

EXHIBIT 15



Name

Size Time

2014-03-26_BC Orientation Mtg	6/3/2014, 11:32:23 AM
2014-03-28 SM&P mtg	6/3/2014, 11:27:56 AM
2014-04-02_BC Review Options Mtg	6/3/2014, 11:33:50 AM
2014-04-09_BC Review Options Mtg	6/3/2014, 11:34:36 AM
2014-04-16 SM&P mtg	4/15/2014, 1:05:43 PM
2014-04-16_BC Revise Options Mtg	6/3/2014, 11:35:19 AM
2014-04-30_BC Create Options Mtg	6/3/2014, 11:36:29 AM
2014-05-14_BC Create Options Mtg	6/3/2014, 11:37:25 AM
2014-05-28_BC Evaluate Options	6/3/2014, 11:37:49 AM

EXHIBIT 16



DLR Group



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ftp.dlrprojects.com - / 2014-03-26_BC Orientation Mtg



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

EXHIBIT 16A

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



AGENDA

AGENDA

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

1

INTRODUCTIONS

BOUNDARY COMMITTEE
ORIENTATION MEETING

INTRODUCTIONS

Tucson Unified School District #1

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

Applied Economics

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

DLR Group

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



2

BOUNDARY REVIEW PLAN & THE BC

BOUNDARY COMMITTEE ORIENTATION MEETING

BOUNDARY REVIEW PLAN

What is the BRP?

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

BOUNDARY REVIEW PLAN

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

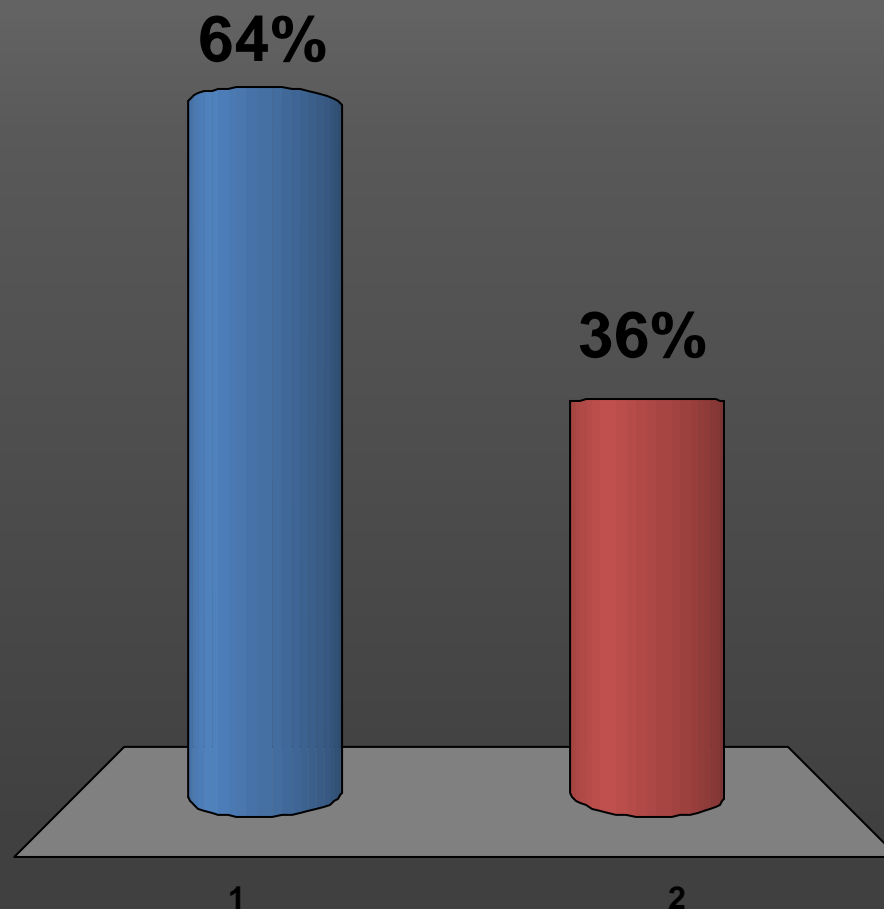
BOUNDARY COMMITTEE

BC Role:

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

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

1. Yes
2. No



boundary committee

BOUNDARY COMMITTEE

5 simple rules:

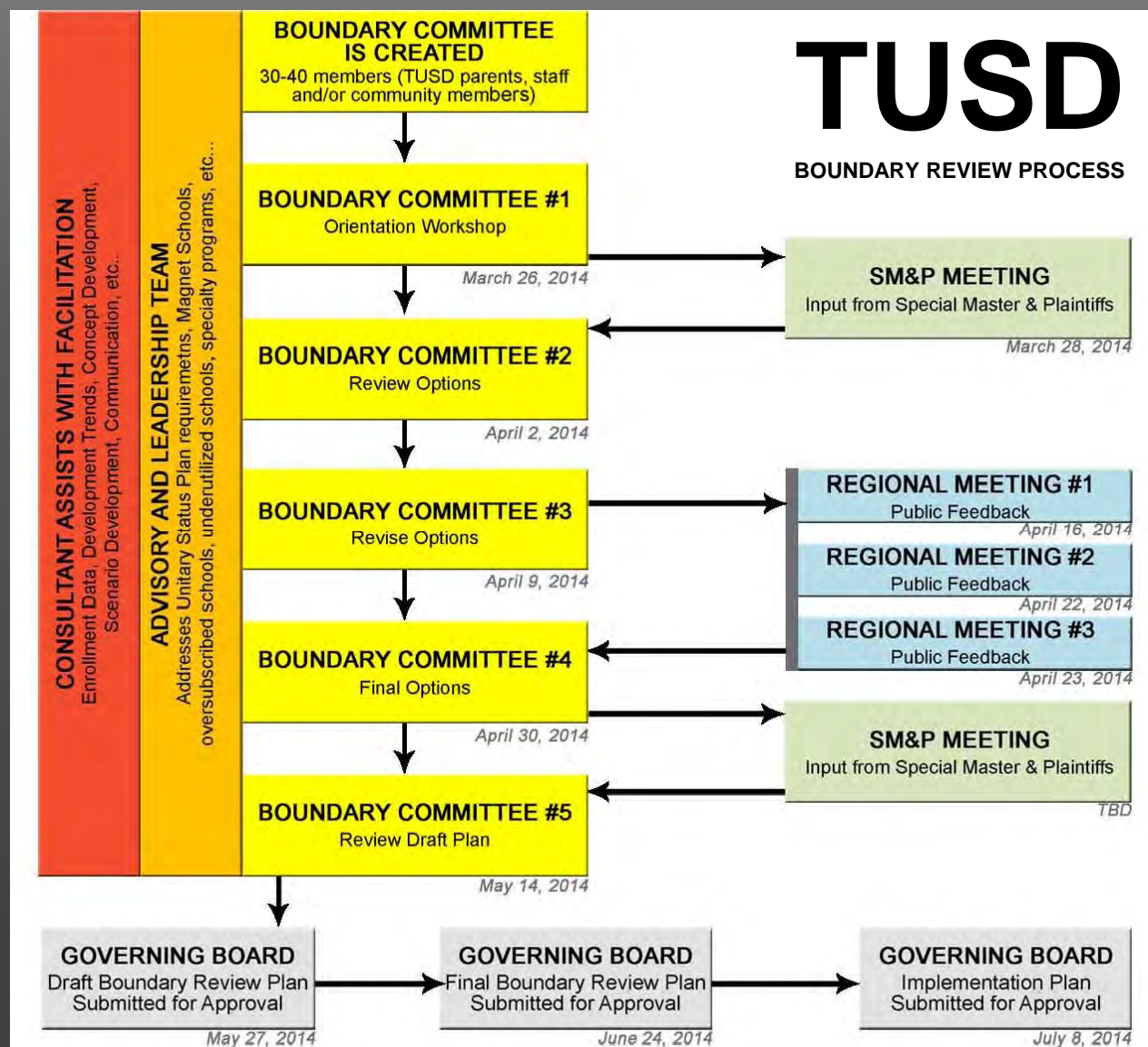
- Have Fun
- Keep meetings to less than 2 hours
- Be objective and non-judgmental
- Listen, share and speak up
- Remember, it's all about the kids!



process

Success for TUSD

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



MEETING DATES – fast pace!

BC Meeting Dates:

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



Public Meeting Dates:

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

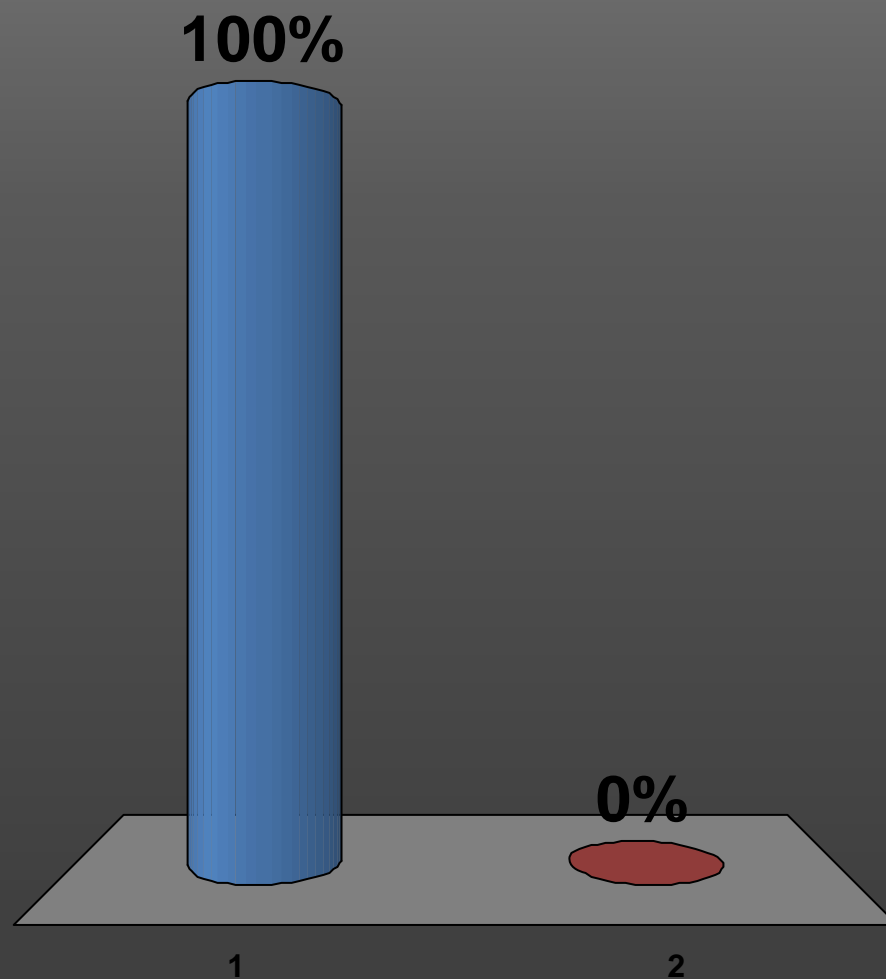
3

UNITARY STATUS PLAN

BOUNDARY COMMITTEE ORIENTATION MEETING

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

1. Yes
2. No



boundary committee

UNITARY STATUS PLAN

What is the USP?

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

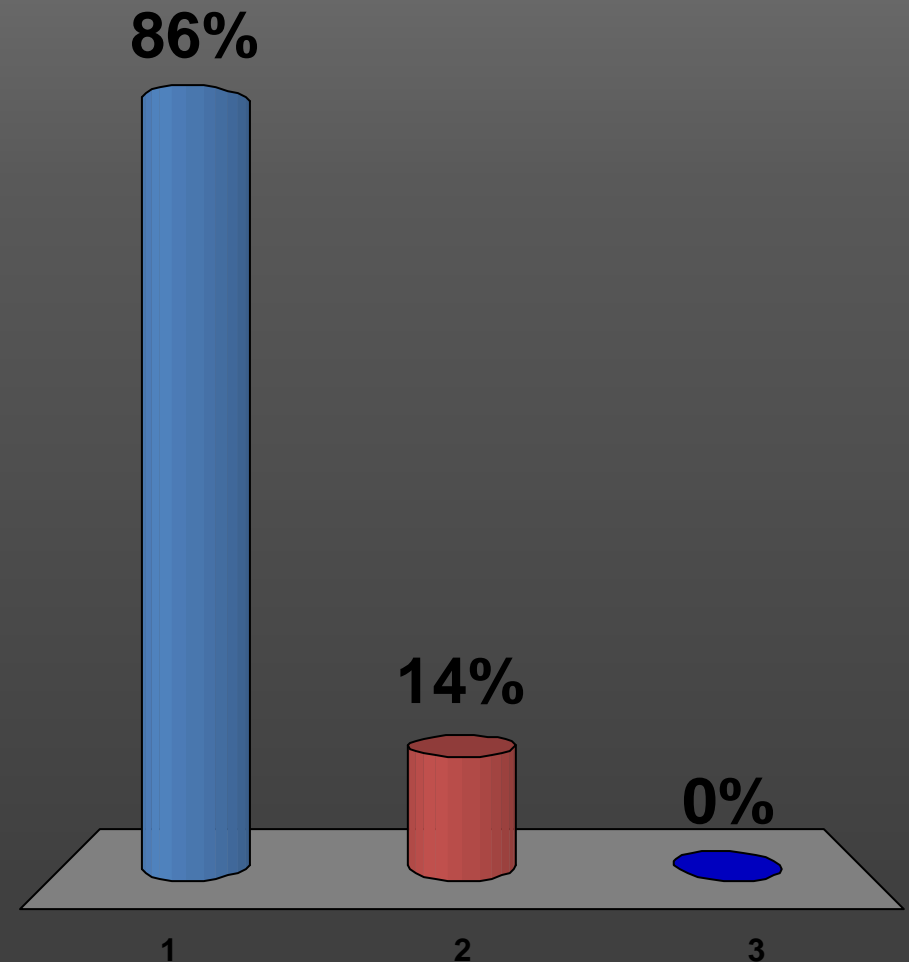
UNITARY STATUS PLAN

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

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

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

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



boundary committee

BOUNDARY REVIEW PLAN

Three Integration Strategies:

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

BOUNDARY REVIEW PLAN

Criteria for review of Attendance Boundaries:

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

BOUNDARY REVIEW PLAN

Optimally Sized Schools:

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

Benefits:

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

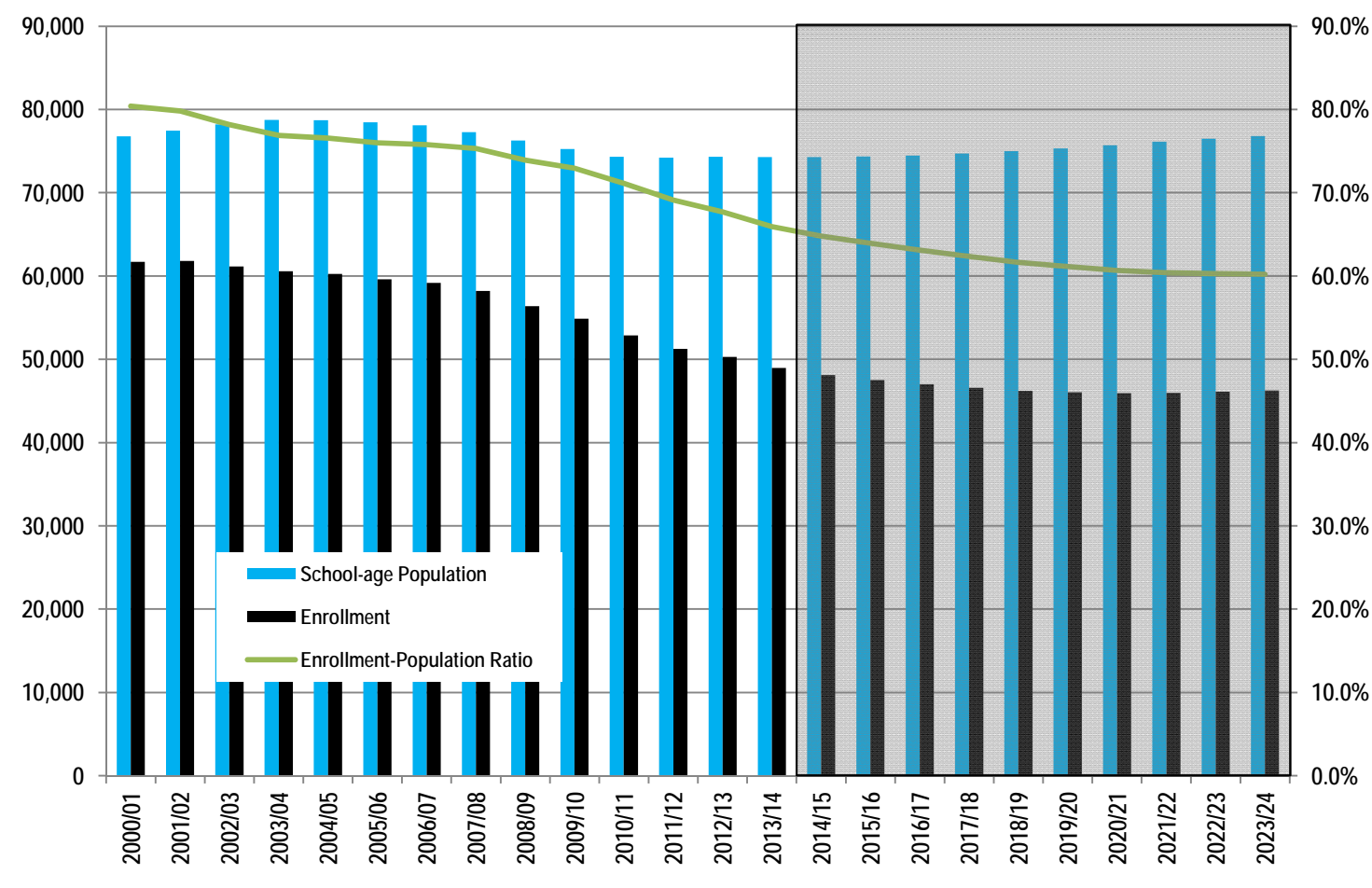
4

DEMOGRAPHY REPORT

BOUNDARY COMMITTEE
ORIENTATION MEETING

ENROLLMENT TRENDS

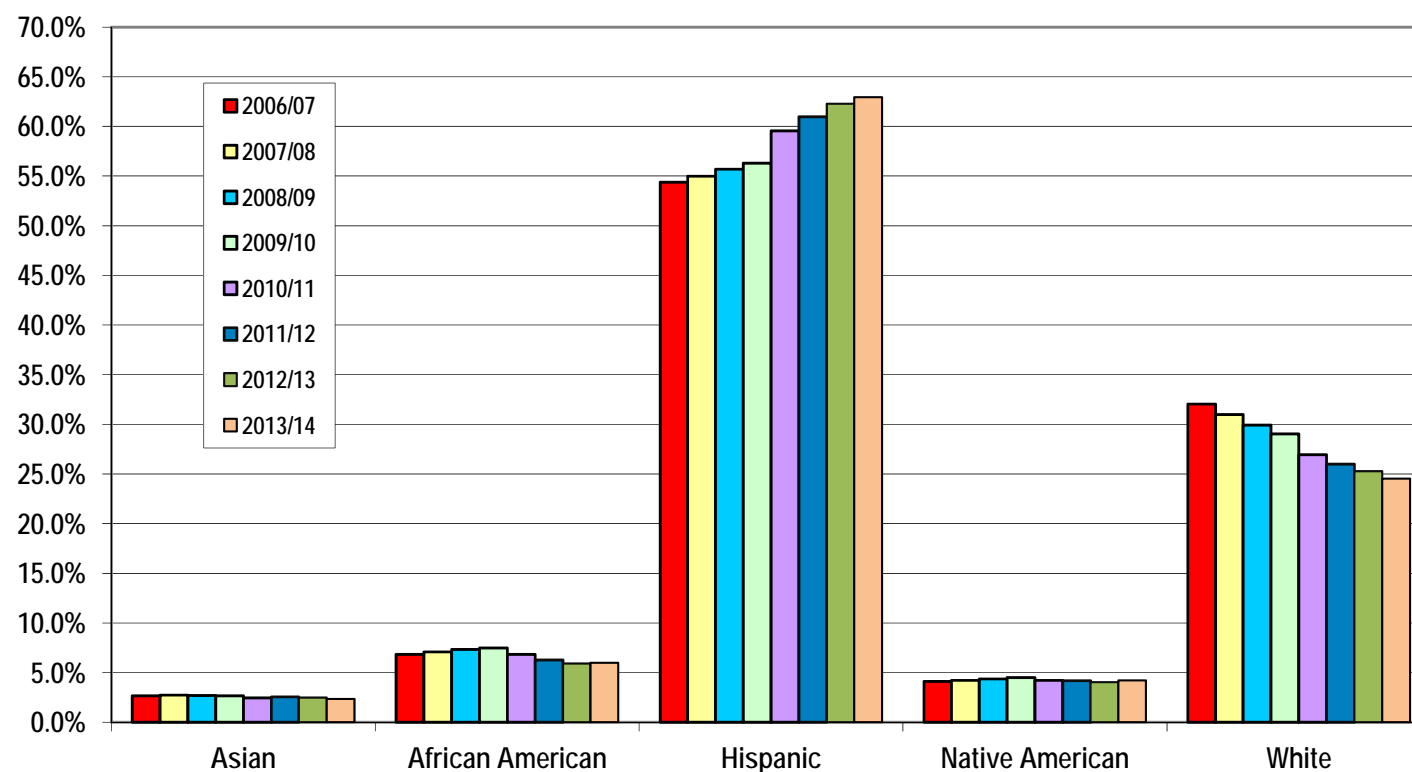
School-age Population and Enrollment Trends



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

ENROLLMENT TRENDS

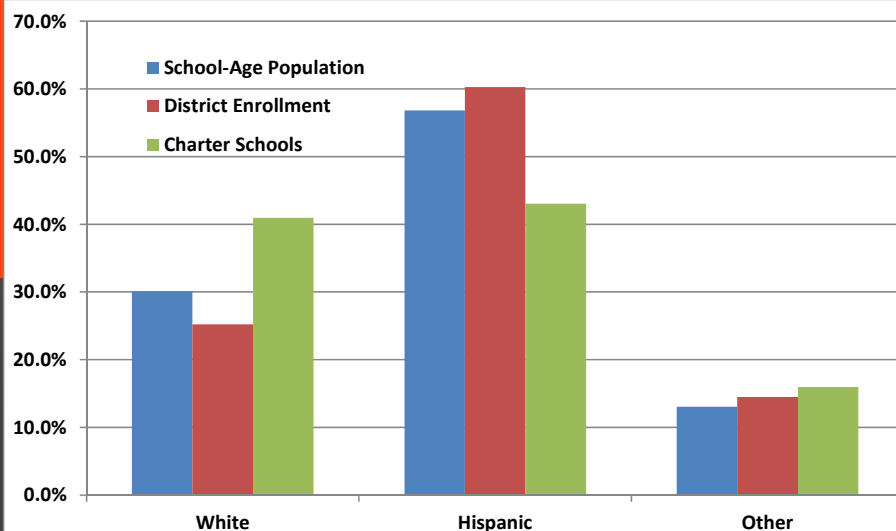
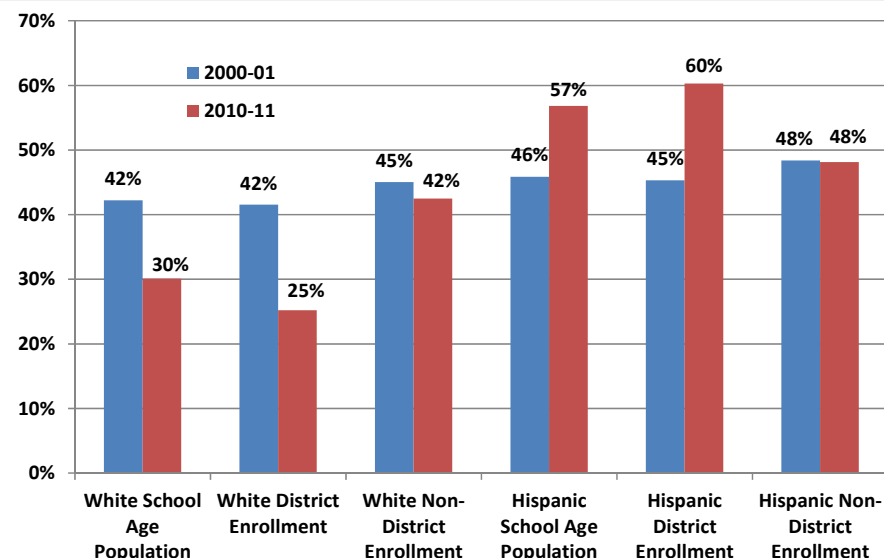
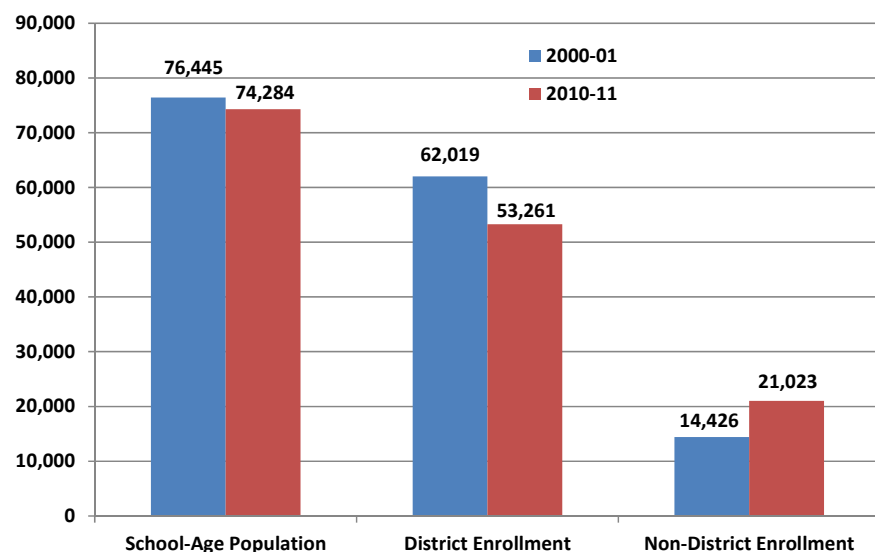
Enrollment Ethnicity Trends



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

ENROLLMENT TRENDS

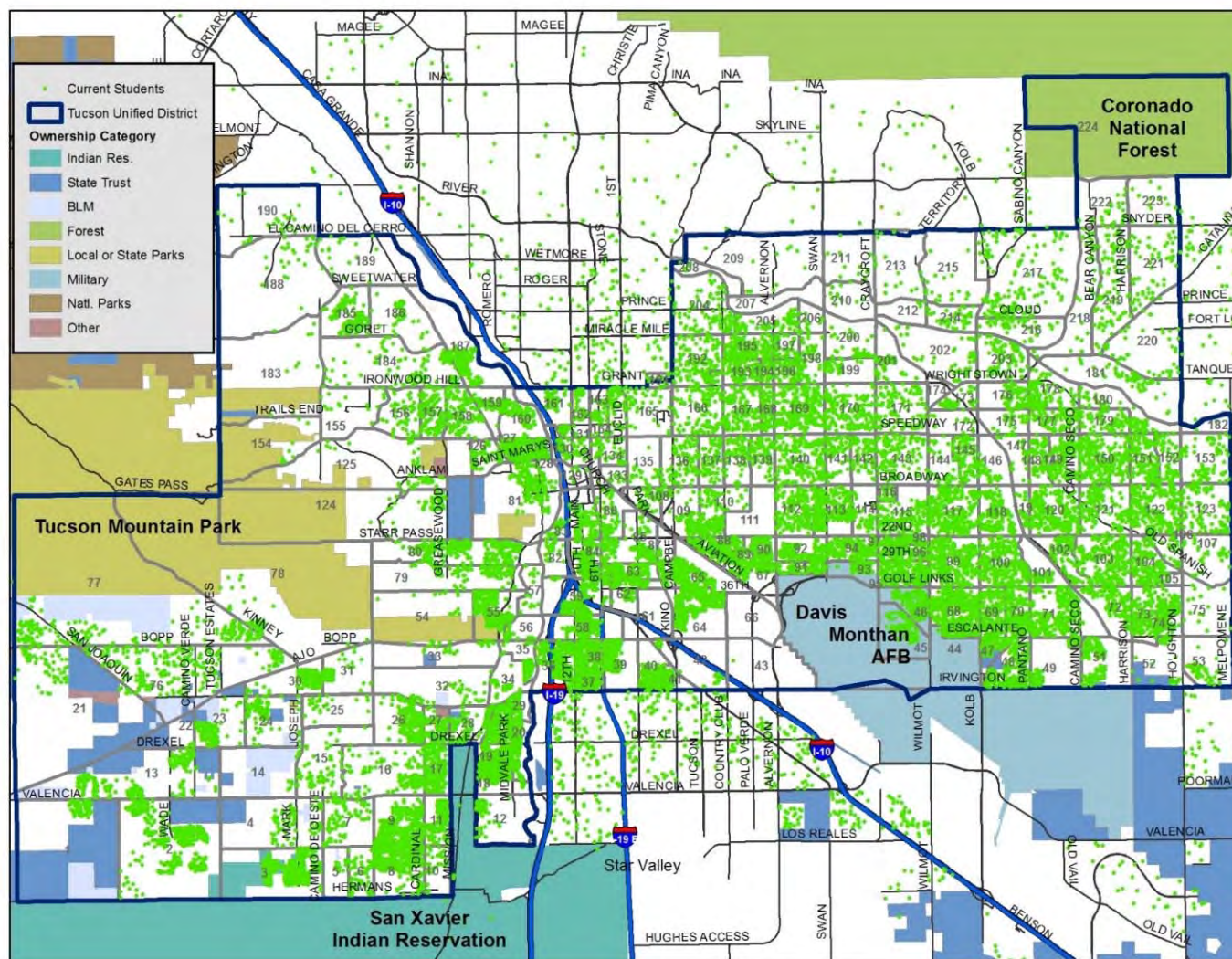
School-age Population and Enrollment by Ethnicity



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

STUDENT PROFILE

TUSD Students
2013/14



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

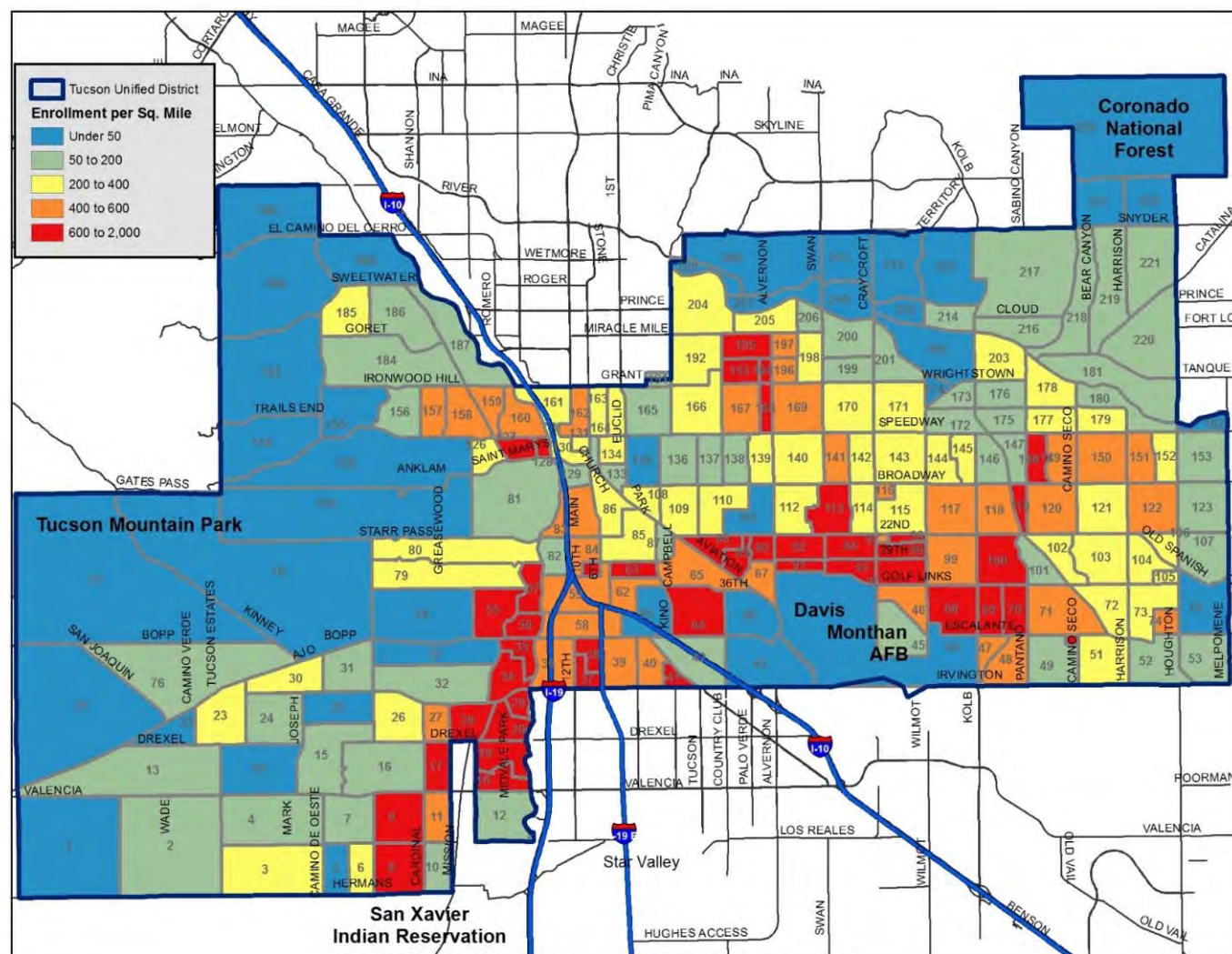
TUSD

**APPLIED
ECONOMICS**

DLR Group

STUDENT PROFILE

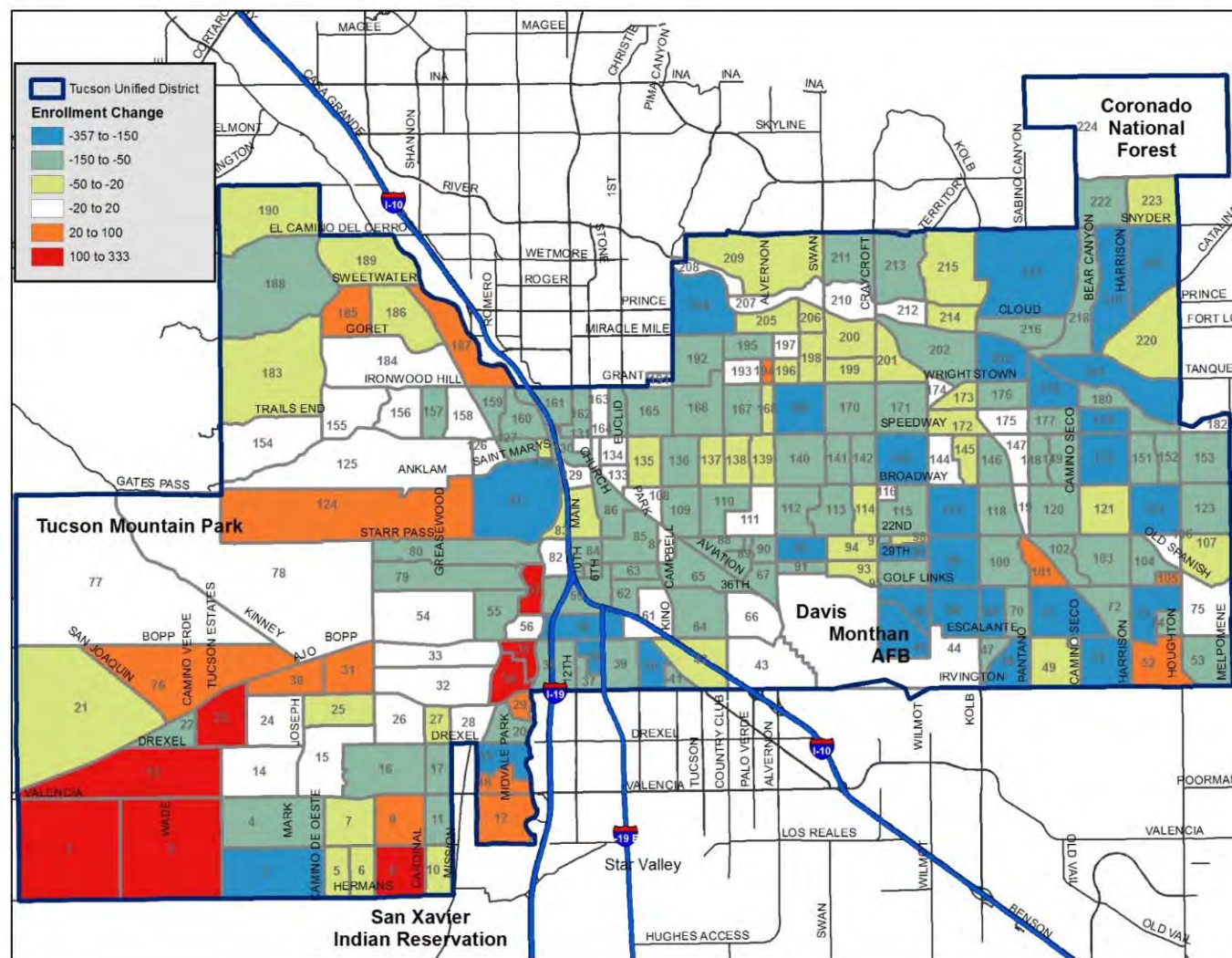
Enrollment Density
2013/14



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

STUDENT PROFILE

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



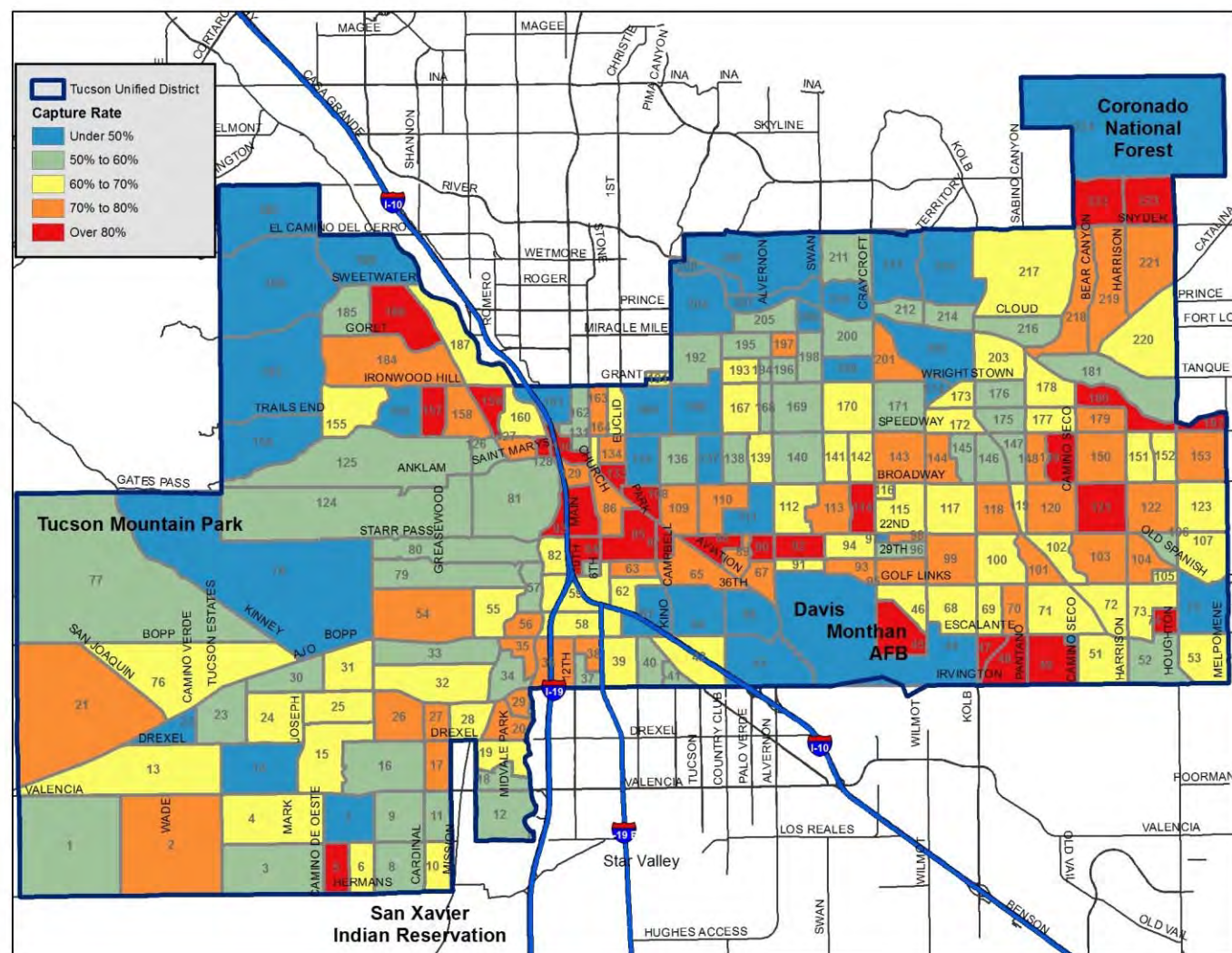
- ❖ Enrollment has declined across much of the District over the past five years due to aging, and increased competition from other providers
- ❖ Gains in the southwest are driven by new home construction and generally larger families

[illegible]

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

STUDENT PROFILE

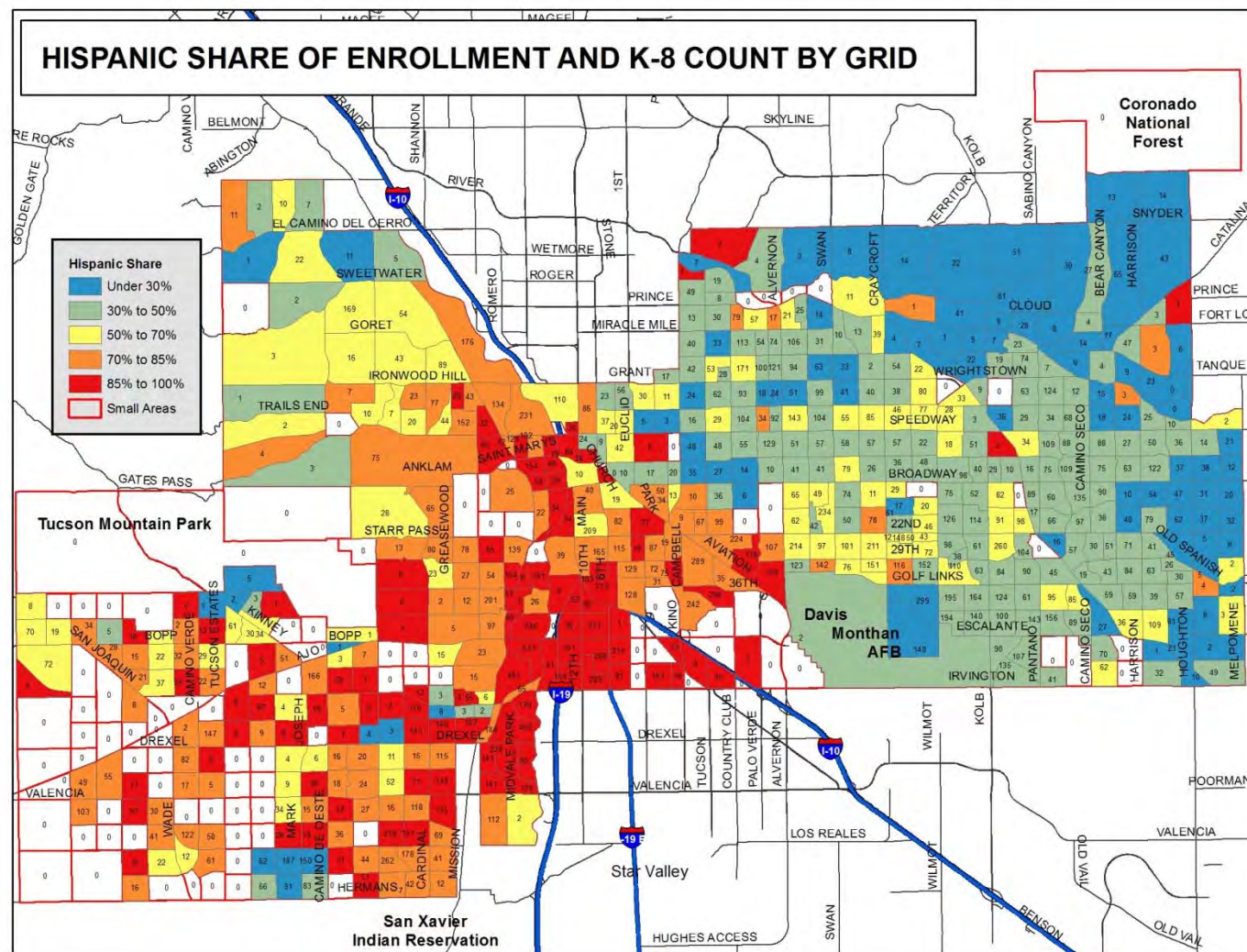
9-12 Capture Rate
2010/11



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

STUDENT PROFILE

Small-area Geography



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

STUDENT PROFILE

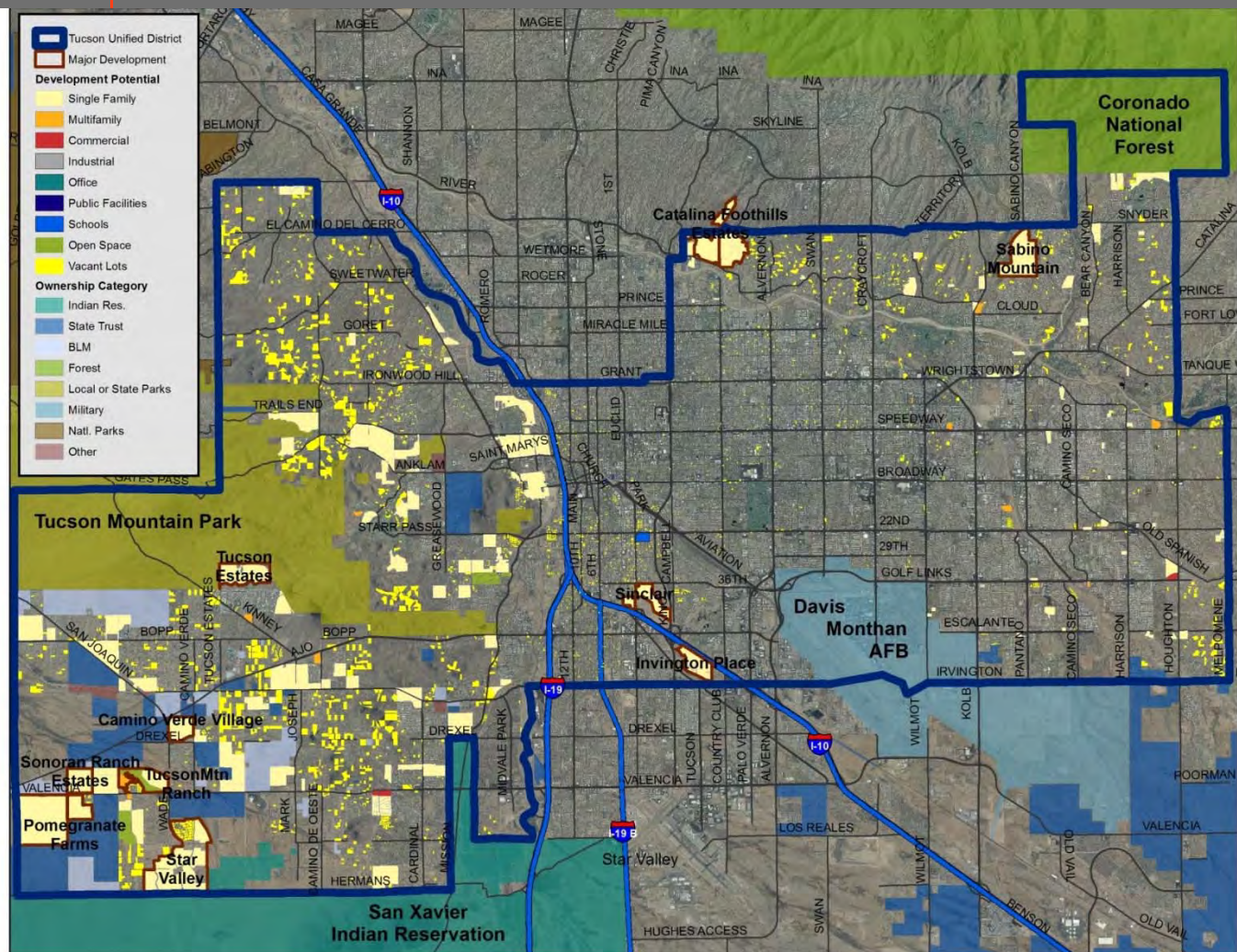
Residence Vs. Attendance

School / Code	Attendance Area																																				
	120	125	128	131	140	143	161	167	170	179	185	191	197	211	215	218	225	228	231	233	238	239	245	251	257	266	275	277	281	287	290	293	295	308	311	317	
Banks	120	305																											1		3						
Blennan	125		345			2		2		14	6	1	1		1	1			1	1			8	2			4				1					1	
Bloom	128			251	3				8	1			10	4	4	9	14	3		28			1	5			3						3	1		1	
Bonillas	131		10	2	159	2					1	1	15	1	8	8				2	2		11	2			9	1	14		5		2		28		
Borman	140			1		396								1	4	3					1	1					1		1				3				
Borton	143	6	24	1	4		107	6	11		14	2	3	1		2	1			5	1	25	7	3	3		2	1	3	1	4	1	2	2	2	7	
Carrillo/Drachman	161	10	5				2	69				4	4	5		1	1			9	1	2				2	2	2		8	12	2		7	11		
Cavett	167						1		259										1	2														5			
Collier	170			7		2			1	155				4		1	1	5			9				2									2			
Cragin	179	1	17		1		2			236	25				1	1	1									1	1						2	2	4		
Davidson	185		13	1			1			19	214		2																							1	
Davis	191	11	5		1		1	3			7		78							10	14		3	1	1	4		4	2	1	2	5	11		8	1	
Dietz	197			1	1	1							231	2	26	24						4	3	2	4		6		5				7	1	4		
Dunham	211			1	2	1							5	131	13	10				2		6	3	2	4		3		1				19				
Erickson	215			2	2	1							3	6	493	19						2											1		3		
Ford	218												4	4	38	324						1	2										3		1		
Fruchthender	225			1	19				7				1			1	258					6		4	9	1		8					4				
Gale	228			1	15	1				1	1		9	33	19	21		202	1			26	1			1		3					26		1		
Grijalva	231																		562										2						67		
Hollinger	233	1	1					2											4	225	1	1	2			1		1	1	1	11	1	2	3	21		
Henry	238			22	1			1	5				10	7	15	8	3	10				260			2	10		3					11				
Holladay	239	4	3		1	1	12		16		4	3							3	4	1	138	1		3	1	1							1			
Howell	245		8		5						4	3		4	1	12	6	1			1	13	187	4			7		4						7		
Hudlow	251			11	4					1	1		6		3	3		1			6		2	160			5					6			3		
Hughes	257	3	28				3		1	10	6	1				2				2		12	1	199		1	2	1	2					2			
Johnson/Lawrence	266	7																																			
Kellond	275		3	12	8	12			1		5		17	14	25	8	10	6				12	8	18								3			4		
Lawrence	277	2									2																										
Lineweaver	281	2	19	6	47		1	11	1	9	11		17	2	1	4	1	2				3	2	28	11	9		25		114	2	2	1	1	2	1	
Lynn/Urquides	287	5		2		2	1	2					2																								
Maldonado	290	1																																			
Manzo	293	1	1																																		
Marshall	295		1	2		1		5	1	1			9	23	20	25	2	2				6		2	1												
Miller	308																																				
Mission View	311	4			1		6	2	6		1		1																								
Myers/Ganoung	317		7		20	1		3	1	2	2	1	5	2	4	2			1	1		1		4			6		1								
Ochoa	323					18	1	2																													
Oyama	327	9																																			
Pueblo Gardens	329	2	6		1		5	29					2		1																						
Robins	351	5	1																																		
Robison	353		10		4		3	1	6		3	4	3	10		1																					
Rose	371	2	2				1		1																												
Sewell	395		8	5	8	3				2	7		8	1	7	4	1	1																			
Soleng Tom	410			3	2				1	1			6	66	14	20	4	29																			
Steele	413		1	15									4	11	11	10	2	2																			
Tolson	417						3			1																											
Tully	419	5	3			2	1	4			3	2																									
Van Buskirk	431				1			3																													
Vesey	435	24																																			
Warren	440	6																																			
Wheeler	443		3	2					4																												
White	449	12							1																												
Whitmore	455		8		2			2	3	2	20		4	1		4																					
Wright	461		14		2				1	2	17																										
Booth Fickett	510	3		13	5	1	2		3	1	3	4	49	5	51	27																					
Morgan Maxwell	521		3				1	2																													
McCorkle	523	7						1			1																										
Roberts Naylor	525		1	1	6			1	2				10																								
Safford	535	10	3				9	6	1		4	1	3	1		1	2																				
Roskrige	595	4	11		1		2	2	2		10	1	1	7		1	1																				
Other	999	11	14	0	2	2	6	91	5	0	12	2	4	4	1	7	1	2	0	7	4	3															

Source: Applied Economics, 2013.

- ❖ In addition to competition from other providers, capture rates are significantly impacted by movement of students between District schools
- ❖ Only 61% of

DEVELOPMENT POTENTIAL



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

DISTRICT ENROLLMENT PROJECTIONS

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

Source: Applied Economics, November 2013.

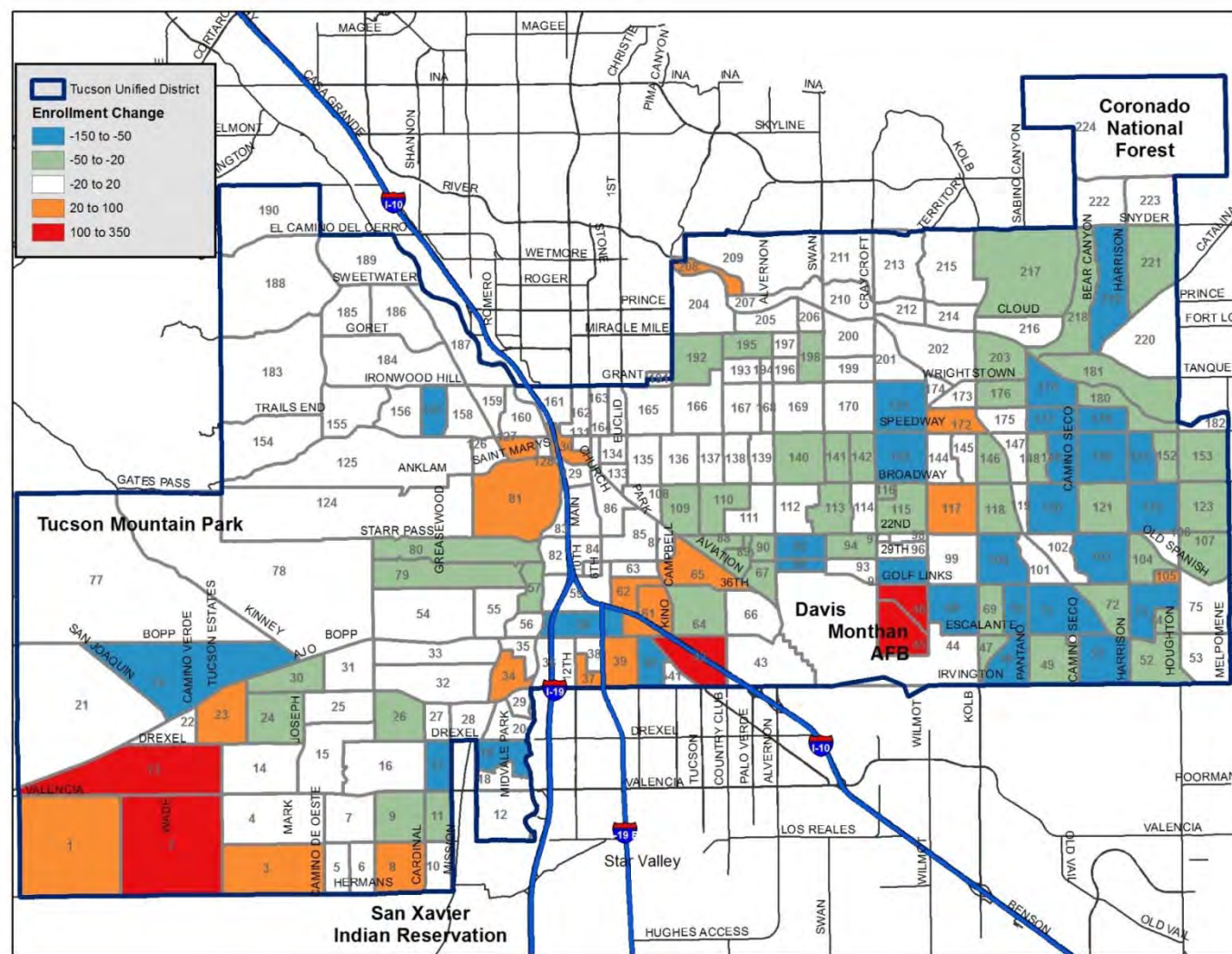
* Population age 5 through 17, corresponds with Kindergarten through 12th grade.

Bolding indicates historical data.

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

SUB-DISTRICT TRENDS

Change in Enrollment
2013/14 to 2018/19



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

PLANNING DATABASE

Facility, Enrollment and Demographic Data

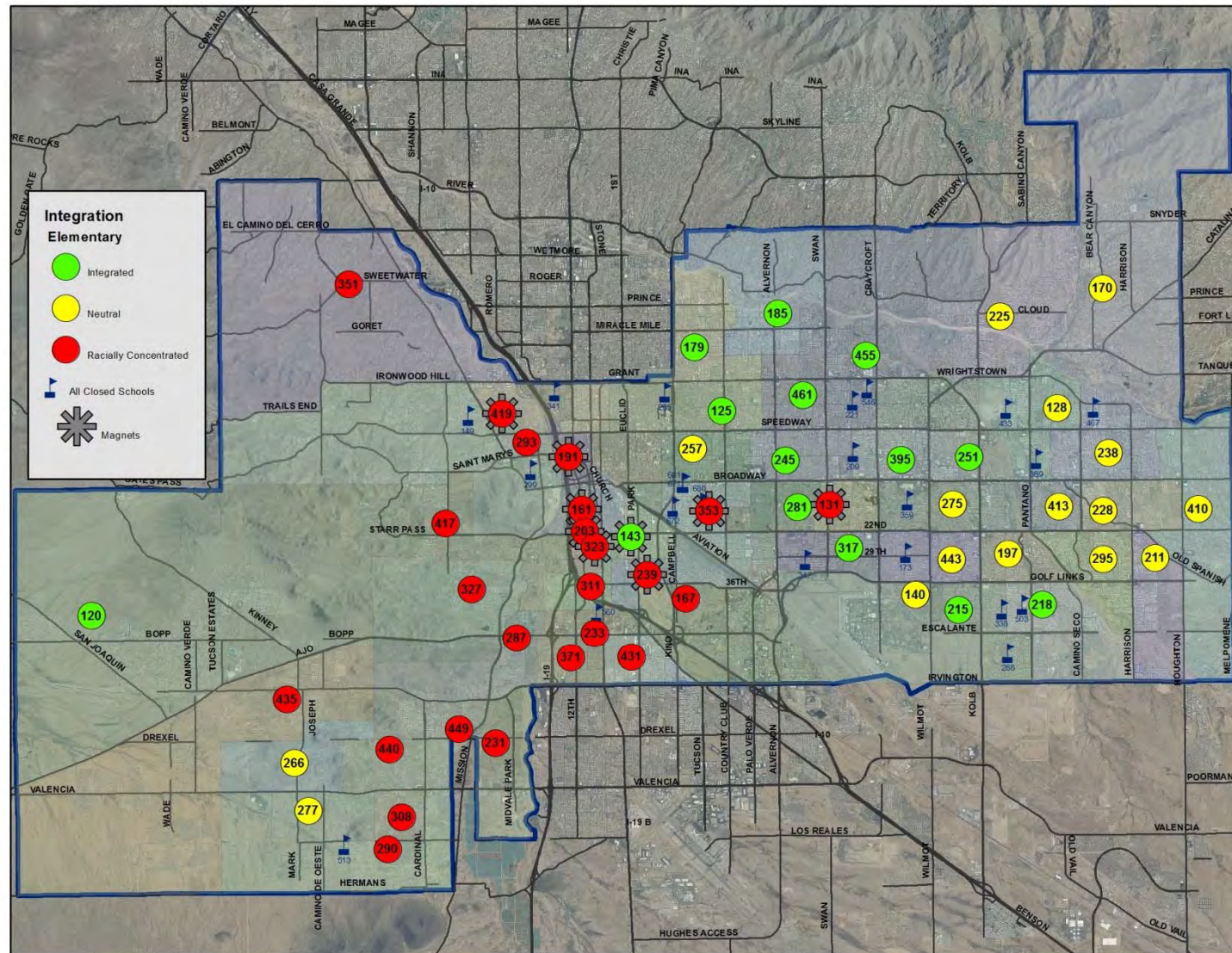
School Code / Name	Enrollment by Race & Ethnicity												Total Enrollment	Design Capacity	Operational Capacity	Available Seats	Percent Utilization	Integration Status
	White	White%	AA	AA%	Hispanic	Hispanic%	NativeAm	NativeAm%	Asian	Asian%	Multi	Multi%						
Elementary (K-5 and K-8)															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

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

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

ELEMENTARY: INTEGRATION STATUS

demography report



TUSD

**APPLIED
ECONOMICS**

DLR Group

Percent Hispanic Elementary

- Below 30%
- 30% - 70%
- Above 70%

All Closed Schools

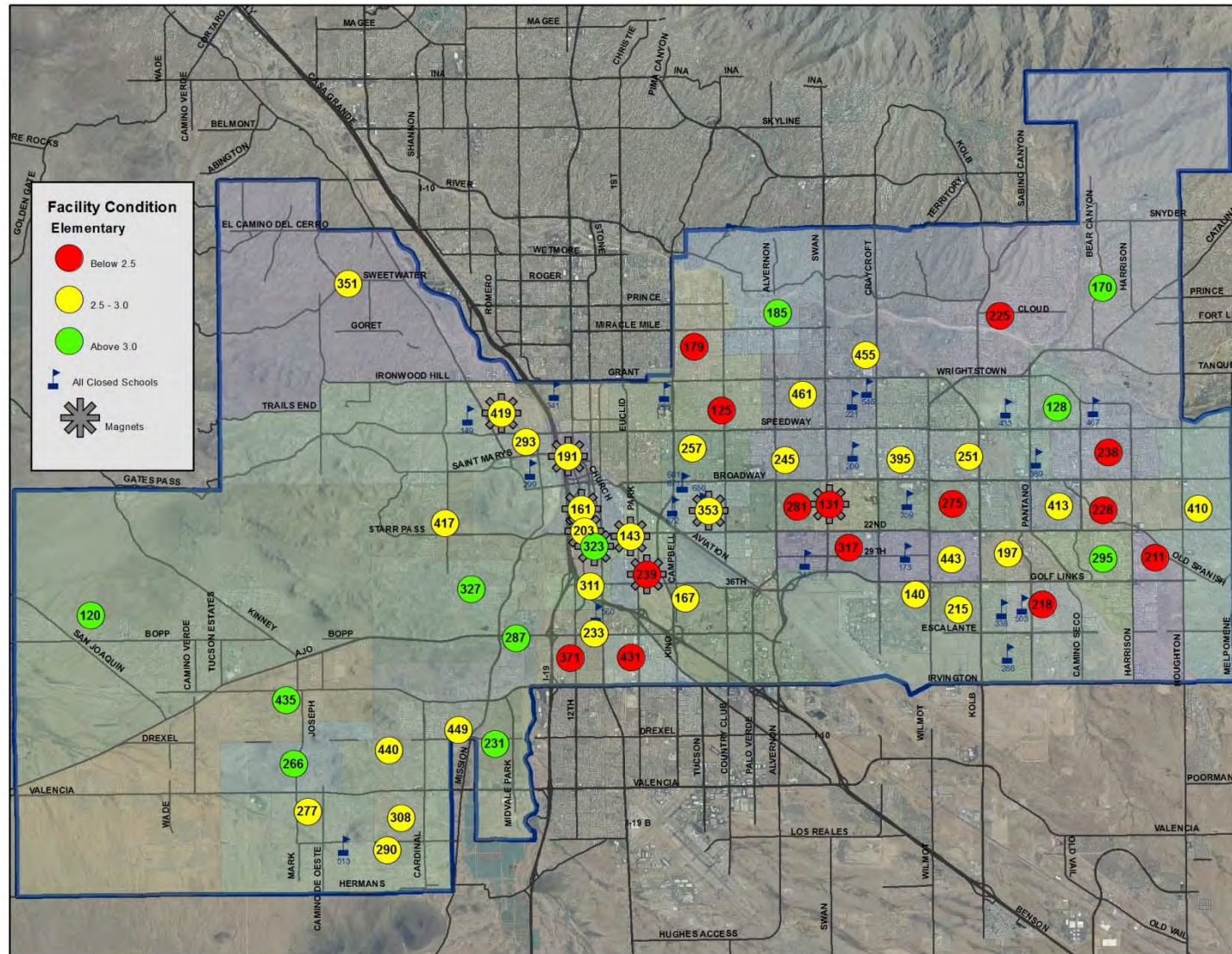
Magnets

Facility Utilization Elementary

- Below 85%
- 85% - 100%
- Above 100%
- All Closed Schools
- Magnets

ELEMENTARY: FACILITY CONDITION

demography report



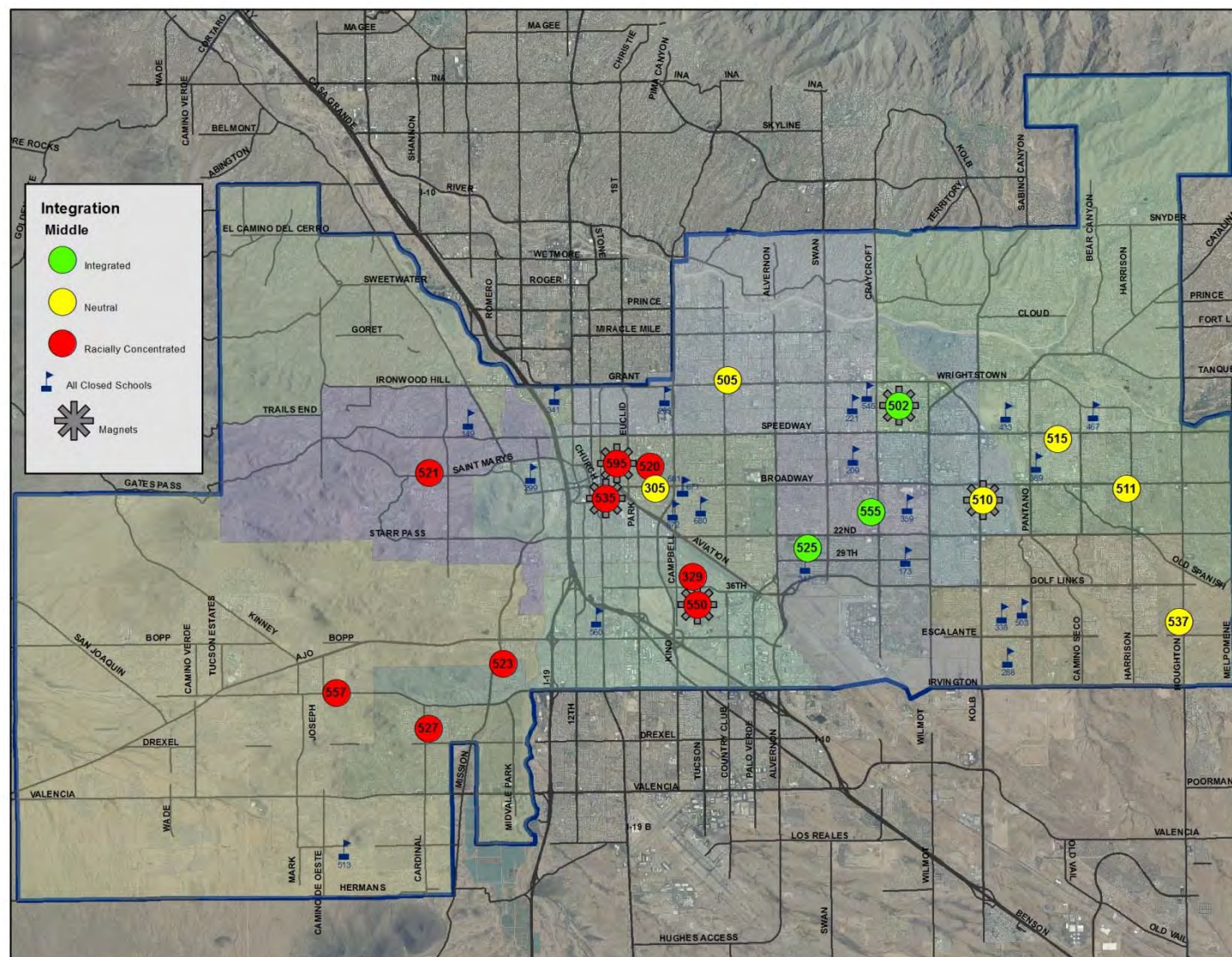
TUSD

**APPLIED
ECONOMICS**

DLR Group

MIDDLE: INTEGRATION STATUS

demography report



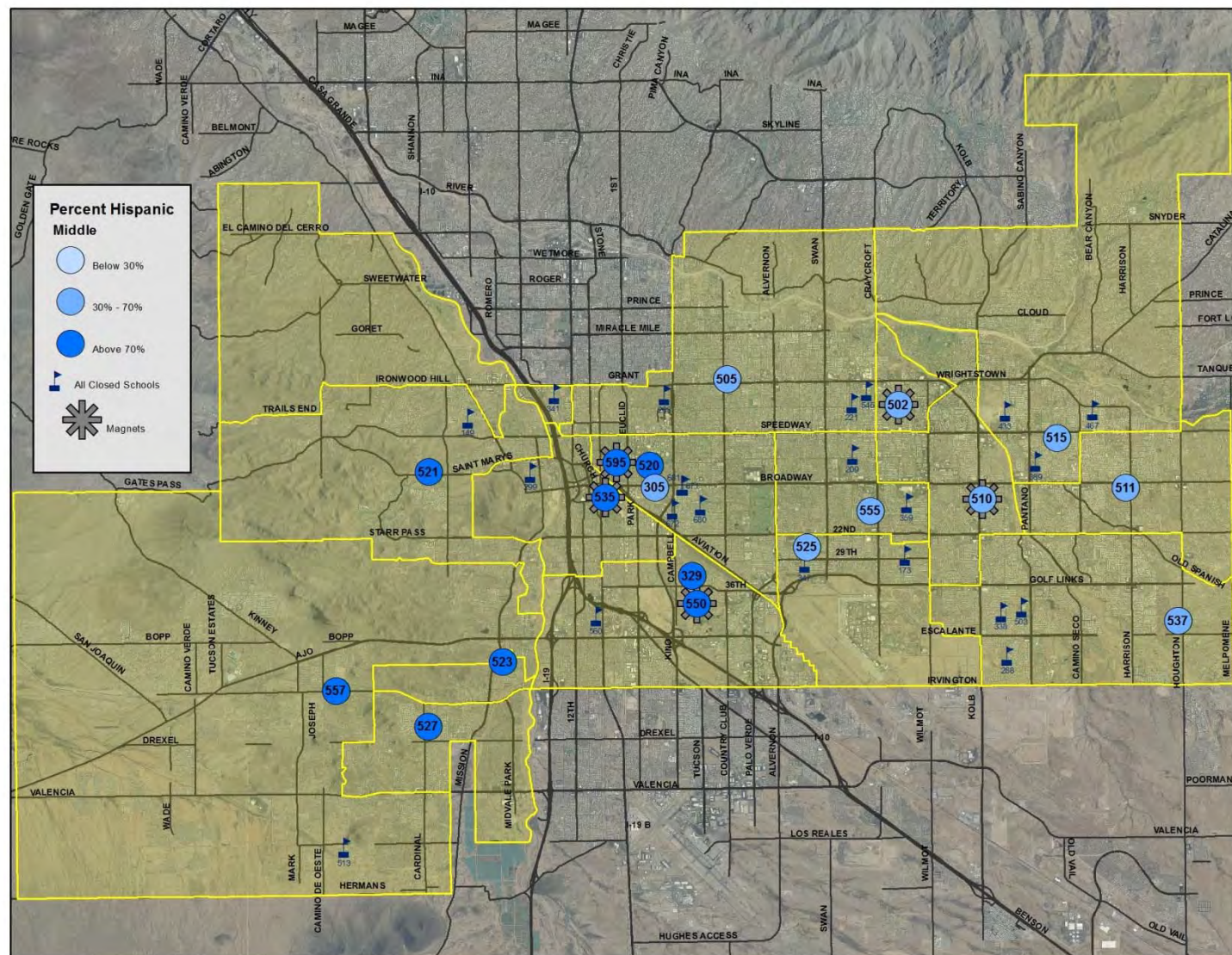
TUSD

**APPLIED
ECONOMICS**

DLR Group

MIDDLE: PERCENT HISPANIC

demography report



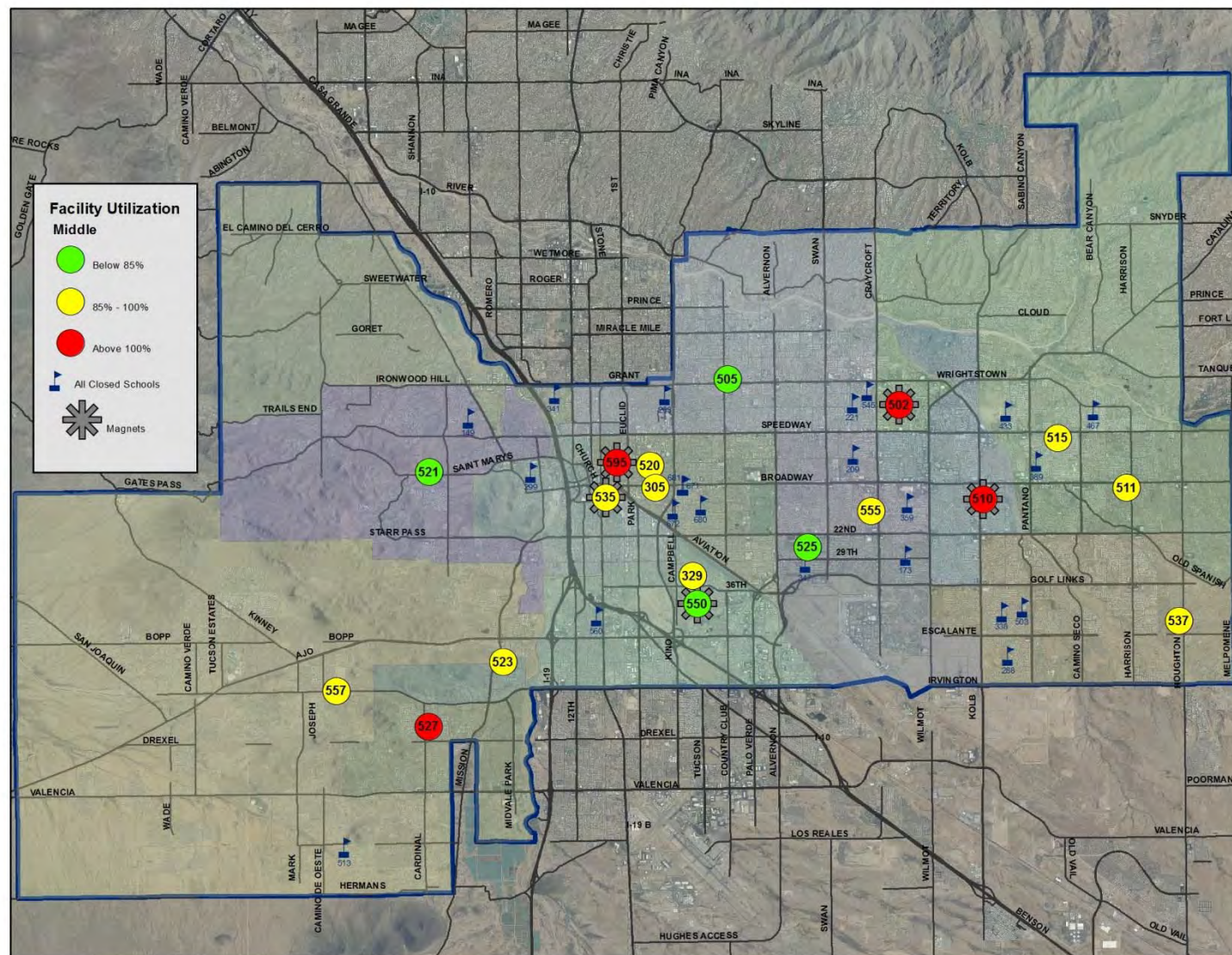
TUSD

**APPLIED
ECONOMICS**

DLR Group

MIDDLE: FACILITY UTILIZATION

demography report



TUSD

**APPLIED
ECONOMICS**

DLR Group

Facility Condition Middle

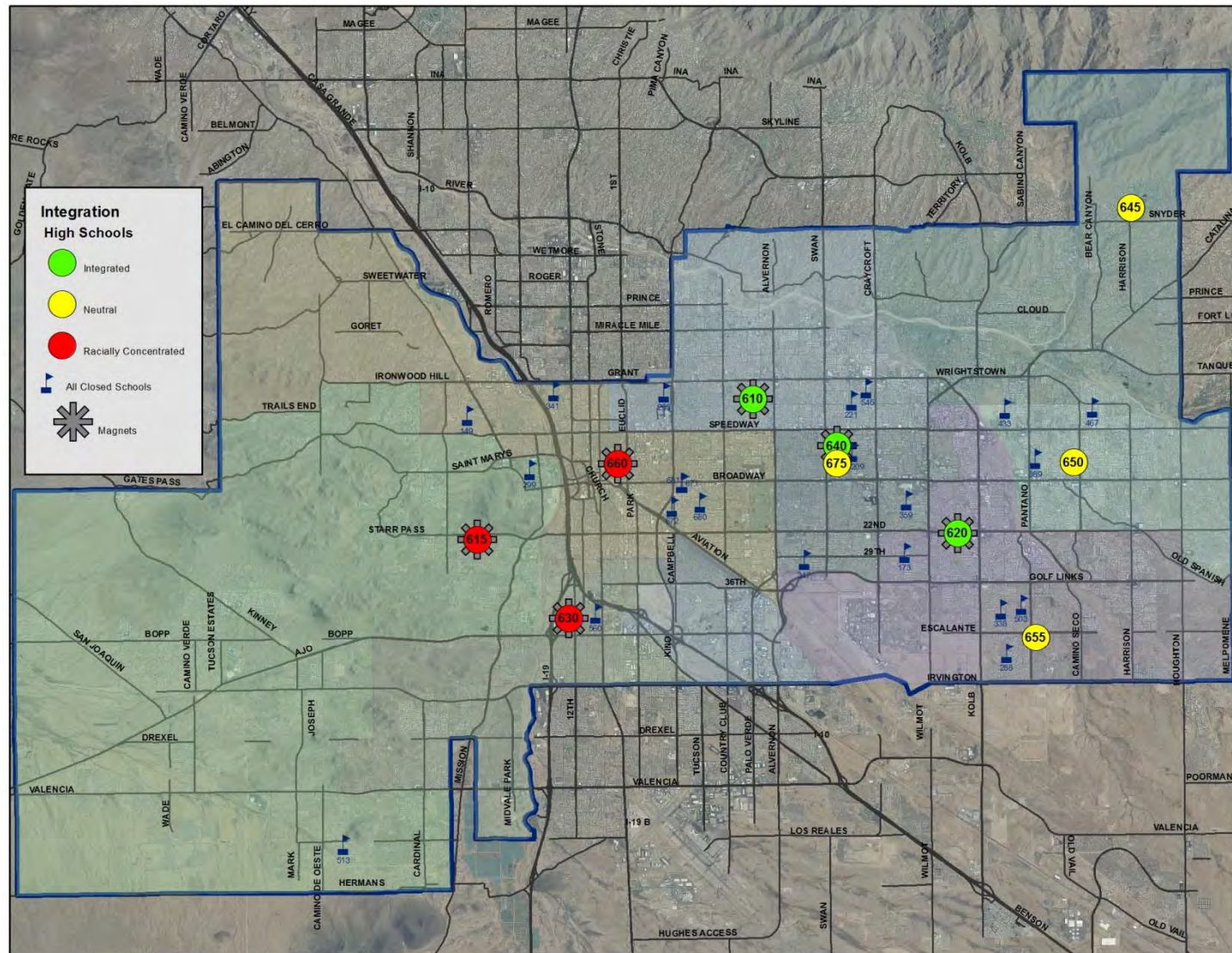
- Below 2.5
- 2.5 - 3.0
- Above 3.0

All Closed Schools

Magnets

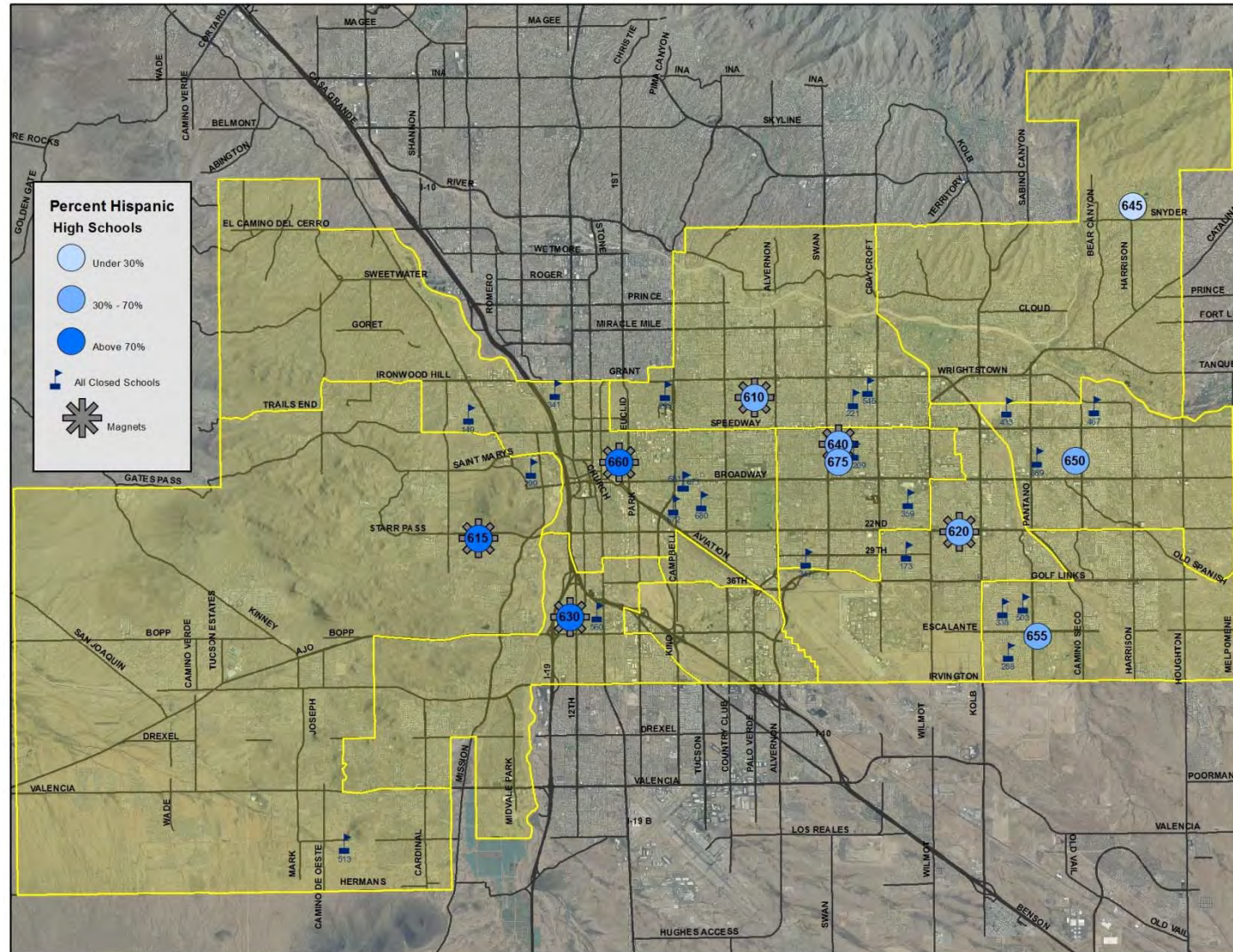
HIGH SCHOOL: INTEGRATION STATUS

demography report



HIGH SCHOOL: PERCENT HISPANIC

demography report



Facility Utilization High Schools

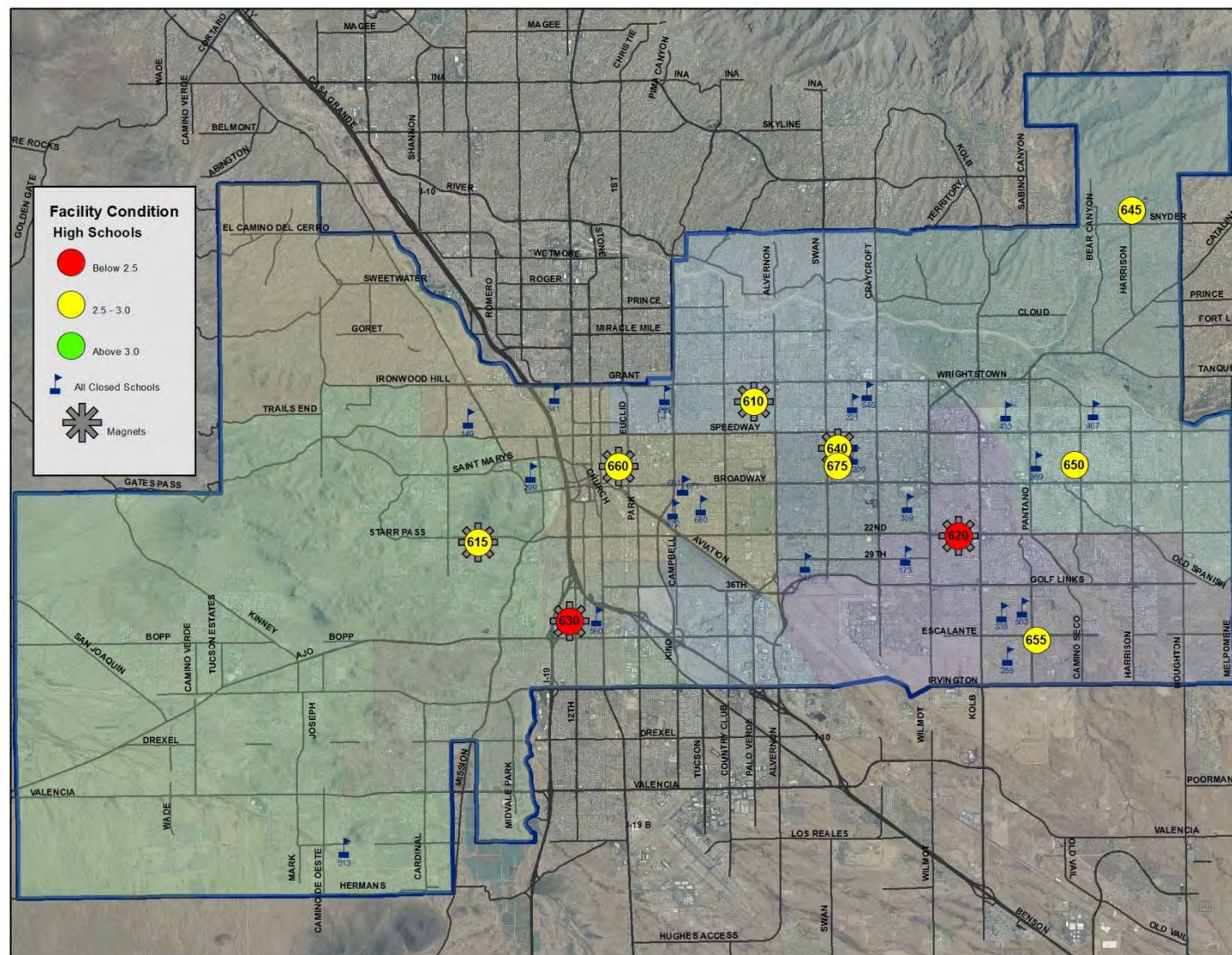
- Below 85%
- 85% - 100%
- Above 100%
- All Closed Schools
- Magnets

The map shows the following high schools and their utilization status:

- Below 85% (Green):** 610, 620, 645, 650, 655.
- 85% - 100% (Yellow):** 650.
- Above 100% (Red):** 615, 640, 675.
- Magnets (Star):** 615, 640, 675.
- All Closed Schools (Blue square):** 613, 614, 616, 617, 618, 619, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 641, 642, 643, 644, 646, 647, 648, 649, 651, 652, 653, 654, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

HIGH SCHOOL: FACILITY CONDITION

demography report



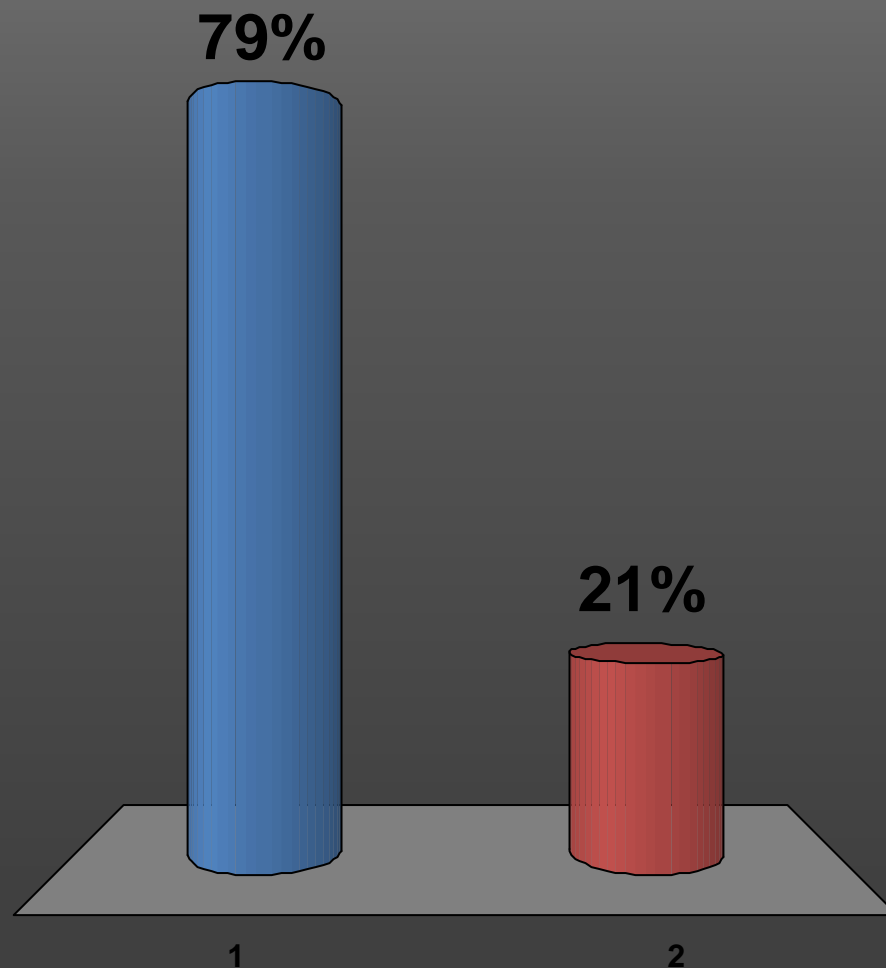
TUSD

APPLIED ECONOMICS

DLR Group

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

1. Yes
2. No



boundary committee

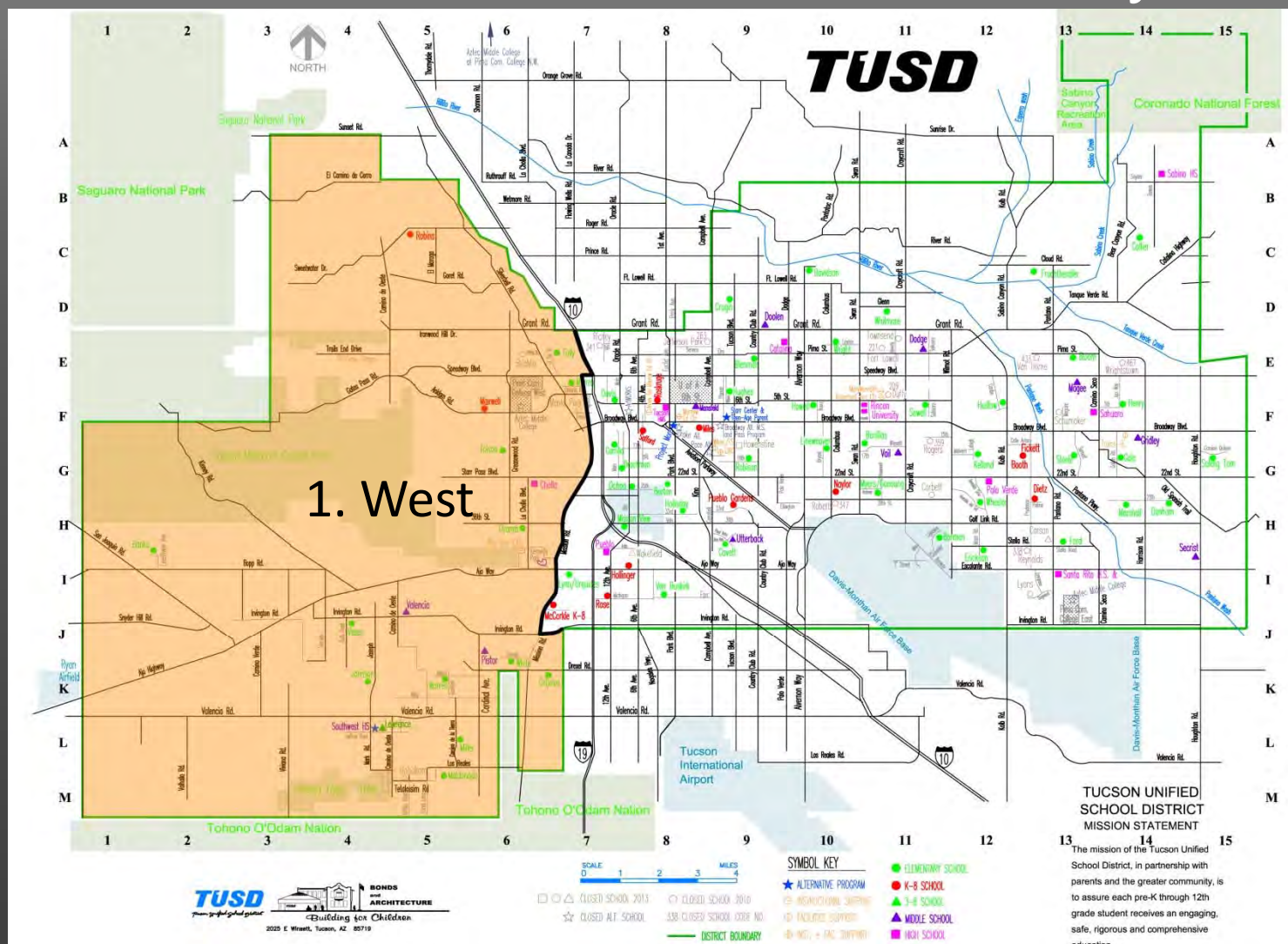
5

COMMUNITY FEEDBACK

BOUNDARY COMMITTEE ORIENTATION MEETING

What area of the district do you live in?

boundary committee



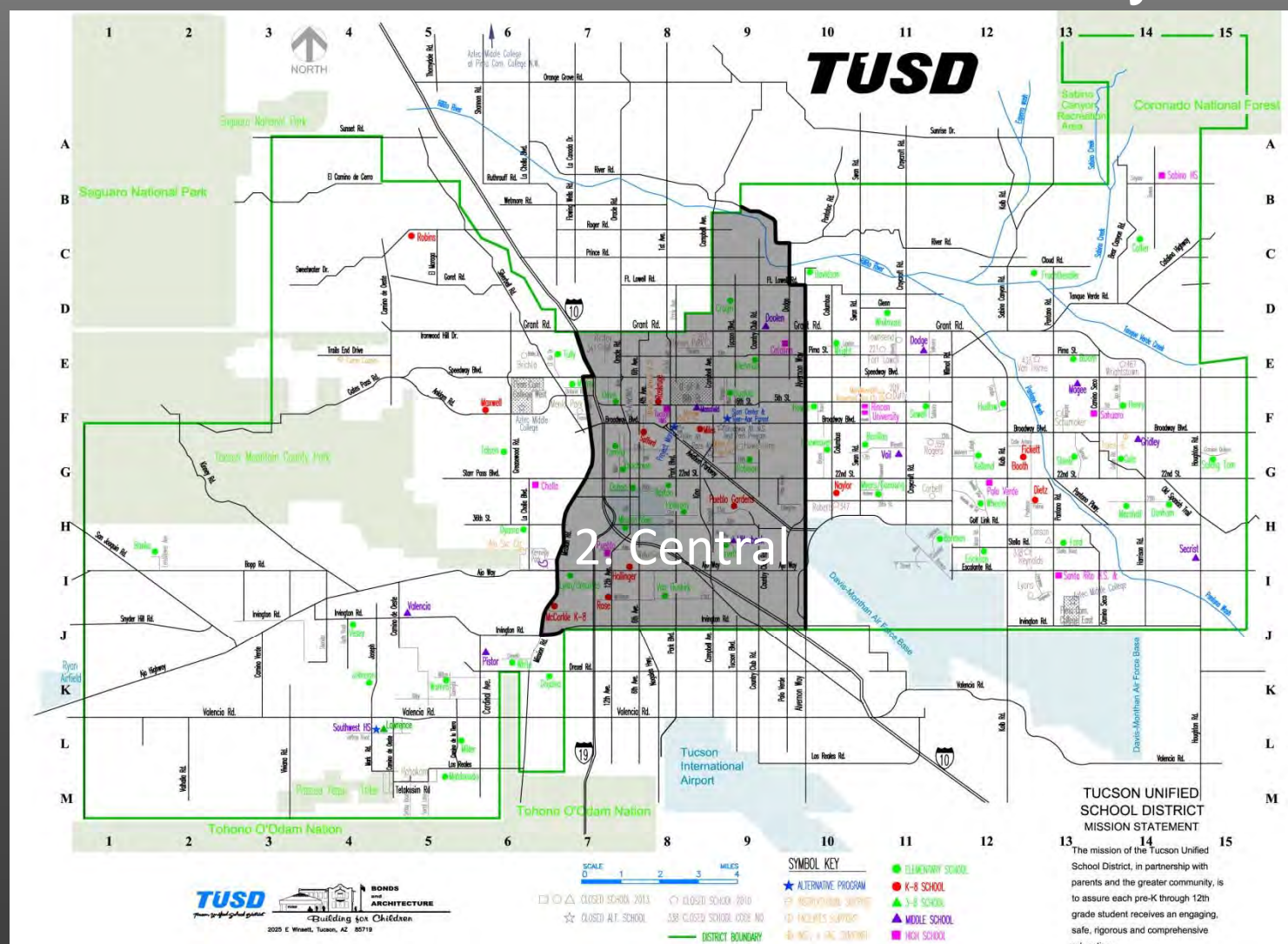
West Area (West of Mission Road)

TUSD

APPLIED ECONOMICS

DLR Group

What area of the district do you live in?



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

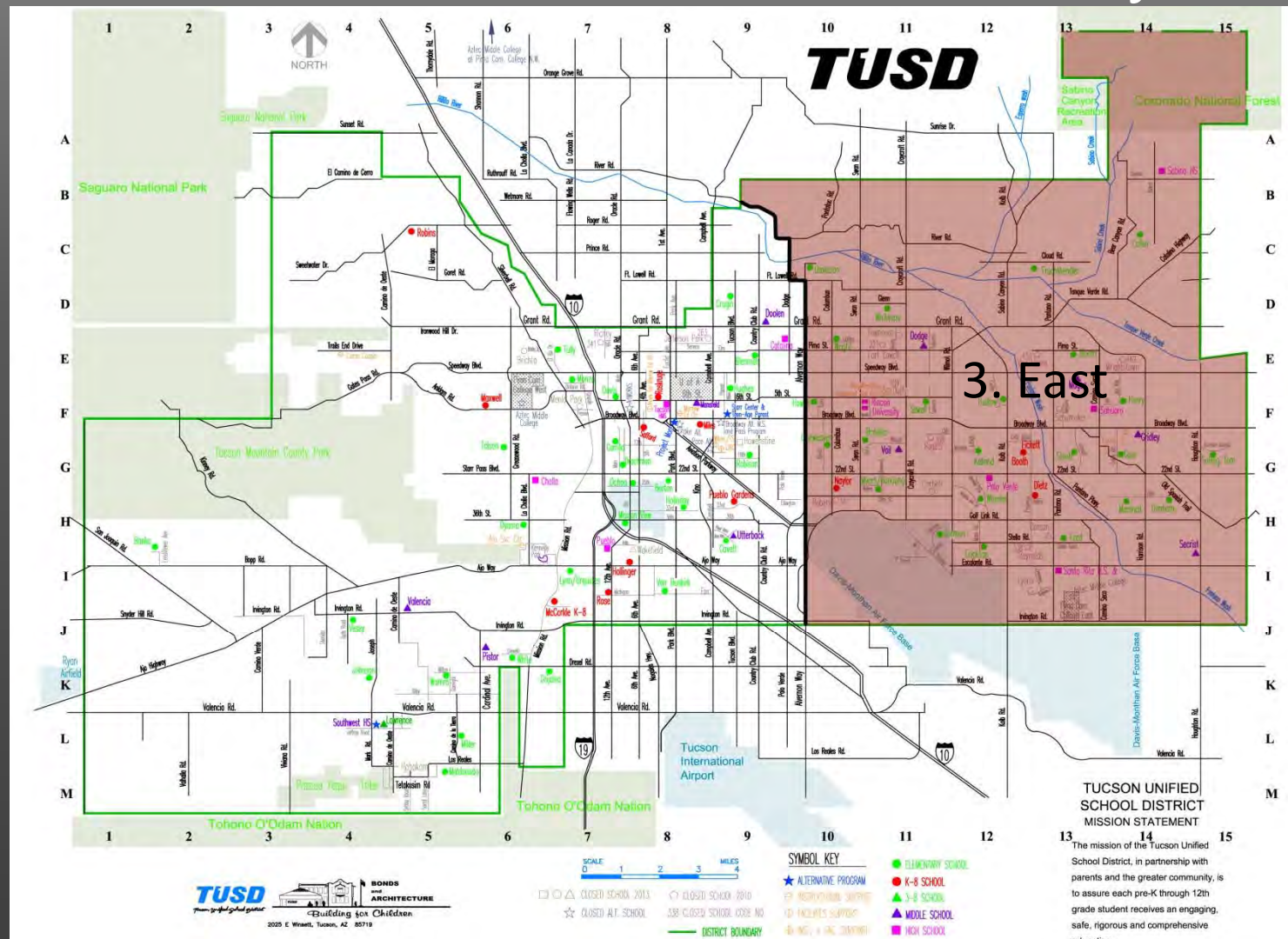
TUSD

APPLIED ECONOMICS

DLR Group

What area of the district do you live in?

boundary committee



East Area (East of Alvernon Way)

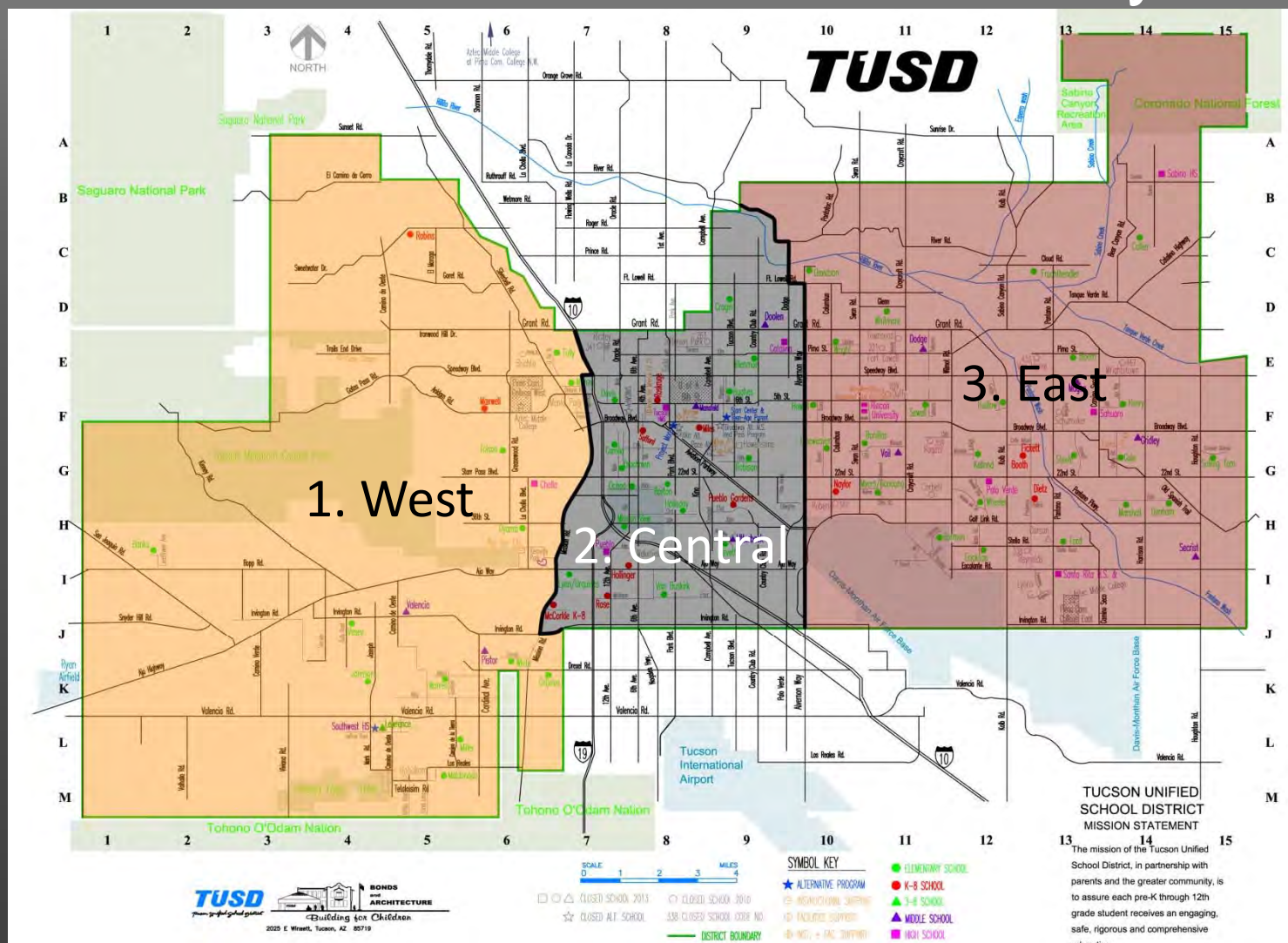
TUSD

APPLIED ECONOMICS

DLR Group

What area of the district do you live in?

boundary committee



TUSD

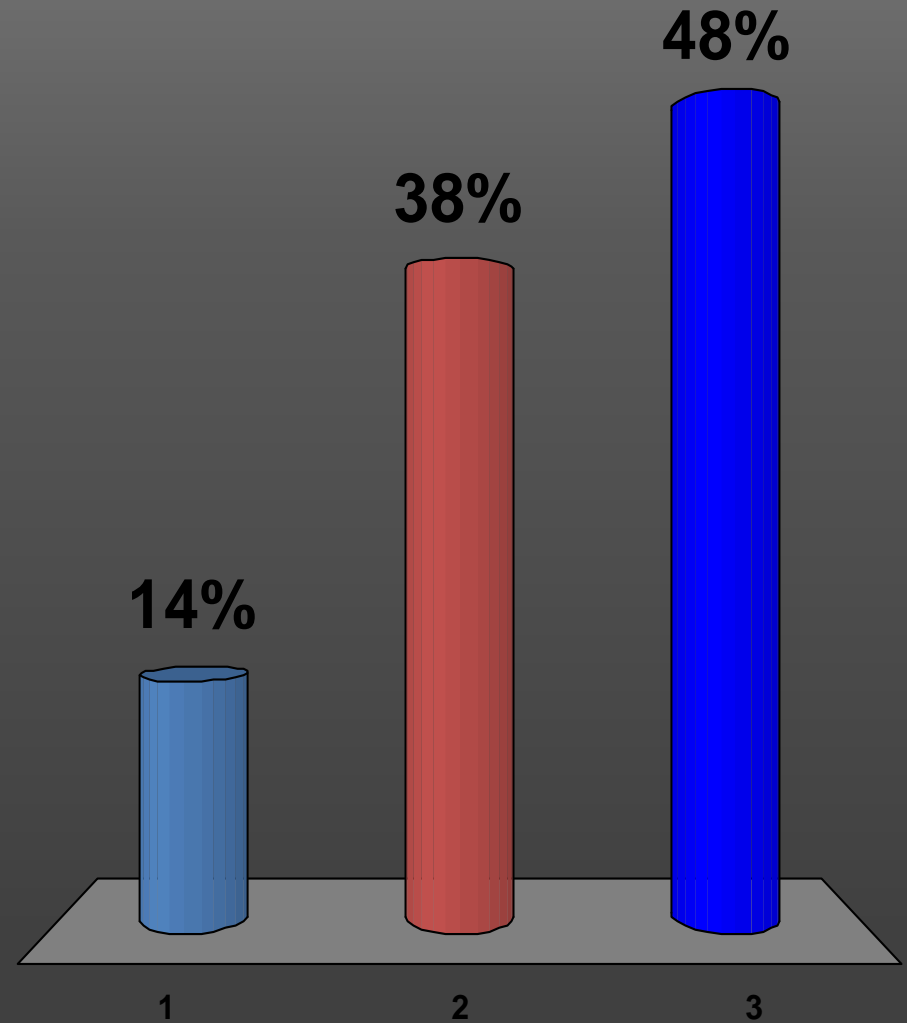
APPLIED ECONOMICS

DLR Group

What area of the District do you live in?

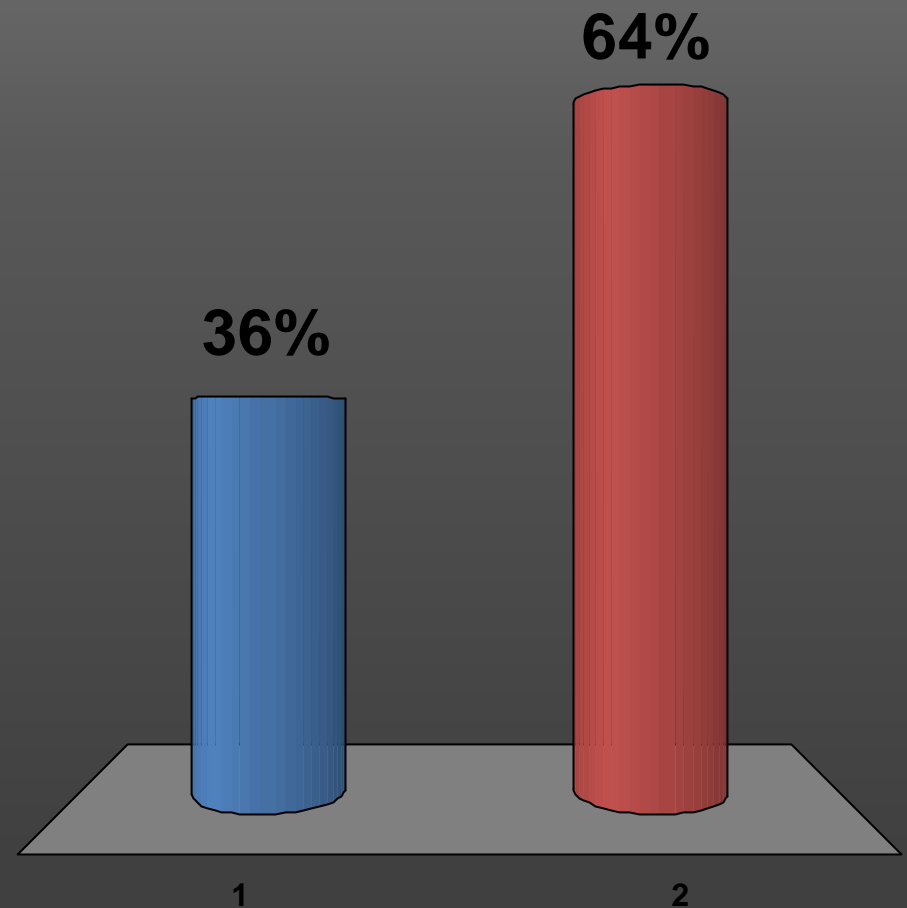
boundary committee

1. West
2. Central
3. East



Do you currently have children in the TUSD?

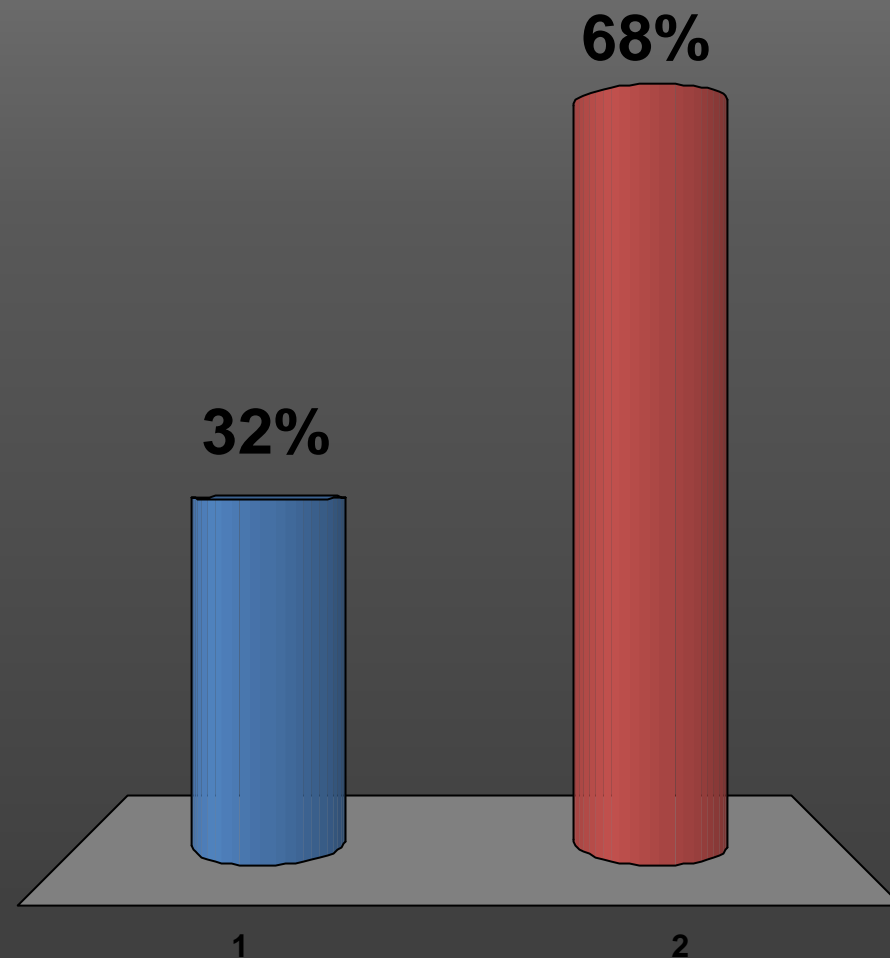
1. Yes
2. No



boundary committee

Are you Hispanic/ Latino?

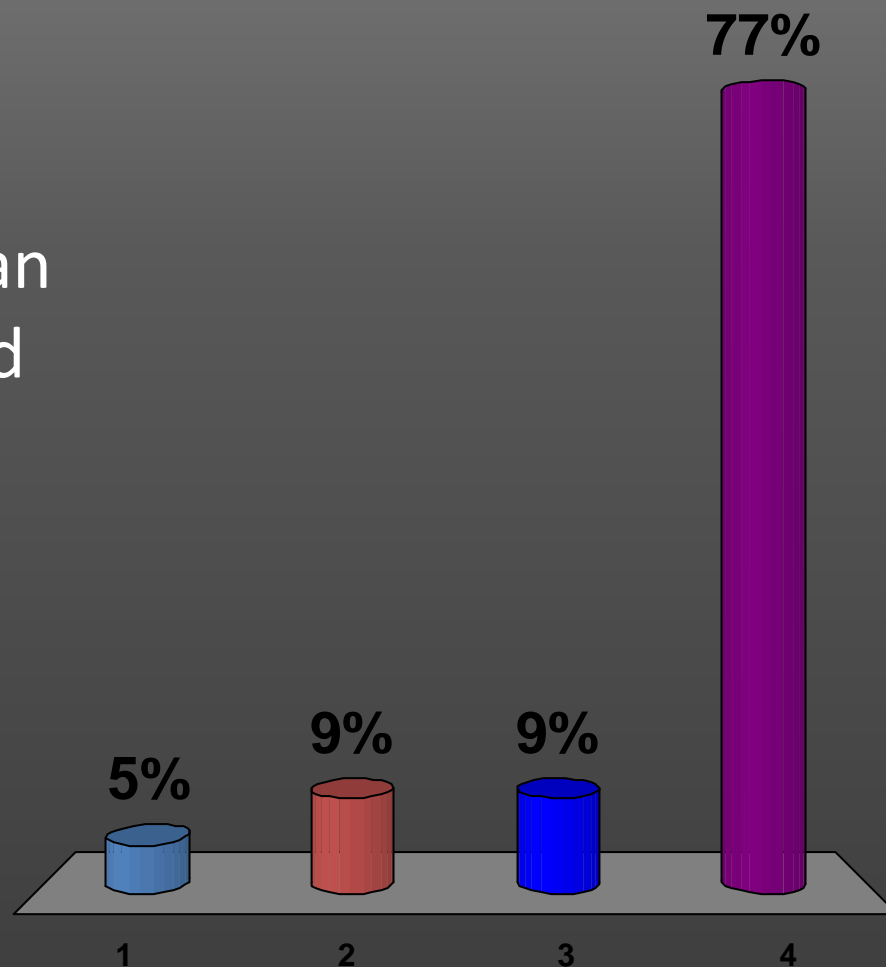
1. Yes
2. No



boundary committee

What is your race?

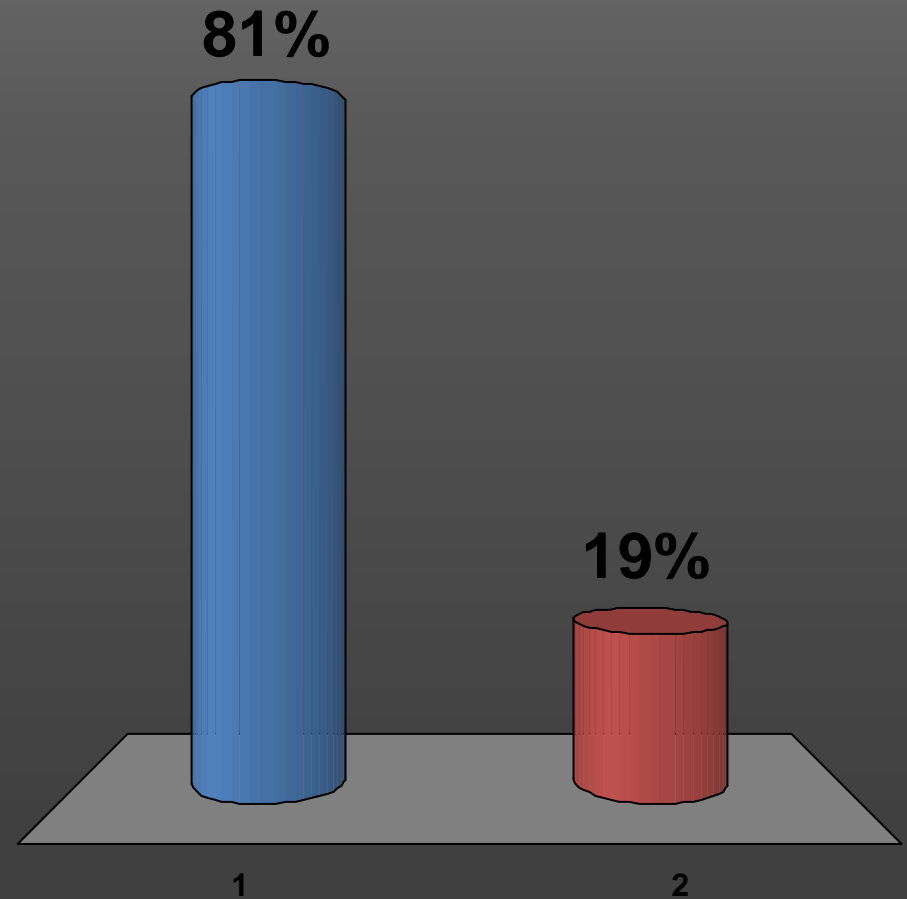
1. American Indian or Alaskan Native
2. Asian, Native Hawaiian or Other Pacific Island
3. Black or African American
4. White



boundary committee

Would you support pairing or clustering schools?

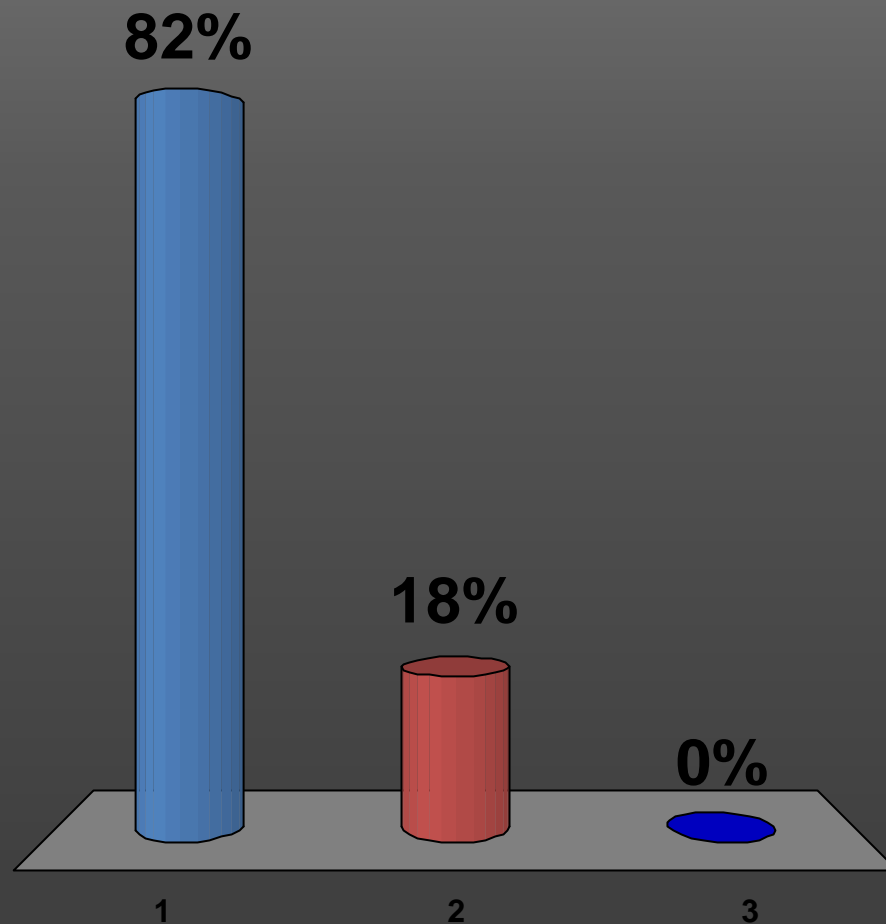
1. Yes
2. No



boundary committee

Your Perception: Should there be more GATE tracks?

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

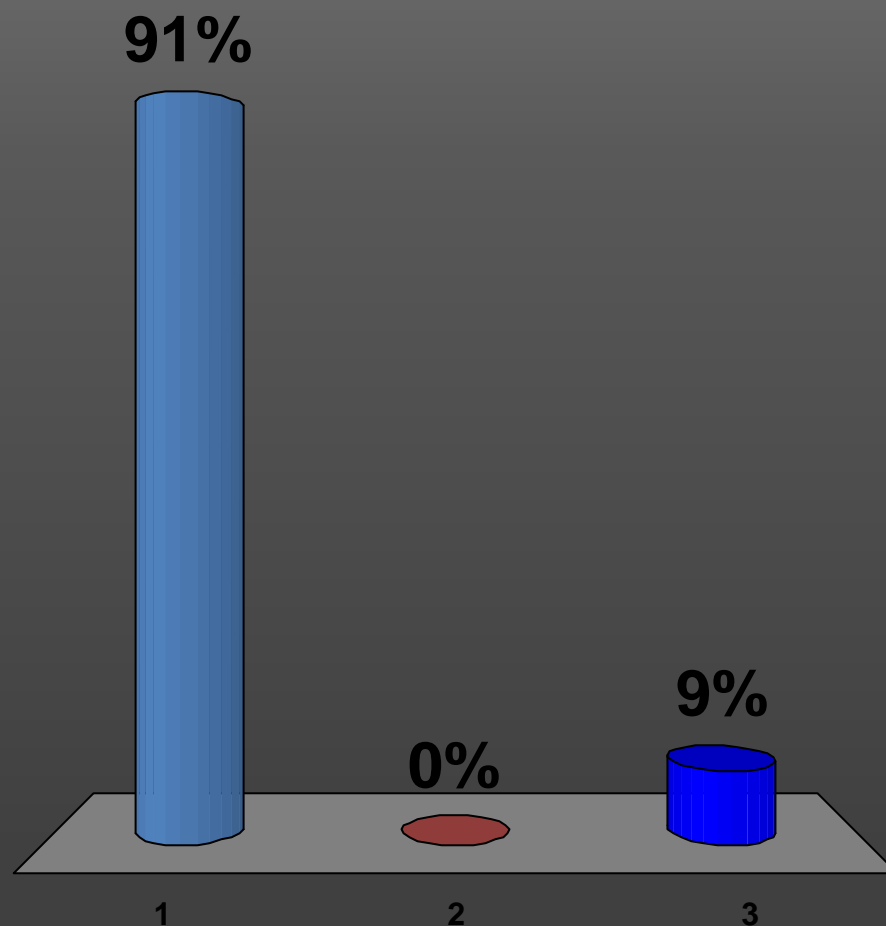


boundary committee

boundary committee

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

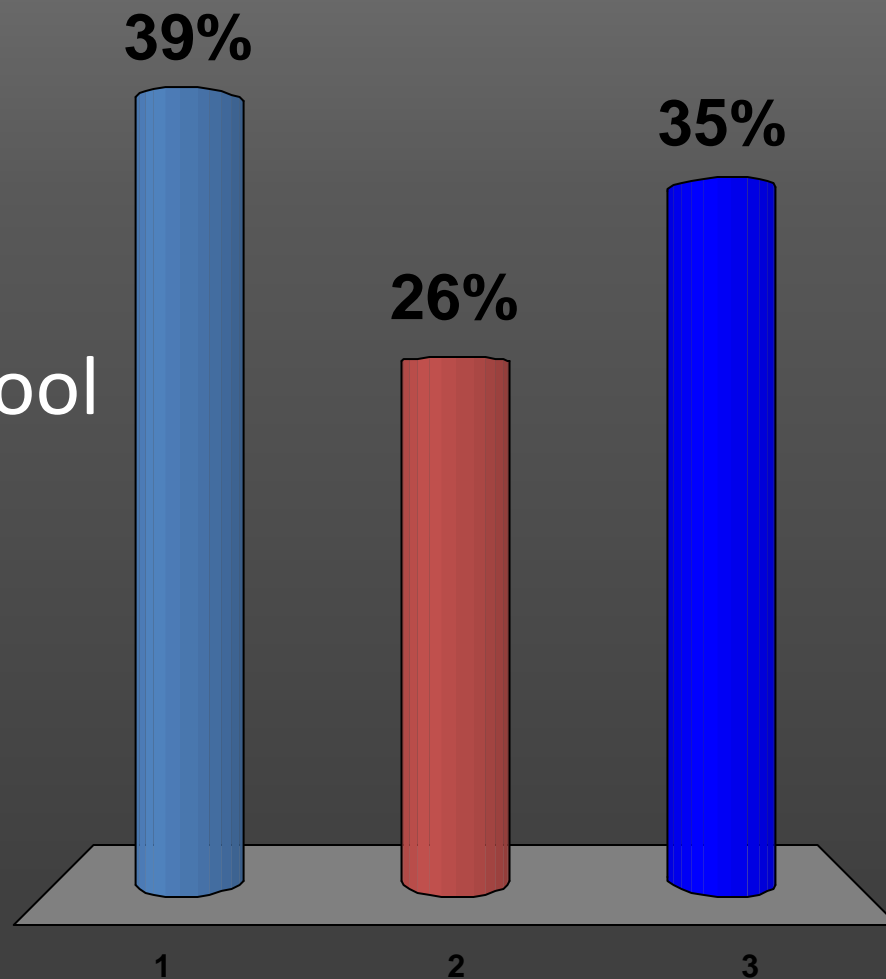
1. Yes
2. No
3. Don't Know



boundary committee

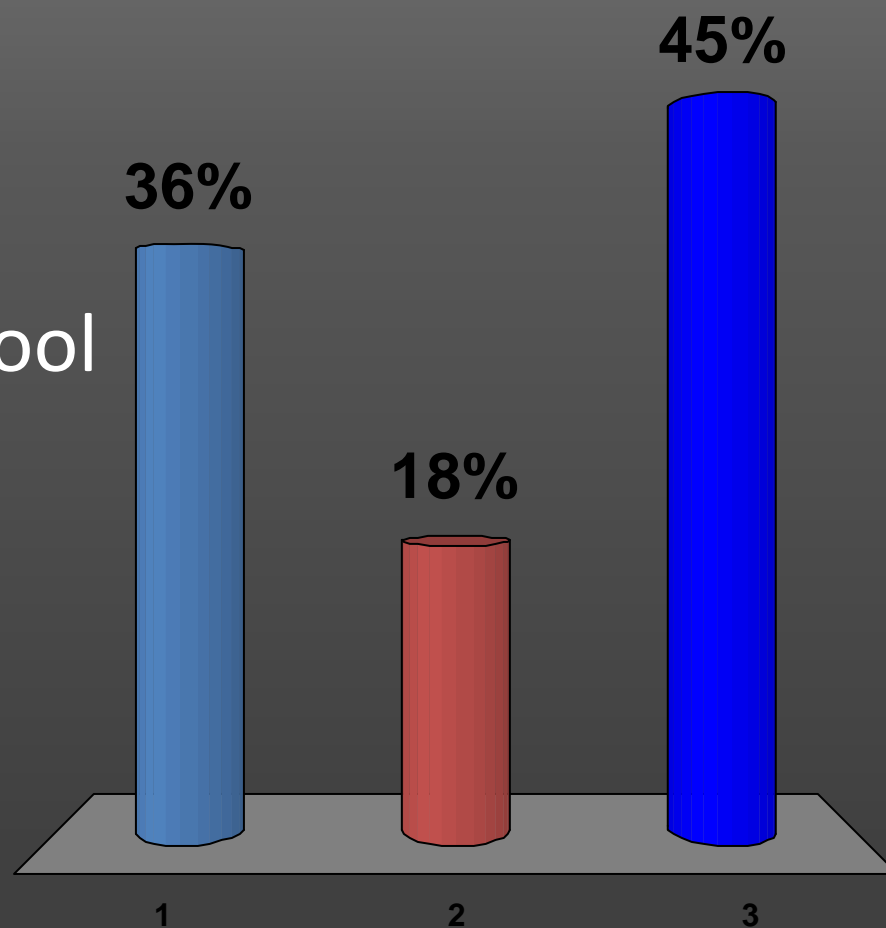
Does your child go to a neighborhood school?

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



Does your child go to a non-neighborhood school?

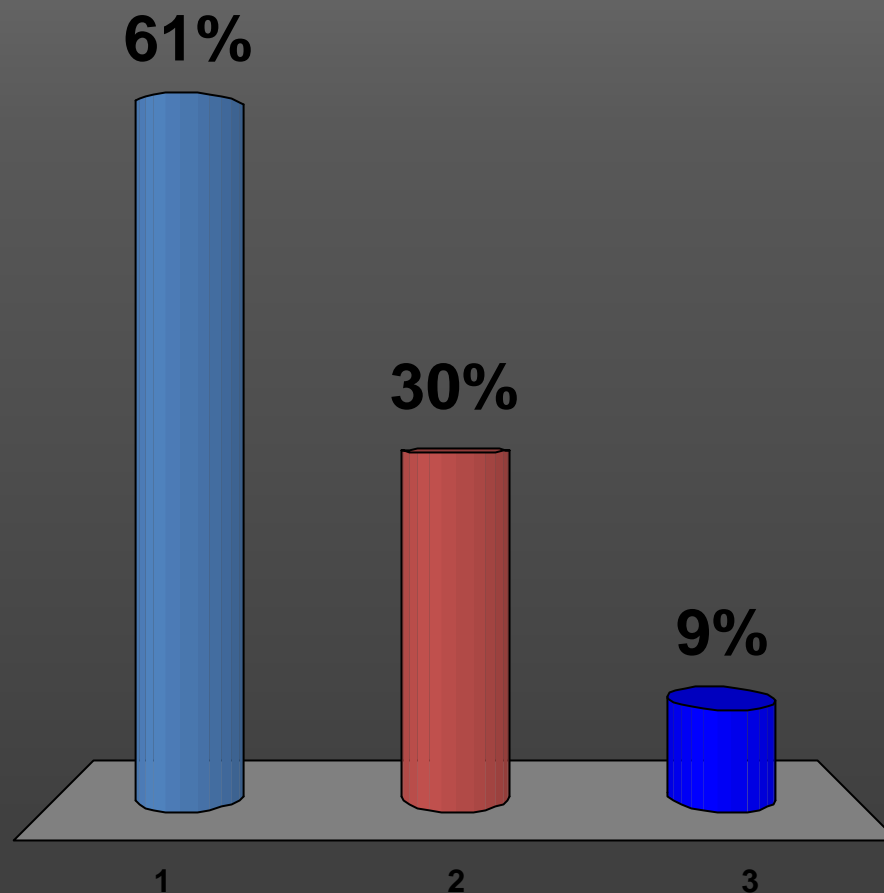
1. Yes
2. No
3. I do not have school age children



boundary committee

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

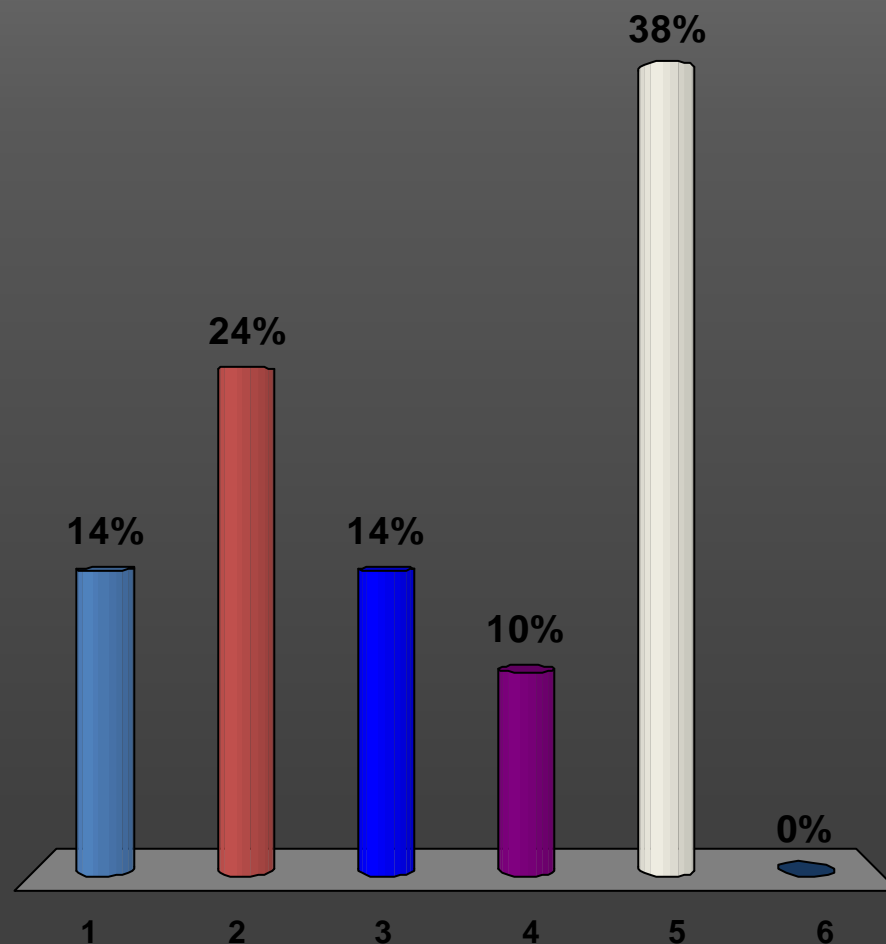
1. Yes
2. Possibly
3. Definitely Not



boundary committee

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

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



6

NEXT STEPS

BOUNDARY COMMITTEE
ORIENTATION MEETING

BOUNDARY COMMITTEE

How can you help?

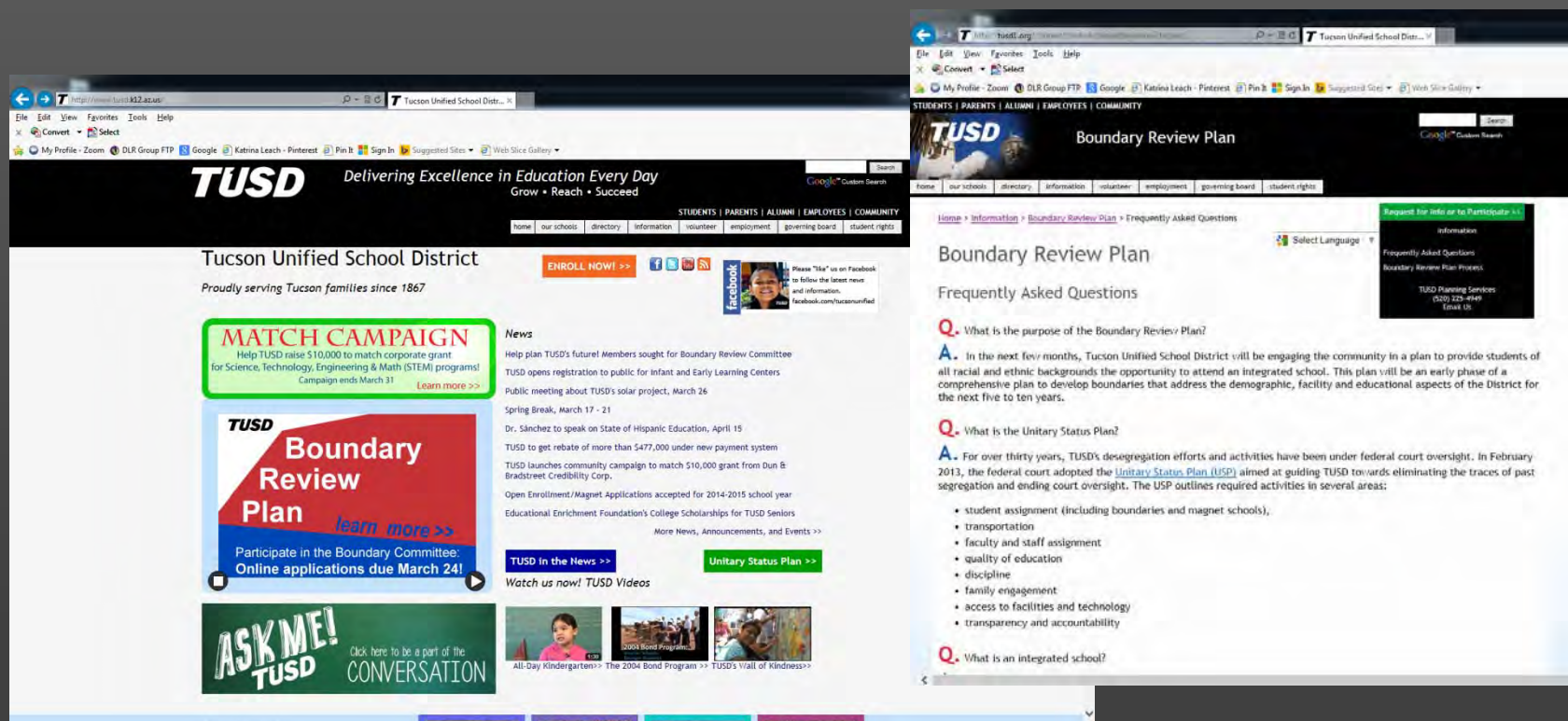
- Participate in community meetings
- Contribute to option development
- Get input from your friends and neighbors
- Position TUSD for success



BOUNDARY REVIEW PLAN

WEBPAGE

<http://tusd1.org/BoundaryReview>



boundary committee

BOUNDARY REVIEW PLAN

TEXT NOTIFICATIONS

Meeting Reminders
Updates

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

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

TUSD

 **APPLIED
ECONOMICS**

 **DLR Group**

WRAP UP

Next Meeting:

April 2 at 6:30pm

Duffy Family & Community Center

Come prepared to Review &
Evaluate Options!

TUSD



APPLIED
ECONOMICS



DLR Group