

Index of Exhibits to Declaration of Bryant Nodine re: Objection to Report and Recommendation on Boundary Review Process (ECF 1601)

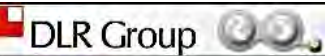
Ex. No.	Title
1	Screenshot of FTP site available to Boundary Committee members
2	Screenshot of folder titled "2014-03-26_BC Meeting #1 – Orientation
2A	Orientation Meeting Presentation
2B	Orientation Meeting Minutes
2C	Sign-In
3	Screenshot of folder titled "2014-04-02_BC Meeting #2 – Review Options"
3A	Review Options Meeting Notes
3B	Review Options Meeting Notes – updated 4/10/14
3C	Review Options Meeting Presentation
3D	Sign-In
3E	Follow Up Notes
3F	Agenda for 4/2/14 Review Options Meeting
3G	Boundary Committee Scenario Tables
3H	Boundary Committee Scenario Maps
3I	Scenarios Worksheet Instructions
4	Screenshot of folder titled "2014-04-09_BC Meeting #3 – Revise Options"
4A	Meeting Presentation
4B	Supplemental Magnet Plan Presentation
4C	Meeting Notes Updated 4/22/14
4D	Sign-In
4E	Agenda for 4/09/14 Revise Options Meeting
4F	Scenario Evaluations
4G	Scenario Maps
4H	Scenario Worksheet
4I	Scenario Table
4J	School Programs
5	Screenshot of folder titled "2014-04-16_BC Meeting #3A – Revise Options"
5A	Screenshot of sub-folder "Meeting Notes"
5A.1	Meeting Notes Updated 4/22/14
5A.2	Sign-In
5B	Screenshot of sub-folder "Printed Handouts"
5B.1	Scenario Evaluations
5B.2	Ethnic Share Mats
5B.3	Agenda Meeting Notes
5B.4	Scenarios Packet
5B.5	McKinney Vento by Ethnicity
5B.6	School Enrollment Residency Ethnicity (ELL)
5B.7	SES Data

5B.8	Case 1:14-cv-00090-DCB Document 1614-3 Filed 06/06/14 Page 2 of 153 SES Maps
5C	Agenda for 4/16/14 Revise Options Meeting
5D	Previous version of Agenda for 4/16/14 Revise Options Meeting
5E	Scenarios Criteria Worksheet
6	Screenshot of folder titled "2014-04-30_BC Meeting – Create Options"
6A	Screenshot of sub-folder titled "Handouts"
6A.1	Agenda for 4/30/14 Create Options Meeting
6A.2	Scenario Development Worksheet
6A.3	Information Packet
6B	Screenshot of folder titled "Meeting Notes"
6B.1	Meeting Presentation
6B.2	Meeting Notes
6B.3	Sign-In
6B.4	Integration Strategies and Proposed Scenario
6B.5	Letter from community member
7	Screenshot of folder titled "2014-05-14_BC Meeting – Create Options"
7A	Screenshot of sub-folder titled "Handouts"
7A.1	Meeting Notes updated 5/12/14
7A.2	Agenda
7A.3	Homework Development Options
7A.4	Meeting Schedule
7A.5	Option Development Worksheet
7A.6	Packets
7B	Screenshot of sub-folder titled "Meeting Notes"
7B.1	Meeting Notes
7B.2	Sign-In
7B.3	B. Jones Input – Data
7B.4	B. Jones Input – Email
8	Screenshot of folder titled "2014-05-21_BC Meeting – Magnet Plan"
8A	Screenshot of sub-folder titled "Handouts"
8A.1	Meeting Notes updated 5/22/14
8A.2	Comprehensive Magnet Plan dated 5/14/14
8A.3	Homework: Further Develop Concepts
8A.4	Summary of Special Master's preliminary comments to Magnet Plan
8A.5	Magnet Plan Presentation
8B	Screenshot of sub-folder titled "Meeting Notes"
9	Screenshot of folder titled "Audits"
9A	April Curriculum Audit
9B	May Operational Efficiency Audit
9C	May Operational Efficiency Audit Presentation
10	Screenshot of folder titled "BC Rules and Process"
10A	Governing Board Policy
10B	Boundary Committee Rules
10C	March 21, 2014 Revised Boundary Review Process
10D	Process Diagram

11	Case 17-cv-00090-DCB Document 16-3 Filed 06/06/14 Page 3 of 153 Screenshot of folder titled "Magnet Plus"
11A	Comprehensive Magnet Plan dated 5/14/14
11B	Special Master Preliminary Comments to Magnet Plan
11C	Redline Comprehensive Magnet Plan
12	Screenshot of folder titled "Marketing Study"
12A	TUSD School Decision Making Research Report – Exec Summary
12B	TUSD School Decision Making Research Report – Final
12C	Marketing Report Overview
13	Screenshot of folder titled "Schedule"
13A	Meeting Schedule
13B	Magnet-Boundary Timeline revised per 5/20/14 SMP Meeting
14	Boundary Review Committee Notebook
15	Screenshot of FTP site available to the Special Master and Plaintiffs
16	Screenshot of folder titled "2014-03-26_BC Orientation Mtg"
16A	Orientation Meeting Presentation
16B	Orientation Meeting Notes
16C	Sign-In
17	Screenshot of folder titled "2014-03-25 SM&P mtg"
17A	Agenda for March 28, 2014 Meeting
17B	Boundary Review Plan – SM&P Scenario Workshop
18	Screenshot of folder titled "2014-04-02_BC Review Options Mtg"
18A	Review Options Meeting
18B	Review Options Meeting Presentation
18C	Sign-In
18D	Follow up Notes
18E	Agenda for April 2, 2014 Review Options Meeting
19	Screenshot of folder titled "2014-04-09_BC Review Options Meeting"
19A	Meeting #3 Presentation
19B	Meeting Notes updated 4/22/14
19C	Sign-In
19D	Agenda for April 9, 2014 Review Options Meeting
20	Screenshot of folder titled "2014-04-16 SM&P mtg"
20A	Materials Packet
20B	Agenda for April 16, 2014 SM&P Meeting
21	Screenshot of folder titled "2014-04-16_BC Review Options Mtg"
21A	Meeting Notes updated 4/22/14
21B	Agenda for April 16, 2014 Meeting
21C	Sign-In
22	Screenshot of folder titled "2014-04-30_BC Create Options Mtg"
22A	Meeting Notes updated 5/22/14
22B	Sign-In
22C	Agenda for April 30, 2014 Create Options Meeting
23	Screenshot of folder titled "2014-05-14_BC Create Options Mtg"
23A	Meeting Notes updated 5/22/14
23B	Sign-In


23C	Agenda for May 28, 2014 Option Development Worksheet
24	Screenshot of folder titled "2014-05-28_BC Evaluate Options"
24A	Sign-In
24B	Agenda for May 28, 2014 Meeting
25	Boundary Committee composition
26	Examples of Plaintiff's Representatives Requests for Information Directly to TUSD


EXHIBIT 1











Name	Size	Time
2014-03-26_BC Meeting #1 - Orientation		4/7/2014, 4:12:43 PM
2014-04-02_BC Meeting #2 - Review Options		5/6/2014, 3:14:23 PM
2014-04-09_BC Meeting #3 - Revise Options		4/29/2014, 2:39:37 PM
2014-04-16_BC Meeting #3A - Revise Options		4/21/2014, 7:05:48 AM
2014-04-30_BC Meeting - Create Options		4/29/2014, 2:30:13 PM
2014-05-14_BC Meeting - Create Options		5/20/2014, 9:10:08 AM
2014-05-21_BC Meeting - Magnet Plan		5/21/2014, 8:30:57 AM
Audits		5/21/2014, 8:32:14 AM
BC Rules and Process		4/4/2014, 1:22:53 PM
Data		5/12/2014, 12:10:11 PM
Magnet Plan		5/23/2014, 11:46:11 AM
Maps		4/30/2014, 2:08:33 PM
Marketing Study		5/27/2014, 7:09:45 AM
Schedule		5/23/2014, 1:26:37 PM

EXHIBIT 2

DLR Group 

ftp.dlrprojects.com - / 2014-03-26_BC Meeting #1 - Orientation 

Parent Directory   Thumbnails  

FTP Voyager JV  Enable Web Client Pro   Logout 




Name	Size	Time
 2014.03.26_BC_Orientation Meeting Presentatio...	7.61 MB	3/29/2014, 9:19:43 PM
 2014-03-26_BC Orientation Meeting Minutes.pdf	16.18 KB	4/1/2014, 6:49:25 AM
 2014-03-26_BC sign-in.pdf	443.21 KB	4/1/2014, 6:50:11 AM

EXHIBIT 2A



Boundary Committee Meeting #1 Orientation Meeting

March 26, 2014 (6:30-8:30pm)



AGENDA

AGENDA

1. Introductions
2. Boundary Review Plan and the Boundary Committee
3. Unitary Status Plan
4. Demographic Report
5. Community Feedback
6. Next Steps



1

INTRODUCTIONS

BOUNDARY COMMITTEE
ORIENTATION MEETING

INTRODUCTIONS

Tucson Unified School District #1

- Serving Tucson's youth, families, and community since 1867.
- Delivering Excellence in Education Every Day

Applied Economics

- Economic consulting firm based in Phoenix.
- Specializes in economics and demographics.

DLR Group

- Nationally recognized K-12 Planning Firm
- 45+ years educational planning experience
- Tucson and Phoenix locations

2

BOUNDARY REVIEW PLAN & THE BC

BOUNDARY COMMITTEE ORIENTATION MEETING

BOUNDARY REVIEW PLAN

What is the BRP?

- In the next few months, TUSD will be engaging the community in a plan to **provide students** of all racial and ethnic backgrounds the **opportunity to attend an integrated school**.
- This plan will be an **early phase of a comprehensive plan** develop boundaries that address the demographic, facility and educational aspects of the District for the next five to ten years.

BOUNDARY REVIEW PLAN

As an early phase of a comprehensive plan, we need to make key boundary decisions that may positively impact integration without having a negative effect on our ability to develop a comprehensive plan in the future with the TUSD Strategic Plan.

BOUNDARY COMMITTEE

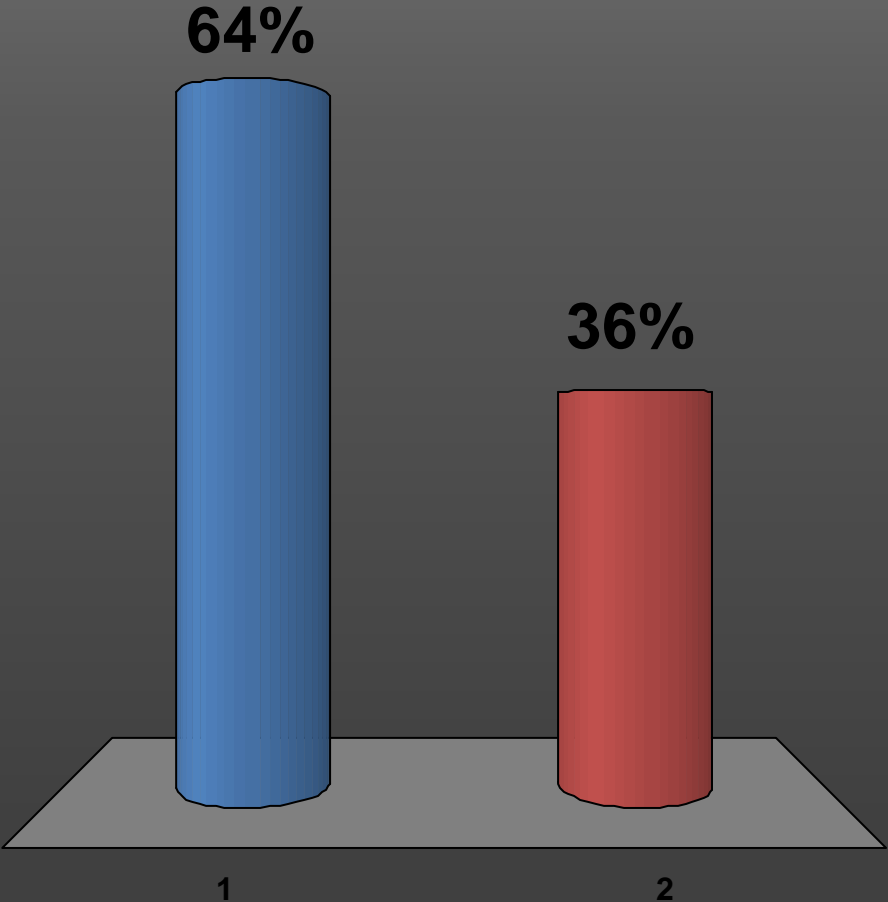
BC Role:

- Attend all BC meetings and Public Regional Meetings
- Be familiar with the framework
- Review background data relative to the criteria
- Become familiar with the affected areas/ communities through self-directed tours and study
- Create recommendations
- Review input from public, regional meetings and adjust recommendations
- Report recommendations to the Superintendent.

boundary committee

Have you been involved in a District committee in the past?

- 1. Yes
- 2. No



boundary committee

BOUNDARY COMMITTEE

5 simple rules:

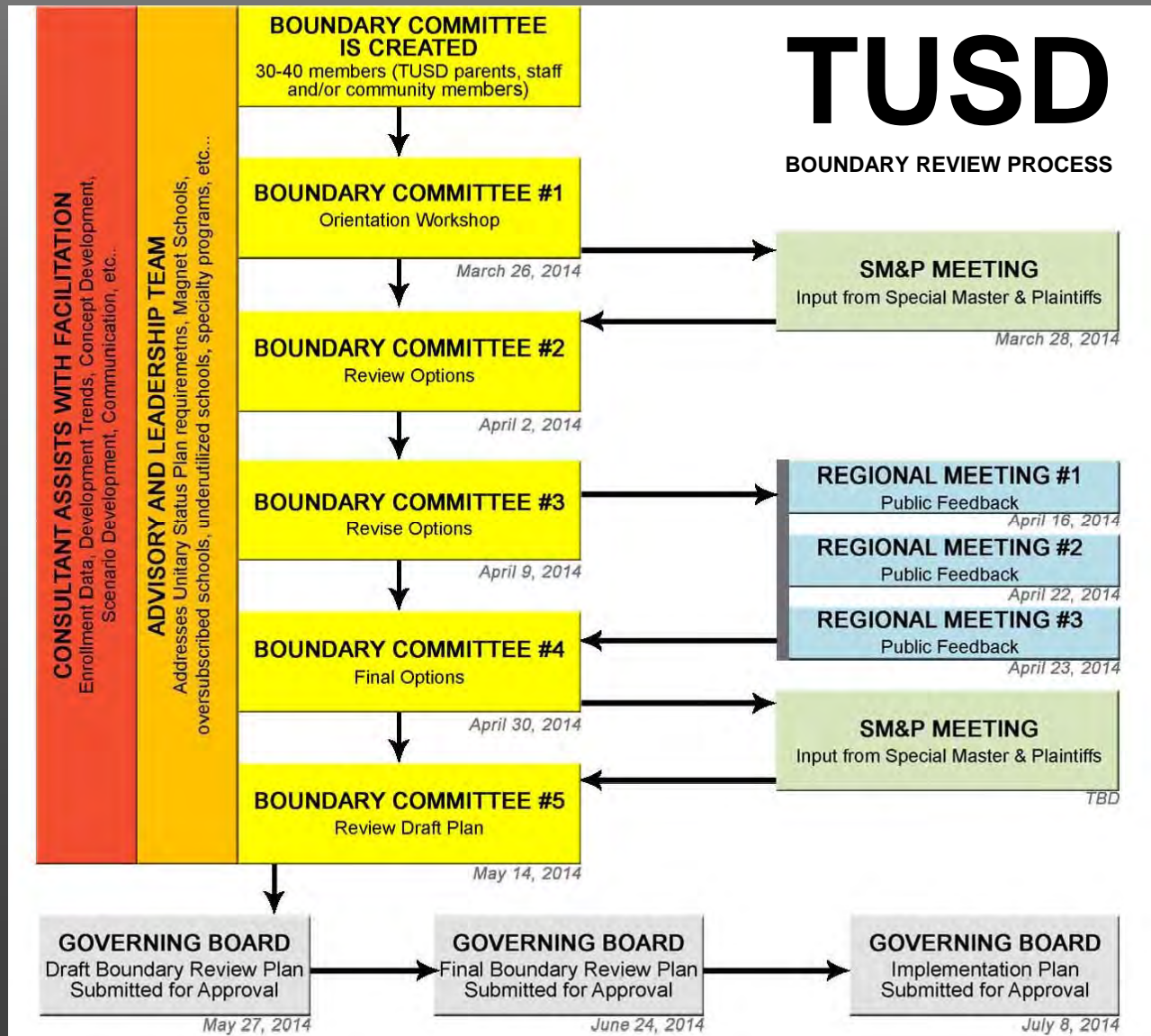
- Have Fun
- Keep meetings to less than 2 hours
- Be objective and non-judgmental
- Listen, share and speak up
- Remember, it's all about the kids!



process

Success for TUSD

1. GATHER
2. EVALUATE
3. ENGAGE
4. COMPILE
5. REFINE



boundary committee

MEETING DATES – fast pace!

BC Meeting Dates:

- March 26
- April 2
- April 9
- April 30
- May 14
- June 4 (tentative)



Public Meeting Dates:

- 3 meetings:
 - April 16
 - April 22 & 23
- 3 locations across the district

3

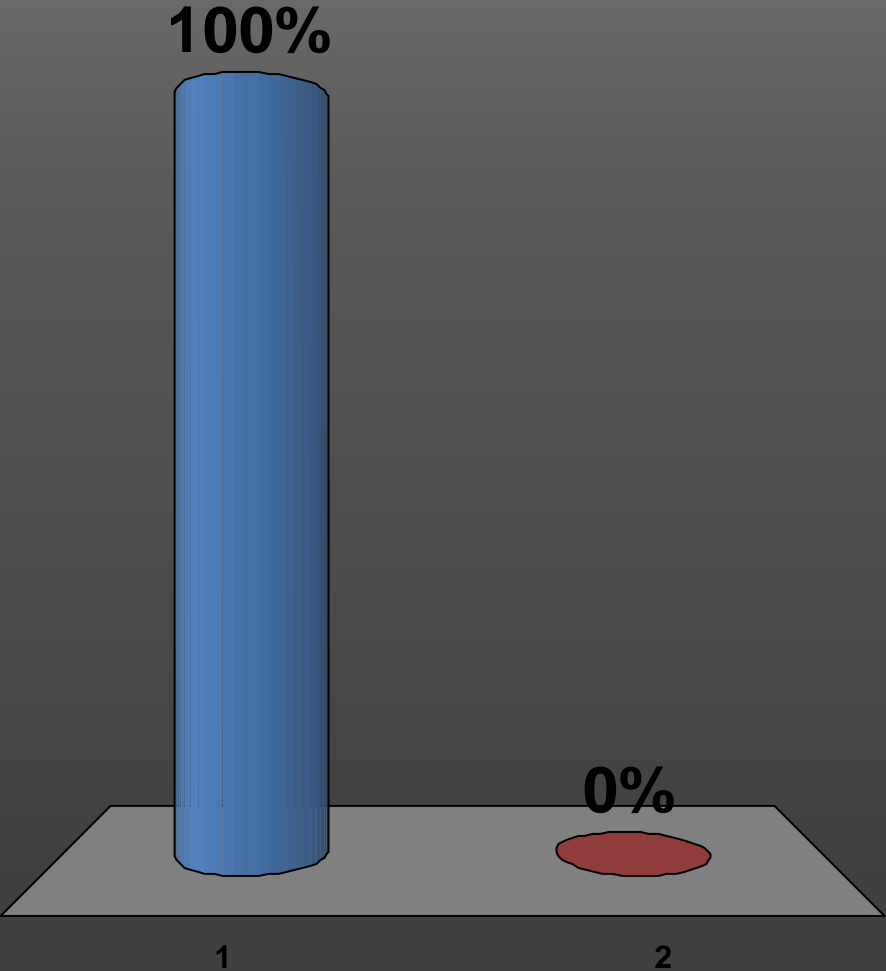
UNITARY STATUS PLAN

BOUNDARY COMMITTEE ORIENTATION MEETING

Have you heard of the USP (Unitary Status Plan)?

boundary committee

- 1. Yes
- 2. No



UNITARY STATUS PLAN

What is the USP?

For over 30 years, TUSD's **desegregation efforts** and activities have been under federal court oversight. In February 2013, the federal court adopted the Unitary Status Plan (USP) aimed at guiding TUSD towards eliminating the traces of past segregation and ending court oversight. The USP outlines required activities in several areas: student assignment (**including boundaries and magnet schools**), transportation, faculty and staff assignment, quality of education, discipline, family engagement, access to facilities and technology, and transparency and accountability.

UNITARY STATUS PLAN

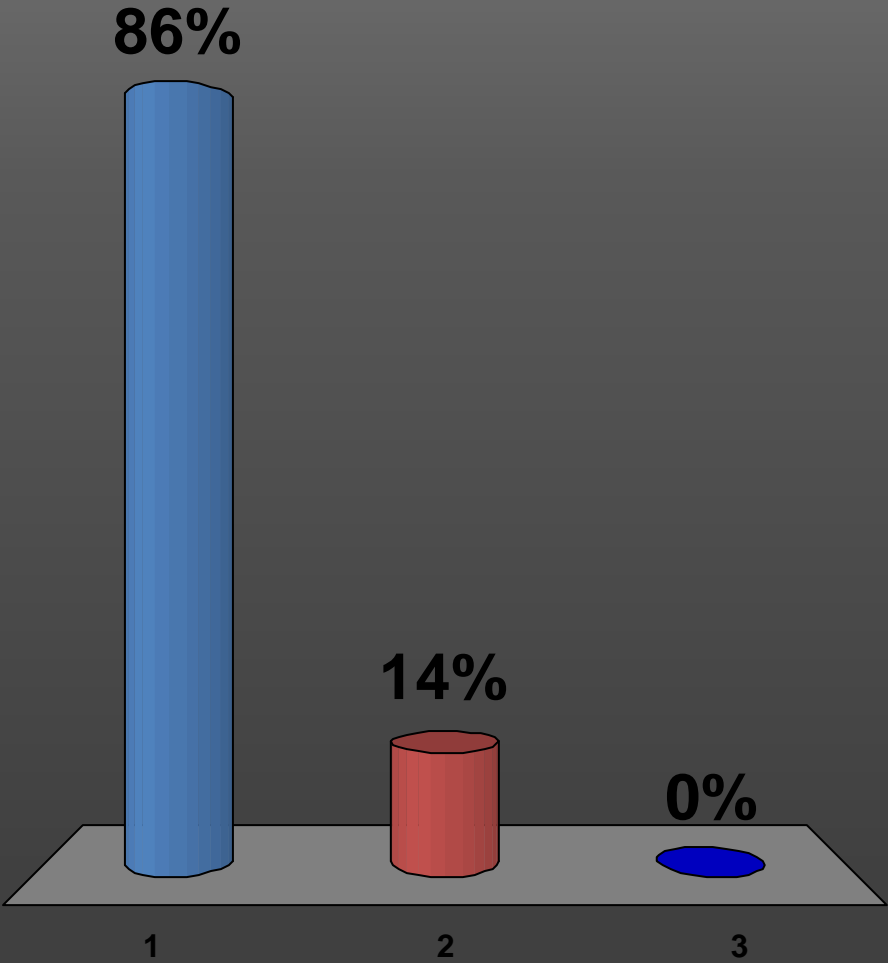
What is an integrated school vs. a racially concentrated school?

- **Integrated School:**
 - No single racial or ethnic group exceeds 70% of the school's enrollment
 - No racial or ethnic group varies from the district average for that school level by more than +/- 15 percentage points
- **Racially Concentrated School:**
 - One ethnic group exceeds 70% of the school's enrollment

boundary committee

Your Perception: Does diversity in our schools help prepare students to lead in a global community?

- 1. Yes
- 2. No
- 3. Don't Know



BOUNDARY REVIEW PLAN

Three Integration Strategies:

1. **Pairing and Clustering Schools** – partnering nearby schools and combining attendance boundaries into one
2. **Magnet Schools**
3. **Attendance Boundaries**

BOUNDARY REVIEW PLAN

Criteria for review of Attendance Boundaries:

- Demographics
- School integration
- Compactness of the attendance area
- Oversubscribed schools
- Enrollment
- Capacity
- Access
- Underutilized schools

BOUNDARY REVIEW PLAN

Optimally Sized Schools:

- Elementary: 400 - 650
- Middle: 750 – 1000
- High: 1000 - 3000

Benefits:

- Fosters grade level collaboration and dialogue among teachers
- Economy of scale.. Doing more with less
- Neighborhood and regional centralization of schools
- Additional services and resources
- Increased options for classroom configurations and learning opportunities for students

4

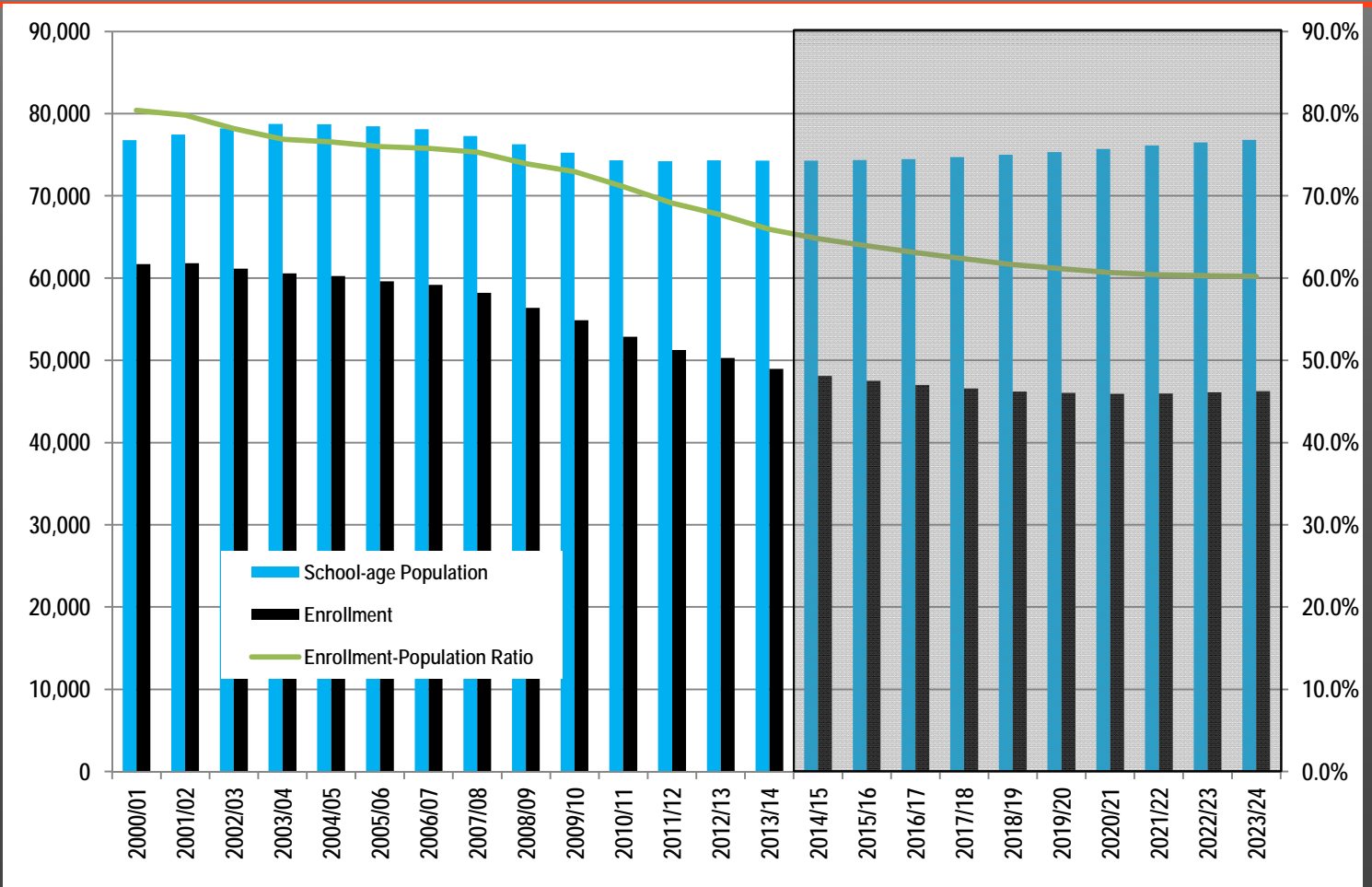
DEMOGRAPHY REPORT

BOUNDARY COMMITTEE
ORIENTATION MEETING

ENROLLMENT TRENDS

School-age Population and Enrollment Trends

demography report

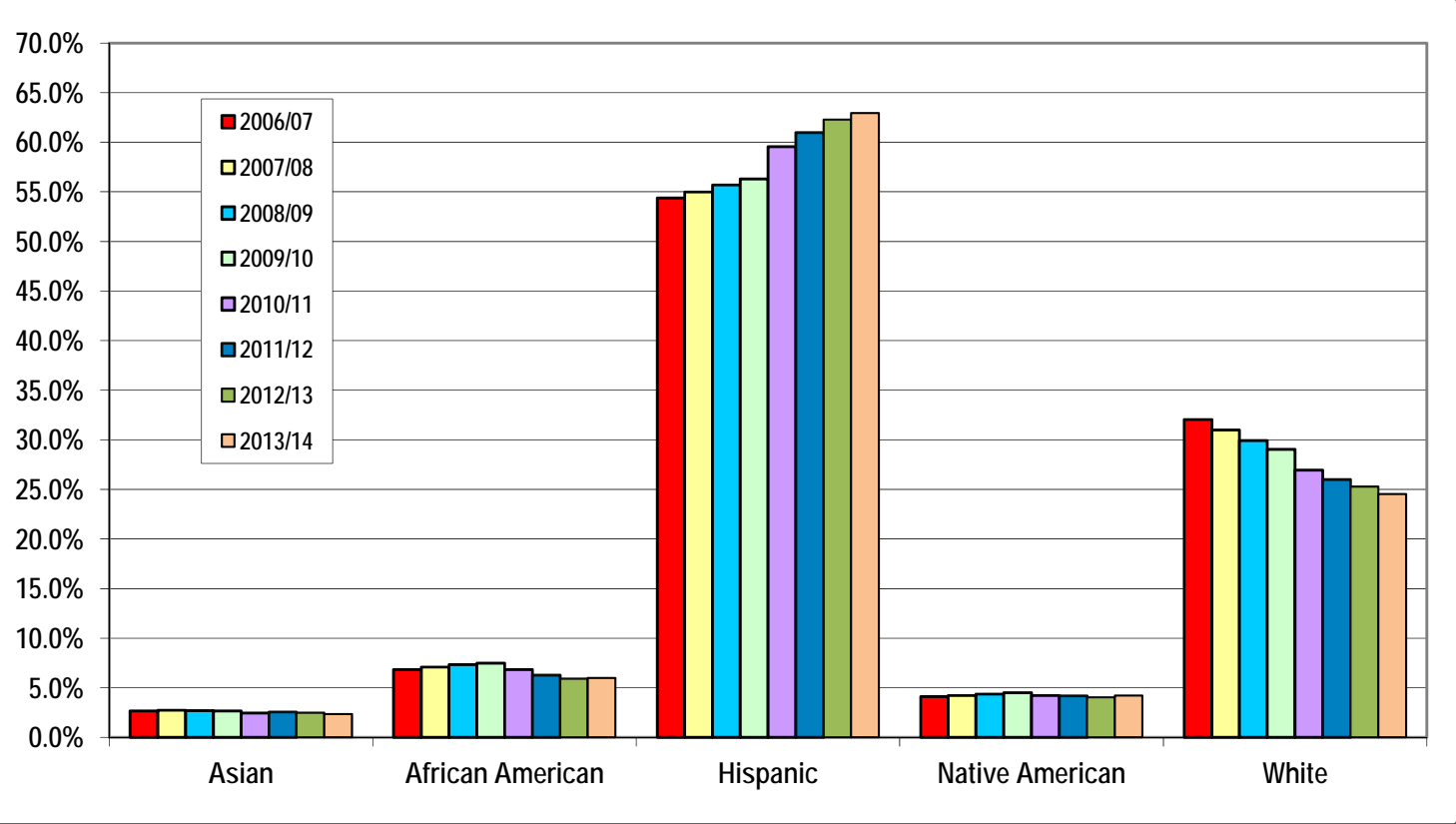


- ❖ District enrollment has been declining steadily while the total school age population has remained fairly stable
- ❖ The ratio between TUSD enrollment and the school-age population (persons age 5 to 17) is falling, now down to just 67%

ENROLLMENT TRENDS

Enrollment Ethnicity Trends

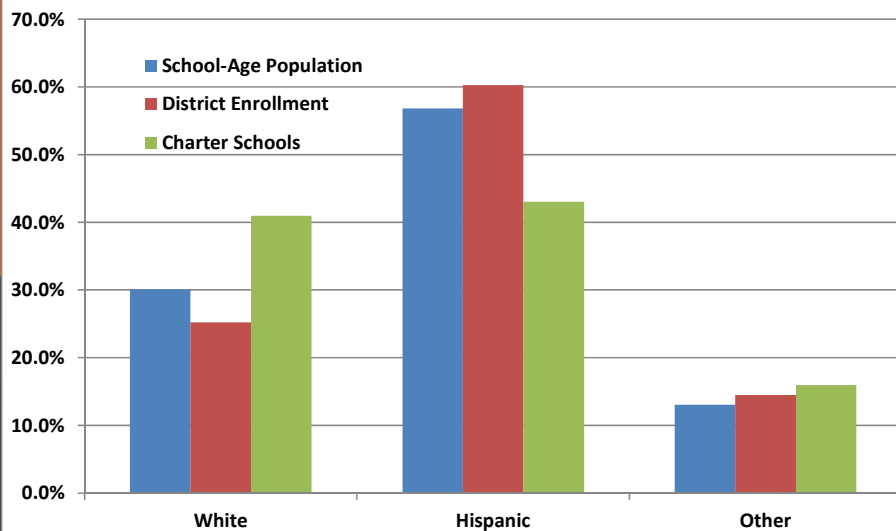
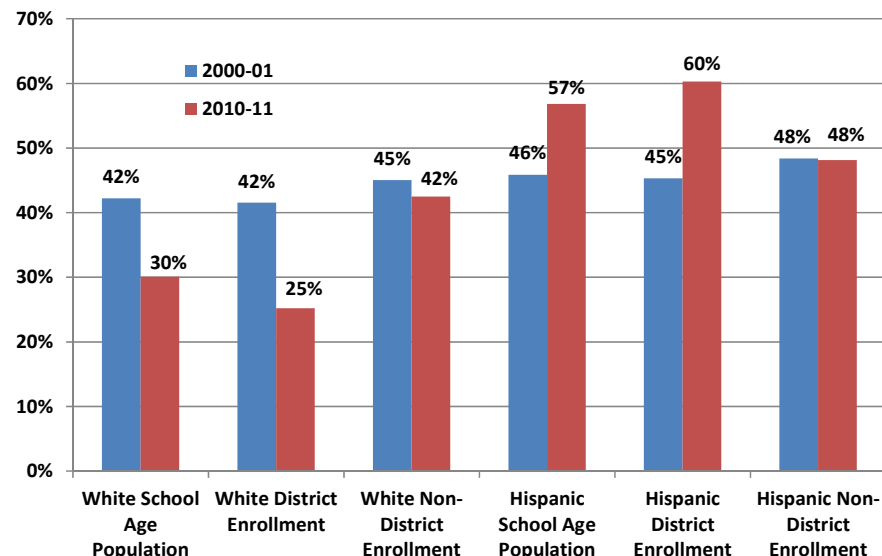
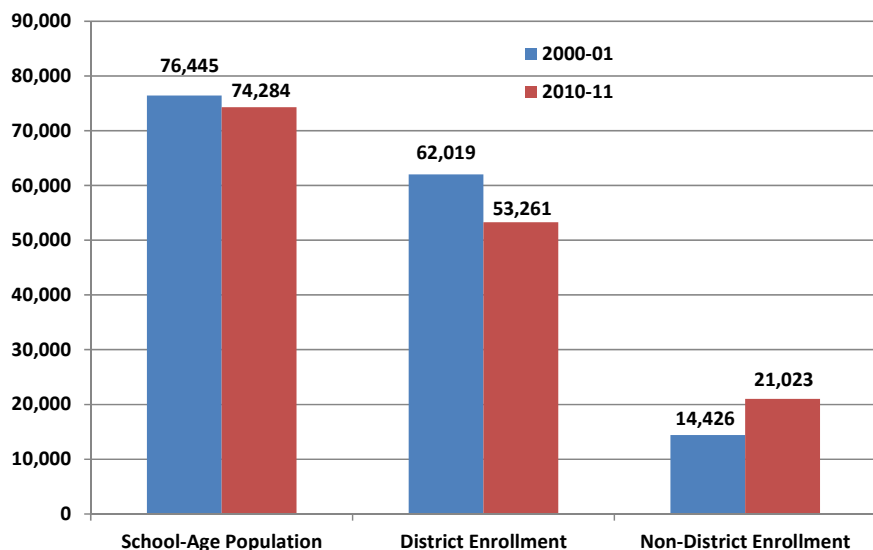
demography report



- ❖ District enrollment is increasingly more concentrated with Hispanic and many minority students
- ❖ The change is being driven by the growth of the Hispanic population, and by increased competition for students by other education providers – private schools, charters schools and on-line/home schooling

ENROLLMENT TRENDS

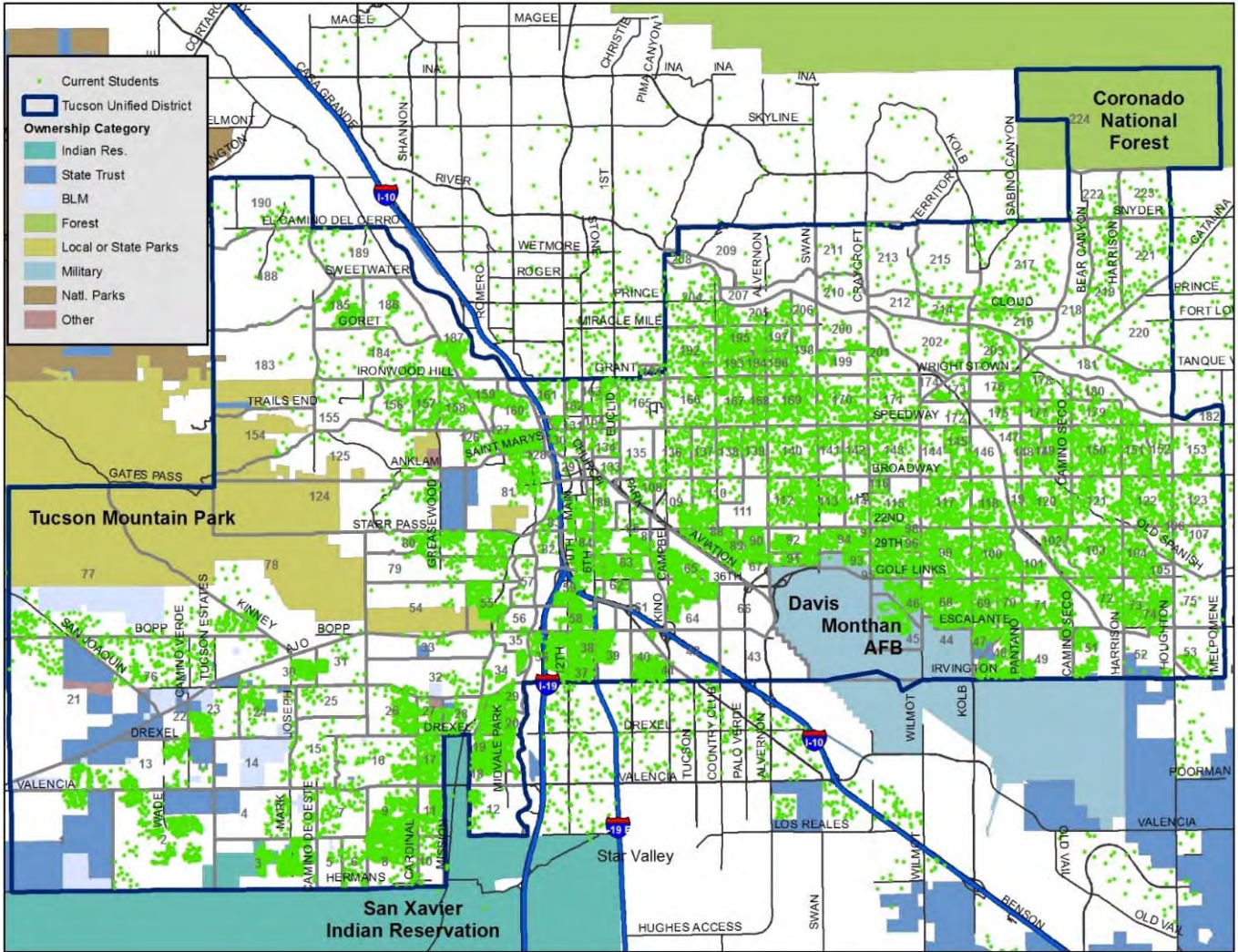
School-age Population and Enrollment by Ethnicity



- ❖ District enrollment has declined much faster than school-age population
- ❖ Non-District enrollment increases are almost entirely driven by charter schools
- ❖ White enrollment in TUSD schools has declined faster than the White population
- ❖ Charter schools appear to be one of the factors bolstering segregation in the TUSD community

STUDENT PROFILE

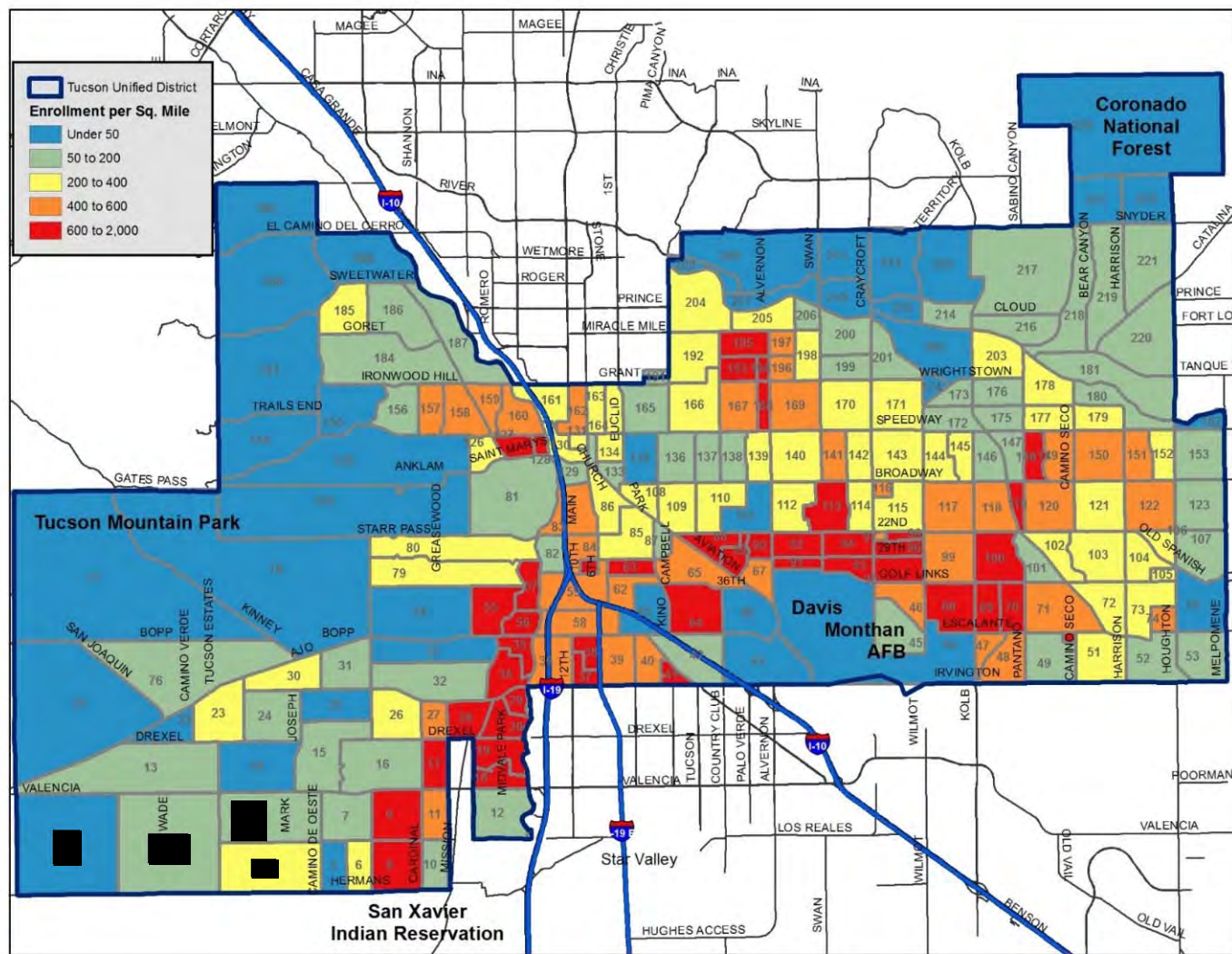
TUSD Students
2013/14



- ❖ Enrollment information includes the location of all TUSD students
- ❖ Enables a direct comparison with the school-age population and other demographic and housing information
- ❖ Supports analysis of alternative boundary and school options

STUDENT PROFILE

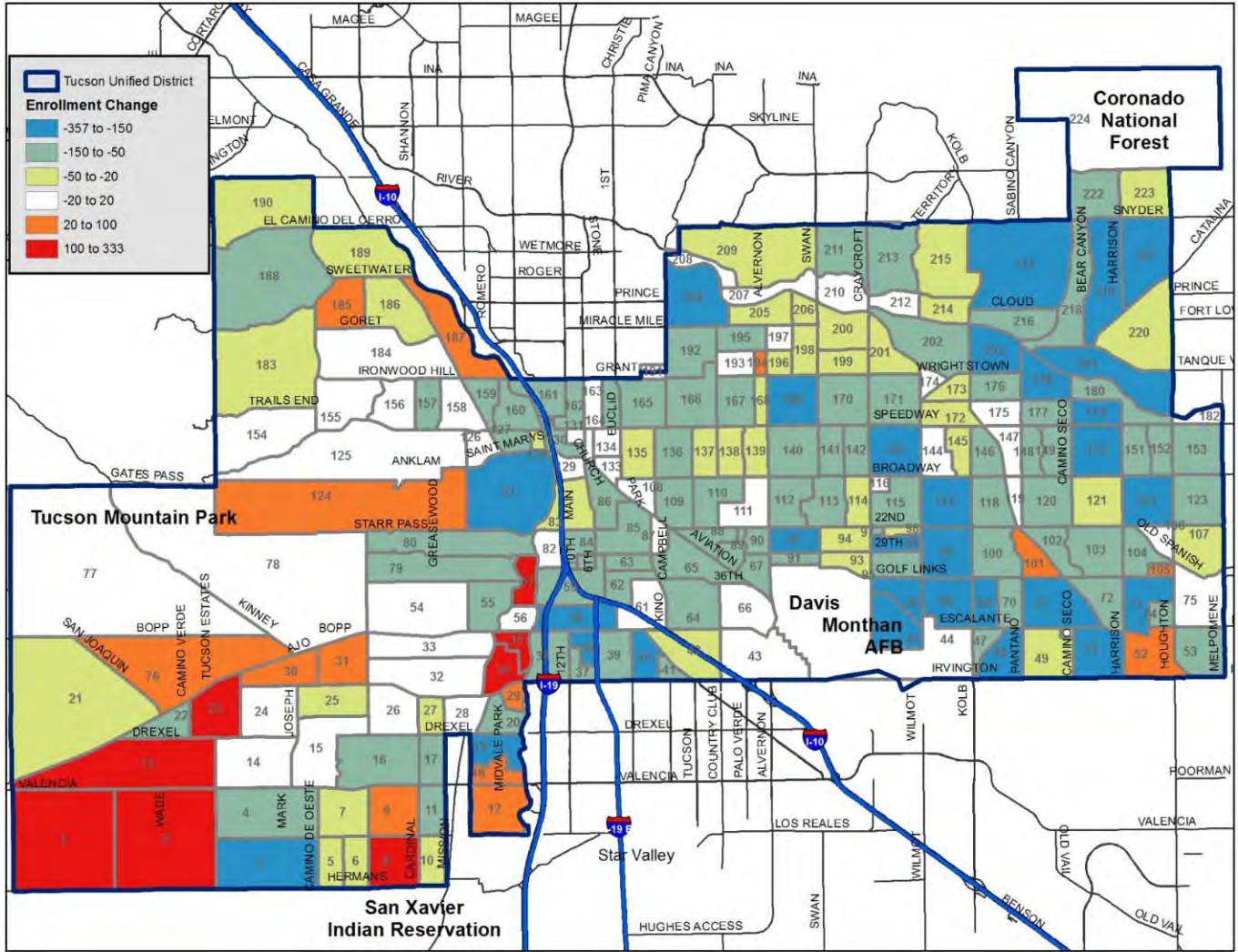
Enrollment Density
2013/14



- ❖ Student-level information is tallied by planning area geographies to understand patterns of enrollment now, and over time
- ❖ Used for comparisons with Block-level Census data
- ❖ Supports boundary and facility planning with enrollment projections for 224 geographic areas

STUDENT PROFILE

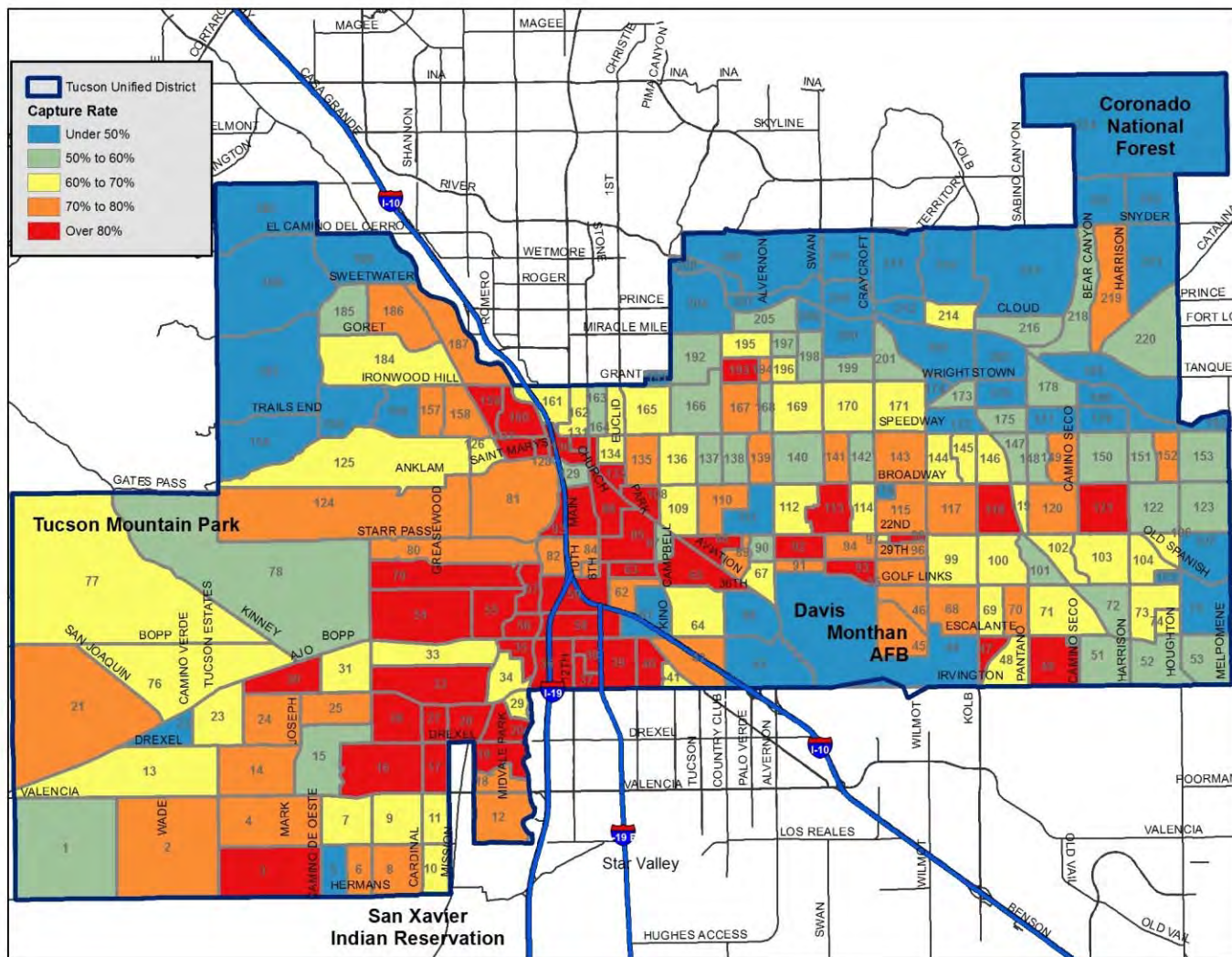
Change in K-12 Enrollment
2008/09 – 2013/14



- ❖ Enrollment has declined across much of the District over the past five years due to aging, and increased competition from other providers
- ❖ Gains in the southwest are driven by new home construction and generally larger families

STUDENT PROFILE

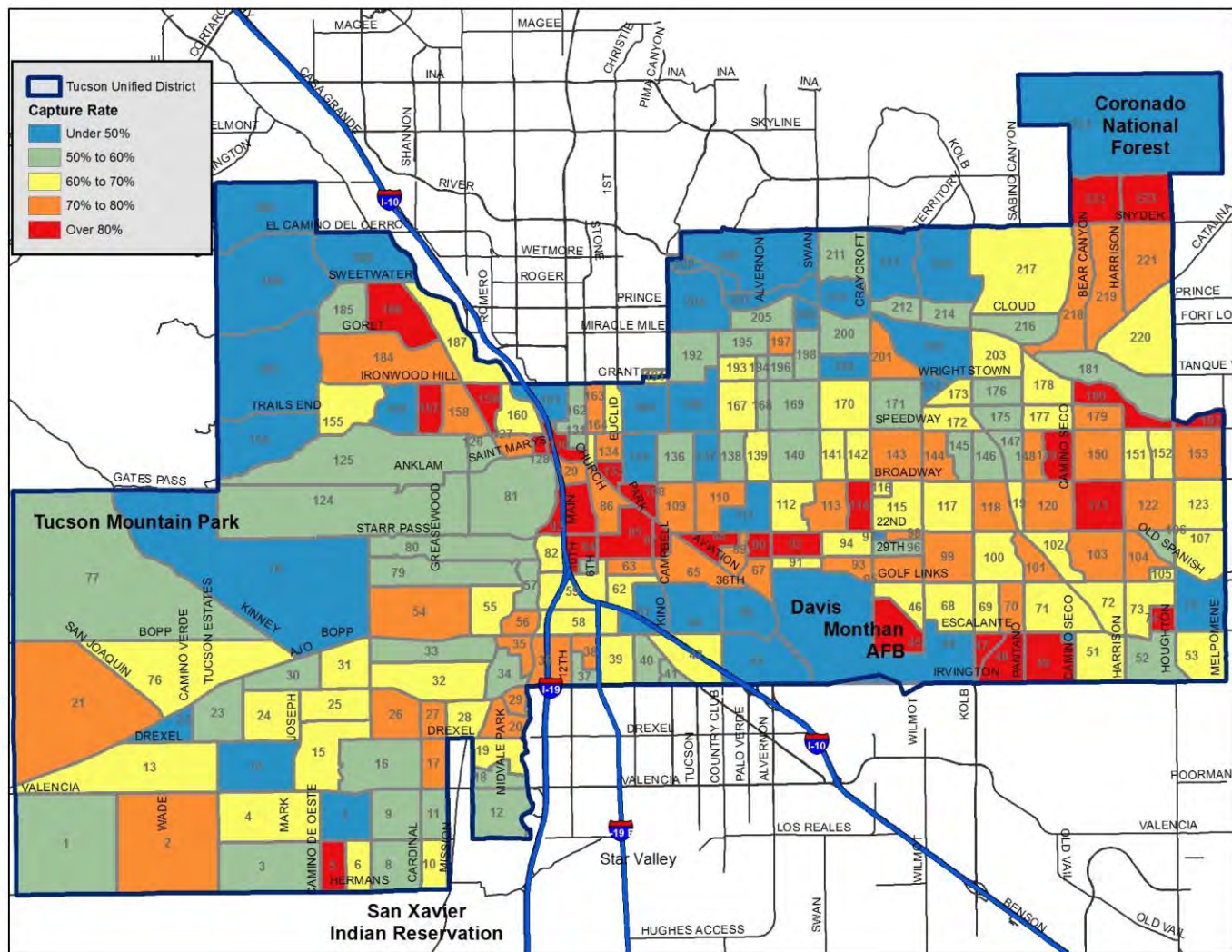
K-8 Capture Rate
2010/11



- ❖ Capture rate refers to the ratio between TUSD enrollment and the grade appropriate school-age population
- ❖ Concept is applied to the District, and sub-district areas
- ❖ Elementary capture rates vary widely, but are much higher in the south-central portion of the District

STUDENT PROFILE

9-12 Capture Rate
2010/11

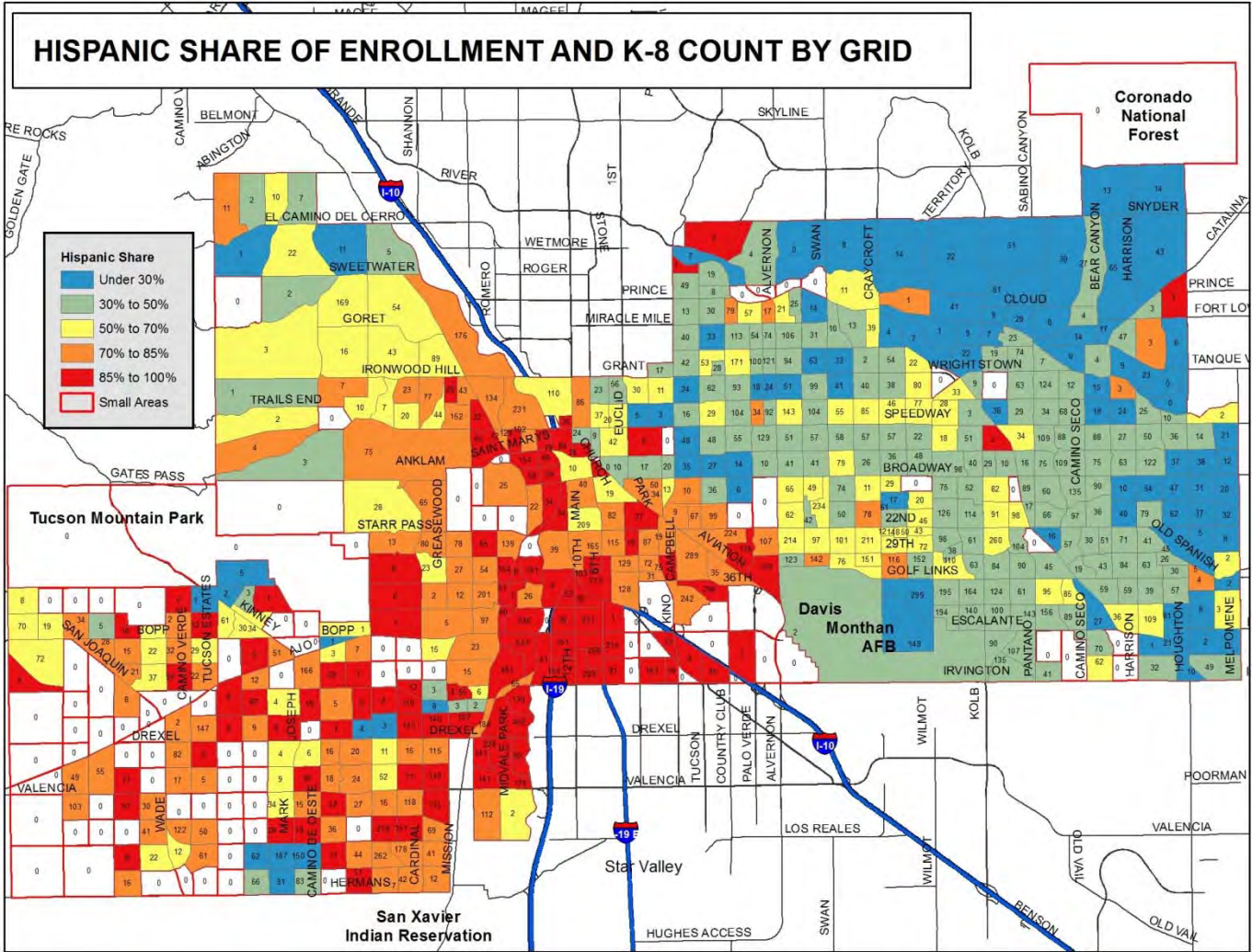


- ❖ Unlike the elementary school-age population, high school capture rates are higher in the eastern part of the District
- ❖ Central area remains strong, perhaps due to the success of Tucson High School
- ❖ Southwest area is likely impacted by attrition of older students, not just education choice

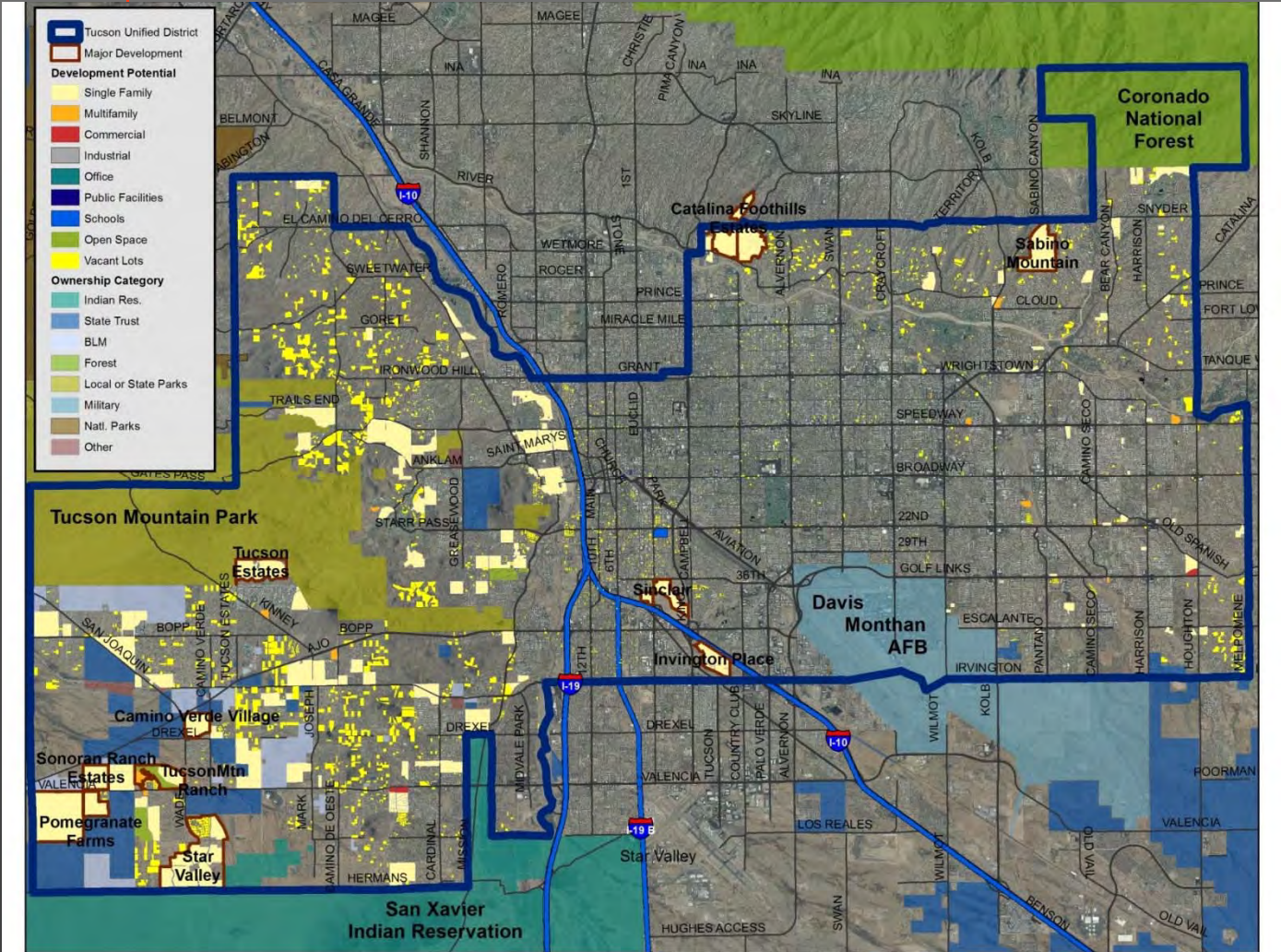
STUDENT PROFILE

Small-area Geography

- ❖ For attendance area and facility planning purposes the planning areas are further sub-divided into small-area “grids”
- ❖ Student data is aggregated by grid to measure the count of students and their ethnic characteristics for the planning scenarios



DEVELOPMENT POTENTIAL



- ❖ The District has the potential for over 20,000 additional housing units, or about 10% of current inventory
- ❖ Most of the potential is in the western and southwestern parts of the District
- ❖ May take 10 to 20 years for the majority of these units to be built

DISTRICT ENROLLMENT PROJECTIONS

Year	Households	School-Age Population *		K-12 Enrollment		Net Difference	Enrollment - Population Ratio
		Total	Per Household	Total	Per Household		
2000/01	178,701	76,767	0.430	61,724	0.345	15,043	0.804
2001/02	182,190	77,467	0.425	61,827	0.339	15,640	0.801
2002/03	185,832	78,210	0.421	61,136	0.329	17,074	0.797
2003/04	189,061	78,757	0.417	60,549	0.320	18,208	0.794
2004/05	190,852	78,692	0.412	60,243	0.316	18,449	0.790
2005/06	192,223	78,448	0.408	59,611	0.310	18,837	0.787
2006/07	193,346	78,101	0.404	59,180	0.306	18,921	0.783
2007/08	193,292	77,283	0.400	58,200	0.301	19,083	0.780
2008/09	192,752	76,281	0.396	56,384	0.293	19,897	0.776
2009/10	192,031	75,220	0.392	54,879	0.286	20,341	0.773
2010/11	191,697	74,323	0.388	52,857	0.276	21,466	0.711
2011/12	192,157	74,198	0.386	51,273	0.267	22,925	0.691
2012/13	193,183	74,290	0.385	50,282	0.260	24,008	0.677
2013/14	193,962	74,286	0.383	48,975	0.252	25,311	0.659
2014/15	194,730	74,276	0.381	48,122	0.247	26,154	0.648
2015/16	195,686	74,337	0.380	47,519	0.243	26,818	0.639
2016/17	196,778	74,447	0.378	46,983	0.239	27,464	0.631
2017/18	198,276	74,708	0.377	46,575	0.235	28,133	0.623
2018/19	199,870	75,002	0.375	46,230	0.231	28,772	0.616
2019/20	201,498	75,305	0.374	46,029	0.228	29,276	0.611
2020/21	203,385	75,700	0.372	45,940	0.226	29,760	0.607
2021/22	205,082	76,127	0.371	45,971	0.224	30,156	0.604
2022/23	206,655	76,504	0.370	46,113	0.223	30,391	0.603
2023/24	208,086	76,826	0.369	46,265	0.222	30,561	0.602

Source: Applied Economics, November 2013.

* Population age 5 through 17, corresponds with Kindergarten through 12th grade.

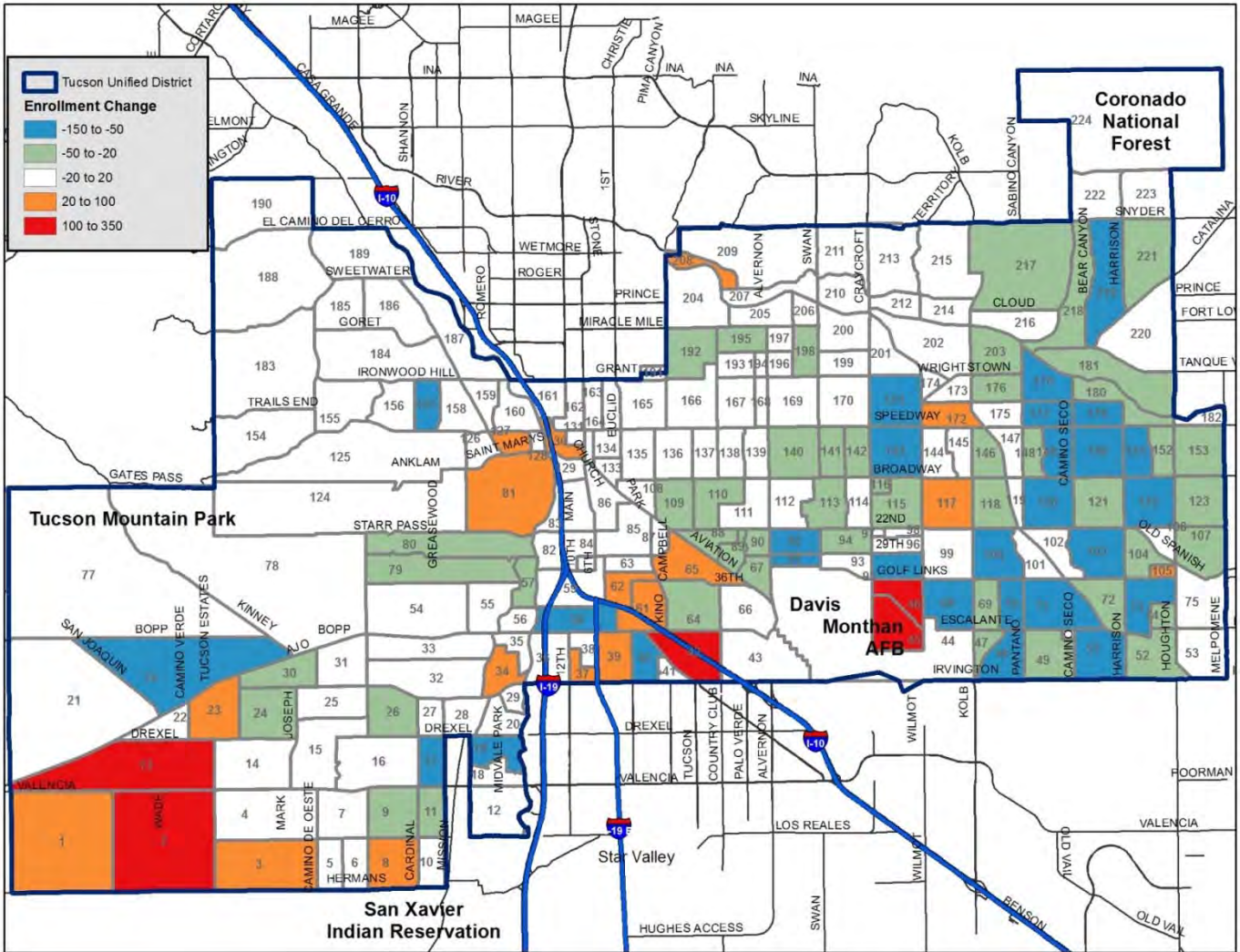
Bolding indicates historical data.

- ❖ The amount of school-age population may rebound slightly over the next 10 years
- ❖ District enrollment is projected to continue to decline due to alternative providers
- ❖ Trend analysis shows the enrollment to population ratio falling to about 60% over the next ten years

SUB-DISTRICT TRENDS

Change in Enrollment
2013/14 to 2018/19

- ❖ More enrollment declines are expected in the eastern part of the District due to aging an increased competition
- ❖ Enrollment increases are expected in the growing southwest area, and in some pocketed areas in the central part of the District



PLANNING DATABASE

Facility, Enrollment and Demographic Data

School Code / Name	Enrollment by Race & Ethnicity												Total Enrollment	Design Capacity	Operational Capacity	Available Seats	Percent Utilization	Integration Status	
	White	White%	AA	AA%	Hispanic	Hispanic%	NativeAm	NativeAm%	Asian	Asian%	Multi	Multi%							
Elementary (K-5 and K-8)																			
120 Banks	105	29%	7	2%	241	66%	9	2%	█	1%	█	0%	365	575	440	75	83%	Integrated	
125 Blenman	106	21%	68	14%	244	49%	20	4%	29	6%	29	6%	496	700	590	94	84%	Integrated	
128 Bloom	157	40%	29	7%	163	41%	11	3%	6	2%	27	7%	393	500	430	37	91%	Neutral	
131 Bonillas	59	14%	23	5%	329	75%	5	1%	8	2%	12	3%	436	550	460	24	95%	Racially Concentrated	
140 Borman	265	55%	37	8%	117	24%	0	0%	14	3%	47	10%	480	675	600	120	80%	Neutral	
143 Borton	98	23%	19	5%	261	62%	15	4%	6	1%	20	5%	419	125	210	-209	200%	Integrated	
161 Carrillo	12	4%	11	4%	275	90%	6	2%	█	0%	█	1%	307	375	340	33	90%	Racially Concentrated	
167 Cavett	10	3%	17	6%	253	88%	█	1%	0	0%	█	1%	288	600	440	152	65%	Racially Concentrated	
170 Collier	126	59%	6	3%	52	25%	█	2%	7	3%	17	8%	212	400	350	138	61%	Neutral	
179 Cragin	102	29%	30	9%	192	55%	9	3%	█	0%	18	5%	352	625	460	108	77%	Integrated	
185 Davidson	84	25%	30	9%	182	54%	11	3%	13	4%	17	5%	337	450	470	133	72%	Integrated	
191 Davis	33	9%	6	2%	300	86%	5	1%	0	0%	█	1%	348	275	370	22	94%	Racially Concentrated	
197 Dietz	122	29%	30	7%	218	52%	█	1%	11	3%	34	8%	419	575	460	41	91%	Neutral	
203 Drachman	16	5%	31	10%	233	77%	12	4%	█	0%	11	4%	304	400	450	146	68%	Racially Concentrated	
211 Dunham	97	47%	5	2%	91	44%	█	0%	█	1%	11	5%	208	400	280	72	74%	Neutral	
215 Erickson	166	28%	58	10%	293	50%	12	2%	14	2%	43	7%	586	700	600	14	98%	Integrated	
218 Ford	133	34%	36	9%	195	49%	7	2%	6	2%	20	5%	397	475	430	33	92%	Integrated	
225 Fruchthendler	259	68%	8	2%	90	24%	0	0%	5	1%	17	4%	379	450	450	71	84%	Neutral	
228 Gale	230	56%	7	2%	137	33%	0	0%	10	2%	29	7%	413	425	410	-3	101%	Neutral	
231 Grijalva	26	4%	7	1%	644	91%	27	4%	█	0%	█	1%	711	650	680	-31	105%	Racially Concentrated	
233 Hollinger	18	3%	█	0%	488	92%	22	4%	0	0%	█	0%	531	875	830	299	64%	Racially Concentrated	
238 Henry	199	50%	24	6%	148	37%	6	2%	█	1%	15	4%	395	425	390	-5	101%	Neutral	
239 Holladay	20	8%	31	12%	192	74%	7	3%	0	0%	11	4%	261	450	340	79	77%	Racially Concentrated	
245 Howell	92	26%	33	9%	190	53%	21	6%	8	2%	14	4%	358	450	390	32	92%	Integrated	
251 Hudlow	91	30%	20	7%	161	53%	7	2%	9	3%	14	5%	302	450	390	88	77%	Integrated	
257 Hughes	145	41%	10	3%	157	45%	█	1%	22	6%	15	4%	351	325	360	9	98%	Neutral	
266 Johnson	6	2%	6	2%	203	58%	134	38%	0	0%	█	1%	352	525	510	158	69%	Neutral	
275 Kellond	260	45%	17	3%	237	41%	15	3%	13	2%	38	7%	580	700	590	10	98%	Neutral	
277 Lawrence	12	3%	█	1%	177	44%	210	52%	0	0%	█	1%	406	475	420	14	97%	Neutral	
281 Lineweaver	202	36%	18	3%	281	51%	8	1%	19	3%	27	5%	555	425	440	-115	126%	Integrated	
287 Lynn/Urquides	20	3%	7	1%	574	93%	10	2%	0	0%	9	1%	620	875	770	150	81%	Racially Concentrated	
290 Maldonado	24	6%	7	2%	333	86%	21	5%	█	0%	█	0%	387	650	700	313	55%	Racially Concentrated	
293 Manzo	15	5%	6	2%	275	85%	18	6%	6	2%	█	1%	324	475	370	46	88%	Racially Concentrated	
295 Marshall	135	39%	20	6%	166	48%	█	1%	9	3%	13	4%	345	550	400	55	86%	Neutral	
305 Miles - E. L. C.	138	43%	13	4%	143	45%	9	3%	6	2%	10	3%	319	375	370	51	86%	Neutral	
308 Miller	37	6%	8	1%	512	84%	44	7%	0	0%	6	1%	607	575	610	3	100%	Racially Concentrated	

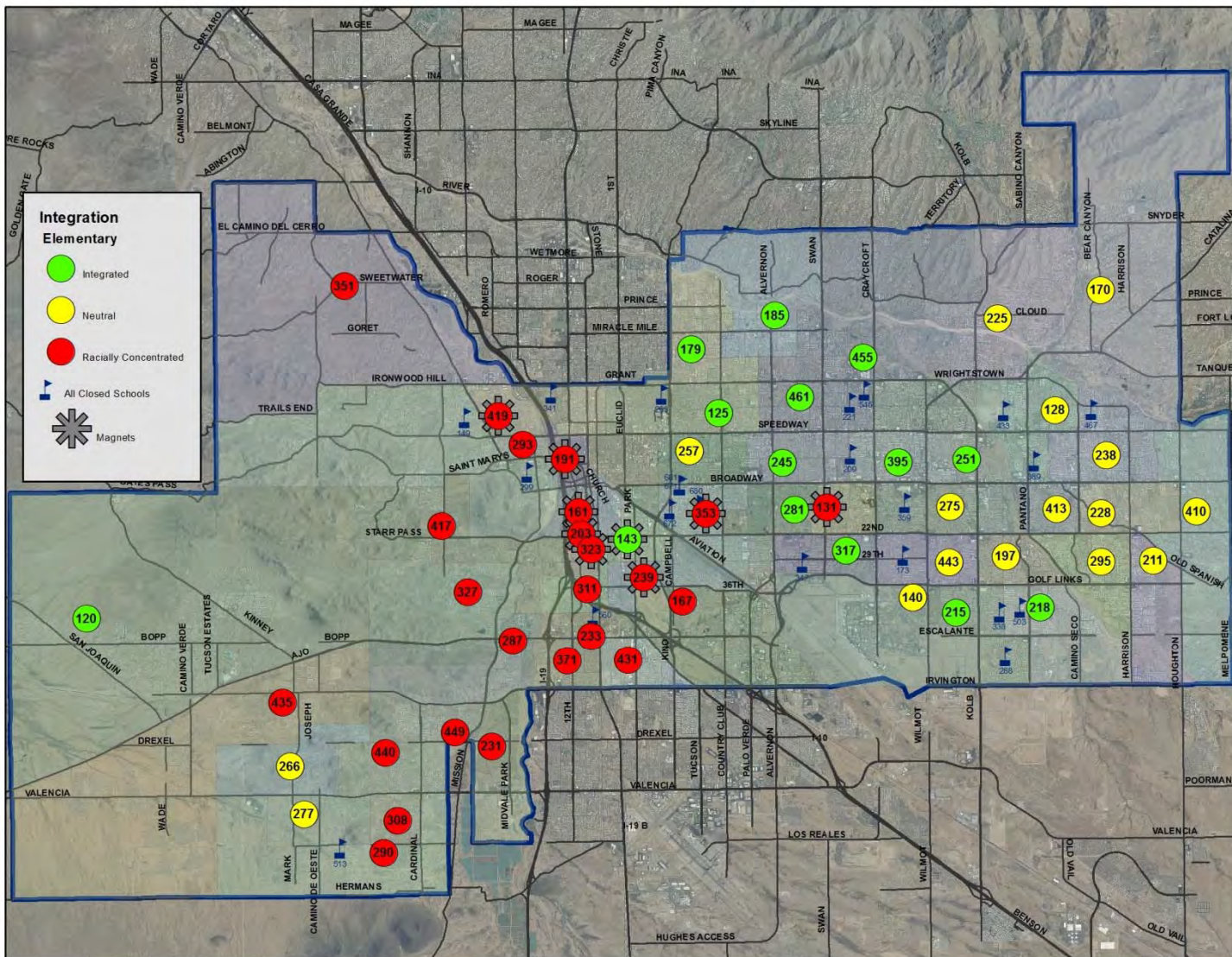
- ❖ Example of part of the data collected to support the Boundary Review process *
- ❖ Detailed information provided to staff and all planning team members for review

* The example data shown may have been updated since creation of this exhibit



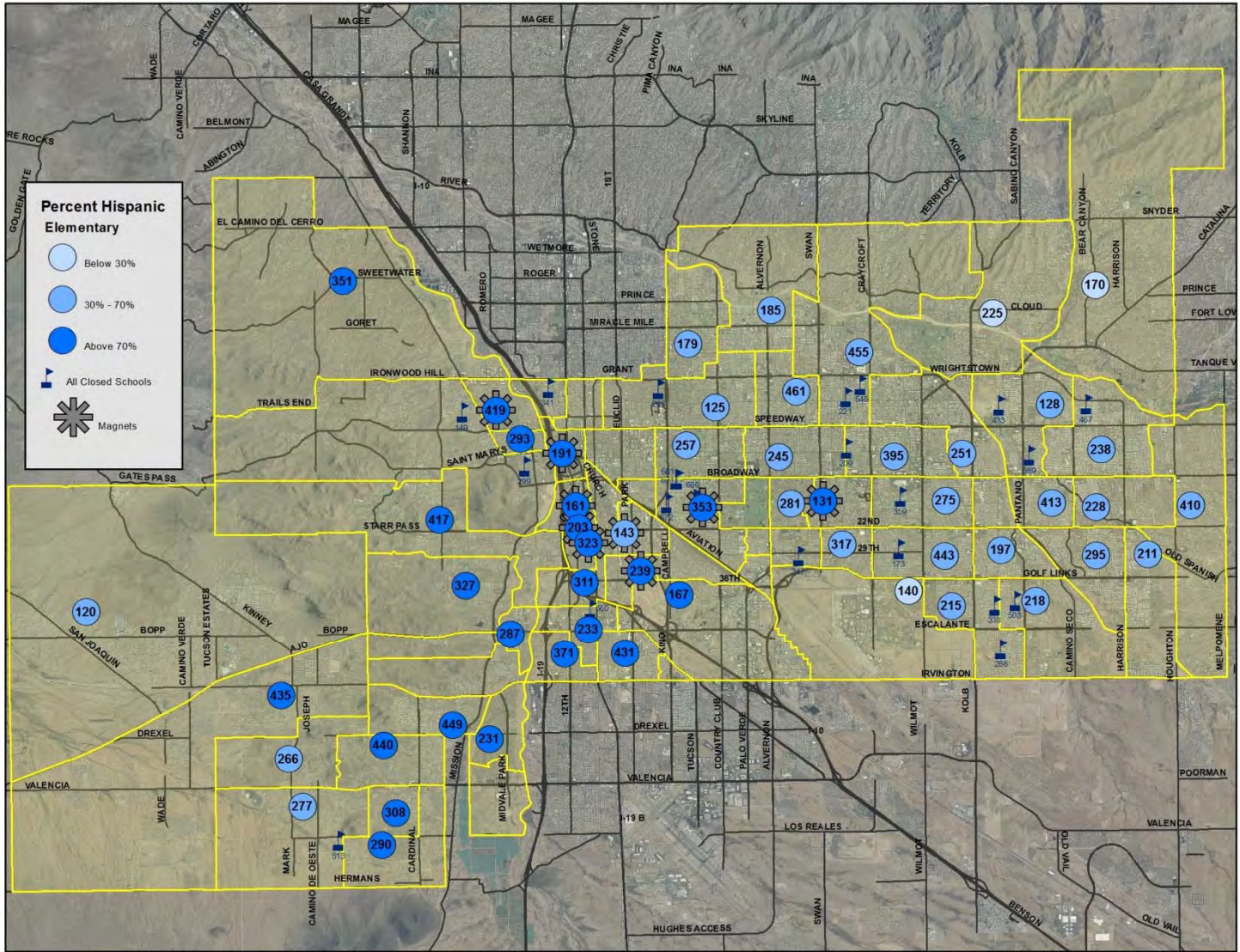
ELEMENTARY: INTEGRATION STATUS

demography report



ELEMENTARY: PERCENT HISPANIC

demography report



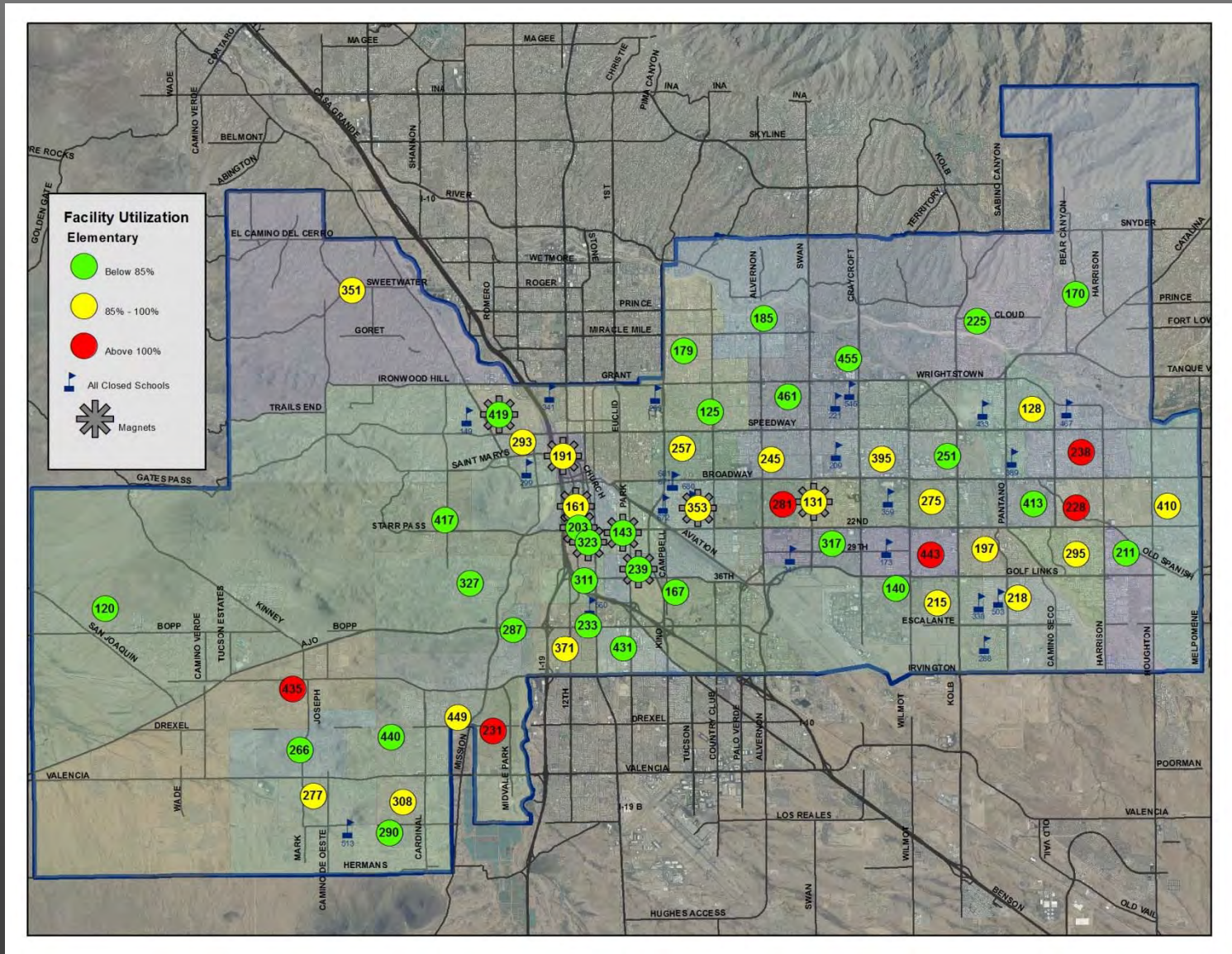
TUSD

APPLIED ECONOMICS

DLR Group

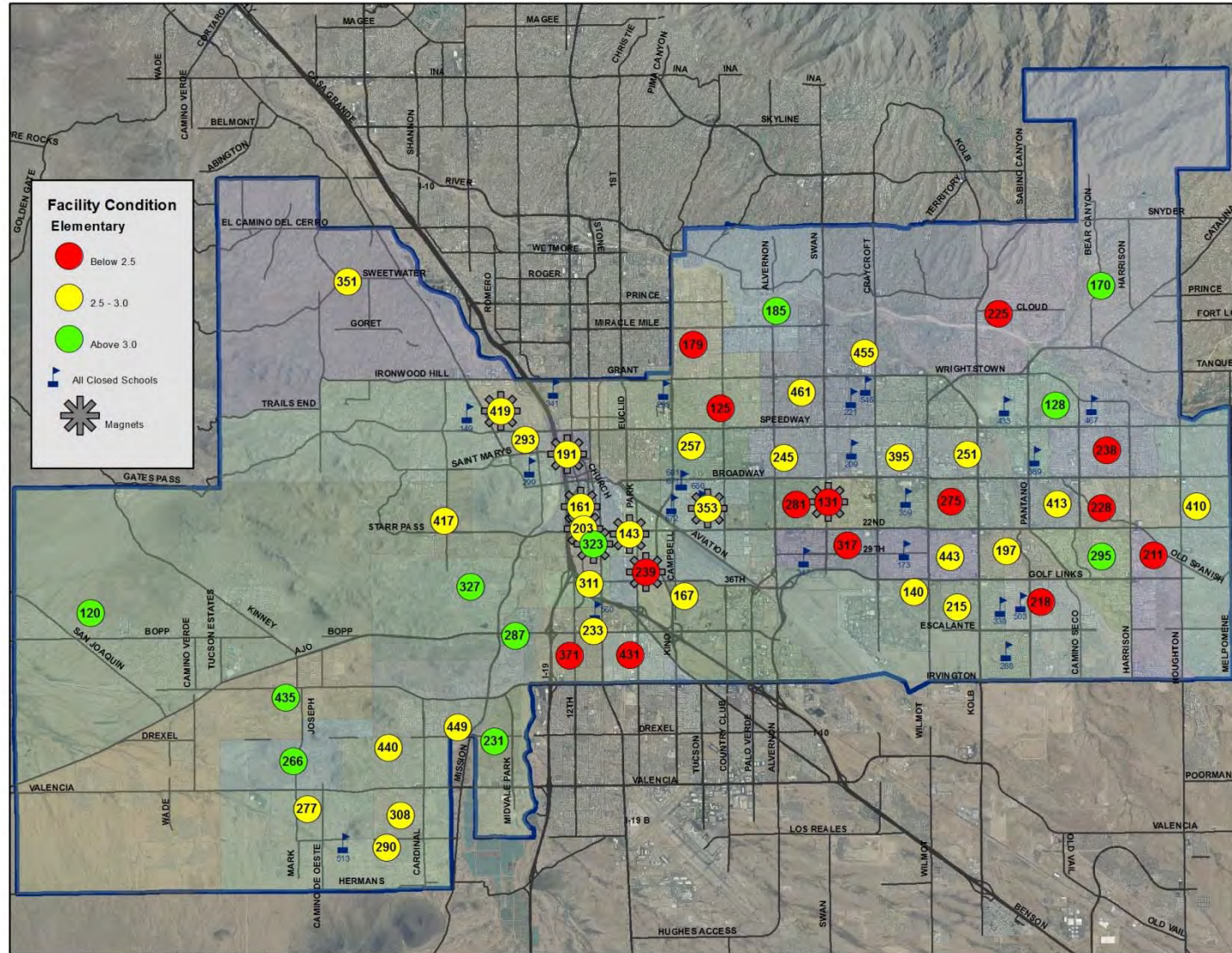
ELEMENTARY: FACILITY UTILIZATION

demography report



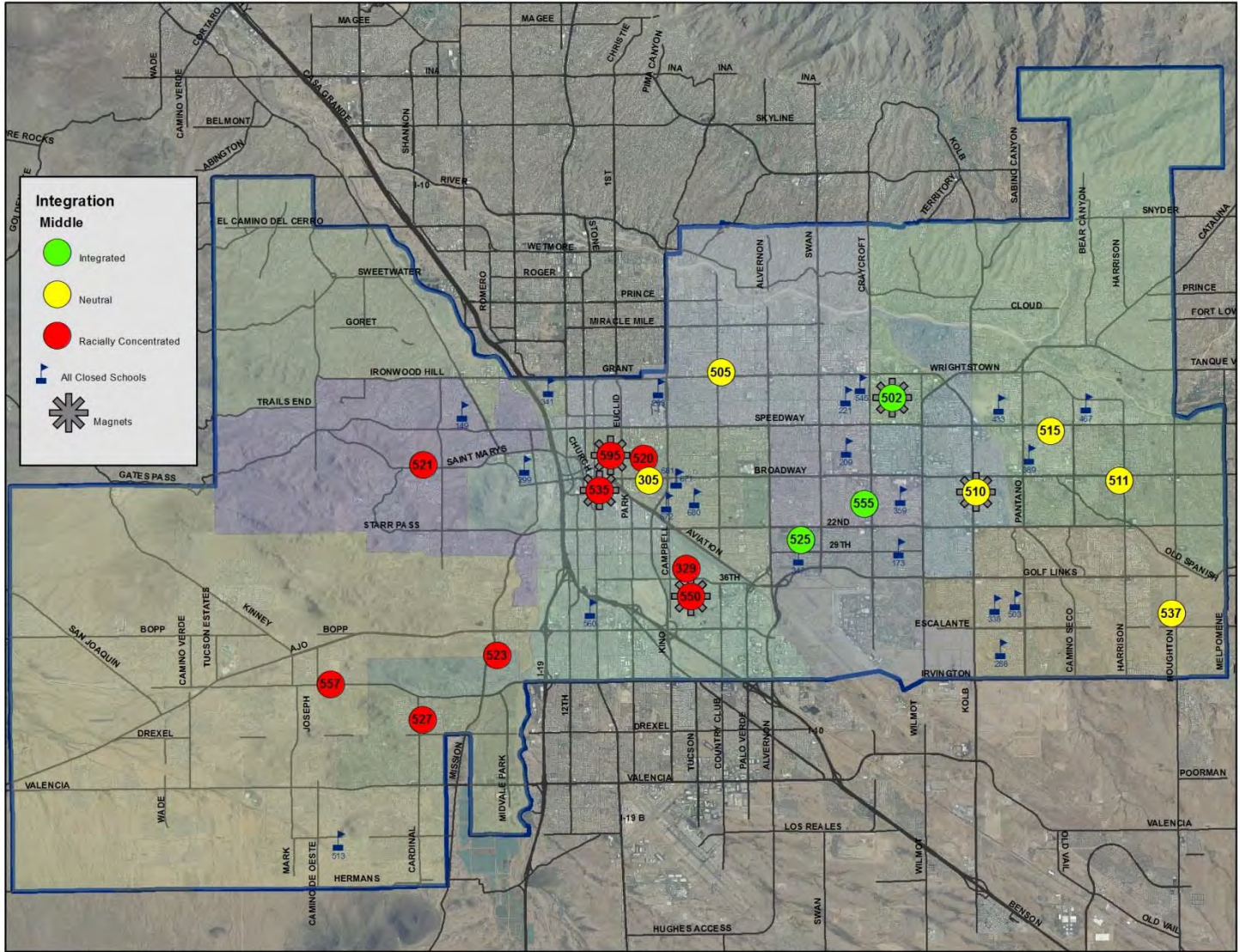
ELEMENTARY: FACILITY CONDITION

demography report



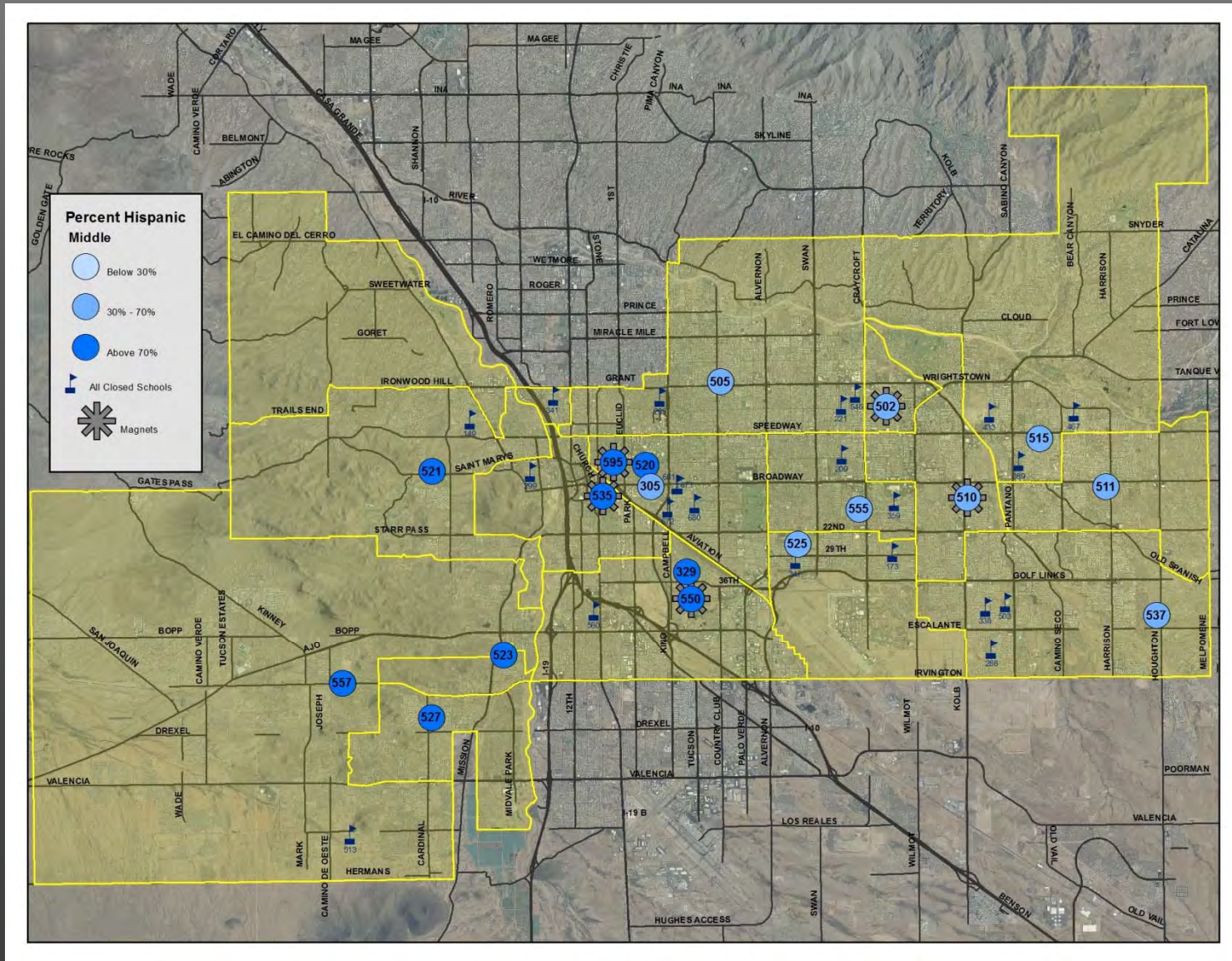
MIDDLE: INTEGRATION STATUS

demography report



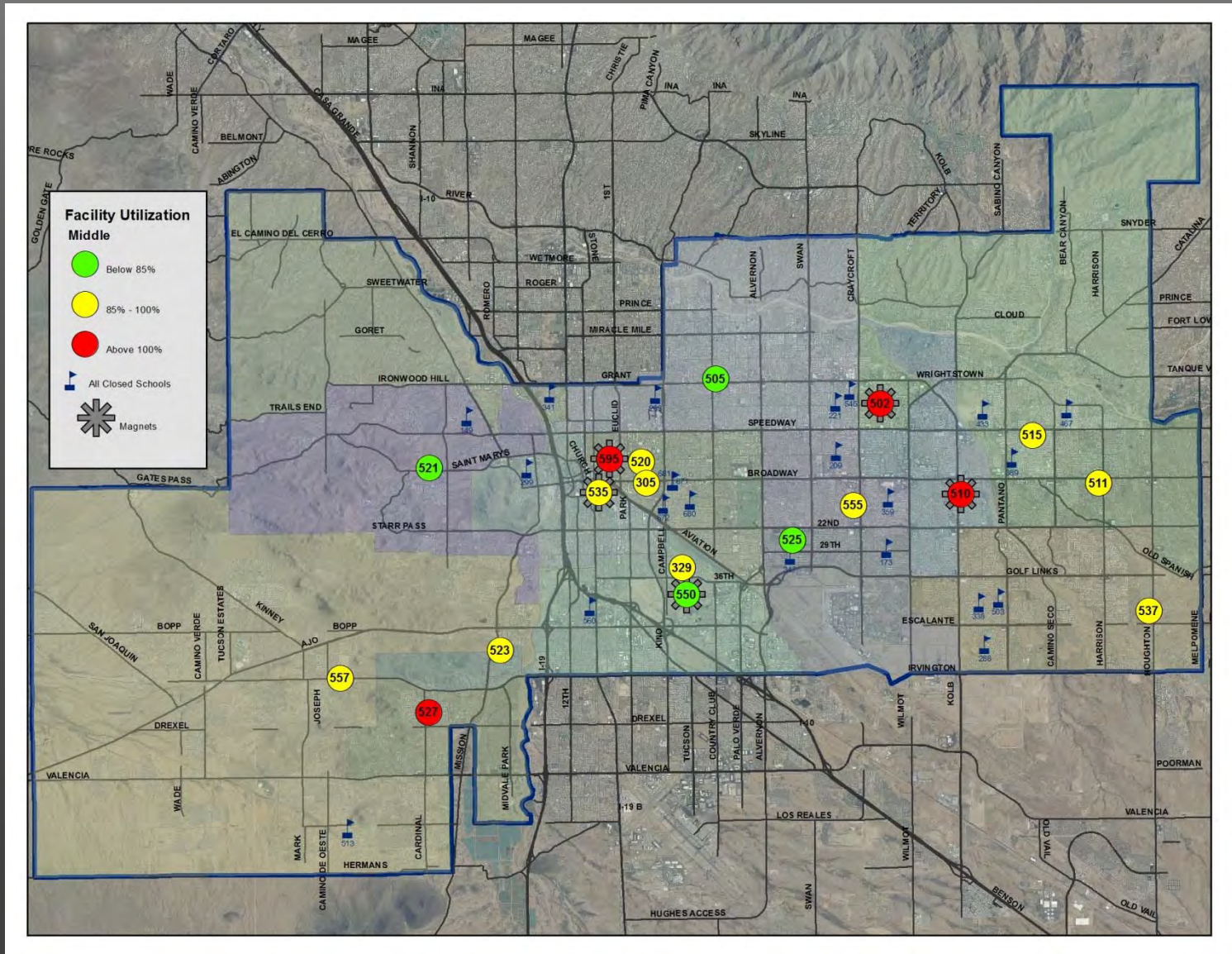
MIDDLE: PERCENT HISPANIC

demography report



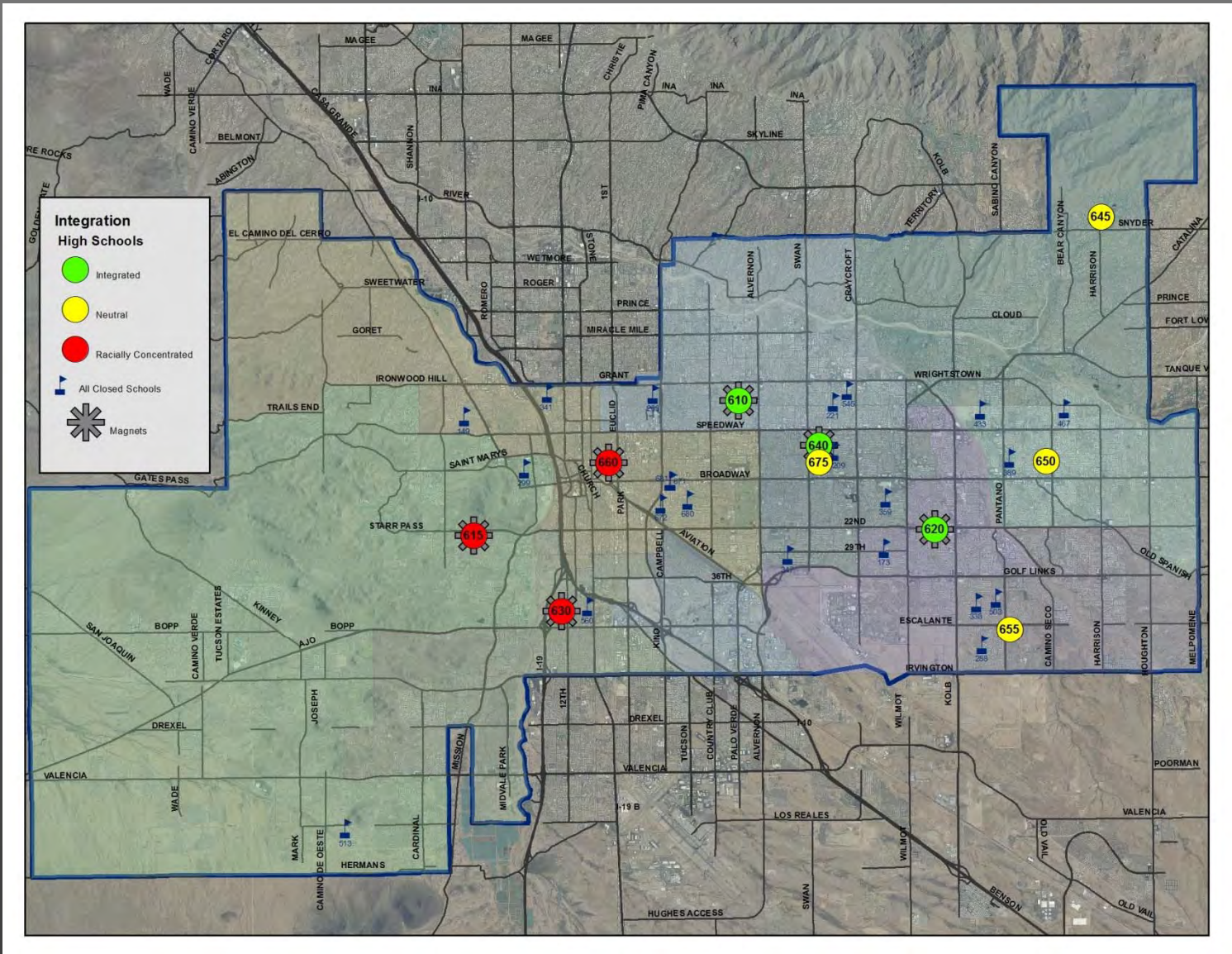
MIDDLE: FACILITY UTILIZATION

demography report



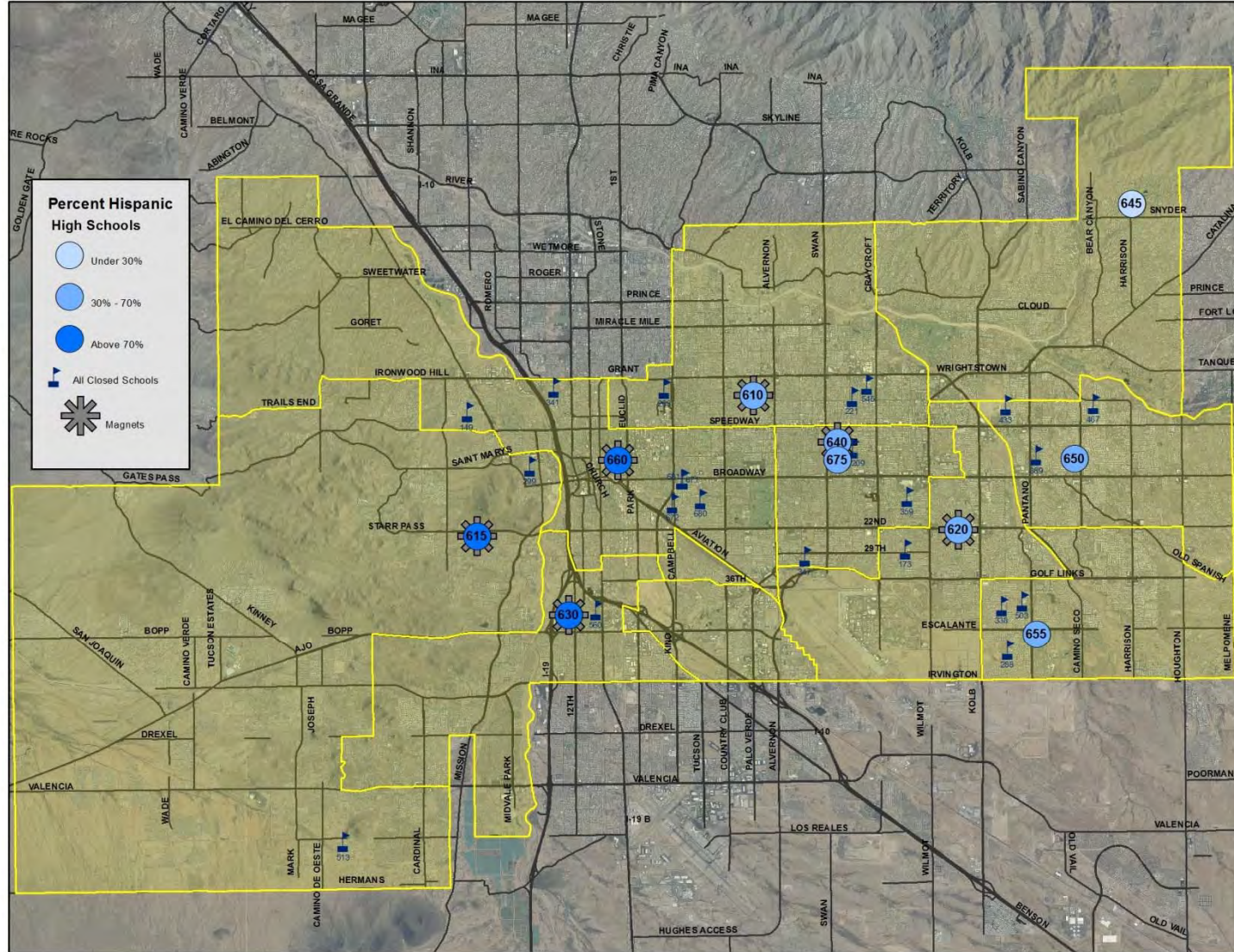
HIGH SCHOOL: INTEGRATION STATUS

demography report



HIGH SCHOOL: PERCENT HISPANIC

demography report



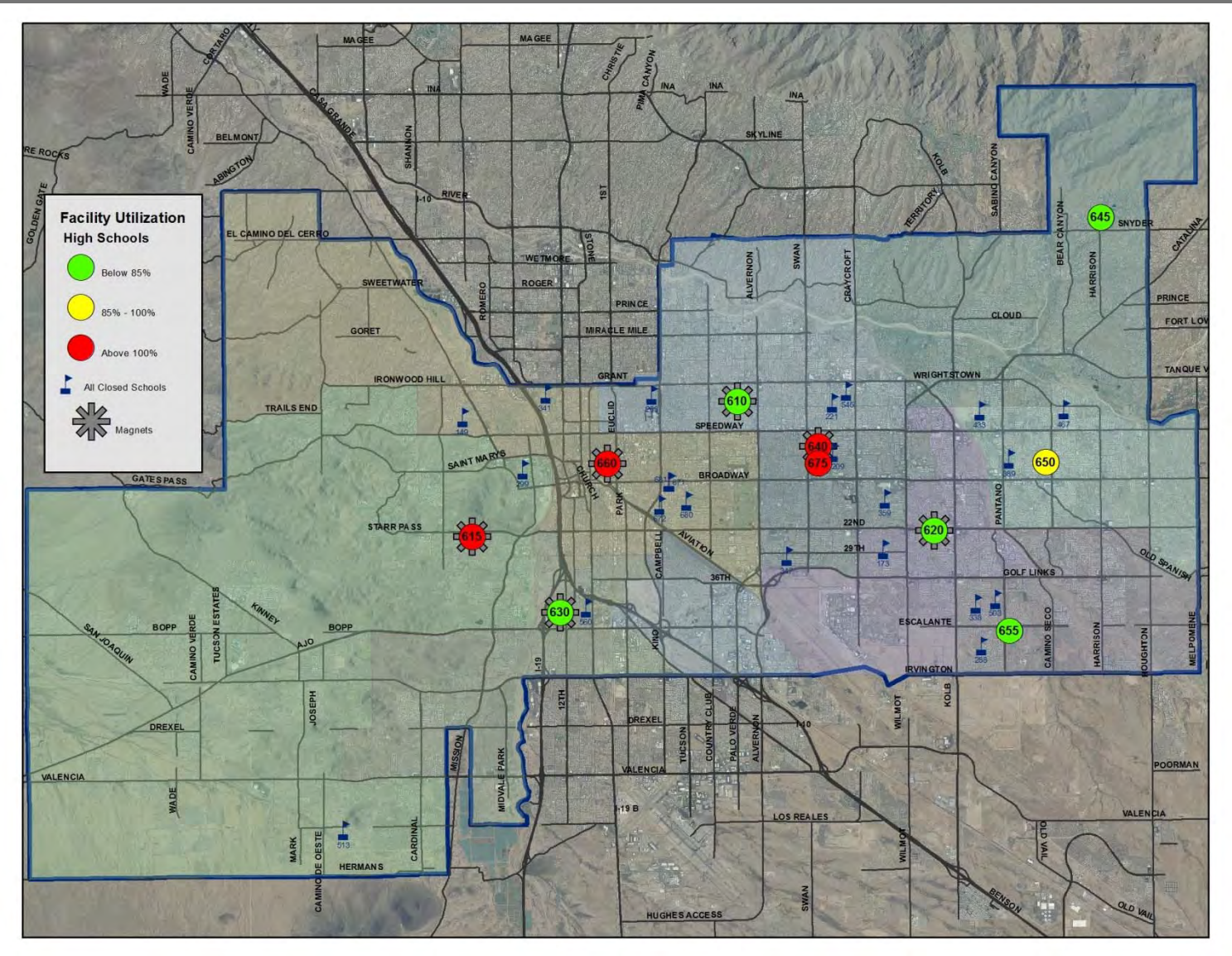
TUSD

APPLIED ECONOMICS

DLR Group

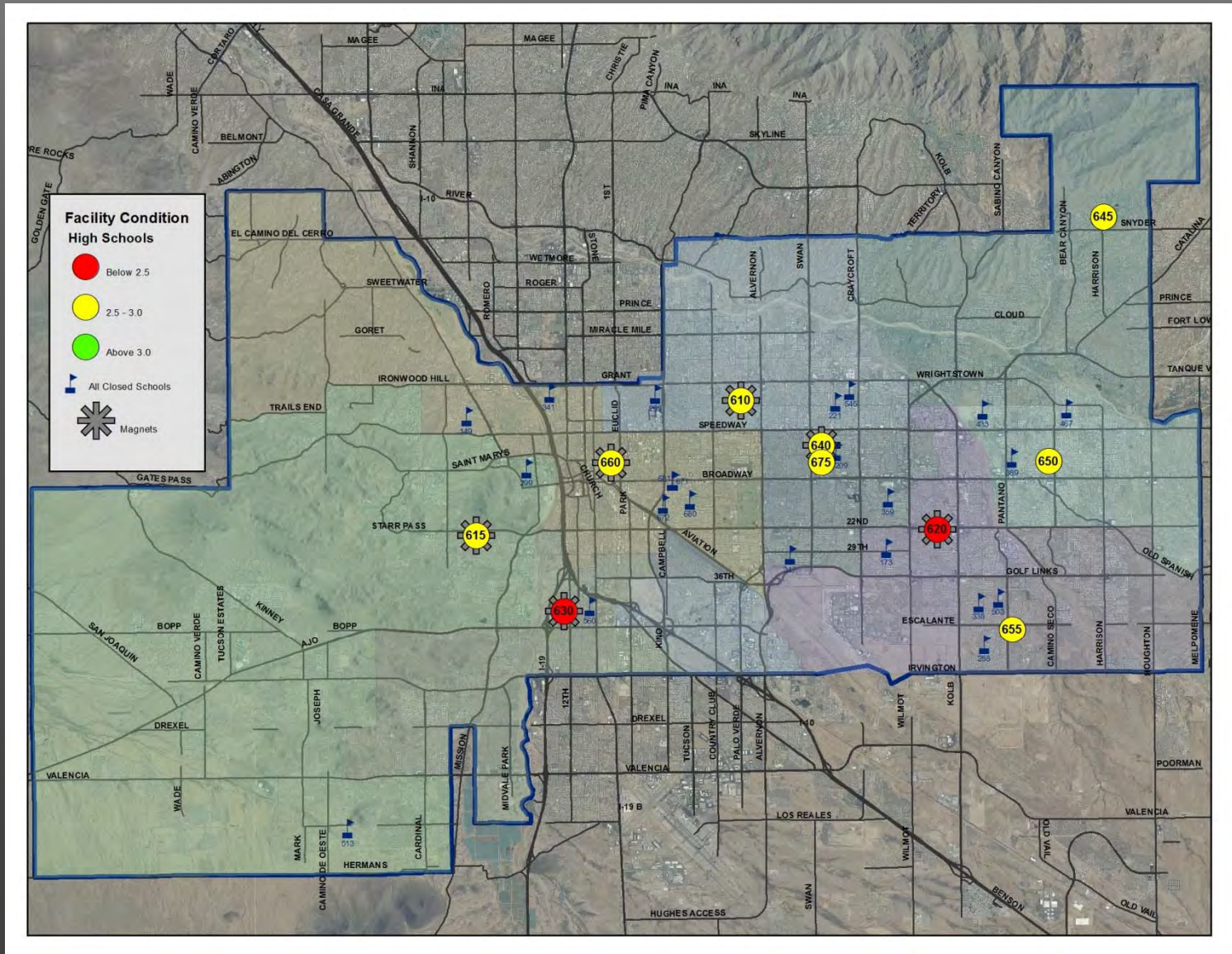
HIGH SCHOOL: FACILITY UTILIZATION

demography report



HIGH SCHOOL: FACILITY CONDITION

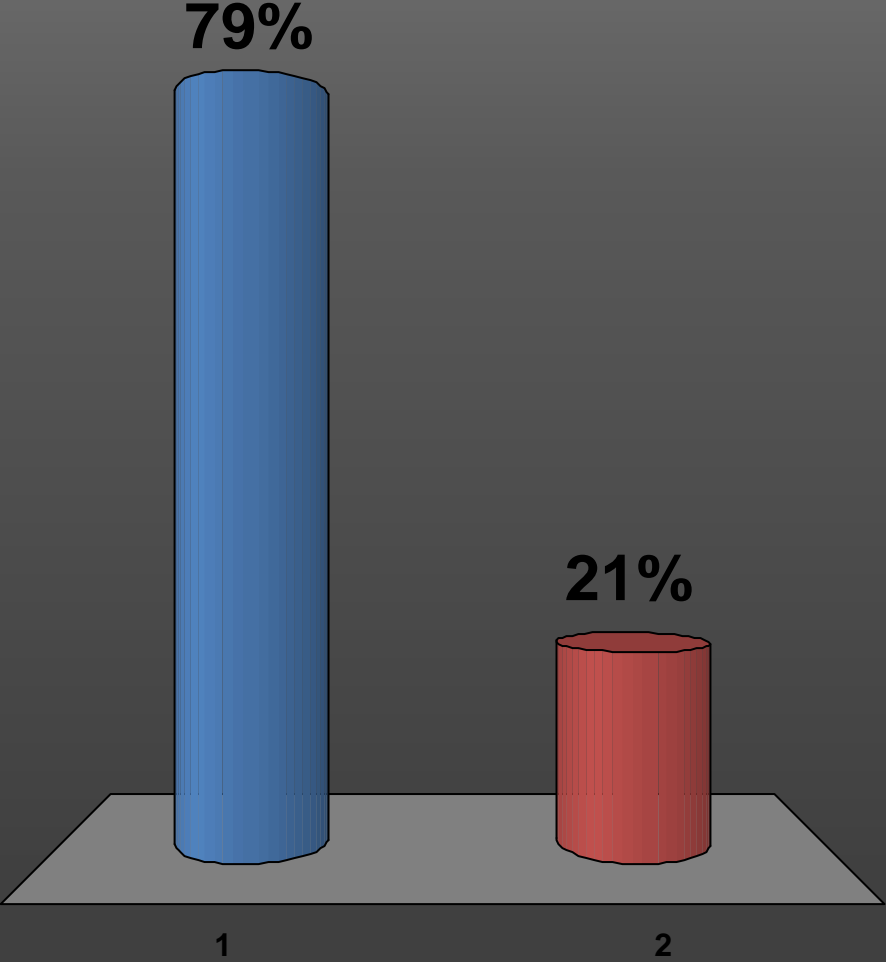
demography report



Does the demographic report align with your perception of the District?

boundary committee

- 1. Yes
- 2. No



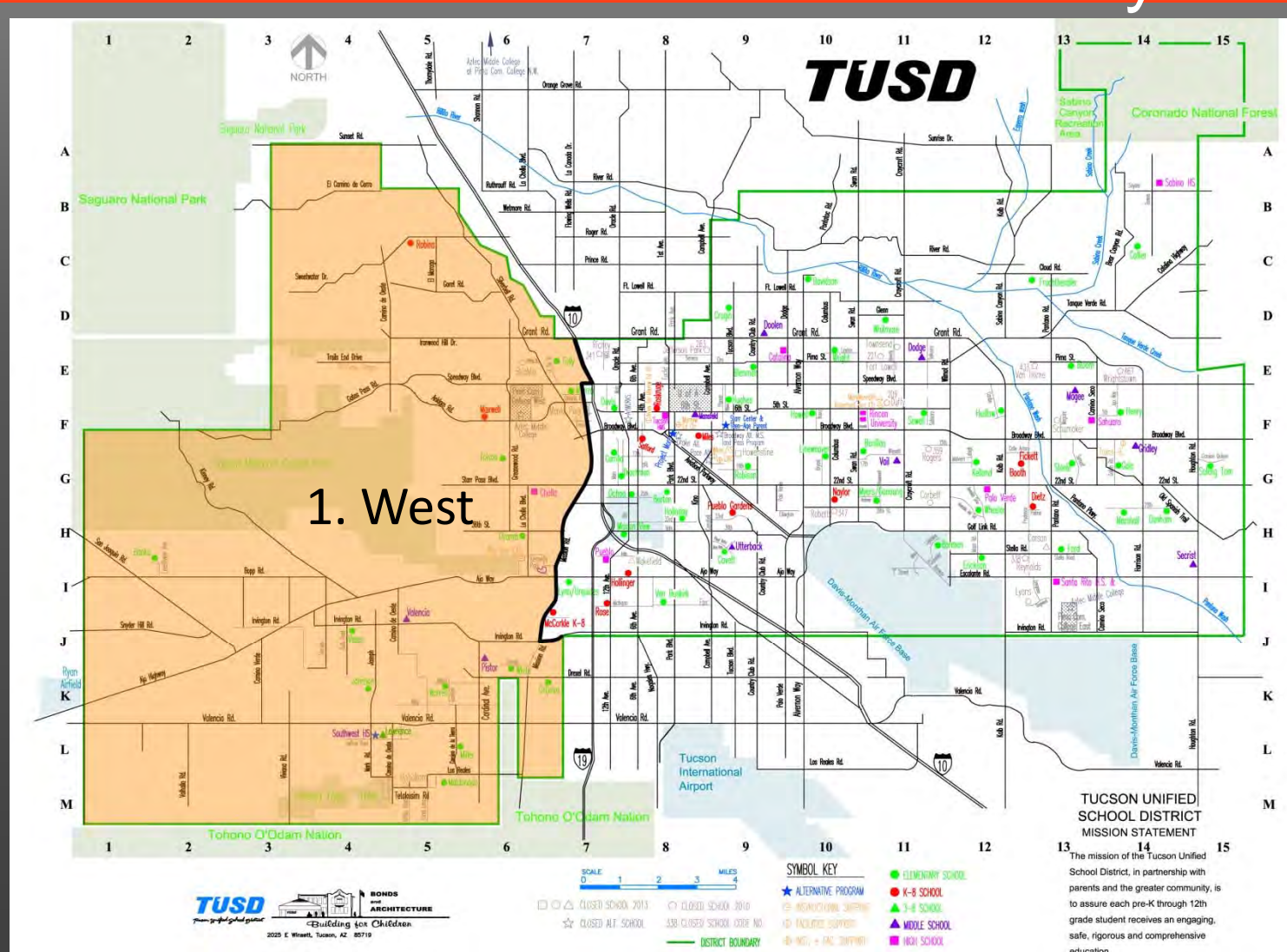
5

COMMUNITY FEEDBACK

BOUNDARY COMMITTEE ORIENTATION MEETING

What area of the district do you live in?

boundary committee

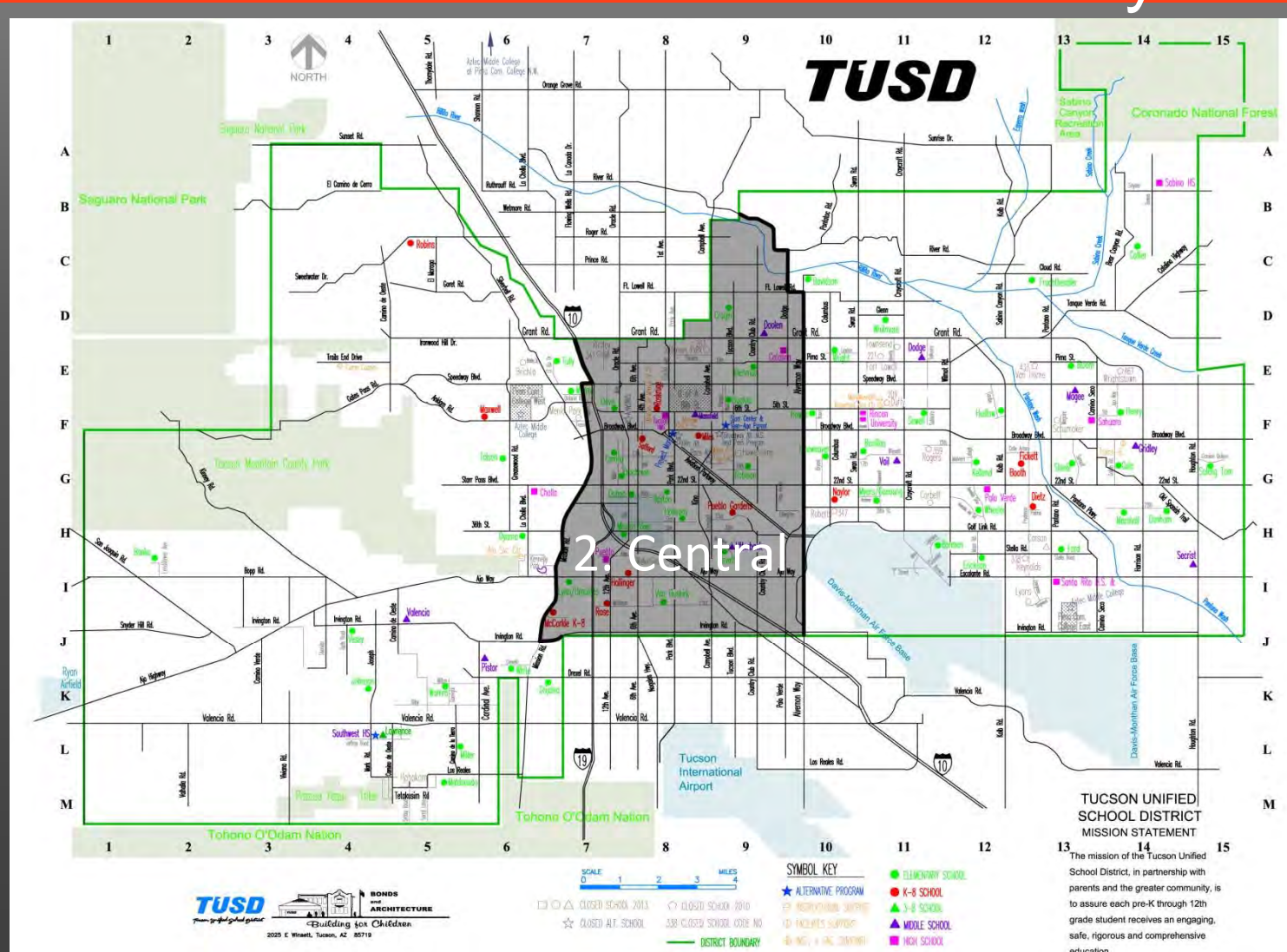


West Area (West of Mission Road)



What area of the district do you live in?

boundary committee

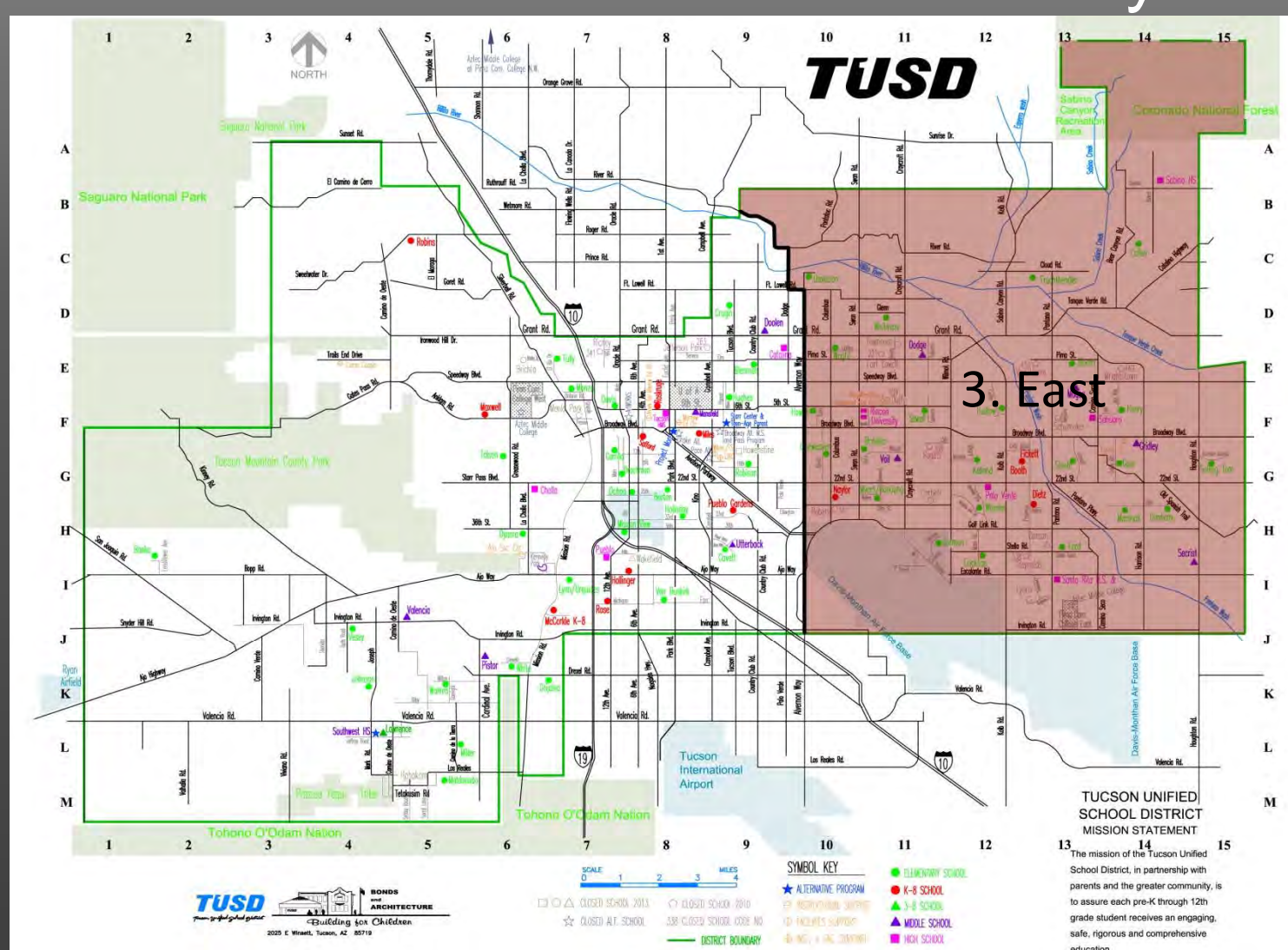


Central Area (East of Mission Road, West of Alvernon Way)



What area of the district do you live in?

boundary committee

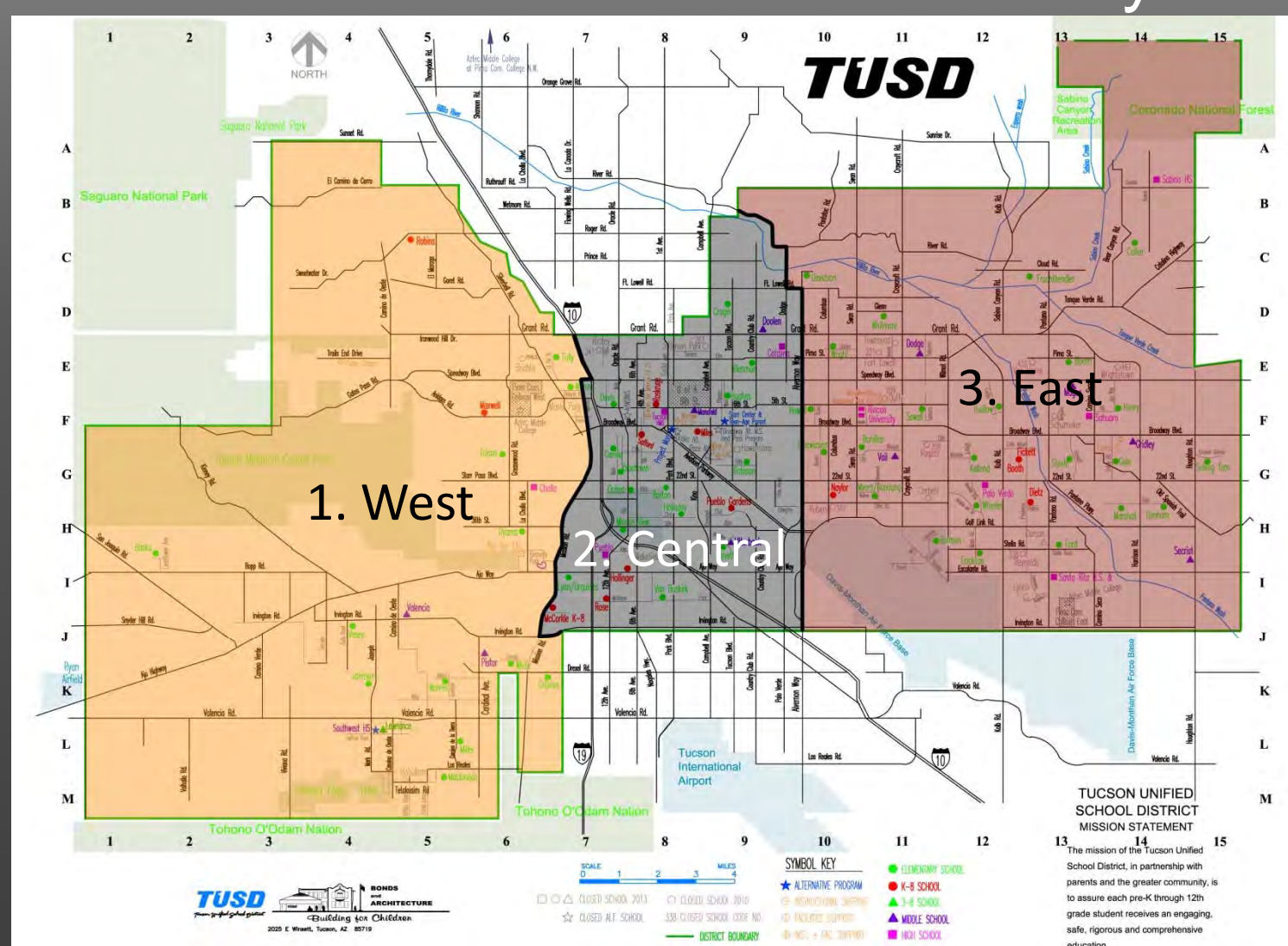


East Area (East of Alvernon Way)



What area of the district do you live in?

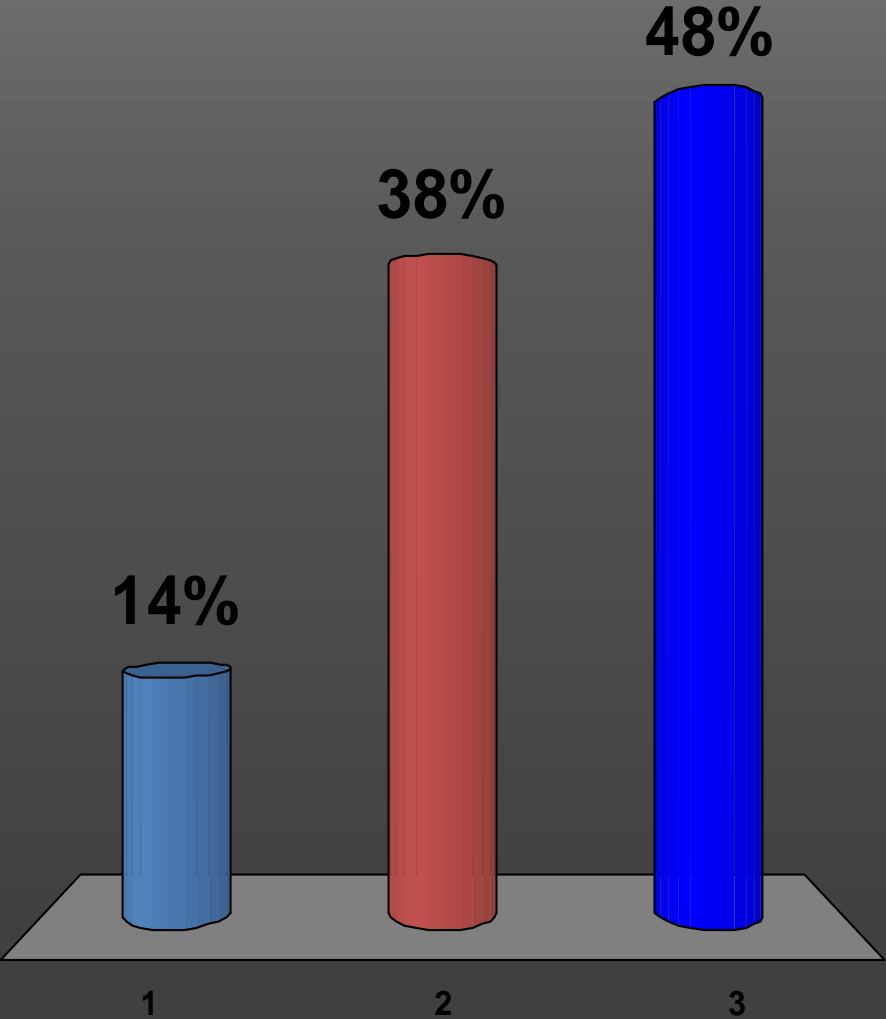
boundary committee



What area of the District do you live in?

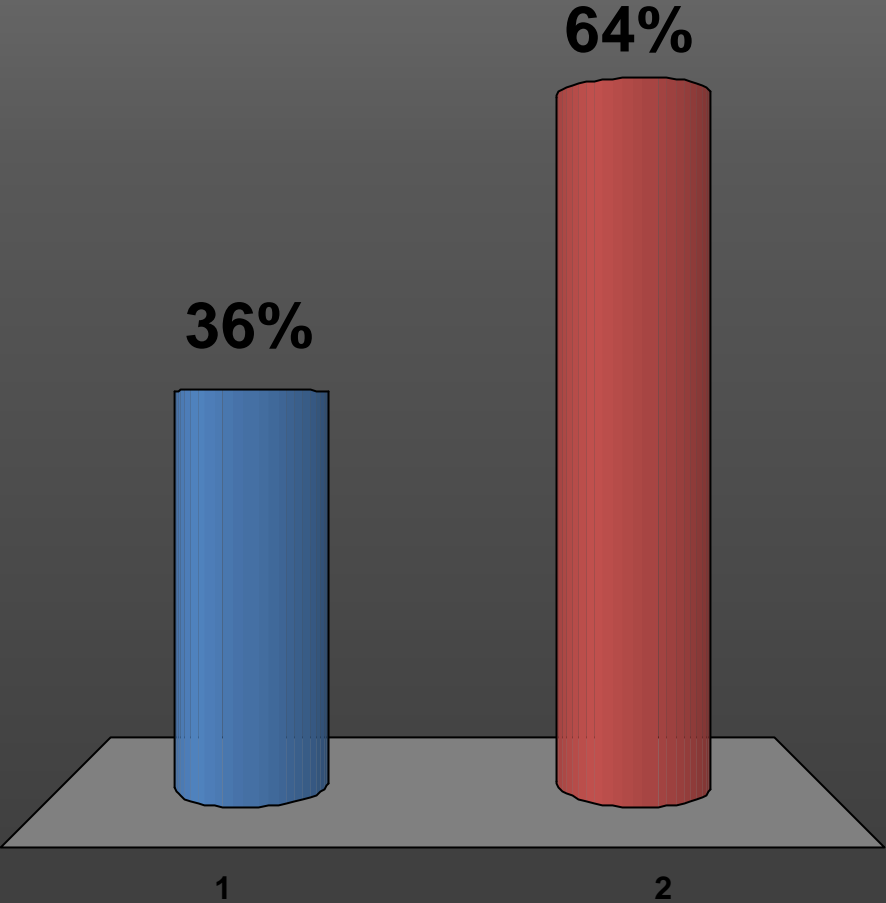
boundary committee

- 1. West
- 2. Central
- 3. East



Do you currently have children in the TUSD?

- 1. Yes
- 2. No

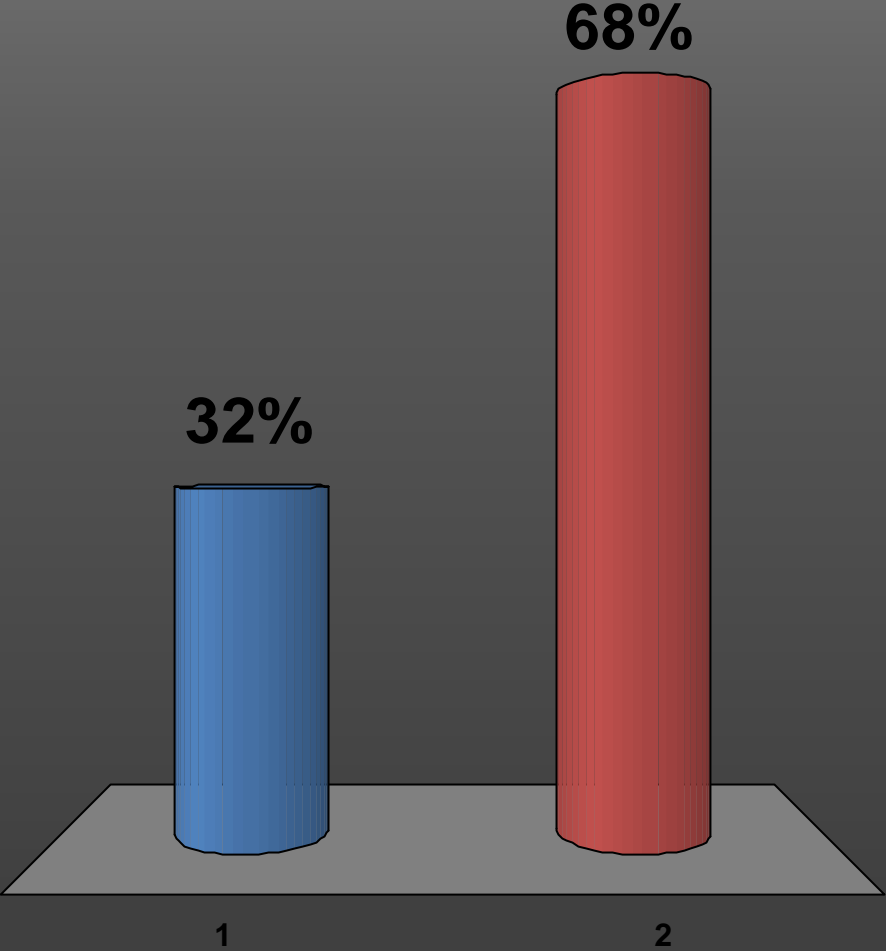


boundary committee

Are you Hispanic/ Latino?

boundary committee

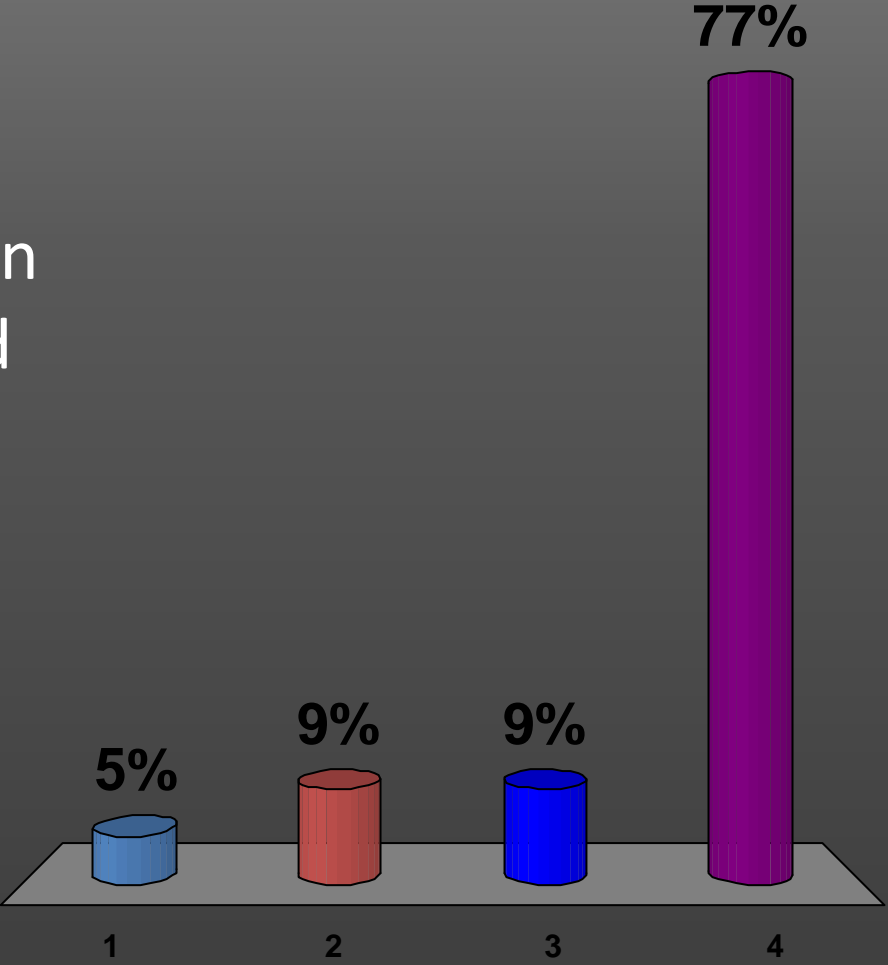
- 1. Yes
- 2. No



What is your race?

boundary committee

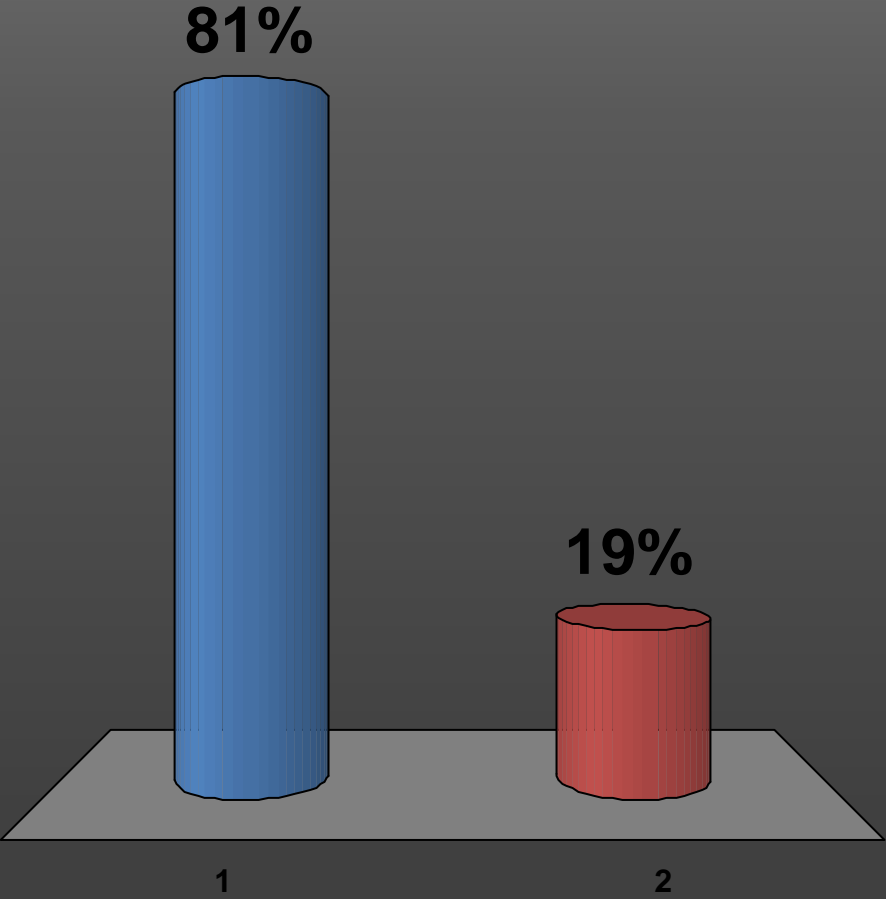
- 1. American Indian or Alaskan Native
- 2. Asian, Native Hawaiian or Other Pacific Island
- 3. Black or African American
- 4. White



Would you support pairing or clustering schools?

boundary committee

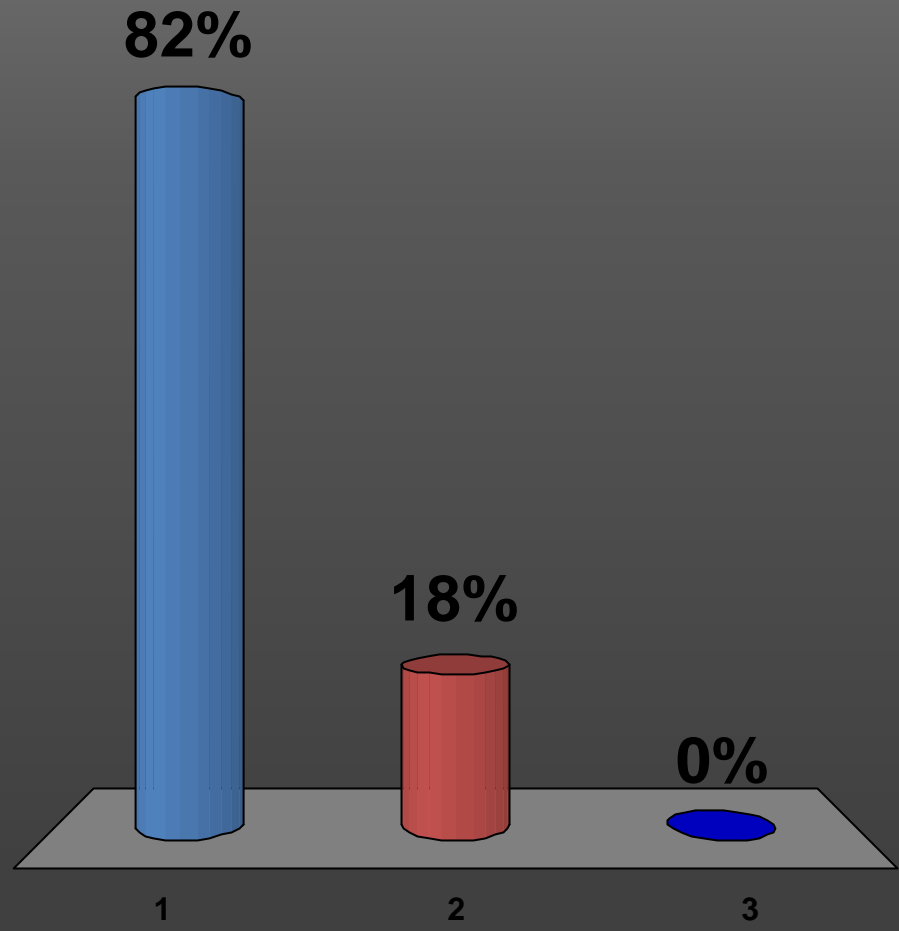
- 1. Yes
- 2. No



boundary committee

Your Perception: Should there be more GATE tracks?

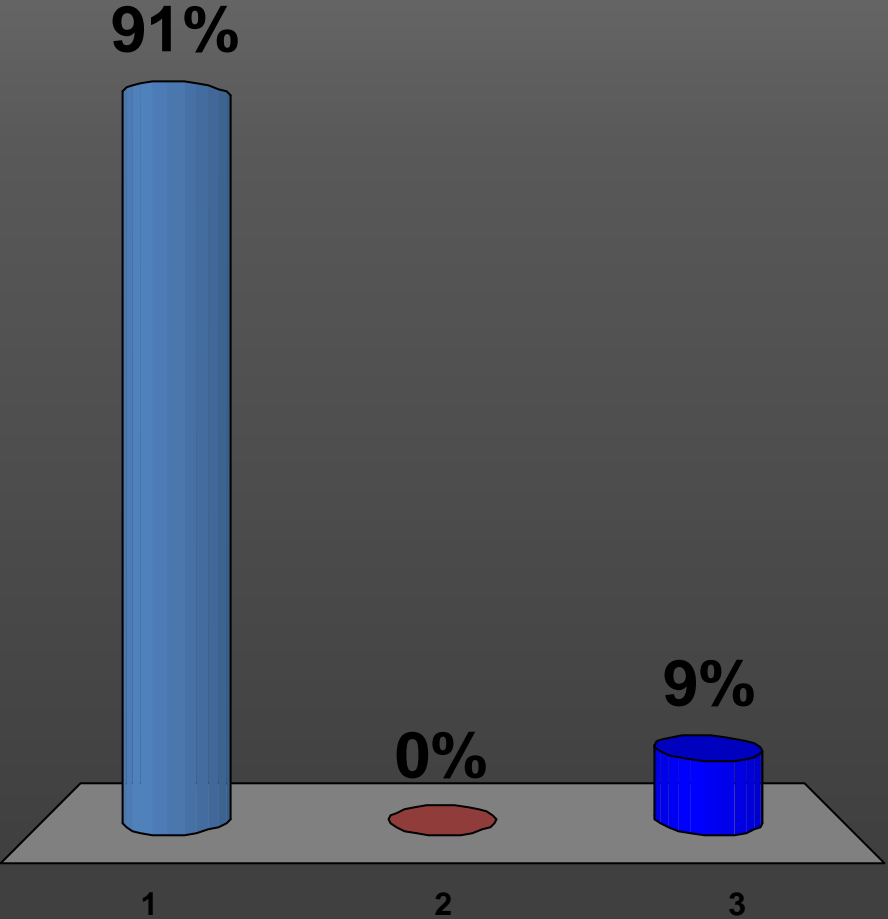
- 1. Yes
- 2. No
- 3. Don't Know



boundary committee

Your Perception: Should there be more CTE options at the high school level?

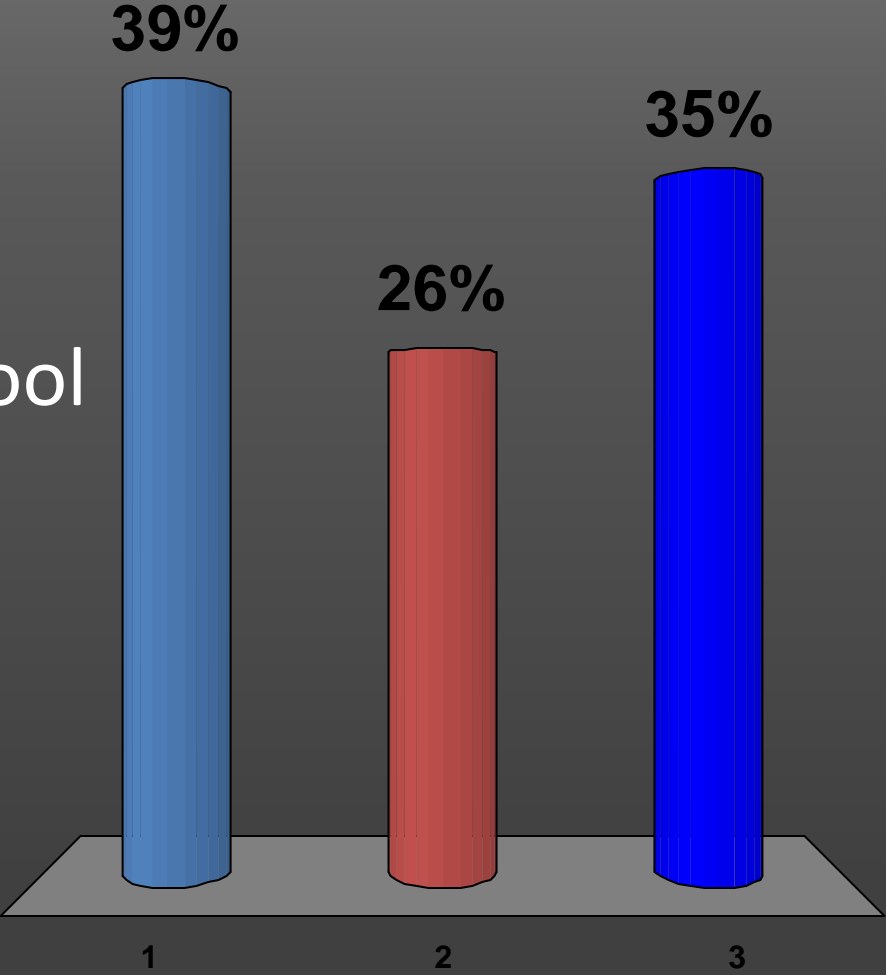
- 1. Yes
- 2. No
- 3. Don't Know



boundary committee

Does your child go to a neighborhood school?

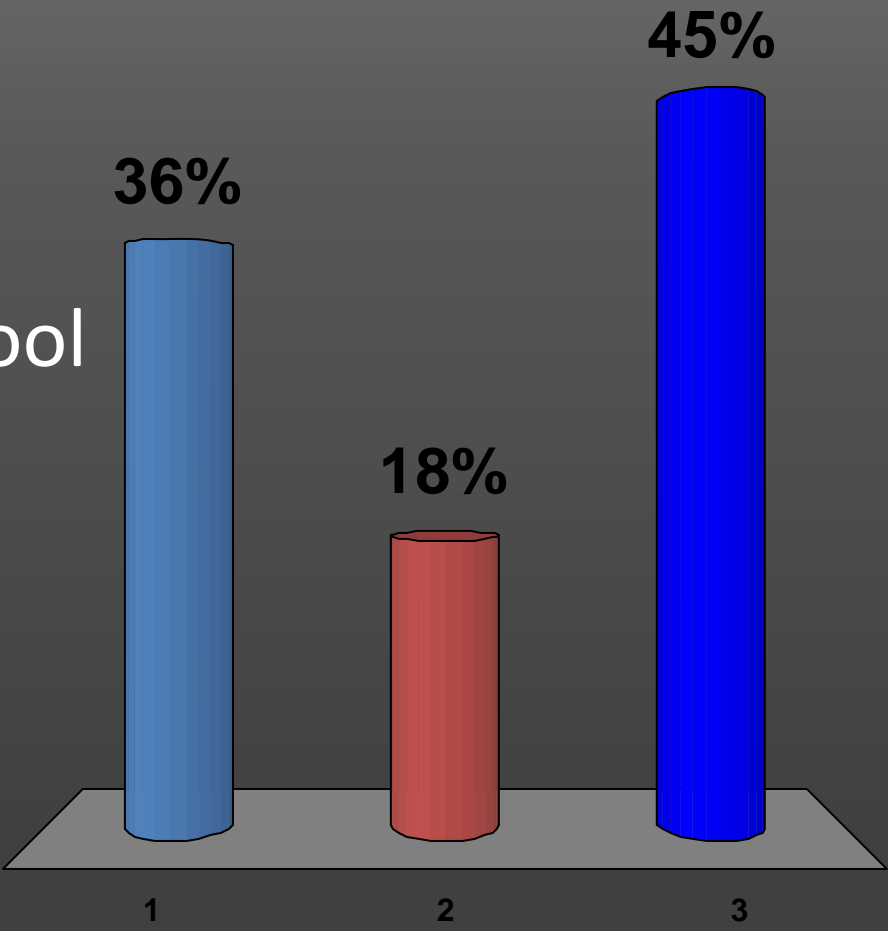
- 1. Yes
- 2. No
- 3. I do not have school age children.



boundary committee

Does your child go to a non-neighborhood school?

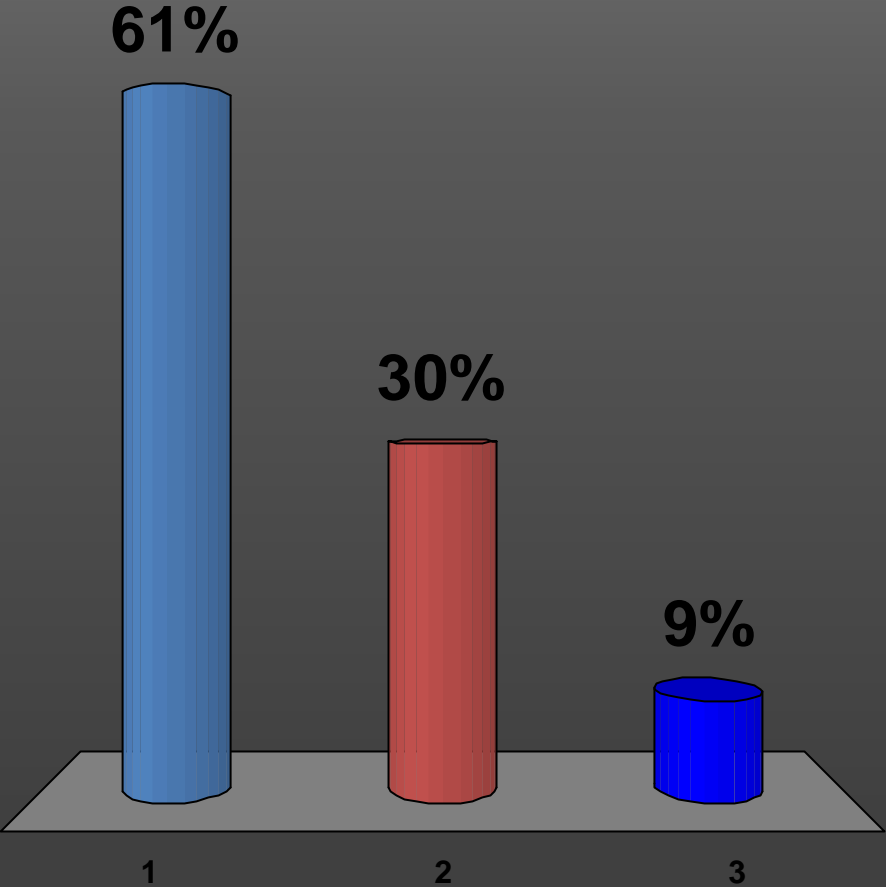
- 1. Yes
- 2. No
- 3. I do not have school age children



boundary committee

Would you consider sending your child to a non-neighborhood school?

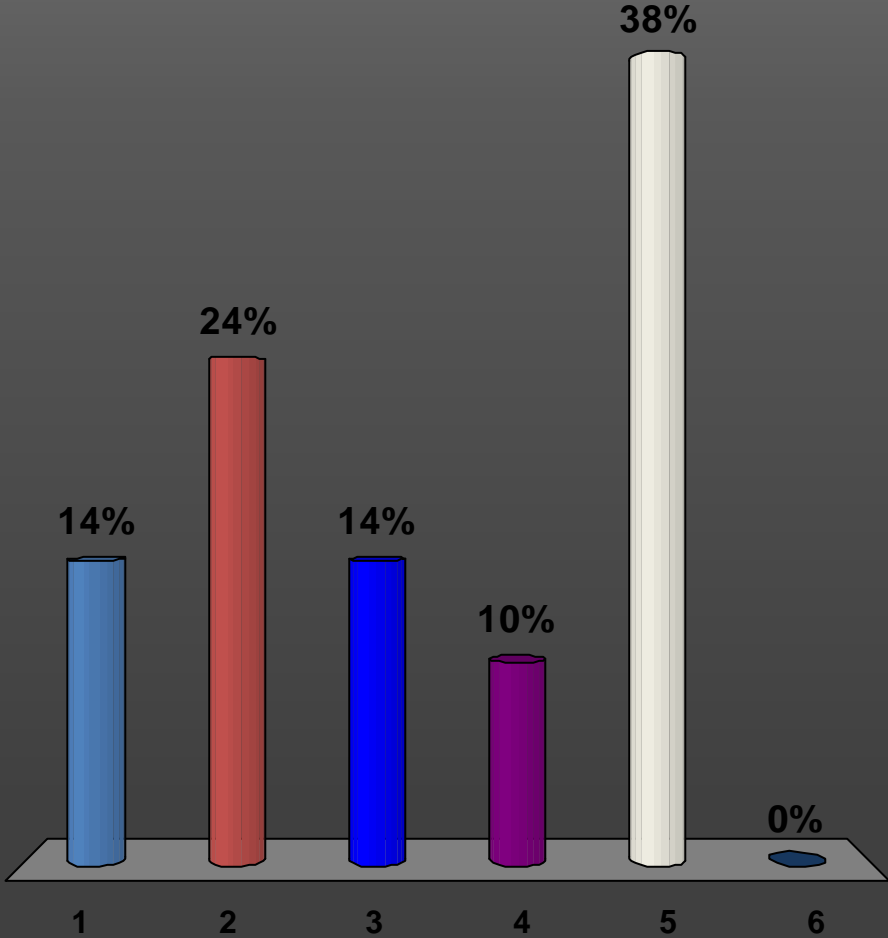
- 1. Yes
- 2. Possibly
- 3. Definitely Not



boundary committee

What would be a top reason you would consider sending your child to a non-neighborhood school?

- 1. Academic Program
- 2. Elective Program
- 3. Safety
- 4. School Rating
- 5. Teacher/ Admin Staff
- 6. Child's friends go there



6

NEXT STEPS

BOUNDARY COMMITTEE
ORIENTATION MEETING

BOUNDARY COMMITTEE

How can you help?

- Participate in community meetings
- Contribute to option development
- Get input from your friends and neighbors
- Position TUSD for success

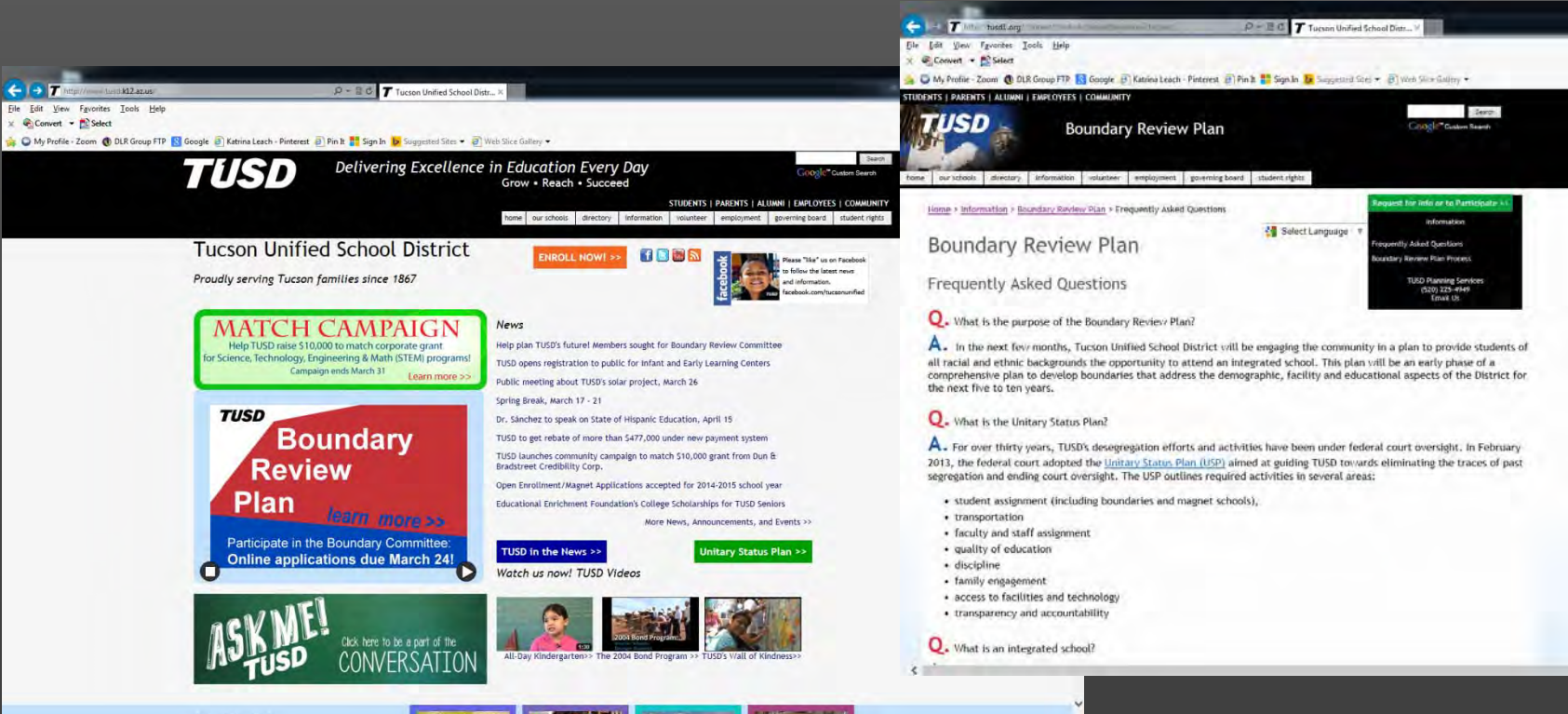


boundary committee

BOUNDARY REVIEW PLAN

WEBPAGE

http://tusd1.org/BoundaryReview



boundary committee

BOUNDARY REVIEW PLAN

TEXT NOTIFICATIONS

Meeting Reminders
Updates

If interested, text "BC" to 520-867-9652
(standard text rates apply)

Your number will NOT be shared with anyone else or be
used for any other marketing efforts.

TUSD

 APPLIED
ECONOMICS

 DLR Group

WRAP UP

Next Meeting:

April 2 at 6:30pm

Duffy Family & Community Center

Come prepared to Review &
Evaluate Options!

TUSD

 APPLIED
ECONOMICS

 DLR Group

EXHIBIT 2B

Boundary Committee Minutes

Date: March 26, 2014 (6:30pm-8:30pm)

Purpose: BC Meeting #1 – Orientation Meeting

Location: Duffy Family and Community Center, Multi-Purpose Room

Action Items

1. Provide copies of the power point to the committee members
2. Add “feeder patterns” to the list of three integration strategies
3. Show multiracial in some of the data/graphs/etc.
4. Map overlay showing school-grades by level ES/K8/MS/HS
5. We need more west-side parents/representatives

Questions/ Comments

1. “Right-Size” was a term that was used in last year’s process that ended up in closing schools, are we going to be closing schools through this process? *No, we will not be closing schools through this process.*
2. What do you do (in Pairing/Clustering) if a parent doesn’t sign up? How do you know which school to put the student in? *We’d have to figure out the rules/processes, but likely dealt with in the registration process.*
3. Can you pair/cluster with schools of different grades? *Yes, could have a pair of K-2 & 3-5*
4. When would this begin? *Needs to be done by the fall of 2014, so that it is in place for this fall’s priority enrollment period to be implemented in SY 2015-16*
5. Do magnet schools still do a lottery? *Yes*
6. Where do the numbers for optimally sized-schools come from? *District staff members working with a consultant to determine what are the right sizes for schools to offer students appropriate opportunities. This was not done by DLR, but is consistent with what they see nationwide. These are also the sizes that allow a school to run efficiently and in the black.*
7. Are we looking primarily at efficiency, or instruction (academic best practices)? *Both, there is no primary concern. Districts nationwide are noticing that from an operational standpoint they have to improve how they do business. I will be looking closely to make sure we don’t fall too hard on the efficiency side and lose balance so academics is not considered enough.*
8. As an educator/administrator/parent, having a “skinny legs” K8 is often bad for the younger students. *We will consider that through these discussions*
9. Can we Charter some District schools through this process? *No*
10. I object to telling us ahead of time what we can or cannot do, I hope that we are going to be open-minded about that...I would like us to stay positive about that. There used to be all black and all white schools and we integrated those schools.
11. Now parents can choose several races/ethnicities, how does that play into this process? Can we show multi-racial in some of these graphs as well? *Yes*
12. Charters are a reality that have become a real issue, before you only could go to a public school...now there are so many more choices so it is difficult to deal with these ratios...I think we need more than an open-mind to deal with the ratio (the 70% ratio)
13. I think we should let them present, then we can debate this stuff later – we should get the first set of information and then debate it

14. Where in the information does it reflect if a student leaves TUSD and comes back? *There is no way to capture that.*
15. How do you model? What numbers do you use to project? *We use 2010 census data as a base, then we use that plus other data sources to model*
16. Where are K8s in the map? *They are spread between ES and MS, depending if it is rectangular or "skinny legs" ... so, it depends on whether the K8 serves mostly ES or MS students (exception is McCorkle which serves a large number of students so it is placed with the MS)*

Presentation

Introductions

Power Point

- Outlined the process
- Answered preliminary questions
- Outlined demographic information
- Question about reactions to the demographic information (80% said it aligned with their perception of the District)
- Where do you live? (14% west, 38% central, 48% east)
- Are you a TUSD parent? (36% have students in TUSD, 64% do not)
- Are you Hispanic? (32% Hispanic, 68% not)
- Your race? (5% NatAm, 9% Asian, 9% AfAm, 77% White)
- Do you support pairing/clustering? (81% say yes)
- Should there be more GATE tracks? (82% say yes)
- " " more CTE options at the HS level? (91% say yes)
- Does your child go to your neighborhood school? (39% say yes)
- Does your child go to a non-neighborhood school? (36% say yes)
- Would you consider sending your child to a non-neighborhood school? (61% say yes)
- Top reason you'd consider sending your child to a non-neighborhood school?
First choice: (70% said academic Program, 20% elective program, 5% school rating and admin/staff)
Second choice: (16% said academic Program, 32% elective program, 11% safety, 26% school rating, 11% teacher/admin, 5% kid's friend goes there)
Third choice: (14% said academic Program, 24% elective program, 14% safety, 10% school rating, 38% teacher/admin)
Diversity would be top if it was there: 5 of 25 (20%)

If this report does not agree with your records or understanding of this meeting, or if there are any questions, please advise the writer immediately in writing; otherwise, we will assume the comments to be correct.

EXHIBIT 2C

Boundary Review Committee

Location: Duffy

Date: March 26, 2014

Name	Membership	Please initial
Amy Cislak	A	AC
Amy Emmendorfer	A	ae
Angie Mendoza	C	Angie Mendoza
Anna Timney	C	Anna Timney
Arthur Buckley	C	Arthur Buckley
Betts Putnam-Hidalgo	C	betts putnam-hidalgo
Carlos Wong	C	Diana Tolton
Caroline Carlson	C	Caroline Carlson
cheryl norwood	A	
Dale Lopez	C	Dale Lopez
Diana Tolton	C	Diana
Georgia Brousseau	C	GCB
Gerlie Fout	C	G
Jill Leon	A	
Kathryn Jensen	C	KJ
Lilian Martinez	C	
Liz Benites	C	
Marguerite Samples	A	mas
Marietta Wasson	C	mbw
Marsha Willey	A	MW

Matt Munger	A	
Megan Chavez	C	MC
Reesa Fickett	A	
Susan Neal	C	
Vicki Harvey	A	
Vivian Chilton	C	
William Jones	A	

LORINDA PIERCE
 CELINA RAMIREZ
 JUAN CARNEZ

SP
 CR
 DC



JUAN CARLOS DE LA TORRE
 ROHMY BELL

Juan Carlos De La Torre

SAMUEL E. BOND
 V. BONDERS

S
 Bond

EXHIBIT 3

ftp.dlrprojects.com - / 2014-04-02_BC Meeting #2 - Review Options

Logged in: (TUSD-BC)

Parent Directory
Thumbnails

FTP Voyager JV
Enable Web Client Pro
Logout










Name	Size	Time
 2014-04-02_BC Review Options Mtg Notes.pdf	26.86 KB	4/7/2014, 1:01:12 PM
 2014-04-02_BC Review Options Mtg Notes_upda...	31.72 KB	4/11/2014, 11:15:53 AM
 2014-04-02_BC_Review Options Mtg Presentatio...	8.3 MB	4/4/2014, 1:12:26 PM
 2014-04-02_sign-in.pdf	997.55 KB	5/6/2014, 3:13:55 PM
 2014-04-08_Follow Up Notes.pdf	16.68 KB	4/8/2014, 2:15:53 PM
 Agenda_2014-04-02_BC Review Options Mtg.pdf	22.36 KB	4/1/2014, 8:55:46 AM
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 Scenario maps040114.pdf	5.82 MB	4/9/2014, 7:47:40 AM
 Scenarios_Worksheet_Instructions.docx	39.48 KB	4/4/2014, 1:09:41 PM

EXHIBIT 3A

Boundary Committee Notes

Date: April 2, 2014 (6:30pm-8:30pm)

Purpose: BC Meeting #2 – Review Options

Location: Duffy Family and Community Center, Multi-Purpose Room

Action Items

1. Provide breakout of 40% current open enrollment. What are the percentages for ES, MS, and HS? What are the non-neighborhood numbers for each school?
2. Provide programs at each school, including pre-schools, GATE, ELL, Ex Ed self-contained, Magnet, CTE-JTED by program and to what level.

Proposed Scenarios from Small Group Discussions (notes and context below)

1. Possibly cluster Davis and Blenman with Hughes.
2. Pair Davis and Hughes. Small schools have more of an affinity with each other and the university influence at Sam Hughes would make another dual language a good match.
3. Pair Davis with Cragin. Both of these schools could support a dual language program to better connect the two.
4. Cluster Lineweaver, Bonillas and Sewell
5. Possibly expand Lineweaver to Sewell, Howell or Hughes. Hughes or Sewell could expand district boundaries in the area.
6. Boundary Adjustment - Send students from Mansfeld Annex to Maxwell instead of Doolen.
7. If you take Pueblo students and move some to Roberts-Naylor, it flows to Rincon.
8. Why not include Pueblo Gardens as part of the option BC-4?

Questions/ Comments

1. Q: What is a cluster and how do you assign students? A: *Pairing and clustering of nearby schools is a strategy that partners nearby schools and combines the attendance boundaries of two or more schools (all of the schools in the cluster or pair share the same boundary). Students in this combined boundary will apply to attend one of these schools. Based on the student's/ parent's preferred choice and the availability of seats at the schools, the District will assign on of these schools to the student. The assignment will be through a lottery process.*
2. Q: Will this create competition for students? A: *40% of TUSD students attend schools other than their home school, so school choice already creates a level of competition for students. The District has handled this in two ways: 1. All students have the right to attend their home school. 2. Where there are fewer seats than applications, students are assigned by lottery.*
3. Q: Why are we not considering other racial groups than Hispanics for integration? A: *We are addressing Hispanic enrollment because this is what creates the racially concentrated schools. While we are addressing this, we need to assess if there are negative impacts on other ethnic/ racial groups. If committee members become aware of options to enhance integration of other ethnic/ racial groups, they should propose these and we will analyze them and present them to the committee.*

4. Q: In regards to integration, what about African American? A: They also will be considered as will all ethnic groups in regards to equalizing representation in the schools.

Presentation

Introductions

Update

- Resources: website, text notifications and ftp site
- Schedule: BC meeting #5 date change to May 7, 2014

Scenario Review and Discussion

- Reviewed Integrated/ Racially Concentrated definitions and Integration Strategies
- Reviewed Criteria for review of boundaries
- Reviewed expectations and rule for BC members.
 - Attendance will be kept including late arrivals and early departures.
 - BC members (including alternates) are expected to attend all meetings and will not be able to participate if they miss more than two meetings.
 - BC members (including alternates) are expected to attend at least one public meeting.
 - BC members and Alternates should all participate in discussions and evaluations of options.
 - Options should be evaluated based on the criteria presented at the first meeting and included in all evaluation sheets. If other criteria are employed, state the reason they are important.
 - Only BC members may vote.
 - Attendees who are neither BC members nor Alternates may listen, but not participate. They are encouraged to participate at the public meetings.
- Large Group - Elementary School Scenarios BC-1 and BC-2 presented
- Small Group Discussion (3 groups) of BC-1 and BC-2
 - Recorded discussions noted below.
- Large Group - Middle School Scenarios BC-3 and BC-4 presented
- Small Group Discussion (3 groups) of BC-3 and BC-4
 - Recorded discussions noted below.
- Large Group - High School Scenarios BC-5, BC-6 and BC-7 presented
- Small Group Discussion (3 groups) of BC-5, BC-6 and BC-7
 - Recorded discussions noted below.

Small Group Summaries

- Each group reporter summarized the discussions

Next Steps

- Homework – BC members to review scenarios and provide new options for next meeting.

Small Group Discussion Notes:

All comments listed are recorded from discussions. The recorders took notes from what was said and have not modified the opinions expressed.

Small Group 1:

Participants: Sue Gray (Recorder), Anna Timney, Dale Lopez, Juan Canez), Vivian Chilton, Lily Martinez, Caroline Carlson, Marguerite Samples, Arthur Buckley, Amy Emmendorfer, Rachel Starks, JC De La Torre, and Vicki Borders

BC-1 Discussion:

- Data only, look at the area as well. How many students are we getting from outside the area? Since it's open enrollment, we're focusing on the numbers we know are attending the schools.
- Davis doesn't only include a dual language program, but also a cultural program.
- A con would be that some kids would be sent from a B school to a C school.
- Davis is a magnet and Blenman would need to also need to be made into a magnet to match culture and program.

- Q: How would the lottery work?
- Q: How would the staff be affected?

BC-2 Discussion:

- Gate program at Lineweaver, changes and affects the enrollment.
- Without GATE, Lineweaver may not be a "B" school.
- Self-contained, sibling would not be guaranteed the same school assignment.
- Some challenges include the GATE program at Lineweaver, uniforms only at Bonillas and the back to basics program at Bonillas.
- What are the options with Utterback?

- Q:How does this affect GATE program changes?

BC-3 and BC-4 Discussion:

- Does not help with integration at Mansfeld.
- Would like to see boundary changes numbers including Maxwell information.
- Creates change to make room for other ethnic groups.
- Mansfeld will be a future STEM magnet, can it go elsewhere?
- Mansfeld needs more discussion.

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- Q: What is the travel time to Doolen?
- Q: If both BC-3 and BC-4 are taken, what do the numbers look like?

- Proposed Scenario Alteration: Send students from Mansfeld Annex to Maxwell instead of Doolen.

BC-5 Discussion:

- Love the idea.
- Carpool and assist with transportation. Can kids receive public bus passes to supplement transportation?
- Costly solution for transportation.
- Keeps schools open.
- Transportation needs to be explored.
- How would activity buses be provided?

BC-6 Discussion:

- Like the hub idea.
- Would parents have to transport to the "hub"?
- Could city bus passes be provided to get students to the hub?
- Could the transportation and classes hook into PCC campuses? There would be a concern with safety with PCC connection and students from neighboring Districts.

BC-7 Discussion:

- Catalina students would take advantage of this to go to Sabino.
- Locate CTE programs at Catalina to provide attraction.

Small Group 2:

Participants: Kelly Wendel (Recorder), Angie Mendoza, Susan Neal, Celina Ramirez, Taren Ellis Langford, Kathryn Jensen, Lorraine Richardson, Gloria Copeland, James Schelble, Megan Chavez, Lorinda Pierce Sena

BC-1 Discussion:

- Expand program at Davis to Blenman
- Need incentive at the school to entice students to move further.
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- When and how would this be implemented? Incoming kindergarteners?
- Proposed Scenario Alteration: Possibly cluster Davis and Blenman with Hughes.

BC-2 Discussion:

- Find something other than magnet to pair schools and entice students.
- Could Hughes grow and possibly not be so small?
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BC-3 Discussion:

- Need to offer GATE program at both or stop offering GATE programs.
- Parents differentiate between varieties of GATE programs.

- Transportation – When kids want to go to parent/ teacher conference or concerts, how do they get there?
- Traffic is another concern, especially for students and on Grant.

BC-4 Discussion:

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- Proposed Scenario Alteration: Why not include Pueblo Gardens as part of the option BC-4?

BC-5, BC-6 and BC-7 Discussion:

- What about Catalina with ROTC students?
- Wonder how Sabino would handle having west side students join them.
- LOVE Scenario BC 5, students from west side will cross town for specialized programs.
- Participation in sports?
- Make sure the CTE classes don't cripple other schools' programs.
- Possible revenue created for the District?
- Can the students receive city bus passes for transportation?

Small Group 3:

Participants: Katrina Leach (Recorder), Amy Cislak (Reporter), Cesar Aguirre, Agnes Attakai, Bill Jones, Rodney Bell, Georgia Brousseau, Rosalva Meza, Sylvia Campoy, Marsha Willey, and Betts Putnam-Hidalgo

BC-1 discussion:

- Davis ES needs to legitimately be able to recruit students. Magnet programs need better advertisement and recruitment.
- Distance is a factor for families.
- Davis is already part of the Magnet Plan. There are concerns that making more plans for Davis may conflict with the progress intended with the Magnet Plan.
- There doesn't seem to be a good connection between schools, this pairing seems too focused on the numbers.
- The dual language won't be attractive to the Blenman students.
- Blenman has a large refugee population that is highly specialized. Splitting up this group could prevent them from receiving the attention they need.
- Proposed Scenario revision: Pair Davis and Hughes. Small schools have more of an affinity with each other and the university influence at Sam Hughes would make another dual language a good match.
- Proposed Scenario revision: Pair Davis with Cragin. Both of these schools could support a dual language program to better connect the two.

- Q: With pairing, how will the students be assigned to the schools?

BC-2 Discussion:

- The programs at Lineweaver and Bonillas are too different to be a good pair. The Gate program at Lineweaver complicates this pairing since they don't both have this program.
- The cultures of the two schools are also different and would be a difficult pair.
- Q: If any of these changes go into effect, will the students be moved immediately from their current school or will this be phased so as to not disrupt the students?

BC-3 Discussion:

- Moving to a "B" school at Doolen is not perceived as a benefit. Only the GATE program makes the school a "B" rating. The rest of the school is not perceived to have a good program.
- Doolen has a refuge program that shouldn't be disturbed.
- The distance is not so great that it'd be an issue, but programs are too different.
- The Mansfeld area would not be happy with moving away from a brand new magnet.
- The GATE program is self-contained only at one school, so it brings up equity. One group of students may be disrupted, but the other. Possibly add a GATE program at Mansfeld.
- Some believe it'd be better to have GATE program options at all schools.
- Kids are pliable and can adjust to circumstances, but the decisions made need to be made based on what's best for them educationally.
- Mansfeld is a small location and does not have room to grow more. Setting a magnet will require to move other students out to make room.
- Q: Need GATE numbers to see how many people in Doolen this would affect.

BC-4 Discussion:

- Moving from a 6-8 to a K-8 won't be perceived as a benefit. Those who choose K-8 already do.
- The biggest concern is with the socio-economic difference between the two schools. The group doesn't think this concept will sell. There is too much perception of turf and criminal activity south of 29th St.
- Even parents would be concerned for their own safety as well as their students if they need to pick up their child later at night from an activity
- When making changes from 6-8 to K-8, it's important to indicate if the K-8 is a skinny leg or rectangular K-8 because there is a different level of impact.
- To focus on integration, the focus should be on magnets.

BC-5 Discussion:

- The Early Middle College idea is an exciting idea.

- There are concerns with competition with existing programs. With the development at Santa Rita, there should be new programs so as to prevent destruction of the existing excelling programs. For example, the Pueblo has an excellent broadcasting program and Catalina has an aviation program so Santa Rita should not implement a competing program.
- With this development at Santa Rita, the existing programs at other High Schools should also be supported and marketed better so as not to gut the schools that students will be leaving for these programs.
- The group overall recognizes that magnet parents are of all demographics, but marketing is needed for recruitment. It's unclear how many people choose magnet schools because of the program or because they are neighborhood schools.
- Some JTED program ideas for Santa Rita include agriculture (possibly to include urban agriculture and sustainability), construction and early childhood.

BC-6 and BC-7 Discussion:

- Some challenges to attract students to Cholla and Pueblo include long term substitutes and retention of teachers. The success of programs historically has been dependent on the quality and involvement of the teachers. Once teachers leave, programs die. The magnets need to be programs and not just a class.
- One member felt the travel times were a big deal.
- One member currently has a child whose bus ride currently lasts from 5:55am to 7:20am and those types of time frames should be avoided. The central transportation pick up with an express bus may help with this.
- Focus should not only be in providing transportation in one direction, but both directions.
- Even if there are attractive programs, there is still racism as a factor and these ideas don't consider the societal change that may be needed for success.
- Overall, the group felt that the travel times are acceptable for the students who will want to attend the program.
- The details need to be considered including, how will students get to the pick up points? Will safe bike parking be available? Will they be on city bus routes?

If this report does not agree with your records or understanding of this meeting, or if there are any questions, please advise the writer immediately in writing; otherwise, we will assume the comments to be correct.

EXHIBIT 3B

Boundary Committee Notes

Date: April 2, 2014 (6:30pm-8:30pm)

Purpose: BC Meeting #2 – Review Options

Location: Duffy Family and Community Center, Multi-Purpose Room

*Notes in blue are update notes for the April 9th meeting (4/8/14).

*Notes in red are edits sent by BC members via email (4/10/14).

BC Requested items

1. Provide breakout of 40% current open enrollment. What are the percentages for ES, MS, and HS? What are the non-neighborhood numbers for each school?
 - Information is available in the Demographic presentation located on the District website as well as the ftp site.
2. Provide programs at each school, including pre-schools, GATE, ELL, Ex Ed self-contained, Magnet, CTE-JTED by program and to what level.
 - District to provide.

Proposed Scenarios from Small Group Discussions (notes and context below)

1. Possibly cluster Davis and Blenman with Hughes.
 - Alteration to BC-1
 - Con: Hughes has been successful with the application selection process. This cluster may disturb the progress made.
 - Con: There is not much racial difference between Hughes and Blenman, so adding Hughes won't alleviate Davis much.
2. Pair Davis and Hughes. Small schools have more of an affinity with each other and the university influence at Sam Hughes would make another dual language a good match.
 - Alteration to BC-1
 - Con: Majority of students in this area come from west of the I-10
 - Intent: Find another location for a duplicate Davis program.
3. Pair Davis with Cragin. Both of these schools could support a dual language program to better connect the two.
 - Alteration to BC-1
 - Intent: Find another location for a duplicate Davis program.
4. Cluster Lineweaver, Bonillas and Sewell (similar to #5)
 - Alteration to BC-2
5. Possibly expand Lineweaver to Sewell, Howell or Hughes. Hughes or Sewell could expand district boundaries in the area.
 - Alteration to BC-2
 - **BC-8** for BC discussion.
6. Boundary Adjustment - Send students from Mansfeld Annex to Maxwell instead of Doolen.
 - Alteration to BC-3
 - **BC-9** for BC discussion.
 - Con: Maxwell is currently transitioning to K-8 (K-6 this year, K-7 next, then K-8)

7. If you take Pueblo students and move some to Roberts-Naylor, it flows to Rincon.
 - Alteration to BC-4
 - **BC-10** for BC discussion.
 - Vail flows to Rincon
 - Does make room for more magnet seats available at Utterback (under capacity)
 - Con: Does not positively affect integration.
8. Why not include Pueblo Gardens as part of the option BC-4?
 - Alteration to BC-4
 - Con: Roberts-Naylor is at 72% capacity. It does not have capacity for both the Mansfeld Annex area and part of Pueblo Gardens.

Questions/ Comments

1. Q: What is a cluster and how do you assign students? A: *Pairing and clustering of nearby schools is a strategy that partners nearby schools and combines the attendance boundaries of two or more schools (all of the schools in the cluster or pair share the same boundary). Students in this combined boundary will apply to attend one of these schools. Based on the student's/ parent's preferred choice and the availability of seats at the schools, the District will assign one of these schools to the student. The assignment will be through a lottery process.*
2. Q: Will this create competition for students? A: *40% of TUSD students attend schools other than their home school, so school choice already creates a level of competition for students. The District has handled this in two ways: 1. All students have the right to attend their home school. 2. Where there are fewer seats than applications, students are assigned by lottery.*
3. Q: Why are we not considering other racial groups than Hispanics for integration? A: *We are addressing Hispanic enrollment because this is what creates the racially concentrated schools. While we are addressing this, we need to assess if there are negative impacts on other ethnic/ racial groups. If committee members become aware of options to enhance integration of other ethnic/ racial groups, they should propose these and we will analyze them and present them to the committee.*
4. Q: In regards to integration, what about African American? A: *They also will be considered as will all ethnic groups in regards to equalizing representation in the schools.*

Presentation

Introductions

Update

- Resources: website, text notifications and ftp site
- Schedule: BC meeting #5 date change to May 7, 2014

Scenario Review and Discussion

- Reviewed Integrated/ Racially Concentrated definitions and **some Advisory and Leadership Team proposed** Integration Strategies
- Reviewed Criteria for review of boundaries
- Reviewed expectations and rule for BC members.
 - Attendance will be kept including late arrivals and early departures.
 - BC members (including alternates) are expected to attend all meetings and will not be able to participate if they miss more than two meetings.
 - BC members (including alternates) are expected to attend at least one public meeting.
 - BC members and Alternates should all participate in discussions and evaluations of options.
 - Options should be evaluated based on the criteria presented at the first meeting and included in all evaluation sheets. If other criteria are employed, state the reason they are important.
 - Only BC members may vote.
 - Attendees who are neither BC members nor Alternates may listen, but not participate. They are encouraged to participate at the public meetings.
- Large Group - Elementary School - **Advisory and Leadership Team proposed** Scenarios BC-1 and BC-2 presented
- Small Group Discussion (3 groups) of BC-1 and BC-2
 - Recorded discussions noted below.
- Large Group - Middle School - **Advisory and Leadership Team proposed** Scenarios BC-3 and BC-4 presented
- Small Group Discussion (3 groups) of BC-3 and BC-4
 - Recorded discussions noted below.
- Large Group - High School - **Advisory and Leadership Team proposed** Scenarios BC-5, BC-6 and BC-7 presented
- Small Group Discussion (3 groups) of BC-5, BC-6 and BC-7
 - Recorded discussions noted below.

Small Group Summaries

- Each group reporter summarized the discussions

Next Steps

- Homework – BC members to review scenarios and provide new options for next meeting.

Small Group Discussion Notes:

All comments listed are recorded from discussions. The recorders took notes from what was said and have not modified the opinions expressed.

Small Group 1:

Participants: Sue Gray (Recorder), Anna Timney, Dale Lopez, Juan Canez), Vivian Chilton, Lily Martinez, Caroline Carlson, Marguerite Samples, Arthur Buckley, Amy Emmendorfer, Rachel Starks, JC De La Torre, and Vicki Borders

BC-1 Discussion:

- Data only, look at the area as well. How many students are we getting from outside the area? Since it's open enrollment, we're focusing on the numbers we know are attending the schools.
- Davis doesn't only include a dual language program, but also a cultural program.
- A con would be that some kids would be sent from a B school to a C school.
- Davis is a magnet and Blenman would need to also need to be made into a magnet to match culture and program.

- Q: How would the lottery work?
- Q: How would the staff be affected?

BC-2 Discussion:

- Gate program at Lineweaver, changes and affects the enrollment.
- Without GATE, Lineweaver may not be a "B" school.
- Self-contained, sibling would not be guaranteed the same school assignment.
- Some challenges include the GATE program at Lineweaver, uniforms only at Bonillas and the back to basics program at Bonillas.
- What are the options with Utterback?

- Q:How does this affect GATE program changes?

BC-3 and BC-4 Discussion:

- Does not help with integration at Mansfeld.
- Would like to see boundary changes numbers including Maxwell information.
- Creates change to make room for other ethnic groups.
- Mansfeld will be a future STEM magnet, can it go elsewhere?
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EXHIBIT 3C



Boundary Committee Meeting #2 Review Options

April 2, 2014 (6:30-8:30pm)

TUSD

APPLIED ECONOMICS

DLR Group

AGENDA

AGENDA

1. Introductions
2. Update
3. Scenario Review and Discussion
4. Group Summary Report
5. Next Steps



1

INTRODUCTIONS

BOUNDARY COMMITTEE

INTRODUCTIONS

1. What is your name?
2. Are you a parent, TUSD staff or community member?
3. What school(s) do you represent?

2

UPDATE

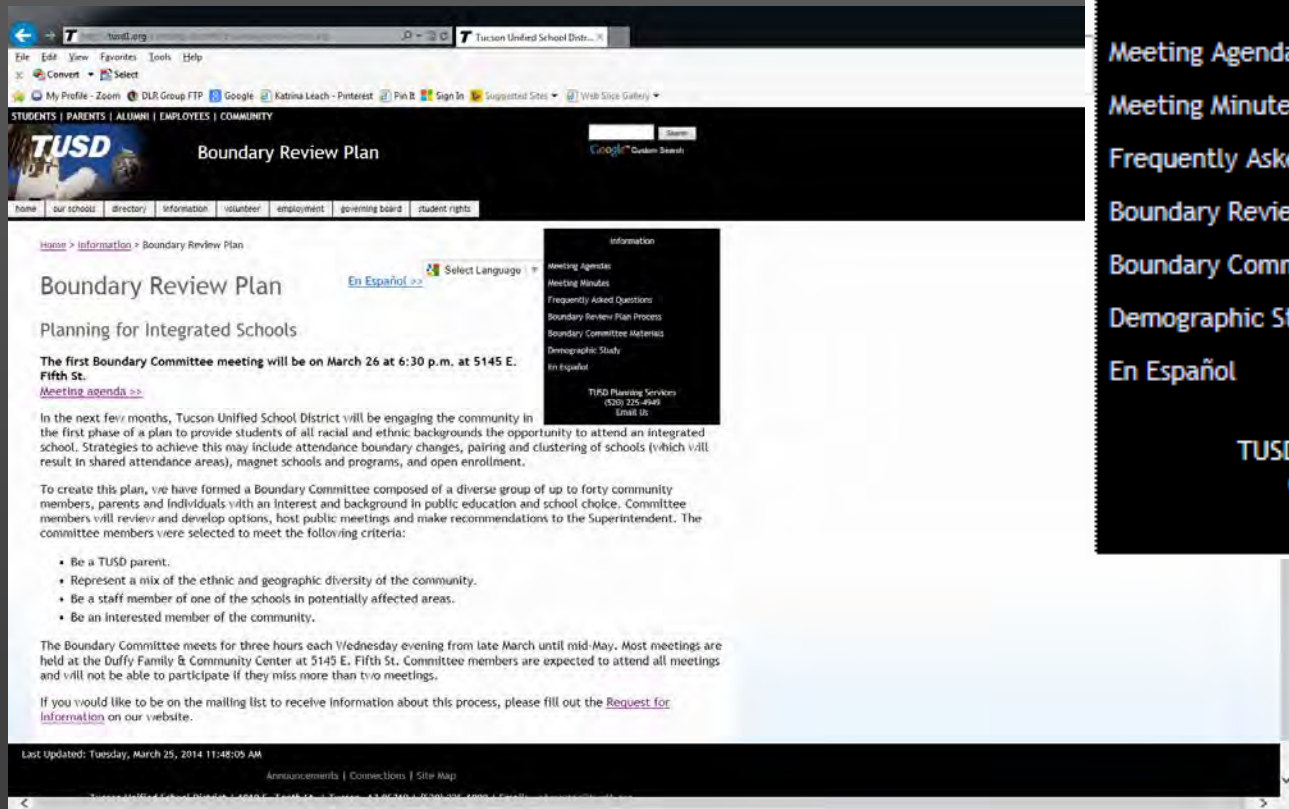
BOUNDARY COMMITTEE

boundary committee

BOUNDARY REVIEW PLAN

WEBPAGE

<http://tusd1.org/BoundaryReview>



Information

- Meeting Agendas
- Meeting Minutes
- Frequently Asked Questions
- Boundary Review Plan Process
- Boundary Committee Materials
- Demographic Study
- En Español

TUSD Planning Services
 (520) 225-4949
 Email Us

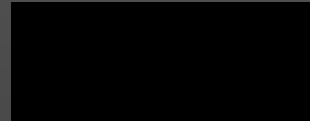
boundary committee

BOUNDARY REVIEW PLAN

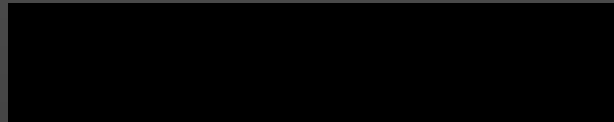
FTP Site (file sharing)

<http://ftp.dlrprojects.com>

Username:



Password:



boundary committee

BOUNDARY REVIEW PLAN

TEXT NOTIFICATIONS

Meeting Reminders
Updates

If interested, text "BC" to 520-867-9652
(standard text rates apply)

Your number will NOT be shared with anyone else or be
used for any other marketing efforts.

TUSD

 APPLIED
ECONOMICS

 DLR Group

boundary committee

MEETING DATES – fast pace!

BC Meeting Dates:

- March 26
- April 2
- April 9
- April 30
- ~~May 14~~
- June 4 (tentative)

May 7!



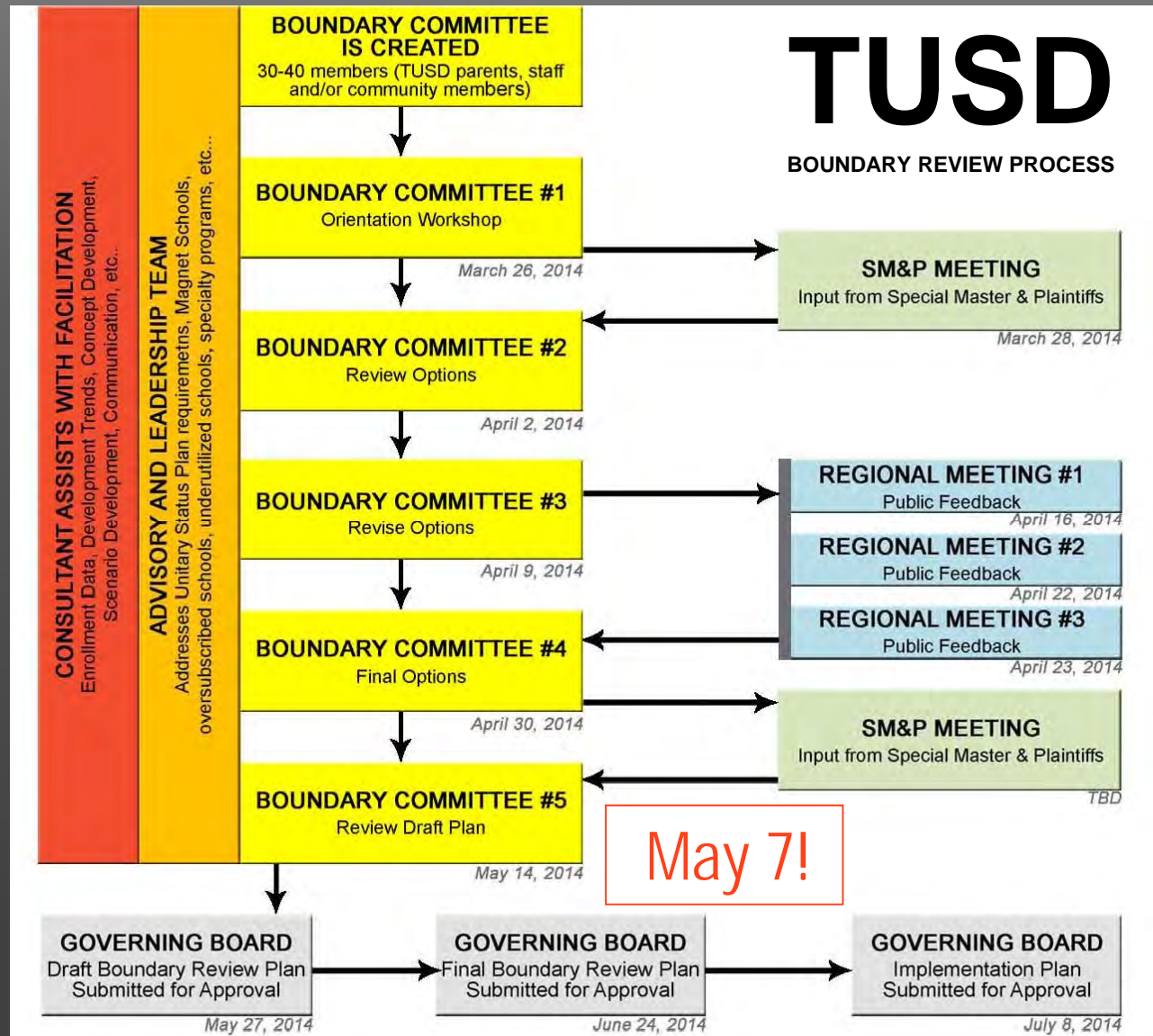
Public Meeting Dates:

- 3 meetings:
 - April 16
 - April 22 & 23
- 3 locations across the district

process

Success for TUSD

1. GATHER
2. EVALUATE
3. ENGAGE
4. COMPILE
5. REFINE



3

SCENARIO REVIEW & DISCUSSION

BOUNDARY COMMITTEE

BOUNDARY COMMITTEE

BC Role:

- Attend all BC meetings and Public Regional Meetings.
- Be familiar with the framework
- Review background data relative to the criteria
- Become familiar with the affected areas/ communities through self-directed tours and study
- Create recommendations
- Review input from public, regional meetings and adjust recommendations
- Report recommendations to the Superintendent.

UNITARY STATUS PLAN

What is an integrated school vs. a racially concentrated school?

- **Integrated School:**
 - One racial or ethnic group **does not exceed 70%** of the school's enrollment
 - No racial or ethnic group varies from the district average for that school level by more than +/- 15 percentage points
- **Racially Concentrated School:**
 - One ethnic group **exceeds 70%** of the school's enrollment

Integration Strategies:

1. **Pairing and Clustering Schools** – partnering nearby schools and combining attendance boundaries into one
2. **Magnet Schools**
3. **Attendance Boundaries**
4. **Feeder Patterns**

Q: “ Will we be addressing how the district will ensure that cluster boundaries will not be competing and causing contention between schools?”

A: 40% of TUSD students attend schools other than their home school, so school choice already creates a level of competition for students. The District has handled this in two ways:

1. All students have the right to attend their home school.
2. Where there are less seats than applications, students are assigned by lottery.

REVIEW PROCESS

1. Large Group - Scenario Review
 - 5 minute overview
2. Small Group Discussions
 - 20 minute discussion
 - 1 recorder
 - 1 reporter
 - Discussion questions and criteria

REVIEW PROCESS

Criteria for review:

- Demographics
- Effects on school desegregation
- Compactness of the attendance area
- Oversubscribed schools
- Fiscal impacts
- Instructional programs
- Feeder Patterns
- Target Operating Capacities
- Physical barriers/ neighborhood boundaries
- Previous Boundary Changes
- Transportation
- Underutilized schools

REVIEW PROCESS

Ground Rules for Discussions:

- Be respectful.
- All ideas are welcome. Even those that don't work can lead to ones that do!
- Avoid side conversations.
- We are not just interested in how you feel, but WHY you feel that way.

REVIEW PROCESS

- Attendance will be kept, including late arrivals and early departures.
- BC members (including Alternates) are expected to attend all meetings and will not be able to participate if they miss more than two meetings.
- BC members (including Alternates) are expected to attend at least one public meeting.

REVIEW PROCESS

- BC members and Alternates should all participate in discussions and evaluations of options.
- Options should be evaluated based on the criteria presented at the first meeting and included in all evaluation sheets. If other criteria is employed, state the reason they are important.

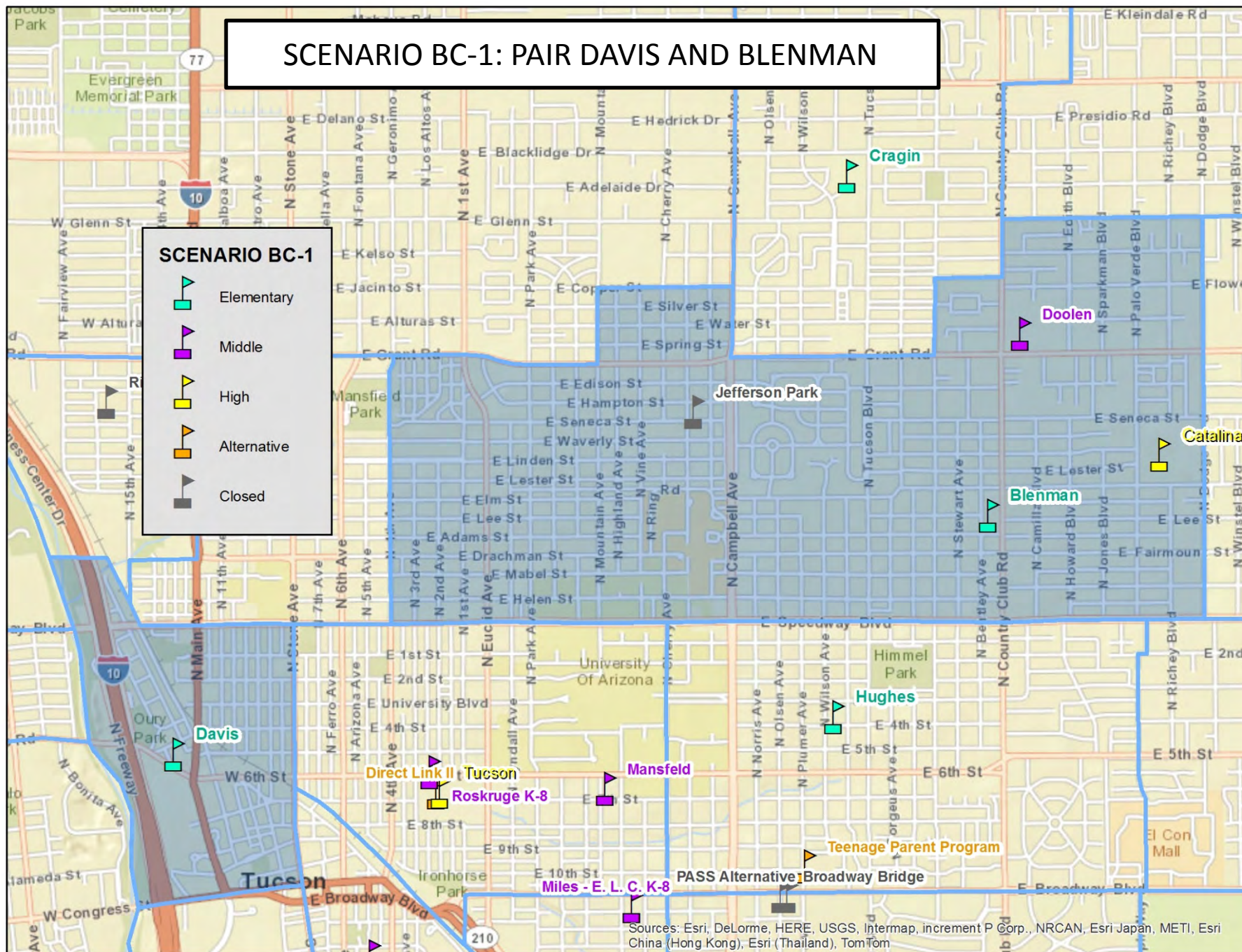
REVIEW PROCESS

- Only BC members may vote.
- Attendees who are neither BC members or Alternates may listen, but not participate. They are encouraged to participate at the public meetings.



ELEMENTARY SCHOOL SCENARIOS

BOUNDARY COMMITTEE





SCENARIO BC-1: PAIR DAVIS AND BLENMAN

Affected School Data

Criteria / Conditions	Davis	Blenman
Type	Elementary	Elementary
Status	Open	Open
Site Acres	3.40	7.00
Year Built (Average)	1961	1968
2013-14 Enrollment / Utilization	347 108%	496 78%
Attendance Area Enrollment	104	581
Operating Capacity	320	640
Portables / Capacity	2 50	2 50
Oversubscribed?	Yes	No
School Enrollment with Option	281 88%	562 88%
Distributed Students	-66	66
Academic Performance	B	C
Attraction / Flight	3.08	0.67
Racially Concentrated	Concentrated	Integrated
Ethnicity	91%	79%
Free & Reduced Lunch	43%	80%
Facility Condition Index	2.77	2.46
Magnet?	Yes	No

Pros and Cons

Pros	Cons
More students going to an integrated school	Distance to Blenman
One less Racially Concentrated school	24% of Davis is comprised of neighborhood students, so this may not reduce many seats by taking away neighborhood students
Provide transportation for Davis students	District already provides options for students to move away from Davis with transportation
Davis would still maintain the cultural program and continue open enrollment and transportation	Limits access to dual language program for Hispanics in the community; may need another dual language program in another school
Reduce over-subscription at Davis	

**SCENARIO BC-1: PAIR DAVIS AND BLENMAN**

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Davis	347	86%	32	6	300	5	0	0
With Option	281	65%	46	25	181	8	10	11
Blenman	496	49%	106	68	244	20	29	29
With Option	562	65%	92	49	363	17	19	22
Davis-Davidson Pair	843	65%	138	74	544	25	29	33

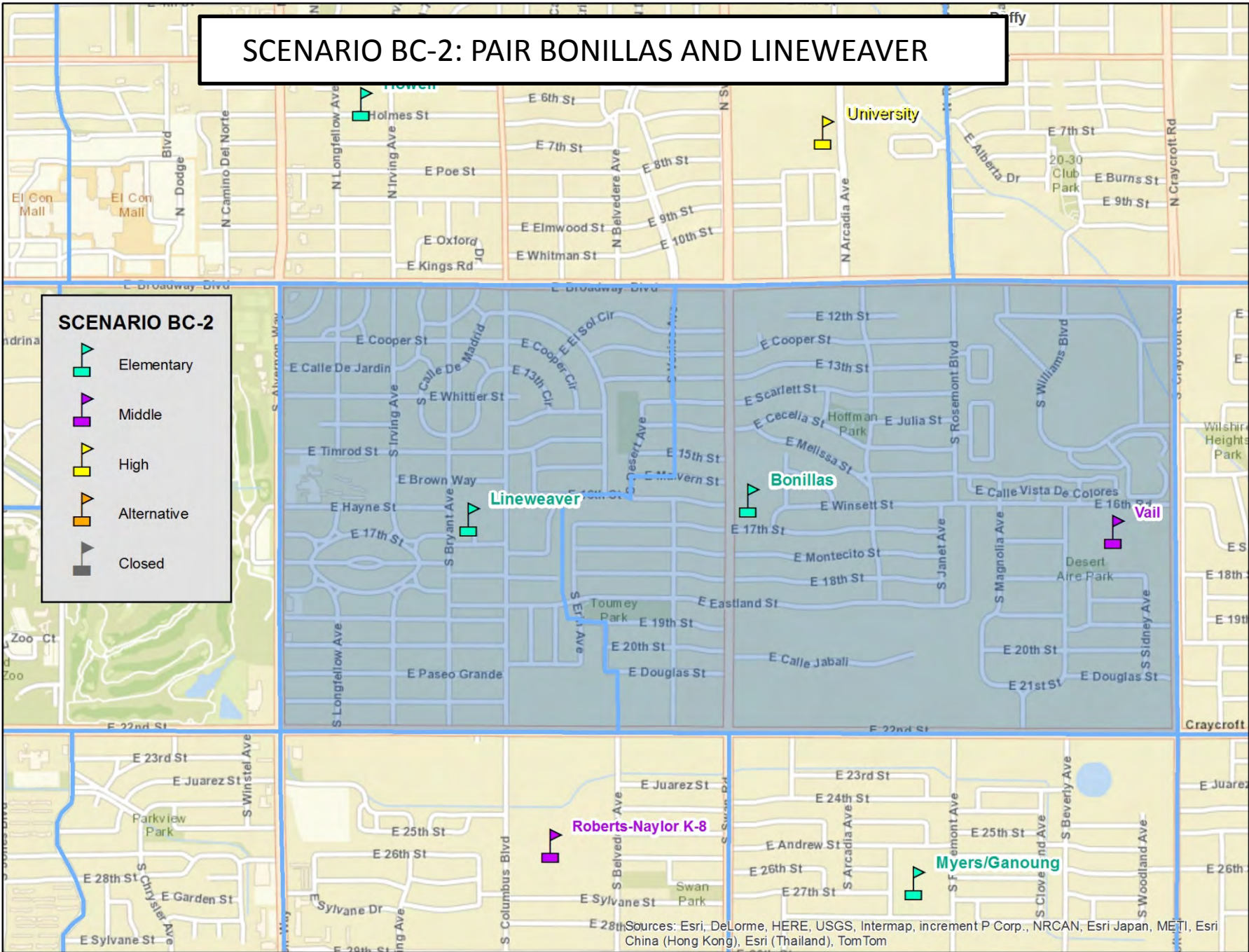
Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Davis	104	84%	11	0	87	0	0	5
With Option	228	53%	58	22	122	6	9	11
Blenman	581	48%	164	65	279	17	27	29
With Option	457	53%	117	43	244	12	18	23
Davis-Davidson Pair	685	53%	175	65	366	18	27	34

SCENARIO BC-2: PAIR BONILLAS AND LINEWEAVER

SCENARIO BC-2

- Elementary
- Middle
- High
- Alternative
- Closed



Sources: Esri, DeLorme, HERE, USGS, Intermap, increment P Corp., NRCAN, Esri Japan, METI, Esri China (Hong Kong), Esri (Thailand), TomTom



SCENARIO BC-2: PAIR BONILLAS AND LINEWEAVER

Affected School Data

Criteria / Conditions	Lineweaver	Bonillas
Type	Elementary	Elementary
Status	Open	Open
Site Acres	7.60	11.00
Year Built (Average)	1963	1959
2013-14 Enrollment / Utilization	556 132%	436 93%
Attendance Area Enrollment	164	297
Operating Capacity	420	470
Portables / Capacity	8 200	3 75
Oversubscribed?	Yes	No
School Enrollment with Option	468 111%	524 111%
Distributed Students	-88	88
Academic Performance	B	C
Attraction / Flight	2.57	1.30
Racially Concentrated	Integrated	Concentrated
Ethnicity	63%	86%
Free & Reduced Lunch	55%	79%
Facility Condition Index	2.24	2.07
Magnet?	No	Yes

Pros and Cons

Pros	Cons
More students going to an integrated school	The majority of the students are from non-neighborhood areas; the neighborhood is integrated
One less Racially Concentrated school	
May reduce students at Lineweaver so it is no longer over-subscribed	Bonillas has a different program: Back to Basics
Bonillas students continue to have preference at Dodge	
New Bonillas administration can encourage connection between schools	



SCENARIO BC-2: PAIR BONILLAS AND LINEWEAVER

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lineweaver	556	51%	203	18	281	8	19	27
With Option	468	61%	124	19	288	6	13	18
Bonillas	436	75%	59	23	329	5	8	12
With Option	524	61%	138	22	322	7	14	21
Lineweaver-Bonillas Pair	992	61%	262	41	610	13	27	39

Attendance Area Ethnicity

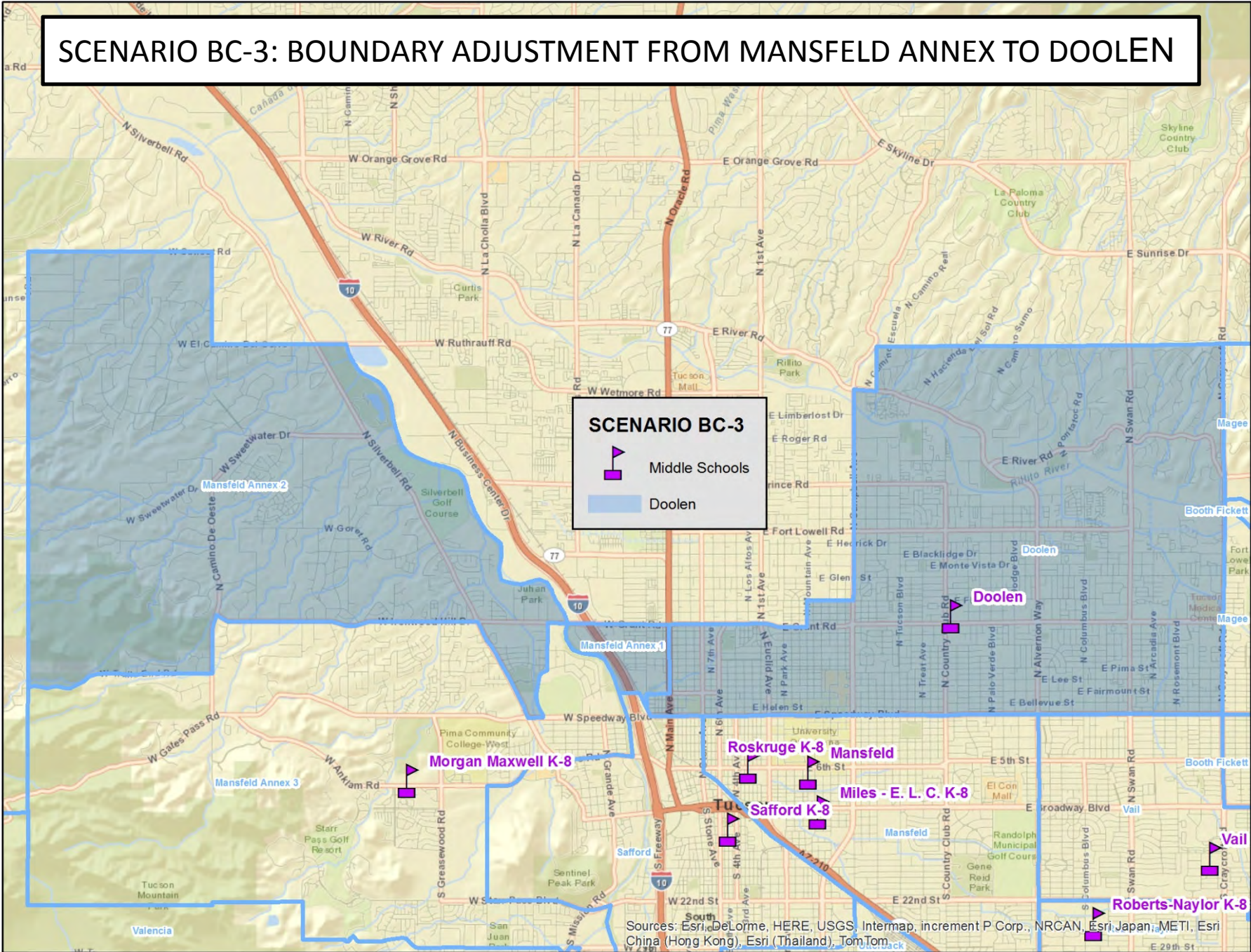
Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lineweaver	164	57%	53	7	94			6
With Option	218	59%	61	15	128			9
Bonillas	297	60%	76	25	177			14
With Option	243	59%	68	17	143			11
Lineweaver-Bonillas Pair	461	59%	129	32	271		5	20



MIDDLE SCHOOL SCENARIOS

BOUNDARY COMMITTEE

SCENARIO BC-3: BOUNDARY ADJUSTMENT FROM MANSFELD ANNEX TO DOOLEN





SCENARIO BC-3: BOUNDARY ADJUSTMENT FROM MANSFELD ANNEX TO DOOLEN

Affected School Data

Criteria / Conditions	Mansfeld	Doolen
Type	Middle	Middle
Status	Open	Open
Site Acres	6.60	19.80
Year Built (Average)	1962	1972
2013-14 Enrollment / Utilization	807 100%	795 70%
Attendance Area Enrollment	1,286	890
Operating Capacity	810	1,140
Portables / Capacity	0 0	0 0
Oversubscribed?	No	No
School Enrollment with Option	578 71%	1,024 90%
Distributed Students	-229	229
Academic Performance	C	B
Attraction / Flight	0.43	0.76
Racially Concentrated	Concentrated	Neutral
Ethnicity	91%	71%
Free & Reduced Lunch	70%	72%
Facility Condition Index	2.37	3.08
Magnet?	No	No

Pros and Cons

Pros	Cons
Makes Doolen integrated	Increases racial concentration at Mansfeld
Reduces 100% utilization	Perceived disciplinary problems
Racial concentration increase could be mitigated by magnet selection process	Boundary changed previously
Tucson HS may receive less students directly from Mansfeld which could help reduce over-subscription	Distance between schools
Possible transportation pick-up areas to reduce travel time	
Reduces 100% utilization at Mansfeld and would free up more seats for magnet program	
Moves students from C school to B school	

**SCENARIO BC-3: BOUNDARY ADJUSTMENT FROM MANSFELD ANNEX TO DOOLEN**

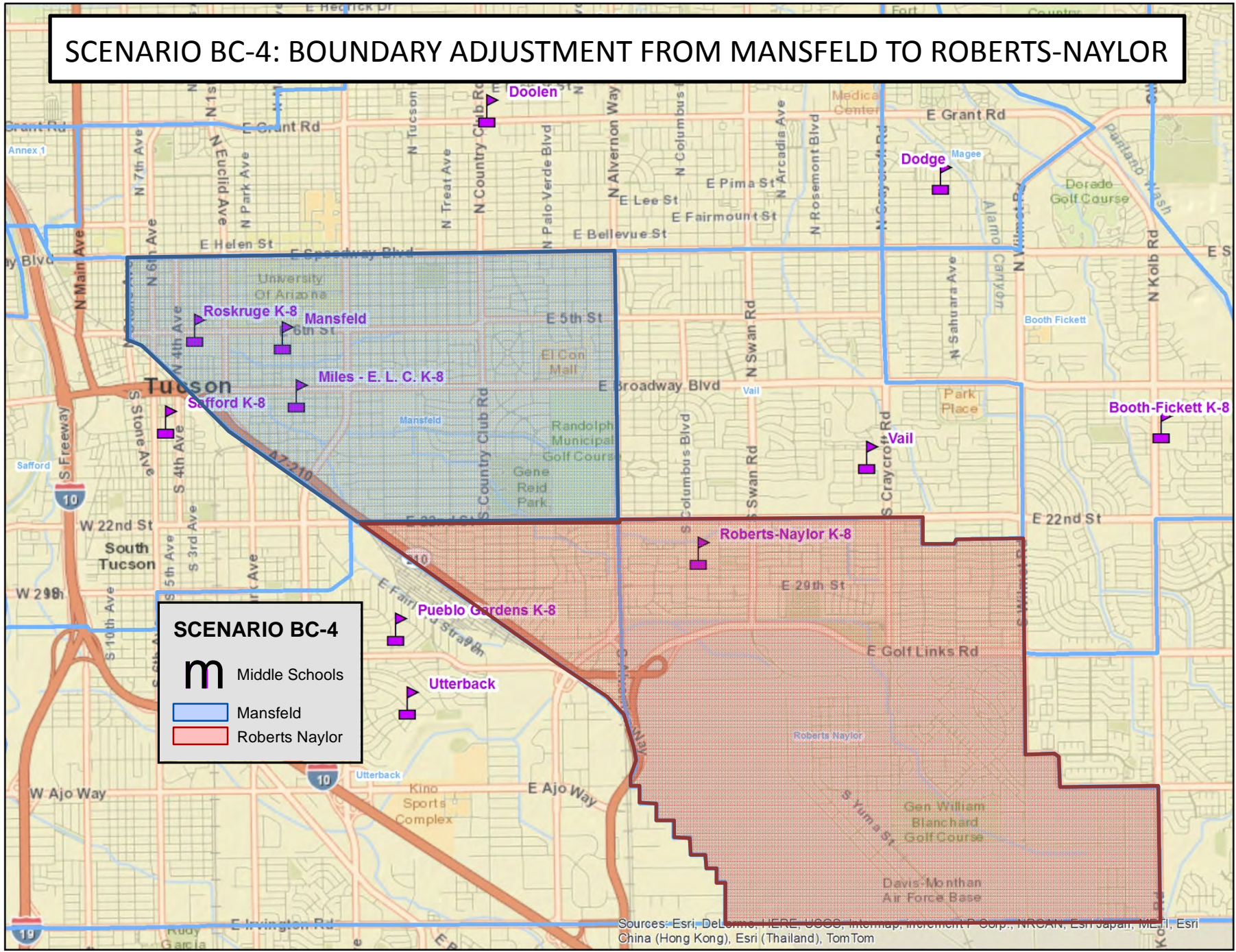
School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	806	80%	76	42	642	25	11	10
With Option	578	86%	45	31	495	8	-1	0
Doolen	796	46%	232	86	367	24	56	31
With Option	1,024	50%	263	97	514	41	68	41

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	1,287	75%	162	63	961	53	24	24
With Option	1,059	77%	131	52	814	36	12	14
Doolen	890	49%	245	99	436	26	53	31
With Option	1,118	52%	276	110	583	43	65	41

SCENARIO BC-4: BOUNDARY ADJUSTMENT FROM MANSFELD TO ROBERTS-NAYLOR



Sources: Esri, DeLorme, HERE, UCCS, Intermop, Intermop Corp., NRCAN, Esri Japan, MLL, Esri China (Hong Kong), Esri (Thailand), TomTom



SCENARIO BC-4: BOUNDARY ADJUSTMENT FROM MANSFELD TO ROBERTS-NAYLOR

Affected School Data

Criteria / Conditions	Mansfeld	Roberts-Naylor	Vail
Type	Middle	Middle/K-8	Middle
Status	Open	Open	Open
Site Acres	6.60	18.70	18.00
Year Built (Average)	1962	1970	1965
2013-14 Enrollment / Utilization	807 100%	597 72%	672 92%
Attendance Area Enrollment	1,286	708	408
Operating Capacity	810	830	730
Portables / Capacity	0 0	0 0	8 200
Oversubscribed?	No	No	No
School Enrollment with Option	676 83%	728 88%	
Distributed Students	-131	131	
Academic Performance	C	C	C
Attraction / Flight	0.43	0.23	1.70
Racially Concentrated	Concentrated	Integrated	Integrated
Ethnicity	91%	89%	67%
Free & Reduced Lunch	70%	90%	62%
Facility Condition Index	2.37	2.55	2.39
Magnet?	No	No	No

Pros and Cons

Pros	Cons
More students in integrated school at Roberts-Naylor	Small integration impact
Slightly less racial concentration at Mansfeld	More changes to area that had first school closed
Roberts-Naylor provides K-8 option	Western portion of area already shifted from Duffy to Robison
Vail provides 6-8 option for this area	
Opens up seats for the magnet program at Mansfeld	

**SCENARIO BC-4: BOUNDARY ADJUSTMENT FROM MANSFELD TO ROBERTS-NAYLOR**

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	806	80%	76	42	642	25	11	10
With Option	676	79%	67	37	532	20	11	10
Roberts-Naylor	598	63%	66	94	377	18	33	10
With Option	728	67%	75	99	487	23	33	10

Attendance Area Ethnicity

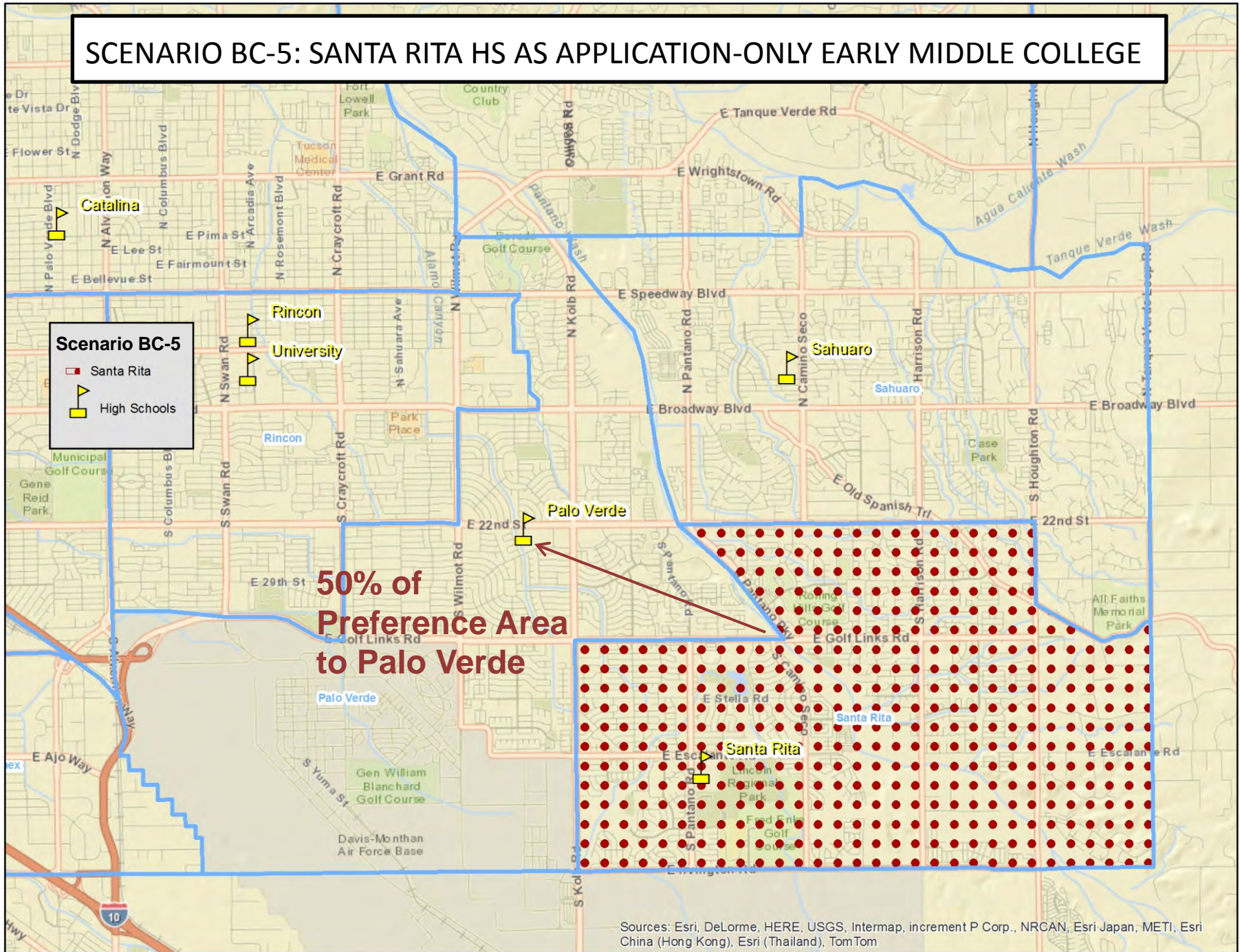
Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	1,287	75%	162	63	961	53	24	24
With Option	1,083	73%	142	56	796	43	23	23
Roberts-Naylor	925	62%	148	112	570	31	42	22
With Option	1,129	65%	168	119	735	41	43	23



HIGH SCHOOL SCENARIOS

BOUNDARY COMMITTEE

SCENARIO BC-5: SANTA RITA HS AS APPLICATION-ONLY EARLY MIDDLE COLLEGE





SCENARIO BC-5: SANTA RITA HS AS APPLICATION-ONLY EARLY MIDDLE COLLEGE

(50% of Santa Rita Attendance Area Students to Palo Verde)

Affected School Data

Criteria / Conditions	Santa Rita	Palo Verde
Type	High School	High School
Status	Open	Open
Site Acres	44.80	35.50
Year Built (Average)	1971	1961
2013-14 Enrollment / Utilization	927 45%	953 46%
Attendance Area Enrollment	1,301	1,258
Operating Capacity	2,070	2,070
Portables / Capacity	0 0	0 0
Oversubscribed?	No	No
School Enrollment with Option	464 22%	1,416 68%
Distributed Students	-463	463
Academic Performance	C	B
Attraction / Flight	0.57	0.72
Racially Concentrated	Neutral	Integrated
Ethnicity	58%	73%
Free & Reduced Lunch	48%	63%
Facility Condition Index	2.60	2.35
Magnet?	No	Yes

Pros and Cons

Pros	Cons
Santa Rita HS to partner with Pima Community College and Pima JTED to provide CTE programs with associate degree options	Santa Rita not racially concentrated; no direct impact
Moves students from a C to B school	Palo Verde HS will have a change in leadership
Desirable programs	3-5 years to grow program – possibly incremental preference area with more than 50% initially (based on number of applications from outside)
May indirectly help reduce Tucson HS Racially Concentrated status	East side high schools are underutilized and there may be a future closure if there isn't attraction

**SCENARIO BC-5: SANTA RITA HS AS APPLICATION-ONLY EARLY MIDDLE COLLEGE**

(50% of Santa Rita Attendance Area Students to Palo Verde)

School Ethnicity


School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Santa Rita	927	39%	389	97	357	15	28	41
With Option	464	38%	195	49	179	8	14	21
Palo Verde	953	50%	258	131	474	21	21	48
With Option	1,416	46%	453	179	653	29	35	69

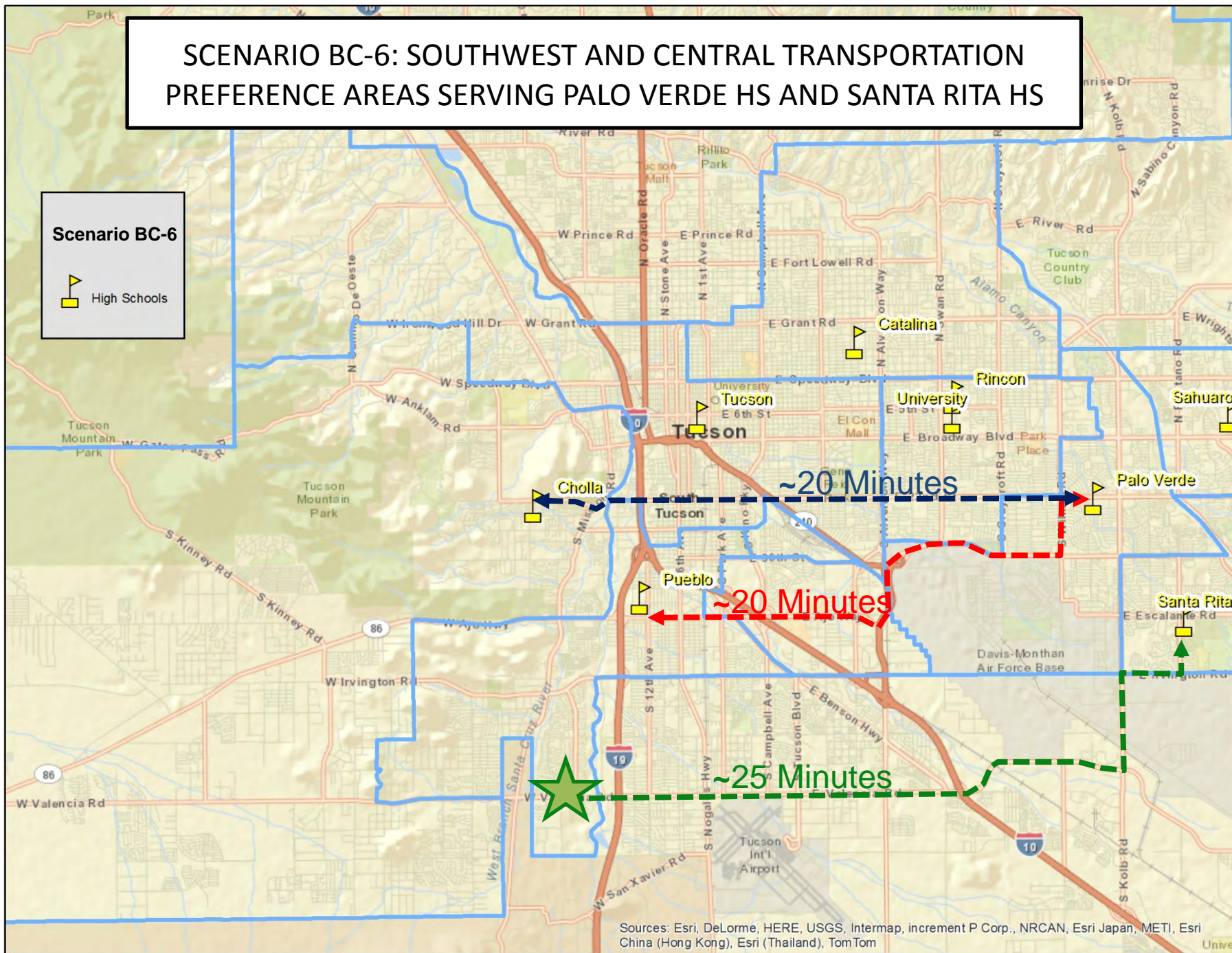
Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Santa Rita	1,301	38%	562	109	496	12	54	68
With Option	651	38%	281	55	248	6	27	34
Palo Verde	1,258	47%	419	126	586	24	43	60
With Option	1,908	44%	700	180	834	30	70	94

SCENARIO BC-6: SOUTHWEST AND CENTRAL TRANSPORTATION PREFERENCE AREAS SERVING PALO VERDE HS AND SANTA RITA HS

Scenario BC-6

-  High Schools



Sources: Esri, DeLorme, HERE, USGS, Intermap, increment P Corp., NRCAN, Esri Japan, METI, Esri China (Hong Kong), Esri (Thailand), TomTom



SCENARIO BC-6: SOUTHWEST AND CENTRAL TRANSPORTATION PREFERENCE AREAS SERVING PALO VERDE AND SANTA RITA 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%	1,510 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				
Distributed Students				
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
Magnet?	Yes	Yes	Yes	No

Pros and Cons

Pros	Cons
More students in an integrated environment	Does not impact THMS racial concentration
Possible change to THMS RC status; this area is traditionally a Hispanic pool that attends Tucson HS	Transportation not available for events such as football games
Possible future STEM program at Palo Verde HS	East side high schools are underutilized and there may be a future closure if there isn't attraction
Possible future CTE/JTED program options at Santa Rita HS	Long drive
May reduce the Racially Concentrated percentage at Pueblo HS	
May draw non-neighborhood students from Tucson HMS and reduce racially concentrated percentage as well as reduce over-subscription	
May reduce the Racially Concentrated percentage at Cholla HS	
Transportation available for activities	
Long drive is acceptable with better program options	

**SCENARIO BC-6: SOUTHWEST AND CENTRAL TRANSPORTATION PREFERENCE AREAS SERVING PALO VERDE AND SANTA RITA HS**

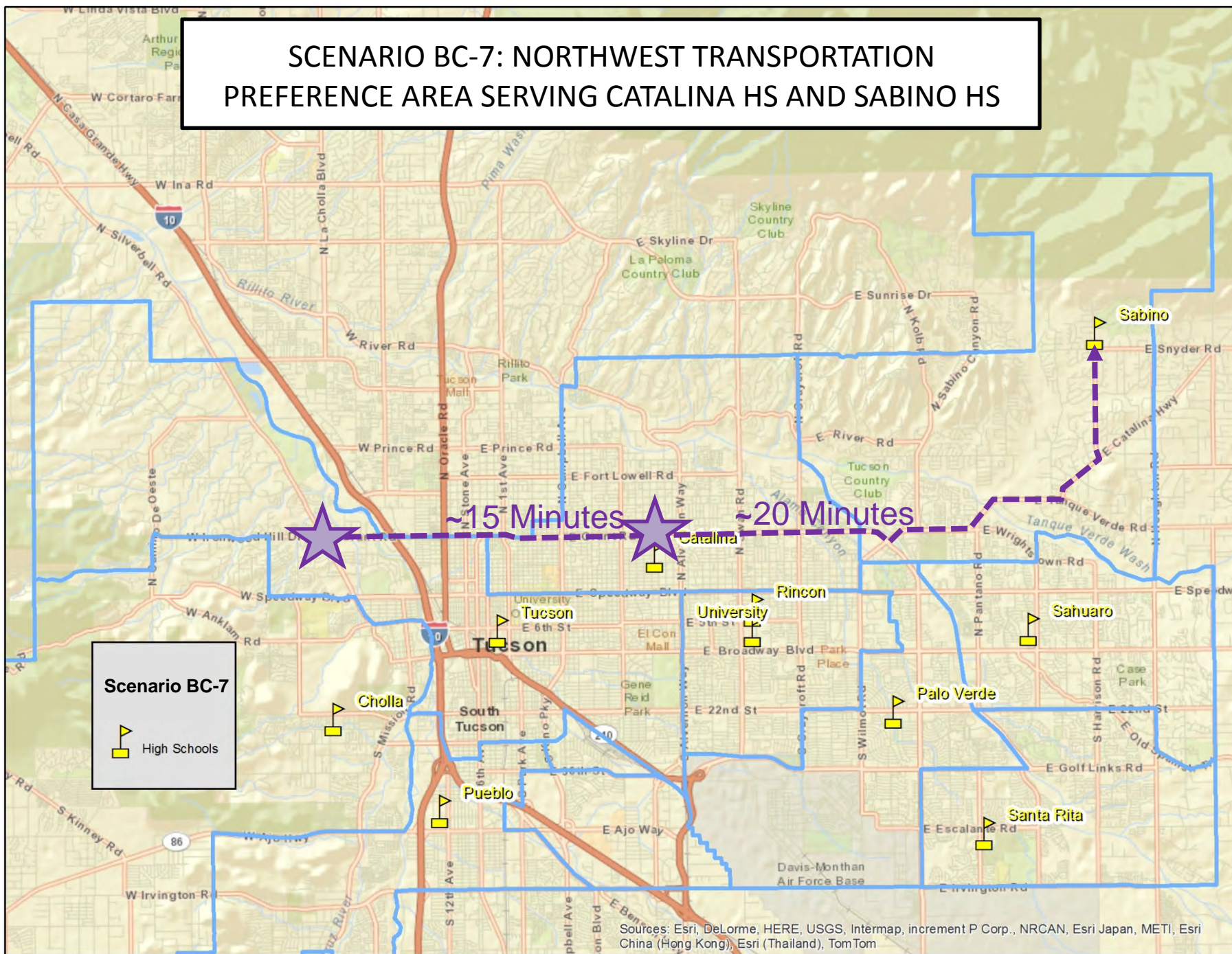
School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Cholla	1,680	79%	147	61	1,328	113	8	23
With Option	TBD							
Pueblo	1,508	90%	58	17	1,361	59	5	8
With Option	TBD							
Palo Verde	953	50%	258	131	474	21	21	48
With Option	TBD							
Santa Rita	927	39%	389	97	357	15	28	41
With Option	TBD							

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
With Option	TBD							
Pueblo	2,011	88%	101	40	1,776	62	11	21
With Option	TBD							
Palo Verde	1,258	47%	419	126	586	24	43	60
With Option	TBD							
Santa Rita	1,301	38%	562	109	496	12	54	68
With Option	TBD							

SCENARIO BC-7: NORTHWEST TRANSPORTATION PREFERENCE AREA SERVING CATALINA HS AND SABINO HS



Sources: Esri, DeLorme, HERE, USGS, Intermap, increment P Corp., NRCAN, Esri Japan, METI, Esri China (Hong Kong), Esri (Thailand), TomTom



SCENARIO BC-7: NORTHWEST TRANSPORTATION PREFERENCE AREA SERVING CATALINA HS AND SABINO HS

Affected School Data

Criteria / Conditions	Tucson	Catalina	Sabino
Type	High School	High School	High School
Status	Open	Open	Open
Site Acres	27.00	35.80	37.20
Year Built (Average)	1958	1962	1975
2013-14 Enrollment / Utilization	3,226 111%	1,020 68%	1,060 54%
Attendance Area Enrollment	1,814	1,394	720
Operating Capacity	2,900	1,500	1,950
Portables / Capacity	0 0	0 0	0 0
Oversubscribed?	Yes	No	No
School Enrollment with Option	TBD #####	TBD #####	
Distributed Students	#####	#####	
Academic Performance	B	D	A
Attraction / Flight	2.68	0.61	1.72
Racially Concentrated	Concentrated	Integrated	Neutral
Ethnicity	86%	74%	38%
Free & Reduced Lunch	51%	71%	14%
Facility Condition Index	2.80	2.73	2.56
Magnet?	Yes	Yes	No

Pros and Cons

Pros	Cons
More students in an integrated environment	No change to THMS RC status
Sabino HS has space available and is an 'A' school	Tucson HS has many non-neighborhood students
Transportation available for activities	Sabino HS has a strong tradition to attract students and could risk becoming racially concentrated (predominantly white)
Long drive is acceptable with better program options	Catalina HS is a DD school
	Transportation not available for events such as football games
	Long drive

**SCENARIO BC-7: NORTHWEST TRANSPORTATION PREFERENCE AREA SERVING CATALINA HS AND SABINO HS**

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Tucson	3,225	74%	455	157	2,382	136	37	58
With Option	TBD							
Catalina	1,021	46%	264	145	469	33	83	27
With Option	TBD							
Sabino	1,060	28%	660	36	299	12	13	40
With Option	TBD							

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Tucson	1,814	71%	296	104	1,293	65	23	33
With Option	TBD							
Catalina	1,394	44%	449	155	618	44	94	34
With Option	TBD							
Sabino	720	25%	453	16	177	9	28	37
With Option	TBD							

4

TABLE TOP SUMMARIES

BOUNDARY COMMITTEE

5

NEXT STEPS

BOUNDARY COMMITTEE

BOUNDARY COMMITTEE

Homework

- Review Scenarios BC-1 through BC-7 and discuss with your community.
- If you receive a large amount of feedback and would like to email us, please email to Bryant.Nodine@tusd1.org
- Develop a new scenario for the next meeting.



WRAP UP

Next Meeting:

April 9 at 6:30pm

Duffy Family & Community Center

Topic: Revise Options

Come prepared to Review Your New Options!

TUSD

 APPLIED
ECONOMICS

 DLR Group