

**TUSD RFI #(s): 2441 – 2451 & 2453-2461**

**Estimated TUSD Staff Time: \_\_\_\_\_hours**

**Attachment(s):**

-----Information above this line is to be completed by District Staff -----

### **TUSD Request for Information Form**

**RFI Instructions**

1. TUSD will assign each request its TUSD RFI number.
2. Provide the topic of the request (e.g., Corrective Action Plans)
3. Present the RFI in the form of one or more specific questions.
4. Optional: For every question/request on the form, ` indicate include the reason(s) why the information being requested is needed.
5. Indicate the relevant section of the USP, court order, district report or other document (i.e., reference) that relates to RFI. Page numbers may be more appropriate in some instances).
6. Use a separate form for each specific topic about which information is being requested unless the answers to the questions posed are interdependent or relate to the same section of the document you are referencing (e.g., the USP).
7. Copy the TUSD email group “Deseg.”

### **Request for Information**

**Submitted by:**

Special Master, DOJ, Lois Thompson and Juan Rodriguez for the Mendoza Plaintiffs

**Submission Date:**

August 15, 2019 & August 22, 2019

**Subject:**

NARA collaboration process

**USP or Reference**

**RFI 2441:** Survey results (if we have them; remember, SM says “don’t put a lot of weight on survey results”)[DOJ]

*Response:* The MS project is currently on hold as we evaluate results; will share survey results in the future.

**RFI 2442:** Copies of both surveys [DOJ]

*Response:* The preliminary survey was a pilot to test the instrument and does not have enough responses to be valid. Will share survey results in the future.

**RFI 2443:** What is JTED’s rationale for using this location? [Men]

*Response:*

- JTED has been looking to develop CTE programs in this area for 12 years.

- There is a high density of teenagers and youth within 25 minutes of the proposed campus
  - Population under 10 years old = 98,669
  - Population ages 10 to 19 = 103,401
- Student attendance data indicate a demand/need for JTED programming in the area.
- The site has extensive reach because of accessibility from I-10 and I-19.
- The site will be proximal to:
  - University of Arizona Tech. Park
  - Campbell/Kino Corridor
  - Industry/Business Presence
  - VA Hospital, Kino Banner South Hospital, Pima County Sports Complex, Gieco, Raytheon, Caterpillar, Amazon, etc.

**RFI 2444:** What is JTED or TUSD position on the extent to which this proposal might cannibalize other programs? [Men]

*Response:* The proposed campus will not “cannibalize” other JTED programs in Tucson Unified. JTED has built 12 campuses in the last 10 years. During this same period, CTE program enrollment in Member Districts has increased. In addition, the percent of TUSD students who participate in JTED programs has increased. These programs are not replacing existing programs. The proposed CTE programs offer additional opportunity for students to participate in JTED programs, not alternative opportunities. The proposed campus is surrounded by a high density of Charter schools and most Charters do not offer Career and Technical Education. The proposed programs are unique, emerging, and in demand.

**RFI 2445:** What’s the curriculum going to be for 9<sup>th</sup> grade, we understand JTED doesn’t do 9<sup>th</sup> grade? [Men]

*Response:* The curricula for all grades are shown in the attached Exhibit A. In the 9<sup>th</sup> grade JTED will be providing an exploratory option to help students plan their next three years.

**RFI 2446:** People don’t trip over themselves to go to SR, why do we think this is going to be so popular? [Men]

*Response:*

- TUSD and Pima JTED are not rebranding or remodeling an existing high school. This is the launch of an innovative, first-of-its-kind school in southern Arizona.
- Similar models have been successful inside and outside of Arizona (i.e. MetroTech in Phoenix Union, High Tech High in San Diego, California).
- The demand for JTED programming continues to increase.
  - The understanding of CTE data is informing the community of successful outcomes for CTE students.
  - CTE continues to be more visible in Charter/Public schools with the Arizona School Accountability System and the integration of College and Career Readiness measures.
  - Data show an increasing number of charter/home school students attending CTED Central Campus programs.

- Evening classes are available and would offer students a more student-centered learning experience.

**RFI 2447:** Where are the teachers going to come from if you are already in a teacher shortage? [Men]

*Response:* JTED will supply the JTED teachers who will be industry experts. To date, several academic teachers from neighboring districts have reached out to JTED about the prospect of teaching at this school, and JTED programs are one solution to the teacher shortage as former students have completed college, gone into industry, and then returned to Pima JTED as teachers.

Tucson Unified will supply the core curriculum teachers from two sources: (1) reductions in FTEs at existing schools (district enrollments are projected to decrease slightly in the future and the increase in enrollment at this school is not expected to fully compensate for that reduction) and (2) new recruits.

**RFI 2448:** One thing we are focusing on is Culturally Responsive teaching, how will we ensure the teachers (in robotics for example) receive adequate training in CRP? [SM]

*Response:* JTED agreed to follow the Tucson Unified schedule for PD on Wednesdays. These shared professional development opportunities are for the purpose of creating a positive and coherent learning environment. Additionally, Pima JTED subscribes to the Arizona Professional Skills Standards. Standard 6 has a focus on intergenerational and cross-cultural competence. This provides a foundation for pedagogical alignment.

TUSD has an established CRP system embedded in its “SPARKS” mindset; JTED’s pedagogical system is not so dissimilar to contrast with TUSD’s culturally responsive teaching mindset. A crosswalk is provided below:

- S- Student Centered
  - Pima JTED Vision- “Preparing all students to succeed in college, careers, and life.
  - The CTE Delivery Model addresses the whole student (i.e. theoretical, practical, professional, social, connection to environment, etc.)
- P- Positive learning communities
  - Pima JTED’s Core Value- “We value relationships that are honest, supportive and foster long-term loyalty and trust.”
  - Career and Technical Student Organizations (CTSO) are a central part of the JTED experience. These organizations are the embodiment of positive learning communities at the student level.
- A- Academic and ethnic identity development through relevant content integration
  - CTE and relevancy go hand-in-hand.
  - Project-based curriculum and work-based learning provide significant opportunity to develop ethnic identity through content.
- R- Rigor through critical thinking integration

- The Carl Perkins Career and Technical Education Act was recently reauthorized and the federal guidance for CTE is to promote and deliver rigorous CTE programs.
- Arizona Professional Skills Standard 3- Thinking and Innovation
- K- Knowledge co-creation
  - Arizona Professional Skills Standard 2- Collaboration
  - Project-based learning, work-based learning, CTSOs and other proposed instructional techniques all promote collaboration and shared inquiry.
- S- Social Justice / Civic Engagement
  - CTSOs address civic engagement through community connectedness.
  - Arizona Professional Skills Standard 8- Legal and Ethical Practices

**RFI 2449:** What does JTED faculty look like at other locations? [SM]

*Response:*

JTED Demographics- Gender		
	Count	Percent
Male	15	34.9%
Female	28	65.1%

JTED Demographics- Race/Ethnicity		
	Count	Percent
Asian / Pacific Islander	1	2.3%
Black / African American	1	2.3%
Hispanic	7	16.3%
White / Caucasian	34	79.1%

**RFI 2450:** What do JTED student populations look like (race/ethnicity, gender)? [DOJ]

*Response:*

Dataset	Subpopulation	Pima JTED	Pima County Census 2010
Pima JTED Central Students 2014-2019	Asian / Pacific Islander	2.9%	3.6%
	Black / African American	6.1%	4.2%
	Hispanic	37.8%	37.6%
	Indian / Native American	7.1%	4.3%
	White / Caucasian	46.1%	51.4%

Regarding gender separation:

- JTED strives to encourage non-traditional student enrollment and retention. Specific professional development and student presentations have been developed.

- Extrapolation of historical data suggest the CTE program interest will follow relative even distribution between males and females.

3D Animation*	Female	32.3%
	Male	67.7%
Culinary*	Female	47.9%
	Male	52.1%
Healthcare Foundation*	Female	83.5%
	Male	16.5%
IT*	Female	15.3%
	Male	84.7%
Licensed Nursing Assistant*	Female	91.5%
	Male	7.6%
<b>*Similar to Proposed Programs</b>	<b>Female</b>	<b>54.1%</b>
	<b>Male</b>	<b>45.7%</b>

**RFI 2451:** Develop an explicit advertising/public relations plan for the new high school as soon as possible in order to maximize its applicant pool and integrative potential.

*Response:* JTED and TUSD have already started to meet on the marketing plan and will have a draft plan available by the end of September. Discussions so far have been regarding targeting students who are not in public-education schools (charter students, drop-outs, etc.) and other students who will help to integrate the school. Specific approaches are:

- Targeted digital advertisement for specific audiences
- Print strategy
- Broadcast and cable ads
- Streaming adds
- Geo-fencing
- Public events to reach targeted audiences

Additionally, demographic market data has been collected to inform marketing strategy and a pre-enrollment interest survey has been developed.

**RFI 2453:** We are concerned about the reliability of 10 year old data as the basis for the major assumptions in the NARA about the distances students can be expected to travel to attend the new school. [Men]

*Response:* Understood. We have updated the DIA with data from UHS, Cholla HS, Pueblo HS and Tucson Magnet HS. Below is a table of the students who attend those schools from outside the attendance zones of those schools by the distance from that school.

High Sch.	Zones				In TUSD	Out of District	Total
	1	2	3	4			
Cholla	93	158	13	3	267	61	328
	35%	59%	5%	1%		19%	

Pueblo	103	46	150	13	312	102	414
	33%	15%	48%	4%		25%	
Tucson	252	471	613	167	1503	222	1725
	17%	31%	41%	11%		13%	
University	262	202	287	58	809	285	1094
	32%	25%	35%	7%		26%	
<b>Total</b>	<b>710</b>	<b>877</b>	<b>1063</b>	<b>241</b>	<b>2891</b>	<b>670</b>	<b>3561</b>
	25%	30%	37%	8%		19%	

Zone 1 = 0-3 miles from the school

Zone 2 = 3-5 miles from the school

Zone 1 = 5-10 miles from the school

Zone 1 = >10 miles from the school

As a result of this study, the following enrollment rates were used: Zone 1 30%, Zone 2 30%, Zone 3 35% and Zone 4 5%. This is a change from 29%, 29%, 34% and 8% in the previous DIA. The study also indicated that out-of-District enrollment could be higher than expected—as shown above it ranged from 13% to 26% with an average of 19%. Data from the same schools showed the following pattern of enrollment for out-of-District students.

High Sch.	Zones				Out of District
	1	2	3	4	
Cholla	0	8	23	30	61
	0%	13%	38%	49%	
Pueblo	32	35	13	22	102
	31%	34%	13%	22%	
Tucson	21	31	92	78	222
	9%	14%	41%	35%	
University	0	5	209	71	285
	0%	2%	73%	25%	
<b>Total</b>	<b>53</b>	<b>79</b>	<b>337</b>	<b>201</b>	<b>670</b>
	8%	12%	50%	30%	

The average rates were above applied to current HS out-of-District enrollment by distance zone from the proposed school to estimate the composition of out-of-District students.

The revised estimates for the new school are shown in the following table, which shows that 65% would be from the pool of existing TUSD students; 16% from the pool of students in charter, private schools, etc.; and 19% from outside the District.

## JTED-TUSD HS

Capacity: 425

Projected Enrollment	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
<b>Zone 1 (0-3 miles)</b>							
TUSD	4	5	70	2	1	1	83
	5%	6%	84%	3%	1%	2%	
Non-TUSD	1	4	13	2	1	1	22
	3%	18%	60%	10%	3%	6%	
<b>Zone 2 (3-5 miles)</b>							
TUSD	10	9	57	3	1	2	82
	12%	11%	69%	4%	2%	3%	
Non-TUSD	8	1	7	2	1	2	21
	39%	4%	34%	10%	4%	8%	
<b>Zone 3 (5-10 miles)</b>							
TUSD	24	11	51	3	3	3	95
	25%	11%	53%	4%	3%	3%	
Non-TUSD	10	2	7	2	1	2	24
	42%	8%	31%	7%	6%	7%	
<b>Zone 4 (&gt;10 miles)</b>							
TUSD	6	1	6	0	0	0	13
	41%	8%	45%	1%	2%	3%	
Non-TUSD	1	0	1	0	0	0	2
	46%	3%	33%	3%	7%	8%	
<b>Total</b>							
TUSD	44	26	184	8	5	6	273
	16%	10%	67%	3%	2%	2%	
Non-TUSD	20	7	28	6	3	5	69
	29%	10%	41%	9%	4%	7%	
Non-TUSD	26	8	35	2	7	3	81
	33%	10%	43%	2%	8%	4%	
Total	90	41	247	16	15	14	423
	21%	10%	58%	4%	4%	3%	

**RFI 2454:** We reviewed the Marzano study of 2016 which is phrased in terms of time to get to school rather than distance...

*Response:* Although that survey is helpful where actual data doesn't exist, we will be using actual data, as noted above, in the DIA.

**RFI 2455:** Has the District's transportation department been involved in the development of the assumptions you are using or asked whether those assumptions appear consistent with their current experience?

*Response:* Our only assumption is that current enrollment patterns for the four high schools above provide a valid estimate of enrollment patterns at the new school. Transportation is part of the planning team for this project.

**RFI 2456:** Did you make the same assumptions with respect to the 90 students not now going to a TUSD school whom you project will attend the new high school as you did for those attending District schools, that is, that 29 % live within 3 miles; 29% live within 3-5 miles, etc?

*Response:* Yes, the distribution of non-TUSD students follows exactly the same pattern as the distribution of TUSD students—updated now with the data from the four high schools.

**RFI 2457:** The District says that its projected enrollment is in part based on JTED data that typically about 20% of students in JTED programs are from charter, private, or other schools. Given that JTED serves three counties across southern Arizona and its programs are located in “public, charter, private and home-schools”, and, as we understand it, generally are offered during after school hours, we would appreciate an explanation of why the District believes the rate of attendance of non-TUSD students in its proposed new full day high school would match the “rates typical” in JTED programs (including an explanation of the extent to which rates differ among JTED programs).

*Response:* We are still working on this request with JTED. They have provided aggregated data (above) but it would need to be disaggregated to answer these questions.

**RFI 2458:** On the phone you mentioned that a preliminary financial analysis had been prepared. We would appreciate receiving a copy of that...

*Response:* We are still in negotiations with JTED on this.

**RFI 2459:** We would appreciate receiving a copy of ... any assessment that has been made of which of the District’s other schools may lose teachers/teacher head count as a consequence of the opening of the new high school and the basis for the conclusion expressed on the call that you do not anticipate having to hire “many new teachers.” Our particular focus is on what we understand to be the current challenge in hiring math and science teachers.

*Response:* Using the data provided in the DIA and the FTE allocation ratio in the budget, the following FTE reductions may occur.

- Catalina 0-1
- Cholla 1-2
- Palo Verde 0-1
- Pueblo 2
- Rincon 0 (it has a waiting list)
- Sabino 0-1
- Sahuaro 0 (it has a waiting list)
- Santa Rita 0
- Tucson High 0 (it has a waiting list)



This is strictly a rough estimate because it does not account for projected enrollment changes (they aren't done yet for next year) and if a school is on the cusp it may lose more or less teachers. Which subject these teachers would be teaching will depend on the master schedules developed in the spring.

**RFI 2460:** I believe we asked this on the phone but just in case we did not: we are interested in understanding what the expected impact of the opening of the new high school will be on CET programs at the District's other high schools, inclusive of but not limited to those now offered by JTED.

*Response:* Answered in RFI#2443b.