

TUSD

**Boundary
Review
Committee**

8.50 x 11.00 in

DRAFT BOUNDARY PLAN

**Preliminary Options
and
Desegregation Impact Analyses**

INTRODUCTION

Planning for Integrated Schools

Tucson Unified School District engaged the community in a plan to provide students of all racial and ethnic backgrounds the opportunity to attend an integrated school. Strategies that were evaluated to achieve this included attendance boundary changes, pairing and clustering of schools (shared attendance areas), magnet schools and programs and open enrollment.

To do this TUSD are formed a Boundary Committee of a diverse group of community members, parents and individuals with an interest and background in public education and school choice. Committee members reviewed and developed options and hosted public meetings to make recommendations to the Superintendent. Committee members met one or more of the following criteria:

- Be a TUSD parent
- Represent a mix of the ethnic and geographic diversity of the community
- Be a staff member of one of the schools in potentially affected areas
- Be an interested member of the community

Committee Work

February:

- A press release was issued and notices were sent by email, posted on the website and distributed to schools and to groups who would be particularly interested in the plan, to solicit participation in a district-wide boundary committee. Applications were accepted and the committee was formed to meet the criteria noted above.

March:

- The Boundary Committee began with an orientation meeting where they were introduced to the demographic report as well as the charge and commitment of the committee. This included information concerning the USP, goals of the committee, strategies to develop options and criteria to analyze options.

April:

- The BC was provided with data tables and maps to help analyze options. One full meeting was devoted to walking through how to read and use the tables and maps to understand the impact of the options. More data and maps were provided as requested.
- The BC was introduced to the seven scenarios that the Advisory and Leadership Team developed. The BC reviewed these options and they were encouraged to look for opportunities to develop alterations of the scenarios presented.
- The BC was encouraged to bring new scenario options to the table and the BC discussed Pros, Cons and Comments of the new options in small groups. Often, the BC was given homework to develop new options for discussion at the next meeting.
- The BC received updates at the meeting pertaining to the magnet plan and what the progress of the magnet committee.
- The schedule was extended and the BC was informed that the magnet plan will be completed prior to the Boundary Plan.

May:

- The BC met in small groups with focused exercises to analyze only boundary and pairing and clustering options.

- The magnet plan was given to the BC and Vicki Callison gave a presentation giving a summary of the plan.
- The BC evaluated the questions posed by the magnet committee for analysis. These included magnet schools that were recommended to be evaluated for preference areas, no attendance boundary schools, de-pairing of existing schools, and development of options for magnets that are falls far below and may no longer be magnets.

June:

- BC members were given 10 dots to vote on the more promising option to narrow down the 28+ options that have been proposed throughout the process. From that vote, 13 options moved forward to be discussed in small groups. Lastly, the group voted on each option to decide which options would be presented to the public at the regional meetings. Eight options were voted to continue forward to gather community input.

Options to Be Presented to the Public


The options included in this document will be presented to the public in three meetings.




Share your perspective and opinions at one of the three public regional meetings.

(The same information will be available at each meeting so you only need to attend one.)


1

	TUSD Public Regional Meeting
	Wednesday, July 9 6:30 – 8:30 pm Pueblo Magnet High School Cafeteria 3500 S 12 th Ave.

2

	TUSD Public Regional Meeting
	Thursday, July 10 6:30 – 8:30 pm Palo Verde High School Cafeteria 1302 S Avenida Vega

3

	TUSD Public Regional Meeting
	Saturday, July 12 9:30 – 11:30 am Rincon High School Cafeteria 421 N Arcadia Ave.

Format of the Options

The options are presented with a map to illustrate the option and then with data tables that show:

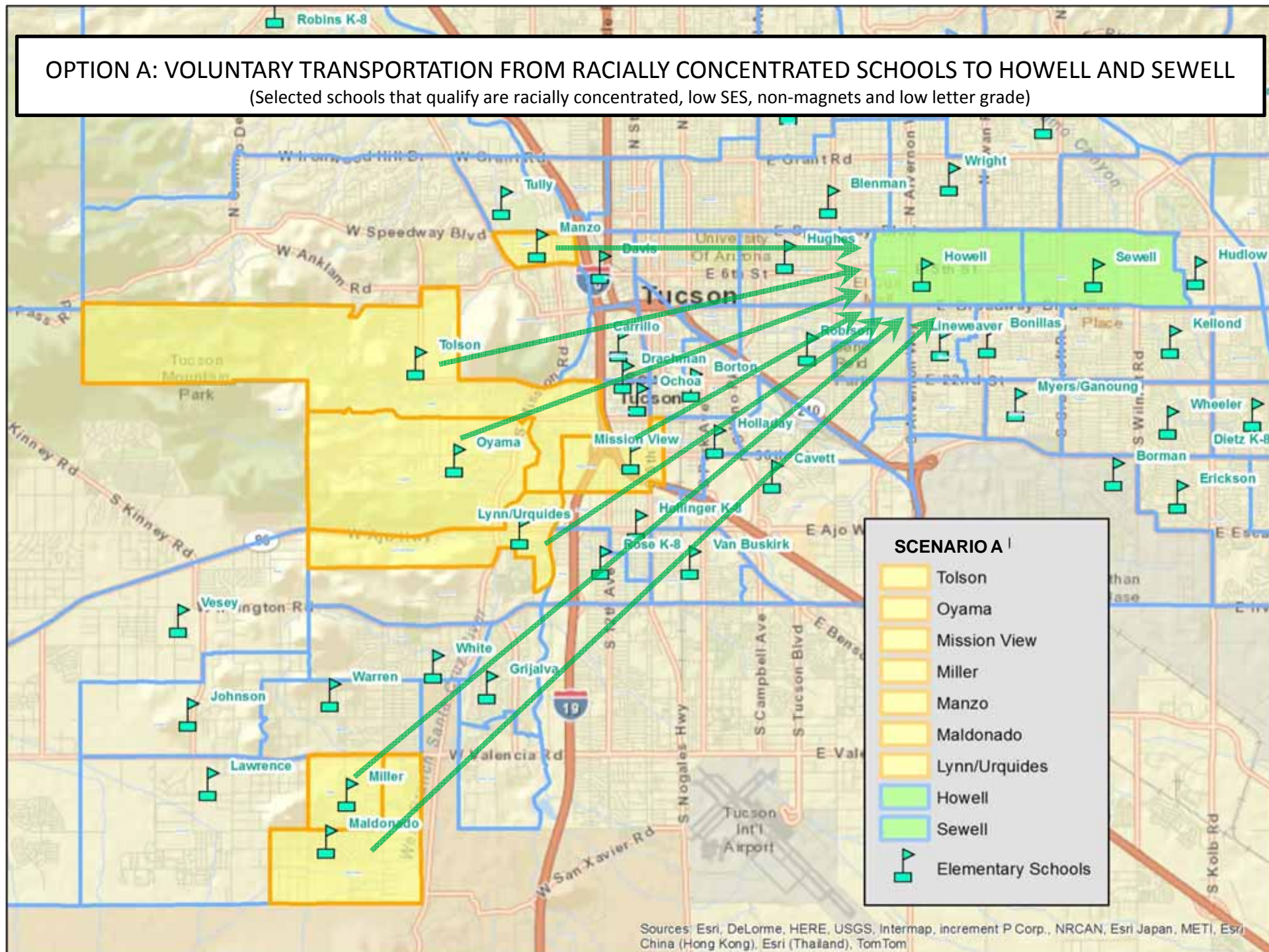
- data on the affected schools
- pros and cons and comments from the boundary committee
- impacts on school composition, including the composition of students directly involved in the change (this is a preliminary desegregation impact analysis)

- other data, as appropriate, on the composition of attendance areas and non-neighborhood attendance (this data was primarily for boundary committee consideration as they evaluated the options).

Assumptions

Assumptions related to the options are presented following the options.

OPTION A: VOLUNTARY TRANSPORTATION FROM RACIALLY CONCENTRATED SCHOOLS TO HOWELL AND SEWELL (Selected schools that qualify are racially concentrated, low SES, non-magnets and low letter grade)



OPTION A: VOLUNTARY TRANSPORTATION FROM RACIALLY CONCENTRATED SCHOOLS TO HOWELL AND SEWELL

(Selected schools that qualify are racially concentrated, low SES, non-magnets and low letter grade)

Affected School Data

Criteria / Conditions	Lynn/Urquides	Maldonado	Manzo	Miller	Mission View	Tolson	Oyama	Howell	Sewell
Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Status	Open	Open	Open	Open	Open	Open	Open	Open	Open
Site Acres	14.70	9.90	5.40	10.00	4.00	10.00	10.10	8.20	9.20
Year Built (Average)	1967	1988	1956	1981	1955	1976	2002	1954	1959
2013-14 Enrollment / Utilization	620 89%	420 66%	355 101%	606 110%	269 75%	367 71%	419 81%	358 90%	310 94%
Attendance Area Enrollment	560	575	248	642	241	487	510	332	260
Operating Capacity	700	640	350	550	360	520	520	400	330
Portables / Capacity	21 525	5 125	2 50	13 325	8 200	2 50	4 100	4 100	2 50
Oversubscribed?	No	No	No	No	No	No	No	No	No
School Enrollment with Option	606 87%	406 63%	341 97%	592 108%	254 71%	353 68%	405 78%	424 106%	343 104%
Distributed Students	-14	-14	-14	-14	-15	-14	-14	66	33
Academic Performance	D	D	C	C	D	D	D	B	A
Attraction / Flight	1.17	0.32	1.49	0.88	1.02	0.62	0.69	1.01	1.18
Racially Concentrated	Concentrated	Concentrated	Concentrated	Concentrated	Concentrated	Concentrated	Concentrated	Integrated	Integrated
Ethnicity	97%	94%	96%	94%	99%	91%	93%	74%	65%
Free & Reduced Lunch	94%	90%	78%	88%	93%	84%	82%	83%	64%
Facility Condition Index	3.10	2.97	2.54	2.56	2.92	2.78	3.29	2.56	2.71
Bond Funds: 2008-2012	\$1,236,780	\$1,457,698	\$203,344	\$1,665,072	\$559,289	\$380,017	\$634,081	\$265,390	\$332,879
Average Utility Cost (PSF)	2.19	2.77	2.17	2.86	1.92	2.40	2.20	2.53	2.22
Magnet?	No	No	No	No	No	No	No	No	No

Pros and Cons

Pros	Cons
More students attending an integrated school.	Additional transportation costs.
Provides options for families.	Involvement of many schools may be disruptive.
Provides professional development and support for sending and receiving schools.	The distance students need to travel and disproportionate travel burden on Hispanics.
Collaboration between schools to support each other.	
Movement is voluntary.	

Comments

Option will require commitment from the schools and administration.
Parents will need to be encouraged and supported to be involved.
Requires active marketing and publicity.

OPTION A: VOLUNTARY TRANSPORTATION FROM RACIALLY CONCENTRATED SCHOOLS TO HOWELL AND SEWELL

(Selected schools that qualify are racially concentrated, low SES, non-magnets and low letter grade)

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lynn/Urquides	620	93%	20	7	574	10	0	9
With Option	606	92%	20	7	560	10	0	9
Change	-14	100%	0	0	-14	0	0	0
Maldonado	420	87%	25	7	364	21	2	1
With Option	406	86%	25	7	351	20	2	1
Change	-14	93%	0	0	-13	-1	0	0
Manzo	355	86%	15	6	305	18	7	4
With Option	341	86%	15	6	292	17	7	4
Change	-14	93%	0	0	-13	-1	0	0
Miller	606	84%	37	8	511	44	0	6
With Option	592	84%	37	8	498	43	0	6
Change	-14	93%	0	0	-13	-1	0	0
Mission View	269	88%	3	10	238	17	0	1
With Option	254	89%	3	9	225	16	0	1
Change	-15	87%	0	-1	-13	-1	0	0
Tolson	367	84%	33	12	308	7	0	7
With Option	353	84%	33	11	295	7	0	7
Change	-14	93%	0	-1	-13	0	0	0
Oyama	419	80%	30	21	334	30	2	2
With Option	405	80%	30	20	322	29	2	2
Change	-14	86%	0	-1	-12	-1	0	0
Howell	358	53%	92	33	190	21	8	14
With Option	424	59%	92	35	251	24	8	14
Change	66	92%	0	2	61	3	0	0
Sewell	310	52%	107	18	160	4	8	13
With Option	343	55%	107	19	190	6	8	13
Change	33	91%	0	1	30	2	0	0
Students with Changes	99	92%	0	3	91	5	0	0

OPTION A: VOLUNTARY TRANSPORTATION FROM RACIALLY CONCENTRATED SCHOOLS TO HOWELL AND SEWELL

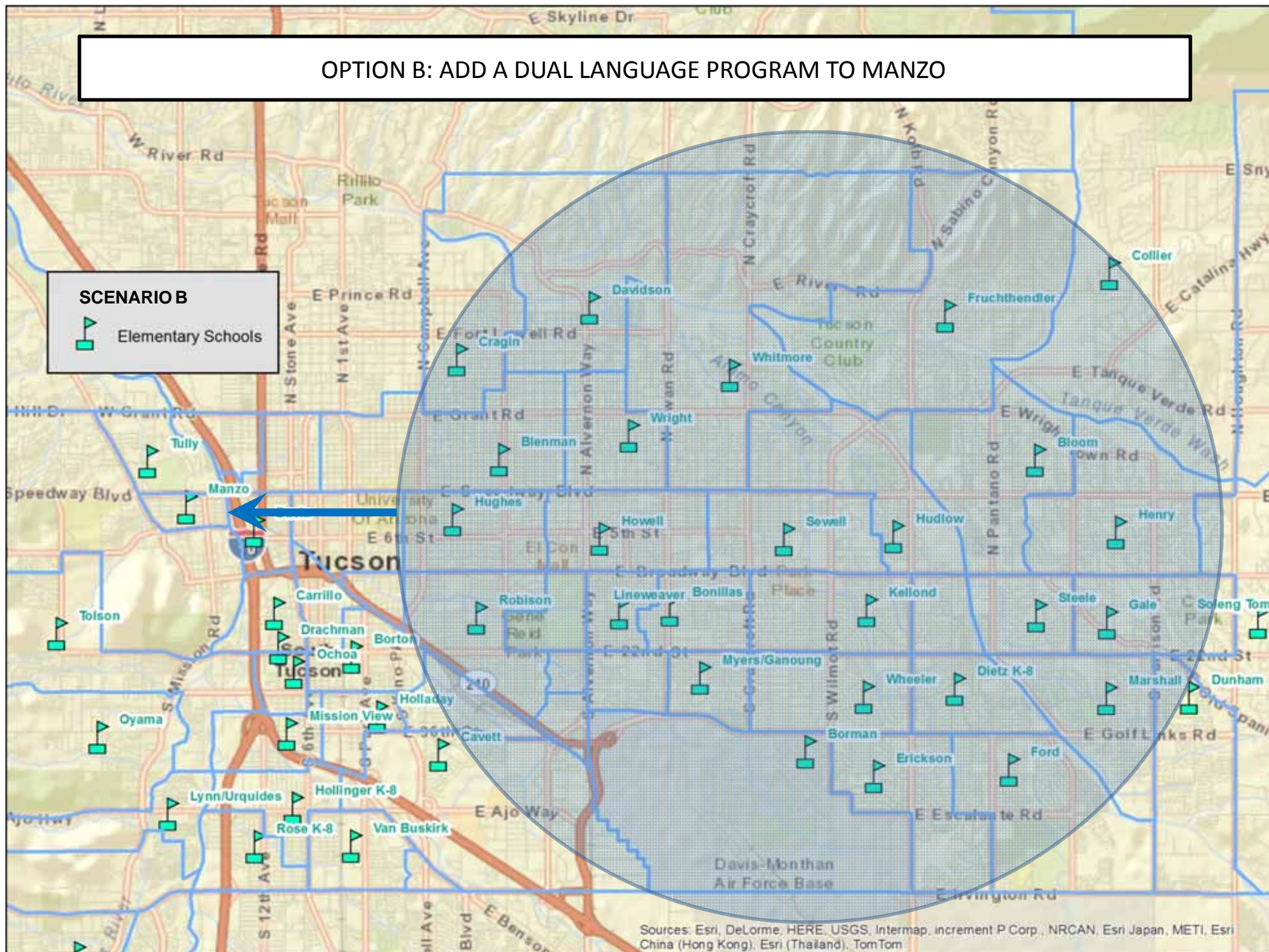
(Selected schools that qualify are racially concentrated, low SES, non-magnets and low letter grade)

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Lynn/Urquides	560	95%	14	7	532	3	0	4
With Option	560	95%	14	7	532	3	0	4
Maldonado	575	86%	37	12	495	26	2	3
With Option	575	86%	37	12	495	26	2	3
Manzo	248	87%	9	3	215	13	5	3
With Option	248	87%	9	3	215	13	5	3
Miller	642	90%	31	7	577	19	4	4
With Option	642	90%	31	7	577	19	4	4
Mission View	241	93%	0	8	223	9	0	1
With Option	241	93%	0	8	223	9	0	1
Tolson	487	81%	37	19	396	21	6	8
With Option	487	81%	37	19	396	21	6	8
Oyama	510	84%	35	18	428	23	0	6
With Option	510	84%	35	18	428	23	0	6
Howell	332	47%	97	33	157	21	10	14
With Option	332	47%	97	33	157	21	10	14
Sewell	260	47%	94	14	123	2	9	18
With Option	260	47%	94	14	123	2	9	18

SCENARIO B

Elementary Schools



Sources: Esri, DeLorme, HERE, USGS, Intermap, increment P Corp., NRCAN, Esri Japan, METI, Esri China (Hong Kong), Esri (Thailand), TomTom

OPTION B: ADD A DUAL LANGUAGE PROGRAM TO MANZO

Affected School Data

Criteria / Conditions	Manzo
Type	Elementary
Status	Open
Site Acres	5.40
Year Built (Average)	1956
2013-14 Enrollment / Utilization	355 101%
Attendance Area Enrollment	248
Operating Capacity	350
Portables / Capacity	2 50
Oversubscribed?	No
School Enrollment with Option	425 121%
Distributed Students	70
Academic Performance	C
Attraction / Flight	1.49
Racially Concentrated	Concentrated
Ethnicity	96%
Free & Reduced Lunch	78%
Facility Condition Index	2.54
Bond Funds: 2008-2012	\$203,344
Average Utility Cost (PSF)	2.17
Magnet?	No

Pros and Cons

Pros	Cons
Help reduce racial concentration at Manzo	Currently, there is no capacity at Manzo for the additional students. The school may need to be reconfigured to make space available for the program.
New program can infuse energy and help improve the letter grade/ academics.	Is there interest from non-Hispanics in this program to help integration? Manzo also has a poor letter grade.
Transportation will be provided.	Students may need to travel a long distance and there is a disproportionate travel burden for non-Hispanics.

Comments

Requires extensive and targeted marketing.
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OPTION B: ADD A DUAL LANGUAGE PROGRAM TO MANZO

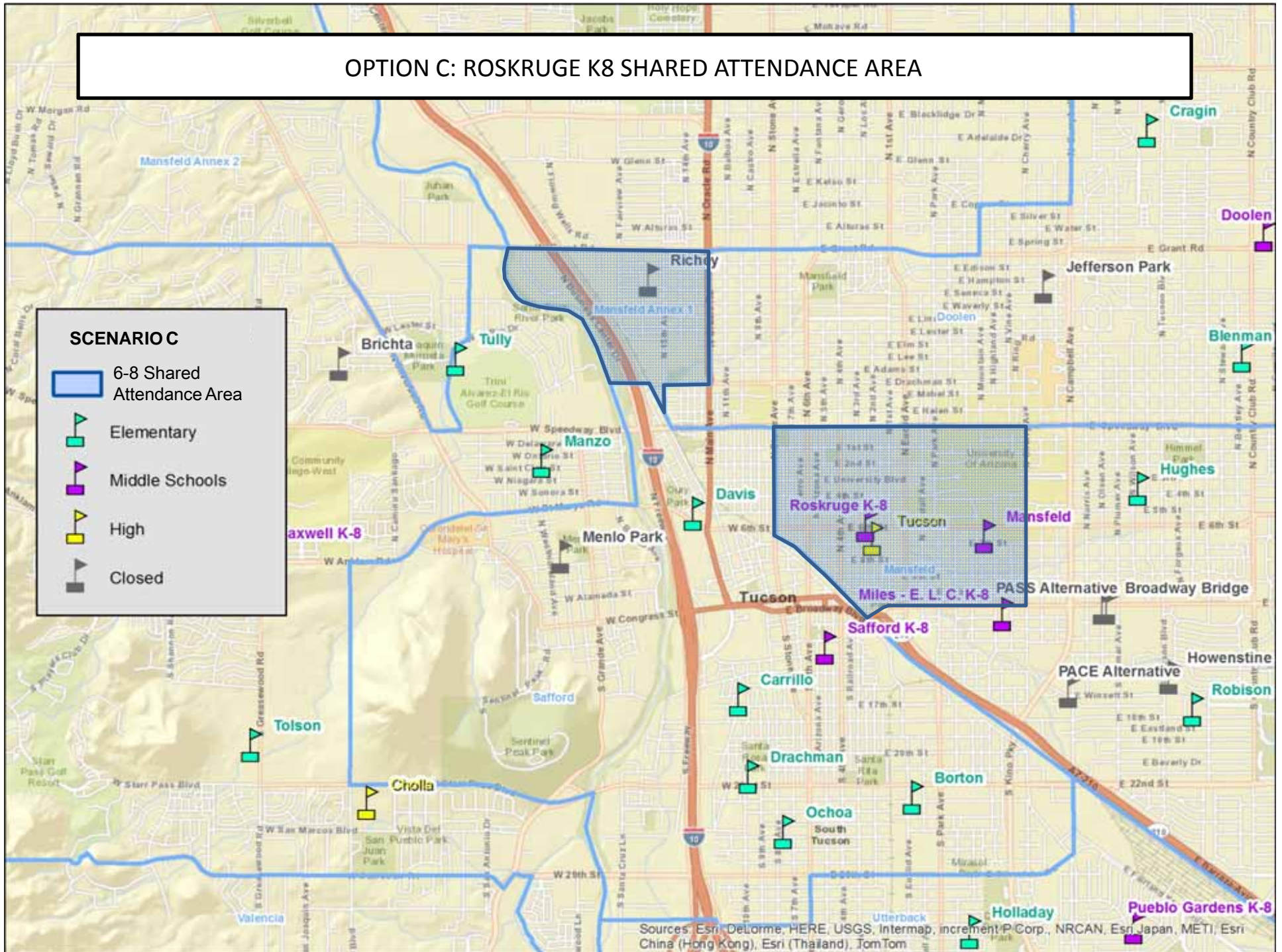
School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Manzo	355	86%	15	6	305	18	7	4
With Option	425	82%	33	12	347	18	8	7
Change	70	60%	18	6	42	0	1	3
Students with Changes	70	60%	18	6	42	0	1	3

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Manzo	248	87%	9	3	215	13	5	3
With Option	248	87%	9	3	215	13	5	3

OPTION C: ROSKRUGE K8 SHARED ATTENDANCE AREA



OPTION C: ROSKRUGE K8 SHARED ATTENDANCE AREA

Affected School Data

Criteria / Conditions	Roskruge K-8	Mansfeld
Type	Middle/K-8	Middle
Status	Open	Open
Site Acres	4.40	6.60
Year Built (Average)	1920	1962
2013-14 Enrollment / Utilization	689 103%	806 100%
Attendance Area Enrollment	128	1,286
Operating Capacity	670	810
Portables / Capacity	0 0	0 0
Oversubscribed?	No	No
School Enrollment with Option	710 106%	785 97%
Distributed Students	21	-21
Academic Performance	B	C
Attraction / Flight	2.57	0.43
Racially Concentrated	Concentrated	Concentrated
Ethnicity	97%	91%
Free & Reduced Lunch	69%	70%
Facility Condition Index	2.48	2.37
Bond Funds: 2008-2012	\$2,068,540	\$3,224,779
Average Utility Cost (PSF)	2.06	1.55
Magnet?	Yes	Yes

Pros and Cons

Pros	Cons
May reduce racial concentration at Roskruge.	Impacts few students.
Roskruge area students can attend a 'B' school.	
More options available.	

Comments

May be seen as a logical change.

OPTION C: ROSKRUGE K8 SHARED ATTENDANCE AREA

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Roskrige K-8	689	84%	24	9	578	66	5	7
With Option	710	83%	28	9	592	68	6	7
Change	21	67%	4	0	14	2	1	0
Mansfeld	806	80%	76	42	642	25	11	10
With Option	785	80%	72	42	628	23	10	10
Change	-21	67%	-4	0	-14	-2	-1	0
Students with Changes	21	67%	4	0	14	2	1	0

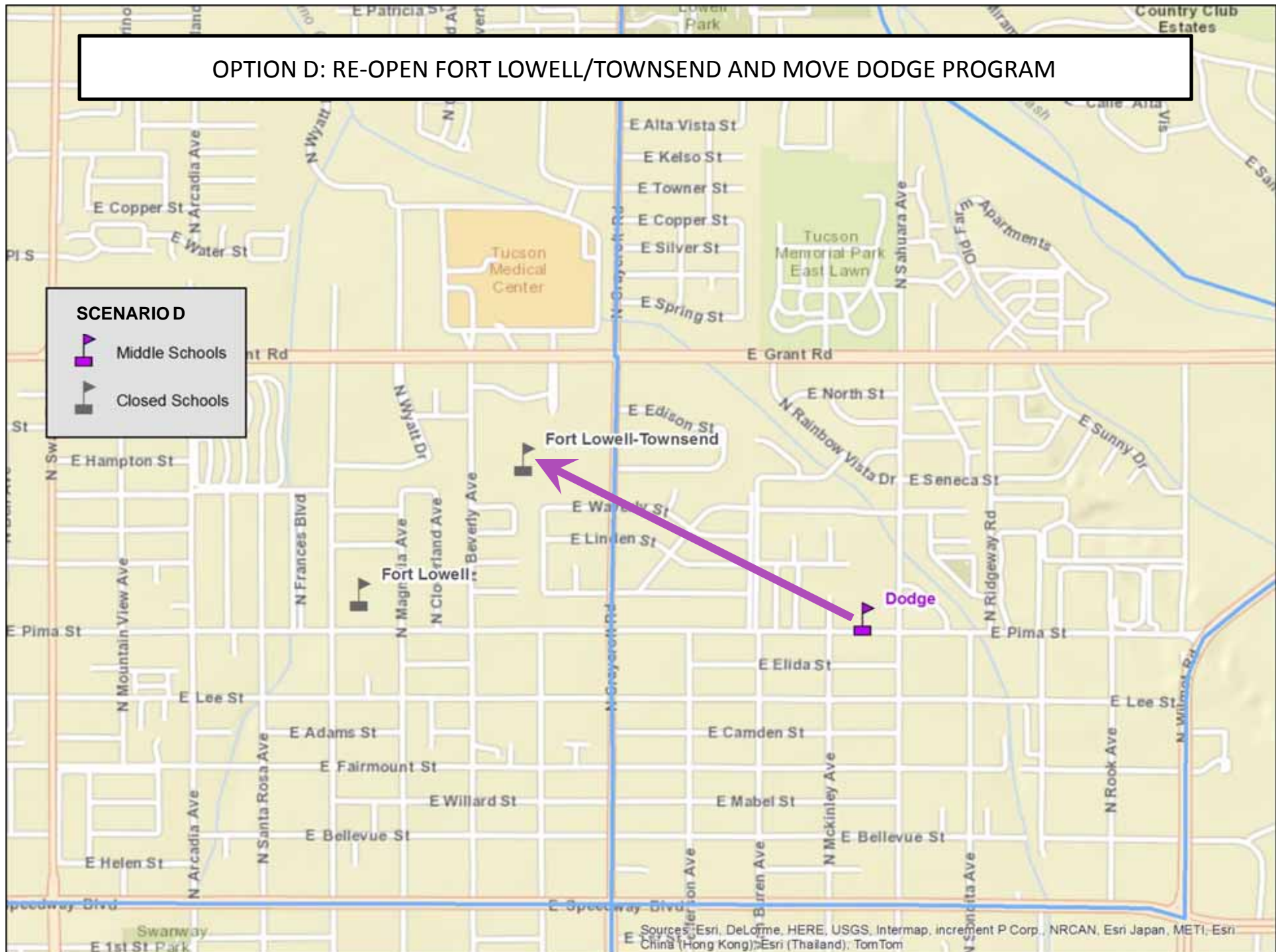
Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Roskrige K-8	128	57%	22	2	73	25	2	4
With Option	197	59%	27	2	116	44	3	5
Mansfeld	1,287	75%	162	63	961	53	24	24
With Option	1,218	75%	157	63	918	34	23	23

OPTION D: RE-OPEN FORT LOWELL/TOWNSEND AND MOVE DODGE PROGRAM

SCENARIO D

-  Middle Schools
-  Closed Schools



OPTION D: RE-OPEN FORT LOWELL/TOWNSEND AND MOVE DODGE PROGRAM

Affected School Data

Criteria / Conditions	Dodge	Townsend
Type	Middle	Middle
Status	Open	Closed
Site Acres	10.20	19.50
Year Built (Average)	1970	1965
2013-14 Enrollment / Utilization	420 122%	0 0%
Attendance Area Enrollment	0	0
Operating Capacity	345	650
Portables / Capacity	0 0	3 75
Oversubscribed?	Yes	Yes
School Enrollment with Option	0 0%	650 100%
Distributed Students	-420	650
Academic Performance	A	0
Attraction / Flight	0.00	0.00
Racially Concentrated	Integrated	Integrated
Ethnicity	75%	0%
Free & Reduced Lunch	41%	0%
Facility Condition Index	2.90	2.74
Bond Funds: 2008-2012	\$1,013,133	\$1,544,461
Average Utility Cost (PSF)	2.33	2.54
Magnet?	Yes	No

Pros and Cons

Pros	Cons
More students accepted into integrated Dodge program.	Retrofitting may be needed at Fort Lowell/ Townsend.
Dodge has a desirable, sought after program.	Cost to re-open and run campus.
The move is a short distance and doesn't affect any attendance areas.	If it's not broke, don't fix it.
Dodge will fit better on a middle school campus.	

Comments

Possible disruption to Dodge program.

OPTION D: RE-OPEN FORT LOWELL/TOWNSEND AND MOVE DODGE PROGRAM

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Dodge	420	64%	103	19	267	9	10	12
With Option	0	NA	0	0	0	0	0	0
Change	-420	64%	-103	-19	-267	-9	-10	-12
Townsend	0	0%	0	0	0	0	0	0
With Option	650	64%	159	29	414	14	15	19
Change	650	64%	159	29	414	14	15	19
Students with Changes	650	64%	159	29	414	14	15	19

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Dodge	0	NA	0	0	0	0	0	0
With Option	0	NA	0	0	0	0	0	0
Townsend	0	NA	0	0	0	0	0	0
With Option	0	NA	0	0	0	0	0	0

OPTION E: SANTA RITA HS AND CHOLLA HS AS AN EARLY MIDDLE COLLEGE

SCENARIO E



Sources: Esri, DeLorme, HERE, USGS, Intermap, increment P Corp., NRCAN, Esri Japan, METI, Esri China (Hong Kong), Esri (Thailand), TomTom

OPTION E: SANTA RITA HS AND CHOLLA HS AS AN EARLY MIDDLE COLLEGE

Affected School Data

Criteria / Conditions	Rincon	Sahuaro	Cholla	Santa Rita	Palo Verde
Type	High School	High School	High School	High School	High School
Status	Open	Open	Open	Open	Open
Site Acres	35.10	37.40	33.40	44.80	35.50
Year Built (Average)	1964	1969	1964	1971	1961
2013-14 Enrollment / Utilization	1,125 105%	1,834 94%	1,680 102%	927 45%	953 46%
Attendance Area Enrollment	1,290	1,546	2,363	1,301	1,258
Operating Capacity	1,070	1,950	1,650	2,070	2,070
Portables / Capacity	3 75	0 0	5 125	0 0	0 0
Oversubscribed?	Yes	Yes	No	No	No
School Enrollment with Option	1,075 100%	1,734 89%	1,780 108%	1,027 50%	903 44%
Distributed Students	-50	-100	100	100	-50
Academic Performance	C	B	C	C	B
Attraction / Flight	0.82	1.46	0.49	0.57	0.72
Racially Concentrated	Integrated	Neutral	Concentrated	Neutral	Integrated
Ethnicity	72%	49%	91%	58%	73%
Free & Reduced Lunch	59%	33%	70%	48%	63%
Facility Condition Index	2.56	2.82	2.89	2.60	2.35
Bond Funds: 2008-2012	\$8,641,561	\$12,477,387	\$10,058,466	\$8,198,420	\$6,907,058
Average Utility Cost (PSF)	1.56	2.28	1.99	1.82	1.86
Magnet?	No	No	Yes	No	Yes

Pros and Cons

Pros	Cons
Desirable and unique programs. Exciting opportunity for students.	May take 3-5 years to grow the program.
Could attract out of district students and those up to 21 years old.	Transportation challenges for those that live far away.
Pima Community College connection, continued JTED offerings and associate degree options.	Unable to predict impact on integration; results will be dependent on who takes advantage of the opportunity.
Community and business connections.	Cholla is over-utilized.

Comments

Requires careful selection of programs to not compete with each other or with other school program options.
Requires marketing and publicity.
Will there be fees associated with the classes and who pays for these fees?

OPTION E: SANTA RITA HS AND CHOLLA HS AS AN EARLY MIDDLE COLLEGE

School Ethnicity

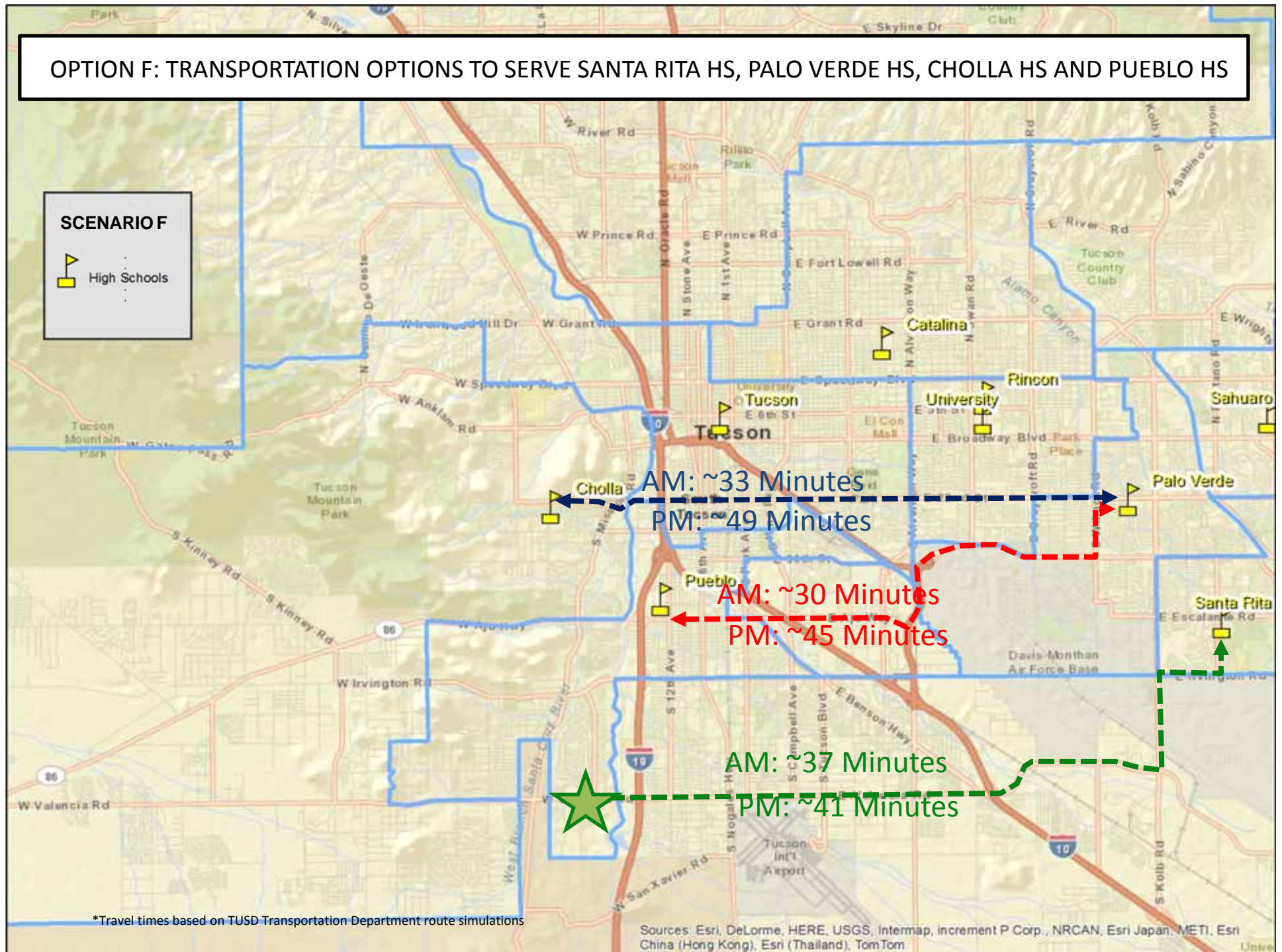
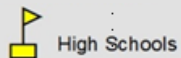
School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Rincon	1,125	52%	320	103	585	17	68	32
With Option	1,075	52%	306	98	559	16	65	31
Change	-50	52%	-14	-5	-26	-1	-3	-1
Sahuaro	1,834	35%	937	123	636	20	44	74
With Option	1,734	35%	885	117	602	18	42	70
Change	-100	34%	-52	-6	-34	-2	-2	-4
Cholla	1,680	79%	147	61	1,328	113	8	23
With Option	1,780	77%	187	69	1,371	115	12	26
Change	100	43%	40	8	43	2	4	3
Santa Rita	927	39%	389	97	357	15	28	41
With Option	1,027	39%	429	107	399	17	30	45
Change	100	42%	40	10	42	2	2	4
Palo Verde	953	50%	258	131	474	21	21	48
With Option	903	50%	244	124	449	20	20	46
Change	-50	50%	-14	-7	-25	-1	-1	-2
Students with Changes	200	43%	80	18	85	4	6	7

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Rincon	1,290	53%	347	125	681	18	79	40
With Option	1,290	53%	347	125	681	18	79	40
Sahuaro	1,546	30%	854	102	470	16	46	58
With Option	1,546	30%	854	102	470	16	46	58
Cholla	2,363	78%	240	70	1,842	173	14	24
With Option	2,363	78%	240	70	1,842	173	14	24
Santa Rita	1,301	78%	562	109	496	12	54	68
With Option	1,301	38%	562	109	496	12	54	68
Palo Verde	1,258	47%	419	126	586	24	43	60
With Option	1,258	47%	419	126	586	24	43	60

OPTION F: TRANSPORTATION OPTIONS TO SERVE SANTA RITA HS, PALO VERDE HS, CHOLLA HS AND PUEBLO HS

SCENARIO F



OPTION F: TRANSPORTATION OPTIONS TO SERVE SANTA RITA HS, PALO VERDE HS, CHOLLA HS AND PUEBLO HS

Affected School Data

Criteria / Conditions	Cholla	Pueblo	Palo Verde	Santa Rita
Type	High School	High School	High School	High School
Status	Open	Open	Open	Open
Site Acres	33.40	37.70	35.50	44.80
Year Built (Average)	1964	1966	1961	1971
2013-14 Enrollment / Utilization	1,680 102%	1,508 79%	953 46%	927 45%
Attendance Area Enrollment	2,363	2,011	1,258	1,301
Operating Capacity	1,650	1,900	2,070	2,070
Portables / Capacity	5 125	10 250	0 0	0 0
Oversubscribed?	No	No	No	No
School Enrollment with Option	1,620 98%	1,388 73%	1,073 52%	987 48%
Distributed Students	-60	-120	120	60
Academic Performance	C	C	B	C
Attraction / Flight	0.49	0.54	0.72	0.57
Racially Concentrated	Concentrated	Concentrated	Integrated	Neutral
Ethnicity	91%	96%	73%	58%
Free & Reduced Lunch	70%	69%	63%	48%
Facility Condition Index	2.89	2.46	2.35	2.60
Bond Funds: 2008-2012	\$10,058,466	\$7,837,474	\$6,907,058	\$8,198,420
Average Utility Cost (PSF)	1.99	1.68	1.86	1.82
Magnet?	Yes	Yes	Yes	No

Pros and Cons

Pros	Cons
More opportunity for students to attend an integrated school.	Unable to predict impact on integration; results will be dependent on who takes advantage of the opportunity.
Voluntary option.	Long drive for students requires a heavy commitment from students.
Express routes makes more options available to students.	
Equity with all ethnicities when dealing with transportation.	

Comments

Needs publicity and targeted marketing to encourage movement.
Further development to be determined such as: transportation options from and to the pick-up points, safe bike parking, connection to the city bus routes, provided city bus passes, etc.

OPTION F: TRANSPORTATION OPTIONS TO SERVE SANTA RITA HS, PALO VERDE HS, CHOLLA HS AND PUEBLO HS

School Ethnicity

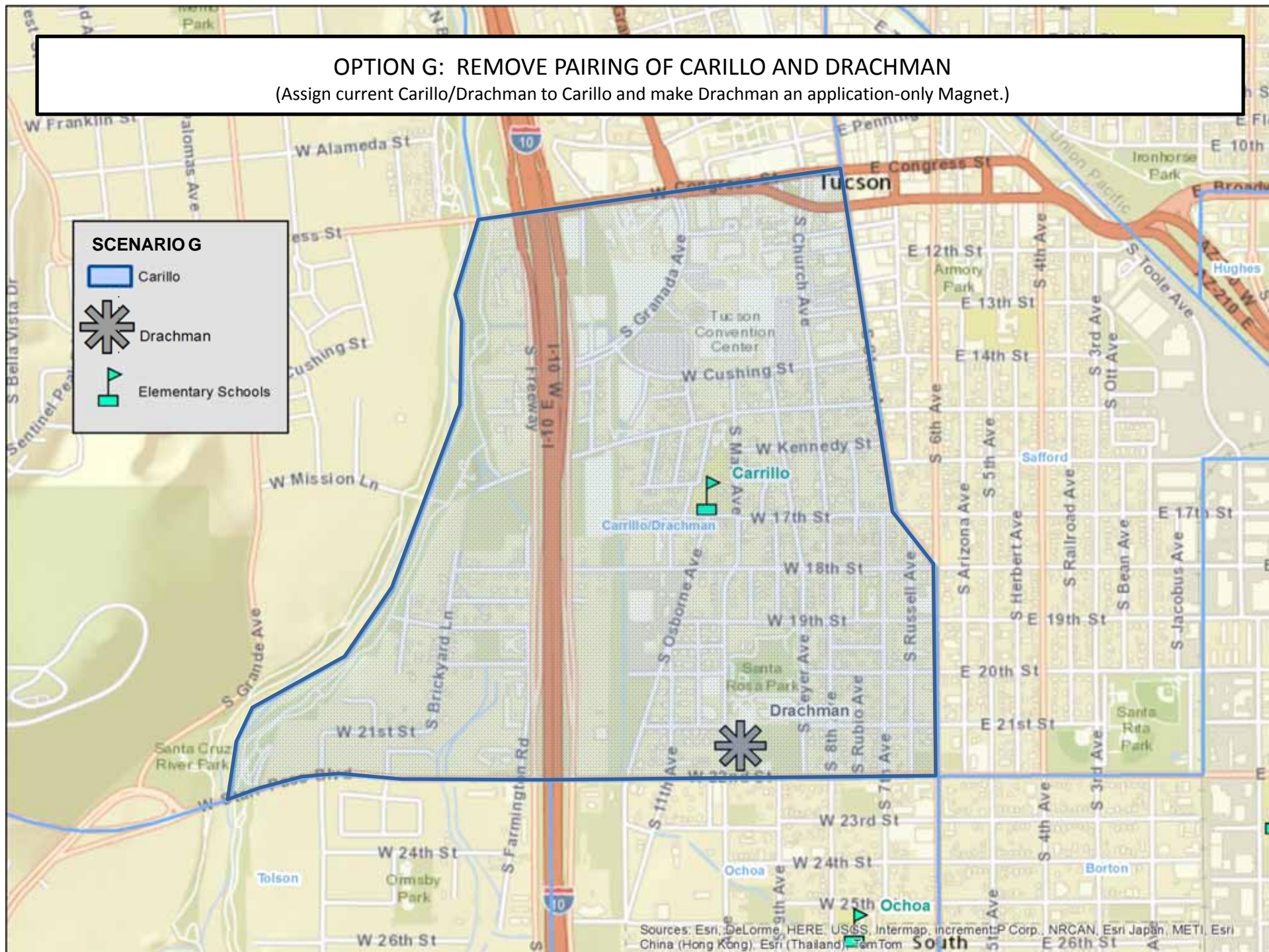
School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Cholla	1,680	79%	147	64	1,325	113	8	23
With Option	1,620	79%	142	62	1,277	109	8	22
Change	-60	80%	-5	-2	-48	-4	0	-1
Pueblo	1,508	90%	58	17	1,361	59	5	8
With Option	1,388	90%	54	15	1,251	55	5	8
Change	-120	92%	-4	-2	-110	-4	0	0
Palo Verde	953	50%	257	131	473	21	21	50
With Option	1,073	54%	264	134	576	27	21	51
Change	120	86%	7	3	103	6	0	1
Santa Rita	927	39%	388	97	357	15	29	41
With Option	987	42%	390	98	412	17	29	41
Change	60	92%	2	1	55	2	0	0
Students with Changes	180	88%	9	4	158	8	0	1

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Cholla	2,363	78%	240	70	1,842	173	14	24
Pueblo	2,011	88%	101	40	1,776	62	11	21
Palo Verde	1,258	47%	419	126	586	24	43	60
Santa Rita	1,301	38%	562	109	496	12	54	68

<p>OPTION G: REMOVE PAIRING OF CARILLO AND DRACHMAN (Assign current Carillo/Drachman to Carillo and make Drachman an application-only Magnet.)</p>
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OPTION G: REMOVE PAIRING OF CARILLO AND DRACHMAN

(Assign current Carillo/Drachman to Carillo and make Drachman an application-only Magnet.)

Affected School Data

Criteria / Conditions	Carillo	Drachman
Type	Elementary	Elementary
Status	Open	Open
Site Acres	3.50	8.60
Year Built (Average)	1950	1996
2013-14 Enrollment / Utilization	307 96%	302 72%
Attendance Area Enrollment	99	98
Operating Capacity	320	420
Portables / Capacity	0 0	6 150
Oversubscribed?	Yes	No
School Enrollment with Option	307 96%	302 72%
Distributed Students	0	0
Academic Performance	A	C
Attraction / Flight	1.18	1.03
Racially Concentrated	Concentrated	Concentrated
Ethnicity	96%	95%
Free & Reduced Lunch	68%	78%
Facility Condition Index	2.92	2.89
Bond Funds: 2008-2012	\$95,396	\$519,339
Average Utility Cost (PSF)	1.49	1.99
Magnet?	Yes	Yes

Pros and Cons

Pros	Cons
Options are still available through application.	Drachman is no longer a neighborhood school.
May improve integration at Carillo because they may receive more neighborhood students and the neighborhood enrolment is less racially concentrated than the non-neighborhood enrollment.	Drachman will need to recruit and market more to sustain an application only enrollment.

Comments

History: Carillo and Drachman were previously paired because the two school had separate grade configurations (K-2 and 3-5). Now that the two schools have the same grade configuration, there is no need for the pairing.
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OPTION G: REMOVE PAIRING OF CARILLO AND DRACHMAN

(Assign current Carillo/Drachman to Carillo and make Drachman an application-only Magnet.)

School Ethnicity

School Name	Total Enrollment	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Carillo	307	90%	12	11	275	6	1	2
With Option	307	83%	10	28	254	10	0	5
Change	0	NA	-2	17	-21	4	-1	3
Drachman	302	76%	16	31	231	12	1	11
With Option	302	83%	18	14	252	8	2	8
Change	0	NA	2	-17	21	-4	1	-3
Students with Changes	88	70%	1	16	62	6	0	3

Attendance Area Ethnicity

Attendance Area Name	Total Students	% Hispanic	White / Caucasian	African American	Hispanic	Native American	Asian / Pacific Island.	Multi-Racial
Carillo	99	73%	9	11	72	4	0	3
With Option	197	74%	17	23	145	7	0	5
Drachman	98	74%	8	12	73	3	0	2
With Option	0	NA	0	0	0	0	0	0

2014 BOUNDARY REVIEW
NOTES ON ASSUMPTIONS FOR ENROLLMENT CALCULATIONS

GENERAL

Except where noted the school enrollment is based on the portion of attendance area students attending their “home” school, plus the existing mix of students from elsewhere.

OPTION A: VOLUNTARY TRANSPORTATION FROM RACIALLY CONCENTRATED SCHOOLS TO HOWELL AND SEWELL

1. Only non-white students were included from the 7 “sending” schools.
2. The ethnic breakdown of the students being sent was based on the distribution of non-white students at each sending school.
3. The students moving were distributed to each of the receiving schools in numbers to balance the utilization of each school – 66 to Howell and 33 to Sewell.
4. The ethnic distribution of the students added to the receiving schools was the same, being based on the distribution of all 99 students being moved.

OPTION B: ADD A DUAL LANGUAGE PROGRAM TO MANZO

1. The enrollment change was based on the addition of 70 students from the east.
2. The ethnic distribution of those students was assumed be the same as the Bonillas attendance area.

OPTION C: ROSKRUGE K8 SHARED ATTENDANCE AREA

1. Only the students living in the Roskruge attendance area and attending Mansfeld were assumed to be impacted by the option.
2. The ethnic distribution of the students being moved was based on the current student data.

OPTION D: RE-OPEN FORT LOWELL/TOWNSEND AND MOVE DODGE PROGRAM

1. Assumed adding 230 students with the same ethnic composition of the current Dodge students
2. No assumption was made about which schools these student would come from.

OPTION E: SANTA RITA HS AND CHOLLA HS AS AN EARLY MIDDLE COLLEGE

1. Assumed the net re-distribution of about 200 students as per staff/committee direction (busing issues, etc.), 100 to each early college school.
2. Assumed the net movement of 50 students from Rincon HS to Cholla HS, and 50 students from Sahuaro HS to Cholla HS.
3. Assumed the net movement of 50 students from Palo Verde HS to Santa Rita HS, and 50 students from Sahuaro HS to Santa Rita HS.
4. The ethnicity of the students being moved was based on the current enrollment at each of the three sending schools.

OPTION F: TRANSPORTATION OPTIONS TO SERVE SANTA RITA HS, PALO VERDE HS, CHOLLA HS AND PUEBLO HS

1. Assumed the net re-distribution of about 180 students as per staff/committee direction (busing issues, etc.).
2. Assumed the net movement of 60 students from Cholla HS to Palo Verde HS, and 60 students from Pueblo HS to Palo Verde HS.
3. Assumed the net movement of 60 students from Pueblo HS to Santa Rita HS.
4. The ethnicity of the students being moved was based on the current enrollment at both of the sending schools.

OPTION G: REMOVE PAIRING OF CARILLO AND DRACHMAN

1. Assumed the 88 students that live in the attendance area and attend Drachman would move to Carillo.
2. Since Carillo is at capacity and over-subscribed, it was assumed that this would mean 88 fewer students would be admitted to the school from outside the attendance area.
3. The ethnicity of the students moving to Carillo was based on actual data for the 88 current students.
4. The ethnicity of 88 students taken out of Carillo was based on the group of students that attends the school from outside the Carillo/Drachman attendance area.
5. The ethnicity of the new students attending Drachman was based on the current enrollment at that school.