

EXHIBIT D

TRANSPORTATION PLAN

This plan is informed by the work of the Comprehensive Integration Plan (CIP) committee over the past year, including work related to the comprehensive study, and other assessments of travel times, travel distances, locations of targeted populations, costs, and other factors. As a component of the CIP, the transportation plan informs the development of, and supports, the other components, particularly the Future CMP and non-magnet integration and academic plans.

The plan includes information on magnet and incentive transportation, express shuttles, limiting transportation costs while maximizing transportation impacts on integration, and the use of transportation as a criterion for selecting future magnet candidates and non-magnet schools with high potential for becoming Integrated in the future.

A. Magnet Transportation

The District's school transportation program is designed and managed as part of its ongoing, overall commitment to integration and diversity. The District provides free transportation to magnet students living beyond school attendance boundaries. Approximately 70% of all magnet students are eligible for free magnet transportation. In the 2017-18 school year, there were a total of 7,047 magnet students and at least 4,888 magnet students (69.4%) were eligible for free magnet transportation.

The District offers free magnet transportation to eligible students as follows:

- TUSD Yellow Buses based on driver and route availability
- Public Transportation where there is a public bus route that can transport the student to his or her school as efficiently, or more efficiently, than a yellow bus
- Contracted Services where a yellow bus or public transportation is not a viable option for the student

Students are eligible for free magnet transportation if they live within the TUSD general boundary, but outside of the walk-zone of the magnet school.

B. Incentive Transportation

1. Current Status

The District currently provides free incentive transportation to open enrollment students living within the boundary of a racially concentrated school, whose enrollment improves the integration of the receiving school. Incentive transportation depends on several factors, including the demographics of the home school, the demographics of the school to which you are applying, and the student's ethnicity. The incentive transportation program uses strategically placed, pre-determined stops to pick up students. Parents must transport their child to these stops.

Approximately 900 students are eligible for incentive transportation. These students live within the boundary of a racially concentrated school, but attend a school where their presence helps to improve the integration of the receiving school. This means that 100% of these students are improving integration at the receiving school and may utilize incentive transportation. In the 2017-18 school year, there were 872 students eligible for incentive transportation.

The District offers free incentive transportation to eligible students as follows:

- TUSD Yellow Buses based on driver and route availability
- Public Transportation where there is a public bus route that can transport the student to his or her school as efficiently, or more efficiently, than a yellow bus
- Contracted Services where a yellow bus or public transportation is not a viable option for the student

Students are eligible for free incentive transportation if they live within the TUSD general boundary, but outside of the walk-zone of the magnet school.

2. Incentive Transportation Calculator

The District operates a “school choice calculator” to make it easy for parents to determine eligibility for incentive transportation (available at <http://deseg.tusd1.org/Incentive-Transportation>).

3. Proposed Change to the Interpretation of Incentive Transportation

Based on the results of the Comprehensive study, discussed above, the District is exploring a change to the current, applied interpretation of the definition of incentive transportation.

The current interpretation provides for incentive transportation to open enrollment students living within the boundary of a racially concentrated school, whose enrollment improves the integration of the receiving school. The District would like to increase eligibility for incentive transportation, as follows:

1. open enrollment students living within the boundary of a racially concentrated school, whose enrollment improves the integration of the receiving school.
2. open enrollment students living within an identified “incentive zone” that has enough targeted students, based on the receiving school in question, to help integrate the non-magnet receiving school.

This revised form of incentive transportation may take the form of a regular route, or an express shuttle route. The District can limit costs by combining incentive and magnet routes that are picking up from the same hub point and delivering students to the same area.

C. Express Shuttles

During the 2019-20 school year, the District will seek to operate three express shuttles: from the southside and westside to Sabino HS; from the southside to Santa Rita HS; and from the eastside to Roskrige K8 magnet. The District designed express shuttles to integrate schools or to improve academic achievement, and the District will monitor express shuttle ridership to assess their effectiveness in improving integration.

Assuming the above-referenced proposal to adopt a new interpretation of incentive transportation, the District will seek to utilize express shuttles to go west to east (from racially concentrated areas) and from east to west as an incentive for recruiting and enrolling targeted students in “incentive zones” to help integrate non-magnet schools.

To address funding concerns associated with adding an express shuttle route (and, often, also adding a driver), the District has developed a strategy to identify existing routes that operate from one transportation hub to another transportation hub. These routes usually take less than 30 minutes, as the buses go directly from one hub to the other), re-branding them as express shuttles, and marketing them to targeted populations in identified areas. This strategy will cut down on additional expenses if or when the District initiates additional express shuttle routes in the future.

D. Limiting Transportation Costs While Maximizing Integration Impacts

The purpose of the CIP is sustainability, with geographically and demographically focused transportation plans that limit costs while at the same time maximizing transportation’s impact on integration or student achievement. The comprehensive study revealed valuable information about the location and distance of various targeted populations to schools where their enrollment may help integration. Using this information, the District seeks to maximize transportation routes to improve integration while limiting cost in two ways, both discussed in other sections of the plan:

- *Maximize the use of incentive transportation.* By changing the interpretation of eligibility to permit east to west routes that may improve integration to non-magnet schools
- *Limit costs by utilizing existing routes rather than adding routes.* This flexible approach means that there may be situations where a bus serving a magnet school also serves a non-magnet school – bringing targeted students to more than one school to improve integration at more than one site. So, magnet and open enrollment students enrolled in different but nearby schools, coming from the same general area, may ride the same bus for all or part of their trip. A challenge with this strategy is that it may make it harder to integrate a magnet school if the District is also offering free transportation to a nearby non-magnet school – it may diminish the attractiveness of the magnet as the free transportation “carrot” is key to recruiting.

E. Transportation as a criterion for selecting future magnet candidates

The District considered transportation as a criterion for assessing the strength or weakness of potential candidates for future designations as magnet or Integrated schools. The committee incorporated transportation considerations when selecting the nine magnet candidates from the initial list of 17 schools. Using Versitrans software, the Transportation department assessed existing transportation routes for the 17 schools to identify routes that could improve integration, to evaluate travel times, and to form an overall transportation picture for each initial magnet candidate – including potential transportation costs. In assessing routes, they used the census maps to determine whether current routes existed between the school and the targeted census tracts. The committee used this evaluation in eliminating schools as magnet candidates. If current transportation routes existed between the school and targeted demographic census tracts, the committee used this as a positive factor and the magnet candidate remained on the list. If transportation routes did not exist, and routes created would need to extend beyond 20-30 minute travel times, the Committee evaluated this as a negative factor. The committee eliminated five schools where transportation would be too costly.

Based on the transportation assessment, and other factors, the committee further limited the initial list of 17 schools to nine schools. The final list of preferred choices includes five elementary schools, one middle schools, one K-8 school, and one high school. Of these nine schools, three are currently integrated, two are racially concentrated, and four are not integrated or racially concentrated. Most of the preferred choices have viable existing transportation routes from targeted census tracts; others need and could develop specific plans.

F. Transportation as a criterion for selecting future candidates for Integrated schools

Based on the comprehensive study, the District identified 12 non-magnet schools with high potential for integration, including 3 of the non-integrated magnet candidates. Several schools appeared to be high potential schools but were re-categorized as mid- or low-potential based on further assessment of the viability of various transportation strategies. Other schools did not appear to be high-potential schools based on distance to census areas with significant numbers of targeted students, but the maps revealed significant numbers of targeted students *within* their boundaries who were not being captured. In these cases, flexible routing and targeted marketing may prove effective to capture students to improve integration at a limited number of non-magnet schools.