes, 77% No
BC Members: 3 Yes, 7 No
Alternates: 0 Yes, 3 No
(1 BC member left early)
- Results: No, Option G will not be included in the BRP.

*Refer to the meeting notes for a more detailed account of the discussions.



- SUMMARY
- NOTIFICATION RESULTS
- SURVEY RESULTS

BOUNDARY REVIEW PLAN SURVEY RESULTS

SUMMARY

Tucson Unified School District (TUSD) was tasked to integrate schools with the engagement of the TUSD community. In order to achieve the task, TUSD formed a Boundary Committee to review and develop options, and to make recommendations to the Superintendent and Governing Board. The Boundary Committee voted on options to move forward with community public regional meetings. Internet surveys were developed to capture additional input from the community on those boundary options. The link to each survey was provided on the TUSD website.

In order to advertise the request for feedback, ParentLink was used to send out a voice message to the community by telephone and e-mail July 22nd, 2014 through July 27th, 2014. The message was to inform people in the TUSD community where the different survey options are located on the TUSD public website.

The internet surveys were available through www.surveymonkey.com beginning July 22nd, 2014 and results were collected on July 28th. Both English and Spanish versions were provided. There was good representation given the short time the surveys were available, but still a small representation of the District overall. As a small survey pool, the results are not conclusive, but they are valid indicators for consideration. Further surveys are recommended for input as options are developed.

The Planning and Student Assignment Department requested the ParentLink results, in order to view the number of delivered phone calls and e-mails to the TUSD community. This report includes the results of the notifications through ParentLink as well as the results of the online surveys.

NOTIFICATION RESULTS

TELEPHONE NOTIFICATION RESULTS FOR BOUNDARY OPTION SURVEYS

ParentLink sent 48,061 phone messages regarding the survey options. Of the 41,673 (87%) of the phone message that were delivered:

- 24,505 (50%) were live answers.
- 16,951 (35%) went to an answering machine.
- The remaining calls varied shown in the chart below.

Phone

Delivered: 41673 (87%)



Total recipients: 48061

- Live answer : 24505 (50%)
- Answering machine : 16951 (35%)
- Recipient hungup - message not played : 217 (<1%)
- No answer : 5122 (10%)
- Operator intercept : 611 (1%)
- Busy : 571 (1%)
- The recipient has no phone number : 49 (<1%)
- All circuits are busy : 8 (<1%)
- No ringback : 8 (<1%)
- Fax machine detected : 2 (<1%)
- Not attempted : 17 (<1%)

E-MAIL NOTIFICATION RESULTS FOR BOUNDARY OPTION SURVEYS

Option to Integrate TUSD – Option A:

Transportation from Tolson, Oyama, Mission View, Manzo, Maldonado and Lynn-Urquides to Howell or Sewell Elementary Schools

ParentLink sent e-mails to 2,750 TUSD community members. Of the 2,750:

- Only 227 (8%) of the community received the e-mail.
- 2,494 (90%) of the TUSD community did not have an e-mail address or one was not listed.
- The remaining e-mails varied as shown in the following chart.

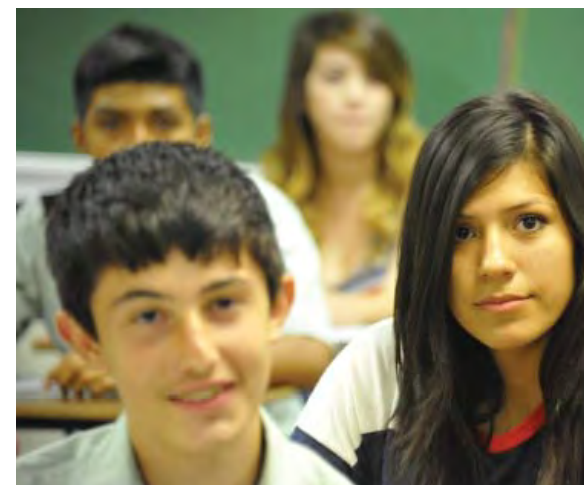
Email

Delivered: 227 (8%)



Total recipients: 2750

- Delivered - Email Sent : 227 (8%)
- The recipient has no email address : 2494 (90%)
- Unknown mail box : 24 (<1%)
- Invalid email address : 2 (<1%)
- No route to destination : 2 (<1%)
- Not delivered - email address is blocked : 1 (<1%)





BOUNDARY REVIEW PLAN SURVEY RESULTS

Option to Integrate TUSD – Option B:

Add Dual Language Program to Manzo Elementary School

ParentLink sent e-mails to 8,935 TUSD community members. Of the 8,935:

- Only 1,737 (19%) of the community received the e-mail.
- 7,025 (78%) of the TUSD community did not have an e-mail address or one was not listed.
- The remaining e-mails varied shown in the following chart.

Email

Delivered: 1737 (19%)



Total recipients: 8935

- Delivered - Email Sent : 1737 (19%)
- The recipient has no email address : 7025 (78%)
- Unknown mail box : 118 (1%)
- Invalid email address : 37 (<1%)
- No route to destination : 10 (<1%)
- SMTP error delivering message : 7 (<1%)
- Not delivered - email address is blocked : 1 (<1%)

Option to Integrate TUSD – Option D:

Expand Dodge Program into Lager, Close Fort Lowell-Townsend Campus

ParentLink sent e-mails to 48,061 TUSD community members. Of the 48,061:

- Only 9,403 (20%) of the community received the e-mail.
- 37,567 (78%) of the TUSD community did not have an e-mail address or one was not listed.
- The remaining e-mails varied shown in the following chart.

Email

Delivered: 9403 (20%)



Total recipients: 48061

- Delivered - Email Sent : 9403 (19%)
- The recipient has no email address : 37567 (78%)
- Unknown mail box : 632 (1%)
- Invalid email address : 309 (<1%)
- SMTP error delivering message : 72 (<1%)
- No route to destination : 68 (<1%)
- Not delivered - email address is blocked : 10 (<1%)

Option to Integrate TUSD – Options E & F:

Consider Adding an Early Middle College at Cholla and Santa Rita High Schools

ParentLink sent e-mails to 48,061 TUSD community members. Of the 48,061:

- Only 9,409 (20%) of the community received the e-mail.
- 37,567 (78%) of the TUSD community did not have an e-mail address or one was not listed.
- The remaining e-mails varied shown in the following chart.

Email

Delivered: 9409 (20%)



Total recipients: 48061

- Delivered - Email Sent : 9409 (19%)
- The recipient has no email address : 37567 (78%)
- Unknown mail box : 633 (1%)
- Invalid email address : 309 (<1%)
- No route to destination : 68 (<1%)
- SMTP error delivering message : 85 (<1%)
- Not delivered - email address is blocked : 10 (<1%)

Conclusion

Based on the ParentLink results, 87% of the voice messages were delivered, indicating this to be the most effective way of communicate with the TUSD community. Using e-mail addresses through ParentLink was a less effective way of communicating with the TUSD community. Improvements are needed in the near future, to ensure that e-mail addresses are accurate before using ParenLink to distribute information to the TUSD community.





BOUNDARY REVIEW PLAN SURVEY RESULTS

INTERNET SURVEY RESULTS

INTERNET SURVEY RESULTS FOR BOUNDARY OPTIONS

Each survey began with a short explanation of the option proposed. Related school website(s) and map links were also provided for reference.

Following the question(s) related to the option, information was asked pertaining to their ethnicity/ race, which school(s) their children attend and any comments they would like to leave.

Option to Integrate TUSD – Option A:

Transportation from Tolson, Oyama, Mission View, Manzo, Maldonado and Lynn-Urquides to Howell or Sewell Elementary Schools

Results: There were 85 responses to the English version of the survey and 13 responses to the Spanish version. Of those 98 responses, 23 have children who attend the sending schools listed and 7 have children who attend the receiving schools listed.

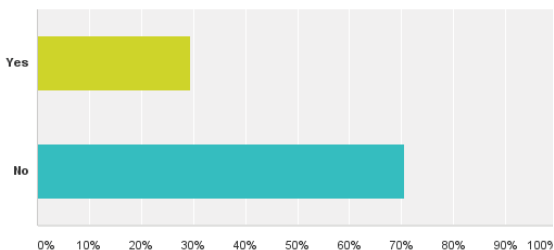
- Of 98 total responses:
 - 30 (31%) are interested in Option A
 - 67 (69%) are not interested in Option A
- Of the 23 who have children who attend one of the sending schools:
 - 12 (52%) are interested in Option A
 - 11 (48%) are not interested in Option A
- Of the 7 who have children who attend one of the receiving schools
 - 2 (29%) are interested in Option A
 - 5 (71%) are not interested in Option A
- The following is the ethnic/ racial breakout of the 91 who provided this information:
 - Hispanic: 42 (46%)
 - White: 33 (36%)
 - Black or African American: 4 (5%)
 - Asian, Native Hawaiian or other Pacific Island: 1 (1%)
 - Native American or Alaskan Native: 2 (2%)
 - Mutli-Racial: 9 (10%)

Comments:

- While a few comments were in support of this option due to improved choice, the majority of the comments that were left were not supportive of Option A. Some felt that the transportation time and distance would be too much and others felt that moving students was not an appropriate answer to help integration and academics.
- Overall, the majority of the general public did not show interest in this option, but for those that would be directly affected at the sending schools, a little more than half of the respondents showed interest in this option.
- The results from the Option A survey, in both languages, are shown in the following charts.

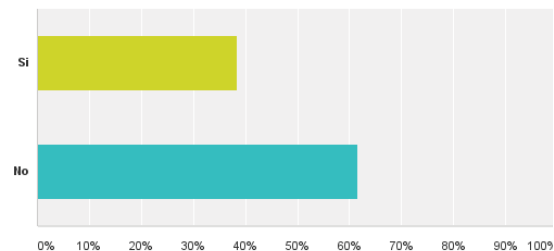
Q1 Would you be interested in taking advantage of this transportation option to have your child attend Howell or Sewell if it was made available?

Answered: 85 Skipped: 1



Q1 ¿Estaría usted interesado en tomar ventaja de esta opción de transporte que tiene su hijo para asistir a la escuela Howell o Sewell, si esta opción se encuentra disponible?

Answered: 13 Skipped: 0



Option to Integrate TUSD – Option B:

Add Dual Language Program to Manzo Elementary School

Results: There were 110 responses to the English version of the survey and 5 responses to the Spanish version. Of those 115 responses, none have children who attend Manzo.

- Of 115 total responses:
 - 19 (17%) are interested in a dual language at Manzo
 - 96 (83%) are not interested in a dual language at Manzo
- Of 104 total responses:
 - 50 (48%) are interested in a dual language being added to a school other than Manzo. From the follow up comments, most suggestions were simply whatever school their child currently attends. Other responses were to locate a dual language in a more central or eastern location.
 - 54 (52%) are not interested in a dual language being added to another school.
- Of 81 total responses:
 - 6 (7%) are interested in a Mandarin dual language program.
 - 58 (72%) are interested in a Spanish dual language program.
 - 9 (11%) are interested in a French dual language program.
 - 8 (10%) are interested in another language such as Chinese, American Sign Language or all of those that were listed.
- The following is the ethnic/ racial breakout of the 110 who provided this information:
 - Hispanic: 25 (23%)
 - White: 66 (60%)
 - Black or African American: 4 (3%)
 - Asian, Native Hawaiian or other Pacific Island: 2 (2%)
 - Native American or Alaskan Native: 0 (0%)
 - Mutli-Racial: 13 (12%)



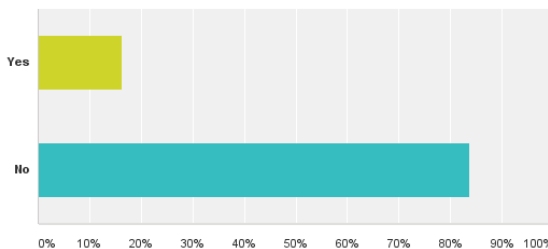
BOUNDARY REVIEW PLAN SURVEY RESULTS

Comments:

- Comments showed both support and disinterest in a dual language program. A few comments indicated they would be interested dual language if it incorporated GATE or advanced options. Several respondents saw a benefit to their children learning additional languages at this young age.
- Overall, most of the respondents were interested in a dual language program, but they were not interested in attending Manzo. Generally, there is interest in a dual language program added to a school that is more east-centrally located.
- Recommendation for additional surveys:
 - Identify a couple of the most viable schools for this program and survey the parents to understand their interest at those specific school locations.
- The results from the Option B survey, in both languages, are shown in the following charts.

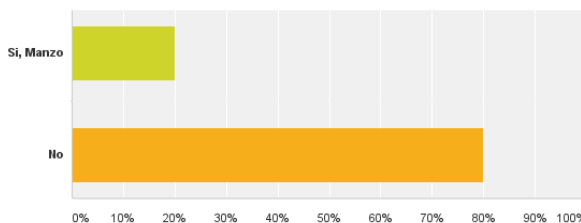
Q1 Would you be interested in your child attending Manzo for a dual language program?

Answered: 110 Skipped: 1



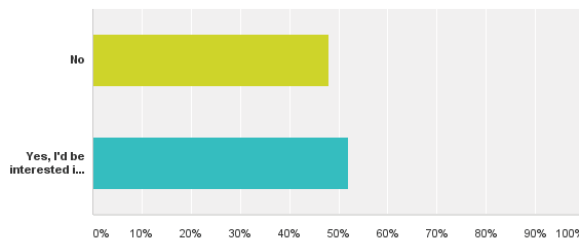
Q1 ¿Estaría usted interesado que su hijo(a) asista a la escuela Manzo con un programa de lenguaje dual?

Answered: 5 Skipped: 0



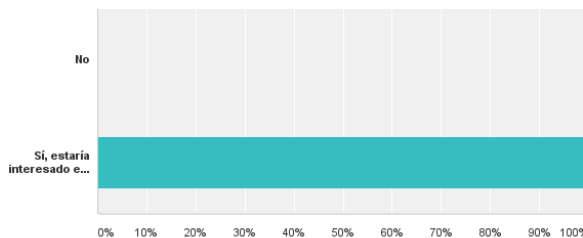
Q2 If no, would you be interested in your child attending a dual language program if it were located at a different school?

Answered: 104 Skipped: 7



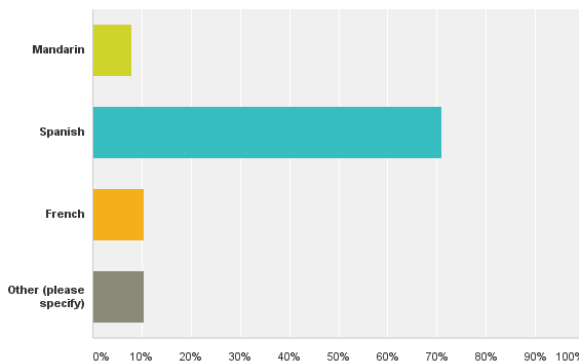
Q2 Si no, ¿Estaría interesado en que su hijo(a) asistiera a un programa de lenguaje dual si estuviera localizado en otra escuela?

Answered: 5 Skipped: 0



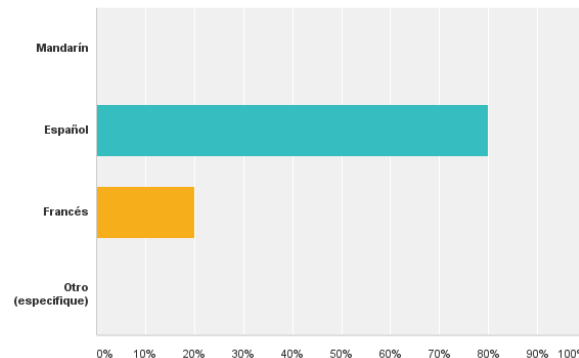
Q3 If you are interested in a dual language program, what language would you be interested in?

Answered: 76 Skipped: 35



Q3 Si está interesado en un programa de lenguaje dual, ¿En qué idioma está usted interesado?

Answered: 5 Skipped: 0



Option to Integrate TUSD – Option D:

Expand Dodge Program into Lager, Close Fort Lowell-Townsend Campus

Results: There were 315 responses to the English version of the survey and 18 responses to the Spanish version. Of those 333 responses, 51 have children who attend Dodge or have previously attended Dodge.

- Of 333 total responses:
 - 162 (49%) are interested in Dodge moving to Townsend to allow the school to grow
 - 171 (51%) are not interested Dodge moving to another campus
- Of the 51 that have children who attend Dodge Magnet Middle School:
 - 17 (33%) are interested in Dodge moving to Townsend
 - 34 (67%) are not interested in Dodge moving to Townsend
- Of the 282 that are not Dodge Parents:
 - 145 (51%) are interested in Dodge moving to Townsend
 - 137 (49%) are not interested in Dodge moving to Townsend
- The following is the ethnic/ racial breakout of the 319 who provided this information:
 - Hispanic: 94 (29%)
 - White: 163 (51%)
 - Black or African American: 12 (4%)

BOUNDARY REVIEW PLAN SURVEY RESULTS

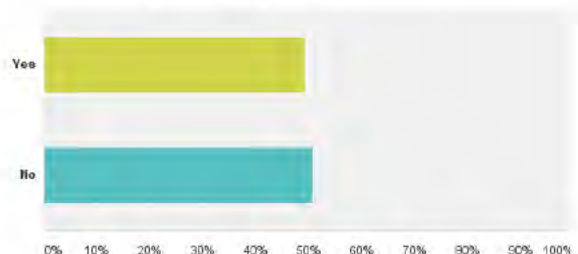
- Asian, Native Hawaiian or other Pacific Island: 9 (3%)
- Native American or Alaskan Native: 14 (4%)
- Multi-Racial: 27 (9%)

Comments:

- Respondents left many comments both in support and in opposition to this option. Generally, the apprehension that came from both those who supported this option and those who did not are directly related to concerns of maintaining the academic success of the Dodge program. More than once, there was also a misunderstanding that a larger school means larger classroom sizes. If this option moves forward, it would be important to clarify how the program would be structured in this larger setting.
- Comments from those who do not currently have a child enrolled at Dodge and voted "no" typically commented that Dodge does not apply to their circumstances i.e. they would still not consider it due to distance, they do not have children of middle school age, they are already attending another middle school and would not move their child, etc. A few "no" votes typically expressed general concerns with moving students or disrupting a program that is doing well.
- Many comments from those who do not currently have a child enrolled at Dodge and voted "yes" often commented on the benefit of more students having the opportunity to attend this excellent program. Even some of these "yes" votes qualified their support that assurances would be needed that the program would maintain its academic success. A couple shared their experience of either not getting into Dodge or concerns with being able to in the future due to the large amount of students that are turned away. These comments were supportive of making Dodge more accessible to more students.
- "Yes" votes from Dodge parents typically recognized the success of the program and value of making it available to more students, but with caution as to not disrupt its current outstanding model.
- In contrast, "no" votes from Dodge parents believe the small school setting directly contributes to the rigor and accomplishments of the school as well as the reason families chose Dodge.
- The results from the Option D survey, in both languages, are shown in the following charts.

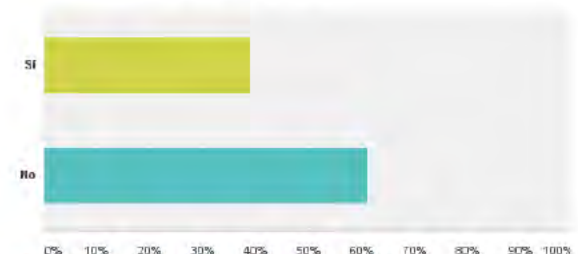
Q1 Would you be interested in your child attending Dodge at the Fort Lowell Townsend Campus?

Answered: 311 Skipped: 7



Q1 ¿Estaría usted interesado para que su hijo(a) asista a Dodge en el Campus Fort Lowell Townsend?

Answered: 18 Skipped: 3



Option to Integrate TUSD – Options E & F – Consider Adding an Early Middle College (EMC) at Cholla and Santa Rita High Schools

Results: There were 378 responses to the English version of the survey and 17 responses to the Spanish version. Of those 395 responses, 27 have children who attend Cholla HS and 17 have children who attend Santa Rita HS.

- Of 395 total responses:
 - 191 (48%) are interested in an Early Middle College at Cholla HS
 - 195 (49%) are not interested in an Early Middle College at Cholla HS
 - 205 (52%) are interested in an Early Middle College at Santa Rita HS
 - 181 (46%) are not interested in an Early Middle College at Santa Rita HS

- 250 (63%) are interested in an express transportation route
- 145 (37%) are not interested in an express transportation route
- Of the 27 that have children who attend Cholla HS:
 - 24 (89%) are interested in an Early Middle College at Cholla HS
 - 3 (11%) are not interested in an Early Middle College at Cholla HS
- 10 (37%) are interested in an Early Middle College at Santa Rita HS
- 14 (52%) are not interested in an Early Middle College at Santa Rita HS
- Of the 17 that have children who attend Santa Rita HS:
 - 3 (18%) are interested in an Early Middle College at Cholla HS
 - 11 (65%) are not interested in an Early Middle College at Cholla HS
 - 16 (94%) are interested in an Early Middle College at Santa Rita HS
 - 1 (6%) are not interested in an Early Middle College at Santa Rita HS
- The following is the ethnic/ racial breakout of the 372 who provided this information:
 - Hispanic: 120 (32%)
 - White: 175 (47%)
 - Black or African American: 14 (4%)
 - Asian, Native Hawaiian or other Pacific Island: 4 (1%)
 - Native American or Alaskan Native: 17 (5%)
 - Multi-Racial: 42 (11%)





BOUNDARY REVIEW PLAN SURVEY RESULTS

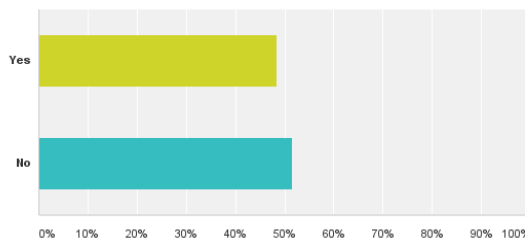
- In order for the EMC program to improve integration, the population that is interested in the program should be integrated. Therefore, the following results shows the interest at each school based on Hispanic interest (the dominant ethnicity that often produces a racially concentrated school):
 - Hispanic interest in an EMC at Cholla HS: 65 (54% of Hispanics)
 - Non-Hispanic interest in an EMC at Cholla HS: 135 (54% of Non-Hispanics)
 - Hispanic interest in an EMC at Santa Rita HS: 91 (76% of Hispanics)
 - Non-Hispanic interest in an EMC at Santa Rita HS: 96 (38% of Non-Hispanics)
 - Hispanic interest in an express transportation route: 98 (82% of Hispanics)
 - Non-Hispanic interest in an express transportation route: 148 (59% of Non-Hispanics)

Comments:

- Overall, there appears to be support for this option. Even those that responded that they were not interested in an EMC offering, often commented that it is a great option for Tucson students. Some comments did voice concerns with how safe transportation would be handled and the amount of time on a bus. A couple comments suggested placing an EMC at a school that was more central to the District may receive more interest.
- Generally, parents of children who attend Cholla HS and Santa Rita HS provided more interest in an EMC at the school their child currently attends.
- Recommendation for additional surveys:
 - Survey Cholla and Santa Rita in separate surveys for responses specific to the one school.
 - Ask parents for their address or major cross streets near their home. The results of this survey contain good indicators of ethnic/ racial interest, but not whether or not they would be coming from the targeted areas that would help integration.
- The results from the Option E and Y survey, in both languages, are shown in the following charts.

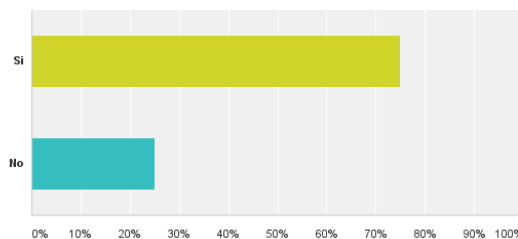
Q1 Would you be interested in your child attending an early middle college at Cholla High School?

Answered: 370 Skipped: 12



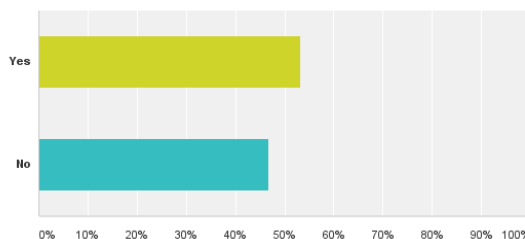
Q1 ¿Estaría usted interesado que su hijo(a) asista al Colegio o Universidad Intermedia Temprana en al Escuela Secundaria Cholla?

Answered: 16 Skipped: 1



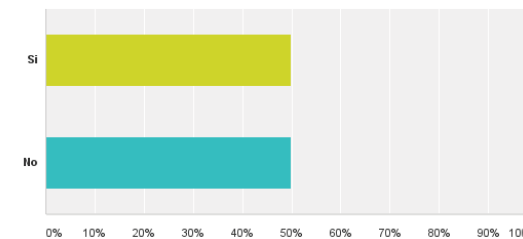
Q2 Would you be interested in your child attending an early middle college at Santa Rita High School?

Answered: 370 Skipped: 12



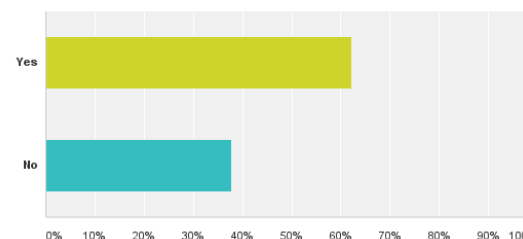
Q2 ¿Estaría usted interesado que su hijo(a) asista al Colegio o Universidad Intermedia Temprana en la Escuela Secundaria Santa Rita?

Answered: 16 Skipped: 1



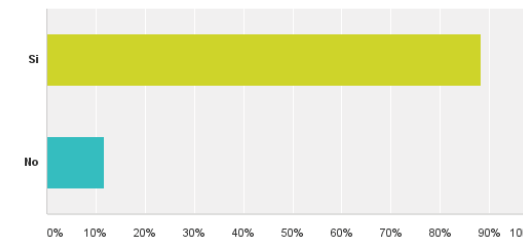
Q3 Would you be interested in an express route as described above?

Answered: 378 Skipped: 4

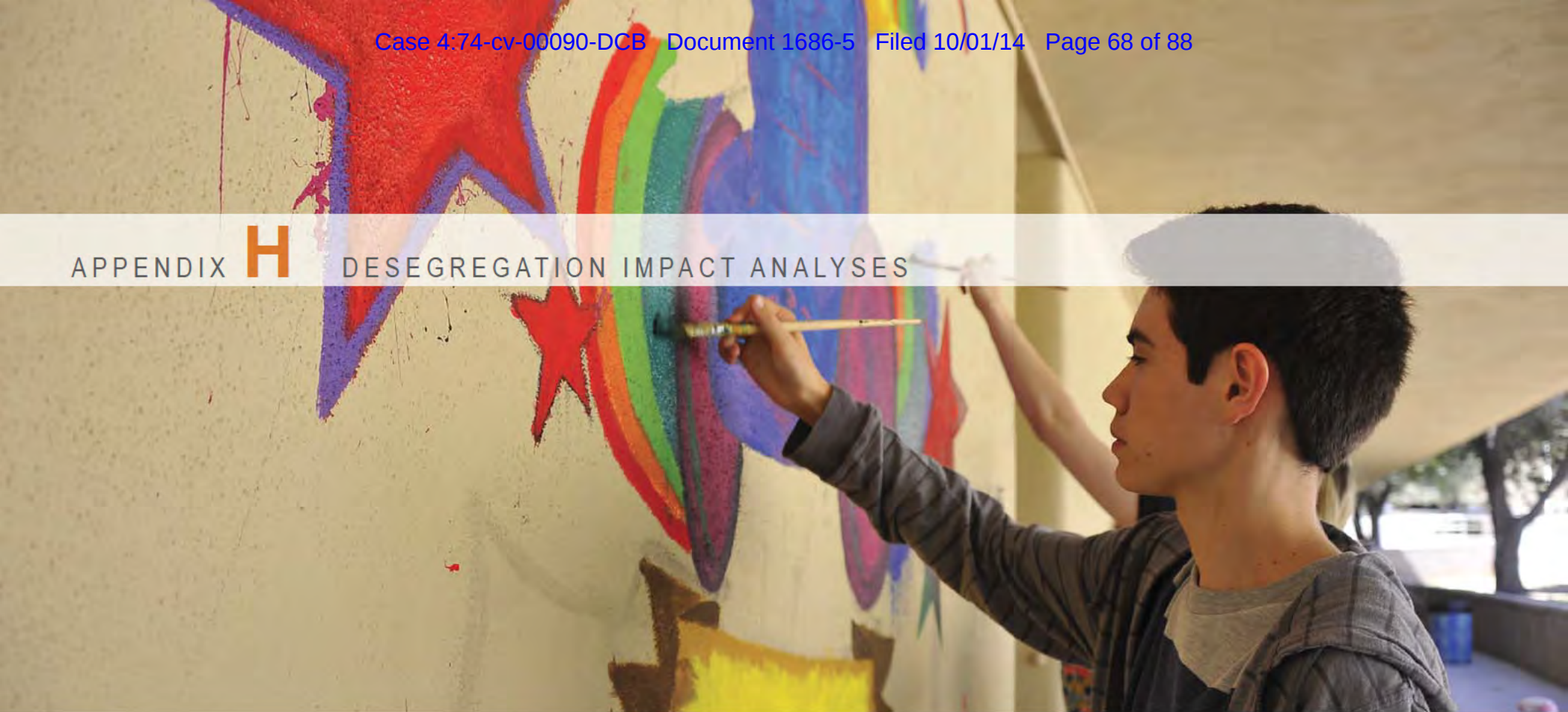


Q3 ¿Estaría usted interesado en una ruta rápida como se describe anteriormente?

Answered: 17 Skipped: 0



APPENDIX **H** DESEGREGATION IMPACT ANALYSES



- DESEGREGATION IMPACT ANALYSES OF BOUNDARY COMMITTEE RECOMMENDATIONS

APPENDIX

INTRODUCTION

USP § II.D requires that all attendance boundary and other changes to student assignment patterns shall be subject to the notice and request for approval process set forth in Section (X)(C) of the USP. USP § X.C requires that, to assess the District's plans in these regards, the District shall submit with each request for approval, a Desegregation Impact Analysis, ("DIA"), that will assess the impact of the requested action on the District's obligation to desegregate and shall specifically address how the proposed change will impact the District's obligations under the USP. Under the USP, the District must propose and evaluate various scenarios with, at a minimum, Plaintiffs and the Special Master in an effort to increase the integration of its schools and/or promote integration of any affected schools.

The DIA must be provided to the Special Master, with copies provided to the Plaintiffs at the same time. Below is the DIA undertaken by the District with respect to the Comprehensive Boundary Plan developed by the Boundary Committee between April and July 2014. TUSD staff will review the Boundary Committee recommendations prior to their presentation to the Governing Board. If staff recommends, and the Board approves, other options or revisions to the options, the DIA will be revised.

OPTION A

This option involves creating a voluntary program to move about 100 students from selected elementary schools that are racially concentrated, house low socioeconomic status ("SES") students, not magnet schools, and have a low letter grade, to better performing schools to the east. The sending schools include Lynn/Uquides, Maldonado, Manzo, Miller, Mission View, Tolson and Oyama. The receiving schools would be Howell and Sewell. Because only non-white students would be included in the program, these moves slightly increase integration at each of the sending schools, while the receiving schools would continue to be integrated. Integration also is promoted because approximately 100 additional students would have the opportunity to go to an integrated, higher achieving school.

Assumptions:

1. Only non-white students were included from the 7 "sending" schools—this follows the provisions of the transportation incentive for students at racially concentrated schools.
2. The ethnic breakdown of the students being sent was based on the distribution of non-white students at each sending school.
3. The students moving were distributed to each of the receiving schools in numbers to balance the utilization of each school - 66 to Howell and 33 to Sewell.
4. The ethnic distribution of the students added to the receiving schools was the same, being based on the distribution of all 99 students being moved.

Enrollment and Ethnicity

Each of the seven sending schools would decrease in enrollment by about 14 students and the ethnic composition of each would be very slightly better as shown in the tables below.

APPENDIX

Manzo

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	305	█	18	█	█	15	355
	86%	2%	5%	2%	1%	4%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	-13	0	-1	0	0	0	-14
	93%	0%	7%	0%	0%	0%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	292	█	17	█	█	15	341
	86%	2%	5%	2%	1%	4%	

Miller

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	511	█	44	0	█	37	606
	84%	1%	7%	0%	1%	6%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	-13	0	-1	0	0	0	-14
	93%	0%	7%	0%	0%	0%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	498	█	43	0	█	37	592
	84%	1%	7%	0%	1%	6%	

Mission View

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	238	10	17	0	█	█	269
	88%	4%	6%	0%	0%	1%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	-13	-1	-1	0	0	0	-15
	87%	7%	7%	0%	0%	0%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	225	█	16	0	█	█	254
	89%	4%	6%	0%	0%	1%	

Tolson

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	308	12	█	0	█	33	367
	84%	3%	2%	0%	2%	9%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	-13	-1	0	0	0	0	-14
	93%	7%	0%	0%	0%	0%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	295	11	█	0	█	33	353
	84%	3%	2%	0%	2%	9%	

APPENDIX

Lynn/Urquides**Students in SY13-14**

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	574	█	10	0	█	20	620
	93%	1%	2%	0%	1%	3%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	-14	0	0	0	0	0	-14
	100%	0%	0%	0%	0%	0%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	560	█	10	0	█	20	606
	92%	1%	2%	0%	1%	3%	

Maldonado**Students in SY13-14**

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	364	█	21	█	█	25	420
	87%	2%	5%	0%	0%	6%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	-13	0	-1	0	0	0	-14
	93%	0%	7%	0%	0%	0%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	351	█	20	█	█	25	406
	86%	2%	5%	0%	0%	6%	

Oyama**Students in SY13-14**

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	334	21	30	█	█	30	419
	80%	5%	7%	0%	0%	7%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	-12	-1	-1	0	0	0	-14
	86%	7%	7%	0%	0%	0%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	322	20	29	█	█	30	405
	80%	5%	7%	0%	0%	7%	

Howell Elementary would gain about 66 students, increasing enrollment from 358 students in 2013/14 to about 424 students in the future. The Hispanic share of enrollment at Howell would increase from about 53 percent to 59 percent. Sewell Elementary would gain about 33 students, from 310 to about 343, with the Hispanic share increasing from 53 percent to 59 percent. Overall the composition at both schools would be nearer the district average. (Note that more students were "allocated" to Howell than Sewell to balance the utilization of each facility. Though the utilization of each school will be over 100%; both have portable classrooms and sufficient capacity within those to absorb the additional students.)

APPENDIX

Howell**Students in SY13-14**

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 home	94	20	21	■	■	48	197
	48%	10%	11%	3%	4%	24%	
K-5 OE/Mag	96	13	0	■	■	44	161
	60%	8%	0%	1%	4%	27%	
Total	190	33	21	■	14	92	358
	53%	9%	6%	2%	4%	26%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 home	0	0	0	0	0	0	0
	NA	NA	NA	NA	NA	NA	
K-5 OE/Mag	61	■	■	0	0	0	66
	92%	3%	5%	0%	0%	0%	
Total	61	■	■	0	0	0	66
	92%	3%	5%	0%	0%	0%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 home	94	20	21	■	■	48	197
	48%	10%	11%	3%	4%	24%	
K-5 OE/Mag	157	15	■	■	■	44	227
	69%	7%	1%	1%	3%	19%	
Total	251	35	24	■	14	92	424
	59%	8%	6%	2%	3%	22%	

Sewell**Students in SY13-14**

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 home	69	■	■	■	■	50	142
	49%	5%	1%	4%	6%	35%	
K-5 OE/Mag	91	11	■	■	■	57	168
	54%	7%	1%	2%	2%	34%	
Total	160	18	■	■	13	107	310
	52%	6%	1%	3%	4%	35%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 home	0	0	0	0	0	0	0
	NA	NA	NA	NA	NA	NA	
K-5 OE/Mag	30	■	■	0	0	0	33
	91%	3%	6%	0%	0%	0%	
Total	30	■	■	0	0	0	33
	91%	3%	6%	0%	0%	0%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 home	69	■	■	■	■	50	142
	49%	5%	1%	4%	6%	35%	
K-5 OE/Mag	121	12	■	■	■	57	201
	60%	6%	2%	1%	2%	28%	
Total	190	19	■	■	13	107	343
	55%	6%	2%	2%	4%	31%	

APPENDIX

OPTION B

This option involves adding a dual language program at Manzo Elementary School. The program is designed bring in about 70 students from the area east of Interstate 10 for the purpose of increasing integration. The program also should help improve the letter grade and academics at the school. The option should promote integration by reducing the Hispanic share of enrollment from 86% in 2013/14, to around 82% once the program is in place.

Assumptions:

1. The enrollment change was based on the addition of 70 students from the east.
2. The ethnic distribution of those students was assumed be the same as the Bonillas attendance area.

Enrollment and Ethnicity

Manzo's enrollment will increase from 355 to 425. Though its ethnic composition improves overall, it still will be racially concentrated. It should be noted that this option adds enrollment to a school that already is operating at capacity; reconfiguration of programs at the school or a reduction in the number of general open enrollment students would be required to bring the utilization closer to 110%.

Manzo**Students in SY13-14**

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 home	155	0	10	█	█	█	175
	89%	0%	6%	1%	1%	3%	
K-5 OE/Mag	150	█	█	█	█	█	180
	83%	3%	4%	3%	1%	5%	
Total	305	█	18	█	█	15	355
	86%	2%	5%	2%	1%	4%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 home	0	0	0	0	0	0	0
	NA	NA	NA	NA	NA	NA	
K-5 OE/Mag	42	█	0	█	█	18	70
	60%	9%	0%	1%	4%	26%	
Total	42	█	0	█	█	18	70
	60%	9%	0%	1%	4%	26%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 home	155	0	10	█	█	█	175
	89%	0%	6%	1%	1%	3%	
K-5 OE/Mag	192	12	█	█	█	27	250
	77%	5%	3%	2%	2%	11%	
Total	347	12	18	█	█	33	425
	82%	3%	4%	2%	2%	8%	

APPENDIX

OPTION C

Roskruge has a K-5 attendance area, which, for 6th through 8th grades becomes the Mansfeld Middle School attendance area. Option C involves Roskruge sharing a portion of the Mansfeld attendance area (coterminous with the Roskruge K-5 area), thereby reducing enrollment at Mansfeld. Based on 2013-14 student data, the option would result in the movement of about 21 students. The option may promote integration by reducing the Hispanic share of enrollment at Roskruge very slightly, from 84% in 2013/14, to 83% once the program is in place, and it could open up additional magnet spaces at Mansfeld

Assumptions:

1. Only the students living in the Roskruge attendance area and attending Mansfeld were assumed to be impacted by the option.
2. The ethnic distribution of the students being moved was based on the current student data.

Enrollment and Ethnicity

Roskruge's enrollment will increase from 689 to 710 while its ethnic composition improves very slightly. Although this analysis assumes the students will be added to the existing students at Roskruge, the magnet enrollment at Roskruge may need to be reduced to accommodate the additional students.

Roskruge (K-8)
Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-8 home	71	0	32	█	█	█	115
	62%	0%	28%	2%	3%	5%	
K-8 OE/Mag	507	█	34	█	█	18	574
	88%	2%	6%	1%	1%	3%	
Total	578	█	66	█	█	24	689
	84%	1%	10%	1%	1%	3%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
6-8 home	0	0	0	0	0	0	0
	NA	NA	NA	NA	NA	NA	
6-8 OE/Mag	14	0	█	█	0	█	21
	67%	0%	10%	5%	0%	19%	
Total	14	0	█	█	0	█	21
	67%	0%	10%	5%	0%	19%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-8 home	71	0	32	█	█	█	115
	62%	0%	28%	2%	3%	5%	
K-8 OE/Mag	521	█	36	█	█	22	595
	88%	2%	6%	1%	1%	4%	
Total	592	█	68	█	█	28	710
	83%	1%	10%	1%	1%	4%	

APPENDIX

Mansfeld enrollment could decrease from 806 students in 2013/14 to about 785 students with virtually no change in the overall ethnic composition.

Mansfeld (6-8)

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-8 home	105	■	■	0	■	■	122
	86%	2%	2%	0%	2%	7%	
K-8 OE/Mag	537	39	23	11	■	67	684
	79%	6%	3%	2%	1%	10%	
Total	642	42	25	11	10	76	806
	80%	5%	3%	1%	1%	9%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
6-8 home	-14	0	-2	-1	0	-4	-21
	67%	0%	10%	5%	0%	19%	
6-8 OE/Mag	0	0	0	0	0	0	0
	NA	NA	NA	NA	NA	NA	
Total	-14	0	-2	-1	0	-4	-21
	67%	0%	10%	5%	0%	19%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-8 home	91	■	0	-1	■	■	101
	90%	3%	0%	-1%	3%	5%	
K-8 OE/Mag	537	39	23	11	■	67	684
	79%	6%	3%	2%	1%	10%	
Total	628	42	23	10	10	72	785
	80%	5%	3%	1%	1%	9%	

APPENDIX

OPTION D

Option D

Option D involves moving the magnet program at Dodge Middle School to the currently closed Fort Lowell/Townsend campus. As a result, it could be expanded from about 420 in 2013/14 to 650 students in the future. Based on the demographic characteristics of the students in the program and applying for the program, the option promotes integration by potentially enabling about 230 more students to attend an integrated school with a high letter grade and demonstrated strong academic performance. The option also promotes integration because, using the current ratio of students attending Dodge from a racially concentrated school, an additional 90 students would be able to move from a racially concentrated school to an integrated school.

Assumptions:

1. Assumed adding 230 students with the same ethnic composition of the current Dodge students and the students applying for Dodge (both pools are virtually the same ethnic composition).
2. No assumption was made about from which schools these student would come.

Enrollment and Ethnicity

Dodge enrollment will be reduced to zero, while all existing and new students would bring total enrollment at Fort Lowell/Townsend to 650 students. There likely would be virtually no change in the overall ethnic composition.

APPENDIX

Dodge

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 OE/Mag	267	19	10	10	12	103	420
	64%	5%	2%	2%	3%	25%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 OE/Mag	-267	-19	-9	-10	-12	-103	-420
	64%	5%	2%	2%	3%	25%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 OE/Mag	0	0	0	0	0	0	0
	NA	NA	NA	NA	NA	NA	

Lowell/Townsend

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 OE/Mag	0	0	0	0	0	0	0
	NA	NA	NA	NA	NA	NA	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 OE/Mag	414	29	14	15	19	159	650
	64%	4%	2%	2%	3%	24%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 OE/Mag	414	29	14	15	19	159	650
	64%	4%	2%	2%	3%	24%	

APPENDIX

OPTION E

Option E

Option E involves creating early middle college programs at both Cholla and Santa Rita high schools. Creation of these programs is expected to result in a net increase of about 100 students at each high school. Assuming that the programs are designed and transportation options are provided to successfully attract students from across the District, the option could encourage participation by a wide range of students, increase integration at Cholla, and perhaps Santa Rita, and permit the District to attempt the re-capture of some students who previously chose alternative providers.

Assumptions:

1. Assumed the net re-distribution of about 200 students as per staff/committee direction (busing issues, etc.), 100 to each early college school.
2. Assumed the net movement of 50 students from Rincon HS to Cholla HS, and 50 students from Sahuaro HS to Cholla HS.
3. Assumed the net movement of 50 students from Palo Verde HS to Santa Rita HS, and 50 students from Sahuaro HS to Santa Rita HS.
4. The ethnicity of the students being moved was based on the current enrollment at each of the three sending schools.

Enrollment and Ethnicity

Under this option Rincon, Sahuaro and Palo Verde high schools will lose enrollment. Rincon High School is expected to lose a net 50 students, reducing enrollment from 1,125 students in 2013/14 to 1,075 students in the future; its ethnic composition will likely remain the same.

Rincon HS**Students in SY13-14**

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	585	103	17	68	32	320	1,125
	52%	9%	2%	6%	3%	28%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	-26	-5	-1	-3	-1	-14	-50
	52%	10%	2%	6%	2%	28%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	559	98	16	65	31	306	1,075
	52%	9%	1%	6%	3%	28%	



APPENDIX

Sahuaro is expected to lose about 100 net students, half to Cholla High School and half to Santa Rita High school. This would reduce enrollment from 1,834 students in 2013/14 to about 1,734 in the future with no change in the ethnic composition.

Sahuaro HS**Students in SY13-14**

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	636	123	20	44	74	937	1,834
	35%	7%	1%	2%	4%	51%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	-34	-6	-2	-2	-4	-52	-100
	34%	6%	2%	2%	4%	52%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	602	117	18	42	70	885	1,734
	35%	7%	1%	2%	4%	51%	

Palo Verde High School is expected to lose a net 50 students, reducing enrollment from 953 students in 2013/14 to 903 students in the future; its ethnic composition will also likely remain the same.

Palo Verde HS**Students in SY13-14**

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	474	131	21	21	48	258	953
	50%	14%	2%	2%	5%	27%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	-25	-7	-1	-1	-2	-14	-50
	50%	14%	2%	2%	4%	28%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	449	124	20	20	46	244	903
	50%	14%	2%	2%	5%	27%	

Enrollment at each of the two high schools with the new program is expected increase by 100 students. This could increase Cholla High School from 1,680 students in 2013/14 to about 1,780 students in the future. The ethnic composition of the school would improve somewhat as a result of this movement, reducing the Hispanic share from 79 percent to 77 percent.

APPENDIX

Cholla HS

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	1,030	36	98	█	15	113	1,298
	79%	3%	8%	0%	1%	9%	
9-12 OE/Mag	298	25	15	█	█	34	382
	78%	7%	4%	1%	2%	9%	
9-12 Total	1328	61	113	█	23	147	1,680
	79%	4%	7%	0%	1%	9%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	0	0	0	0	0	0	0
	NA	NA	NA	NA	NA	NA	
9-12 OE/Mag	43	█	█	█	█	40	100
	43%	8%	2%	4%	3%	40%	
9-12 Total	43	8	█	█	█	40	100
	43%	8%	2%	4%	3%	40%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	1,030	36	98	█	15	113	1,298
	79%	3%	8%	0%	1%	9%	
9-12 OE/Mag	341	33	17	█	11	74	482
	71%	7%	4%	1%	2%	15%	
9-12 Total	1,371	69	115	12	26	187	1,780
	77%	4%	6%	1%	1%	11%	

Santa Rita High School enrollment is expected to increase from 927 students in 2013/14 to about 1,027 students in the future. The ethnic composition of enrollment is expected to remain virtually the same under this option.

Santa Rita HS

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	264	59	█	27	31	284	670
	39%	9%	1%	4%	5%	42%	
9-12 OE/Mag	93	38	10	█	10	105	257
	36%	15%	4%	0%	4%	41%	
9-12 Total	357	97	15	28	41	389	927
	39%	10%	2%	3%	4%	42%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	0	0	0	0	0	0	0
	NA	NA	NA	NA	NA	NA	
9-12 OE/Mag	42	10	█	█	█	40	100
	42%	10%	2%	2%	4%	40%	
9-12 Total	42	10	█	█	█	40	100
	42%	10%	2%	2%	4%	40%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	264	59	█	27	31	284	670
	39%	9%	1%	4%	5%	42%	
9-12 OE/Mag	135	48	12	█	14	145	357
	38%	13%	3%	1%	4%	41%	
9-12 Total	399	107	17	30	45	429	1,027
	39%	10%	2%	3%	4%	42%	

APPENDIX

OPTION F (REVISED)

Note: A review of the DIA of this option revealed that the assumptions for attendance did not include movement in both directions. The analysis below has been revised accordingly.

Option F entails providing voluntary transportation options to Cholla and Pueblo high school students who wish to attend Palo Verde or Santa Rita High Schools, as well as Palo Verde students who may wish to attend Cholla HS. This option would move about 140 students, providing an opportunity for about 130 more students to attend an integrated school. In addition to helping diversity, the option send students from more crowded schools in the District to schools that are not crowded enough.

Assumptions:

1. Assumed the re-distribution of about 140 students as per staff/committee direction (busing issues, etc.).
2. Assumed the movement of 30 students from Cholla HS to Palo Verde HS, and 30 students from Palo Verde HS to Cholla HS.
3. Assumed movement of 30 students from Pueblo HS to Palo Verde HS.
4. Assumed the movement of 50 students from Pueblo HS to Santa Rita HS.
5. The ethnicity of the students being moved was based on the current enrollment at the sending schools.

Enrollment and Ethnicity

Under this option Cholla High School would have no net change in enrollment, but 60 students would be moved, exchanging 30 students with Palo Verde HS. This would hold enrollment at Cholla High School about the 1,680 in 2013/14. The Hispanic share of enrollment would decline slightly, with only 50 percent the in-bound students being Hispanic.

APPENDIX

Cholla HS**Students in SY13-14**

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	1,030	36	98	█	15	113	1,298
	79%	3%	8%	0%	1%	9%	
9-12 OE/Mag	295	28	15	█	█	34	382
	77%	7%	4%	1%	2%	9%	
9-12 Total	1,325	64	113	8	23	147	1,680
	79%	4%	7%	0%	1%	9%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	-24	-1	-2	0	0	-3	-30
	80%	3%	7%	0%	0%	10%	
9-12 OE/Mag	15	█	█	█	█	█	30
	50%	13%	3%	3%	3%	27%	
9-12 Total	39	█	█	█	█	11	60
	65%	8%	5%	2%	2%	18%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	1,006	35	96	█	15	110	1,268
	79%	3%	8%	0%	1%	9%	
9-12 OE/Mag	310	32	16	█	█	42	412
	75%	8%	4%	1%	2%	10%	
9-12 Total	1,316	67	112	█	24	152	1,680
	78%	4%	7%	1%	1%	9%	

Option F would reduce enrollment at Pueblo High School by about 80 students, causing enrollment to go from 1,508 students in 2013/14 to about 1,428 students in the future. It is not expected that this would have a significant impact on the ethnic characteristics of enrollment remaining at the school.

APPENDIX

Pueblo HS
Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	1,056	14	33	■	7	45	1,160
	91%	1%	3%	0%	1%	4%	
9-12 OE/Mag	305	■	26	0	■	13	348
	88%	1%	7%	0%	0%	4%	
9-12 Total	1361	17	59	■	■	58	1,508
	90%	1%	4%	0%	1%	4%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	-74	-1	-2	0	0	-3	-80
	93%	1%	3%	0%	0%	4%	
9-12 OE/Mag	0	0	0	0	0	0	0
	NA	NA	NA	NA	NA	NA	
9-12 Total	-74	-1	-2	0	0	-3	-80
	93%	1%	3%	0%	0%	4%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	982	13	31	■	■	42	1,080
	91%	1%	3%	0%	1%	4%	
9-12 OE/Mag	305	■	26	0	■	13	348
	88%	1%	7%	0%	0%	4%	
9-12 Total	1,287	16	57	■	■	55	1,428
	90%	1%	4%	0%	1%	4%	

Enrollment at Palo Verde High School would likely increase by about 30 students based on sending 30 students to Cholla HS, and receiving 30 students from both Cholla HS and Pueblo HS. This would increase enrollment from 953 students in 2013/14 (46 percent of capacity) to about 983 students in the future. The ethnic composition of the school could change slightly as a result of this movement, increasing the Hispanic share of enrollment from 50 percent to 52 percent.

APPENDIX

Palo Verde HS**Students in SY13-14**

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	295	69	12	14	29	161	580
	51%	12%	2%	2%	5%	28%	
9-12 OE/Mag	178	62	■	■	21	96	373
	48%	17%	2%	2%	6%	26%	
9-12 Total	473	131	21	21	50	257	953
	50%	14%	2%	2%	5%	27%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	-15	-4	-1	-1	-1	-8	-30
	50%	13%	3%	3%	3%	27%	
9-12 OE/Mag	51	■	■	0	0	■	60
	85%	2%	5%	0%	0%	8%	
9-12 Total	66	5	■	■	■	13	90
	73%	6%	4%	1%	1%	14%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	280	65	11	13	28	153	550
	51%	12%	2%	2%	5%	28%	
9-12 OE/Mag	229	63	12	■	21	101	433
	53%	15%	3%	2%	5%	23%	
9-12 Total	509	128	23	20	49	254	983
	52%	13%	2%	2%	5%	26%	

Finally, under this option enrollment at Santa Rita High School would be expected to increase by about 50 students, from 927 students to about 977 students in the future. The share of students who are Hispanic would be expected to increase from 39 percent in 2013/14 to about 41 percent in the future. In all, about 125 more non-white students would have the opportunity to attend an integrated school.



APPENDIX

Santa Rita HS
 Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	264	59	█	27	31	284	670
	39%	9%	1%	4%	5%	42%	
9-12 OE/Mag	93	38	10	█	10	104	257
	36%	15%	4%	1%	4%	40%	
9-12 Total	357	97	15	29	41	388	927
	39%	10%	2%	3%	4%	42%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	0	0	0	0	0	0	0
	NA	NA	NA	NA	NA	NA	
9-12 OE/Mag	54	█	█	0	█	█	60
	90%	2%	3%	0%	2%	3%	
9-12 Total	54	█	█	0	█	█	60
	90%	2%	3%	0%	2%	3%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	264	59	█	27	31	284	670
	39%	9%	1%	4%	5%	42%	
9-12 OE/Mag	147	39	12	█	11	106	317
	46%	12%	4%	1%	3%	33%	
9-12 Total	411	98	17	29	42	390	987
	42%	10%	2%	3%	4%	40%	



APPENDIX J ADVISORY & LEADERSHIP TEAM SUMMARY/RECOMMENDATIONS

- SUMMARY
- ADVISORY & LEADERSHIP TEAM RECOMMENDATIONS

ADVISORY AND LEADERSHIP TEAM RECOMMENDATIONS

SUMMARY

To continue development in the Boundary Review Process, the Advisory & Leadership Team met to review the Comprehensive Boundary Plan and the Boundary Committee's Recommendations.

The Advisory & Leadership Team is made up of a diverse group of people that provide different perspectives with knowledge of the comprehensive District. By looking at the information through the lens of their departments, the Advisory & Leadership Team assessed the recommendations provided by the Boundary Committee.

After reviewing the Boundary Committee options and the desegregation impacts of those options, the Advisory & Leadership Team indicated which options, or portions of options, they supported and provided further recommendations as to how those options may be implemented.

The following are the Advisory & Leadership Team recommendations.

RECOMMENDATIONS

ELEMENTARY SCHOOLS

The Elementary School recommendations include transportation and program options to encourage movement between racially concentrated schools and integrated schools enhancing integration as well as student choice at both locations:

Option A:

- The Advisory & Leadership Team supports the BC recommendation to provide and to promote the voluntary transportation option to students at racially concentrated schools: Tolson, Oyama, Mission View, Miller, Manzo, Maldonado, and Lynn Urquides to attend Howell or Sewell (integrated schools).
- Recommended Implementation:
 - Most of these students already have the opportunity to receive free transportation to another school to improve integration, but this option recommends specific schools to attend.

A recommendation from the District will help parents identify alternate school options and will help the District focus their resources. Letters would be sent to the parents identifying these recommended receiving schools as an option.

- Leadership will work with both the sending and receiving schools to ensure that academic programs are not negatively impacted by the change and that students who decide to take advantage of the option are supported with the best possible transportation.

Option B:

- The Advisory & Leadership Team does not support the BC recommendation to add a Dual-Language program at Manzo to attract east side students. Although Manzo may have the facility capacity to enroll the students, it does not have capacity with its relatively small size to support three programs (ELD, Ecology and Dual-Language). Adding another program would result in many small and combined-grade classes.
- The Advisory & Leadership Team does support the concept to add a Dual-Language to improve integration. The Advisory & Leadership Team would support a Dual-Language program developed and located to improve integration following the Magnet Plan criteria for opening new magnet schools.
- Recommended Implementation:
 - Consider a second Dual-Language program in a future magnet school following the process delineated in the Magnet Plan.

MIDDLE SCHOOLS

The Middle School recommendations include boundary adjustments and the relocation of a school campus to increase the number of students attending an integrated school and enhance student choice:

Option C:

- The Advisory & Leadership Team supports the BC recommendation to extend the Roskrige K-5 attendance area to 6-8 students. 6-8 grade students

who reside in this attendance area would have the option to attend either Roskrige K-8 or Mansfeld Middle School.

- The Advisory & Leadership Team agrees that the option has the potential to improve integration at Mansfeld by opening up magnet seats. With more Magnet seats, Mansfeld can use the selection process to improve integration.

Option D:

- The Advisory & Leadership Team supports the BC recommendation to move the Dodge Traditional Magnet Middle School to the closed school site of Fort-Lowell/ Townsend. The Advisory & Leadership Team agrees that the move to this larger campus would permit more students to be accepted into the program and attend an integrated school.
- The Advisory & Leadership Team agrees with the Boundary Committee that there should not be a second Dodge campus at this time. Two Dodge campuses would compete for the same students and could easily result in two segregated schools due to location.



ADVISORY AND LEADERSHIP TEAM RECOMMENDATIONS

HIGH SCHOOLS

The High School recommendations include transportation and program options to encourage movement between racially concentrated schools and integrated schools enhancing integration as well as student choice at both locations:

Option E:

- The Advisory & Leadership Team does not support the BC recommendation to provide an Early Middle College (EMC) Program at Cholla High School. Cholla already provides a higher level learning opportunity, including college credits, with the International Baccalaureate (IB) program. The IB program is the program that is integrating Cholla; 181 students are enrolled in this program and they match the ethnic/racial composition of the District overall. To add an EMC will create competition between the programs which could compromise one or both. The Advisory & Leadership team believes it is better to focus efforts at Cholla by improving the existing IB program. The IB program is an expensive program and adding an EMC program to Cholla is a large expense, which should not be initiated at two campuses at once.
- The Advisory & Leadership Team supports the BC recommendation to provide an Early Middle College/ Career and Technical Education (CTE) Program at Santa Rita High School with high tech offerings. With an improved, focused program and with transportation opportunities as outlined in Option F, Santa Rita HS is located where it can attract a more integrated enrollment than its current enrollment. Due to the complexity and overall magnitude of this option, Board approval for the concept itself is warranted before moving forward and from there will require a comprehensive proposal (plan) to be developed and approved by the Board and the court before the EMC option can be implemented.
- Recommended Implementation for Santa Rita HS:
 - Investigate sustainable, high tech pathways.
 - Survey families to determine pathways, particularly families of student groups that would further integrate Santa Rita HS.

- Determine if there are attendance areas.
- Investigate partnerships with Pima Community College for the Early Middle College.
- Investigate funding options, including business partnerships.

- The recommended implementation above is the planning that is needed to establish the programs, revenues and costs, and projected student population of the EMC/ CTE program at Santa Rita HS. A Desegregation Impact Analysis will be provided at the completion of that planning.

Option F:

- The Advisory & Leadership Team supports the BC recommendation to provide express transportation routes between Santa Rita HS, Cholla HS, Pueblo HS and Palo Verde HS. Providing direct and relatively quick transportation across town will make High Schools and their programs more accessible to students who may not have considered them previously due to their distance.
- Recommended Implementation:
 - Refine hub locations and routes.
 - Survey 8th grade students to see if they would use the hub sites and express transportation to attend a High School across town. Include school program offerings to provide awareness of schools and programs.
- Desegregation Impact Analysis (DIA): A review of the DIA of this option revealed that the assumptions for attendance did not include movement in both directions. The revised DIA for Option F is now included in Appendix H to this report.

