

EXHIBIT 3D

Meeting Sign-In

Date April 2, 2014
 Meeting Type Boundary Committee Meeting #2:
 Review Options
 Location Duffy Family & Community Center
 6:30pm-8:30pm
 Project TUSD Boundary Review Plan
 Project No. 30-14119-00

Attendees:

Name	Membership	Present (Initial)
Rodney Bell	BC	RGB
Liz Benites	BC	
Georgia Brousseau	BC	GB
Arthur Buckley	A BC	AB
Sylvia Campoy	BC	✓ SC
Caroline Carlson	BC	CC
Megan Chavez	BC	MC
Vivian Chilton	BC	VC
Gloria Copeland	BC	✓ GC
Juan De La Torre	BC	JDT
Gerlie Fout	BC	
Kathryn Jensen	BC	KJ
Jorge Leyva	BC	
Dale Lopez	BC	DL
Lilian Martinez	BC	LM
Angie Mendoza	BC	AM
Rosalva Meza	BC	RAM
Susan Neal	BC	SN

Meeting Sign-In

Date	April 2, 2014
Meeting Type	Boundary Committee Meeting #2: Review Options
Location	Duffy Family & Community Center 6:30pm-8:30pm
Project	TUSD Boundary Review Plan
Project No.	30-14119-00

Attendees:	Name	Membership	Present (Initial)
	Vicki Border <i>S</i>	A	<i>VB</i>
	Amy Cislak	A	<i>AC</i>
	Amy Emmendorfer	A	<i>ae</i>
	Reesa Fickett	A	
	Vicki Harvey	A	
	Bill Jones	A	<i>WJ</i>
	Jill Leon	A	
	Matt Munger	A	
	Cheryl Norwood	A	
	Lorraine Ramirez	<i>LR A</i>	
	Marguerite Samples	A	<i>MS</i>
	Marsha Willey	A	<i>MW</i>

EXHIBIT 3E

Boundary Committee Follow Up Notes

Following: April 2, 2014 BC Meeting #2 – Review Options

Last Updated: April 8, 2014

This is a working document that will be updated as feedback is received from committee members and the public via email.

Comments/ Input sent via email:

1. "... this effort is moving kids around to make the numbers look better. The focus was not on education."
2. "People in the community are concerned about racism and integration, but cannot see how they can move a program from here to there to make integration better because of the community. One example was Davis being dual language and that is why it is attractive to the community. It seemed to me that there would be a lot more consensus if the programs were enhanced rather than transferred REGARDLESS of the ethnic representation... I guess the group would like to see a SECOND dual language magnet rather than moving kids."
3. High Schools - "Could students spend part of the day at a different school? UHS schedules like college so even and odd classes are MW and TuTh, respectively, and all classes meet on Friday. If this was more universal, a student could attend school at PVHS MWF and Pueblo TuTh for a specific program."
4. "Since Dunham is going to be a full GATE Cluster school starting in the fall 2014 (We currently have GATE clustering in grades 3-4 this year) and is underutilized; couldn't there be GATE self-contained classes placed at Dunham in the fall so that overcrowding could be diminished at both Kellond and Lineweaver schools? Wouldn't this resolve the issue off cluster/pairing boundary for Lineweaver & Bonillas?"
 - Pro: Reduce oversubscription at Lineweaver and Kellond.
 - Con: Does not address integration.
5. "I have had good response to scenarios #2 and #7 so far."

EXHIBIT 3F

Agenda



DLR Group

Architecture Engineering Planning Interiors

6225 North 24th Street
Suite 250
Phoenix, AZ 85016

o: 602/381-8580
f: 602/956-8358

Date/Time	April 2, 2014 (6:30pm-8:30pm)
Location	Duffy Family and Community Center Multi-Purpose Room 655 N Magnolia Ave Tucson, AZ 85711
Project	TUSD Boundary Review Plan
Subject	Boundary Committee Meeting #2 – Review Options

Topics

1. Update
 - a. TUSD webpage: www.tusd1.org/boundaryreview
 - b. FTP Site set up for document sharing:
<http://ftp.dlrprojects.com>
Username: [REDACTED]
Password: [REDACTED]
2. Scenario Review and Discussion
 - a. Process
 - b. Large Group Scenario Review
 - c. Small Group Discussion
 - d. Group Summary Report
3. Next Steps
 - a. BC Meeting #3 – Revise Options – April 9, 2014
 - b. Homework – Review materials and develop a new scenario

EXHIBIT 3G

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	
Davis would still maintain the cultural program and continue open enrollment and transportation	District already provides options for students to move away from Davis with transportation
Reduce over-subscription at Davis	Limits access to dual language program for Hispanics in the community; may need another dual language program in another school

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	1
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	1	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

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

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

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

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 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

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

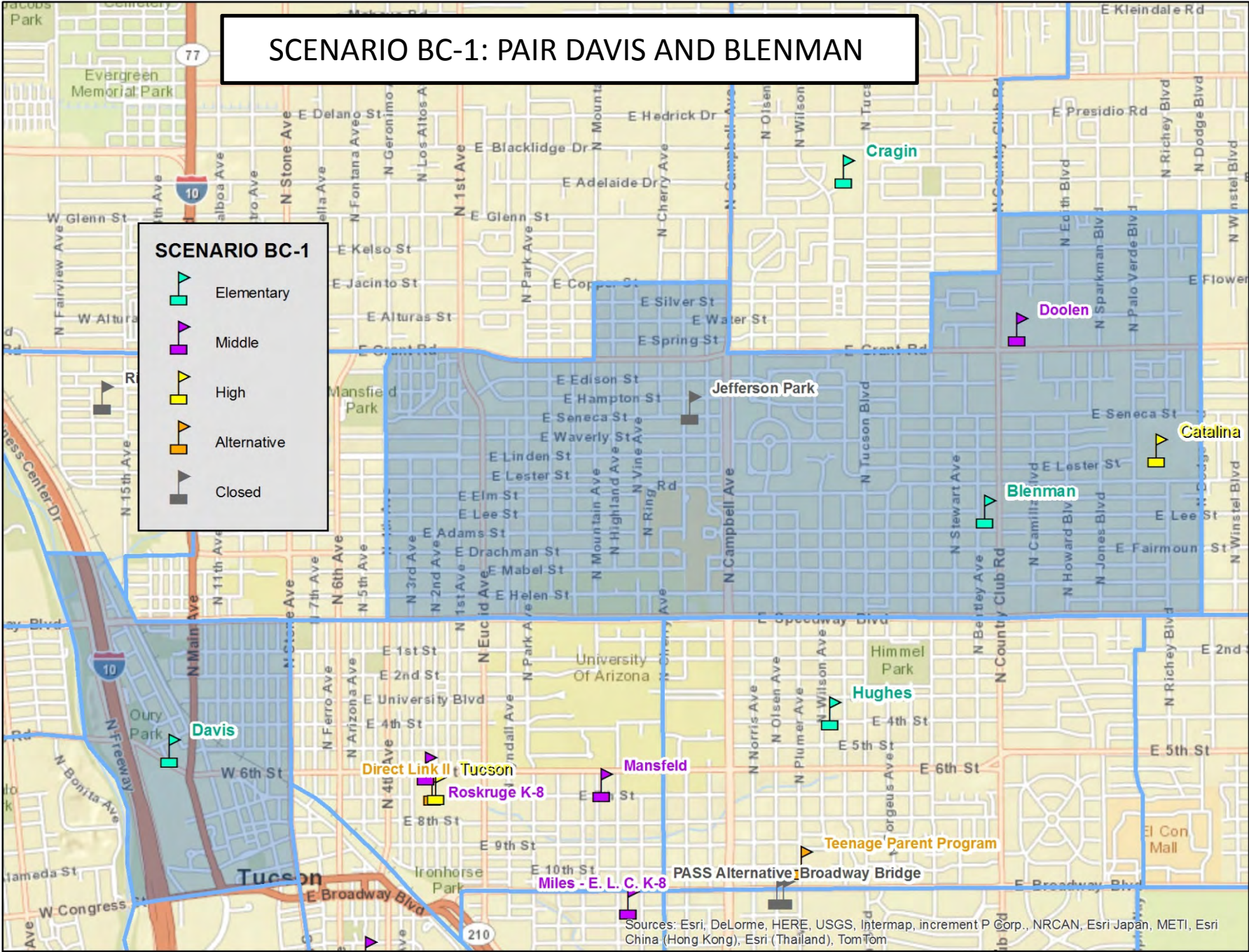
Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Tucson	1,814	71%	296	104	1,293	65	23	33
With Option	TBD							
Catalina	1,394	44%	449	155	618	44	94	34
With Option	TBD							
Sabino	720	25%	453	16	177	9	28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

EXHIBIT 3H

SCENARIO BC-1: PAIR DAVIS AND BLENMAN

SCENARIO BC-1






-  Elementary
-  Middle
-  High
-  Alternative
-  Closed

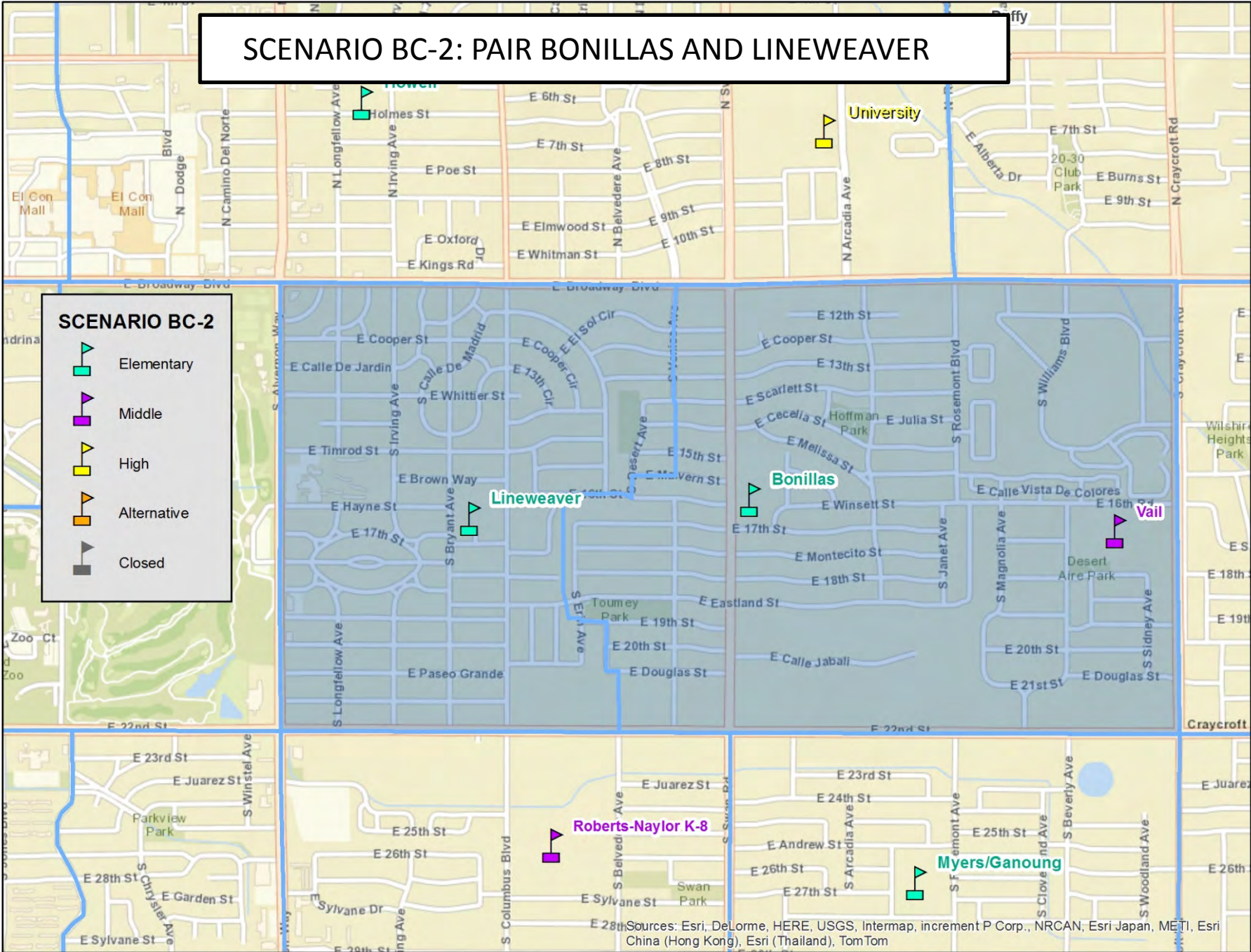


Sources: Esri, DeLorme, HERE, USGS, Intermap, increment P Corp., NRCAN, Esri Japan, METI, Esri China (Hong Kong), Esri (Thailand), TomTom

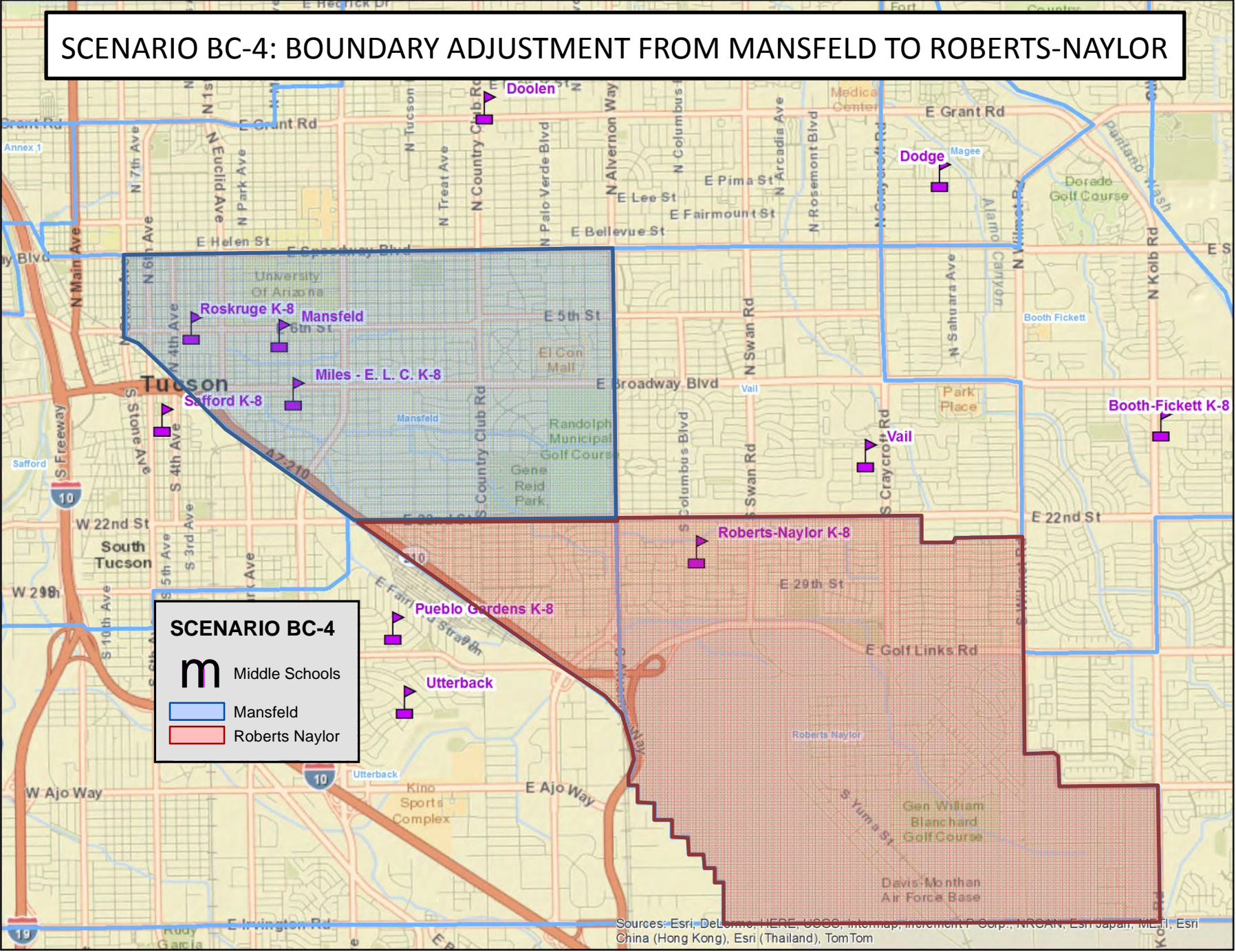
SCENARIO BC-2: PAIR BONILLAS AND LINEWEAVER

SCENARIO BC-2

-  Elementary
-  Middle
-  High
-  Alternative
-  Closed



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



SCENARIO BC-4

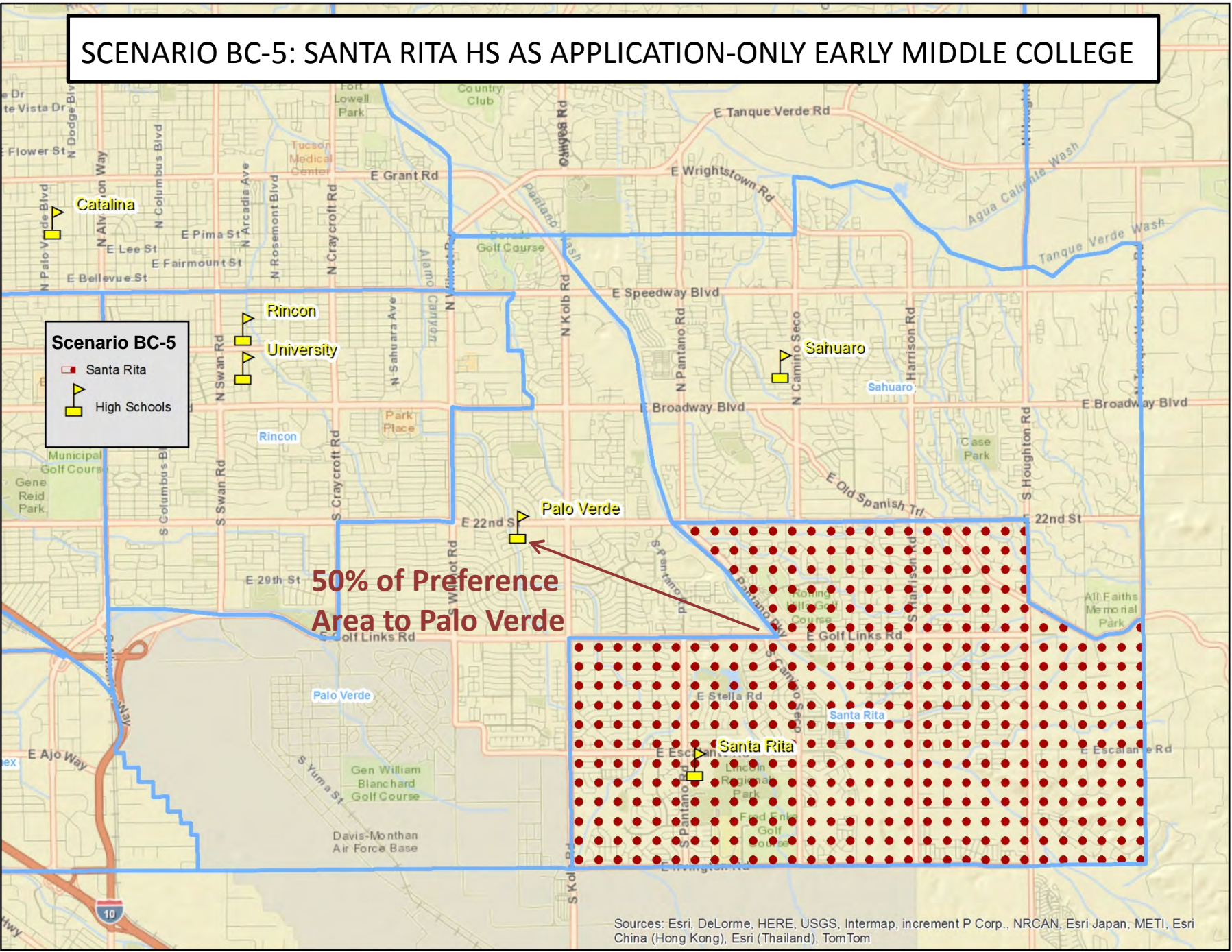
- m** Middle Schools
- Mansfeld
- Roberts Naylor

Sources: Esri, DeLorme, HERE, UCCG, Intermap, iPlanet, NRCAN, Esri Japan, MELI, Esri China (Hong Kong), Esri (Thailand), TomTom

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

Scenario BC-5

- Santa Rita
- High Schools




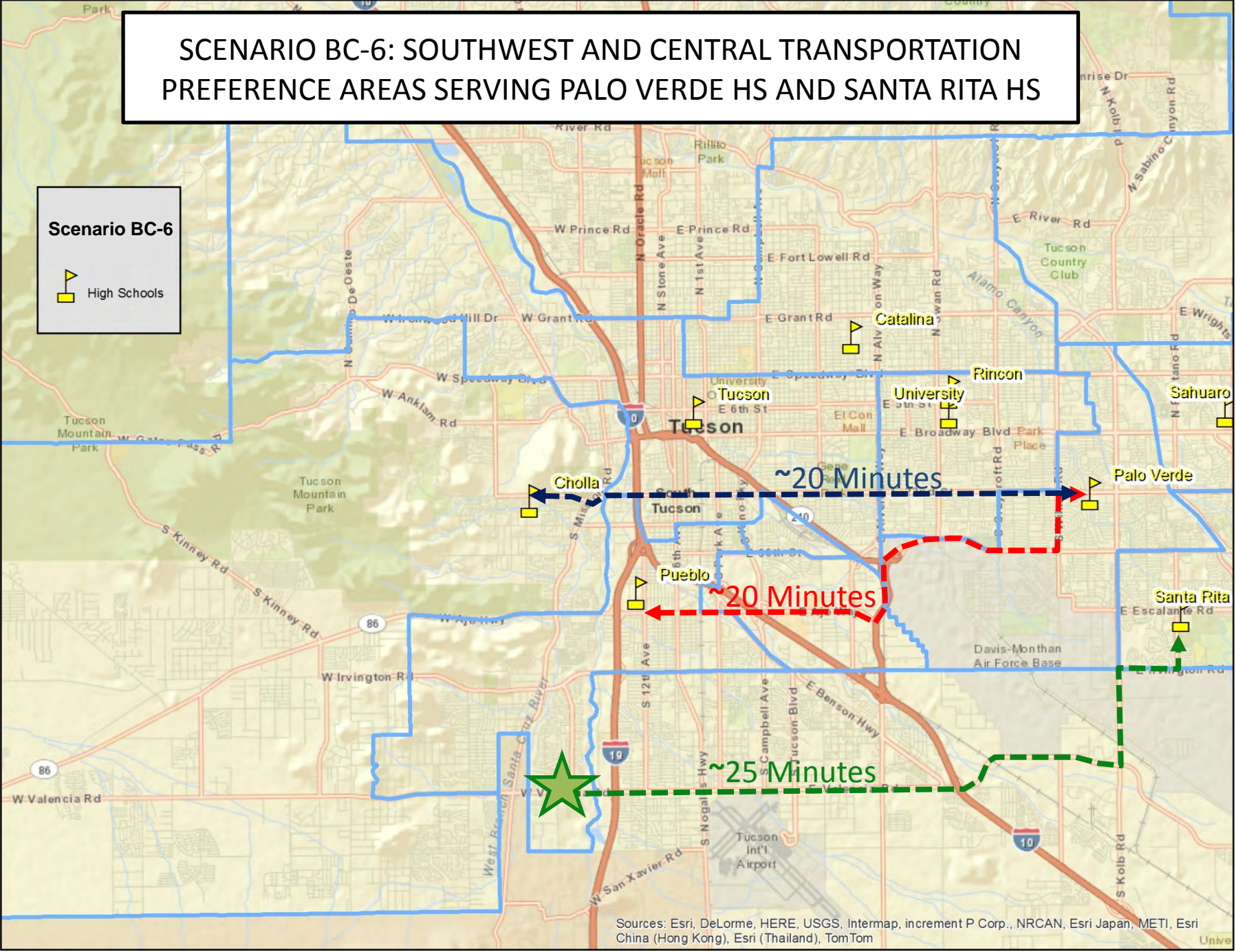
50% of Preference Area to Palo Verde

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 HS AND SANTA RITA HS

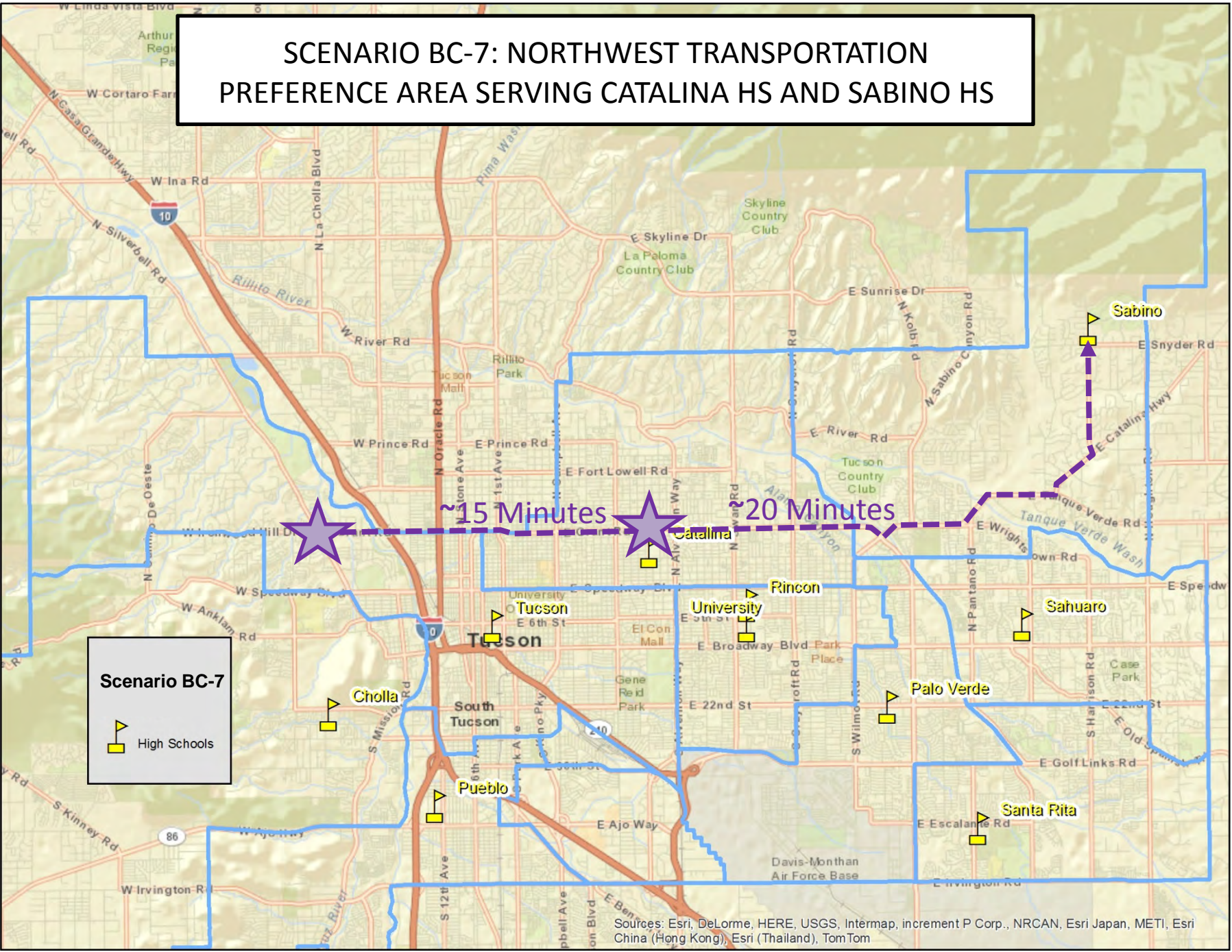
Scenario BC-6

 High Schools




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

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



Scenario BC-7

 High Schools

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

EXHIBIT 3I

Instructions:

1. Each table will need one person to record and one person to report.
 - a. The recorder will take notes of the discussions.
 - b. The reporter will watch the clock and pose the questions to the group. They will also give a brief summary to the Boundary Committee at the end of the meeting, highlighting key discussions from the group.
2. Review the discussion questions for each scenario.

A couple ground rules:

- a. Be Respectful. Don't interrupt and allow everyone to share their opinions.
- b. All ideas and opinions are welcome so please don't insult other peoples' ideas. Even if an idea doesn't work out, it can lead to one that does!
- c. Talk with the whole table. For the sake of the recorder, please don't hold side conversations or your voice may not be heard.
- d. We are not just interested in how you feel but WHY you feel that way.

EXHIBIT 4

Name	Size	Time
2014.04.09_BC Meetin #3 Presentation.pdf	3.02 MB	4/11/2014, 11:46:08 AM
2014.04.09_Supplemental Magnet Plan Presenta...	1.73 MB	4/11/2014, 11:45:36 AM
2014-04-09_Mtg Notes_BC Mtg 3 - Revise Optio...	91.32 KB	4/29/2014, 2:27:02 PM
2014-04-09_sign-in.pdf	980.6 KB	4/10/2014, 11:43:23 AM
Agenda_2014-04-09_BC Revise Options Mtg.pdf	23.11 KB	4/7/2014, 4:05:37 PM
BC Scenario Evaluations_2014-04-14.pdf	27.27 KB	4/14/2014, 8:19:04 AM
ScenarioMaps040814.pdf	8.49 MB	4/8/2014, 3:50:32 PM
Scenarios_Worksheet_2014-04-09.docx	45.32 KB	4/9/2014, 8:17:03 AM
ScenarioTables040914v2.pdf	155.43 KB	4/9/2014, 11:19:34 AM
School_Programs09April14.pdf	87.75 KB	4/13/2014, 5:12:23 PM

EXHIBIT 4A

AGENDA

AGENDA

1. Meeting Overview
2. Update
3. Magnet Plan Presentation
4. Scenario Brainstorm – Small Group Discussions
5. Small Group Summaries
6. Next Steps

2

UPDATE

BOUNDARY COMMITTEE

MEETING MINUTES

1. Comments, corrections or clarifications
 - Email: kleach@dlrgroup.com OR
 - Comment card
2. Action Items:
 - Breakout of 40% current open enrollment:
See demographic presentation.
 - Provide Program Info: District provided

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

FAQs

boundary committee

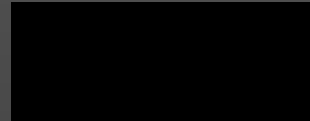
BOUNDARY REVIEW PLAN

FTP Site (file sharing)

<http://ftp.dlrprojects.com> OR

<ftp://dlrprojects.com>

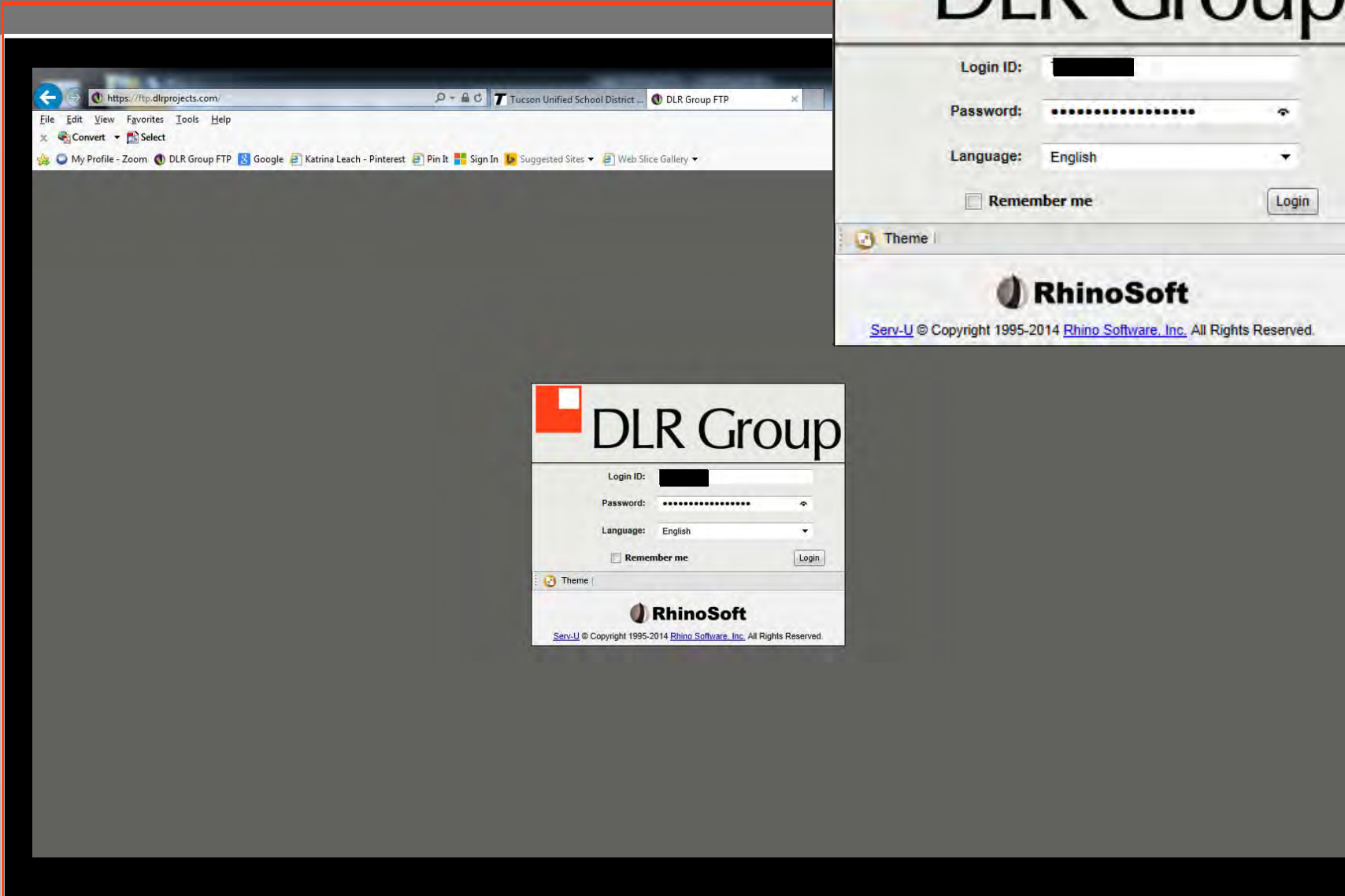
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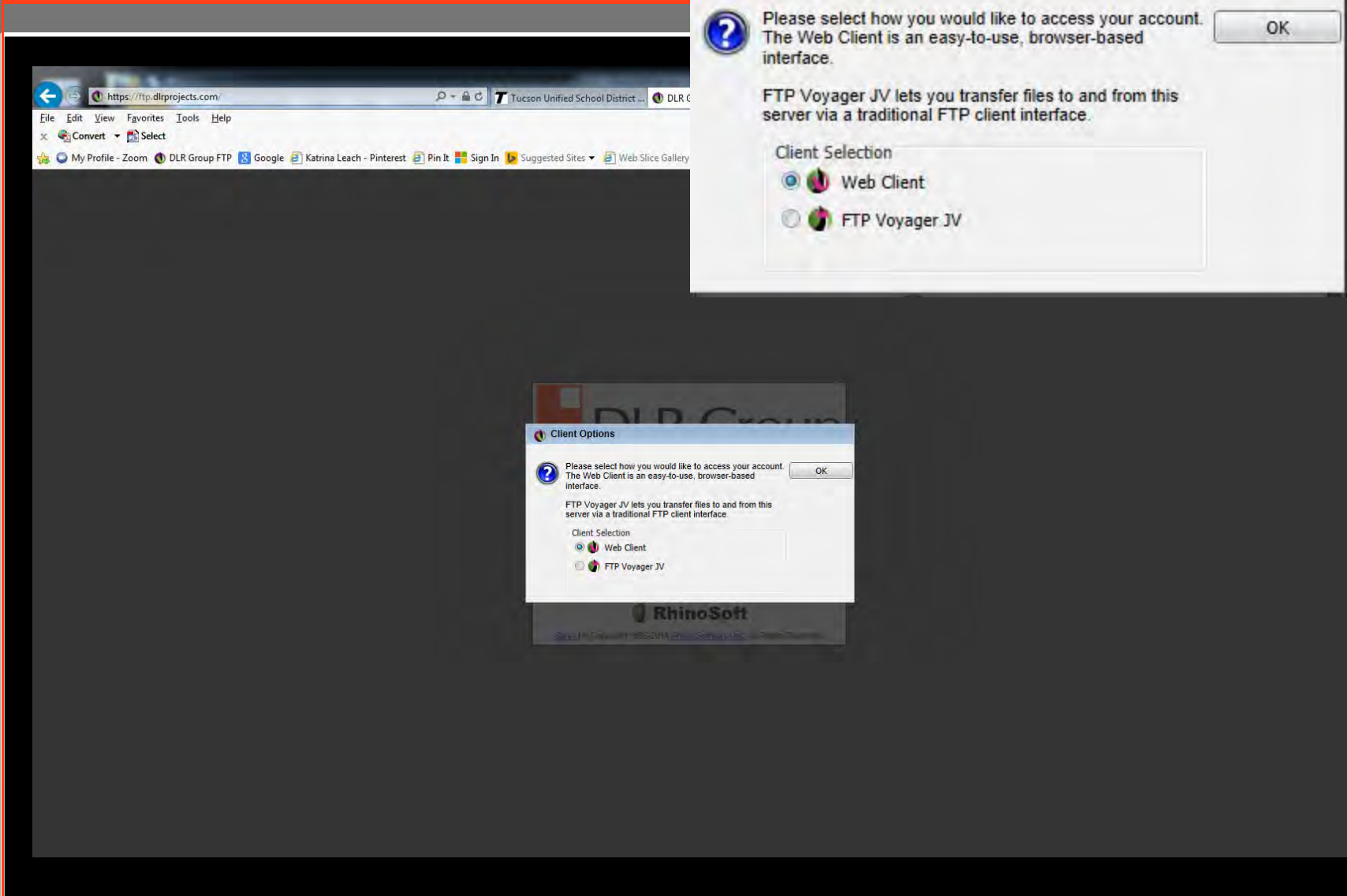


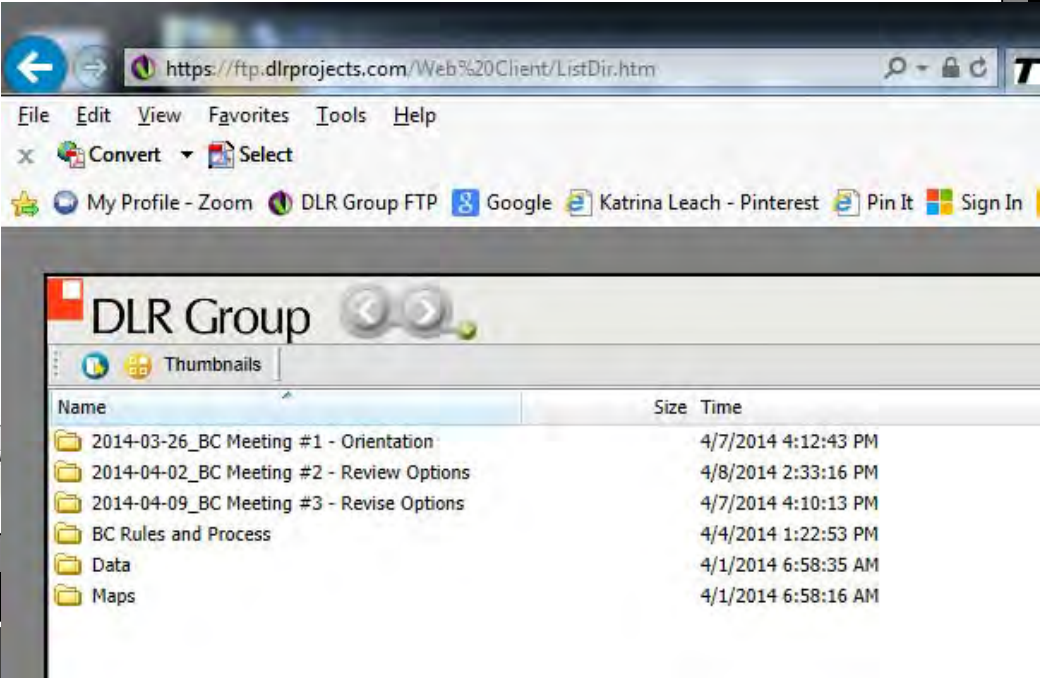
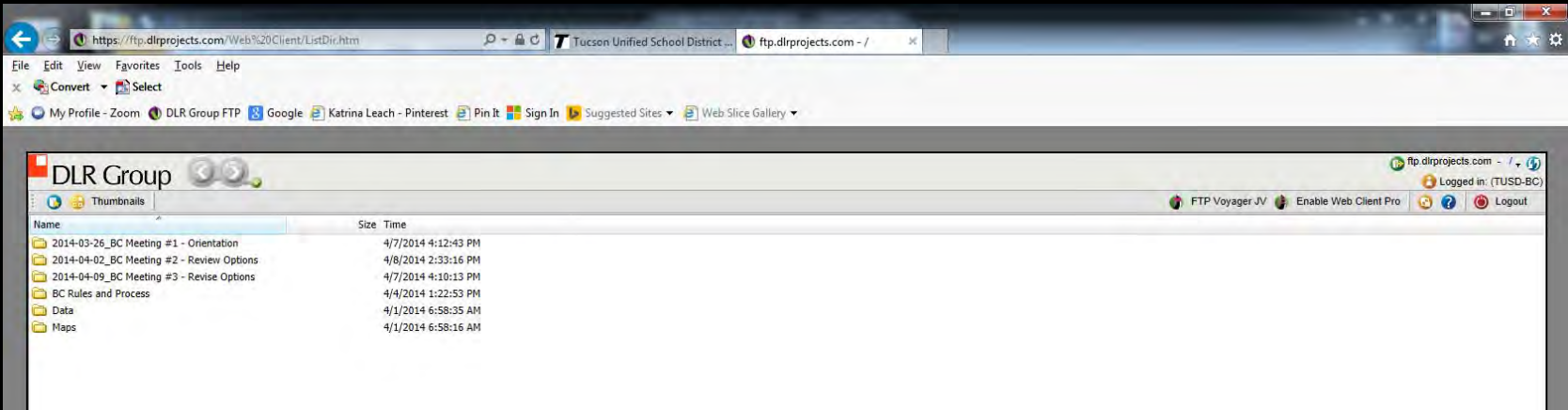
Password:



boundary committee







MEETING DATES – fast pace!

BC Meeting Dates:

- March 26
- April 2
- April 9
- April 30
- May 7
- June 4 (tentative)

Add April 16!



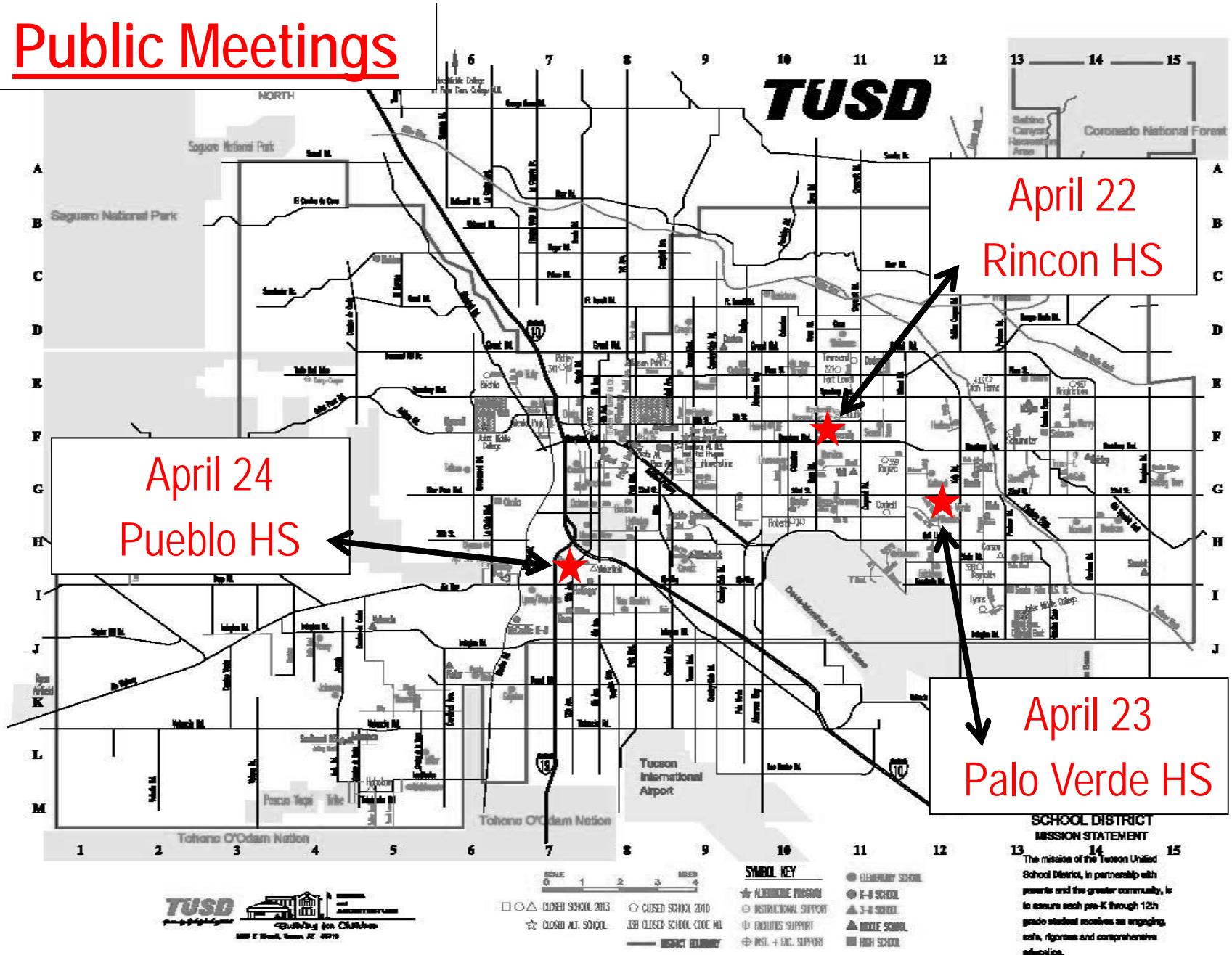
Public Meeting Dates:

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

Move to
April 24!

Public Meetings

boundary committee



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

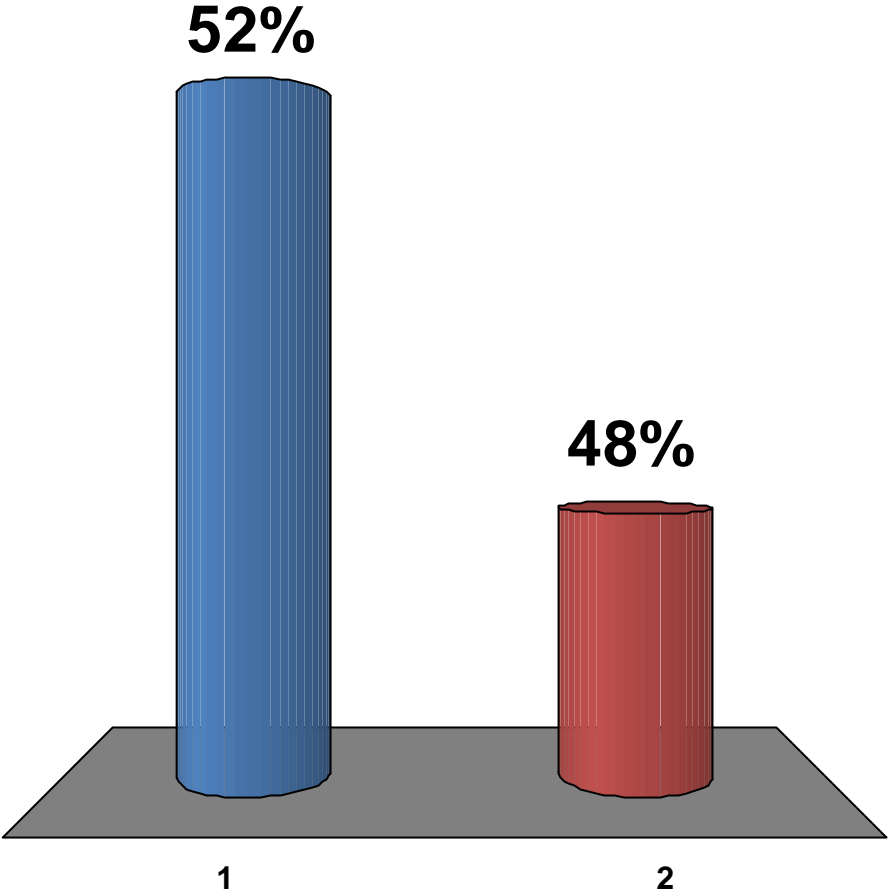
- Only BC members may vote.
- Attendees who are neither BC members or Alternates may listen, but not participate. They are encouraged to participate at the public meetings.

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

Proposed Criteria: Free and Reduced Lunches
Should Free and Reduced Lunches be added to
the Boundary Committee Criteria?

- 1. Yes
- 2. No



3

MAGNET PLAN PRESENTATION

BOUNDARY COMMITTEE

4

SCENARIO BRAINSTORM

BOUNDARY COMMITTEE

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

UNITARY STATUS PLAN

What does the USP require for boundary review?

- TUSD 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.”

UNITARY STATUS PLAN

What does the USP require for boundary review?

- “If a non-magnet school is oversubscribed for 2 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 to better accommodate the demand for the oversubscribed school.”

UNITARY STATUS PLAN

What does the USP require for boundary review?

- “Oversubscribed Schools. A. Magnet schools/ programs. The District shall, as part of the Magnet School Plan, develop an admissions process... for oversubscribed magnet schools and programs that takes into account... Students residing within a designated preference area. (No more than 50% of the seats available shall be provided on this basis.)”

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**

boundary committee

Where do I start to generate
new options?

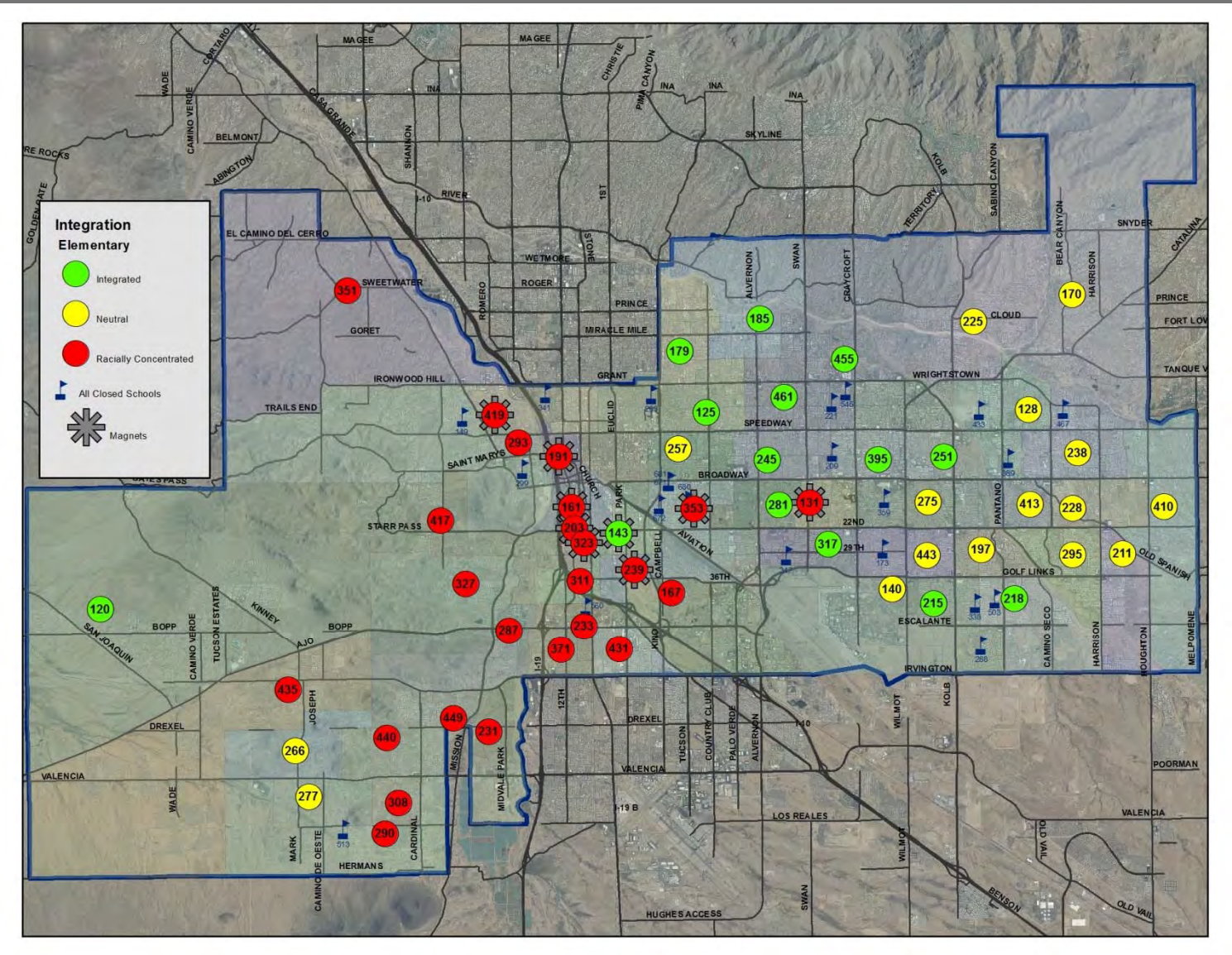
TUSD

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ECONOMICS

 DLR Group

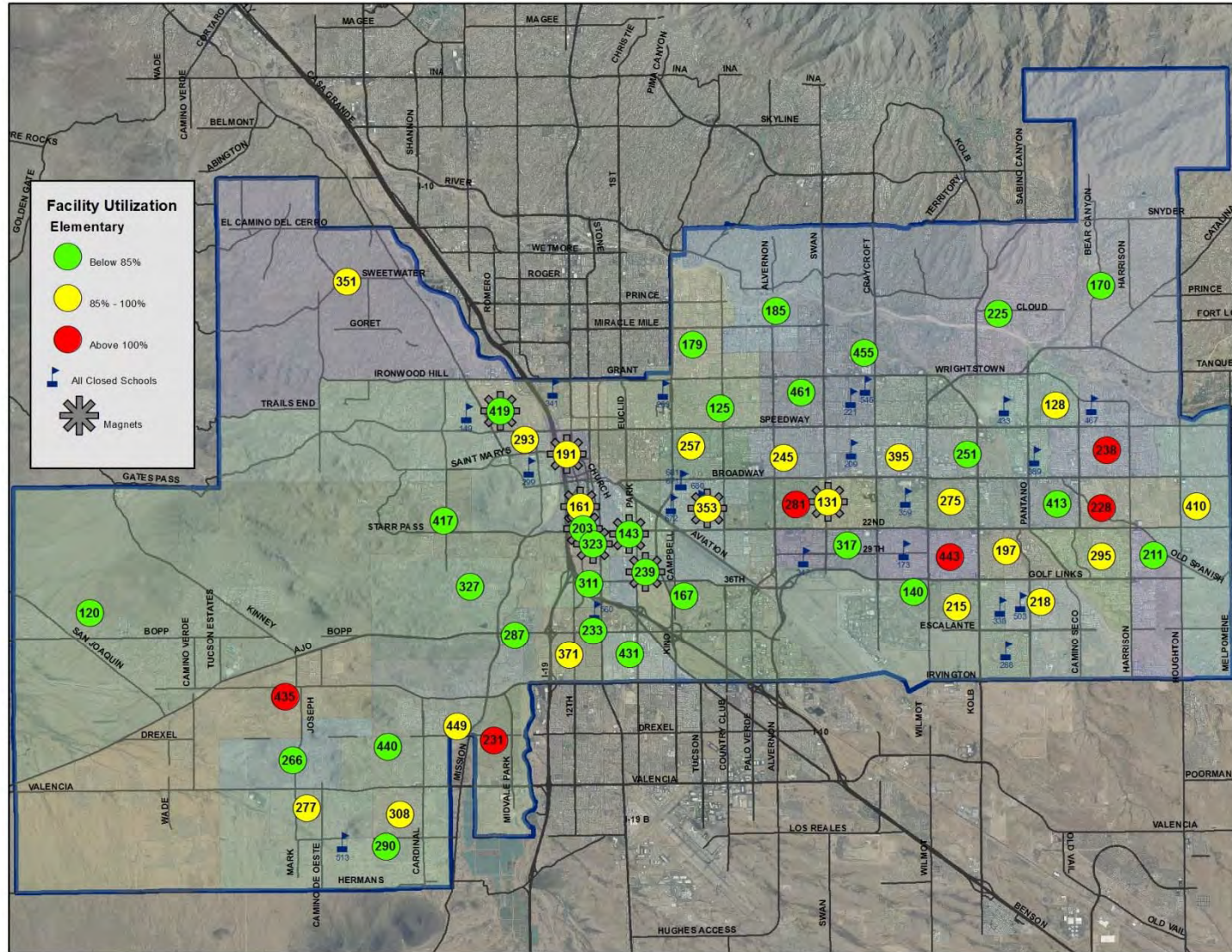
ELEMENTARY: INTEGRATION STATUS

demography report



ELEMENTARY: FACILITY UTILIZATION

demography report



boundary committee

SMALL GROUP DISCUSSIONS

1. Review BC-1 to BC-7

- 5 minutes each
- 1 recorder & 1 reporter
- Criteria: 1 positive, 1 negative

CRITERIA ANALYSIS

Pos(+)	Neut.	Neg(-)	Criteria
			Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
			Effects on school desegregation
			Compactness of the attendance area and distance to schools
			Over-subscribed schools
			Physical impacts
			Targeted operating capacities
			Current and planned instructional programs
			Physical barriers and subdivision/ neighborhood boundaries
			Student transportation
			Feeder patterns
			Previous, recent boundary changes affecting the area
			Underutilized schools

boundary committee

SMALL GROUP DISCUSSIONS

2. Develop new proposed Scenarios

- Pros/ Cons
- Criteria: 1 positive, 1 negative

CRITERIA ANALYSIS

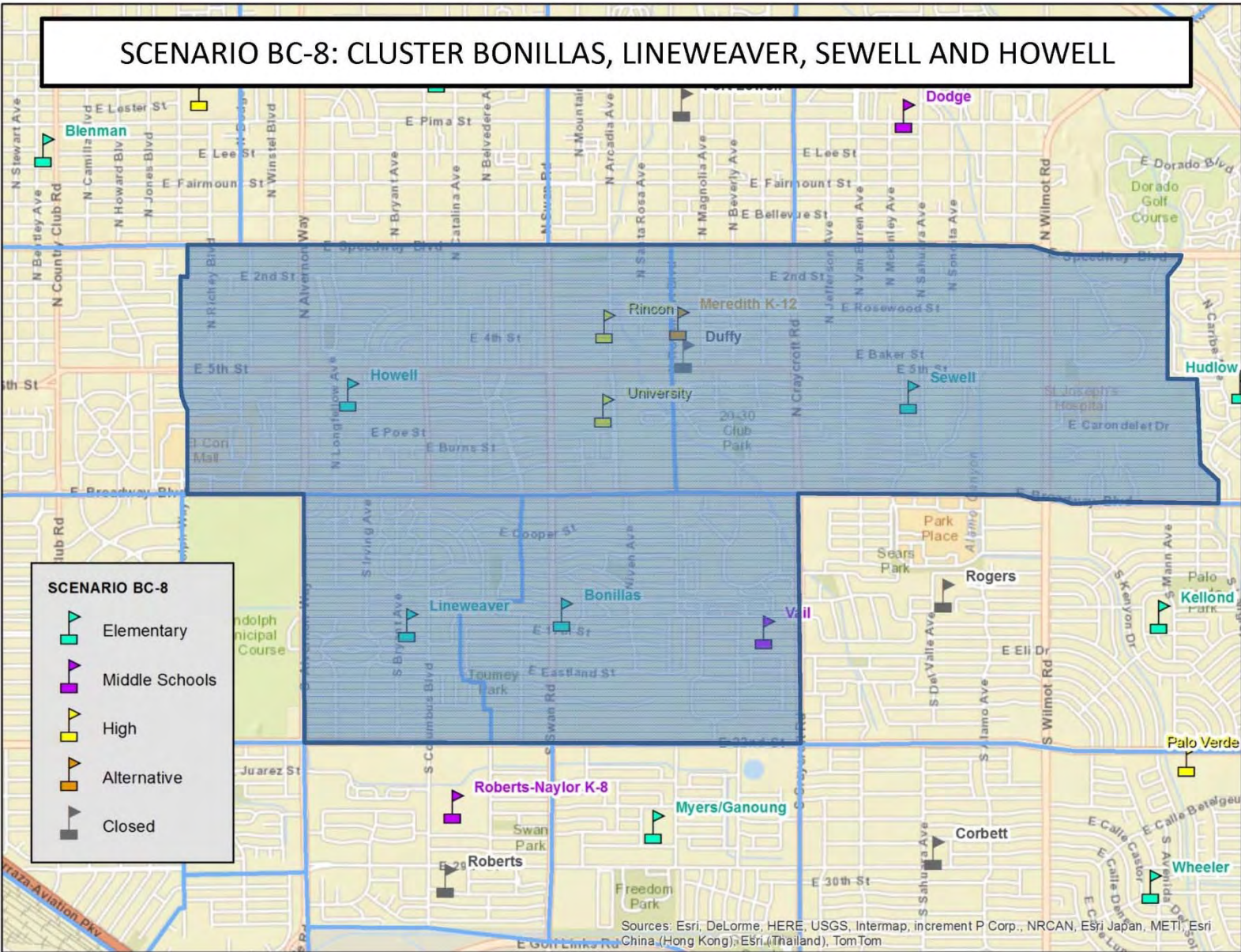
Pos(+)	Neut.	Neg(-)	Criteria
			Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
			Effects on school desegregation
			Compactness of the attendance area and distance to schools
			Over-subscribed schools
			Fiscal impacts
			Targeted operating capacities
			Current and planned instructional programs
			Physical barriers and subdivision/ neighborhood boundaries
			Student transportation
			Feeder patterns
			Previous, recent boundary changes affecting the area
			Underutilized schools

SMALL GROUP DISCUSSIONS

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.

TOTAL TIME = 1 HOUR





SCENARIO BC-8: CLUSTER BONILLAS, LINEWEAVER, SEWELL AND HOWELL

Affected School Data

Criteria / Conditions	Lineweaver	Bonillas	Sewell	Howell
Type	Elementary	Elementary	Elementary	Elementary
Status	Open	Open	Open	Open
Site Acres	7.60	11.00	9.20	8.20
Year Built (Average)	1963	1959	1959	1954
2013-14 Enrollment / Utilization	529 126%	422 90%	294 89%	352 88%
Attendance Area Enrollment	164	297	260	332
Operating Capacity	420	470	330	400
Portables / Capacity	8 200	3 75	2 50	4 100
Oversubscribed?	Yes	No	No	No
School Enrollment with Option	420 100%	462 98%	324 98%	391 98%
Distributed Students	-109	40	30	39
Academic Performance	B	C	A	B
Attraction / Flight	2.57	1.30	1.18	1.01
Racially Concentrated	Integrated	Concentrated	Integrated	Integrated
Ethnicity	63%	86%	65%	74%
Free & Reduced Lunch	55%	79%	64%	83%
Facility Condition Index	2.24	2.07	2.71	2.56
Magnet?	No	Yes	No	No

Pros and Cons

Pros	Cons



SCENARIO BC-8: CLUSTER BONILLAS, LINEWEAVER, SEWELL AND HOWELL

School Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lineweaver	529	51%	189	18	268	8	19	27
With Option	420	48%	155	14	203	7	18	22
Bonillas	422	75%	57	22	318	5	8	12
With Option	462	68%	82	28	315	13	11	14
Sewell	294	51%	101	18	150	█	8	13
With Option	324	55%	96	21	178	9	7	12
Howell	352	53%	91	33	185	21	8	14
With Option	391	58%	105	27	225	9	7	18
Cluster	1,597	58%	438	91	921	38	43	66
With Option	1,597	58%	438	91	921	38	43	66

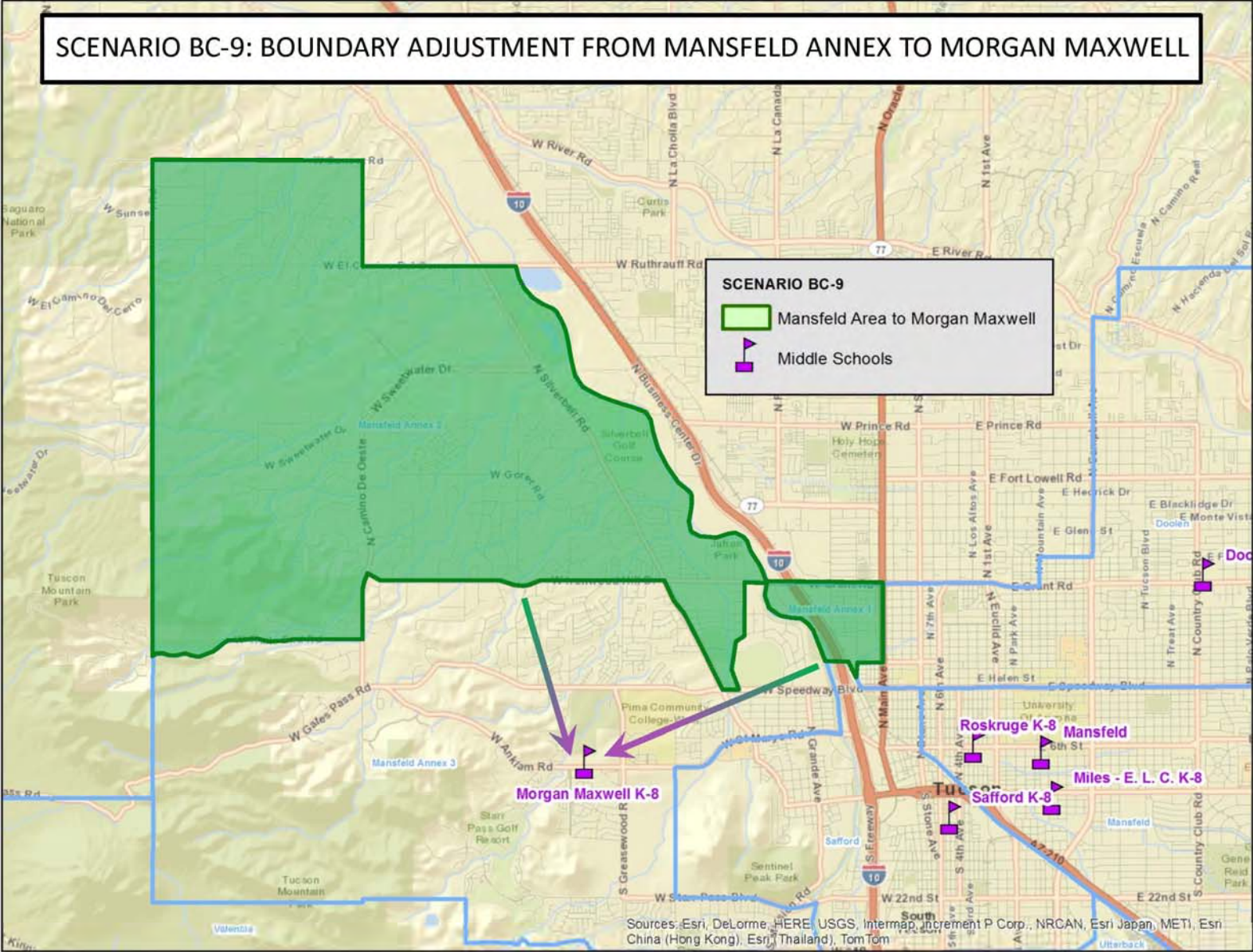
Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lineweaver	114	60%	35	█	68	█	█	5
With Option	5	57%	█	0	3	0	0	0
Bonillas	160	73%	28	6	117	0	█	8
With Option	200	57%	53	12	114	8	█	10
Sewell	142	49%	50	7	69	█	5	9
With Option	172	57%	45	10	97	7	█	8
Howell	197	48%	48	20	94	21	6	8
With Option	236	57%	62	14	134	9	5	12
Cluster	613	57%	161	37	348	24	13	30
With Option	613	57%	161	37	348	24	13	30

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lineweaver	415	48%	154	14	200	7	18	22
With Option	415	48%	154	14	200	7	18	22
Bonillas	262	77%	29	16	201	5	7	█
With Option	262	77%	29	16	201	5	7	█
Sewell	152	53%	51	11	81	█	█	█
With Option	152	53%	51	11	81	█	█	█
Howell	155	59%	43	13	91	█	█	6
With Option	155	59%	43	13	91	0	█	6
Cluster	984	58%	277	54	573	14	30	36
With Option	984	58%	277	54	573	14	30	36

SCENARIO BC-9: BOUNDARY ADJUSTMENT FROM MANSFELD ANNEX TO MORGAN MAXWELL





SCENARIO BC-9: BOUNDARY ADJUSTMENT FROM MANSFELD ANNEX TO MAXWELL

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	792	79%	73	40	628	26	13	12
With Option	564	85%	42	29	481	9	█	█
Maxwell	405	83%	19	27	336	13	0	10
With Option	633	76%	50	38	483	30	12	20

Neighborhood Enrollment

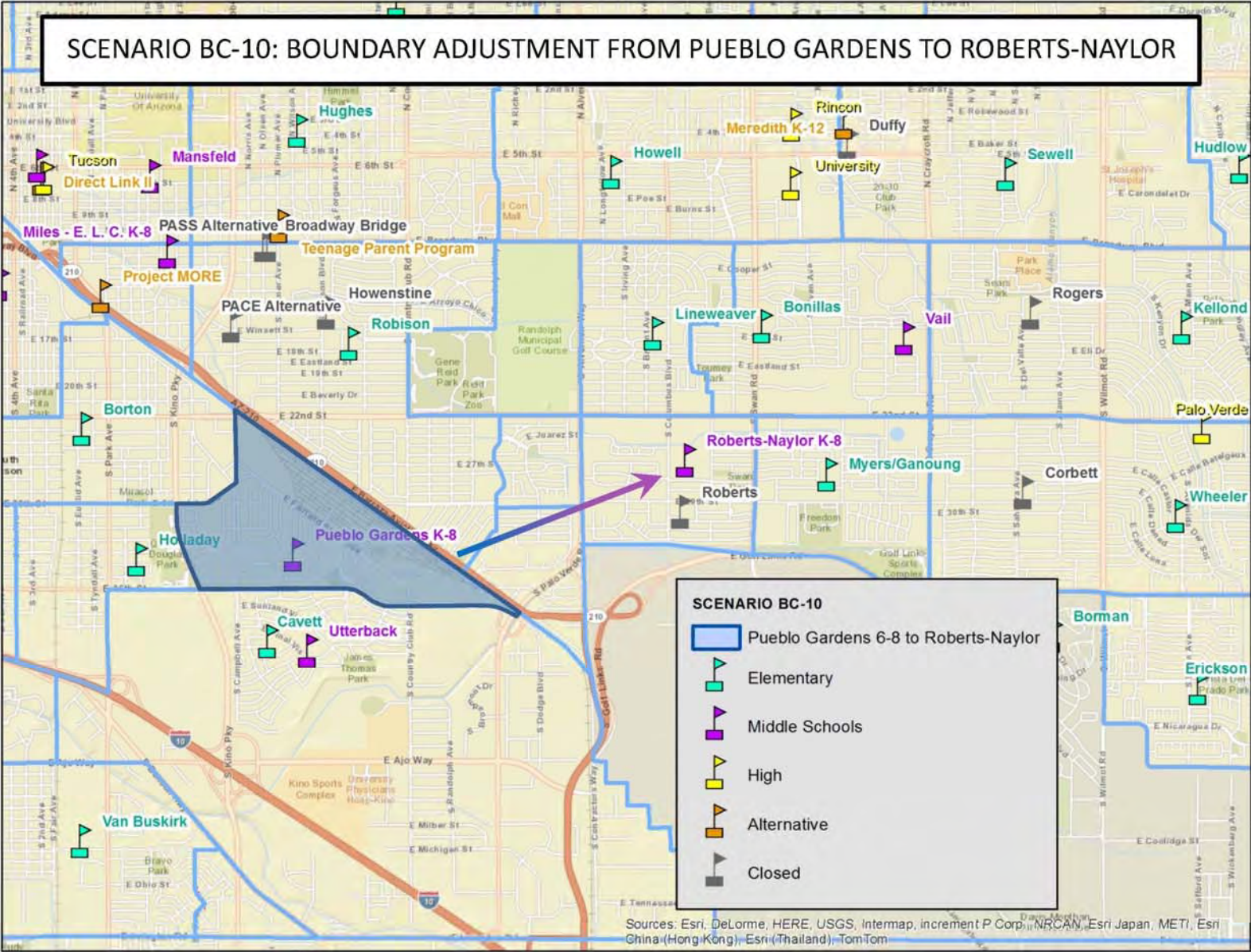
School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	629	80%	57	29	504	17	12	10
With Option	401	89%	26	18	357	0	0	0
Maxwell	277	84%	16	13	233	9	0	6
With Option	505	75%	47	24	380	26	12	16

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	163	76%	16	11	124	9	█	█
With Option	163	76%	16	11	124	9	█	█
Maxwell	128	80%	█	14	103	█	0	█
With Option	128	80%	█	14	103	█	0	█

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
Maxwell	663	81%	65	22	540	17	█	15
With Option	891	77%	96	33	687	34	16	25



**SCENARIO BC-10: BOUNDARY ADJUSTMENT FROM UTTERBACK TO ROBERTS-NAYLOR (PUEBLO GARDENS AREA)**

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Utterback	674	80%	46	52	536	29		10
With Option	658	80%	46	47	526	28		10
Roberts-Naylor	589	63%	65	94	369	19	32	10
With Option	605	63%	65	99	379	20	32	10

Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Utterback	495	86%	15	30	425	17		7
With Option	479	87%	15	25	415	16		7
Roberts-Naylor	477	62%	56	67	295	17	32	10
With Option	493	62%	56	72	305	18	32	10

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Utterback	179	62%	31	22	111	12	0	
With Option	179	62%	31	22	111	12	0	
Roberts-Naylor	112	66%	9	27	74		0	0
With Option	112	66%	9	27	74		0	0

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Utterback	1,112	89%	26	38	988	40	7	13
With Option	1,096	89%	26	33	978	39	7	13
Roberts-Naylor	925	62%	148	112	570	31	42	22
With Option	941	62%	148	117	580	32	42	22

4

SMALL GROUP SUMMARIES

BOUNDARY COMMITTEE

5

NEXT STEPS

BOUNDARY COMMITTEE

BOUNDARY COMMITTEE

Homework

- Review Scenarios and discuss with your community. Send comments to Bryant.Nodine@tusd1.org
- Review Criteria sheets for each scenario.



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 16 at 6:30pm

Duffy Family & Community Center

Topic: Revise Options

Come prepared to Vote for Options to be presented at the Public Regional Meetings!

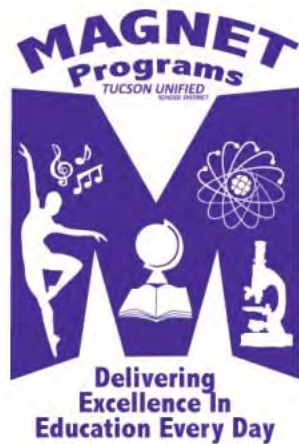
TUSD

 APPLIED
ECONOMICS

 DLR Group

EXHIBIT 4B

Tucson Unified School District Supplemental Magnet Plan



The Plan and The Process

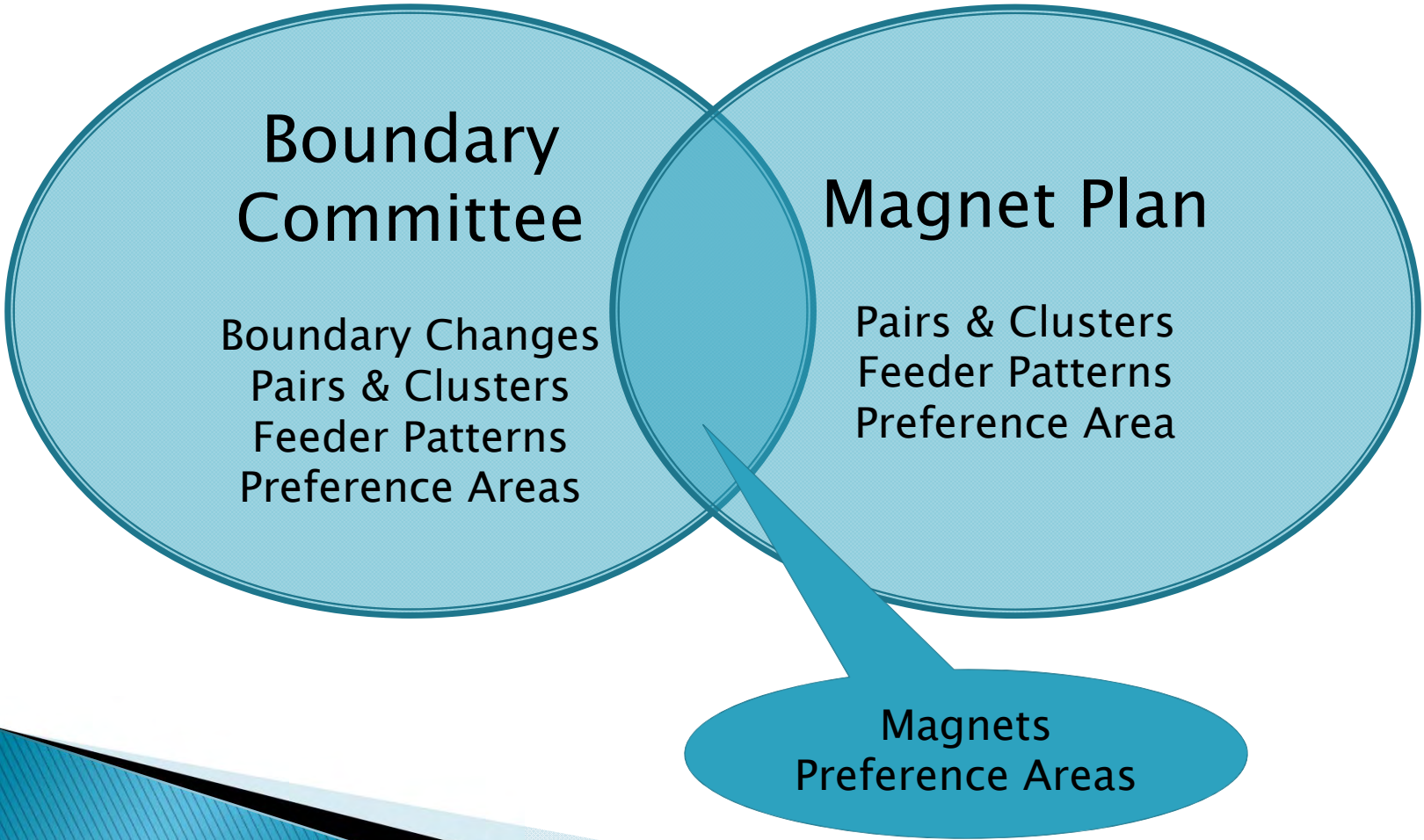
TUSD

Our Goals Today

- ▶ Define and articulate the components of the USP and the Magnet Plan
- ▶ Inter-relationship between the Magnet Plan and the Boundary Review Plan
- ▶ Timelines



BC-MPC Coordination



Unitary Status Plan

- ▶ Special Master review of Magnet Plan
 - Magnet schools must be integrated
 - Magnet schools must achieve a B grade
 - “Eliminate several magnets”

- ▶ USP
 - Review attendance boundaries and feeder patterns to promote integration
 - Focus on oversubscribed magnet schools
 - Preference areas (50%)
 - Focus on oversubscribed non-magnet schools
 - Balance open-enrollment and neighborhood



Magnet Committee Tasks

- ▶ New Themes / Programs
- ▶ Additional dual language programs
- ▶ Focusing on geographic locations
- ▶ Consider eliminating magnet programs
- ▶ Improve existing Magnets (integration)



Student Assignment For The Purpose of Integration

- ▶ Review of Selection Preference (oversubscribed)
 - Student residing within a preference area (no more than 50% of the seats going to neighborhood)
 - Siblings
 - Racially concentrated schools whose attendance will enhance integration

- ▶ Pairing and Clustering

- ▶ Review of Boundaries
 - ▶ Attendance Zones



Next Steps

- ▶ Boundary Committee Provides The Framework
- ▶ Magnet Committee considers Boundary Committee recommendations
- ▶ Magnet Committee defines processes and criteria
- ▶ Magnet Committee approves the Supplemental Magnet Plan



Time Line

▶ April

- Framework

BC Creates Scenarios

- MPC provides feedback

▶ May

- Draft Plan
- Community Forums
- Leadership Teams

BC Specific Options

- MPC Drafts the Magnet Plan

MPS Community Review

- Magnet Plan to review

▶ June– Plans submitted to Plaintiffs



Time Line – Supplemental Magnet Plan

- ▶ April– Create The Framework
 - Magnet Committee review of Options

- ▶ May– Define the Processes and Criteria
Write Plan/SMC Approve Plan
Draft of Plan to SLT

- ▶ June– Plan submitted to Plaintiffs



EXHIBIT 4C

Boundary Committee Notes**Date: April 9, 2014 (6:30pm-8:30pm)****Purpose: BC Meeting #3 – Revise Options****Location: Duffy Family and Community Center, Multi-Purpose Room****Last Updated: 4/14 4/22****BC Requested items**

1. Breakout of 40% open-enrollment data.
 - K-5: 39.3%
 - 6-8: 35.5%
 - 9-12: 39.9%
2. Numbers of GATE students at all GATE schools. How many? How many siblings follow them? Where are they drawn from/ being taken from (neighborhood school)? Update Pending
3. What are the school averages for each racial group per grade level (to determine if the school is within +/- 15 percentage points.)

Level	White/ Cauc	Af. Am.	Hisp.	Nat. Am.	Asian/ Pac Is.	Multi
Elementary	22%	5%	63%	5%	2%	3%
K-8	13%	5%	75%	3%	2%	2%
Middle	22%	6%	63%	4%	2%	3%
High	28%	6%	57%	3%	3%	3%
Alternative	17%	9%	65%	6%	0%	2%
District-wide	22%	6%	63%	4%	2%	3%

New Proposed scenarios or scenario alterations from Small Group Discussions (notes and context below)

1. Gale, Sam Hughes, Soleng Tom, Gridley and Sahuaro:
 - 5 oversubscribed schools that are neutral and their attendance areas are neutral. If the attendance areas shrink, it opens up more seats to be selected via open enrollment and a selection process that helps integrate the schools.
 - Con: These schools have the same application demographics as the composition of the school. Shrinking the attendance area is counter-productive. Providing more seats actually allows more students in and makes the process less selective.
2. BC-3 Alteration - Keep Mansfeld Annex. Expand GATE at Doolen to draw kids from Mansfeld (possibly 40-80)
 - BC-11: Increase GATE recruitment Mansfeld to Doolen.
3. Cluster Mansfeld, Safford and Ruskruge
 - Con: All three neighborhoods have the same ethnicity.

4. Roskruge K-8 – create boundary to match elementary school. Reduces overutilization at Mansfeld
 - Con: Doesn't move enough students; not a big impact.
5. Looking at 90% racial concentration and above – Grijalva or Roberts-Naylor
 - Intent: Find program to attract students from north and east.
 - BC-12: Add program at Robison to attract 100 students. (Program to be determined)
6. BC-1 Alteration - If we look at changing the magnet at Davis, do we want a magnet catering to one particular heritage? Could the little area of the Cragin Annex be pulled in? The annex area is more heavily Hispanic than the rest of Cragin.
 - Con: if included at Blenman, it flip flops the ethnicity.
7. Possibly combine BC-3 and BC-4 with a higher quality program at Doolen.
 - If BC votes for both of these scenarios, the BC may choose to present these together to the public. For the sake of evaluating pros/ cons and understanding the effects, they'll continue to be treated separately.
8. Comment: "Since Mansfeld is going to be attracting more enrollees (because of STEM) though it is already highly utilized, I suggest that data regarding Roskruge K-8, Miles K-8, Safford K-8 and Maxwell be considered so that prospect enrollees be distributed to said K-8 schools instead of Doolen if parents would consider Doolen as very far and very big school." *Response: Roskruge K-8 and Miles K-8 are already over capacity and neither has room to add portables or otherwise grow. Maxwell is included as Option BC9. Safford does have room for about 100 students.*
 - BC-13: *Boundary Adjustment from Mansfeld to Safford (6-8 option at Roskruge area)*

Questions/ Comments from Meeting:

1. Comment: It was said that the breakout of the 40% open enrollment is available in past presentations. It is unreasonable to ask the committee members to research this information in the large amount of information provided.
2. Q. Are there currently two magnet plans? A. No, there is Version 7 that was approved by the board, but the special masters asked for revisions. The revised plan is a supplemental magnet plan.
3. Q. What happens to version 7? A. It depends on the supplemental plan. The BC has input to determine this.
4. Q. What is the difference between an integrated school and a neutral school? A. An integrated school meets both criteria (1. One racial or ethnic group does not exceed 70% of the school's enrollment 2. No racial or ethnic group varies from the district average for that school level by more than +/- 15 percentage points.)
5. Q. What are the district averages for each racial group per grade level?
6. Q. Is the BC to treat it as a clean slate? Are we to assume magnets or not?

- A. That is up to you. You could either make big brush changes or you may be a more incremental/ small change person. That is up for discussion with your group.
7. Q. Why are proposed magnets indicated in the data for 2015/2016? A. That is based on the existing plan recommendations.
 8. Q. Are the Hispanic Share maps based off of census or enrollment? A. Enrollment and it's based on where the kids live.
 9. Q. Has the data taken in account the new development downtown? A. Yes, most areas attract students, young couples or empty nesters. They may bring families back.
 10. Q. Are all High Schools Magnets? A. No.
 11. Q. The map given shows Catalina and Rincon HS as magnets, but the data tables say they are not, which is correct? A. The data tables.

Questions/ Comments from comment cards or email:

1. Q. "Have any BC members not attended 2 meetings?" A. *Yes and they have been notified that they are removed from the committee.*
2. Comment: "I would recommend creating opportunity for the demographic you want to move be given incentives for moving: more food, student given supplies, WiFi and iPads on buses, field trips for taking buses, on bus tutoring.."
3. Comment: "Reporters should turn in notes & BC members and alternates should receive a summary report." *Response: Reporter notes are included in the meeting notes provided to the BC.*
4. Q. "Who picked the TUSD employees on the committee?" A. *They applied as everyone else.*
5. Comment: "We can't discuss ideals. Is there \$ to increase programs?" *Response: If options are proposed which are not currently feasible, they may be included in the plan as a future objective.*
6. "Since Mansfeld is going to be attracting more enrollees (because of STEM) though it is already highly utilized, I suggest that data regarding Roskruge K-8, Miles K-8, Safford K-8 and Maxwell be considered so that prospect enrollees be distributed to said K-8 schools instead of Doolen if parents would consider Doolen as very far and very big school." *Response: Roskruge K-8 and Miles K-8 are already over capacity and neither has room to add portables or otherwise grow. Maxwell is included as Option BC9. Safford does have room for about 100 students. Add BC-13: Boundary Adjustment of Roskruge area for the 6-8 option to move from Mansfeld to Safford.*
7. Comment: "Continues to feel like we are being asked to vote yes or no on ideas that we did not generate." *Response: As a committee member it is your responsibility to propose options.*
8. Q: "How do McKinney Vento students affect the racial integration at these schools?" A. *These are small numbers and don't have much impact. Data provided.*
9. Comment: "Sabino needs more publicity and should be included in a north-south pairing ([Santa Rita?](#))"

Presentation

Update

- 4/2 Meeting Minutes – send comments, corrections or clarifications via email
- Resources: website, text notifications and ftp site
- Schedule:
 - BC meeting added – April 16, 2014 6:30-8:30pm
 - Regional Meeting dates and locations:
 - Tues. April 22 (6:30pm) – Rincon HS
 - Wed. April 23 (6:30pm) – Palo Verde HS
 - Thurs. April 24 (6:30pm) – Pueblo HS
- Proposed Criteria for discussion/vote (**action item**):
 - Should free and reduced lunches be added to the BC criteria?
 - Some Discussion Points:
 - Free and reduced lunches has an effect on Title 1 funding.
 - Free and reduced lunches can indicate socio-economic status and be an important factor in reviewing scenarios.
 - Socio-economic status is currently included as one of the elements in the demographic criteria.
 - Vote passed: 52% voted yes, 48% voted no. (23 BC members in attendance.) Free and Reduced Lunches will be added to the Criteria.

Magnet Plan Presentation

- Vicki Callison and Bryant Nodine from TUSD gave a brief presentation concerning the Magnet Plan and the Boundary Review Process. The presentation is located on the BC ftp site for reference:
 - There is a lot of crossover between the Magnet Plan and the Boundary Review Plan.
 - The magnet focus includes programs, racially concentrated schools, professional development, and themes.
 - The current Magnet Plan is a temporary interim plan that has put schools in a cycle of improvement.
 - All magnet schools need to be integrated.
 - All magnets should have a 'B' rating or higher.
 - The Special Master has asked to look at eliminating several magnet programs. It's recommended to look to improve integration at magnets that are racially concentrated and doing well. Also, there should be a focus on oversubscribed magnets.
 - One of the strategies to improve integration at magnets would be to use a preference area and selection process that helps diversify the school.
 - One strategy for non-magnet schools would be to look at neighborhood enrollment.
 - Timeline: BC scenarios create a framework. After public input, the BC creates specific options that get integrated into the magnet plan draft. The magnet committee takes it to the public and makes a final review that will be presented to the board and plaintiffs.

- Q. Why are we trying to keep magnets open when the special master is saying to eliminate some? A. *The Boundary Review Process (BRP) is to make a recommendation. This does not mean you have to eliminate a certain number, but that elimination of magnets should be considered.*
- Q. Last week, there was concern that the Santa Rita program could draw interest away from Cholla/ Pueblo, is that the intent. A. Yes.
- Q. With the transportation options, to achieve integration, it's asking black and brown kids to travel, is that the point? A. *That is a good point that should be listed as a con to that scenario.*
- Comment – There should be an understanding of the accountability of the District and this is not only the SM&P that is requiring this. We've had many magnets for years that have never been supported. There are racially concentrated magnets because the District has not integrated. TUSD needs to take ownership.
- Comment – BC member does not feel that the west side schools should take the brunt of it and be dismantled.
- Q. Why has the special masters asked for elimination? A. *To focus the efforts, the resources are spread too thin.*

Scenario Brainstorm – Small Group Discussions

- Reviewed USP definitions and strategies
- Reviewed Criteria for review of boundaries
- Presented ideas for where to look to help generate new options.
 - Good starting points - Integration Status maps, Facility Utilization maps and Racial Share maps
- Presented BC developed proposed scenarios BC-8 – BC-10 to review in small groups.
- Broke out into 4 small groups, discussions notes included at the end of the notes.

Small Group Summaries

- Green Group Summary:
 - BC-1: mostly negative, programs are too different
 - BC-2: How can we better it? Implement more programs and recruitment at Bonillas.
 - BC-3: no comments
 - BC-4: Helps with integration and travel distance.
 - BC-5: Liked that the programs are open to the whole district, you wouldn't need to test into the program and that it's close to Pima. Questions were brought up by the group about transportation, the fiscal impacts and if magnet money would be impacted.
 - BC-6: Suggested a hub from Cholla/ Pueblo that leads to Santa Rita HS. Con would be that parents would have to provide transportation to and from the hub.
 - BC-7: Con would be that Catalina academic standing would need to improve and Sabino is too far away.
 - BC-8: Group liked that it gives families more options and there is the bigger pool to attract to Bonillas.

- BC-9: Pros are that it's a better distance, siblings can attend and there is better utilization. Con is that it doesn't help integration.
 - BC-10: no comments
- Gold Group Summary:
 - BC-1: No positives, programs are too different and more transportation.
 - BC-2: Programs are too different
 - BC-3: Transportation is a con.
 - BC-4: School may be closer, but there is a negative perception of Roberts-Naylor and the Mansfeld students would perceive it as losing a program.
 - BC-5: Great opportunity to grow a fantastic program. Could attract from Vail.
 - BC-6: Long transportation time
 - BC-7: Any interest from this area? There aren't any big programs at Sabino, maybe create an IB or Back to Basics program to attract.
 - BC-8: Attraction may be for those who want to go to Dodge.
 - BC-9: More integrated school in theory, but may lose students all together to out of District schools.
 - BC-10: only 16 students are affected, so not worth the change.
 - New proposed scenario: There are 5 oversubscribed schools that are neutral and have a neutral attendance area. If you shrink the attendance area, it opens up open enrollment seats and with the selection process, these schools could become integrated. Schools include Gale, Soleng Tom, Sahuaro, Sam Hughes, and Gridley.
- Blue Group Summary:
 - BC-1: no support
 - BC-2: Need more info about GATE numbers. Could Lineweaver be paired with Roberts-Naylor?
 - BC-3: Need to support equitable programs at both sites.
 - BC-4: Possibly combine 3 and 4?
 - BC-5: support from group
 - BC-6: support from group with shuffling of JTED. A con would be that it could pull west side kids to the east and there needs to be equity from east to west.
 - BC-7: support from group
 - BC-8: Possibly change the programs?
 - BC-9: support from group
 - BC-10: rejected, impact if not enough to make a difference.
- Purple Group Summary:
 - BC-1: concern with different programs
 - BC-2: may be an opportunity to expand some programs, but that may not be an option
 - BC-3: expand GATE program to Doolen? What is the incentive for the move? Concern with compromising Mansfeld
 - BC-4: This is forcing families to make choices without significant impact.
 - BC-5: group was supportive. There are concerns with detracting from other programs, but it would be distinct with the Pima partnership.

- BC-6: This would be supported, but contingent on BC-5
- BC-7: Possibility of new programs at Catalina. The travel time on the bus is a con, but this could be an opportunity for an online bus program.
- BC-8: Give families choices, but the programs do make the cluster complicated.
- BC-9: increases enrollment at Maxwell, but moves problem from one school to another.
- BC-10: not enough impact.

Next Steps

- Homework – BC members to review scenarios and discuss with community. Send comments via email to Bryant.Nodine@tusd1.org
- Review criteria sheets for each scenario. Voting to take place next week.
- BC meeting #3A: Revise Options – Added meeting April 16th
 - Voting to select options to present to Public at Regional Meetings
 - Prepare for the Public Regional Meetings

Small Group Discussion Notes:

As participants signed in, they were randomly handed a comment card in blue, green, purple or gold which determined their table assignment for small group discussions. All comments listed are recorded from discussions. The recorders took notes from what was said and have not modified the opinions expressed.

Small Group - Gold:

Participants: Katrina Leach (Recorder), Kathryn Jensen, Celina Ramirez, Caroline Carlson, Georgia Brousseau, Angie Mendoza, Marietta Wasson, Amy Cislak, Bob Buckley, and Jama Hapel.

BC-1 Discussion:

- Pro – improves integration, but can't guarantee the affect.
- Con – Transportation, especially with the young kids in the neighborhood area.

BC-2 Discussion:

- The programs are too different.

BC-3 Discussion:

- With Mansfeld STEM program starting, there are no perceived benefits from the group.
- Con - transportation

BC-4 Discussion:

- Pro – transportation – closer location and not crossing major roads.
- Con – some students would miss out on the program at Mansfeld even if they are within closer proximity.
- Con – There is not a good perception of Roberts- Naylor.
- Moving students from a low social area to a low social area and away from a higher socio-economic area.
- Why not send the students to Miles? A: Miles does not have attendance boundaries and is oversubscribed; it has a waiting list as is.

BC-5 Discussion:

- Pro - This is the best option by creating a CTE facility.
- Pro - It'll give life to the southern High Schools and defend against Vail (Vail currently sends transportation to accommodate TUSD students to leave). Could even reverse the process and attract Vail students and even students up to 21 years.
- Pro - Could alleviate other nearby High Schools and allow for boundary changes at Sahuaro. There are also good alternate school choices (Sahuaro and Palo Verde) for those who do not have CTE interest.
- Pro - Great location near Pima East.
- Pro – TUSD has talked closure in this area and this could help retain students.
- Con – Could possibly pull from other good TUSD programs.
- Con – result in no neighborhood school.

BC-6 Discussion:

- Pro – programs available to more students.
- Con – transportation makes the students make a heavy commitment.

- Extend all lines to Santa Rita, so more than one hub has the option.
- High Schools attract students with after school clubs. Will Santa Rita have this draw?

BC-7 Discussion:

- Con – Distance is a long way for transportation.
- Will Sabino community welcome the transported students?
- Students in proposed THMS area do not want to go to Sabino. There are no special programs, only football and the Sabino and THMS students are from different backgrounds. There is an attitude incompatibility concerning East vs West.
- There is larger issue of the History and Culture in these areas.
- May help transportation times if the start time was later.
- This scenario would need strong parent support. Sabino is far enough away, its programs wouldn't compete with others, but it does need an attractive program, maybe an IB program or Back to Basics? Catalina would also need an attractive program.
- This would be an easy solution to initiate and then cancel if not successful. That's also a con because TUSD doesn't want to appear as though they haven't thought it through and are simply not following through.

BC-8 Discussion:

- Pro – help integrate Bonillas
- Pro – The feeder pattern from Bonillas to Dodge is attractive
- Con – Some students may not get to go to one of the A/B schools and be assigned to Bonillas unwillingly.
- Con – Difficult to integrate Bonillas because of program and C rating.
- Sewell is attractive because it is seen as a good school.
- Pro – adds more options to students

BC-9 Discussion:

- Pro – Maxwell becomes more integrated and Mansfeld allows more magnet seats to open up.
- Con – Will likely lose students from the District (flight).
- If continues forward, cannot become like Hollinger where there were no plans for transitions.

BC-10 Discussion:

- Pro – Utterback provides a ticket to Tucson High.
- Pro – Roberts-Naylor feeds to Rincon
- Con – location requires crossing train tracks.
- Con – only affects 16 students.

Proposed Scenarios:

- Gale, Sam Hughes, Soleng Tom, Gridley and Sahuaro:
 - 5 oversubscribed schools that are neutral and their attendance areas are neutral. If the attendance areas shrink, it opens up more seats to be selected via open enrollment and a selection process that helps integrate the schools.

Small Group - Purple:

Participants: Jim French (Recorder), Maria Figueroa, Bill Jones, Amy Emmendorfer, James Schelble, Lorinda Pierce, Megan Chavez, Joyce Stewart, Taren Ellis Langford, Diana Tolton, and Garrett Lough.

BC-1 Discussion:

- Davis parents want dual language, so to be a successful pair, Blenman would also need to be a dual language.
- Pro – chance to expand the dual language program
- Con – Davis to Blenman would move students from B to C school.
- Must give the support programs and staff to make this happen!

BC-2 Discussion:

- Pro - The close proximity would be convenient for families to travel.
- Con – not impactful for demographic change and programs are incompatible.
- Bonillas as a Back to Basics program and a large amount of students who are Hispanic and non-neighborhood.
- Lineweaver has a lot of students enrolled in GATE, there must be an incentive for parents to send their kids to Bonillas.

BC-3 Discussion:

- Pro – Potential to expand GATE to Doolen and serve more students.
- Con – Can't tell if this option will move the number of students needed given choice.
- Con - Mansfeld kids won't go to Doolen without expansion of programs. Potential for loss of students to charters.
- Helps Doolen, but compromises Mansfeld.
- Mansfeld feeds into Tucson High. Doolen feeds into Catalina.
- West side students go to west side schools. Students know they have open enrollment.
- Until District puts resources into all schools. Moving students doesn't work.

Proposed Alteration:

- Keep Mansfeld Annex. Expand GATE to Doolen to draw kids (possibly 40-80)

BC-4 Discussion:

- Pro – Will improve integration.
- Con – Feels forced (forcing students to move).
- Con – Potential to concentrate Roberts-Naylor.

BC-5 Discussion:

- Pro – offering program that is unique.
- Con – travel time for minorities from the west side.
- Con – Very costly program.
- Con – would require BC-6
- Rename Santa Rita to new school name.
- Pro - All programs are dual certified.

BC-6 Discussion:

- Pro – Express shuttle is a good idea and attractive. Use the time on the bus as the first period class.

- Con – not a significant impact.
- Con – Disproportionate travel burden on minorities.
- If you do BC-5 you have to do BC-6
- Don't think students will choose the option unless programs are good.

BC-7 Discussion:

- Pro – Possibility of creating new programs at Catalina.
- Con – travel time is a negative and mostly minority students would be doing the traveling.

BC-8 Discussion:

- Pro – giving people more choice, opportunity to attend an A school.
- Pro – opportunity for more students to have GATE program
- Pro – could improve integration.
- Con – Programmatic considerations make this option difficult: Lineweaver has GATE, Bonillas has Back to Basics, Sewell is a great school (A school).
- Three integrated and one concentrated schools have a chance to all be integrated.

BC-9 Discussion:

- Pro – closer to its current boundary than other options.
- Pro – does increase enrollment at Maxwell
- Con – just flip flops issue between Maxwell and Mansfeld.

BC-10 Discussion:

- No pros
- Con – only affects 16 students.

Proposed Scenarios:

- Cluster Mansfeld, Safford and Ruskruge

Small Group - Green:

Participants: Sue Gray (Recorder), Lilian Martinez (reporter), Teresa Guerrero, Betts Putnam-Hidalgo, Silvia Campoy, Susan Neal, Rodney Bell, Cesar Aguirre, Juan Canez, and Dale Lopez.

BC-1 discussion:

- Davis is Bi-lingual and Blenman is imp regnant
- Not positive because it is not impactful to integration
- There are programmatic differences.
- Con if re-seating all kids occurs
- Magnets should be paired and clustered
- Davis' success comes from its programs

BC-2 Discussion:

- Different programs is a con
- Only touching a less concentrated school, so there is minimal impact.
- Could add programs to make the change positive for integration
- Currently, missing a magnet program

BC-3 Discussion:

- Provides more choice

- Moves from neutral to integrated
- Moves integrated to non-integrated program
- Travel time

BC-4 Discussion:

- Con is that there is a social barrier between these two schools.
- Possibly move the annex to Vail.

BC-5 Discussion:

- Pro - there is no boundary and it's open to all.
- Con - fiscal impact with transportation needs.
- Con - Transportation time
- Pro – increase integration

BC-6 Discussion:

- Good idea but needs to be supported
- Pro – opportunity to increase integration at other schools.
- Con – transportation challenge

BC-7 Discussion:

- Con – programs need to improve at Catalina

BC-8 Discussion:

- Pro – options with transportation
- Con – improve magnet to improve integration
- Pro – integration of Bonillas

BC-9 Discussion:

- Pro – travel is better
- Con – doesn't help with racial concentration
- Pro – helps with utilization

BC-10 Discussion:

- Didn't discuss

Proposed Scenarios:

- Roskrige K-8 – create boundary to match elementary school. Reduces overutilization at Mansfeld
- Pair Davis with Sam Hughes
- Looking at 90% racial concentration and above – Grijalva and Naylor
- General comment: Supporting magnets would provide more bang for the buck. Magnet programs should NOT be part of boundary changes because the magnet itself has never been supported and allowed to work as a force for integration.

Small Group Blue

Participants: Kelly Wendel (Recorder), Marguerite Samples, Juan Carlos De La Torre, Rosalva Meza, Jorge Leyva, Vicki Borders, Marsha Willey, Agnes Attakai, Anna Timney, and Rick Brammer.

BC-1 Discussion:

- Why go somewhere else? This scenario doesn't work.
- If you have to magnetize Davis, you wouldn't help the neighborhood seats. It would have a greater impact.

- Davis doesn't have room to grow.
- The programs are too diverse, the group voted against this scenario.

Proposed Alteration:

- If we look at changing the magnet at Davis, do we want a magnet catering to one particular heritage? Could the little area of the Cragin Annex be pulled in? The annex area is more heavily Hispanic than the rest of Cragin.

BC-2 Discussion:

- Con - The programs are too diverse. Could opening additional GATE set contained on the east or west sides of TUSD alleviate these problems?
- Con – The philosophies are so diverse and the feeder schools have similar programs.

BC-3 Discussion:

- Mansfeld will be a STEM next year and will attract. Are they oversubscribed? They could go to Robbins K-8.
- Doolen has a self-contained GATE program and a high refugee population that feeds into Catalina. Catalina is failing, this is an issue.
- Con – push back from parents. It may work if there was a program of equal quality at Doolen.

BC-4 Discussion:

- The elementary would change their feeder school. If you do both of these, it would be under enrolled.
- Could work if Roberts-Naylor became a STEM school.

Proposed Alteration:

- Possibly combine BC-3 and BC-4 with a higher quality program at Doolen.

BC-5 and BC-6 Discussion:

- Pro - Community and business members expressed interest in JTED. Only works if you create a magnet and have transportation.
- No integration issue at Santa Rita, so why do it?
- Con – not supporting Cholla and Pueblo by pulling students from them. Routes are shown as bi-directional.
- BC-5 doesn't address Pueblo or Cholla.
- JTED at Pueblo and Cholla, why can't this exciting program be placed in one of these schools? PCC east is just down the road. Also, Cholla is at 90% now. The schools all have similar programs. Cholla pulls from all over the District. Why can't we pull some of the programs at Santa Rita to make a true JTED school?
- Con – Santa Rita is a dying school, while Cholla is thriving. If there isn't anything attractive or selling point, why are we putting all the resources in the east?
- Group would support the scenario if they put JTED equitably in the district to more sites around town.
- Transportation is an issue.

BC-7 Discussion:

- Group supports this scenario.

BC-8 Discussion:

- Provide additional GATE programs to the east.

- We are still looking at the east side and not looking at the numbers.

BC-9 Discussion:

- This group would support BC-3 over BC-9

BC-10 Discussion:

- Moves 6-8 from Robbins to Roberts Naylor. Doesn't move enough to matter.
- Group does not support this scenario.

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 4D

Meeting Sign-In

Date	April 9, 2014
Meeting Type	Boundary Committee Meeting #3: Revise Options
Location	Duffy Family & Community Center 6:30pm-8:30pm
Project	TUSD Boundary Review Plan
Project No.	30-14119-00

Attendees:	Name	Membership	Present (Initial)
	Cesar Aguirre	BC	CA
	Agnes Attakai	BC	AA
	Rodney Bell	BC	RB
	Georgia Brousseau	BC	GB
	Sylvia Campoy	Plaintiff	SC
	Caroline Carlson	BC	CC
	Vivian Chilton	BC	
	Gloria Copeland	Plaintiff	
	JC De La Torre	BC	JCD
	Gerlie Fout	BC	GF
	Kathryn Jensen	BC	KJ
	Taren Ellis Langford	Plaintiff	TML
	Jorge Leyva	BC	JL
	Dale Lopez	BC	DL
	Lilian Martinez	BC	LM
	Angie Mendoza	BC	AM
	Rosalva Meza	Plaintiff	RM
	Susan Neal	BC	SN

Meeting Sign-In

Date	April 9, 2014		
Meeting Type	Boundary Committee Meeting #3: Revise Options		
Location	Duffy Family & Community Center 6:30pm-8:30pm		
Project	TUSD Boundary Review Plan		
Project No.	30-14119-00		
Attendees:	Name	Membership	Present (Initial)
	Bryant Nodine	TUSD	KL ✓
	Shaun Brown	TUSD	KL ✓
	Katrina Leach (consultant)	DLR	KL ✓
	Sue Gray (consultant)	DLR	KL ✓
	Rick Brammer (consultant)	AE	KL ✓
	Garrett Lough (consultant)	AE	KL ✓
	Maria Figueroa	Info.	
	Joy Stewart	Title I	
	Teresa Guerrero	Title I	
	Jama Hays	Magnet Rev	
	Calvin	Magnet	
	Kelly Windel	DLR	KL ✓
	Jim French	DLR	KL ✓
	Bill Brammer (observation)		KL ✓

EXHIBIT 4E

Agenda



DLR Group

Architecture Engineering Planning Interiors

6225 North 24th Street
Suite 250
Phoenix, AZ 85016

o: 602/381-8580
f: 602/956-8358

Date/Time	April 9, 2014 (6:30pm-8:30pm)
Location	Duffy Family and Community Center Multi-Purpose Room 655 N Magnolia Ave Tucson, AZ 85711
Project	TUSD Boundary Review Plan
Subject	Boundary Committee Meeting #3 – Revise Options

- | | |
|--------|---|
| Topics | <ol style="list-style-type: none"> 1. Meeting Agenda overview (6:30-6:35pm) 2. Update (6:35-6:45pm) <ol style="list-style-type: none"> a. Meeting Minutes – send comments, corrections or clarifications via email or comment cards at meeting. b. Action Items c. TUSD webpage: www.tusd1.org/boundaryreview d. FTP Site set up for document sharing:
http://ftp.dlrprojects.com
Username: [REDACTED]
Password: [REDACTED] e. Schedule – <ol style="list-style-type: none"> i. Added BC meeting next week (April 16th) ii. Updated Public Meeting Dates and Locations f. Proposed Criteria for group to review and vote (BC members only) 3. Magnet Plan presentation (6:45-7:00pm) 4. Scenario Brainstorm – Small Group Discussions (7:00-8:05pm) <ol style="list-style-type: none"> a. Where to look to generate new options (5 min) b. Review of proposed scenarios BC-1 to BC-7 and possible alterations (5 min each, total 35 min) c. New proposed scenarios from BC (25 min) 5. Small Group Summaries (8:05-8:25pm) <ol style="list-style-type: none"> a. Reporter to summarize small group discussions (5 min each) 6. Next Steps (8:25-8:30pm) <ol style="list-style-type: none"> a. Homework: <ol style="list-style-type: none"> i. Review scenarios and discuss with community. Send comments via email to Bryant.Nodine@tusd1.org ii. Review Criteria sheets for each scenario. Voting to take place next week. b. BC Meeting #3A: Revise Options – Added meeting, April 16th <ol style="list-style-type: none"> i. Vote to select options to present at the Public Regional Meetings ii. Prepare for Public Regional Meetings |
|--------|---|

EXHIBIT 4F

**Boundary Committee
Scenario Evaluations
Last Updated: 4/14/14**

Small Group Evaluations:

All comments listed are recorded from discussions. The recorders took notes from what was said and have not modified the opinions expressed. This is a running list of pros/ cons.

BC-1: Pair Davis and Blenman

PROS:

- More students going to an integrated school.
- One less racially concentrated school
- Transportation would be provided to both schools.
- Davis would still maintain the cultural program and continue open enrollment
- Reduce Oversubscription at Davis

CONS:

- Only 24% of Davis is comprised of neighborhood students, so this may not reduce many seats by taking away neighborhood students
- District already provides options for students to move away from Davis with transportation
- Davis doesn't only include a dual language program, but also a cultural program.
- Some students 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. Expand program at Davis to Blenman
- 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.
- Need incentive at the school to entice students to move further.
- Concerned that Davis was balanced up until 3 years ago when open enrollment altered the percentages.
- Distance is a factor for families

COMMENTS:

- 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.
- When and how would this be implemented? Incoming kindergarteners?
- Q: How would the lottery work?
- Q: How would the staff be affected?
- Davis ES needs to legitimately be able to recruit students. Magnet programs need better advertisement and recruitment.
- Q: With pairing, how will the students be assigned to the schools?
- Must give the support programs and staff to make this happen!
- Davis' success comes from its programs

BC-2: Pair Bonillas and Lineweaver:

PROS:

- More students going to an integrated school
- One less racially concentrated school
- May reduce students at Lineweaver so it is no longer oversubscribed
- Bonillas students continue to have preference at Dodge (incentive)
- The close proximity would be convenient for families to travel.

CONS:

- The majority of the students are from non-neighborhood areas
- Gate program at Lineweaver affects the enrollment. 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.
- 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.
- The programs at Lineweaver and Bonillas are too different to be a good pair. The philosophies are too diverse.

COMMENTS:

- Q:How does this affect GATE program changes?
- 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: Boundary Adjustment from Mansfeld Annex to Doolen:

PROS:

- Make Doolen integrated
- Reduces 100% utilization at Mansfeld and would free up more seats for magnet program
- Racial concentration increase could be mitigated by magnet selection process
- Move some students from a C school to a B school
- Potential to expand GATE to Doolen and serve more students.

CONS:

- Increase racial concentration at Mansfeld
- Perceived disciplinary problems at Doolen
- Boundary changed previously
- 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.
- 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 Mansfeld area would not be happy with moving away from a brand new STEM 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.
- The distance is not so great that it’d be an issue, but programs are too different.
- Mansfeld kids won’t go to Doolen without expansion of programs. Potential for loss of students to charters.
- Mansfeld feeds into Tucson High. Doolen feeds into Catalina.

COMMENTS:

- Q: Need GATE numbers to see how many people in Doolen this would affect.
- Helps Doolen, but compromises Mansfeld.
- West side students go to west side schools. Students know they have open enrollment.

BC-4: Boundary Adjustment from Mansfeld to Roberts-Naylor:

PROS:

- More students in integrated school at Roberts-Naylor
- Slightly less racial concentration at Mansfeld
- K-8 (Roberts Naylor) and 6-8 (Vail) options available
- Opens up magnet seats at Mansfeld
- Transportation – closer location and not crossing major roads

CONS:

- Small integration impact, is it enough?
- This area has been through previous changes
- 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. 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
- The Mansfeld area would not be happy with moving away from a brand new STEM magnet.
- Not a good perception of Roberts-Naylor
- Potential to concentrate Roberts-Naylor.

COMMENTS:

- Moving students from a higher socio-economic school to a lower socio-economic school.

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

PROS:

- Santa Rita HS to partner with Pima CC and Pima JTED to provide CTE programs with associate degree options
- Desirable, unique programs
- May indirectly help Tucson HS racially concentration status with recruitment.
- The Early Middle College idea is an exciting idea.
- Some JTED program ideas for Santa Rita include agriculture (possibly to include urban agriculture and sustainability), construction and early childhood.
- Keeps schools open.
- Gives life to southern High Schools and defends against flight to Vail. Could even attract Vail students and those up to 21 years of age.
- Could alleviate other east side high schools and allow for boundary changes at Saguaro.
- Those not interested in CTE still have good options with Saguaro and Palo Verde
- Great location near Pima East
- Community and business members are interested in JTED.

CONS:

- Santa Rita is not racially concentrated; no direct impact
- 3-5 years to grow program – possibly incremental preference area with more than 50% initially (base on number of applicants from outside area)
- 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.
- Concern with pulling students from Cholla or Pueblo.
- Costly solution for transportation.
- Parents would have to transport to the “hub”

COMMENTS:

- 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.
- Carpool and assist with transportation. Can kids receive public bus passes to supplement transportation?
- How would activity buses be provided?
- Would require BC-6 to help with transportation
- Rename Santa Rita to new school name?

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

PROS:

- More students in integrated environment
- Possible change to THMS RC status; this area is traditionally a Hispanic pool that attends Tucson HS
- Possible future STEM program at Palo Verde HS
- Possible future CTE/JTED programs at Santa Rita HS
- May reduce the RC at Pueblo HS
- May reduce the RC at Cholla HS
- Transportation available for activities
- Programs available to all students
- Express shuttle is a good idea and attractive. Use the time on the bus as the first period class.

CONS:

- Does not directly impact THMS racial concentration
- Transportation not available for events such as football games
- Long Drive
- Make sure the CTE classes don't cripple other schools' programs.
- 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.
- Transportation requires a heavy commitment from students
- High Schools attract students with after school clubs, will Santa Rita have these?
- Disproportionate travel burden on minorities.

COMMENTS:

- Can the students receive city bus passes for transportation?
- Participation in sports?
- 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.
- Focus should not only be in providing transportation in one direction, but both directions.
- 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?
- Extend all lines to Santa Rita for more options?
- Needs BC-5 to do BC-6

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

PROS:

- More students in an integrated environment
- Sabino HS has space available and is attractive as an 'A' school
- Transportation available for activities
- Catalina students would take advantage of this to go to Sabino.

CONS:

- No change to THMS RC status
- Tucson High has many non-neighborhood students
- Sabino HS has a strong tradition to attract students and could risk becoming racially concentrated (predominantly white)
- Catalina is a DD school; need CTE programs to provide attraction.
- Transportation not available for events such as football games
- Long Drive
- Don't think Sabino community would welcome west side students joining them.
- No special programs at Sabino to attract students. Possibly add one? IB or Back to Basics?
- Disproportionate travel burden on minorities.

COMMENTS:

- This would be an easy solution to initiate and then cancel if not successful. That's also a con because TUSD doesn't want to appear as though they haven't thought it through and are simply not following through.

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

PROS:

- Help integrate Bonillas
- Bonillas feeds to Dodge – provides attraction
- adds more options for students
- Improves integration. Three integrated and one concentrated schools have a chance to all be integrated.

CONS:

- Some students may not get to go to one of the A/B schools and be assigned to Bonillas unwillingly.
- Difficult to integrate Bonillas because of program and C rating.
- Sewell is attractive because it is seen as a good school.
- Programmatic considerations make this option difficult: Lineweaver has GATE, Bonillas has Back to Basics, Sewell is a great school (A school).

BC-9: Boundary Adjustment from Mansfeld Annex to Maxwell

PROS:

- Maxwell becomes more integrated and Mansfeld allows more magnet seats to open up.
- Does increase enrollment at Maxwell, helps utilization.

CONS:

- Just flip flops issue between Maxwell and Mansfeld.
- Doesn't help with racial concentration

BC-10: Boundary Adjustment from Utterback to Roberts-Naylor (Pueblo Gardens Area)

PROS:

- Roberts-Naylor feeds to Rincon
- Utterback provides a ticket to Tucson High.

CONS:






- only affects 16 students, not enough impact.
- Will likely lose students from the District (flight).
- location requires crossing train tracks.
-

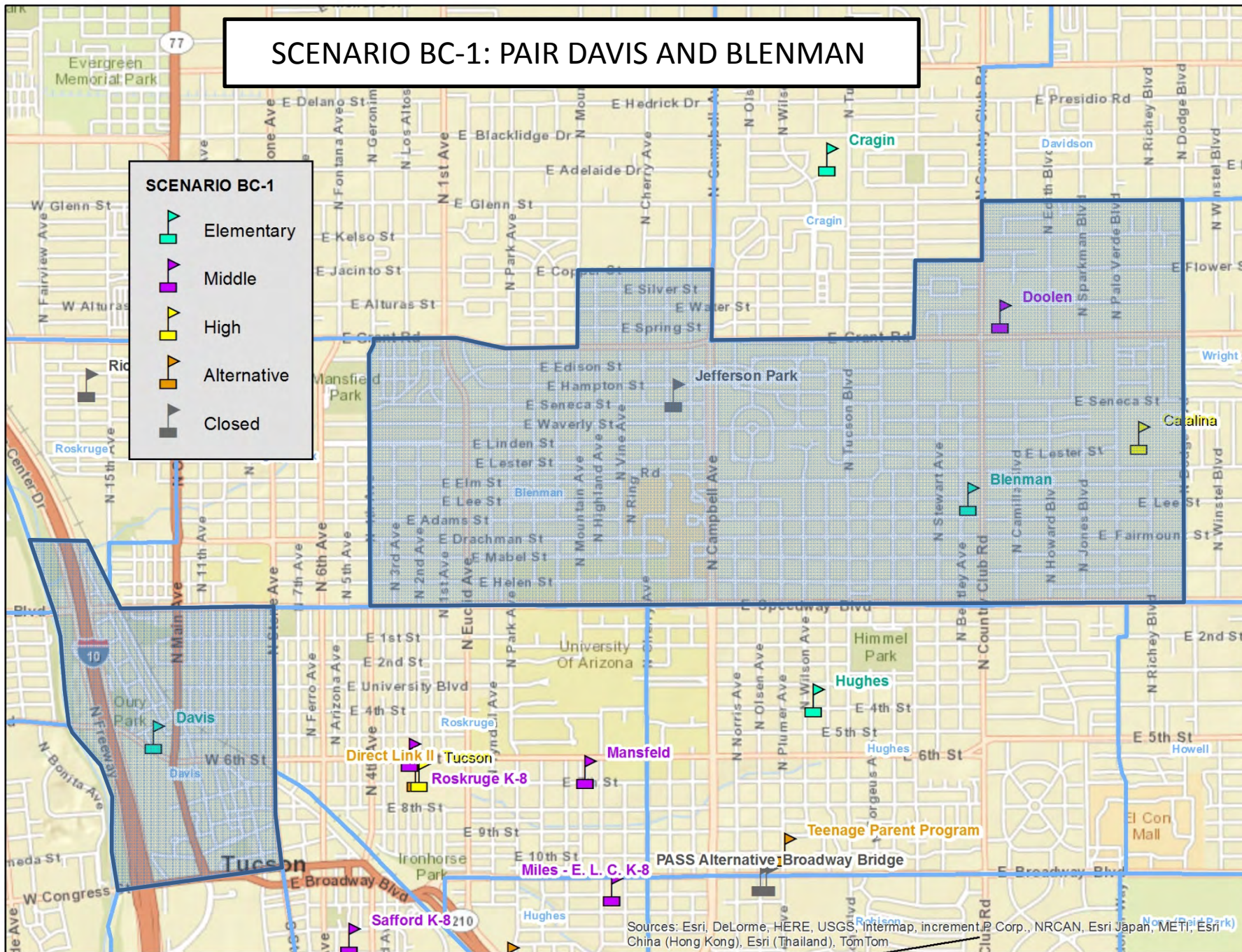
If this report does not agree with your records or understanding of this meeting, or if there are any questions, please advise the writer immediately in writing; otherwise, we will assume the comments to be correct.

EXHIBIT 4G

SCENARIO BC-1: PAIR DAVIS AND BLENMAN

SCENARIO BC-1

-  Elementary
-  Middle
-  High
-  Alternative
-  Closed

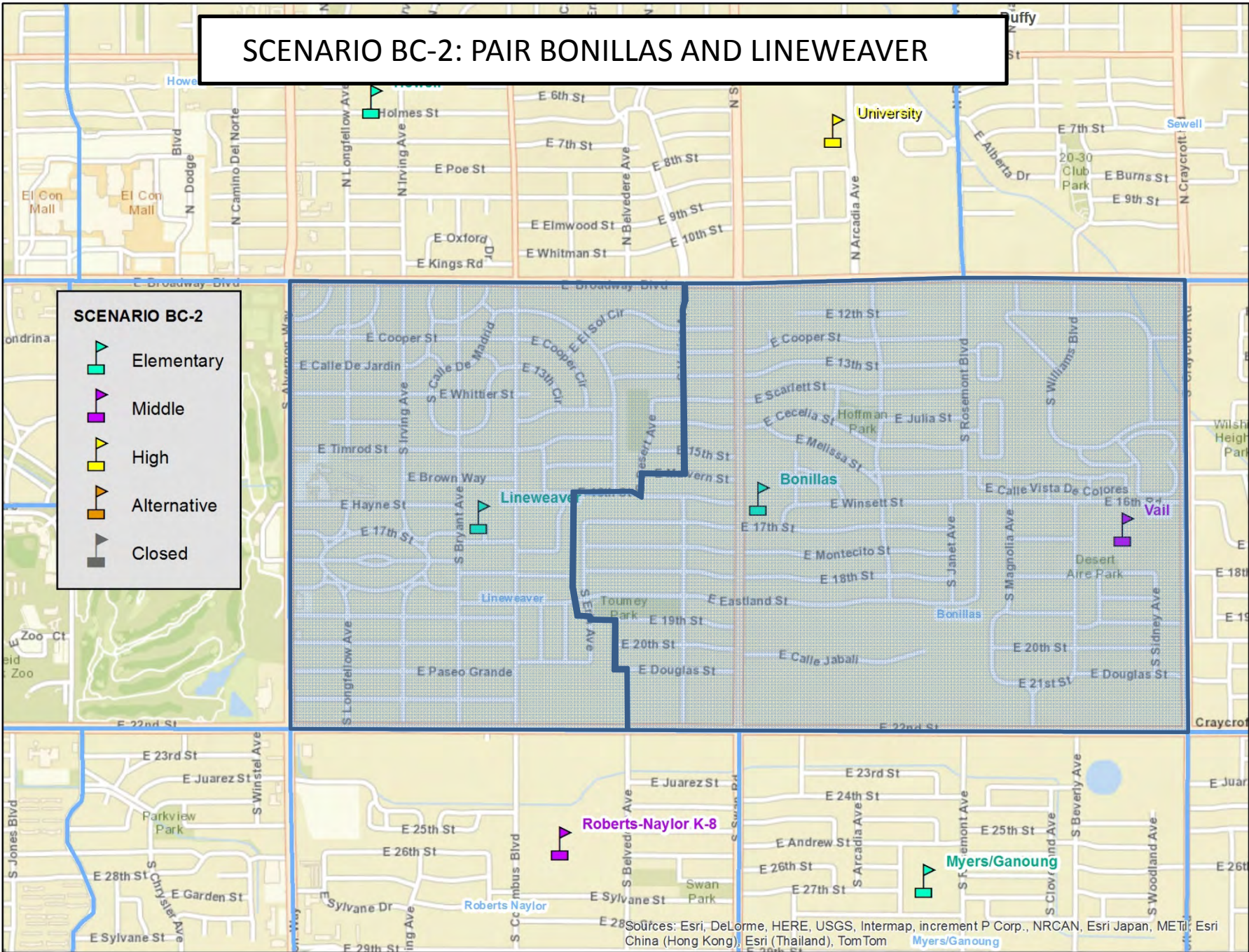


Sources: Esri, DeLorme, HERE, USGS, Intermap, increment P Corp., NRCAN, Esri Japan, METI, Esri China (Hong Kong), Esri (Thailand), TomTom

SCENARIO BC-2: PAIR BONILLAS AND LINEWEAVER

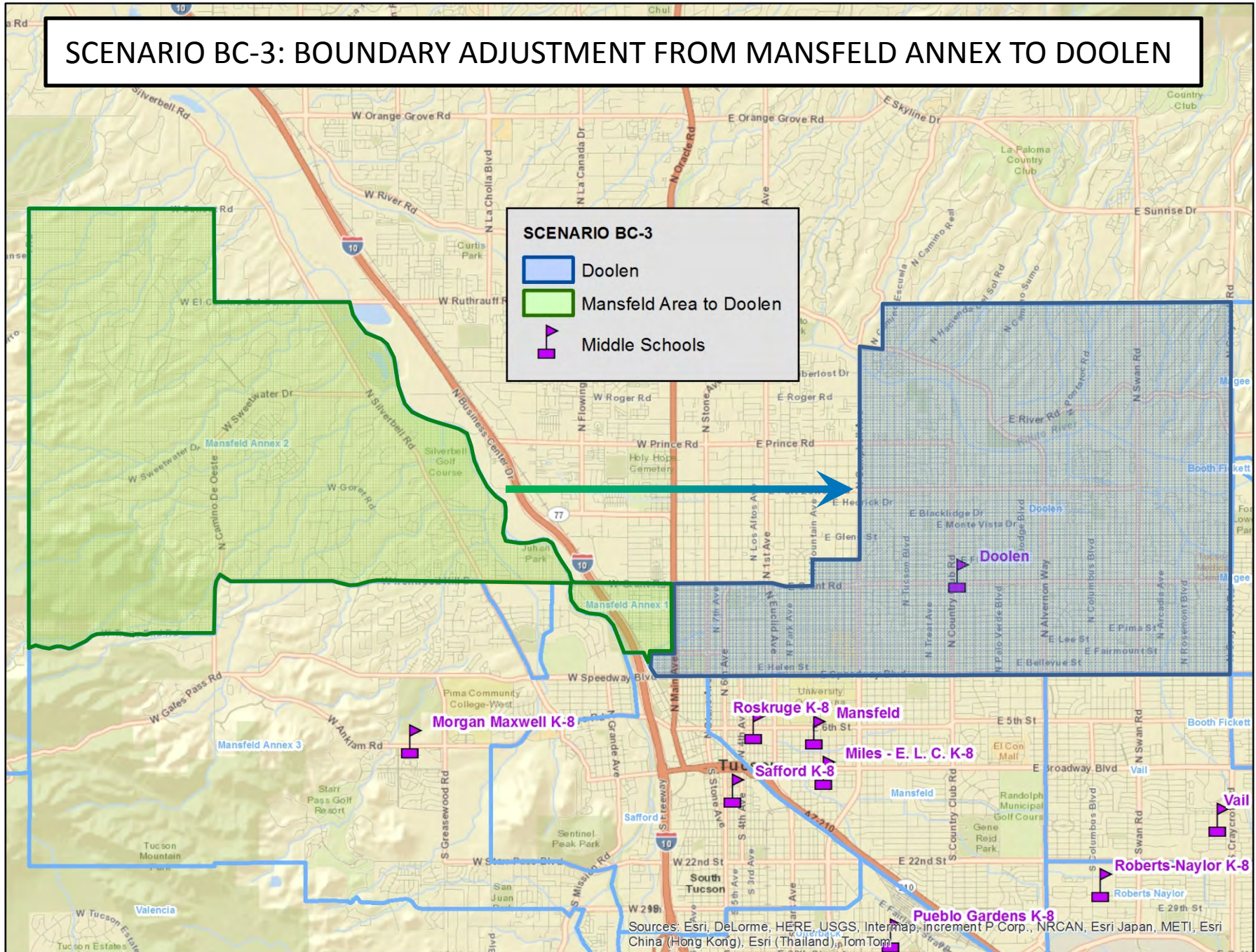
SCENARIO BC-2

- Elementary
- Middle
- High
- Alternative
- Closed

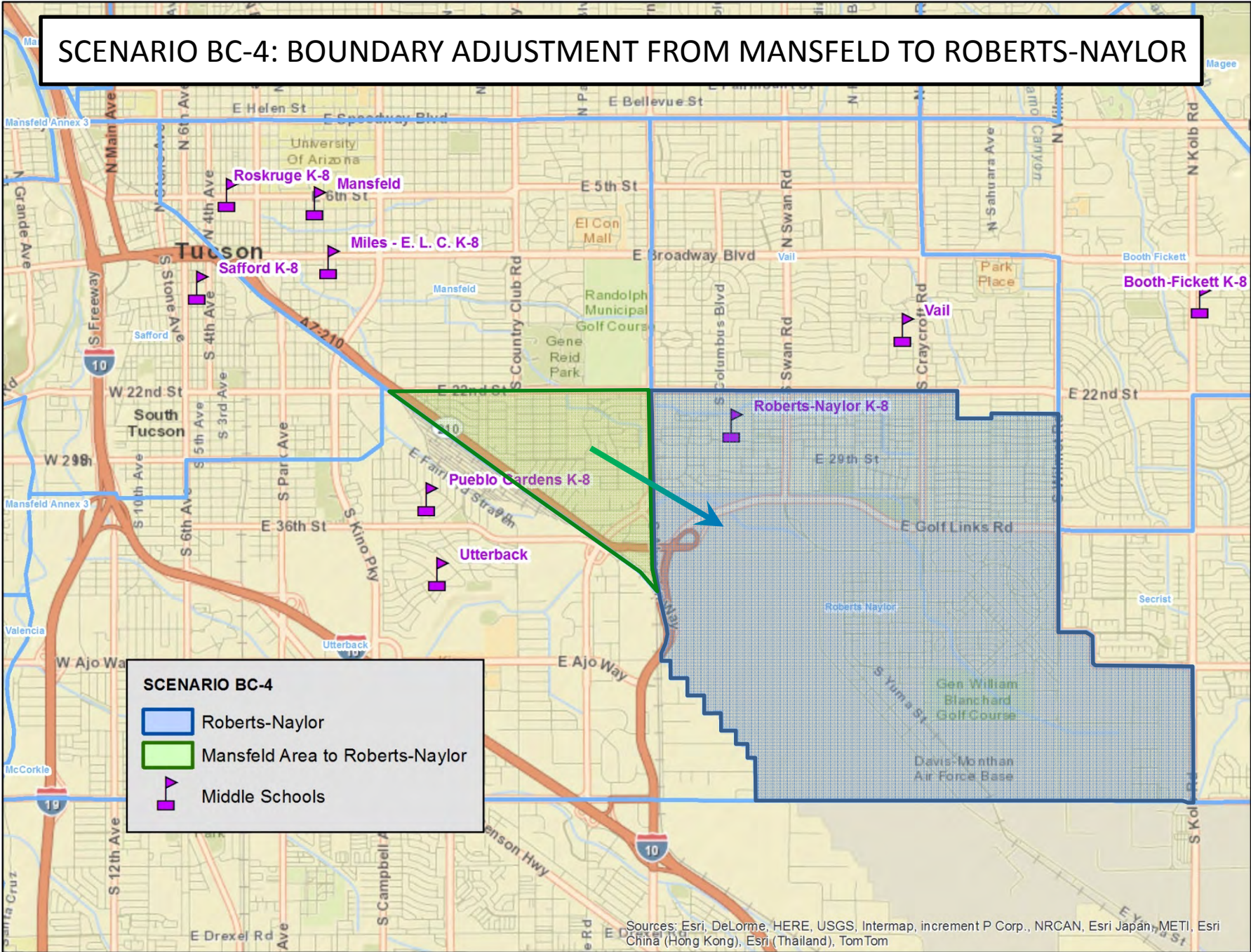


Sources: Esri, DeLorme, HERE, USGS, Intermap, increment P Corp., NRCAN, Esri Japan, METI, Esri China (Hong Kong), Esri (Thailand), TomTom
Myers/Ganoung

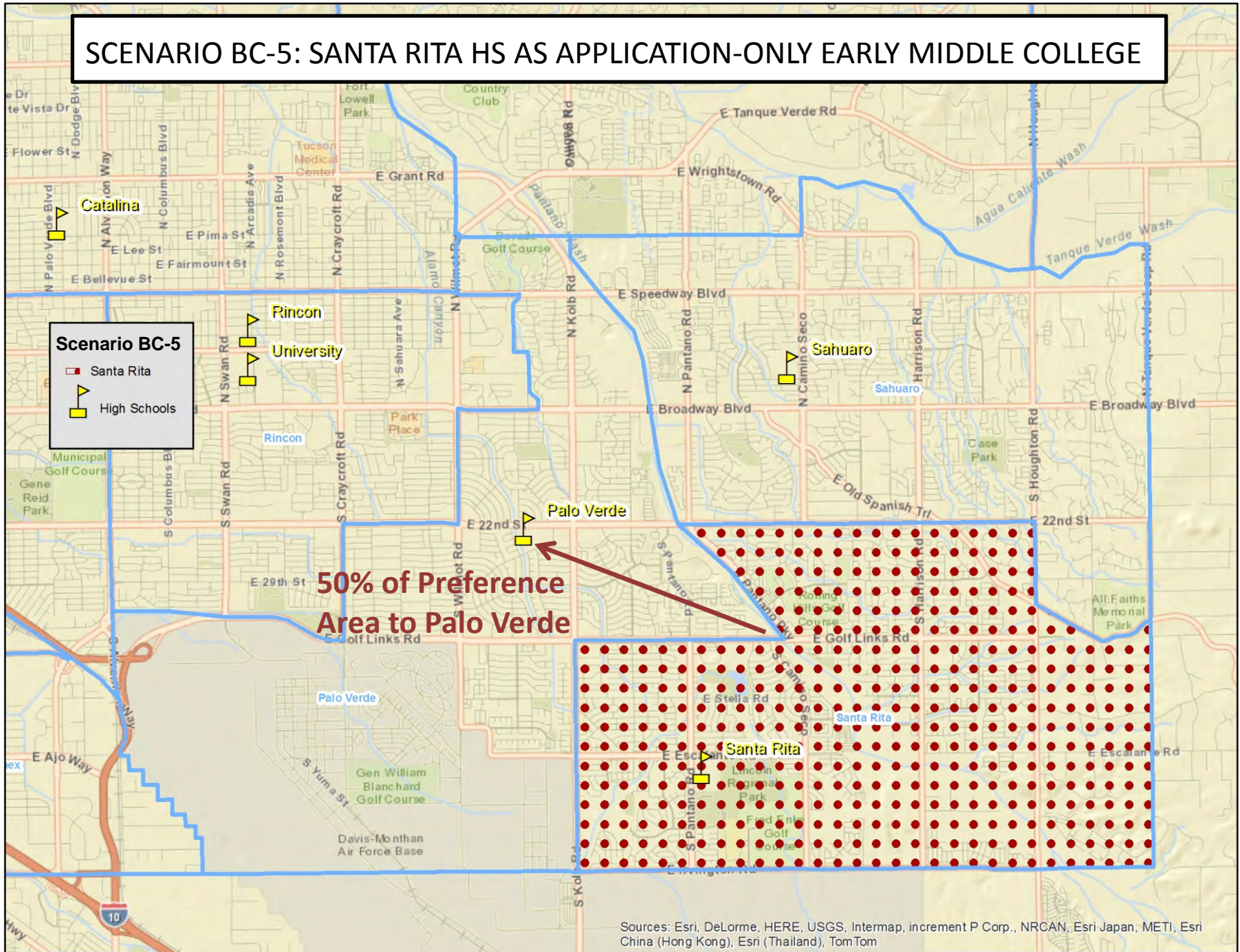
SCENARIO BC-3: BOUNDARY ADJUSTMENT FROM MANSFELD ANNEX TO DOOLEN



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



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

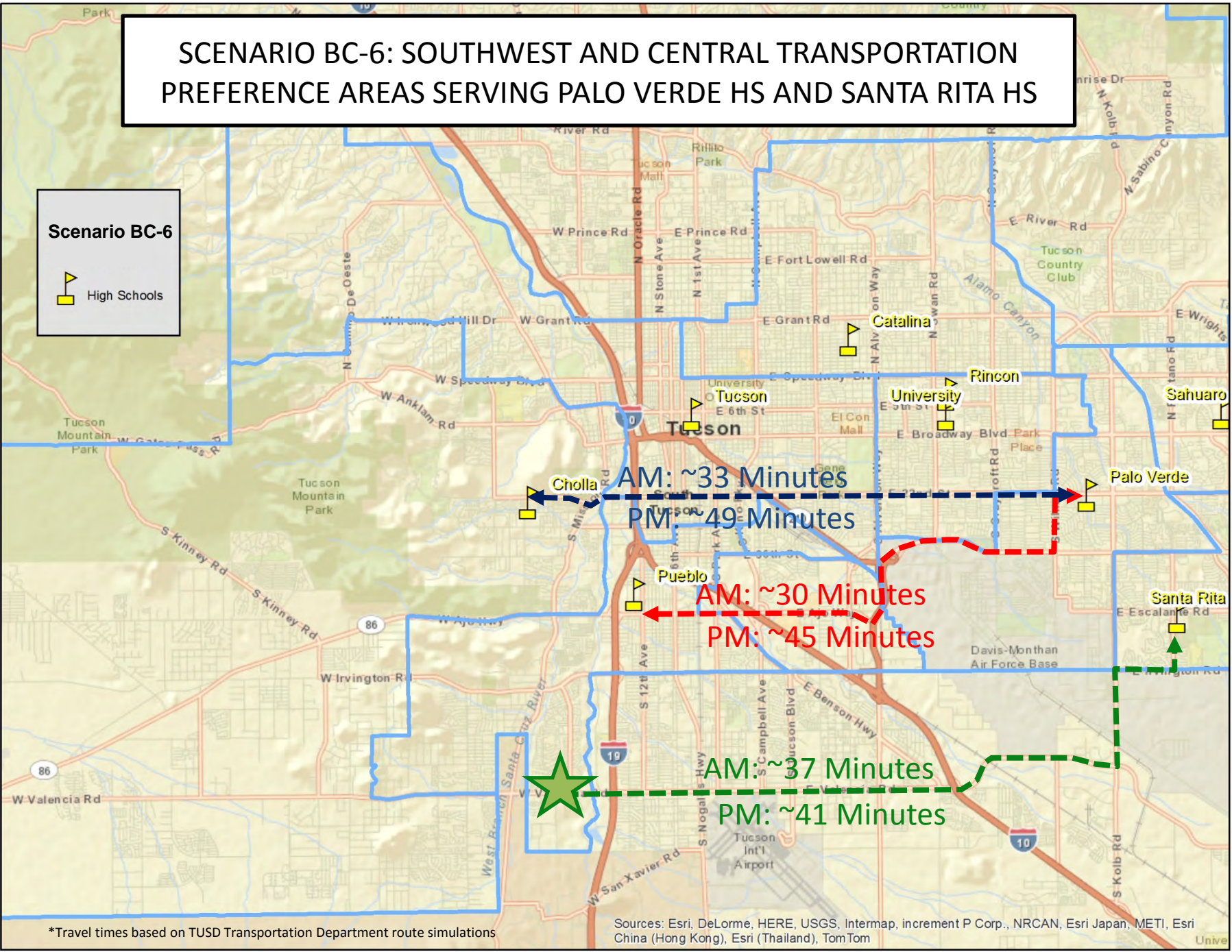


Sources: Esri, DeLorme, HERE, USGS, Intermap, increment P Corp., NRCAN, Esri Japan, METI, Esri China (Hong Kong), Esri (Thailand), TomTom

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

Scenario BC-6

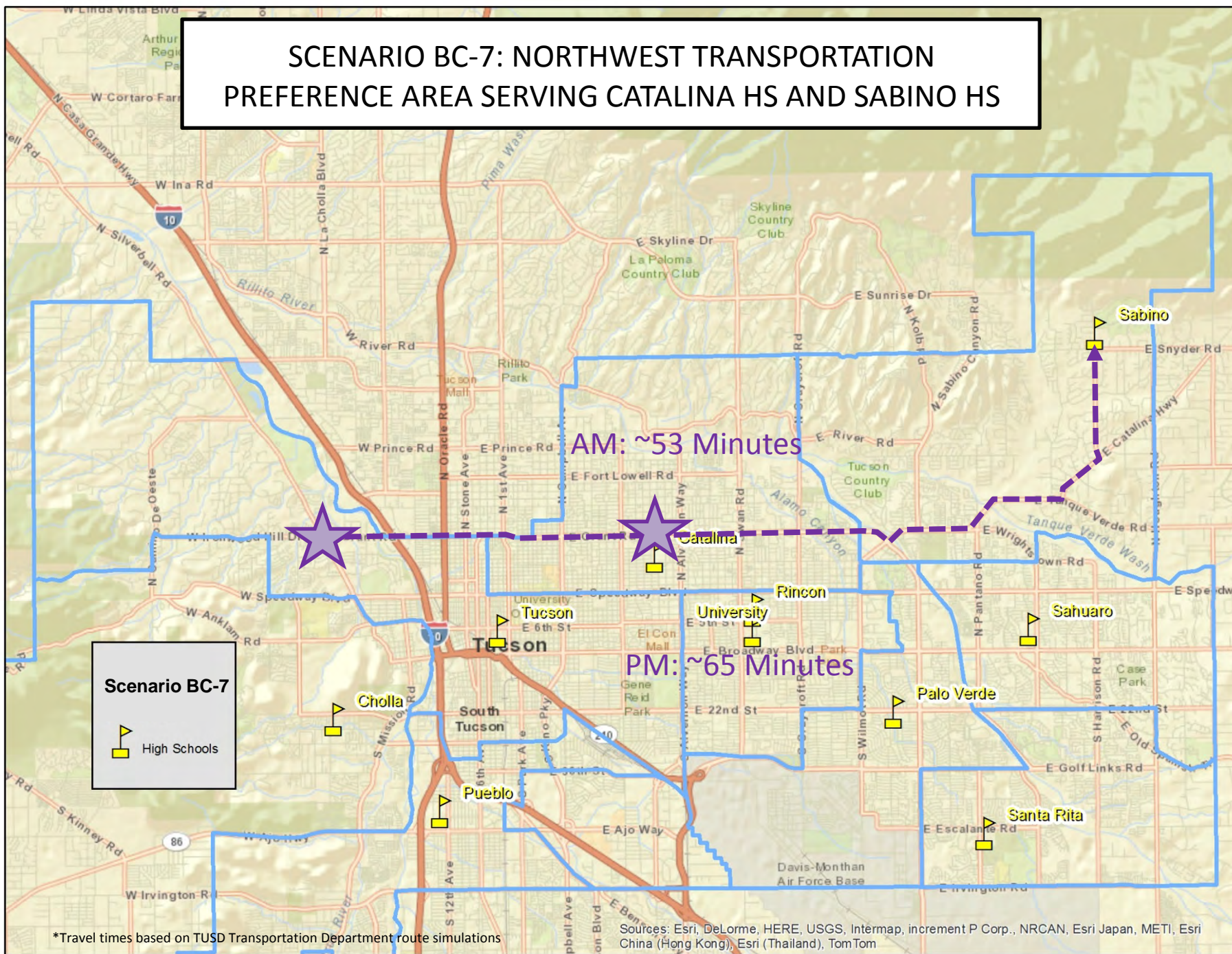
High Schools



*Travel times based on TUSD Transportation Department route simulations

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

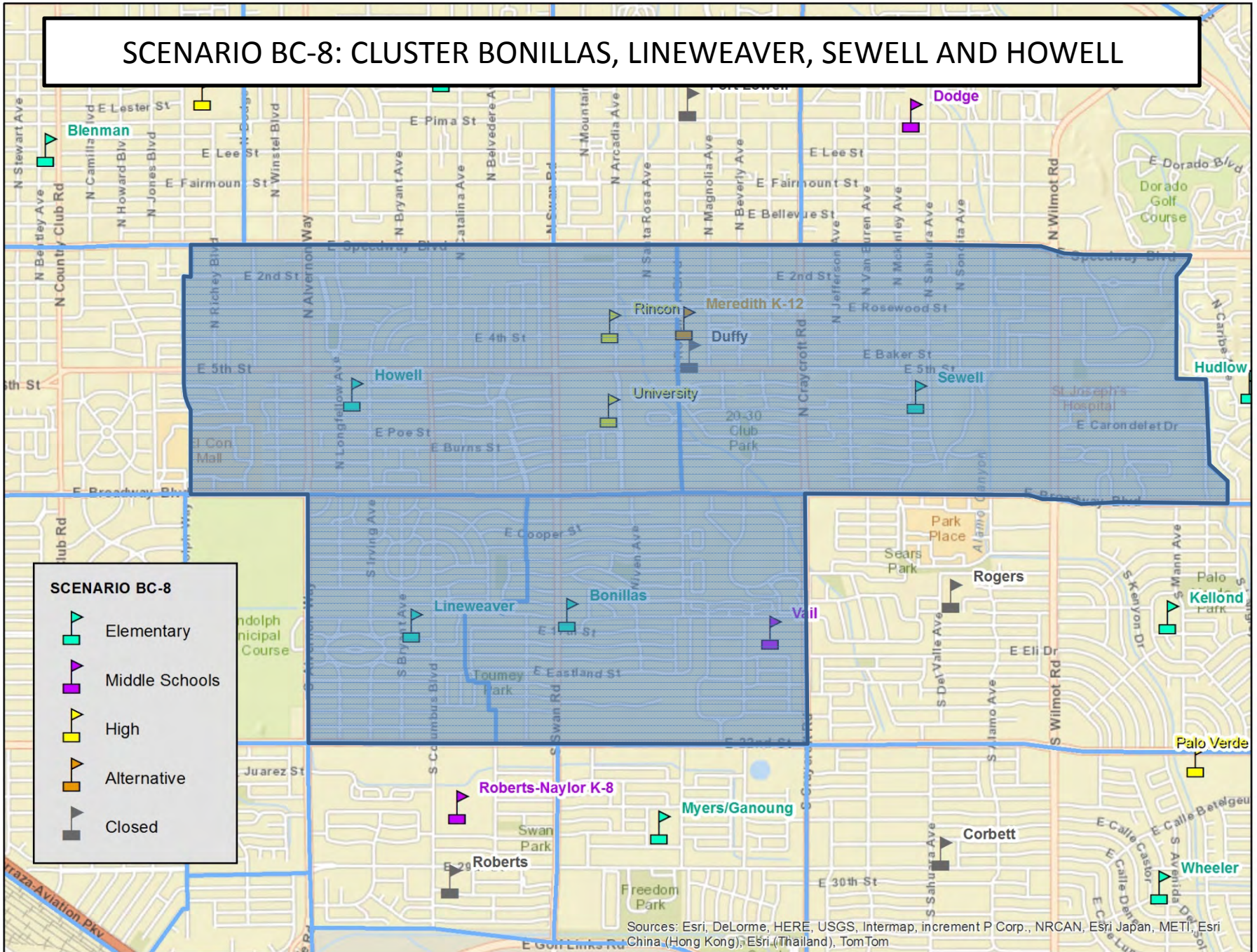


Scenario BC-7
High Schools

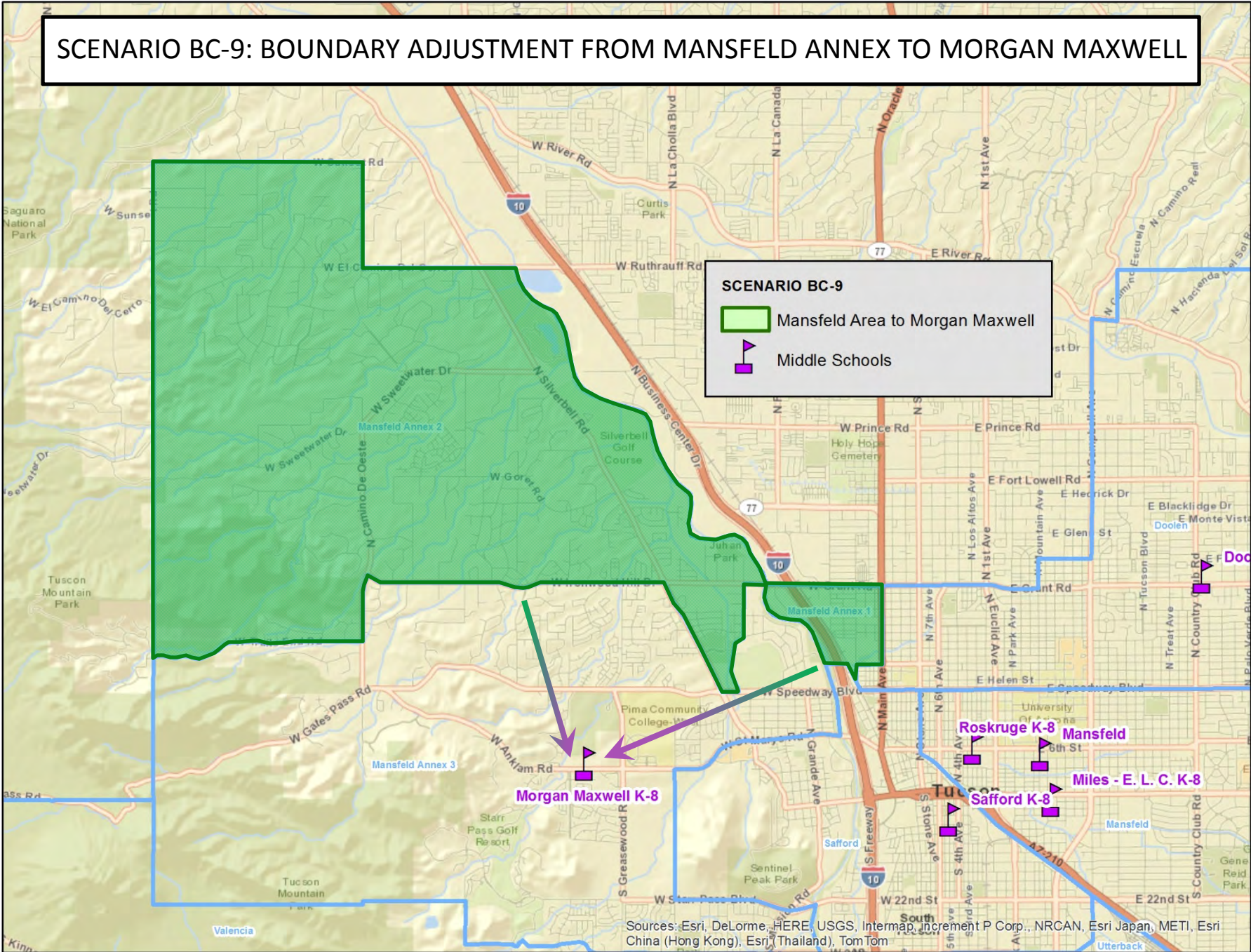
*Travel times based on TUSD Transportation Department route simulations

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

SCENARIO BC-8: CLUSTER BONILLAS, LINEWEAVER, SEWELL AND HOWELL

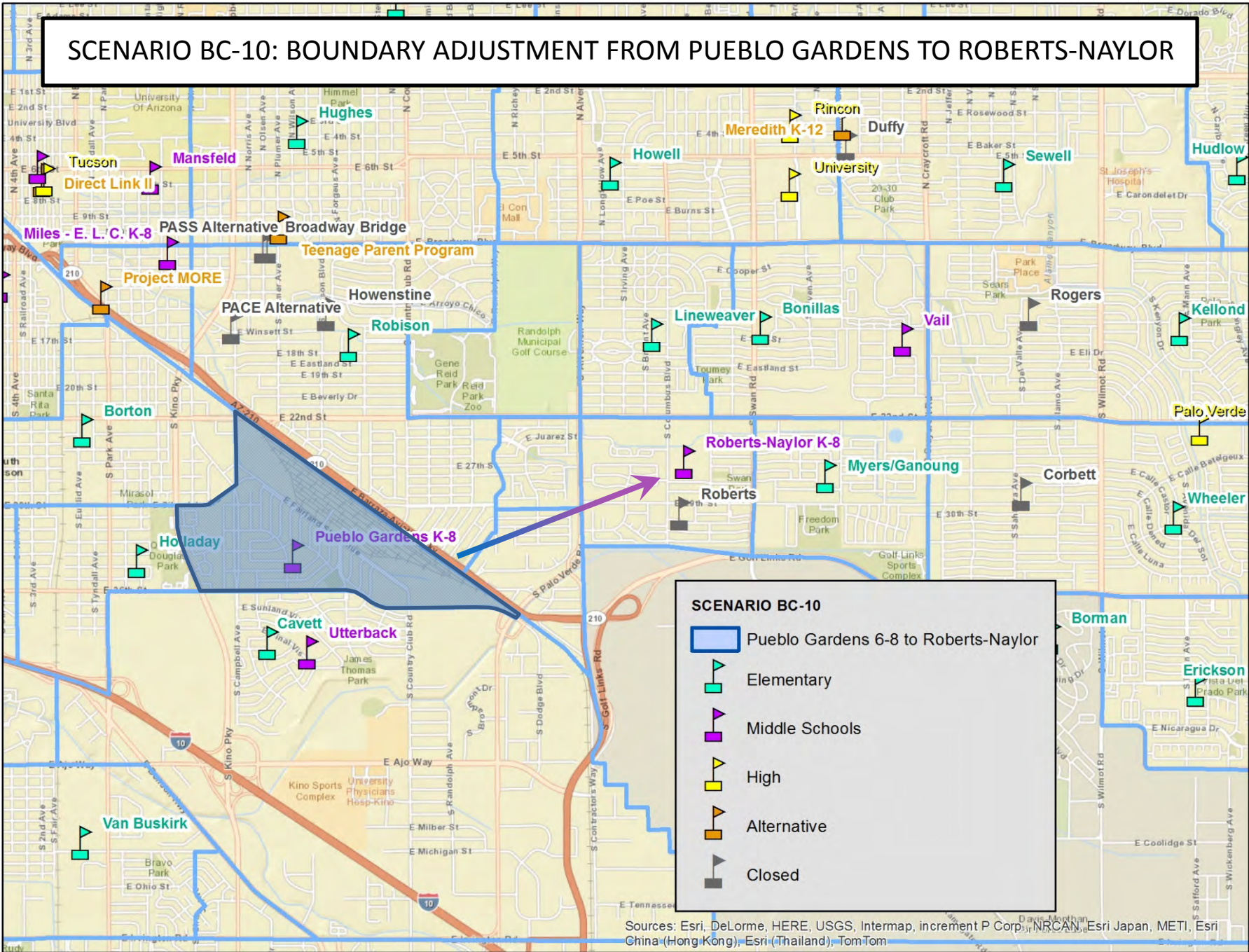


SCENARIO BC-9: BOUNDARY ADJUSTMENT FROM MANSFELD ANNEX TO MORGAN MAXWELL



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

SCENARIO BC-10: BOUNDARY ADJUSTMENT FROM PUEBLO GARDENS TO ROBERTS-NAYLOR



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

EXHIBIT 4H

Instructions:

1. Each table will need one person to record and one person to report.
 - a. The recorder will take notes of the discussions.
 - b. The reporter will watch the clock and pose the questions to the group. They will also give a brief summary to the Boundary Committee at the end of the meeting, highlighting key discussions from the group. Some questions to consider are:

BC-1 to BC-7:

- Which scenarios did your group feel had potential to be presented to the public?

New proposed scenarios:

- What scenarios did your group look at, but ultimately dismissed?

- What scenarios did your group look at that should be considered?

2. Review the discussion questions for each scenario.

A couple ground rules:

- a. Be Respectful. Don't interrupt and allow everyone to share their opinions.
- b. All ideas and opinions are welcome so please don't insult other peoples' ideas. Even if an idea doesn't work out, it can lead to one that does!
- c. Talk with the whole table. For the sake of the recorder, please don't hold side conversations or your voice may not be heard.
- d. We are not just interested in how you feel but WHY you feel that way.

Scenario BC-1 – Pair Davis and Blenman

1. From the list of criteria, select one that is positively affected. How?

2. From the list of criteria, select one that is negatively affected. How?

3. Comments:

CRITERIA ANALYSIS

Pos(+)	Neut.	Neg(-)	Criteria
			Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
			Effects on school desegregation
			Compactness of the attendance area and distance to schools
			Over-subscribed schools
			Fiscal impacts
			Targeted operating capacities
			Current and planned instructional programs
			Physical barriers and subdivision/ neighborhood boundaries
			Student transportation
			Feeder patterns
			Previous, recent boundary changes affecting the area
			Underutilized schools

Scenario BC-2 – Pair Bonillas and Lineweaver

1. From the list of criteria, select one that is positively affected. How?

2. From the list of criteria, select one that is negatively affected. How?

3. Comments:

CRITERIA ANALYSIS

Pos(+)	Neut.	Neg(-)	Criteria
			Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
			Effects on school desegregation
			Compactness of the attendance area and distance to schools
			Over-subscribed schools
			Fiscal impacts
			Targeted operating capacities
			Current and planned instructional programs
			Physical barriers and subdivision/ neighborhood boundaries
			Student transportation
			Feeder patterns
			Previous, recent boundary changes affecting the area
			Underutilized schools

Scenario BC-3 – Boundary Adjustment from Mansfeld Annex to Doolen

1. From the list of criteria, select one that is positively affected. How?

2. From the list of criteria, select one that is negatively affected. How?

3. Comments:

CRITERIA ANALYSIS

Pos(+)	Neut.	Neg(-)	Criteria
			Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
			Effects on school desegregation
			Compactness of the attendance area and distance to schools
			Over-subscribed schools
			Fiscal impacts
			Targeted operating capacities
			Current and planned instructional programs
			Physical barriers and subdivision/ neighborhood boundaries
			Student transportation
			Feeder patterns
			Previous, recent boundary changes affecting the area
			Underutilized schools

Scenario BC-4 – Boundary Adjustment from Mansfeld to Roberts-Naylor

1. From the list of criteria, select one that is positively affected. How?

2. From the list of criteria, select one that is negatively affected. How?

3. Comments:

CRITERIA ANALYSIS

Pos(+)	Neut.	Neg(-)	Criteria
			Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
			Effects on school desegregation
			Compactness of the attendance area and distance to schools
			Over-subscribed schools
			Fiscal impacts
			Targeted operating capacities
			Current and planned instructional programs
			Physical barriers and subdivision/ neighborhood boundaries
			Student transportation
			Feeder patterns
			Previous, recent boundary changes affecting the area
			Underutilized schools

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

1. From the list of criteria, select one that is positively affected. How?

2. From the list of criteria, select one that is negatively affected. How?

3. Comments:

CRITERIA ANALYSIS

Pos(+)	Neut.	Neg(-)	Criteria
			Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
			Effects on school desegregation
			Compactness of the attendance area and distance to schools
			Over-subscribed schools
			Fiscal impacts
			Targeted operating capacities
			Current and planned instructional programs
			Physical barriers and subdivision/ neighborhood boundaries
			Student transportation
			Feeder patterns
			Previous, recent boundary changes affecting the area
			Underutilized schools

Scenario BC-6 – Southwest and Central Transportation Preference Areas serving Palo Verde HS and Santa Rita HS

1. From the list of criteria, select one that is positively affected. How?

2. From the list of criteria, select one that is negatively affected. How?

3. Comments:

CRITERIA ANALYSIS

Pos(+)	Neut.	Neg(-)	Criteria
			Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
			Effects on school desegregation
			Compactness of the attendance area and distance to schools
			Over-subscribed schools
			Fiscal impacts
			Targeted operating capacities
			Current and planned instructional programs
			Physical barriers and subdivision/ neighborhood boundaries
			Student transportation
			Feeder patterns
			Previous, recent boundary changes affecting the area
			Underutilized schools

**Scenario BC-7 – Northwest Transportation Preference Area serving
Catalina HS and Sabino HS**

1. From the list of criteria, select one that is positively affected. How?

2. From the list of criteria, select one that is negatively affected. How?

3. Comments:

CRITERIA ANALYSIS

Pos(+)	Neut.	Neg(-)	Criteria
			Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
			Effects on school desegregation
			Compactness of the attendance area and distance to schools
			Over-subscribed schools
			Fiscal impacts
			Targeted operating capacities
			Current and planned instructional programs
			Physical barriers and subdivision/ neighborhood boundaries
			Student transportation
			Feeder patterns
			Previous, recent boundary changes affecting the area
			Underutilized schools

Scenario BC-8 – Cluster Bonillas, Lineweaver, Sewell and Howell

1. From the list of criteria, select one that is positively affected. How?

2. From the list of criteria, select one that is negatively affected. How?

3. Comments:

CRITERIA ANALYSIS

Pos(+)	Neut.	Neg(-)	Criteria
			Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
			Effects on school desegregation
			Compactness of the attendance area and distance to schools
			Over-subscribed schools
			Fiscal impacts
			Targeted operating capacities
			Current and planned instructional programs
			Physical barriers and subdivision/ neighborhood boundaries
			Student transportation
			Feeder patterns
			Previous, recent boundary changes affecting the area
			Underutilized schools

Scenario BC-10 – Boundary Adjustment from Utterback to Roberts-Naylor

1. From the list of criteria, select one that is positively affected. How?

2. From the list of criteria, select one that is negatively affected. How?

3. Comments:

CRITERIA ANALYSIS

Pos(+)	Neut.	Neg(-)	Criteria
			Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
			Effects on school desegregation
			Compactness of the attendance area and distance to schools
			Over-subscribed schools
			Fiscal impacts
			Targeted operating capacities
			Current and planned instructional programs
			Physical barriers and subdivision/ neighborhood boundaries
			Student transportation
			Feeder patterns
			Previous, recent boundary changes affecting the area
			Underutilized schools

Scenario BC-

1. From the list of criteria, select one that is positively affected and one that is negatively affected. How?

2. Pros/ Cons

3. Comments

CRITERIA ANALYSIS

Pos(+)	Neut.	Neg(-)	Criteria
			Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
			Effects on school desegregation
			Compactness of the attendance area and distance to schools
			Over-subscribed schools
			Fiscal impacts
			Targeted operating capacities
			Current and planned instructional programs
			Physical barriers and subdivision/ neighborhood boundaries
			Student transportation
			Feeder patterns
			Previous, recent boundary changes affecting the area
			Underutilized schools

Scenario BC-

1. From the list of criteria, select one that is positively affected and one that is negatively affected. How?

2. Pros/ Cons

3. Comments

CRITERIA ANALYSIS

Pos(+)	Neut.	Neg(-)	Criteria
			Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
			Effects on school desegregation
			Compactness of the attendance area and distance to schools
			Over-subscribed schools
			Fiscal impacts
			Targeted operating capacities
			Current and planned instructional programs
			Physical barriers and subdivision/ neighborhood boundaries
			Student transportation
			Feeder patterns
			Previous, recent boundary changes affecting the area
			Underutilized schools

EXHIBIT 4I

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	328 103%	488 76%
Attendance Area Enrollment	104	581
Operating Capacity	320	640
Portables / Capacity	2 50	2 50
Oversubscribed?	Yes	No
School Enrollment with Option	303 95%	513 80%
Distributed Students	-25	25
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	
Davis would still maintain the cultural program and continue open enrollment and transportation	District already provides options for students to move away from Davis with transportation
Reduce over-subscription at Davis	Limits access to dual language program for Hispanics in the community; may need another dual language program in another school

SCENARIO BC-1: PAIR DAVIS AND BLENMAN

School Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Davis	328	86%	32	6	281	5	0	1
With Option	303	80%	35	12	243	7	1	1
Blenman	488	49%	105	67	239	20	29	28
With Option	513	54%	102	61	277	18	26	28

Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Davis	78	87%	7	0	68	0	0	1
With Option	53	58%	10	6	30	1	1	1
Blenman	360	51%	72	47	184	16	21	20
With Option	385	58%	69	41	222	14	18	20

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Davis	250	85%	25	6	213	5	0	1
With Option	250	85%	25	6	213	5	0	1
Blenman	128	43%	33	20	55	1	8	8
With Option	128	43%	33	20	55	1	8	8

Attendance Area Enrollment

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Davis	104	84%	11	0	87	1	0	5
Blenman	581	48%	164	65	279	17	27	29
Davis-Blenman Pair	685	53%	175	65	366	18	27	34

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	529 126%	422 90%
Attendance Area Enrollment	164	297
Operating Capacity	420	470
Portables / Capacity	8 200	3 75
Oversubscribed?	Yes	No
School Enrollment with Option	530 126%	421 90%
Distributed Students	1	-1
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 Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lineweaver	529	51%	189	18	268	8	19	27
With Option	530	52%	180	18	278	7	19	27
Bonillas	422	75%	57	22	318	5	8	12
With Option	421	73%	66	22	308	6	8	12

Neighborhood Enrollment *

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lineweaver	114	60%	35	0	68	0	0	5
With Option	115	68%	26	0	78	0	0	5
Bonillas	160	73%	28	6	117	0	0	8
With Option	159	68%	37	6	107	0	0	8

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lineweaver	415	48%	154	14	200	7	18	22
With Option	415	48%	154	14	200	7	18	22
Bonillas	262	77%	29	16	201	5	7	0
With Option	262	77%	29	16	201	5	7	0

Attendance Area Enrollment

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lineweaver	164	57%	53	7	94	0	0	6
Bonillas	297	60%	76	25	177	0	0	14
Lineweaver-Bonillas Pair	461	59%	129	32	271	0	5	20

* Based on capacity including portable classrooms.

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	792 98%	763 67%
Attendance Area Enrollment	1,286	890
Operating Capacity	810	1,140
Portables / Capacity	0 0	0 0
Oversubscribed?	No	No
School Enrollment with Option	564 70%	991 87%
Distributed Students	-228	228
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	792	79%	73	40	628	26	13	12
With Option	564	85%	42	29	481	9	1	1
Doolen	763	46%	221	83	349	24	56	30
With Option	991	50%	252	94	496	41	68	40

Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	629	80%	57	29	504	17	12	10
With Option	401	89%	26	18	357	0	0	0
Doolen	591	48%	144	72	286	20	47	22
With Option	819	53%	175	83	433	37	59	32

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	163	76%	16	11	124	9	1	1
With Option	163	76%	16	11	124	9	1	1
Doolen	172	37%	77	11	63	1	9	8
With Option	172	37%	77	11	63	1	9	8

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

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	806 100%	598 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	-130	130	
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

Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	629	80%	57	29	504	17	12	10
With Option	425	80%	37	22	339	7	11	9
Roberts-Naylor	477	62%	56	67	295	17	32	10
With Option	681	68%	76	74	460	27	33	11

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	163	76%	16	11	124	9	0	0
With Option	163	76%	16	11	124	9	0	0
Roberts-Naylor	112	66%	9	27	74	0	0	0
With Option	112	66%	9	27	74	0	0	0

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

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	905 44%	922 45%
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	568 27%	1,259 61%
Distributed Students	-337	337
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	905	39%	376	94	352	15	29	39
With Option	568	39%	234	64	220	12	15	23
Palo Verde	922	50%	250	123	460	20	21	48
With Option	1,259	47%	392	153	592	23	35	64

Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Santa Rita	670	39%	284	59	264	5	27	31
With Option	333	40%	142	29	132	1	13	15
Palo Verde	580	51%	161	69	295	12	14	29
With Option	917	47%	303	99	427	15	28	45

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Santa Rita	235	37%	92	35	88	10	1	8
With Option	235	37%	92	35	88	10	1	8
Palo Verde	342	48%	89	54	165	8	7	19
With Option	342	48%	89	54	165	8	7	19

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
Palo Verde	1,258	47%	419	126	586	24	43	60

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

(Based on 1 bus from Cholla to Palo Verde and 1 bus from Pueblo to Santa Rita)

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	1,630 99%	1,426 75%	922 45%	905 44%
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	1,570 95%	1,366 72%	982 47%	965 47%
Distributed Students	-60	-60	60	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
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

(Based on 1 bus from Cholla to Palo Verde and 1 bus from Pueblo to Santa Rita)

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Cholla	1,630	79%	140	58	1,292	110	8	22
With Option	1,570	79%	135	56	1,244	106	8	21
Pueblo	1,426	90%	57	14	1,286	57	5	7
With Option	1,366	90%	55	13	1,231	55	5	7
Palo Verde	922	50%	250	123	460	20	21	48
With Option	982	52%	255	125	508	24	21	49
Santa Rita	905	39%	376	94	352	15	29	39
With Option	965	42%	378	95	407	17	29	39

Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Cholla	1,298	79%	113	36	1,030	98	6	15
With Option	1,238	79%	108	34	982	94	6	14
Pueblo	1,160	91%	45	14	1,056	33	5	7
With Option	1,100	91%	43	13	1,001	31	5	7
Palo Verde	580	51%	161	69	295	12	14	29
With Option	580	51%	161	69	295	12	14	29
Santa Rita	670	39%	284	59	264	5	27	31
With Option	670	39%	284	59	264	5	27	31

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Cholla	332	79%	27	22	262	12		7
With Option	332	79%	27	22	262	12		7
Pueblo	266	86%	12	0	230	24	0	0
With Option	266	86%	12	0	230	24	0	0
Palo Verde	342	48%	89	54	165	8	7	19
With Option	402	53%	94	56	213	12	7	20
Santa Rita	235	37%	92	35	88	10		8
With Option	295	48%	94	36	143	12		8

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	3,074 106%	976 65%	854 44%
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	
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	3,074	74%	443	150	2,265	130	32	54
With Option	3,014	74%	435	147	2,220	128	31	53
Catalina	976	46%	251	135	453	32	81	24
With Option	TBD							
Sabino	854	29%	515	33	251	9	12	34
With Option	914	32%	523	36	296	11	13	35

Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Tucson	1,443	75%	195	75	1,083	49	16	25
With Option	1,383	75%	187	72	1,038	47	15	24
Catalina	710	45%	195	92	319	25	64	15
With Option	TBD							
Sabino	504	25%	333	11	127	7	5	21
With Option	504	25%	333	11	127	7	5	21

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Tucson	1,631	72%	248	75	1,182	81	16	29
With Option	1,631	72%	248	75	1,182	81	16	29
Catalina	266	50%	56	43	134	7	17	9
With Option	TBD							
Sabino	350	35%	182	22	124		7	13
With Option	410	41%	190	25	169		8	14

SCENARIO BC-8: CLUSTER BONILLAS, LINEWEAVER, SEWELL AND HOWELL

(Based on using portable classrooms at all facilities)

Affected School Data

Criteria / Conditions	Lineweaver	Bonillas	Sewell	Howell
Type	Elementary	Elementary	Elementary	Elementary
Status	Open	Open	Open	Open
Site Acres	7.60	11.00	9.20	8.20
Year Built (Average)	1963	1959	1959	1954
2013-14 Enrollment / Utilization	529 126%	422 90%	294 89%	352 88%
Attendance Area Enrollment	164	297	260	332
Operating Capacity	420	470	330	400
Portables / Capacity	8 200	3 75	2 50	4 100
Oversubscribed?	Yes	No	No	No
School Enrollment with Option	533 127%	426 91%	284 86%	354 89%
Distributed Students	4	4	-10	2
Academic Performance	B	C	A	B
Attraction / Flight	2.57	1.30	1.18	1.01
Racially Concentrated	Integrated	Concentrated	Integrated	Integrated
Ethnicity	63%	86%	65%	74%
Free & Reduced Lunch	55%	79%	64%	83%
Facility Condition Index	2.24	2.07	2.71	2.56
Magnet?	No	Yes	No	No

Pros and Cons

Pros	Cons

SCENARIO BC-8: CLUSTER BONILLAS, LINEWEAVER, SEWELL AND HOWELL

(Based on using portable classrooms at all facilities)

School Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lineweaver	529	51%	189	18	268	8	19	27
With Option	533	50%	185	21	267	12	21	28
Bonillas	422	75%	57	22	318	5	8	12
With Option	426	69%	72	26	294	11	10	12
Sewell	294	51%	101	18	150	1	8	13
With Option	284	55%	86	19	156	7	6	10
Howell	352	53%	91	33	185	21	8	14
With Option	354	58%	95	25	204	8	6	16

Neighborhood Enrollment *

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lineweaver	114	60%	35	4	68	1	1	5
With Option	118	57%	31	7	67	5	1	6
Bonillas	160	73%	28	6	117	0	1	8
With Option	164	57%	43	10	93	6	1	8
Sewell	142	49%	50	7	69	1	5	9
With Option	132	57%	35	8	75	5	1	6
Howell	197	48%	48	20	94	21	6	8
With Option	199	57%	52	12	113	8	1	10

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lineweaver	415	48%	154	14	200	7	18	22
With Option	415	48%	154	14	200	7	18	22
Bonillas	262	77%	29	16	201	5	7	1
With Option	262	77%	29	16	201	5	7	1
Sewell	152	53%	51	11	81	1	1	1
With Option	152	53%	51	11	81	1	1	1
Howell	155	59%	43	13	91	0	1	6
With Option	155	59%	43	13	91	0	1	6

SCENARIO BC-8: CLUSTER BONILLAS, LINEWEAVER, SEWELL AND HOWELL

(Based on using portable classrooms at all facilities)

Attendance Area Enrollment

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
Bonillas	297	60%	76	25	177			14
Sewell	260	47%	94	14	123		9	18
Howell	235	67%	97	33	157	21	10	14
Cluster	733	75%	320	79	551	27	24	52

* Based on capacity including portable classrooms.

SCENARIO BC-9: BOUNDARY ADJUSTMENT FROM MANSFELD ANNEX TO MAXWELL

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	792	79%	73	40	628	26	13	12
With Option	564	85%	42	29	481	9	1	1
Maxwell	405	83%	19	27	336	13	0	10
With Option	633	76%	50	38	483	30	12	20

Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	629	80%	57	29	504	17	12	10
With Option	401	89%	26	18	357	0	0	0
Maxwell	277	84%	16	13	233	9	0	6
With Option	505	75%	47	24	380	26	12	16

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	163	76%	16	11	124	9	1	1
With Option	163	76%	16	11	124	9	1	1
Maxwell	128	80%	1	14	103	1	0	1
With Option	128	80%	1	14	103	1	0	1

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
Maxwell	663	81%	65	22	540	17	1	15
With Option	891	77%	96	33	687	34	16	25

SCENARIO BC-10: BOUNDARY ADJUSTMENT FROM UTTERBACK TO ROBERTS-NAYLOR (PUEBLO GARDENS AREA)

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Utterback	674	80%	46	52	536	29		10
With Option	658	80%	46	47	526	28		10
Roberts-Naylor	589	63%	65	94	369	19	32	10
With Option	605	63%	65	99	379	20	32	10

Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Utterback	495	86%	15	30	425	17		7
With Option	479	87%	15	25	415	16		7
Roberts-Naylor	477	62%	56	67	295	17	32	10
With Option	493	62%	56	72	305	18	32	10

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Utterback	179	62%	31	22	111	12	0	
With Option	179	62%	31	22	111	12	0	
Roberts-Naylor	112	66%	9	27	74		0	0
With Option	112	66%	9	27	74		0	0

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Utterback	1,112	89%	26	38	988	40	7	13
With Option	1,096	89%	26	33	978	39	7	13
Roberts-Naylor	925	62%	148	112	570	31	42	22
With Option	941	62%	148	117	580	32	42	22

EXHIBIT 4J

Sch #	Sch Name	PreSch Prog.	Magnets	GATE	Exceptional Edu.	Title1
120	Banks	ABLE			Self Contained	Title 1
125	Blenman	ABLE			Self Contained	Title 1
128	Bloom	ABLE			Self Contained	Title 1
131	Bonillas		Traditional Academics		Self Contained	Title 1
140	Borman	PARTNERS				Title 1
143	Borton		Systems Thinking		Self Contained	Title 1
161	Carrillo		Museum Studies			Title 1
167	Cavett	PACE			Self Contained	Title 1
170	Collier	Pre Sch.				Title 1
179	Cragin	EXPLORER	Juliard Style		Self Contained	Title 1
185	Davidson	PARTNERS			Self Contained	Title 1
191	Davis		GS/DL			Title 1
203	Drachman		Montessori		Self Contained	Title 1
211	Dunham	Pre Sch.				Title 1
215	Erickson	PACE, ABLE			Self Contained	Title 1
218	Ford					Title 1
225	Fruchthendler					Title 1
228	Gale	ABLE			Self Contained	Title 1
231	Grijalva	PACE				Title 1
238	Henry	Pre Sch.				Title 1
239	Holladay		Fine Arts		Self Contained	Title 1
245	Howell	EXPLORER			Self Contained	Title 1
251	Hudlow	PACE, ABLE			Self Contained	Title 1
257	Hughes					Title 1
266	Johnson	PACE, ABLE, EXPLORER			Self Contained	Title 1
275	Kellond	Pre Sch.		Self Contained	Self Contained	Title 1
281	Lineweaver			Self Contained	Self Contained	Title 1
287	Lynn/Urquides	PACE, ABLE			Self Contained	Title 1
290	Maldonado	PACE				Title 1
293	Manzo	PACE			Self Contained	Title 1
295	Marshall	ABLE, Pre Sch.			Self Contained	Title 1
308	Miller	ABLE			Self Contained	Title 1
311	Mission View	PACE, ABLE				Title 1
317	Myers/Ganoung	PACE, ABLE			Self Contained	Title 1
323	Ochoa	PACE, Pre Sch., ABLE	Reggio Inspired			Title 1
327	Oyama				Self Contained	Title 1
353	Robison		IB			Title 1
395	Sewell	Pre Sch.			Self Contained	Title 1
410	Soleng Tom	Pre Sch.				Title 1
413	Steele	PACE, ABLE			Self Contained	Title 1
417	Tolson	ABLE			Self Contained	Title 1
419	Tully	PACE, ABLE	STEM		Self Contained	Title 1
431	Van Buskirk	PACE, ABLE			Self Contained	Title 1
435	Vesey					Title 1
440	Warren	PACE			Self Contained	Title 1
443	Wheeler	PARTNERS			Self Contained	Title 1
449	White			Self Contained	Self Contained	Title 1
455	Whitmore				Self Contained	Title 1
461	Wright	PACE			Self Contained	Title 1

Sch #	Sch Name	Magnets	GATE	Exceptional Edu.	Title1
502	Dodge	Traditional Academics	Self Contained		Title1
505	Doolen			Self Contained	Title1
511	Gridley			Self Contained	Title1
515	Magee			Self Contained	Title1
520	Mansfeld			Self Contained	Title1
527	Pistor	STEM	Self Contained	Self Contained	Title1
537	Secrist	STEM	Self Contained	Self Contained	Title1
550	Utterback	Fine Arts		Self Contained	Title1
555	Vail			Self Contained	Title1
557	Valencia			Self Contained	Title1

Sch #	Sch Name	PreSch Prog.	Magnets	GATE	Exceptional Edu.	Title1
197	Dietz K-8					Title1
233	Hollinger K-8	PACE		Self Contained		Title1
277	Lawrence 3-8	ABLE			Self Contained	Title1
351	Robins K-8					Title1
371	Rose K-8	PACE				Title1
510	Booth-Fickett K-8		STEM		Self Contained	Title1
521	Morgan Maxwell K-8	Pre Sch.				Title1
305	Miles - E. L. C. K-8	Pre Sch., EXPLORER			Self Contained	
525	Roberts-Naylor K-8				Self Contained	Title1
329	Pueblo Gardens K-8	PACE, EXPLORER				Title1
595	Roskruge K-8		GS/DL		Self Contained	Title1
535	Safford K-8		IB		Self Contained	Title1
523	McCorkle K-8	PACE, Pre Sch.				Title1

Sch #	Sch Name	Magnets	Exceptional Edu.	Title1
610	Catalina		Self Contained	Title1
615	Cholla	IB	Self Contained	Title1
195	Meredith K-12		Self Contained	Title1
620	Palo Verde	STEM	Self Contained	Title1
630	Pueblo	Communication Arts	Self Contained	Title1
640	Rincon		Self Contained	Title1
645	Sabino			
650	Sahuaro		Self Contained	
655	Santa Rita		Self Contained	Title1
660	Tucson	Fine Arts, STEM	Self Contained	Title1
675	University			
602	Direct Link			Title1
674	Project MORE			Title1
676	Teenage Parent			Title1

Sch #	Sch Name	CTE/JTED
610	Catalina	Construction, Aircraft Repair, Entrepreneurship, Publications, Culinary Arts, Air Conditioning, Sports Medicine
615	Cholla	Construction, Automotive, Business, Digital Media, Early Child Edu., Graphic Design, Law, Public Safety, Mech. Drafting, Pharmacy, Sports Medicine, Welding, Web Page Dev.
195	Meredith K-12	
620	Palo Verde	Automotive, Biotechnology, Publications, Film and TV, Engineering , Drafting, Sports Medicine,
630	Pueblo	Automotive, Biotechnology, Early Child Edu., Edu. Professions, Journalism, Electronic, Graphic Arts, Photo Imaging, Photo Journalism, Sales & Marketing, Web Page Dev.
640	Rincon	Automotive, Publications, Digital Media, Fashion Design, Fire Science
645	Sabino	Animal Systems, Commercial Art, Film and TV, Engineering, Graphic Design, Photo Imaging, Sports Medicine
650	Sahuaro	Automotive, Technical Applications, Culinary Arts, Engineering, Photo Imaging, Photo Journalism, Sports Medicine, Web Page Dev.
655	Santa Rita	Construction, Arch. Drafting, Automotive, Entrepreneurship, Publications, Culinary Arts, Web Page Dev. Welding
660	Tucson	Accounting, Auto Repair, Automotive, Biotechnology, Entrepreneurship, Publications, Technical Apps., Business Operations, Commercial Arts, Digital Media, Graphic Design, Metals, Computer Maintenance, Photo Imaging, Precision Machining, Sales & Marketing, Stage Management, Sports Medicine, Welding
675	University	
602	Direct Link	
674	Project MORE	
676	Teenage Parent	Early Child Edu.

Legend

IB = International Baccalaureate
STEM = Science, Technology, Engineering & Math
Fine Arts = Fine and Performing Arts
GS/DL = Global Studies/Dual Language
Pre Sch. = Preschool Programs
