

**TUCSON UNIFIED SCHOOL DISTRICT**  
**DESEGREGATION IMPACT ANALYSIS**  
**Borman K-8 School – Portable**

**Action:** Adding one double-wide portable (two classrooms) to support the change to K-8 approved by the court in 2016 by accommodating increased enrollment as well as the elective aspects of the K-8 program and the school’s strong OMA and GATE programs.

**Summary:** Borman K-8 School is a high-demand school on the Davis-Monthan Air Force Base. The Court approved the District’s request to expand Borman from a K-5 to a K-8 school in 2016 (see Order of 06/06/16, ECF 1939) based on the District’s Desegregation Impact Analysis (DIA). The DIA included a section titled “Renovation Costs” that outlined the long term plan as follows: “Long Term Plan: \$700,000-\$750,000 for a 2 classroom and locker room addition if enrollment exceeds expectations.” The District, through the 2016 DIA, projected Borman’s K-8 enrollment to reach 629 students. In SY2019-20, enrollment at Borman K-8 reached 595 students and, as shown in the table below, the District now projects Borman K-8 enrollment will exceed original expectations. The projected enrollment for SY2020-21 is 657 students.

The District has experienced steady enrollment declines, but this is not the case at Borman, a school with a diverse student population (three racial/ethnic groups make up approximately 20% of the total population). The portable will increase access for students on the military base to experience the benefits of an integrated education, and will provide better services to students by relieving anticipated over-crowding issues.

This analysis reveals the the impacts of increasing space and enrollment at Borman and TUSD’s overall enrollment.

**A. Impact Analysis**

In 2019-20, there are 357 K-5 students living in the Borman attendance area attending TUSD schools. Borman enrolls almost all of these students (335). Only 6% of these students attend other schools. Although, currently, middle school students do not attend Borman at the same high rate as K-5 students, that is increasing as the middle school programs at Borman become more established and students from lower grades move into the middle-school grades.

**Borman Enrollment**

As shown in the table below, Borman has a diverse student body. Though Borman does not meet the USP definition of integration, the make-up of its student population is exactly the same as schools considered integrated by the USP definition: Borman’s Anglo population is 48% and its Latino population is 22%, were those numbers reversed (48% Latino and 22% Anglo) Borman would be considered “Integrated” under the USP. In both cases the level of diversity is the same, only the groups are different. The

students in both scenarios experience the same level of diversity – meaning they would have the same opportunities to interact with students from a different race.

Without the addition of the portable, Borman will be overcapacity by SY2021-22, so the DIA includes the projected enrollment for SY2021-22.

Borman 40th Day Enrollment 2019-2020							(Current) Design Capacity:	625
Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
K-8 Neighborhood	232	70	89	0	19	26	436	
	53%	16%	20%	0%	4%	6%		
K-8 Non-Neighborhood	54	39	41	2	10	13	159	
	34%	25%	26%	1%	6%	8%		
Total	286	109	130	2	29	39	595	
	48%	18%	22%	0%	5%	7%		

#### Change Components\*

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-8	27	10	12	0	3	4	56
	48%	18%	21%	0%	5%	7%	

\*Primarily larger kindergartens and lower grades moving into the upper grades and being replaced by equally large grades.

2021-2022 Projected Enrollment							Design Capacity w/Portable:	675
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
School Total	313	119	142	2	32	43	651	
	48%	18%	22%	0%	5%	7%		

## **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** The addition of the portable will allow more students on the air force base an opportunity to attend a diverse school. Also, as can be seen from the tables above, the non-neighborhood component helps to integrate the school so providing capacity to increase enrollment will operate to create more seats for African-American and Hispanic students.
3. **Transportation** No potential impact.
4. **Admin/Cert Staff** No potential impact.
5. **Quality of Education** No potential impact.
6. **Discipline** No potential impact.
7. **Family and Community Engagement** No potential impact.
8. **Extracurricular Activities** No potential impact.
9. **Facilities and Technology** No potential impact.
10. **Accountability and Transparency** No potential impact (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.