

**TUCSON UNIFIED SCHOOL DISTRICT**  
**DESEGREGATION IMPACT ANALYSIS**  
**Bloom K-5 School**

**Action:** Adding one double-wide portable (two classrooms) to Bloom Elementary School due primarily to increased enrollment from the successful Dual Language program.

**Summary:** In 2016, the District initiated the expansion of the Dual Language program to Bloom Elementary school. As the program developed, the enrollment at the school has increased. Although the Dual Language aspects of the school were already approved, this analysis shows the impacts of adding the third-grade Dual Language and some additional increases in enrollment that are primarily expected in the fourth grade.

**A. Impact Analysis**

In 2019-20, there were 380 K-5 students living in the Bloom attendance area attending TUSD schools. Bloom enrolls 203 of these. Slightly more than 47% of these students attend other schools primarily: Fruchthendler 41, Kellond 23, Gale 22, Henry 12, and Steele 11.

**Bloom Enrollment**

As shown in the table below, Bloom is now integrated – due in large part to the addition of the Dual Language program. The projected enrollment by SY2021-22 is 499. With the addition of one double-wide portable, Bloom would increase its capacity by approximately 50 students from 500 to 550 to ensure adequate space for continued expansion.

Bloom 40th Day Enrollment 2019-2020						Design Capacity: 500 <sup>1</sup>	
Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	109	54	148	5	6	11	333
	33%	16%	44%	2%	2%	3%	

Projected Enrollment by 2021-22							
Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	166	77	217	7	13	17	499
	33%	15%	43%	1%	3%	3%	

<sup>1</sup> Design capacity is based on classrooms of 25 students. However, as a new TWDL program grows there are often less than that number, thereby creating a need for increased design capacity.

## **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** As Bloom is now an integrated school, the addition of the portable will allow more students an opportunity to attend an integrated school.
3. **Transportation** No potential impact.
4. **Admin/Cert Staff** No potential impact.
5. **Quality of Education** The additional portable will allow the TWDL program to grow into two strands at every grade level to maintain fidelity to the model.
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 (the funds needed to move the portable will come from plant funds)

## **C. Data Sources**

The enrollment data is the SY2019-20 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 students in the grades of that school.