

APPENDIX II – 40

From: Taylor, Martha
Sent: Tuesday, March 1, 2016 4:36 PM
To: Willis D. Hawley; 'Eichner, James (CRT)'; Shaheena Simons; Rubin Salter; Thompson, Lois D.; Juan Rodriguez
Cc: Desegregation; Tolleson, Julie; Converse, Bruce (BConverse@steptoe.com); Charlton, Paul (pcharlton@steptoe.com); Sanchez, HT
Subject: Integration Initiatives
Attachments: 20160301 Memo to SMP re Integration Initiatives.pdf

Dr. Hawley and counsel:

Please find attached a letter from Dr. Sanchez describing the initiatives we are undertaking to increase the number of students attending integrated schools pursuant to the Magnet Stipulation, paragraph E (see ECF 1865) as adopted by the Court in late November (see ECF 1870). Excluding the holiday break, District staff has worked diligently to develop these proposed initiatives over a 9-10 week period and looks forward to receiving your input and feedback pursuant to the following proposed schedule:

March 1: District submits proposals to the Plaintiffs and Special Master

March 15: Plaintiffs and Special Master submit comments and feedback

March - May: District incorporates comments and feedback (might include additional initiatives) into recommendations for adoption by the Governing Board

Thank you. We look forward to your comments.

TUCSON UNIFIED
SCHOOL DISTRICT
Heliodoro T. Sánchez, Ed. D.
Superintendent

March 1, 2016

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Submitted via email

Re: TUSD initiatives to increase the numbers of students at integrated schools

Dear Dr. Hawley and Counsel:

It is my pleasure to share several integration initiatives that the District will undertake in the near future, and others that we will explore over the next few months. As you are aware, the Magnet Stipulation filed and approved by the Court in late-November included the following provision: "By March 1, 2016, the District shall develop and propose initiatives to increase the number of students attending integrated schools within the District..."

Staff took care to ensure that the current proposals went beyond those contemplated in 2014 and many different options and initiatives were considered. As you are aware from the boundary review process in 2014, the margins for improvement are small as schools in TUSD are fairly well-integrated – but there is still work to be done and areas where we can make positive impacts on integration in our schools.

At the elementary and K-8 level: almost one-third of our elementary schools have two groups at 30% or higher; almost two-thirds of our elementary schools have two groups at 19% or higher; and close to two-thirds of our elementary schools have no single group that constitutes more than two-thirds of its population. Six of our 13 K-8 schools have high levels of diversity (two groups at 19% or higher), and two others are within five percentage points of the USP definition of integration. At the secondary level, seven of our ten middle schools are either integrated or within 10 percentage points of the USP definition of integration – and all six of those have high levels of diversity (two groups at 24% or higher). Similarly, eight of our nine high schools are either integrated or within 5 percentage points of the USP definition of integration (excluding UHS, which is within 10 percentage points of integration). Of the eight, four have two groups at 38% or higher, and three have high levels of diversity with populations that are roughly 50% Hispanic, 20% Anglo, and 20% African American.

Given the current levels of integration and diversity at TUSD, we focused our efforts on strategies that would bring more students to schools that are already integrated but that have capacity for additional students. We also focused on those schools (either neutral or racially concentrated) that are within five to ten percentage points from the USP definition of integration and that have capacity for additional students. With these two goals in mind, we rearranged the 40th day enrollment data and prioritized schools from top to bottom to identify schools that met the USP definition of integration, schools that were close to the definition (whether racially concentrated or neutral), and schools that had capacity to accept additional students. See Attachment A, "2015-16 40th Day Path to Integration."

Development Process

In November and early December, immediately after the Court approved the stipulation, the District convened an internal committee made up of staff members from Planning Services, School Community Services, and from the Desegregation, Legal, Magnet, Transportation, and Media Communications departments. The committee examined multiple ideas and explored ways to support each idea with transportation and targeted marketing, outreach, and recruitment.

Between November and January, the Magnet Court Orders (1870 and 1878) and the Budget Order (1879) provided further guidance related to additional studies regarding integration impacts in the context of magnets and dual-language programs. The District is currently addressing the Court's directives related to additional research, analysis, and consultation with experts regarding these additional studies.

Throughout the month of January, the committee further refined its ideas into draft initiatives. In February, the committee presented the draft initiatives first to educational leadership and then to the Superintendent's Leadership Team for further review, comment, and feedback. Based on leadership review and comment, the committee further narrowed the list to the following three initiatives: District Placements; Incentive Transportation/Express Buses; and Potential Grade Reconfigurations. As described above, transportation and marketing/outreach would be used to support all three initiatives as appropriate.

Initiatives to Increase the Number of Students Attending Integrated Schools

The magnet and dual-language initiatives are not included here as they are long-term projects that will require additional time for research, cost/benefit analysis, consultation with experts, and family and community engagement with impacted stakeholders. However, the primary initiatives are described in detail in the attachments, including a description, expected impact on integration, pros and cons, and (where feasible) cost estimates.

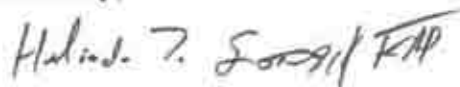
Please see below three proposed initiatives which are described in further detail in Attachments B-D:

- B. District Placements.** Revise direct District placements (Self-Contained GATE, Exceptional Education, English Language Learners, and/or Refugee Students) including feeder patterns and program locations in a manner that improves integration at sites and provides more students with an opportunity to attend an integrated school.

- C. Incentive Transportation/Express Buses.** Develop express routes to increase access to integrated schools and to improve the impact of transportation in improving integration.
- D. Grade Reconfiguration.** Consider grade reconfigurations that would promote integration and/or increase the numbers of students attending integrated schools.

We are committed to promoting integration in our schools and to increasing the number of students attending integrated schools in the near future. Over the next few months, you will notice a discernible difference in our marketing materials, on our website, and in our communications with parents and students as we focus intently on improving the opportunities for integration within our District. We look forward to working in a collaborative and transparent manner to monitor the impact of these initiatives and to increase their impact where possible.

Sincerely,

A handwritten signature in black ink that reads "Heliodoro T. Sánchez Ed. D." with a stylized flourish at the end.

Heliodoro T. Sánchez, Ed. D.

ATTACHMENT A
FEBRUARY 19, 2016

		TUSD Enrollment by USP Ethnicity - Final 40th Day (10/01/2015)												
Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
Elementary School Total		3982	22%	1610	9%	10530	59%	686	4%	320	2%	689	4%	17817
ES Integration Ranges		7.37%		0.24%		34.73%		0.19%		0.17%		0.19%		
5% Racially Concentrated School	Warren	21	8%	10	4%	206	74%	34	12%	1	0%	5	2%	277
5% Racially Concentrated School	Bonillas	54	13%	26	6%	309	73%	14	3%	6	1%	13	3%	422
5% Racially Concentrated School	Banks	79	24%	8	2%	238	71%	3	1%	1	0%	6	2%	335
5% School	Tully	21	6%	59	17%	235	68%	18	5%	5	1%	7	2%	345
5% School	Holladay	17	6%	52	19%	183	67%	12	4%	0	0%	8	3%	272
5% School	Lineweaver	216	38%	34	6%	274	48%	2	0%	6	1%	37	7%	569
5% School	Wheeler	135	37%	42	11%	153	42%	14	4%	6	2%	17	5%	367
5% School	Hughes	146	39%	28	8%	156	42%	1	0%	18	5%	22	6%	371
5% School	Steele	101	34%	50	17%	120	40%	2	1%	9	3%	15	5%	297
5% School	Ford	135	38%	52	15%	130	37%	5	1%	11	3%	18	5%	351
5% School	Kellond	218	40%	51	9%	212	39%	9	2%	8	1%	45	8%	543
10% School	Bloom	120	38%	62	19%	112	35%	6	2%	8	3%	12	4%	320
10% School	Marshall	119	45%	20	8%	103	39%	6	2%	5	2%	10	4%	263
15% School	Dunham	106	47%	26	12%	83	37%	0	0%	4	2%	5	2%	224
15% School	Henry	169	47%	36	10%	122	34%	4	1%	6	2%	24	7%	361
20% School	SolengTom	199	47%	45	11%	138	32%	4	1%	12	3%	28	7%	426
20% School	Gale	199	50%	29	7%	131	33%	0	0%	12	3%	27	7%	398
-	Borman	237	53%	60	14%	94	21%	1	0%	20	5%	31	7%	443
-	Collier	134	62%	24	11%	45	21%	3	1%	3	1%	7	3%	216
-	Fruchthandler	221	62%	21	6%	91	26%	4	1%	5	1%	14	4%	356
-	Johnson	9	4%	4	2%	118	51%	98	42%	1	0%	3	1%	233

ATTACHMENT A
FEBRUARY 19, 2016

TUSD Enrollment by USP Ethnicity - Final 40th Day (10/01/2015)

Integration Status	School	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
Integrated	Blenman	82	21%	64	17%	178	46%	15	4%	31	8%	15	4%	385
Integrated	Borton	91	22%	37	9%	265	63%	7	2%	6	1%	15	4%	421
Integrated	Cragin	104	28%	61	17%	163	45%	12	3%	4	1%	22	6%	366
Integrated	Davidson	71	23%	38	12%	158	51%	9	3%	14	5%	19	6%	309
Integrated	Erickson	107	23%	103	22%	210	45%	9	2%	5	1%	31	7%	465
Integrated	Howell	66	21%	45	14%	169	53%	18	6%	9	3%	10	3%	317
Integrated	Hudlow	76	30%	33	13%	112	44%	9	4%	8	3%	15	6%	253
Integrated	Myers-Ganoung	57	14%	79	19%	249	60%	5	1%	10	2%	16	4%	416
Integrated	Sewell	77	26%	31	10%	162	54%	8	3%	6	2%	14	5%	298
Integrated	Whitmore	92	29%	56	18%	141	44%	1	0%	9	3%	19	6%	318
Integrated	Wright	78	17%	99	22%	206	46%	11	2%	35	8%	22	5%	451
Racially Concentrated	Carrillo	31	11%	12	4%	229	80%	8	3%	0	0%	5	2%	285
Racially Concentrated	Cavett	12	4%	24	9%	219	82%	6	2%	0	0%	7	3%	268
Racially Concentrated	Davis	45	13%	14	4%	258	77%	6	2%	2	1%	9	3%	334
Racially Concentrated	Grijalva	27	4%	24	4%	564	86%	25	4%	4	1%	14	2%	658
Racially Concentrated	Lynn/Urquides	17	3%	7	1%	479	92%	15	3%	0	0%	4	1%	522
Racially Concentrated	Maldonado	20	6%	10	3%	263	78%	32	9%	2	1%	12	4%	339
Racially Concentrated	Mianzo	13	5%	9	3%	240	85%	14	5%	5	2%	3	1%	284
Racially Concentrated	Miller	36	6%	15	2%	508	80%	56	9%	1	0%	20	3%	636
Racially Concentrated	Mission View	1	1%	3	2%	175	90%	15	8%	0	0%	0	0%	194
Racially Concentrated	Ochoa	5	3%	4	2%	164	82%	20	10%	0	0%	7	4%	200
Racially Concentrated	Oyama	22	6%	19	5%	293	81%	23	6%	2	1%	4	1%	363
Racially Concentrated	Robison	41	12%	26	8%	249	75%	3	1%	4	1%	8	2%	331
Racially Concentrated	Tolson	14	5%	14	5%	249	84%	8	3%	0	0%	11	4%	296
Racially Concentrated	Van Buskirk	10	3%	3	1%	291	87%	22	7%	2	1%	8	2%	336
Racially Concentrated	Vesey	84	12%	22	3%	522	74%	49	7%	8	1%	17	2%	702
Racially Concentrated	White	47	7%	19	3%	561	82%	40	6%	6	1%	8	1%	681

ATTACHMENT A
FEBRUARY 19, 2016

TUSD Enrollment by USP Ethnicity - Final 40th Day (10/01/2015)

Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
K-8 School Total		919	11%	726	9%	5962	71%	437	5%	107	1%	242	3%	8393
K8 Integration Ranges		0-26%		0-24%		56-70%		0-20%		0-16%		0-18%		
5% Racially Concentrated School	Robins	109	19%	23	4%	408	71%	6	1%	12	2%	16	3%	574
5% School	Dietz	137	27%	80	16%	253	49%	2	0%	12	2%	28	5%	512
5% School	Booth-Fickett	286	23%	211	17%	621	51%	15	1%	27	2%	59	5%	1219
5% School	Miles - E. L. C.	91	32%	17	6%	155	54%	2	1%	5	2%	16	6%	286
5% School	Roberts-Naylor	67	11%	162	26%	338	54%	14	2%	32	5%	9	1%	622
	Lawrence	6	2%	3	1%	140	42%	177	53%	0	0%	8	2%	334
Racially Concentrated	Drachman	26	8%	34	11%	235	75%	10	3%	1	0%	9	3%	315
Racially Concentrated	Safford	40	5%	67	9%	586	75%	67	9%	3	0%	19	2%	782
Racially Concentrated	Morgan Maxwell	39	8%	39	8%	369	76%	30	6%	2	0%	9	2%	488
Racially Concentrated	Roskruge	47	7%	30	4%	558	78%	61	9%	2	0%	18	3%	716
Racially Concentrated	Pueblo Gardens	15	4%	27	7%	310	82%	7	2%	8	2%	12	3%	379
Racially Concentrated	McCorkle	40	5%	20	2%	792	90%	19	2%	2	0%	8	1%	881
Racially Concentrated	Hollinger	10	2%	8	2%	438	90%	19	4%	1	0%	9	2%	485
Racially Concentrated	Rose	6	1%	5	1%	759	95%	8	1%	0	0%	22	3%	800

ATTACHMENT A
FEBRUARY 19, 2016

TUSD Enrollment by USP Ethnicity - Final 40th Day (10/01/2015)														
Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
Middle														
Middle School Total		1589	23%	559	8%	4082	60%	231	3%	126	2%	200	3%	6787
Middle School/Integration Ranges		838	0.23	457	0.18	457	0.18	0	0	0	0	0	0	0
5% Racially Concentrated School	Mansfield	86	11%	66	8%	570	73%	29	4%	9	1%	18	2%	778
5% school	Secrist	191	36%	72	13%	228	43%	4	1%	8	1%	32	5%	535
10% school	Gridley	341	47%	74	10%	253	35%	4	1%	23	3%	27	4%	722
10% school	Maggee	296	48%	66	11%	219	35%	10	2%	14	2%	13	2%	618
Integrated	Dodge	100	24%	30	7%	258	61%	6	1%	9	2%	17	4%	420
Integrated	Doolen	193	28%	96	14%	312	46%	19	3%	33	5%	31	5%	684
Integrated	Vail	205	32%	48	8%	321	51%	14	2%	19	3%	25	4%	632
Racially Concentrated	Pistor	55	6%	33	4%	739	81%	66	7%	4	0%	13	1%	910
Racially Concentrated	Utterback	20	4%	46	9%	430	81%	23	4%	1	0%	11	2%	531
Racially Concentrated	Valencia	102	11%	28	3%	752	79%	56	6%	6	1%	13	1%	957
High														
TUSD Enrollment by USP Ethnicity - Final 40th Day (10/01/2015)														
Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
High														
High School Total		3334	24%	1238	9%	8308	59%	411	3%	384	3%	440	3%	14116
High School/Integration Ranges		1539	0.24	627	0.17	627	0.17	0	0	0	0	0	0	0
5% Racially Concentrated School	Tucson	396	12%	192	6%	2362	74%	118	4%	43	1%	83	3%	3194
5% school	Santa Rita	202	38%	76	14%	209	40%	6	1%	15	3%	19	4%	527
5% school	Sahuaro	765	44%	176	10%	682	39%	17	1%	46	3%	62	4%	1748
10% school	University	508	48%	35	3%	352	33%	4	0%	99	9%	59	6%	1057
Integrated	Sabino	549	57%	57	6%	283	30%	6	1%	22	2%	40	4%	957
Integrated	Catalina	182	23%	133	17%	364	46%	23	3%	56	7%	25	3%	783
Integrated	Palo Verde	304	25%	216	18%	579	48%	21	2%	33	3%	60	5%	1213
Integrated	Rincon	234	20%	202	18%	597	52%	14	1%	56	5%	49	4%	1152
Racially Concentrated	Cholla	142	8%	107	6%	1451	78%	127	7%	9	0%	28	2%	1864
Racially Concentrated	Pueblo	52	3%	44	3%	1430	88%	75	5%	5	0%	15	1%	1621

OPEN ENROLLMENT [USP §II(F)]

I. INTEGRATION INITIATIVE PROPOSAL – Attachment B

Direct Placements

A. Description

The purpose of this initiative is to undertake a review, and revise as necessary, direct placement feeder patterns and programs in order to increase the number of integrated schools in the district and/or increase in the number of students attending integrated schools.

The direct placements under review are: self-contained GATE, Exceptional Education, and Refugee. Working sub-committees have been formed to assess and analyze the data.

Metric	
Increase the number of students attending an integrated school	X
Increase the percentage of students attending an integrated school	X
Increase the number of integrated schools	X
Increase the number of race-neutral schools within 10% of the definition of integration	

Additional Considerations	
Contributes to reducing racial concentration at schools with 70-80% Latino populations	X
Reflects an improvement of lottery effectiveness	
Increases the "Student Level of Diversity" at one or more affected schools	X

B. Initial Assessment

Benefits

- Results increase diversification of receiving and sending school populations
- Relieves the over capacity at current school sites
- Addresses potential issues involving sibling placements
-

Challenges

- Potential reduction in acceptance of placements due to transportation and/or program transfers issues
- Potential shortages of appropriately endorsed teachers for additional placement locations
- Need for additional services and support staff for non-English speaking families

C. Initial Data needs

- Demographic analysis of current enrollments and movement patterns for students in direct placement programs
- Census/neighborhood analysis of existing feeder patterns for direct placements to determine whether any changes are needed (Planning)

- Assessment of current integration impact of direct placements at current school sites
- Projected integration impact of direct placement students under varied scenarios

As recommendations develop, additional data may need to be collected from parents and community members.

OPEN ENROLLMENT [USP §II(F)]

I. INTEGRATION INITIATIVE PROPOSAL – Attachment C Incentive Transportation/Express Buses

A. Description

The USP requires the District to utilize free transportation to support integration efforts, and describes two types: free magnet transportation, and free incentive transportation. Incentive transportation is offered to students living in the boundaries of racially concentrated schools who voluntarily enroll at a non-neighborhood school where their enrollment improves integration at the receiving school. However, the distances between racially concentrated boundaries and integrated schools present an obstacle to many parents and students.

Metric	
Increase the number of students attending an integrated school	X
Increase the percentage of students attending an integrated school	X
Increase the number of integrated schools	X
Increase the number of race-neutral schools within 10% of the definition of integration	

Additional Considerations	
Contributes to reducing racial concentration at schools with 70-80% Latino populations	X
Reflects an improvement of lottery effectiveness	
Increases the "Student Level of Diversity" at one or more affected schools	X

B. Initial Assessment

Positive Aspects

- Reduce travel times
- Attract students to neutral/integrated schools
- Fixed stops allow for stable pick-up and drop-off times all year long

Challenges

- Marketing
- Need additional buses with AC
- Additional routes would be added at a cost of \$30,000 each

C. Information Needed

Additional research is needed to determine parent and student interest levels.

OPEN ENROLLMENT [USP §II(F)]

I. INTEGRATION INITIATIVE PROPOSAL – Attachment D Grade Reconfiguration

A. Description

Analyze grade reconfiguration proposals to add 7th and 8th grades to Catalina and/or to add 6th grade to Cavett for 2017-18. Utterback, the middle school which currently serves the area would still serve the area plus students could attend Cavett and Catalina by choice.

During the grade configuration change project in 2015, the plaintiffs asked the District to look comprehensively at grade change configurations to determine if any have the potential to contribute to integration. The Cavett-Catalina option may contribute to integration because it could increase the number of students attending an integrated school (Catalina). The following shows the potential impacts of these changes:

Metric	
Increase the number of students attending an integrated school	X
Increase the percentage of students attending an integrated school	X
Increase the number of integrated schools	
Increase the number of race-neutral schools within 10% of the definition of integration	

Additional Considerations	
Contributes to reducing racial concentration at schools with 70-80% Latino populations	
Reflects an improvement of lottery effectiveness	
Increases the "Student Level of Diversity" at one or more affected schools	X

B. Initial Assessment

Benefits

- Continuity for students (less transitions)
- Families like keeping 6th in elementary
- Potential for more students to attend an integrated school
- Increases choice for parents
- Catalina is already the high school that serves the Cavett Area students

Challenges

- Creating separate areas for 7-8 and 9-12 Catalina and any associated renovation costs
- Cost of an additional bus if 7th and 8th graders ride separately from high school students
- Utterback may lose 90 students (30 per grade)—it is already at 60% capacity

- Boundaries were changed in 2009 when middle school students in the Cavett area were no longer bused to Townsend and were allowed to return to Utterback, their neighborhood school. (Note, however, that this proposal is a voluntary option.)
- There are not enough students from this neighborhood to support a viable 7th and 8th grade. There are 60 expected; at least 150 are needed.

C. Current Data

Cavett has an enrollment of 300 (about 1.5 classes per grade) which is 83% Hispanic; 32 students are pre-K. The school has 24 rooms, 6 portables and a capacity for 530 students. It is well-sized to serve as a K-5 or K-6 school. There is potential for future growth in the area (up to 700 homes) as the Bridges housing project west of Kino develops—about 5 years from now.

Catalina has an enrollment of 785 which, at 46% Hispanic and 23% Anglo, is integrated. The school has a capacity to serve 1500 students.

Up to 90 students may be drawn from Utterback. Utterback is a UVA, turn-around school with an enrollment of 532 which is 81% Hispanic. The school has a capacity for 880 students.

D. Information Needed

- To create a better transition should Cavett and Catalina develop a shared curricular theme?
- Need to meet with the community of all effected schools to gain an understanding of community interests and gauge the choices that families may make.
- If this option is to be pursued, what other schools could provide 7th and 8th graders to Catalina to increase the enrollment of the 7th and 8th grades at Catalina to at least 150 students? Doolen, which is the primary feeder to Catalina is already integrated, therefore there would be no positive integrative effect in moving students from Doolen to Catalina.