

EXHIBIT 16B

Boundary Committee Minutes

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

Purpose: BC Meeting #1 – Orientation Meeting

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

Action Items

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

Questions/ Comments

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

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

Presentation

Introductions

Power Point

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

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

EXHIBIT 16C

Boundary Review Committee

Location: Duffy

Date: March 26, 2014

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

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

LORINDA PIERCE
 CELINA RAMIREZ

SP
 CR

JUAN CARNEZ

PC

JUAN CARLOS DE LA TORRE

Juan Carlos De La Torre

ROHMY BELL

SAMUEL E. BOND
 V. BONDERS

S. Bond

EXHIBIT 17



Name	Size	Time
 Agenda_2014-03-28_SM&P Mtg.pdf	21.96 KB	6/3/2014, 11:27:51 AM
 TUSD Boundary Review Plan_SM&P Scenario Wo...	23.11 MB	3/24/2014, 1:33:28 PM

EXHIBIT 17A

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	March 28, 2014 (10:30am -1:30pm)
Location	Video Conference
Project	TUSD Boundary Review Plan
Subject	Boundary Review Plan - SM&P

Topics

1. Introductions (10:30am-10:40am)
2. Scope of Work and Process (10:40am-11:00am)
3. Demographic Study (11:00am – 11:30pm)
4. Definitions (11:30am- noon)
 - a. “Oversubscribed Schools”
 - b. “Preference Area”
5. Scenario Review and Development (noon – 1:30pm)

EXHIBIT 17B

TUSD BOUNDARY REVIEW PLAN

**SM&P Scenario Workshop
Meeting - March 28, 2014**

INDEX

- Schedule
- Demographic Study Overview
- Definitions
- Proposed Scenarios – Data and Maps
 - o Appendix A - Data Tables
 - Facility Data
 - School Data
 - Demographic Data
 - Over-subscribed Schools
 - o Appendix B - General TUSD Maps
 - Overall TUSD Map
 - Pipeline Maps
 - o Appendix C - Elementary School Maps
 - Attendance Area Map
 - Integration Status Map
 - Percent Hispanic Map
 - Facility Utilization Map
 - Hispanic Share Maps
 - o Appendix D - Middle School Maps
 - Attendance Area Map
 - Integration Status Map
 - Percent Hispanic Map
 - Facility Utilization Map
 - Hispanic Share Map
 - o Appendix E - High School Maps
 - Attendance Area Map
 - Integration Status Map
 - Percent Hispanic Map
 - Facility Utilization Map
 - Hispanic Share Map

SCHEDULE

Meeting Schedule

Updated: 3-20-14

	Feb	Mar	Apr	May	Jun	July
A/L Kick-Off Meeting - Communication Plan	2/18 @ 2:30 pm					
Initial Public Outreach - Disseminate and Solicit Interest						
A/L Orientation Meeting	2/26 @ 9:00 am					
A/L Boundary Scenarios Meeting		3/5 @ 9:00 am				
Governing Board Meeting - Update			3/11 @ 6:00 pm			
A/L Boundary Scenarios Meeting			3/12 @ 9:00 am			
Governing Board Meeting - Demographic Report				3/25 @ 6:00 pm		
A/L Boundary Scenarios Meeting				3/26 @ 9:00 am		
BC Orientation Workshop Meeting				3/26 @ 6:30 pm		
SM&P Scenario Workshop Meeting <i>Submit meeting materials.</i>			3/28 @ 10:30am			
		3/21				
BC Review Options Meeting				4/2 @ 6:30 pm		
BC Revise Options Meeting				4/9 @ 6:30 pm		
Governing Board Meeting - Update by Admin				4/15 @ 6:00 pm		
Regional Meeting				4/16 @ 6:30 pm	4/22 @ 6:30 pm	
Present the BC work to the public and engage them to get feedback					4/23 @ 6:30 pm	
SM&P - Review Potential Options <i>Submit materials for two-week review</i> <i>End of two week review</i>			4/11 to 4/14	TBD (4/14, 16, 17 or 18)		
				4/25 to 4/28		
BC Draft Options Meeting					4/30 @ 6:30 pm	
A/L Revised Options and Plan Development					5/7 @ 9:00 am	
BC Review Draft Plan Meeting [optional]					5/7 @ 6:30 pm	
Governing Board Meeting - Update by Admin					5/13 @ 6:00 pm	
SM&P - Review Draft Options <i>Submit materials with preliminary DIA for two-week review</i> <i>End of two week review</i>				5/9	TBD (5/15,16 or 19)	
					5/23	
A/L Draft Plan [optional]						5/21 @ 9:00 am
Governing Board Meeting - Draft Plan						5/27 @ 6:00 pm
BC Revise Draft Plan Meeting [optional]						6/4 @ 6:30 pm
Governing Board Meeting - Update by Admin						6/10 @ 5:00 pm
SM&P - Review Draft Plan <i>Submit materials with preliminary DIA for two-week review</i> <i>End of two week review</i>					6/6	6/20
A/L Implementation Plan [optional]						6/11 @ 9:00 am
Governing Board Meeting - Final Plan						6/24 @ 5:00 pm
Governing Board Meeting - Implementation Plan						7/8 @ 5:00 pm

Legend: Color indicates Attendees

Superintendent Leadership Team (SLT)

Advisory & Leadership (A/L)

Boundary Committee (BC)

SM&P

Public

Governing Board

DEMOGRAPHIC STUDY OVERVIEW

Tucson Unified School District 2014 Boundary Review

Special Master and Plaintiffs Meeting
March 28, 2014

Demographic Study
And
Planning Materials

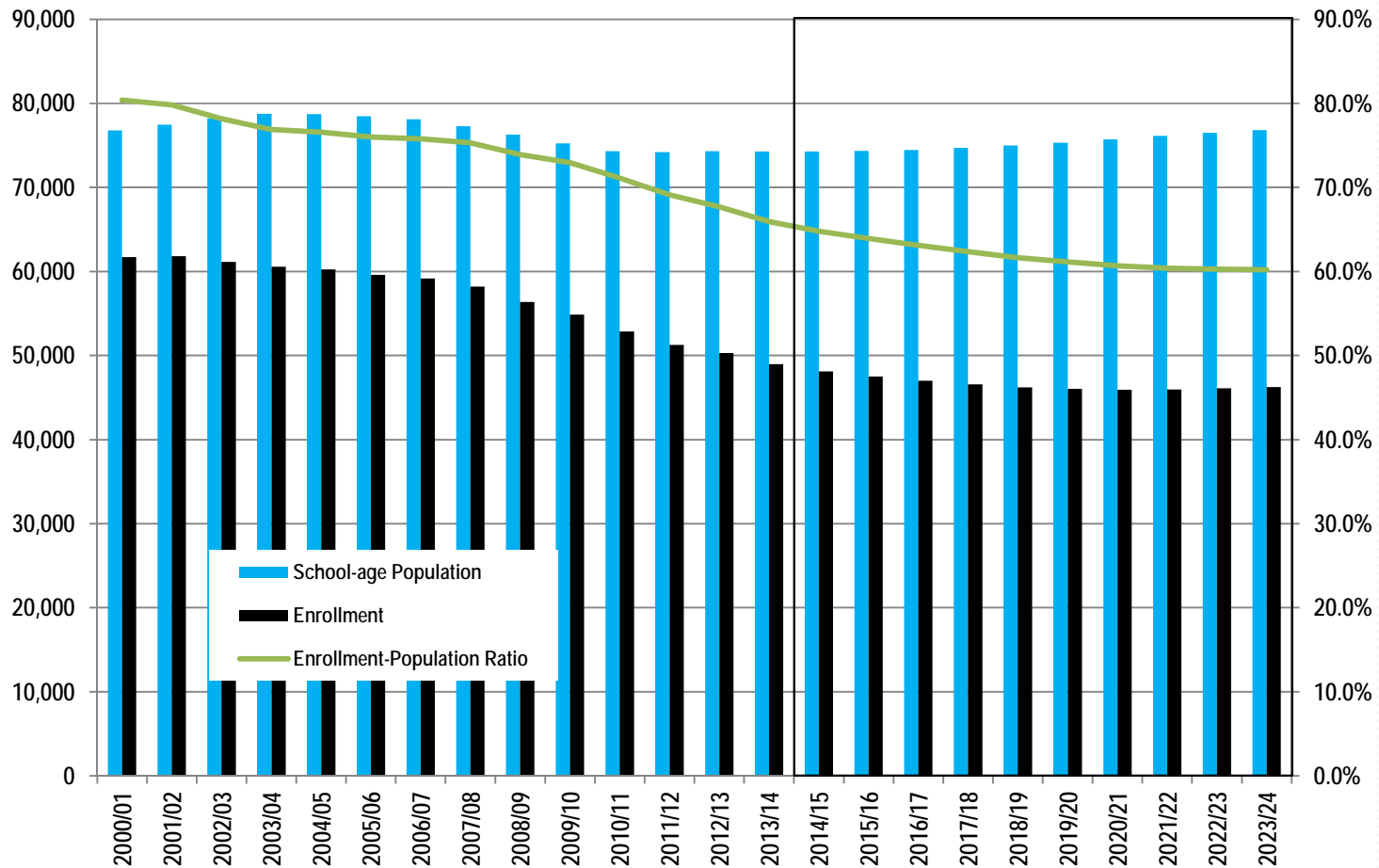


Presentation Outline

- Review of Demographic and Enrollment Study
 - District enrollment trends
 - Student profile
 - Residential development potential
 - District and sub-district enrollment forecasts
- Presentation of Planning Materials
 - Facility and enrollment database
 - Key facility characteristics, maps

Enrollment Trends

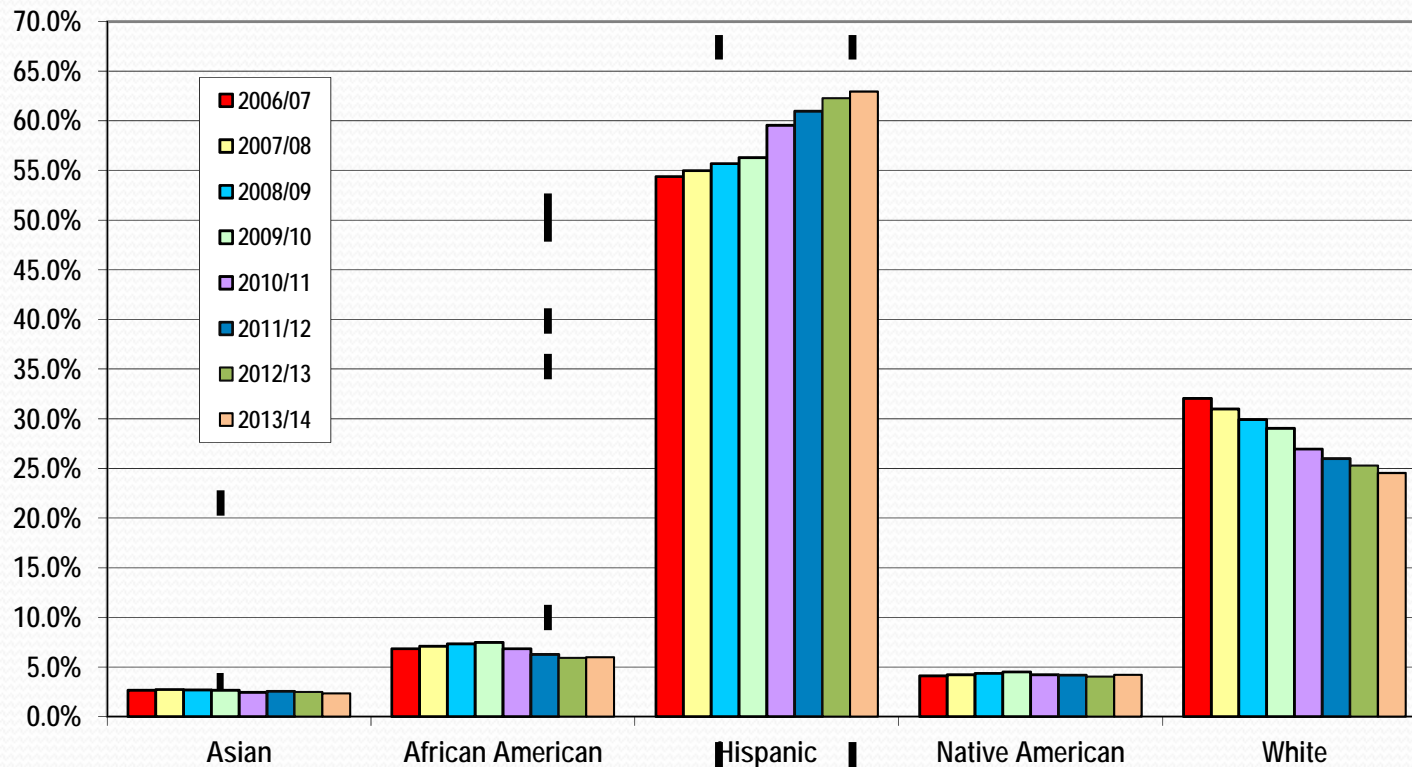
School-age Population and Enrollment Trends



- ❖ 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

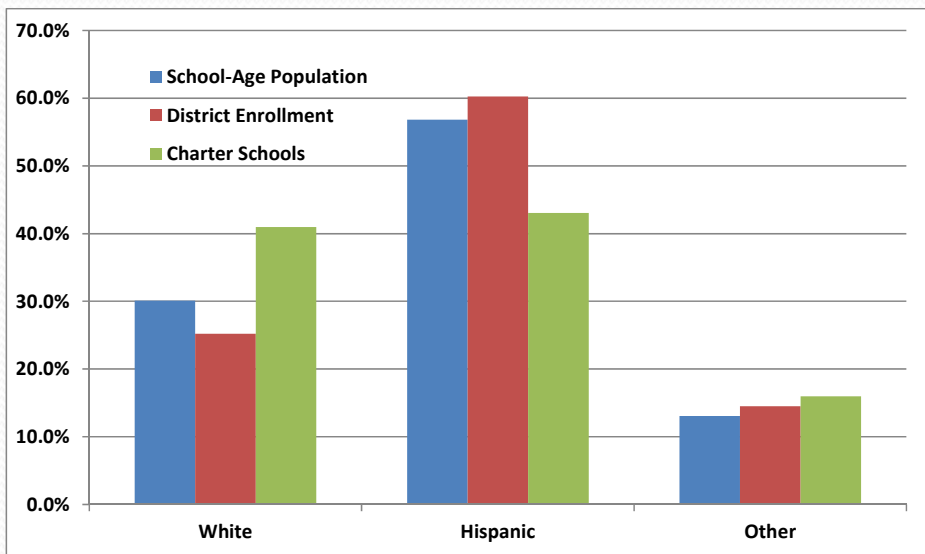
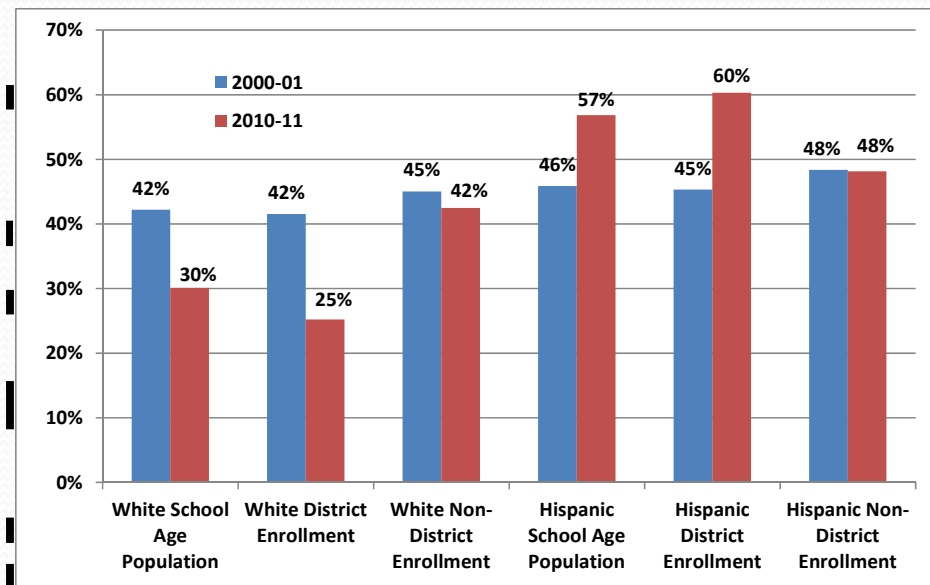
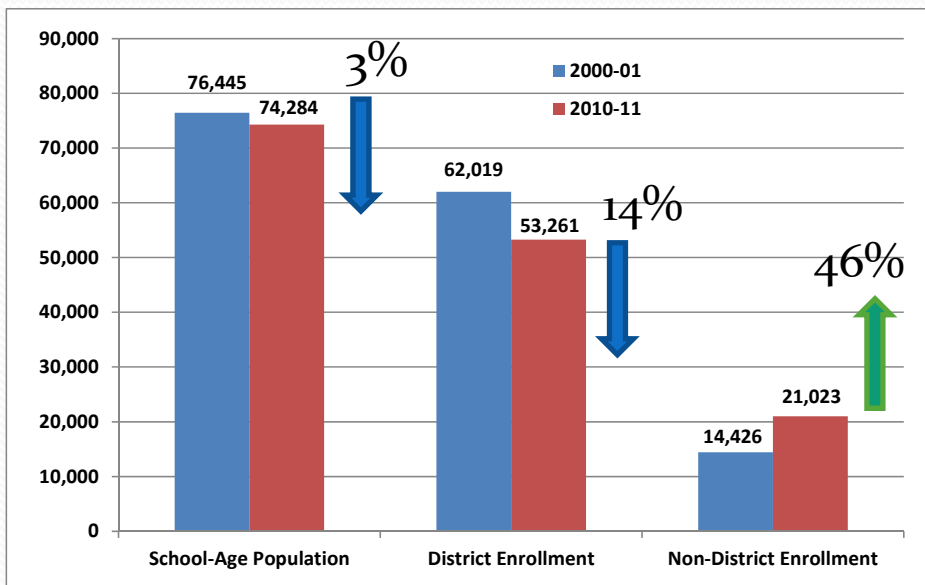
Enrollment Ethnicity Trends



- ❖ 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

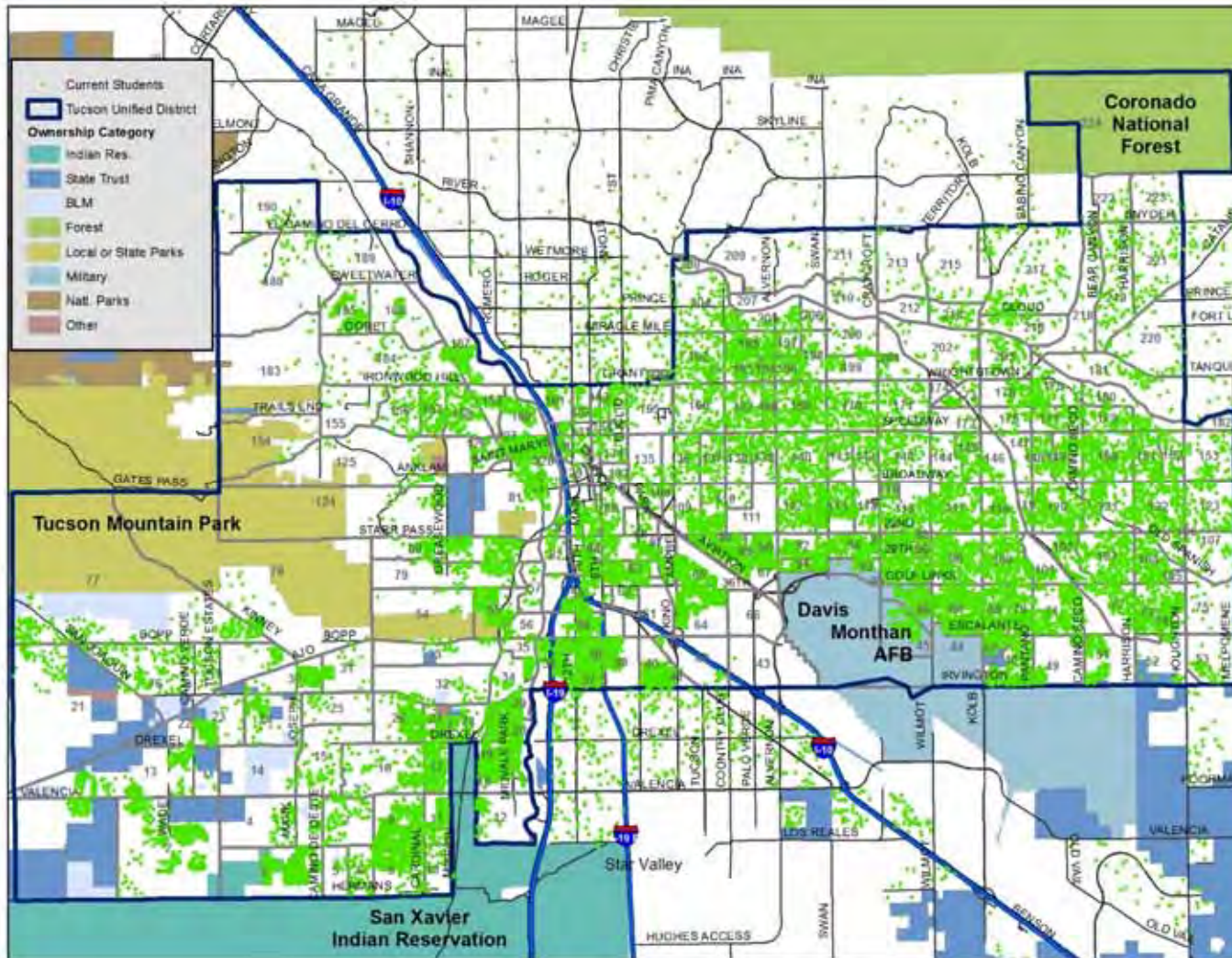
School-age Population and Enrollment by Ethnicity



- ❖ 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

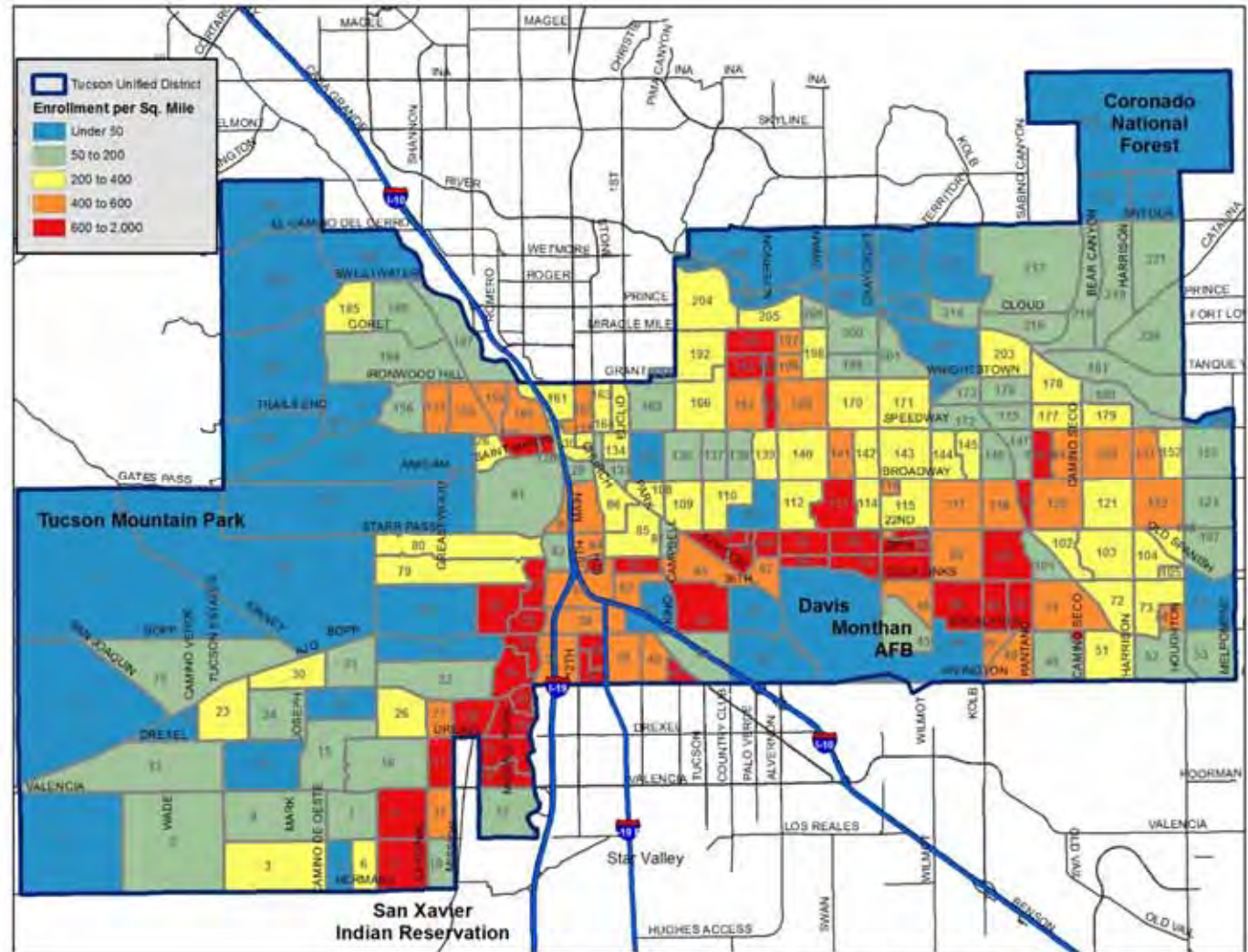


- ❖ Enrollment information includes the location of all TUSD students
- ❖ Enables a direct comparison with the school-age population and other demographic and housing information
- ❖ Supports analysis of alternative boundary and school options

Student Profile

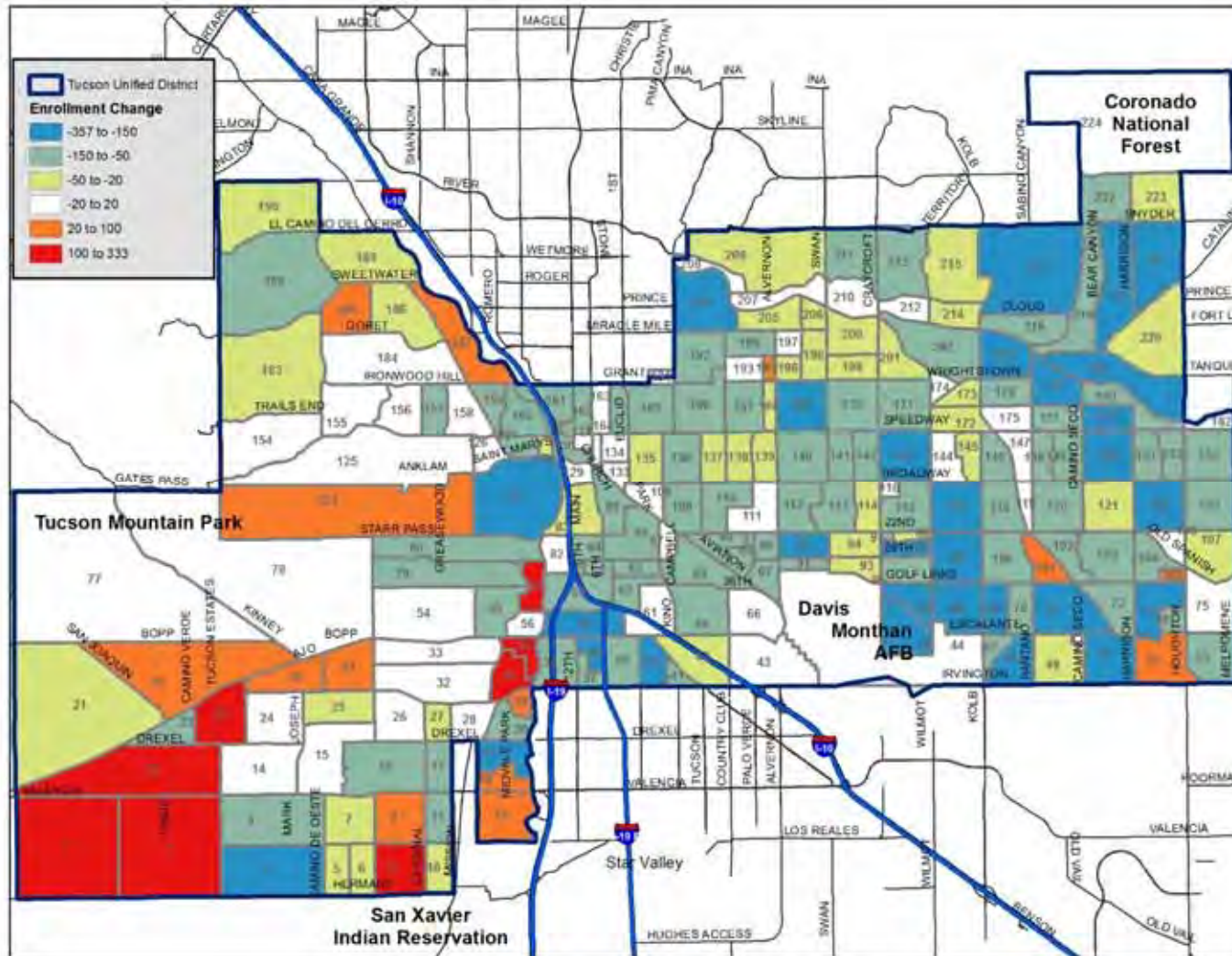
Enrollment Density
2013/14

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



Student Profile

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

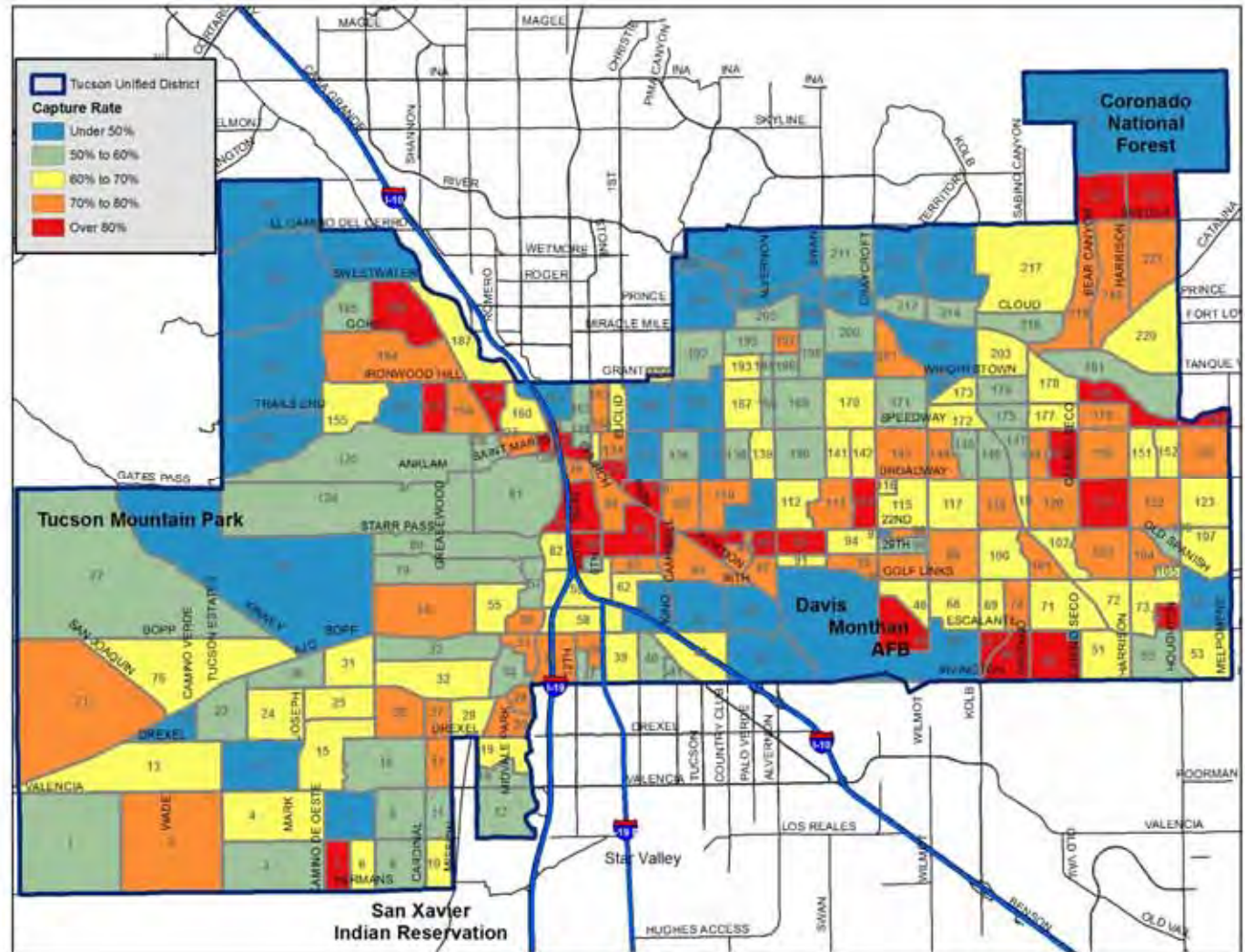


- ❖ Enrollment has declined across much of the District over the past five years due to aging, and increased competition from other providers
- ❖ Gains in the southwest are driven by new home construction and generally larger families

Student Profile

9-12 Capture Rate
2010/11

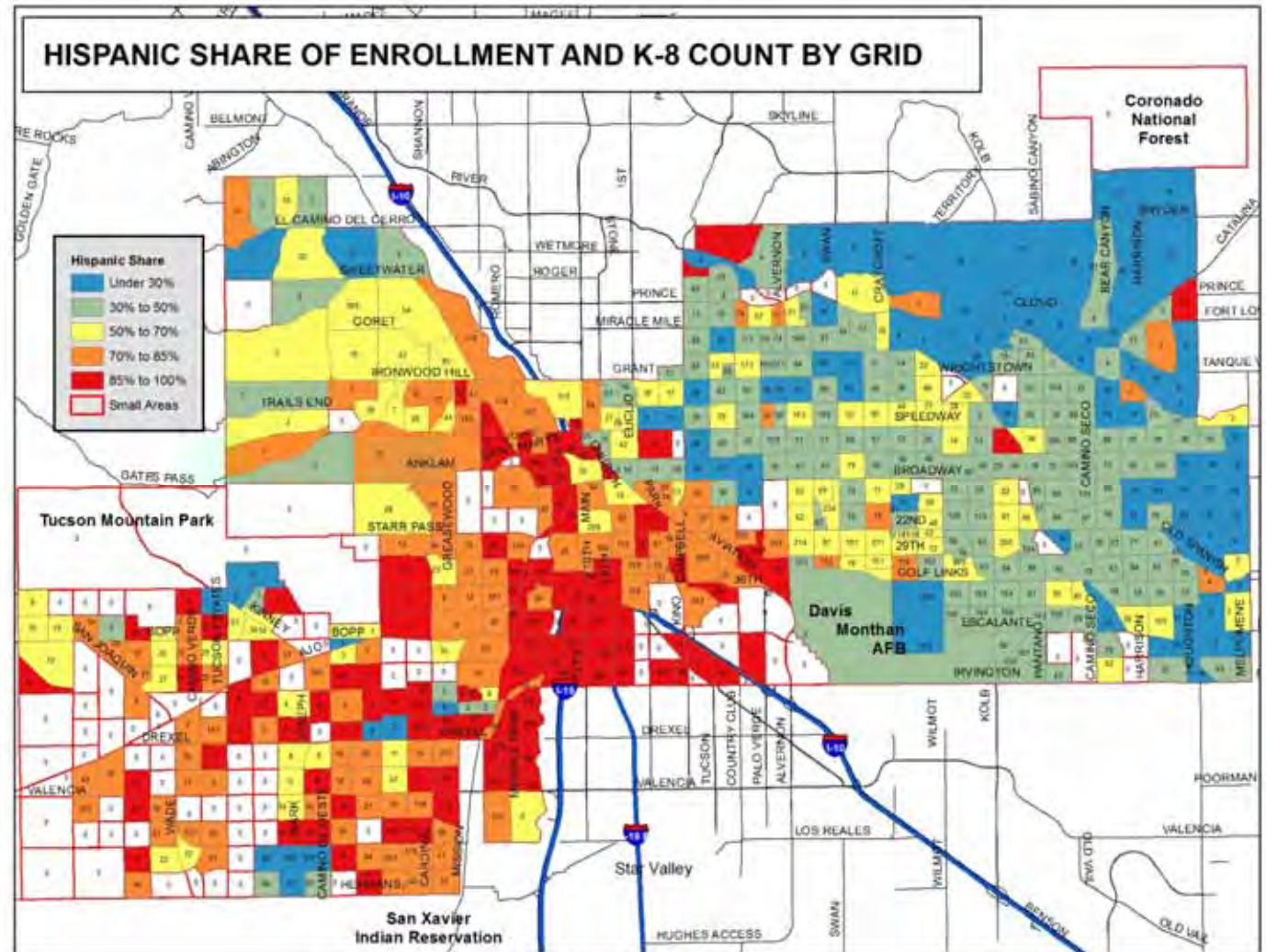
- ❖ Unlike the elementary school-age population, high school capture rates are higher in the eastern part of the District
- ❖ Central area remains strong, perhaps due to the success of Tucson High School
- ❖ Southwest area is likely impacted by attrition of older students, not just education choice



Student Profile

Small-area Geography

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



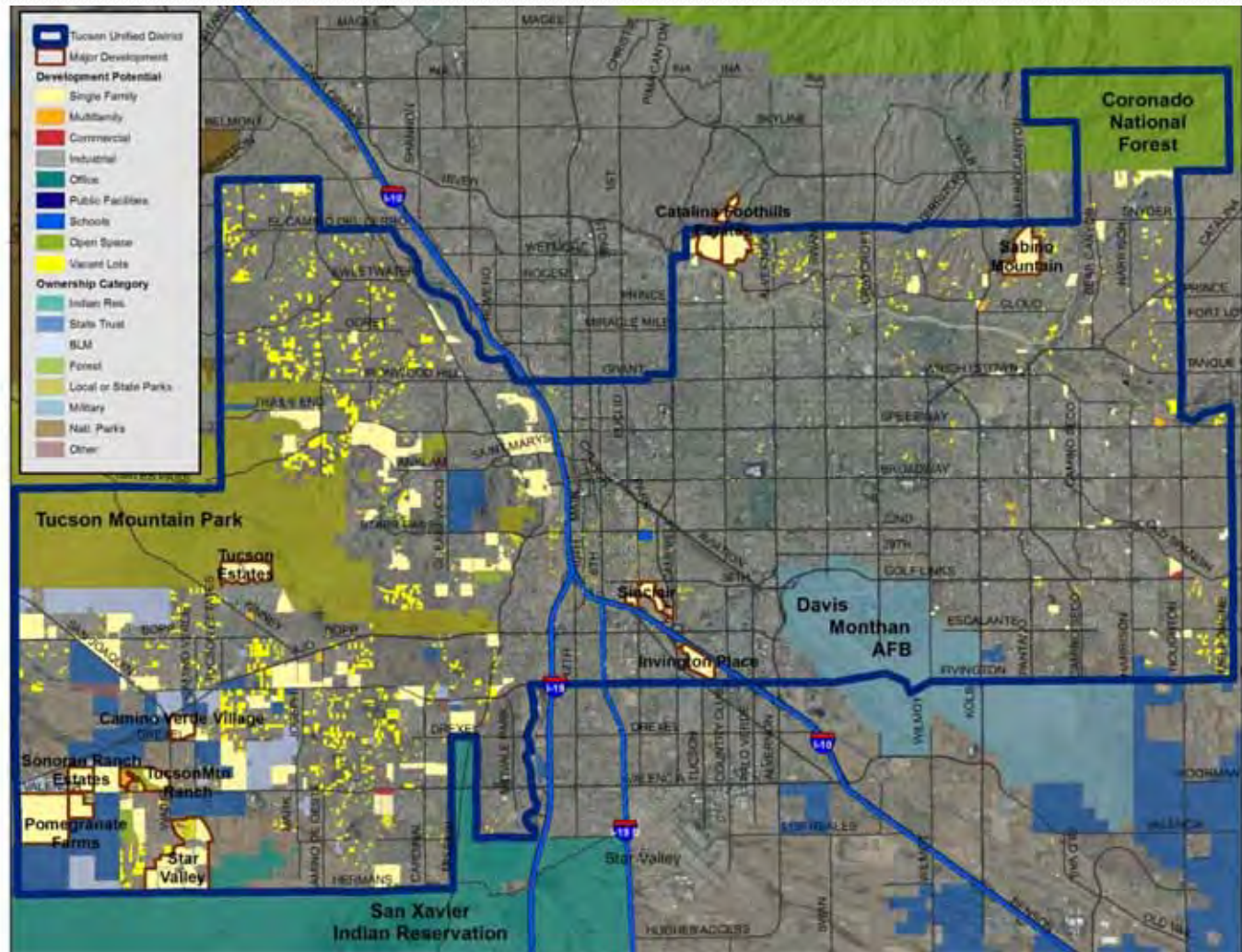
Student Profile

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	305																																								
Blenman		345				2		2		14	6	1	1		1	1								8	2																
Bloom			251	3					8	1				10	4	4	9	14	3			1	28		1	5										3	1				
Bonillas		10	2	159	2			3			1	1	15	1	8	8				2				11	2			9	1	14			5					2	28		
Borman			1	396										1	4	3																							3		
Borton	6	24	1	4		107	6	11		14	2	3	1		2	1							25	7	3	3		1	1	3	1	4	1	2	2	2	7				
Carrillo/Drachman	10	5				2	69				4	4	5		1	1																							5		
Cavett						1	259																																		
Collier			7		2			1	155					4		1	1	5								2														2	
Cragin	1	17	1			2			236	25					1	1	1									1	1										2	2	4	1	
Davidson		13	1			1			19	214			2																											1	
Davis	11	5	1			1	3		7		78																													1	
Dietz		1	1	1										231	2	26	24							4	3	2	4													4	
Dunham			1	2	1									5	131	13	10																								
Erickson			2	2	1																																				
Ford			1											4	4	38	324																								
Fruchthender			19					7																																	
Gale		1	15	1						1	1			9	33	19	21																								
Grijalva																																									
Hollinger		1	1					2																																	
Henry			22	1			1		5					10	7	15	8	3	10																						
Holladay	4	3		1	1	12		16		4	3																														
Howell		8	5							4	3			4	1	12	6	1																							
Hudlow			11	4						1	1			6	3	3		1																							
Hughes	3	28					3		1	10	6	1																													
Johnson/Lawrence	7																																								
Kellond		3	12	8	12				1		5			17	14	25	8	10	6																						
Lawrence	2																																								
Lineweaver	2	19	6	47		1		11	1	9	11			17	2	1	4	1	2																						
Lynn/Urquides	5		2			2	1	2																																	
Maldonado	1																																								
Manzo	1	1								5																															
Marshall		1	2			1		5	1	1				9	23	20	25	2	2																						
Miller	4																																								
Mission View				1		6	2	6		1			1																												
Myers/Ganoung		7		20	1			3	1	2	2	1	5	2	4	2																									
Ochoa						18	1	2			2																														
Oyama	9																																								
Pueblo Gardens	2	6		1		5	29		1				2		1																										
Robins	5	1																																							
Robison	10		4		3	1	6	3	4	3	10																														
Rose	2	2				1		1																																	
Sowell		8	5	8	3				2	7			8	1	7	4	1	1	1																						
Soleng Tom			3	2					1	1			6	66	14	20	4	29																							
Steele		1	15										4	11	11	10	2	2																							
Tolson							3		1																																
Tully	5	3			2	1	4		3	2																															
Van Buskirk				1				3																																	
Vesey	24													2																											
Warren	6																																								
Wheeler		3	2					4																																	
White	12							1																																	
Whitmore		8		2				2	3	2	20		4	1		4																									
Wright		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																																		
Roberts Naylor	525	1	1	6			1	2					10																												
Safford	535	10	3			9	6	1		4	1	3	1		1	2																									
Roskrugs	595	4	11		1		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	5	9	4	11	0	4	0	6	8	8	7	3	2	2	3				
Total Reside	463	581	393	297	423	186	197	384	187	380	343	104	477	325	827	565	303	273	769	380	454	245	332	325	247	343	456	324	164	560	575	248	353	642	241	394					

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

- ❖ 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

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.

Planning Database

Facility, Enrollment and Demographic Data

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

DEFINITIONS

DISCUSSION OF DEFINITIONS

OVERSUBSCRIBED SCHOOLS

I. USP LANGUAGE

II. STUDENT ASSIGNMENT

D. Attendance Boundaries, Feeder Patterns, and Pairing and Clustering

1. If a non-magnet school is oversubscribed for two 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 who reside within the attendance boundary and students who applied through open enrollment to attend the school, and allow for pairing or clustering with nearby schools to better accommodate the demand for the oversubscribed school.

I. Appendix A: Definitions

41. "Oversubscribed School" refers to a school where more students are seeking to enroll than available seats in that grade and/or a school that is above its overall student capacity.

Students seek to enroll in schools throughout the school year starting in October the year before and ending in May of the current year. Thus, it is important to determine a timeframe in which applications will be considered relative to this definition.

TUSD's proposal is to use those applications for kindergarten, sixth grade and ninth grade that are received in time to be included in the first lottery, those received from October through mid-December, where TUSD has not been able to place at ten or more of the applicants in their first-choice school by May 15. The advantages of this approach are:

1. The dates are clearly defined.
2. Applications received in this timeframe are from those students most interested in attending the subject school.
3. Applications received for other grades are relatively small and do not have a significant impact on the enrollment or ethnic balance of the school. (Entry grades establish the cohort of the school.)
4. This allows TUSD to determine which schools are oversubscribed no later than March and as early as February, which will allow TUSD to make changes in time for the application process the following school year.
5. The number of applications received in each subsequent lottery is smaller and relatively more of those are placed in their first choice.
6. Placing a limit of ten on the number not placed handles anomalies and potential errors in the projection of available seats.

7. This approach does not create potential disruptions for small potential benefits.
8. In some schools 20% to 30% of the students placed in the first lottery decline the placement even though it was their first choice. This open up seats for others to be placed at a later date.

We would also propose that schools affected by closures or new programs be exempt for the first year to allow the attendance patterns and enrollments to stabilize.

For the latter part of the definition of “Oversubscribed School” we will use the operating capacity of the school including portables as the “overall student capacity”...

PREFERENCE AREAS

I. USP LANGUAGE

II. STUDENT ASSIGNMENT

E. Magnet Programs

3. *Magnet School Plan*. ... (iv) *determine if each magnet school or school with a magnet program shall have an attendance boundary...*

G. Application and Selection Process for Magnet Schools and Programs and for Open Enrollment

2. *Oversubscribed Schools.*

a. *Magnet schools/programs. The District shall, as part of the Magnet School Plan, develop an admissions process – i.e., weighted lottery, admission priorities – for oversubscribed magnet schools and programs that takes account of the following criteria:*

- *Students residing within a designated preference area. (No more than 50% of the seats available shall be provided on this basis.)*

Preference Areas are not defined in the USP. TUSD proposes the following:

1. The Preference Area may be a portion of the attendance area of the school.
2. Preference Areas should not be an approach if there are insufficient seats in surrounding schools.
3. Preference Areas should not be an approach if the movement of students would worsen the ethnic balance in receiving schools.
4. Preference Areas should not be an approach if the receiving schools are also magnet schools.
5. Preference Areas should not be an approach if there are insufficient applicants of the needed ethnic groups to favorably alter the ethnic balance of the school.

6. Preference Areas should be one approach along with others that will be considered by TUSD to address the situation.
7. Students within Preference Areas will apply and be placed in the school by a random lottery, not ethnically weighted.
8. The number of students accepted from any Preference Area may be increased above 50% to make up for shortages in magnet and pen-enrollment applications.
9. Preference Areas are not a required approach where the neighborhood already comprises less than 50% of the school enrollment.

PROPOSED SCENARIOS — DATA AND MAPS

SCENARIO A: DEMAGNETIZE ROBISON AND PAIR WITH HUGHES

Affected School Data

Criteria / Conditions	Robison	Hughes
Type	Elementary	Elementary
Status	Open	Open
Site Acres	8.20	3.60
Year Built	1956	1938
2013-14 Enrollment / Utilization	362 91%	349 103%
Attendance Area Enrollment	391	247
Operating Capacity	400	340
Portables / Capacity	0 0	2 50
Oversubscribed?	No	Yes
School Enrollment with Option	384 96%	327 96%
Distributed Students	22	-22
Academic Performance	C	A
Attraction / Flight	0.86	2.18
Racially Concentrated	Concentrated	Neutral
Ethnicity	94%	58%
Fee & Reduced Lunch	77%	26%
Facility Condition Index	2.59	2.95
Magnet?	Yes	No

Pros and Cons

Pros	Cons
One more school more integrated	Students may not choose to enroll at Robison – add math/ science program
One less RC school	to compete with Basis; create a turn-around school
Combining 2 communities (1 transient, 1 stable)	Most of the students are within walking distance
Reduce number of magnet schools	High demand school/ oversubscribed
Consolidate IB emphasis (move to Safford)	Approx. ½ of enrollment is non-neighborhood – difficult to predict impact
Robison designated as needing improvement; moves IB to one campus	Most of the neighborhood students are within walking distance
Space available	Public opinion - restricting enrollment options at a popular school
	Figure out how to not lose 149 open-enrollment kids at Hughes and move them to Robison

SCENARIO A: DEMAGNETIZE ROBISON AND PAIR WITH HUGHES

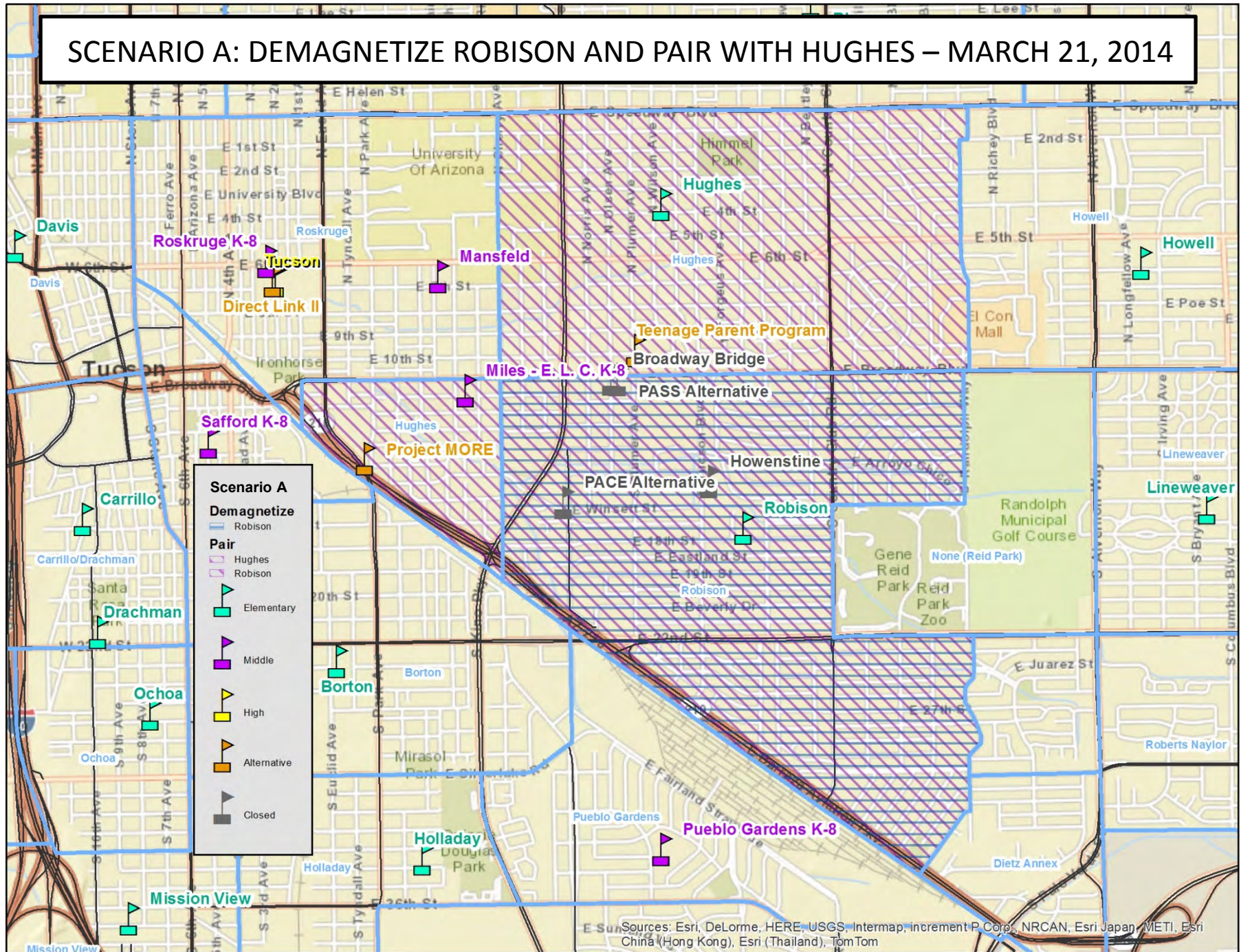
School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Robison	362	87%	23	15	314			
With Option	384	66%	91	14	255		14	9
Hughes	349	45%	145	10	157		22	13
With Option	327	66%	77	11	216		12	8
Robison-Hughes Pair	711	66%	168	25	471		26	17

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Robison	391	80%	43	18	311	6	6	7
With Option	345	65%	81	16	223	5	12	9
Hughes	247	41%	106	11	101		16	9
With Option	293	65%	68	13	189	5	10	7
Robison-Hughes Pair	638	65%	149	29	412	10	22	16

SCENARIO A: DEMAGNETIZE ROBISON AND PAIR WITH HUGHES – MARCH 21, 2014



SCENARIO B: DAVIS AS APPLICATION-ONLY MAGNET SCHOOL

(50% of Davis Attendance Area Students to Blenman)

Affected School Data

Criteria / Conditions	Davis	Blenman
Type	Elementary	Elementary
Status	Open	Open
Site Acres	3.40	7.00
Year Built	1961	1968
2013-14 Enrollment / Utilization	346 108%	496 78%
Attendance Area Enrollment	104	581
Operating Capacity	320	640
Portables / Capacity	2 50	2 50
Oversubscribed?	Yes	No
School Enrollment with Option	297 93%	546 85%
Distributed Students	-49	50
Academic Performance	B	C
Attraction / Flight	3.08	0.67
Racially Concentrated	Concentrated	Integrated
Ethnicity	91%	79%
Fee & Reduced Lunch	43%	80%
Facility Condition Index	2.77	2.46
Magnet?	Yes	No

Pros and Cons

Pros	Cons
One more integrated school (possible with attraction)	Applications are 76% Hispanic, the neighborhood is 81% Hispanic and the number of Anglo applicants is too small to integrate the school.
Potential for slightly less racial concentration	
Open up space so not oversubscribed	To increase Anglo enrollment requires limiting access for Hispanics especially neighborhood students
There are enough applications to fill the school	
More students going to integrated school	All of the neighborhood students (about 20 per grade) are within walking distance
Room available	
Supports Magnets as application only (only those students interested in program)	Limiting access for Hispanics in the community
	How to attract more Anglo students to Davis?

SCENARIO B: DAVIS AS APPLICATION-ONLY MAGNET SCHOOL

(50% of Davis Attendance Area Students to Blenman)

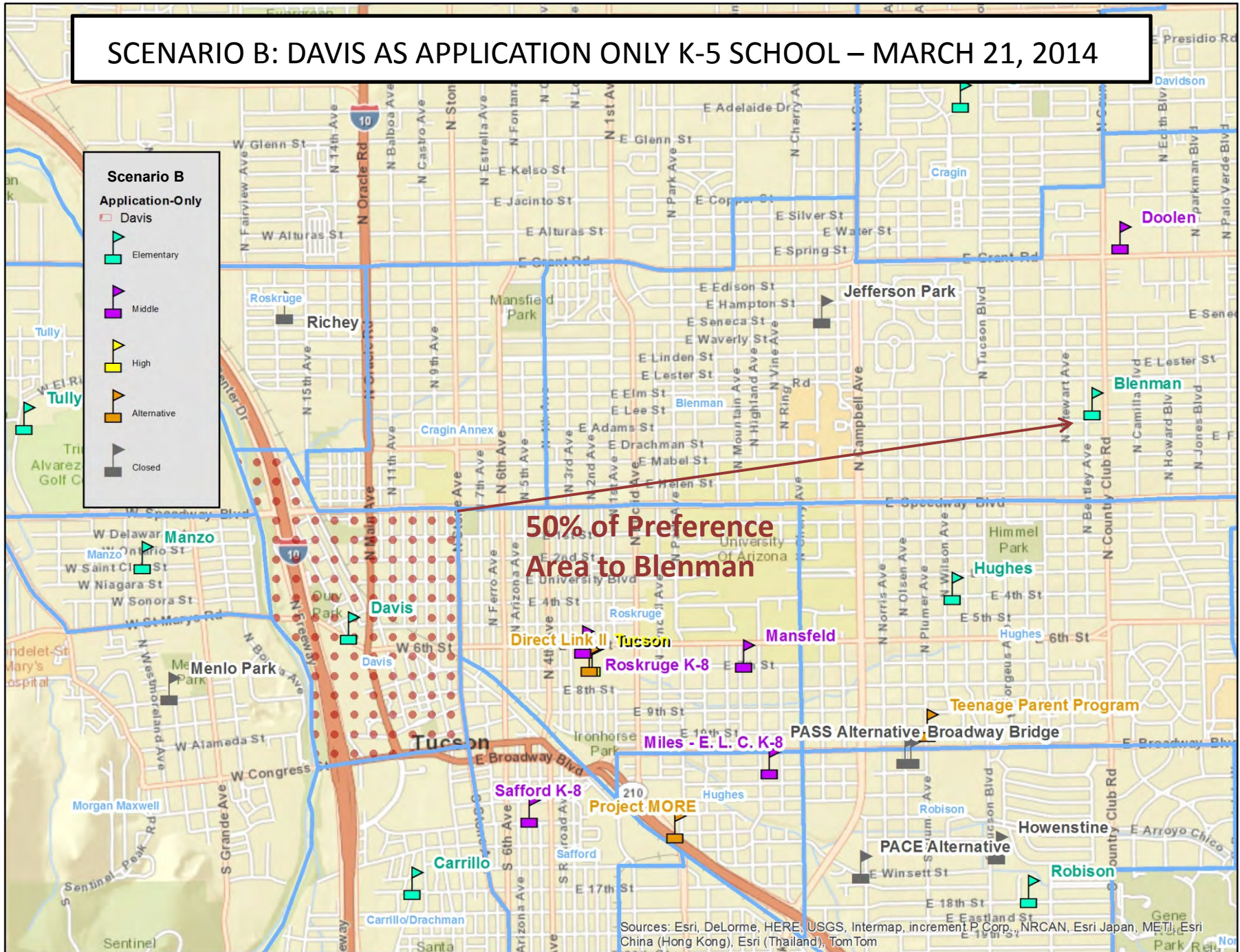
School Ethnicity

School Name	Total Enrollment	% Minority	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Davis	347	91%	86%	32	6	300	5	0	1
With Option	297	91%	87%	27	6	257	5	0	1
Blenman	496	79%	49%	106	68	244	20	29	29
With Option	546	80%	53%	111	68	287	20	29	31

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Minority	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Davis	104	89%	84%	11	0	87	1	0	5
With Option	54	89%	81%	6	0	44	1	0	1
Blenman	581	72%	48%	164	65	279	17	27	29
With Option	631	73%	51%	169	65	322	17	27	31

SCENARIO B: DAVIS AS APPLICATION ONLY K-5 SCHOOL – MARCH 21, 2014



SCENARIO C: MOVE EASTERN PART OF TUCSON HIGH SCHOOL ATTENDANCE AREA TO CATALINA HIGH SCHOOL

Affected School Data

Criteria / Conditions	Tucson	Catalina
Type	High School	High School
Status	Open	Open
Site Acres	27.00	35.80
Year Built	1958	1962
2013-14 Enrollment / Utilization	3,226 111%	1,020 68%
Attendance Area Enrollment	1,814	1,394
Operating Capacity	2,900	1,500
Portables / Capacity	0 0	0 0
Oversubscribed?	Yes	No
School Enrollment with Option	2,692 93%	1,554 104%
Distributed Students	-534	534
Academic Performance	B	D
Attraction / Flight	2.68	0.61
Racially Concentrated	Concentrated	Integrated
Ethnicity	86%	74%
Fee & Reduced Lunch	51%	71%
Facility Condition Index	2.80	2.73
Magnet?	Yes	Yes

Pros and Cons

Pros	Cons
More students attending an integrated school (Catalina)	Doesn't improve THMS because the magnet applications are 74% Hispanic
Provides more magnet seats	(similar to the neighborhood) and the number of Anglo applications is too small to integrate the school.
Moves school closer to capacity (slightly over but could be adjusted)	No change to racial concentration at Tucson High
Catalina will be getting assistance to improve through the University of Virginia Academy p	Reaction against being moved from a popular school to one that is not
	Moving students from B school to D school – need to improve Catalina
	Additional transportation costs

SCENARIO C: MOVE EASTERN PART OF TUCSON HIGH SCHOOL ATTENDANCE AREA TO CATALINA HIGH SCHOOL

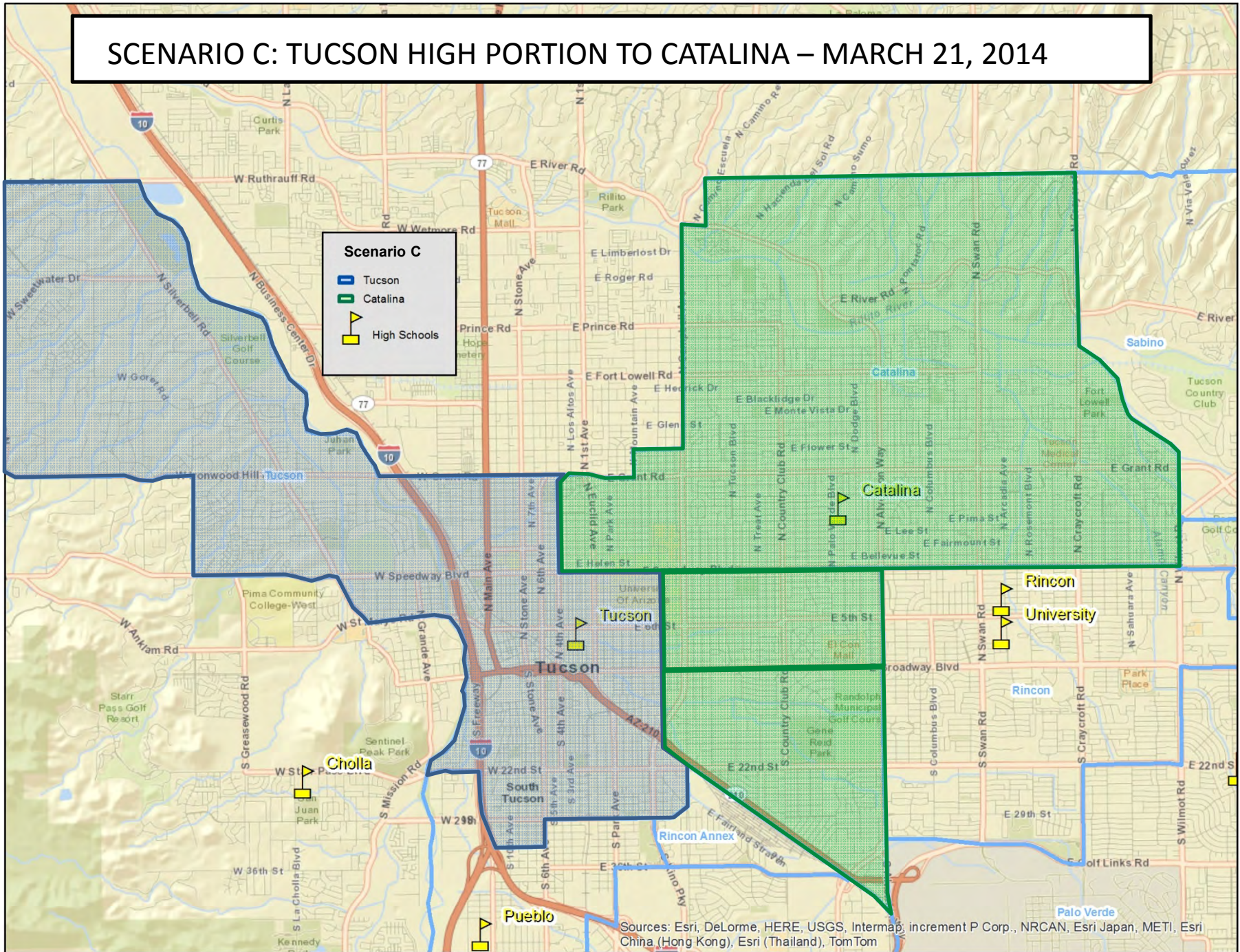
School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Tucson	3,225	74%	455	157	2,382	136	37	58
With Option	2,692	76%	324	136	2,033	124	29	46
Catalina	1,021	46%	264	145	469	33	83	27
With Option	1,554	53%	395	166	818	45	91	39

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Tucson	1,814	71%	296	104	1,293	65	23	33
With Option	1,281	74%	165	83	944	53	15	21
Catalina	1,394	44%	449	155	618	44	94	34
With Option	1,927	50%	580	176	967	56	102	46

SCENARIO C: TUCSON HIGH PORTION TO CATALINA – MARCH 21, 2014



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

APPENDIX A

DATA TABLES

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

School Number / Name	District	Type	Status	Site Acres	Facility Condition	Avg. Year Blt.	Capacity					Bond \$ 08-13	Average Util. PSF
							Operate	Utilize	Av. Seats	TempCap	Portables		
ELEMENTARY SCHOOLS													
120 Banks	D1	E	Open	10.3	3.33	2002	500	73.0%	135	0	0	\$715,770.50	\$2.61
125 Blenman	D2	E	Open	7	2.46	1968	640	77.5%	144	50	2	\$2,766,897.86	\$1.96
128 Bloom	D3	E	Open	9.3	3.11	1972	440	89.3%	47	50	2	\$1,761,179.17	\$2.64
131 Bonillas	D4	E	Open	11	2.07	1959	470	92.8%	34	75	3	\$476,159.08	\$2.55
140 Borman	D5	E	Open	10.3	2.97	1976	620	80.3%	122	0	0	\$1,098,094.82	\$2.40
143 Borton	D6	E	Open	7.7	2.94	1957	470	88.9%	52	0	0	\$1,785,261.07	\$2.69
161 Carrillo	D7	E	Open	3.5	2.92	1950	320	95.9%	13	0	0	\$95,396.15	\$1.49
167 Cavett	D8	E	Open	8.9	2.85	1966	530	57.0%	228	150	6	\$263,533.46	\$2.04
170 Collier	D9	E	Open	9.2	3.11	1973	360	58.9%	148	75	3	\$468,810.66	\$3.09
179 Cragin	D10	E	Open	9	2.46	1961	500	71.6%	142	150	6	\$321,807.36	\$1.68
185 Davidson	D11	E	Open	10	3.37	1972	440	76.8%	102	0	0	\$406,877.25	\$3.34
191 Davis	D12	E	Open	3.4	2.77	1961	320	108.4%	-27	50	2	\$237,582.56	\$2.36
203 Drachman	D7	E	Open	8.6	2.89	1996	420	72.4%	116	150	6	\$519,338.51	\$1.99
211 Dunham	D14	E	Open	9.9	2.41	1974	350	59.1%	143	75	3	\$6,920.97	\$2.86
215 Erickson	D15	E	Open	7.7	2.71	1969	620	96.3%	23	0	0	\$488,416.51	\$1.83
218 Ford	D16/31	E	Open	9.9	2.42	1974	430	92.1%	34	0	0	\$435,794.34	\$2.05
225 Fruchthendler	D17	E	Open	8.9	2.45	1973	420	90.2%	41	50	2	\$383,889.28	\$2.16
228 Gale	D18	E	Open	9.3	2.37	1970	390	105.9%	-23	0	0	\$811,986.43	\$3.64
231 Grijalva	D19	E	Open	9.9	3.03	1990	620	117.3%	-107	275	11	\$1,521,359.99	\$2.88
238 Henry	D21	E	Open	9.5	2.37	1971	390	101.3%	-5	50	2	\$912,997.69	\$2.45
239 Holladay	D22	E	Open	6	2.42	1966	350	74.6%	89	0	0	\$13,848.83	\$2.10
245 Howell	D23	E	Open	8.2	2.56	1954	400	89.5%	42	100	4	\$265,389.95	\$2.53
251 Hudlow	D24	E	Open	8.4	2.96	1964	370	81.6%	68	125	5	\$1,353,511.61	\$2.17
257 Hughes	D25	E	Open	3.6	2.95	1938	340	103.2%	-11	50	2	\$1,477,093.19	\$2.65
266 Johnson	D26	E	Open	9.4	3.07	1991	490	74.3%	126	50	2	\$570,780.83	\$1.82
275 Kellond	D27	E	Open	8.6	2.46	1960	640	90.3%	62	0	0	\$752,902.45	\$1.87
277 Lawrence	D28	E	Open	9.2	2.56	1995	420	96.7%	14	0	0	\$531,589.89	\$2.12
281 Lineweaver	D29	E	Open	7.6	2.24	1963	420	132.6%	-137	200	8	\$172,359.33	\$2.29
287 Lynn/Urquides	D30	E	Open	14.7	3.10	1967	700	88.6%	80	525	21	\$1,236,780.32	\$2.19
290 Maldonado	D32	E	Open	9.9	2.97	1988	640	65.6%	220	125	5	\$1,457,697.54	\$2.77
293 Manzo	D33	E	Open	5.4	2.54	1956	350	101.4%	-5	50	2	\$203,343.78	\$2.17
295 Marshall	D34	E	Open	9.6	3.05	1966	460	75.0%	115	0	0	\$1,025,575.69	\$1.77
308 Miller	D35	E	Open	10	2.56	1981	550	110.2%	-56	325	13	\$1,665,071.71	\$2.86
311 Mission View	D36	E	Open	4	2.92	1955	360	74.7%	91	200	8	\$559,289.42	\$1.92
317 Myers/Ganoung	D37	E	Open	10	2.31	1967	640	67.0%	211	150	6	\$548,009.10	\$1.93
323 Ochoa	D38	E	Open	5.1	3.03	1945	330	68.5%	104	50	2	\$813,060.84	\$2.01

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

School Number / Name	District	Type	Status	Site Acres	Facility Condition	Avg. Year Blt.	Capacity					Bond \$ 08-13	Average Util. PSF
							Operate	Utilize	Av. Seats	TempCap	Portables		
327 Oyama	D39	E	Open	10.1	3.29	2002	520	80.6%	101	100	4	\$634,080.70	\$2.20
353 Robison	D42	E	Open	8.2	2.59	1956	400	90.5%	38	0	0	\$287,229.21	\$2.47
395 Sewell	D44	E	Open	9.2	2.71	1959	330	94.5%	18	50	2	\$332,878.99	\$2.22
410 Soleng Tom	D45	E	Open	9.9	2.90	1987	520	89.2%	56	75	3	\$1,194,829.17	\$2.15
413 Steele	D46	E	Open	9.9	2.88	1961	490	73.9%	128	50	2	\$388,316.60	\$2.23
417 Tolson	D47	E	Open	10	2.78	1976	520	70.6%	153	50	2	\$380,017.27	\$2.40
419 Tully	D48	E	Open	11.8	2.85	1968	540	78.1%	118	100	4	\$686,507.32	\$2.18
431 Van Buskirk	D49	E	Open	9.6	2.47	1962	500	77.0%	115	100	4	\$500,715.68	\$2.23
435 Vesey	D50	E	Open	10	3.16	1979	580	105.3%	-31	500	20	\$2,219,832.32	\$2.30
440 Warren	D51	E	Open	8.2	2.93	1978	380	69.7%	115	75	3	\$646,013.35	\$2.72
443 Wheeler	D52	E	Open	8	2.67	1961	580	87.9%	70	0	0	\$24,253.09	\$2.02
449 White	D53	E	Open	10.2	2.97	1977	650	109.2%	-60	350	14	\$3,051,464.37	\$1.98
455 Whitmore	D54	E	Open	10.3	3.00	1965	490	73.5%	130	0	0	\$413,373.32	\$1.37
461 Wright	D55	E	Open	8.5	2.88	1964	490	84.1%	78	175	7	\$684,908.00	\$2.28
197 Dietz K-8	D13	EK8	Open	8.5	2.66	1965	520	80.6%	101	50	2	\$372,057.20	\$1.64
233 Hollinger K-8	D20	EK8	Open	9.4	2.63	1966	810	67.5%	263	75	3	\$341,000.62	\$2.32
351 Robins K-8	D41	EK8	Open	16.7	2.96	1995	680	84.9%	103	50	2	\$1,914,737.26	\$1.44
371 Rose K-8	D43	EK8	Open	13.3	2.49	1993	770	101.3%	-10	25	1	\$416,936.37	\$1.98
ELEMENTARY TOTALS				484.8				26,480	3,861	4,975	199	\$42,613,528.98	
MIDDLE SCHOOLS													
502 Dodge	NA	M	Open	10.2	2.90	1970	345	121.7%	-75	0	0	\$1,013,132.98	\$2.33
505 Doolen	D1	M	Open	19.8	3.08	1972	1,140	69.8%	344	0	0	\$4,972,578.25	\$2.76
511 Gridley	D2	M	Open	27.4	2.36	1977	790	92.7%	58	50	2	\$836,739.51	\$2.58
515 Magee	D3	M	Open	18.5	2.61	1972	720	90.1%	71	150	6	\$1,198,796.58	\$1.77
520 Mansfeld	D4/14	M	Open	6.6	2.37	1962	810	99.6%	3	0	0	\$3,224,778.77	\$1.55
527 Pistor	D5	M	Open	17.4	2.49	1978	830	115.9%	-132	325	13	\$1,716,744.70	\$1.95
537 Secrist	D6	M	Open	18.4	2.48	1973	650	98.2%	12	0	0	\$688,761.26	\$2.48
550 Utterback	D7	M	Open	15.8	2.43	1976	880	78.8%	187	175	7	\$585,449.22	\$1.74
555 Vail	D8	M	Open	18	2.39	1965	730	92.1%	58	200	8	\$795,353.90	\$2.57
557 Valencia	D9	M	Open	30.7	3.11	1993	1,075	90.3%	104	0	0	\$4,909,505.13	\$3.34
305 Miles - E. L. C. K-8	NA	MK8	Open	5.5	3.01	1946	370	86.2%	51	75	3	\$171,890.10	\$2.48
329 Pueblo Gardens K-	D59/12	MK8	Open	9.8	2.41	1957	530	86.2%	73	125	5	\$1,665,968.82	\$2.40
510 Booth-Fickett K-8	D56/10	MK8	Open	28.2	2.85	1970	1,210	106.2%	-75	75	3	\$748,490.42	\$1.87
521 Morgan Maxwell K	D57	MK8	Open	18	2.53	1978	650	62.6%	243	25	1	\$369,530.17	\$2.04
523 McCorkle K-8	D58/11	MK8	Open	10	3.70	2011	950	89.6%	99	0	0	\$23,308,805.17	\$1.75
525 Roberts-Naylor K-8	D59/12	MK8	Open	18.7	2.55	1970	830	72.2%	231	0	0	\$1,116,733.36	\$1.88

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

School Number / Name	District	Type	Status	Site Acres	Facility Condition	Avg. Year Blt.	Capacity					Bond \$ 08-13	Average Util. PSF
							Operate	Utilize	Av. Seats	TempCap	Portables		
535 Safford K-8	D60/13	MK8	Open	4.4	2.65	1956	980	88.7%	111	0	0	\$1,374,574.85	\$2.40
595 Roskruge K-8	D61	MK8	Open	4.4	2.48	1920	670	102.8%	-19	0	0	\$2,068,539.94	\$2.06
MIDDLE SCHOOL TOTALS				281.8			14,160		1,344	1,200	48	\$50,766,373.13	
HIGH SCHOOLS													
610 Catalina	D1	H	Open	35.8	2.73	1962	1,500	68.1%	479	0	0	\$5,653,031.24	\$1.66
615 Cholla	D2	H	Open	33.4	2.89	1964	1,650	101.8%	-30	125	5	\$10,058,465.94	\$1.99
620 Palo Verde	D3	H	Open	35.5	2.35	1961	2,070	46.0%	1,117	0	0	\$6,907,058.34	\$1.86
630 Pueblo	D4	H	Open	37.7	2.46	1966	1,900	79.5%	390	250	10	\$7,837,474.20	\$1.68
640 Rincon	D5	H	Open	35.1	2.56	1964	1,070	105.1%	-55	75	3	\$8,641,560.90	\$1.56
645 Sabino	D6	H	Open	37.2	2.56	1975	1,950	54.4%	890	0	0	\$12,554,380.67	\$1.69
650 Sahuaro	D7	H	Open	37.4	2.82	1969	1,950	94.1%	116	0	0	\$12,477,386.66	\$2.28
655 Santa Rita	D8	H	Open	44.8	2.60	1971	2,070	44.8%	1,143	0	0	\$8,198,419.60	\$1.82
660 Tucson	D9	H	Open	27	2.80	1958	2,900	111.2%	-326	0	0	\$13,861,036.47	\$1.80
675 University	NA	H	Open	35.1	2.56	1964	900	112.1%	-109	0	0		
HIGH SCHOOL TOTALS				359.0			17,960		3,615	450	18	\$86,188,814.02	
ALTERNATIVE SCHOOLS													
195 Meredith K-12	NA	A	Open	4	3.50	2008	0		-59	0	0	\$4,439,448.82	\$2.43
602 Direct Link II	NA	A	Open				0		-36	0	0	\$17,756.88	
674 Project MORE	NA	A	Open	2.2	2.79	1994	220		145	0	0	\$67,756.79	\$2.03
676 Teenage Parent Pr	NA	A	Open	1.7	2.77	1954	180		117	0	0	\$78,921.72	\$2.59

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

School Number / Name	District	Type	Status	Site Acres	Facility Condition	Avg. Year Blt.	Capacity					Bond \$ 08-13	Average Util. PSF
							Operate	Utilize	Av. Seats	TempCap	Portables		
CLOSED SCHOOLS													
149 Brichta	NA	E	Closed	11.7	2.05	1973	280	0.0%	290	125	5	\$438,912.36	\$1.87
173 Corbett	NA	E	Closed	6.9	2.38	1958	600	0.0%	650	0	0	\$220,787.76	\$2.11
209 Duffy	NA	E	Closed	11.7	2.70								
221 Fort Lowell	NA	E	Closed	8.5	2.30								
263 Jefferson Park	NA	E	Closed	2.9	2.60								
288 Lyons	NA	E	Closed	10	2.67	1975	340	0.0%	360	50	2	\$737,413.80	\$2.58
299 Menlo Park	NA	E	Closed	6.3	2.30	1959	350	0.0%	370	150	6	\$380,350.72	\$2.34
338 Reynolds	NA	E	Closed	9.4	2.50								
341 Richey	NA	E	Closed	7.8	2.80								
347 Roberts	NA	E	Closed	8.7	2.60								
359 Rogers	NA	E	Closed	12.4	2.60								
389 Schumaker	NA	E	Closed	9.5	2.43	1964	380	0.0%	410	0	0	\$341,951.68	\$2.39
433 Van Horne	NA	E	Closed	9	3.10								
467 Wrightstown	NA	E	Closed	9.2	2.20								
503 Carson	NA	M	Closed	17.7	2.70	1973	830	0.0%	830	0	0	\$286,760.72	\$2.15
513 Hohokam	NA	M	Closed	27.6	3.03	1990	700	0.0%	700	75	3	\$502,294.42	\$1.62
545 Fort Lowell-Town	NA	M	Closed	19.5	2.74	1965	650	0.0%	650	75	3	\$1,544,461.33	\$2.54
560 Wakefield	NA	M	Closed	9.3	2.87	1967	610	0.0%	610	0	0	\$580,170.08	\$1.84
680 Howenstine	NA	H	Closed	6.4	2.48	1975	130	0.0%	130	300	12	\$448,202.33	\$4.12
671 PASS Alternative	NA	A	Closed	0.3	2.70	1970	250	0.0%	250	0	0		\$0.74
672 PACE Alternative	NA	A	Closed	0.2	2.90	1987	0		0	0	0	\$48,773.36	\$1.24
681 Broadway Bridge	NA	A	Closed	0.4			0		0	0	0		\$0.40

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
ELEMENTARY SCHOOLS																			
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	437	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	E	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	37%	6	0.62	N
215 Erickson	D15	E	C		430	414	450	561	36	20	827	334	40%	493	83	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

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
327 Oyama	D39	E	D		515	468	420	419	0	-95	510	216	42%	294	123	29%	9	0.69	N
353 Robison	D42	E	C	Y	333	334	353	361	1	20	391	166	42%	225	132	36%	20	0.86	N
395 Sewell	D44	E	A		275	307	310	312	0	35	260	118	45%	142	167	54%	16	1.18	N
410 Soleng Tom	D45	E	A		528	463	452	463	1	-76	280	47	17%	233	228	49%	21	2.93	Y
413 Steele	D46	E	C		346	342	338	329	33	-8	318	107	34%	211	137	38%	9	1.12	N
417 Tolson	D47	E	D		478	375	365	354	13	-113	487	238	49%	249	111	30%	15	0.62	N
419 Tully	D48	E	B	Y	416	451	414	386	36	-2	253	64	25%	189	221	52%	20	2.07	N
431 Van Buskirk	D49	E	B		382	366	358	355	30	-24	315	77	24%	238	134	35%	25	1.42	N
435 Vesey	D50	E	C		773	683	668	611	0	-105	911	369	41%	542	69	11%	5	0.28	N
440 Warren	D51	E	B		324	260	276	249	16	-48	260	101	39%	159	96	36%	2	0.93	N
443 Wheeler	D52	E	A		311	282	281	449	61	-30	620	328	53%	292	193	38%	9	0.72	N
449 White	D53	E	B		671	692	685	710	0	14	477	126	26%	351	356	50%	17	1.90	N
455 Whitmore	D54	E	B		327	333	311	358	2	-16	394	166	42%	228	129	36%	8	0.85	N
461 Wright	D55	E	B		484	415	379	396	16	-105	522	227	43%	295	104	25%	1	0.58	N
197 Dietz K-8	D13	EK8	C		400	348	346	419	0	-54	477	246	52%	231	159	38%	13	0.74	N
233 Hollinger K-8	D20	EK8	B		510	449	380	531	16	-130	380	155	41%	225	134	24%	28	0.60	N
351 Robins K-8	D41	EK8	C		501	433	505	577	0	4	435	113	26%	322	168	29%	10	1.12	N
371 Rose K-8	D43	EK8	A		498	548	623	730	50	125	442	62	14%	380	254	33%	32	2.32	Y
ELEMENTARY TOTALS					21,966	20,924	20,775	21,698	921	-1,191									
MIDDLE SCHOOLS																			
502 Dodge	NA	M	A	Y	448	410	418	420	0	-30				413	98%	6			Y
505 Doolen	D1	M	B		742	639	656	796	0	-86	890	299	34%	591	202	25%	33	0.76	N
511 Gridley	D2	M	B		706	679	680	732	0	-26	542	116	21%	426	300	41%	14	1.91	Y
515 Magee	D3	M	B		762	702	645	649	0	-117	610	195	32%	415	232	36%	12	1.12	N
520 Mansfeld	D4/14	M	C		716	685	679	807	0	-37	1286	664	52%	622	180	22%	18	0.43	N
527 Pistor	D5	M	C		1002	1037	1033	962	0	31	859	224	26%	635	323	34%	20	1.29	Y
537 Secrist	D6	M	B		485	425	369	638	0	-116	1238	682	55%	556	37	6%	5	0.11	N
550 Utterback	D7	M	C	Y	820	752	681	693	0	-139	1111	617	56%	494	193	28%	15	0.50	N
555 Vail	D8	M	C		675	700	684	672	0	9	408	143	35%	265	401	60%	12	1.70	N
557 Valencia	D9	M	C		833	684	673	971	0	-160	1839	924	50%	915	54	6%	11	0.11	N
305 Miles - E. L. C. K-8	NA	MK8	B		279	296	299	309	10	20				313	98%	11			Y
329 Pueblo Gardens K-8	D59/12	MK8	C		389	393	409	420	37	20	272	65	24%	207	152	33%	15	1.39	N
510 Booth-Fickett K-8	D56/10	MK8	C	Y	1367	1137	1193	1285	0	-174	685	220	32%	465	799	62%	40	1.94	N
521 Morgan Maxwell K-8	D57	MK8	C		486	351	298	407	0	-188	663	386	58%	277	100	25%	1	0.42	N
523 McCorkle K-8	D58/11	MK8	C			521	818	820	31	818	690	97	14%	593	372	44%	16	3.11	N
525 Roberts-Naylor K-8	D59/12	MK8	C		821	648	617	599	0	-204	708	448	63%	260	88	15%	7	0.23	N

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
535 Safford K-8	D60/13	MK8	C	Y	715	782	888	869	0	173	497	267	54%	230	504	58%	45	1.08	N
595 Roskrige K-8	D61	MK8	B	Y	498	696	664	689	0	166	128	41	32%	87	568	82%	38	2.57	N
MIDDLE SCHOOL TOTALS																			
HIGH SCHOOLS																			
610 Catalina	D1	H	D	Y	1391	1224	1162	1021	0	-229	1394	684	49%	710	304	30%	43	0.61	N
615 Cholla	D2	H	C	Y	1727	1615	1582	1680	0	-145	2363	1065	45%	1298	371	22%	49	0.49	N
620 Palo Verde	D3	H	B	Y	1467	987	928	953	0	-539	1258	678	54%	580	369	39%	30	0.72	N
630 Pueblo	D4	H	C	Y	1943	1696	1687	1510	0	-256	2011	851	42%	1160	347	23%	82	0.54	N
640 Rincon	D5	H	C	Y	1342	1085	1055	1125	0	-287	1290	580	45%	710	413	37%	28	0.82	Y
645 Sabino	D6	H	A		1372	1200	1096	1060	0	-276	720	216	30%	504	547	52%	205	1.72	N
650 Sahuaro	D7	H	B		1747	1813	1850	1834	0	103	1546	393	25%	1153	679	37%	41	1.46	Y
655 Santa Rita	D8	H	C		1288	1089	956	927	0	-332	1301	631	49%	670	255	28%	21	0.57	N
660 Tucson	D9	H	B	Y	2957	3140	3151	3226	0	194	1814	371	20%	1443	1767	55%	148	2.68	Y
675 University	NA	H	A		762	893	935	1009	0	173					999		163		N
HIGH SCHOOL TOTALS																			
ALTERNATIVE SCHOOLS																			
195 Meredith K-12	NA	A	D-ALT		19	55	68	59	0	49					59				N
602 Direct Link II	NA	A	D/D		32	37	36	35	1	4					34				
674 Project MORE	NA	A	B-ALT		199	136	76	75	0	-123					74		4		
676 Teenage Parent Pr	NA	A	C-ALT		107	81	74	63	0	-33					62		14		

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	
ELEMENTARY SCHOOLS																
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%	N	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		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			47		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		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		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%		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		191	26	97.8%	84.5%	R	R			163	15	97.8%	87.6%	0.96

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

School Number / Name	FRL 2013	School Enrollment by Ethnicity						RC Status		Attendance Area Student Population by Ethnicity						School Area Ratio
		White	A. Amer.	Hispanic	Other	Minority	Hispanic	Current	New	White	A. Amer.	Hispanic	Other	Minority	Hispanic	
327 Oyama	82%	30	21	334	34	92.8%	79.7%	R	R	35	18	428	29	93.1%	83.9%	0.95
353 Robison	77%	23	15	314	10	93.6%	86.7%	R	R	43	18	311	19	89.0%	79.5%	1.09
395 Sewell	64%	107	18	160	25	65.5%	51.6%	I	I	94	14	123	29	63.8%	47.3%	1.09
410 Soleng Tom	23%	251	12	153	48	45.9%	33.0%	N	I	156	10	90	24	44.3%	32.1%	1.03
413 Steele	75%	130	32	158	42	64.1%	43.6%	N	I	118	30	134	36	62.9%	42.1%	1.04
417 Tolson	84%	33	12	308	14	91.0%	83.9%	R	R	37	19	396	35	92.4%	81.3%	1.03
419 Tully	81%	31	28	327	35	92.6%	77.7%	R	R	22	20	198	13	91.3%	78.3%	0.99
431 Van Buskirk	89%	13		355	16	96.6%	92.2%	R	R	12		287	16	96.2%	91.1%	1.01
435 Vesey	72%	72	12	468	59	88.2%	76.6%	R	R	88	18	722	83	90.3%	79.3%	0.97
440 Warren	89%	21		203	37	92.1%	76.6%	R	R	19	5	208	28	92.7%	80.0%	0.96
443 Wheeler	76%	175	49	239	47	65.7%	46.9%	N	I	169	53	346	52	72.7%	55.8%	0.84
449 White	69%	47	7	593	62	93.4%	83.6%	R	R	32	9	411	25	93.3%	86.2%	0.97
455 Whitmore	66%	113	29	185	33	68.6%	51.4%	I	I	136	38	169	51	65.5%	42.9%	1.20
461 Wright	93%	65	67	207	72	84.2%	50.4%	I	I	117	62	267	76	77.6%	51.1%	0.98
197 Dietz K-8	77%	122	30	218	49	70.9%	52.0%	N	I	131	33	264	49	72.5%	55.3%	0.94
233 Hollinger K-8	85%	18		504	24	96.7%	92.1%	R	R	5		363	9	98.7%	95.5%	0.96
351 Robins K-8	34%	120	14	409	34	79.2%	70.9%	R	R	98	16	287	34	77.5%	66.0%	1.07
371 Rose K-8	89%	9		758	12	98.8%	97.2%	R	R	10		421	11	97.7%	95.2%	1.02

ELEMENTARY TOTALS**MIDDLE SCHOOLS**

502 Dodge	41%	103	19	267	31	75.5%	63.6%	I	I				0			
505 Doolen	72%	232	86	367	111	70.9%	46.1%	N	I	245	99	436	110	72.5%	49.0%	0.94
511 Gridley	43%	383	32	255	61	47.6%	34.9%	N	I	285	32	187	40	47.6%	34.4%	1.01
515 Magee		303	46	241	59	53.3%	37.1%	N	I	284	43	221	62	53.4%	36.2%	1.02
520 Mansfeld	70%	76	42	642	46	90.6%	79.7%	R	R	162	63	961	101	87.4%	74.7%	1.07
527 Pistor	73%	68	15	803	74	92.9%	83.6%	R	R	48	14	748	49	94.4%	87.1%	0.96
537 Secrist	61%	216	68	282	72	66.1%	44.2%	N	I	461	109	574	138	64.0%	44.8%	0.99
550 Utterback	77%	48	56	547	40	93.1%	79.2%	R	R	26	38	988	60	97.7%	88.8%	0.89
555 Vail	62%	225	49	316	82	66.5%	47.0%	I	I	127	37	201	43	68.9%	49.3%	0.95
557 Valencia	79%	71	24	791	83	92.7%	81.6%	R	R	141	47	1413	238	92.3%	76.8%	1.06
305 Miles - E. L. C. K-8	32%	138	13	143	25	56.7%	44.8%	N	I				0	0.0%	0.0%	
329 Pueblo Gardens K-	75%	16	18	402	21	96.5%	88.0%	R	R	17	13	233	9	93.8%	85.7%	1.03
510 Booth-Fickett K-8	68%	305	133	731	112	76.2%	57.1%	N	I	217	40	326	58	66.1%	50.9%	1.12
521 Morgan Maxwell K	79%	19	27	339	22	95.3%	83.3%	R	R	65	22	540	36	90.2%	81.4%	1.02
523 McCorkle K-8	71%	43	8	762	38	94.9%	89.5%	R	R	33	5	492	27	94.1%	88.3%	1.01
525 Roberts-Naylor K-8	90%	66	94	377	61	89.0%	63.0%	I	I	148	112	570	95	84.0%	61.6%	1.02

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	
535 Safford K-8	77%	61	43	655	110	93.0%	75.4%	R	R	35	33	457	45	93.9%	80.2%	0.94
595 Roskruge K-8	69%	24	9	578	78	96.5%	83.9%	R	R	22		73	31	82.8%	57.0%	1.47
MIDDLE SCHOOL TOTALS																
HIGH SCHOOLS																
610 Catalina	71%	264	145	469	143	74.1%	45.9%	I	I	449	155	618	172	67.8%	44.3%	1.04
615 Cholla	70%	147	61	1328	144	91.3%	79.0%	R	R	240	70	1842	211	89.8%	78.0%	1.01
620 Palo Verde	63%	258	131	474	90	72.9%	49.7%	I	I	419	126	586	127	66.7%	46.6%	1.07
630 Pueblo	69%	58	17	1361	72	96.2%	90.3%	R	R	101	40	1776	94	95.0%	88.3%	1.02
640 Rincon	59%	320	103	585	117	71.6%	52.0%	I	I	347	125	681	137	73.1%	52.8%	0.99
645 Sabino	14%	660	36	299	65	37.7%	28.2%	N	I	453	16	177	74	37.1%	24.6%	1.15
650 Sahuaro	33%	937	123	636	138	48.9%	34.7%	N	I	854	102	470	120	44.8%	30.4%	1.14
655 Santa Rita	48%	389	97	357	84	58.0%	38.5%	N	I	562	109	496	134	56.8%	38.1%	1.01
660 Tucson	51%	455	157	2382	231	85.9%	73.9%	R	R	296	104	1293	121	83.7%	71.3%	1.04
675 University	15%	509	16	322	161	49.5%	31.9%	N	I				0	0.0%	0.0%	
HIGH SCHOOL TOTALS																
ALTERNATIVE SCHOOLS																
195 Meredith K-12	90%	25	5	24	5	57.6%	40.7%	I	I							
602 Direct Link II	36%	14		14	3	60.0%	40.0%									
674 Project MORE	59%	7	7	55	5	90.5%	74.3%	R	R							
676 Teenage Parent Pr	91%	9	5	43	6	85.7%	68.3%	I	I							

OVERSUBSCRIBED SCHOOLS BY DATE AND TYPE

Higher priority to address this year

Lower priority to address this year

2014-15 Applications Greater than Seats

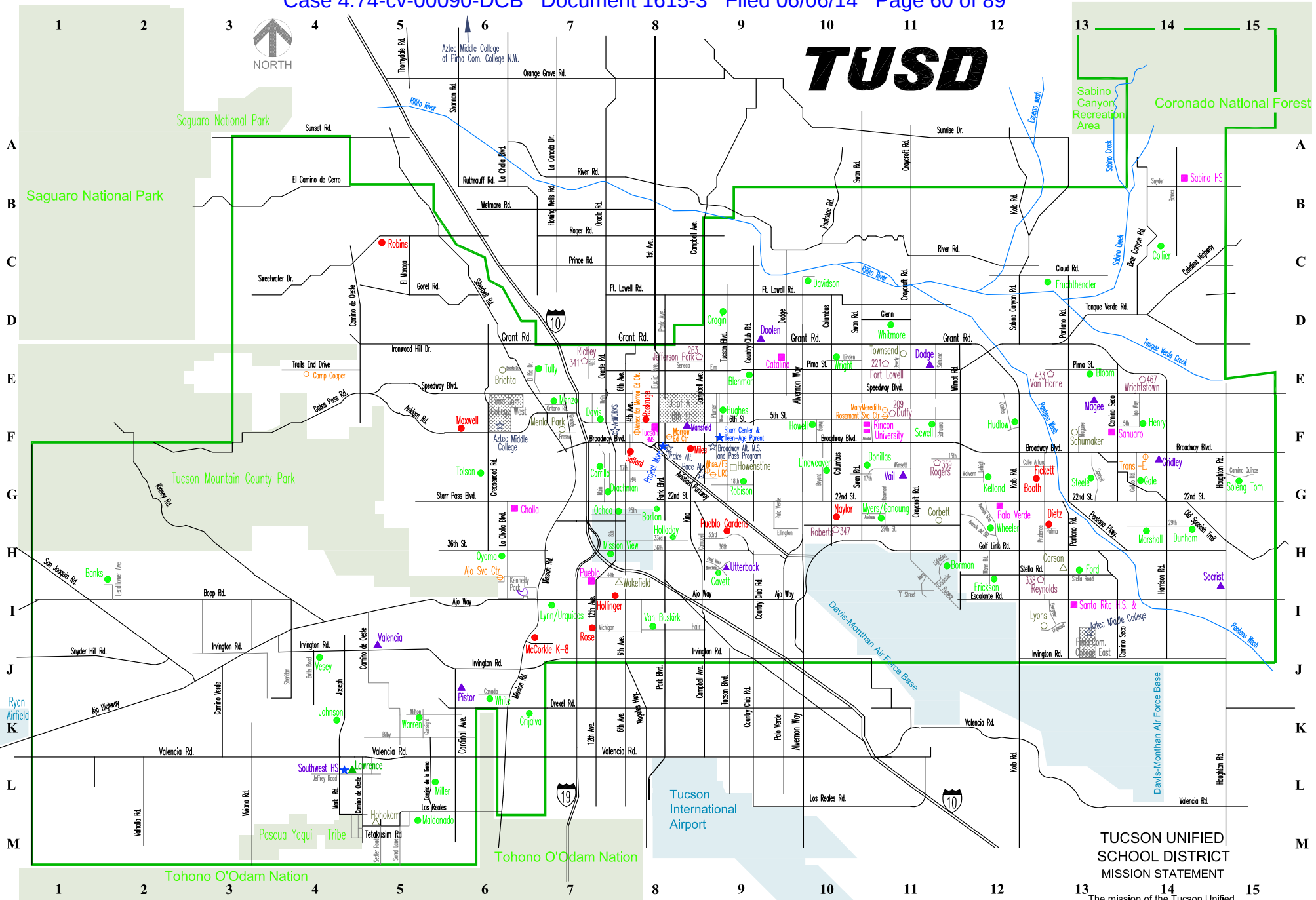
Carrillo (Magnet) [39 apps, 32 seats]
Davis (Magnet) [72 apps, 32 seats]
Gale [41 apps, 30 seats]
Grijalva [5 apps, 1 seats]
Hughes [53 apps, 20 seats]
Kellond [26 apps, 20 seats]
Lineweaver [40 apps, 33 seats]
Miles [56 apps, 23 seats]
Rose [32 apps, 26 seats]
Soleng Tom [59 apps, 48 seats]
Dodge (Magnet) [301 apps, 155 seats]
Gridley [88 apps, 75 seats]
McCorkle [25 apps, 15 seats in 6th grade]
Pistor [58 apps, 30 seats]
Roskruge (Magnet) [130 apps, 73 seats in 6th grade]
Rincon [116 apps, 92 seats]
Sahuaro [247 apps, 226 seats]
Tucson (Magnet) [765 apps, 465 seats]

2013-14 Over Total Capacity

Dodge [420 students, 345 seats]
Tucson [3226 students, 2900 seats]
Rincon/UHS [1134 students, 1970 seats; portables to be added this year]

APPENDIX B

GENERAL TUSD MAPS



TUSD



SYMBOL KEY

- ○ △ CLOSED SCHOOL 2013
- ☆ CLOSED ALT. SCHOOL
- ◇ CLOSED SCHOOL 2010
- 338 CLOSED SCHOOL CODE NO.
- ELEMENTARY SCHOOL
- K-8 SCHOOL
- ▲ 3-8 SCHOOL
- ▲ MIDDLE SCHOOL
- HIGH SCHOOL
- ★ ALTERNATIVE PROGRAM
- ⊕ INSTRUCTIONAL SUPPORT
- ⊕ FACILITIES SUPPORT
- ⊕ INST. + FAC. SUPPORT
- DISTRICT BOUNDARY

TUCSON UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-K through 12th grade student receives an engaging, safe, rigorous and comprehensive education.

TUSD
Tucson Unified School District

BONDS and ARCHITECTURE
Building for Children

2025 E Winnett, Tucson, AZ 85719

Tucson Unified School District



School Finder Key for District Map

ELEMENTARY SCHOOLS

Banks-H2	Lyons-I13
Blenman-E9	Maldonado-M5
Bloom-E13	Manzo-E7
Bonillas-G10	Marshall-H14
Borman-H11	Menlo Park-F7
Borton-G8	Miles-F8
Brichta-E6	Miller-L5
Carrillo-G7	Mission View-H8
Cavett-I9	Myers/Ganoung-G11
Collier-C14	Ochoa-G8
Corbett-G11	Oyama-H6
Cragin-D9	Pueblo Gardens-H9
Davidson-C10	Reynolds-I13
Davis-F7	Richey-E7
Dietz-H13	Roberts-H10
Drachman-G7	Robins-C5
Duffy-F11	Robison-G9
Dunham-H14	Rogers-F11
Erickson-I12	Rose-I7
Ford-H13	Roskruge-F8
Fort Lowell-E11	Safford-F8
Fruchthendler-C13	Schumaker-F13
Gale-G14	Sewell-F11
Grijalva-K7	Soleng Tom-G15
Henry-F14	Steele-G13
Holladay-H8	Tolson-G6
Hollinger-I8	Tully-E7
Howell-F10	VanBuskirk-I8
Hudlow-F12	VanHorne-E13
Hughes-F9	Vesey-J4
Jefferson Park-E8	Warren-K5
Johnson-K4	Wheeler-H12
Kellond-G12	White-J6
Lawrence-L4	Whitmore-D11
Lineweaver-G10	Wright-E10
Lynn/Urquides-I7	Wrightstown-E14

MIDDLE SCHOOLS

Booth-Fickett-G12
 Carson-H13
 Dodge-E11
 Doolen-D9
 Gridley-F14
 Hohokam-M5
 Magee-E13
 Mansfeld-F8
 Maxwell-F6
 Naylor-G10
 Pistor-J6
 Roskruge-F8
 Safford-F8
 Secrist-I15
 Townsend-E11
 Utterback-I9
 Vail-G11
 Valencia-J5
 Wakefield-I8

HIGH SCHOOLS

Catalina-E9
 Cholla-G6
 Howestine H.S.-G9
 Palo Verde-G12
 Pueblo-H7
 Rincon/University-F10
 Sabino-A14
 Sahuaro-F13
 Santa Rita-I13
 Tucson HMS-F8

ALTERNATIVE SCHOOLS

ArtWorks-F8
 Aztec Middle College
 at P.C.C., West-F6
 Aztec Middle College
 at P.C.C., Northwest-A6
 Aztec Middle College
 at P.C.C., East-J13
 Broadway Alt. M.S.
 and P.A.S.S.-F9
 Drake Alt. M.S.-F8
 Homebound/
 Teleteaching(THMS)-F8
 Mary Meredith-F11
 P.A.C.E.-G9
 Project More-F8
 Southwest HS/MS-L4
 Starr Center and
 Teenage Parent-F9

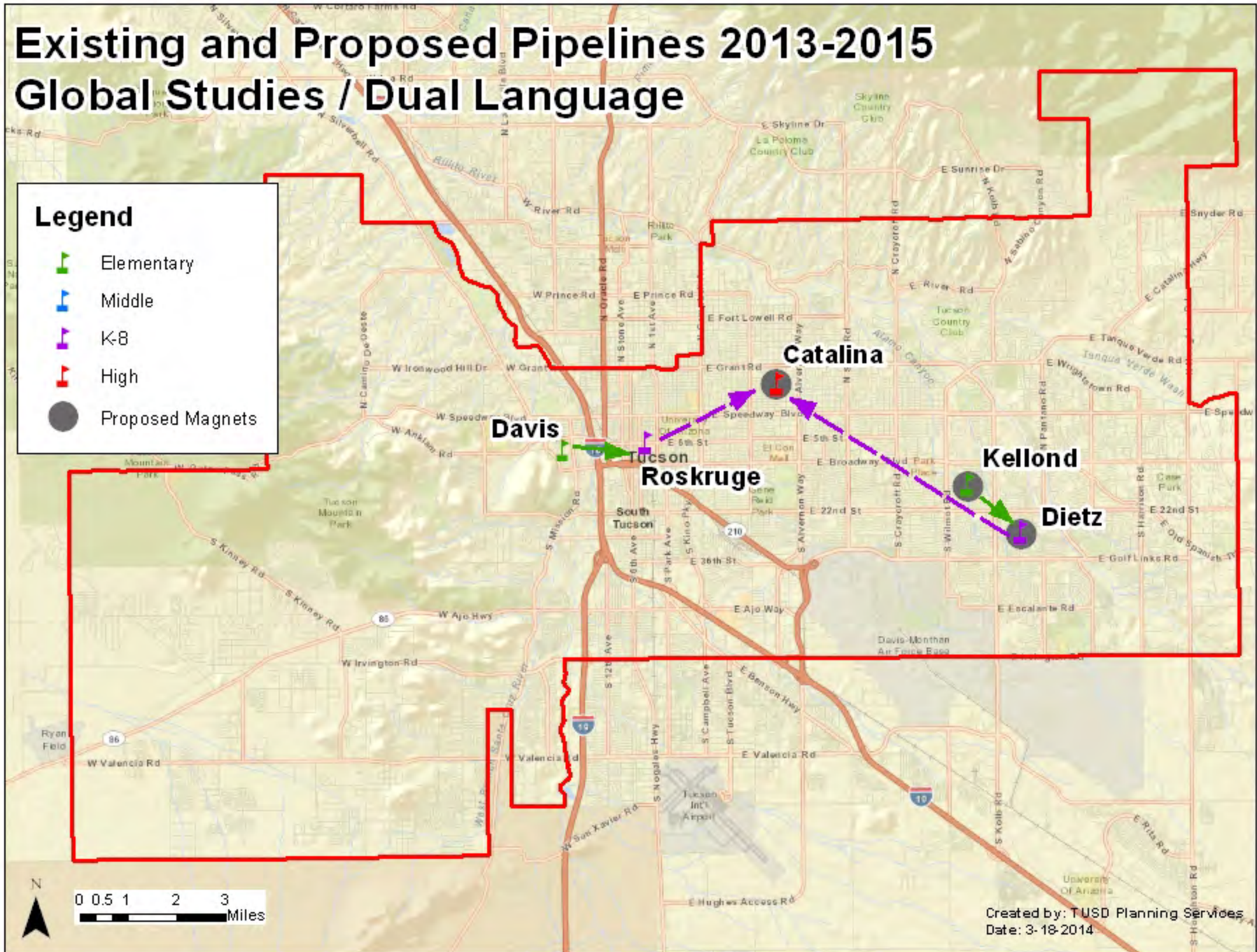
SUPPORT SITES

Ajo Service Center-H6
 Ed. Tech Bldg.-F8 (not shown)
 Finance Bldg.-F8 (not shown)
 Food Service-G9
 L.I.R.C.-G9
 Maintenance-G9 (not shown)
 Morrow Ed. Center-F8
 Morrow Ed. Center Annex-F8
 Print Shop (THMS)-F8 (not shown)
 Rosemont S.C.-F11
 School Safety-G9 (not shown)
 Transportation East-F14
 Transportation West-G9 (not shown)
 Warehouses-G9
 Welcome Center-F8 (not shown)



Existing and Proposed Pipelines 2013-2015

Global Studies / Dual Language



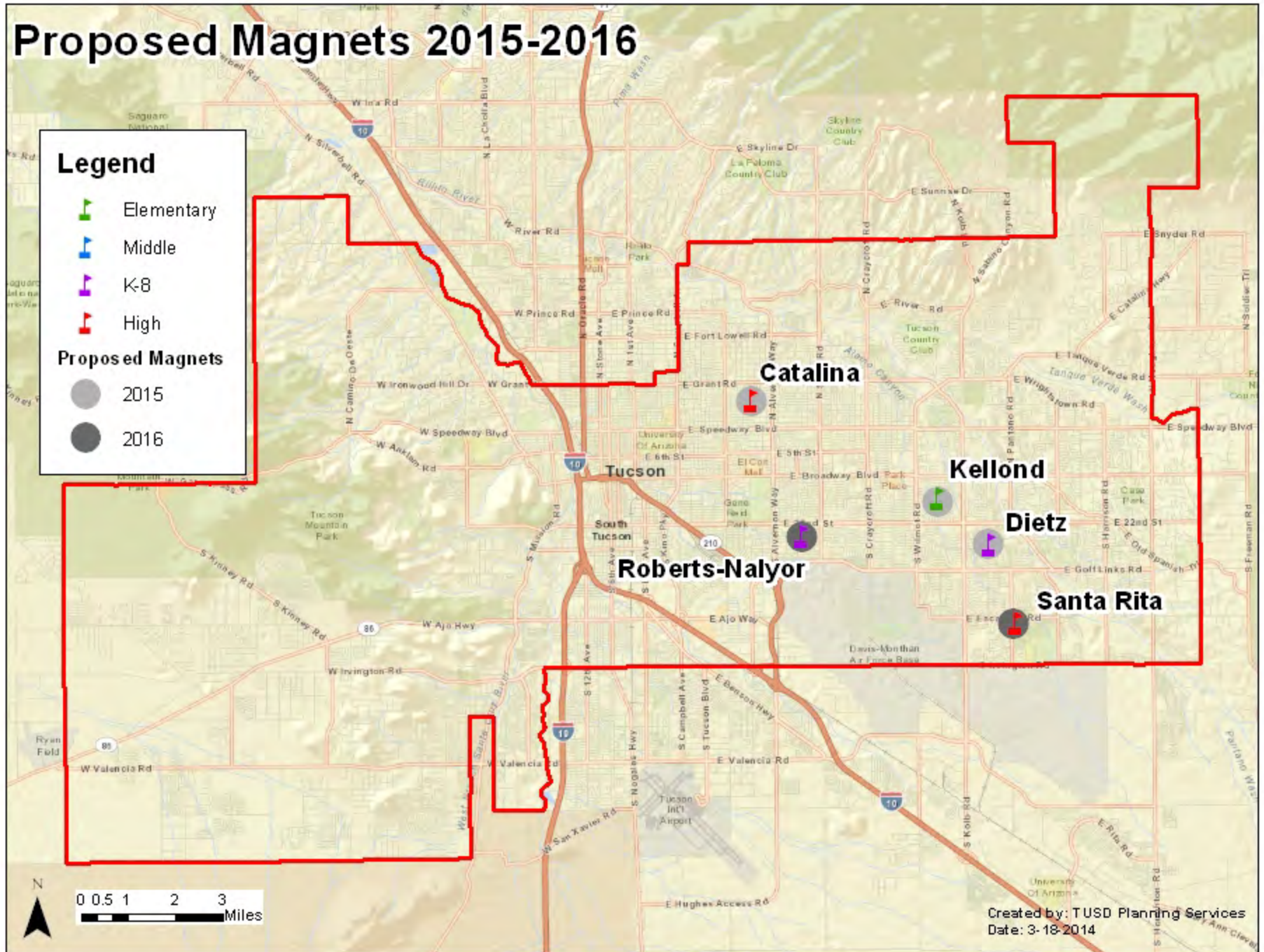
Proposed Magnets 2015-2016

Legend

-  Elementary
-  Middle
-  K-8
-  High

Proposed Magnets

-  2015
-  2016








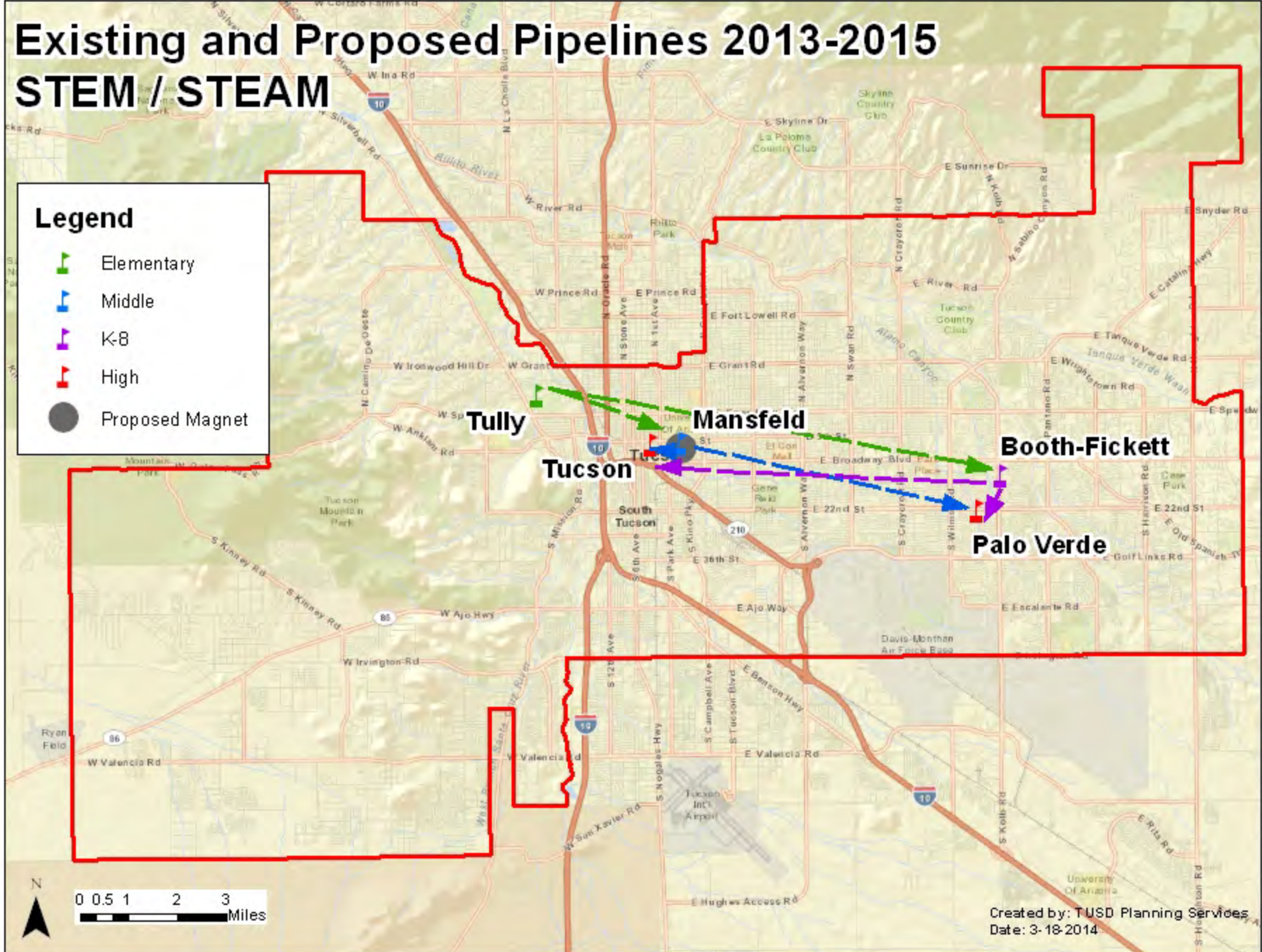
Created by: TUSD Planning Services
Date: 3-18-2014

Existing and Proposed Pipelines 2013-2015

STEM / STEAM

Legend

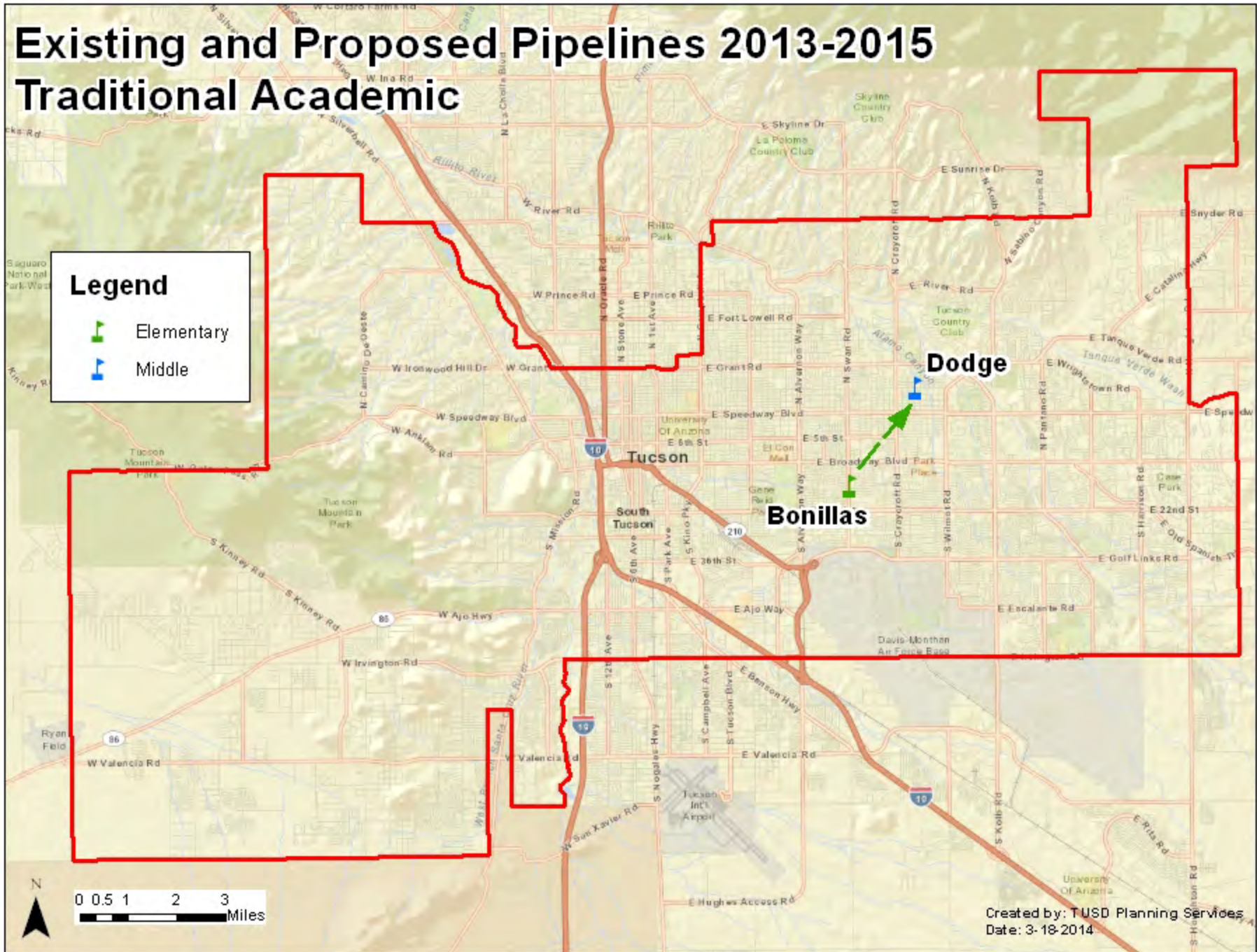
-  Elementary
-  Middle
-  K-8
-  High
-  Proposed Magnet





Created by: TUSD Planning Services
Date: 3-18-2014

Existing and Proposed Pipelines 2013-2015

Traditional Academic



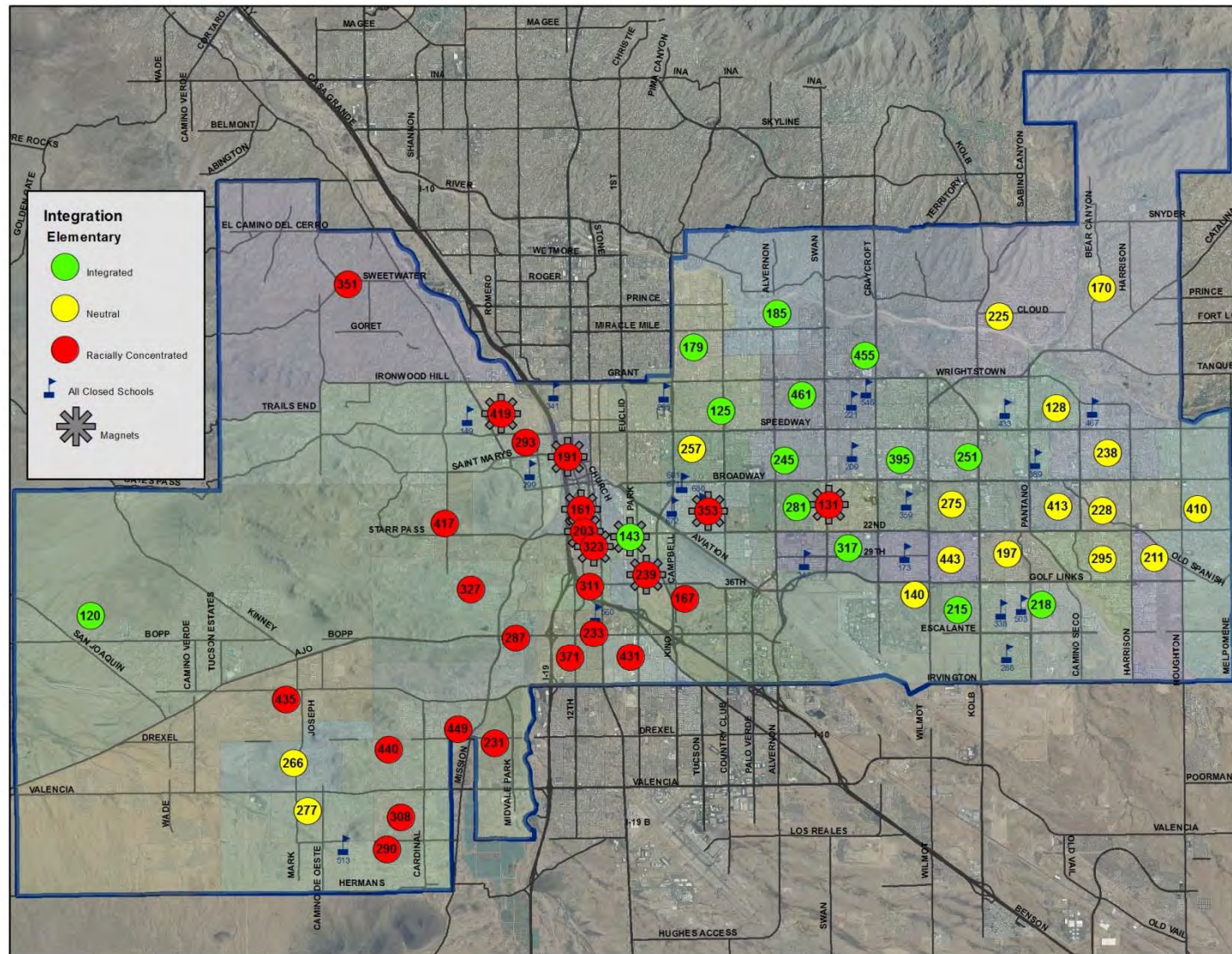
Legend

-  Elementary
-  Middle

Created by: TUSD Planning Services
Date: 3-18-2014

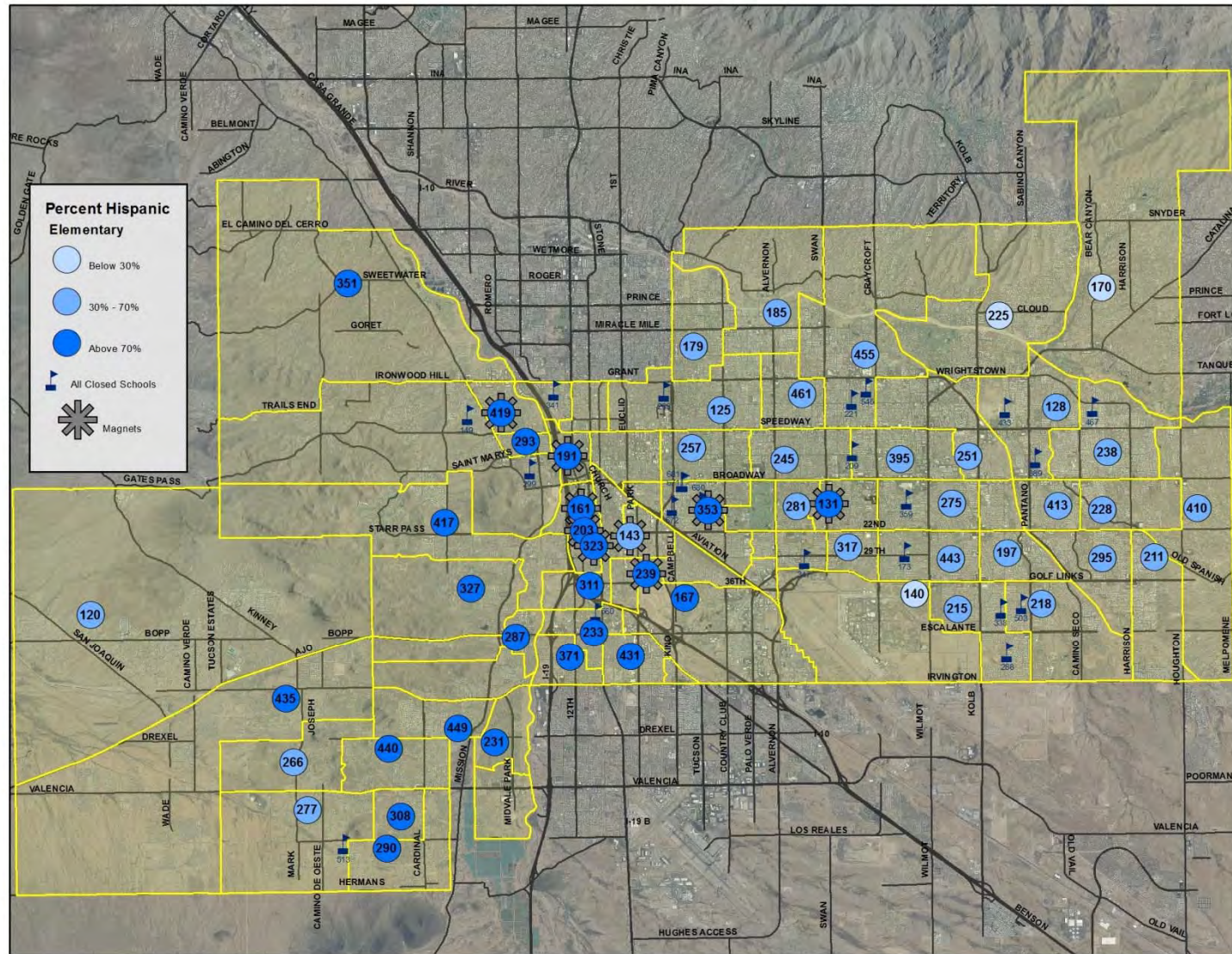
APPENDIX C
ELEMENTARY SCHOOL MAPS

Elementary: Integration Status



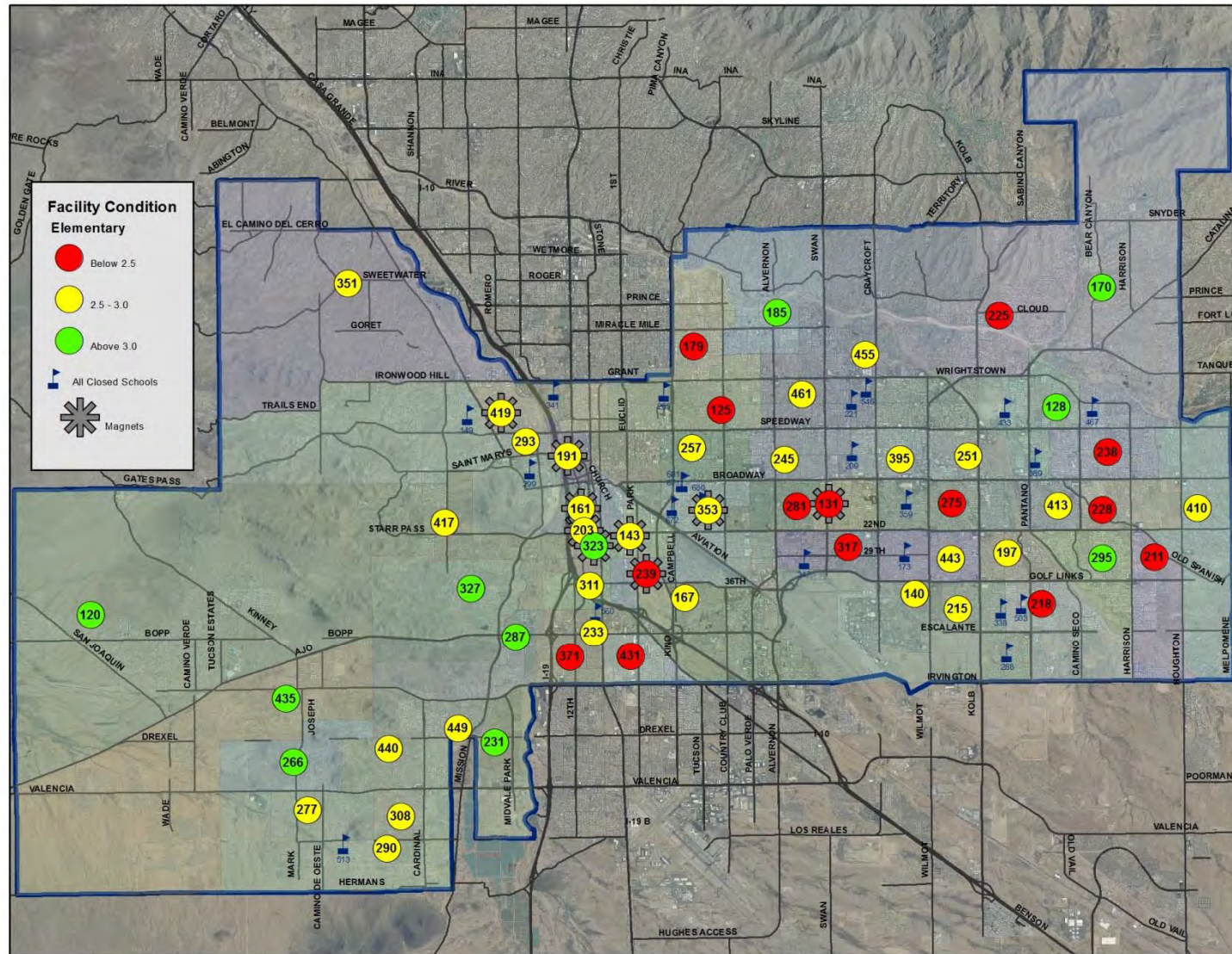
Draft – For Review and Discussion Only – March 20, 2014

Elementary: Percent Hispanic



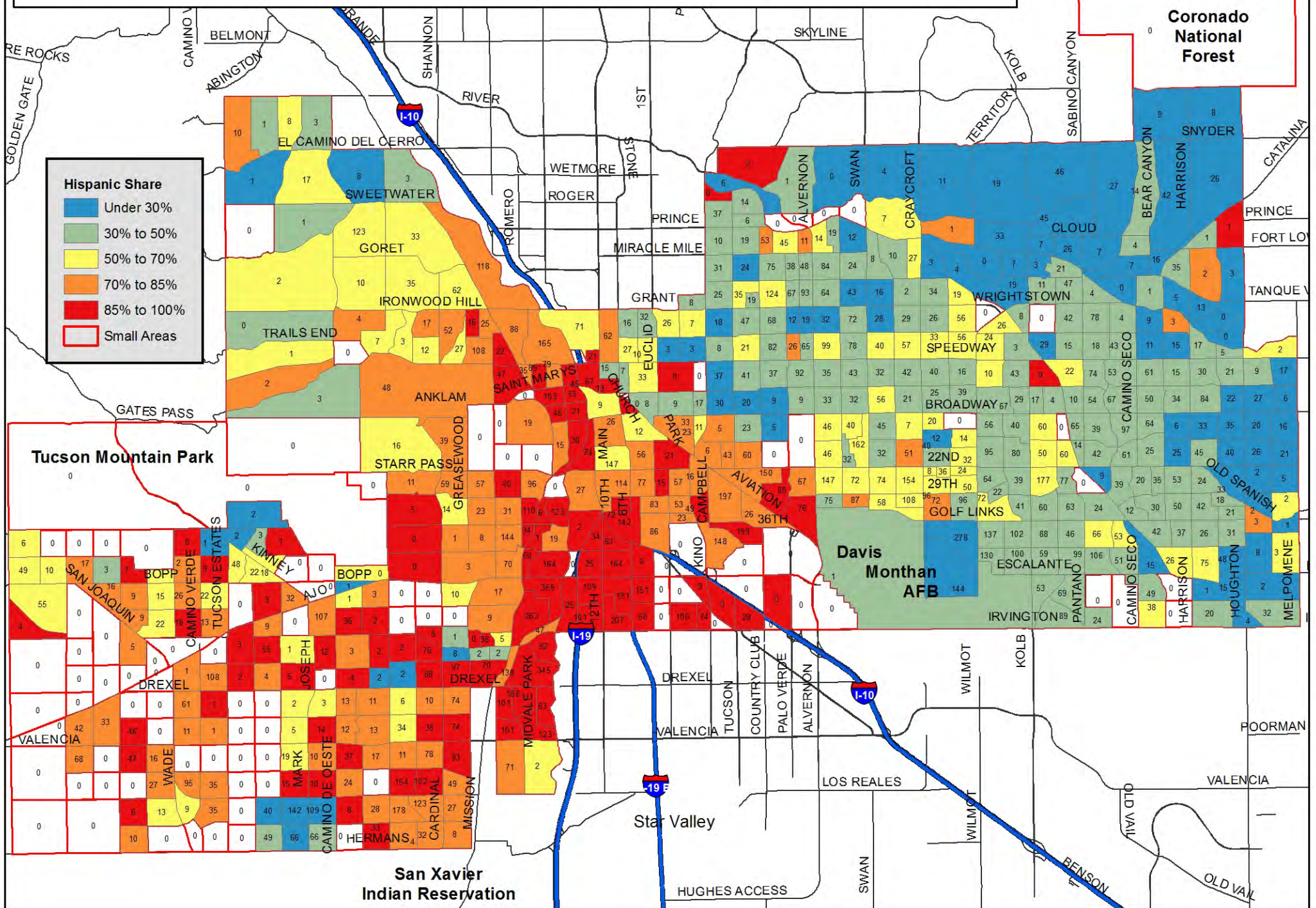
Draft – For Review and Discussion Only – March 20, 2014

Elementary: Facility Condition



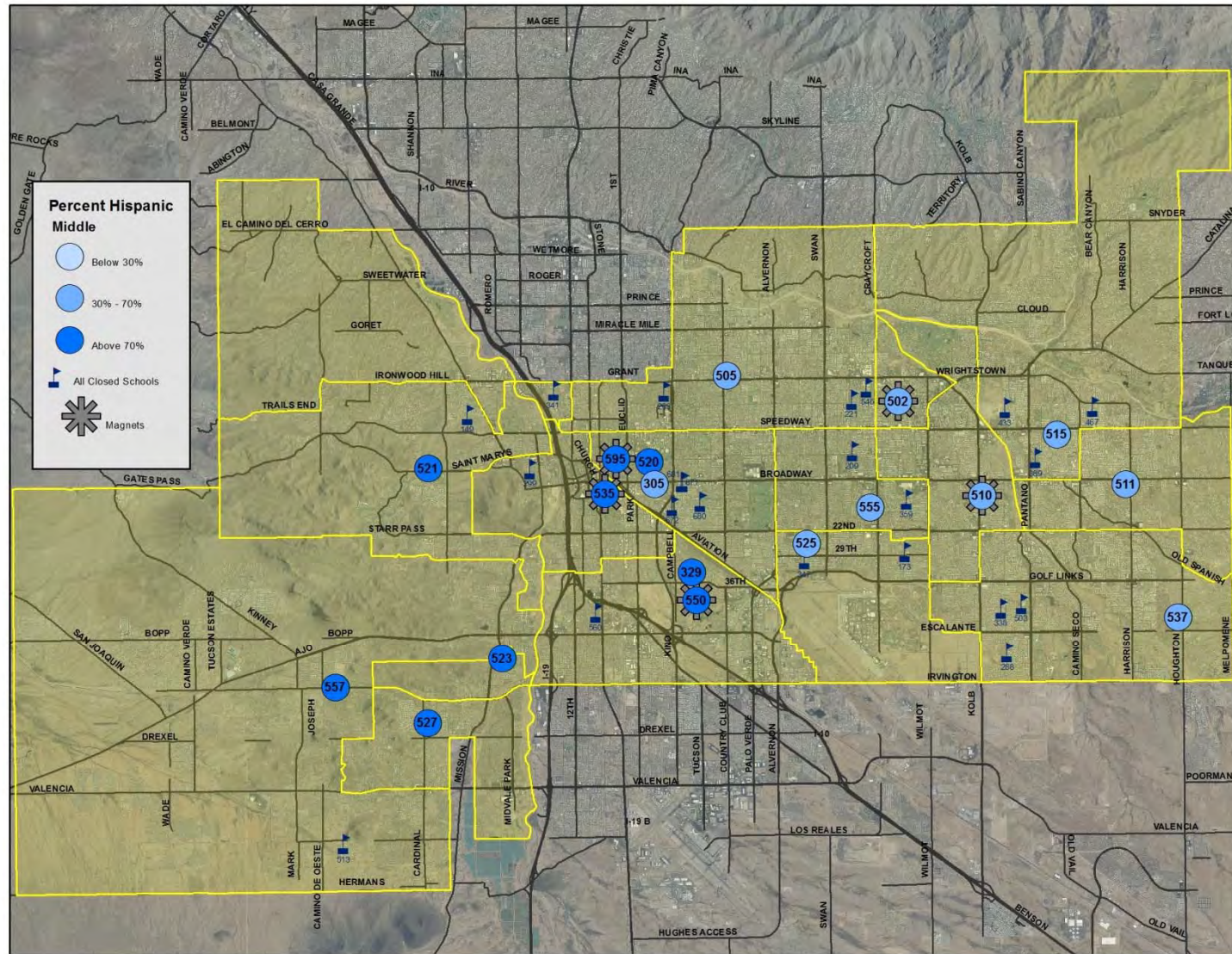
Draft – For Review and Discussion Only – March 20, 2014

HISPANIC SHARE OF ENROLLMENT AND K-5 COUNT BY GRID



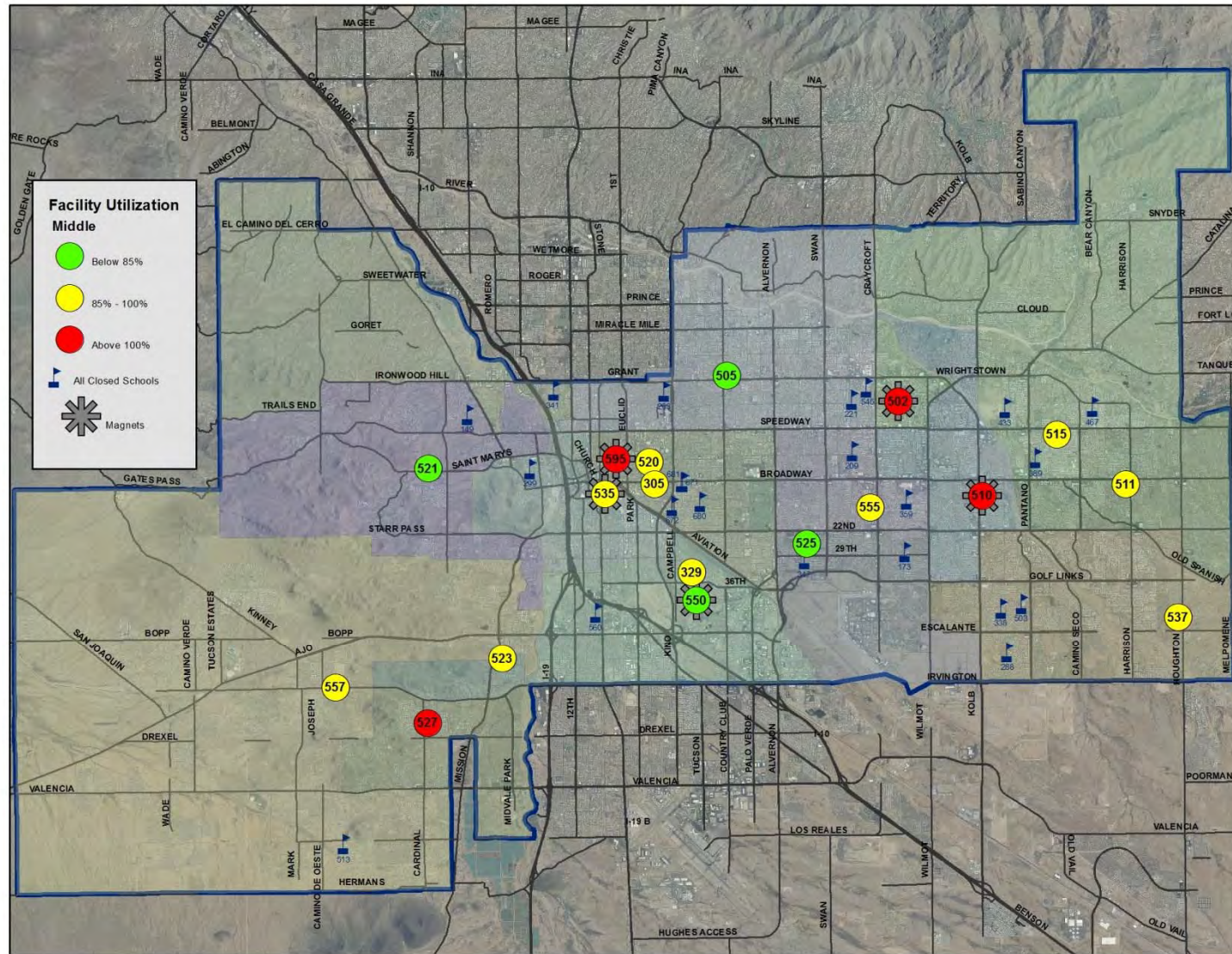
APPENDIX D
MIDDLE SCHOOL MAPS

Middle: Percent Hispanic



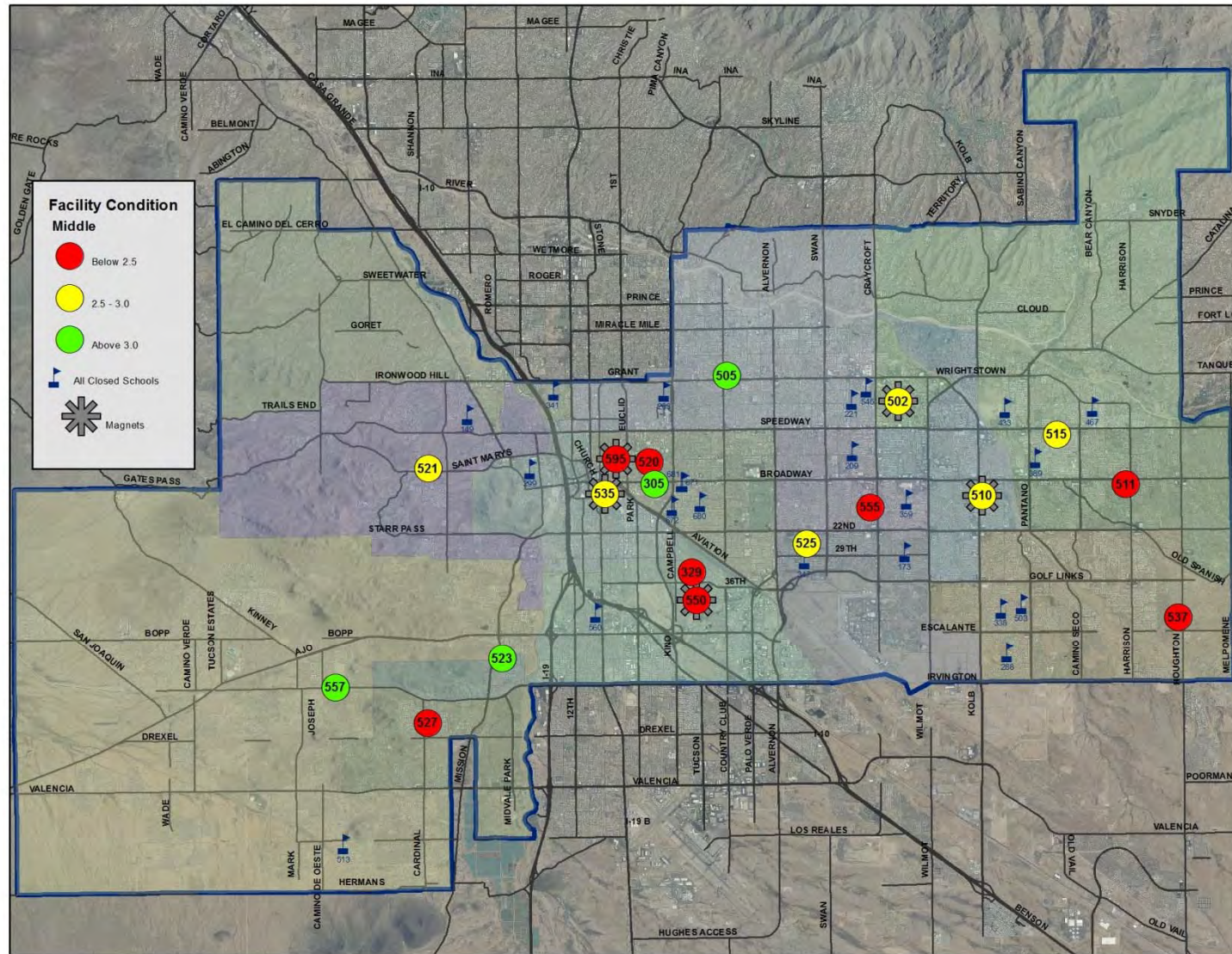
Draft – For Review and Discussion Only – March 20, 2014

Middle: Facility Utilization



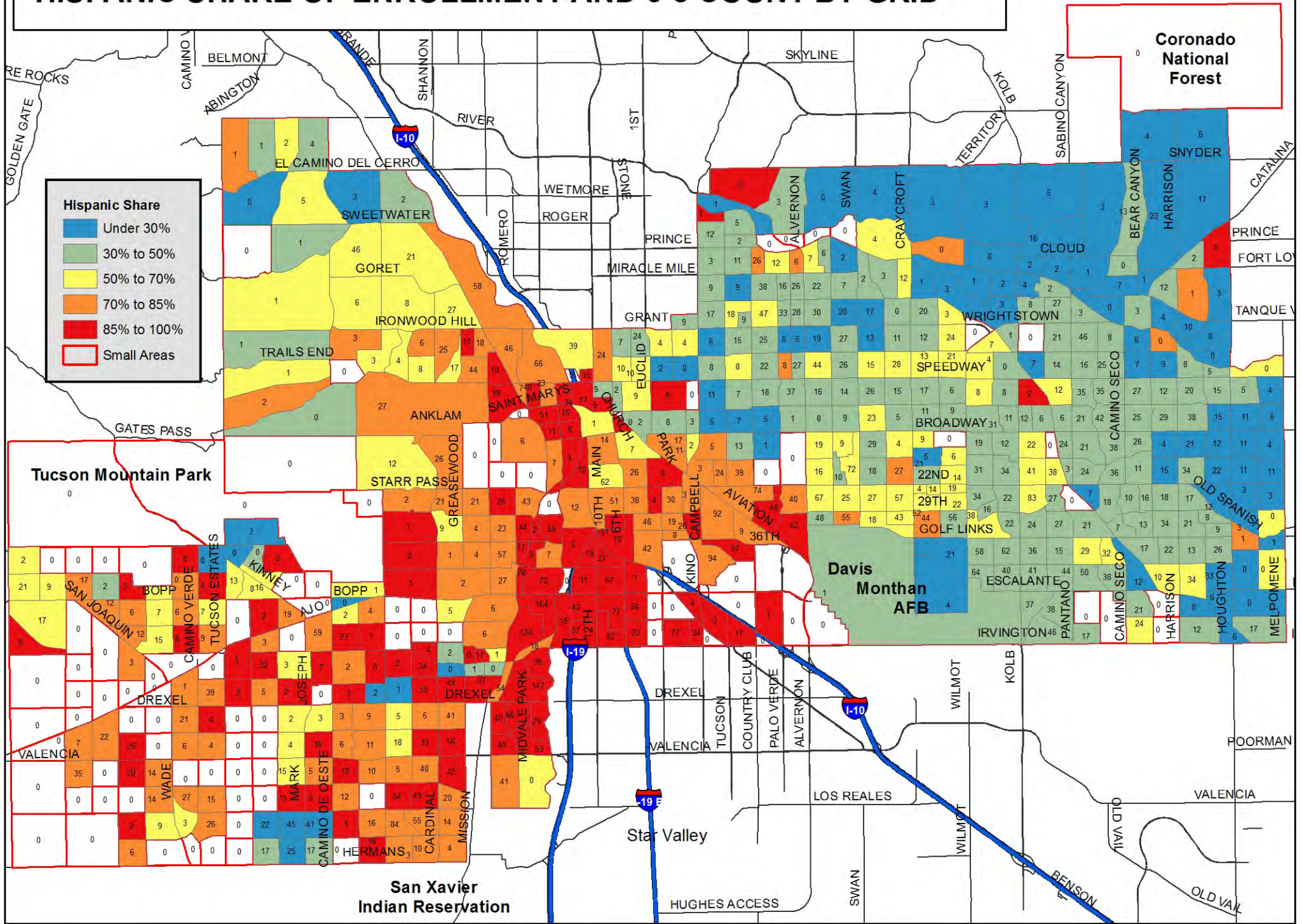
Draft – For Review and Discussion Only – March 20, 2014

Middle: Facility Condition



Draft – For Review and Discussion Only – March 20, 2014

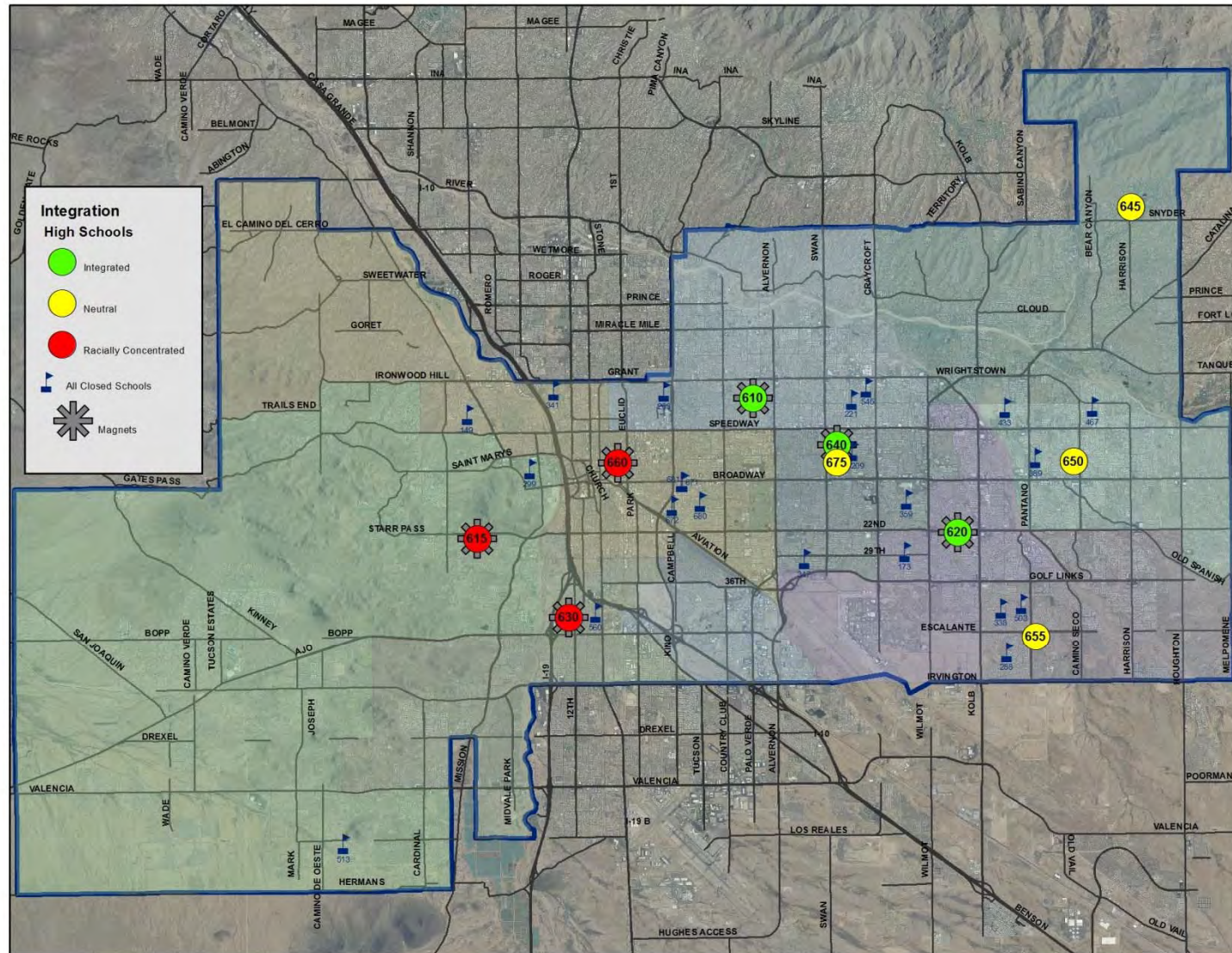
HISPANIC SHARE OF ENROLLMENT AND 6-8 COUNT BY GRID



APPENDIX E

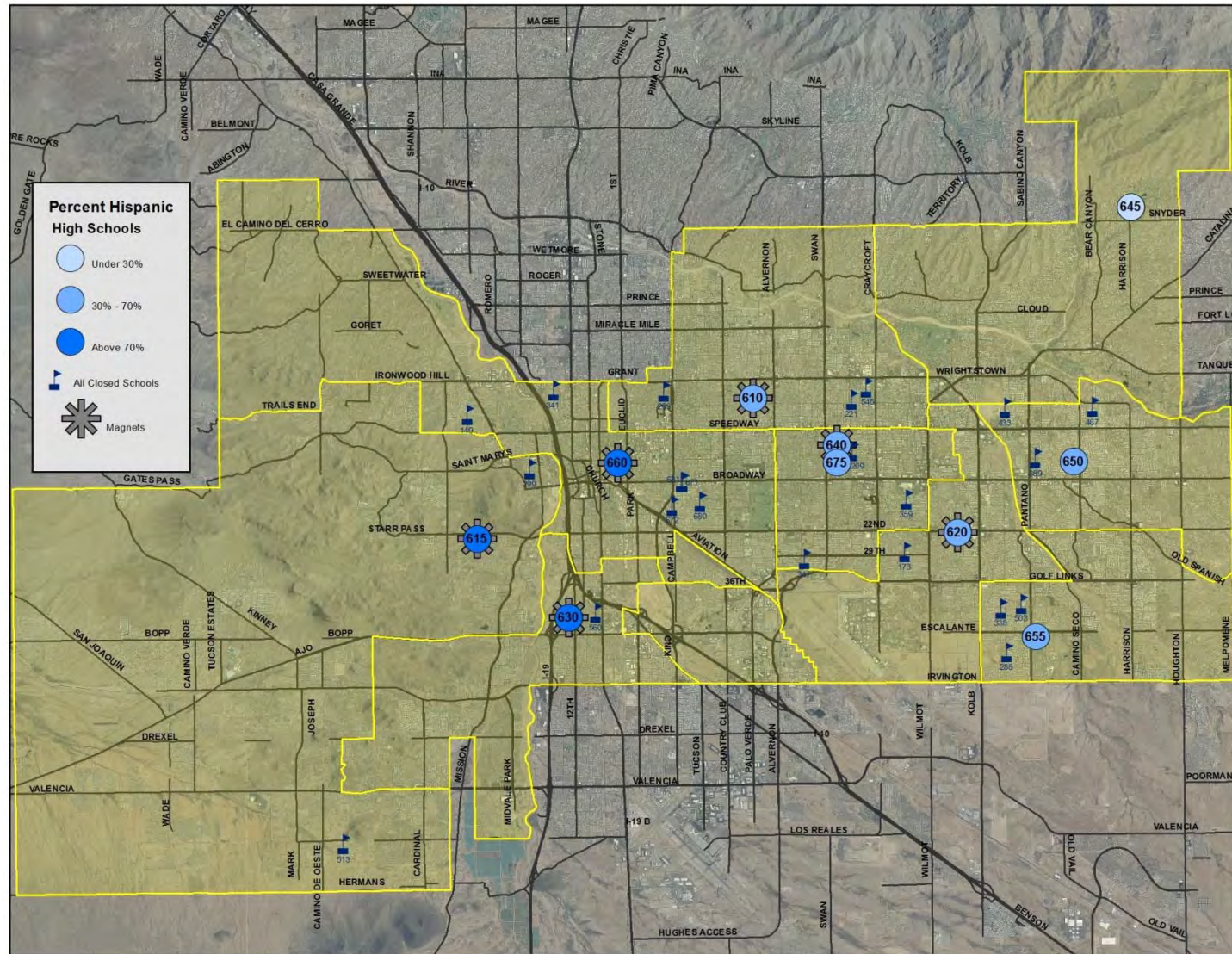
HIGH SCHOOL MAPS

High School: Integration Status



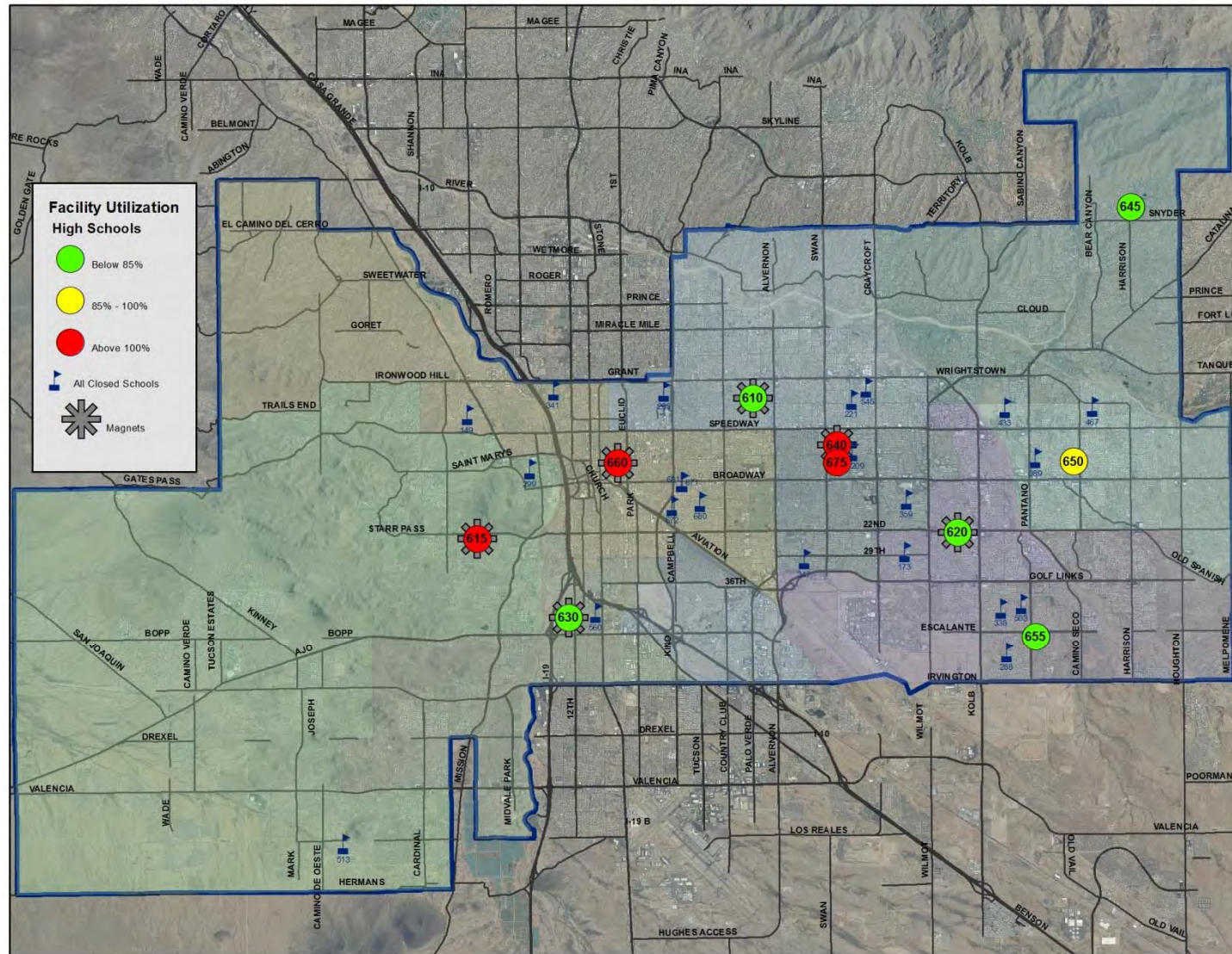
Draft – For Review and Discussion Only – March 20, 2014

High School: Percent Hispanic



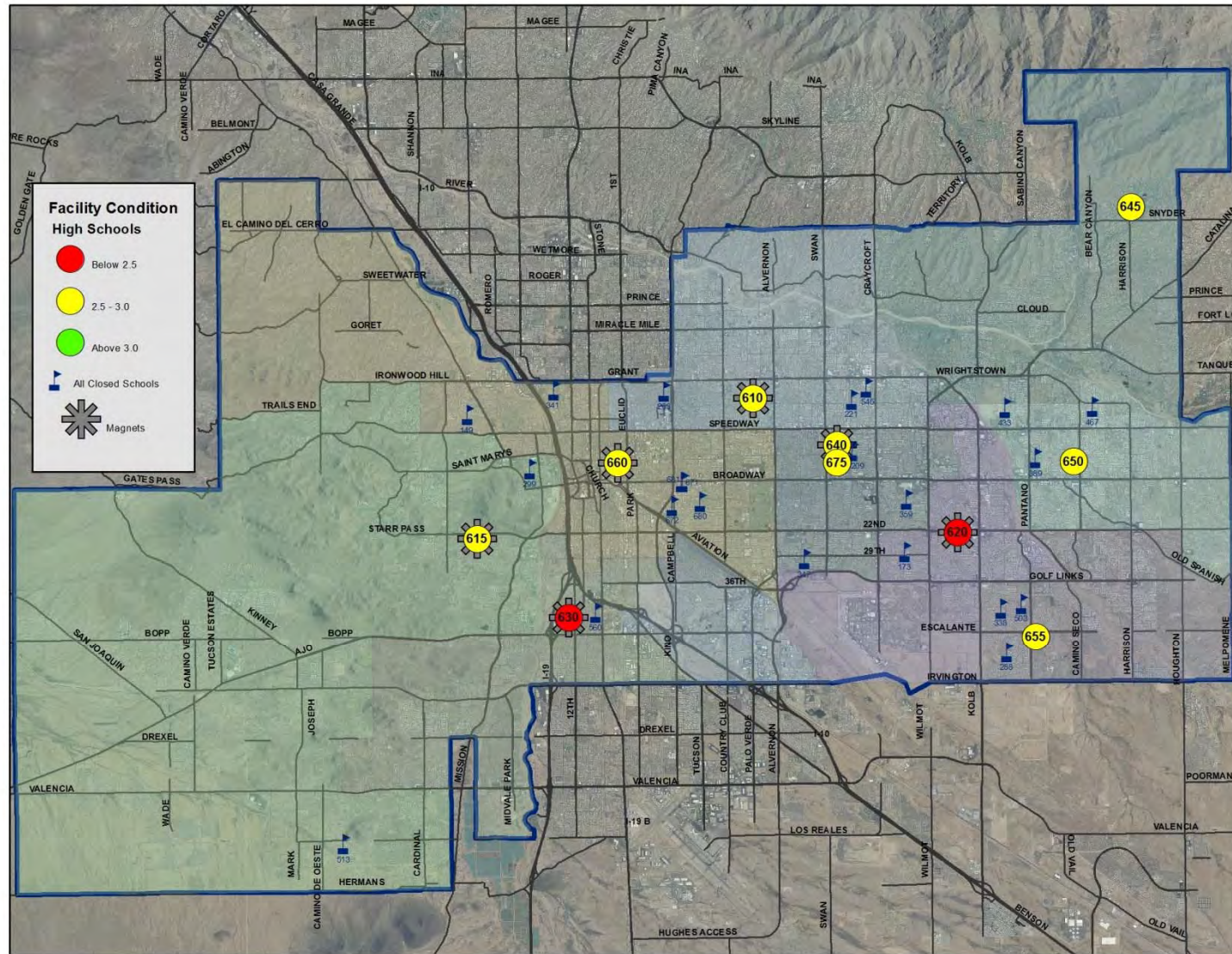
Draft – For Review and Discussion Only – March 20, 2014

High School: Facility Utilization



Draft – For Review and Discussion Only – March 20, 2014

High School: Facility Condition



Draft – For Review and Discussion Only – March 20, 2014

HISPANIC SHARE OF ENROLLMENT AND 9-12 COUNT BY GRID

