

# **EXHIBIT 6-A3**

# Boundary Review Committee

## Meeting Handouts

April 30, 2014

### Contents

Data Table Key

Magnet School Funding

GATE Enrollment Table

GATE Attendance Area Maps

Feeder Pattern Table

Charter School Map

## TUCSON UNIFIED SCHOOL DISTRICT / FACILITY PLANNING DATABASE / COLUMN DEFINITIONS

Table	Column Name	Description
Facility Data	School Number	TUSD school number
Facility Data	School Name	School name
Facility Data	District	Applied Economics attendance area designation
Facility Data	Type	Type of school by grade levels offered
Facility Data	Status	Open/closed status
Facility Data	Site Acres	Acreage of school site
Facility Data	Facility Condition	TUSD facility condition index (5 point scale, 5 = Excellent, 1 = Significant Health/Safety Issues)
Facility Data	Avg. Year Blt.	Weighted avg. of year built based on the squarefootage and year built
Facility Data	Capacity: Operate	Operating capacity based upon the number of seats available by grade and program, not counting portables
Facility Data	Capacity: Utilize	Ratio of enrollment/operating capacity, provided as a percentage
Facility Data	Capacity: Av. Seats	Number of available seats (operating capacity minus enrollment, excluding portables)
Facility Data	Capacity: TempCap	Seat capacity of portable buildings
Facility Data	Portables	Number of portable buildings
Facility Data	Bond \$ 08-13	Total bond funds spent between 2008-2013
Facility Data	Average Util. PSF	Average Utility Cost Per Square Foot 2012-2013
School Data	Letter Grade	Arizona Department of Education Letter Grade
School Data	Magnet	Magnet status
School Data	Enrollment (w/o PreK): 2008	2008 Enrollment excluding Pre-Kindergarten
School Data	Enrollment (w/o PreK): 2011	2011 Enrollment excluding Pre-Kindergarten
School Data	Enrollment (w/o PreK): 2012	2012 Enrollment excluding Pre-Kindergarten
School Data	Enrollment (w/o PreK): 2013	2013 Enrollment excluding Pre-Kindergarten
School Data	2013 PreK	2013 Pre-Kindergarten enrollment
School Data	Change 2008-13	Net enrollment change 2008-2013
School Data	Attendance 2013: Area	2013 attendance area enrollment
School Data	Attendance 2013: Leave	Number of attendance area students who attend a different TUSD school
School Data	Attendance 2013: % Out	Percent of attendance area students who attend a different TUSD school
School Data	Attendance 2013: Stay	Percent of attendance area students who attend the designated TUSD school
School Data	Attendance 2013: Enter	Number of students attending the school who live in a different TUSD attendance area
School Data	Attendance 2013: % In	Percent of total enrollment (2013 with pre-K) at the school coming from a different TUSD attendance area
School Data	Attendance 2013: Outside	Number of students attending the school from outside TUSD boundaries
School Data	Attract-Flight Rat.	Ratio of "% In" to "% Out"; a higher number indicates higher "attraction"
School Data	Over-subscribed	The school has more magnet or open-enrollment applications than can be accomodated

## TUCSON UNIFIED SCHOOL DISTRICT / FACILITY PLANNING DATABASE / COLUMN DEFINITIONS

Table	Column Name	Description
Demographic Data	FRL 2013	Percentage of students receiving free or reduced lunch
Demographic Data	School Enrollment By	Number of students who identify as Non-Hispanic Whites attending the school
Demographic Data	School Enrollment By	Number of students who identify as African-American attending the school
Demographic Data	Ethnicity: A. Amer	
Demographic Data	School Enrollment By	Number of students who identify as Hispanic attending the school
Demographic Data	Ethnicity: Hispanic	
Demographic Data	School Enrollment By	Number of students who identify as Native American/Asian/Pacific Islander/Other Ethnicity attending the school
Demographic Data	Ethnicity: Other	
Demographic Data	School Enrollment By	Percentage of non-White students attending the school
Demographic Data	Ethnicity: Minority	
Demographic Data	School Enrollment By	Percentage of Hispanic students attending the school
Demographic Data	Ethnicity: Hispanic	
Demographic Data	RC Status: Current	R is Racially Concentrated: one group is over 70% of the school enrollment. I = Integrated: no group is over 70% and all are within 15% of the district average for that school level (middle, elementary, etc.). N is Neutral: neither of the above.
Demographic Data	RC Status: New	Racially Concentrated status under a new, proposed and not yet approved definition
Demographic Data	Attendance Area Student	Number of students who identify as Non-Hispanic Whites living in the school's attendance area and attending a TUSD school
Demographic Data	Population By Ethnicity: White	
Demographic Data	Attendance Area Student	Number of students who identify as African-American living in the school's attendance area and attending a TUSD school
Demographic Data	Population By Ethnicity: A. Amer.	
Demographic Data	Attendance Area Student	Number of students who identify as Hispanic living in the school's attendance area and attending a TUSD school
Demographic Data	Population By Ethnicity: Hisp	
Demographic Data	Attendance Area Student	Number of students who identify as Native American/Asian/Pacific Islander/Other Ethnicity living in the school's attendance area and attending a TUSD school
Demographic Data	Population By Ethnicity: Other	
Demographic Data	Attendance Area Student	Percentage of non-White students living in the school's attendance area and attending a TUSD school
Demographic Data	Population By Ethnicity: Minority	
Demographic Data	Attendance Area Student	Percentage of Hispanic students living in the school's attendance area and attending a TUSD school
Demographic Data	Population By Ethnicity: Hisp	
Demographic Data	School Area Ratio	Ratio of the percentage of Hispanic students in the school versus living in the attendance area

**MAGNET SCHOOL FUNDING**

<b>SITE</b>	<b>LEVEL</b>	<b>2013 Budget</b>	<b>2014 Budget</b>	
Bonillas	ES	\$ 132,070	\$ 234,776	
Borton	ES	\$ 370,208	\$ 291,701	
Carrillo	ES	\$ 293,219	\$ 203,865	
Cragin	ES	\$ 108,070	\$ 96,294	not a magnet in 2013
Davis	ES	\$ 352,909	\$ 194,825	
Drachman	ES	\$ 348,744	\$ 393,684	
Holladay	ES	\$ 191,070	\$ 186,663	
Ochoa	ES	\$ 290,768	\$ 111,747	
Robison	ES	\$ 190,153	\$ 161,279	
Tully	ES	\$ 32,018	\$ 250,556	
Booth-Fickett	MS/K-8	\$ 401,686	\$ 586,745	
Dodge	MS/K-8	\$ 150,937	\$ 243,185	
Mansfeld	MS/K-8	\$ 551,348	\$ 512,105	
Roskruge	MS/K-8	\$ 205,586	\$ 347,249	
Safford	MS/K-8	\$ 780,987	\$ 839,749	
Utterback	MS/K-8	\$ 665,587	\$ 415,780	
Cholla	HS	\$ 1,653,193	\$ 599,813	
Palo Verde	HS	\$ 426,874	\$ 380,142	
Pueblo	HS	\$ 1,751,478	\$ 672,364	
Tucson	HS	\$ 3,324,338	\$ 1,755,156	

TUCSON UNIFIED SCHOOL DISTRICT  
 Elementary Schools  
 K-8 Schools

GATE Students 2014 Self-Contained GATE by School Area

School Name	Sch#	Gate Resource	Self Contained	Self-Contained GATE by School Area										
				K	1	2	3	4	5	6	7	8		
Banks	120	18					5							
Blenman	125	23						6	10					
Bloom	128	21												
Bonillas	131	33						8						
Borman	140	29												
Borton	143	52												
Brichta	149													
Carrillo	161	15												
Cavett	167	10												
Collier	170	40												
Corbett	173													
Cragin	179	15								5				
Davidson	185	15								8				
Davis	191	55					1							
Dietz K-8	197	28								5				
Drachman	203	31												
Dunham	211	15						6	5					
Erickson	215	24								7				
Ford	218	24												
Fruchthendler	225	81								6				
Gale	228	62												
Grijalva	231	20						5	13					
Henry	238	31												
Holladay	239	10								6				
Hollinger K-8	233	11	75							13				
Howell	245	16					5		9					
Hudlow	251	19						5	11					
Hughes	257	88												
Johnson	266	2												
Kellond	275	30	135				5	7						
Lawrence	277	10												
Lineweaver	281	26	194					5	5					
Lynn/Urquides	287	7								6				
Lyons	288													
Maldonado	290	14						5	7					
Manzo	293	13												
Marshall	295	21												
Menlo Park	299													
Miller	308	41								13				
Mission View	311	17												
Myers/Ganoung	317	16								6				
Ochoa	323	7												
Oyama	327	18								12				
Robins K-8	351	57								13				
Robison	353	16								9				
Rose K-8	371	16												
Schumaker	389													
Sewell	395	26								10				
Soleng Tom	410	85												
Steele	413	21												
Tolson	417	17								5				
Tully	419	12	16											
Van Buskirk	431	12								5				
Vesey	435	34			5	6	6	7	8					
Warren	440	6												
Wheeler	443	27					5			15				
White	449	17	117					5	5					

Whitmore	455	38										
Wright	461	11										
Elementary Total		1403	537	29	72	63	90	131	276	0	0	0

**Middle & K-8 Schools**

**K-8 Schools**

**GATE Students 2014**

**Self-Contained GATE by School Area**

School Name	#	GATE Students 2014		Self-Contained GATE by School Area														
		Gate Resource	Self Contained	K	1	2	3	4	5	6	7	8						
Booth-Fickett K-8	510	31																
Carson	503																	
Dodge	502																	
Doolen	505	108	202															
Gridley	511	73																
Hohokam	513																	
Magee	515																	
Mansfeld	520	80																
Morgan Maxwell K-8	521	25																
Miles - E. L. C. K-8	305	35																
Roberts-Naylor K-8	525	12																
Pistor	527	147	268															
Pueblo Gardens K-8	329	5																
Roskrige K-8	595	81																
Safford K-8	535	19																
Secrist	537																	
Fort Lowell-Townsend	545																	
Utterback	550																	
Vail	555	145	258															
Valencia	557																	
Wakefield	560																	
McCorkle K-8	523	13																
Middle Total		774	728	0		7		9	6	204	191	144						

**High Schools**

**GATE Students 2014**

**Self-Contained GATE by School Area**

School Name	#	GATE Students 2014		Self-Contained GATE by School Area															
		Gate Resource	Self Contained	K	1	2	3	4	5	6	7	8							
Catalina	610	27																	
Cholla	615	8																	
Howenstine	680																		
Meredith K-12	195																		
Palo Verde	620	29																	
Pueblo	630	29																	
Rincon	640	140																	
Sabino	645	25																	
Sahuaro	650	121																	
Santa Rita	655																		
Tucson	660	126																	
University	675	152																	

High Total	657	0	0	0	0	0	0	0	0	0	0
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Alternative Programs      GATE Students 2014      Self-Contained GATE by School Area

School Name	#	GATE Students 2014		Self-Contained GATE by School Area								
		Gate Resource	Self Contained	K	1	2	3	4	5	6	7	8
Alternative Programs	900											
Aztec Middle College DV	667											
Aztec Middle College NW	668											
Aztec Middle College E	669											
Aztec Middle College W	673											
Broadway Bridge	681											
Direct Link	602											
Drake Alternative	578											
Museum for Visual Arts	685											
PACE Alternative	672											
PASS Alternative	671											
Project MORE	674											
Southwest MS	580											
Southwest HS	678											
Teenage Parent Program	676											
Alternative Total			0	0	0	0	0	0	0	0	0	0

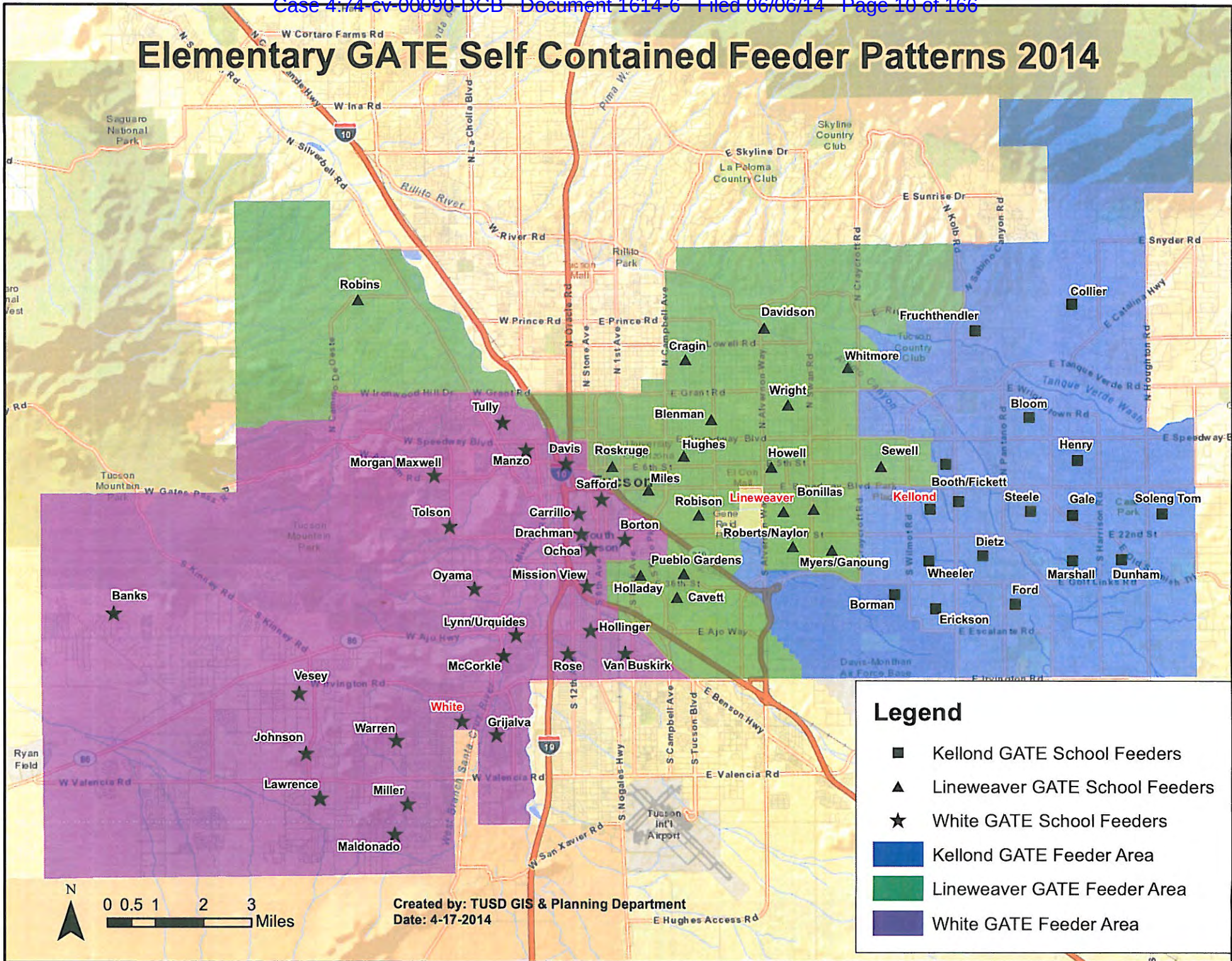


District-wide Total

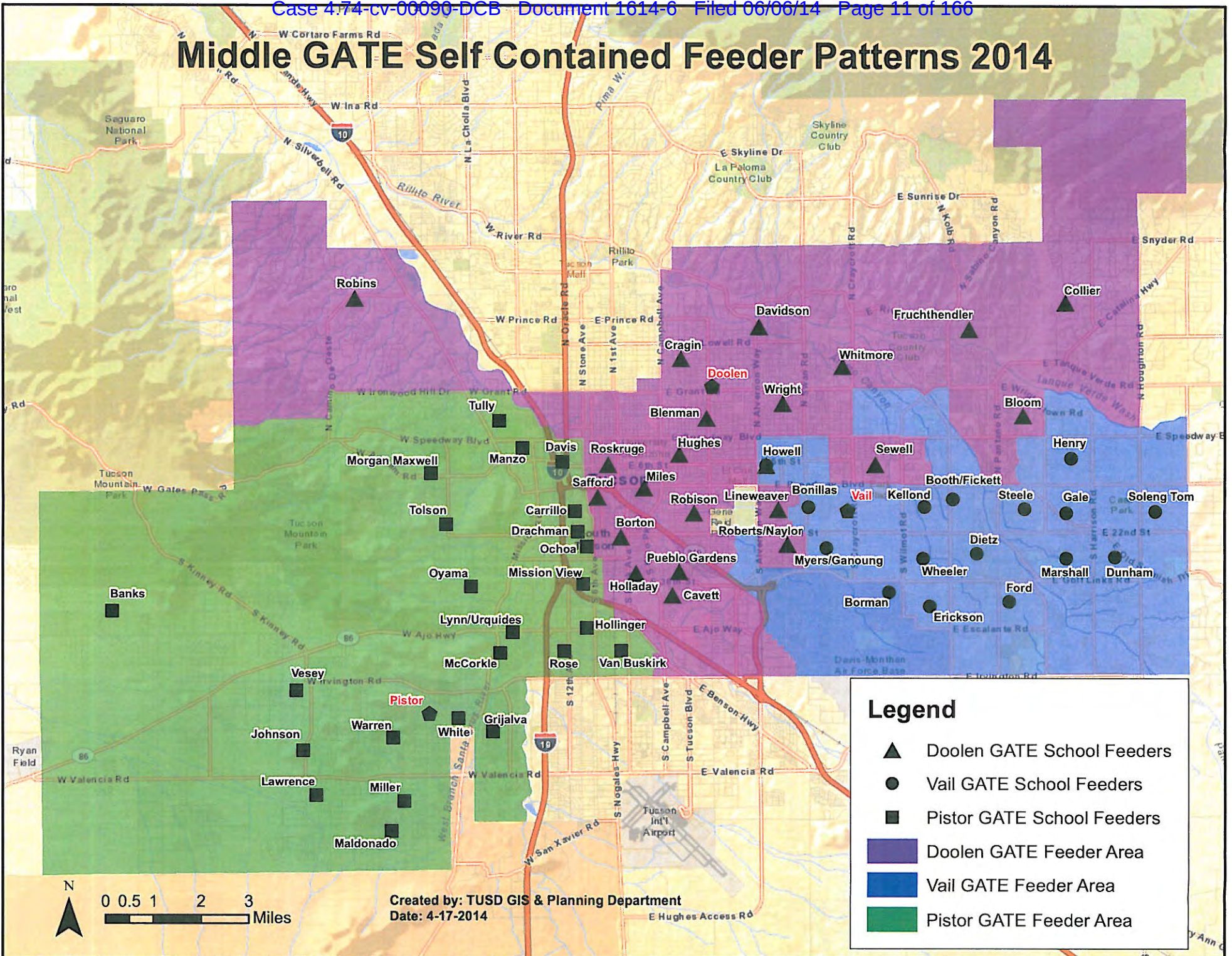
GATE Students 2014 Self-Contained GATE by School Area

School Level	Sch#	GATE Students 2014		Self-Contained GATE by School Area								
		Gate Resource	Self Contained	K	1	2	3	4	5	6	7	8
Elementary Schools		1403	537	29	72	63	90	131	276	0	0	0
Middle Schools		774	728	0	7	7	9	6	204	191	144	
High Schools		657	0	0	0	0	0	0	0	0	0	
Alternative Programs		2	0	0	0	0	0	0	0	0	0	
<b>TUSD Total</b>		<b>2836</b>	<b>1265</b>	<b>29</b>	<b>75</b>	<b>70</b>	<b>91</b>	<b>140</b>	<b>282</b>	<b>204</b>	<b>191</b>	<b>144</b>

# Elementary GATE Self Contained Feeder Patterns 2014



# Middle GATE Self Contained Feeder Patterns 2014



**TUCSON UNIFIED SCHOOL DISTRICT  
2013-2014 FEEDER SCHOOL PATTERN**

(P) = Partial

<b>ELEMENTARY SCHOOLS</b>	<b>MIDDLE &amp; K-8 SCHOOLS</b>	<b>HIGH SCHOOLS</b>
BLENMAN CRAGIN (P) DAVIDSON WHITMORE (P) WRIGHT	DOOLEN (P)	CATALINA
HUDLOW (P) WRIGHT (P) apartments	MAGEE(P)	
CAVETT	UTTERBACK (P)	
MORGAN MAXWELL K-8 (P)	MORGAN MAXWELL K-8 (P) & MANSFELD (P)	CHOLLA
TOLSON (P)	MANSFELD (P)	
MORGAN MAXWELL K-8 (P)	MORGAN MAXWELL K-8 (P) & SAFFORD K-8 (P)	
JOHNSON K-2 & LAWRENCE 3-8	LAWRENCE 3-8 & VALENCIA (P)	
BANKS LYNN/URQUIDES (P) MALDONADO MILLER (P) OYAMA VESEY	VALENCIA (P)	
BOOTH-FICKETT K-8 HUDLOW (P) KELLOND (P) WHEELER (P)	BOOTH-FICKETT K-8 (P)	PALO VERDE
BORMAN WHEELER (P)	ROBERTS-NAYLOR K-8 (P)	
DIETZ K-8 (P)	DIETZ K-8 (P) & SECRIST (P)	
ERICKSON (P)	SECRIST (P)	
WHEELER (P)	VAIL (P)	
MCCORKLE K-8	MCCORKLE K-8	PUEBLO
GRIJALVA MILLER (P) WARREN WHITE	PISTOR	
TOLSON (P)	SAFFORD K-8 (P)	
HOLLADAY MISSION VIEW VAN BUSKIRK	UTTERBACK (P)	
HOLLINGER K-8	HOLLINGER K-8 & UTTERBACK (P)	
ROSE K-8	ROSE K-8 & UTTERBACK (P)	
SAFFORD K-8 (P)	SAFFORD K-8 (P) & UTTERBACK (P)	
LYNN/URQUIDES (P)	VALENCIA (P)	

**TUCSON UNIFIED SCHOOL DISTRICT  
2013-2014 FEEDER SCHOOL PATTERN**

(P) = Partial

<b>ELEMENTARY SCHOOLS</b>	<b>MIDDLE &amp; K-8 SCHOOLS</b>	<b>HIGH SCHOOLS</b>
SEWELL (P)	BOOTH-FICKETT K-8 (P)	RINCON
MYERS/GANOUNG	ROBERTS-NAYLOR K-8 (P)	
ROBERTS-NAYLOR K-8		
PUEBLO GARDENS K-8	PUEBLO GARDENS K-8 & UTTERBACK (P)	
BONILLAS HOWELL (P) KELLOND (P) LINEWEAVER SEWELL (P)	VAIL (P)	
FRUCHTHENDLER (P) HUDLOW (P)	BOOTH-FICKETT K-8 (P)	SABINO
BLOOM (P) COLLIER FRUCHTHENDLER (P) HUDLOW (P) no students WHITMORE (P)	MAGEE (P)	
GALE HENRY (P) SOLENG TOM (P) STEELE	GRIDLEY	
BLOOM (P) HENRY (P)	MAGEE (P)	SAHUARO
DUNHAM ERICKSON (P) FORD MARSHALL SOLENG TOM (P)	SECRIST (P)	SANTA RITA
CRAGIN (P)	DOOLEN (P)	TUCSON
DIETZ (P) Keen HOWELL (P) HUGHES (P) KELLOND (P) Keen MANZO ROBISON TULLY	MANSFELD (P)	
MORGAN MAXWELL K-8 (P)	MORGAN MAXWELL K-8 (P) & MANSFELD (P)	
ROBINS K-8	ROBINS K-8 & MANSFELD (P)	
ROSKRUGE K-8	MANSFELD (P)	
BORTON CARRILLO DRACHMAN DAVIS OCHOA SAFFORD K-8 (P)	SAFFORD K-8 (P)	

THE SCHOOLS LISTED BELOW HAVE NO ATTENDANCE BOUNDARIES - NO FEEDER PATTERN

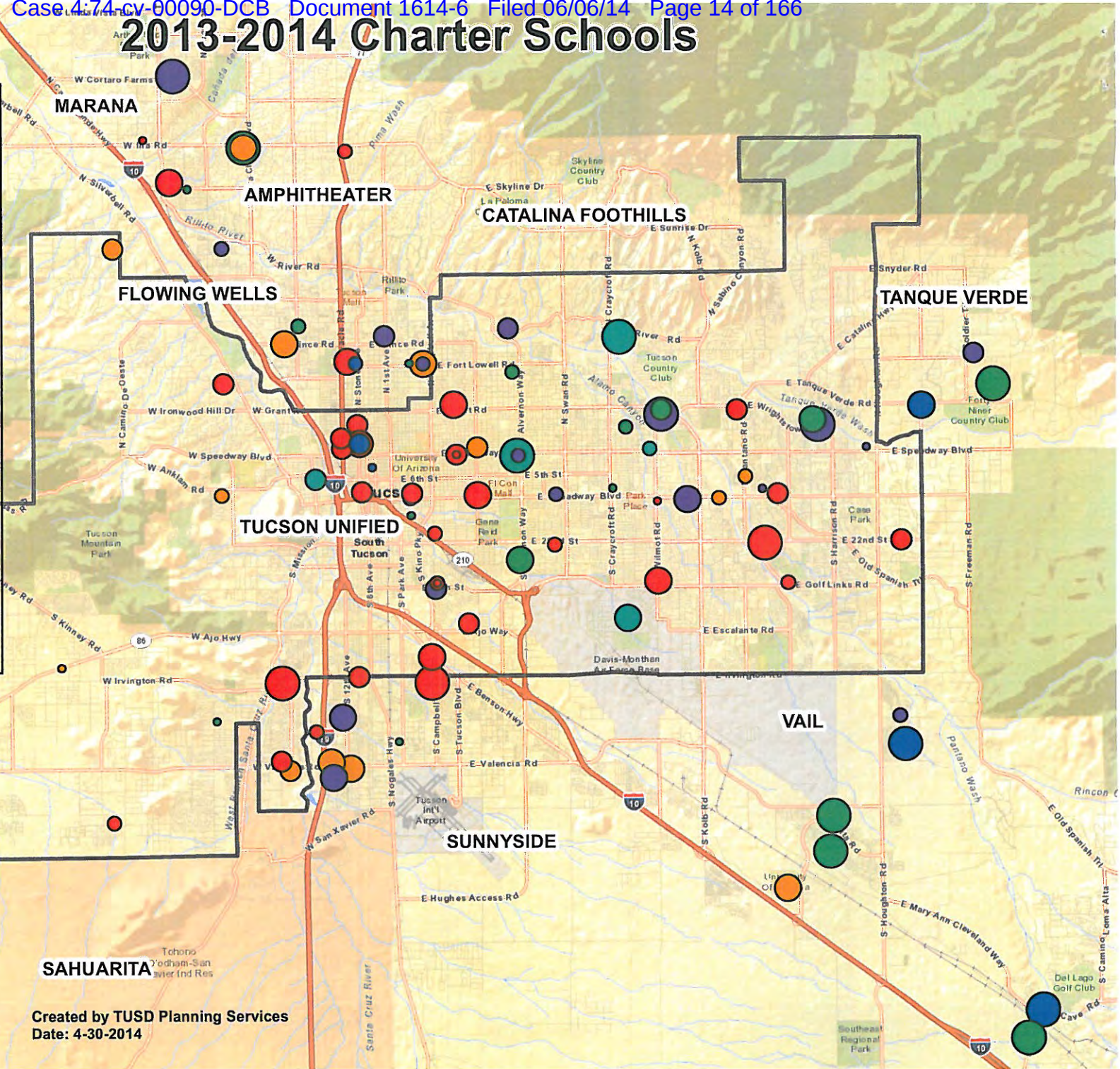
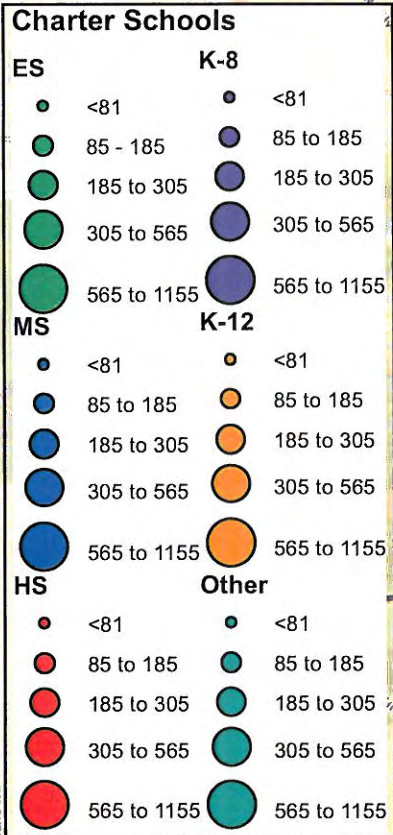
DODGE

MILES E.L.C. K-8

ROSKRUGE BILINGUAL MAGNET K-8


UNIVERSITY HIGH SCHOOL


# 2013-2014 Charter Schools















Created by TUSD Planning Services  
Date: 4-30-2014

# **EXHIBIT 6B**

**DLR Group** 

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

Parent Directory   Thumbnails  FTP Voyager JV  Enable Web Client Pro    Logout

Name	Size	Time
 2014.04.30_BC Mtg presentation.pdf	4.01 MB	5/6/2014, 2:31:18 PM
 2014-04-30_BC Mtg Notes.pdf	81.41 KB	5/6/2014, 2:43:14 PM
 2014-04-30_BC Mtg Sign In.pdf	891.23 KB	5/5/2014, 7:56:45 AM
 BC member provided Integration Strategies and ...	1.33 MB	5/5/2014, 6:12:49 PM
 letter from community member.pdf	451.66 KB	5/6/2014, 8:30:22 AM



# **EXHIBIT 6-B1**



# Boundary Committee Meeting Create Options

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



# AGENDA

## AGENDA

1. Meeting Overview
2. Update
3. Create Options – Small Groups
4. Small Group Summaries
5. Next Steps

2

UPDATE

BOUNDARY COMMITTEE

# MEETING MINUTES

## 1. Comments, corrections or clarifications

- Email: [kleach@dlrgroup.com](mailto:kleach@dlrgroup.com) OR
- Comment card

## 2. BC Requested items Items:

- Charter school info
- Provide Magnet info – financial support
- Data Table Key
- GATE data
- Feeder Patterns

boundary committee

# SCHEDULE

IN PROCESS.....

Next Meeting – May 14th

**TUSD**

 APPLIED  
ECONOMICS

 DLR Group

# BOUNDARY COMMITTEE

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

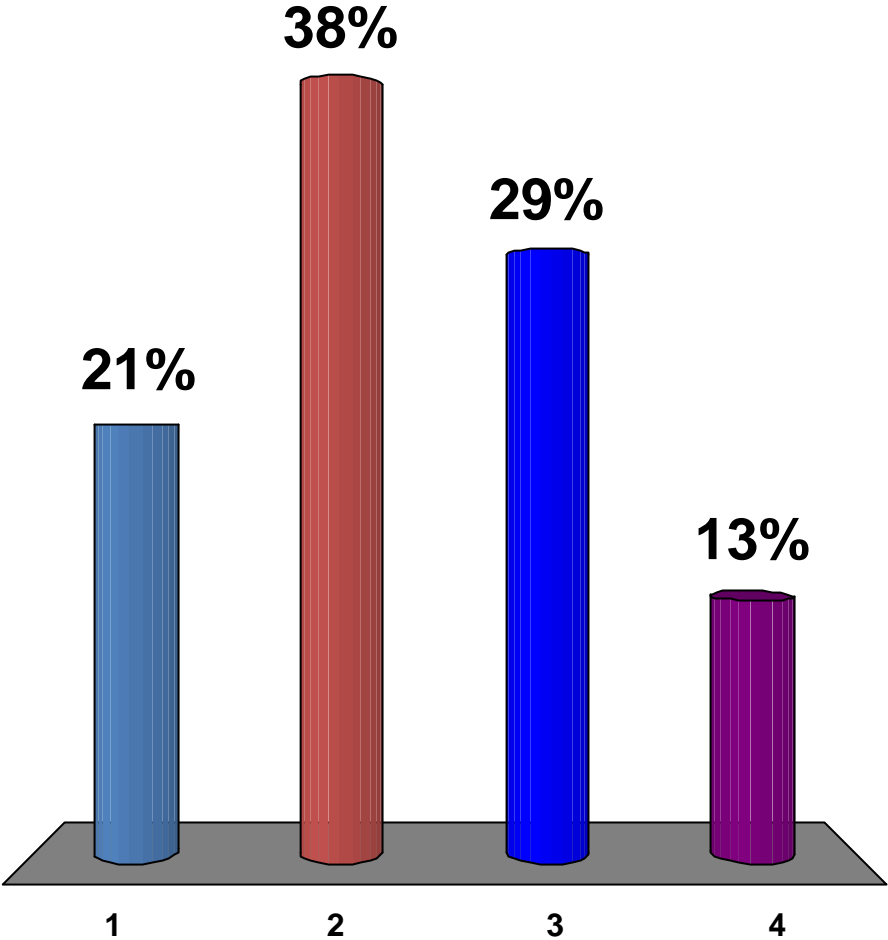
# BOUNDARY COMMITTEE

- **Attendance** will be kept, including late arrivals and early departures.
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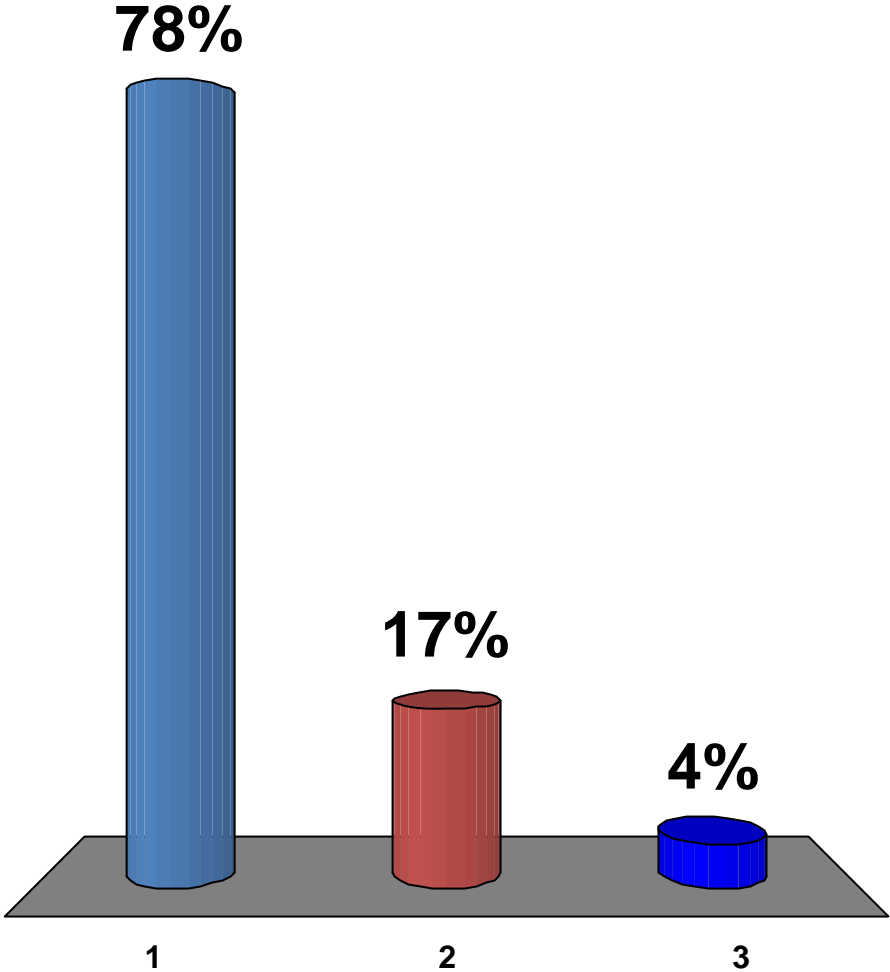
Given the extended schedule, how many excused absences are acceptable?

- 1. One
- 2. Two
- 3. Three
- 4. None



Given the extended schedule, how many unexcused absences are acceptable?

- 1. Two (same)
- 2. Three
- 3. Four



# BOUNDARY COMMITTEE

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

# EVALUATION CRITERIA

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

# BOUNDARY COMMITTEE

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

# UNITARY STATUS PLAN

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

- **Integrated School:**
  - One racial or ethnic group **does not exceed 70%** of the school's enrollment
  - Racial or ethnic groups **do not vary from** the district average for that school level by more than **+/- 15 percentage points**
- **Racially Concentrated School:**
  - One ethnic group **exceeds 70%** of the school's enrollment

# UNITARY STATUS PLAN

What does the USP require for boundary review?

- TUSD shall “review its current attendance boundaries and feeder patterns and, as appropriate, amend such **boundaries and patterns** and/or provide for the **pairing and/ or clustering** of schools to **promote integration** of the affected schools.”

# UNITARY STATUS PLAN

What does the USP require for boundary review?

- “If a non-magnet school is **oversubscribed for 2 or more consecutive years**, the District shall review the attendance boundary for that school to determine if any changes should be made to ensure, among other things an appropriate balance between students to better accommodate the demand for the oversubscribed school.”



# UNITARY STATUS PLAN

## What does the USP require for boundary review?

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



# MAGNET PLAN UPDATE

## BOUNDARY COMMITTEE

3

CREATE OPTIONS

BOUNDARY COMMITTEE

# CREATE OPTIONS

## Integration Strategies:

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

boundary committee

Where do I start to  
create new options?

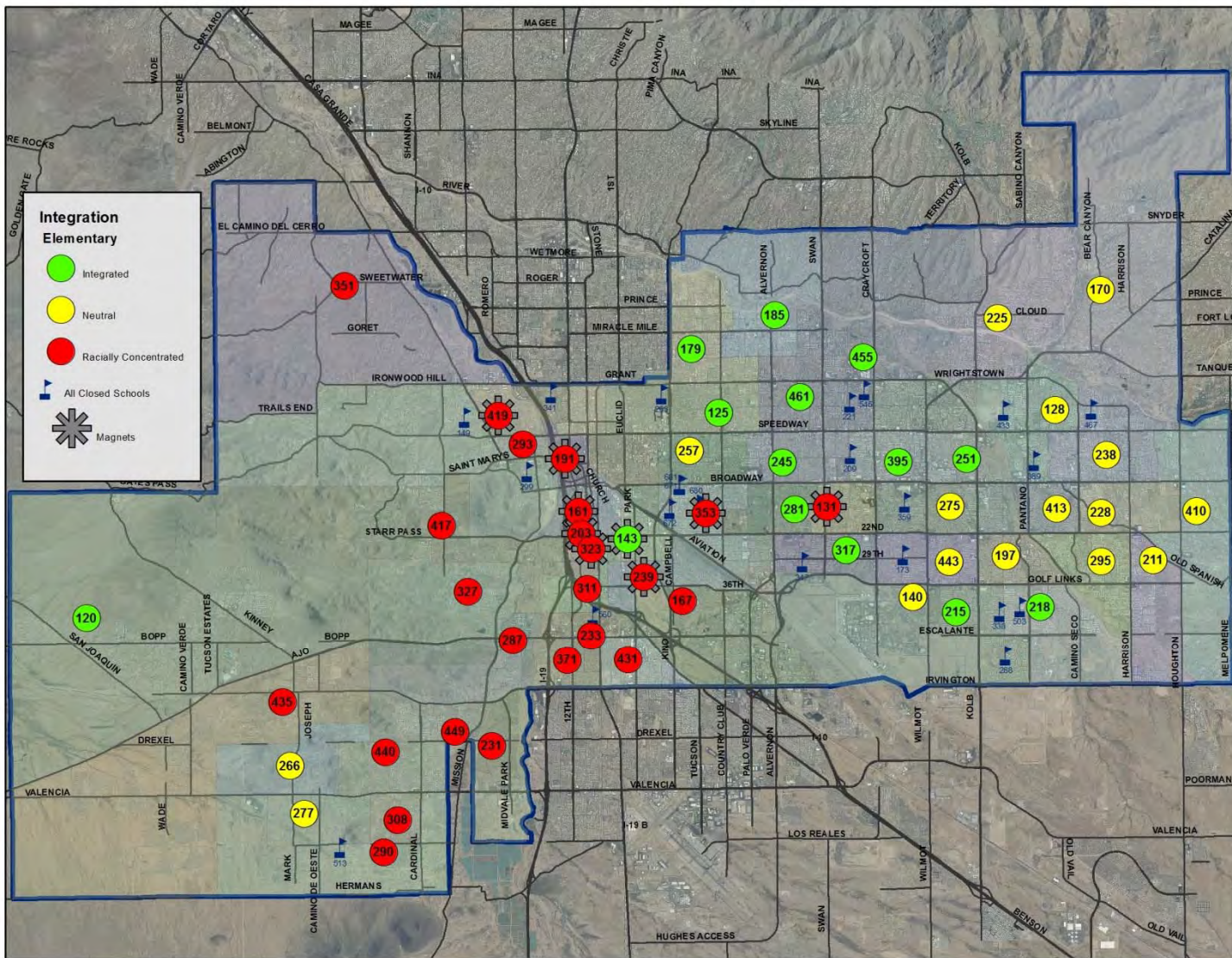
**TUSD**

 APPLIED  
ECONOMICS

 DLR Group

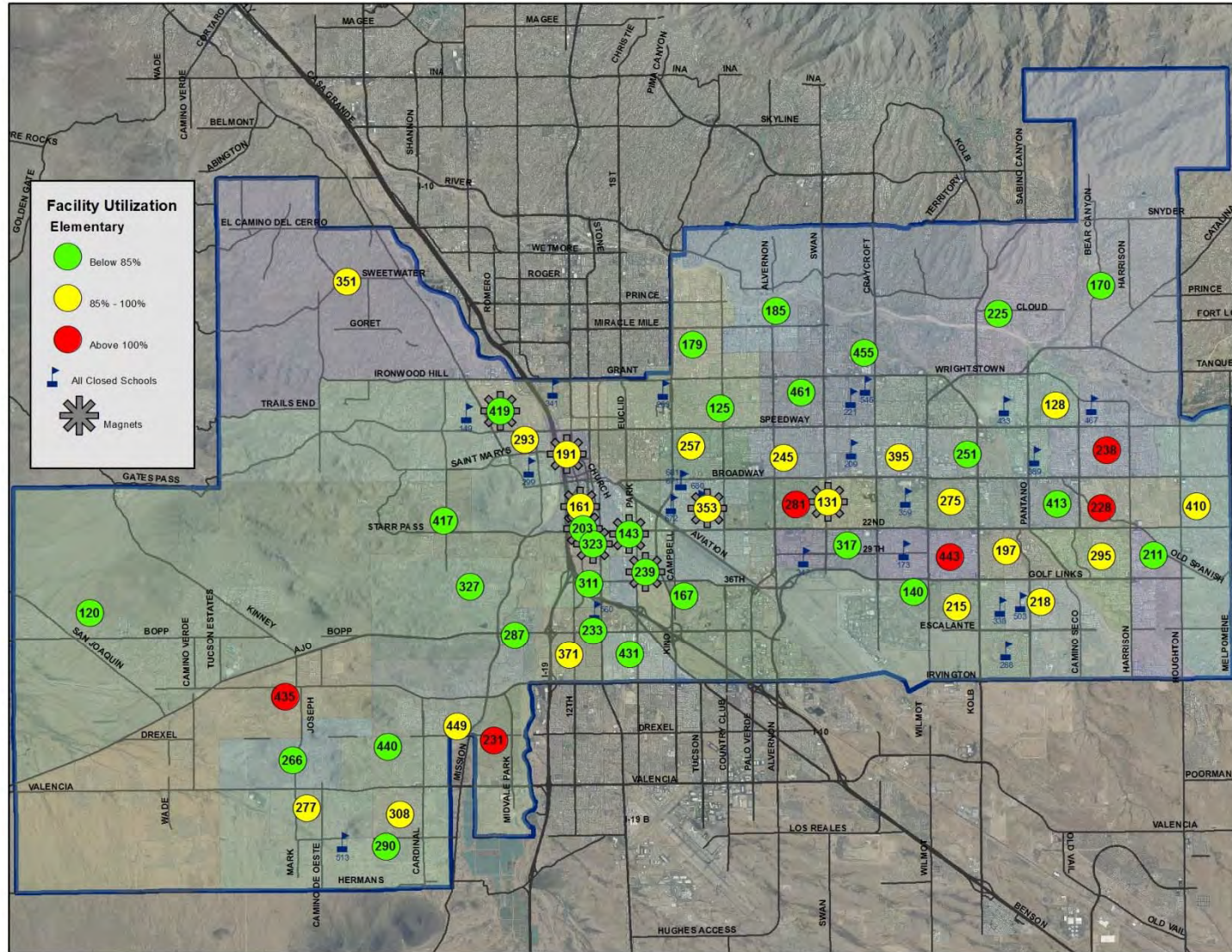
# ELEMENTARY: INTEGRATION STATUS

demography report



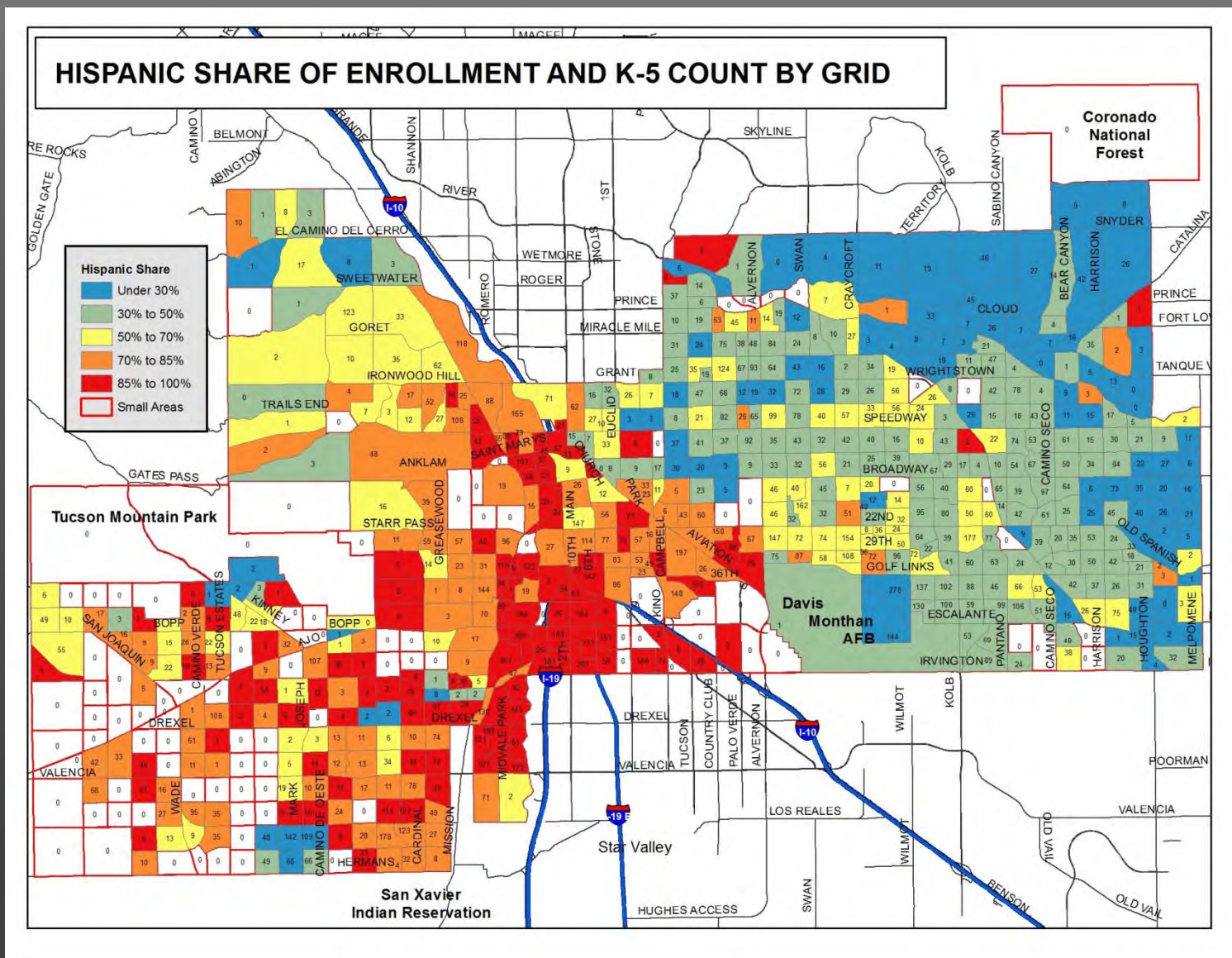
# ELEMENTARY: FACILITY UTILIZATION

demography report



# ELEMENTARY: HISPANIC SHARE






demography report

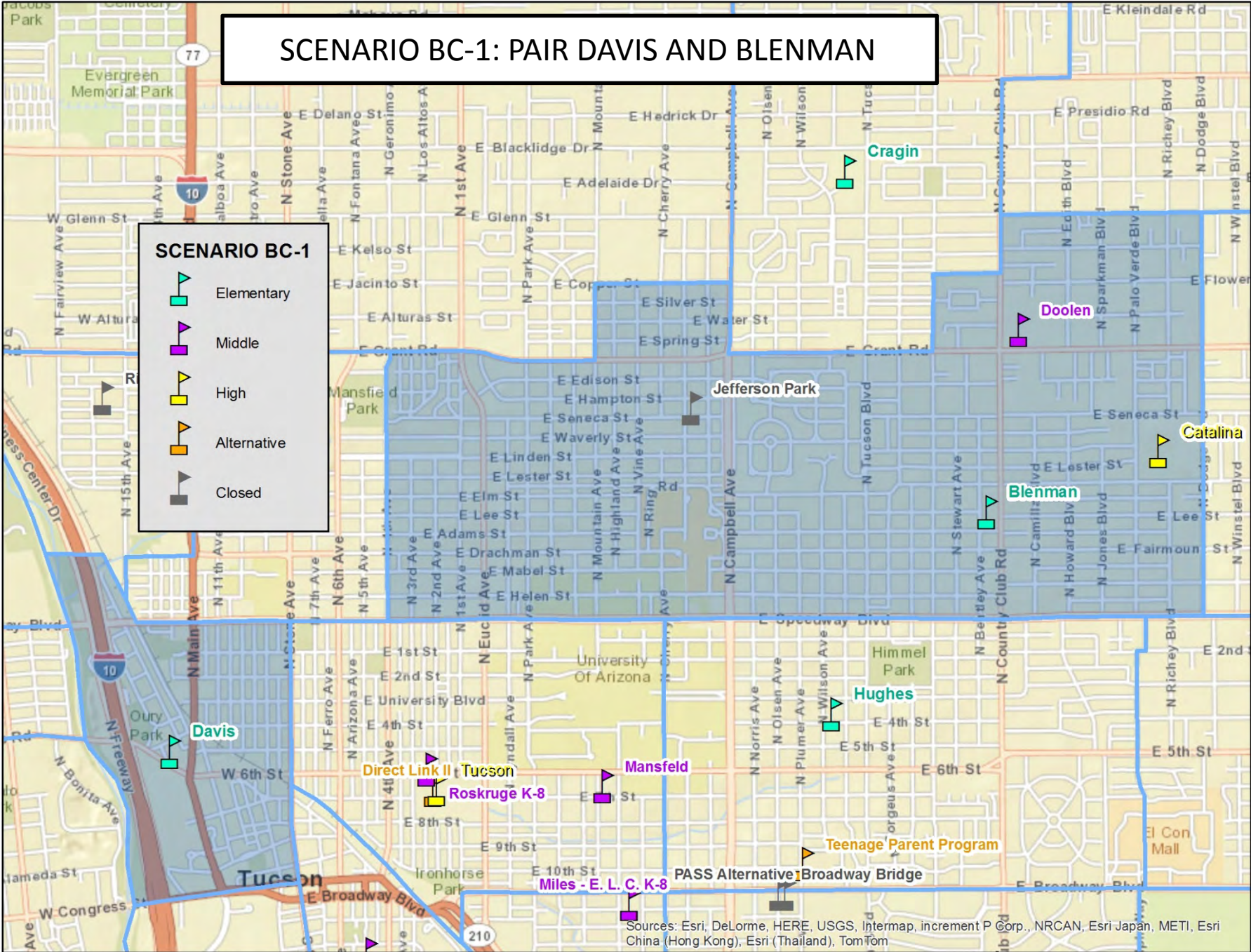




# SCENARIO BC-1: PAIR DAVIS AND BLENMAN

**SCENARIO BC-1**

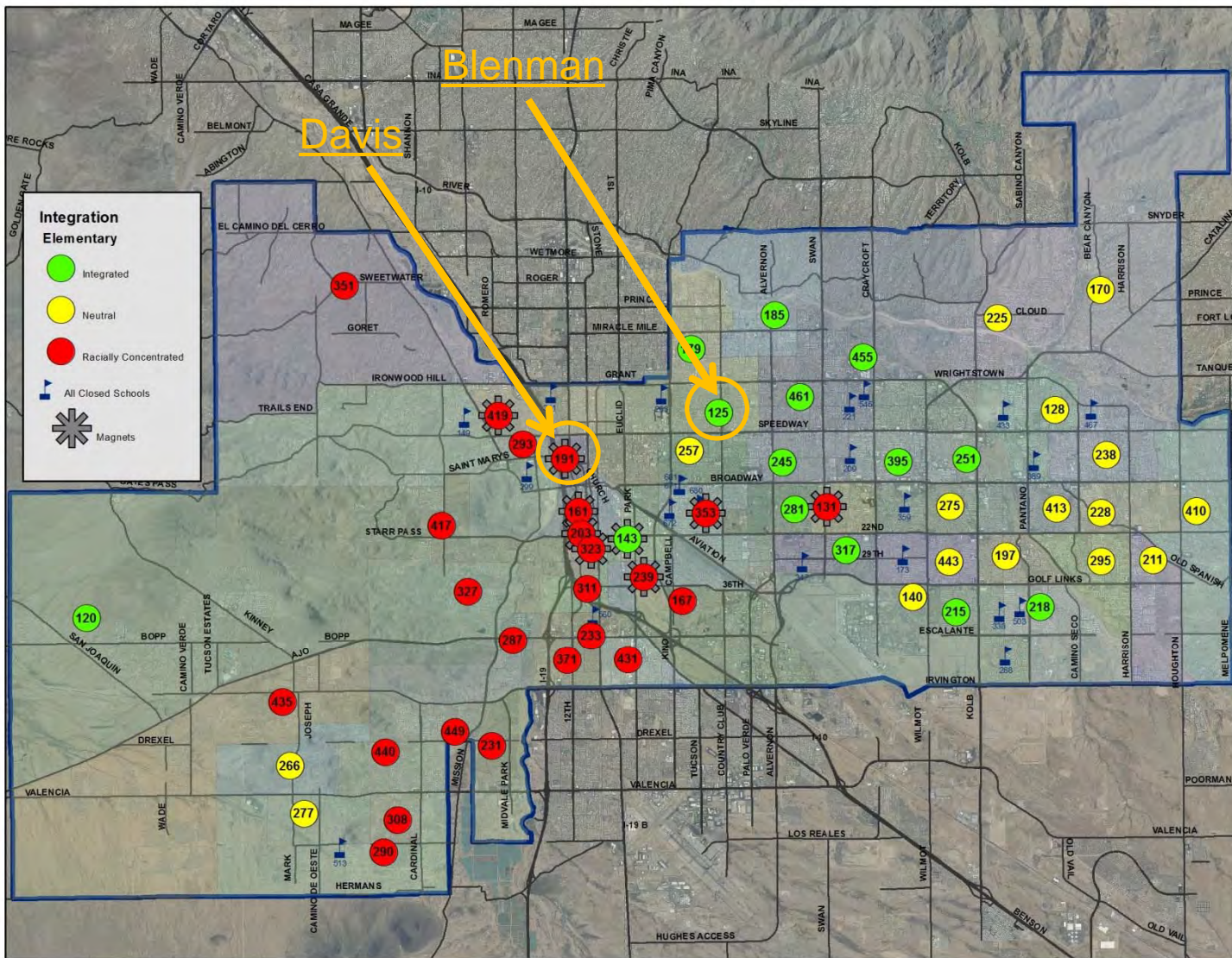
-  Elementary
-  Middle
-  High
-  Alternative
-  Closed



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

# ELEMENTARY: INTEGRATION STATUS

demography report



demography report

### TUCSON UNIFIED SCHOOL DISTRICT / FACILITY PLANNING DATABASE / MARCH 21, 2014

School Number / Name	FRL	School Enrollment by Ethnicity						RC Status		Attendance Area Student Population by Ethnicity						School Area Ratio
	2013	White	A. Amer.	Hispanic	Other	Minority	Hispanic	Current	New	White	A. Amer.	Hispanic	Other	Minority	Hispanic	
<b>ELEMENTARY SCHOOLS</b>																
120 Banks	81%	105	7	241	12	71.2%	66.0%	I	I	118	8	315	22	74.5%	68.0%	0.97
125 Blenman	80%	106	68	244	78	78.6%	49.2%	I	I	164	65	279	73	71.8%	48.0%	1.02
128 Bloom	59%	157	29	162	44	59.9%	41.3%	N	I	171	26	158	38	56.5%	40.2%	1.03
131 Bonillas	79%	59	23	329	25	86.5%	75.5%	R	R	76	25	177	19	74.4%	59.6%	1.27
140 Borman	29%	275	39	121	62	44.7%	24.3%	N	I	231	30	108	54	45.4%	25.5%	0.95
143 Borton	53%	98	19	260	41	76.6%	62.2%	I	I	3	18	148	17	98.4%	79.6%	0.78
161 Carrillo	68%	12	11	275	9	96.1%	89.6%	R	R	17	23	145	12	91.4%	73.6%	1.22
167 Cavett	84%	11	17	266	8	96.4%	88.1%	R	R	12	27	328	17	96.9%	85.4%	1.03
170 Collier	28%	126	6	52	28	40.6%	24.5%	N	I	115	5	45	22	38.5%	24.1%	1.02
179 Cragin	80%	102	30	196	29	71.4%	54.9%	I	I	102	27	216	35	73.2%	56.8%	0.97
185 Davidson	82%	84	30	182	41	75.1%	54.0%	I	I	82	25	192	44	76.1%	56.0%	0.96
191 Davis	43%	32	6	300	9	90.8%	86.5%	R	R	11		87	6	89.4%	83.7%	1.03
203 Drachman	78%	16	31	231	24	94.7%	76.5%	R	R	17	23	145	12	91.4%	73.6%	1.04
211 Dunham	54%	96	5	91	15	53.6%	44.0%	I	I	155	13	132	25	52.3%	40.6%	1.08
215 Erickson	75%	167	60	301	69	72.0%	50.4%	I	I	266	84	390	87	67.8%	47.2%	1.07
218 Ford	67%	132	36	195	33	66.7%	49.2%	I	I	158	38	211	47	65.2%	46.5%	1.06
225 Fruchthendler	19%	258	8	90	22	31.7%	23.8%	N	I	209	7	72	15	31.0%	23.8%	1.00
228 Gale	39%	230	7	137	39	44.3%	33.2%	N	I	160	4	83	26	41.4%	30.4%	1.09
231 Grijalva	88%	26	7	660	34	96.4%	90.8%	R	R	32	11	685	41	95.8%	89.1%	1.02
238 Henry	58%	199	24	148	24	49.6%	37.5%	N	I	204	25	184	41	55.1%	40.5%	0.92
239 Holladay	71%	20	31	192	18	92.3%	73.6%	R	R	5	19	204	17	98.0%	83.3%	0.88
245 Howell	83%	92	33	190	43	74.3%	53.1%	I	I	97	33	157	45	70.8%	47.3%	1.12
251 Hudlow	83%	91	20	157	30	69.5%	52.7%	I	I	117	16	168	24	64.0%	51.7%	1.02
257 Hughes	26%	145	10	157	37	58.5%	45.0%	N	I	106	11	101	29	57.1%	40.9%	1.10
266 Johnson	92%	7	6	212	139	98.1%	58.2%	N	I	4		47	4	92.7%	85.5%	0.68
275 Kellond	60%	259	17	236	66	55.2%	40.8%	N	I	160	12	241	43	64.9%	52.9%	0.77
277 Lawrence	86%	12	3	177	214	97.0%	43.6%	N	I	10	6	265	331	98.4%	43.3%	1.01
281 Lineweaver	55%	203	18	281	54	63.5%	50.5%	I	I	53	7	94	10	67.7%	57.3%	0.88
287 Lynn/Urquides	94%	20	7	574	19	96.8%	92.6%	R	R	14	7	532	7	97.5%	95.0%	0.97
290 Maldonado	90%	25	7	364	24	94.0%	86.7%	R	R	37	12	495	31	93.6%	86.1%	1.01
293 Manzo	78%	15	6	305	29	95.8%	85.9%	R	R	9	3	215	21	96.4%	86.7%	0.99
295 Marshall	63%	135	20	166	24	60.9%	48.1%	N	I	146	14	157	36	58.6%	44.5%	1.08
308 Miller	88%	37	8	511	50	93.9%	84.3%	R	R	31	7	577	27	95.2%	89.9%	0.94
311 Mission View	93%	3	10	238	18	98.9%	88.5%	R	R		8	223	10	100.0%	92.5%	0.96
317 Myers/Ganoung	78%	53	44	287	44	87.6%	67.1%	I	I	70	42	239	43	82.2%	60.7%	1.11
323 Ochoa	94%	5	4	191	26	97.8%	84.5%	R	R	4	4	163	15	97.8%	87.6%	0.96

Demographic Data

demography report

TUCSON UNIFIED SCHOOL DISTRICT / FACILITY PLANNING DATABASE / MARCH 21, 2014

School Number / Name	District	Type	Letter Grade	Mag-net	Enrollment (w/o PreK)				2013 PreK	Change 2008-13	Attendance 2013				Attract-Flight Rat.	Over-subscribed			
					2008	2011	2012	2013			Area	Leave	% Out	Stay			Enter	% In	Outside
<b>ELEMENTARY SCHOOLS</b>																			
120 Banks	D1	E	C		440	351	356	353	12	-84	463	158	34%	305	58	16%	19	0.47	N
125 Blenman	D2	E	C		499	504	411	461	35	-88	581	236	41%	345	135	27%	7	0.67	N
128 Bloom	D3	E	B		249	322	270	373	20	21	393	142	36%	251	134	34%	3	0.94	N
131 Bonillas	D4	E	C	Y	327	445	420	435	1	-17	297	138	46%	159	264	61%	11	1.30	N
140 Borman	D5	E	B		425	488	470	460	38	45	423	27	6%	396	60	12%	39	1.89	N
143 Borton	D6	E	B	Y	314	345	416	403	15	102	186	79	42%	107	298	71%	21	1.68	N
161 Carrillo	D7	E	A	Y	311	321	314	307	0	3	197	128	65%	69	235	77%	22	1.18	Y
167 Cavett	D8	E	C		430	297	279	286	16	-151	384	125	33%	259	27	9%	3	0.27	N
170 Collier	D9	E	B		305	280	238	212	0	-67	187	32	17%	155	57	27%	8	1.57	N
179 Cragin	D10	E	C		496	373	339	329	29	-157	380	144	38%	236	106	30%	18	0.78	N
185 Davidson	D11	F	C		362	350	339	311	27	-23	343	129	38%	214	107	32%	15	0.84	N
191 Davis	D12	E	B	Y	279	318	317	347	0	38	104	26	25%	78	267	77%	18	3.08	Y
203 Drachman	D7	E	C	Y	347	338	319	304	0	-28	197	128	65%	69	204	67%	18	1.03	N
211 Dunham	D14	E	C		277	208	206	207	0	-71	325	194	60%	131	76	17%	6	0.62	N
215 Erickson	D15	E	C		430	414	450	561	36	20	827	334	40%	493	85	14%	8	0.34	N
218 Ford	D16/31	E	C		366	375	380	394	2	14	454	174	38%	280	115	29%	13	0.76	N
225 Fruchthendler	D17	E	A		371	423	404	379	0	33	303	45	15%	258	115	30%	18	2.04	N
228 Gale	D18	E	A		333	365	398	400	13	65	273	71	26%	202	207	50%	4	1.93	Y
231 Grijalva	D19	E	B		747	724	704	711	16	-43	769	207	27%	562	151	21%	14	0.77	Y
238 Henry	D21	E	B		274	300	312	395	0	38	454	194	43%	260	122	31%	3	0.72	N
239 Holladay	D22	E	C	Y	248	262	281	261	0	33	245	107	44%	138	216	83%	22	1.89	N
245 Howell	D23	E	B		338	359	342	330	28	4	332	145	44%	187	158	44%	6	1.01	N
251 Hudlow	D24	E	B		312	288	256	272	30	-56	325	165	51%	160	126	42%	3	0.82	N
257 Hughes	D25	E	A		299	332	386	351	0	87	247	48	19%	199	149	42%	14	2.18	Y
266 Johnson	D26	E	D		314	309	356	317	47	42	55	411	747%	-356	104	29%	7	0.04	N
275 Kellond	D27	E	A		348	448	408	578	0	60	456	171	38%	285	285	49%	10	1.31	Y
277 Lawrence	D28	E	D		273	290	353	386	20	80	612	411	67%	201	58	14%	6	0.21	N
281 Lineweaver	D29	E	B		451	479	540	557	0	89	164	50	30%	114	437	78%	26	2.57	Y
287 Lynn/Urquides	D30	E	D		895	625	593	587	33	-302	560	133	24%	427	173	28%	11	1.17	N
290 Maldonado	D32	E	D		547	433	475	386	34	-72	575	232	40%	343	55	13%	3	0.32	N
293 Manzo	D33	E	C		262	207	228	284	71	-34	248	84	34%	164	179	50%	17	1.49	N
295 Marshall	D34	E	D		332	309	318	332	13	-14	353	151	43%	202	139	40%	4	0.94	N
308 Miller	D35	E	C		650	607	571	590	16	-79	642	239	37%	403	198	33%	15	0.88	N
311 Mission View	D36	E	D		305	295	256	244	25	-49	241	91	38%	150	104	39%	6	1.02	N
317 Myers/Ganoung	D37	E	C		401	401	386	381	48	-15	394	140	36%	254	159	37%	1	1.04	N
323 Ochoa	D38	E	B	Y	227	190	220	205	21	-7	186	90	48%	96	125	55%	18	1.14	N

School Data

# CREATE OPTIONS

## BC GOALS:

1. Focus for the boundary review plan is to **improve integration** as defined by the USP:
  - Moving single groups over 70% to less
  - Moving all groups toward district average
  - Providing more opportunities to attend integrated schools
  - If it doesn't meet one of these above, it can go into the implementation plan as an idea to consider in the future.
2. Address all Grade Levels

boundary committee

# SMALL GROUP DISCUSSIONS

## Develop new options:

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

### CRITERIA ANALYSIS

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

# SMALL GROUP DISCUSSIONS

## Ground Rules for Discussions:

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

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# SMALL GROUP SUMMARIES

## BOUNDARY COMMITTEE

5

NEXT STEPS

BOUNDARY COMMITTEE

# WRAP UP

**Next Meeting:**

**May 14 at 6:30pm**

Duffy Family & Community Center

Topic: Evaluate Options

**TUSD**

 **APPLIED  
ECONOMICS**

 **DLR Group**

# **EXHIBIT 6-B2**



## **Boundary Committee Notes**

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

**Purpose: BC Meeting**

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

### **BC Requested Items:**

1. In addition to the GATE data, provide ethnic break out of the GATE students at each school.
2. Magnet summary for standards for funding, include specific programs that are funded.
3. Magnet budget that was submitted to administration broken out per school in each category. Include detail and numbers of students in the program by ethnicity. Provide more detail of the funds that have been allocated at each school.
4. Magnet funds, provide when they are released to the schools.
5. Remove the "L" late designation from the posted sign-in sheets.

**BC Proposed Options** (from Small Groups – discussion notes listed at the end of this document):

1. No Magnets/ Oversubscribed Elementary Options (see Gold and Purple group notes): Provide the option to students in these schools to attend a higher performing school that will help integration and are not oversubscribed.
  - a. Lynn/ Urquides (D, 92.6% Hispanic) – send to Howell (B)
  - b. Maldonado (D, 86.7% Hispanic) – send to Sewell (A)
  - c. Manzo (C, 85.9% Hispanic) – send to Booth (C school and lift magnet status)
  - d. Miller (D, 84.3% Hispanic) – send to ?
  - e. Mission view (D, 88.5% Hispanic) send to ?
  - f. Tolson (D, 83.9% Hispanic) send to ?
  - g. Oyama (D, 79.7% Hispanic) send to ?
2. Now that Roskrige is a K-8, change Roskrige K-5 attendance area to K-8 to alleviate Mansfeld of the 6-8 students in this area. (see Gold Group notes)
3. In addition to Santa Rita, add JTED, early middle college at Cholla with a Pima Campus Connection (see Gold Group notes)
4. Add a self-contained GATE classroom at a high racially concentrated school to draw different ethnic groups. (see Gold Group notes)
5. Middle Schools: Non-Magnet with Small Size Facilities (see Purple Group notes)
6. Sahuaro as a Magnet (see Purple Group notes)
7. Create schools in the middle of the District to share transportation burden (may be new schools or previously closed school).
8. Change Lawrence to 6-8 and Johnson to K-5, both underutilized, pull students out of Pistor to fill Lawrence. (see Green Group notes)
9. Corbett area to Roberts-Naylor, closer to Roberts-Naylor, shift some from Erickson (Reynolds) to Wheeler (see Green Group notes)
10. Improve Recruitment (see Green Group notes) – analyze what is working at successful schools and repeat at strategic schools.

11. Proposed Option: Add programs to Sabino and Sahuaro to draw kids to the east.

### Questions/ Comments from Meeting:

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

1. Q. How are the magnets funded, through grants? A. Magnets are funded mostly through desegregation money.
2. Q. In regards to the Magnet funding provided, does this represent the total budget or just deseg money? A. Just the desegregation money.
3. Q. The Chart lists Mansfeld as a magnet in 2013, but it wasn't a magnet yet? A. TUSD will follow up, they believe the money allocated was to get the magnet started.
4. Q. Does the magnet funding stay the same from year to year? A. No, it does vary.
5. Q. Is the 2014 budget the projected budget? Why is there such a change at Tucson HS? A. 2014 represents the 2013/ 2014 school year. Before the court order, more money was allocated because the process was list strict. Now that there are stricter criteria, less money has been distributed.

### Presentation

#### Update

- 4/16 Meeting Minutes – send comments, corrections or clarifications via email
- BC Requested Items:
  - Charter School Map of locations distributed at the meeting and via ftp site.
  - Magnet financial summary distributed at the meeting and via ftp site.
  - Data Table Key distributed at the meeting and via ftp site.
  - GATE data was provided last week on the ftp site and was distributed at the meeting.
  - Feeder Patterns distributed at the meeting and via ftp site.
- Schedule:
  - A revised schedule has been developed, but is awaiting comments from the Special Master and Plaintiffs. Comments are expected next Tuesday and as soon as they are available, the BC will be updated.
  - **Action Item:** With the extended commitment from the BC through the summer, the BC discussed on whether there should be more acceptable absences permitted. One member voiced concern with voting prior to the schedule being finalized. If needed, there will be a second vote at the time that the schedule has been determined. It was proposed to possibly add “excused absences” to account for family emergencies and summer vacation plans.
    - Vote 1: “Given the extended schedule, how many excused absences are acceptable?”
      - Vote results: Add 2 excused absences. (From 24 voters: One = 21%, Two = 38%, Three = 29%, None = 13%)

- Vote 2: “Given the extended schedule, how many unexcused absences are acceptable?”
  - Vote results: Keep current 2 unexcused absences. (From 24 voters: Two (same as original) = 78%, Three = 17%, Four = 4%)
- Next BC meeting – May 14, 2014 6:30-8:30pm. No meeting next week.
- Magnet Plan Update by Vicki Callison
  - Committee met today and is working on a draft plan.
  - The magnet plan is shaping up to be very different than the previous plans. There will be 2 distinct sections.
    - The first is an operations plan. It will be the rule book for magnet schools. Whether the District is under a deseg order or not, this section will be same. Previously, the document was to be changed every year. With this new format, the operations section will stay intact. This section will do two things: build programs that are sustainable and build an infrastructure to continue magnets from year to year.
  - The second will be an action plan based on performance from year to year.
  - Q. What is the criteria for magnet funding? A. This is the first year that criteria was developed by per pupil expenditures. The criteria has been developed, but is currently being filtered through the administration.
  - Q. Are there any other factors? There is a large discrepancy between some schools. A. some programs are more expensive than others and this is taken into account. (IB has a higher cost, STEM is a medium cost and traditional programs like at Dodge are less expensive.)
  - Q. Do you have the criteria written down? If so, please bring that info to the next meeting or mail to Gloria. A. Absolutely, we have standards.
  - This year’s budget was developed differently where there was a zero base budget, the needs were assessed and then the amounts were put in front of the administration for approval. Last year, there was a finite amount that was divided up between programs.
  - C. Please provide the break out of this information on the ftp site as well. R. I’ll provide the budget that was submitted to the administration including FTE, consultant, administration, supplies, etc. broken out per school in each category.
  - Q. Please provide when the funds are released to the schools. I was told that hiring was delayed because of when the funds and budget was released. A. TUSD has already approved positions for next year. Previously, hiring was delayed because of the District’s hiring freeze.
  - Q. Are these changes to be a systematic change or does it depend on the administration? A. It’s to be systematic if it works. Currently, the system looks like it will work.

#### Create Options

- Review of USP requirements and role of BC

- Review of how to use the materials to help create options. BC-1 was used as an example only to show how it was developed by looking at the Integration Status Maps and data tables.
- The BC broke off into their small groups. First, there was a quick exercise provided by the facilitator to help the group navigate and read their materials. The following questions were provided:
  - Use the Elementary School Integration Status Map. Locate the racially concentrated school that is furthest east. Which school is this? Hint: the numbers correspond to the school names on any of the data sheets. (Answer – Bonillas)
  - Use the Middle School Facility Utilization Map. Which school is over 100% west of the I-10? (Answer – Pistor)
  - Use the Hispanic Share of Enrollment and 9-12 count by grid Map. Locate the grid that is furthest east that is an area of high Hispanic concentration (red grid). How many Hispanics are in this grid? (Answer – 1) It's all relative. If that grid only has one 9-12 student in that grid and they're Hispanic, then it's represented as a high Hispanic count.
  - Which K-5 Elementary School has the highest Hispanic percentage? Hint – K-5 only in the Demographic Data Table (Answer – Lynn/ Urquides with 92.6%)
  - Which 6-8 Middle School has largest percentage of their attendance area leaving? Hint – 6-8 only in the School Data Table, Hint – Attraction/ Flight ratio closest to 1 (higher = high flight, lower = high attraction) (Answer – Roberts-Naylor 63%)
  - Which High School has the most room available (aka least amount of utilization?) Hint – Facility Data Table (Answer – Santa Rita HS)
  - Which K-8 School has a Self-Contained GATE program? Hint – GATE Data Table (Answer – Hollinger)

### Small Group Summary

- Blue Table Summary:
  - There were more questions than answers discussed.
  - A lot of scenarios that were attempted only moved a handful of kids. Their table made the decision to only look at scenarios that moved more than 50 kids.
  - Proposed Option: Add a GATE program to a west side school. The group was frustrated because they did not know how this would affect the community.
  - The group needs more info on why schools draw students. Does the District gather this information?
  - Proposed Option: provide programs to draw students to the east side.
    - Look at programs at Sabino and Sahuaro.
    - Possibly move Cholla programs such as IB or law enforcement to draw students to the east side.
    - At Tucson High, focus on a select few magnets and move the other to east side schools.
- Purple Table Summary:

- Proposed Option: (Elementary Schools)
  - Leave magnets alone, they are already a vehicle for TUSD
  - Looked at other schools and targeted those that are greater than 85% racially concentrated and low grade. Give students at these schools the option to move to a better performing school.
  - Both schools would receive program assistance.
  - Transportation would be provided and advertised.
- Proposed Option: Create schools in the middle of the District and share transportation burden from all sides of the District. May use a previously closed school campus or build a new campus.
- Proposed Option: Turn Sahuaro into a Magnet to draw students.
- Middle Schools – Group was challenged with middle schools. Possibly provide an option of a small middle school, develop programs to draw students and advertise free transportation.
- Green Table Summary:
  - Began with philosophical discussion: need magnets with good programs, money to recruit good people to lead these programs, and need to equalize the burden of bussing.
  - Proposed Option: Move students from Corbett area to Roberts-Naylor to improve integration at Roberts-Naylor. Also move students from Erickson to Wheeler.
  - Proposed Option: In the Lawrence, Johnson and Pistor area, pull students from Pistor's open enrollment to also alleviate overcrowding.
- Gold Table Summary:
  - Also reviewed the elementary option discussed by the purple table. Added to it, the inclusion of feeders. Once the students move to the better performing school, give them the opportunity to continue in that feeder pattern to continue to help integration in the upper grade levels.
  - Proposed Option: Now that Roskruge is a K-8, make the Roskruge K-5 attendance area a K-8 attendance area. This will reduce the number of 6-8 students from going to Mansfeld (the current assignment for 6-8).
  - Proposed Option: In addition to Santa Rita, develop an early middle college at Cholla with its nearby Pima Campus connection. This may entice students to the west side too.
  - Proposed Option: Provide a self contained GATE classroom at racially concentrated schools.

#### Next Steps

- Next BC Meeting – May 14<sup>th</sup> (No meeting next week.)
  - Evaluate options.

Notes from Small Groups:

Gold Group:

Participants: Katrina Leach (recorder), Angie Mendoza, Marguerite Samples, Sylvia Campoy, Lorraine Richardson, Dale Lopez, Georgia Brousseau, Carmen (visitor), Pat (visitor)

- Proposed Option: Sylvia came with a prepared solution that she and a small group developed:
  - Magnets should not be paired or clustered. It's believed that this will kill the magnet. Magnets have not been supported and they need to be. Once supported, those schools need time to come up to speed.
  - Need exceptional leadership that are knowledgeable about desegregation.
  - Achievement is part of the deseg order.
  - They looked at schools that are racially isolated at 85% or above, have an achievement of C and below and low socio-economics. Provide the option to students in these schools to attend a higher performing school that will help integration and are not oversubscribed.
  - Transportation will be available through deseg funds, but will also be advertised.
  - Professional development and resources will be provided to the sending and receiving school to improve both schools.
  - The schools suggested include:
    - Lynn/ Urquides (D, 92.6% Hispanic) – send to Howell (B)
    - Maldonado (D, 86.7% Hispanic) – send to Sewell (A)
    - Manzo (C, 85.9% Hispanic) – send to Booth (C school and lift magnet status)
    - Miller (D, 84.3% Hispanic) – send to ?
    - Mission view (D, 88.5% Hispanic) send to ?
    - Tolson (D, 83.9% Hispanic) send to ?
    - Oyama (D, 79.7% Hispanic) send to ?
  - Developed Pros:
    - Optimal options – parents to understand that their school will receive assistance and that their student would be received at another school
    - Integration enhanced at receiving school
    - School improvement at sending school
    - Support at both receiving and sending school
    - Parent engagement increased
    - Voluntary option
    - Travel time to receiving school is to the central portion of the District
  - Developed Cons:
    - West side school may feel they are being stigmatized (will need support to remove stigma)
    - Travel time

## Discussion:

- C. Con: could be flight from these underperforming schools. If the underperforming schools become underutilized, they may be subject to closure.
- Q. Will there be a limit for how many students may transfer so as to not overburden the receiving school or so as to not deplete the home school?  
A. We need the District to help determine how it would be set up.
- Q. Movement from west to east only? A. At this time yes.
- Q. Include Wheeler? A. It'd be over utilized.
- C. Con: Concern that people would choose to stay and not move, wouldn't be enough movement. That is traditionally what happens when the option is given to move with transportation, especially at the younger grade levels.
- C. Would require commitment from the admin/ faculty to receive the change.
- Q. Is Manzo going to be a charter school? A. Not sure, but not an issue because it would still be under desegregation.
- Q. Would all students qualify to move? A. No, only those ethnic groups that would enhance integration with the move.
- C. Pro: No boundary changes. Only disrupt those who opt in.
- Q. What's the difference from what is currently happening? A. Biggest difference is the PD/ program support for both schools.
- C. Admin from both schools would need to collaborate to support the parents. Maybe even have teacher nights with all teachers at both schools to ease parent transportation challenge.
- C. Some schools with poor grades already receive the option to move with transportation. Would have to compare list to see if any of these schools already receive the option to move.
- Proposed Option: Now that Roskruge is a K-8, change Roskruge K-5 attendance area to K-8 to alleviate Mansfeld of the 6-8 students in this area.
  - C. Doesn't make sense that there are 3 magnets so close together. (Safford/ IB, Mansfeld/ STEM, Roskruge/ Bilingual)
  - Pros:
    - keeps students in Roskruge area in neighborhood
    - reduces #s at Mansfeld and opens up seats for STEM magnet
    - not taking away magnet seats, there are plenty
  - Con:
    - Only handful of kids. BC-13 shows 32 students in this area would be affected, so we're assuming the same number.
- Proposed Option: In addition to Santa Rita, add JTED, early middle college at Cholla with a Pima Campus Connection
  - C. Does not need to be added as a magnet.
  - Pro:
    - Different Programs than Santa Rita, would encourage the east-west interchange in both directions
    - Proximity to Pima CC

- Proposed Option: Add a self-contained GATE classroom at a high racially concentrated school to draw different ethnic groups.
  - C. Admin/ faculty will need to support integration.
  - C. Admin selection and commitment needed most.
  - Con:
    - GATE has a tendency to be segregated from the rest of the campus.

Purple Group:

Participants: Shaun Brown (recorder), Sam Brown, Lilian Martinez, Rodney Bell, Betts Putnam-Hidalgo, Rosalva Meza, Caroline Carlson, Marsha Willey, James T Schelble

- Proposed Option: No Magnets/ Oversubscribed Elementary Options (same handout as at gold group with Sylvia)
  - Comments:
    - Integrate at the receiving schools, Sewell, Howell and Booth as starting options.
    - Schools on the edge of TUSD Boundary should be considered for closure.
    - Re-open closed central elementary schools to draw students back with improved programs.
    - Have a non-magnet school
    - Create open enrollment at closed school areas
    - Boundaries set to meet the criteria at schools
  - Pros:
    - Include all schools
    - Should Doolen program be copied for other schools to use?
    - Improve programs at current schools
    - Have short commutes for students
  - Cons:
    - Time and distance (transportation)
    - Lack of funding to schools
    - Transfer of students
    - Improving schools may not bring students to the site based on location and distance.
- Proposed Option: Middle Schools (Non-Magnet with Small Size Facilities)
  - Comments:
    - Non-Magnet middle school with smaller facilities
  - Pros:
    - Smaller middle schools such as Dodge
  - Cons:
    - Starting times of schools
    - Need to improve sports at middle schools.
- Proposed Option: Sahuaro as a Magnet
  - Comments
    - Sahuaro HS as a Magnet HS
  - Pros



- Transportation provided
- Sahuaro is already an attractive site
- Cons
  - Over capacity at 94%

Blue Group:

Participants: Kelly Wendel (recorder), Vicki Borders, Juan Canez, Taren Lanford, Lorinda Pierce, Susan Neal, Arthur Buckley, Kathy Jensen

- Discussions:
  - Moving GATE programs is expensive and may jeopardize status of other schools
  - Note enough GATE options on the west side
  - Should do a survey of why schools are drawing students or not drawing students
  - Should do an exit survey to students who withdraw
- Proposed Option: Add programs to Sabino and Sahuaro to draw kids to the east.
  - Possibly move programs from Cholla such as law enforcement or IB
  - Focus efforts and strengthen a select few programs at Tucson High, move other programs to east side schools.

Green Group:

Participants: Bryant Nodine (recorder), Celina Ramirez, Cesar Aguirre, Rachel Starks, Bill Jones, Juan Carlos De La Torre, Anna Timney, Gloria Copeland, Richard Murillo (observer)

- Proposed Option: Change Lawrence to 6-8 and Johnson to K-5, both underutilized, pull students out of Pistor to fill Lawrence.
  - Discussion:
    - How many students at Pistor are actually Valencia students?
    - Does this improve integration?
    - Get students back to their home school.
    - Pistor is a C school and Lawrence is a D (but it is in a 2-year UWV improvement program)
- Bus far east to the central locations – the burden to integrate has to be equal.
- Change boundaries versus pairing.
- Proposed Option: Corbett area to Roberts-Naylor, closer to Roberts-Naylor, shift some from Erickson (Reynolds) to Wheeler
  - Discussion:
    - May need to split the area to not overload R-N, Jumps Myers Ganoung, all three to R-N
    - Corbett would integrate
    - Most of Myers-Ganoung is exceptional education
    - Pro: feeder patterns
    - Supports K-8
- Many of the schools west of the ethnic break line are magnets (don't want to mix magnets with regular programs)

- Improve Recruitment:
  - What is Borton doing that works? Drachman? Booth Fickett?
  - Borton is friendly and welcoming. Borton could teach people how to do a good open house.
  - Hughes has a good email list
  - Open house in fall versus spring
  - Customer service training, front office tells.
  - PR for the right ethnicity (Caucasian)
  - Need the support to recruit
  - Juan Carlos will follow up with info on Drachman successes
  - Celina will follow up with info on Borton successes.
- Follow the GATE attendance areas, no exceptions
- Magnets to the periphery of the district – duplicate programs east-west
  - Spread out resources.

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 6-B3**

## Meeting Sign-In

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

Attendees:	Name	Membership	Present (Initial)
	Cesar Aguirre	BC	CA
	Agnes Attakai	BC	
	Rodney Bell	BC	RB
	Georgia Brousseau	BC	GB
	Sylvia Campoy	Plaintiff	SC
	Caroline Carlson	BC	CC
	Gloria Copeland	Plaintiff	
	JC De La Torre	BC	JCDT
	Kathryn Jensen	BC	KJ
	Taren Ellis Langford	Plaintiff	TEL
	Jorge Leyva	BC	
	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 30, 2014
Meeting Type	Boundary Committee Meeting
Location	Duffy Family & Community Center 6:30pm-8:30pm
Project	TUSD Boundary Review Plan
Project No.	30-14119-00

Attendees:	Name	Membership	Present (Initial)
	Lorinda Pierce Sena	BC	LP
	Betts Putnam-Hidalgo	BC	bph
	Celina Ramirez	BC	CR
	Lorraine Richardson <i>Lorraine Richardson</i>	Plaintiff	LR
	James Schelble	Plaintiff	JS
	Rachel Starks	BC	RS
	Anna Timney	BC	AT
	Diana Tolton	BC	
	Marietta Wasson	BC	
	<i>Pat Jury</i>	<i>guest</i>	<i>pat</i>

## Meeting Sign-In

Date April 30, 2014  
 Meeting Type Boundary Committee Meeting  
 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	<del>AB</del>
Juan Canez	Info	JC
Megan Chavez	A	
Amy Cislak	A	
Amy Emmendorfer	A	
Bill Jones	A	BJ
Marguerite Samples	A	MS
Marsha Willey	A	<del>MW</del>

## Meeting Sign-In

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

Attendees:

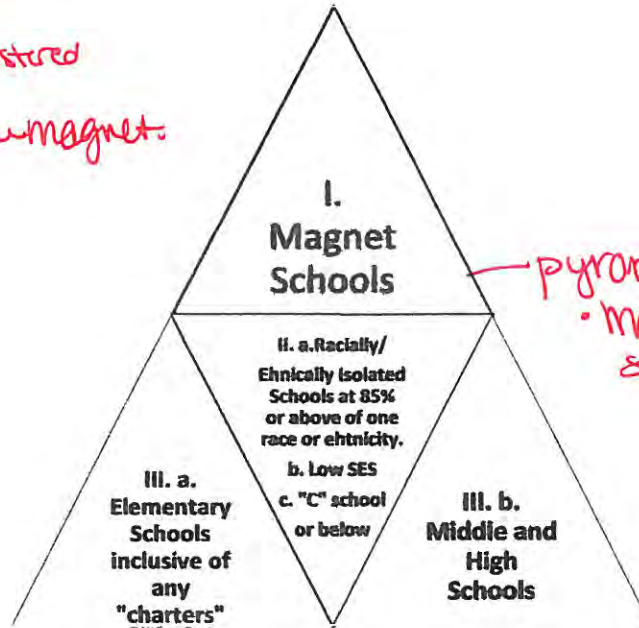
Name	Membership	Present (Initial)
Bryant Nodine	TUSD	BN
Shaun Brown	TUSD	SB
Katrina Leach (consultant)	DLR	KL
Sue Gray (consultant)	DLR	
Rick Brammer (consultant)	AE	
Garrett Lough (consultant)	AE	
Richard Murillo	TUSD	RM
Candy Egbert	TUSD	
Sam Brown	TUSD	SEB
Vicki Callison	TUSD	K
Kelly Wendel (consultant)	DLR	KW
<i>Carmen Cooper</i>	<i>TUSD</i>	

# **EXHIBIT 6-B4**



## Integration Strategies and Proposed Scenario

• Magnet schools should not be paired or clustered  
↳ believe it will kill the magnet.



pyramid - symbolic  
• magnet needs to be supported

Intentional integration efforts will be taken at all schools, with key focus taking place at magnet schools.

I. **Magnet Schools** will remain the key strategy in integrating schools and shall not be made part of any pairing or clustering scenarios.  
The District shall:

- ◆ Ensure that exceptional and experienced leadership who support the overarching ideals of desegregation are appointed to each magnet school.
- ◆ Support magnet schools with the required resources to recruit and retain an integrated student population in addition to the resources which are needed to support the magnet program/school. Resources should be provided at the beginning of each fiscal year so that principals are not waiting for the release of funding for positions and other required resources after the beginning of the school year.
- ◆ Student enrollment shall be closely monitored to ensure that only neighborhood resident children are attending the magnet school as a neighborhood school (verification through driver's license, utility bills, etc.) and that all magnet students are accepted based on legitimate grounds to do so.
- ◆ Magnet schools must now be supported within the historical context of understanding that such support has not been provided for a period of 10-15 years, inclusive of providing the resources required to advertise, recruit and retain a diverse student population.
- ◆ The magnet "pipe-lines" or "feeder magnets" must be re-energized and actualized.

← knowledgeable about deseg.

• Achievement is part of deseg order.

those schools need time to come up to speed.

## Integration Strategies and Proposed Scenario

### II. Proposed Scenario:

- A. Identify west side schools which are: a.) racially/ethnically isolated schools at **85% or above** of one race/ethnicity; b.) have a predominately **low-socio-economic student population** based on free and reduced lunch data; and c.) **have a grade of "C" or below**.
- B. Under the Unitary Status Plan provisions found in section III. Transportation. A. General Provisions-3., which states "*The District shall provide free transportation, except as provided in Paragraph (4) below, to:* b. District students enrolled in non-magnet programs and schools that are racially concentrated when such transfers increase the integration of the receiving school. Such transportation may be provided by District vehicles or by public transportation vouchers, whichever is appropriate" - offer transportation to students who elect to attend a number of listed schools with a "B" grade or above to the mid-corridor part of the District to schools which are NOT overprescribed and which will benefit in their integration efforts from the inclusion of students from the noted schools. Booth/Fickett K-8 Magnet School will also be an option if enrollment from the sending school will enhance integration.
- C. The sending schools will receive professional development and needed resources to support reforms which are needed to improve the school in meaningful and positive ways. (This approach will not be punitive or blaming.) The reforms will take place in a systemic manner so that they will be long-lasting.
- D. The receiving non-magnet schools will receive professional development to best support successful integration efforts. Integration is of great value when it is embraced and utilized as an instructional opportunity rather than perceived as a "numbers game."

*Looked e schools that are racially isolated  
2. achievement (C + below)  
3. low solid-econom*

*pp for both sending + receiving school.*

*Can flight from these schools? District to help w/ numbers.*

School	<u>Grade</u>	<u>Racially Isolated</u>	<u>SES</u> free and reduced lunch, etc.	Possible receiving schools
Lynn/Urquides	D	92.6% Hispanic		Howell B
Maldonado	D	86.7% Hispanic		Sewell A
Manzo	C	85.9% Hispanic		Booth C <i>(lift magnet status)</i>
Miller	D	84.3% Hispanic		
Mission View	D	88.5% Hispanic		
Tolson <sup>1</sup>	D	83.9% Hispanic		
Oyama <sup>2</sup>	D	79.7% Hispanic		

<sup>1</sup>Tolson falls below the 85% threshold outlined in the criteria; however, is listed for consideration since it meets most of the criteria and is indicated as a "D" school.

<sup>2</sup>Oyama falls below the 85% threshold outlined in the criteria; however, is listed for consideration since it meets most of the criteria and is indicated as a "D" school.

## Integration Strategies and Proposed Scenario

PROS	CONS
1. Optimal options: Parents are provided with two clear and viable options- understanding that intensive work will take place at their neighborhood schools to improve; while that is occurring they may opt to have their children attend schools which will embrace their children as students at their schools.	1. Listed west side school may have parents, administration, faculty and staff members who believe they are being stigmatized. The counter to this is that the efforts outlined herein are meant to support the removal of the negative stigma that does exist.
2. Integration is enhanced at the receiving school with the provision of quality professional development for non-magnet schools.	2. Travel time may be regarded as a negative; however, travel to most of the receiving schools is to the central portion of the District.
3. Supportive school improvement takes place at the sending school.	
4. Both receiving and sending schools receive support. "Win-win!"	
5. Both receiving and sending schools focus on the success of their students academically in new innovative ways.	
6. Parent Engagement is accented as a critical component of school improvement at the sending schools.	
7. Movement from sending to receiving school is totally voluntary.	
8. Travel time to receiving school is to the central portion of the District.	

(DD)  
 already receive transf.  
 Marg - well thought out.  
 Certain schools that have poor grades -

No boundary changes.  
 Debra - what's differentiated from what has happened?  
 Sylvia - biggest diff. - PP/support for both schools.  
 - if admin from both schools collaborate to support parents.

(II. This section needs additional work as assistance is needed from TUSD staff.)

**III. All schools will promote intentional integration through targeted recruitment via open enrollment.**

Q. movement from W to E only?  
 A. At this time yes.

Q. Incl. Wheeler? - over capacity utilized.

Carmen - concern people will choose to stay & not move. - worry not enough movement.  
 Angie - that is traditionally the case.  
 Georgia - commitment from admin/faculty to receive change - PP  
 Marguerite - manzo - charter school. Sylvia - not an issue - still under deseg.  
 - concern that will be so underutilized it'll be closed.  
 - all students qualify? - no Hisp. Asian, Af. Am. only if enhance integration.

# **EXHIBIT 6-B5**

## Thoughts about 2014 TUSD Boundary issue

The original desegregation solution created Magnet Schools in the late 70's

It is my understanding Magnet Schools were designed to encourage parents to voluntarily send their kids to schools specializing in extra special education & arts opportunities, to more fairly balance the races in neighborhoods that were heavy on minority races.

The teachers and administration participated in highly extensive training to learn best methods to make the magnet schools desired destinations for students of other races. Emphasis was placed on science, math, history, language, music and art, to name a few to make the families excited to have this opportunity.

The downside was that kids in a local school neighborhood were forced to go to another school. The receiving schools didn't have the same extensive training to learn best methods to accommodate & educate the new students, resulting in segregation at the receiving schools.

The original training that focused on making the magnet special was not continued on an annual basis. Over the years the strength of magnet schools has been lost due to retirements and moves and job changes of staff. The newer staff doesn't have the same passion to make their school extra special, because they just don't have that history.

I think that the magnets have been a great asset to balancing the races. But, the lack of continuing the development training programs, to keep the original plan fresh, has hurt the balancing of races. I think this training should be required annually and expanded to include schools that receive students forced to leave their neighborhood school. The receiving schools need to be better prepared. Also, the magnet schools should be advertised more vigorously to the general public. Desegregation funds should be used to accomplish this annual development training and public advertising.

What I am hearing now is that census numbers and demographics are the thing driving the continuing solutions to desegregation. Why aren't academics and excellent education the driving force in desegregation?

I think the public deserves to know exactly where the desegregation money (my taxes) is spent and why. It should not be some long complicated hard to understand document. Money is spent on classes & programs, staff, transportation, meetings, lawyers and studies & supporting materials.



The process of changing boundaries should not be a rushed issue only taking numbers into account. Children's education is at stake. The goal must remain to give all the children a fair shot at getting the best education we can possibly provide.

Sincerely



Linda Howell



# **EXHIBIT 7**








  ftp.dlrprojects.com - / 2014-05-14\_BC Meeting - Create Options Logged in: (TUSD-BC)

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

Name	Size	Time
 Handouts		5/23/2014, 2:07:07 PM
 Meeting Notes		5/20/2014, 9:14:15 AM

# **EXHIBIT 7A**



		ftp.dlrprojects.com - / 2014-05-14_BC Meeting - Create Options/ Handouts	
Parent Directory		Logged in: (TUSD-BC)	
Thumbnails		FTP Voyager JV Enable Web Client Pro Logout	
Name	Size	Time	
 2014-04-30_BC Mtg Notes_updated 5-12.pdf	509.85 KB	5/23/2014, 2:06:41 PM	
 Agenda_2014-05-14.pdf	23.56 KB	5/20/2014, 9:11:27 AM	
 BC Homework_Develop 4-30 Options.pdf	56.78 KB	5/23/2014, 2:06:35 PM	
 BC Meeting Schedule 140515.pdf	35.29 KB	5/20/2014, 7:57:30 AM	
 BC Option Development Worksheet_2014-05-14...	40.89 KB	5/20/2014, 9:10:55 AM	
 BC Packets 2014-05-14 s.pdf	10.69 MB	5/13/2014, 7:29:07 AM	

# **EXHIBIT 7A-1**

## Boundary Committee Notes

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

Purpose: BC Meeting

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

Updated 5/12/14

### BC Requested Items:

1. In addition to the GATE data, provide ethnic break out of the GATE students at each school.
2. Magnet summary for standards for funding, include specific programs that are funded.
3. Magnet budget that was submitted to administration broken out per school in each category. Include detail and numbers of students in the program by ethnicity. Provide more detail of the funds that have been allocated at each school.
4. Magnet funds, provide when they are released to the schools.
5. Remove the "L" late designation from the posted sign-in sheets.

**BC Proposed Options** (from Small Groups – discussion notes listed at the end of this document):

Status indicated in blue. Further evaluation by BC to occur during Refine and Evaluate meetings.

1. Elementary Options that are not magnets, over 85% RC, low SIS, and low letter grade (see Gold and Purple group notes): Provide the option to students in these schools to attend a higher performing school that will help integration and are not oversubscribed. (see attached document prepared by BC members)
  - a. Lynn/ Urquides (D, 92.6% Hispanic) – send to Howell (B)
  - b. Maldonado (D, 86.7% Hispanic) – send to Sewell (A)
  - c. Manzo (C, 85.9% Hispanic) – send to Booth (C school and lift magnet status) Booth does not have capacity (currently 106% utilized)
  - d. Miller (D, 84.3% Hispanic) – send to ?
  - e. Mission view (D, 88.5% Hispanic) send to ?
  - f. Tolson (D, 83.9% Hispanic) send to ?
  - g. Oyama (D, 79.7% Hispanic) send to ?
  - BC Homework for further development.
  - Some of these schools may already be involved in an improvement plan due to the D letter grade.
  - TUSD to provide transportation times when further developed.
  - This may be more appropriate as a recommendation for the family engagement plan to implement.
  - Con: May hinder sending school's academic improvement. The more engaged parents may take advantage of this option which could remove those students that would help the school grade.
2. Now that Roskrige is a K-8, change Roskrige K-5 attendance area to K-8 to alleviate Mansfeld of the 6-8 students in this area. (see Gold Group notes)
  - Con: Roskrige is also over capacity (utilization at 102%)

- Demographer to provide data related to this option. Q. Will including more neighborhood students help integration?
- 3. In addition to Santa Rita, add JTED/ CTE, early middle college at Cholla with a Pima Campus Connection (see Gold Group notes)
  - Con: No capacity available at Cholla to receive east side students (utilization at 101%)
  - Con: Implementing programs at both Santa Rita and Cholla would split resources and create competition between the two. Suggestion: Cholla as future option. Santa Rita would be phase 1 and if it is successful and established, Cholla can be implemented as phase 2.
- 4. Add a self-contained GATE classroom at a high racially concentrated school to draw different ethnic groups. (see Gold Group notes)
  - Too conceptual. Homework to BC for further development. See attachment.
- 5. Middle Schools: Non-Magnet with Small Size Facilities (see Purple Group notes)
  - Too conceptual. Homework to BC for further development. See attachment.
- 6. Sahuaro as a Magnet (see Purple Group notes)
  - BC is implementing magnet plan, but not creating one. This can be a recommendation for future considerations, but the magnet plan will not include new magnets this year.
- 7. Create schools in the middle of the District to share transportation burden (may be new schools or previously closed school).
  - Too conceptual. Homework to BC for further development. See attachment.
- 8. Change Lawrence to 6-8 and Johnson to K-5, both underutilized, pull students out of Pistor to fill Lawrence. (see Green Group notes)
  - Demographer to provide data related to this option.
- 9. Corbett area to Roberts-Naylor, closer to Roberts-Naylor, shift some from Erickson (Reynolds) to Wheeler (see Green Group notes)
  - None of these schools are racially concentrated; integration is not improved.
- 10. Improve Recruitment (see Green Group notes) – analyze what is working at successful schools and repeat at strategic schools.
  - Group members to report back and provide suggestions for review. See attached notes for initial research. More to follow.
- 11. Proposed Option: Add programs to Sabino and Sahuaro to draw kids to the east.
  - BC is implementing magnet plan, but not creating one. This can be a recommendation for future considerations, but the magnet plan will not include new magnets this year.

#### **Questions/ Comments from Meeting:**

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

1. Q. How are the magnets funded, through grants? A. Magnets are funded mostly through desegregation money.
2. Q. In regards to the Magnet funding provided, does this represent the total budget or just deseg money? A. Just the desegregation money.

3. Q. The Chart lists Mansfeld as a magnet in 2013, but it wasn't a magnet yet? A. TUSD will follow up, they believe the money allocated was to get the magnet started.
4. Q. Does the magnet funding stay the same from year to year? A. No, it does vary.
5. Q. Is the 2014 budget the projected budget? Why is there such a change at Tucson HS? A. 2014 represents the 2013/ 2014 school year. Before the court order, more money was allocated because the process was list strict. Now that there are stricter criteria, less money has been distributed.

## Presentation

### Update

- 4/16 Meeting Minutes – send comments, corrections or clarifications via email
- BC Requested Items:
  - Charter School Map of locations distributed at the meeting and via ftp site.
  - Magnet financial summary distributed at the meeting and via ftp site.
  - Data Table Key distributed at the meeting and via ftp site.
  - GATE data was provided last week on the ftp site and was distributed at the meeting.
  - Feeder Patterns distributed at the meeting and via ftp site.
- Schedule:
  - A revised schedule has been developed, but is awaiting comments from the Special Master and Plaintiffs. Comments are expected next Tuesday and as soon as they are available, the BC will be updated.
  - **Action Item:** With the extended commitment from the BC through the summer, the BC discussed on whether there should be more acceptable absences permitted. One member voiced concern with voting prior to the schedule being finalized. If needed, there will be a second vote at the time that the schedule has been determined. It was proposed to possibly add “excused absences” to account for family emergencies and summer vacation plans.
    - Vote 1: “Given the extended schedule, how many excused absences are acceptable?”
      - Vote results: Add 2 excused absences. (From 24 voters: One = 21%, Two = 38%, Three = 29%, None = 13%)
    - Vote 2: “Given the extended schedule, how many unexcused absences are acceptable?”
      - Vote results: Keep current 2 unexcused absences. (From 24 voters: Two (same as original) = 78%, Three = 17%, Four = 4%)
  - Next BC meeting – May 14, 2014 6:30-8:30pm. No meeting next week.
- Magnet Plan Update by Vicki Callison
  - Committee met today and is working on a draft plan.
  - The magnet plan is shaping up to be very different than the previous plans. There will be 2 distinct sections.

- The first is an operations plan. It will be the rule book for magnet schools. Whether the District is under a deseg order or not, this section will be same. Previously, the document was to be changed every year. With this new format, the operations section will stay intact. This section will do two things: build programs that are sustainable and build an infrastructure to continue magnets from year to year.
- The second will be an action plan based on performance from year to year.
- Q. What is the criteria for magnet funding? A. This is the first year that criteria was developed by per pupil expenditures. The criteria has been developed, but is currently being filtered through the administration.
- Q. Are there any other factors? There is a large discrepancy between some schools. A. some programs are more expensive than others and this is taken into account. (IB has a higher cost, STEM is a medium cost and traditional programs like at Dodge are less expensive.)
- Q. Do you have the criteria written down? If so, please bring that info to the next meeting or mail to Gloria. A. Absolutely, we have standards.
- This year's budget was developed differently where there was a zero base budget, the needs were assessed and then the amounts were put in front of the administration for approval. Last year, there was a finite amount that was divided up between programs.
- C. Please provide the break out of this information on the ftp site as well. R. I'll provide the budget that was submitted to the administration including FTE, consultant, administration, supplies, etc. broken out per school in each category.
- Q. Please provide when the funds are released to the schools. I was told that hiring was delayed because of when the funds and budget was released. A. TUSD has already approved positions for next year. Previously, hiring was delayed because of the District's hiring freeze.
- Q. Are these changes to be a systematic change or does it depend on the administration? A. It's to be systematic if it works. Currently, the system looks like it will work.

#### Create Options

- Review of USP requirements and role of BC
- Review of how to use the materials to help create options. BC-1 was used as an example only to show how it was developed by looking at the Integration Status Maps and data tables.
- The BC broke off into their small groups. First, there was a quick exercise provided by the facilitator to help the group navigate and read their materials. The following questions were provided:
  - Use the Elementary School Integration Status Map. Locate the racially concentrated school that is furthest east. Which school is this? Hint: the numbers correspond to the school names on any of the data sheets. (Answer – Bonillas)

- Use the Middle School Facility Utilization Map. Which school is over 100% west of the I-10? (Answer – Pistor)
- Use the Hispanic Share of Enrollment and 9-12 count by grid Map. Locate the grid that is furthest east that is an area of high Hispanic concentration (red grid). How many Hispanics are in this grid? (Answer – 1) It's all relative. If that grid only has one 9-12 student in that grid and they're Hispanic, then it's represented as a high Hispanic count.
- Which K-5 Elementary School has the highest Hispanic percentage? Hint – K-5 only in the Demographic Data Table (Answer – Lynn/ Urquides with 92.6%)
- Which 6-8 Middle School has largest percentage of their attendance area leaving? Hint – 6-8 only in the School Data Table, Hint – Attraction/ Flight ratio closest to 1 (higher = high flight, lower = high attraction) (Answer – Roberts-Naylor 63%)
- Which High School has the most room available (aka least amount of utilization?) Hint – Facility Data Table (Answer – Santa Rita HS)
- Which K-8 School has a Self-Contained GATE program? Hint – GATE Data Table (Answer – Hollinger)

### Small Group Summary

- Blue Table Summary:
  - There were more questions than answers discussed.
  - A lot of scenarios that were attempted only moved a handful of kids. Their table made the decision to only look at scenarios that moved more than 50 kids.
  - Proposed Option: Add a GATE program to a west side school. The group was frustrated because they did not know how this would affect the community.
  - The group needs more info on why schools draw students. Does the District gather this information?
  - Proposed Option: provide programs to draw students to the east side.
    - Look at programs at Sabino and Sahuaro.
    - Possibly move Cholla programs such as IB or law enforcement to draw students to the east side.
    - At Tucson High, focus on a select few magnets and move the other to east side schools.
- Purple Table Summary:
  - Proposed Option: (Elementary Schools)
    - Leave magnets alone, they are already a vehicle for TUSD
    - Looked at other schools and targeted those that are greater than 85% racially concentrated and low grade. Give students at these schools the option to move to a better performing school.
    - Both schools would receive program assistance.
    - Transportation would be provided and advertised.
  - Proposed Option: Create schools in the middle of the District and share transportation burden from all sides of the District. May use a previously closed school campus or build a new campus.

- Proposed Option: Turn Sahuaro into a Magnet to draw students.
- Middle Schools – Group was challenged with middle schools. Possibly provide an option of a small middle school, develop programs to draw students and advertise free transportation.
- Green Table Summary:
  - Began with philosophical discussion: need magnets with good programs, money to recruit good people to lead these programs, and need to equalize the burden of bussing.
  - Proposed Option: Move students from Corbett area to Roberts-Naylor to improve integration at Roberts-Naylor. Also move students from Erickson to Wheeler.
  - Proposed Option: In the Lawrence, Johnson and Pistor area, pull students from Pistor's open enrollment to also alleviate overcrowding.
- Gold Table Summary:
  - Also reviewed the elementary option discussed by the purple table. Added to it, the inclusion of feeders. Once the students move to the better performing school, give them the opportunity to continue in that feeder pattern to continue to help integration in the upper grade levels.
  - Proposed Option: Now that Roskruge is a K-8, make the Roskruge K-5 attendance area a K-8 attendance area. This will reduce the number of 6-8 students from going to Mansfeld (the current assignment for 6-8).
  - Proposed Option: In addition to Santa Rita, develop an early middle college at Cholla with its nearby Pima Campus connection. This may entice students to the west side too.
  - Proposed Option: Provide a self contained GATE classroom at racially concentrated schools.

#### Next Steps

- Next BC Meeting – May 14<sup>th</sup> (No meeting next week.)
  - Evaluate options.



Notes from Small Groups:

Gold Group:

Participants: Katrina Leach (recorder), Angie Mendoza, Marguerite Samples, Sylvia Campoy, Lorraine Richardson, Dale Lopez, Georgia Brousseau, Carmen (visitor), Pat (visitor)

- Proposed Option: Sylvia came with a prepared solution that she and a small group developed:
  - Magnets should not be paired or clustered. It's believed that this will kill the magnet. Magnets have not been supported and they need to be. Once supported, those schools need time to come up to speed.
  - Need exceptional leadership that are knowledgeable about desegregation.
  - Achievement is part of the deseg order.
  - They looked at schools that are racially isolated at 85% or above, have an achievement of C and below and low socio-economics. Provide the option to students in these schools to attend a higher performing school that will help integration and are not oversubscribed.
  - Transportation will be available through deseg funds, but will also be advertised.
  - Professional development and resources will be provided to the sending and receiving school to improve both schools.
  - The schools suggested include:
    - Lynn/ Urquides (D, 92.6% Hispanic) – send to Howell (B)
    - Maldonado (D, 86.7% Hispanic) – send to Sewell (A)
    - Manzo (C, 85.9% Hispanic) – send to Booth (C school and lift magnet status)
    - Miller (D, 84.3% Hispanic) – send to ?
    - Mission view (D, 88.5% Hispanic) send to ?
    - Tolson (D, 83.9% Hispanic) send to ?
    - Oyama (D, 79.7% Hispanic) send to ?
  - Developed Pros:
    - Optimal options – parents to understand that their school will receive assistance and that their student would be received at another school
    - Integration enhanced at receiving school
    - School improvement at sending school
    - Support at both receiving and sending school
    - Parent engagement increased
    - Voluntary option
    - Travel time to receiving school is to the central portion of the District
  - Developed Cons:
    - West side school may feel they are being stigmatized (will need support to remove stigma)
    - Travel time

## Discussion:

- C. Con: could be flight from these underperforming schools. If the underperforming schools become underutilized, they may be subject to closure.
- Q. Will there be a limit for how many students may transfer so as to not overburden the receiving school or so as to not deplete the home school?  
A. We need the District to help determine how it would be set up.
- Q. Movement from west to east only? A. At this time yes.
- Q. Include Wheeler? A. It'd be over utilized.
- C. Con: Concern that people would choose to stay and not move, wouldn't be enough movement. That is traditionally what happens when the option is given to move with transportation, especially at the younger grade levels.
- C. Would require commitment from the admin/ faculty to receive the change.
- Q. Is Manzo going to be a charter school? A. Not sure, but not an issue because it would still be under desegregation.
- Q. Would all students qualify to move? A. No, only those ethnic groups that would enhance integration with the move.
- C. Pro: No boundary changes. Only disrupt those who opt in.
- Q. What's the difference from what is currently happening? A. Biggest difference is the PD/ program support for both schools.
- C. Admin from both schools would need to collaborate to support the parents. Maybe even have teacher nights with all teachers at both schools to ease parent transportation challenge.
- C. Some schools with poor grades already receive the option to move with transportation. Would have to compare list to see if any of these schools already receive the option to move.
- Proposed Option: Now that Roskruge is a K-8, change Roskruge K-5 attendance area to K-8 to alleviate Mansfeld of the 6-8 students in this area.
  - C. Doesn't make sense that there are 3 magnets so close together. (Safford/ IB, Mansfeld/ STEM, Roskruge/ Bilingual)
  - Pros:
    - keeps students in Roskruge area in neighborhood
    - reduces #s at Mansfeld and opens up seats for STEM magnet
    - not taking away magnet seats, there are plenty
  - Con:
    - Only handful of kids. BC-13 shows 32 students in this area would be affected, so we're assuming the same number.
- Proposed Option: In addition to Santa Rita, add JTED, early middle college at Cholla with a Pima Campus Connection
  - C. Does not need to be added as a magnet.
  - Pro:
    - Different Programs than Santa Rita, would encourage the east-west interchange in both directions
    - Proximity to Pima CC

- Proposed Option: Add a self-contained GATE classroom at a high racially concentrated school to draw different ethnic groups.
  - C. Admin/ faculty will need to support integration.
  - C. Admin selection and commitment needed most.
  - Con:
    - GATE has a tendency to be segregated from the rest of the campus.

Purple Group:

Participants: Shaun Brown (recorder), Sam Brown, Lilian Martinez, Rodney Bell, Betts Putnam-Hidalgo, Rosalva Meza, Caroline Carlson, Marsha Willey, James T Schelble

- Proposed Option: No Magnets/ Oversubscribed Elementary Options (same handout as at gold group with Sylvia)
  - Comments:
    - Integrate at the receiving schools, Sewell, Howell and Booth as starting options.
    - Schools on the edge of TUSD Boundary should be considered for closure.
    - Re-open closed central elementary schools to draw students back with improved programs.
    - Have a non-magnet school
    - Create open enrollment at closed school areas
    - Boundaries set to meet the criteria at schools
  - Pros:
    - Include all schools
    - Should Doolen program be copied for other schools to use?
    - Improve programs at current schools
    - Have short commutes for students
  - Cons:
    - Time and distance (transportation)
    - Lack of funding to schools
    - Transfer of students
    - Improving schools may not bring students to the site based on location and distance.
- Proposed Option: Middle Schools (Non-Magnet with Small Size Facilities)
  - Comments:
    - Non-Magnet middle school with smaller facilities
  - Pros:
    - Smaller middle schools such as Dodge
  - Cons:
    - Starting times of schools
    - Need to improve sports at middle schools.
- Proposed Option: Sahuaro as a Magnet
  - Comments
    - Sahuaro HS as a Magnet HS
  - Pros

- Transportation provided
- Sahuaro is already an attractive site
- Cons
  - Over capacity at 94%

Blue Group:

Participants: Kelly Wendel (recorder), Vicki Borders, Juan Canez, Taren Lanford, Lorinda Pierce, Susan Neal, Arthur Buckley, Kathy Jensen

- Discussions:
  - Moving GATE programs is expensive and may jeopardize status of other schools
  - Note enough GATE options on the west side
  - Should do a survey of why schools are drawing students or not drawing students
  - Should do an exit survey to students who withdraw
- Proposed Option: Add programs to Sabino and Sahuaro to draw kids to the east.
  - Possibly move programs from Cholla such as law enforcement or IB
  - Focus efforts and strengthen a select few programs at Tucson High, move other programs to east side schools.

Green Group:

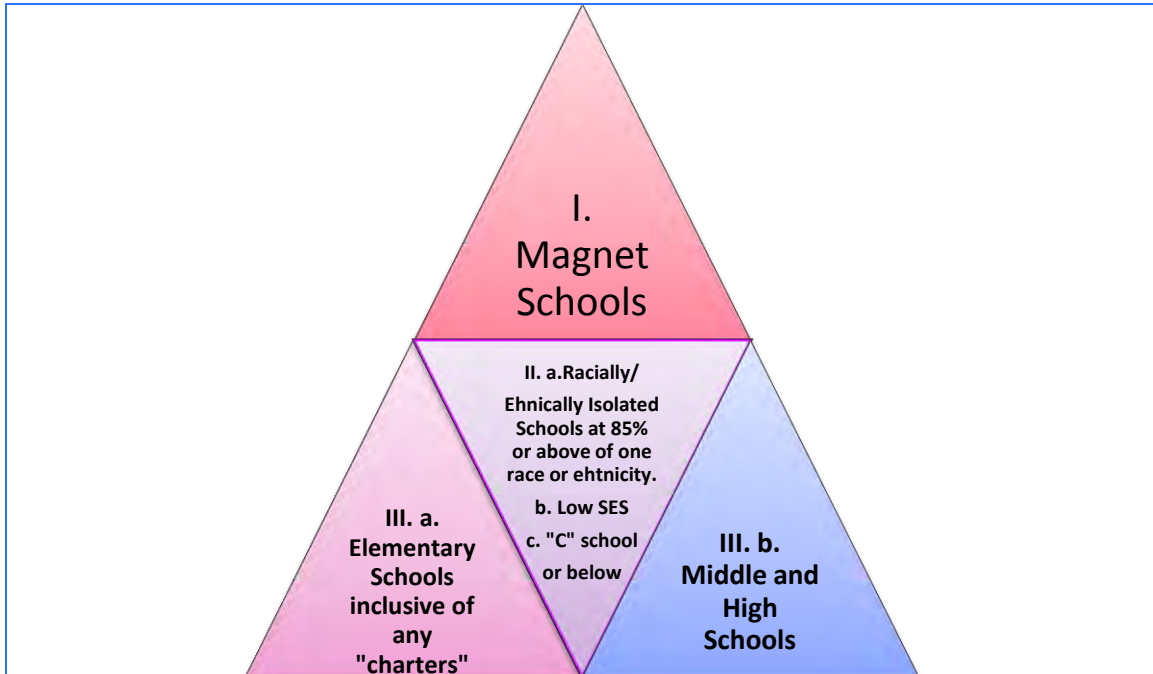
Participants: Bryant Nodine (recorder), Celina Ramirez, Cesar Aguirre, Rachel Starks, Bill Jones, Juan Carlos De La Torre, Anna Timney, Gloria Copeland, Richard Murillo (observer)

- Proposed Option: Change Lawrence to 6-8 and Johnson to K-5, both underutilized, pull students out of Pistor to fill Lawrence.
  - Discussion:
    - How many students at Pistor are actually Valencia students?
    - Does this improve integration?
    - Get students back to their home school.
    - Pistor is a C school and Lawrence is a D (but it is in a 2-year UWV improvement program)
- Bus far east to the central locations – the burden to integrate has to be equal.
- Change boundaries versus pairing.
- Proposed Option: Corbett area to Roberts-Naylor, closer to Roberts-Naylor, shift some from Erickson (Reynolds) to Wheeler
  - Discussion:
    - May need to split the area to not overload R-N, Jumps Myers Ganoung, all three to R-N
    - Corbett would integrate
    - Most of Myers-Ganoung is exceptional education
    - Pro: feeder patterns
    - Supports K-8
- Many of the schools west of the ethnic break line are magnets (don't want to mix magnets with regular programs)

- Improve Recruitment:
  - What is Borton doing that works? Drachman? Booth Fickett?
  - Borton is friendly and welcoming. Borton could teach people how to do a good open house.
  - Hughes has a good email list
  - Open house in fall versus spring
  - Customer service training, front office tells.
  - PR for the right ethnicity (Caucasian)
  - Need the support to recruit
  - Juan Carlos will follow up with info on Drachman successes
  - Celina will follow up with info on Borton successes.
- Follow the GATE attendance areas, no exceptions
- Magnets to the periphery of the district – duplicate programs east-west
  - Spread out resources.

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.

**INTEGRATION STRATEGIES**



Intentional integration efforts will be taken at **all schools**, with key focus taking place at magnet schools.

- I. **Magnet Schools** will remain the key strategy in integrating schools and shall not be made part of any pairing or clustering scenarios.  
The District shall:
  - ◆ Ensure that exceptional and experienced leadership who support the overarching ideals of desegregation are appointed to each magnet school.
  - ◆ Support magnet schools with the required resources to recruit and retain an integrated student population in addition to the resources which are needed to support the magnet program/school. Resources should be provided at the beginning of each fiscal year so that principals are not waiting for the release of funding for positions and other required resources after the beginning of the school year.
  - ◆ Student enrollment shall be closely monitored to ensure that only students from the preference zone attending the magnet school as a neighborhood school (verification through driver’s license, utility bills, etc.) and that all magnet students are accepted based on legitimate grounds to do so. Magnet schools must **now** be supported within the historical context of understanding that such support has not been provided for a period of 10-15 years, inclusive of providing the resources required to advertise, recruit and retain a diverse student population.
  - ◆ The magnet “pipe-lines” or “feeder magnets” must be re-energized and actualized.

## INTEGRATION STRATEGIES

### II. Proposed Scenario:

- A. Identify west side schools which are: a.) racially/ethnically isolated schools at **85% or above** of one race/ethnicity; b.) have a predominately **low-socio-economic student population** based on free and reduced lunch data; and c.) **have a grade of “C” or below.**
- B. Under the Unitary Status Plan provisions found in section III. Transportation A.3. General Provisions- which states, *“The District shall provide free transportation, except as provided in Paragraph (4) below, to: b. District students enrolled in non-magnet programs and schools that are racially concentrated when such transfers increase the integration of the receiving school. Such transportation may be provided by District vehicles or by public transportation vouchers, whichever is appropriate”* - offer transportation to students who elect to attend a number of listed schools with a “B” grade or above to the mid-corridor part of the District to schools which are NOT oversubscribed and which will benefit in their integration efforts from the inclusion of students from the noted schools. Howell Elementary and Sewell Elementary meet these criteria. Through the magnet application process, of course, Booth/Fickett Magnet will also be an option if enrollment enhances integration at the school.
- C. Students who enroll at the receiving schools (such as Howell and Sewell) will be continue through the school’s pipeline (middle school and high school), if they so choose. Siblings of students will, of course, qualify for enrollment at the receiving schools.
- D. The sending schools will receive professional development and needed resources to support reforms which are needed to improve the school in meaningful and positive ways. (This approach will not be punitive or blaming.) The reforms will take place in a systemic manner so that they will be long-lasting.
- E. The receiving schools will receive professional development to best support successful integration efforts. Integration is of great value when it is embraced and utilized as an instructional opportunity rather than perceived as a “numbers game.”
- F. The sending and receiving schools will collaborate in new and creative ways to engage parents, such as hosting parent-teacher conferences at the sending schools.

School	Grade	Racially Isolated	SES free and reduced lunch, etc.	Possible receiving schools
Lynn/Urquides	D	92.6% Hispanic		Howell B
Maldonado	D	86.7% Hispanic		Sewell A
Manzo	C	85.9% Hispanic		Booth C
Miller	D	84.3% Hispanic		
Mission View	D	88.5% Hispanic		
Tolson <sup>1</sup>	D	83.9% Hispanic		
Oyama <sup>2</sup>	D	79.7% Hispanic		

<sup>1</sup>Tolson falls below the 85% threshold outlined in the criteria; however, is listed for consideration since it meets most of the criteria and is indicated as a “D” school.

<sup>2</sup> Oyama falls below the 85% threshold outlined in the criteria; however, is listed for consideration since it meets most of the criteria and is indicated as a “D” school.

**INTEGRATION STRATEGIES**

<b>PROS</b>	<b>CONS</b>
1. Optimal options: Parents are provided with two clear and viable options- understanding that intensive work will take place at their neighborhood schools to improve; while that is occurring they may opt to have their children attend schools which will embrace their children as students at their schools.	1. Listed west side school may have parents, administration, faculty and staff members who believe they are being stigmatized. The counter to this is that the efforts outlined herein are meant to support the removal of the negative stigma that does exist.
2. Integration is enhanced at the receiving school with the provision of quality professional development.	2. Travel time may be regarded as a negative; however, travel is to the central portion of the District (Howell and Sewell)
3. Supportive school improvement takes place at the sending school.	
4. Both receiving and sending schools receive support. "Win-win!"	
5. Both receiving and sending schools focus on the success of their students academically in new innovative ways.	
6. Parent Engagement is accented as a critical component of school improvement at the sending schools.	
7. Movement from sending to receiving school is totally voluntary!	
8. Travel time to receiving school is to the central portion of the District.	

(II. This section needs additional work as assistance is needed from TUSD staff. For example, an analysis of travel time would be helpful as in the case of the other scenarios.)

**III. All schools will promote intentional integration through targeted recruitment via open enrollment.**

4/22/14; revision 5/10/14



I spoke to Drachman's Magnet Coordinator, Krystal Scheid. This was Krystal's first year as the Magnet Coordinator and Drachman did not have a Magnet Coordinator the previous year. One of Krystal's responsibilities was to recruit a diverse kindergarten class. Krystal used the following recruitment strategies:

### 1) Community Events

Krystal represented Drachman at a number of community events, including the following:

- Celebrate Schools Event (October 2013)
- Imagine Tucson Sustainable (October 2013)
- Children's Museum Sci-Fest (February 2014)
- Cyclovia (April 2014)
- Earth Day Festival (April 2014)

Krystal represented TUSD at the following events and had the opportunity to share information about Drachman while she was there:

- Free Backpack Event at the TCC (August 2013)
- UA Festival of Books (March 2014)

Of these events, Krystal said she believed attending the Children's Museum's Sci-Fest was the most effective for recruiting families that would bring diversity to Drachman. She said she took soil from Drachman's gardens and that families were very interested in Drachman's sustainability programs and seemed familiar with the Montessori method.

### 2) Tours

When she obtained contact information for a family at an event, Krystal followed-up with a phone call and asked if the family wanted to schedule a tour of Drachman. She also provided tours to families who learned about Drachman through other sources. Each tour lasted about 1- 1.5 hours. During the tour, families had the opportunity to step inside each of the classrooms to observe. According to Krystal, teachers and staff at Drachman acted very friendly toward families touring the school.

Krystal said she always had applications available to families during the tours, which they appreciated. After the tours, she said she would contact the families to see if they had any questions and/or needed help with the application process.

### 3) Preschool Visits

Krystal said she visited about 20 preschools during the course of the year. She usually called the school, asked if she could speak to the Director, and, if the school gave permission, dropped off flyers. After reaching out to the Children's Achievement

Center, Krystal was invited to attend their Kinder Night in October 2013, which was a night for parents to learn about various kindergarten options.

Of all the recruitment strategies, Krystal said she believes reaching out to preschools is the most effective, and that it is important to reach out at the beginning of the school year before preschools hold their kindergarten information sessions, so that there is the possibility of attending and representing one's school.

A list of Tucson preschools was not provided to Krystal, so she tried to look up and contact preschools located closely to Drachman. She said that if Magnet Coordinators were provided with neighborhood demographic information, this might assist with targeting preschools located in neighborhoods that would bring diversity to their schools.

# **EXHIBIT 7A-2**

# 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	May 14, 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 | <ol style="list-style-type: none"><li>1. Meeting Agenda overview (5 min)</li><li>2. Create Options to improve integration<ol style="list-style-type: none"><li>a. Four separate Small Groups (1 hour, 15 minutes)<ol style="list-style-type: none"><li>i. Elementary Schools - Attendance Boundaries</li><li>ii. Elementary Schools - Pairing and Clustering</li><li>iii. Middle School/ High Schools - Attendance Boundaries</li><li>iv. Middle School/ High Schools - Pairing and Clustering</li></ol></li></ol></li><li>3. Small Group Summaries (20 min total – 5 min each)</li><li>4. Update (15 min)<ol style="list-style-type: none"><li>a. Schedule</li><li>b. Magnet Plan Update</li></ol></li><li>5. Next Steps (5 min)<ol style="list-style-type: none"><li>a. Next BC Meeting: Evaluate Options - May 21 @ 6:30pm</li></ol></li></ol> |
|--------|---|

cc

# **EXHIBIT 7A-3**

## Boundary Committee Homework

### Further develop concepts from BC Meeting (April 30, 2014)

**BC Proposed Options** (from Small Groups – group discussion included in notes):

The following items were too conceptual to be evaluated. For these to move forward, they need to be developed to include specific schools or locations that can be evaluated. Please further development to be considered. Questions are listed to help guide development.

1. Elementary Options that are not magnets, over 85% RC, low SIS, and low letter grade (see Gold and Purple group notes): Provide the option to students in these schools to attend a higher performing school that will help integration and are not oversubscribed. (see attached document prepared by BC members)
  - a. Lynn/ Urquides (D, 92.6% Hispanic) – send to Howell (B)
  - b. Maldonado (D, 86.7% Hispanic) – send to Sewell (A)
  - c. Manzo (C, 85.9% Hispanic) – send to Booth (C school and lift magnet status) Booth does not have capacity (currently 106% utilized)
  - d. Miller (D, 84.3% Hispanic) – send to ?
  - e. Mission view (D, 88.5% Hispanic) send to ?
  - f. Tolson (D, 83.9% Hispanic) send to ?
  - g. Oyama (D, 79.7% Hispanic) send to ?
  - a) Is it one sending school to one receiving school? Or is it a group of sending schools that can choose from a group of receiving schools?
  - b) If it one to one school movement, develop which schools to send students from Manzo, Miller, Mission View, Tolson and Oyama.
  - c) If it a group of receiving schools to select from, it will be difficult to provide transportation options.
  - d) Do the receiving schools have capacity?
  - e) What happens when the sending school improves academically? Does the option remain? Will students choose to move? Do students have the option to move back to their home school?

4. Add a self-contained GATE classroom at a high racially concentrated school to draw different ethnic groups. (see Gold Group notes)
  - a) Which elementary school would be a good location?
  - b) What areas would it serve?
  - c) Does this create/ improve integration?
  - d) Which middle school would be a good location?
  - e) What areas would it serve?
  - f) Does this create/ improve integration?
  
5. Middle Schools: Create a non-magnet with Small Size Facilities (see Purple Group notes)
  - g) Note: TUSD has determined that an optimally sized middle school is 750-1000 students.
    - a) What location would be appropriate? Is there an underutilized school that is neutral that could apply?
    - b) What is the capacity around this location? Are there enough students to relocate students to this chosen school?
    - c) Would it have an attendance area? If so, what boundaries would it have?
    - d) What are the ethnic goals? Who would you draw from?
    - e) Does this create/ improve integration?
  
7. Create schools in the middle of the District to share transportation burden (may be new schools or previously closed school).
  - a) What location would be appropriate? (Which grade level?)
  - b) Would it have an attendance area? If so, what boundaries would it have?
  - c) What are the ethnic goals? Who would you draw from?
  - d) What is the capacity around this location? Are there enough students to relocate to this new site?
  - e) Does this create/ improve integration?

# **EXHIBIT 7A-4**



# BOUNDARY REVIEW PLAN BOUNDARY COMMITTEE MEETING SCHEDULE 2014

**LEGEND**

**Yellow** = BC Meetings  
**Gray** = Tentative BC Meetings (only if needed)  
**BLUE** = Regional Meetings (BC members to attend at least one)

Governing Board Meeting Dates:  
 July 25 – Submit Draft Plan  
 September 9 – Final Plan for approval

MEETING	DATE
BC ORIENTATION	3.26.2014
BC REVIEW OPTIONS	4.2.2014
BC REVISE OPTIONS	4.9.2014
BC UNDERSTANDING MATERIALS	4.16.2014
BC CREATE OPTIONS	4.30.2014
BC CREATE OPTIONS	5.14.2014
BC REVIEW MAGNET PLAN	5.21.2014
BC REFINE & EVALUATE OPTIONS	5.28.2014
BC REFINE & EVALUATE OPTIONS	5.31.2014

MEETING	DATE
BC REFINE & EVALUATE OPTIONS	6.4.2014
BC REFINE & EVALUATE OPTIONS	6.11.2014
BC REFINE OPTIONS/ DRAFT PLAN	6.18.2014
BC REFINE OPTIONS/ DRAFT PLAN	6.25.2014
REGIONAL MEETING - PUEBLO HS	7.9.2014
REGIONAL MEETING - PALO VERDE HS	7.10.2014
REGIONAL MEETING - RINCON HS	7.12.2014
BC REVIEW/ FINALIZE DRAFT PLAN	7.16.2014
BC REVIEW/ FINALIZE DRAFT PLAN	7.19.2014

APRIL							MAY							JUNE							JULY							AUGUST							SEPTEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2			1	2	3	4	5	6
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
27	28	29	30				25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30	28	29	30					
																												31														

\*Regional Meetings dates/ locations are to be confirmed.

# **EXHIBIT 7A-5**

# BC SCENARIO DEVELOPMENT WORKSHEET

## GRADE LEVEL: ELEMENTARY SCHOOLS

### STRATEGY: PAIRING AND CLUSTERING

#### 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.
5. 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 give a brief summary to the Boundary Committee at the end of the meeting, highlighting key discussions from the group.

#### INSTRUCTIONS:

1. Select an elementary school(s) to improve integration. Look for:
  - a. non-magnet schools
  - b. racially concentrated schools
2. Select an elementary school (s) to pair/ cluster with the racially concentrated school (s). Look for:
  - a. non-magnet schools
  - b. neutral or integrated schools
3. Answer the following questions for analysis/ documentation:
  - a. Which schools are impacted?
  - b. What is the current Hispanic percentage at each school?
  - c. What are the ethnic goals? Which groups would you draw from?
  - d. Does the change create an integrated school? If not, does it improve integration?
  - e. What is the letter grade at each school?
  - f. Are there special community considerations at any of the impacted schools?
  - g. Discuss pros, cons and additional comments.

GOAL: Develop at least 2 possible options.

# BC SCENARIO DEVELOPMENT WORKSHEET

## GRADE LEVEL: ELEMENTARY SCHOOLS

### STRATEGY: BOUNDARY ADJUSTMENTS

#### 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.
5. 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 give a brief summary to the Boundary Committee at the end of the meeting, highlighting key discussions from the group.

#### INSTRUCTIONS:

1. Select an elementary school(s) to improve integration. Look for:
  - a. non-magnet schools
  - b. racially concentrated schools
2. Answer the following questions:
  - a. How can the boundary be changed to help with integration? (may help to review the Hispanic Share of Enrollment Counts Map)
  - b. Which schools are impacted?
  - c. What is the current Hispanic percentage at each school?
  - d. What are the ethnic goals? Which groups would you draw from?
  - e. Does the change create an integrated school? If not, does it improve integration?
  - f. What is the letter grade at each school?
  - g. Is there space available for this change? What is the capacity and utilization at these locations?
  - h. Are there special community considerations at any of the impacted schools?
  - i. Discuss pros, cons and additional comments.

GOAL: Develop at least 2 possible options.

# BC SCENARIO DEVELOPMENT WORKSHEET

## GRADE LEVEL: MIDDLE & HIGH SCHOOLS

### STRATEGY: PAIRING AND CLUSTERING

#### 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.
5. 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 give a brief summary to the Boundary Committee at the end of the meeting, highlighting key discussions from the group.

#### INSTRUCTIONS:

1. Select a middle or high school(s) to improve integration. Look for:
  - a. non-magnet schools
  - b. racially concentrated schools
2. Select a middle or high school (s) to pair/ cluster with the racially concentrated school (s). Look for:
  - a. non-magnet schools
  - b. neutral or integrated schools
3. Answer the following questions for analysis/ documentation:
  - a. Which schools are impacted?
  - b. What is the current Hispanic percentage at each school?
  - c. What are the ethnic goals? Which groups would you draw from?
  - d. Does the change create an integrated school? If not, does it improve integration?
  - e. What is the letter grade at each school?
  - f. Are there special community considerations at any of the impacted schools?
  - g. Discuss pros, cons and additional comments.

GOAL: Develop at least 2 possible options, one for each grade level.

# BC SCENARIO DEVELOPMENT WORKSHEET

## GRADE LEVEL: MIDDLE & HIGH SCHOOLS

### STRATEGY: BOUNDARY ADJUSTMENTS

#### 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.
5. 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 give a brief summary to the Boundary Committee at the end of the meeting, highlighting key discussions from the group.

#### INSTRUCTIONS:

1. Select a middle or high school(s) to improve integration. Look for:
  - a. non-magnet schools
  - b. racially concentrated schools
2. Answer the following questions:
  - a. How can the boundary be changed to help with integration? (may help to review the Hispanic Share of Enrollment Counts Map)
  - b. Which schools are impacted?
  - c. What is the current Hispanic percentage at each school?
  - d. What are the ethnic goals? Which groups would you draw from?
  - e. Does the change create an integrated school? If not, does it improve integration?
  - f. What is the letter grade at each school?
  - g. Is there space available for this change? What is the capacity and utilization at these locations?
  - h. Are there special community considerations at any of the impacted schools?
  - i. Discuss pros, cons and additional comments.

GOAL: Develop at least 2 possible options, one for each grade level.