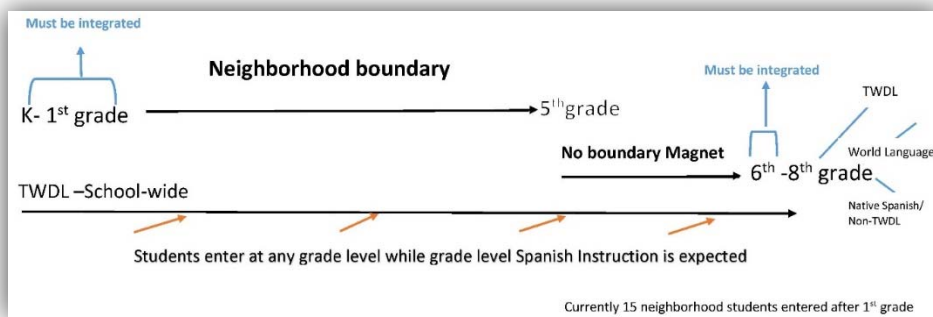


# ROSKRUGE MAGNET K-5 BOUNDARY PROPOSAL

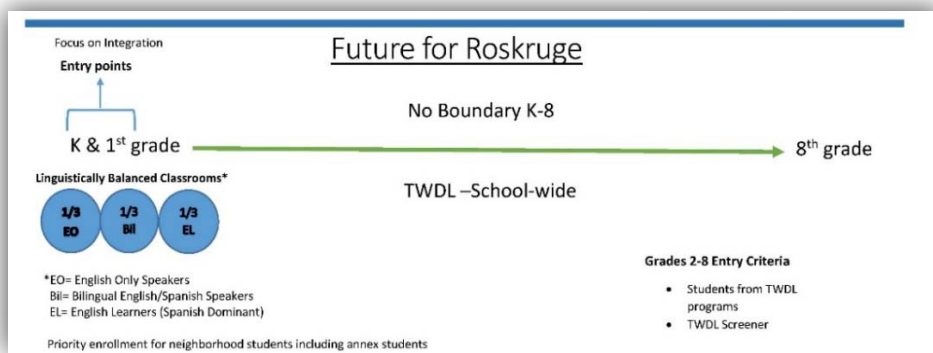
## Summary - Background

Roskruge is a K-8 school with no-boundary for grades 6-8 and a boundary for grades K-5 made of two areas: the original attendance area around the school; and the extended area that includes the former Richey boundary (the “Annex” area). Of the 120 students within the K-5 boundary who currently attend TUSD schools, approximately half attend other TUSD schools (60) and half attend Roskruge (64). Of these 64 students, 22 live in the original attendance area; 42 live in the Annex area. Students in these Roskruge K-5 boundaries may attend Roskruge regardless of their Spanish proficiency. As shown in the graphics and table below, some students enter the school in grades 2-5 and, if they are not prepared for the grade level of Spanish instruction, can impact the delivery of the Two-Way Dual Language (TWDL) program for other students in their class.

## *Current Status*



## *Proposed Status*



Neighborhood	Started in K-1	Started in 2-5	Started in 2-5 (as ELL, R-ELL, IFEP <sup>1</sup> students)	May have been affected
64 students (K-5)	49	15	5	10

- 49 of 64 current K-5 students started in K-1 and this proposal would not have affected their enrollment
- the remaining 15 students started after 1<sup>st</sup> grade and would have had to qualify through the language review
  - 5 of the 15 would likely have qualified (four are ELL students; one is an IFEP student)
  - only 10 of the 15 may not have qualified had this proposal been in place when they enrolled

<sup>1</sup> Initial Fluent English Proficient

## Summary - Proposal

To ensure that students are at the best school for their educational interests, the District proposed a boundary change for the two Roskruge areas with the following objectives:

- improved academic achievement
- strengthened TWDL program
- minimized impacts to existing and future students in the Roskruge and Richey neighborhoods
- increased access for 5th graders from other K-5 TWDL programs
- a designated receiving school for students not interested in, or qualified for, the TWDL program

Per Policy JC, staff formed boundary and advisory committees to develop and evaluate options. After meeting for several weeks, the boundary committee recommends making no change to the boundary; the advisory committee recommends the creation of a special attendance area, giving enrollment preference to K-5 students in the Roskruge and Richey neighborhoods to attend Roskruge or Cragin, based on the following conditions:

1. **Grandfather existing students:** all existing students are “grandfathered” and may remain at Roskruge through 8<sup>th</sup> grade, including those starting Roskruge in SY 2019-20
2. **No student is affected in 2019-20:** the proposal takes affect for the 2020-21 school year
3. **Nothing changes for K-1 neighborhood students:** future Roskruge/Richey area students may enroll at grades K-1 as if they were neighborhood students
4. **Grade 2-5 neighborhood students qualify through a language proficiency review (with priority over other qualified students):** future Roskruge/Richey area students may qualify for “late-grade entry” (grades 2-5) through a language proficiency review, with priority over other qualified students
5. **K-5 neighborhood students can enroll in Cragin by right:** future Roskruge/Richey area students who are not interested in TWDL may directly enroll in Cragin as neighborhood students
6. **K-5 neighborhood students can get free transportation to Cragin:** future Roskruge/Richey area students who are not interested in TWDL qualify for free transportation to Cragin
7. **K-5 neighborhood students can still attend Mansfield/THS:** future Roskruge/Richey area students will keep Mansfield and Tucson High as their neighborhood middle and high school

Currently, the District cannot require neighborhood students to apply through a language proficiency review because it is their home school – regardless of their interest or preparedness for the rigor of the TWDL program.

### A. Boundary Review Process (including Special Master and Plaintiff Participation and Review)

As early as 2013, Tucson Unified began evaluating options for K-5 students who live in the Roskruge boundary and who did not want to attend the dual language program. The problem was never officially resolved, though the Language Acquisition department has worked to place these students at other schools. The current boundary proposal seeks to resolve this problem and support students by ensuring that Roskruge and Richey neighborhood students have authorized options. This requires a boundary change.

As required by Policy JC, the District initiated a Boundary Review Process for the proposed boundary change by forming two committees: a boundary committee and an advisory committee. The advisory committee—comprised of key staff—met first to develop options and determine which schools would need boundary committee representation. The advisory committee provided its preliminary analyses and options to the boundary committee and then continued to meet with the boundary committee to support their work.

The boundary committee included teams from potentially impacted schools and representatives from the parties to the desegregation case<sup>2</sup>. (*Attachment 1, Committee Membership*). It met from February through April to evaluate options and integration impacts, and to facilitate a smooth transition for students, parents, and stakeholders. In April, after final deliberations, the committee made their recommendation to the superintendent as outlined in the next section. Then, the advisory committee met to consider the boundary committee’s recommendation and decided on alternative recommendation, which is the subject of this proposal.

## **B. Stakeholder Engagement**

Significant stakeholder engagement informed both the boundary and advisory committee deliberations and recommendations. As the District was also engaged in a public review of a related magnet-proposal, it hosted a dozen stakeholder meetings on both issues to ensure community engagement, dialogue, and understanding:

<b>Meeting</b>	<b>Date/Time</b>
Roskruge PTA	Mon Jan 28 530pm
Discussion with Mendoza Plaintiffs’ counsel and representative	Wed Jan 30 130-3pm
Roskruge Site Council	Wed Feb 6 415pm
Roskruge parents and community at large	Sat Feb 9 10am
Boundary Cmtee w/ reps from Roskruge, Safford, Tully, Cragin, Howell, Plaintiffs	Mon Feb 11 6-8pm
Discussion with Fisher Plaintiffs’ counsel and representative	Wed Feb 20 130-3pm
Boundary Cmtee with Roskruge, Safford, Tully, Cragin, Howell, Manzo, Hughes, Plaintiff reps	Mon Feb 25 6-8pm
Roskruge leadership, teachers, and staff	Wed Feb 27 3-430pm
Roskruge Neighborhood Meeting	Mon Mar 4 6-8pm
Richey Neighborhood Meeting	Tues Mar 5 6-8pm
Meeting with the West University Neighborhood Association	Thurs Mar 7 630-7pm
Meeting with Roskruge parents and community at large	Mon Mar 11 5-6pm
Boundary Cmtee with Roskruge, Safford, Tully, Cragin, Howell, Manzo, Hughes, Plaintiff reps	Mon Mar 11 6-8pm

The District created a frequently asked questions (FAQ) document and distributed it in English and Spanish at meetings and through other avenues in March and April (*see Attachment 2, FAQ*). The District also created a survey for staff and parents, and solicited written feedback, to review for further insight into teacher and parent perspectives. (*see Attachment 3, Stakeholder Feedback*).

The Mendoza Plaintiff representative created and distributed a document to inform committee members of various issues (*see Attachment 3*). The District also received and carefully reviewed other comments, objections, and suggestions provided by the Mendoza Plaintiffs. (*see Attachment 3*).

<sup>2</sup> The USP requires TUSD to solicit party input for “major changes” [I.D.1.], to propose and evaluate various scenarios in an effort to increase integration when it “designates a school without an attendance boundary” [II.D.2.], and to engage in a desegregation impact analysis (DIA) and follow the notice and request for approval (NARA) process for “all attendance boundary” changes [II.D.5.].

Finally, the District worked closely with TWDL expert Rosa Molina to refine the proposal and consider feedback – including meeting with the Mendoza Plaintiffs and their expert, and reviewing a written proposal and power point presented by the Mendoza Plaintiffs.<sup>3</sup> Ms. Molina continues to support the District’s proposal:

- The TWDL program is designed as an “early immersion” program where students in grades K-1 receive 90% of their instruction in Spanish and 10% in English – this builds students’ academic and linguistic foundation in Spanish at the entry grades to support grade-level work in both languages in later grades
- “Late enrollees” enrolling after 1<sup>st</sup> grade (who are not proficient in Spanish at grade-level) often lack the foundational skills to engage fully in grade-level work in Spanish and are often frustrated and disengaged
- TWDL teachers must make extensive programmatic changes to instructional practices, curriculum, interventions, and support systems, to allow “late enrollees” to catch up – slowing down academic and linguistic progress for students who enrolled in grades K-1
- “Late enrollees” participate in classes that are linguistically challenging and in English and Spanish testing, negatively impacting and skewing achievement results for the whole program.
- ***The TWDL program for continuing students is being seriously compromised and no alternative proposals address this fundamental, central issue.***

Most Roskruge teachers have shared these same concerns (*see Attachment 3, Stakeholder Feedback*):

- TWDL “should be a choice,” not forced on students “just because we are their neighborhood school”
- “Students that have not had any bilingual classes or Spanish tend to struggle in class. If they can't read, write or speak Spanish it hinders their learning process.”
- “Teachers and students are equally frustrated because of the need to bridge such a huge linguistic gap when students enter at grade[s] other than K & 1. It’s detrimental to student progress when they are not only working on attaining grade level content but having to do it without any foundational skills in Spanish. It’s also detrimental to the students that have been in TWDL from K-1 who are now in the upper grades because it slows down their program in order to support those new to the program....If we really want to integrate and attract families from the north and east sides, we have to be able to offer them an excelling program. These issues are preventing us from doing that.”

Some Roskruge teachers, however, do not support the proposal:

- “Keeping boundaries guarantees some % of integration and mixture of diversity among students. TWDL model as proposed promotes exclusion, segregation and is not two-way”
- “Let's be welcoming. There's a big difference between ‘you're welcome here, you belong here,’ and saying ‘you have a preference to be here, you probably will but maybe not’”

Twenty-six teachers responded to a written survey regarding the boundary proposal. ***Of the twenty-six teachers, 22 support the no-boundary proposal; four supported keeping the boundary*** (*see Attachment 3*).

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<sup>3</sup> Mendoza Plaintiffs submitted comments and suggestions after reviewing the District’s draft DIA. In response, the District arranged an April 16<sup>th</sup> meeting between its dual-language expert, Ms. Molina, staff members, Mendoza Plaintiff representatives, and the Mendoza Plaintiff dual-language expert Dr. Beatrice Arias to review the proposal and discuss possible adjustments.

**C. Recommendations from the Boundary and Advisory Committees****a. Boundary Committee Recommendation**

The Boundary Committee is recommending that the District does not change the boundary. The committee considered nine options for receiving schools for the two Roskruge K-5 boundary areas. Based on capacity, proximity, bussing, school grades and integration, they supported Cragin and Hughes as the best receiving schools. Ultimately, however, the majority of the committee did not support a boundary change for either of the areas. The reasons given are outlined in the table below.

Support the Change	Don't Support the Change
<ul style="list-style-type: none"> <li>• Increased options and opportunities for students.</li> <li>• Helps the TWDL program and its students.</li> </ul>	<ul style="list-style-type: none"> <li>• No critical need to justify the disruption.</li> <li>• Not in best interest of the community.</li> </ul>

*See Attachment 4, Boundary Committee Deliberations and Recommendations*

**b. Advisory Committee Recommendation**

As shown in the Desegregation Impact Analysis "DIA" (*Attachment 5, DIA*), the proposal provides for approximately 10 additional seats per year for K-5 dual-language students and has virtually no impact on the racial and ethnic composition of Roskruge in the short-term. However, in the long-term, strengthening the academic and linguistic outcomes of Roskruge students will make the school more attractive and will likely result in a more diverse pool of interested families and a more integrated student population.

Three primary objectives informed the advisory committee recommendations:

1. improve academic achievement at Roskruge
2. strengthen the Roskruge Two-Way Dual Language (TWDL) program
3. minimize impacts to existing and future students in the Roskruge and Richey neighborhoods
4. provide an attendance-zone school for students in the area, who are not interested in the TWDL program

**Recommendations**

- a. Grandfather existing students
- b. No student is affected in 2019-20
- c. Nothing changes for K-1 neighborhood students
- d. Grade 2-5 neighborhood students qualify through a language proficiency review
- e. K-5 neighborhood students can enroll in Cragin by right
- f. K-5 neighborhood students can get free transportation to Cragin
- g. K-5 neighborhood students can still attend Mansfeld/THS

**Rationale** this will have very limited impact on the Roskruge and Richey neighborhood students, but significant educational impact on every student attending the TWDL program.

If the Board does not adopt the proposal, the following status-quo issues will remain:

- **Roskruge will remain a TWDL program in name-only:** providing a language enrichment program rather than the research-based TWDL model that the District has invested time and resources to build.
- **Continued frustration and struggle for students:** neighborhood students not interested in TWDL will still have a right to enroll after 1<sup>st</sup> grade regardless of language ability, and will continue to struggle both academically and emotionally in the TWDL program as observed by Language Acquisition staff and the District's TWDL expert (while teachers dilute TWDL instruction for students interested in the program).
- **Limited access for neighborhood students:** neighborhood students interested in other schools would not be able to do so "by right" and would not be guaranteed placement and free transportation.

**ATTACHMENTS:**

1. **Committee Membership**
2. **Frequently Asked Questions (FAQ)**
3. **Stakeholder Feedback**
4. **Boundary Committee Recommendations and Rationale**
5. **Desegregation Impact Analysis (DIA) – Boundary Proposal**

**ATTACHMENT 1**  
**Committee**  
**Membership**

**ROSKRUGE BOUNDARY COMMITTEES**

<b>Boundary Committee</b>	<b>Affiliation</b>
Becky Montaño	USP IC
Sylvia Campoy	Plaintiff Rep
Gloria Copeland	Plaintiff Rep
Lorraine Richardson	Plaintiff Rep
Sandy Merz	Teacher, Safford
Jorge Lopez	Parent, Safford
Diane Dean	Teacher, Safford
Kendra Tate	Principal, Safford
Flor Robles	Staff, Howell
Judy Mitchell	Parent, Howell
Nancy Huff	Community, Howell
Jaquetta Alexander	Principal, Howell
Andrea Steele	Principal, Cragin
Robert Butler	Community, Cragin
Leslie Anderson-Ryan	Staff, Cragin
Elizabeth Horton	Staff, Cragin
Aquilina Sánchez	Parent, Cragin
Susan Ramirez	Staff, Tully
Glenda Rodriguez	Staff, Tully
Nora Jaramillo	Principal, Tully
Monica Alonzo	Parent, Tully
Dale Lopez	Community, Roskruge
Ricardo Gomez	Parent, Roskruge
Rebecca Angulo	Parent, Roskruge
Stacy Redondo	Parent-Teacher, Roskruge
Michelle Fugli	Teacher, Roskruge
Yvonne Torres	Principal, Roskruge
Kat Bolasky	Principal, Hughes
Anita Wong	Teacher, Hughes
Ilyssa Beckwith	Staff, Hughes
<b>Advisory Committee</b>	<b>Affiliation</b>
Bryant Nodine	Operations
Sam Brown	Legal
Charlotte Patterson	Curriculum
Patricia Sandoval-Taylor	Language Acquisition
Anna Manzano	Language Acquisition
Richard Sánchez	Regional Asst. Sup.
Mark Alvarez	Regional Asst. Sup.
Brian Lambert	Regional Asst. Sup.
Martha Taylor	Desegregation Dir.



**ATTACHMENT 2**  
**Frequently Asked**  
**Questions (FAQ)**

**Frequently Asked Questions (FAQ)****Roskruge Boundary Proposal**

***What is the boundary proposal and when will it happen?*** To make Roskruge an application-only school. Currently, grades 6-8 are application only (no-neighborhood boundary); the proposal would also make grades K-5 application only for SY 2020-21.

***If approved, who will this impact and how?***

- **Current students** (including those applying for 2019-20) are grandfathered –this will not affect their enrollment.
- **Future K-1<sup>st</sup> graders from Roskruge/Richey** will have enrollment preference –this will not affect their enrollment.
- **Future 2–8 graders from Roskruge/Richey** can open enroll by passing a screener, with priority over other students
- **Future 2–8 graders** can open enroll if they are transferring from another TWDL program or by passing a language screener.
- **Current 5<sup>th</sup> grade students enrolled in a TWDL elementary school** will have priority to enroll in 6<sup>th</sup> grade at Roskruge.

***What is Two-Way Dual Language (TWDL)?*** A dual language immersion model where native English and Spanish speakers serve as both language models and language learners to develop bilingualism and biliteracy, high academic achievement, and cross-cultural competency. Research shows the TWDL “90:10 model” is the best for creating high achievement and bilingualism.

***What is the 90:10 model?*** The first number refers to the amount of instructional time in Spanish in kindergarten and first grade (90%); the second refers to English instruction (10%). Spanish decreases yearly as English increases until there is a 50:50 balance by fifth grade. Students are on a pathway to achieve the Arizona State Seal of Biliteracy on their high school diploma.

***How will this proposal improve academic achievement for my student?*** Neighborhood students now can enroll in Roskruge even if they have no interest in dual language. The proposal strengthens academic rigor for 600+ students by enrolling only students interested in dual language. Research shows TWDL students outperform peers on academic assessments.

***Aren't you excluding students in 2-8 grade who don't speak Spanish?*** All students, regardless of language ability, can enter the program at Kindergarten and 1<sup>st</sup> grade. In grades 2-8, a screener will be used to identify students who are prepared to handle academic instruction in Spanish at grade level.

***Are you “moving” the Richey neighborhood – again?*** Richey students will have the same right to enroll at Roskruge as they have now at Kinder or 1<sup>st</sup> grade and have the option to enroll in their new “home” school if they do not want dual language.

***How will Richey students get to their new “home” school?*** The District provides free transportation to Roskruge and to the new designated “home” school. One school under consideration (Tully) is closer to the Richey neighborhood than Roskruge; the other school under consideration (Cragin) is the same driving distance as Roskruge – about ten minutes away.

***How were stakeholders notified of this proposal?*** Letters and ParentLink calls to parents of K-5 children in the Roskruge/Richey areas; notices at potentially-affected schools; press release for neighborhood meetings; online landing pages on school websites with links to survey (in English and Spanish). The District has participated in 12 meetings over two months:

- Mon Jan 28 530pm Meeting with PTA
- Wed Jan 30 130-3pm Discussion with Mendoza Plaintiffs’ counsel and representative
- Wed Feb 6 415pm Meeting with Roskruge Site Council
- Sat Feb 9 10am Meeting with Roskruge parents and community at large
- Mon Feb 11 6-8pm Boundary Cmtee meeting w/ reps from Roskruge, Safford, Tully, Cragin, Howell, Plaintiffs
- Wed Feb 20 130-3pm Discussion with Fisher Plaintiffs’ counsel and representative
- Mon Feb 25 6-8pm Boundary Cmtee mtg w/ reps from Roskruge, Safford, Tully, Cragin, Howell, Manzo, Hughes, Plaintiffs
- Wed Feb 27 3-430pm Meeting with Roskruge leadership, teachers, and staff
- Mon Mar 4 6-8pm Roskruge Neighborhood Meeting
- Tues Mar 5 6-8pm Richey Neighborhood Meeting
- Thurs Mar 7 630-7pm Meeting with the West University Neighborhood Association
- Mon Mar 11 5-6pm Meeting with Roskruge parents and community at large
- Mon Mar 11 6-8pm Boundary Cmtee mtg w/ reps from Roskruge, Safford, Tully, Cragin, Howell, Manzo, Hughes, Plaintiffs

## Propuesta en los Límites de Inscripción en Roskruge

**¿Cuál es la propuesta en los límites y cuándo se llevará a cabo?** Para que Roskruge sea una escuela de inscripción por solicitud solamente. Actualmente, los grados 6-8 son de inscripción por solicitud solamente (sin límite de vecindario); la propuesta haría también que los grados de K-5 sean por inscripción por solicitud solamente para el ciclo escolar 2020-21.

### **Si se aprueba, ¿Cuál será el impacto y cómo ocurrirá?**

- **Los estudiantes actuales** (incluyendo aquellos que solicitaron para el ciclo escolar 2020-21) son aceptados—Esto no afectará su inscripción.
- **Los futuros estudiantes en los grados K-1° de Roskruge/Richey** tendrán preferencia en la inscripción – Esto no afectará su inscripción.
- **Los futuros estudiantes en los grados 2–8 de Roskruge/Richey** pueden abrir la inscripción al pasar un examen de sondeo, con prioridad sobre otros estudiantes.
- **Los futuros estudiantes en los grados 2–8** pueden abrir una inscripción si ellos son transferidos desde otro programa de Lenguaje Dual de Dos Vías (conocido en inglés como TWDL) o al pasar un examen de sondeo de idiomas.
- **Los estudiantes actuales de 5<sup>to</sup> grado inscritos en una escuela primaria de TWDL** tendrán prioridad para inscribirse en 6<sup>to</sup> grado en Roskruge.

**¿Qué es el Lenguaje Dual de Dos Vías (TWDL)?** Un modelo de inmersión en dos idiomas donde los hablantes nativos de inglés y español sirven como modelo de aprendices de idiomas para desarrollar el bilingüismo y la alfabetización bilingüe, el alto rendimiento académico y la competencia intercultural. Una investigación muestra que el modelo 90:10 de TWDL es el mejor modelo para crear un alto rendimiento y bilingüismo.

**¿Cuál es el modelo 90:10?** El primer número se refiere a la cantidad de tiempo de instrucción en español en kínder y en primer grado (90%); el segundo número se refiere a la instrucción en inglés (10%). El español disminuye anualmente y el inglés aumenta hasta alcanzar un balance de 50:50 en quinto grado. Los estudiantes se encuentran en camino para alcanzar el sello de bilingüismo del Estado de Arizona en el diploma de escuela secundaria.

**¿Cómo esta propuesta mejorará el rendimiento académico para mi estudiante?** Los estudiantes de la vecindad ahora podrán inscribirse en Roskruge incluso si ellos no tienen interés en el lenguaje dual. La propuesta fortalece el rigor académico en más de 600 estudiantes al inscribir solamente a estudiantes interesados en el lenguaje dual. Las investigaciones demuestran que los estudiantes de TWDL superan a sus compañeros en las evaluaciones académicas.

**¿No están excluyendo a los estudiantes de los grados de quienes no hablan español?** Todos los estudiantes, sin importar la habilidad lingüística, pueden ingresar al programa de kínder y de 1<sup>er</sup> grado. En los grados 2-8, se utilizará un examen de sondeo para identificar a los estudiantes que estén preparados para manejar la instrucción académica en español a nivel de grado.

**¿Están “moviendo” la vecindad de Richey – de nuevo?** Los estudiantes de Richey tendrán los mismos derechos de inscribirse en Roskruge que tienen ahora en Kínder o 1<sup>er</sup> grado y tienen la opción de inscribirse en su nueva escuela en “casa” si no desean un lenguaje dual.

**¿Cómo llegarán los estudiantes de Richey a su nueva “casa”?** El Distrito proporciona transporte gratuito a Roskruge y a la nueva escuela “de origen” designada. Una escuela en consideración (Tully) se encuentra más cerca del vecindario de Richey que Roskruge; la otra escuela en consideración (Cragin) se encuentra a la misma distancia que Roskruge – cerca de diez minutos.

**¿Cómo se les notificará a los interesados acerca de esta propuesta?** A través de cartas y llamadas de ParentLink a los padres de niños de K-5 en las áreas de Roskruge/Richey; avisos en escuelas potencialmente afectadas; comunicados de prensa en juntas de vecindad; páginas identificadas en línea de los sitios de internet de escuelas con enlaces a encuestas (en inglés y español). El Distrito ha participado en 12 reuniones en más de dos meses:

- Lunes, 28 de enero 5:30 pm Reunión con la Asociación de Padres y Maestros (PTA)
- Miércoles 30 de enero 1:30-3:00 pm Discusión con el abogado y representantes de los demandantes de Mendoza
- Miércoles 6 de febrero 4:15 pm Reunión con el Consejo Escolar de Roskruge
- Sábado 9 de febrero 9 10:00 am Reunión con padres y comunidad en general de Roskruge
- Lunes 11 de febrero 6:00-8:00 pm Reunión del Comité de Límites con representantes de Roskruge, Safford, Tully, Cragin, Howell, Fisher/Mendoza
- Miércoles 20 de febrero 1:30-3:00 pm Discusión con los abogados y Representantes de los demandantes de Fisher
- Lunes 25 de febrero 6:00-8:00 pm Reunión del Comité de Límites con representantes de Roskruge, Safford, Tully, Cragin, Howell, Manzo, Hughes, Demandantes
- Miércoles 27 de febrero 3:00-4:30 pm Reunión con maestros, personal y liderazgo de Roskruge
- Lunes 4 de marzo 6:00-8:00 pm Reunión de Vecindad de Roskruge
- Martes 5 de marzo 6:00-8:00 pm Reunión de Vecindad de Richey
- Jueves 7 de marzo 6:30-7:00 pm Reunión con la Asociación de Vecindad de la West University Neighborhood Association
- Lunes 11 de marzo 5:00-6:00 pm Reunión con Padres y comunidad en general de Roskruge
- Lunes 11 de marzo 6:00-8:00 pm Reunión del Comité de Límites con representantes de Roskruge, Safford, Tully, Cragin, Howell, Manzo, Hughes

**ATTACHMENT 3**  
**Stakeholder**  
**Feedback**

ROSKRUGE BOUNDARY PROPOSAL TEACHER, PARENTS, AND OTHERS' COMMENTS AND FEEDBACK		K-5 Boundary	No K-5 Boundary	Name (optional)
Teacher	<b>Boundary:</b> Keeping boundaries guarantees some % of integration and mixture of diversity among students. TWLD model as proposed promotes exclusion, segregation and is not Two way. No English monologued Anglo students would be allowed.	1		Cardona Morales
Teacher	<b>No-boundary:</b> I support this model because I feel students who are truly interested in this model would attend the school.		1	Brenda Riles
Teacher	<b>Boundary:</b> I am a member of the Boundary Committee and I am a resident of the Roskruge neighborhood. I have been part of this neighborhood for over 50 years in two different residences. For a school district, whose superintendent's number one goal is to increase enrollment, the last thing that it needs to do is effectively close another neighborhood school. Roskruge is part of this neighborhood and this neighborhood is part of Roskruge. From personal experience, this has been the case, for over 50 years and probably since Roskruge joined Tucson High at this location 105 years ago. When we had to close schools, for financial reasons, that is one thing. Do it, in the name of "improving" a school, is not necessary. The reason that our magnet status is on alert is the lack of integration. This plan does not help integration. It does the opposite. The district has provided information to us that 22 K-5 children from this neighborhood attend Roskruge. 34 attend other TUSD schools. From the Richey neighborhood, 42 K-5 neighborhood kids attend Roskruge. 26 attend other TUSD schools. So, those who do not want to attend a dual language school find other schools. So why put these neighborhoods through this boundary change. Let's be welcoming. There's a big difference between saying: You're welcome here. You belong here. And saying: You have a preference to be here. You probably will but maybe not. I know from teaching in the classroom for 22 years, actually at Roskruge, that it would be wonderful if all students' reading and math skills were at grade level and no new kids joined the class during the school year. But that's not reality. That's not the way the cookie crumbles. That's not the way a popular public school works. It would be wonderful if every class here had 10 English-dominant students, 10 Spanish dominant students and 5 bilingual, biliterate students. But that's not reality. So, why muddy the issue? We're a public school. Let's behave as one.	1		Dale Lopez
Teacher	<b>Undecided on all issues:</b> I am undecided on which method would be best. As one of the newer teachers, I have come in after some of the discussions began. However, I believe that this has not been done correctly from the beginning. There are many open questions, that should have already been decided already. In order for real success at the middle school level, there must be support, in the way of help sheets, manipulatives; so that students that only speak a few words of Spanish will be successful. It has been said, that the students we need, for integration, are the students with little Spanish knowledge. Thus making sure that are program is set-up to make all students successful, is needed. Further, I challenge the need to have teachers go through paying up to 8000 to get an endorsement. We have the expert staff at Roskruge, that could teach other teachers, over the 3 year window, how to have a successful TWLD Classroom. This method would be more cost effective. Teachers that are leaving are doing so, because of the potential cost, and other things. The program has little to do with their leaving. How the program is being planned is the issue; as some see it as immersion, rather than dual (which means 2). An open question is if the change from Magnet, and in boundaries, is the reason our on-line registration is behind. Last I heard we were at 24%; which is at the lowest level of K-8 Schools. I am not opposed to any of the options. I am concerned as to how awful the planning and implementation has been.			Roberts
Teacher	<b>Boundary:</b> Roskruge under Dual-Language instruction, should accept students who either have knowledge of Spanish at grade level or are truly interested in learning Spanish whether they are from neighborhood or not. We are a unique school and need to keep it that way. Parents of students who don't have experience with Spanish but want to learn the language, and culture should commit to support their children. Otherwise, the program will never work.		1	Unknown
Teacher	<b>No-boundary:</b> Students & families who are within boundaries now and attend Roskruge often begin with little/no knowledge of the dual language model or do not know of their options to move to a school that will better meet needs. I do support non-boundary as it will allow appropriate placement for students which will better support their school success.		1	Unknown
Teacher	<b>No-boundary:</b> All students should be allowed to study at Roskruge.		1	Unknown
Teacher	<b>Boundary:</b> Families in the Richey area have already been displaced from their homeschool. The district was given the job to make changes. It is up to the District to make the changes because it was ordered to take place. I feel that the District wants to find someone/group to blame when parents become upset about the outcome. The Board Members were elected to make hard decisions and they should also take the heat.	1		Unknown
Teacher	<b>No-boundary:</b> To help enforce our dual language program.		1	A. Velasquez
Teacher	<b>No-boundary:</b> Our dual-language program should be a choice; it should not be forced upon a student just because we are their neighborhood school		1	Carina Kennedy

ROSKRUGE BOUNDARY PROPOSAL TEACHER, PARENTS, AND OTHERS' COMMENTS AND FEEDBACK		K-5 Boundary	No K-5 Boundary	Name (optional)
Teacher	<b>Boundary:</b> Students that are really interested in Spanish or are at their grade level can be part of Roskruge. We as teachers can also support any other student that really wants to join school but they lack the language. We can create an extra class for them.	1		Unknown
Teacher	<b>No-boundary:</b> Teachers and students are equally frustrated because of the need to bridge such a huge linguistic gap when students enter at grade other than K & 1. It's detrimental to student progress when they are not only working on attaining grade level content but having to do it without any foundational skills in Spanish. It's also detrimental to the students that have been in TWLD from K-1 who are now in the upper grades because it slows down their program in order to support those now to the program. Successful programs all across the country have the same programmatic policies. This is not something out of the ordinary that we are requesting for Roskruge. If we really want to integrate and attract families from the north and east sides, we have to be able to offer them an excellent program. These issues are preventing us from doing that.		10	Multiple K-5 Teachers: ELD (1) Kinder (2) 1st (2) 2nd (2) 3rd (2) 5th (1)
Teacher	<b>No-boundary:</b> More opinions from the community. Compromise more with parents and students in reference to program.		1	Unknown
Teacher	<b>No-boundary:</b> Roskruge is allowed to have students that are really interested in a dual language program. We will have high achieving students that are bilingual.		1	Unknown
Teacher	<b>No-boundary:</b> The program needs positive changes.		1	Unknown
Teacher	<b>Non-boundary:</b> We need to have the liberty of accepting all students who want to become bilingual.		1	Unknown
Teacher	<b>No-boundary:</b> Roskruge should have a screener for Spanish and the interest of those students to learn Spanish. Otherwise, bilingual progress is not going to be effective.		1	Nellie Aguilar
Teacher	<b>No-boundary:</b> The boundary is important because only the students who are invested will be attending. Children/parents will have buy in. This will strengthen dual language program. Miles ELC is currently a [no] boundary school and is thriving academically.		1	Unknown
Parent or Non-Teacher	<b>No-boundary:</b> Esto evita el problema de la falta de apoyo de las familias, al no tener nada que haya la escuela especial, cualquier persona puede entrar y esto dificulta el resultado deseado.		1	Unknown
Parent or Non-Teacher	<b>No boundary:</b> I support Roskruge as a non-boundary school.		1	Unknown
Parent or Non-Teacher	<b>No-boundary:</b> I support Roskruge as a non-boundary school.		1	Unknown
Parent or Non-Teacher	<b>No-boundary:</b> I support Roskruge as a non-boundary school.		1	Unknown
Parent or Non-Teacher	<b>No-boundary:</b>		1	Unknown
Asst. Teacher	<b>No-boundary:</b> I support Roskruge as a non-boundary school.		1	Unknown
Parent	<b>Boundary:</b>	1		
Parent	<b>Boundary:</b> [we chose Roskruge because] it is the home school to our community	1		
Parent	<b>Boundary:</b>	1		
		<b>7</b>	<b>28</b>	
		<b>K-5 Boundary</b>	<b>No K-5 Boundary</b>	

<b>ROSKRUGE BOUNDARY PROPOSAL</b> <b>TEACHER, PARENTS, AND OTHERS' COMMENTS AND FEEDBACK</b>		<b>K-5</b> <b>Boundary</b>	<b>No K-5</b> <b>Boundary</b>	<b>Name</b> (optional)
Teachers	<p>We, as teachers in the elementary here at Roskruge, feel it is important that we voice our opinion with regards to the Roskruge Boundary Proposal. We presently allow students to enter our program at any grade level. This practice is not only detrimental for the students entering the program, as they enter without the foundational skills necessary to be successful in a two way dual language setting, but also slows down and waters down the curriculum for the students who have been here since kinder and first and are prepared for the program. Teachers and students are equally frustrated because of the need to bridge such huge linguistic gaps when students enter after first grade. Especially when they enter in 3rd_8th grade as content becomes increasingly more demanding.</p> <p>We would like to see students enter the program at Kindergarten or 1st grade or pass a Spanish screener. Entering at Kinder or first grade would allow students to build the foundational skills they need in language in order to be successful in the dual language program. Passing a screener would ensure that the students entering in grades other than k/l are coming into the program with the foundational skills necessary for success. This in turn would strengthen the program overall. Allowing students to enter in any grade is a prevailing issue here at Roskruge and one that is and has been preventing Roskruge from becoming an excelling school. If we really want to integrate and attract families from the North and East sides then we have to be able to offer an excelling program. Successful Dual Language Programs all across the country have the same programmatic policies. These policies are in place for a reason, because research tells us that they are best practices. Don't we want the best for our Roskruge students?</p> <p>In closing just a final thought: Dual Language programs are programs of choice. Parents should have the option to select the program, it should not be imposed upon them because of the neighborhood they live in. Thank you for considering our perspective as you press forward with determining what policies will best serve the students at Roskruge.</p>	This memo was not included in the tally because some of the same teachers were counted in the survey response above		Multiple K-5 Teachers: M. Fugli A. Berring S. Redondo C. Larrazolo M. Villegas R. Corrales D. Lopez A. Gallegos A. DeLeon

TEACHER AND STAFF SURVEY

Roskruge staff: After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  yes  No Date: 4/17/19 Name (optional): Cardona Morales

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons: <sup>DL</sup>  
TWDL can be done w/ magnet status! As a school,  
with good leadership + support we can be just as successful  
if not more than any school in California.  
The TWDL model as proposed would make Roskruge  
a segregated school!

I support the proposal of changing Roskruge to a TWDL (two-way dual language) Academy.

Reasons:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I support Roskruge as a boundary school.

Reasons:  
Keeping boundaries <sup>the</sup> guarantees some % of integration  
and mixture of diversity among students. TWDL model  
as proposed promotes exclusion, segregation and is not  
Two way. No English monolingual Anglo students would be  
allowed

I support Roskruge as a non-boundary school

Reasons:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



TEACHER AND STAFF SURVEY

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Teacher  yes  No Date: 4.17.19 Name (optional): Brenda Riley

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:

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I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:

I support this model in order to  
strengthen the TWDL program.

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I support Roskruge as a boundary school.

Reasons:

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I support Roskruge as a non-boundary school

Reasons:

I support this model because I feel  
students who are truly interested in this  
model would attend the school.

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## TEACHER AND STAFF SURVEY

**Roskruge staff:** After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  YES  NO  Date: 4/12/19 Name (optional): Dale Lopez



**I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)**

Reasons: We have had meetings of a large committee and public hearings regarding the boundary changes. Where were these meetings with a large committee and public hearings when the plan was being formed in the first place? Some of us received information that this plan was created over a year ago, to actually strengthen the magnet, by a relatively small committee with the only Roskruge connection being a first-year principal. No parents, no community members, no faculty, no staff.



There has to be a way to be more inclusive. With this plan, we're telling all TUSD families, with kids in grades 2 through 8, that if you don't know Spanish, you're out of luck. We only want you if you're a Spanish speaker. Roskruge has diversity right now partly thanks to our neighborhood kids. Of those 22 kids at Roskruge from this neighborhood, 27% are anglo. And of those 42 kids from the Richey area at Roskruge, 14% are Native American. We have one of the highest percentages of Native American students in TUSD. We have Anglos. We have African-Americans. This diversity will not get better under this plan. At this school, and I'm sure all over the district, we have welcomed kids born in Mexico, Central American countries, South American countries, Japan, China, Vietnam, Cameroon, Sudan, France. Just to name some that I am personally familiar with. Some of them knew little or no English. But, we taught them English and we taught them in English and in Spanish. And they became good students. There has to be ways to teach students Spanish and in Spanish even if they know little or no Spanish. We have to be welcoming. Roskruge always has been.

I suggest we start over from square one. There is more than one way to teach dual language. Why not present a committee, made up of Roskruge parents and other stakeholders, options just like the boundary committee had options, as to

how to teach dual language here. Let our community decide what's best for us. Not what's best to put a feather in TUSD's cap or what's best according to an expert that doesn't even live here. Because the best experts that we have are not the ones we are paying, but our parents. Our Roskruge parents. They are the experts on Roskruge.

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**I support Roskruge as a boundary school.**

Reasons: I am a member of the Boundary Committee and I am a resident of the Roskruge neighborhood. I have been part of this neighborhood for over 50 years in two different residences. For a school district, whose superintendent's number one goal is to increase enrollment, the last thing that it needs to do is effectively close another neighborhood school. Roskruge is part of this neighborhood and this neighborhood is part of Roskruge. From personal experience, this has been the case, for over 50 years and probably since Roskruge joined Tucson High at this location 105 years ago. When we had to close schools, for financial reasons, that is one thing. Doing it, in the name of "improving" a school, is not necessary.

The reason that our magnet status is on alert is the lack of integration. This plan does not help integration. It does just the opposite. The district has provided information to us that 22 K-5 children from this neighborhood attend Roskruge. 34 attend other TUSD schools. From the Richey neighborhood, 42 K-5 neighborhood kids attend Roskruge. 26 attend other TUSD schools. So, those who do not want to attend a dual language school find other schools. So why put these neighborhoods through this boundary change. Let's be welcoming. There's a big difference between saying: You're welcome here. You belong here. And saying: You have a preference to be here. You probably will but maybe not.

I know from teaching in the classroom for 22 years, actually at Roskruge, that it would be wonderful if all students' reading and math skills were at grade level and no new kids joined the class during the school year. But that's not reality. That's not the way the cookie crumbles. That's not the way a popular public school works. It would be wonderful if every class here had 10 English-dominant

students, 10 Spanish dominant students and 5 bilingual, biliterate students. But that's not reality. So, why muddy the issue? We're a public school. Let's behave as one.

### TEACHER AND STAFF SURVEY

**Roskruge staff:** After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  Yes  No Date: \_\_\_\_\_ Name (optional): Roberts

**Un-Decided on all issues:**

Reasons:

I am undecided on which method would be best. As one of the newer teachers, I have come in after some of the discussions began. However, I believe that this has not been done correctly from the beginning. There are many open questions, that should have already been decided already.

In order for real success at the middle school level, there must be support, in the way of help sheets, manipulatives; so that students that only speak a few words of Spanish will be successful. It has been said, that the students we need, for integration, are the students with little Spanish knowledge. Thus making sure that the program is set-up to make all students successful, is needed.

Further, I challenge the need to have teachers go through paying up to 8000 to get an endorsement. We have the expert staff at Roskruge, that could teach other teachers, over the 3 year window, how to have a successful TWDL Classroom. This method would be more cost effective. Teachers that are leaving are doing so, because of the potential cost, and other things. The program has little to do with their leaving. How the program is being planned is the issue; as some see it as immersion, rather than dual(which means 2).

An open question is if the change from Magnet, and in boundaries, is the reason our on-line registration is behind. Last I heard we were at 24%; which is at the lowest level of K-8 Schools.

I am not opposed to any of the options. I am concerned as to how awful the planning and implementation has been.

TEACHER AND STAFF SURVEY

Roskruge staff: After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  yes  No Date: 2/16/19 Name (optional): \_\_\_\_\_

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:

There are too many complications with the Magnet status. Teachers, students, and parents are not involved with our magnet focus, which should be Bilingual Education due to the school wide low expectations and lack of consistency with the program. We need more teachers who support Spanish instruction because the status of the Spanish language is too low at Roskruge. We need to better balance languages.

I support Roskruge as a boundary school.

Reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I support Roskruge as a non-boundary school

Reasons:

Roskruge under Dual-Language instruction, should accept students who either have knowledge of Spanish at grade level or are truly interested on learning Spanish whether they are from neighborhood or not. We are a unique school and need to keep it that way. Parents of students who don't have experience with Spanish but want to learn the language, and culture should commit to support their children. Otherwise, the program will never work.

TEACHER AND STAFF SURVEY

Roskruge staff: After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  Yes  No Date: 4.17.19 Name (optional): \_\_\_\_\_

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:  
Magnet programs provide opportunities for minority students who may not have access to enrichment programs at non-magnet ~~and~~ schools. Minority students are often underrepresented and TUSD should do all it can to promote →

I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons: I feel a strand model of dual-language would provide increased opportunities for diverse students - special needs, non-minorities & minority students. \* If remaining a "boundary" school.

I support Roskruge as a boundary school. #families

Reasons: No - Students who are within boundaries now and attend Roskruge often begin with little/no knowledge of the dual language model or do not know of their options to move to a school that will better meet needs

I support Roskruge as a non-boundary school

Reasons: I do support non-boundary as it will allow appropriate placement for students which will better support their school success.

academic area achievement success  
among students within the Tucson  
community.



TEACHER AND STAFF SURVEY

**Roskruge staff:** After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  yes  No Date: 4/16 Name (optional): \_\_\_\_\_



I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:

Roskruge can do more w/the magnet status. The removal of magnet status is not fair due to the demographics of Tucson & Roskruge's area



I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:

It is good for all students Teachers shouldn't be pressure to get certifications



I support Roskruge as a boundary school.

Reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



I support Roskruge as a non-boundary school

Reasons:

All students should be allowed to study at Roskruge

**TEACHER AND STAFF SURVEY**

**Roskruge staff:** After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  yes  No Date: 4/16/2019 Name (optional): \_\_\_\_\_

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

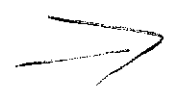
Reasons:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I support Roskruge as a boundary school.

Reasons:  
Families in the Richey Area have  
already been displaced from their homeschool,  
\_\_\_\_\_  
\_\_\_\_\_

I support Roskruge as a non-boundary school

Reasons:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



The district was given the job to make changes. It is up to the District to make the changes because it was ordered to take place, I feel that the district wants to find someone/group to blame when parents become upset about the outcome. The Board Members were elected to make hard decisions and they should also take the heat.

TEACHER AND STAFF SURVEY

Roskruge staff: After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  yes  No Date: 4/16 Name (optional): A. Velásquez

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons: I am concerned of that financial and material resources currently provided by the magnet program would be eventually lost if the magnet status is taken away, even though some district's officials have said / "promised" that Roskruge wouldn't lose funding.

I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I support Roskruge as a boundary school.

Reasons:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I support Roskruge as a non-boundary school

Reasons: To help enforce our Dual Language Program.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TEACHER AND STAFF SURVEY

**Roskruge staff:** After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  yes  No Date: 4/17/19 Name (optional): Carina Kennedy

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:

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I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:

I feel as though we have to jump through too many hoops with magnet. This causes a lot of stress for teachers and I have not seen benefit for the students.

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I support Roskruge as a boundary school.

Reasons:

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I support Roskruge as a non-boundary school

Reasons:

Our dual-language program should be a choice; it should not be forced upon a student just because we are their neighborhood school.

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Encuesta para maestros y personal de Roskruge

Maestros y personal de Roskruge: después de haber leído cuidadosamente la información agregada a este documento acerca de mantener a Roskruge como escuela bilingüe de atracción o remover su estatus de atracción para convertirse en una Academia de Lenguaje Dual "TWDL Academy" por sus siglas en ingles, así como también cambiar sus limites de inscripción, favor de marcar sus dos opciones abajo y expresar sus razones. Si necesita mas espacio, favor de agregar una hoja a este documento.

Maestro(a)  Si  No Fecha 04/17/19 Nombre (opcional) \_\_\_\_\_

Apoyo la idea de dejar a Roskruge como escuela de atracción (Roskruge Bilingual Magnet)

Razones:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Apoyo la idea de convertir a Roskruge en una Academia de Lenguaje Dual (TWDL Academy)

Razones:

*Roskruge needs to strenght the Dual Language program. We need students that are really committed to learn Spanish. Once we have students we can be one of the best schools in the nation*

Apoyo a Roskruge para que su escuela primaria permanezca como escuela del vecindario sin inscripción por solicitud.

Razones:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Apoyo a Roskruge como una escuela K-8 de inscripción por solicitud solamente y sin limite de vecindario.

Razones:

*Students that are really interested in Spanish or are at their grade level can be part of Roskruge. We as teachers can also support any other student that really wants to join school but they lack the language. We can create an extra class for them*

TEACHER AND STAFF SURVEY

Roskruge staff: After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  yes  No Date: 4/15/19 Michelle Fugli Name (optional): 2nd

Citlali Gonzalez 3rd, Kevin Gray 2nd, Villegas 2nd, Adam M. Dahl 1st, R. Gomez 5th, R. Gomez 3rd

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I support the proposal of changing Roskruge to a TWDL (two-way dual language) Academy.

Reasons:

Dual language programs are programs of choice. Parents should have the option to select the program. It should not be imposed on them because it's their neighborhood school.

I support Roskruge as a boundary school. By doing so we could control the specialties of who gets in when.

Reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I support Roskruge as a non-boundary school

These reflect the opinions of the K, 1, 2, 3, and one 5th grade teachers

Reasons:

Teachers and students are equally frustrated because of the need to bridge such a huge linguistic gap when students enter at grade other than K & 1.

Case 4:14-cv-00090-DCB Document 2230-1 Filed 07/16/19 Page 32 of 81

\* Its detrimental to student progress when they are not only working on attaining grade level content but having to do it without any foundational skills in Spanish.

Its also detrimental to the students that have been in TWDL From K-1 who are now in the upper grades because it slows down their program in order to support those new to the program

\* Successful programs all across the country have the same programmatic policies. This is not something out of the ordinary that we are requesting for Roskrige.

\* If we really want to integrate and attract families from the north and east sides we have to be able to offer them an excellent program. These issues are preventing us from doing that



Encuesta para maestros y personal de Roskruge

Maestros y personal de Roskruge: después de haber leído cuidadosamente la información agregada a este documento acerca de mantener a Roskruge como escuela bilingüe de atracción o remover su estatus de atracción para convertirse en una Academia de Lenguaje Dual "TWDL Academy", así como también cambiar sus límites de inscripción, favor de marcar sus dos opciones abajo y expresar sus razones en detalle. Si necesita mas espacio, favor de agregar una hoja a este documento. Gracias.

Maestro(a)  Si  No Fecha: 04/17 Nombre (opcional) \_\_\_\_\_

Si

Apoyo la idea de mantener el estatus de "atracción" en Roskruge ("Roskruge Bilingual Magnet")

Razones:  
- Mantener estatus

No

Apoyo la idea de convertir a Roskruge en una Academia de Lenguaje Dual (TWDL Academy)

Razones:  
- ~~Compromiso de los estudiantes y padres~~

No

Apoyo a Roskruge para que permanezca como escuela del vecindario sin inscripción por solicitud al menos en su primaria.

Razones:

Si

Apoyo a Roskruge como una escuela de inscripción por solicitud solamente y sin limite de vecindario.

Razones:  
- Mas opciones para la comunidad  
- Compromiso de padres y estudiantes con el programa

TEACHER AND STAFF SURVEY

**Roskruge staff:** After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback about the magnet/boundary situation at Roskruge for the 2020-2021 school year. If you need more space for feedback, please attach a paper to this survey specifying the option.

Teacher  yes  No Date: 04/17/19 Name (optional): \_\_\_\_\_

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:

I support Roskruge to remain as a magnet school, parents look for a school with "magnet status".

I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:

Dual language program is essential to our global society. Our society is becoming more global and our students being bilingual prepares them for a better future.

I support Roskruge as a boundary school.

Reasons:

I support Roskruge as a non-boundary school

Reasons:

Roskruge is allowed to have students that are really interested in a Dual Language Program. We will have high achieving students that are bilingual

**Encuesta para maestros y personal de Roskruge**

**Maestros y personal de Roskruge:** después de haber leído cuidadosamente la información agregada a este documento acerca de mantener a Roskruge como escuela bilingüe de atracción o remover su estatus de atracción para convertirse en una Academia de Lenguaje Dual "TWDL Academy", así como también cambiar sus límites de inscripción, favor de marcar sus dos opciones abajo y expresar sus razones en detalle. Si necesita mas espacio, favor de agregar una hoja a este documento. Gracias.

Maestro(a)  Si  No Fecha: 4/17 Nombre (opcional) \_\_\_\_\_

Apoyo la idea de mantener el estatus de "atracción" en Roskruge ("Roskruge Bilingual Magnet")

Razones:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Apoyo la idea de convertir a Roskruge en una Academia de Lenguaje Dual (TWDL Academy)

Razones:

The program must & needs to be reinforced with having students who really want to be here to learn Spanish who value it.

Apoyo a Roskruge para que permanezca como escuela del vecindario sin inscripción por solicitud al menos en su primaria.

Razones:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Apoyo a Roskruge como una escuela de inscripción por solicitud solamente y sin límite de vecindario.

Razones:

The program needs positive changes.

TEACHER AND STAFF SURVEY

**Roskruge staff:** After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  yes  No Date: 4-17-19 Name (optional): \_\_\_\_\_



I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:

To Continue with the Magnet  
label, however it needs to be done  
correctly; prepare students to be 100% bilingual



I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



I support Roskruge as a boundary school.

Reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



I support Roskruge as a non-boundary school

Reasons:

We need to have the liberty  
of accepting all students who want  
to become bilingual.

TEACHER AND STAFF SURVEY

Roskruge staff: After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  yes  No Date: 4-17-19 Name (optional): Nellie Aguilera

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons: Roskruge will lose desec funds, so this means no monies for mariachi, folklorico, teacher assistants. Also has the characteristics of being known as a bilingual magnet school for many years. It is a special school for students who want that privilege and real interest to learn Spanish.

I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I support Roskruge as a boundary school.

Reasons:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I support Roskruge as a non-boundary school

Reasons: Roskruge should have a screener for Spanish and the interest of those student to learn Spanish. Otherwise bilingual progress is not going to be effective.

**PARENT AND COMMUNITY SURVEY**

**Parents, and Community of Roskruge:** After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Parent or Guardian of Roskruge: Yes  No  Date: 04/17/19 Name (optional): José Toledo

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:

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I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:

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I support Roskruge as a boundary school.

Reasons:

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I support Roskruge as a non-boundary school

Reasons:

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TEACHER AND STAFF SURVEY

Roskruge staff: After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  yes  No Date: \_\_\_\_\_ Name (optional): \_\_\_\_\_

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:

I support this because the students who want to or are willing to learn Spanish will be here. This will cause discipline issues to go down since all children/parents are invested in program.

I support Roskruge as a boundary school.

Reasons:

The boundary is important because only the students who care invested will be attending. Children/parents will have buy in. This will strengthen dual language program. Miles JLC is currently a boundary school and is thriving academically.

I support Roskruge as a non-boundary school

Reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TEACHER AND STAFF SURVEY**

**Roskruge staff:** After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  yes  No Date 4-18-19 Name (optional): \_\_\_\_\_

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:

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I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:

*Me gusta que sea una escuela con ayuda bilingüe.*

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I support Roskruge as a boundary school.

Reasons:

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I support Roskruge as a non-boundary school

Reasons:

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**TEACHER AND STAFF SURVEY**

**Roskruge staff:** After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  yes  No Date: 4-18-19 Name (optional): \_\_\_\_\_

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:

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I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:

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I support Roskruge as a boundary school.

Reasons:

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I support Roskruge as a non-boundary school

Reasons:

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Encuesta para maestros y personal de Roskruge

Maestros y personal de Roskruge: después de haber leído cuidadosamente la información agregada a este documento acerca de mantener a Roskruge como escuela bilingüe de atracción o remover su estatus de atracción para convertirse en una Academia de Lenguaje Dual "TWDL Academy", así como también cambiar sus límites de inscripción, favor de marcar sus dos opciones abajo y expresar sus razones en detalle. Si necesita más espacio, favor de agregar una hoja a este documento. Gracias.

Maestro(a)  Si  No Fecha: 4/18/19 Nombre (opcional) \_\_\_\_\_

Apoyo la idea de mantener el estatus de "atracción" en Roskruge ("Roskruge Bilingual Magnet")

Razones:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Apoyo la idea de convertir a Roskruge en una Academia de Lenguaje Dual (TWDL Academy)

Razones:

será más fácil el trabajo en el salón de clases ya que todos los niños estarán con las mismas normas, principios de la educación bilingüe y con eso se conseguirá un mejor resultado al todos estar comprometidos a aprender español.

Apoyo a Roskruge para que permanezca como escuela del vecindario sin inscripción por solicitud al menos en su primaria.

Razones:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Apoyo a Roskruge como una escuela de inscripción por solicitud solamente y sin límite de vecindario.

Razones:

esto evita el problema de la falta de apoyo de las familias, al no tener nada que haga la escuela especial, cualquier persona puede entrar y esto dificulta el resultado deseado.

**TEACHER AND STAFF SURVEY**

**Roskruge staff:** After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  yes  No Date: 4-18-19 Name (optional): \_\_\_\_\_

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:

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I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:

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I support Roskruge as a boundary school.

Reasons:

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I support Roskruge as a non-boundary school.

Reasons:

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**TEACHER AND STAFF SURVEY**

**Roskruge staff:** After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  yes  No Date: \_\_\_\_\_ Name (optional): \_\_\_\_\_

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:

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I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:

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I support Roskruge as a boundary school.

Reasons:

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I support Roskruge as a non-boundary school

Reasons:

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**TEACHER AND STAFF SURVEY**

**Roskruge staff:** After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  yes  No Date: \_\_\_\_\_ Name (optional): \_\_\_\_\_

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:

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I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:

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I support Roskruge as a boundary school.

Reasons:

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I support Roskruge as a non-boundary school

Reasons:

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TEACHER AND STAFF SURVEY

**Roskruge staff:** After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Teacher  yes  No Date: 4/19/19 Name (optional): \_\_\_\_\_

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:

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I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:

*I believe this change will be great for Roskruge. Magnet has not worked for our school. It is time we try something new to help our future be successful in the diverse business world/work place.*

I support Roskruge as a boundary school.

Reasons:

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I support Roskruge as a non-boundary school

Reasons:

*Students that have not had any bilingual classes or spanish tend to struggle in class. If they could read, write or speak spanish it hinders their learning process.*

TEACHER AND STAFF SURVEY

**Roskruge staff:** After carefully reading the attached information about keeping Roskruge as Magnet or demagnetizing Roskruge to become a TWDL Academy as well as boundary/non-boundary, please select your two options, and write in detail your feedback. If you need more space for feedback, please attach a paper to this survey. Thank you for your cooperation!

Assistant Teacher  yes  No Date: 4-19-19 Name (optional): A. Rogers

I support keeping Roskruge as a Magnet school ( Roskruge Bilingual Magnet K-8)

Reasons:

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I support the proposal of changing Roskruge to a TWLD (two-way dual language) Academy.

Reasons:

I believe it will strengthen bi-lingual education.

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I support Roskruge as a boundary school.

Reasons:

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I support Roskruge as a non-boundary school

Reasons:

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March 15, 2019

To Whom It May Concern:

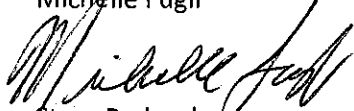
We, as teachers in the elementary here at Roskruge, feel it is important that we voice our opinion with regards to the Roskruge Boundary Proposal. We presently allow students to enter our program at any grade level. This practice is not only detrimental for the students entering the program, as they enter without the foundational skills necessary to be successful in a two way dual language setting, but also slows down and waters down the curriculum for the students who have been here since kinder and first and are prepared for the program. Teachers and students are equally frustrated because of the need to bridge such huge linguistic gaps when students enter after first grade. Especially when they enter in 3<sup>rd</sup>-8<sup>th</sup> grade as content becomes increasingly more demanding.

We would like to see students enter the program at Kindergarten or 1<sup>st</sup> grade or pass a Spanish screener. Entering at Kinder or first grade would allow students to build the foundational skills they need in language in order to be successful in the dual language program. Passing a screener would ensure that the students entering in grades other than k/1 are coming into the program with the foundational skills necessary for success. This in turn would strengthen the program overall. Allowing students to enter in any grade is a prevailing issue here at Roskruge and one that is and has been preventing Roskruge from becoming an excelling school. If we really want to integrate and attract families from the North and East sides then we have to be able to offer an excelling program. Successful Dual Language Programs all across the country have the same programmatic policies. These policies are in place for a reason, because research tells us that they are best practices. Don't we want the best for our Roskruge students?

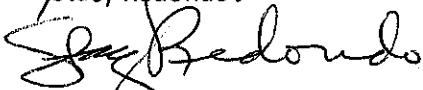
In closing just a final thought: Dual Language programs are programs of choice. Parents should have the option to select the program, it should not be imposed upon them because of the neighborhood they live in.

Thank you for considering our perspective as you press forward with determining what policies will best serve the students at Roskruge.

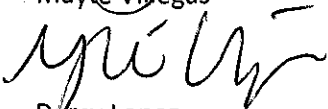
Michelle Fugli



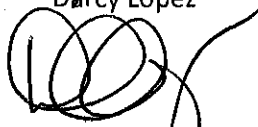
Stacy Redondo




Mayte Villegas

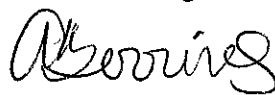


Darcy Lopez



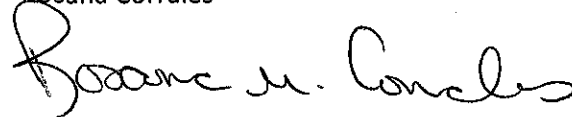
  
Anthony De Leon

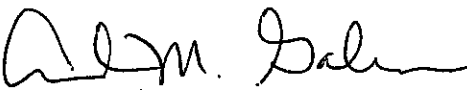
Adriana Berring



Citlali Larrazolo

Rosana Corrales



  
Andrea M. Gallegos



**Boundary Committee Public Meetings (March 4 and March 5)**

At Roskruge, about 15 people attended with 2 ES parents and 3 MS parents. At Richey, about 25 people attended including 8 parents, one grandparent of 3, and 6 community members.

**Results of Surveys**

By # of Children	Neighborhood	Annex	Other
Current School (by # of children)	Roskruge 1	Roskruge 2 Cragin 4	Roskruge 1 none 1
If your child is now at Roskruge do you intend to have him/her stay there? (yes, no)	Yes 1	Yes 2	Yes 1
If your child is not at Roskruge do you intend to apply to the dual-language program there, now or in the future? (yes, no)		Yes 2	Yes 1
Where would you like to send your child if you don't apply to Roskruge?		Cragin 2	
By Respondent			
Do you support the change?		No 3	

Why did you choose the above school/schools for you child/children?

Roskruge

- This is the home school to our community
- Because I think that dual-language is essential to unite communities. Tucson is a location just 60 miles from Mexico. Mexico is a country of more than 100 million inhabitants.
- Dual-language program

Cragin

- IEP speech program
- Transportation provided by family, convenience. Family members attend Cragin

**Comments**

My name is Dale Lopez. I am a member of the Boundary Committee and I am a resident of this neighborhood. I have been part of this neighborhood for over 50 years in two different residences. For a school district, whose superintendent's number one goal is to increase enrollment, the last thing that it needs to do is effectively close another neighborhood school. Roskruge is part of this neighborhood and this neighborhood is part of Roskruge. From personal experience, this has been the case, for over 50 years and probably since Roskruge joined Tucson High here in 1914. When we had to close schools, for financial reasons, that is one thing. Doing it, in the name of improving a school, is not necessary.

The reason that our magnet status is on alert is the lack of integration. This plan does not help integration. It does just the opposite. The district has provided information to us that 22 K-5 children from this neighborhood attend Roskruge. 34 attend other TUSD schools. From the Richey

neighborhood, 42 K-5 neighborhood kids attend Roskruge. 26 attend other TUSD schools. So, those who do not want to attend a dual language school find other schools. So why put these neighborhoods through this boundary change. Let's be welcoming. There's a big difference between saying: You're welcome here. You belong here. And saying: You have a preference to be here. You probably will but maybe not.

This plan has already put our school in jeopardy. One of Roskruge strengths has been the low teacher turnover each year for the past several years. Just weeks ago, our teachers without bilingual or ESL endorsements were asked to commit to spending their own money to get these endorsements and then be reimbursed in order to stay at Roskruge. So, of course, many teachers cannot afford to do this. We've lost excellent, experienced dedicated teachers. That has created holes that we already are having difficulty filling. Wouldn't it have been better to grandfather these teachers in and pay for their endorsements as they take the classes? Future teachers would be the ones that would be reimbursed, if necessary.

Give options for those that don't want the program and keep the boundaries.

Provide the Pascua Yaqui Tribe with a home school that has at least Spanish language learning; the Yaqui language would be even better.

I don't support the boundary change because the non-Hispanic students would be moved out, affecting the ethnic composition.

When Richey was closed the community was promised they wouldn't be moved again.

This is not an "expansion" of the dual-language program it should be termed an "improvement" or "enhancement".

Will the options provide safe walk paths?

Once again, another community meeting with no community present. All of these meetings that are supposed to engage the community are worthless if there is no true representation of those that will be affected. TUSD needs to go back to the drawing board and create a true plan that provides all the stakeholders a fair participation in a process that will affect our students, our teachers our community and our town.

Why can't there be non-dual-language strands in Roskruge? Get a committee to decide how to set up the program.



**PROPOSED ROSKRUGE BOUNDARY CHANGE**

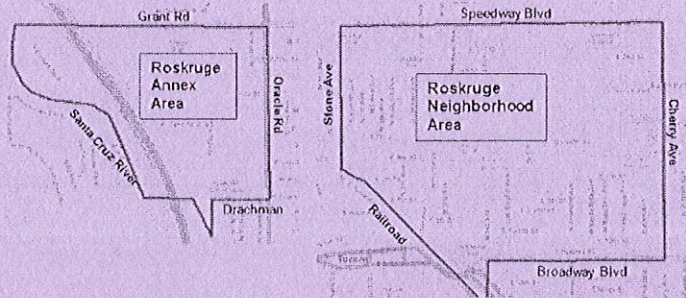
To strengthen the dual-language program at Roskruge we are exploring the creation of a no-boundary attendance area for the entire school. Students already enrolled at Roskruge would be able to remain there, but new students, if they are interested in, and committed to, a dual-language program, would need to apply for enrollment at the school, and they would be given preference. New students in the current attendance areas of Roskruge, who are not interested in the dual-language program, would be able to attend another elementary school.

Please take the short survey below to let us know your preferences.

**SURVEY**

Where do you live?

- Roskruge Annex Area
- Roskruge Neighborhood Area
- Other \_\_\_\_\_



Please fill out the following for each of your children who are in grades k-5 or are younger:

	1st Child	2nd Child	3rd Child	4th Child
Grade ("p" if a pre-schooler)	1 <sup>st</sup>	P		
Current School	Cragin	Cragin		
If your child is now at Roskruge do you intend to have him/her stay there? (yes, no)				
If your child is not at Roskruge do you intend to apply to the dual-language program there, now or in the future? (yes, no)				
Where would you like to send your child if you don't apply to Roskruge?	Cragin	Cragin		

Do you support the boundary change?  Yes  No

Why did you choose the above school/schools for you child/children?

Top Speech program

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**PROPOSED ROSKRUGE BOUNDARY CHANGE**

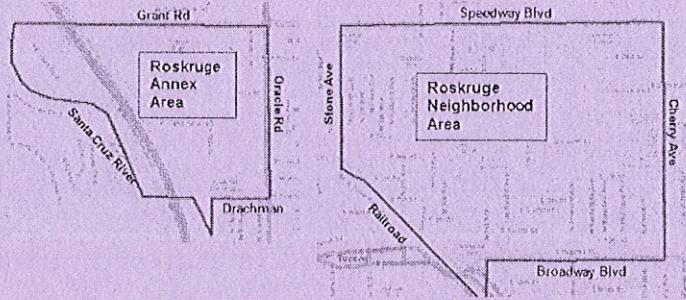
To strengthen the dual-language program at Roskruge we are exploring the creation of a no-boundary attendance area for the entire school. Students already enrolled at Roskruge would be able to remain there, but new students, if they are interested in, and committed to, a dual-language program, would need to apply for enrollment at the school, and they would be given preference. New students in the current attendance areas of Roskruge, who are not interested in the dual-language program, would be able to attend another elementary school.

Please take the short survey below to let us know your preferences.

**SURVEY**

Where do you live?

- Roskruge Annex Area
- Roskruge Neighborhood Area
- Other \_\_\_\_\_



Please fill out the following for each of your children who are in grades k-5 or are younger:

	1st Child	2nd Child	3rd Child	4th Child
Grade ("p" if a pre-schooler)	P	K		
Current School	Cragin	Cragin		
If your child is now at Roskruge do you intend to have him/her stay there? (yes, no)				
If your child is not at Roskruge do you intend to apply to the dual-language program there, now or in the future? (yes, no)	yes	yes		
Where would you like to send your child if you don't apply to Roskruge?	?	?		

Do you support the boundary change?  Yes  No

Why did you choose the above school/schools for you child/children?

Transportation provided by family / Convenience.  
Family members attend Cragin.



**PROPOSED ROSKRUGE BOUNDARY CHANGE**

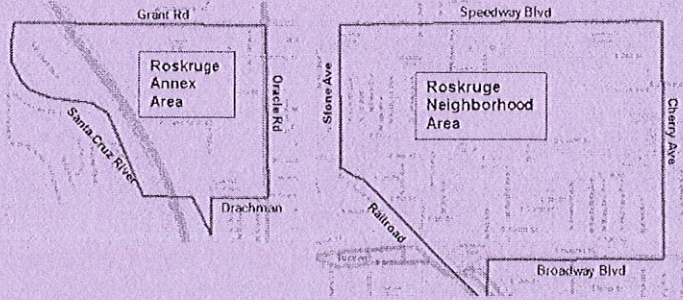
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Please take the short survey below to let us know your preferences.

**SURVEY**

Where do you live?

- Roskruge Annex Area
- Roskruge Neighborhood Area
- Other \_\_\_\_\_



Please fill out the following for each of your children who are in grades k-5 or are younger:

	1st Child	2nd Child	3rd Child	4th Child
Grade ("p" if a pre-schooler)				
Current School	Roskruge	Roskruge		
If your child is now at Roskruge do you intend to have him/her stay there? (yes, no)	yes	yes		
If your child is not at Roskruge do you intend to apply to the dual-language program there, now or in the future? (yes, no)				
Where would you like to send your child if you don't apply to Roskruge?				

Do you support the boundary change?  Yes  No

Why did you choose the above school/schools for you child/children?

*It is the home school to our community*

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**CAMBIO PROPUESTO DE LÍMITES DE ROSKRUGE**

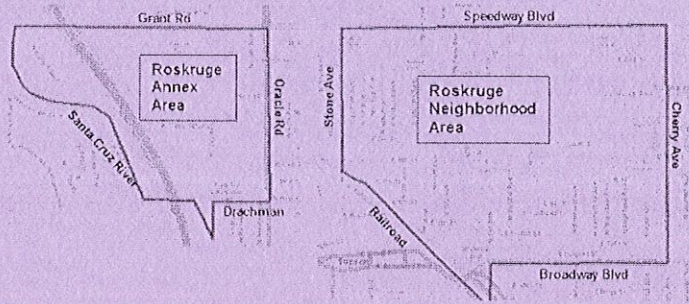
Con el fin de fortalecer el programa de lenguaje dual en la escuela Roskruge, estamos explorando la creación de un área sin límites de asistencia para la escuela. Los estudiantes que actualmente están inscritos en la escuela Roskruge podrán permanecer ahí, pero los estudiantes nuevos, si están interesados en inscribirse y se comprometen a tomar parte en un programa de lenguaje dual, necesitarán solicitar la inscripción en la escuela, y se les dará preferencia. Los estudiantes nuevos que están dentro de los límites de asistencia de la escuela Roskruge, quienes no están interesados en el programa de lenguaje dual, podrá asistir a otra escuela primaria.

Por favor, participe en la encuesta corta de abajo para informarnos sobre sus preferencias.

**ENCUESTA**

¿Dónde vive?

- Área Anexa a Roskruge
- Área de la Vecindad de Roskruge
- Otra Alvemon



Por favor, llene lo siguiente para cada uno de sus niños que están en los grados k-5 o son menores:

	1er Niño(a)	2do Niño(a)	3er Niño(a)	4to Niño(a)
Grado ("p" si es pre escolar)				
Escuela Actual	Roskruge	P		
Si su niño(a) está ahora inscrito en Roskruge ¿Es su intención que permanezca ahí? (sí, no)	Si			
Si su niño(a) no está inscrito en Roskruge ¿es su intención solicitar para el programa de lenguaje dual ahí, ahora o en el futuro? (sí, no)		Si		
¿A dónde le gustaría enviar a su niño(a) si no solicita en Roskruge?				

¿Apoya usted el cambio en los límites de la escuela?  Si  No

¿Por qué seleccionó la escuela/escuelas de arriba para su niño/nios?

Porque pienso que Dual-Language es esencial  
Para unir comunidades. Tucson está localizada  
a solo 60 millas de México. México es un  
país sólido con más de 100 millones de habitantes.



**PROPOSED ROSKRUGE BOUNDARY CHANGE**

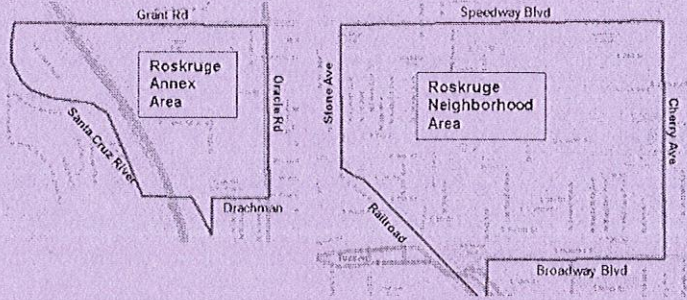
To strengthen the dual-language program at Roskruge we are exploring the creation of a no-boundary attendance area for the entire school. Students already enrolled at Roskruge would be able to remain there, but new students, if they are interested in, and committed to, a dual-language program, would need to apply for enrollment at the school, and they would be given preference. New students in the current attendance areas of Roskruge, who are not interested in the dual-language program, would be able to attend another elementary school.

Please take the short survey below to let us know your preferences.

**SURVEY**

Where do you live?

- Roskruge Annex Area
- Roskruge Neighborhood Area
- Other \_\_\_\_\_



Please fill out the following for each of your children who are in grades k-5 or are younger:

	1st Child	2nd Child	3rd Child	4th Child
Grade ("p" if a pre-schooler)				
Current School				
If your child is now at Roskruge do you intend to have him/her stay there? (yes, no)	yes			
If your child is not at Roskruge do you intend to apply to the dual-language program there, now or in the future? (yes, no)	no			
Where would you like to send your child if you don't apply to Roskruge?				

Do you support the boundary change?  Yes  No

Why did you choose the above school/schools for you child/children?

*Dual language program*

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Boundary Committee Members:

This information is offered to you to support your decision-making pertaining to Roskruge Bilingual K-8 Magnet Schools (Roskruge) relevant to the boundary proposals that have been offered by TUSD. Thank you for taking the time to review this prior to making your decision.

Respectfully,

*Sylvia Campoy*, Mendoza Plaintiffs' Representative

March 11, 2019

**A little history about TUSD boundaries:** There is only one TUSD school that does not have and never has had a neighborhood boundary: Dodge Traditional Magnet Middle School. The middle school portion of Roskruge is said by TUSD to have NO boundary, while the elementary portion does have a surrounding neighborhood boundary and also serves as the neighborhood school for the Old Pascua Yaqui Neighborhood. This is the same neighborhood that lost its immediate neighborhood school in 2010 when Richey was closed and Roskruge was designated its neighborhood school. In 1978, as a result of the Desegregation Court Order, Spring and Roosevelt were closed, which also served as neighborhood schools for the Old Pascua community. A large number of elementary students who attend Roskruge automatically continue their enrollment through 8<sup>th</sup> grade, thus Roskruge serves the noted neighborhoods K-8. Neighborhood students who opt out of the dual language offering are provided with options to attend other schools.

**The literature pertaining to schools with and without neighborhoods strongly suggests that parents, school communities, as well larger communities favor neighborhoods.** "The word "community" broken down to its roots is simply the union of the two words: "common unity." From this quite literal delineation of the word, it is easy to see that the real definition of a community is a group of people that have a particular characteristic in common. One may then ask themselves: what makes successful and dynamic communities? Contrary to what you may think, the answer is actually quite simple. Education. More specifically, quality public education- that is open to all of the community's members- powers prosperous communities." Excerpt from 4 Ways Neighborhood Schools Improve Communities by ADMINGA- Generation all.

**Neighborhood Input on TUSD's proposal to eliminate Roskruge boundary:**

**Roskruge neighborhood meeting -3/4/19:** A total of 5 Roskruge parents attended (per TUSD). Earlier in the day the school was evacuated and students were sent home due to sewage stench throughout the building. Perhaps this impacted parent attendance.

**Old Pascua Yaqui/ Roskruge neighborhood meeting-3/5/19:** A total of 8 parents; 1 grandparent; and 6 community members were in attendance (per TUSD).

**Yaqui Community leaders spoke out strongly against proposed boundary options** and referenced the loss of Richey Elementary school 9 years ago; the support for dual language instruction in English and Spanish at Roskruge; the desire to have Yoeme taught as a third language but expressed appreciation in having students learn Spanish since it is now used in Yaqui Tribal ceremonies. With the exception of TUSD administrators no one spoke in favor of the boundary options. Leaders repeated their opposition to the loss of Roskruge as their neighborhood school and stated **opposition to being processed as applicants** in order to enroll and be "accepted" at Roskruge.

**Empathy:** As a non-Roskruge affiliated & non-TUSD central administrator **Boundary Committee Member**, IMAGINE that your child's school or one at which you teach/administer is suddenly proposed to lose its neighborhood boundary. IMAGINE that as parent a who supports this school, you read about this in the Arizona Daily Star, without notice or explanation from TUSD. IMAGINE that since you read the news in late January there is now a pending vote by the Governing Board in early April. To complicate matters, IMAGINE that simultaneously a program that has been implemented within your school for decades has been restructured; that the school faculty has been directed to implement the new program model with only two faculty members having been involved in the model



development process and with NO parent input. IMAGINE that parents mostly learn about the changes to the school's program through what their children share with them. To greater complicate matters, IMAGINE that during this same time frame parents learn (via an article in the Arizona Daily Star in late December) that the school is also at risk of losing its magnet status. IMAGINE that the school's PTA requests to be informed about the newly implemented modifications to the program and that when this meeting takes place more central administrators and legal counsel attend than have ever attended any school meeting. IMAGINE that the attendees are told that this newly designed program model will have its best success without the current neighborhood and when attendees ask about the school's magnet status, they are told that it is the Special Master who has recommended the loss of the magnet status based on its lack of student integration and that student integration and the school's program are in conflict with one another. IMAGINE that when asked, '...if this is the case, why was the school left absent a magnet coordinator for the entire 2017-18 SY, the response from the school administrator is: All of the recruitment activities were fulfilled as s/he was directed. Another response to the question is: There was not a single qualified candidate. IMAGINE that magnet school parents and staff were told that NOTHING would change through the loss of the school's magnet status and that the school would continue to work on integration, which it did not appear it had since it failed to hire a magnet coordinator and since the District was put on notice about the school's failure to integrate in 2015. IMAGINE that when asked if the promise that the school would lose nothing would be put in writing, the response to attendees is that a commitment can only be made for the short term. IMAGINE that parents wondered why, if nothing would change by losing the school's magnet status, the District was conceding to the Special Master instead of opposing his recommendation.

**Roskruge REALITY:** What you have been asked to IMAGINE has been the REALITY experienced by many Roskruge parents and community members. Communication in dealing with the newly developed Two Way Dual Language Model, the proposed elimination of its neighborhood boundary, the proposed stripping of its magnet status has not been timely and has been very splintered and confusing for parents and community member. Decision-making has not been inclusive in its planning stages. Decisions have felt imposed. The first and only meeting on the school's magnet status is scheduled on March 11<sup>th</sup> (today, just prior to the BC meeting.)

**A few facts about TUSD magnet schools:** There are two foundational pillars for magnet schools within the Unitary Status Plan: Academic student achievement and integration. All of the current magnet schools have surrounding neighborhoods as part of their boundaries, with the exception of Dodge, as referenced earlier. The USP inherently supports the concept of magnet schools serving their surrounding neighborhoods. **The Court order of 2/26/19 leaves it to TUSD to determine whether Roskruge K-8 Bilingual Magnet School will retain or be stripped of its magnet status.** Of the five schools recently identified as being at risk of losing their magnet status, Roskruge is the single school for which this remains a question and at this point, the decision is up to TUSD. It is the single school for which TUSD has publicly conceded to the loss of its magnet status. TUSD asserts that its dual language program and its student integration requirements are in conflict with one another. This is not true. If any conflict exists, it appears that it has been designed by geographically planning and providing elementary dual language programs primarily on the south and west side of TUSD and not expanding its offerings at the middle school level rapidly enough. This has left Roskruge as a limited option for elementary students who have been in a dual language program from schools such as Mission View who are moving to the middle school level. This is not a conflict between the program and the magnet status of the school. It is a failure by TUSD in better

projecting and managing enrollment for the only dual language magnet middle school in TUSD. There are also obvious failures in the school's recruitment efforts as demonstrated, such as not staffing its magnet coordinator position for a full year, while knowing that the school has been designated as being in jeopardy of losing its magnet status for not being integrated. However, **it is not too late!** With aggressive recruitment efforts, Roskruge is still able to show progress at its entry level grades: Kindergarten, 1<sup>st</sup> Grade, and 6<sup>th</sup> Grade.

**Roskruge Dual Language Program:** The District continues to assert that it is "expanding" its dual language program at Roskruge, however, there is no true programmatic expansion since the school has been advertised and reported to the Court as being a school-wide "bilingual" or a dual language K-8 school for many years. Improvements made to the dual language education model have been made to comply with the Unitary Status Plan and the Arizona Department of Education, as well as to respond to dual language expert consultant recommendations, but such improvements do not "expand" the program; they improve the program and there still may be room for additional improvement. When one tunes their car, it is not an expansion of the car, rather it is to improve the car's performance. (Placing a dual language program at a new site or offering a continuum of the program to added grades levels would be considered an "expansion.") **TUSD has been slow in expanding its dual language offerings, which is a large part of the creation of the current problem.** This should not fall on the shoulders of Roskruge students, parents, and the school's immediate & extended communities. TUSD states that it fully supports its dual language programs and, perhaps, it is a new day in TUSD since its standing legal position has been that dual language programs are not required in the absence of the USP. Evidence-based verification of its new legal position, as well as its legitimate dual language program expansion are called for, given TUSD's current record, as exemplified by TUSD's own verbiage in its legal brief referenced below. The expert from the court order referenced below also gives indication of the specific direction which has been required by the Court to move TUSD to act in expanding its dual language programs.

**Brief Filed by TUSD 9/12/14: Document 1676 Excerpt from Pg. 9**

"Dual-language programs would not be required in the absence of the USP. ...TUSD is not required to provide dual-language courses by any authority other than the USP."

**December 22, 2015 Court Order (Document 1879) Excerpts from Pg. 6**

"Again, the Mendoza Plaintiffs express concern that the District has failed to use 910(G) funding to expand the dual language program. Last year, the Mendoza Plaintiffs challenged proposed expenditures for dual language teachers on supplant vs. supplement grounds, and noted that the District must "build and expand its Dual Language programs in order to provide more students throughout the District with opportunities to enroll in these programs.'" (R&R (Doc. 1833), Ex. B: Mendoza Objections (Attach 2) at 3 (citing USP, Section V.C.1: Quality of Education)). Still this year, the District fails to budget 910(G) money to expand dual language programs. "In fact the number of schools offering dual language programs and overall enrollment in the programs has substantially declined." *Id.* at 4. Suffice it to say: "If not now, when?" The target end-date for operating TUSD under the USP is SY 2016-17.

The Court adopts the Special Master's recommendation that the District be required to develop a plan for increasing student access to dual language programs which must be implemented by SY 2016-17. Given the delay in moving forward with the dual language component of the USP, the District should engage one or more nationally recognized consultants to assist in studying and developing the plan, which must be prepared and



presented to the parties and Special Master for review and comment in a timely fashion for implementation in SY 2016-17.

Additionally, the District's study should consider what types of dual language programs may be effective for integration purposes and examine whether locating dual language programs in other sections of the District and in schools that do not have a Latino student population in excess of 75% would attract students of all racial and ethnic backgrounds. See (Stipulation (Doc. 1865) ¶ E.)"

Roskruge Dual Language Program

**The Mendoza Plaintiffs oppose stripping Roskruge of its magnet status and oppose the boundary options as presented by TUSD. The Plaintiffs will work jointly with the District in arriving at solutions which best support retaining the school's magnet status. Other such collaborations have been most positive.**



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## Mendoza Plaintiffs' Comments, Objections, and Suggestions

Only the Mendoza Plaintiffs have submitted written comments, objections, or suggestions related to the District's proposal.

### 1. Mendoza Plaintiffs' Comments on the Draft DIA re Boundary [February 20, 2019]

In February, Mendoza Plaintiffs stated they "cannot support Roskruge as a no-boundary K-8 at this point but welcome any District information to address Mendoza Plaintiffs' concern." Those concerns are listed below:

#### Proposal fails to accommodate Richey families

- DIA fails to accommodate families whose students were moved to Roskruge in 2010 when Richey closed (including PascuaYaqui Tribe members in the "Old Pascua Yaqui" neighborhood)
- A boundary change for these students will be the second in a period of nine years if the District's suggested boundary changes come to fruition (from 1978 Spring closure and 2010 Richey closure)

**District Response:** The District has incorporated several accommodations for Richey families:

- No Richey student who was moved in 2010 is affected in 2020-21 (they have all matriculated out of Roskruge)
- Existing Richey students are "grandfathered" and will not be impacted by this proposal
- Nothing changes for K-1 Richey neighborhood students in grades K-1
- Qualified Richey neighborhood students in grades 2-5 have enrollment priority over other qualified students
- Richey neighborhood students can enroll at Roskruge in grades K-1 and at Cragin – both "by right"
- Richey neighborhood students can get free transportation to Cragin
- Richey neighborhood students can still attend Mansfeld/THS for middle and high school

#### Cragin and Howell would create travel burdens on Roskruge/Richey neighborhood students

- Because Cragin and Howell, two of the schools that may receive Roskruge/Richey students, are miles away from Roskruge and "Old Pascua," students who would otherwise attend Roskruge will be burdened with securing travel accommodations
- Even if the District provides transportation, families would bear the travel burden re parent conferences, school events, student pick-up in cases of emergency, etc. Such a result would conflict with the idea of engaging the families of students in need to improve their academic achievement.

**District Response:** The driving time from the Richey neighborhood to Cragin and to Roskruge (about ten minutes) is exactly the same. There is no additional travel burden for Richey families to attend Cragin.

Moreover, the vast majority (90%) of Roskruge students are open enrollment students who travel from other school boundary areas to attend Roskruge. Districtwide, thousands of students are encouraged to leave their neighborhood boundary in the name of integration to attend magnet schools or to leave racially concentrated schools through magnet and incentive transportation. At no point has any party asserted that the District should discontinue its magnet and incentive transportation programs because "families would bear the travel burden" to attend parent engagement or student pick-up for emergencies.

## **2. Mendoza Plaintiffs' Suggestion to Revision Roskruge as a World Language Academy Magnet School [March 4, 2019]**

As Sylvia Campoy stated at the conclusion of her statement to the Boundary Committee on March 11, 2019, the Mendoza Plaintiffs seek to work with the District to arrive at the optimum solution for a revised Roskruge. To that end, we have carefully reviewed and considered the District's various "revisioning" proposals for the school, the USP, the District's strategic plan, the TUSD TWDL Framework, research relating to dual language programs, and consulted with Beatriz Arias. We also are mindful of the needs and desires of those residing in the current Roskruge attendance boundary (inclusive of the Old Pascua Yaqui Neighborhood "annex") and the outcome of the March 11, 2019 Boundary Committee vote.

Based on all of the foregoing, we now write to suggest that the District revision Roskruge as a World Language Academy Magnet School with no change to its current boundaries/attendance area.

The following is purposely quite general (at the 30,000 foot level) both because we believe it is important that we first focus on the concept and because we believe implementation of the concept will benefit from a collaborative approach like that which led to the development of the revised MASSD plan.

We believe that the revised Roskruge World Language Academy Magnet School not only will further the purposes of the USP; it also will further Strategic Priority # 3 under Diversity in the District's Strategic Plan: "TUSD will increase and support its foreign language options for all students." (Emphasis added.)

We further believe that what we are suggesting is 100% consistent with the District's existing TWDL framework which states in relevant part:

"As students enter middle school, the level of students' proficiencies in the target language [Spanish in this case] delineates the type of program in which they will participate. Two-Way Dual Language students must be allowed to continue their pathway from 5th grade into middle school to fully realize the advantages of their TWDL schooling....In addition, TUSD middle schools are reorganizing the middle school schedule to offer more than just a TWDL strand. Students without TWDL experience should be given the option of taking high school equivalent Spanish courses for English speakers. Native Speaker courses for Native-speaking students who have oral language capabilities but need literacy development in the Spanish language should also be offered." (TUSD TWDL Framework at 26; emphasis added.) The TWDL Framework then includes a chart outlining the three strands. A copy of that chart is being provided with this memo.

Mendoza Plaintiffs believe that a revised Roskruge should offer at grades 6-8 the three strands that are contemplated by the District's own TWDL Framework. This will permit greater flexibility at the 5th to 6th grade transition point and enhance the school's ability to further integrate its 6th through 8th grades.

Mendoza Plaintiffs also suggest that the District broaden its approach at the K-5 level to augment the TWDL option with a second strand in which all students study Spanish but are not in "immersion" or dual language classes. This would provide every child in the school with exposure to a world language besides English and further a focus on developing cultural competencies within the magnet theme. Further, it will permit neighborhood children whose families do not chose to have their children participate in a dual language program continue to attend the school. (We learned through the presentations at the Boundary Committee and Roskruge school meetings that many Yaqui families are interested in having their children study Spanish although not necessarily in the dual language format. The suggested option of more than one strand provides this and all communities with the opportunity to select which strand is best for their child.

Additionally, it would provide a solution to the challenge of having new students enroll in the school after the first grade. Such children, based on their Spanish language competency, would be placed either in the TWDL strand or the Spanish language study strand(s).

Moreover, we believe that achieving the “gold standard” for the dual language strand would occur much more rapidly than what currently is being proposed since all dual language teachers within a “gold standard” dual language program not only should be certified at their level and/or content area but also hold a bilingual education endorsement. Yet, according to recent Roskruge teacher job announcements we have reviewed, bilingual education endorsement is not now required; rather, it is listed as “preferred.” (One such announcement is provided with this memo.) A preference but not a requirement for bilingual education endorsement in the job announcement seems more logically to apply with respect to teachers in the non-dual language strand(s) that we are recommending. (As the entire program is built, it would of course be ideal to have a school filled with bilingual education endorsed professionals. In this regard, we also strongly suggest that the bilingual education endorsement should be a requirement for the school’s leadership team as well.)

We believe a World Language Academy Magnet School like what we are suggesting would “brand” Roskruge in a manner that would be very attractive to its neighborhood and to the larger community. The Roskruge World Language Academy Magnet School would involve all students, K-8, in the study of language. By including students at all levels of English and Spanish proficiency, it would be inclusive and also should be able to attract a greater diversity of students.

In that regard, Mendoza Plaintiffs continue to believe that the Roskruge revisioning plan must incorporate far more outreach and greater dissemination of information about the educational and other benefits of a bilingual education than currently is occurring at the school in order to maximize integration at the school and to better educate both the school community and the larger TUSD community about both the value of bilingual education and the importance of studying languages other than English.

**District Response:** The District appreciates the time and energy Mendoza Plaintiffs spent to create this alternate suggestion, and it has considered (and may incorporate) many of the points raised. However, after careful analysis of this proposal, and consultation with its expert Ms. Rosa Molina, it responds as follows:

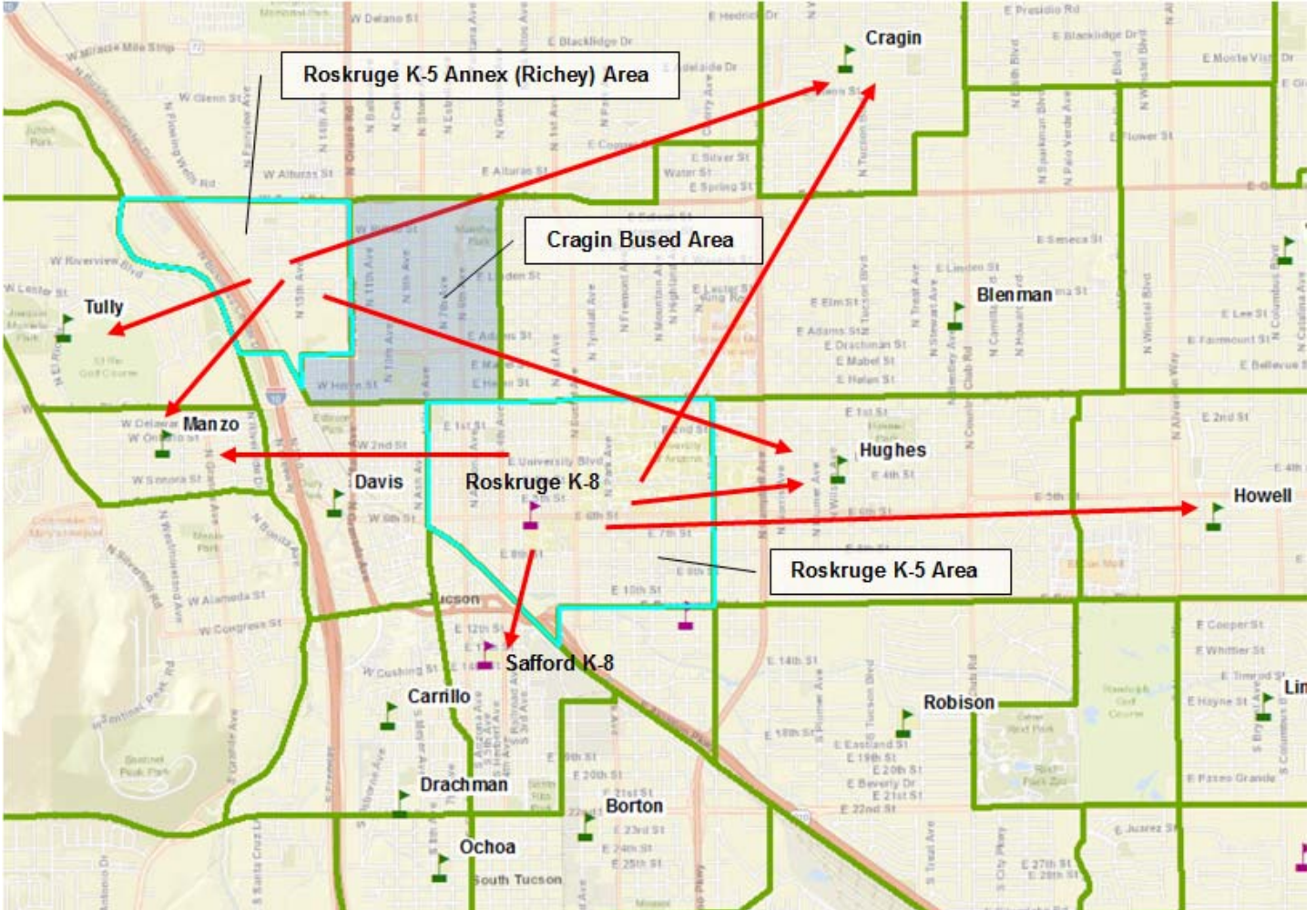
- The school does not have the space/capacity to start a second strand. The formation of this strand is unnecessary given that 64 neighborhood students are already fully participating in the TWDL program
- This proposal does not resolve the point of entry problem that is at the heart of the District’s proposal to allow Roskruge to function as a Two-Way Dual Language Academy. Stop-gap measures are in place for newcomers that entered at the 6th grade level with different coursework but the goal is to have all students begin at K or 1st or enter as bi-literate students after 1st grade.
- This plan systematically prohibits Dual Language students from the surrounding Dual Language program schools access into the 6th grade program at Roskruge where they would be able to complete their 6-8th grade Dual Language pathway. Most of these students would be relegated to an English only program at the middle school level negating their work during the students' K-5 years.
- The Dual Language program is obviously attractive to the neighborhood students (64) and the recruitment of additional students given where students are coming from (the enrollment map shared by LAD). A carefully designed marketing plan will help the school achieve the linguistic and ethnic balance that it needs to meet the consent decree and the programmatic requisites for a Dual Language program.

**ATTACHMENT 4**  
**Boundary**  
**Committee**  
**Recommendations**  
**and Rationale**



**BOUNDARY COMMITTEE DELIBERATIONS AND RECOMMENDATION**

The Roskruge K-5 Boundary Committee considered the options shown in the map below. Details on each option (as they were at the time the committee considered them) are shown on the following pages. Ultimately the committee recommended against any boundary change. The committee vote and the results of a survey of the committee are shown at the end of this report.





**Committee Recommendations**

At the final committee meeting, the committee discussed each option together and voted individually on their support for a boundary change for each attendance area and on the recommended receiving schools. Collectively at the end of the meeting they consented to these votes as their recommendation to the superintendent. The votes were as follows:

**Tally of Votes Relative to the Roskruge Neighborhood Area**

	Yes	No
Support the Boundary Change	6	12

Receiving School	1 <sup>st</sup> Choice	2 <sup>nd</sup> Choice	3 <sup>rd</sup> Choice
To Cragin	8	3	
To Howell		1	
To Hughes	9	7	
To Manzo			
To Safford		5	4

**Tally of Votes Relative to the Roskruge Annex Area (Richey)**

	Yes	No
Support the Boundary Change	7	10

Receiving School	1 <sup>st</sup> Choice	2 <sup>nd</sup> Choice	3 <sup>rd</sup> Choice
To Cragin	7	3	
To Hughes	7	4	1
To Manzo	2	4	
To Tully		1	3

After the meeting, the District surveyed committee members to understand the rationales for their votes. 11 members responded as follows:

### **Supports the Proposal: 6**

1. I feel a border change is a win win. If they want to stay at Roskruge they can. If they do not want to be a part of a dual language program they have the opportunity for busing
2. I believe in the strengthening of the dual language programs.
3. I feel it is best for all students at Roskruge and our Dual Language program.
4. I am a teacher at Roskruge. For years and years students entering the program in the upper grades has been a major concern. It is not just one or two students but many, many students entering in the upper grades. Students entering in upper grade levels without a foundation in spanish language are at a clear disadvantage as they do not have the skills to hit the ground running with regards to content learning. They will need years of language learning before they can access the content like students who are prepared for learning in two languages. In addition, the teacher must shelter the content for these students which slows down and waters down the curriculum for the students who have been in the Dual Language Program since kindergarten or entered with a foundation in spanish. In the big picture of things the whole program is weakened by this happening. In dual language programs across the nation a criteria for good programming is that students enter in the early grades in order to build the foundations in language they will need for the increasingly more challenging curriculum as they move through the grades. Why would we expect anything less from our program.
5. It makes sense.
6. It benefits students and parents who are truly interested in the dual language model that Roskruge provides

### **Does Not Support the Proposal: 5**

1. There is no pressing academic or facilities need to disrupt the school.
2. I wasn't convinced the families wanted a change.
3. I didn't think it was in the best interest of the community.
4. The number of students from this area is small with a high percentage of Anglos. It does not make sense to not allow students who live so close to Roskruge to attend Roskruge. Roskruge has been part of this neighborhood for a very, very long time. TUSD has never attempted to take the neighborhood away from a school in order to make teaching at that school "easier" and allow for less student turnover. Ridiculous. If families do not want to attend Roskruge, they'll find alternatives. They've done so for years. Don't penalize the families nearby who want to attend. Don't force them to be bused across town when they could walk or bike to school.
5. No, the Richey community does not need another change in their home school.

Question	Comments
Hughes 1st Choice	<ul style="list-style-type: none"> <li>• It is close and is a high performing school.</li> <li>• They share a boundary which makes them the closest school.</li> <li>• Grade A school. Borders Roskruge's boundary.</li> <li>• I know Hughes is at capacity, but if you are going to move students they should be moved to an A school with many resources.</li> </ul>
Cragin 1st Choice	<ul style="list-style-type: none"> <li>• Same school grade, similar demographic, some students already come from both Roskruge and the annex area. Small class sizes and space in school.</li> <li>• I'm the principal and Cragin is awesome.</li> <li>• Cragin had the most capacity to receive students affected by the change.</li> <li>• Cragin is in need of students.</li> <li>• Cragin seemed to be the most logical place as far as being able to accommodate more students.</li> <li>• Most capacity.</li> </ul>
Safford 1st Choice	<ul style="list-style-type: none"> <li>• Because it is a K-8 and similar to Roskruge in many aspects. (sports, small school, close).</li> <li>• It is a K-8 school where students could attend without transitioning to another campus.</li> </ul>

**ROSKRUGE NEIGHBORHOOD OPTIONS**

**Option: Roskruge Neighborhood to Cragin**

Criteria / Conditions	Roskruge	Cragin
Type	K-8 Magnet	pK-5
Academic Performance	C	C
Program	Dual-language	OMA, 21st
Enrollment / Utilization	614/94%	282/45%
Design Capacity	650	625
Portables / Capacity	0/0	6/150
USP Status	Concentrated	Integrated
Facility Condition Index	2.4	3.5
Enrollment/Utilization with Chg.	614/94%	292/47%
Distributed Students	0	10
USP Status with Change	Concentrated	Integrated
Distance to School	0 mi	3.5 mi
Travel Time to School	walk	20-30 min

Pros	Cons
Cragin is an OMA Gold school with the Harvard RIDES program sufficient capacity; improves utilization student council engaged in students and school 21 <sup>st</sup> Century learning program pre-school program a positive impact on ethnic composition same mascot (Pumas/Cougars) Cragin is an integrated school	3.6 miles; 20-30 minutes no sports

<b>40th Day Enrollment 2018-2019</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Total Enrollment K-5	62	43	118	7	6	18	254
	24%	17%	46%	3%	2%	7%	

<b>Enrollment with Change</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	65	43	125	7	6	18	264
	25%	16%	47%	3%	2%	7%	

Note: Pre-k is not included in the above table.

**Option: Roskruge Neighborhood to Howell**

Criteria / Conditions	Roskruge	Howell
Type	K-8 Magnet	pK-5
Academic Performance	C	C
Program	Dual-language	OMA, GATE
Enrollment / Utilization	614/94%	315/74%
Design Capacity	650	425
Portables / Capacity	0/0	4/100
USP Status	Concentrated	
Facility Condition Index	2.4	2.8
Enrollment/Utilization with Chg.	614/94%	325/76%
Distributed Students	0	10
USP Status with Change	Concentrated	
Distance to School	0 mi	3.6 mi
Travel Time to School	walk	20-30 min

Pros	Cons
Howell is an OMA school with a GATE cluster program sufficient capacity; improves utilization variety of programs	3.6 miles; 20-30 minutes

<b>40th Day Enrollment 2018-2019</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Total Enrollment K-5	77	52	119	12	5	21	286
	27%	18%	42%	4%	2%	7%	

<b>Enrollment with Change</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	80	52	126	12	5	21	296
	27%	18%	43%	4%	2%	7%	

Note: Pre-k is not included in the above table.

**Option: Roskruge Neighborhood to Hughes**

Criteria / Conditions	Roskruge	Hughes
Type	K-8 Magnet	K-5
Academic Performance	C	A
Program	Dual-language	OMA, before- and after-sch
Enrollment / Utilization	614/94%	363/112%
Design Capacity	650	325
Portables / Capacity	0/0	2/50
USP Status	Concentrated	Integrated
Facility Condition Index	2.4	2.4
Enrollment/Utilization with Chg.	614/94%	363/112%
Distributed Students	0	20-40
USP Status with Change	Concentrated	Integrated
Distance to School	0 mi	2 mi
Travel Time to School	walk	15-25 min

Pros	Cons
Hughes is an “A” school and an OMA school proximity to Roskruge neighborhood Hughes is an integrated school	No capacity without turning away open-enrollment students—there is a waiting list; students who apply and don’t get in leave TUSD Small negative impact on ethnic composition if students not attending Roskruge who live in the area decide to attend

<b>40th Day Enrollment 2018-2019</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5 Neighborhood	74	3	72	1	21	8	179
	41%	2%	40%	1%	12%	4%	
K-5 Non-Neighborhood	29	21	117	1	3	13	184
	16%	11%	64%	1%	2%	7%	
Total	103	24	189	2	24	21	363
	28%	7%	52%	1%	7%	6%	

<b>Enrollment with Change</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	112	23	181	4	24	19	363
	31%	6%	50%	1%	7%	5%	

Note: This assumes that a majority of the Roskruge area eventually enrolls in Hughes and Roskruge Area students would replace some open-enrollment students. Pre-k is not included in the above table.

**Option: Roskruge Neighborhood to Manzo**

Criteria / Conditions	Roskruge	Manzo
Type	K-8 Magnet	pK-5
Academic Performance	C	C
Program	Dual-language	ecology, project-based
Enrollment / Utilization	614/94%	356/75%
Design Capacity	650	475
Portables / Capacity	0/0	2/50
USP Status	Concentrated	Concentrated
Facility Condition Index	2.4	2.6
Enrollment/Utilization with Chg.	614/94%	356/75%
Distributed Students	0	10
USP Status with Change	Concentrated	Concentrated
Distance to School	0 mi	2.4 mi
Travel Time to School	walk	15-25 min

Pros	Cons
sufficient overall capacity both attendance areas are relatively close to Manzo	have to cross the interstate 2.4 miles for Roskruge neighborhood school has been over cap in K & 1 no sports

<b>40th Day Enrollment 2018-2019</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5 Neighborhood	8	2	128	2	0	1	141
	6%	1%	91%	1%	0%	1%	
K-5 Non-Neighborhood	14	16	126	3	8	2	169
	8%	9%	75%	2%	5%	1%	
Total	22	18	254	5	8	3	310
	7%	6%	82%	2%	3%	1%	

<b>Enrollment with Change</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	24	17	254	5	8	3	311
	8%	5%	82%	2%	3%	1%	

Note: Roskruge Area students would replace some open-enrollment students. Pre-k is not included in the above table.

**Option: Roskruge Neighborhood to Safford**

Criteria / Conditions	Roskruge	Safford
Type	K-8 Magnet	K-8
Academic Performance	C	D
Program	Dual-language	global, intercultural
Enrollment / Utilization	614/94%	616/52%
Design Capacity	650	1175
Portables / Capacity	0/0	0/0
USP Status	Concentrated	Concentrated
Facility Condition Index	2.4	2.2
Enrollment/Utilization with Chg.	614/94%	626/53%
Distributed Students	0	10
USP Status with Change	Concentrated	Concentrated
Distance to School	0 mi	1.2
Travel Time to School	walk	walk; 20 min

Pros	Cons
sufficient capacity; improves utilization close proximity to Roskruge neighborhood— walking distance also a K-8 with similar sports program and community stays together from k to 8 late start (8:50) similar to Roskruge	“D” letter grade

<b>40th Day Enrollment 2018-2019</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	6	22	165	16	1	6	216
	3%	10%	76%	7%	0%	3%	
6-8	13	21	313	39	2	12	400
	3%	5%	78%	10%	1%	3%	
Total	19	43	478	55	3	18	616
	3%	7%	78%	9%	0%	3%	

<b>Enrollment with Change</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5 with change	9	22	172	16	1	6	226
	4%	10%	76%	7%	0%	3%	
Total Enrollment	22	43	485	55	3	18	626
	4%	7%	77%	9%	0%	3%	



**ROSKRUGE ANNEX OPTIONS**

**Option: Roskruge Annex to Cragin**

Criteria / Conditions	Roskruge	Cragin
Type	K-8 Magnet	pK-5
Academic Performance	C	C
Program	Dual-language	OMA, 21st
Enrollment / Utilization	614/94%	282/45%
Design Capacity	650	625
Portables / Capacity	0/0	6/150
USP Status	Concentrated	Integrated
Facility Condition Index	2.4	3.5
Enrollment/Utilization with Chg.	614/94%	302/48%
Distributed Students	0	20
USP Status with Change	Concentrated	Integrated
Distance to School	2.6 mi	3.5 mi
Travel Time to School	15-30 min	20-30 min

Pros	Cons
Cragin is an OMA Gold school with the Harvard RIDES program sufficient capacity; improves utilization strong student council participation 21 <sup>st</sup> Century learning program pre-school program the Annex Area is contiguous to the Cragin Anne a positive impact on ethnic composition same mascot (Pumas/Cougars) Cragin is an integrated school	no sports Old Pascua neighborhood changed again  Note: 3.5 miles, but has the same approximate travel time to Roskruge now

<b>40th Day Enrollment 2018-2019</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Total Enrollment K-5	62	43	118	7	6	18	254
	24%	17%	46%	3%	2%	7%	

<b>Enrollment with Change</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	62	43	134	10	6	19	274
	23%	16%	49%	4%	2%	7%	

Note: Pre-k is not included in the above table.

**Option: Roskruge Annex to Manzo**

Criteria / Conditions	Roskruge	Manzo
Type	K-8 Magnet	pK-5
Academic Performance	C	C
Program	Dual-language	ecology, project-based
Enrollment / Utilization	614/94%	356/75%
Design Capacity	650	475
Portables / Capacity	0/0	2/50
USP Status	Concentrated	Concentrated
Facility Condition Index	2.4	2.6
Enrollment/Utilization with Chg.	614/94%	356/75%
Distributed Students	0	35
USP Status with Change	Concentrated	Concentrated
Distance to School	2.6 mi	2.5 mi
Travel Time to School	15-30 min	15-25 min

Pros	Cons
sufficient overall capacity proximity to Annex Area	have to cross the interstate school has been over cap in K & 1 no sports Old Pascua neighborhood changed again

<b>40th Day Enrollment 2018-2019</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5 Neighborhood	8	2	128	2	0	1	141
	6%	1%	91%	1%	0%	1%	
K-5 Non-Neighborhood	14	16	126	3	8	2	169
	8%	9%	75%	2%	5%	1%	
Total	22	18	254	5	8	3	310
	7%	6%	82%	2%	3%	1%	

<b>Enrollment with Change</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	19	16	256	9	6	5	311
	6%	5%	82%	3%	2%	2%	

Note: Roskruge Area students would replace some open-enrollment students. Pre-k is not included in the above table.

**Option: Roskruge Annex to Tully**

Criteria / Conditions	Roskruge	Tully
Type	K-8 Magnet	pK-5 Magnet
Academic Performance	C	C
Program	Dual-language	GATE
Enrollment / Utilization	614/94%	353/59%
Design Capacity	650	600
Portables / Capacity	0/0	0/0
USP Status	Concentrated	Integrated
Facility Condition Index	2.4	3.0
Enrollment/Utilization with Chg.	614/94%	393/66%
Distributed Students	0	40
USP Status with Change	Concentrated	Integrated
Distance to School	0-2.6 mi	1.8 mi
Travel Time to School	15-30 min	15-20 min

Pros	Cons
sufficient capacity shortest distance for Annex Area Tully is a "B" school Tully is a magnet can take advantage of the GATE program	have to cross the interstate it's a GATE magnet so students would have to partake of that program Old Pascua neighborhood changed again

<b>40th Day Enrollment 2018-2019</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	43	40	197	16	7	7	310
	14%	13%	64%	5%	2%	2%	

<b>Enrollment with Change</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	43	41	228	22	7	9	350
	12%	12%	65%	6%	2%	3%	

Note: Pre-k is not included in the above table.

**ATTACHMENT 5**  
**Desegregation**  
**Impact Analysis**  
**(DIA) – Boundary**  
**Proposal**

**TUCSON UNIFIED SCHOOL DISTRICT**

**DESEGREGATION IMPACT ANALYSIS**  
**for Creating a No-Boundary Attendance Area for Roskruge K-8 School**

**Action:** create a no-boundary attendance area for the entire school

**Objectives:**

1. improve academic achievement
2. strengthen the Two-Way Dual Language (TWDL) program
3. minimize impacts to existing and future students in the Roskruge and Richey neighborhoods
  - o create a boundary option for Roskruge/Richey neighborhood students not interested in, or qualified for, TWDL
  - o create a special attendance area of priority enrollment for all Roskruge/Richey neighborhood students
  - o “grandfather” existing students, including those starting Roskruge in SY 2019-20
4. increase access for 5<sup>th</sup> graders from other K-5 TWDL programs

**Key Points Related to Existing and Future Roskruge/Richey Area Students:**

- Roskruge has a neighborhood boundary for grades K-5 and no neighborhood boundary for grades 6-8
- a small K-5 boundary surrounds the school; in 2010, the Richey boundary (the “Annex”) was added
- the proposal will not affect any Richey students who came to Roskruge in 2010, they have matriculated on
- the proposal will not displace current neighborhood students, they are grandfathered in
- future Roskruge/Richey area students may enroll at grades K-1 as if they were neighborhood students as part of the special attendance area
- future Roskruge/Richey area students may qualify for “late entry” (grades 2-5) through a language proficiency review (with priority over other qualified students from outside the special attendance area)
- future Roskruge/Richey area students who are not interested in TWDL will have a designated alternative:
  - o including free transportation to the designated alternative “home” school
  - o those who attend the alternative are still considered “neighborhood” students for Mansfeld MS or Tucson HS

**Estimated Impacts to Future Roskruge/Richey Students:**

<i><b>Roskruge/Richey Students</b></i>	<i><b>Status</b></i>	<i><b>Estimated Enrollment Impact</b></i>
Existing students	Grandfathered (including 2019-20 students)	No impact
Future K-1 students	Special attendance area enrollment preference	No impact
Future 2-5 students “late-grade entry”	Must qualify through a language proficiency review; qualified students have a preference over qualified students from outside the special attendance area	10 students over 4 grade levels

Neighborhood	Started in K-1	Started in 2-5	Started in 2-5 as ELL, R-ELL, or IFEP students	May have been affected
64 (K-5)	49	15	5	10

49 of 64 current K-5 students started in K-1 and this proposal would not have affected their enrollment

- remaining 15 students started after 1<sup>st</sup> grade and would have had to qualify through the language review
- 5 of the 15 would likely have qualified (four are ELL students; one is an IFEP student)<sup>1</sup>
- only 10 of the 15 may not have qualified had this proposal been in place when they enrolled

The District has an opportunity to enhance educational quality and provide a more rigorous, research-based dual-language experience for more than 600 future students. As a result, approximately 10 future neighborhood students may no longer qualify if they do not start in Kinder or first grade. To mitigate this impact, the District will strengthen marketing and recruitment within the former neighborhood boundary area so families are clear about the importance of enrolling at Roskruge in Kinder or first grade.

### A. Impact Analysis

#### Impact of changing the K-5 boundaries on Roskruge

As noted above, two K-5 attendance areas are served by Roskruge: the Roskruge neighborhood, immediately adjacent to the school; and the Richey neighborhood about two miles northwest of the school. Over half of the students in the Roskruge neighborhood area attend other schools, primarily Borton (5), Manzo (6) and Miles (8) (many are Anglo students who improve integration at these schools). About 40% (26) of students in the Richey Annex area attend other schools, primarily Tully (7), (4) and Cragin (4). As a result, the neighborhood students comprise about 25% of the K-5 enrollment with the rest applying to attend the TWDL program.

There is no 6-8 attendance area for Roskruge. About 10% of the 350 middle school students in Roskruge are K-5 neighborhood students, who matriculated from the 5th grade; the remaining 90% have applied to attend the TWDL program—most of these applied to attend in the 6th grade. As shown below, the change provides for about 10 additional seats for dual-language (DL) students in grades K-5. Because there are many options for Roskruge and Richey neighborhood students to attend the school, this is a relatively small change, and as there is very little difference in the composition of non-neighborhood students and neighborhood students, there is virtually no impact on the ethnic composition by this change.

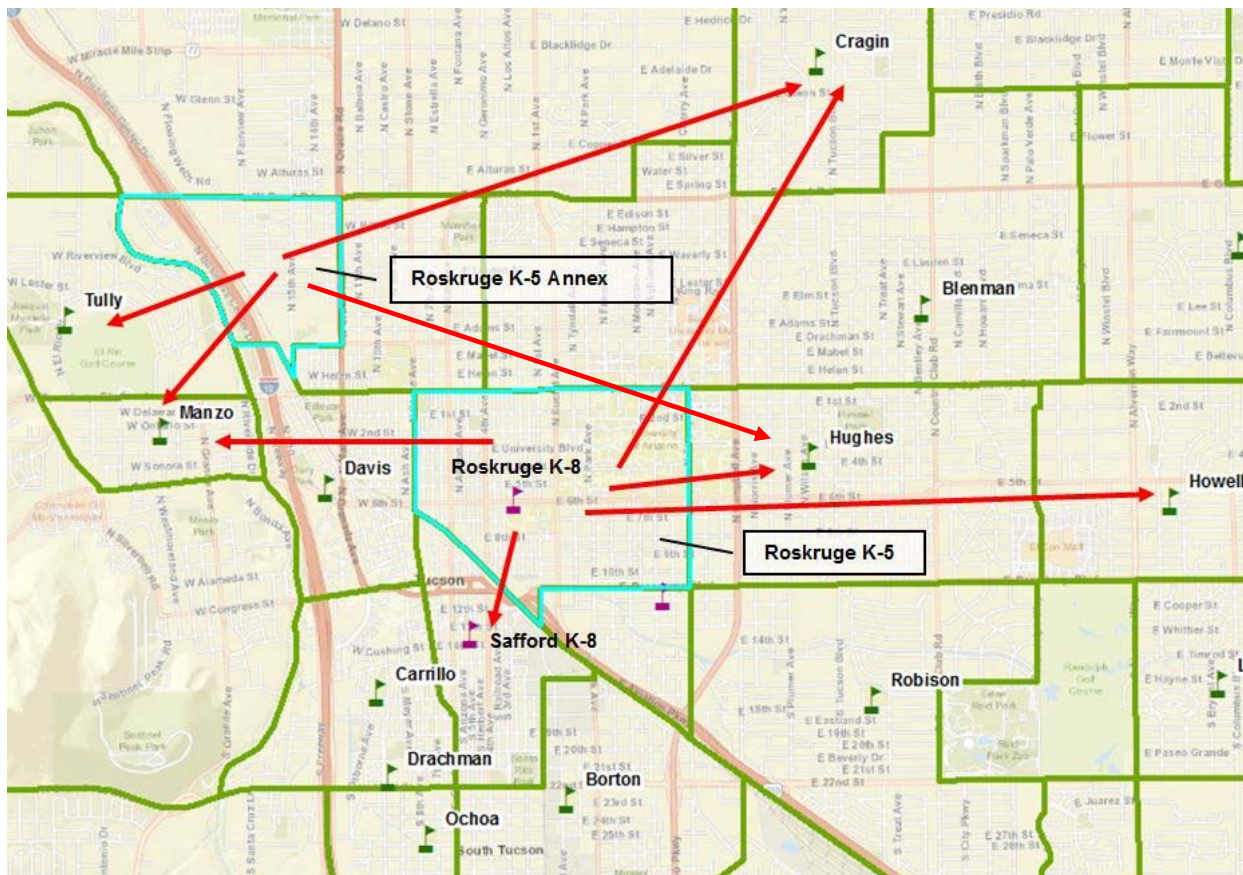
<b>Roskruge</b>							Design Capacity: 650
							School Grade: C
40th Day Enrollment 2018-2019	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5 Neighborhood	6	1	48	7	0	2	64
	9%	2%	75%	11%	0%	3%	
K-5 Neighborhood (non-Annex)	6	0	15	1	0	0	22
	27%	0%	68%	5%	0%	0%	
K-5 Neighborhood (Annex)	0	1	33	6	0	2	42
	0%	2%	79%	14%	0%	5%	
K-5 Non-Neighborhood	14	5	164	11	1	7	202
	7%	2%	81%	5%	0%	3%	
6-8 Total (all non-neighborhood)	29	12	270	29	1	7	348

<sup>1</sup> Initial Fluent English Proficient

	8%	3%	78%	8%	0%	2%	
Total	49	18	482	47	2	16	614
	8%	3%	79%	8%	0%	3%	
<b>Change Component</b>	<b>Anglo</b>	<b>Afr Am</b>	<b>Hisp</b>	<b>Nat Am</b>	<b>Asian-PI</b>	<b>Multi</b>	<b>Total</b>
K-5 Neighborhood	1	0	8	1	0	0	10
(to other K-5 school)	9%	2%	75%	11%	0%	3%	
K-5 Non-Neighborhood	1	0	8	1	0	0	10
(additional DL students)	7%	2%	81%	5%	0%	3%	
<b>Enrollment with Change</b>	<b>Anglo</b>	<b>Afr Am</b>	<b>Hisp</b>	<b>Nat Am</b>	<b>Asian-PI</b>	<b>Multi</b>	<b>Total</b>
K-5 with change	20	6	212	18	1	9	266
	8%	2%	80%	7%	0%	3%	
Total Enrollment	49	18	482	47	2	16	614
	8%	3%	79%	8%	0%	3%	

Impacts on the Recommended Receiving School

The following map shows potential receiving schools considered for each of the Roskrige K-5 attendance areas. The District is recommending Cragin as the best option because it has capacity and a bus already serves Cragin Annex area that is immediately adjacent to, and between, the current Roskrige attendance areas. Tully was considered but is not recommended because it is a magnet with capacity, so any student who applies already will be able to enroll and will receive transportation. The District considered Hughes and Manzo but they are not recommended due to capacity constraints. Safford was not recommended due to having a State letter grade of “D”. Howell was also considered and not recommended because access is not as good as Cragin for both of the Roskrige attendance areas.





**Cragin** (to receive students from both areas)

Design Capacity: 625

School Grade: C

<b>40th Day Enrollment 2018-2019</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Total Enrollment K-5	62	43	118	7	6	18	254
	24%	17%	46%	3%	2%	7%	

<b>Change Component</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	1	0	2	0	0	0	3
(some of the Roskruge Area)	27%	0%	68%	5%	0%	0%	
K-5	0	0	6	1	0	0	7
(some of the Roskruge Annex)	0%	2%	79%	14%	0%	5%	

<b>Enrollment with Change</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	63	43	126	8	6	18	264
	24%	16%	48%	3%	2%	7%	

The impact on ethnic composition is slight, in a generally positive direction. Cragin has capacity for the change and the current Cragin Annex Area borders the current Roskruge attendance area so transportation is already in place. Cragin is about 3.6 miles from both schools.

**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 on a school-by-school basis. However, many students who are currently living within the boundary of a Racially Concentrated school will have two boundary options: Cragin (Integrated School) or TWDL at Roskruge (with entry in grades K-1 or qualification through a screener)
- 3. Transportation** No potential impact.
- 4. Admin/Cert Staff** No potential impact.
- 5. Quality of Education** This proposal is designed to strengthen the District's Two-Way Dual Language program. The proposal includes several aspects that were described in the recently-submitted revisioning plan, and are included (with other proposals) in
- 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.

**D. Assumptions**

Ethnic compositions of the change components mirror the ethnic composition of the neighborhood students attending Roskruge.