District Facilities Master Plan 2016-21
Tucson Unified School District #1

Artesia

Public Schools

Tucson Unified is where
Students love to Learn
Teachers love to Teach
and People love to Work
We are Team TUSD

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Artesia Public Schools

I.1 INTRODUCTION

Introduction to the district and FMP to be completed.

I.2 EXECUTIVE SUMMARY

To be completed.

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To be added

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Section 1.0 Goals/Process
Tucson Unified School District #1

1.0 GOALS/ PROCESS

1.1 GOALS

1.1.1   DISTRICT GOALS AND VALUES

DISTRICT MISSION STATEMENT[1]

The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-K through 12th grade student receives an engaging, rigorous and comprehensive education.

The District is committed to inclusion and non-discrimination in all District activities. At all times, District staff should work to ensure that staff, parents, students and members of the public are included and welcome to participate in District activities.

TUSD VISION FOR ACTION AND CORE VALUES

DELIVERING EXCELLENCE IN EDUCATION EVERY DAY

GROW | REACH | SUCCEED

The following are district-stated Organizational Values:

- **Student-Centeredness** — Making every decision with student success in mind
- **Caring** — acting with respect, dignity, and concern for all
- **Diversity** — Celebrating and accepting our differences as our strength
- **Collaboration** – Partnering to reach common goals
- **Innovation** — Embracing new ideas and challenging assumptions
- **Accountability** —Taking responsibility to do things right and to do the right thing

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[1] TUSD Governing Board. "District Mission, Vision, and Values." Policy Code A. www.tusd1.org. Dec 10, 2013.

1.1.2 DISTRICT'S COMMUNITY INVOLVEMENT

TUSD maintains an open dialog with community through open Board of Education meetings, Superintendant Advisory Committees, Parent/Teacher groups and Facility Master Plan Committee sponsored meetings described herein. The following are on-going committees:

- Bond Fiscal Oversight
- Employee Benefits Trust
- School Community Partnership
- School Council
- Student Advisory
- Technology Oversight
- Workers Compensation Trust Fund

1.1.3 HOW THE FACILITIES MASTER PLAN FITS INTO A LONG RANGE PLAN

The TUSD Facilities Master Plan (FMP) is one component of a larger process. Initially, the district completed three studies: a curriculum audit, an efficiency audit to improve efficiency and management effectiveness, and a demographic study. These items provided data which allowed TUSD to create a Strategic Plan to guide a variety of matters such as changes in curriculum, diversity, facilities, finance, and communication. This FMP is a result of the <u>Facilities Strategic Priority 2:</u>

Establish/ Communicate clear vision for facilities (community) – TUSD will develop and implement a long-range Master Facilities Plan that supports and enhances student learning and achievement, and community partnerships.[2]
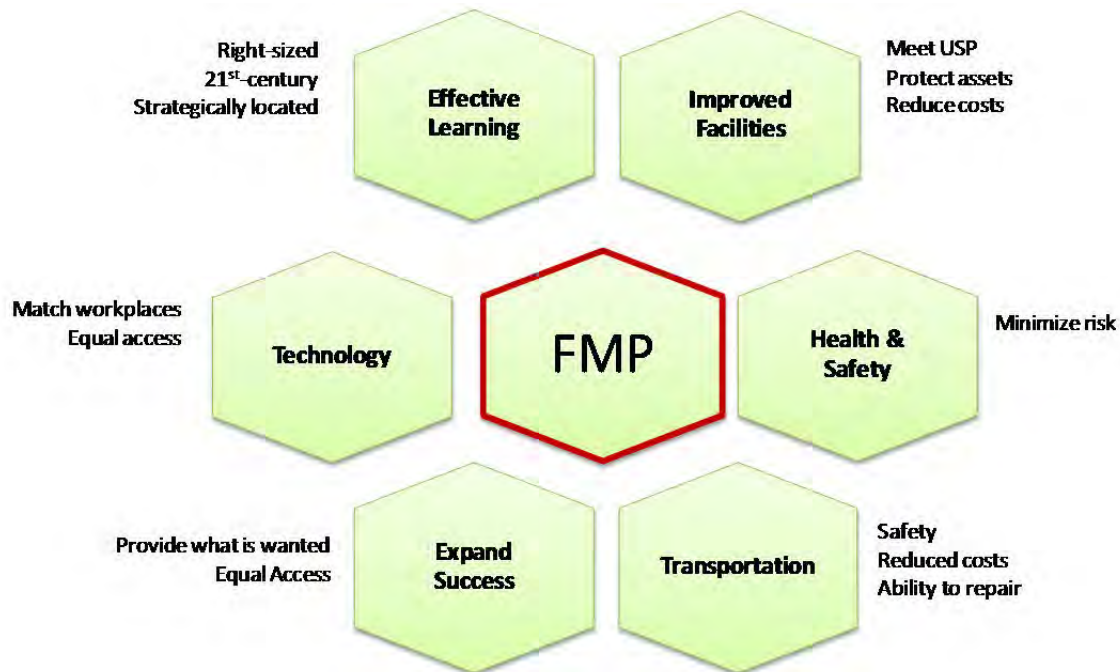
1.1.4 STATE OF DISTRICT'S FACILITIES

OVERALL FACILTY GOALS

The over-arching priority for this Facility Master Plan is to provide funding for much needed deferred maintenance, with a portion of funding going to key enhancements that will benefit students' learning experiences.

TOP PRIORITIES FOR THIS FACILITY MASTER PLAN INCLUDE:

Maintenance: Key infrastructure needs including:
- Heating and Cooling Systems,
- Roofs,
- Parking Lots,
- Building Finishes,
- Window and Door Maintenance,
- Landscaping and Signage,
- Security

Technology: .More robust systems and equipment including:
- Wireless technology and STEM
- Better capacity for digital libraries and databases
- Computer labs and cyber cafes, Ethernet infrastructure, and distance learning capabilities

Key Facility Improvements to Enhance Learning:
- Science and art labs,
- Common collaborative areas for education purposes
- Support of specialized classes for all schools.

1.2 PROCESS

1.2.1 PROCESS FOR CAPITAL PLANNING AND DECISION-MAKING

RESPONSIBILITY AND AUTHORITY:

The Governing Board commissioned the development of this Facilities Master Plan to serve as a reference and guide for capital facilities improvements at Tucson Unified School District. It is recommended that this plan be reviewed yearly and modified as necessary to reflect the direction and accomplishments of TUSD.

It is the responsibility of TUSD to review and revise the entire content of this Facilities Master Plan every 5 years. It is the responsibility of the Governing Board to adopt the content of the Facilities Master Plan and to utilize its priorities to guide future capital expenditures for facilities and to utilize recommendations herein to call for a bond question as needed to fund these improvements.

FACILITIES MASTER PLAN PROCESS:

STEP 1: ESTABLISHMENT OF THE FACILITIES MASTER PLAN PROCESS

This 5 Year Facilities Master Plan was commissioned by the District and may be funded by the Tucson Community. The first step of the FMP process was to have a kick off meeting with the Advisory Team. During this meeting the following topics were discussed:

- What is a Facilities Master Plan
- Why develop a FMP
- Objectives of the FMP
- Roles and Responsibilities
- FMP Process

It was determined to establish a FMP Advisory Team to review data and establish School District priorities. Progress reports would be presented to the Governing Board for comments and recommendations. The Governing Board would review the capital plan and determine funding sources and the time line to implement the capital plan.

STEP 2: ESTABLISH ADVISORY TEAM

A FMP Advisory Team was established to review data and establish School District priorities.
This committee was comprised of administration and staff from a wide range of departments.

STEP 3: GATHER DATA

The planning team gathered Information on existing facilities and educational programs through a variety of meeting formats. Participants of meetings included the following:

- Teachers
- TUSD Administration and the Governing Board
- Community Business Organizations
- Students
- Advisory Team
- Focus Groups (Elementary, Middle, High, K-8, Alternative Schools)
- Tucson Community (through surveys, town halls/open houses)
- Staff
- Maintenance Personnel

The data gathered included:

Enrollment Projections:
- Birth
- Migrations
- Housing
- Program Requirements
- Historical Enrollments

Educational Facility Assessments
- Physical Facilities Assessment
- Capacity/Utilization Studies

Community and School Profiles
- Demographics
- Educational Program
- Financial Information

STEP 4: FMP ADVISORY TEAM DEVELOPMENT OF PRIORITIES

This Data was presented to the FMP Advisory Team and multiple focus groups. The groups reviewed and evaluated the data then developed priorities for the funding of a capital plan.

STEP 5: GOVERNING BOARD ADOPTION OF FACILITIES MASTER PLAN
To be Developed

1.2.2 COMMUNITY INPUT/ PUBLIC PROCESS

Community members including parents, students, community members, community organizations, administrators, local business owners and city government officials were invited to participate in the FMP process. The following schedule outlines the variety of inputs and results from the processes follow:

Meeting	Date
SW Area Strategies #1	1/27/2016
Advisory Team Focus Group #1	2/10/2016
Community Survey #1	11/15 to 2/16
Community Survey #2	2/10/2016
Elementary Focus Group #1	2/16/2016
Middle School & K-8 Focus Group #1	2/18/2016
High School & Alt Focus Group #1	2/20/2016
Presentation to SALC	2/26/2016
Middle School & K-8 Focus Group #2	2/29/2016
High School & Alt Focus Group #2	3/2/2016
SW Area Strategies #2	3/2/2016
Elementary Focus Group #2	3/5/2016
Middle School & K-8 Focus Group #3	3/12/2016
High School & Alt Focus Group #3	3/14/2016
Elementary Focus Group #3	3/16/2016
Community Survey #3	4/6/2016
Town Hall/Open House	4/16/2016
Town Hall/Open House	4/20/2016

SURVEYS[3]

The following is a summary of information gathered through surveys during 2015 and early 2016 by Geo Advertising & Marketing. Full survey results may be found in the appendices of this document.

Methodology

The following results are based on multiple surveys directed towards parents, teachers, administrators and others interested in sharing their voice about the TUSD facilities master plan. These surveys, conducted over a period from November 2015 to January 19, 2016, were used to gain insight on feedback that can lead to a Facilities Master Plan bond program.

The digital survey was created through the collaboration of TUSD, Geo & Associates and Swaim & Associates to gather suggestions and feedback about the current perceptions of TUSD facilities as well as desired improvements and future expectations. The facilities master plan survey was distributed online via a digital survey link, posted on TUSD's website and taken live at Town Hall and Community Meetings. These surveys included:

- 11/16/15 Tucson High School Info. Advocacy Session   34*
- 12/03/15 to 1/13/16 TUSD Online Facilities Survey   859
- 1/06/16 Catalina High School Community Meeting   173
- 1/16/16 Palo Verde Town Hall Meeting   23
- 1/19/16 Cholla High School Town Hall Meeting   18

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[3] Geo Advertising & Marketing. "Tucson Unified School District Facilities Master Plan All Survey Results." Feb 5, 2016.

Please note that the 34 Respondent answers from the 11/16/15 Preliminary Survey results, included at the end of this section, are excluded from the overall statistics because the subsequent survey questions and surveys evolved from this preliminary survey and questions are formulated differently.

Demographical Data & User Metrics

Respondent Background:

- Teacher or Staff: 36%   380
- Parent: 55%   593
- Other: 9%   100
  - Student   5%   (57)
  - *Other*   *4%*   (43)
                        Total: 1,073

Hispanic Nationality: 17%   186*
Spanish Surnames and Spanish Specific

Responses:

- Online: 859
- During Presentation: 214

Synopsis

The Facilities survey results indicate a strong statistical sampling of 1,073 respondents from this broad group. ***There was a 97% favorability support for developing the 10-year FMP*** and of all those who took the survey there was an overwhelming need that a funding program is a positive for TUSD.

Top concerns among respondents were:
- Current conditions of school buildings to support education,
- Technology infrastructure, and
- TUSD school safety.

When it comes to a 21st Century Education, all programs rated very high and were especially important to the majority of respondents.
- College Prep, STEM, and CTE, were ranked the three highest, while
- Global studies and physical education were the lowest rated.

In regards to what issues should be included in a Facilities Master Plan and potentially a bond, the majority of respondents said that
- Basic Education was the most important issue, followed by
- Technology and 21st Century Learning then
- Security and Facilities Maintenance, Playgrounds/Fields/Athletics, Student pick-up/drop off, and Busses/ Transportation

The results indicate support for a Facilities Master Plan bond program.

In relation to what extent respondents would support community schools with shared-use by outside groups/organizations, the respondents support average higher than average. *Note, this survey question was only available during the 12/03/15 to 1/13/16 TUSD Online Facilities Survey.* Results are indicative of 80% of all survey respondents – 859 total respondents.

> *As to what extent respondents would support a bond for school improvements through property taxes,*
>
> *- 47% **would support a $100 annual increase,** followed by*
>
> *- 21% **supporting a $60 annual increase** and*
>
> *- 18% **supporting a $40 annual increase.***

It is important to note this survey question was only available during the 1/06/16 Catalina High School Community Meeting, the 1/16/16 Palo Verde Town Hall Meeting and the 1/19/16 Cholla High School Town Hall Meeting. Results are indicative of 19.9% of all survey respondents – 214 total respondents.

<mark>When available the results of Survey #2 will be added.</mark>

INTERVIEWS

STAKEHOLDER INPUT[4]

Methodology

The following results are centered on Key TUSD Stakeholder Interviews. Interviews were held at offices of staff members as well as in the TUSD board conference room during a 2-day period held on November 17 & 19, 2015. A digital survey consisting of 14 questions was created by Geo & Associates to gather respondents' feedback for the overall goal of beginning a facility master plan to identify facility improvements and funding sources needed to support their long-term strategic facilities master plan. Geo & Associates staff administered the surveys via digital tablet. A second Geo & Associates staff member to eliminate misreported answers and to capture all relevant data annotated all respondents' feedback.

Synopsis

Results indicated a solid statistical sampling of 9 Key TUSD Stakeholders from this precisely targeted group with an equally split cross section of Key Stakeholder TUSD employees and TUSD Board Members. There is ***overwhelming initial favorability support for developing the 10-year FMP, with a bond program.*** Equally, 89% of Key Stakeholders believe a bond program would improve the district as a whole by upgrading and retrofitting the facilities and maintenance to create a better learning environment for students.

- 56% said aspects of the district most in need of funding were infrastructure items such as HVAC and Leaking Roofs. 45% would like to see projects such as general infrastructure - repairing

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[4] Geo Advertising & Marketing. "TUSD Stakeholder Interviews Survey Results ." Nov 19 & 19, 2016.

HVAC issues and Leaking Roofs included in a bond program, with 22% saying facilities technology improvements.

- Conversely, 67% would like to see projects such as updated learning spaces, specifically with access to technology would improve the delivery of curricula, as well as upgrading facilities for project based learning. Technology improvements for the majority of respondents include infrastructure such as wiring, cables and upgraded Wi-Fi.

- 56% of Respondents felt that Parents of TUSD students would most supportive of a TUSD bond program, followed by TUSD Teachers and Administrators at 44%.

- Retirees would be least supportive of a TUSD bond program according to 78% of respondents, followed by 22% for other residents inside the TUSD district.

- 56% of respondents said they would encourage support for the bond program from TUSD Teachers and Administrators by showing them how it will benefit them or how it will benefit the children. 33% of respondents want to implement this through general communication.

- Responses varied as to the potential positive aspects of this bond program, ranging from appropriate funding for schools at 34%, to showing people what the future can be at 22%. Other individual responses were unifying the district, increasing enrollment and improving student behavior to putting people to work.

- As for the perceived negatives of this TUSD bond program 56% said not doing what is advertised/that money would be mismanaged, based on negative public perception of TUSD. This was followed by 44% of respondents saying increased taxes.

- When it came to what options respondents felt will be most important to the public respondents were closely split with 56% saying facilities improvements to enhance learning environments and reduce costs through green building, energy efficiency, maintenance, safety and security and 44% of respondents feel that the most important options for the public include facility improvements to support an improved curriculum with high academic standards, project-based learning, and technology matched to the workplace, and college and career learning opportunities.

This survey demonstrates the need, or at least subsequent discussions as to revamping the language of the FMP, demonstrated by the aforementioned 2 options, that would be considered most important to the public, such as:

> *"Necessary facilities infrastructure updates to enhance learning environments through maintenance, safety, security and technology infrastructure to improve the lives of students and the district as a whole."*

The language should be combined into one unifying message that both maintenance updates and technology infrastructure are both equally needed. This is also evidenced by other previous questions in which facilities improvements versus delivery of curricula delivers varying responses. The objective of these

respondents is the same, improve TUSD and improve the learning environment for student success. Getting there is going to require subtle nuances in how to get there so that everyone is on the same page and of one voice, including Unified Key Stakeholders and a Unified Governing Board.

Demographical Data

Responses: **9**

Background:
TUSD Board Members   44.5%
Staff   44.5%
Other Key Stakeholders   11.0%

FOCUS GROUPS

ADVISORY TEAM INPUT[5]

Methodology

An Interactive Focus Group was conducted with members of the TUSD Advisory Team on February 10, 2016. Independent 3rd party moderators delivered the focus group, along with a technical expertise team who provided support for questions from the participants. This focus group is a part of TUSD exploring a Facility Master Plan to identify facility improvements and funding sources needed to support its long-term strategic plan. This is an integral part of the district's five-year, 25-point strategic plan and will set the stage for success in this district for years to come.

This focus group was Part 1 of 3 in a Series of Focus Groups. Each series will be held for each education level: Elementary, Middle School/K-8 and High School. The objectives of the Focus Groups by series are as follows:
- FG Series #1 = Objectives/Approaches
  - The focus of this focus group session.
- FG Series #2 = Develop Options
- FG Series #3 = Prioritize/Phase Options
- Provide Costs and Community Survey Results. Fit Options to anticipated bond amount.

Participants were debriefed on the intent of each of the 3 series and what their task was for Focus Group Series #1; Objectives/Approaches. Participants were then selected at random to break into groups to discuss each question and given an introduction of expectations of why they were there and how their participation would assist. A total of 10 members participated in the focus group, and they were broken apart into 2 groups of 3 and one group of 4. Each group was assigned a team captain. That team captain annotated his/her group answers to each question on large Post-It notes.

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[5] Geo Advertising & Marketing. "TUSD February 10, 2016 TUSD Advisory Team Focus Group Results ." Feb 10, 2016.

Each question was presented, a synopsis of the question was presented and the group had 7-10 minutes to discuss and record each answer. At the end of the focus group all questions were reviewed one-by-one with the moderator and all teams for the sole purpose of enhancing the overall process and if each question was asked and presented.

Synopsis

There was focused interaction amongst the teams themselves and also with the moderators and the technical expertise team throughout the entire focus group by all participants in all 3 teams. The interaction was non-stop and led to lively debate among the participants themselves. Each team group utilized different tactics to arrive at their responses, with one team mathematically calculating averages on the ranking questions, while the other teams had broad group discussions.

The in-depth knowledge of all participants in this focus group yielded great results, including many improvements for all upcoming focus groups. Improvements lead to positive updates to the overall upcoming focus group presentations with items such as terminology in describing questions, explanation of and description of the questions asked, as well as an overall improvement to the questions themselves.

Maintenance: HVAC, Roofs and Security ranked high among respondents as top maintenance priorities.

Technology: .All responses were in direct support of technology.

Program Initiatives: Maintenance ranked the highest priority followed by Core Academics then Security.

Building Improvements vs Maintenance & Operation override: All groups chose the bond, and the majority felt a bond only initiative, as asking for both could mean both fail, with the possibility of an override in 2017 or 2018.

Bond Dollars Distribution: When asked if bond dollars should be spread around the district so all schools benefit or should there be focused improvements in those that need it most, all groups' responses varied. There was no correlation among respondent groups.

Right Sizing Schools: There was a majority to right size schools, but most felt this should be kept separate from this bond or it would become a negative focal point when asked should the district size schools to provide effective and efficient learning environments, even if it meant closing selected schools.

Community Partnerships: When asked how to better encourage community partnerships and shared use of schools, answers ranged from current process is sufficient given the economic environment to marketing what is already there and available.

FOCUS GROUP #1 | OBJECTIVES/ APPROACHES[6]

Methodology

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[6] Geo Advertising & Marketing. "TUSD February 16-20, 2016 TUSD Focus Group Results ." .

An interactive focus group was conducted Elementary Schools on February 16, 2016, Middle Schools on February 18, 2016 and High Schools on February 20, 2016. Independent third party moderators delivered the focus groups, along with a technical expertise team who provided support for questions from the participants. This focus group is a part of TUSD exploring a Facility Master Plan to identify facility improvements and funding sources needed to support its long-term strategic plan. This is an integral part of the district's five-year, 25-point strategic plan and will set the stage for success in this district for years to come.

This focus group was Part 1 of 3 in a series of focus groups. Each series will be held for each education level: Elementary, Middle School/K-8 and High School. The objectives of the focus groups by series are as follows:

- FG Series #1 = Objectives/Approaches
    - The focus of this focus group session.
- FG Series #2 = Develop Options
- FG Series #3 = Prioritize/Phase Options
- Provide Costs and Community Survey Results. Fit Options to anticipated bond amount.

Participants were debriefed on the intent of each of the 3 series and what their task was for Focus Group Series #1; Objectives/Approaches. Participants were then selected at random to break into groups to discuss each question and given an introduction of expectations of why they were there and how their participation would assist. A total of 10 members participated in the focus group, and they were broken apart into 2 groups of 3 and one group of 4. Each group was assigned a team captain. That team captain annotated his/her group answers to each question on simple handouts.

Each question was presented, along with a synopsis to each group and they had 5-8 minutes to discuss and record each answer. At the end of the focus group all questions were reviewed with the moderator for the sole purpose of enhancing the overall process.

Synopsis
There was lively debate among the teams at each meeting that kept the moderators and technical expertise team very active throughout the entire session. Teams had very few questions for the moderators and technical expertise team and kept most of their answers direct and to the point. Each group had unique ways of arriving at their final answers including one group that took a vote to determine their final answer.

Maintenance: With regards to maintenance needs, all groups felt that **heating/cooling** was a major priority. This was listed as the number one concern in every group. **Parking lots**, **building finishes, window and door maintenance, and landscaping and signage** were also considered to be a major maintenance need. There was some correlation amongst groups. Also important, all three groups agreed that **security, as a site improvement**, is something they would recommend.

Educational space: Ranked highest between the respondents when asked for the top 5 building and/or site improvements that would best support the learning environment. Educational space responses included answers such as

- science and art labs,
- a common area for education purposes
- specialized classes for all schools

- wireless technology and STEM
- better capacity for digital libraries and databases
- computer labs and cyber cafes, Ethernet infrastructure, and distance learning capabilities

If Funding Were Not An Issue: Participants had interesting responses when it came to the question of what improvements you would like to see if funding was limitless.:
- technology
- updates to current facilities
- collaborative spaces
- accessible bathrooms,
- updated furniture,
- modular spaces,
- modern and renovated buildings ,
    o better space and aesthetics such as lights, outlets, fixtures, walls, painting etc.
- better support for extracurricular activities
- improved exercise facilities,
- creating a better environment for group learning
- and improving fine arts buildings.

Most Important at this Time: When asked what feels most important at this time, improvements bond or maintenance override, 2 out of the 3 groups agreed that an improvements bond is more important. All groups agreed that the cost to the taxpayer was an important part of this as well as bond oversight. Two out of three focus groups said they would support both operations override and a maintenance & improvements bond.

Community Partnerships: Finally, there was no consensus between any of the respondents' answers when asked how to better encourage community partnerships and shared use of schools other than variations on "outreach." Other answers ranged from, current processes are sufficient given the economic environment to marketing what is already there and available, and a coordinator in charge of community use.

FOCUS GROUP #2 | DEVELOP OPTIONS[7]

Methodology

An Interactive Focus Group was conducted with parents, teachers and staff of TUSD Elementary, Middle and High Schools on March 4th, 5th and 7th, 2016. Independent 3rd party moderators delivered the focus group, along with a technical expertise team who provided support for questions from the participants. This focus group is a part of TUSD exploring a Facility Master Plan to identify facility improvements and funding sources needed to support its long-term strategic plan. This is an integral part of the district's five-year, 25-point strategic plan and will set the stage for success in this district for years to come.

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[7] Geo Advertising & Marketing. "TUSD March 4-7, 2016 TUSD Focus Group #2 Results ." .

This focus group was Part 2 of 3 in a Series of Focus Groups. Each series will be held for each education level: Elementary, Middle School/K-8 and High School. The objectives of the Focus Groups by series are as follow:

- FG Series #1 = Objectives/Approaches
- FG Series #2 = Develop Options
    - The focus of this focus group session.
- FG Series #3 = Prioritize/Phase Options
- Fit Options to anticipated bond amount.

Participants were debriefed on the intent of each of the 3 series and what their task was for Focus Group Series #2; Develop Options. Participants were then selected at random to break into groups to discuss each question and given an introduction of expectations of why they were there and how their participation would assist. They were divided into 2 groups of 4 and one group of 5 (of which one member of this group left early before voting could begin). Each group was assigned a team captain. That team captain annotated his/her group answers to each question on sheets that were provided by the moderators.

Each question was presented, a synopsis of the question was presented and the group had 10-15 minutes to discuss and record each answer. At the end of the focus group all questions were reviewed one-by-one with the moderator and all teams for the sole purpose of enhancing the overall process and if each question was asked and presented. Then respondents were asked to choose between the different facility funding scenarios.

Synopsis

This particular focus group was very well informed and understood what was being asked of them. Their discussions were precise and to the point. Focus group members were very engaged with the moderators and their individual groups. They had few overall questions about what was needed of them, which led to quick and direct answers,

How Bond Dollars Should be Distributed: In regards the overall group's view about how all bond dollars should be spread around the district, two of three focus groups felt that all schools should see some benefit. One group was split between spreading the dollars versus focused improvements.

Pros and Cons: The overall pros of this question far outweighed the cons and the focus group was more determined on spreading bond dollars equally, making it an equitable situation based on need.

Pros mentioned were that it would bring up the overall facilities to retain enrollment. This would allow each facility to keep up with current times and also help invest in low-income families

Some groups talked about the benefits to the schools based on refurbishment and encouraging new enrollment while others put more stress on the funding behind it and satisfying the taxpayers.

How Schools Would Receive Focused Improvements: Their overall conclusion was that it was determining a formula and the highest needs necessary to prioritize how all schools received benefits. A majority of the groups said to look at growth and which schools were at capacity as being the most in need of focused improvements.

The focus group was then asked three separate questions that included scenarios about how bond dollars would be used and which needs were the highest priorities. The scenarios were as follows:

> *Scenario 1:* *Priority Facility Maintenance Repairs and some key Facility Improvements. (80%-20%)*
>
> *Scenario 2:* *Focus on top Facility Maintenance Repairs with as many Improvements/ Other Options as possible (50%-50%)*
>
> *Scenario 3:* *Focus on the top Facility Maintenance Repairs with Significant Improvements to some schools?*

Scenario 1: Two of three focus groups chose this scenario as the preferred spending scenario based on the fact that the money would significantly improve facilities and maintenance across all levels of schools.

Scenario 2: Two of the three focus groups chose this scenario as was their 2nd favorite option because of the way the scenario had a 50/50 split for the spending budget They decided that they would put the money into Maintenance Repairs, Student Space Improvements, Technology Hubs, CTE Infrastructure and Community Space Improvement

Scenario 3: When it came to scenario number 3, two of three groups concluded it to be their least favorite choice.

FOCUS GROUP #3| PRIORITIZE/PHASE OPTIONS[8]

Methodology

An Interactive Focus Group was conducted with parents and staff of TUSD on March 15th -17th, 2016. Independent, 3rd party moderators delivered the focus group, along with a technical expertise team who provided support for questions from the participants. This focus group is a part of TUSD exploring a Facility Master Plan to identify facility improvements and funding sources needed to support its long-term strategic plan. This is an integral part of the district's five-year, 25-point strategic plan and will set the stage for success in this district for years to come.

These focus groups were Part 3 of 3 in a Series of Focus Groups. Each series will be held for each education level: Elementary, Middle School/K-8 and High School. The objectives of the Focus Groups by series are as follows:

- FG Series #1 = Objectives/Approaches
- FG Series #2 = Develop Options
- FG Series #3 = Prioritize/Phase Options
  - o   The focus of this focus group session.

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[8] Geo Advertising & Marketing. "TUSD March 15-17, 2016 TUSD Focus Group #3 Results ." .

Participants were briefed on the intent of each of the 3 series and what their task was for Focus Group Series #3; Prioritize/Phase Options. Participants were then selected at random to break into groups to discuss each question and given an introduction of expectations of why they were there and how their participation would assist. The groups were divided up into 2 groups of 4 and one group of 3. Each group was assigned a team captain. That team captain annotated his/her group answers to each question on sheets that were provided by the moderators.

The question was presented, a synopsis of the question was presented and the group had 10-15 minutes to discuss and record their answers. At the end of the focus group all questions were reviewed one-by-one with the moderator and all teams for the sole purpose of enhancing the overall process and if each question was asked and presented. The group had focused debate and collected answers to the questions that were provided.

Synopsis

Each focus group was asked to share insight about the success of a potential bond scenario. The groups were given a bond scenario where they had to choose between three scenarios totaling $180 million, $240 million, and $300 million. They were asked to choose the one that they believed the voters would approve.

Choosing a Bond Package: Two out of four groups supported a bond package of approximately $240-250 million. The high school and Advisory Team focus groups suggested $300 million; they came to this decision based on the fact that there is much to be done in the district and the groups felt it would take the maximum amount to fix and improve current conditions.

Perception of Bond Allocation: When asked about their perception of bonds and how we can encourage community involvement this group had similar answers. Members of focus groups felt that there was a lack of trust within the district about how funds would be allocated. Groups agreed that showing how the money would be allocated throughout the district would be a key point to emphasize in the bond campaign. Ideas for improving community understanding of the bond issue were offered as the following:

- Sharing the breakdown of the specific dollar amounts will help people have a better understanding of what the money is being allocated for,
- Having the continued transparency about the bond program as it develops, is something the group felt would help with future developments and community involvement with TUSD.

STUDENT ADVISORY GROUP[9]

Methodology

An Interactive Focus Group was conducted with the Superintendent's Student Advisory Council of TUSD on March 14th, 2016. Independent 3rd party moderators delivered the focus group, along with a technical expertise team who provided support for questions from the participants. This focus group is a part of TUSD exploring a Facility Master Plan to identify facility improvements and funding sources needed to support its long-term strategic plan. This is an integral part of the district's five-year, 25-point strategic plan and will set the stage for success in this district for years to come.

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[9] Geo Advertising & Marketing. "TUSD March 28, 2016 TUSD Student Advisory Focus Group Results ." .

Participants were briefed on the intent of the focus group. Participants were grouped by high school to discuss each question and were given an introduction of expectations of why they were there and how their participation would assist. There were 9 groups out of the 11 schools represented at the focus group which equated to 81%. Each group was assigned a team captain. That team captain annotated his/her group answers to each question on sheets that were provided by the moderators.

The survey and question were presented, a synopsis of the question was presented and the group had 10-15 minutes to discuss and record their answers. At the end of the focus group the surveys were collected and all questions were reviewed one-by-one with the moderator and all teams for the sole purpose of enhancing the overall process and ensuring each question was asked and presented. This particular focus group had very interesting perspectives coming from students who understand and go to school day in and day out.

Synopsis

The Superintendent's Student Advisory Council provided very good insight on current conditions of schools and what improvements they would like to see implemented. Each individual member was presented with a survey that asked questions on current conditions and whether or not they supported the current infrastructure, safety and technology. They also were asked about priorities of specific parts of education and what is necessary for a school district to function. The group overall had very similar priorities and answers to the survey.

Conditions Needing Improvement
- technology,
- infrastructure and
- safety

Highest Priorities for Student Learning
- STEM,
- High Academics/College Prep, and
- CTE

Lower Ranking Priorities
- Physical Education,
- Fine Arts and
- Project Based learning.

Students were asked to address which parts of education were important in supporting a facilities master plan. In this question students felt that the following were of high importance:
- Basic Education,
- School Facilities Maintenance and
- Security

Most Needed Facility Improvements
- Better HVAC and

- Restrooms

If Funding Were Not An Issue: Every single group mentioned the need for better
- HVAC,
- cafeterias,
- collaborative and student spaces,
- cyber café style areas, and
- especially restrooms.

They all spoke about the needs of each of these key points and how it would improve their learning overall.

The students took the focus group very seriously and provided great feedback. There was great discussion and they were very engaged throughout the presentation. Overall, the focus group provided useful results that will be used for the future of TUSD.

TOWN HALLS/ OPEN HOUSE

Town Hall Meetings are scheduled in April 2016. Results are forthcoming.

1.3 ACRONYMS/ DEFINITIONS

Building Efficiency – The ratio of total building area divided by usable area

Capacity- The amount of occupants possible in a space

ES- Elementary School

FCI- Facility Condition Index (the ratio of needed repairs to current replacement value)

FMP – Facilities Master Plan

GSF – Gross Square Feet; the measure of a building from exterior wall to exterior wall; includes all circulation, walls, NSF, etc.

HS- High School

HVAC- Heating, Cooling and Air Conditioning

K8 – K-8th grade School

MACC – Maximum Allowable Cost of Construction

MS – Middle School

NSF – Net Square Feet; usable area; excludes walls, circulation, etc.

RR- Restroom

SF- Square Feet

USP – Unitary Status Plan

Utilization Rate – The efficiency of how a space is occupied

Tucson Unified is where
Students love to Learn
Teachers love to Teach
and People love to Work
We are Team TUSD

Section 2.0 Existing & Projected Conditions
Tucson Unified School District #1

EXISTING AND PROJECTED CONDITIONS

2.1 AREA CHARACTERISTICS

2.1.1 OVERVIEW OF THE AREA

Location and Geography

The Tucson Unified School District serves most of the City of Tucson and all of the City of South Tucson, as well as portions of unincorporated Pima County. The District's southern border is the San Xavier Reservation west of I-19, and Irvington Road east of I-19. The northern boundary is irregular, ranging from Ina Road in the east to as far south as Grant Road from Campbell Avenue to about Interstate19. The District extends from Melpomene Way on the east to Ryan Airfield (9400 West) on the west south of Gates Pass Road, and the Tucson Estates Parkway alignment (6200 West) north of Gates Pass Road.[1] The following boundary map from www.tusd1.org illustrates the borders of the district by roads and major features.

Map 1: DISTRICT BOUNDARIES
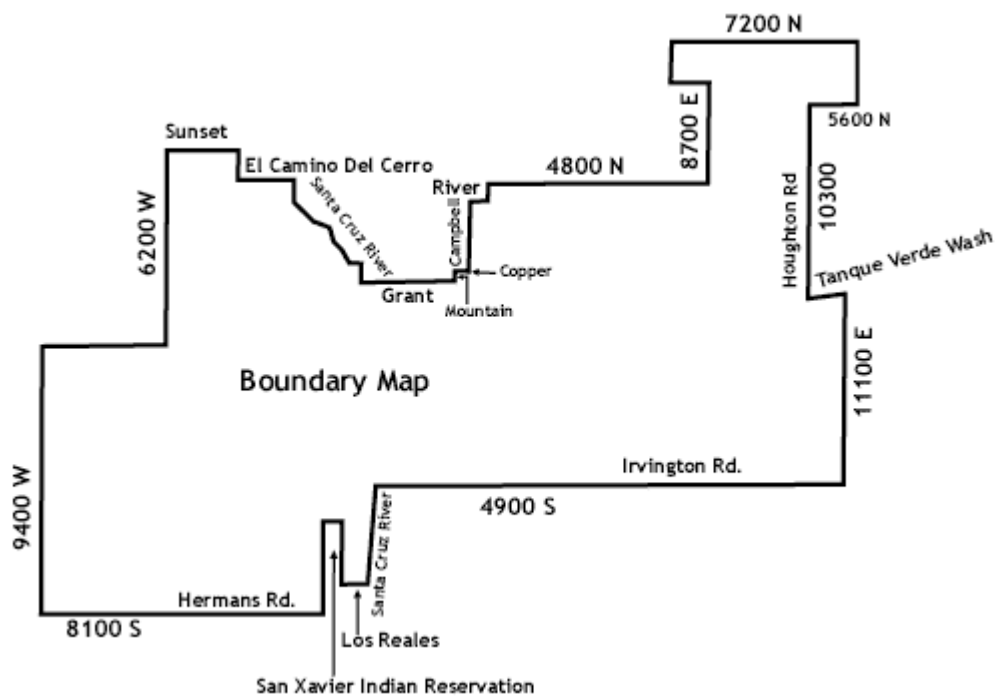
Census Facts

With 527,972 people, Tucson is the 2nd most populated city in the state of Arizona out of 442 cities. The largest Tucson racial/ethnic groups are White (46.3%) followed by Hispanic (42.2%) and Black (4.6%). In

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[1] Applied Economics. <u>Tucson Unified School District Demographic and Enrolllment Anaysis Final Report</u>. February 28, 2013.

2014, the median household income of Tucson residents was $37,149. However, 25.1% of Tucson residents live in poverty. The median age for Tucson residents is 33.3 years of age.

With 5,730 people, South Tucson is the 83rd most populated city in the state of Arizona out of 442 cities. The largest South Tucson racial/ethnic groups are Hispanic (82.1%) followed by White (7.6%) and American Indian (5.5%).In 2014, the median household income of South Tucson residents was $23,778. However, 46.2% of South Tucson residents live in poverty. The median age for South Tucson residents is 32.6 years of age.[2]

District Composition

The district boundaries encompass much of the City of Tucson, the entire city of South Tucson, all of Drexel Heights, almost all of Valencia West, a fair amount of Tucson Estates, segments of Catalina Foothills and Tanque Verde, & a few unincorporated parts of Pima County that do not fall within the confines of a Census Designated Place. TUSD is currently under a federal desegregation order to help balance district schools in terms of race and ethnicity. The district was established as "Pima County School District No. 1" in 1867, centered approximately at the latitude 32°13'15.57"N and the longitude 110°58'23.70"W (a monument now known as La Placita), and assumed its current name in 1977.[3] The district has nine traditional high schools and several alternative high schools, ten middle schools, fifty elementaries, and twelve K-8 schools.

Current and Historical Enrollment

Between 2000 and 2013, enrollment in the Tucson Unified School District declined by 21 percent, with a loss of about 12,750 students. As shown in Figures 1 and 2 below, enrollment was fairly steady through 2002/03, but then began to decline by about 1 percent per year. At the start of the recession in 2008/09, annual enrollment declines rose to between 3 and 4 percent. Although annual declines over the past two years have only been in the 2 to 3 percent range, the District continues to lose students.[4] According to the district, as of the 100th school day in 2015, TUSD enrollment had dropped to a 47,785 a decrease of 2.4%.[5] The steepest declines were seen in the 6-8th grade ranges.

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[2] http://www.arizona-demographics.com

[3] http://en.wikipedia.org/wiki/Tucson_Unified_School_District

[4] Applied Economics. Tucson Unified School District Demographic and Enrolllment Anaysis Final Report. February 28, 2013.

[5] https://tusdstats.tusd1.org/planning/profiles/curr_enr/anydate/anyenry.asp

Figure 1: ENROLLMENT AND ENROLLMENT CHANGE: 2000/01 – 2013/14

Sources: Arizona Department of Educatiion; Tucson Unified School District; Applied Economics, 2013.

Credit: Applied Economics

Figure 2: ENROLLMENT BY GRADE COHORT: 2000/01 – 2013/14
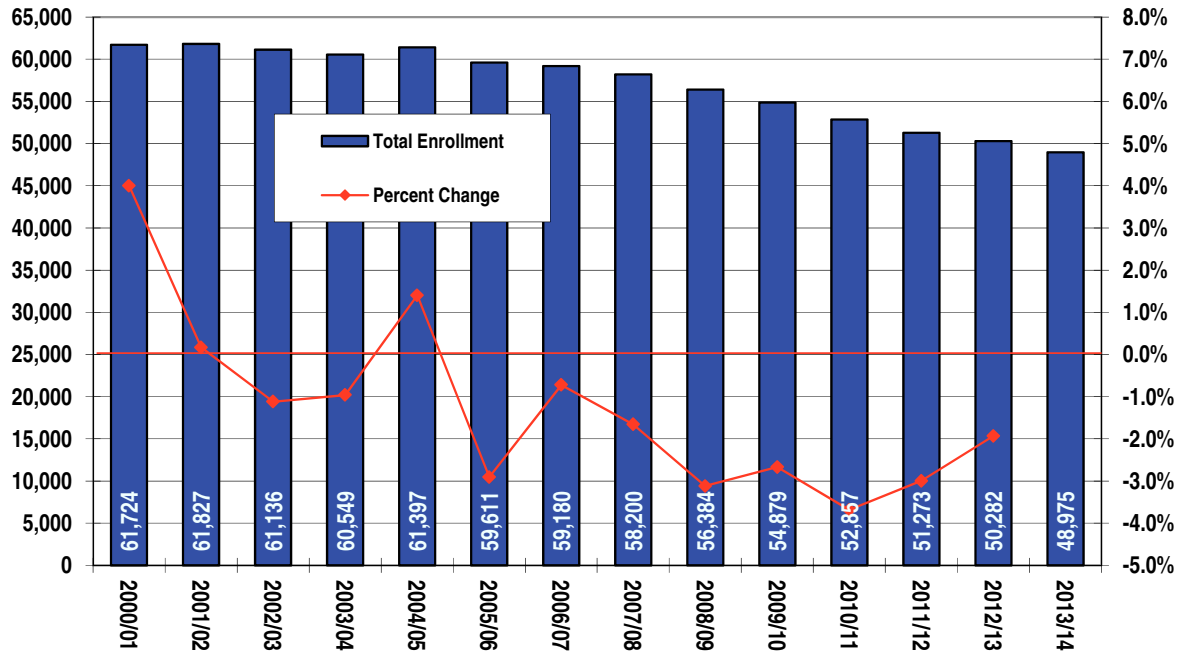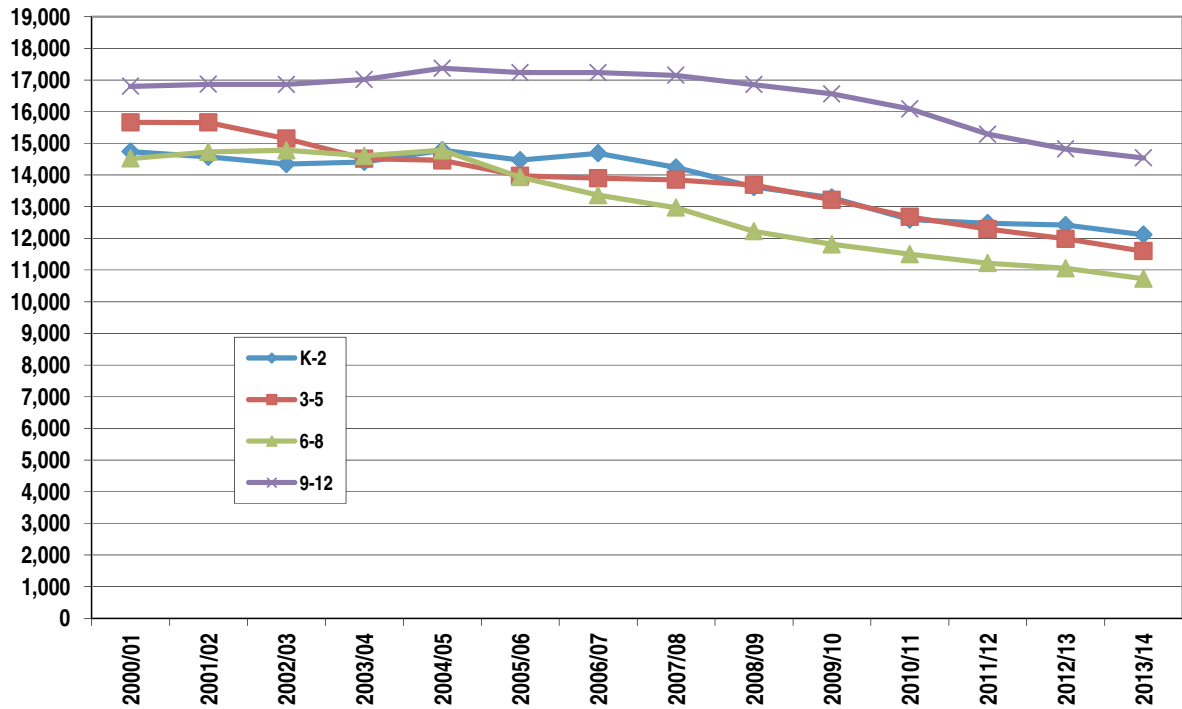
Sources: Arizona Department of Education; Tucson Unified School District; Applied Economics, 2013.

Credit: Applied Economics

2.1.2 ANTICIPATED CHANGES IN PROGRAMS OR OPERATION

TUSD anticipates moving towards a more hands-on, project-based curriculum in the 21st century. This will necessitate the need for larger learning spaces and breakout areas, outdoor learning spaces, project labs, larger science rooms, and more flexible furnishings and tools.   Additionally, demographics have demonstrated a flattening of overall student enrollment growth, but with a change or shift towards younger-aged children in the south and southwestern areas of the district. This will necessitate additional classroom space in these regions, with perhaps a consolidation or phasing out of programs in other under-utilized areas of the district.

2.2 SITE/ FACILITIES

2.2.1   TUCSON UNIFIED SCHOOL DISTRICT POPULATION CHARACTERISTICS

Detailed analyses' of district population, housing characteristics, racial characteristics and age makeup indicate some significant changes occurring which will impact the district enrollment. District population experienced a modest increase in population over the 2000-2010 decade of growth at 6.4%. Since 2010 however, that growth has flattened to 1%.

Racial/ethnic shifts have also occurred with the white population declined as a share of the total to 52%. Hispanic population growth accounted for nearly all of the growth over the past decade, offsetting the white population.

A general aging of the population also occurred which has had a significant impact on the district enrollment. The number of ages 45-64 increased by 28 percent, while the number of 25-44 year olds (prime parenting ages) declined by 8 percent. This decline is made apparent in the 5 to 13 age groups as an absolute number of children in the age range; consistent with the parent age range. While modest increases in housing turnover and the housing market recovers, the aging in place in the area will have significant impact on the demographic makeup of the district.

2.2.2   HOUSING AND FACILITY INVENTORY

Housing activity in the district peaked in 2001/02 with over 3,700 new housing units being permitted, with about 3,000 of these being single family units. This steadily declined over subsequent years . The instability of the recessionary period added to the decline and very low activity levels have been seen in recent years. The low point was 2010/11 with only 152 residential units permitted. A slight increase has been observed since 2010 with approximately 500 permits being pulled in the following years. [6]

Vacancy trends have remained steady since 2010 with approximately 10.5 to 11.2% vacant households in all regions of the district.

Potential growth of the district indicates a general push outward to the south and southwestern regions of the district as shown on Maps 2 and 3 on the following page. This area also indicates the larger percentage of school aged children and young families. It should be noted that the racial/ethnic character of this region of the district is proportionally larger in Hispanic families.

Residential Development Potential

The future residential development potential within the Tucson Unified District is currently estimated to be 20,600 units. This estimate is based on known development plans or zoning and an estimate of currently available building lots. About 31 percent of the development potential is in the "Custom/Infill" category, generally defined as rural, or infill projects that are likely to be under development intermittently over a

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[6] Applied Economics. Tucson Unified School District Demographic and Enrolllment Anaysis Final Report. February 28, 2013.

Map 2: ENROLLMENT DENSITY
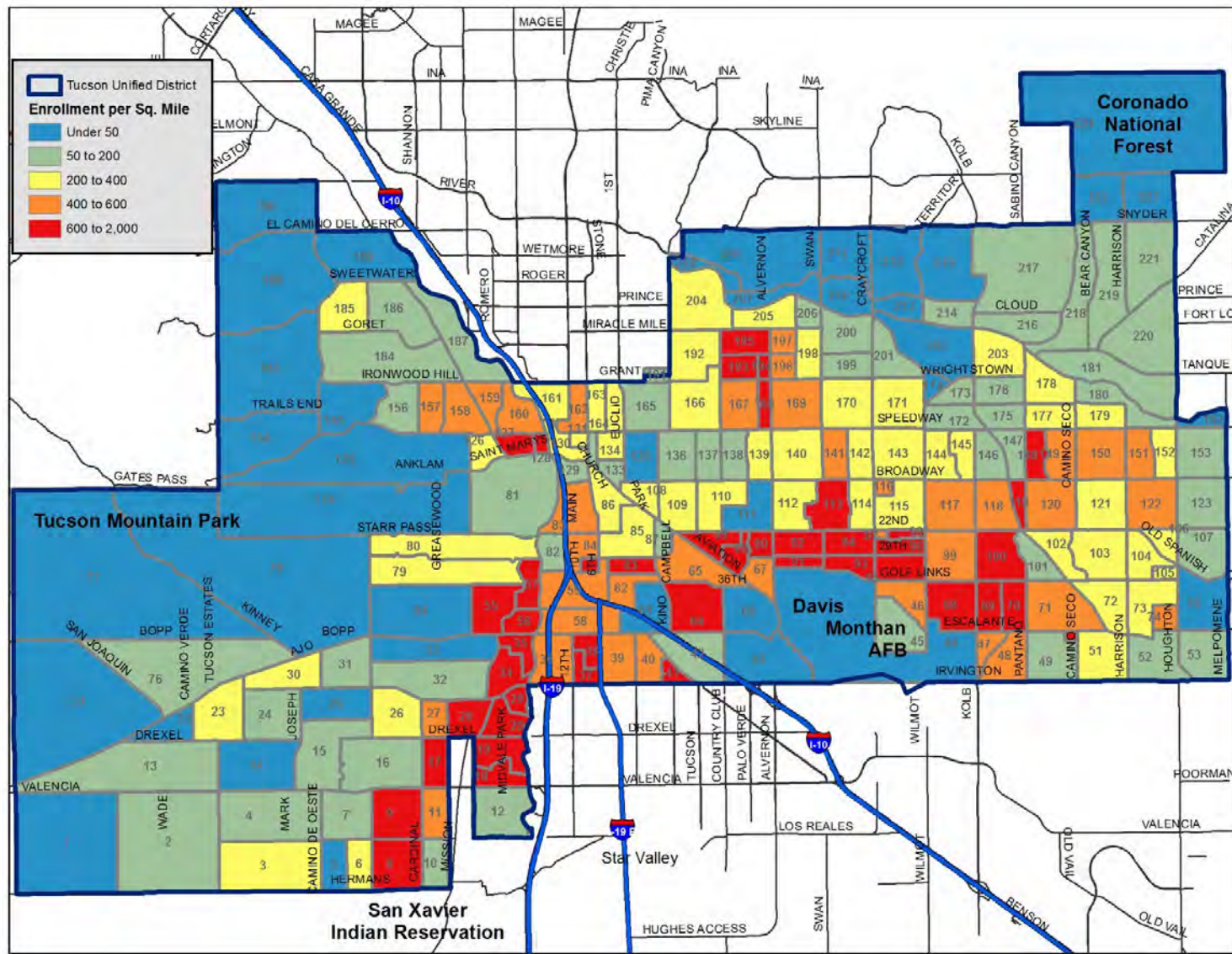
Map 3: CHANGE IN ENROLLMENT: 2008/09 TO 2013/14

Legend:
Tucson Unified District

Enrollment Change
- -357 to -150
- -150 to -50
- -50 to -20
- -20 to 20
- 20 to 100
- 100 to 333
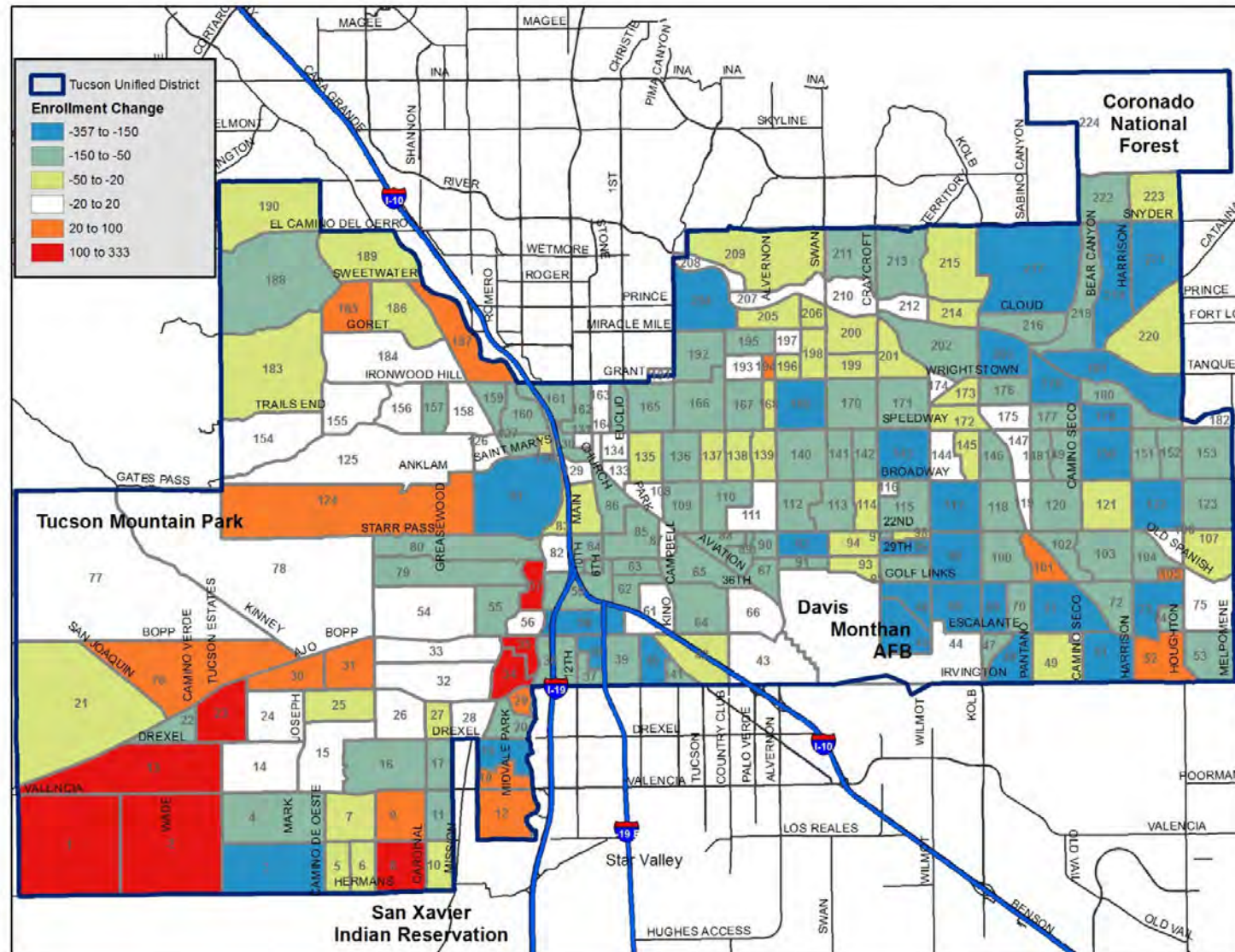
number of years. The District has a great deal of infill potential throughout, and there are a number of subdivisions of various sizes that have been under development for an extended period of time and will likely continue to develop slowly.

A number of these infill projects are located west of downtown, with others along the northern boundary of the District in the Catalina Foothills area. About 16 percent of the identified potential is multifamily housing which is very close to the amount actually developed over the past decade.

While residential development conditions in the Tucson Unified District will continue to improve in the next few years, much of that growth will be in small subdivisions or individual infill lots. There are some larger developments, but most of the major development projects being introduced in the region now are outside the District. A major focus for development in the region will be in the Vail District. This is not to suggest the absence of new growth in the Tucson Unified District, however much of the new development in the Tucson metro area can be expected to take place outside the District, along I-10 and south of Irvington.[7]

2.2.3 DISTRICT ATTENDANCE ZONES

Attendance zones in the Tuscon Unified District are illustrated on the following pages with maps found on the TUSD website.

As demonstrated on the maps, the bulk of schools exist to the central and western regions of the district. Growth indicates however, that future schools and/or growth will push out to the south west of the district.

Proximity of populations to the western and northern districts has created the potential of student flight from the district to other districts such as Vail, Amphitheater and Catalina Foothills.

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[7] Applied Economics. Tucson Unified School District Demographic and Enrolllment Anaysis Final Report. February 28, 2013.

TUCSON UNIFIED SCHOOL DISTRICT
ELEMENTARY SCHOOLS ATTENDANCE BOUNDARIES

Legend: Annex Areas

▲ KELLOND ANNEX

B DIETZ ANNEX

Legend: Elementary Schools

▲ K-5	◆ K-6	▲ K-8	
■ PK-5	★ 3-8	▼ PK-8	
▼ K-2			

-- ES Bussed Areas

Created: April 25, 2013
Source: TUSD Planning Services
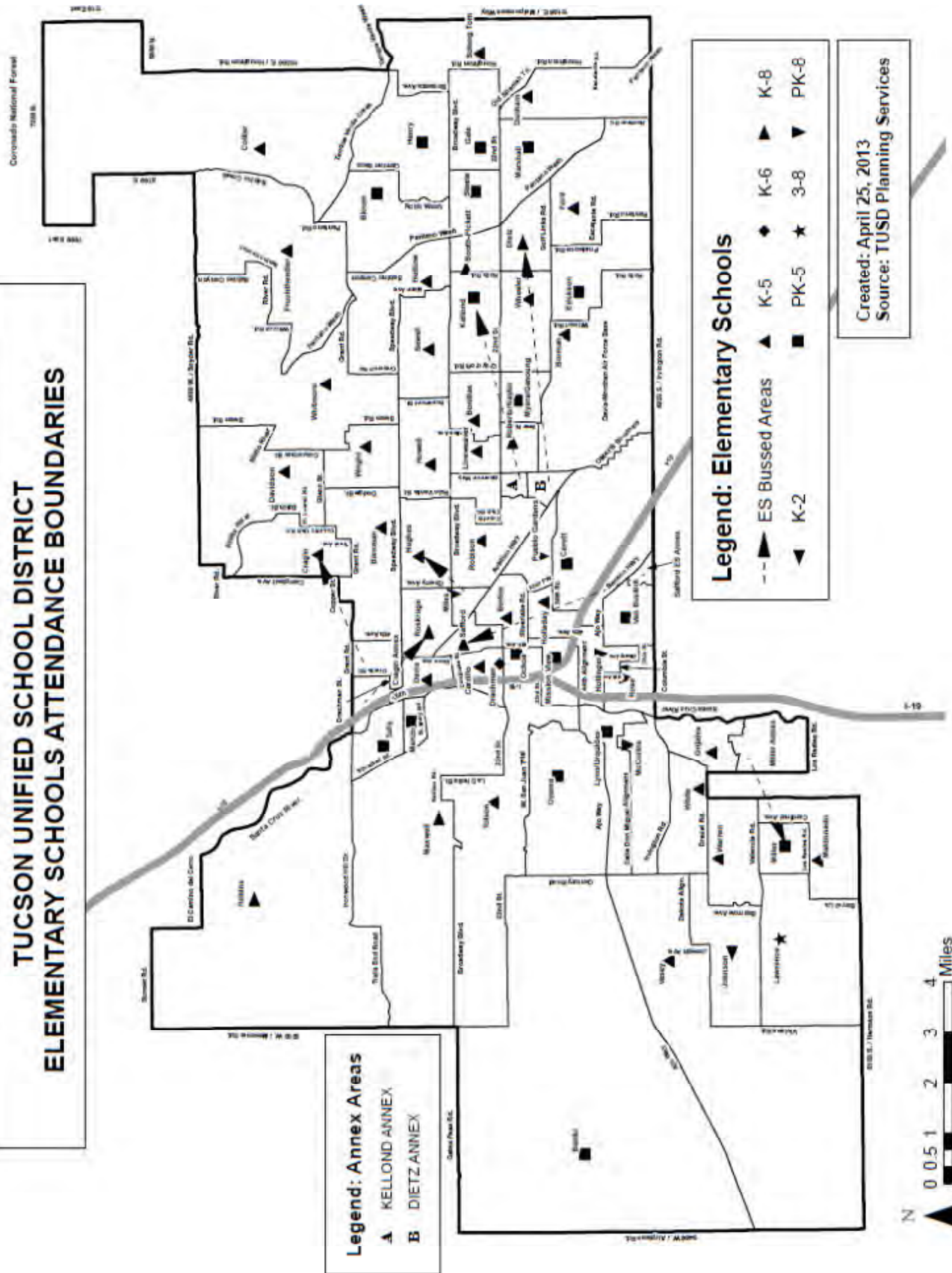
Elementary Attendance Zones (from tusd1.org)

TUCSON UNIFIED SCHOOL DISTRICT
MIDDLE SCHOOLS ATTENDANCE BOUNDARIES

Legend: Middle Schools

MS Bussed Areas

★ 3-8
■ 6-8
▲ K-8
▶ PK-8

Note:
Dodge: (No Attendance Boundary)
Miles: (No Attendance Boundary)

Created: August 15, 2013
Source: TUSD Planning Services

N

0 0.5 1   2   3   4 Miles

Middle School Attendance Zones (from tusd1.org)

TUCSON UNIFIED SCHOOL DISTRICT
HIGH SCHOOLS ATTENDANCE BOUNDARIES

Legend: High Schools

HS Bussed Arrows

● 9-12

■ K-12

Note:
University: (No Attendance Boundary)
Mary Meredith K-12: (No Attendance Boundary)

Created: April 25, 2013
Source: TUSD Planning Services

N

0 0.5 1   2   3   4 Miles

High School Attendance Zones (from tusd1.org)

2.3 DISTRICT GROWTH

2.3.2 AREA ECONOMICS

Unemployment and Job Growth

The Bureau of Labor and Statistics reported that the unemployment rate for Tucson fell 0.2 percentage points in December 2015 to 5.3%. For the same month, the metro unemployment rate was 0.5 percentage points lower than the Arizona rate. The unemployment rate in Tucson peaked in October 2009 at 10.0% and is now 4.7 percentage points lower. From a post peak low of 5.2% in March 2015, the unemployment rate has now grown by 0.1 percentage points.

Table 1: Unemployment Rates 2015

Unemployment Rate	December 2015	Month/Month	Year/Year
National	5.0%	0.0	-0.6
Arizona	5.8%	-0.2	-0.8
Tucson	5.3%	-0.2	-0.7

The number of people unemployed in Tucson peaked in October 2009 at 48,394. There are now 23,518 fewer people unemployed in the metropolitan area. From a recent trough of 24,221 in March 2015, the number of unemployed has now grown by 655. [8]

Unemployed Persons	December 2015	Month/Month	Year/Year
Tucson	24,876	-850	-3,204

Housing Activity

While 12,600 new housing units are expected to be added over the next ten years, the number of new households is expected to be just over 14,100, based on the combination of new units and higher

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[8] http://www.deptofnumbers.com/unemployment/arizona/tucson/

occupancy rates. However, the population per household and school-age population per household rates are both expected to continue to decline slowly. While new housing growth remains moderate, the existing population is "aging in place" due to real estate market conditions and general demographic trends. As a result, school-age population is expected to increase by only 2,500, despite the creation of over 14,100 new households.[9]

2.4 ENROLLMENT

2.4.1 CURRENT ENROLLMENT AND PROJECTED ENROLLMENT

Between 2000 and 2010, enrollment decreased by 14 percent or 8,900 students, while school-age population (persons age 5 to 17) residing within District boundaries decreased by only 3 percent or 2,400 students. Since 2010, enrollment has dropped by another 7 percent, or about 3,900 students, despite a steady level of school-age population during that period.[10]

At the present time, the District attracts about 1,400 students from outside its boundaries, meaning that only about 47,600 of the District's 74,300 school-age persons attend District schools. This would imply an internal capture rate of 64 percent of the resident school age population. With out-of-district students included, the net capture rate rises to 66 percent. The level of out-of-district enrollment is assumed to remain at current or similar levels throughout the projection period.

In 2000/01, the District's capture rate was at a high of 0.80, meaning that 80 percent of the school-age population of the District was attending District schools. At the time, that level was somewhat low compared to typical suburban areas driven by an established base of private and parochial schools in addition to charter schools. Since that time, increasing open enrollment—and especially the introduction and proliferation of public charter schools—has impacted the in-district capture rates for public school districts. Open enrollment causes a shifting of students between districts, with gains and losses offsetting each other to varying degrees, but charter schools only subtract from districts.

In terms of the comparison of students residing in the District versus the number enrolled in District schools the capture rate implies that there are currently about 25,300 school age children living in the District but being served by other providers. Capture rates are expected to continue to decline slowly over the next ten years because of the continued expansion of charter schools and increased competition from surrounding school districts.

The following tables detail the school age population trends from 2000/01 to 2023/24:

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[9] Applied Economics. Tucson Unified School District Demographic and Enrolllment Anaysis Final Report. February 28, 2013.
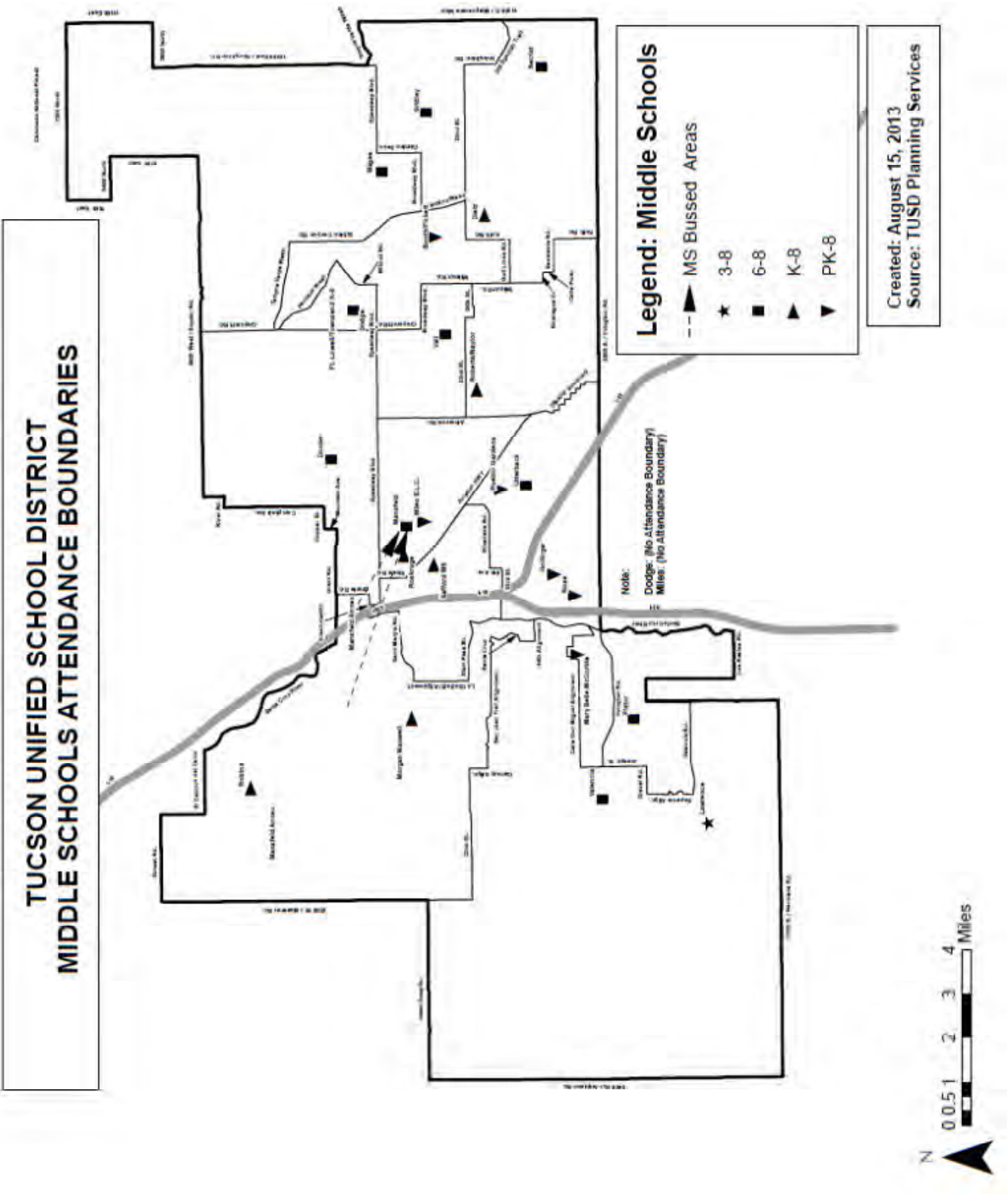[10] Applied Economics. Tucson Unified School District Demographic and Enrolllment Anaysis Final Report. February 28, 2013.
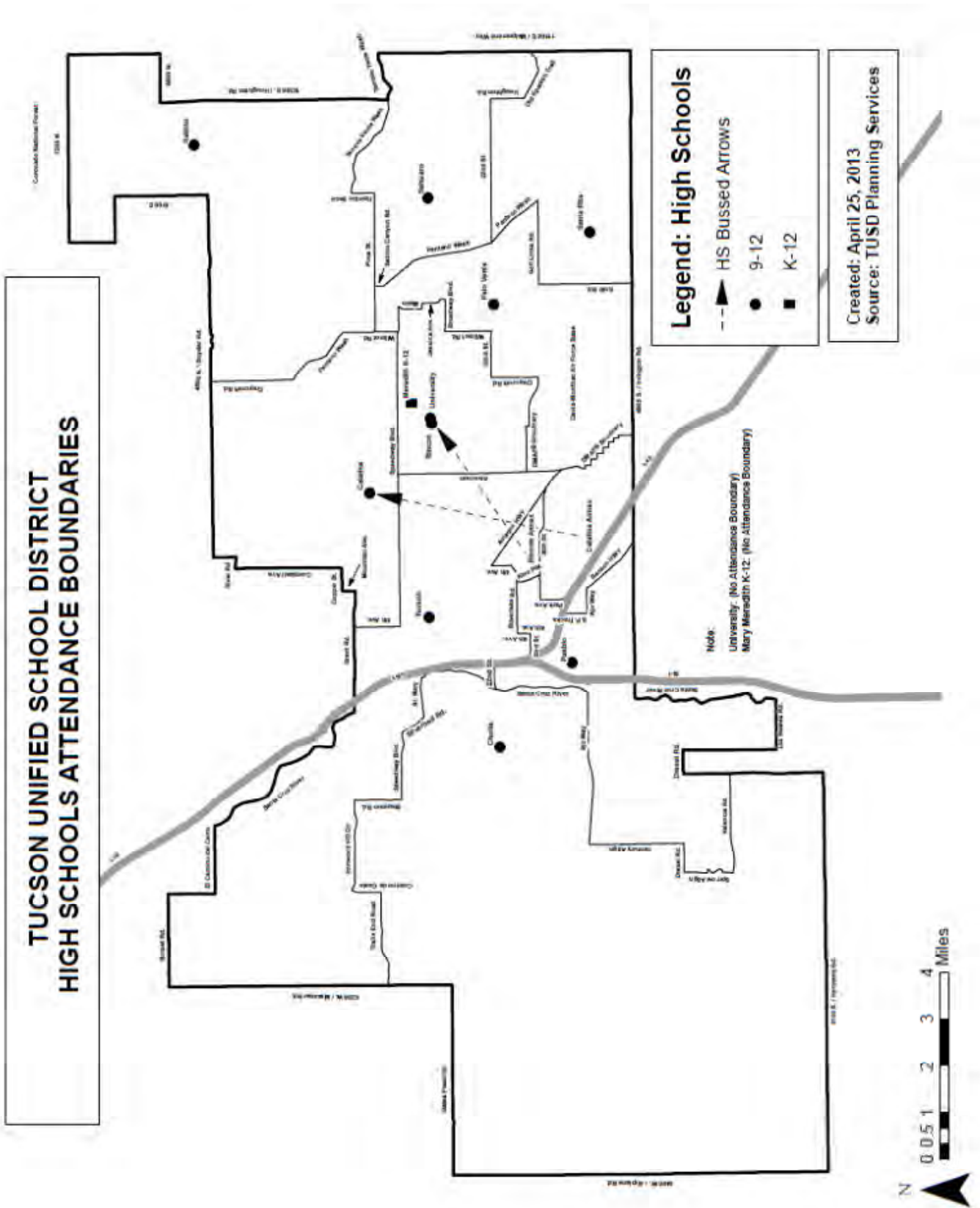
Table 2: SCHOOL AGE POPULATION AND ENROLLMENT 2001-24

Year	Households	School-Age Population *		K-12 Enrollment		Net Difference	Enrollment - Population Ratio
		Total	Per Household	Total	Per Household		
2000/01	**178,701**	**76,767**	**0.430**	**61,724**	**0.345**	**15,043**	**0.804**
2001/02	**182,190**	**77,467**	**0.425**	**61,827**	**0.339**	**15,640**	**0.801**
2002/03	**185,832**	**78,210**	**0.421**	**61,136**	**0.329**	**17,074**	**0.797**
2003/04	**189,061**	**78,757**	**0.417**	**60,549**	**0.320**	**18,208**	**0.794**
2004/05	**190,852**	**78,692**	**0.412**	**60,243**	**0.316**	**18,449**	**0.790**
2005/06	**192,223**	**78,448**	**0.408**	**59,611**	**0.310**	**18,837**	**0.787**
2006/07	**193,346**	**78,101**	**0.404**	**59,180**	**0.306**	**18,921**	**0.783**
2007/08	**193,292**	**77,283**	**0.400**	**58,200**	**0.301**	**19,083**	**0.780**
2008/09	**192,752**	**76,281**	**0.396**	**56,384**	**0.293**	**19,897**	**0.776**
2009/10	**192,031**	**75,220**	**0.392**	**54,879**	**0.286**	**20,341**	**0.773**
2010/11	**191,697**	**74,323**	**0.388**	**52,857**	**0.276**	**21,466**	**0.711**
2011/12	**192,157**	**74,198**	**0.386**	**51,273**	**0.267**	**22,925**	**0.691**
2012/13	**193,183**	**74,290**	**0.385**	**50,282**	**0.260**	**24,008**	**0.677**
2013/14	**193,962**	**74,286**	**0.383**	**48,975**	**0.252**	**25,311**	**0.659**
2014/15	194,730	74,276	0.381	48,122	0.247	26,154	0.648
2015/16	195,686	74,337	0.380	47,519	0.243	26,818	0.639
2016/17	196,778	74,447	0.378	46,983	0.239	27,464	0.631
2017/18	198,276	74,708	0.377	46,575	0.235	28,133	0.623
2018/19	199,870	75,002	0.375	46,230	0.231	28,772	0.616
2019/20	201,498	75,305	0.374	46,029	0.228	29,276	0.611
2020/21	203,385	75,700	0.372	45,940	0.226	29,760	0.607
2021/22	205,082	76,127	0.371	45,971	0.224	30,156	0.604
2022/23	206,655	76,504	0.370	46,113	0.223	30,391	0.603
2023/24	208,086	76,826	0.369	46,265	0.222	30,561	0.602

Source: Applied Economics, November 2013.

* Population age 5 through 17, corresponds with Kindergarten through 12th grade.

Bolding indicates historical data.

Credit: Applied Economics

Table 3: ENROLLMENT BY LEVEL 2001-24

| Fall | Enrollment by Level | | | | K-12 Total | | |
	K-4	5-8	K-8	9-12	Enrollment	Change	% Change
2000/01	**25,330**	**19,593**	**44,923**	**16,801**	**61,724**		**12.5%**
2001/02	**24,835**	**20,125**	**44,960**	**16,867**	**61,827**	**103**	**0.2%**
2002/03	**24,292**	**19,985**	**44,277**	**16,859**	**61,136**	**-691**	**-1.1%**
2003/04	**24,019**	**19,514**	**43,533**	**17,016**	**60,549**	**-587**	**-1.0%**
2004/05	**24,064**	**19,255**	**43,319**	**16,924**	**60,243**	**-306**	**-0.5%**
2005/06	**23,817**	**18,560**	**42,377**	**17,234**	**59,611**	**-632**	**-1.0%**
2006/07	**23,983**	**17,965**	**41,948**	**17,232**	**59,180**	**-431**	**-0.7%**
2007/08	**23,570**	**17,485**	**41,055**	**17,145**	**58,200**	**-980**	**-1.7%**
2008/09	**22,894**	**16,636**	**39,530**	**16,854**	**56,384**	**-1,816**	**-3.1%**
2009/10	**22,139**	**16,178**	**38,317**	**16,562**	**54,879**	**-1,505**	**-2.7%**
2010/11	**21,067**	**15,702**	**36,769**	**16,088**	**52,857**	**-2,022**	**-3.7%**
2011/12	**20,673**	**15,310**	**35,983**	**15,290**	**51,273**	**-1,584**	**-3.0%**
2012/13	**20,473**	**14,986**	**35,459**	**14,823**	**50,282**	**-991**	**-1.9%**
2013/14	**19,903**	**14,533**	**34,436**	**14,539**	**48,975**	**-1,307**	**-2.6%**
2014/15	19,770	14,202	33,972	14,150	48,122	-853	-1.7%
2015/16	19,631	13,967	33,598	13,921	47,519	-603	-1.3%
2016/17	19,545	13,688	33,233	13,750	46,983	-536	-1.1%
2017/18	19,365	13,678	33,043	13,532	46,575	-408	-0.9%
2018/19	19,290	13,670	32,960	13,270	46,230	-345	-0.7%
2019/20	19,296	13,642	32,938	13,091	46,029	-201	-0.4%
2020/21	19,401	13,664	33,065	12,875	45,940	-89	-0.2%
2021/22	19,562	13,521	33,083	12,888	45,971	31	0.1%
2022/23	19,777	13,438	33,215	12,898	46,113	142	0.3%
2023/24	19,980	13,411	33,391	12,874	46,265	152	0.3%

Source: Applied Economics, November 2013.
Bolding indicates actuals.

Credit: Applied Economics

Figure 3: PROJECTED ENROLLMENT: 2000/01-2023/24
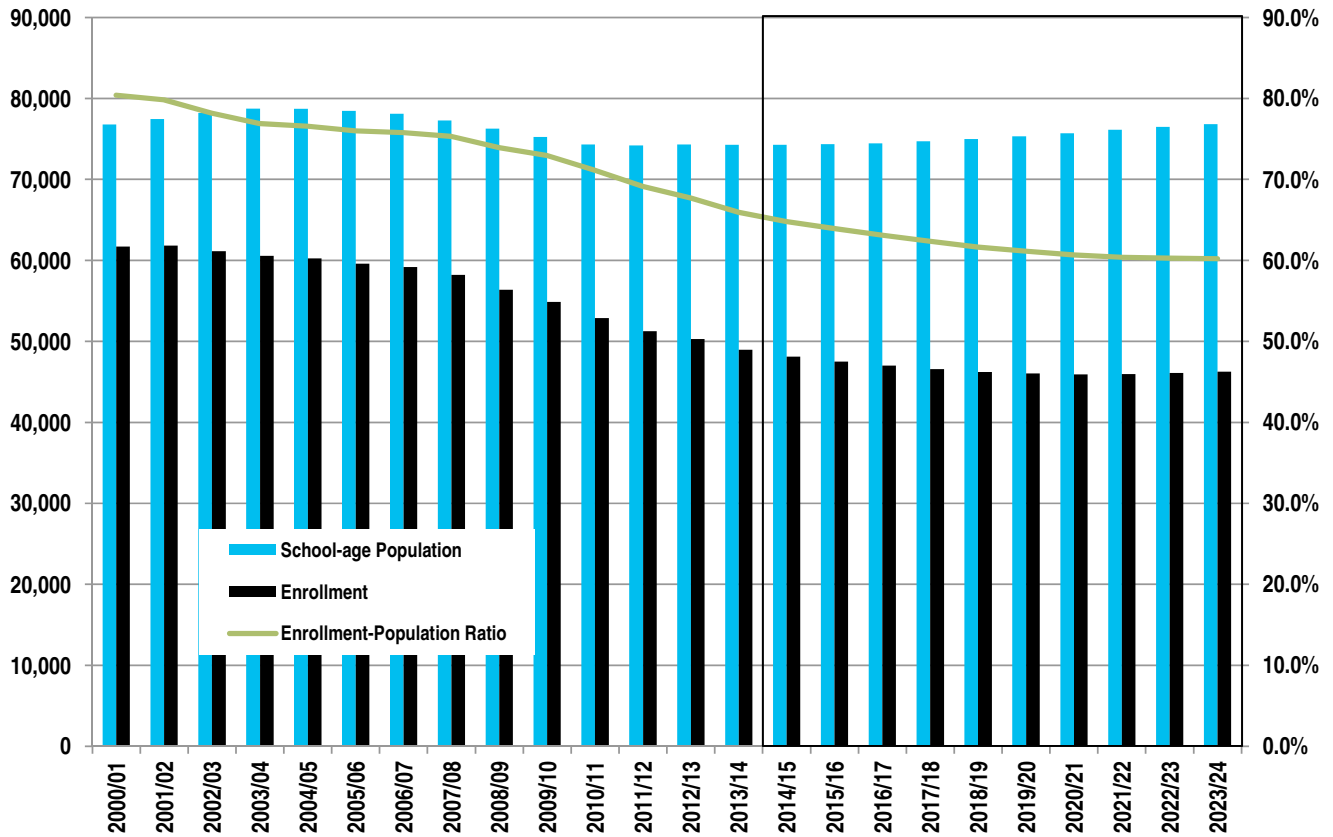
Credit: Applied Economics

2.5 CAPACITY PROCESS

The capacity of each school was calculated for this facilities master plan. The capacity is analyzed to determine whether each facility will be able to accommodate current and future student enrollment.

Utilization and capacity are not static numbers and change from year to year with changes in programs available at the school, curriculum and scheduling, and pupil/ teacher ratio (class size). It is recommended that the utilization and capacity of school facilities are updated on an annual basis to determine the most effective use of educational space for teaching and learning.

In 2006, the *ECap* spreadsheet was modified to calculate the capacity of the schools using the new staffing ratios and additions or changes made as part of the 2004 bond program. Two capacities were calculated; design and operating as defined below. This approach has been used since then and the calculations have been updated for some elementary schools each year.[11]

CURRENT DEFINITIONS

Design Capacity	This could be considered the maximum capacity. It is the capacity assuming that all of the classrooms, including resource rooms and support rooms, are usable for instruction. It is the number of rooms over 650 sqft times an estimated student capacity 25 for each room.
Operating Capacity	Each room is multiplied times the capacity of that room given the program that is in it and the results are summed to get the operating capacity (sometimes called programmatic capacity). For example each full-day kindergarten room would be multiplied times 24 since that is the student teacher ratio, per the budget for most schools, in the room. Resource/support rooms are multiplied times 0. The disadvanatage of this measure of capacity is that it needs to be changed each year as programs change. This creates confusion and extra work.
Resource Room	A room that is used by student/s who are pulled out of their normal classroom when their normal classroom or the space they occupy in it is not filled by another student/s. It is assumed that every school should have at least one resource room for itinerant personnel and/or CCS service, but the total number will vary with the schools size and the programs in place to meet community needs.
Support Room	A classroom that is not used for instruction. For instance it may be used for staff training, community rooms, or for administration due to lack of adequate space elsewhere.

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[11] TUSD. "Capacity Background."

The following capacity study provides a summary functional capacity at each school facility. It also identifies the current and projected enrollments at each school.

The summary was generated from information on each school facility that has been provided by school administrators at each facility. The following capacity spreadsheets and charts have been generated to provide a clear understanding of the current enrollment versus the capacity of each facility.

Elementary Schools
Enrollment, Capacity and Utilization by School

School Name	2015 Enrollment 40th Day	Building Capacity Operational Capacity	Utilization
Banks	335	500	67%
Blenman	387	640	60%
Bloom	320	440	73%
Bonillas	422	470	90%
Borman	444	620	72%
Borton	421	470	90%
Brichta	0	280	0%
Carrillo	285	320	89%
Cavett	268	530	51%
Collier	216	360	60%
Corbett	0	600	0%
Cragin	367	500	73%
Davidson	309	440	70%
Davis	334	320	104%
Dietz K-8	514	520	99%
Drachman	315	420	75%
Dunham	224	350	64%
Erickson	465	620	75%
Ford	351	430	82%
Fruchthendler	356	420	85%
Gale	398	390	102%
Grijalva	658	620	106%
Henry	361	390	93%
Holladay	272	350	78%
Hollinger K-8	486	810	60%
Howell	317	400	79%

Elementary Schools
Enrollment, Capacity and Utilization by School Cont.'

School Name	2015 Enrollment 40th Day	Building Capacity Operational Capacity	Utilization
Hudlow	253	370	68%
Hughes	371	340	109%
Johnson	233	490	48%
Kellond	543	640	85%
Lawrence 3-8	334	420	80%
Lineweaver	569	420	135%
Lynn/Urquides	522	700	75%
Lyons	0	340	0%
Maldonado	339	640	53%
Manzo	284	350	81%
Marshall	264	460	57%
Menlo Park	0	350	0%
Miller	636	550	116%
Mission View	194	360	54%
Myers/Ganoung	417	640	65%
Ochoa	202	330	61%
Oyama	363	520	70%
Robins K-8	574	680	84%
Robison	331	400	83%
Rose K-8	801	770	104%
Schumaker	0	380	0%
Sewell	298	330	90%
Soleng Tom	426	520	82%
Steele	297	490	61%
Tolson	296	520	57%
Tully	345	540	64%
Van Buskirk	336	500	67%
Vesey	703	580	121%
Warren	277	380	73%
Wheeler	368	580	63%
White	681	650	105%
Whitmore	318	490	65%
Wright	451	490	92%
Elementary Total	**20,851**	**28,430**	**73.3%**

*Utilization includes closed schools.

Middle and K-8's
Enrollment, Capacity and Utilization by School

School Name	2015 Enrollment 40th Day	Building Capacity Operational Capacity	Utilization
Booth-Fickett K-8	1220	1210	101%
Carson	0	830	0%
Dodge	420	345	122%
Doolen	684	1140	60%
Gridley	722	790	91%
Hohokam	0	700	0%
Magee	618	720	86%
Mansfeld	779	810	96%
Morgan Maxwell K-8	488	650	75%
Miles - E. L. C. K-8	286	370	77%
Roberts-Naylor K-8	623	830	75%
Pistor	910	830	110%
Pueblo Gardens K-8	379	530	72%
Roskruge K-8	717	670	107%
Safford K-8	783	980	80%
Secrist	535	650	82%
Fort Lowell-Townsend	0	650	0%
Utterback	532	880	60%
Vail	632	730	87%
Valencia	957	1075	89%
Wakefield	0	610	0%
McCorkle K-8	883	950	93%
Middle Total	**12,168**	**16,950**	**71.8%**

Utilization includes closed schools.

High Schools
Enrollment, Capacity and Utilization by School

| School Name	2015 Enrollment 40th Day	Building Capacity Operational Capacity	Utilization
Catalina	785	1500	52%
Cholla	1865	1650	113%
Howenstine	0	130	0%
Meredith K-12	53	0	0%
Palo Verde	1214	2070	59%
Pueblo	1621	1900	85%
Rincon	1152	1070	108%
Sabino	957	1950	49%
Sahuaro	1748	1950	90%
Santa Rita	528	2070	26%
Tucson	3194	2900	110%
University	1057	900	117%
High Total	**14,174**	**18,090**	**78.4%**

Utilization includes closed schools.

Alternative Programs
Enrollment, Capacity and Utilization by School

School Name	2015 Enrollment 40th Day	Building Capacity Operational Capacity	Utilization
Alternative Programs	0	0	0%
Drake Alt	0	40	0%
Project MORE	82	220	37%
Pass Alt	0	250	0%
Southwest HS	0	20	0%
Teenage Parent Program	65	180	36%
Alternative Total	**147**	**710**	**20.7%**

Utilization includes closed schools.

Enrollment /Capacity Total
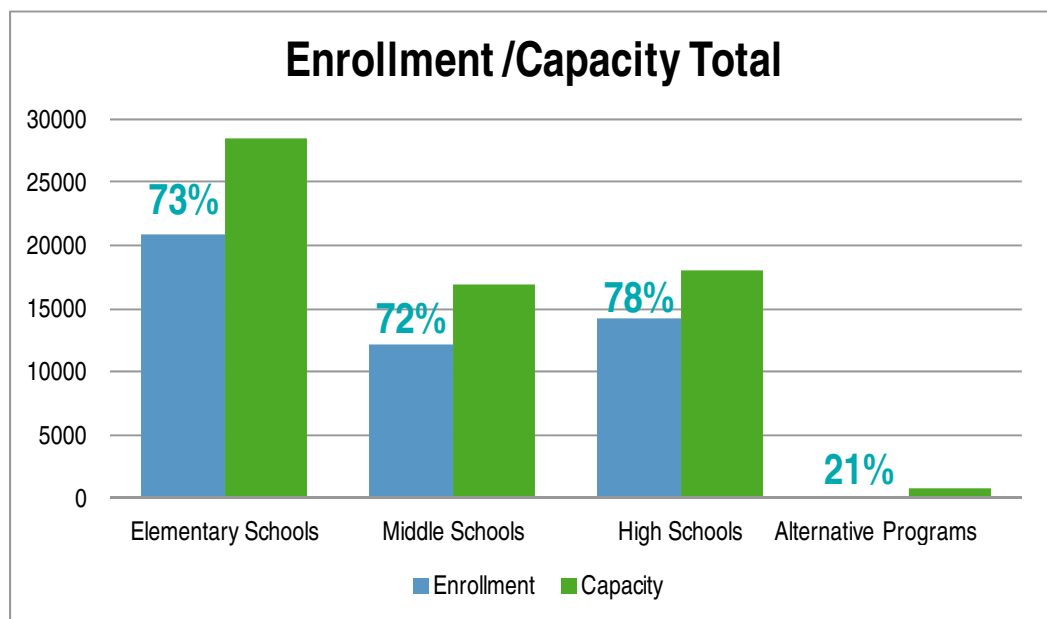
All Schools
Enrollment, Capacity and Utilization by School

	Enrollment	Capacity	Utilization
Elementary Schools	20851	28430	73%
Middle Schools	12168	16950	72%
High Schools	14174	18090	78%
Alternative Programs	147	710	21%
TUSD Total	**48,024**	**61,800**	**78%**

Currently, elementary schools within the district show an average utilization rate of 73%, but range individually between 60% (highly under-utilized) and 122% (over-utilized). Recommendation is not to add additional space but rather, add space in regions where enrollment and capacities warrant additional space and consolidate or phase-out space in regions where enrollment has declined and will continue to do so.

Middle schools demonstrate a similar trend with an overall utilization rate of 72%, but range between 60% and 122%. Recommendation again is consolidation in areas where growth has and is declining, and increasing or re-opening closed schools in areas where growth remains steady.

High schools range between 26% and 117% utilization, which is particularly concerning given the overall size of high school campuses (between 1,500 to 3,000 student capacities on average.) Recommendation is to downsize building use in under-utilized campuses and add capacity to over-utilized campuses through possible programmatic changes such as online courses, additional periods per day, shift schedules, or satellite programs at under-utilized schools.

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Section 3.0 Total Capital Improvement Needs
Tucson Unified School District #1

TOTAL CAPITAL IMPROVEMENT NEEDS

3.1 CAPITAL IMPROVEMENT GOALS

This section to include the finalized goals for the Capital Improvement Plan.

3.2 TOTAL CAPITAL NEEDS IDENTIFIED BY THE DISTRICT

This section to recap needs as identified in Section 4.0 and of assessments of individual schools as verified by FMG/Swaim. At this time, the following capital needs have been identified.

Facilities Improvements
21st Century
Developed from visits of selected sites

Elementary (49)

Student Space Improvements	$20 – 22 M
Community Space Improvements	$30 – 34 M

Middle School (23)

Student Space Improvements	$12 – 14 M
Community Space Improvements	$14 – 16 M
Technology Hub	$12 – 14 M
Multi-use Outdoor Pavilion	$12 – 14 M

High School (11)

Student Space Improvements	$8 – 10 M
Technology Hub	$12 – 14 M
CTE Infrastructure	$4 – 7 M
Community Space	$9 – 13 M
	$133 – 158 M

Facilities Repairs Priorities
Developed by TUSD with 3rd party review

Roofing	$50 – 60 M
HVAC	$70 – 80 M
Security	$18 – 26 M
Special Systems	$7 – 10 M
Plumbing	$1 – 4 M
Doors / Hardware	$10 – 14 M
ESS – Priorities	$2 – 4 M
Playground Equipment	$2 – 3 M
Technology	$4 – 9 M
Transportation (Buses	$4 – 10 M
	$161 – 198 M

3.3 PRIORITIZATION PROCESS

This section to recap the prioritization by the Focus Groups and will add the results of the April Open Houses and the review of all public input by the Advisory Team to show how the final recommendation was developed.

3.4 CAPITAL IMPROVEMENT PLAN

This section to recap the total plan by project, year, and funding amount – ending in a total $ amount to be called as the bond question.

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Section 4.0 Facilities Assessments/Conditions
Tucson Unified School District #1

Artesia Public Schools

4.0 FACILITIES ASSESSMENT

Facilities Assessments were completed by TUSD in 2013-2014. This data is one component of the overall FMP in that it provides empirical data regarding the condition of facilities. Priorities for which items/schools should be corrected and when is a function of the priority setting process described in earlier chapters.

Total improvements needed are balanced by district financial status, educational needs, and the will of the community to fund these improvements.

4.1 MULTI-YEAR FACILITIES PLAN BACKGROUND AND SUMMARY

4.1.1 USP LANGUAGE[1]

USP Section IX (A) (1-3):

> *In addition [to developing the Facilities Condition Index ("FCI")], by July 1,2014, the District shall develop an Educational Suitability Score ("ESS") for each school that evaluates: (i) the quality of the grounds, including playgrounds and playfields and other outdoor areas, and their usability for school-related activities; (ii) library condition; (iii) capacity and utilization of classrooms and other rooms used for school-related activities; (iv) textbooks and other learning resources; (v) existence and quality of special facilities and laboratories (e.g., art, music, band and shop rooms, gymnasium, auditoriums, theaters, science and language labs); (vi) capacity and use of cafeteria or other eating space(s); and(vii) current fire and safety conditions, and asbestos abatement plans.*
>
> *The District shall assess the conditions of each school site biennially using its amended FCI and the ESS."*
>
> *Based on the results of the assessments using the FCI and the ESS, the District shall develop a multi-year plan for facilities repairs and improvements with priority on facility conditions that impact the health and safety of a school's students and on schools that score below a 2.0 on the FCI and/or below the District average on the ESS.*
>
> *The District shall give the next priority to Racially Concentrated Schools that score below 2.5 on the FCI.*

4.1.2 SUMMARY OF ASSESSMENT PROCESS

The following information is summarized from the Districts Multi-Year Facilities Plan, published in February of 2015:

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[1] TUSD. "Multi-year Facilities Plan." Feb 27, 2015, Revised Mar 9, 2015.

Repair and maintenance priorities are those that require both significant planning and funding. TUSD active facilities include 49 elementary schools, 10 middle schools, 10 high schools, 13 K-8 schools, five alternative schools, 2 early learning facilities, and various administrative/support buildings. The total of school administrative support space throughout the TUSD (including portable buildings) is over 9 million square feet.

A component-by-component assessment of the District's buildings, grounds, and equipment assists the Operations Division in long range budget planning and projections for the District. A prioritized list of needs and resources helps the Operations Staff communicate facility needs to Finance & Budget, Administration and the Board.

FCI and ESS Development: In 2013 and 2014, the District amended the original FCI and developed the ESS rubric with input from the Special Master and Plaintiffs as required by the USP. In the winter of the 2013-14 school year, the District reassessed its facilities using the FCI.

The evaluation for each site started with a discussion with the site administrator following a pre-established set of questions. The ESS rubric was completed by a diverse group of District Administrators and was ready for review as the 2013-14 school year was ending. The FCI and ESS are living documents, meaning the scores will change as facility improvements are made and also will change as the facility ages. These two tools will complement each other, first getting an accurate snapshot of the building condition from the FCI, and then showing the impact that certain areas of disrepair have on the learning environment.

The Facility Condition Index (FCI): The FCI data is the focus for building improvement and replacement. FCI determines the "status" of the facility at any a given time. It provides a clear, accurate and detailed view of the facilities with an accurate baseline of the current conditions and remaining system life of the district building assets. The age of an asset is recorded on the FCI and is considered when scoring a particular asset. The FCI answers the following questions:

- *What is the current condition of our facilities?*

    The lower scores of 1.0 through 2.5 indicate a facility is in poor condition. Middle scores are 2.5 to 3.0. A score above 4 indicates a facility is in good condition.

- *How do we improve the index ratings and thus current conditions?*

    The conditions, or categories, that have a low score are given priority for improvements, replacement, and construction projects. Once completed, the score is re-evaluated. If a score of 1.0 is replaced with a 4 or 5 after completion of the improvements, the overall score will increase as well. The extent of the increase in score will depend on the weight given to that particular category.

- *Is our level of funding appropriate?*

    Funding should match the life cycle of a facility's components. For example, if a roof has a life cycle of 15 years with normal repair and normal wear, then a new roof should be constructed toward the end of the 15 years. If the roof reaches 20 years, that would suggest funding has not been available to address the FCI concerns.

- *Given a particular budget, what will happen to the condition of our assets over time?*

   As assets age, the FCI score declines. If funding is adequate, the assets are repaired/ replaced before the FCI score gets too low. If funding is insufficient, the overall scores will deteriorate over time.

- *What should we do first?*

   After addressing any health and safety issues, we should always address the lowest scores first. This will reflect not only priority, but adequate budget and appropriate budget decisions as well.

TUSD deployed teams comprised of architectural, mechanical (including HVAC and plumbing), civil, structural, and electrical assessors that collected and updated building conditions at each facility. This process included site and drainage systems, play equipment, parking areas, structure, roofing, interior, mechanical, plumbing, electrical, communication, alarm, life safety, ADA, and technology systems. In addition, these field teams were tasked with evaluating the condition of existing fixtures and equipment and working with district staff to determine compliance.

The FCI uses the following categories to reflect the general condition of the buildings:
- Building & Structure
- Building Systems
- Roofing
- Technology/ Communication Systems
- Special Systems
- Grounds
- Parking Lots and Drives

Educational Suitability Score (ESS): The ESS uses a functional equity approach that evaluates instructional, library, performance, physical education, and support spaces to measure a facility's suitability to provide an equitable education. The Educational Suitability Assessment team, made up of experienced educators and administrators, was trained for two days on the concepts, and routinely met to discuss issues of importance for consistency as they recorded conditions at each facility.

The ESS uses the following categories to reflect the suitability of the facility:
- PE Interior and Outdoor Space
- Media Center
- General Classroom/Flexible Learning Space
- Kindergarten
- Early Childhood Classrooms
- Self-Contained Classroom
- Instructional Resource Rooms
- Non-instruction Space
- Science
- Fine Arts, Music, Art Rooms

- Computer Lab and Technology
- Safety and Security
- Textbooks/Learning Resources

The ESS is a sum of the values for each educational suitability criteria question addressed. It is then weighted for total possible points (5). Educational suitability criteria questions were based on the function of the facility assessed: elementary, middle, high, K-8, K-12 or vocational.

The data collected from both the FCI and the ESS identifies if a school has major overall needs (overall FCI score less than 2.0) and specific categorical needs (individual FCI scores less than 2.0 in one or more categories). The MYFP Implementation Process, through the FCI, assures Racially Concentrated Schools are not overlooked and are given a higher level of consideration.

The results of the FCI and ESS Scores may be found in the Multi-Year Facilities Plan referenced herein.

4.1.3 RESULTS AND COSTS

A description of the costs indicated by this study will be inserted here.

Swaim Associates Architects

www.swaimaia.com

Tucson, AZ

thinkSMART planning, inc.

www.thinksmartplan.com

Chandler, AZ

Facilities Management Group

 www.fmgroupaz.com

Phoenix, AZ

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