

From: Taylor, Martha
Sent: Thursday, June 18, 2015 3:11 PM
To: Anurima Bhargava; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter; Willis D. Hawley; Zoe Savitsky
Cc: Desegregation; Tolleson, Julie; Foster, Richard; RLL; Nodine, Bryant
Subject: Van Horne DIA
Attachments: 20150618 Van Horne DIA.docx

Dr. Hawley and counsel:

Please find attached a DIA related to the pending sale of property at the former location of Van Horne Elementary School. The District requests your consideration and approval of the request to sell this property to a private company and seeks your input on the proposed action. Your approval is solicited with the goal of all parties, with the Special Master's approval, stipulating that the court could enter an order approving the proposed action. If you cannot stipulate, or have additional questions, please explain the basis for your objection and forward any questions to us as soon as possible. Please respond with comments within one-week, no later than next Friday June 26, 2015.

Thank you for your consideration.

Martha

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TUCSON UNIFIED SCHOOL DISTRICT

DESEGREGATION IMPACT ANALYSIS (DIA)

Proposed Action: Sale of Van Horne Property

Summary

On June 9, 2015, the Government Board approved the purchase agreement for the sale of Van Horne Property. That action is contingent on approval by the Special Master and Court. The proposed buyer of the property is a developer who intends to demolish the existing structure and build a single--family development. Existing uses are a landfill to the west used to recycle construction materials, and single-family development to the north, east and south of the property. This report analyzes the impact of that potential development on the schools that may serve it.

Due to the small number of students expected from the development the projected impacts are insignificant.

A. Analysis of the impact of the requested action on the District's obligation to desegregate.

1. What is the number of anticipated new homes and the type of anticipated homes?

The developer has stated that he anticipates building a single-family development following the Pantano East Area Plan. Based on a similar development they have done in the area, the developer expects to build 46 homes. The final number of homes will be determined in a rezoning process and through meetings with neighbors.

2. What is the projected number of new students in the new development and the basis for that estimate?

The following projections for student generation from the anticipated development are based on 46 homes and student generation rates for single-family homes from the 2010 Census.

Elementary School students	12
Middle School Students	6
High School Students	<u>8</u>
Total	26

3. What is the projected ethnicity of new students and the basis for that estimate?

The projected ethnicity is shown in the middle set of data in the attached spreadsheet. It is based on the ethnicity of TUSD students from the former Van Horne area, using a one-mile radius around the former school.

4. Where will those students go to school based on current or planned boundaries?

Students from the projected development will attend Bloom Elementary, Magee Middle School and Sahuaro High School (shown on the table below) or they can choose another TUSD school through TUSD's School Choice program.

5. What is the number of students likely to attend neighborhood schools (based on district wide or local averages of students who attend neighborhood schools)?

See the attached spreadsheet. The percentage of students from the former Van Horne area attending neighborhood schools by school level are: 53% elementary school, 53% middle school and 49% high school. Regardless, the analysis assumes that 100% of the students from the future development will attend the schools that serve the area.

6. What is the projected impact on segregation/integration at the schools the children from the new development will attend, if they attend their neighborhood schools?

As shown below, there is no change to the segregation/integration at the schools as a result of the proposed development.

Students from the Future Van Horne Development

School (grades)	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Bloom (K-5)	6	2	4	0	0	1	13
%	47%	14%	30%	2%	3%	4%	
Magee (6-8)	3	1	2	0	0	0	6
%	47%	14%	30%	2%	3%	4%	
Sahuaro (9-12)	4	1	2	0	0	0	7
%	47%	14%	30%	2%	3%	4%	

Current Enrollment and Projected Enrollment with the Change

School (grades)	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Bloom (K-5)	146	38	138	11	9	31	373
%	39%	10%	37%	3%	2%	8%	
with change	152	40	142	11	9	32	386
%	39%	10%	37%	3%	2%	8%	
Magee (6-8)	274	43	219	9	12	36	593
%	46%	7%	37%	2%	2%	6%	
with change	277	44	221	9	12	36	599
%	46%	7%	37%	2%	2%	6%	
Sahuaro (9-12)	803	98	674	14	45	91	1725
%	47%	6%	39%	1%	3%	5%	
with change	807	99	676	14	45	91	1732
%	47%	6%	39%	1%	3%	5%	

Desegregation Impact Analysis
June 18, 2015

7. Will Van Horne be needed to serve TUSD students in the future?

TUSD projects enrollments for each elementary school, each year, for five years into the future. These projections include any anticipated development by tracking permits in established developments as well as rezonings, plats and the potential development of any vacant lands. Based on these projections, all of the surrounding elementary schools are expected to have excess capacity five years from now.

Schools	Capacity	Projected Enrollment 2020	Excess Capacity
Collier	375	158	217
Fruchthandler	475	347	128
Henry Elementary	425	350	75
Hudlow Elementary	450	339	111
Whitmore	525	415	110

B. Analysis of how the proposed change will impact the District's 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 sale of the Van Horne site on the District's obligations under each of the ten USP sections:

1. Compliance No potential impact.

2. Student Assignment

No potential impact. The Van Horne location is approximately two miles from the former Wrightstown location that was approved for sale by the Parties and the Court in 2013. As with Wrightstown, the Van Horne location is in the District's northeast quadrant in an area that has seen student populations decline over the past decade. Van Horne also has limited capacity and its location provides challenges for community access. Therefore, Van Horne would not be an optimal candidate to be reopened as part of a boundary change. Because Van Horne is not centrally-located, it is also not a viable candidate as a new magnet school.

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. The District has developed multiple family centers pursuant to its obligation under the USP, but the Van Horne site is not a viable option for a future family center. The Palo Verde family center is approximately 4.8 miles from the Van Horne site, about a ten minute drive, and the Van Horne site is set in the back of a neighborhood with only limited access to a bus line. Finally, as Family Centers provide services to students and families in need, there are multiple other sites and areas that would be considered ahead of the Van Horne area in terms of maximizing services to students and families and increasing family engagement.

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 SY2014-15 40th day enrollment.
- The development data is from the verbal concept by the developer to staff and from similar development in the area. There are no firm plans at this point and this concept may change as the project goes through the City approval process.
- The number of students generated is from the student generation rates, per housing unit, by housing type, from the 2010 Census.

D. Assumptions

Conservatively, we assumed that all students from the development will attend the TUSD schools that serve the area. TUSD captures approximately 70% of the school-age children, and approximately 50% of the students in the area attend other TUSD schools, so the analysis over-estimates the impact of the development on the receiving schools. The racial/ethnic composition of the new development will mirror the racial/ethnic composition of the existing students in the area.