

TUCSON UNIFIED SCHOOL DISTRICT
DESEGREGATION IMPACT ANALYSIS
Johnson K-2 School to K-3

Action: To improve academic performance, maximize enrollments, and better serve our southwest community we will add a third grade to Johnson Primary School.

Summary: This project originated from an interest in the Johnson Primary School community to have a third grade at Johnson. The change would increase enrollment in Johnson and could have positive impacts on academic performance because students would not transition from Johnson to Lawrence in 3rd grade, the year they take the AzMERIT state assessments.

The change would have no impact on the racial/ethnic composition of the primary grades at Johnson and the school has sufficient capacity to serve the additional students. The racial/ethnic composition at Lawrence would also not be affected.

A. Impact Analysis

In 2018-19, there are 565 K-5 students living in the Johnson-Lawrence attendance area attending TUSD schools. Johnson enrolls 155 of these; Lawrence, 123. Slightly more than 50% of these students attend other schools primarily: Maldonado 15, Miller 30, Vesey 67, Warren 34, and White 67. Most of the 259 6-8 students in the area attend Lawrence; 27% attend the middle school designated to serve the area—Valencia.

Johnson Enrollment

As shown in the table below, Johnson has a large pre-K component that is primarily Hispanic. The primary grades, however, are more integrated due to the enrollment of more Native American students (the Pascua Yaqui Tribe has a pre-school on the reservation). With the addition of a third grade, Johnson would still be well under capacity and would move slightly closer to district averages in terms of Hispanic composition and slightly further from it in terms of Native American composition. Johnson would also move closer to full utilization of its facilities.

Johnson 40th Day Enrollment 2018-2019						Design Capacity:	525
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Grades Pre-K	4		44	4		2	54
	7%	0%	81%	7%	0%	4%	
Grades K-2	10	3	109	72		3	197
	5%	2%	55%	37%	0%	2%	
Total	14	3	153	76	0	5	251
	6%	1%	61%	30%	0%	2%	

Change Component	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Projected 3rd Grade	2	1	25	17	0	1	46
	5%	2%	55%	37%	0%	2%	

Projected Enrollment

	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Pre-K	4	0	44	4	0	2	54
	7%	0%	81%	7%	0%	4%	
K-3	12	4	134	89	0	4	243
	5%	2%	55%	37%	0%	2%	
Total	16	4	178	93	0	6	297
	5%	1%	60%	31%	0%	2%	

Lawrence Enrollment

Lawrence has smaller numbers of students per grade than Johnson because 30% of the students in Johnson do not transition to Lawrence, and 30% of the 5th graders at Lawrence do not stay at Lawrence for the middle-school grades. However, these rates are not atypical for any transition from one school to the next.

Also, Lawrence has a higher composition of Native American students than Johnson because a greater percentage of Hispanic students choose other schools.

The proposed change at Johnson would reduce the enrollment at Lawrence to about 260 with virtually no impact on the racial/ethnic composition.

Lawrence 40th Day Enrollment 2018-2019**Design Capacity:** 500

	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Grades 3-5	2	1	59	71	1	2	136
	1%	1%	43%	52%	1%	1%	
Grades 6-8	6	1	76	79	1	5	168
	4%	1%	45%	47%	1%	3%	
Total	8	2	135	150	2	7	304
	3%	1%	44%	49%	1%	2%	

Change Component	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
3rd Grade	0	0	-9	-10	0	0	-19
	1%	1%	43%	52%	1%	1%	

Projected Enrollment	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Grades 3-5	2	1	48	58	1	2	112
	2%	1%	43%	52%	1%	2%	
Grades 6-8	5	2	74	82	0	4	167
	3%	1%	44%	49%	0%	2%	
Total	7	3	122	140	1	6	279
	3%	1%	44%	50%	0%	2%	

B. Analysis of how the proposed change will impact District 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 addition on the District's obligations under each of the ten USP sections:

1. **Compliance** No potential impact.
2. **Student Assignment** Minimal potential impact.
3. **Transportation** No potential impact.
4. **Admin/Cert Staff** No potential impact.
5. **Quality of Education** No potential impact.
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. Data Sources

The enrollment data is the SY2018-19 fortieth-day enrollment. The design capacities provided are the number of classrooms over 650 square feet times 25 students per classroom. These indicate the potential capacity of the school; operating capacities are often lower. The projected numbers in the third grade of each school are based on surveys of parents—46 indicated they would stay; 10 indicated they would not; 3 did not respond.

D. Assumptions

Ethnic compositions of the change components mirror the ethnic composition of the students in the grades of that school.