

TUCSON UNIFIED SCHOOL DISTRICT

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**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,

Plaintiffs

CV 74-90 TUC DCB
(Lead Case)

v.

United States of America,

Plaintiff-Intervenor,

**DECLARATION OF BRYANT
NODINE**

v.

Anita Lohr, et al.,

Defendants,

CV 74-204 TUC DCB
(Consolidated Case)

Sidney L. Sutton, et al.,

Defendants-Intervenors,

Maria Mendoza, et al.

Plaintiffs,

United States of America,

Plaintiff-Intervenor,

v.

Tucson Unified School District No. One, et al.

Defendants.

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1 I, Bryant Nodine, declare under penalty of perjury that the following statements are
2 true:

3 1. I am the Director of Planning Services and I am designated to supervise the
4 implementation of student assignment strategies, for Defendant Tucson Unified School
5 District No. One (“TUSD”) and have held this position since the 2014-15 school year. I
6 have personal knowledge of the facts stated herein.

7 2. I coordinated the development of the five proposals for grade reconfigurations
8 that are the subject of the current request for approval, including soliciting input, feedback,
9 and suggestions from multiple stakeholders including the Student Assignment Committee
10 (SAC), the Special Master, the Plaintiffs, District leadership and staff, and the District’s
11 Governing Board.

12 3. In August 2015 we invited, and the Plaintiffs sent, representatives to our SAC
13 meeting to participate in the meeting, share their concerns, and engage in a dialogue with
14 committee members. The Department of Justice participated by phone.

15 4. On August 26, 2015, I helped facilitate a teleconference with the Special
16 Master, Plaintiffs counsel and representatives, staff members, and the District’s outside
17 consultants from DLR Group to solicit additional feedback from the Special Master and
18 from Plaintiffs counsel and representatives, and to discuss the evolving proposals in detail.

19 5. On September 25, 2015, the District submitted to the Special Master and
20 Plaintiffs draft proposals (including draft DIAs) – with a request for a response within ten
21 days, no later than October 5th, to facilitate in-person discussions on October 6th. *See*
22 **Exhibit A, Draft Grade Reconfiguration Proposals and DIAs 9/25/15.**

23 6. Between August and October of 2015, the District carefully reviewed all the
24 Special Master and Plaintiff input and accordingly revised the development process
25 (including goals, timelines, and SAC participation) and the proposals several times to
26 address feedback and comments provided by the Special Master and the Plaintiffs –
27
28

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1 including analyzing the distribution of K-6 and K-8 schools districtwide to address equity
2 concerns. **See Exhibit B, TUSD Actions and Responses Based on SMP Comments.**

3 7. District staff provided the Special Master and Plaintiff comments, concerns,
4 and feedback to the Board members a few days in advance of the October 20th meeting,
5 along with draft proposals that included: a comprehensive assessment of the integrative
6 impacts of grade configuration options districtwide; draft DIAs for the five proposals;
7 revised SAC goals; and detailed descriptions of District engagement with the Special
8 Master and Plaintiffs through October 19th. **See Exhibit C, Draft Proposals (Including**
9 **DIAs) and Special Master and Plaintiff Input 10/20/15.**

10 8. On October 20, 2015, I presented draft proposals, along with comments from
11 the Special Master and Plaintiffs, to TUSD’s Governing Board as an “information only”
12 item to ensure that the Governing Board members understood the pros and cons of each
13 proposal, including concerns and feedback provided by the Special Master and Plaintiffs.
14 **See Exhibit D, Governing Board Agenda Item #9 10/20/15.**

15 9. After again revising the proposals and DIAs based on Governing Board, SAC,
16 Special Master, and Plaintiff input, District staff worked with the outside consultant to
17 develop the final proposals for presentation to the Governing Board on November 10, 2015,
18 including proposal summaries, recommendations, and the SAC Report (including DIAs,
19 and Special Master and Plaintiff comments). **See Ex. E, Grade Reconfiguration Change**
20 **Summaries and Recommendations 11/10/15.**

21 10. On November 10, 2015, I presented the final proposals to the Governing
22 Board, and the Governing Board approved all five proposals. **See Ex. F pp. 2-3**
23 **(Governing Board Agenda Item #5) and pp. 4-7 (Agenda with Approved Actions in**
24 **Red, see item #5).**

25 11. Based on Plaintiff requests to provide more information related to the
26 proposed open enrollment scenario of supporting incentive transportation with express
27 busing, I worked with other relevant District staff to conduct surveys to confirm, or to
28

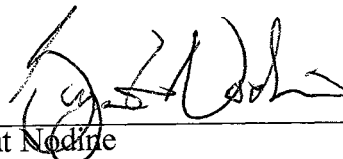
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1 adjust, our initial projections for impacts of the proposals on Sabino, Magee, Fruchthendler,
2 and Collier. Many more non-Anglo parents from some District racially concentrated school
3 attendance areas indicated interest in this strategy than the District (or the Special Master or
4 Plaintiffs) initially had anticipated. **See Exhibit G, Maps and Survey Results.**

5 12. The results of the surveys led me to revise the original projections of the
6 impact of express busing, revise the DIAs for the Sabino/Fruchthendler/Collier proposals,
7 and revise my initial conclusions that the potential impacts to these three schools (and to
8 Magee) would be minimal. If even a fraction of the parents interested who had expressed in
9 their survey responses their interest in express busing actually take advantage of the
10 opportunity, the impact would be to improve integration at all four schools in conjunction
11 with the Sabino/Fruchthendler/Collier proposals.

12 13. District staff, including myself, conducted a brief district-wide study to
13 determine whether the distribution of K-6 and K-8 was equitable. The study included an
14 examination of data and maps, and previous research of K-8 distribution from the Dietz
15 NARA (ECF 1798 at p. 4, noting that “TUSD operates 13 K-8 schools: ten on the westside
16 (west of Country Club road, the geographical center of TUSD), one central, and two on the
17 eastside”). We concluded that proposals to add two K-6 schools on the eastside of TUSD,
18 one K-8 central, and one K-8 west was equitable as it would bring the total count of K-6
19 and K-8 schools to eleven west, two central, and four east. **See Exhibit H, Map of**
20 **Current and Proposed K-6 and K-8 Distribution.**

21
22 DATED this 16th day of November, 2015.

23
24 
Bryant Nodine

Nodine Dec., Exhibit 8-A
Grade Reconfiguration Proposals and DIAs
September 25, 2015

Brown, Samuel

From: Brown, Samuel
Sent: Friday, September 25, 2015 3:59 PM
To: James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter Jr.; Shaheena Simons (shaheena.simons@usdoj.gov)
Cc: Taylor, Martha; Tolleson, Julie; Brammer@rllaz.com; TUSD; Desegregation; Nodine, Bryant; Patterson, Charlotte
Subject: Grade Configuration Proposals and Draft DIAs
Attachments: 20150925 TUSD Grade Reconfiguration Proposals and DIAs.pdf; 20150925 App A - Analysis of Add'l Grade Change Options.pdf; 20150925 App B - Executive Summaries.pdf; 20150925 App C - Draft DIAs.pdf

Dr. Hawley/Counsel: As stated last week, please find attached the District's proposals for grade reconfigurations, including draft DIAs. As discussed during our teleconference, and as mentioned in Martha's email last week, we ask that you submit your responses no later than ten days from today – by Monday October 5, 2015. We will discuss your responses during the in-person conference in October. Based on your feedback, we hope to submit a final set of DIAs and a request for approval on or around October 9, 2015 as indicated in the initial timeline. We will, of course, copy all parties on this submission. Thanks, have a great weekend - Sam

GRADE CONFIGURATION PROPOSALS
(including Desegregation Impact Analyses “DIAs”)

The District submits this proposal as the last step of a months-long engagement with the Special Master and Plaintiffs, prior to the filing of formal DIAs or requests for approval.

The District first submitted draft DIAs (and other information) to the Student Assignment Committee (SAC) in July and made this information available to the Special Master and Plaintiffs on July 20, 2015. Pursuant to the initial timeline, the District planned to file a draft DIA/NARA on September 18, 2015, including updated draft DIAs incorporating the feedback, comments, and concerns provided by the Special Master and Plaintiffs over the preceding two month period. Pursuant to the parties’ discussion on August 26, 2015, the Special Master and Plaintiffs would respond to the September 18, 2015 draft DIA/NARA within ten days, by September 28, 2015.

On September 18, 2015, the District notified the Plaintiffs and Special Master that in lieu of submitting a draft DIA/NARA on that date, it intended to submit this proposal by September 25, 2015 (including draft DIAs) – with a request for a response within ten days, no later than October 5th. This adjustment in the timeline will permit the parties to review the proposal ahead of the in-person conference scheduled for October 5th and 6th, and to use the conference as an opportunity for further engagement and collaboration. If feasible, based on the outcome of the conference discussions, the District plans to present revised DIAs/NARAs to the Special Master and Plaintiffs by October 9, 2015 as stated on the original timeline. Again, the Special Master and Plaintiffs would have ten days to respond. On October 20, 2015, the District plans to present the final request to its Governing Board for approval. If approved, the District would then take the steps necessary to file the formal request with the Court.

I. REVISED SAC GOALS

Based on feedback and input from the Special Master and Plaintiffs, and internal review and analysis, the District revised the goals of the Student Assignment Committee multiple times between August 5, 2015, and September 10, 2015. Below are the final, revised goals:

The goals are not designed to function as minimum standards. Thus, a proposed change should not be rejected for failure to meet one or more goals. Proposed changes should be evaluated by weighing the costs and benefits, in light of the District’s obligations under the USP.

- a. that increase integration of District schools, considering the four integration

strategies (through the proposed change itself, or through strategies related to the proposed change);

- b. that enhance education (e.g. reducing the number of student transitions, providing for supplemental programs or curricular continuity between grades);
 - c. that improve student retention; and
 - d. that will be supported by the communities of the affected schools (those impacted directly and indirectly through the potential loss of more than ten students).
1. To attract a broader applicant student pool as that will enhance the impact of marketing, outreach, and recruitment efforts and further integrate District schools.
 2. To ensure that the additional students can be added without detracting from existing programs or diverting resources from other schools.
 3. To ensure that the receiving facilities can support the additional grades with minimal facility investments.
 4. To address both immediate and future needs due to the reconfiguration; consider short-term and long-term impacts.

II. GRADE RECONFIGURATION PROCESS

In its May 12, 2105 Order denying the request for grade reconfigurations at Sabino and Fruchthendler (Order 1799, request denied without prejudice to it being reurged), the Court outlined four specific, process-related expectations for similar requests in the future – in summary:

1. the District shall solicit the input of the Special Master and Plaintiffs;
2. the District must use four strategies for assigning students to schools, to be developed in consultation with the Plaintiffs and the Special Master;
3. when it undertakes certain enumerated student assignment actions, the District must review to determine whether to redraw its attendance boundaries; and
4. the District should explain how a student assignment change fits into other USP plans and strategies and if not, why not.

As described below, the District has worked diligently over the past few months to fulfill all four process-related expectations outlined by the Court in May of 2015 to prepare to “reurge” the previous requests and three additional requests. This work has been informed by the input, analysis, thoughtfulness, time, and energy of the Student Assignment Committee (SAC) volunteers, the Special Master, the Plaintiffs, and the District’s outside consultant (DLR Group)

1. The District Shall Solicit the Input of the Special Master and Plaintiffs

The Court found that USP section I.D.1 requires: “the District ‘shall’ solicit the input of the Special Master and the Plaintiffs and submit items for review before they are put into practice or use for ‘all new or amended plans, policies, procedures, or other significant changes’ contemplated pursuant to the USP.” ECF 1799 at 3-4. The Court found further that “[t]here is nothing about a NARA proposal to change student assignments to exempt it from the USP requirement that the District, the parties, and the Special Master comprehensively consider the proposal, pursuant to applicable USP criteria, in an effort to increase the integration of TUSD schools.” *Id.* at 5.

Within a month of the Court’s Order, the District had developed a draft timeline and proposal to engage the Special Master and Plaintiffs in the process of reviewing grade reconfigurations comprehensively, pursuant to applicable USP criteria, in an effort to increase the integration of its schools. In June 2015, the District reached out to the Special Master to discuss the timeline and proposed approach. After discussing the timeline and approach with the Special Master, the District shared the timeline and approach with the Plaintiffs in July 2015 to solicit their feedback.

Throughout July, August, and into September, the District engaged the Special Master and Plaintiffs in an effort to consider the proposals comprehensively pursuant to applicable USP criteria in an effort to increase the integration of TUSD schools. These efforts included multiple phone and email exchanges, the solicitation of comment and feedback, the sharing of SAC committee meeting agendas and materials, an invitation to Plaintiff representatives to present their concerns to the SAC, and the facilitation of a teleconference in August.

During this time, the Special Master and Plaintiffs reviewed relevant material and requested supplemental information. They also shared concerns including, but not limited to: process, goals, timelines, approach, committee make-up, enrollment data (and projected enrollment data), equal access, student retention, school attractiveness, geography, demographics, marketing and outreach, transportation, K8 school distribution, implementation, boundaries, magnets, pairing and clustering, open enrollment, analyses of additional sites for grade expansion, impacts to surrounding schools and communities, access to Davis-Monthan Air Force Base, scope of the Desegregation Impact Analyses (DIAs), educational benefits of reducing student

transitions between schools/grades, strategies for mitigating integrative and/or educational impacts to the schools directly (and indirectly) impacted, feeder patterns, Advance Learning Experiences (ALEs), costs, school capacity, short- and long-term impacts, and potential impacts for promoting desegregation through the proposals themselves, or through mitigating strategies involving one or more proposals.

In response, District staff and leadership carefully considered the feedback, analyzed Plaintiff concerns, revised goals, provided supplemental information, revised the scope and information contained in its draft DIAs, proposed strategies to improve integration and mitigate impact to surrounding schools, conducted further equal access analyses, considered additional sites for grade expansion to improve the integration of District schools (see *Appendix A, Analysis of Additional Grade Change Options*), engaged in comprehensive and creative review and analysis on ways to improve integration through the proposals (and within each proposal) using transportation, marketing and outreach, and by strengthening ALE programs, considered the proposals comprehensively in the context of the four primary integration strategies, analyzed feeder patterns and boundaries, and considered impacts to surrounding communities and those directly impacted by the proposals.¹

2. The District Must Use Four Strategies for Assigning Students to Schools, to be Developed in Consultation with the Plaintiffs and the Special Master

The Court found “the student assignments proposed by TUSD [at Fruchthendler and Sabino] were not considered in the context of the four integration strategies required by the USP: attendance boundaries, pairing and clustering of schools; magnet schools and programs; and open enrollment.” *Id.* at 5. Between July and September, the District considered the proposals comprehensively in the context of the four integration strategies, as described above. The executive summaries for each proposal include a summary of

¹ The District’s engagement over a period of 5-6 months in 2014 (during the boundary review process) informed many aspects of the integration analysis conducted in 2015. The 2014 Boundary Committee, after meeting for almost half a year, reviewing hundreds of pages of data, pouring over maps, and analyzing various creative proposals to increase integration, proposed very few options for improving integration (and even fewer that promised significant impacts to improve integration). In that context, the District never intended to engage in another 5-6 month process to consider each and every possible scenario to improve integration districtwide (as it had just completed less than one year prior). Neither the USP nor relevant Court orders require such an effort every time the District proposes a student assignment change. Instead, the District considered a small number of potential grade reconfiguration proposals with the Special Master and Plaintiffs that might improve integration, retain students, and/or improve educational quality. The District has further analyzed these proposals (and the potential for additional proposals) within the context of applicable USP criteria, through the lens of the USP’s four integration strategies, and through communications and engagement with the Special Master, the Plaintiffs, external consultants, and the SAC.

the District's analysis of each proposal in the context of the four integration strategies proposed by the USP. *See Appendix B, Executive Summaries.*

3. When it Undertakes Certain Enumerated Student Assignment Actions, the District Must Review to Determine Whether to Redraw Its Attendance Boundaries.

The Court found that USP section II.D.2 requires “TUSD to review to determine whether to redraw its attendance boundaries, if it makes student assignment changes.” ECF 1799 at 5. The District reviewed each proposal to determine whether boundary changes were necessary, or whether boundary changes would improve integration. None of the proposals required a boundary change, nor would a boundary change have significantly improved integration in any of the proposals. The results of these analyses are outlined in the executive summaries for each proposal. *See Appendix B, Executive Summaries.*

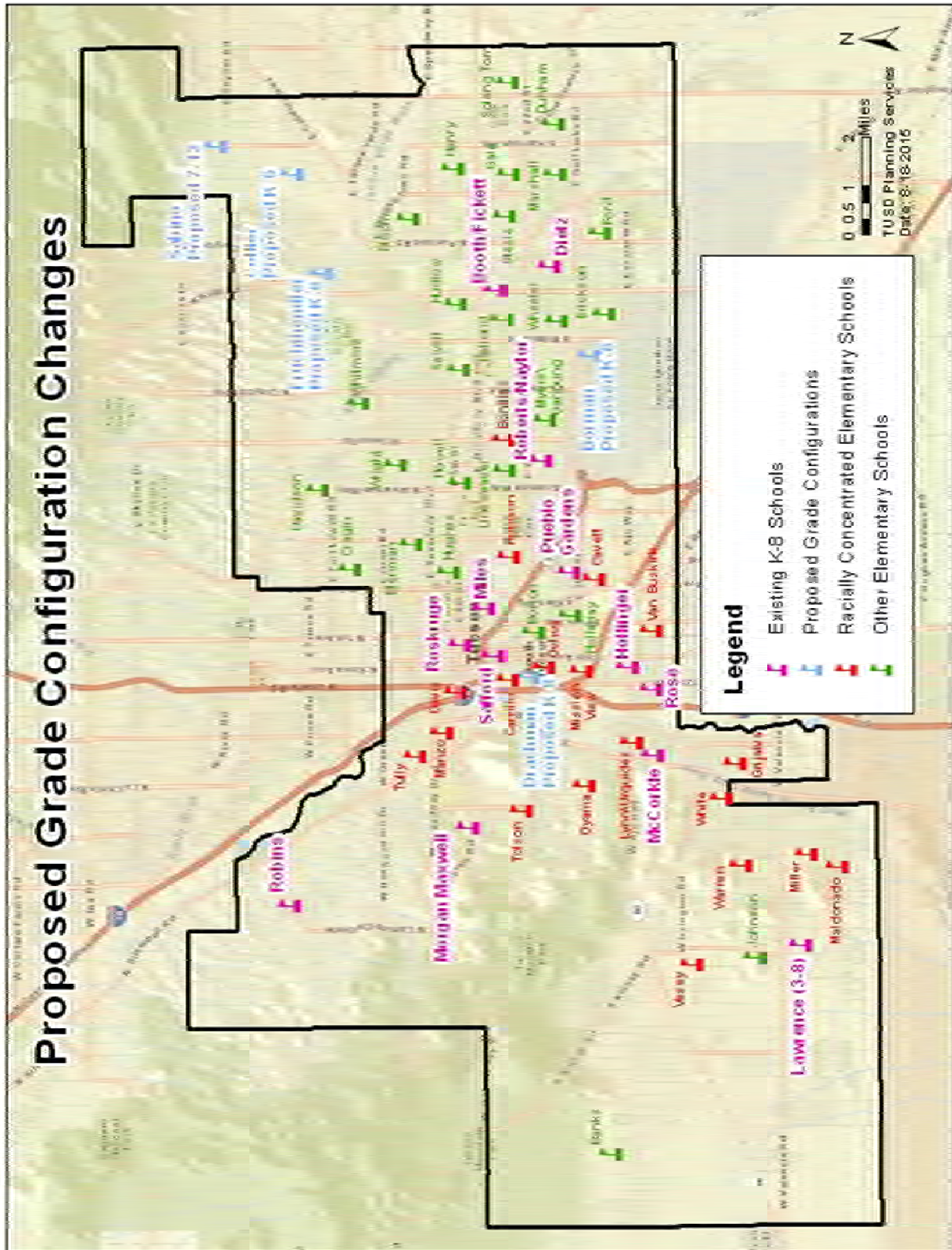
4. The District Should Explain How a Student Assignment Change Fits Into Other USP Plans and Strategies and If Not, Why Not.

The Court found that “[p]lans and strategies are now in place, pursuant to the USP, for addressing student assignments but this NARA fails to reflect how the Fruchthendler-Sabino Honors Pipeline plan fits into these plans and strategies, and if not, why.” ECF 1799 at 5. The current proposal reflects how each proposed grade reconfiguration might potentially impact student assignment, transportation, educational programming, family engagement, and the District's ALE efforts. In addition, the revised scope of each DIA considers impacts of each proposal on the District's efforts to implement the USP. *See Appendix C, Draft Desegregation Impact Analyses.*

Appendix A Analysis of Additional Grade Configuration Change Options

Early in this project TUSD staff evaluated other options for grade changes. The first analysis shown in the map on the following page indicated that there were already sufficient K-8 schools in other areas of the District (specifically central and west). The analysis also highlighted the fact that virtually all of the central and west schools are racially concentrated so adding more students to them would not have an integrative effect.

After the August 26 teleconference, at the request of the Mendoza counsel, TUSD staff evaluated the integrative impacts of grade configuration change options more comprehensively and in more detail. As shown in the pages following the map, only one grade configuration change would have an integrative effect. That would be the change of Cavett ES from K-5 to K-6 and, coincidentally, adding a junior high to Catalina HS. The positive integrative effect could come from the movement of Cavett Area 7th and 8th graders from Utterback MS to Catalina HS, assuming they would choose that option.



Analysis of Additional Grade Change Options

This is an analysis of the integrative effects: 1) of converting any remaining K-5 schools that could become K-8; 2) adding junior high grades to high schools with capacity; and 3) adding 6th grades to schools with capacity and where there is also capacity at the high school they feed into.

Potential K-8 Schools

These are K-5 schools that have capacity for additional 6th, 7th and 8th grades where those grades are at least 50 students each based on typical 5th to 6th grade cohort progression ratios of 70% and 7th and 8th grade cohort progression ratios of 100%. These are independent of the capacity of the high schools.

Elementary School	Enroll w/ PreK	Capacity	USP Criteria	Integrative Effect
Erickson	497	680		None
Lynn/Urquides	539	780	RC	None

Potential Additional 7-12 High Schools

These are high schools with a minimum of 162 empty seats (6 classes of 27 to allow a full complement of teachers and courses for all periods). The only instance of a positive integrative effect is the addition of Cavett Area 7th and 8th graders who might move from Utterback MS (racially concentrated) to Catalina HS (integrated), assuming they would choose that option. The overall, ethnic composition of the high schools themselves would change little due to the addition of a junior high.

High School	Enroll	Capacity	USP Criteria	Integrative Effect
Catalina	785	1500	I	Positive
Palo Verde	1252	2070	I	None
Pueblo	1650	1900	RC	None
Sahuaro	1759	1950		None
Santa Rita	541	2070		None

I = integrated

RC = racially concentrated

Potential K-6 Schools

These are K-5 schools that have capacity for an additional 6th grade where that 6th grade is at least 25 students based on typical 5th to 6th grade cohort progression ratios of 70%. Also the high school that these feed into must have capacity for a 7-12 configuration.

Elementary School	Enroll w/ PreK	Capacity	USP Criteria	Integrative Effect
Blenman	399	530	I	None
Bloom	332	480		None
Cavett	301	440	RC	Positive ¹
Cragin	388	470	I	None
Davidson	331	390	I	None
Dunham	224	280		None
Erickson	497	680		None
Ford	361	440		None
Henry	357	420		None
Holladay	270	340		None
Hudlow	280	420	I	None
Marshall	287	420		None
Soleng Tom	424	500		None
Steele	327	400		None
Van Buskirk	371	480	RC	None
Warren	304	360	RC	None
Wheeler	416	640		None
Whitmore	323	460	I	None

1. Positive because, if 7th and 8th grade students in the area were to choose Catalina HS, there would be more students in an integrated school (Catalina). However, there are not enough students in Cavett ES alone to provide a junior high population of 150 so other elementary schools such as Cragin, Davidson or Wright would need to be added.

Appendix B

Executive Summaries of Proposals

The District has prepared an executive summary for each of the five proposals. Executive summaries include a description of the proposal, an analysis of integration strategies (magnets, pairing and clustering, boundaries, open enrollment, and proposal-specific strategies), pros and cons, costs, and proposal evaluations by the SAC.

Borman Elementary School

Proposal Description:

- Change K-5 to a K-8
- Immediate Needs: Light renovation of 2 classrooms to remove partitions; accommodate science instruction (1 mobile lab table)
- Long Term Plan: PE changing room addition

Integration Strategies:

Pairing and Clustering: Borton is on base and it is not feasible to pair or cluster it with an off-base school due to Davis-Monthan Air Force Base (DMAFB) access restrictions

Boundaries: No boundary changes required; boundary changes would not increase integration

Magnets: Borman is not a magnet school, and the proposal would not significantly impact any surrounding magnet schools.

Open Enrollment: Open Enrollment is not a factor in this school due to DMAFB access restrictions

Proposal-specific strategies to promote integration and/or other USP activities: AVID at Roberts-Naylor (an integrated school with a student population that is 22% African American and 58% Latino, and capacity for approximately 200 additional students) could operate to provide more students with an opportunity to attend an integrated school, and to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs) such as GATE and pre-AP classes.

Pros and Cons:

Pros:

- Retain 6-8th grade students in TUSD. The Vail school district currently buses approximately 100 students from DMAFB to schools in their district. And, a charter school located on the base enrolls approximately 90% of 6th-8th grade students currently living on DMAFB.
- Community retention of families into TUSD high schools
- Maintain the military “culture” within the families through 8th grade
- Support DMAFB families by providing a middle school option on base
- The facility is currently underutilized but would likely become fully utilized once enrollment reaches two classes per middle school grade

Cons:

- Once enrollment reaches two classes per middle school grade there will be no room for future growth.
- Facility would be missing some typical middle school spaces such as a science lab, PE changing area

Costs:

Construction:

- Immediate Needs: \$60,000 for light renovations to two classrooms
- Long Term Plan: \$700,000-\$750,000 to add two classrooms and a locker room if enrollment exceeds expectations

Transportation: No cost

Marketing: Not applicable

Borman Evaluation:

Pos(+)	Neut.	Neg(-)	Criteria
	X		Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
	X		Targeted operating capacities
X			Current and planned instructional programs
	X		Effects on integration
	X		Student transportation
	X		Feeder patterns
	X		Fiscal impacts

Collier Elementary School

Proposal Description:

- Change K-5 to a K-6
- Immediate Needs: No renovations needed
- Long Term Plan: No renovations needed

Integration Strategies:

Pairing and Clustering: Collier is geographically far from any other elementary school. Pairing or clustering Collier with another school to share a boundary is not feasible.

Boundaries: No boundary changes required; boundary changes would not increase integration

Magnets: Collier is not a magnet school, and the proposal would not significantly impact any surrounding magnet schools (the nearest magnet schools are more than five miles away).

Open Enrollment (supported by incentive transportation): Students living within the boundary of a Racially Concentrated school could attend Collier through open enrollment. For students whose enrollment would increase integration at Collier, the District would provide free transportation in the form of an express bus from a central location to Collier (perhaps combine 6th graders open enrolled to Collier with 7th and 8th graders open enrolled to Sabino, if Sabino is approved). An increase in non-Anglo students at Collier would move it towards the definition of an Integrated School

Proposal-specific strategies to promote integration and/or other USP activities: In 2014-15, Magee's student population was 46% Anglo, 13% African American, and 34% Latino). A reduction in Anglo student percentage and/or an increase in Latino student percentage would move Magee towards the definition of an Integrated School. Developing and offering enhanced ALE programs at Magee (AVID and/or partnerships with Sahuaro High School for pre-AP or Dual-Credit courses) could operate to attract more Latino students to Magee, and to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs).

Pros and Cons:

Pros:

- Capture 6th graders that now leave TUSD
- Create STEM after school programs that feed into Magee's Odyssey of the Mind
- Continue Collier's strong Exceptional Ed program into 6th grade

Cons:

- Prepare for 7th grade transition, versus 6th grade, into middle school
- No science lab for 6th graders, as they might have in middle school

Costs:

Construction: Immediate Needs \$20,000; Long Term Plan: \$0

Transportation:

- \$64,000 for an express bus (ride time 35 minutes) (costs shared with Fruchthendler)
- \$0 to add a Roskruge stop to an existing Collier route (ride time 1 hour)

Marketing: Included in overall School Choice marketing plan

Collier Evaluation:

Pos(+)	Neut.	Neg(-)	Criteria
	X		Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
X			Targeted operating capacities
X			Current and planned instructional programs
	X		Effects on integration
	X		Student transportation
X			Feeder patterns
	X		Fiscal impacts

Drachman Montessori Magnet School

Proposal Description:

- Change K-6 to a K-8
- Immediate Needs: No renovations needed, accommodate science instruction (1 mobile lab table)
- Long Term Plan: Renovate for PE changing rooms; add walls to project areas for extra classrooms

Integration Strategies:

Pairing and Clustering: Drachman is a magnet-theme specific school, surrounded by other magnet-theme specific schools. Pairing or clustering Drachman with another school to share a boundary is not feasible.

Boundaries: No boundary changes required; boundary changes would not increase integration

Magnets: Lower grades are more integrated and parent surveys indicate that a K-8 would retain more students through 8th grade and allow for an integrated school to be developed over time

Open Enrollment: N/A

Proposal-specific strategies to promote integration and/or other USP activities: marketing the K-8 Montessori program to targeted demographics would improve integration, particularly if supported by an express bus from the eastside of the District to the downtown area (which could serve to bring interested target students from the eastside to Drachman, and to other nearby sites like Roskruge to participate in dual-language programs)

Pros and Cons:

Pros:

- Retaining students will make the school a more integrated K-8
- TUSD students will have an option for 7th-8th grade Montessori method of teaching
- May retain students within TUSD who currently leave for academically similar charter programs (the K-8 option is provided in all Montessori charter schools)

Cons: Missing some typical middle school spaces such as a science lab, PE changing area, or athletic facilities

Costs:

Construction:

- Immediate Needs: \$20,000
- Long Term Plan: \$250,000-\$400,000 for PE changing room renovation and 2-4 classroom renovation

Transportation:

- \$135,000-\$180,000 to add 3-4 afternoon routes to accommodate a different bell schedule for the upper grades.
- \$64,000 to add an eastside express bus (ride time 25 minutes)

Marketing:

- Included in overall School Choice marketing plan
- Part of Magnet recruitment strategies; include targeted marketing to potential Montessori populations

Drachman Evaluation:

Pos(+)	Neut.	Neg(-)	Criteria
X			Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
X			Targeted operating capacities
X			Current and planned instructional programs
X			Effects on integration
	X		Student transportation
X			Feeder patterns
		X	Fiscal impacts

Fruchthendler Elementary School

Proposal Description:

- Change K-5 to a K-6
- Immediate Needs: No renovations needed
- Long Term Plan: Additional classroom space may be desired for Music, if the multi-purpose room cannot accommodate it. Additional classrooms may be needed depending on the success of the program to attract TUSD Area students who do not attend TUSD schools

Integration Strategies:

Pairing and Clustering: Fruchthendler is geographically far from any other elementary school; Pairing or clustering it with another school to share a boundary is not feasible.

Boundaries: No boundary changes required; boundary changes would not increase integration

Magnet: Fruchthendler is not a magnet school, and the proposal would not significantly impact any surrounding magnet schools (the nearest magnet schools are more than five miles away).

Open Enrollment (supported by incentive transportation): Students living within the boundary of a Racially Concentrated school could attend Fruchthendler through open enrollment. For students whose enrollment would increase integration at Fruchthendler, the District would provide free transportation in the form of an express bus from a central location to Collier (perhaps combine 6th graders open enrolled to Fruchthendler with 7th and 8th graders open enrolled to Sabino, if Sabino is approved). An increase in non-Anglo students at Fruchthendler would move it towards the definition of an Integrated School

Proposal-specific strategies to promote integration and/or other USP activities: In 2014-15, Magee's student population was 46% Anglo, 13% African American, and 34% Latino). A reduction in Anglo student percentage and/or an increase in Latino student percentage would move Magee towards the definition of an Integrated School. Developing and offering enhanced ALE programs at Magee (AVID and/or partnerships with Sahuaro High School for AP or Dual-Credit courses) could operate to attract more Latino students to Magee, and to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs).

Pros and Cons:

Pros:

- May retain the 90% of 5th grade students within TUSD that currently leave for surrounding districts or charters
- May attract the large number of students in the TUSD boundary, 60% of whom do not currently attend TUSD schools

Cons:

- Prepare for 7th grade transition, versus 6th grade, into middle school
- Capacity may be limited for future growth (though enrollments are declining)

Costs:

Construction: Immediate Needs \$30,000; Long Term Plan: \$0, depending on the program success in attracting new TUSD boundary students

Transportation: \$64,000 for an express bus (costs shared with Collier) (ride time 35 minutes)

Marketing: Included in overall School Choice marketing plan

Fruchthendler Evaluation:

Pos(+)	Neut.	Neg(-)	Criteria
	X		Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
	X		Targeted operating capacities
X			Current and planned instructional programs
	X		Effects on integration
	X		Student transportation
	X		Feeder patterns
X			Fiscal impacts

Sabino Junior High / Senior High School

Proposal Description:

- Change 9-12 to a 7-12
- Immediate Needs: No further renovations needed
- Long Term Plan: No further renovations needed

Integration Strategies:

Pairing and Clustering: N/A

Boundaries: No boundary changes required; boundary changes would not increase integration

Magnet: Sabino is not a magnet school, and the proposal would not significantly impact any surrounding magnet schools as described in the current and previous DIAs.

Open Enrollment (supported by incentive transportation): Students living within the boundary of a Racially Concentrated school could attend Sabino through open enrollment. For students whose enrollment would increase integration at Sabino, the District would provide free transportation in the form of an express bus from a central location to Sabino (perhaps combine 6th graders open enrolled to Collier/Fruchthendler with 7th and 8th graders open enrolled to Sabino). An increase in non-Anglo students at Sabino would move it towards the definition of an Integrated School

Proposal-specific strategies to promote integration and/or other USP activities

- Activity buses can help students with after-school activities if they live out of the immediate area
- To mitigate negative impacts on Magee Middle School, the District could develop and offer enhanced ALE programs at Magee (AVID and/or partnerships with Sahuaro High School for AP or Dual-Credit courses) to attract more Latino students to Magee, and to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs).

Pros and Cons:

Pros:

- An increased population at Sabino provides capacity for a broader range of courses and programs; these may attract more diverse open enrollment students
- The Hispanic enrollment in Sabino is consistently increasing
- Targeted marketing, the express bus and selective placements through Open Enrollment will move the school toward integration.
- Reduces transitions between school levels, which may retain students within TUSD
- Junior high students have access to high school level curricula and instruction

Cons: Safety concerns due to the mix of ages

Costs:

Construction: Immediate Needs; Long Term Plan: \$0

Transportation:

- \$194,000-\$259,000 for 3 to 4 buses if 7th and 8th graders do not ride with the upper grades.
- \$64,000 for an express bus (ride time 45 minutes versus 1.5 hours for current bus)

Marketing:

- Included in overall School Choice marketing plan
- Additional costs range from \$0 for social media platforms to \$5,000 per month for TV commercials

(Evaluation on next page)

Sabino Evaluation:

Pos(+)	Neut.	Neg(-)	Criteria
	X		Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
X			Targeted operating capacities
X			Current and planned instructional programs
	X		Effects on integration
	X		Student transportation
	X		Feeder patterns
	X ¹		Fiscal impacts

Note: 1. Benefits will balance costs if additional students are attracted to TUSD

Appendix C

Desegregation Impact Analyses (DIAs)

The District has prepared five DIAs, one for each proposal, addressing student assignment impacts, and impacts to relevant USP areas.

TUCSON UNIFIED SCHOOL DISTRICT DESEGREGATION IMPACT ANALYSIS

Action: Borman as a K-8 School

Summary

On June 21, 1977 Frank Borman Elementary School K-5 opened on Davis-Monthan Air Force Base to relieve overcrowding at the former Smith Elementary School, which closed in 2008. This is an analysis of the racial-ethnic composition of Borman as a K-5 school, the impact of adding 6th-8th grades to that school, and estimated impacts of the proposed change to the District's obligations under the USP.

A. Analysis of the impact of the requested action on the District's obligation to desegregate.

Current K-5 grade enrollment

As shown in Table 1, there are approximately 420 students at Borman—70 students per grade. Borman has a racial-ethnic composition which is 54% Anglo and 35% African American and Latino.

Impact on Borman as a K-8 School

The change component at Borman was estimated based on 65% of the current 5th graders transitioning into the 6th grade and then all of those transitioning into the 7th and 8th grades. The 65% is based on typical cohort progression ratios for 5th to 6th grade for K-8 schools. As the same students that are in the school now will form the 6th through 8th grades, there is no change to the racial-ethnic composition at Borman.

Table 1

Change Component (6th through 8th grades)

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
New 6th through 8th grades	83	18	35	0	5	13	154
	54%	12%	23%	0%	3%	8%	

Borman Impacts

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Current K-5	255	57	108	1	14	40	475
	54%	12%	23%	0%	3%	8%	
Projected K-8	338	75	143	1	19	53	629
	54%	12%	23%	0%	3%	8%	

Borman has capacity to serve 629 students with resource rooms and a computer lab unaffected by adding students. Additionally, there are two rooms with walls that were added in the past; these walls could be removed to increase the capacity if needed.

Impact on Middle Schools

Adding the 6th-8th grades at Borman would have virtually no impact on middle schools. There are only five 6th-8th grade Borman Area students attending Roberts/Naylor (the school designated to receive Borman Area students) and less than 10 students from the Borman Area attending each other middle school.

The change has a strong potential to retain middle-school-age students in TUSD as 70% of the Borman Area students may not attend TUSD schools (see Section C below).

Renovation Costs

- Immediate Needs: \$60,000 for light renovations to 2 classrooms
- Long Term Plan: \$700,000-\$750,000 for a 2 classroom and locker room addition if enrollment exceeds expectations

Transportation Costs

- No cost

B. Analysis of how the proposed change will impact the District's obligations under the USP

The District, Plaintiffs, and Special Master have identified 65 USP implementation activities, organized by the ten USP sections I-X. Below, the District analyzes the potential impact of the proposed grade configuration change on the District's obligations under each of the ten USP sections:

- 1. Compliance** No potential impact.
- 2. Student Assignment** The proposal itself will result in minimal potential impact to Borman itself, as shown in Section A above. However, an extremely low number of middle-school-aged students on DMAFB attend District schools for 6th through 8th grade. Retaining more of these students at Borman (students who now attend non-District schools) will offer additional opportunities to increase integration districtwide by broadening the pool of available students to which the District can more directly engage in marketing, outreach, and recruitment activities. As an ancillary measure, the District is proposing to develop AVID at nearby Roberts-Naylor K8 school (an Integrated School) to increase its attractiveness, thereby providing more opportunities for students to attend an Integrated school.
- 3. Transportation** No potential impact.
- 4. Admin/Cert Staff** No potential impact.
- 5. Quality of Education** Positive impact by the addition of AVID at Roberts-Naylor to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs) such as GATE and pre-AP classes.

- 6. **Discipline** No potential impact.
- 7. **Family and Community Engagement** Currently, many students and families living on DMAFB disengage from the District after 5th grade, frustrating efforts at family engagement, including: marketing, outreach, and recruitment; ALE, UHS, and dual-language recruitment ; and sharing information about college, career, and other opportunities available through the District. Creating a K-8 school will likely improve family engagement and participation at Borman, translating to increased student retention, improvements in educational outcomes, reductions in disciplinary issues, and improved culture and climate. Additionally, Borman families who either stay (or return) to the District, would have easy access to the benefits and events available through the Family Center at Palo Verde, less than two miles away.
- 8. **Extracurricular Activities** As the enrollment of Borman increases, so to do the opportunities to offer a wider variety of extracurricular activities which afford students opportunities to engage in interracial contact in positive settings of shared interest.
- 9. **Facilities and Technology** No potential impact.
- 10. **Accountability and Transparency** No potential impact.

C. Notes on the Above Demographic Analysis

- All of the projections are estimates based on current patterns of choice. The 5th to 6th transition rates at K-8 schools (50% to 80%) which supports the 65% used herein.
- The above estimates are based on current TUSD students on the 40th-day SY2014-15.
- There is a potential to attract students who do not currently attend TUSD schools. For example, as shown in the table below, almost 80% of the Borman 5th graders in SY2014-15 did not attend TUSD schools in 6th grade the following year. This is a loss of over 100 middle-school-age students.

Transition of Collier 5 th Graders into 6 th Grade	
School	Enrollment
Not in TUSD	36
In TUSD	10
Doolen	1
Fickett Magnet	3
Gridley	1
Naylor	1
Secrist	1
Vail	3

TUCSON UNIFIED SCHOOL DISTRICT DESEGREGATION IMPACT ANALYSIS

Action: Collier as a K-6 School

Summary

Collier Elementary School is a K-5 school that serves the northwest area of TUSD just east of Sabino Creek and south to the Tanque Verde Wash. This is an analysis of the racial-ethnic composition of Collier as a K-5 school, the impact of adding a 6th grade to that school, and estimated impacts of the proposed change to the District's obligations under the USP.

A. Analysis of the impact of the requested action on the District's obligation to desegregate.

Current K-5 Enrollment at Collier

As shown in the Table 1 there are approximately 200 students at Collier—30 to 40 students per grade. The racial-ethnic composition is 62% Anglo and 31% African American and Latino.

Based on 2010 census data, for the Collier Area, there are over 20 students per grade in the K-5 level who do not attend TUSD schools and over 40 who do not attend TUSD schools in the 6th grade (see the map below).

Impact on Collier as a K-6 School

Based on typical transition rates from 5th grade to 6th grade for K-8 and K-6 schools, the change would add approximately 20 to 30 students to Collier, resulting in 1 class. However, with the strong potential to attract students who attend non-TUSD schools, the projections are based on adding 35 students from the 135 total middle-school-age students in the Collier area in the 6th grade. Those impacts are shown in Table 1.

The school has capacity for the additional students. Not counting the portables, the school has a capacity of 400 as currently used and the capacity could be increased to 425 by scheduling resource programs to share rooms and or portables. Now, with 200 students, Collier is at 50% utilization; with the additional students it would increase to 58% utilization rate.

The change is expected to have very little impact on the racial ethnic composition of Collier because the population that would attend the 6th grade has essentially the same composition as the current K-5 population.

Table 1

Change Component

School (grades)	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Continue at Collier (6 th)	23	2	8	1	0	1	35
%	64%	6%	24%	2%	1%	3%	

Collier Impacts

School (grades)	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Collier (current K-5)	122	6	49	4	2	14	197
%	62%	3%	25%	2%	1%	7%	
Collier (projected K-6)	145	8	57	5	2	15	232
%	63%	3%	25%	2%	1%	6%	

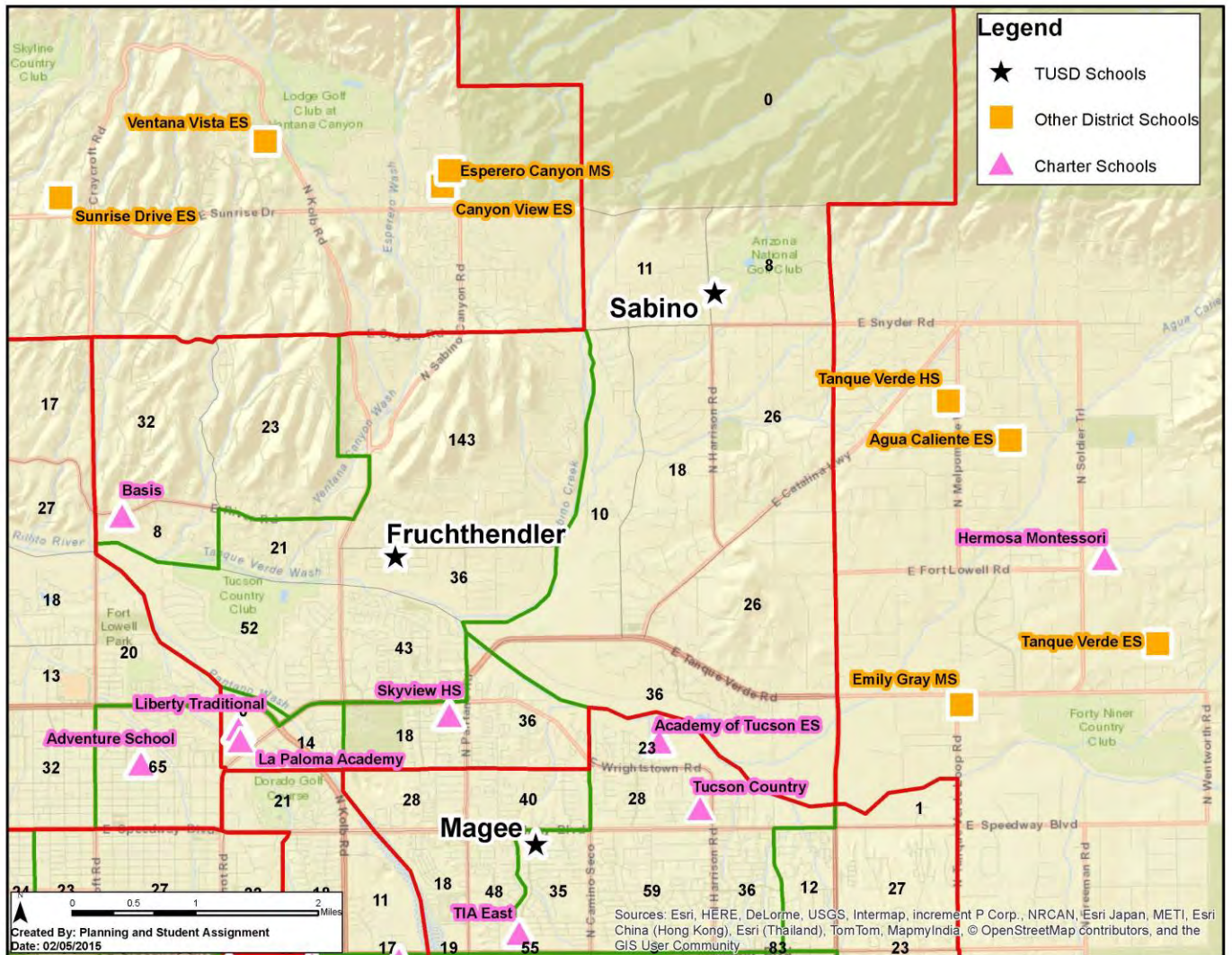
Impacts on Magee Middle School, Sabino High School and Other Schools

The impacts on Magee and other schools are reported separately in the Sabino DIA.

Map of the Area

The following shows the Sabino Area, outlined in red, and within it, the Collier Area is northeast of Fruchthender. The Collier K-5 Area is wholly within the Sabino HS Area. The Sabino HS Area also includes the Fruchthendler K-5 Area and portions of Bloom, Hudlow, and Whitmore. At the middle school level, it includes a large portion of Magee and, to a much lesser extent, Booth-Fickett.

The numbers within each area show the total number of middle-school-age students in 2010 who did not attend TUSD schools.



Renovation Costs

- Immediate Needs: \$20,000
- Long Term Plan: \$0

Transportation Costs

- \$64,000 for an express bus (ride time 35 minutes) (costs shared with Fruchthendler)
- \$0 to add a Roskruge stop to an existing Collier route (ride time 1 hour)

B. Analysis of how the proposed change will impact the District’s obligations under the USP

The District, Plaintiffs, and Special Master have identified 65 USP implementation activities, organized by the ten USP sections I-X. Below, the District analyzes the potential impact of the

proposed grade configuration change on the District's obligations under each of the ten USP sections:

1. **Compliance** No potential impact.
2. **Student Assignment** The proposal itself will result in minimal potential impact to Collier itself, as shown in Section A above. However, an extremely low number of middle-school-aged students from the Collier area attend District schools for 6th through 8th grade. Retaining more of these students at Collier (students who now attend non-District schools) will offer additional opportunities to increase integration districtwide by broadening the pool of available students to which the District can more directly engage in marketing, outreach, and recruitment activities. As an ancillary measure, the District is proposing to develop ALE programs (AVID and/or partnerships with Sahuaro High School for pre-AP or Dual-Credit courses) at nearby Magee Middle School to increase its attractiveness to Latino students and families to increase integration at Magee.
3. **Transportation** Positive impact if the express bus is added; students living within the boundary of a racially concentrated school, whose enrollment at Collier would improve integration, would receive free transportation to Collier via an express bus.
4. **Admin/Cert Staff** No potential impact.
5. **Quality of Education** Positive impact by the addition of AVID and AP programs at Magee to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs) such as GATE and pre-AP classes..
6. **Discipline** No potential impact.
7. **Family and Community Engagement** . Currently, many students and families living in the Collier area disengage from the District after 5th grade, frustrating efforts at family engagement, including: marketing, outreach, and recruitment; ALE, UHS, and dual-language recruitment ; and sharing information about college, career, and other opportunities available through the District. Creating a K-6 school will likely improve family engagement and participation at Collier, translating to increased student retention, improvements in educational outcomes, reductions in disciplinary issues, and improved culture and climate.
8. **Extracurricular Activities** As the enrollment of Collier increases, so to do the opportunities to offer a wider variety of extracurricular activities which afford students opportunities to engage in interracial contact in positive settings of shared interest.
9. **Facilities and Technology** No potential impact.
10. **Accountability and Transparency** No potential impact.

C. Notes on the Above Demographic Analysis

- All of the projections are estimates based on current patterns of choice. There is little data on preferences for 6th grades in an elementary school. The exception is Drachman K-6 which has a 5th to 6th grade transition of 60% to 80%. The 5th to 6th transition rates at K-8 schools (50% to 80%) are similar.
- The above estimates are based on current TUSD students. Because K-8 capture rates (TUSD students/total school age population) are less than 60% in the subject areas, there is a potential to attract students who do not currently attend TUSD schools. For example, as shown in the table below, one-half of the Collier 5th graders in SY2014-15 did not attend TUSD schools in 6th grade the following year.

Transition of Collier 5 th Graders into 6 th Grade	
School	Enrollment
Not in TUSD	35
Dodge Magnet	1
Fickett Magnet	1
Gridley	1
Magee	28

DRAFT

TUCSON UNIFIED SCHOOL DISTRICT DESEGREGATION IMPACT ANALYSIS

Action: Drachman Montessori Magnet as a K-8 School

Summary

On May 26, 1981, a Federal Court order approved combining Carrillo and Drachman boundaries—K-3 students were to attend Drachman and 4-6 students were to attend Carrillo. In 2006, Drachman Primary Magnet School was approved by the Federal Court to become a K-6 school. Later, it became a Montessori school. This is an analysis of the racial-ethnic composition of Drachman as a K-6 school and an estimate of the impact of adding 7th and 8th grades to that school.

A. Analysis of the impact of the requested action on the District's obligation to desegregate.

Current K-6 grade enrollment

As shown in Table 1, there are approximately 300 students at Drachman—50 students per grade. Most (220) of the students are magnet students from outside the Drachman attendance area. Drachman is racially concentrated with a racial-ethnic composition that is 75% Hispanic and 19% Anglo and African American.

Impact on Drachman as a K-8 School

To analyze the impacts of adding the 7th and 8th grades to Drachman, the current 6th grade enrollment was doubled and added to the current K-6 enrollment. Based on the analysis shown in Table 1, there is virtually no change in the racial-ethnic composition.

Drachman has an operating capacity of 420, which would accommodate the additional 60 students at the school.

Table 1

Change Component (7th and 8th grades)

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
New 7th and 8th grades	4	7	47	2	0	1	61
	8%	11%	75%	4%	0%	2%	

Drachman Impacts

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Current K-6	23	35	228	12	1	7	306
	8%	11%	75%	4%	0%	2%	
Projected K-8	27	42	275	14	1	8	367
	7%	11%	75%	4%	0%	2%	

Impacts on Potential Sending Schools

This analysis is based on the current 6th-grade students attending Drachman, from any middle-school area, who would transition from the 6th grade to 7th and 8th grades. Based on the residential locations of current enrollees at Drachman, Safford and Valencia are the only schools that would be impacted by more than 10 students. As shown in Table 2, adding the 7th-8th grades to Drachman would have virtually no impact on the Safford or Valencia racial-ethnic composition.

Table 2Safford Change Component (7th and 8th grades)

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Safford Area 7 th & 8 th at Drachman	0	4	22	4	0	0	30
	0%	13%	73%	13%	0%	0%	

Safford Impacts

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Current K-6	43	42	423	47	3	12	570
	8%	7%	74%	8%	1%	2%	
Projected K-8	43	38	401	43	3	12	540
	8%	7%	74%	8%	1%	2%	

Valencia Change Component (7th and 8th grades)

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Valencia Area 7 th & 8 th at Drachman	0	2	12	0	0	0	14
	0%	14%	86%	0%	0%	0%	

Valencia Impacts

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Current K-6	90	29	796	54	5	19	993
	9%	3%	80%	5%	1%	2%	
Projected K-8	90	27	784	54	5	19	979
	9%	3%	80%	6%	1%	2%	

Renovation Costs

- Immediate Needs: \$20,000
- Long Term Plan: \$250,000-\$400,000 for PE changing room renovation and 2-4 classroom renovation

Transportation Costs

- \$135,000-\$180,000 to add 3-4 afternoon routes to accommodate a different bell schedule for the upper grades.
- \$64,000 to add an eastside express bus (ride time 25 minutes)

B. Analysis of how the proposed change will impact the District's obligations under the USP

The District, Plaintiffs, and Special Master have identified 65 USP implementation activities, organized by the ten USP sections I-X. Below, the District analyzes the potential impact of the proposed grade configuration change on the District's obligations under each of the ten USP sections:

1. **Compliance** No potential impact.
2. **Student Assignment** This proposal would help to retain students in a magnet program which is becoming more integrated – helping Drachman reach its USP-mandated goal of becoming an integrated school. Currently the school is 76% Hispanic but the newer grades each year have greater percentages of non-Hispanic students —this year the kindergarten is only 68% Hispanic (below the 70% threshold for a racially concentrated school). If Drachman maintains incoming classes that are below the 70% threshold, it will continue to move towards the definition of an Integrated school. The existence of a K-8 continuum at Drachman will enhance the marketing, outreach, and recruitment of target students and increase Drachman's attractiveness. Students will have a consistent Montessori education through 8th grade, will benefit from one less transition from elementary school to middle school, and may take advantage of express busing.
3. **Transportation** Positive impact if the express bus is added. Students living centrally and east will benefit from an express bus that will bring students to Drachman on a shorter, express route to alleviate concerns about long bus rides and increase the likelihood of recruiting target students to attend Drachman. Magnet transportation is provided free pursuant to the USP. Express busing has the added benefit of transporting students not only to Drachman but, potentially, transporting target students from central and eastside locations to Roskrug dual-language magnet school to improve integration at that site as well.

4. **Admin/Cert Staff** No potential impact.
5. **Quality of Education** Students enrolled at Drachman will benefit from one less educational transition (from elementary school to middle school). Also, Drachman students will engage in Montessori curriculum through 8th grade.
6. **Discipline** No potential impact.
7. **Family and Community Engagement** No potential impact.
8. **Extracurricular Activities** No potential impact.
9. **Facilities and Technology** No potential impact.
10. **Accountability and Transparency** No potential impact.

C. Notes on the Above Demographic Analysis

- All of the projections are estimates based on current patterns of choice. The analysis assumes that all 6th graders at Drachman would transition to the 7th and 8th grades. Typically, 95% to 100% of the students make this transition.
- The above data is from the SY2014-15 40th-day enrollment data.

TUCSON UNIFIED SCHOOL DISTRICT DESEGREGATION IMPACT ANALYSIS

Action: Fruchthendler as a K-6 School

Summary

Fruchthendler Elementary School is a K-5 school that serves the northwest area of TUSD just west of Sabino Creek and south toward Tanque Verde Road. This is an analysis of the racial-ethnic composition of Fruchthendler as a K-5 school, the impact of adding a 6th grade to that school, and estimated impacts of the proposed change to the District's obligations under the USP.

A. Analysis of the impact of the requested action on the District's obligation to desegregate.

Current K-5 Enrollment at Fruchthendler

As shown in the Table 1 there are approximately 350 students at Fruchthendler—50 to 60 students per grade. The racial-ethnic composition is 65% Anglo and 30% African American and Latino.

Based on 2010 census data, for the Fruchthendler Area, there are over 40 students per grade in the K-5 level who do not attend TUSD schools and over 80 who do not attend TUSD schools in the 6th grade (see the map below).

According to the current principal, the vast majority of Fruchthendler families choose to go outside of TUSD for middle school because: 1) there are two competitive middle school options within a mile of Fruchthendler (Esperero to the north and Basis to the west) and 2) the TUSD middle school (Magee) that Fruchthendler feeds into is four miles away and the opposite direction most parents travel to get to work. Then, when parents choose a non-TUSD school, they also tend to take their younger children from Fruchthendler to the adjoining elementary school in an effort to have all family members on the same district calendar.

Impact on Fruchthendler as a K-6 School

Based on typical transition rates from 5th grade to 6th grade for K-8 and K-6 schools, the change would add approximately 40 to 50 students to Fruchthendler, resulting in 2 small classes or 1 class and a combo class. However, with the strong potential to attract students who attend non-TUSD schools, the projections are based on adding 54 students in the 6th grade. Those impacts are shown in Table 1.

The school has two resource rooms (Speech, GATE, Special Ed and ELD), 1 classroom, two portables and a computer room. Not counting the portables, the school has a capacity of 440 as currently used and the capacity could be increased to 470 by scheduling resource programs to share rooms and the portables. Now, with 350 students, Fruchthendler is at 80% utilization; with the additional students and revised scheduling, it would increase to 85% utilization, an ideal utilization rate.

The change is expected to have very little impact on the racial ethnic composition of Fruchthendler because the population that would attend the 6th grade has essentially the same composition as the current K-5 population.

Table 1

Change Component

School (grades)	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Continue at Fruchthendler (6 th)	36	1	14	0	1	2	54
	% 66%	2%	26%	0%	2%	4%	

Fruchthendler Impacts

School (grades)	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Fruchthendler (current K-5)	228	20	83	1	5	12	349
	% 65%	6%	24%	0%	1%	3%	
Fruchthendler (projected K-6)	264	21	97	1	6	14	403
	% 66%	5%	24%	0%	1%	3%	

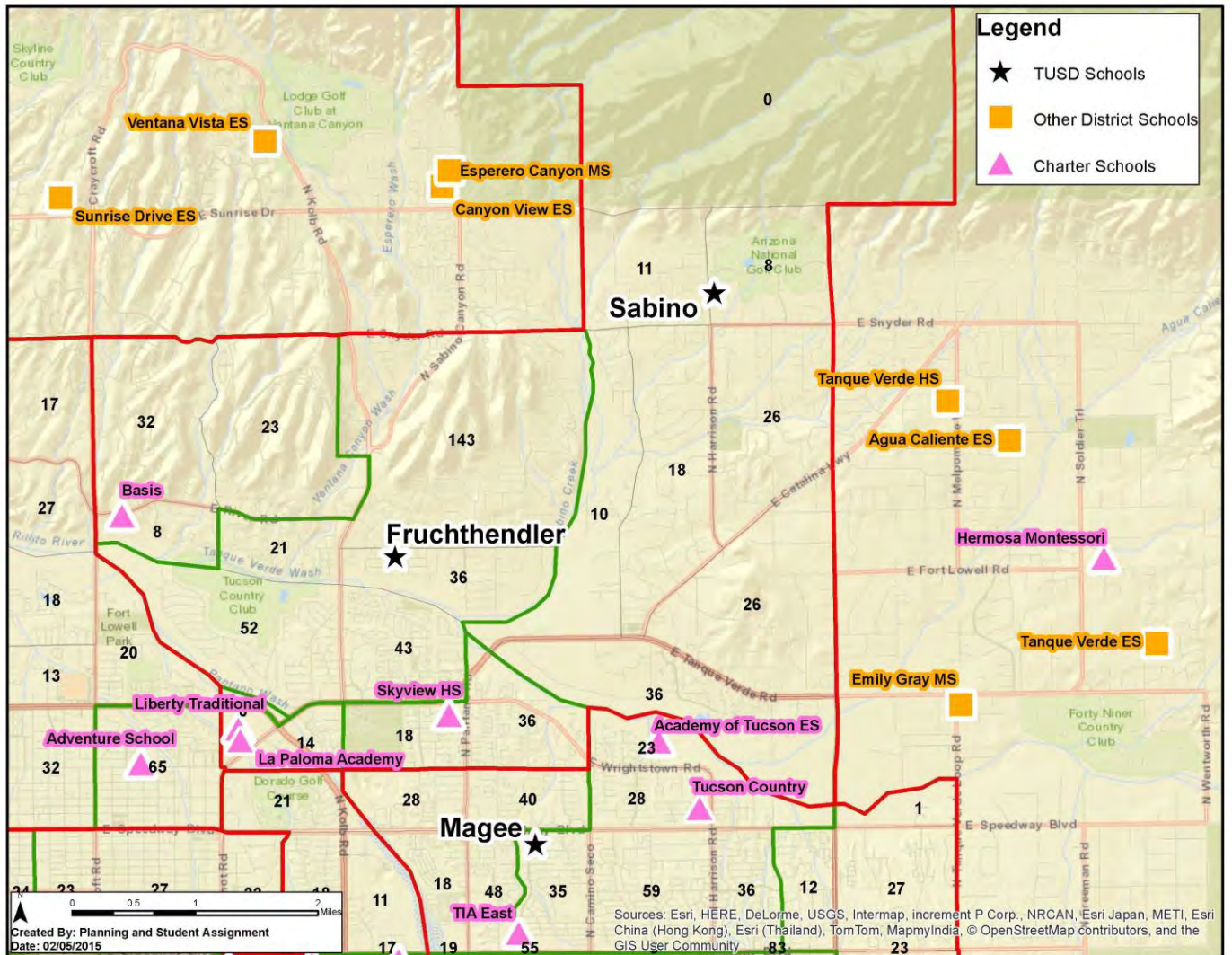
Impacts on Magee Middle School, Sabino High School and Other Schools

The impacts on Magee and other schools are reported separately in the Sabino DIA.

Map of the Area

The following shows the Sabino Area, outlined in red, and within it, the Fruchthendler Area, in green. The Fruchthendler K-5 Area is wholly within the Sabino HS Area. The Sabino HS Area also includes the Collier K-5 Area and portions of Bloom, Hudlow, and Whitmore. At the middle school level, it includes a large portion of Magee and, to a much lesser extent, Booth-Fickett.

The numbers within each area show the total number of middle-school-age students in 2010 who did not attend TUSD schools. The largest such number is in the area directly north of Fruchthendler.



Renovation Costs

- Immediate Needs: \$30,000
- Long Term Plan: \$0

Transportation Costs

- \$64,000 for an express bus (costs could be shared with Collier) (ride time 35 minutes)
- \$0 to add a Roskruge stop to an existing Fruchthendler route (ride time 1 hour)

B. Analysis of how the proposed change will impact the District's obligations under the USP

The District, Plaintiffs, and Special Master have identified 65 USP implementation activities, organized by the ten USP sections I-X. Below, the District analyzes the potential impact of the proposed grade configuration change on the District's obligations under each of the ten USP sections:

- 1. Compliance** No potential impact.
- 2. Student Assignment** The proposal itself will result in minimal potential impact to Fruchthendler itself, as shown in Section A above. However, an extremely low number of middle-school-aged students from the Fruchthendler area attend District schools for 6th through 8th grade. Retaining more of these students at Fruchthendler (students who now attend non-District schools) will offer additional opportunities to increase integration districtwide by broadening the pool of available students to which the District can more directly engage in marketing, outreach, and recruitment activities. As an ancillary measure, the District is proposing to develop ALE programs (AVID and/or partnerships with Sahuaro High School for pre-AP or Dual-Credit courses) at nearby Magee Middle School to increase its attractiveness to Latino students and families to increase integration at Magee.
- 3. Transportation** Positive impact if the express bus is added; students living within the boundary of a racially concentrated school, whose enrollment at Fruchthendler would improve integration, would receive free transportation to Fruchthendler via an express bus..
- 4. Admin/Cert Staff** No potential impact.
- 5. Quality of Education** Positive impact by the addition of AVID and AP programs at Magee to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs) such as GATE and pre-AP classes...
- 6. Discipline** No potential impact.
- 7. Family and Community Engagement** Currently, many students and families living in the Fruchthendler area disengage from the District after 5th grade, frustrating efforts at family engagement, including: marketing, outreach, and recruitment; ALE, UHS, and

dual-language recruitment ; and sharing information about college, career, and other opportunities available through the District. Creating a K-6 school will likely improve family engagement and participation at Fruchthendler, translating to increased student retention, improvements in educational outcomes, reductions in disciplinary issues, and improved culture and climate.

8. **Extracurricular Activities** As the enrollment of Collier increases, so to do the opportunities to offer a wider variety of extracurricular activities which afford students opportunities to engage in interracial contact in positive settings of shared interest.
9. **Facilities and Technology** No potential impact.
10. **Accountability and Transparency** No potential impact.

C. Notes on the Above Demographic Analysis

- All of the projections are estimates based on current patterns of choice. There is little data on preferences for 6th grades in an elementary school. The exception is Drachman K-6 which has a 5th to 6th grade transition of 60% to 80%. The 5th to 6th transition rates at K-8 schools (50% to 80%) are similar.
- The above estimates are based on current TUSD students. Because K-8 capture rates (TUSD students/total school age population) are less than 60% in the subject areas, there is a potential to attract students who do not currently attend TUSD schools. For example, as shown in the table below, 75% of the Fruchthendler 5th graders in SY2013-14 did not attend TUSD schools in 6th grade the following year.

Transition of Fruchthendler 5 th Graders into 6 th Grade	
School	Enrollment
Not in TUSD	47
Dodge Magnet	4
Doolen	1
Fickett Magnet	1
Gridley	1
Magee	9

**TUCSON UNIFIED SCHOOL DISTRICT
DESEGREGATION IMPACT ANALYSIS**

Action: Sabino High School as a 7-12 School

Summary

Sabino High School serves grades 9 through 12 from the northeast area of the District west to Craycroft Road and south to Pima Street. This is an analysis of the racial-ethnic composition of Sabino as a 9-12 school, the impact of adding 7th and 8th grades to that school, and estimated impacts of the proposed change to the District’s obligations under the USP.

A. Analysis of the impact of the requested action on the District’s obligation to desegregate.

Current 9-12 grade enrollment

As shown in the Table 2 there are approximately 1000 students at Sabino. The racial-ethnic composition is 58% Anglo and 36% African American and Latino.

The feeder patterns for Sabino are shown in the following table, where “P” means a portion. There is also a very small portion of the Hudlow-to-Booth/Fickett Area that feeds less than 30 students to Sabino.

BLOOM (P) COLLIER FRUCHTHENDLER (P) WHITMORE (P)	MAGEE (P)	SABINO
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Based on 2010 census data, for the Sabino Area, there are nearly 400 7th and 8th graders who do not attend TUSD schools (Map 1 below). This is reinforced by an analysis of transitions into the 9th grade at Sabino. That analysis shows that 82 students entering the Sabino 9th grade this year did not attend TUSD schools last year.

Sabino HS Impacts

While there is little data to project Sabino impacts, it is expected that all of the Collier and Fruchthendler 6th graders would transition to Sabino. Thus the enrollment at Sabino would be 150 to 170 with the Collier and Fruchthendler transitions only.

Also, as noted above, there are 190 middle-school-age students per grade (580 6th-8th graders total) in the Sabino Area who are not attending TUSD schools. The goal would be to add more students (up to 320 total) by recruiting students who don’t now attend TUSD schools. There is a strong potential to increase that enrollment by attracting some of the students in the Sabino Area not already attending TUSD schools and by attracting students in the Tanque Verde District (30 per grade) who already opt to attend Sabino in the 9th grade. The various sources of students and the total impact are shown in Table 1.

Sabino has a capacity of 1950; with approximately 1000 students now it is at 52% utilization. With the changes it would increase to 1300 students at 60% to 70% utilization.

As shown in Table 2, the change is expected to have very little impact on the racial ethnic composition of Sabino because the population that would attend the 7th and 8th grades has essentially the same composition as the current 9-12 population.

Table 1

Change Component (Students Who May Elect the Sabino 7th and 8th Option Based on a 320-Student Enrollment Goal)

Change Component	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Collier to Sabino ¹	45	4	16	2	1	2	70
	64%	6%	24%	2%	1%	3%	
Fruchthendler to Sabino ²	66	2	26	0	2	4	100
	66%	2%	26%	0%	2%	4%	
New from Sabino Area ³	59	7	39	0	0	5	110
	54%	6%	35%	0%	0%	5%	
New from Other Districts ⁴	25	0	14	0	1	0	40
	63%	0%	35%	0%	2%	0%	
Total Sabino 7th and 8th	195	13	95	2	4	11	320
	61%	4%	30%	1%	1%	3%	

Notes:

1. these are the Collier 6th graders who will transition to Sabino; added to Sabino
2. these are the Fruchthendler 6th graders who will transition to Sabino; added to Sabino
3. these are students from a non-TUSD school 6th grade who transition to 7th grade at Sabino; added to Sabino
4. these are students from outside the district--primarily the Emily Gray 7-8 school in TVSD; added to Sabino

Table 2

Sabino Impacts

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Sabino (9-12)	586	57	300	5	14	47	1009
%	58%	6%	30%	0%	1%	5%	
Sabino (projected 7-12)	781	70	395	7	18	58	1329
%	59%	5%	30%	1%	1%	4%	

Magee MS Impacts

As shown in Table 3, based on students currently attending Magee and assuming the worst-case scenario, the change would reduce the enrollment of Magee by 95 students; 70 from the Collier Area and 25 from the Fruchthendler Area.

Of the 55-60 students in the Fruchthendler 5th grade, approximately 10 transition into the Magee 6th grade (see the Notes section below); most of the rest (approximately 50) attend non-TUSD schools. It is expected that some of the Fruchthendler students (about 10 each year) will continue to matriculate to Magee and some 7th graders from Magee will select the Sabino option.

Of the 30 students in the Collier 5th grade, most transition into the Magee 6th grade. Thus, although the number of students in Collier is smaller than Fruchthendler, the impact of starting a 6th grade there is greater on Magee.

The change is expected to have a minimal impact on the racial ethnic composition of Magee. The table below shows any analysis of the racial-ethnic impacts on Magee.

Table 3

Change Component (Students Who May Elect the Sabino 7th and 8th Option)

Change Component	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
No Longer at Magee ¹	58	9	24	1	1	2	95
	62%	9%	25%	1%	1%	2%	

Note:

1. This includes the Fruchthendler Area and Collier Area students who attend Magee; subtracted from Magee (70 from Collier, 25 from Fruchthendler). It is a worst-case scenario as fewer students from those areas may choose Sabino over Magee.

Magee Impacts

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Magee (current 6-8)	274	75	203	9	12	17	590
%	46%	13%	34%	2%	2%	3%	
Magee (projected 6-8)	216	66	179	8	11	15	494
%	44%	13%	36%	2%	2%	3%	

Impacts on Other Middle Schools

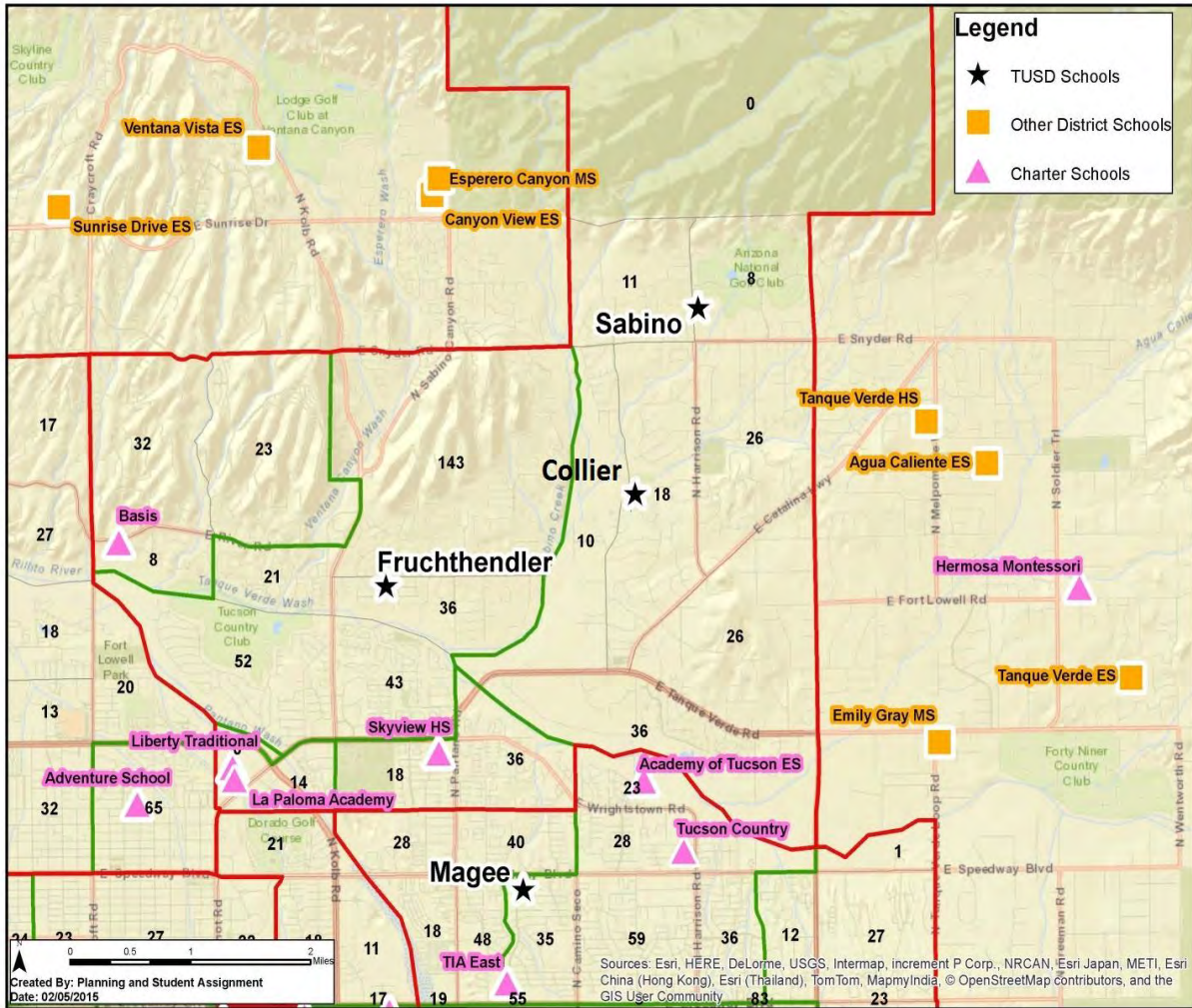
Recruitment efforts will be aimed at attracting students who do not attend TUSD schools rather than transferring students between TUSD schools, except in cases where the District can successfully recruit middle and high school students who might otherwise attend a racially concentrated middle or high school to open enroll into Sabino to improve integration (supported by incentive transportation and express busing). For all other middle schools, the impacts are expected to be minimal (less than a few students, as substantiated by attendance data provided in Section C below).

Map of the Area

The following shows the Sabino Area, outlined in red, and within it the Fruchthendler Area and Collier Area in green. Both are wholly within the Sabino HS Area. The Sabino HS Area also includes portions of Bloom, Hudlow, and Whitmore. At the middle school level, it includes a large portion of Magee and, to a much lesser extent, Booth-Fickett.

The numbers show the total number of middle-school-age students in 2010 who did not attend TUSD schools. The largest such number is in the area directly north of Fruchthendler.

Map 1



Renovation Costs

- Immediate Needs: \$0
- Long Term Plan: \$0

Transportation Costs

- \$194,000-\$259,000 for 3 to 4 buses if 7th and 8th graders do not ride with the upper grades.
- \$64,000 for an express bus (ride time 45 minutes versus 1.5 hours for the current open-enrollment bus)

B. Analysis of how the proposed change will impact the District’s obligations under the USP

The District, Plaintiffs, and Special Master have identified 65 USP implementation activities, organized by the ten USP sections I-X. Below, the District analyzes the potential impact of the proposed grade configuration change on the District’s obligations under each of the ten USP sections:

1. **Compliance** No potential impact.

2. **Student Assignment** The proposal itself will result in minimal potential impacts to Sabino and to the neighboring middle school, Magee, as shown in Section A above (see Table 1 and Table 2). However, an extremely low number of middle-school-aged students from the Sabino area attend District schools for 7th through 8th grade. Retaining more of these students at Sabino (students who now attend non-District schools) will offer additional opportunities to increase integration districtwide by broadening the pool of available students to which the District can more directly engage in marketing, outreach, and recruitment activities. As an ancillary measure, the District is proposing to develop ALE programs (AVID and/or partnerships with Sahuaro High School for pre-AP or Dual-Credit courses) at nearby Magee Middle School to increase its attractiveness to Latino students and families to increase integration at Magee.

3. **Transportation** Positive impact if the express bus is added. 7th and 8th grade students living within the boundary of a racially concentrated middle school, or 9th – 12th grade students living within the boundary of a racially concentrated high school, whose enrollment at Sabino would improve integration, would receive free transportation to Sabino via an express bus.

4. **Admin/Cert Staff** No potential impact.

5. **Quality of Education** Positive impact by the addition of AVID and AP programs at Magee to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs) such as GATE and pre-AP classes.

6. **Discipline** No potential impact.

- 7. **Family and Community Engagement** Currently, many students and families living in the Sabino area disengage from the District after 5th grade, frustrating efforts at family engagement, including: marketing, outreach, and recruitment; ALE, UHS, and dual-language recruitment ; and sharing information about college, career, and other opportunities available through the District. Adding 7th and 8th grades to Sabino will likely improve family engagement and participation at Sabino, translating to increased student retention, improvements in educational outcomes, reductions in disciplinary issues, and improved culture and climate.
- 8. **Extracurricular Activities** No potential impact.
- 9. **Facilities and Technology** No potential impact.
- 10. **Accountability and Transparency** No potential impact.

C. Notes on the Above Demographic Analysis

- All of the projections are estimates based on current patterns of choice. The projections are based on a 70% transition of 5th to 6th graders at Collier and Fruchthendler and a 100% transition of these students into the 7th grade at Sabino. There is no current data on 7th and 8th grade preference for a high school and little data on preferences for 6th grades in an elementary school. The exception is Drachman K-6 which has a 5th to 6th grade transition of 60% to 80%—in line with the 70% used in this analysis. The 5th to 6th transition rates at K-8 schools (50% to 80%) also support the estimate.
- The above estimates are based on current TUSD students. Because k-8 capture rates (TUSD students/total school age population) are less than 60% in the subject areas, there is a potential to attract students who do not currently attend TUSD schools and there is potential to attract students from outside TUSD. For example, as shown in the table below, 75% of the Fruchthendler 5th graders in SY2013-14 did not attend TUSD schools in 6th grade the following year.

School	Enrollment
Not in TUSD	47
Dodge Magnet	4
Doolen	1
Fickett Magnet	1
Gridley	1
Magee	9

- The transition of students from Collier and Fruchthendler to Sabino would, conservatively, add 150-170 students to Sabino. To reach the goal of 320 students set by the school without impacting other TUSD schools, Sabino will need to recruit students who live in the Sabino Area but do not attend TUSD schools and, to a lesser extent, recruit students from outside TUSD. The potential of this approach is indicated in the table below, which shows that 82 students entering the Sabino 9th grade this year did not

attend TUSD schools last year. This is supported by 2010 Census data that shows 580 middle-school-age students in the Sabino Area do not attend TUSD middle schools.

Transition of 8th Graders into the 9 th Grade at Sabino	
School	Enroll
TUSD Area students not in TUSD middle schools	82
TUSD Area students in TUSD middle schools	138
Amphitheater SD	1
Catalina Foothills SD	3
Sunnyside SD	5
Tanque Verde SD	33

Nodine Dec., Exhibit 8-B

TUSD Actions and Responses
Based on SMP Comments

TUSD ACTIONS AND RESPONSES BASED ON SMP COMMENTS

“SMP”	“DIA”	“NARA”	“SAC”
Special Master and Plaintiffs	Desegregation Impact Analysis	Notice and Request for Approval	Student Assignment Committee

The District developed an initial set of proposals (supported by draft DIAs) in September and submitted them to the SMP on September 25th. Based on SMP feedback, the District revised the proposals (and DIAs) prior to the Governing Board meeting on October 20th. After reviewing additional feedback from the SMP and from the Governing Board, District staff developed a third version of the proposals and DIA to present to the Governing Board on November 10th. **Based on the Special Master’s, Mendoza Plaintiff’, and Fisher Plaintiffs’ continued objection to the Sabino proposal, the District made a significant revision to the Sabino proposal so that the 7th grade would not begin until SY 2017-18. This revision provides additional time to address any remaining concerns, and allows the 7th grade to grow from the incoming 6th grade classes at Collier and Fruchthendler, from District students recruited through open enrollment (using incentive transportation with express busing to improve integration), and from students not attending TUSD schools.**

Comments	District Action or Response
Mendozas 7.22.15	
Statement of purpose is inadequate (must include the goal of increasing integration of the District’s schools)	Revised the goals to include increasing integration of District schools
Plaintiffs should receive data used to make reports or recommendations	Provided such data throughout the process
Develop a clear process and prompt response time for requests for additional information (RFIs) and data	Developed a process and timeline for responding to RFIs
Confirm the Plaintiffs will have an opportunity to ask questions at the 8.26 meeting	Confirmed
Would be useful for the District to get preliminary feedback before the September 8 meeting	Rescheduled the meeting to October to allow more time for feedback
Clarify the timeframe for SMP comments and recommendations after submission of the DIA/NARA	Developed a process and timeline for providing feedback (10 days)
Transmit SMP comments directly to the Board when it considers the final plan, not a summary	Provided the Board with SMP comments verbatim on 10.20 and 11.10
Confirm that the schedule will not change the USP/Court Order processes or timeframes	Provided a briefing schedule consistent with the USP/Court Orders
Dr. Hawley 7.31.15	
No steps should be taken to implement the proposals until the parties agree or the Court approves	Confirmed

Comments	District Action or Response
Mendozas 8.5.15	
This project entails a USP-mandated boundary review	Reviewed the proposals to assess the need for boundary changes per the USP
No evidence that the proposed scenarios were developed in accordance with the USP mandate to propose and evaluate scenarios to increase integration of TUSD schools	Proposed and evaluated various scenarios to increase integration of TUSD schools.
Provide the brief study used as a basis to conclude the proposals “helped distribute K-8s and alternative grade configurations across the district”	Provided documents, and verbal explanations, showing that K6/K8 schools are almost exclusively on one side of the district and these proposals would help balance their distribution.
Confirm the plaintiffs’ written comments will be provided directly to the Board	Confirmed
DOJ 8.7.15	
District should change the goal to “increase the integration of the schools”	Revised the goals accordingly
Fishers 8.10.15	
Object to the current goals and guidelines	Revised the goals several times
SAC fails to assign due priority to the USP obligations	Revised goals and strategies that prioritized USP obligations
SAC fails to involve the type and degree of input from the SMP contemplated by the Court	Revised timelines and approach to ensure multiple opportunities for SMP input, feedback, and engagement
SAC composition is unrepresentative of the full spectrum of stakeholders impacted by the changes; committee’s membership is biased	Composition was expanded; the District developed mitigation strategies for impacted schools
District has the means to implement policies that can influence future school choice patterns to increase integration	Developed strategies and approaches to influence choice to increase integration
District is obliged to consider and take affirmative steps to counteract “White Flight” without and within the District	Developed the proposals to attract Anglo families that are “fleeing” the District, and to encourage voluntary movement of Anglo and Latino families to enhance integration throughout the District
Efforts to expand Borman will have an adverse affect on desegregation because it will remove students from Roberts-Naylor that help integrate Roberts-Naylor; Borman will become an identifiably “white” school	Assessed the data; expanding Borman will not adversely impact integration at Roberts-Naylor; included mitigation efforts at Roberts-Naylor to ensure equity in the distribution of educational benefits
The SAC has been insulated from input from the SMP	Plaintiff reps were invited to speak directly to the SAC; on multiple occasions the SMP comments and feedback were shared with the SAC

Comments	District Action or Response
District is erroneous in assuming it has no duty to recognize and counteract the harmful effects of "White Flight" in student assignment	Developed strategies to counteract the effects of "white flight" within the proposals
Seeming "neutrality" of the Honors Pipeline is absurd; it is designed to provide privileged programming to the historically privileged class of high SES White students in the Sabino area	Explained there is no separate, honors pathway at Sabino-Fruchthendler different from what exists elsewhere; developed ALE mitigation strategies for Magee and Roberts-Naylor
Instead of exploring ways to increase the diversity at schools like Magee and Roberts-Naylor, the District is proposing intradistrict "White Flight"	Explored ways to increase diversity at Magee and to enhance academic programming at Roberts-Naylor
Fishers 8.17.15	
Would be premature and counterproductive for plaintiffs' reps to provide formal presentations on the committees' goals before the parties can attempt to resolve	Mr. Schelbe, Ms. Copeland, and Dr. Richardson were not required to make a presentation
Mendozas 8.17.15	
Plaintiffs' rep Sylvia Campoy should not make a presentation at the 8.19 meeting	Ms. Campoy was not required to make a presentation
The new goals and highlights of the DIAS should first be presented by the District prior to comments from plaintiffs' representatives	Presented the new goals and highlights of the DIAs prior to comments from plaintiffs' reps
Mendoza Plaintiffs will not here address the differences concerning the applicability of USP Section II,D,2 to the student assignment/grade reconfiguration process since that is a legal issue	N/A
Mendozas 8.18.15	
Continue to have issues with the goals; restricts the focus to the proposals before the committee	Re-revised goals; developed mitigation strategies to increase integration
Broaden the committee's charge to include whether there are add'l schools at which grade reconfiguration would increase integration	Researched and developed a preliminary, alternate proposal (Cavett-Catalina)
There is no comparable goal to increase integration; should be added	Added a goal to specifically increase integration
Marketing should be to District students, not only non-District students	Revised the goal to include marketing to District students; developed mitigation strategies to implement
Composition of the SAC committee should include representation from the entire District	Expanded the committee, but not to the extent of representation from the entire District
Clarify the "honors pathway" at Sabino-Fruchthendler; clarify how the District will provide equal access for in-District students or whether such pathway will be located elsewhere in the District	Explained there is no separate, honors pathway at Sabino-Fruchthendler different from what exists elsewhere; developed ALE mitigation strategies for Magee and Roberts-Naylor

Comments	District Action or Response
Attract current TUSD students whose presence in the school with reconfigured grades will increase the integration of that school.	Developed plans for express busing and incentive transportation, supported by survey data of parent interest and marketing, for four of the five schools (excluding Borman)
What effort is being made to determine whether schools west of Drachman might be reconfigured to K6 to accomplish the educational benefits proposed for Fruchthendler and Collier?	Examined those possibilities. In virtually every case, adding a sixth grade to a west-side school would increase the numbers of students attending a racially concentrated school, or move the school closer to 70% Hispanic population
Clarify what the District did other than examining maps and data to identify distribution of K6 and K8 schools	Provided documents, and verbal explanations, showing that K6/K8 schools are almost exclusively on one side of the district and these proposals would help balance their distribution.
Confirm that no actions will be taken to implement the grade reconfigurations until necessary approvals are received	Confirmed
Recommends the District adhere to the court-approved NARA process; Mendoza Plaintiffs may agree to an expedited schedule	Provided a briefing schedule consistent with the USP/Court Orders; Mendoza Plaintiffs agreed with the schedule
Mendoza Plaintiffs do not agree to limit objections to any contested proposals	N/A
Clarify if all District actions will be concluded by October 20	Could not clarify as this fact was not clear at the time so the District provided two possible dates (10.20 or 11.10)
TUSD's written response failed to address many of the comments and questions relating to timing and process, particularly #2 and #5	Responded to both concerns
Disappointed in the agenda; concerned the District is not comprehensively considering the proposal in an effort to increase integration of TUSD schools	Developed mitigation strategies to increase integration of TUSD schools
Mendozas 8.25.15	
The goals should be discussed first during the teleconference, they are unsatisfactory	Discussed the goals at the teleconference; re-revised them again
Discuss the committee composition at the teleconference	Discussed the committee composition at the teleconference
Mendoza Plaintiffs are not collaborators	N/A
Request not to discuss the proposed timeline and process attached to the agenda	N/A
Dr. Hawley 8.27.15	
I think there is a case for sixth grade additions to K-5 schools, especially for poorer kids, but it is how it is done that counts	N/A

Comments	District Action or Response
There is a case for keeping kids in the District longer; I worry about all of the churn in the district, when teachers move around that is not usually a good thing	Developed strategies for retaining District students at proposed sites, and at Magee and Roberts-Naylor
White middle-class students will increase at Sabino and decrease at Magee, resulting in Magee sliding towards racial concentration and undermine the education of the students left behind	Clarified to Dr. Hawley that a reduction in white students at Magee would improve integration at Magee; and developed mitigation strategies to improve the quality of education at Magee
Adding sixth grade at Fruchthendler is a relatively easy decision, it may result in the loss of a few students from the sixth grade at Magee but few Fruchthendler parents will want to send students there for a year then transfer to Magee	N/A
Fruchthendler option will not divert resources because costs will be covered by add'l state aid (but we should see these numbers)	Developed cost estimates showing add'l funding increases
It is desirable to increase the numbers of white students and middle class students of all races in TUSD	N/A
Downsides of Sabino middle school might be minimized and countered by substantially enriching the programs at Magee. I don't necessarily support the Sabino proposal but make these observations to open a discussion. This option has problems (parents would still select Sabino over Magee, and Magee has an alternate to suspension program that affects its attractiveness)	Developed strategies to substantially enrich the programs at Magee
Downsides of Sabino middle school might be minimized and countered by conditioning the Sabino option on a minimum enrollment of Latino and African American students by using preferences for nonwhite students. I don't necessarily support the Sabino proposal but make these observations to open a discussion. This option has problems (would require considerable recruitment, outreach from parents, plus special transportation)	Develop express busing based on parent survey responses indicating a substantial level of interest from non-Anglo parents in enrolling in Sabino.
Downsides of Sabino middle school might be minimized and countered by creating a really attractive enriched option at Mansfield that tracked to an honor pathway at Tucson High. I don't necessarily support the Sabino proposal but make these observations to open a discussion.	Clarified that the Sabino proposal did not include an "honor pathway" that needed to be "countered" with a similar program at Mansfield; developed strategies for implementing new ALE programs at impacted middle schools Magee and Roberts-Naylor.

Comments	District Action or Response
Whatever path is taken, even if Sabino MS never happens, the slide at Magee toward racial concentration and the relatively low achievement levels of students there need to be addressed by improving educational opportunities there.	Clarified that even in the worst projections, Magee would not “slide” anywhere close to racial concentration; developed express busing strategy to improve integration at Magee and ALE strategies to address low achievement and educational opportunities
Mendozas 8.27.15	
Add a stand alone goal to increase the integration of District schools	Added
Goal for Drachman must be to attain the definition of integration in the USP	N/A
Clarify that the “affected schools” are not just the five, but also other schools likely to be impacted through the loss of students	Developed mitigation strategies for those schools identified as losing students (primarily, Magee and to a much lesser extent, Roberts-Naylor)
If efforts to further integrate schools are to be successful, the larger TUSD community must be considered	Expanded the size of the committee; surveyed parents in racially concentrated areas; included strategies for Magee and Roberts-Naylor
District must consider the effects on integration of any proposed changes	Considered these effects on sending and receiving schools
District shall propose and evaluate scenarios in an effort to increase integration of its schools	Developed strategies in an effort to increase integration of its schools
Request a review with the particular goal of assessing whether any schools or combinations of schools could increase integration if the grades were configured	Conducted the assessment; shared the results with the SMP; committed to examining more fully a potential proposal for Cavett and Catalina
Articulate the enhancements in education the District is seeking to attain through reconfigurations	Articulated these enhancements; information also shared by the Special Master
DOJ 9.2.15	
The process should include a serious and good-faith attempt to promote desegregation; think creatively and comprehensively of ways to achieve the goal of promoting desegregation ... if the process does not lead to tangible integrative results, DOJ will look closely at whether the District identified and carefully considered potential options and made reasonable efforts to achieve this goal.	Conducted further assessments and analyses; conducted surveys; developed incentive transportation strategies with express busing; developed mitigation strategies to reduce impact on neighboring schools and ensure equal access to enhanced educational benefits; developed marketing strategies to promote desegregation
Fishers 9.18.15	
Fisher Plaintiffs believe it is not possible to formulate a grade reconfiguration proposal without having all the essential information prior to developing such a proposal; District does not have the requisite information upon which to base these proposals	Gathered surveys and data; hired an outside consultant to assist in data collection and analysis; conducted additional data gathering and analysis efforts; shared data with the SMP
USP and Court Orders set limits on time and length of responses or comments to proposed documents	Parties agreed on a 10-day response time

Comments	District Action or Response
DOJ 10.2.15	
Confirm whether the District is proposing making the Cavett-Catalina change.	Confirmed that the District will further examine this potential strategy and will report its findings during the second semester of the 2015-16 SY
Mendozas 10.2.15	
As an initial matter Mendoza Plaintiffs reiterate, as they referenced in their August 18 Response, among other communications, that they disagree with the District's reading of USP Section II,D,2 application to its grade reconfiguration process and with its statement that "[n]one of the proposals require[] a boundary change."	Despite TUSD counsel's differences of opinion regarding the appropriate application of section II.D.2, the District nonetheless followed the II.D.2 guidelines during the development process by applying attendance boundary criteria (to proposals that did not involve boundary changes), and proposing and evaluating scenarios with the SMP to improve integration.
Similarly, while they appreciate that the District has revised its Student Assignment Committee ("SAC") goals, Mendoza Plaintiffs do not understand those goal revisions to address their concerns regarding USP integration requirements.	Re-revised SAC goals.
In particular, although the revised goals include that of increasing integration of District schools, they also clearly state that a proposal need not be rejected if it fails to meet that goal. Here, as we reference below and will be prepared to discuss more fully at our meetings, as we understand it, not a single one of the proposed grade reconfigurations (with the possible exception of that for Drachman as kindergarten cohorts progress through the school) –nor the proposals taken together – are expected to increase the integration of District schools. At best, they are "neutral". And they are "neutral" only so long as one ignores the likely destabilizing effect on Magee (which is referenced below and which we also will be prepared to discuss further at our meetings) given the expectation that the addition of grade 6 at both Fruchthendler and Collier will lead to the loss of more than 20% of Magee's white student population.	Revised the DIAs based on survey information that indicates that more than one, and at most four, of the proposals would improve integration. Clarified that the "effect on Magee" of "the loss of more than 20% of Magee's white student population" would be to move Magee closer towards the USP's definition of integration – hardly a "neutral" impact.

Comments	District Action or Response
<p>Mendoza Plaintiffs, like the Department of Justice (“DOJ”), would like to understand whether the District is proposing a grade configuration change at Cavett Elementary School to change it from a K-5 to a K-6 school, and at Catalina High School to add middle school grades 7 and 8. They therefore join in the questions posed earlier today by Jim Eichner and ask that the District provide for Cavett and Catalina as well as for the other affected schools referenced in the brief discussion of this scenario in Appendix A the information and analysis that would comprise a DIA for this scenario.</p>	<p>Confirmed the District’s commitment to examine potential grade changes at Cavett and Catalina; information as requested is forthcoming. Note: the DIAs and other evaluations for the five proposals occurred over the course of 3-4 months (and two of the five had been evaluated since January 2015); an appropriate analysis of these two potential proposals will likely take the same or similar amount of time.</p>

Comments	District Action or Response
<p>Many of Mendoza Plaintiffs’ concerns and objections detailed in their objection to the Fruchthendler and Sabino NARAs earlier this year (Doc. 1794) still exist with regard to the current grade reconfiguration proposals. Significant among them is the affect the proposed change would have of drawing Magee Middle School’s white student population away from that school and into Fruchthendler, which would take Fruchthendler even further away from achieving integration.[fn1] The white population at Fruchthendler currently exceeds the percentage of white students at the elementary school grade level by 42%. (See Annual Report, Appendix II-41.) Now, with the addition of the proposal to reconfigure Collier Elementary School into a K-6 school, the District indicates that the Fruchthendler and Collier proposals together could reduce the current white population at Magee Middle School by over 21%. (See Sabino DIA attached to TUSD’s September 25 Grade Configuration Proposals.) Thus, under the current proposal, Collier too would move further away from achieving integration as its current white population exceeds the percentage of white students at the elementary school grade level by 39%. (See Annual Report, Appendix 11-41.)</p> <p>Thus, Mendoza Plaintiffs understand that the general thrust of the grade reconfiguration proposals is to perpetuate the non-integration at these schools, which is inconsistent with USP requirements to increase the number of integrated schools and number of students attending integrated schools. Mendoza Plaintiffs therefore believe that, taken together, the proposed grade reconfigurations fail to meet Judge Bury’s admonition that the proposal be “comprehensively consider[ed], pursuant to applicable USP criteria, in an effort to increase the integration of TUSD schools. USP §II.D.2” (Order dated 5/12/15, Doc. 1799, at 5:18-21.)</p>	<p>Corrected the oft-repeated claim that drawing Anglo students away from Magee reduces integration – the path to integration for Magee is to reduce its Anglo population and increase its Latino population. <i>It is simply not true that a reduction in Anglo students at Magee hurts integration, in fact, it increases integration.</i> This is not to say there could not be other non-integration-related impacts. But, from an integration analysis using USP definitions, a reduction in its Anglo population operates to increase integration at the site.</p> <p>Re Collier and Fruchthendler, at the request of the Mendoza Plaintiffs – the District sought to obtain more accurate information about the potential impacts of express busing to mitigate integrative impacts on Collier and Fruchthendler (or even to improve integration at these sites). As a result of parent surveys, and ultra conservative projections based on those surveys, the final DIA indicates that with express busing, the Collier and Fruchthendler proposals could result in increased integration for both sites.</p>
<p>The DIA for Collier says there are 30 to 40 students per grade and then has a chart entitled “Transition of Collier 5th Graders into 6th Grade which reports 35 not in TUSD and 31 in TUSD schools for a total of 66. The numbers do not seem to mesh. Is there something we have misread or misunderstood in the Collier discussion?</p>	<p>Clarified that this was a clerical error and corrected it</p>

Comments	District Action or Response
<p>The DIA for Sabino says that “[r]ecruitment efforts will be aimed at attracting students who do not attend TUSD schools rather than transferring students between TUSD schools, except in cases where the District can successfully recruit middle and high school students who might otherwise attend a racially concentrated middle or high school to open enroll into Sabino to improve integration (supported by incentive transportation and express busing).” How does the District propose to recruit only those students who might otherwise attend a racially concentrated school? And what will it do if students who do NOT attend a racially concentrated school seek through open enrollment to enroll in 7th or 8th grade (or subsequent grades) at the proposed Sabino middle school?</p>	<p>Revised the Sabino proposal to take effect in SY 2017-18 to allow more time to address details such as the ones alluded to in these questions.</p>
<p>Having said that it would recruit students who might otherwise attend a racially concentrated middle or high school, why are no such students included in the DIA (which does have projected enrollment figures for students from non-TUSD schools located within the TUSD geographic area as well as projected enrollment figures for students from outside the TUSD geographic area)?</p>	<p>Conducted parent surveys and provided revised projections in the DIA that take into consideration students who would likely attend racially concentrated middle or high schools.</p>
DOJ 10.12.15	
<p>DOJ does not object to any of the current proposals because it has seen no evidence that they materially negatively impact the District’s desegregation efforts or otherwise violate the USP</p>	<p>N/A</p>
<p>If the proposals lead to higher enrollment, DOJ expects TUSD will explore ways of using the added students to increase desegregation and otherwise support USP implementation</p>	<p>Developed strategies to increase integration through additional enrollment</p>
<p>Expect TUSD to continue to examine the Cavett-Catalina possibility, and to give that idea due weight and consideration</p>	<p>Confirmed that the District will further examine this potential strategy and will report its findings during the second semester of the 2015-16 SY</p>

Comments	District Action or Response
Mendozas 10.16.15	
<p>Given that USP Section II,D,2 requires the District to “propose and evaluate various scenarios, with, at minimum, the Plaintiffs and the Special Master in an effort to increase the integration of its schools,” Mendoza Plaintiffs look forward to the District’s development of proposals to reconfigure Cavett from a K-5 to a K-6 Elementary School, and add a junior high (that is 7th and 8th grades) to Catalina High School, which the District indicates would have a positive integrative effect, particularly as none of the current grade reconfiguration proposals (with the possible exception of Drachman), nor the proposals taken together, are expected to increase the integration of TUSD’s schools.</p>	<p>Committed to evaluating (and potentially developing) proposals for Cavett and Catalina.</p>
<p>Mendoza Plaintiffs also look forward to the receiving additional information regarding express busses to serve as incentive transportation in relation to these proposals and “mitigation” measures directed at Magee middle school, which they understand the District to currently be further developing.</p>	<p>Conducted parent surveys to gauge interest in incentive transportation supported by express busing.</p>
<p>Mendoza Plaintiffs currently have no objection to the proposal to reconfigure Borman Elementary School from a K-5 to a K-8 school. They similarly have no objection to the proposal to change Drachman K-6 into a K-8 school, so long as Drachman, as a magnet school, continues to work toward meeting its integration goals detailed in its magnet improvement plan.</p>	<p>N/A</p>

Comments	District Action or Response
<p>Mendoza Plaintiffs continue to have significant concerns regarding the impact that the Fruchthendler, Collier, and Sabino proposals would have on Magee Middle School, and therefore object to them. The Fruchthendler and Collier proposals are expected to draw white TUSD students that would otherwise attend Magee Middle School into Fruchthendler and Collier, thereby taking those schools further away from achieving integration. (Fruchthendler's and Collier's white student population currently <i>exceeds</i> the percentage of white students at TUSD's Elementary School level by 42% and 39%, respectively. (See Annual Report, Appendix 11-41.)) Together, the Collier and Fruchthendler proposals could reduce the white population at Magee by over 21%, a population the District expects would entirely transition to Sabino were it to reconfigure as proposed. (See Sabino DIA, Appendix C to September 25, 2015 Grade Reconfiguration Proposals). Moreover, Mendoza Plaintiffs have not yet seen any details of the measures the District is considering that would make them think that the District realistically can target and recruit the non-TUSD white students who would join District schools under the proposals to attend schools at which their enrollment would increase integration.</p>	<p>The path to integration for Magee is to reduce its Anglo population and increase its Latino population. <i>It is simply not true that a reduction in Anglo students at Magee hurts integration, in fact, it increases integration.</i> This is not to say there could not be other non-integration-related impacts. But, from an integration analysis using USP definitions, a reduction in its Anglo population operates to increase integration at the site.</p> <p>Re Collier and Fruchthendler, at the request of the Mendoza Plaintiffs – the District sought to obtain more accurate information about the potential impacts of express busing to mitigate integrative impacts on Collier and Fruchthendler (or even to improve integration at these sites). As a result of parent surveys, and ultra conservative projections based on those surveys, the final DIA indicates that with express busing, the Collier and Fruchthendler proposals could result in increased integration for both sites.</p>
Dr. Hawley 10.19.15	
<p>I requested a financial analysis to examine costs and revenue streams but has told us nothing new about revenue resulting from the proposals; we cannot tell from the information provided whether then result of the proposals will be positive or negative</p>	<p>Developed such analysis and included it in the final NARA</p>
<p>Grade reconfiguration might provide opportunities for increased integration</p>	<p>Developed marketing and express busing strategies so that grade reconfiguration would operate to improve integration</p>
<p>Grade reconfiguration might make better sue of existing facilities (but it is not clear if it will reduce overcrowding in some schools or provide justification for closing others)</p>	<p>Provided data and information on capacity and school use</p>
<p>Grade reconfiguration might lead to increasing the size of some schools, leading to greater curriculum choices for students, but no specifics are given</p>	<p>N/A</p>
<p>Moving to K-8 eliminates a significant transition time to middle schools and research on this matter is generally positive</p>	<p>For this reason, the District has already placed most of its K8 schools on the south and west side as an enhanced educational benefit</p>

Comments	District Action or Response
We know much less about the positive impact of transitioning from 5 th grade to middle schools is different than from 6 th grade to middle school	N/A
In the absence of a compelling reason for reconfiguration, consider the possibility that changing schools within TUSD will cause families to rethink whether they should select options other than TUSD	Provided data and information about the numbers of students within the affected schools' boundaries that currently enroll in non-TUSD schools
I support the proposal to create a K-8 school at Cavett because it will likely have a small integrative effect.	Committed to further analyzing the Cavett concept.
I support the creations of a K-8 school at Borman.	N/A
I support the addition of a sixth-grade to Collier and Fruchthendler. In the case of Fruchthendler, this could have a small negative effect on the enrollment of white students at Magee but the numbers will be small. And it may be, that a positive experience for one's sixth-grader will increase confidence about sending one's student to Magee, especially if the quality of Magee is enhanced.	Developed strategies to enhance the quality of Magee
Drachman is an exceptional school with unique educational program. While it is racially concentrated its entry class is not (though the margin is tight). My concern is that there are very few Montessori middle schools; given the popularity of Montessori in the early grades this should be a caution. Only a few teachers at Drachman are Montessori-qualified and one wonders how middle school teachers would be certified as Montessori trained.	Developed responsive information within the Drachman section of the NARA.
I find it hard to build a case that a Montessori middle school at Drachman would become integrated. On the other hand, I find it believable that the middle school grades would be racially concentrated given the schools from which they would draw and that this in turn would affect decisions made to enroll one's children in the early grades.	Developed an express busing strategy to further integrate Drachman
"If it's not broke, don't fix it". Adding new grades developed with an undefined curriculum will surely take away from the expertise that could be applied to the current grade structure. In my discussions with the principal, he said that if they cannot be a K-8 school they do not want to be K-6. By what logic would one want to be K-8 but not K-6? Only the logic of a good soldier.	N/A

Comments	District Action or Response
<p>I oppose the development of a middle school at Sabino. Actually, the District appears to be proposing a 7-12 school. In its earlier proposal this spring, the District argued that it would keep middle school students in high school students were quite separate now it argues that the former will have the advantage of taking courses available to high school students. And, it is more than a bit disquieting to contemplate the engagement of middle school students in the activities of high school students both during and after the school day.</p>	<p>Clarified that the proposal is for a 7-12 school where 7th and 8th graders would be kept separate from 9th-12th graders (similar to the way K-5th graders are kept separate from 6th-8th graders in a K-8 school).</p>
<p>But the major reason for opposing this proposal is its certain negative effect on Magee and the students in that school. The District makes the unusual argument that by reducing the number of white and middle-class students at Magee, Latino and African-American students who remain will benefit.* I have never heard such an argument in all of the years I worked on desegregation issues. The proposed changes in the demography at Magee will undermine the diversity and rigor of the curriculum and almost certainly cause white parents now satisfied with Magee to look elsewhere. Magee needs to be strengthened not weakened.</p>	<p>Develop strategies to strengthen Magee; clarified that reducing Anglo students (not necessarily “middle class” Anglo students) would promote integration – not that it would “benefit” African American and Latino students in some other manner, and that there is no evidence that the demographic changes at Magee will “undermine the diversity and rigor of the curriculum”</p>
<p>The District’s analysis of the loss of white students from Magee is almost certainly understated. One cannot extrapolate from current data when there is an entirely new context within which parents will be making choices. And consider the differences in the apparent quality of the choices-- a middle school embedded in an A high school compared to a C school not only serves a greater number of relative low income students but serves as a site for an in school suspension program serving other schools in the district.</p>	<p>Developed projections based on prior behavior, parent survey responses, etc. Clarified that while an A school may seem more attractive to some Anglo parents than a C school, just as many (or more) Anglo parents may prefer to stay at Magee to be in a “middle school” model rather than a 7-12 model</p>
<p>The District argues that by providing express buses to Sabino middle school from the central and western sections of the District, integration could be achieved. But my understanding is that this option has been tried and abandoned. And, the proposition could be tested by providing such buses to Fruchthendler or Collier. The more than \$300,000 involved in transportation costs alone could make a big difference is invested well in Magee middle school instead.</p>	<p>Developed express busing to reduce travel times</p>

Comments	District Action or Response
Fishers 10.19.15	
Nothing in the revised goals or DIAs has alleviated the Fisher Plaintiffs' fundamental concerns raised on 8.10	N/A
Request for the District to share this objection, though submitted late, with the Board	Shared the objection with the Board
Renew the objections from 8.10	N/A