



















# **EXHIBIT 5**

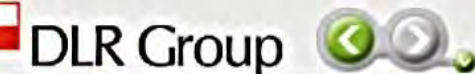


ftp.dlrprojects.com - / 2014-04-16\_BC Meeting #3A - Revise Options   Logged in: (TUSD-BC)






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Name	Size	Time
 Meeting Notes		4/29/2014, 2:27:46 PM
 Printed Handouts		4/29/2014, 2:39:02 PM
 Agenda_2014-04-16_BC Revise Options Mtg.pdf	22.63 KB	4/21/2014, 6:59:15 AM
 Agenda_2014-04-16_BC Revise Options Mtg_old...	34.74 KB	4/21/2014, 6:46:53 AM
 Handout_Scenarios_Criteria Worksheet_2014-04...	94.27 KB	4/15/2014, 4:07:35 PM

# **EXHIBIT 5A**

  ftp.dlrprojects.com - / 2014-04-16\_BC Meeting #3A - Revise Options/ Meeting Notes 

Parent Directory  Thumbnails  FTP Voyager Meeting Notes  Printed Handouts   Logout Logged in: (TUSD-BC)

Name	Size	Time
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 BC Meeting Sign In_2014-04-16.pdf	17.08 KB	4/17/2014, 11:37:41 AM



# **EXHIBIT 5-A1**

## Boundary Committee Notes

Date: April 16, 2014 (6:30pm-8:30pm)

Purpose: BC Meeting #3A

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

Last Updated: 4/22

### BC Requested Items:

1. Charter locations and populations
2. Magnet info – effectiveness and financial support.
3. Key to data tables.

### Questions/ Comments from Meeting:

(Key: Q = question, A = answer, C = comment, R = response)

1. Q. With the extended schedule, what are you going to do about the miss 2 meetings rule? A. *We'll discuss that with the BC once we put together the schedule. We won't be meeting every week.*
2. Q. Will you be scheduling public meetings prior to the end of the school year? A. *That was the original intent. Given the extended deadline, they will probably be in June, so we will have to market them before school ends so there is notice well in advance. We need more time to develop new options to take to the public.*
3. C. It's difficult to recruit parents without child care or transportation provided. Also, translations are huge. R. *Everything is provided in Spanish and TUSD was prepared to provide translators, but while Bi-lingual applications were sent out, no Spanish applications were submitted.*
4. C. Would like more parent and west-side involvement.
5. Q. Can we tap into parent groups or Title 1 that already have child care and transportation provided? R. *We have included them in the recruitment process. Those involved in the BC should be liaisons for these groups.*
6. C. African Americans aren't necessarily included in these groups. There's concern that the process is still in flux and with bringing information to the public that may change. A. *We need to go to the community before recommendations for their input, but we will also need to inform the public once a plan has been approved by the governing board and SM&P.*
7. C. The community sees when you ask for input and their input doesn't make a difference in the decisions made. R. *That is a charge to the BC to know how the community has responded to the options and include them in the development of the recommendations.*
8. Q. With the schedule change, is the boundary review plan still to take effect in the 2015/16 school year? A. *Yes. The new timeframe still accommodates that.*
9. Q. When we do public meetings, can we have one on the south side of town? A. *Yes, we are scheduling one at Pueblo HS.*
10. Q. Can we have Principals of the schools affected at the public meetings? A. *Yes, we will invite and encourage them to attend.*
11. Q. Are you looking for options from the BC or asking us to advocate for the options presented? A. *We're asking the BC to generate options.*

12. Q. While generating options, will TUSD be helping with the information? A. Yes, *but please take time to look over the materials and bring ideas to the table.*
13. Q. Is the ftp site available in Spanish if new members join? A. *Not yet.*
14. Q. The paper indicated that Roberts-Naylor's enrollment is declining, so why has it been included in scenarios? A. *TUSD will have to get back with an answer.*
15. C. The article blames magnet schools for segregation. I'd like to know what data was used to make this a caustic statement rather than a descriptive one.
16. Q. When looking at programs and magnets are we only looking at new ones? A. *Wherever there is potential to pull students, we should advocate for that. Program changes are used to draw students and existing magnets are not off the table.*
17. C. In the past, there has been contradictory info and it's hard to build trust and support to make good decisions for the kids. R. *We'll need to make sure to communicate and provide clarification.*
18. Q. Where are the charter locations and what are the populations of them? A. *We'll work on compiling that information for your use.*
19. C. There has been a change in District admin recently and things are changing. It's important to realize that TUSD is trying to be transparent, but there are things that may have been said previously and have changed with the new admin.
20. Q. There seems to be a contradiction with the Special Master saying to eliminate magnets and now we're discussing to building up and add magnets. A. *Yes, the Special Master has provided direction based on the court order, but we need to act in the best interest of the students and TUSD. The plaintiff representatives are involved with the BC to help fully vet out the scenarios before going to the community and Special Master and keep everyone informed.*
21. C. The Special Master will be in town next week or so. If he has time or if it can be coordinated, maybe he can meet with the Boundary Committee and share his thoughts.
22. Q. Can you please clarify eliminating magnets vs. building new magnets? A. *The BC is permitted to make program recommendations for the purpose of integration.*
23. Q. Did magnets work in the past? A. *TUSD will gather information on the effectiveness of magnets.*
24. Q. What level of financial support was given to the Magnets and why did they fail? A. *TUSD will gather this info.*
25. C. There's this idea that magnets don't work, but it's not just a matter of assigning a program and applying money to it, there needs to be staff development to support it.
26. C. Pipelines need to also be maintained. If a pipeline disappears, the program suffers by not being extended into the next grade level.
27. Q. Can you define pipeline? A. *An example would be Utterback fine arts students have ability to take first available seats at Tucson High fine arts.*

**Questions/ Comments from comment cards or email:**

All follow up comments are pending. Comments will be reviewed and updates will be made available on the ftp site and with email notification.

1. C. "Please include feeder patterns."
2. C. "Detailed code book for data tables, please."
3. Q. "What's McKinney Vento?"
4. Q. "Please provide information about the impact of the district's sponsored charters to the USP and magnet programs. What was the impetus from the creation of these schools? Why? – Wakefield, TUSD just closed that school, the same as Richey."
5. Q. "Please provide information about the results of the IB program at Cholla. How many students have or are part of the program, year by year to the present? How many students have obtained a full diploma with the IB seal? How many teachers, year by year to the present are IB teachers and classes within the program? The cost of the IB program, year by year to the present?"
6. Q. "Why has Roberts/ Naylor been included in the scenario since it is expected to lose 22% of elementary enrollment, an above average number every year? What projections did you see when you made the recommendation?"
7. Q. "6:30-8:30 in the original Power Point it gives '5 simple rules: the 2<sup>nd</sup> rule is 'Keep meetings to less than 2 hours.' Last week we stayed 1-1/2 hr longer than 8:30. Tonight it was going over again. Question: If a member leaves at 8:30 because of personal scheduling will they be penalized?"
8. Q. "Do we really need to have so many duplicates of the same information that cannot be understood?"
9. Q. "How is it decided who on the alternate list moves onto the committee?"
10. Proposed Revision: "Scenario BC-7, Sabino can attract students by running a bus south on Houghton to Valencia, improving integration by bringing students from Vail School District."
11. C. "BC Scenario Evaluations for BC-7. As a parent of Sabino students, I have asked about the last three con comments. I have found No people that would not welcome west side students. Likewise, Sabino is the only public schools in AZ to achieve Blue Ribbon Status. We need to educate people on this."
12. C. "The disproportionate travel burden on minorities comment is totally bogus. TUSD students are being bussed."
13. C. "The original decision of missing no more than 2 meetings needs to remain in place, especially if change to monthly meetings in the summer."
14. Q. "Can any definition of what will satisfy the court be presented? The idea of everyone having their great, small, close to home school that is oversubscribed and racially concentrated that cannot be changed is a catch-22."

## Presentation

### Update

- 4/9 Meeting Minutes – send comments, corrections or clarifications via email
- Resources: website and ftp site
- Schedule:
  - Schedule is being extended to allow more time to develop options. BC will be updated with new schedule as it's developed.
  - Regional Meeting dates POSTPONED, dates to be determined

- Next BC meeting – April 30, 2014 6:30-8:30pm. No meeting next week.
- Magnet Plan Update by Vicki Callison
  - Committee met today and is looking at their new charge. Originally, they had planned on the BC recommendations being incorporated into the magnet plan. Now, they are reworking their process to develop recommendations that the BC will use in their process.
  - Next, they will develop the criteria for all schools to determine which programs to eliminate, relocate or add.
  - Their schedule is to develop a plan in 6 weeks.
  - Q. Who is on the magnet committee? A. There are 13 people made up of people representing dual language, performing arts, pedagogy/ diversity, transportation, 3 parents, 2 students, district central, TEA and ELI.
  - Q. Is CTE and JTED involved? A. They are not directly on the committee, but yes, we are collaborating with them.
  - Q. What was the intent with Cragin and Holladay? A. Cragin was to attract more students from outside the district. The idea was not to diminish Holladay, but to make Utterback a more receiving school of integration.
  - Q. When determining which programs to eliminate and which to add, what is your target number? A. No target developed at this time.
  - Q. Special Master won't be happy with no change, correct? A. Yes. We know some programs are wonderful programs and some aren't integrated. Our challenge is to figure out how to marry the two.
  - C. Sounds like the Magnet Committee needs a goal. R. Yes, the criteria will be developed next week. We can't just sprinkle them throughout the district arbitrarily.
  - Q. Wasn't criteria developed for the first 2 plans? A. Yes, based on the Special Master and integration, but it was narrow in scope.
  - Q. If BC wants to replicate programs to further integration, can we recommend programs? A. Absolutely, we need that info from your perspective.
  - Q. How do the state grades affect the process? A. Letter grades are on hold next year as they decide which program to transfer to. The Magnet Committee may look at other criteria as a basis.
  - C. The state may start looking at the science assessment for grade rather than simply math and English.
  - Q. When proposing magnet programs, what is the funding situation to support magnets? A. While that may not be very clear, a good place to start is with the USP and knowing what the USP will fund. The USP specifies requirements for opportunities such as IB and dual language and the committee's idea is to expand to the central and east side.
  - Q. So, we should look particularly at expanding ADL, dual language, etc.? A. Absolutely because we know they'll at least be funded next year and the language indicates that phasing out a program will allow for the last person in the program to complete the program.

- Q. Are staff changes also managed and plans to help them received the necessary training? A. Yes, both pedagogy and content.
- Q. Successful programs are advocacy based. I've heard the magnet department is being dismantled, so where is the advocacy? Where is the accountability? Non-neighborhood students are qualifying in some programs who shouldn't. A. Accountability falls to the magnet director. I don't believe the department will be dismantled, they're just rumors. This last year, the magnet department has had a huge presence in the community and had over 75 events in the last year.
- Q. As TUSD hires for magnet programs, they should be able to recruit and contract teachers to stay for a certain number of years. A. We're working on hiring and recruitment, but the contracted years is difficult because you don't want to lock in a person if they end up not being a good fit.

#### Understanding the maps and data

- All maps and data handed out at the meetings is available on the ftp site.
- SES maps and data
  - This data is being distributed as requested.
  - These maps are reflective of the total population and developed from the American Community Survey Data
  - Q. The USP is not about poverty, correct? A. Yes, but it can be an important factor to consider.
  - Each map is labeled using tract numbers. These tract numbers relate to the tables' data.
  - Percent of Population Below Poverty Line Map – the county average is 20% (roughly the yellow areas.)
  - The Data Tables indicate the percent error based on the frequency that the information is collected.
  - Q. When using the SES info, should we look at the error percentage? A. You won't likely get into that great of detail, but it's good to be aware of the general error.
  - Q. Why do I care about the poverty line? A. This information was requested and can be used geographically. C. It's good information to understand the low-socio economic areas are less likely to have cars when considering travel distances. C. Some districts voluntarily desegregate their schools based on socio economic information. Studies have shown that diversity of socio-economics within a classroom results in achievement increasing. Typically, race can't be used to diversify unless under a court order.
- Appendix A data sheets previously handed out:
  - Demographic Data - These sheets include ethnicity by enrollment and by attendance area. Also, free and reduced lunch (FRL) percentage is indicated on these tables.
  - Q. What is meant by attendance 'Leave'? A. All TUSD data, number of those leaving the attendance area and attending other TUSD schools.
  - Q. What does 'outside' mean? A. This number indicates those entering the school coming from outside TUSD.



- Q. What is the attract/flight ratio? A. The simple answer is that it represents the number of students going in over the number of students leaving the school. There are other factors that are included in the equation, but that is the main point of it. If the ration is over 1, there are more students coming in than going out. If the number is under 1, there are more students leaving than coming in.
- Q. What is the difference between Current and New RC Status? A. The New indicates the status if a new proposed definition of an integrated school is accepted. For the purposes of this committee, use only the current definition status indicator.
- Q Which race is considered under 'other' and how are people classified? A. Please are classified based on how they answer and classify themselves. Other includes three groups, Native American, Asian and multi-race.
- School Data Sheets – These sheets include basic school info.
- Facility Data Sheets – These sheets provide more information about the buildings and facility.
- Capacity information indicates operational capacity without portables. When looking at capacity, use the capacity of only the brick and mortar facility as if the portables weren't there.
- Q. Is the capacity standardized? Based on square foot use? A. No, it is not based on square foot, but based specific to the school and program.
- Q. Why is there a discrepancy from school to school for utility cost? A. It can vary due to age, occupancy or use of the school.
- The Average Year Built (Avg. Year Blt.) is not the first year the school was built, but averages the area of buildings and when they were built, so it is a facility/ site average.
- C. In the future, the average utility per square foot data may be more useful as average utility per student.
- TUSD School Enrollment by Neighborhood Residency, Race/ Ethnicity and ELL Status Tables were handed out at the meeting.
  - These sheets include neighborhood vs outside neighborhood information by school and by ethnicity.
- Ethnic Share Maps – Hispanic Share were handed out previously as part of Appendix A. African American Share hard copies were handed out at this meeting. The ftp site includes both of these and the other categories for reference.
  - Q. What is the definition of neighborhood? Does it include annex areas? A. Yes, neighborhood is synonymous with attendance area, even when not contiguous.
  - Ethnic Share maps are based on where people live, not where they go to school.

#### New BC Proposed Scenarios

- New handouts were provided from previously proposed scenarios BC-1 through BC-10. The scenarios have not changed, but the data has been updated.

- Given the time constraints, BC-11 through BC-13 were not reviewed, but they have been included in the scenario maps and data. These three scenarios were suggested at the last BC meeting.

Next Steps

- Homework – BC members to review scenarios and discuss with community. Send comments via email to [Bryant.Nodine@tusd1.org](mailto:Bryant.Nodine@tusd1.org)
- Next BC Meeting –April 30<sup>th</sup>
  - Working meeting to develop new scenarios.
  - Come prepared with some ideas!

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 5-A2**

## Meeting Sign-In

Date	April 16, 2014		
Meeting Type	Boundary Committee Meeting #3A		
Location	Duffy Family & Community Center 6:30pm-8:30pm		
Project	TUSD Boundary Review Plan		
Project No.	30-14119-00		
Attendees:	<b>Name</b>	<b>Membership</b>	<b>Present (Initial)</b>
	Cesar Aguirre	BC	ca
	Agnes Attakai	BC	
	Rodney Bell	BC	rb
	Georgia Brousseau	BC	gb
	Sylvia Campoy	Plaintiff	sc
	Caroline Carlson	BC	cc
	Vivian Chilton	BC	
	Gloria Copeland	Plaintiff	gc
	JC De La Torre	BC	jt
	Gerlie Fout	BC	
	Kathryn Jensen	BC	kj
	Taren Ellis Langford	Plaintiff	tl
	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 16, 2014
Meeting Type	Boundary Committee Meeting #3A
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 Borders	A	vb
	Arthur Buckley	A	ab
	Juan Canez	Info	jc
	Megan Chavez	A	mc
	Amy Cislak	A	
	Amy Emmendorfer	A	ae
	Bill Jones	A	bj
	Marguerite Samples	A	ms
	Marsha Willey	A	mw



# **EXHIBIT 5B**

DLR Group  ftp.dlrprojects.com - / 2014-04-16\_BC Meeting #3A - Revise Options/ Printed Handouts Logged in: (TUSD-BC)

Parent Directory Thumbnails FTP Voyager JV Enable Web Client Pro Logout

Name	Size	Time
 BC Scenario Evaluations.pdf	68.49 KB	4/14/2014, 8:51:55 PM
 EthnicShareMaps.pdf	5.63 MB	4/8/2014, 1:38:27 PM
 Handout_Agenda_MtgNotes.pdf	108.73 KB	4/15/2014, 1:54:00 PM
 Handout_Scenarios Packet.pdf	10.55 MB	4/15/2014, 4:12:33 PM
 Mckinney Vento by School by Ethnicity.pdf	18.07 KB	4/15/2014, 9:04:20 AM
 SchoolEnrollment_Residency_Ethnicity_ELL_04_...	136.25 KB	4/15/2014, 9:52:59 AM
 SESdata.pdf	62.51 KB	4/8/2014, 1:38:38 PM
 SESMaps.pdf	5.62 MB	4/8/2014, 1:39:20 PM

# **EXHIBIT 5-B1**



## Scenario Evaluations from Boundary Committee Meetings

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 will 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

## Scenario Evaluations from Boundary Committee Meetings

Last Updated: 4/14/14

### **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?

## Scenario Evaluations from Boundary Committee Meetings

Last Updated: 4/14/14

### 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.

## Scenario Evaluations from Boundary Committee Meetings

Last Updated: 4/14/14

### 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 29<sup>th</sup> 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.

## Scenario Evaluations from Boundary Committee Meetings

Last Updated: 4/14/14

### **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 Sahuaro.
- Those not interested in CTE still have good options with Sahuaro 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?

## Scenario Evaluations from Boundary Committee Meetings

Last Updated: 4/14/14

### 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

## Scenario Evaluations from Boundary Committee Meetings

Last Updated: 4/14/14

### **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.

## Scenario Evaluations from Boundary Committee Meetings

Last Updated: 4/14/14

### **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).



**Scenario Evaluations from Boundary Committee Meetings**

**Last Updated: 4/14/14**

**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

**Scenario Evaluations from Boundary Committee Meetings**

**Last Updated: 4/14/14**

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

**PROS:**

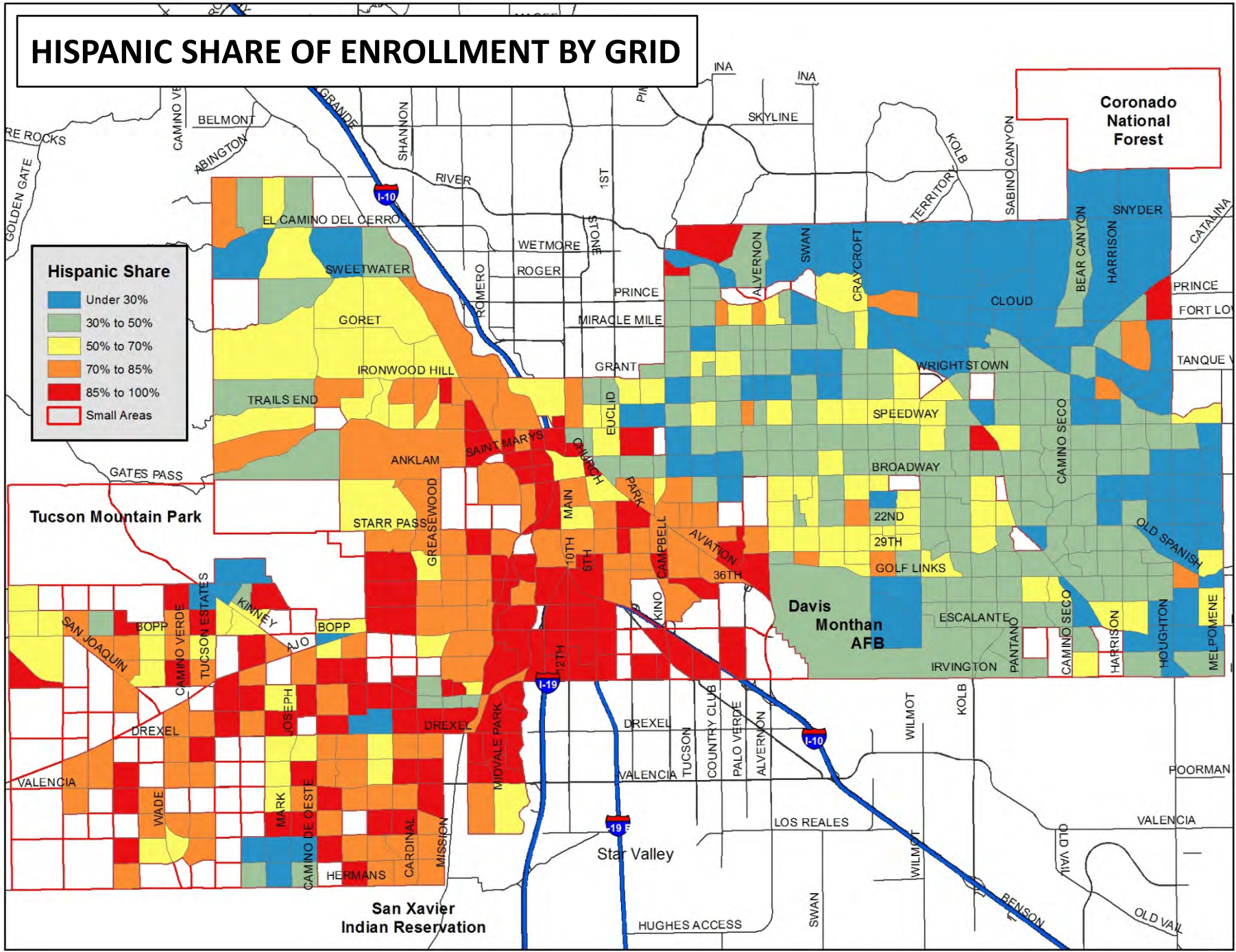
- Roberts-Naylor feeds to Rincon
- Utterback provides a ticket to Tucson High.

**CONS:**

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

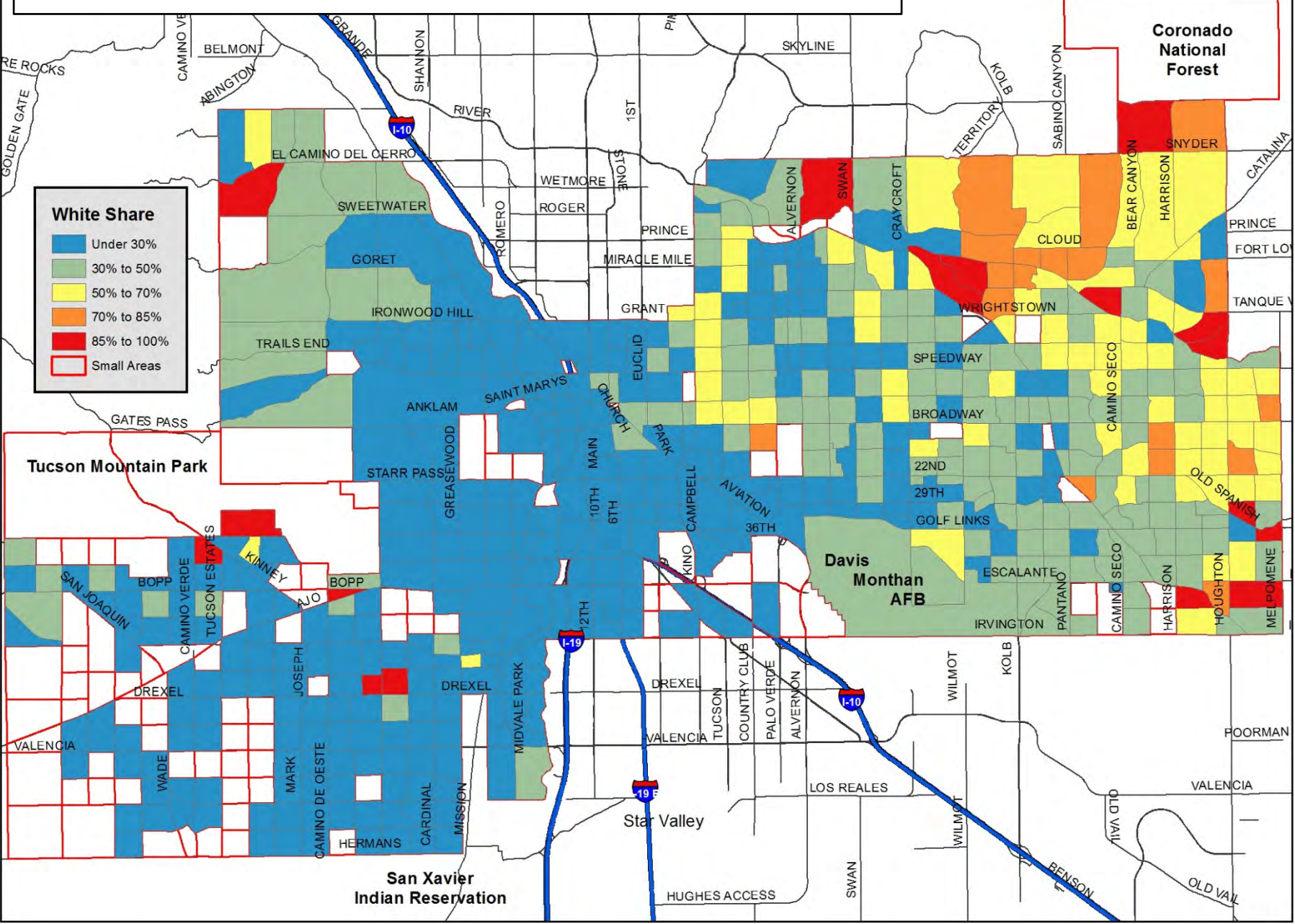
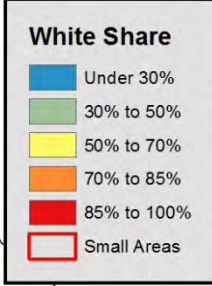
If this report does not agree with your records or understanding of this meeting, or if there are any questions, please advise the writer immediately in writing; otherwise, we will assume the comments to be correct.

# **EXHIBIT 5-B2**



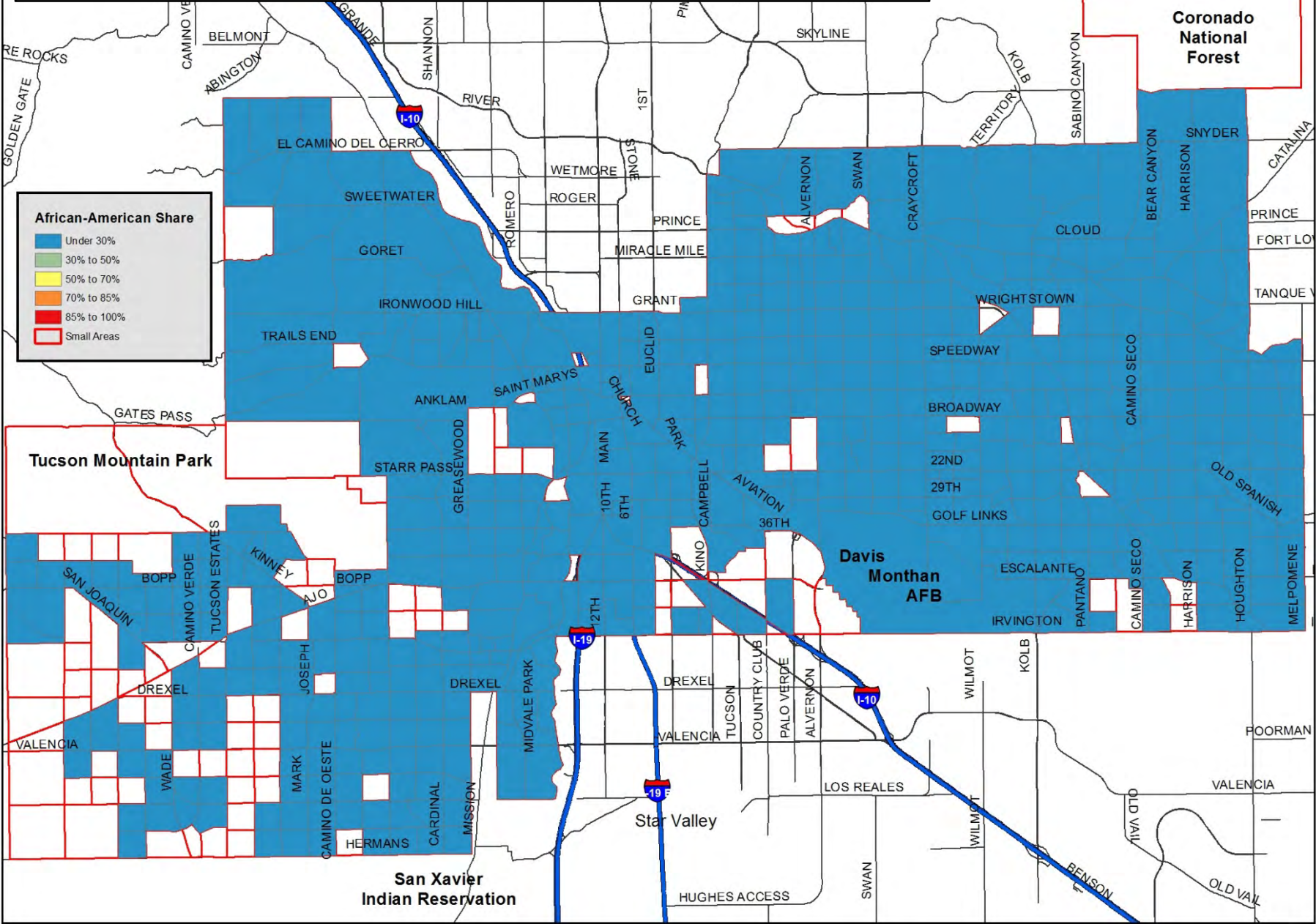


# WHITE/CAUCASIAN SHARE OF ENROLLMENT BY GRID



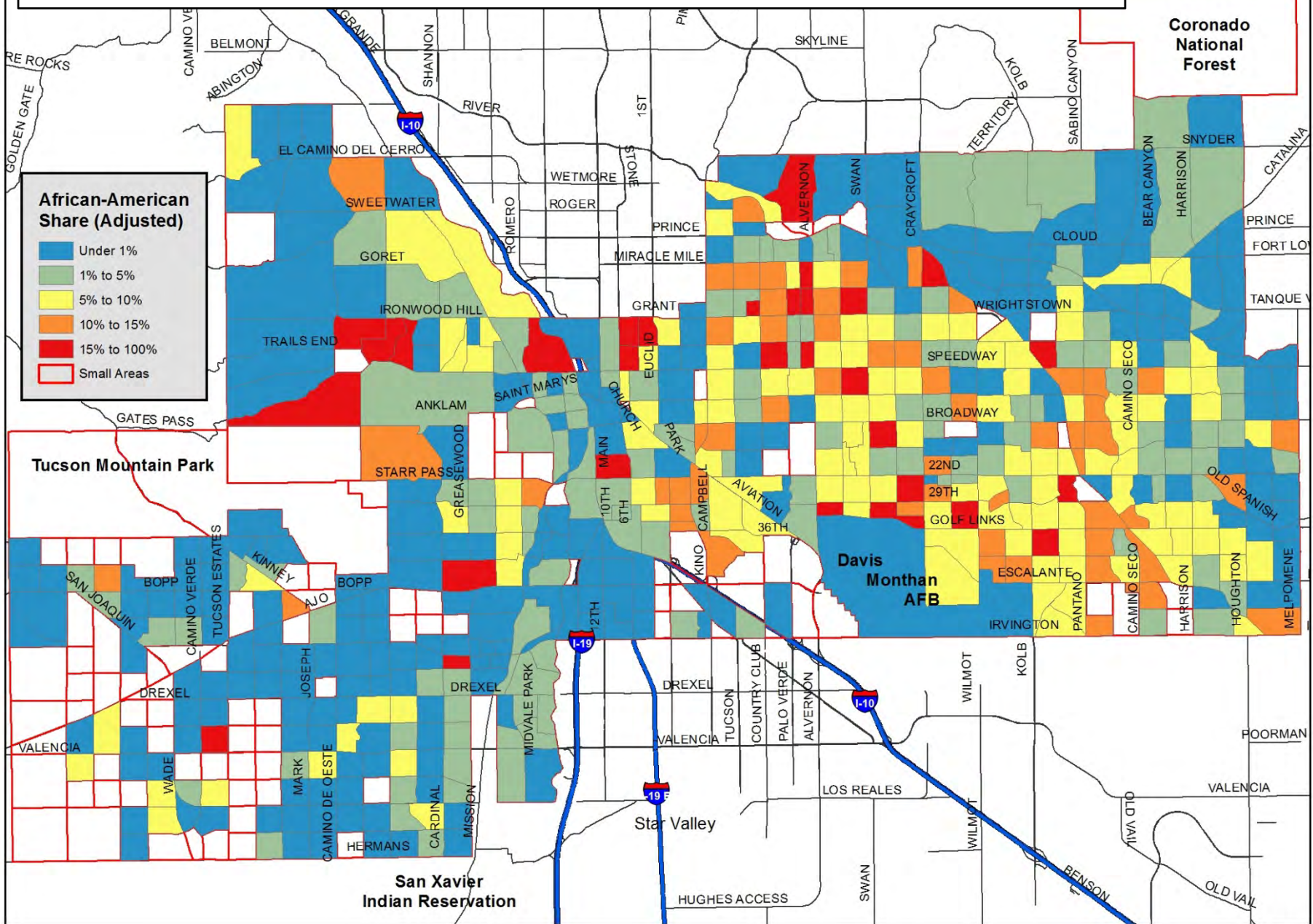


# AFRICAN-AMERICAN SHARE OF ENROLLMENT BY GRID

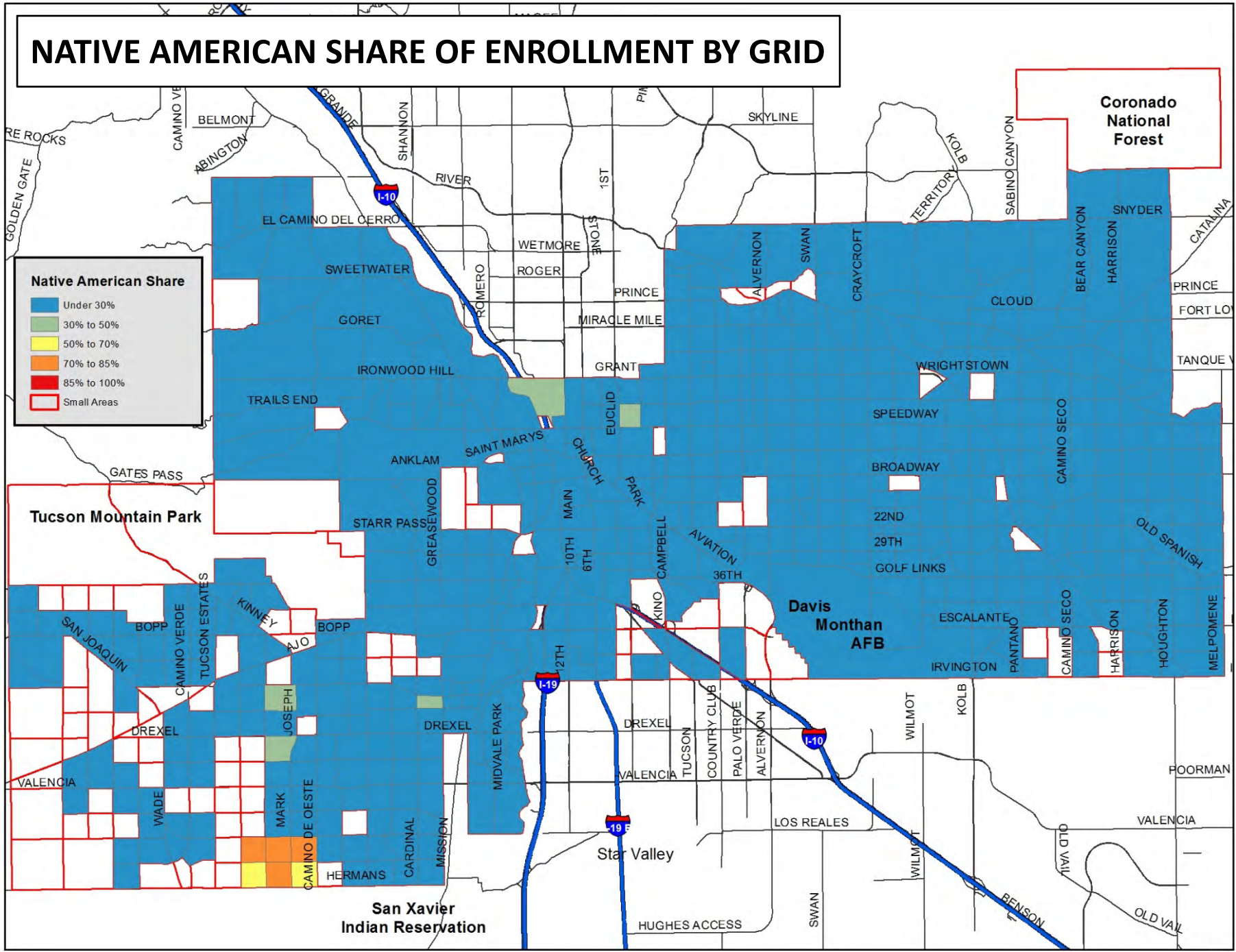




# AFRICAN-AMERICAN SHARE OF ENROLLMENT BY GRID (ADJUSTED)

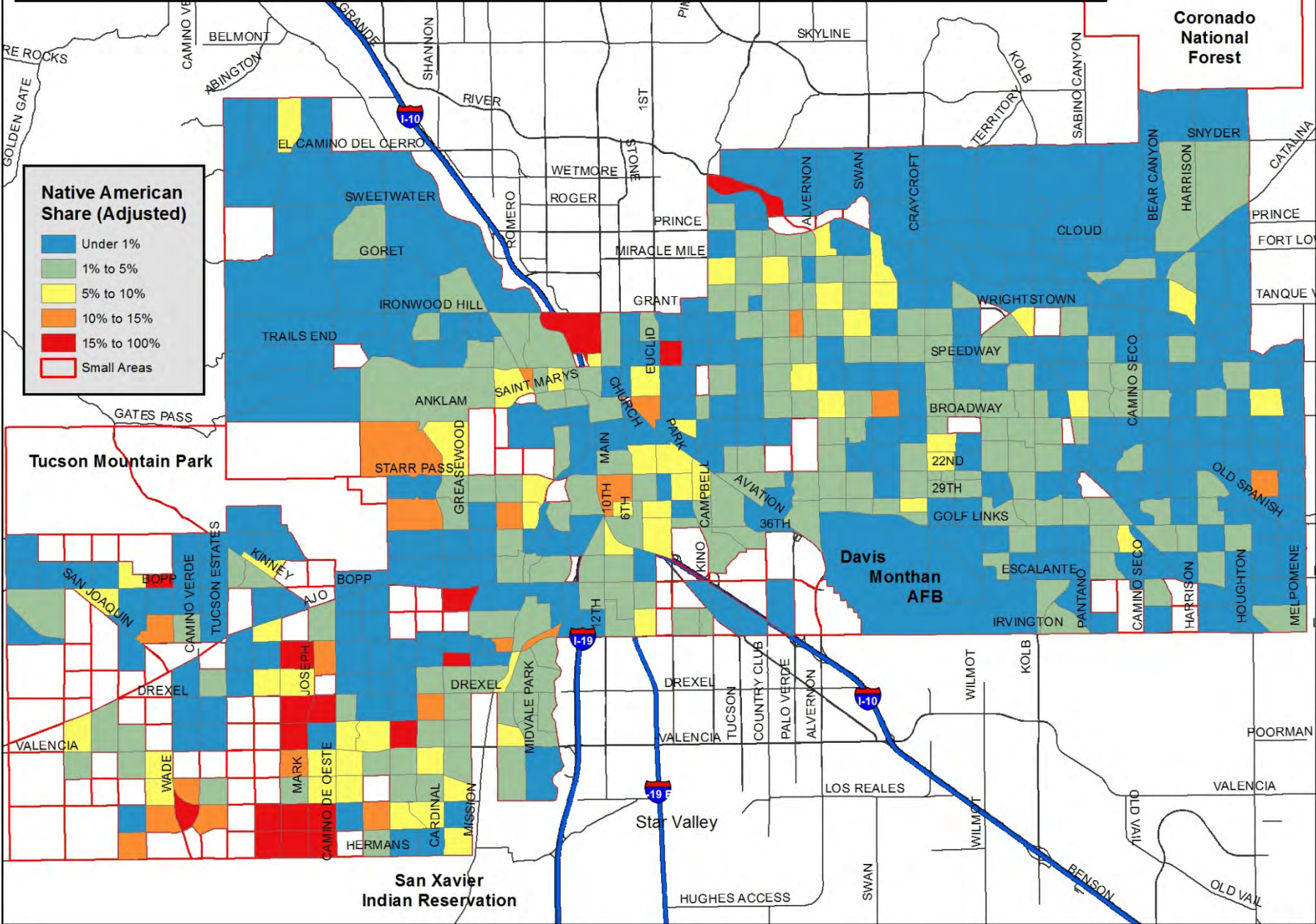
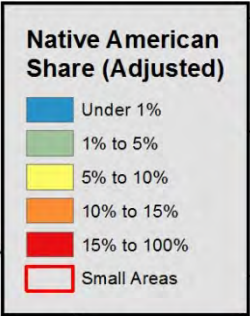






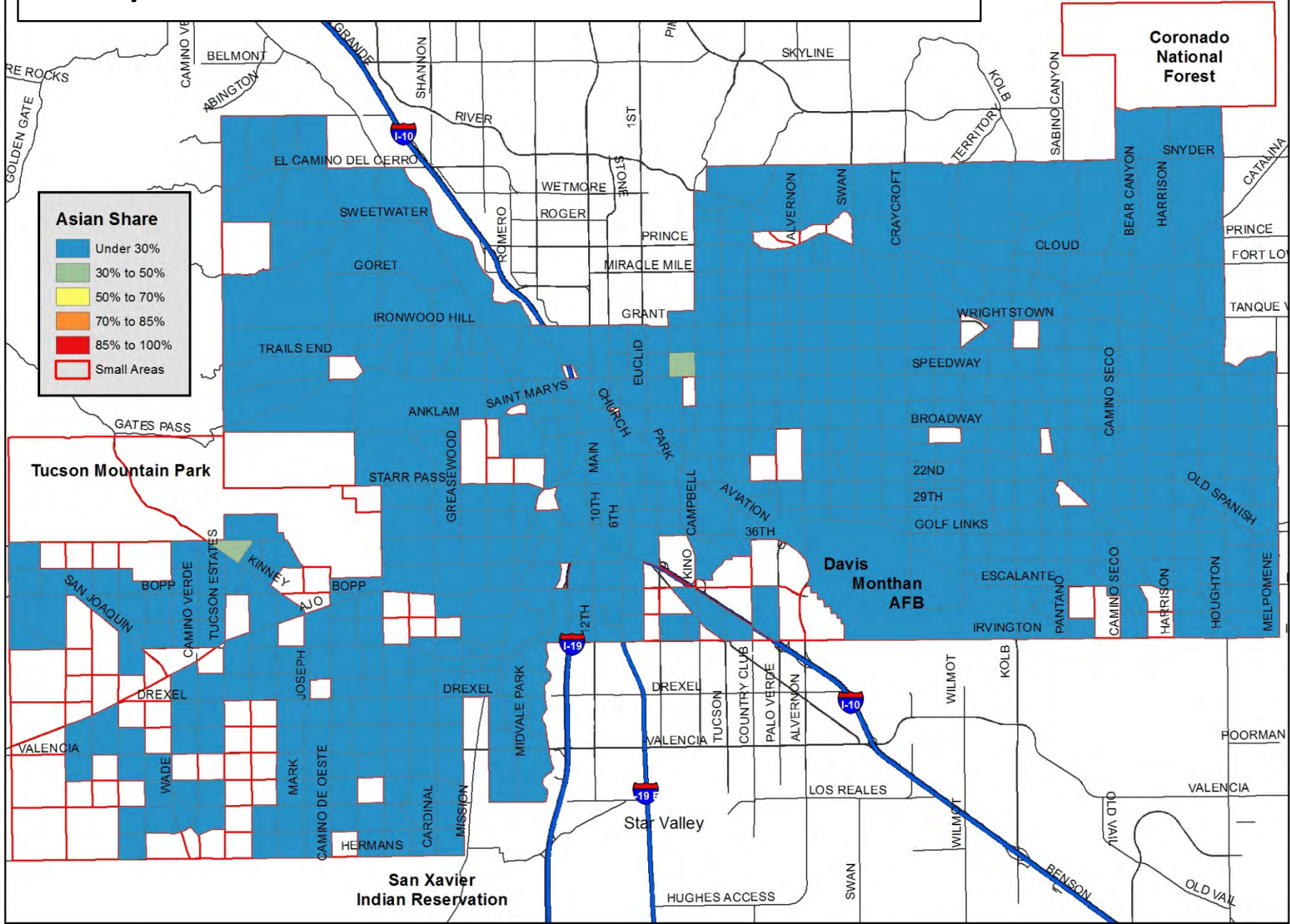


# NATIVE AMERICAN SHARE OF ENROLLMENT BY GRID (ADJUSTED)



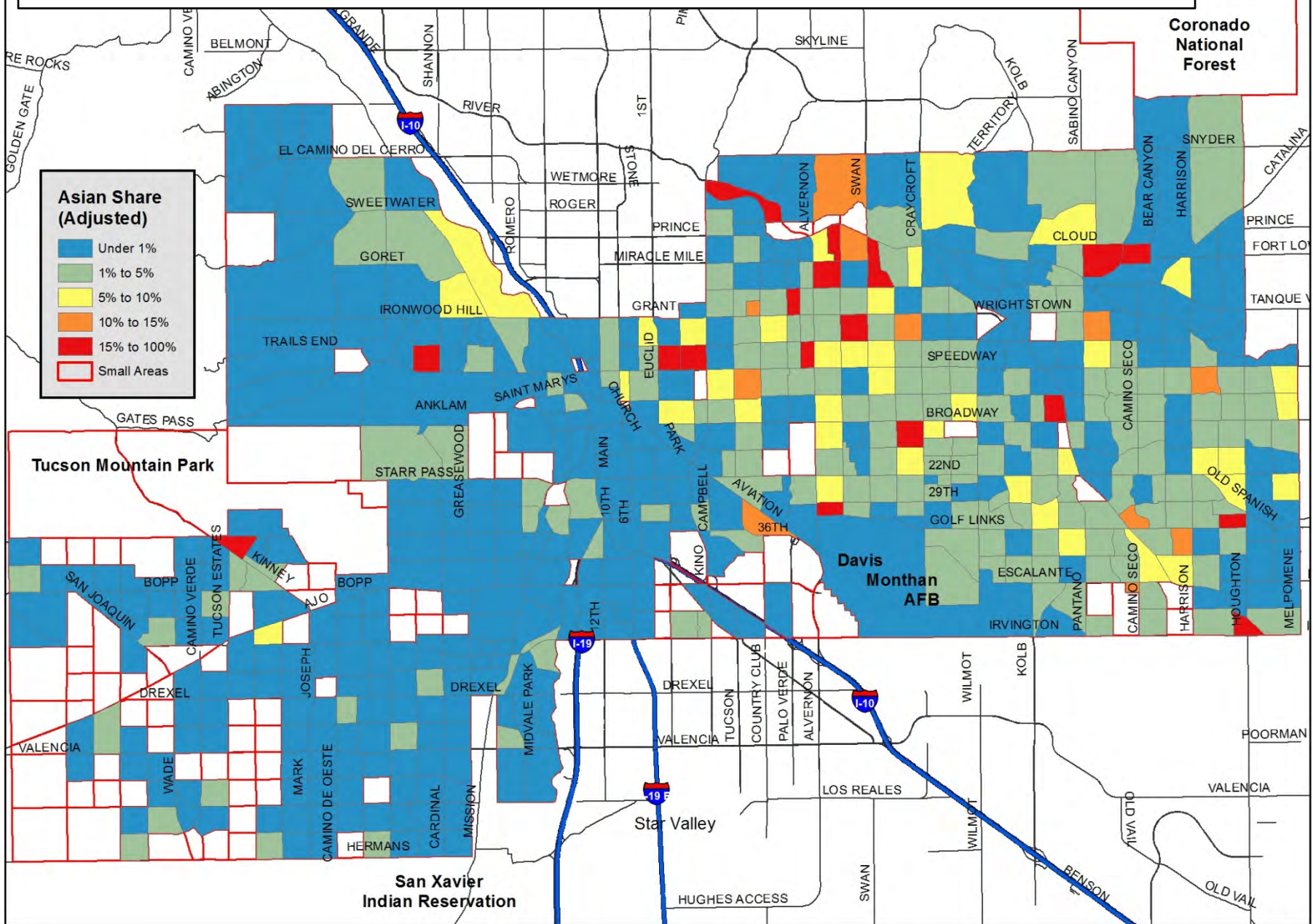


# ASIAN/PACIFIC ISLANDER SHARE OF ENROLLMENT BY GRID





# ASIAN/PACIFIC ISLANDER SHARE OF ENROLLMENT BY GRID (ADJUSTED)



# **EXHIBIT 5-B3**

# 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 16, 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 #3A – Revise Options

## Topics

1. Meeting Agenda overview (6:30-6:35pm)
2. Update (6:35-6:45pm)
  - a. Meeting Minutes – send comments, corrections or clarifications via email or comment cards at meeting.
  - b. BC Requested Items
  - c. TUSD webpage: [www.tusd1.org/boundaryreview](http://www.tusd1.org/boundaryreview)
  - d. FTP Site set up for document sharing:  
<http://ftp.dlrprojects.com> OR <ftp://dlrprojects.com>  
Username: [REDACTED]  
Password: [REDACTED]
  - e. Magnet Plan Update
3. New Proposed Scenarios – Large Group Discussion (6:45-7:15pm)
  - a. New Proposed Scenarios from BC members
    - i. Maps/ Data/ Pros/Cons
4. Voting (7:15-8:20pm)
  - a. Review, evaluate and vote on each scenario
  - b. Turn in Criteria Sheets
5. Next Steps (8:20-8:30pm)
  - a. Public Meeting Dates and Locations:
    - i. April 22 (6:30pm) – Rincon HS
    - ii. April 23 (6:30pm) – Palo Verde HS
    - iii. April 24 (6:30pm) – Pueblo HS
  - b. Next BC Meeting BC Meeting #4: Draft Options – April 30

cc

**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****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.)

<b>Level</b>	<b>White/ Cauc</b>	<b>Af. Am.</b>	<b>Hisp.</b>	<b>Nat. Am.</b>	<b>Asian/ Pac Is.</b>	<b>Multi</b>
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 (Sahuaro?)" Response: *Neighborhoods are similar for these two schools. This may help with utilization, but does not positively impact integration.*



## 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](mailto:Bryant.Nodine@tusd1.org)
- Review criteria sheets for each scenario. Voting to take place next week.
- BC meeting #3A: Revise Options – Added meeting April 16<sup>th</sup>
  - 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)

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.

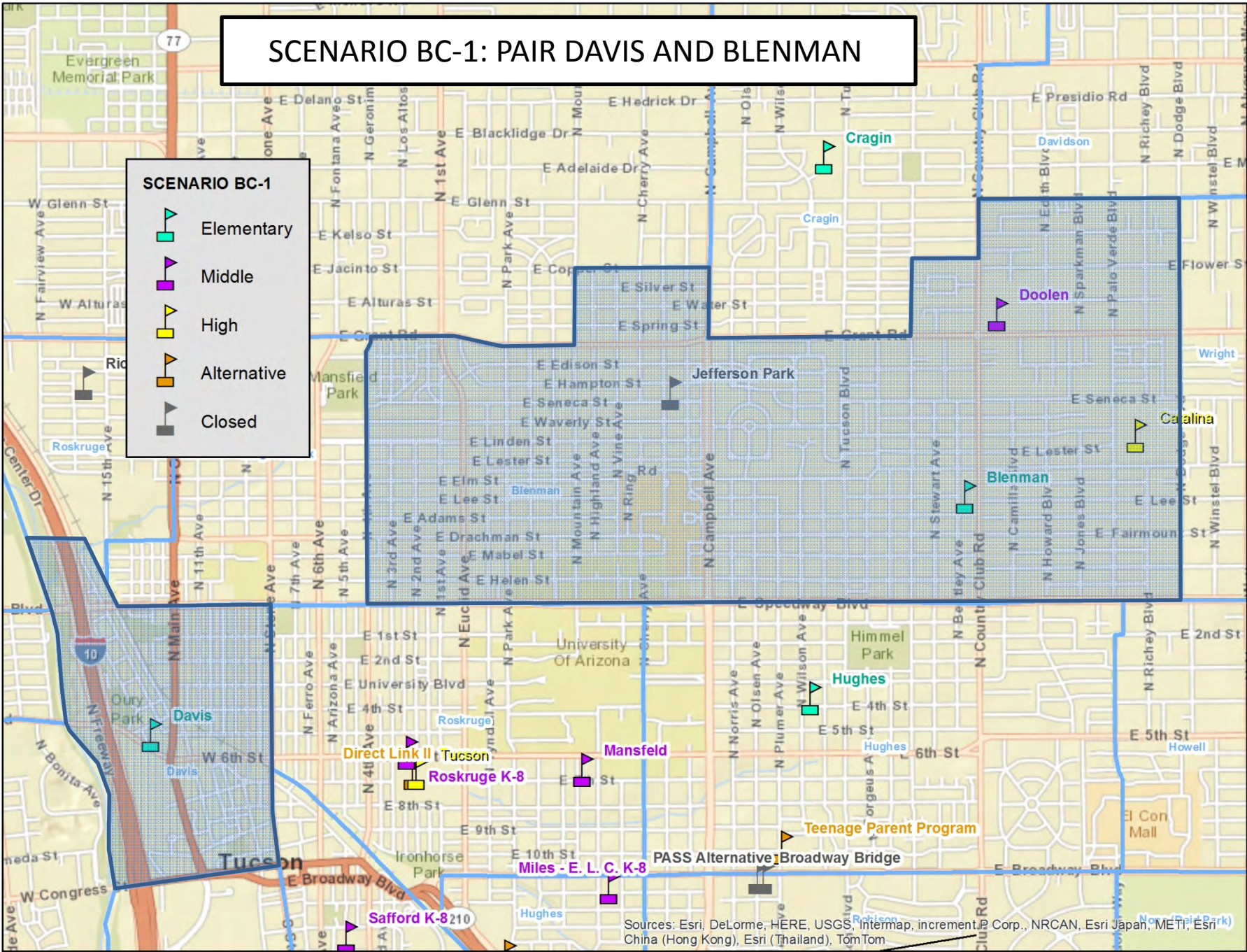
# **EXHIBIT 5-B4**



# 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-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	309 97%	534 83%
Distributed Students	-38	38
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

**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	347	86%	32	6	300	5	0	1
With Option	309	83%	32	10	255	6	1	1
Blenman	496	49%	106	68	244	20	29	29
With Option	534	54%	106	64	289	19	27	30

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	40	58%	7	1	23	1	1	1
Blenman	360	51%	72	47	184	16	21	20
With Option	398	58%	72	43	229	15	19	21

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Davis	269	86%	25	6	232	5	0	1
With Option	269	86%	25	6	232	5	0	1
Blenman	136	44%	34	21	60	1	8	9
With Option	136	44%	34	21	60	1	8	9

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 Evaluations from Boundary Committee Meetings

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:

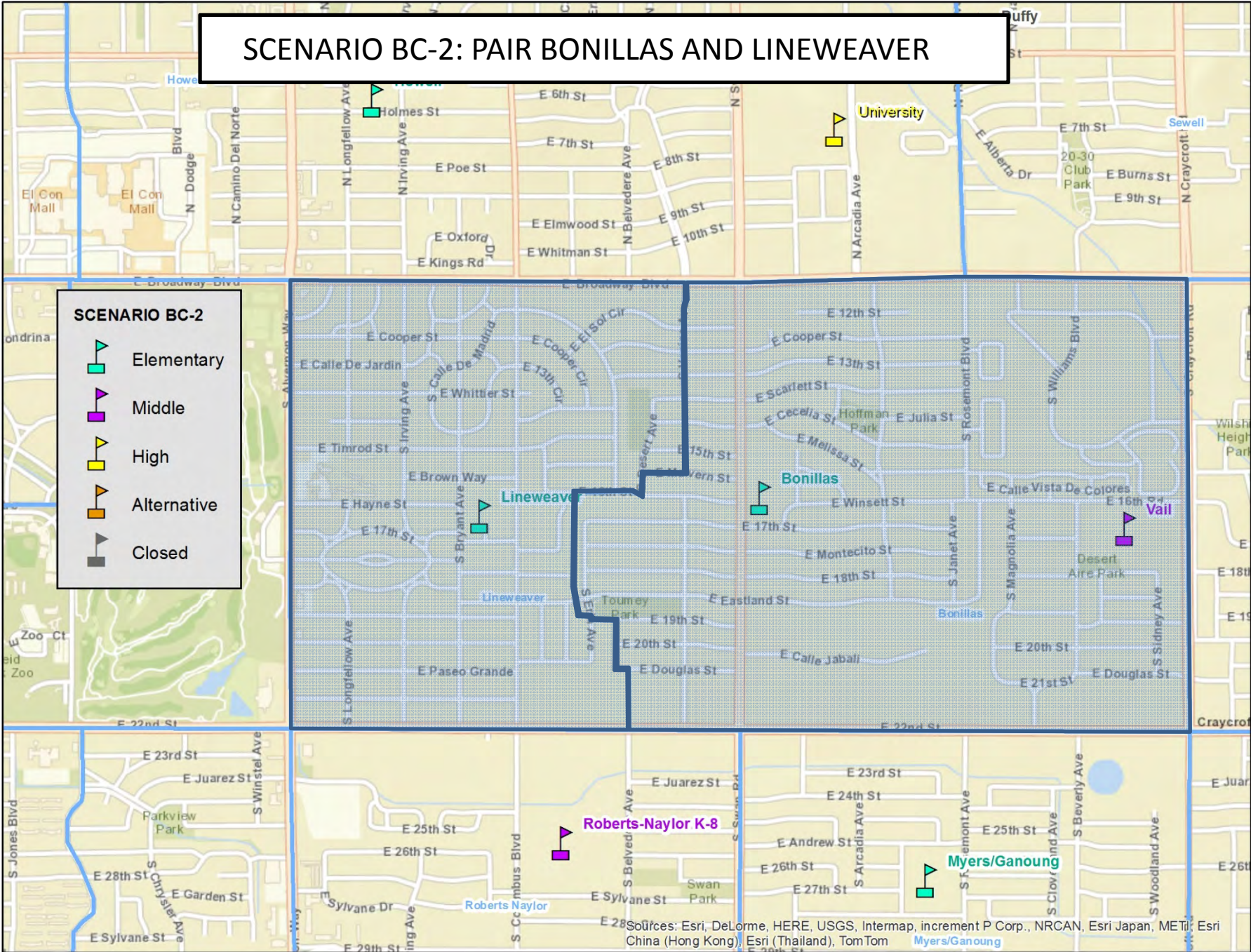
- Data only, look at the area as well. How many students are we getting from outside the area? Since it's open enrollment, we're focusing on the numbers we know are attending the schools.
- When and how would this be implemented? Incoming kindergarteners?
- Q: How would the lottery work?
- Q: How will 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



# SCENARIO BC-2: PAIR BONILLAS AND LINEWEAVER

**SCENARIO BC-2**

-  Elementary
-  Middle
-  High
-  Alternative
-  Closed



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

**SCENARIO BC-2: PAIR BONILLAS AND LINEWEAVER**

Affected School Data

Criteria / Conditions	Lineweaver	Bonillas
Type	Elementary	Elementary
Status	Open	Open
Site Acres	7.60	11.00
Year Built (Average)	1963	1959
2013-14 Enrollment / Utilization	556 132%	436 93%
Attendance Area Enrollment	164	297
Operating Capacity	420	470
Portables / Capacity	8 200	3 75
Oversubscribed?	Yes	No
School Enrollment with Option	551 131%	441 94%
Distributed Students	-5	5
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

**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	556	51%	203	18	281	8	19	27
With Option	551	52%	193	18	287	7	19	27
Bonillas	436	75%	59	23	329	5	8	12
With Option	441	73%	69	23	323	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	109	68%	25	0	74	0	0	5
Bonillas	160	73%	28	6	117	0	0	8
With Option	165	68%	38	6	111	0	0	8

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lineweaver	442	48%	168	14	213	7	18	22
With Option	442	48%	168	14	213	7	18	22
Bonillas	276	77%	31	17	212	5	7	0
With Option	276	77%	31	17	212	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 Evaluations from Boundary Committee Meetings

Last Updated: 4/14/14

### **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.

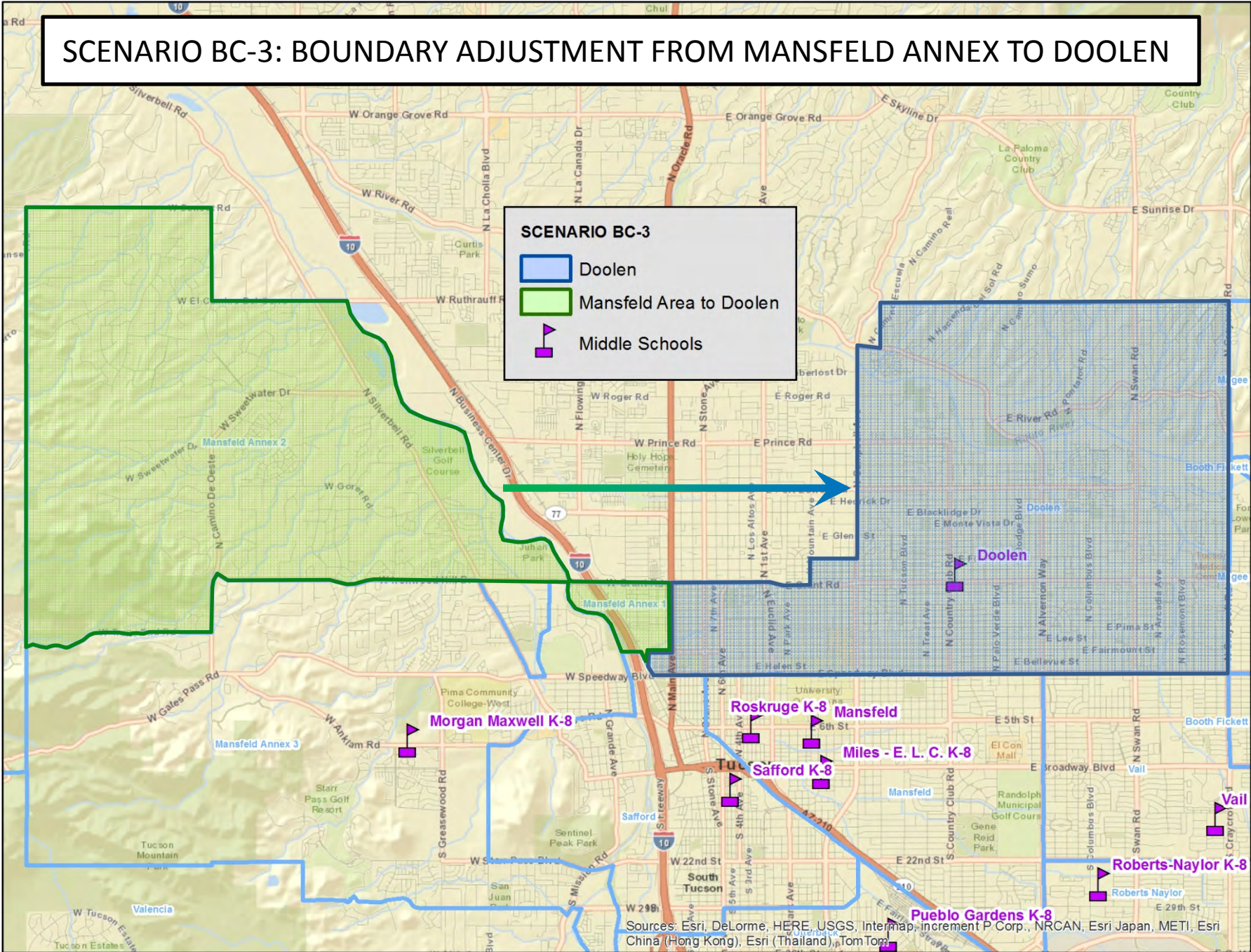
#### CONS:

- 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?

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



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



**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	812 100%	796 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	584 72%	1,024 90%
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?	Yes	No

**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	812	79%	76	42	642	27	13	12
With Option	584	85%	45	31	495	10	1	1
Doolen	796	46%	231	87	366	24	56	32
With Option	1,024	50%	262	98	513	41	68	42

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	183	75%	19	13	138	10	1	1
With Option	183	75%	19	13	138	10	1	1
Doolen	205	39%	87	15	80	4	9	10
With Option	205	39%	87	15	80	4	9	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	1,059	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 Evaluations from Boundary Committee Meetings

Last Updated: 4/14/14

### 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:

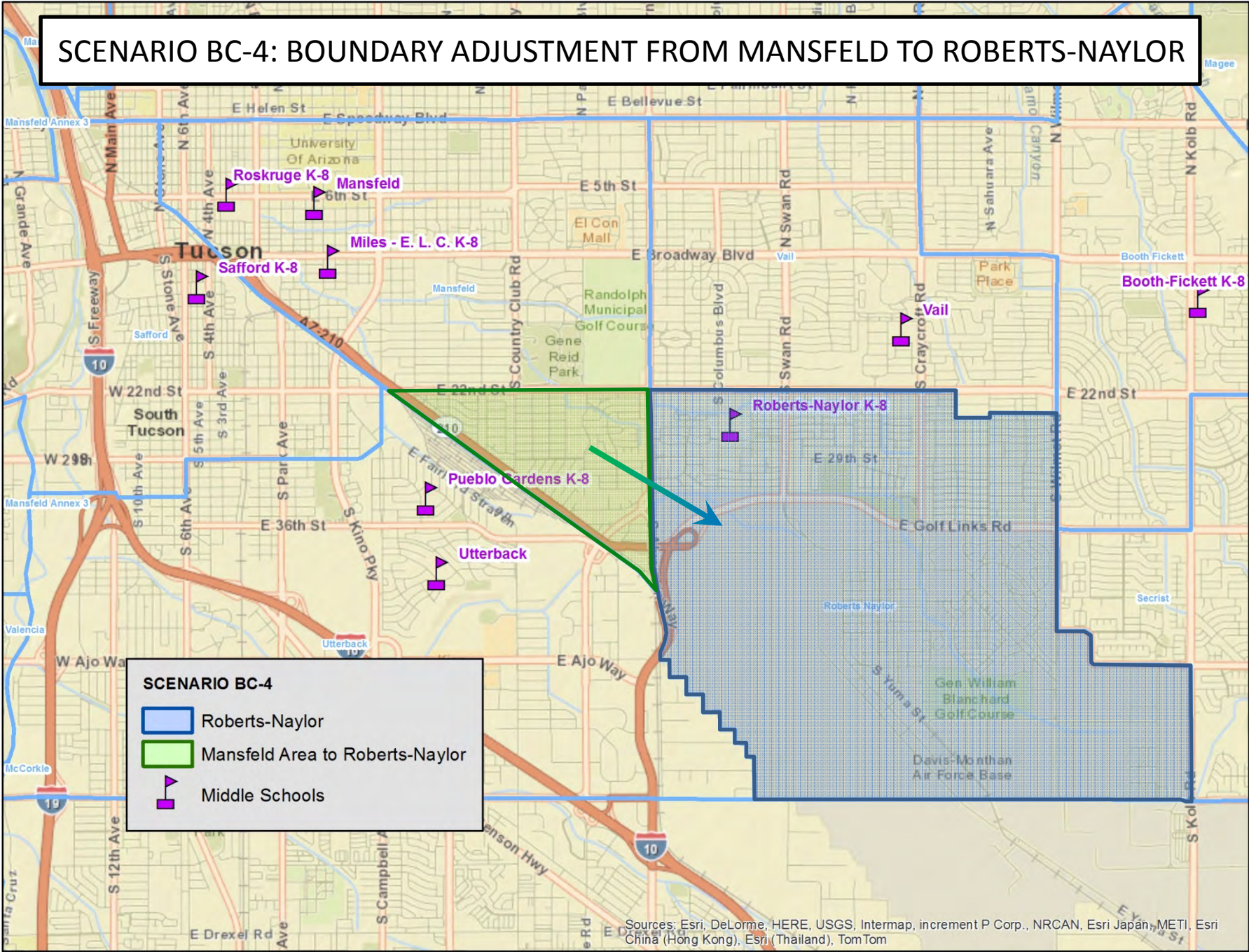
- Increase racial concentration at Mansfeld
- Perceived disciplinary problems at Doolen
- Boundary changed previously
- Need to offer GATE program at both or stop offering GATE programs.
- Parents differentiate between varieties of GATE programs.
- Transportation – When kids want to go to parent/ teacher 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.



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



**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?	Yes	No	No



**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	183	75%	19	13	138	10	0	0
With Option	183	75%	19	13	138	10	0	0
Roberts-Naylor	121	68%	10	27	82	0	0	0
With Option	121	68%	10	27	82	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 Evaluations from Boundary Committee Meetings

Last Updated: 4/14/14

### **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

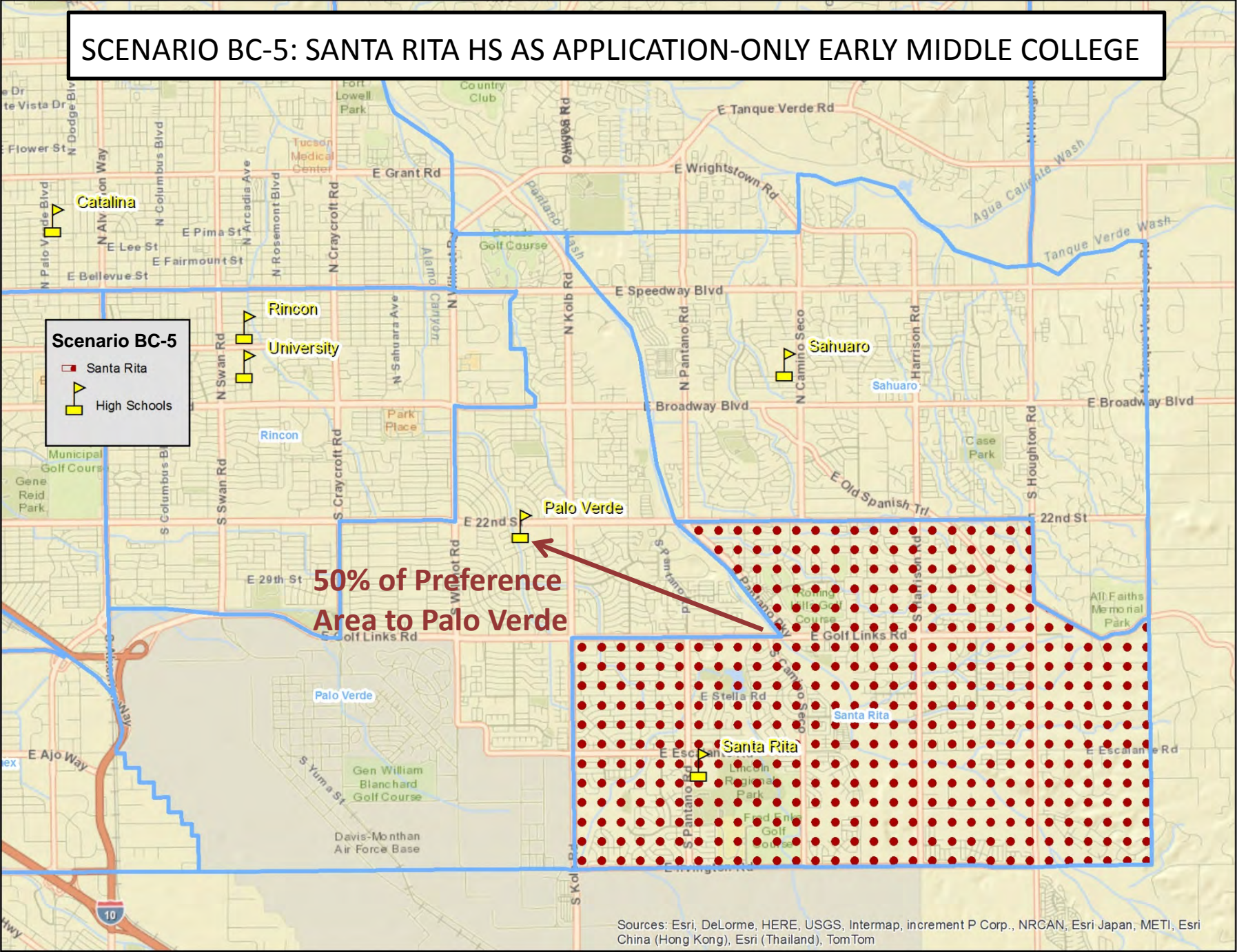
#### CONS:

- 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 29<sup>th</sup> 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.

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



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

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

Affected School Data

Criteria / Conditions	Santa Rita	Palo Verde
Type	High School	High School
Status	Open	Open
Site Acres	44.80	35.50
Year Built (Average)	1971	1961
2013-14 Enrollment / Utilization	927 45%	953 46%
Attendance Area Enrollment	1,301	1,258
Operating Capacity	2,070	2,070
Portables / Capacity	0 0	0 0
Oversubscribed?	No	No
School Enrollment with Option	590 29%	1,290 62%
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



**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%	388	97	357	15	29	41
With Option	590	38%	246	67	225	12	15	25
Palo Verde	953	50%	257	131	473	21	21	50
With Option	1,290	47%	399	161	605	24	35	66

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	257	36%	104	38	93	10	1	10
With Option	257	36%	104	38	93	10	1	10
Palo Verde	373	48%	96	62	178	9	7	21
With Option	373	48%	96	62	178	9	7	21

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 Evaluations from Boundary Committee Meetings

Last Updated: 4/14/14

### **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 Sahuaro.
- Those not interested in CTE still have good options with Sahuaro 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”

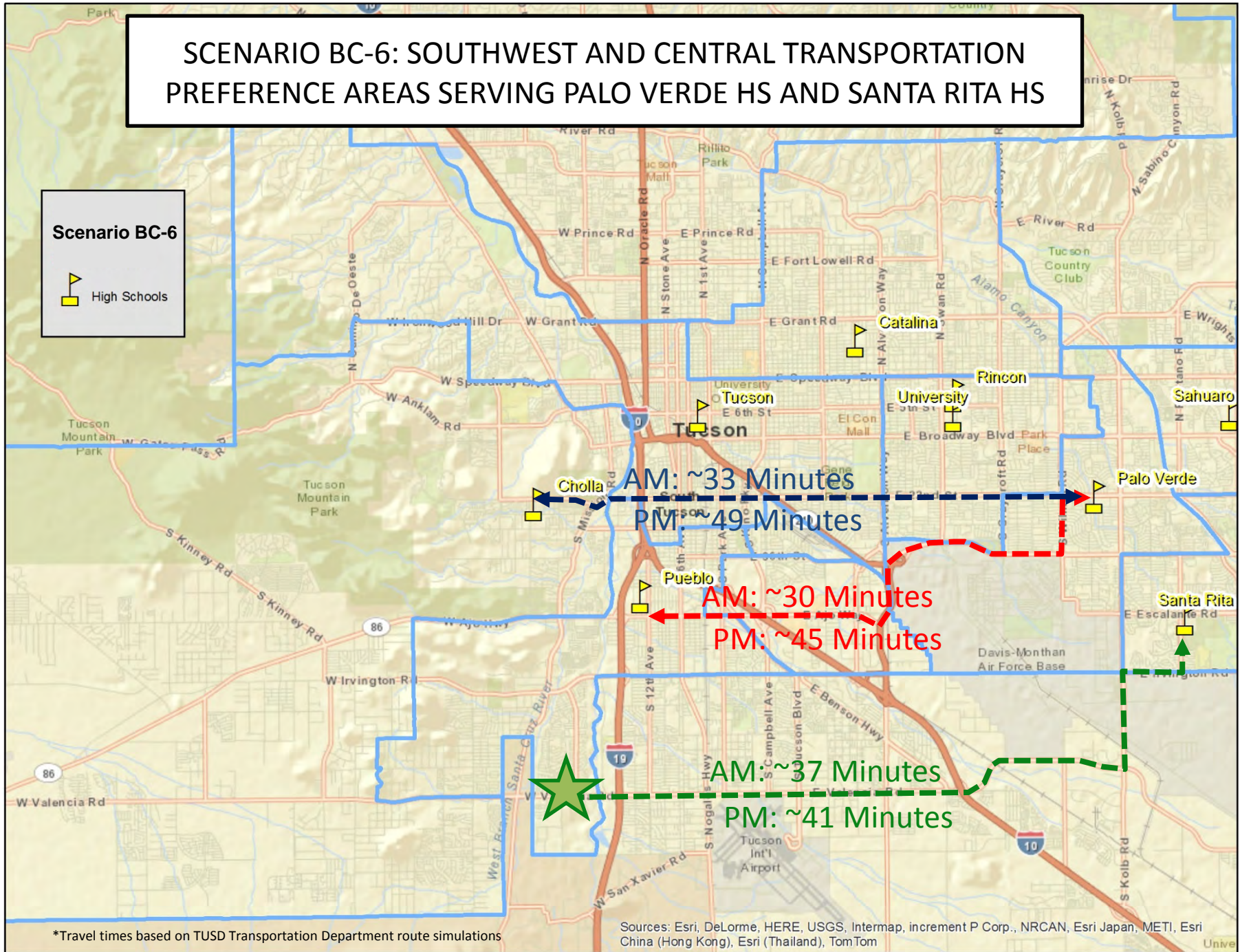
#### COMMENTS:

- 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?

# 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

**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	1,680 102%	1,508 79%	953 46%	927 45%
Attendance Area Enrollment	2,363	2,011	1,258	1,301
Operating Capacity	1,650	1,900	2,070	2,070
Portables / Capacity	5 125	10 250	0 0	0 0
Oversubscribed?	No	No	No	No
School Enrollment with Option	1,620 98%	1,448 76%	1,013 49%	987 48%
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

**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	1,680	79%	147	64	1,325	113	8	23
With Option	1,620	79%	142	62	1,277	109	8	22
Pueblo	1,508	90%	58	17	1,361	59	5	8
With Option	1,448	90%	56	16	1,306	57	5	8
Palo Verde	953	50%	257	131	473	21	21	50
With Option	1,013	51%	262	133	521	25	21	51
Santa Rita	927	39%	388	97	357	15	29	41
With Option	987	42%	390	98	412	17	29	41

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	382	77%	34	28	295	15		8
With Option	382	77%	34	28	295	15		8
Pueblo	348	88%	13		305	26	0	
With Option	348	88%	13		305	26	0	
Palo Verde	373	48%	96	62	178	9	7	21
With Option	433	52%	101	64	226	13	7	22
Santa Rita	257	36%	104	38	93	10		10
With Option	317	47%	106	39	148	12		10



## Scenario Evaluations from Boundary Committee Meetings

Last Updated: 4/14/14

### 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:

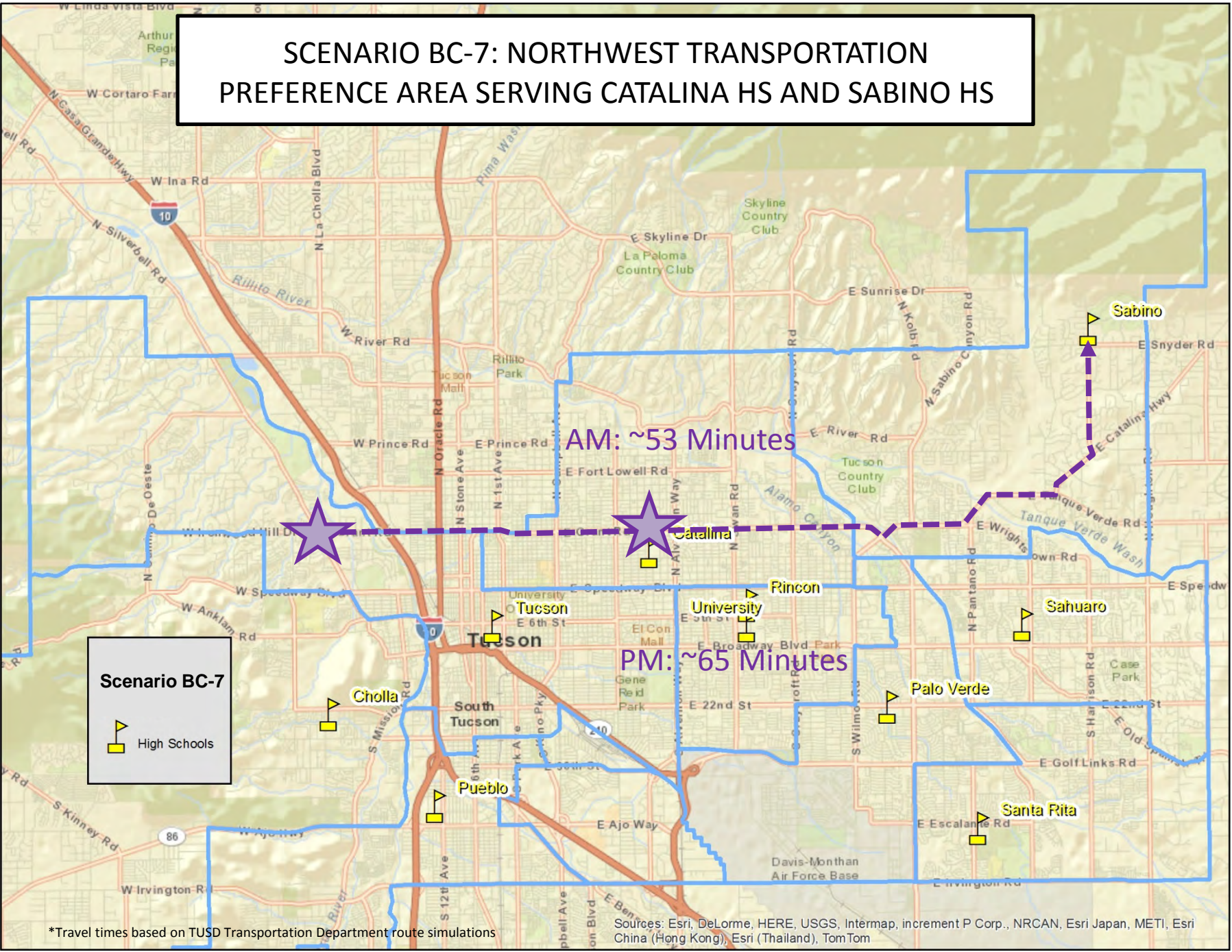
- Does not directly impact THMS racial concentration
- Transportation not available for events such as football games
- Long Drive
- Make sure the CTE classes don't cripple other schools' programs.
- Even if there are attractive programs, there is still racism as a factor and these ideas don't consider 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



# 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-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	3,225 111%	1,021 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	
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	No	No

**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	158	2,380	137	37	58
With Option	3,165	74%	447	155	2,335	135	36	57
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	1,120	31%	668	39	344	14	14	41

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	1,782	73%	260	83	1,297	88	21	33
With Option	1,782	73%	260	83	1,297	88	21	33
Catalina	311	48%	69	53	150	8	19	12
With Option	TBD							
Sabino	556	31%	327	25	172	5	8	19
With Option	616	35%	335	28	217	7	9	20

## Scenario Evaluations from Boundary Committee Meetings

Last Updated: 4/14/14

### **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:

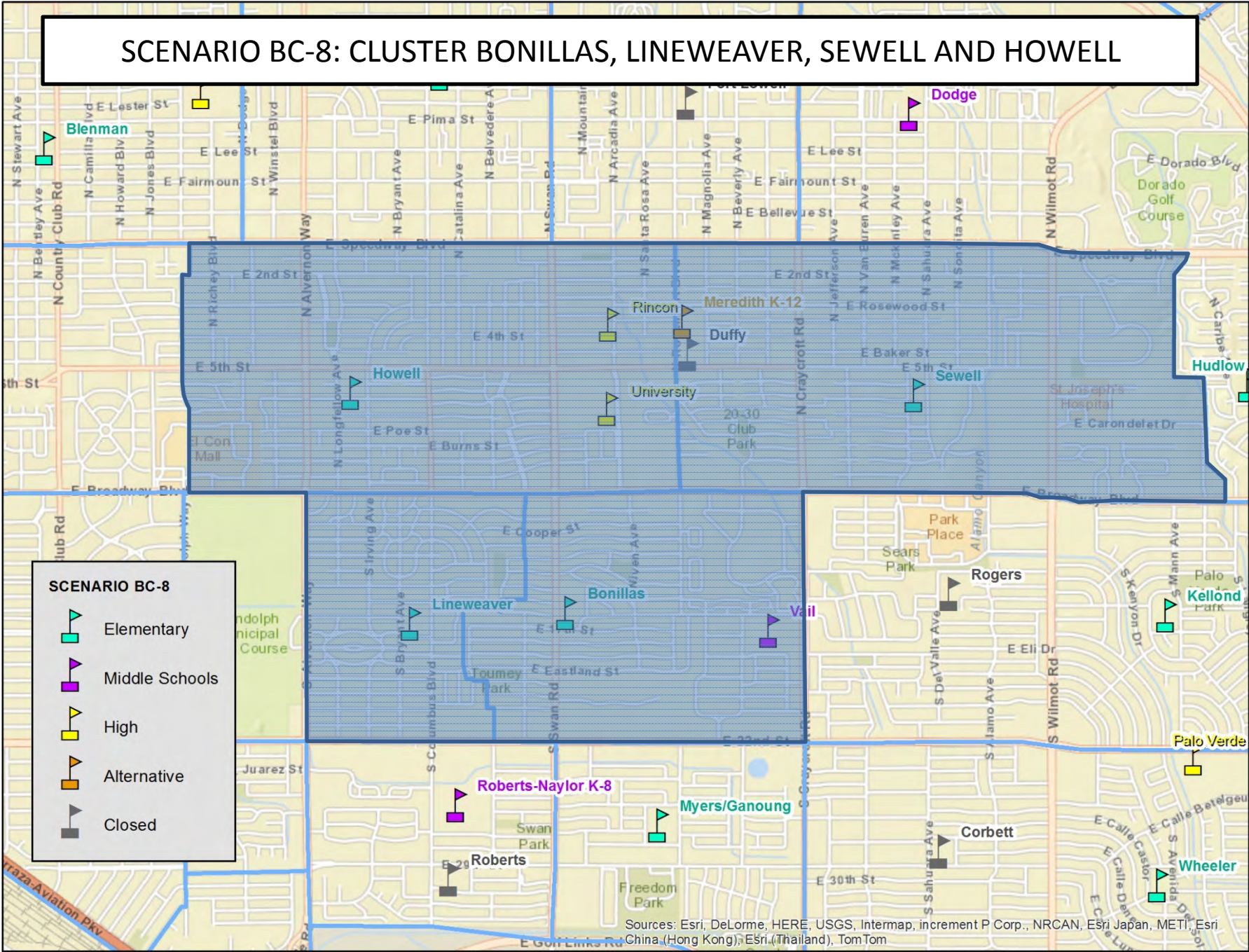
- No change to THMS RC status
- Tucson High has many non-neighborhood students
- Sabino HS has a strong tradition to attract students and could risk becoming racially concentrated (predominantly white)
- Catalina is a DD school; need CTE programs to provide attraction.
- Transportation not available 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.



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



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**

(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	556 132%	436 93%	310 94%	358 90%
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	551 131%	441 94%	298 90%	369 92%
Distributed Students	-5	5	-12	11
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

**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	556	51%	203	18	281	8	19	27
With Option	551	50%	197	21	275	11	20	27
Bonillas	436	75%	59	23	329	5	8	12
With Option	441	69%	74	27	306	11	11	12
Sewell	310	51%	109	18	158	1	8	13
With Option	298	55%	93	19	163	7	6	10
Howell	358	53%	92	33	190	21	8	14
With Option	369	58%	99	26	214	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	1	68	1	1	5
With Option	109	57%	29	7	62	1	1	5
Bonillas	160	73%	28	6	117	0	1	8
With Option	165	57%	43	10	94	6	1	8
Sewell	142	49%	50	7	69	1	5	9
With Option	130	57%	34	8	74	5	1	6
Howell	197	48%	48	20	94	21	6	8
With Option	208	57%	55	13	118	8	1	10

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lineweaver	442	48%	168	14	213	7	18	22
With Option	442	48%	168	14	213	7	18	22
Bonillas	276	77%	31	17	212	5	7	1
With Option	276	77%	31	17	212	5	7	1
Sewell	168	53%	59	11	89	1	1	1
With Option	168	53%	59	11	89	1	1	1
Howell	161	60%	44	13	96	0	1	6
With Option	161	60%	44	13	96	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 Evaluations from Boundary Committee Meetings

Last Updated: 4/14/14

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

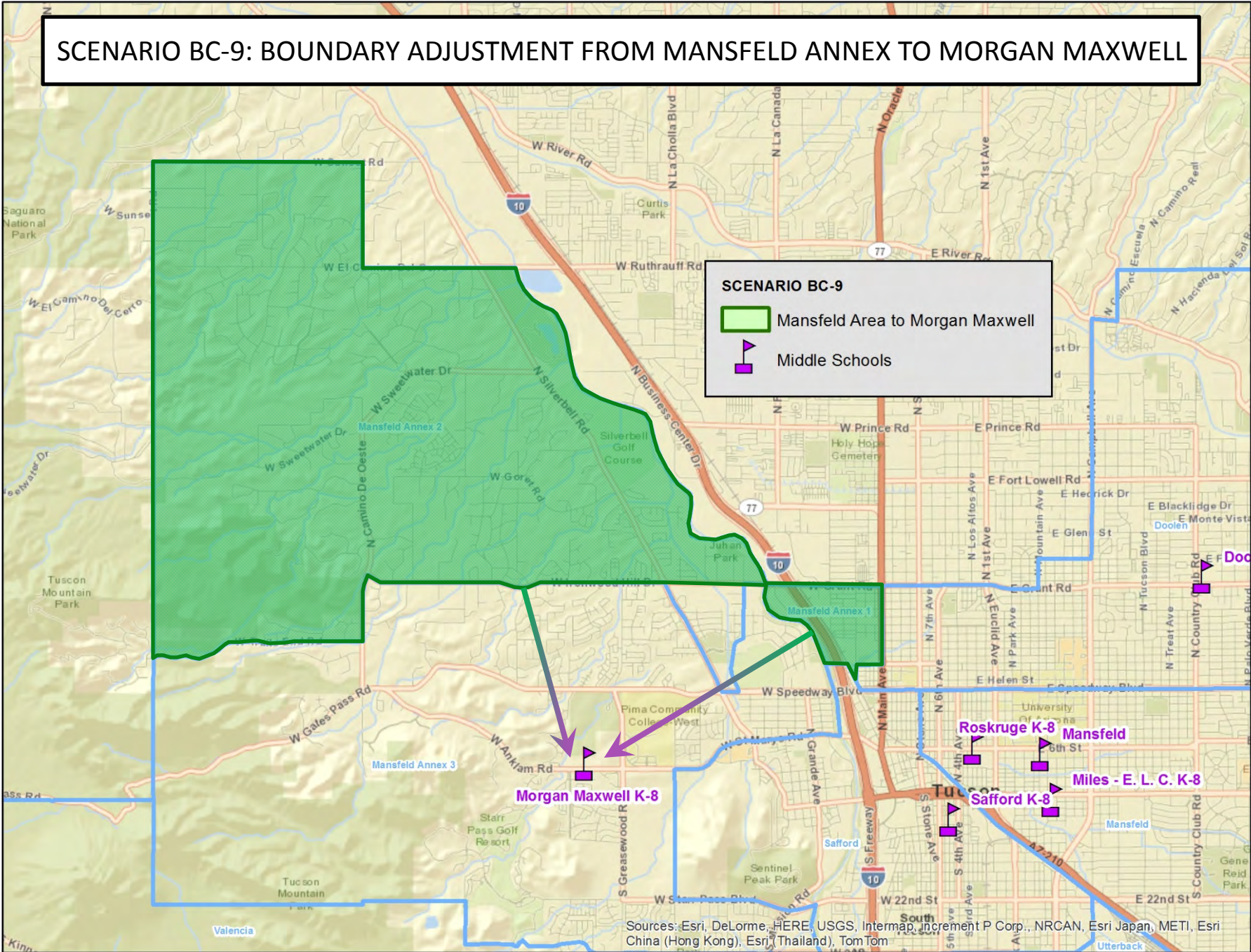
#### PROS:

- 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).

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





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

Affected School Data

Criteria / Conditions	Mansfeld	Maxwell
Type	Middle	Middle/K-8
Status	Open	Open
Site Acres	6.60	18.00
Year Built (Average)	1962	1978
2013-14 Enrollment / Utilization	812 100%	407 63%
Attendance Area Enrollment	1,286	663
Operating Capacity	810	650
Portables / Capacity	0 0	1 25
Oversubscribed?	No	No
School Enrollment with Option	584 72%	635 98%
Distributed Students	-228	228
Academic Performance	C	C
Attraction / Flight	0.43	0.42
Racially Concentrated	Concentrated	Concentrated
Ethnicity	91%	95%
Free & Reduced Lunch	70%	79%
Facility Condition Index	2.37	2.53
Magnet?	Yes	No

**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	812	79%	76	42	642	27	13	12
With Option	584	85%	45	31	495	10		
Maxwell	407	83%	19	27	338	13	0	10
With Option	635	76%	50	38	485	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	183	75%	19	13	138	10		
With Option	183	75%	19	13	138	10		
Maxwell	130	81%		14	105		0	
With Option	130	81%		14	105		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	4	15
With Option	891	77%	96	33	687	34	16	25

**Scenario Evaluations from Boundary Committee Meetings**

**Last Updated: 4/14/14**

**BC-9: Boundary Adjustment from Mansfeld Annex to Maxwell**

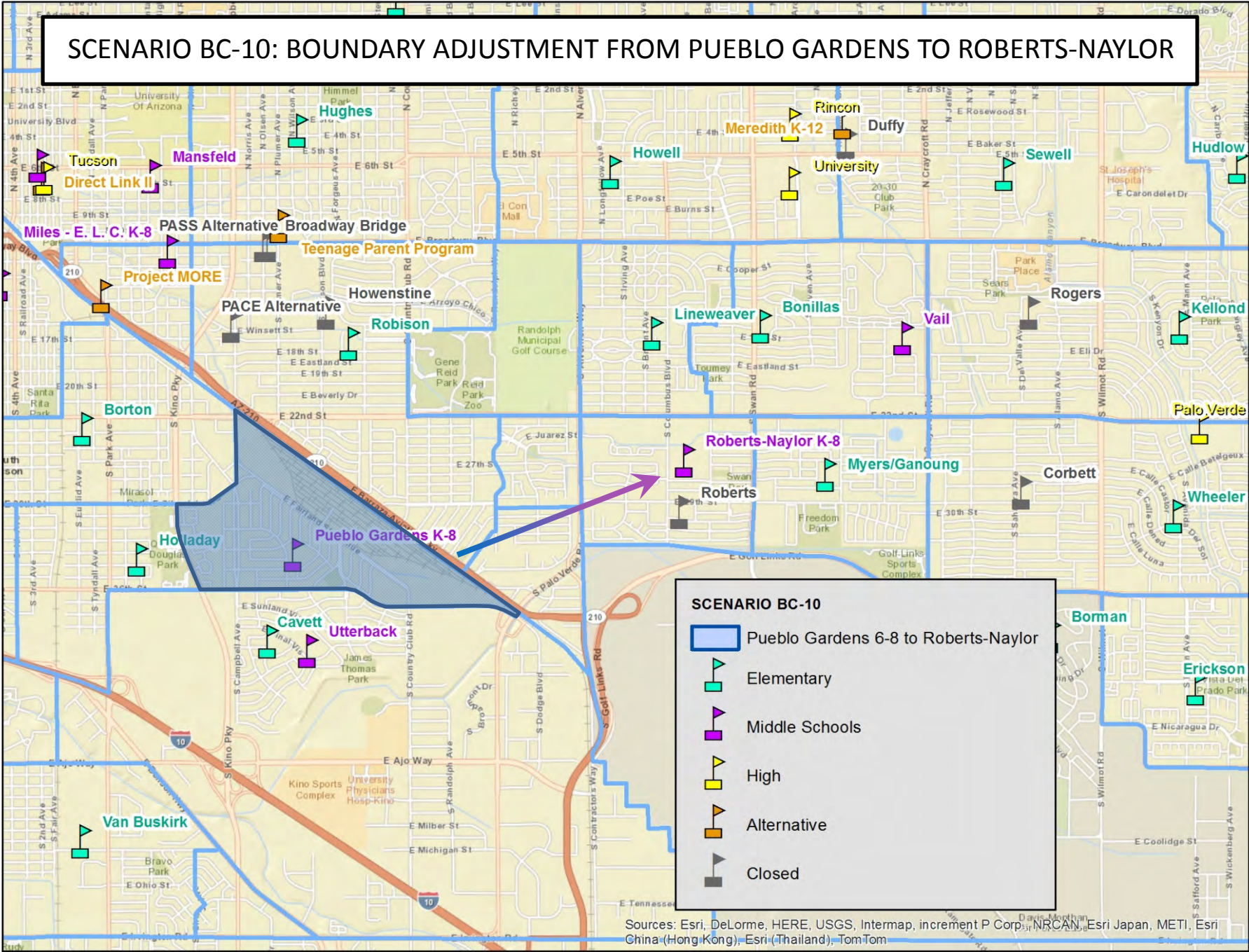
**PROS:**

- 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

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



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

Affected School Data

Criteria / Conditions	Utterback	Roberts-Naylor
Type	Middle	Middle/K-8
Status	Open	Open
Site Acres	15.80	18.70
Year Built (Average)	1976	1970
2013-14 Enrollment / Utilization	691 79%	598 72%
Attendance Area Enrollment	1,111	708
Operating Capacity	880	830
Portables / Capacity	7 175	0 0
Oversubscribed?	No	No
School Enrollment with Option	675 77%	614 74%
Distributed Students	-16	16
Academic Performance	C	C
Attraction / Flight	0.50	0.23
Racially Concentrated	Concentrated	Integrated
Ethnicity	93%	89%
Free & Reduced Lunch	77%	90%
Facility Condition Index	2.43	2.55
Magnet?	Yes	No



**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	691	79%	48	56	547	29	1	10
With Option	675	80%	48	51	537	28	1	10
Roberts-Naylor	598	63%	66	94	377	19	32	10
With Option	614	63%	66	99	387	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	1	7
With Option	479	87%	15	25	415	16	1	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	196	62%	33	26	122	12	0	1
With Option	196	62%	33	26	122	12	0	1
Roberts-Naylor	121	68%	10	27	82	1	0	0
With Option	121	68%	10	27	82	1	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

**Scenario Evaluations from Boundary Committee Meetings**

**Last Updated: 4/14/14**

**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:**

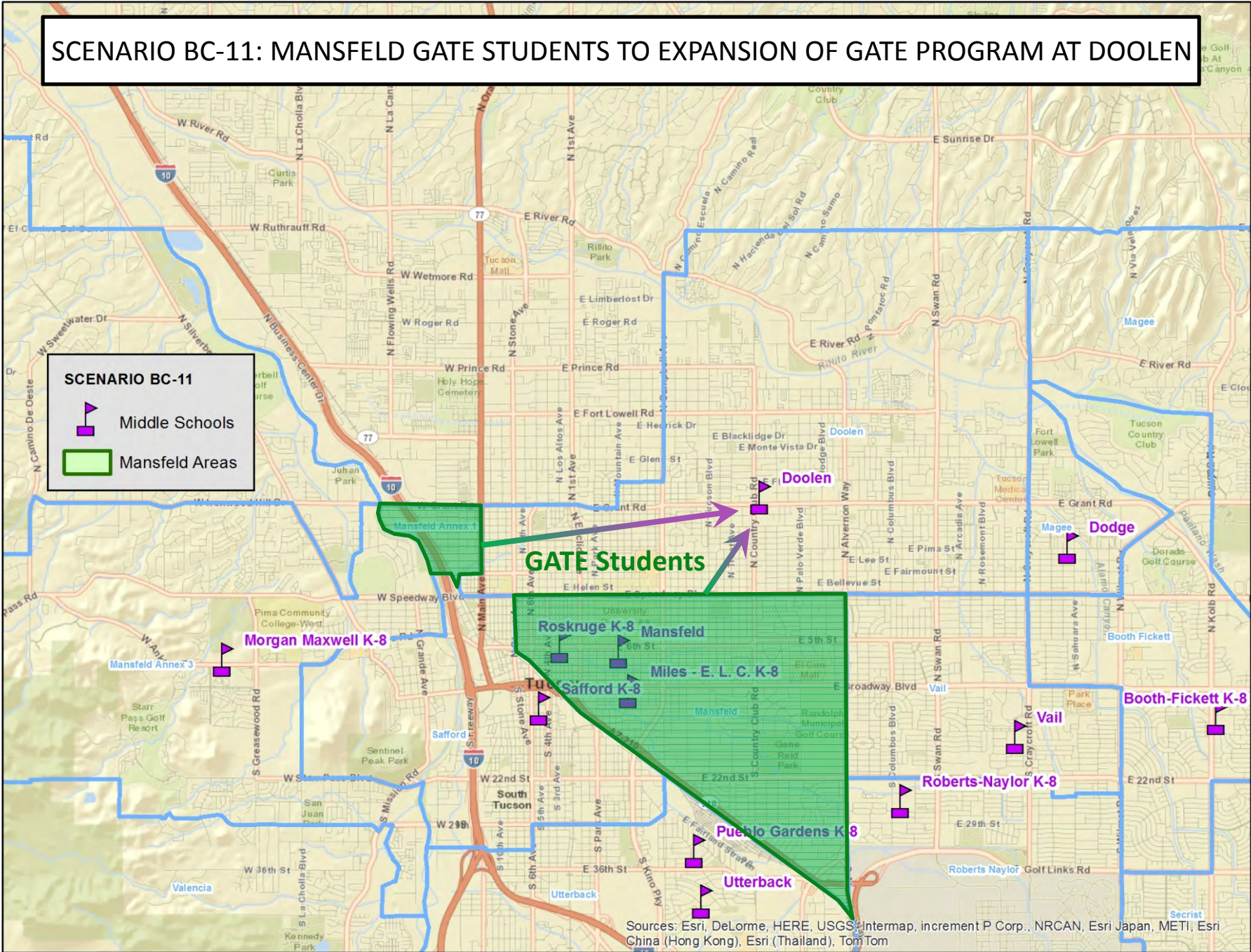
- only affects 16 students, not enough impact.
- Will likely lose students from the District (flight).
- location requires crossing train tracks.
- 

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.

# SCENARIO BC-11: MANSFELD GATE STUDENTS TO EXPANSION OF GATE PROGRAM AT DOOLEN

**SCENARIO BC-11**

-  Middle Schools
-  Mansfeld Areas



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

**SCENARIO BC-11: INCREASE GATE RECRUITMENT FROM MANSFELD 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	812 100%	796 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	752 93%	856 75%
Distributed Students	-60	60
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?	Yes	No



**SCENARIO BC-11: INCREASE GATE RECRUITMENT FROM MANSFELD TO DOOLEN**

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	812	79%	76	42	642	27	13	12
With Option	752	79%	71	39	594	25	12	11
Doolen	796	46%	231	87	366	24	56	32
With Option	856	48%	236	90	414	26	57	33

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	569	80%	52	26	456	15	11	9
Doolen	591	48%	144	72	286	20	47	22
With Option	591	48%	144	72	286	20	47	22

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	183	75%	19	13	138	10		
With Option	183	75%	19	13	138	10		
Doolen	205	39%	87	15	80		9	10
With Option	265	48%	92	18	128	6	10	11

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	1,227	74%	157	60	913	51	23	23
Doolen	890	49%	245	99	436	26	53	31
With Option	950	51%	250	102	484	28	54	32



**SCENARIO BC-12: ADD PROGRAM TO ROBISON TO ATTRACT 100 STUDENTS**

(Program to be determined)

Affected School Data

Criteria / Conditions	Robison
Type	Elementary
Status	Open
Site Acres	8.20
Year Built (Average)	1956
2013-14 Enrollment / Utilization	362 91%
Attendance Area Enrollment	391
Operating Capacity	400
Portables / Capacity	0 0
Oversubscribed?	No
School Enrollment with Option	462 116%
Distributed Students	100
Academic Performance	C
Attraction / Flight	0.86
Racially Concentrated	Concentrated
Ethnicity	94%
Free & Reduced Lunch	77%
Facility Condition Index	2.59
Magnet?	Yes

**SCENARIO BC-12: ADD PROGRAM TO ROBISON TO ATTRACT 100 STUDENTS**

(Program to be determined)

School Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Robison	362	86%	24	15	313			
With Option	462	87%	29	20	400		5	5

Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Robison	226	87%	11	12	196			
With Option	226	87%	11	12	196			

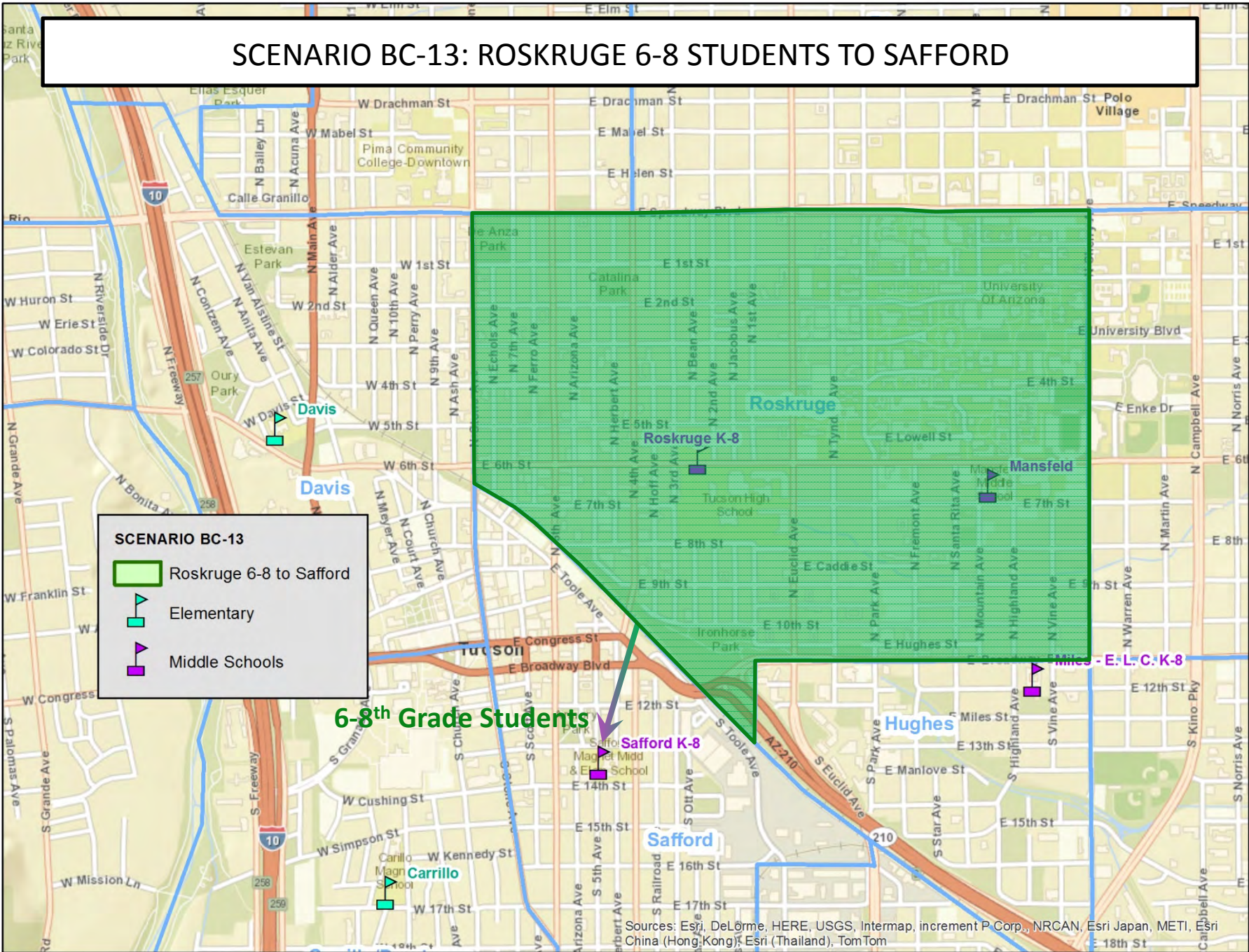
Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Robison	136	86%	13		117	0		
With Option	236	86%	18	8	204			

Attendance Area Enrollment

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Robison	391	80%	43	18	311	6	6	7
With Option	391	80%	43	18	311	6	6	7

# SCENARIO BC-13: ROSKRUGE 6-8 STUDENTS TO SAFFORD



**SCENARIO BC-13: ROSKRUGE AREA MIDDLE SCHOOL STUDENTS FROM MANSFELD TO SAFFORD**

Affected School Data

Criteria / Conditions	Mansfeld	Safford K-8
Type	Middle	Middle/K-8
Status	Open	Open
Site Acres	6.60	4.40
Year Built (Average)	1962	1956
2013-14 Enrollment / Utilization	812 100%	869 89%
Attendance Area Enrollment	1,286	497
Operating Capacity	810	980
Portables / Capacity	0 0	0 0
Oversubscribed?	No	No
School Enrollment with Option	780 96%	901 92%
Distributed Students	-32	32
Academic Performance	C	C
Attraction / Flight	0.43	1.08
Racially Concentrated	Concentrated	Concentrated
Ethnicity	91%	93%
Free & Reduced Lunch	70%	77%
Facility Condition Index	2.37	2.65
Magnet?	Yes	Yes

**SCENARIO BC-13: ROSKRUGE AREA MIDDLE SCHOOL STUDENTS FROM MANSFELD TO SAFFORD**

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	812	79%	76	42	642	27	13	12
With Option	780	80%	71	42	623	20	12	12
Safford K-8	869	75%	61	43	655	90		18
With Option	901	75%	66	43	674	97		18

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	597	81%	52	29	485	10	11	10
Safford K-8	303	79%	15	17	240	23	0	8
With Option	335	77%	20	17	259	30		8

Non-Neighborhood Enrollment

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Mansfeld	183	75%	19	13	138	10		
With Option	183	75%	19	13	138	10		
Safford K-8	566	73%	46	26	415	67		10
With Option	566	73%	46	26	415	67		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	1,255	75%	157	63	942	46	23	24
Safford K-8	570	80%	35	33	457	31		11
With Option	602	79%	40	33	476	38		11



# **EXHIBIT 5-B5**

TUCSON UNIFIED SCHOOL DISTRICT

Elementary Schools

K-8 Schools

McKinney Vento by Ethnicity

McKinney Vento by Ethnicity %

School Name	Sch#	White/ Cauc	Af Am	Hisp	Nat Am	Asian/ Pac Is	Multi	White/ Cauc	Af Am	Hisp	Nat Am	Asian/ Pac Is	Multi
Banks	120	█	0	7	0	0	0	30%	0%	70%	0%	0%	0%
Blenman	125	15	10	19	█	█	█	31%	20%	39%	2%	2%	6%
Bloom	128	5	█	7	0	0	█	29%	12%	41%	0%	0%	18%
Bonillas	131	█	█	8	█	0	0	25%	13%	50%	13%	0%	0%
Borman	140	5	0	█	█	0	0	71%	0%	29%	0%	0%	0%
Borton	143	0	0	█	0	0	0	0%	0%	100%	0%	0%	0%
Carrillo	161	█	0	6	0	0	0	25%	0%	75%	0%	0%	0%
Cavett	167	0	0	18	0	█	█	0%	0%	90%	0%	0%	10%
Collier	170	8	0	█	0	0	█	57%	0%	14%	0%	0%	29%
Cragin	179	█	0	18	0	0	0	14%	0%	86%	0%	0%	0%
Davidson	185	8	0	22	█	0	█	23%	0%	63%	6%	0%	9%
Davis	191	0	0	█	0	0	0	0%	0%	100%	0%	0%	0%
Dietz K-8	197	14	0	12	█	0	█	50%	0%	43%	4%	0%	4%
Drachman	203	0	5	10	0	0	0	0%	33%	67%	0%	0%	0%
Dunham	211	8	█	█	0	0	█	57%	21%	14%	0%	0%	7%
Erickson	215	10	█	10	█	0	6	34%	7%	34%	3%	0%	21%
Ford	218	8	█	13	0	0	█	35%	4%	57%	0%	0%	4%
Fruchthendler	225	█	0	0	█	0	0	100%	0%	0%	0%	0%	0%
Gale	228	█	0	█	█	0	0	33%	0%	67%	0%	0%	0%
Grijalva	231	0	0	13	█	0	0	0%	0%	76%	24%	0%	0%
Henry	238	14	6	10	0	0	█	45%	19%	32%	0%	0%	3%
Holladay	239	0	█	6	█	█	█	0%	20%	60%	10%	0%	10%
Hollinger K-8	233	0	0	24	█	0	0	0%	0%	89%	11%	0%	0%
Howell	245	11	█	6	█	0	█	52%	5%	29%	5%	0%	10%
Hudlow	251	12	█	9	0	0	0	44%	7%	33%	0%	0%	15%
Hughes	257	█	0	7	0	0	0	13%	0%	88%	0%	0%	0%
Johnson	266	0	0	24	11	█	█	0%	0%	67%	31%	0%	3%
Kellond	275	█	█	9	0	0	█	18%	12%	53%	0%	0%	18%
Lawrence	277	0	0	7	10	█	█	0%	0%	37%	53%	0%	11%
Lineweaver	281	6	0	15	0	0	0	29%	0%	71%	0%	0%	0%
Lynn/Urquides	287	█	0	6	0	█	█	22%	0%	67%	0%	0%	11%
Maldonado	290	0	0	13	0	█	0	0%	0%	93%	0%	7%	0%
Manzo	293	0	0	18	0	0	0	0%	0%	100%	0%	0%	0%
Marshall	295	10	█	7	0	0	█	48%	14%	33%	0%	0%	5%
Miller	308	█	0	30	7	█	█	9%	0%	70%	16%	0%	5%
Mission View	311	0	0	10	0	0	0	0%	0%	100%	0%	0%	0%
Myers/Ganoung	317	█	5	17	█	█	0	10%	17%	57%	13%	3%	0%
Ochoa	323	0	█	6	5	█	█	0%	13%	40%	33%	0%	13%
Oyama	327	█	0	13	█	0	0	11%	0%	68%	21%	0%	0%
Robins K-8	351	█	0	█	0	0	0	50%	0%	50%	0%	0%	0%
Robison	353	█	0	15	0	0	0	6%	0%	94%	0%	0%	0%
Rose K-8	371	0	0	40	0	0	0	0%	0%	100%	0%	0%	0%
Sewell	395	7	█	5	0	0	0	54%	8%	38%	0%	0%	0%
Soleng Tom	410	█	0	0	0	0	█	75%	0%	0%	0%	0%	25%
Steele	413	█	█	9	0	0	█	25%	13%	56%	0%	0%	6%
Tolson	417	█	0	19	█	█	0	13%	0%	83%	4%	0%	0%
Tully	419	5	█	11	█	0	0	28%	6%	61%	6%	0%	0%
Van Buskirk	431	6	0	12	0	0	0	33%	0%	67%	0%	0%	0%
Vesey	435	█	█	10	0	0	0	8%	8%	83%	0%	0%	0%
Warren	440	█	0	11	█	0	█	6%	0%	65%	24%	0%	6%
Wheeler	443	8	11	5	0	0	0	33%	46%	21%	0%	0%	0%
White	449	█	0	10	█	0	0	8%	0%	77%	15%	0%	0%
Whitmore	455	5	█	11	0	0	█	26%	5%	58%	0%	0%	11%
Wright	461	6	█	18	█	5	█	17%	9%	51%	6%	14%	3%
Elementary Total		217	68	590	67	8	50	22%	7%	59%	7%	1%	5%

**Middle & K-8 Schools**

**K-8 Schools**

**McKinney Vento by Ethnicity**

**McKinney Vento by Ethnicity %**

School Name	#	White/ Cauc	Af Am	Hisp	Nat Am	Asian/ Pac Is	Multi	White/ Cauc	Af Am	Hisp	Nat Am	Asian/ Pac Is	Multi
Booth-Fickett K-8	510	5	0	10	0	0	0	29%	6%	59%	0%	0%	6%
Dodge	502	0	0	0	0	0	0						
Doolen	505	14	9	38	0	0	0	20%	13%	55%	4%	1%	6%
Gridley	511	21	0	13	0	0	0	60%	0%	37%	0%	3%	0%
Magee	515	7	6	12	0	0	6	22%	19%	38%	3%	0%	19%
Mansfeld	520	5	0	25	0	0	0	14%	8%	69%	8%	0%	0%
Morgan Maxwell K-8	521	0	0	8	0	0	0	20%	13%	53%	0%	0%	13%
Miles - E. L. C. K-8	305	0	0	0	0	0	0						
Roberts-Naylor K-8	525	8	0	18	0	0	0	24%	3%	53%	3%	12%	6%
Pistor	527	0	0	17	7	0	0	4%	0%	68%	28%	0%	0%
Pueblo Gardens K-8	329	0	0	16	0	0	0	5%	10%	76%	0%	10%	0%
Roskruge K-8	595	0	0	11	6	0	0	0%	14%	50%	27%	0%	9%
Safford K-8	535	0	0	16	8	0	6	8%	8%	44%	22%	0%	17%
Secrist	537	7	6	10	0	0	0	29%	25%	42%	0%	0%	4%
Utterback	550	0	5	14	0	0	0	9%	23%	64%	5%	0%	0%
Vail	555	6	5	14	0	0	0	21%	18%	50%	0%	0%	11%
Valencia	557	0	0	16	0	0	0	9%	4%	70%	17%	0%	0%
McCorkle K-8	523	0	0	15	0	0	0	10%	10%	71%	10%	0%	0%
<b>Middle Total</b>		<b>90</b>	<b>50</b>	<b>257</b>	<b>38</b>	<b>8</b>	<b>28</b>	<b>19%</b>	<b>11%</b>	<b>55%</b>	<b>8%</b>	<b>2%</b>	<b>6%</b>

**High Schools**

**McKinney Vento by Ethnicity**

**McKinney Vento by Ethnicity %**

School Name	#	White/ Cauc	Af Am	Hisp	Nat Am	Asian/ Pac Is	Multi	White/ Cauc	Af Am	Hisp	Nat Am	Asian/ Pac Is	Multi
Catalina	610	41	33	57	10	15	8	25%	20%	35%	6%	9%	5%
Cholla	615	8	0	23	0	0	0	23%	3%	66%	6%	0%	3%
Meredith K-12	195	9	0	8	0	0	0						
Palo Verde	620	11	8	17	0	0	0	26%	19%	40%	2%	2%	10%
Pueblo	630	0	0	17	0	0	0	17%	4%	74%	4%	0%	0%
Rincon	640	13	6	14	0	0	0	33%	15%	35%	5%	10%	3%
Sabino	645	5	0	0	0	0	0	71%	0%	29%	0%	0%	0%
Sahuaro	650	22	0	16	0	0	0	54%	2%	39%	2%	0%	2%
Santa Rita	655	7	0	6	0	0	0	39%	17%	33%	0%	0%	11%
Tucson	660	12	14	65	0	0	0	13%	15%	68%	4%	1%	0%
University	675	0	0	0	0	0	0	50%	0%	50%	0%	0%	0%
<b>High Total</b>		<b>133</b>	<b>68</b>	<b>226</b>	<b>21</b>	<b>21</b>	<b>18</b>	<b>27%</b>	<b>14%</b>	<b>46%</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>

**Alternative Programs**

**McKinney Vento by Ethnicity**

**McKinney Vento by Ethnicity %**

School Name	#	White/ Cauc	Af Am	Hisp	Nat Am	Asian/ Pac Is	Multi	White/ Cauc	Af Am	Hisp	Nat Am	Asian/ Pac Is	Multi
Direct Link	602	0	0	0	0	0	0						
PASS Alternative	671	0	0	0	0	0	0						
Project MORE	674	0	0	0	0	0	0	0%	14%	57%	29%	0%	0%
Teenage Parent Program	676	0	0	7	0	0	0	23%	15%	54%	8%	0%	0%
<b>Alternative Total</b>		<b>0</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15%</b>	<b>15%</b>	<b>55%</b>	<b>15%</b>	<b>0%</b>	<b>0%</b>

**District-wide Total**

**McKinney Vento by Ethnicity**

**McKinney Vento by Ethnicity %**

School Level	Sch#	McKinney Vento by Ethnicity						McKinney Vento by Ethnicity %					
		White/ Cauc	Af Am	Hisp	Nat Am	Asian/ Pac Is	Multi	White/ Cauc	Af Am	Hisp	Nat Am	Asian/ Pac Is	Multi
Elementary Schools		217	68	590	67	8	50	22%	7%	59%	7%	1%	5%
Middle Schools		90	50	257	38	8	28	19%	11%	55%	8%	2%	6%
High Schools		133	68	226	21	21	18	27%	14%	46%	4%	4%	4%
Alternative Programs				11		0	0	15%	15%	55%	15%	0%	0%
<b>TUSD Total</b>		<b>443</b>	<b>189</b>	<b>1084</b>	<b>129</b>	<b>37</b>	<b>96</b>	<b>83%</b>	<b>46%</b>	<b>215%</b>	<b>34%</b>	<b>7%</b>	<b>15%</b>

# **EXHIBIT 5-B6**



## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
120 Banks															
Neighborhood Enrollment	307	88	28.7%	6	2.0%	204	66.4%	7	2.3%	█	0.7%			38	12.4%
Non-Neighborhood Enrollment	58	17	29.3%	█	1.7%	37	63.8%	█	3.4%			█	1.7%	█	6.9%
Banks Total	365	105	28.8%	7	1.9%	241	66.0%	9	2.5%	█	0.5%	█	0.3%	42	11.5%
125 Blenman															
Neighborhood Enrollment	360	72	20.0%	47	13.1%	184	51.1%	16	4.4%	21	5.8%	20	5.6%	32	8.9%
Non-Neighborhood Enrollment	136	34	25.0%	21	15.4%	60	44.1%	█	2.9%	8	5.9%	9	6.6%	8	5.9%
Blenman Total	496	106	21.4%	68	13.7%	244	49.2%	20	4.0%	29	5.8%	29	5.8%	40	8.1%
128 Bloom															
Neighborhood Enrollment	256	102	39.8%	20	7.8%	108	42.2%	5	2.0%	█	1.6%	17	6.6%	17	6.6%
Non-Neighborhood Enrollment	136	55	40.4%	10	7.4%	53	39.0%	6	4.4%	█	1.5%	10	7.4%	█	1.5%
Bloom Total	392	157	40.1%	30	7.7%	161	41.1%	11	2.8%	6	1.5%	27	6.9%	19	4.8%
131 Bonillas															
Neighborhood Enrollment	160	28	17.5%	6	3.8%	117	73.1%			█	0.6%	8	5.0%	11	6.9%
Non-Neighborhood Enrollment	276	31	11.2%	17	6.2%	212	76.8%	5	1.8%	7	2.5%	█	1.4%	45	16.3%
Bonillas Total	436	59	13.5%	23	5.3%	329	75.5%	5	1.1%	8	1.8%	12	2.8%	56	12.8%
140 Borman															
Neighborhood Enrollment	433	241	55.7%	30	6.9%	109	25.2%			13	3.0%	40	9.2%	█	0.7%
Non-Neighborhood Enrollment	64	33	51.6%	9	14.1%	13	20.3%			█	1.6%	8	12.5%		
Borman Total	497	274	55.1%	39	7.8%	122	24.5%			14	2.8%	48	9.7%	█	0.6%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
143 Borton															
Neighborhood Enrollment	110			10	9.1%	92	83.6%	8	7.3%					5	4.5%
Non-Neighborhood Enrollment	308	98	31.8%	9	2.9%	167	54.2%	7	2.3%	6	1.9%	21	6.8%	5	1.6%
Borton Total	418	98	23.4%	19	4.5%	259	62.0%	15	3.6%	6	1.4%	21	5.0%	10	2.4%
161 Carrillo															
Neighborhood Enrollment	69	█	2.9%	7	10.1%	58	84.1%	█	1.4%			█	1.4%	4	5.8%
Non-Neighborhood Enrollment	238	10	4.2%	5	2.1%	216	90.8%	5	2.1%	█	0.4%	█	0.4%	18	7.6%
Carrillo Total	307	12	3.9%	12	3.9%	274	89.3%	6	2.0%	█	0.3%	█	0.7%	22	7.2%
167 Cavett															
Neighborhood Enrollment	275	10	3.6%	15	5.5%	245	89.1%	█	1.5%			█	0.4%	69	25.1%
Non-Neighborhood Enrollment	27	1	3.7%	█	7.4%	21	77.8%					█	11.1%	█	7.4%
Cavett Total	302	11	3.6%	17	5.6%	266	88.1%	█	1.3%			█	1.3%	71	23.5%
170 Collier															
Neighborhood Enrollment	155	95	61.3%	█	1.9%	36	23.2%	█	2.6%	█	2.6%	13	8.4%		
Non-Neighborhood Enrollment	57	31	54.4%	█	5.3%	16	28.1%			█	5.3%	█	7.0%	█	1.8%
Collier Total	212	126	59.4%	6	2.8%	52	24.5%	█	1.9%	7	3.3%	17	8.0%	█	0.5%
179 Cragin															
Neighborhood Enrollment	251	67	26.7%	19	7.6%	139	55.4%	9	3.6%	1	0.4%	16	6.4%	22	8.8%
Non-Neighborhood Enrollment	106	34	32.1%	10	9.4%	58	54.7%			1	0.9%	3	2.8%	2	1.9%
Cragin Total	357	101	28.3%	29	8.1%	197	55.2%	9	2.5%	2	0.6%	19	5.3%	24	6.7%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
185 Davidson															
Neighborhood Enrollment	228	56	24.6%	22	9.6%	124	54.4%	5	2.2%	11	4.8%	10	4.4%	26	11.4%
Non-Neighborhood Enrollment	109	28	25.7%	8	7.3%	57	52.3%	6	5.5%	█	1.8%	8	7.3%	█	3.7%
Davidson Total	337	84	24.9%	30	8.9%	181	53.7%	11	3.3%	13	3.9%	18	5.3%	30	8.9%
191 Davis															
Neighborhood Enrollment	78	7	9.0%			68	87.2%					█	3.8%	█	3.8%
Non-Neighborhood Enrollment	269	25	9.3%	6	2.2%	232	86.2%	5	1.9%			█	0.4%	19	7.1%
Davis Total	347	32	9.2%	6	1.7%	300	86.5%	5	1.4%			█	1.2%	22	6.3%
203 Drachman															
Non-Neighborhood Enrollment	302	16	5.3%	31	10.3%	231	76.5%	12	4.0%	█	0.3%	11	3.6%	37	12.3%
Drachman Total	302	16	5.3%	31	10.3%	231	76.5%	12	4.0%	█	0.3%	11	3.6%	37	12.3%
211 Dunham															
Neighborhood Enrollment	131	62	47.3%	█	2.3%	59	45.0%	█	0.8%			6	4.6%	█	3.1%
Non-Neighborhood Enrollment	76	34	44.7%	█	2.6%	32	42.1%			█	3.9%	5	6.6%		
Dunham Total	207	96	46.4%	5	2.4%	91	44.0%	█	0.5%	█	1.4%	11	5.3%	█	1.9%
215 Erickson															
Neighborhood Enrollment	514	138	26.8%	56	10.9%	265	51.6%	11	2.1%	6	1.2%	38	7.4%	18	3.5%
Non-Neighborhood Enrollment	83	29	34.9%	█	4.8%	36	43.4%	█	1.2%	8	9.6%	5	6.0%	█	3.6%
Erickson Total	597	167	28.0%	60	10.1%	301	50.4%	12	2.0%	14	2.3%	43	7.2%	21	3.5%
218 Ford															
Neighborhood Enrollment	281	91	32.4%	27	9.6%	138	49.1%	5	1.8%	5	1.8%	15	5.3%	8	2.8%
Non-Neighborhood Enrollment	115	41	35.7%	9	7.8%	56	48.7%	█	1.7%	█	0.9%	6	5.2%	█	0.9%
Ford Total	396	132	33.3%	36	9.1%	194	49.0%	7	1.8%	6	1.5%	21	5.3%	9	2.3%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
225 Fruchthendler															
Neighborhood Enrollment	258	183	70.9%	6	2.3%	59	22.9%			█	0.8%	8	3.1%	█	1.2%
Non-Neighborhood Enrollment	120	75	62.5%	█	1.7%	31	25.8%			█	2.5%	9	7.5%	█	2.5%
Fruchthendler Total	378	258	68.3%	8	2.1%	90	23.8%			5	1.3%	17	4.5%	6	1.6%
228 Gale															
Neighborhood Enrollment	206	123	59.7%	█	1.5%	60	29.1%			5	2.4%	15	7.3%	6	2.9%
Non-Neighborhood Enrollment	207	108	52.2%	█	1.9%	76	36.7%			5	2.4%	14	6.8%	█	0.5%
Gale Total	413	231	55.9%	7	1.7%	136	32.9%			10	2.4%	29	7.0%	7	1.7%
231 Grijalva															
Neighborhood Enrollment	571	23	4.0%	█	0.7%	520	91.1%	20	3.5%	█	0.2%	█	0.5%	63	11.0%
Non-Neighborhood Enrollment	156	█	1.9%	█	1.3%	141	90.4%	7	4.5%	█	1.3%	█	0.6%	14	9.0%
Grijalva Total	727	26	3.6%	6	0.8%	661	90.9%	27	3.7%	█	0.4%	█	0.6%	77	10.6%
238 Henry															
Neighborhood Enrollment	260	119	45.8%	19	7.3%	103	39.6%	6	2.3%	█	1.2%	10	3.8%		
Non-Neighborhood Enrollment	135	80	59.3%	5	3.7%	44	32.6%	█	0.7%			5	3.7%	5	3.7%
Henry Total	395	199	50.4%	24	6.1%	147	37.2%	7	1.8%	█	0.8%	15	3.8%	5	1.3%
239 Holladay															
Neighborhood Enrollment	138	█	2.2%	10	7.2%	117	84.8%	█	2.9%			4	2.9%	23	16.7%
Non-Neighborhood Enrollment	123	17	13.8%	21	17.1%	75	61.0%	█	2.4%			7	5.7%	9	7.3%
Holladay Total	261	20	7.7%	31	11.9%	192	73.6%	7	2.7%			11	4.2%	32	12.3%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
245 Howell															
Neighborhood Enrollment	197	48	24.4%	20	10.2%	94	47.7%	21	10.7%	6	3.0%	8	4.1%	20	10.2%
Non-Neighborhood Enrollment	161	44	27.3%	13	8.1%	96	59.6%			█	1.2%	6	3.7%	7	4.3%
Howell Total	358	92	25.7%	33	9.2%	190	53.1%	21	5.9%	8	2.2%	14	3.9%	27	7.5%
251 Hudlow															
Neighborhood Enrollment	170	53	31.2%	9	5.3%	94	55.3%	█	2.4%	█	1.8%	7	4.1%	9	5.3%
Non-Neighborhood Enrollment	128	38	29.7%	11	8.6%	63	49.2%	█	2.3%	5	3.9%	8	6.3%	█	2.3%
Hudlow Total	298	91	30.5%	20	6.7%	157	52.7%	7	2.3%	8	2.7%	15	5.0%	12	4.0%
257 Hughes															
Neighborhood Enrollment	199	86	43.2%	7	3.5%	81	40.7%	█	0.5%	16	8.0%	8	4.0%	21	10.6%
Non-Neighborhood Enrollment	150	60	40.0%	█	1.3%	75	50.0%	█	0.7%	6	4.0%	6	4.0%	█	2.7%
Hughes Total	349	146	41.8%	9	2.6%	156	44.7%	█	0.6%	22	6.3%	14	4.0%	25	7.2%
266 Johnson															
Neighborhood Enrollment	20					16	80.0%	█	20.0%					█	5.0%
Non-Neighborhood Enrollment	344	8	2.3%	5	1.5%	195	56.7%	132	38.4%			█	1.2%	21	6.1%
Johnson Total	364	8	2.2%	5	1.4%	211	58.0%	136	37.4%			█	1.1%	22	6.0%
275 Kellond															
Neighborhood Enrollment	285	117	41.1%	6	2.1%	132	46.3%	13	4.6%	█	1.1%	14	4.9%	11	3.9%
Non-Neighborhood Enrollment	293	142	48.5%	12	4.1%	102	34.8%	█	0.7%	10	3.4%	25	8.5%	█	0.3%
Kellond Total	578	259	44.8%	18	3.1%	234	40.5%	15	2.6%	13	2.2%	39	6.7%	12	2.1%



## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
277 Lawrence															
Neighborhood Enrollment	205	█	2.0%	█	1.5%	68	33.2%	128	62.4%			█	1.0%	16	7.8%
Non-Neighborhood Enrollment	201	8	4.0%			109	54.2%	82	40.8%			█	1.0%	█	0.5%
Lawrence Total	406	12	3.0%	█	0.7%	177	43.6%	210	51.7%			█	1.0%	17	4.2%
281 Lineweaver															
Neighborhood Enrollment	114	35	30.7%	█	3.5%	68	59.6%	█	0.9%	█	0.9%	5	4.4%	6	5.3%
Non-Neighborhood Enrollment	442	168	38.0%	14	3.2%	213	48.2%	7	1.6%	18	4.1%	22	5.0%	14	3.2%
Lineweaver Total	556	203	36.5%	18	3.2%	281	50.5%	8	1.4%	19	3.4%	27	4.9%	20	3.6%
287 Lynn/Urquides															
Neighborhood Enrollment	447	10	2.2%	█	0.9%	427	95.5%	█	0.4%			█	0.9%	105	23.5%
Non-Neighborhood Enrollment	173	10	5.8%	█	1.7%	147	85.0%	8	4.6%			5	2.9%	9	5.2%
Lynn/Urquides Total	620	20	3.2%	7	1.1%	574	92.6%	10	1.6%			9	1.5%	114	18.4%
290 Maldonado															
Neighborhood Enrollment	363	21	5.8%	7	1.9%	319	87.9%	14	3.9%	█	0.3%	█	0.3%	52	14.3%
Non-Neighborhood Enrollment	57	█	7.0%			45	78.9%	7	12.3%	█	1.8%			█	3.5%
Maldonado Total	420	25	6.0%	7	1.7%	364	86.7%	21	5.0%	█	0.5%	█	0.2%	54	12.9%
293 Manzo															
Neighborhood Enrollment	175	6	3.4%			155	88.6%	10	5.7%	█	1.1%	█	1.1%	24	13.7%
Non-Neighborhood Enrollment	180	9	5.0%	6	3.3%	150	83.3%	8	4.4%	5	2.8%	█	1.1%	17	9.4%
Manzo Total	355	15	4.2%	6	1.7%	305	85.9%	18	5.1%	7	2.0%	█	1.1%	41	11.5%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
295 Marshall															
Neighborhood Enrollment	205	86	42.0%	10	4.9%	99	48.3%			5	2.4%	5	2.4%	█	1.0%
Non-Neighborhood Enrollment	140	49	35.0%	11	7.9%	66	47.1%	█	1.4%	█	2.9%	8	5.7%	█	0.7%
Marshall Total	345	135	39.1%	21	6.1%	165	47.8%	█	0.6%	9	2.6%	13	3.8%	█	0.9%
308 Miller															
Neighborhood Enrollment	407	24	5.9%	5	1.2%	360	88.5%	15	3.7%			█	0.7%	47	11.5%
Non-Neighborhood Enrollment	199	13	6.5%	█	1.5%	151	75.9%	29	14.6%			█	1.5%	11	5.5%
Miller Total	606	37	6.1%	8	1.3%	511	84.3%	44	7.3%			6	1.0%	58	9.6%
311 Mission View															
Neighborhood Enrollment	164			█	2.4%	150	91.5%	9	5.5%			█	0.6%	37	22.6%
Non-Neighborhood Enrollment	105	█	2.9%	6	5.7%	88	83.8%	8	7.6%					17	16.2%
Mission View Total	269	█	1.1%	10	3.7%	238	88.5%	17	6.3%			█	0.4%	54	20.1%
317 Myers/Ganoung															
Neighborhood Enrollment	267	32	12.0%	24	9.0%	179	67.0%	14	5.2%	6	2.2%	12	4.5%	45	16.9%
Non-Neighborhood Enrollment	161	21	13.0%	20	12.4%	108	67.1%	█	1.2%	5	3.1%	5	3.1%	25	15.5%
Myers/Ganoung Total	428	53	12.4%	44	10.3%	287	67.1%	16	3.7%	11	2.6%	17	4.0%	70	16.4%
323 Ochoa															
Neighborhood Enrollment	101	█	1.0%	█	3.0%	87	86.1%	9	8.9%			█	1.0%	19	18.8%
Non-Neighborhood Enrollment	125	█	3.2%	█	0.8%	104	83.2%	15	12.0%			█	0.8%	11	8.8%
Ochoa Total	226	5	2.2%	█	1.8%	191	84.5%	24	10.6%			█	0.9%	30	13.3%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
327 Oyama															
Neighborhood Enrollment	294	22	7.5%	11	3.7%	245	83.3%	14	4.8%				0.7%	29	9.9%
Non-Neighborhood Enrollment	125	8	6.4%	10	8.0%	87	69.6%	18	14.4%		1.6%			12	9.6%
Oyama Total	419	30	7.2%	21	5.0%	332	79.2%	32	7.6%		0.5%		0.5%	41	9.8%
353 Robison															
Neighborhood Enrollment	226	11	4.9%	12	5.3%	196	86.7%		0.9%		1.3%		0.9%	28	12.4%
Non-Neighborhood Enrollment	136	13	9.6%		2.2%	117	86.0%				0.7%		1.5%	22	16.2%
Robison Total	362	24	6.6%	15	4.1%	313	86.5%		0.6%		1.1%	4	1.1%	50	13.8%
395 Sewell															
Neighborhood Enrollment	142	50	35.2%	7	4.9%	69	48.6%		1.4%	5	3.5%	9	6.3%	8	5.6%
Non-Neighborhood Enrollment	168	59	35.1%	11	6.5%	89	53.0%		1.2%		1.8%		2.4%	13	7.7%
Sewell Total	310	109	35.2%	18	5.8%	158	51.0%		1.3%	8	2.6%	13	4.2%	21	6.8%
410 Soleng Tom															
Neighborhood Enrollment	234	131	56.0%	7	3.0%	73	31.2%		1.7%	6	2.6%	13	5.6%	8	3.4%
Non-Neighborhood Enrollment	230	120	52.2%	5	2.2%	79	34.3%			9	3.9%	17	7.4%		1.3%
Soleng Tom Total	464	251	54.1%	12	2.6%	152	32.8%		0.9%	15	3.2%	30	6.5%	11	2.4%
413 Steele															
Neighborhood Enrollment	224	91	40.6%	20	8.9%	80	35.7%		0.9%	9	4.0%	22	9.8%	7	3.1%
Non-Neighborhood Enrollment	138	39	28.3%	12	8.7%	75	54.3%		1.4%	5	3.6%	5	3.6%		0.7%
Steele Total	362	130	35.9%	32	8.8%	155	42.8%		1.1%	14	3.9%	27	7.5%	8	2.2%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
417 Tolson															
Neighborhood Enrollment	254	18	7.1%	10	3.9%	216	85.0%	6	2.4%				1.6%	42	16.5%
Non-Neighborhood Enrollment	113	15	13.3%		1.8%	92	81.4%		0.9%				2.7%	9	8.0%
Tolson Total	367	33	9.0%	12	3.3%	308	83.9%	7	1.9%				1.9%	51	13.9%
419 Tully															
Neighborhood Enrollment	198	15	7.6%	17	8.6%	152	76.8%	9	4.5%		2.0%		0.5%	29	14.6%
Non-Neighborhood Enrollment	223	16	7.2%	11	4.9%	175	78.5%	11	4.9%		1.8%		2.7%	25	11.2%
Tully Total	421	31	7.4%	28	6.7%	327	77.7%	20	4.8%	8	1.9%	7	1.7%	54	12.8%
431 Van Buskirk															
Neighborhood Enrollment	251	11	4.4%			227	90.4%	12	4.8%				0.4%	39	15.5%
Non-Neighborhood Enrollment	134		1.5%		0.7%	128	95.5%				1.5%		0.7%	12	9.0%
Van Buskirk Total	385	13	3.4%		0.3%	355	92.2%	12	3.1%		0.5%		0.5%	51	13.2%
435 Vesey															
Neighborhood Enrollment	542	58	10.7%	11	2.0%	421	77.7%	34	6.3%	6	1.1%	12	2.2%	42	7.7%
Non-Neighborhood Enrollment	69	14	20.3%		1.4%	48	69.6%	5	7.2%		1.4%				1.4%
Vesey Total	611	72	11.8%	12	2.0%	469	76.8%	39	6.4%	7	1.1%	12	2.0%	43	7.0%
440 Warren															
Neighborhood Enrollment	169	15	8.9%		1.8%	133	78.7%	16	9.5%		0.6%		0.6%	23	13.6%
Non-Neighborhood Enrollment	96	6	6.3%		1.0%	70	72.9%	18	18.8%				1.0%		3.1%
Warren Total	265	21	7.9%		1.5%	203	76.6%	34	12.8%		0.4%		0.8%	26	9.8%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
443 Wheeler															
Neighborhood Enrollment	315	96	30.5%	30	9.5%	164	52.1%	█	1.3%	6	1.9%	15	4.8%	15	4.8%
Non-Neighborhood Enrollment	195	79	40.5%	19	9.7%	75	38.5%	█	1.0%	█	1.5%	17	8.7%	█	0.5%
Wheeler Total	510	175	34.3%	49	9.6%	239	46.9%	6	1.2%	9	1.8%	32	6.3%	16	3.1%
449 White															
Neighborhood Enrollment	351	22	6.3%	7	2.0%	302	86.0%	15	4.3%	█	1.1%	█	0.3%	15	4.3%
Non-Neighborhood Enrollment	358	25	7.0%			291	81.3%	33	9.2%	5	1.4%	█	1.1%	█	1.1%
White Total	709	47	6.6%	7	1.0%	593	83.6%	48	6.8%	9	1.3%	5	0.7%	19	2.7%
455 Whitmore															
Neighborhood Enrollment	230	66	28.7%	19	8.3%	124	53.9%	█	1.7%	7	3.0%	10	4.3%	20	8.7%
Non-Neighborhood Enrollment	130	47	36.2%	10	7.7%	60	46.2%	█	0.8%	█	3.1%	8	6.2%	10	7.7%
Whitmore Total	360	113	31.4%	29	8.1%	184	51.1%	5	1.4%	11	3.1%	18	5.0%	30	8.3%
461 Wright															
Neighborhood Enrollment	307	53	17.3%	38	12.4%	159	51.8%	9	2.9%	29	9.4%	19	6.2%	46	15.0%
Non-Neighborhood Enrollment	104	12	11.5%	29	27.9%	48	46.2%	█	1.9%	8	7.7%	5	4.8%	23	22.1%
Wright Total	411	65	15.8%	67	16.3%	207	50.4%	11	2.7%	37	9.0%	24	5.8%	69	16.8%
<b>Elementary K-8</b>															
197 Dietz K-8															
Neighborhood Enrollment	258	76	29.5%	19	7.4%	137	53.1%	█	0.4%	6	2.3%	19	7.4%	40	15.5%
Non-Neighborhood Enrollment	161	46	28.6%	11	6.8%	81	50.3%	█	1.9%	5	3.1%	15	9.3%	11	6.8%
Dietz K-8 Total	419	122	29.1%	30	7.2%	218	52.0%	█	1.0%	11	2.6%	34	8.1%	51	12.2%



## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary K-8</b>															
233 Hollinger K-8															
Neighborhood Enrollment	329	█	0.9%	█	0.3%	312	94.8%	11	3.3%			█	0.6%	118	35.9%
Non-Neighborhood Enrollment	218	15	6.9%			192	88.1%	11	5.0%					38	17.4%
Hollinger K-8 Total	547	18	3.3%	█	0.2%	504	92.1%	22	4.0%			█	0.4%	156	28.5%
351 Robins K-8															
Neighborhood Enrollment	405	92	22.7%	10	2.5%	271	66.9%	6	1.5%	13	3.2%	13	3.2%	28	6.9%
Non-Neighborhood Enrollment	172	28	16.3%	█	2.3%	138	80.2%					█	1.2%	█	2.3%
Robins K-8 Total	577	120	20.8%	14	2.4%	409	70.9%	6	1.0%	13	2.3%	15	2.6%	32	5.5%
371 Rose K-8															
Neighborhood Enrollment	525	8	1.5%			507	96.6%	8	1.5%			█	0.4%	122	23.2%
Non-Neighborhood Enrollment	255	█	0.4%	█	0.4%	251	98.4%	█	0.8%					46	18.0%
Rose K-8 Total	780	9	1.2%	█	0.1%	758	97.2%	10	1.3%			█	0.3%	168	21.5%
<b>Middle K-8</b>															
305 Miles - E. L. C. K-8															
Non-Neighborhood Enrollment	319	138	43.3%	13	4.1%	143	44.8%	9	2.8%	6	1.9%	10	3.1%	█	1.3%
Miles - E. L. C. K-8 Total	319	138	43.3%	13	4.1%	143	44.8%	9	2.8%	6	1.9%	10	3.1%	█	1.3%
329 Pueblo Gardens K-8															
Neighborhood Enrollment	305	11	3.6%	11	3.6%	267	87.5%	8	2.6%	7	2.3%	█	0.3%	34	11.1%
Non-Neighborhood Enrollment	152	5	3.3%	8	5.3%	132	86.8%			█	1.3%	5	3.3%	11	7.2%
Pueblo Gardens K-8 Total	457	16	3.5%	19	4.2%	399	87.3%	8	1.8%	9	2.0%	6	1.3%	45	9.8%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Middle K-8</b>															
510 Booth-Fickett K-8															
Neighborhood Enrollment	421	129	30.6%	34	8.1%	224	53.2%	7	1.7%	11	2.6%	16	3.8%	22	5.2%
Non-Neighborhood Enrollment	860	176	20.5%	98	11.4%	508	59.1%	7	0.8%	27	3.1%	44	5.1%	38	4.4%
Booth-Fickett K-8 Total	1281	305	23.8%	132	10.3%	732	57.1%	14	1.1%	38	3.0%	60	4.7%	60	4.7%
521 Morgan Maxwell K-8															
Neighborhood Enrollment	277	16	5.8%	13	4.7%	233	84.1%	9	3.2%			6	2.2%	35	12.6%
Non-Neighborhood Enrollment	130	█	2.3%	14	10.8%	105	80.8%	█	3.1%			█	3.1%	11	8.5%
Morgan Maxwell K-8 Total	407	19	4.7%	27	6.6%	338	83.0%	13	3.2%			10	2.5%	46	11.3%
523 McCorkle K-8															
Neighborhood Enrollment	477	25	5.2%	█	0.6%	424	88.9%	21	4.4%	█	0.2%	█	0.6%	130	27.3%
Non-Neighborhood Enrollment	374	18	4.8%	5	1.3%	338	90.4%	10	2.7%	█	0.8%			16	4.3%
McCorkle K-8 Total	851	43	5.1%	8	0.9%	762	89.5%	31	3.6%	█	0.5%	█	0.4%	146	17.2%
525 Roberts-Naylor K-8															
Neighborhood Enrollment	477	56	11.7%	67	14.0%	295	61.8%	17	3.6%	32	6.7%	10	2.1%	174	36.5%
Non-Neighborhood Enrollment	121	10	8.3%	27	22.3%	82	67.8%	█	1.7%					28	23.1%
Roberts-Naylor K-8 Total	598	66	11.0%	94	15.7%	377	63.0%	19	3.2%	32	5.4%	10	1.7%	202	33.8%
535 Safford K-8															
Neighborhood Enrollment	303	15	5.0%	17	5.6%	240	79.2%	23	7.6%			8	2.6%	16	5.3%
Non-Neighborhood Enrollment	566	46	8.1%	26	4.6%	415	73.3%	67	11.8%	█	0.4%	10	1.8%	29	5.1%
Safford K-8 Total	869	61	7.0%	43	4.9%	655	75.4%	90	10.4%	█	0.2%	18	2.1%	45	5.2%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Middle K-8</b>															
595 Roskrige K-8															
Neighborhood Enrollment	87	6	6.9%			53	60.9%	23	26.4%	█	2.3%	█	3.4%	10	11.5%
Non-Neighborhood Enrollment	602	18	3.0%	12	2.0%	521	86.5%	44	7.3%	█	0.5%	█	0.7%	24	4.0%
Roskrige K-8 Total	689	24	3.5%	12	1.7%	574	83.3%	67	9.7%	5	0.7%	7	1.0%	34	4.9%
<b>Middle School</b>															
502 Dodge															
Non-Neighborhood Enrollment	420	103	24.5%	19	4.5%	267	63.6%	9	2.1%	10	2.4%	12	2.9%		
Dodge Total	420	103	24.5%	19	4.5%	267	63.6%	9	2.1%	10	2.4%	12	2.9%		
505 Doolen															
Neighborhood Enrollment	591	144	24.4%	72	12.2%	286	48.4%	20	3.4%	47	8.0%	22	3.7%		
Non-Neighborhood Enrollment	205	87	42.4%	15	7.3%	80	39.0%	█	2.0%	9	4.4%	10	4.9%	9	4.4%
Doolen Total	796	231	29.0%	87	10.9%	366	46.0%	24	3.0%	56	7.0%	32	4.0%	9	1.1%
511 Gridley															
Neighborhood Enrollment	428	238	55.6%	20	4.7%	142	33.2%	█	0.7%	10	2.3%	15	3.5%		
Non-Neighborhood Enrollment	303	145	47.9%	12	4.0%	113	37.3%	█	0.7%	12	4.0%	19	6.3%		
Gridley Total	731	383	52.4%	32	4.4%	255	34.9%	5	0.7%	22	3.0%	34	4.7%		
515 Magee															
Neighborhood Enrollment	415	197	47.5%	31	7.5%	147	35.4%	7	1.7%	10	2.4%	23	5.5%		
Non-Neighborhood Enrollment	234	106	45.3%	15	6.4%	94	40.2%	█	1.3%	█	1.3%	13	5.6%	█	1.3%
Magee Total	649	303	46.7%	46	7.1%	241	37.1%	10	1.5%	13	2.0%	36	5.5%	█	0.5%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Middle School</b>															
520 Mansfeld															
Neighborhood Enrollment	623	57	9.1%	29	4.7%	504	80.9%	15	2.4%	10	1.6%	8	1.3%		
Non-Neighborhood Enrollment	183	19	10.4%	13	7.1%	138	75.4%	10	5.5%	█	0.5%	█	1.1%		
Mansfeld Total	806	76	9.4%	42	5.2%	642	79.7%	25	3.1%	11	1.4%	10	1.2%		
527 Pistor															
Neighborhood Enrollment	635	35	5.5%	10	1.6%	556	87.6%	25	3.9%	█	0.3%	7	1.1%		
Non-Neighborhood Enrollment	325	33	10.2%	5	1.5%	248	76.3%	28	8.6%	█	0.9%	8	2.5%		
Pistor Total	960	68	7.1%	15	1.6%	804	83.8%	53	5.5%	5	0.5%	15	1.6%		
537 Secrist															
Neighborhood Enrollment	600	203	33.8%	65	10.8%	263	43.8%	7	1.2%	17	2.8%	45	7.5%		
Non-Neighborhood Enrollment	38	13	34.2%	█	7.9%	18	47.4%	█	2.6%	2	5.3%	█	2.6%		
Secrist Total	638	216	33.9%	68	10.7%	281	44.0%	8	1.3%	19	3.0%	46	7.2%		
550 Utterback															
Neighborhood Enrollment	495	15	3.0%	30	6.1%	425	85.9%	17	3.4%	█	0.2%	7	1.4%		
Non-Neighborhood Enrollment	196	33	16.8%	26	13.3%	122	62.2%	12	6.1%			█	1.5%		
Utterback Total	691	48	6.9%	56	8.1%	547	79.2%	29	4.2%	█	0.1%	10	1.4%		
555 Vail															
Neighborhood Enrollment	265	81	30.6%	31	11.7%	127	47.9%	10	3.8%	10	3.8%	6	2.3%		
Non-Neighborhood Enrollment	407	144	35.4%	18	4.4%	190	46.7%	15	3.7%	13	3.2%	27	6.6%		
Vail Total	672	225	33.5%	49	7.3%	317	47.2%	25	3.7%	23	3.4%	33	4.9%		

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Middle School</b>															
557 Valencia															
Neighborhood Enrollment	915	68	7.4%	23	2.5%	750	82.0%	62	6.8%	9	1.0%	█	0.3%		
Non-Neighborhood Enrollment	54	█	5.6%	█	3.7%	42	77.8%	6	11.1%			█	1.9%		
Valencia Total	969	71	7.3%	25	2.6%	792	81.7%	68	7.0%	9	0.9%	█	0.4%		
<b>High School</b>															
610 Catalina															
Neighborhood Enrollment	710	195	27.5%	92	13.0%	319	44.9%	25	3.5%	64	9.0%	15	2.1%		
Non-Neighborhood Enrollment	311	69	22.2%	53	17.0%	150	48.2%	8	2.6%	19	6.1%	12	3.9%		
Catalina Total	1021	264	25.9%	145	14.2%	469	45.9%	33	3.2%	83	8.1%	27	2.6%		
615 Cholla															
Neighborhood Enrollment	1298	113	8.7%	36	2.8%	1030	79.4%	98	7.6%	6	0.5%	15	1.2%		
Non-Neighborhood Enrollment	382	34	8.9%	28	7.3%	295	77.2%	15	3.9%	█	0.5%	8	2.1%		
Cholla Total	1680	147	8.8%	64	3.8%	1325	78.9%	113	6.7%	8	0.5%	23	1.4%		
620 Palo Verde															
Neighborhood Enrollment	580	161	27.8%	69	11.9%	295	50.9%	12	2.1%	14	2.4%	29	5.0%		
Non-Neighborhood Enrollment	373	96	25.7%	62	16.6%	178	47.7%	9	2.4%	7	1.9%	21	5.6%		
Palo Verde Total	953	257	27.0%	131	13.7%	473	49.6%	21	2.2%	21	2.2%	50	5.2%		
630 Pueblo															
Neighborhood Enrollment	1160	45	3.9%	14	1.2%	1056	91.0%	33	2.8%	5	0.4%	7	0.6%		
Non-Neighborhood Enrollment	348	13	3.7%	█	0.9%	305	87.6%	26	7.5%			█	0.3%	█	0.9%
Pueblo Total	1508	58	3.8%	17	1.1%	1361	90.3%	59	3.9%	5	0.3%	8	0.5%	█	0.2%



## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>High School</b>															
640 Rincon															
Neighborhood Enrollment	710	169	23.8%	70	9.9%	386	54.4%	12	1.7%	52	7.3%	21	3.0%		
Non-Neighborhood Enrollment	415	151	36.4%	34	8.2%	198	47.7%	5	1.2%	16	3.9%	11	2.7%		
Rincon Total	1125	320	28.4%	104	9.2%	584	51.9%	17	1.5%	68	6.0%	32	2.8%		
645 Sabino															
Neighborhood Enrollment	504	333	66.1%	11	2.2%	127	25.2%	7	1.4%	5	1.0%	21	4.2%		
Non-Neighborhood Enrollment	556	327	58.8%	25	4.5%	172	30.9%	5	0.9%	8	1.4%	19	3.4%		
Sabino Total	1060	660	62.3%	36	3.4%	299	28.2%	12	1.1%	13	1.2%	40	3.8%		
650 Sahuaro															
Neighborhood Enrollment	1153	640	55.5%	79	6.9%	357	31.0%	14	1.2%	23	2.0%	40	3.5%		
Non-Neighborhood Enrollment	681	297	43.6%	43	6.3%	280	41.1%	6	0.9%	21	3.1%	34	5.0%		
Sahuaro Total	1834	937	51.1%	122	6.7%	637	34.7%	20	1.1%	44	2.4%	74	4.0%		
655 Santa Rita															
Neighborhood Enrollment	670	284	42.4%	59	8.8%	264	39.4%	5	0.7%	27	4.0%	31	4.6%		
Non-Neighborhood Enrollment	257	104	40.5%	38	14.8%	93	36.2%	10	3.9%	2	0.8%	10	3.9%		
Santa Rita Total	927	388	41.9%	97	10.5%	357	38.5%	15	1.6%	29	3.1%	41	4.4%		
660 Tucson															
Neighborhood Enrollment	1443	195	13.5%	75	5.2%	1083	75.1%	49	3.4%	16	1.1%	25	1.7%		
Non-Neighborhood Enrollment	1782	260	14.6%	83	4.7%	1297	72.8%	88	4.9%	21	1.2%	33	1.9%		
Tucson Total	3225	455	14.1%	158	4.9%	2380	73.8%	137	4.2%	37	1.1%	58	1.8%		
675 University															
Non-Neighborhood Enrollment	1008	510	50.6%	16	1.6%	322	31.9%	7	0.7%	107	10.6%	46	4.6%		
University Total	1008	510	50.6%	16	1.6%	322	31.9%	7	0.7%	107	10.6%	46	4.6%		

# TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Alternative</b>															
122 Direct Link II															
Non-Neighborhood Enrollment	35	14	40.0%	█	11.4%	14	40.0%	█	2.9%			█	5.7%	█	5.7%
Direct Link II Total	35	14	40.0%	█	11.4%	14	40.0%	█	2.9%			█	5.7%	█	5.7%
195 Meredith K-12															
Non-Neighborhood Enrollment	59	25	42.4%	5	8.5%	24	40.7%	█	1.7%	1	1.7%	█	5.1%		
Meredith K-12 Total	59	25	42.4%	5	8.5%	24	40.7%	█	1.7%	1	1.7%	█	5.1%		
674 Project MORE															
Non-Neighborhood Enrollment	74	7	9.5%	7	9.5%	55	74.3%	█	5.4%			█	1.4%		
Project MORE Total	74	7	9.5%	7	9.5%	55	74.3%	█	5.4%			█	1.4%		
676 Teenage Parent Program															
Non-Neighborhood Enrollment	63	9	14.3%	5	7.9%	43	68.3%	6	9.5%						
Teenage Parent Program T	63	9	14.3%	5	7.9%	43	68.3%	6	9.5%						

# **EXHIBIT 5-B7**

TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014						
	Median					
Tract	Household	Margin of	Percent Below	Margin of	Percent	Margin of
Number	Income	Error	Poverty Line	Error	Non-English	Error
1	\$11,014	\$2,188	42.5	17.9	22.3	15.1
2	\$37,518	\$10,534	25.4	8.3	66.6	12.6
3	\$19,214	\$6,740	38.2	11.1	73.3	5.6
4	\$29,886	\$8,885	34.6	7.9	60.1	6.7
5	\$20,577	\$6,790	40.3	7	37.2	9.4
6	\$50,511	\$8,179	21.8	6.5	45.5	11
7	\$31,556	\$6,336	21.9	8.9	60.2	11.8
8	\$40,263	\$15,079	22.3	13.3	30.7	7
9	\$28,131	\$4,341	33.1	10.8	18.9	7.5
10	\$32,260	\$7,755	30.8	13	17.3	5.4
11	\$24,314	\$3,615	26.7	10.6	11.6	4.3
12	\$31,900	\$3,950	32.4	10	14.5	6
13.02	\$14,110	\$2,495	47.2	9.7	23.1	12.2
13.03	\$17,730	\$2,387	48.1	13.9	19	5.7
13.04	\$24,176	\$4,445	38.3	10.8	56.4	9
14	\$25,219	\$5,492	47	7.6	41.8	6.8
15	\$24,858	\$3,629	42.1	7.5	66.1	7
16	\$44,395	\$5,380	14.7	6.1	72.3	10.2
17	\$39,388	\$3,183	16	8.9	56.1	8.4
18.01	\$26,341	\$4,308	31.3	8.2	65.8	6.8
18.02	\$31,657	\$1,979	24.6	9.7	79.5	6.7
19	\$50,270	\$12,536	15.5	4.7	56.3	5.7
20	\$34,474	\$3,607	23.8	8.8	52.7	8.1
21	\$30,631	\$3,322	39.7	8.5	61.4	9.2
22.01	\$38,992	\$15,486	20.2	10.3	58.3	8
22.02	\$28,286	\$2,328	46.4	13.1	52.3	8.4
23	\$21,624	\$2,504	54.7	8.5	31.6	9.3
24	\$25,980	\$2,154	33.7	7.6	46	11.8
25.01	\$33,327	\$4,717	15.7	5.8	38	9.8
25.03	\$28,486	\$4,214	31.2	10.3	18.8	6.3
25.04	\$34,011	\$4,509	29.3	10.5	18.7	5.6
25.05	\$35,709	\$7,078	27.8	9.6	21.2	7.9
25.06	\$46,559	\$5,658	18.2	6.5	19.3	13.2
26.02	\$24,375	\$7,085	40.9	10.6	32.2	7.9
26.03	\$18,556	\$3,288	50	11	11.3	6
26.04	\$20,442	\$4,895	49.3	10.1	28.8	7.8
27.01	\$38,869	\$11,933	21.2	9.3	21.4	9.6
27.02	\$38,470	\$5,656	17.6	5	18.5	7
27.03	\$32,926	\$2,832	37.2	9	22.9	9.1
28.01	\$21,516	\$7,780	31.1	13.9	43.9	9.9
28.02	\$31,773	\$4,528	25.6	7.5	25.2	11.9

TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014						
	Median					
Tract	Household	Margin of	Percent Below	Margin of	Percent	Margin of
Number	Income	Error	Poverty Line	Error	Non-English	Error
28.03	\$28,338	\$2,531	33.6	11	14.1	5.5
29.01	\$29,519	\$1,953	24.7	7.4	15.1	6.4
29.03	\$49,393	\$13,860	11.6	5.5	26.1	6
29.04	\$45,490	\$5,574	13.7	6.6	22.1	6.8
29.05	\$31,780	\$6,297	30.9	9.4	19.3	5.1
30.02	\$41,954	\$3,635	15.1	8.2	15.7	4.9
30.03	\$30,357	\$7,898	30	8.3	23.5	8.9
30.04	\$50,548	\$8,270	8.3	5.8	29.5	10.2
31.01	\$25,169	\$3,392	36.9	8.2	19.7	4.5
31.02	\$29,906	\$6,035	28.2	8.2	48	7.1
32	\$40,333	\$6,122	16.5	5.1	31.2	8.9
33.02	\$48,061	\$3,956	14.3	5.7	31	8.1
33.03	\$31,739	\$7,389	19.5	7.3	21.3	7.4
33.04	\$33,901	\$16,240	26.7	11.3	11.8	4.2
34	\$45,721	\$7,493	9.2	4.3	82.5	6.5
35.01	\$28,136	\$5,958	35.8	9.6	83.6	4.9
35.02	\$34,415	\$3,840	25.3	8	67.6	8
35.03	\$27,424	\$3,022	42.8	9.2	73.2	6.7
35.04	\$52,076	\$4,945	14.2	6.8	76.5	8.4
36	\$45,101	\$7,565	9.5	6.1	83.7	6.1
37.02	\$21,388	\$3,014	54.3	8.8	85.3	5.1
37.04	\$33,450	\$9,229	31.6	10.2	71.1	11.4
37.05	\$38,441	\$4,647	17.9	6.5	69.6	6.3
37.06	\$22,130	\$5,983	39.4	9.1	70.5	7
37.07	\$23,352	\$17,425	34.3	11.9	20.7	6.8
38.01	\$22,917	\$6,750	33.3	10.2	21.5	5.4
38.02	\$24,853	\$3,641	37.1	9.9	21.9	6.4
39.01	\$32,344	\$3,940	37.8	11.9	15.8	5.2
39.02	\$29,522	\$6,128	25.5	9.1	13	4.2
39.03	\$48,835	\$4,501	9.1	5.3	13.3	5.2
40.08	\$44,710	\$4,858	13.7	6.3	14.2	4
40.1	\$38,227	\$2,783	21	8.4	18.7	6.8
40.11	\$42,300	\$3,427	12.4	5.6	10.3	5.9
40.22	\$59,526	\$4,138	7.3	4.3	13.2	5.4
40.25	\$84,236	\$12,741	2.3	2	14.6	5.8
40.26	\$72,167	\$6,151	5.6	2.8	19.2	6.6
40.29	\$47,798	\$6,200	15.4	8.2	25.6	6.4
40.3	\$112,847	\$18,499	1.1	1.2	18.1	5.4
40.31	\$54,563	\$8,127	8.9	5.8	14.9	5.8
40.32	\$47,007	\$4,947	10.9	6.3	31.9	11.7
40.33	\$36,676	\$7,369	12	5.9	22.4	7.5



TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014						
	Median					
Tract	Household	Margin of	Percent Below	Margin of	Percent	Margin of
Number	Income	Error	Poverty Line	Error	Non-English	Error
40.34	\$37,781	\$4,251	23	7	18	10.5
40.35	\$40,117	\$3,475	15.2	6.8	15.5	5
40.36	\$54,899	\$13,073	4.7	4.2	19.2	4.9
40.37	\$47,740	\$9,399	16.3	11.8	7.2	2.8
40.38	\$48,636	\$7,626	10.9	6.5	14.7	5.5
40.39	\$31,250	\$4,928	16.2	10.7	11.6	4.3
40.42	\$54,869	\$7,551	12.3	6.8	10.8	4.1
40.43	\$70,265	\$9,701	2.9	2.5	10.4	5.9
40.44	\$95,174	\$9,889	4.3	2.2	3.9	2.8
40.46	\$37,825	\$8,300	15.6	5.3	7.5	2.6
40.47	\$76,705	\$7,521	6.7	4.2	5.3	2.7
40.48	\$61,214	\$8,779	5.7	3	12.4	4.9
40.49	\$41,410	\$5,086	4.9	3.4	21.1	10.5
40.5	\$94,167	\$23,277	5.5	8.1	15	5.1
40.51	\$85,811	\$10,939	2.5	2	12.9	7.9
40.52	\$93,214	\$11,774	7.7	6.1	16.7	4.6
40.53	\$79,605	\$14,326	4.4	3.3	17.6	5
40.54	\$83,864	\$25,915	0.6	1	8.2	4.4
40.55	\$61,848	\$12,745	12.2	7.9	14	5.5
40.56	\$75,221	\$10,744	6	3.8	12.5	8
40.57	\$56,146	\$7,598	8.5	5	12.3	5.4
40.58	\$54,727	\$6,578	6.3	2.8	9.8	6.4
40.61	\$73,162	\$7,895	4.5	3	11.4	6.3
40.62	\$73,269	\$6,193	3.3	2.2	37.6	12.9
40.63	\$74,763	\$15,084	1.7	3.4	20.9	7.5
40.64	\$101,000	\$12,794	3.6	2.1	12.2	5.9
40.65	\$82,025	\$12,713	0.8	1	16.4	7.7
40.66	\$72,365	\$15,268	1.6	1.5	10.9	4.2
40.67	\$37,625	\$8,402	18.2	12.8	6.5	3.7
40.68	\$41,524	\$5,857	10.8	5.7	7.1	3.2
40.69	\$41,429	\$5,260	16.4	9.1	4.6	3.1
40.7	\$40,755	\$8,874	9.9	7.2	18.1	4.3
40.71	\$26,566	\$1,994	16.6	6.3	11.3	5.7
40.72	\$42,006	\$10,827	17	7.6	72.3	7.8
40.73	\$83,661	\$9,698	4.8	4.2	52.1	8.9
40.74	\$67,452	\$18,440	9	8.2	29.8	5
41.07	\$76,892	\$7,210	3	1.9	68.6	8.4
41.09	\$65,815	\$12,118	10.4	5.3	72	7.8
41.1	\$52,028	\$7,682	15.2	7.2	42.2	16
41.12	\$46,625	\$8,399	15.9	8.1	58.9	6.2
41.13	N/A	N/A	N/A	N/A	16.4	7

TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014						
	Median					
Tract	Household	Margin of	Percent Below	Margin of	Percent	Margin of
Number	Income	Error	Poverty Line	Error	Non-English	Error
41.14	\$35,994	\$7,558	30.9	8.5	10.2	9.5
41.15	\$25,082	\$2,452	48.6	9.6	60.3	11.1
41.16	\$32,941	\$4,883	24.5	14.4	22.9	8
41.17	\$33,953	\$4,238	23.7	8.7	44.4	11
41.19	\$72,767	\$5,810	3.1	2.9	17.9	4.1
41.2	\$77,684	\$13,776	7.4	8	7.3	3.6
41.22	\$34,886	\$10,494	22.6	13.1	49.1	10.3
43.07	\$34,065	\$3,078	5.1	2.9	53	8.3
43.1	\$46,633	\$7,681	15.8	8.2	59.1	7.2
43.11	\$56,063	\$7,037	16.1	9.1	30.2	10.3
43.12	\$41,094	\$6,291	21.7	6.2	30.9	8.5
43.13	\$35,921	\$6,329	32.6	13.4	8.8	4
43.16	\$44,402	\$5,547	9.1	4.9	59.4	7.6
43.17	\$34,559	\$5,246	7.9	3.2	44.8	8.3
43.2	\$30,285	\$4,112	46.4	11.5	51.8	8.3
43.21	\$48,094	\$7,679	16.2	8.6	46.8	21.9
43.22	\$48,797	\$9,043	17.8	9.2	4.7	2.9
43.23	\$64,688	\$29,398	3.4	3.2	8.9	4.4
43.24	\$47,559	\$6,165	2.9	3	27.1	8.7
43.25	\$73,497	\$3,193	1.3	2.1	13.4	6
43.26	\$61,679	\$9,164	4.6	4.7	4.7	2.3
43.27	\$56,850	\$16,312	11.6	11.4	18.7	4.5
43.28	\$39,578	\$5,965	6.9	3.5	4.2	3.1
43.29	\$85,197	\$9,390	4.8	3.4	12.6	7.2
43.3	\$46,140	\$10,400	3.1	2.6	7.4	5.9
43.31	\$36,964	\$11,805	10.5	5.1	43.5	10.3
43.32	\$51,731	\$9,707	4.5	5	43.5	5.7
43.33	\$63,283	\$7,415	11.5	6.5	12.9	6.1
43.34	\$50,313	\$5,631	11.9	5.6	53.4	8.4
44.04	\$41,128	\$3,341	8	4.4	32.8	4.8
44.07	\$40,549	\$5,110	22.4	7.8	15.1	5
44.11	\$29,612	\$7,455	32.4	5.4	32.2	7.9
44.12	\$59,219	\$13,049	17.9	4.6	50.8	8.9
44.13	\$71,000	\$9,706	15.1	8.6	40.3	11.4
44.14	\$53,586	\$8,676	10.7	5.6	15.5	5.3
44.15	\$47,019	\$11,286	33.5	10.3	23.5	7.5
44.18	\$84,091	\$17,912	6.6	4.7	29.6	7.3
44.19	\$46,632	\$8,261	16.2	6.3	31.4	7.6
44.21	\$45,810	\$7,719	13.4	6.4	4.8	3.1
44.22	\$61,208	\$6,943	9.7	3.7	27.5	7.5
44.23	\$48,185	\$9,274	9.4	6.2	10.4	4.2

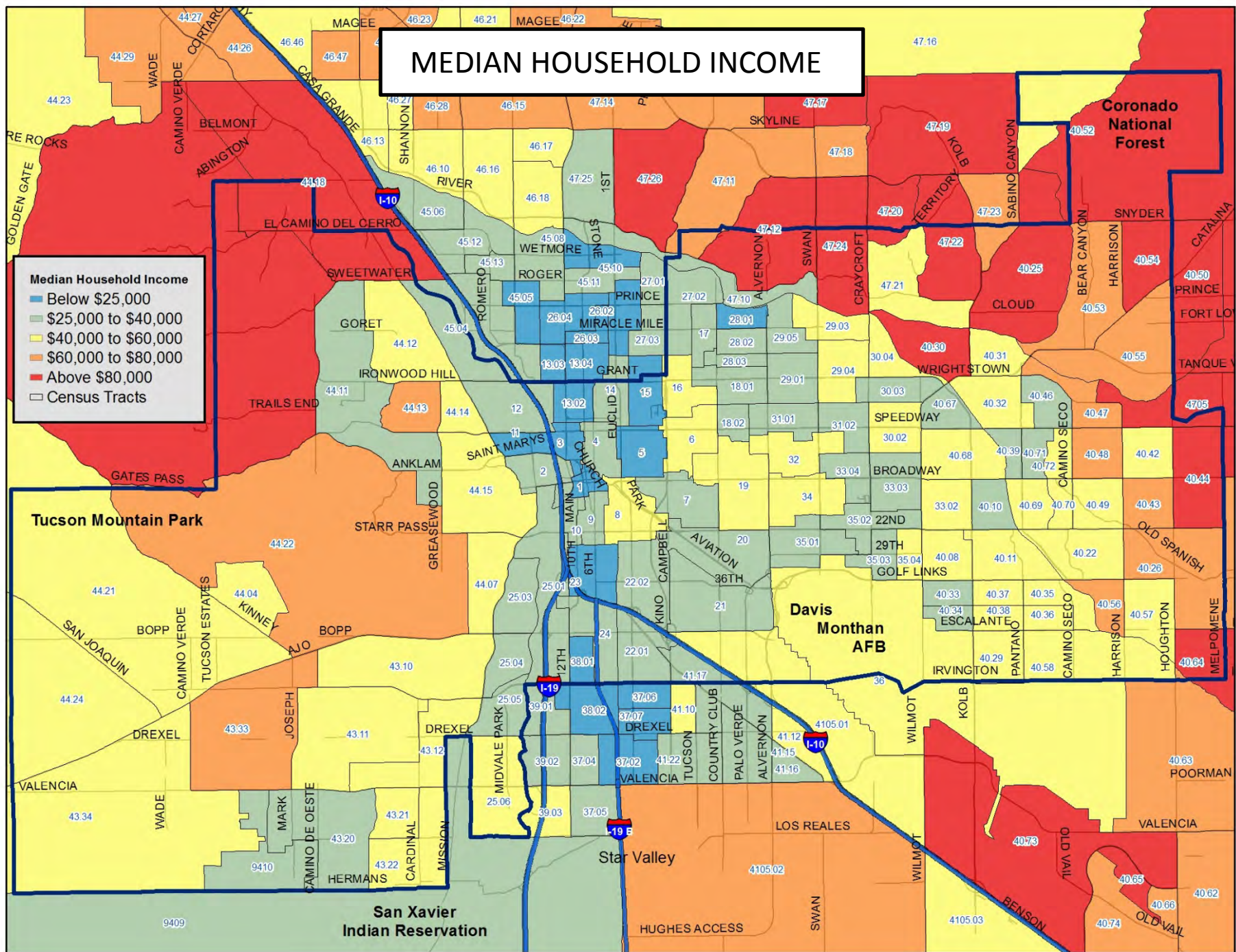
TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014						
	Median					
Tract	Household	Margin of	Percent Below	Margin of	Percent	Margin of
Number	Income	Error	Poverty Line	Error	Non-English	Error
44.24	\$47,708	\$8,769	6.4	5.5	12.4	7
44.25	\$51,033	\$4,997	13.1	5.5	13.7	2.9
44.26	\$72,876	\$9,386	7.4	8	15.3	4.5
44.27	\$68,488	\$4,071	3.6	2.5	19.6	4.6
44.28	\$121,786	\$21,727	5.8	4.3	34.7	8.1
44.29	\$75,884	\$12,029	0.9	0.8	24.1	10.7
44.3	\$48,542	\$14,775	26.2	12	39.2	7.6
44.31	\$54,877	\$14,444	16.7	11.9	34.7	8.3
45.04	\$25,900	\$4,242	38.2	8.4	26.6	6.8
45.05	\$24,148	\$3,358	19.4	7.9	25.1	5.3
45.06	\$32,639	\$4,435	28.5	7.9	27.8	9.4
45.08	\$35,245	\$9,574	19.6	8.9	35.7	10.3
45.1	\$19,014	\$3,535	54.6	7.9	20.6	7.7
45.11	\$30,925	\$5,785	20.3	6	29.3	10.7
45.12	\$33,661	\$5,811	19.6	10.9	18.5	5.9
45.13	\$26,352	\$3,798	24	10.5	9.5	5.6
46.1	\$59,063	\$8,180	10.5	6.3	7.3	3
46.13	\$50,026	\$7,966	10.1	6.5	13.9	4.8
46.14	\$67,594	\$5,313	7.1	2.9	18.2	5.8
46.15	\$79,087	\$14,892	8.5	5	12.1	4.9
46.16	\$50,294	\$13,200	9.2	4	24.9	8.1
46.17	\$43,635	\$4,810	9.5	4.3	7	3.6
46.18	\$50,664	\$7,911	9.5	4.1	12.8	5
46.19	\$69,012	\$5,925	5.8	2.7	7.9	4.5
46.2	\$42,396	\$8,233	16.9	8.6	7.3	3.7
46.21	\$54,423	\$9,388	3.1	2.1	9.2	3.4
46.22	\$60,187	\$11,857	8	4.4	18	5.7
46.23	\$66,205	\$9,781	10.7	5.7	20.2	8.5
46.24	\$65,000	\$10,939	15.8	11.5	19.6	7.1
46.25	\$44,973	\$13,044	10	8.7	22.8	8.4
46.26	\$37,708	\$6,343	22	7.9	7.1	3.9
46.27	\$52,210	\$8,569	5.4	3	14.9	7.9
46.28	\$63,262	\$11,569	1.7	2.2	11.5	4.9
46.3	\$47,644	\$11,366	4.4	4.4	5.6	2.7
46.31	\$72,042	\$13,773	1.6	1.1	9.2	4.2
46.32	\$67,165	\$7,596	11	5.7	8.4	4.8
46.33	\$79,073	\$4,513	2.8	2.3	10.4	5.6
46.34	\$110,804	\$52,559	3	2.9	10.7	3.3
46.35	\$82,988	\$5,660	3.7	3.8	16.1	4.4
46.36	\$92,485	\$8,413	6.3	2.7	12.1	5.6
46.38	\$80,274	\$7,123	4.5	4.6	14.8	6.5

TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014						
	Median					
Tract	Household	Margin of	Percent Below	Margin of	Percent	Margin of
Number	Income	Error	Poverty Line	Error	Non-English	Error
46.39	\$87,386	\$7,726	2.2	2.2	15.9	6
46.4	\$85,670	\$11,305	2	1.7	13.8	10.8
46.41	\$97,955	\$30,530	9	9.1	8.4	4.1
46.42	\$64,667	\$29,235	4.1	3.5	5.7	4.7
46.43	\$54,340	\$5,314	4.1	3.2	20	7.2
46.44	\$65,662	\$16,591	2.9	3.4	11.8	5.2
46.45	\$69,460	\$11,530	3.9	2.4	19.6	8.3
46.46	\$58,297	\$8,892	10.8	6	25.3	8.2
46.47	\$66,380	\$3,920	7.5	4.6	10.3	3.9
47.1	\$36,481	\$2,788	14.1	4.9	19.9	5.5
47.11	\$79,732	\$7,939	9	4.3	17.9	5.7
47.12	\$81,935	\$5,465	7.5	4.5	15.7	4.5
47.13	\$77,664	\$9,673	7.8	4.8	16	5.1
47.14	\$78,364	\$9,353	6.2	2.9	8.9	3.1
47.15	\$48,709	\$4,543	11.7	5.1	10	5.3
47.16	\$53,359	\$7,666	5.5	2.8	16.6	8.1
47.17	\$97,375	\$19,594	5.1	4.4	15.4	4.1
47.18	\$61,830	\$19,570	3.6	3.3	10	4.9
47.19	\$98,309	\$19,696	3.1	2.2	17.1	5.1
47.2	\$88,170	\$9,121	6.8	4.1	11	5.8
47.21	\$59,471	\$8,160	4.6	2	17.2	5.8
47.22	\$86,513	\$16,411	4.8	2.1	9.9	4.3
47.23	\$65,172	\$11,877	7.3	4.4	23.6	8.5
47.24	\$126,510	\$18,646	2.2	1.6	19.3	6.1
47.25	\$34,781	\$7,852	11.3	6.1	47.9	7
47.26	\$104,926	\$8,757	3.2	2.2	11.7	4
4105	\$57,390	\$11,720	9.7	8.6	14.8	3.1
4105	\$63,167	\$10,695	9.3	6	14	4.6
4105	\$56,096	\$8,101	2.3	1.7	36.8	7.6
4704	\$26,048	\$8,091	29.3	7.9	41.3	10.9
4705	\$82,708	\$16,958	5.4	5.2	52.2	10.8
9406	\$23,864	\$12,797	41.8	22.5	53	12.1
9407	\$15,714	\$14,215	60.6	17.4	75.6	10.2
9408	\$28,417	\$6,940	43.5	11.5	38.5	8
9409	\$27,121	\$5,782	41.5	15.7	52.8	10.7
9410	\$33,846	\$5,809	40.1	6.9	55	3.9

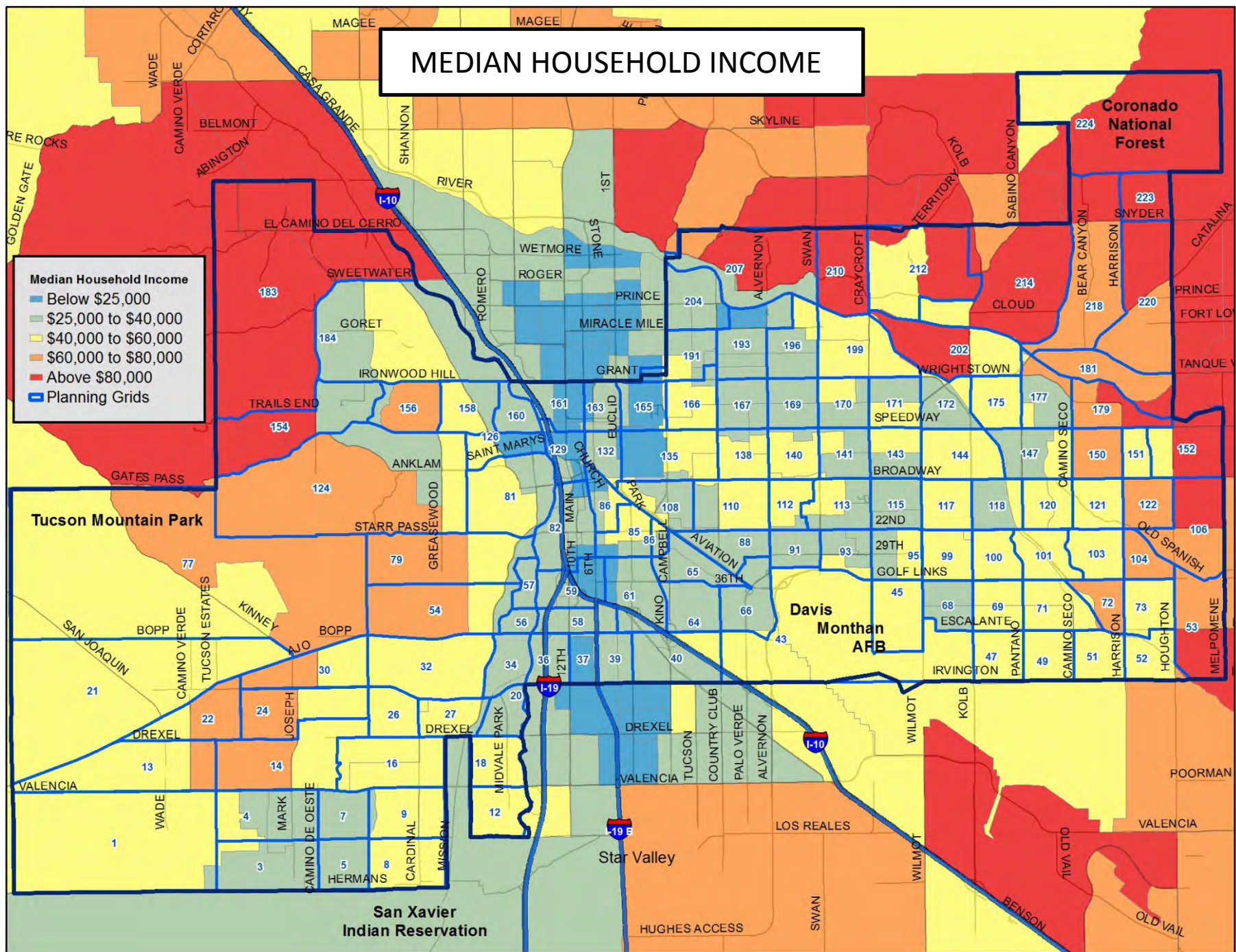
\*Source: 2007-2011 American Community Survey 5-Year Estimates - DP03: SELECTED ECONOMIC

# **EXHIBIT 5-B8**

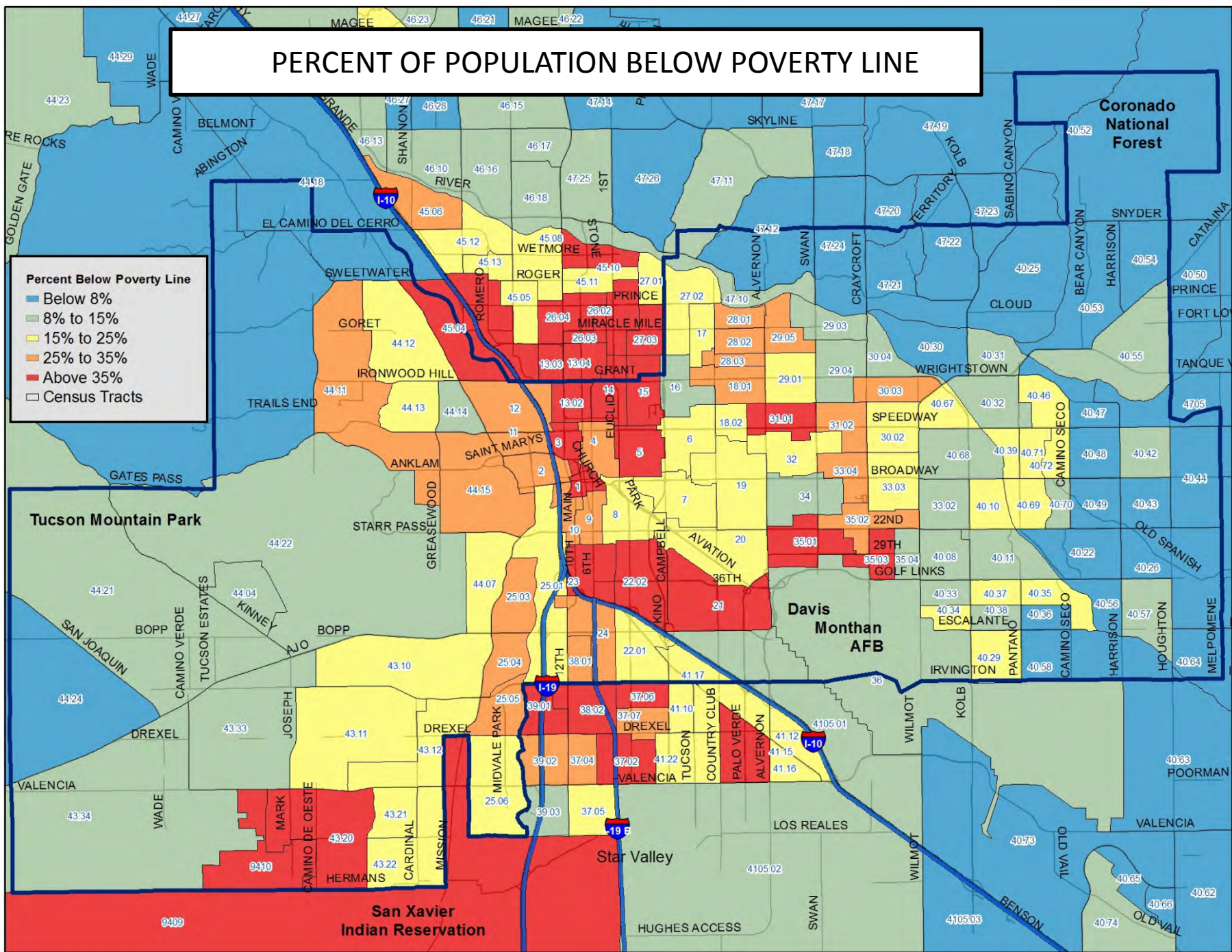






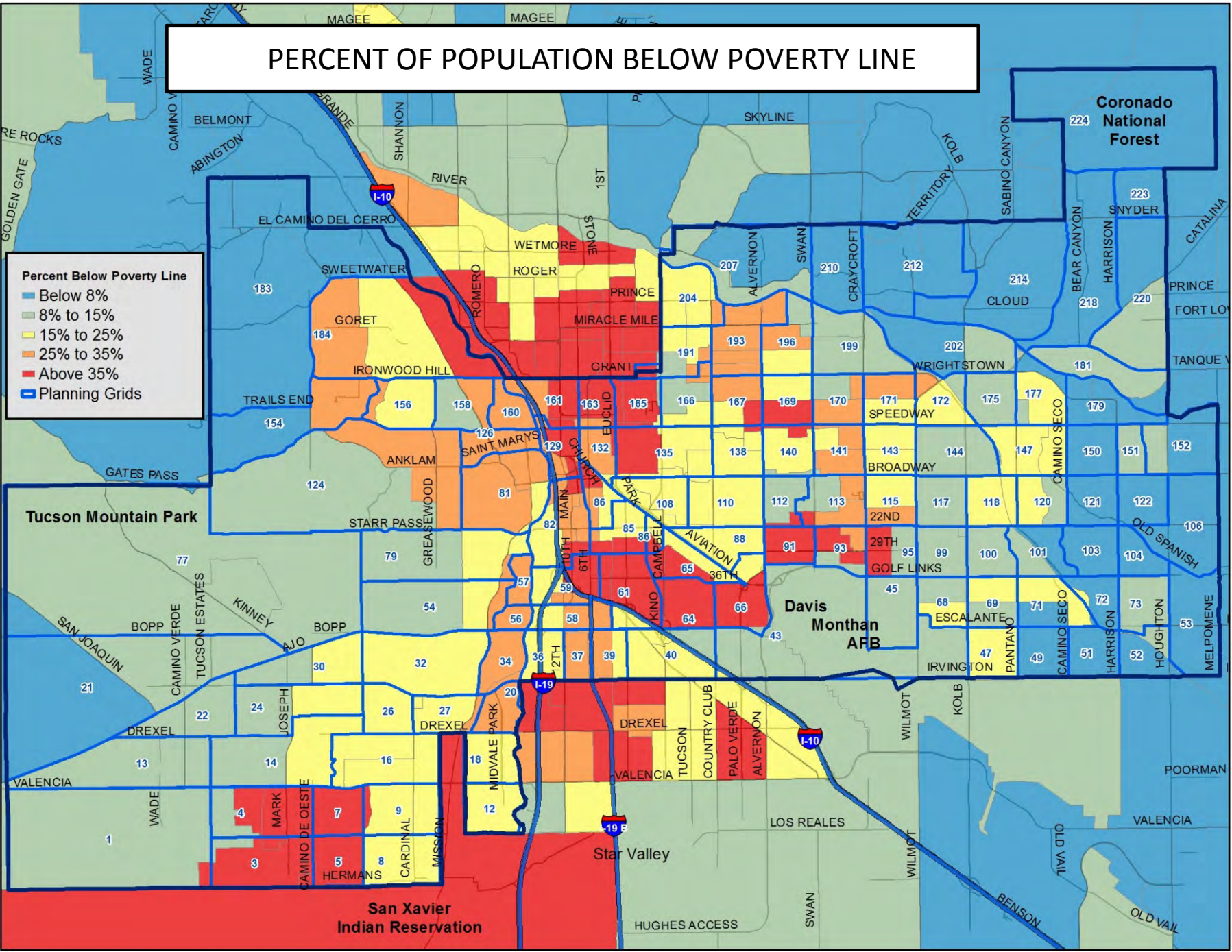








# PERCENT OF POPULATION BELOW POVERTY LINE



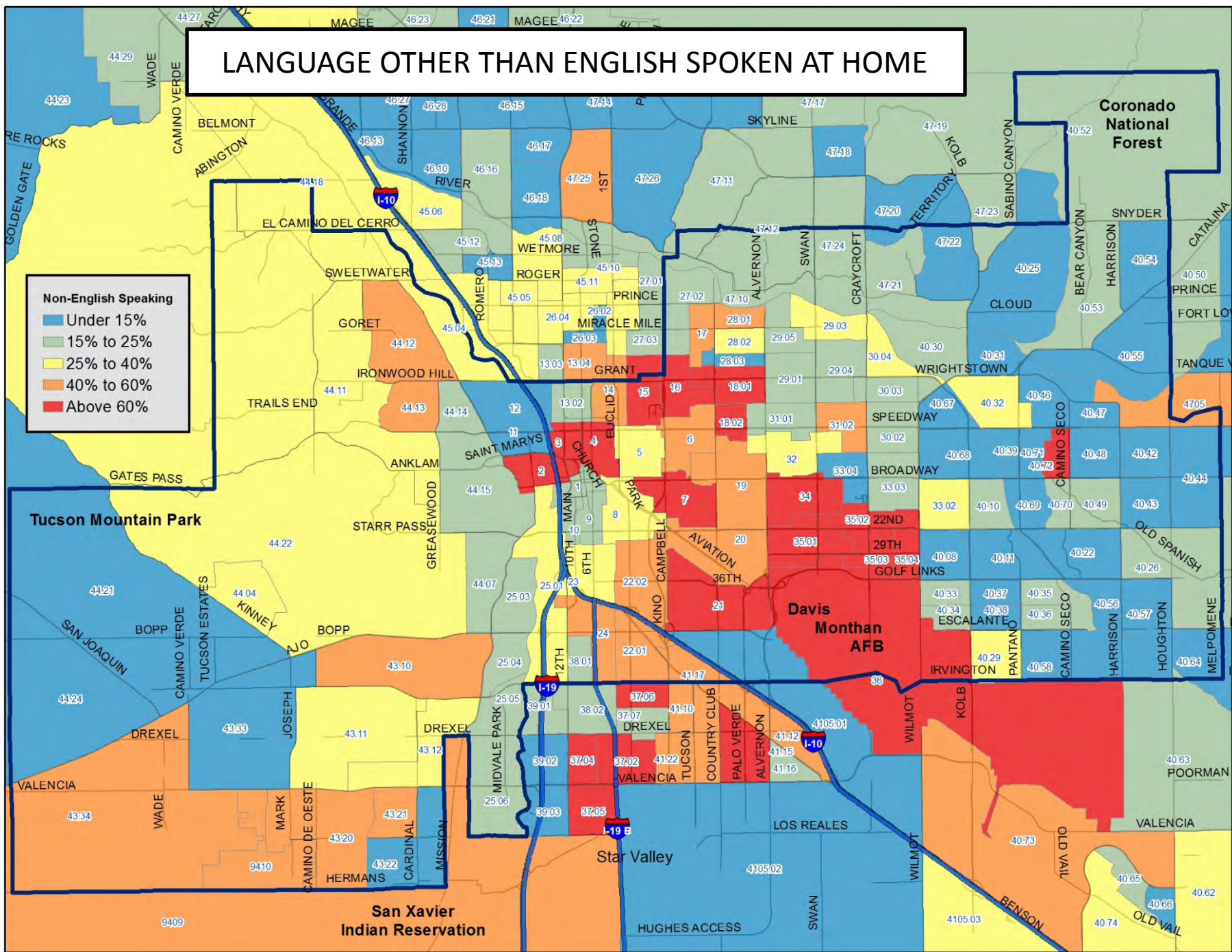
**Percent Below Poverty Line**

- Below 8%
- 8% to 15%
- 15% to 25%
- 25% to 35%
- Above 35%
- Planning Grids

# PERCENT OF POPULATION BELOW POVERTY LINE



# LANGUAGE OTHER THAN ENGLISH SPOKEN AT HOME







# **EXHIBIT 5C**

# 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 16, 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 #3A – Revise Options

## Topics

1. Meeting Agenda overview
2. Update
  - a. Meeting Minutes – send comments, corrections or clarifications via email or comment cards at meeting.
  - b. BC Requested Items
  - c. TUSD webpage: [www.tusd1.org/boundaryreview](http://www.tusd1.org/boundaryreview)
  - d. FTP Site set up for document sharing:  
<http://ftp.dlrprojects.com> OR <ftp://dlrprojects.com>  
Username: [REDACTED]  
Password: [REDACTED]
  - e. Magnet Plan Update
3. Understanding the data and maps
  - a. SES maps
  - b. SES data
  - c. Data Tables:
    - i. School Data
    - ii. Demographic Data
    - iii. Facility Data
    - iv. School Enrollment: Residency, Ethnicity, ELL
  - d. Ethnic Share Maps
4. BC Proposed Scenarios BC-11-BC-13 for review
5. Next Steps
  - a. Next BC Meeting BC Meeting: April 30

cc

# **EXHIBIT 5D**

# 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 16, 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 #3A – Revise Options

- Topics
1. Meeting Agenda overview (6:30-6:35pm)
  2. Update (6:35-6:45pm)
    - a. Meeting Minutes – send comments, corrections or clarifications via email or comment cards at meeting.
    - b. BC Requested Items
    - c. TUSD webpage: [www.tusd1.org/boundaryreview](http://www.tusd1.org/boundaryreview)
    - d. FTP Site set up for document sharing:  
<http://ftp.dlrprojects.com> OR <ftp://dlrprojects.com>  
 Username: [REDACTED]  
 Password: [REDACTED]
    - e. Magnet Plan Update
  3. ~~New Proposed Scenarios – Large Group Discussion (6:45-7:15pm)~~
    - a. ~~New Proposed Scenarios from BC members~~
      - i. ~~Maps/ Data/ Pros/Cons~~
  4. ~~Voting (7:15-8:20pm)~~
    - a. ~~Review, evaluate and vote on each scenario~~
    - b. ~~Turn in Criteria Sheets~~
  5. Next Steps (8:20-8:30pm)
    - a. ~~Public Meeting Dates and Locations:~~
      - i. ~~April 22 (6:30pm) – Rincon HS~~
      - ii. ~~April 23 (6:30pm) – Palo Verde HS~~
      - iii. ~~April 24 (6:30pm) – Pueblo HS~~
    - b. Next BC Meeting BC Meeting #4: Draft Options – April 30

Proposed Scenario Discussions and Voting postponed. Replaced with Discussion concerning how to understand the data and maps.

Public Regional Meetings Postponed to a later date.

cc



# **EXHIBIT 5E**

**BC SCENARIO EVALUATION  
CRITERIA WORKSHEET**

**COMPLETE AND TURN IN AT APRIL 16<sup>TH</sup> MEETING**

**NAME: \_\_\_\_\_**

**BC Scenario Evaluation – Criteria Worksheet**

NAME: \_\_\_\_\_

**Scenario BC-1: Pair Davis and Blenman**

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
			Free and Reduced Lunches

Comments:

**Scenario BC-2: Pair Bonillas and Lineweaver**

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
			Free and Reduced Lunches

Comments:

**BC Scenario Evaluation – Criteria Worksheet**

**NAME:** \_\_\_\_\_

**Scenario BC-3: Boundary Adjustment from Mansfeld Annex to Doolen**

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
			Free and Reduced Lunches

Comments:

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

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
			Free and Reduced Lunches

Comments:

**BC Scenario Evaluation – Criteria Worksheet**

NAME: \_\_\_\_\_

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

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
			Free and Reduced Lunches

Comments:

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

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
			Free and Reduced Lunches

Comments:



**BC Scenario Evaluation – Criteria Worksheet**

NAME: \_\_\_\_\_

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

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
			Free and Reduced Lunches

Comments:

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

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
			Free and Reduced Lunches

Comments:

**BC Scenario Evaluation – Criteria Worksheet**

NAME: \_\_\_\_\_

**Scenario BC-9: Boundary Adjustment from Mansfeld Annex to Maxwell**

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
			Free and Reduced Lunches

Comments:

**Scenario BC-10: Boundary Adjustment from Utterback to Roberts-Naylor**

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
			Free and Reduced Lunches

Comments:

**BC Scenario Evaluation – Criteria Worksheet**

**NAME:** \_\_\_\_\_

**Scenario BC-11: Increase GATE recruitment from Mansfeld to Doolen**

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
			Free and Reduced Lunches

Comments:

PROS:

CONS:

**BC Scenario Evaluation – Criteria Worksheet**

**NAME:** \_\_\_\_\_

**Scenario BC-12: Add Program to Robison to attract 100 students (Program to be determined)**

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
			Free and Reduced Lunches

Comments:

PROS:

CONS:

**BC Scenario Evaluation – Criteria Worksheet**

**NAME:** \_\_\_\_\_

**Scenario BC-13: Boundary Adjustment from Mansfeld to Safford (6-8 option at Roskruge area)**

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
			Free and Reduced Lunches



Comments:

PROS:



CONS:





# **EXHIBIT 6**

  ftp.dlrprojects.com - / 2014-04-30\_BC Meeting - Create Options Logged in: (TUSD-BC)




[Parent Directory](#) [Thumbnails](#) [FTP Voyager JV](#) [Enable Web Client Pro](#) [Logout](#)

Name	Size	Time
 Handouts		5/6/2014, 3:01:24 PM
 Meeting Notes		5/6/2014, 3:01:54 PM

# **EXHIBIT 6A**

  ftp.dlrprojects.com - / 2014-04-30\_BC Meeting - Create Options/ Handouts Logged in: (TUSD-BC)

[Parent Directory](#) [Thumbnails](#) [FTP Voyager JV](#) [Enable Web Client Pro](#) [Logout](#)

Name	Size	Time
 Agenda_2014-04-30_BC Create Options Mtg.pdf	22.55 KB	4/30/2014, 12:57:26 PM
 BC Scenario Development Worksheet_2014-04-3...	74.49 KB	4/29/2014, 2:35:23 PM
 info packet.pdf	4.43 MB	5/6/2014, 8:30:14 AM

# **EXHIBIT 6-A1**



# 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 30, 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 - Create Options

### Topics

1. Meeting Agenda overview (5 min)
2. Update (15 min)
  - a. Meeting Minutes – send comments, corrections or clarifications via email or comment cards at meeting.
  - b. BC Requested Items
  - c. Schedule
  - d. Magnet Plan Update
  - e. USP Review
3. Create Options to improve integration
  - a. Intro – how to use the materials to create options (10 minutes)
  - b. Small Groups (1 hour total)
    - i. Prepared Options (15 min)
    - ii. Develop Elementary School Options (15 min)
    - iii. Develop Middle School Options (15 min)
    - iv. Develop High School Options (15 min)

(Times are simply check point suggestions. If a small group came with many ideas to propose, they will be given time to explore those options as a group.)
4. Small Group Summaries (20 min total – 5 min each)
5. Next Steps (5 min)
  - a. Next BC Meeting: Evaluate Options - May 14 @ 6:30pm

cc

# **EXHIBIT 6-A2**

# BC SCENARIO DEVELOPMENT WORKSHEET

## INSTRUCTIONS:

1. Each table will need one person to record and one person to report.
  - a. The recorder will facilitate and take notes of the discussions.
  - b. The reporter will watch the clock and assist to keep the group on task. They will also give a brief summary to the Boundary Committee at the end of the meeting, highlighting key discussions from the group.
2. What if no one has any options to start with?
  - a. Look at the Integration Status Maps for Elementary, Middle or High School for schools that are racially concentrated.
  - b. Brainstorm ideas as to how to alleviate the racial concentration at that school through:
    - Pairing and Clustering
    - Boundary Adjustments
    - Magnet Programs
    - Feeder Patterns
  - c. Review each proposed option through criteria, pros and cons. Use the data tables and maps to help determine whether the proposed option will have a positive or negative impact.

## GROUND RULES:

1. Be Respectful. Don't interrupt and allow everyone to share their opinions.
2. 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!
3. Talk with the whole table. For the sake of the recorder, please don't hold side conversations or your voice may not be heard.
4. We are not just interested in how you feel but WHY you feel that way.

**BC Scenario Development Worksheet****Scenario:** \_\_\_\_\_

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
			Free and Reduced Lunch

Comments:

PROS:

CONS:

After discussion, does your group think this option warrants being brought to the entire BC for consideration? (check one) YES \_\_\_\_\_ NO \_\_\_\_\_