



**TUSD**

Boundary Review Plan  
Governing Board Meeting – Study Session  
July 15, 2014

# INTRODUCTIONS

## Tucson Unified School District #1

- Serving Tucson's youth, families, and community since 1867.
- Delivering Excellence in Education Every Day

## DLR Group – 3<sup>rd</sup> Party Consultant

- Nationally recognized K-12 Planning Firm
- 45+ years educational planning experience
- Tucson and Phoenix locations

## Boundary Committee

- Parents, TUSD staff, Plaintiff representatives and community members

# AGENDA

## AGENDA

1. Introduction
  - a) Objectives
  - b) Process
  - c) Demographics
2. Boundary Review Plan Options
3. Summary

A decorative graphic element consisting of a large white number '1' positioned over a background of orange and white rectangular blocks.

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# OBJECTIVES

GOVERNING BOARD MEETING

# UNITARY STATUS PLAN

## What is the USP?

The Unitary Status Plan (USP) is a court-ordered document aimed at guiding TUSD towards eliminating the traces of past segregation and ending court oversight.

The USP addresses several key areas: student assignment, transportation, faculty and staff, quality of education, discipline, family engagement, access to facilities and technology, and transparency and accountability.

# UNITARY STATUS PLAN

## USP: Overview of Student Assignment

Students of all racial and ethnic backgrounds shall have the opportunity to attend an integrated school. The District shall use four strategies for assigning students to schools, to be developed by the District in consultation with the Plaintiffs and the Special Master: attendance boundaries; pairing and clustering of schools; magnet schools and programs; and open enrollment.

# BOUNDARY REVIEW PLAN

## What are the primary goals of the Boundary Review?

- To provide students of all racial and ethnic backgrounds the **opportunity to attend an integrated school.**
- To **increase the numbers of students attending integrated schools**

# BOUNDARY REVIEW PLAN

## How was the boundary review conducted?

A Boundary Review Committee worked over several months to identify strategies to improve integration:

- Attendance Boundaries
- Magnet Schools and Programs
- Programs
- Locations
- Transportation



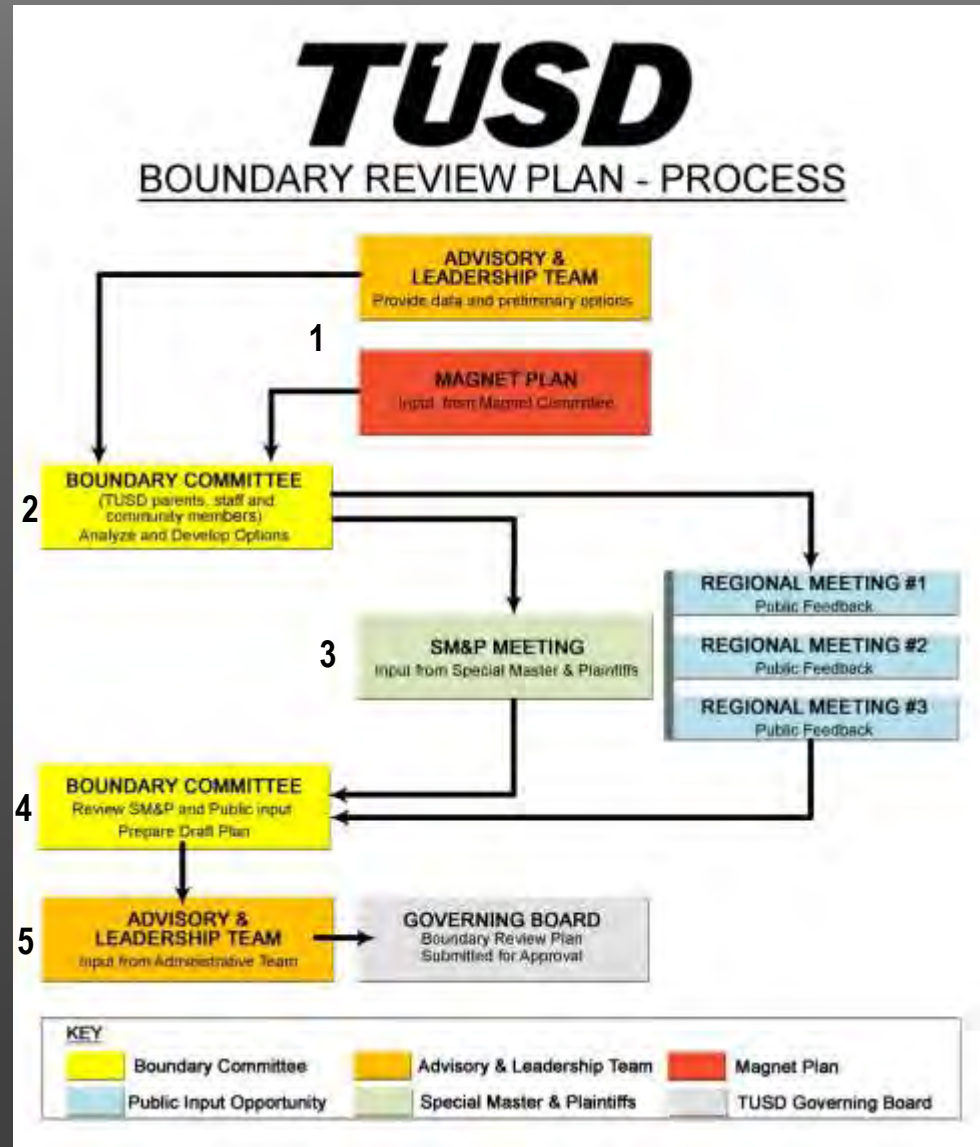
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PROCESS

GOVERNING BOARD MEETING

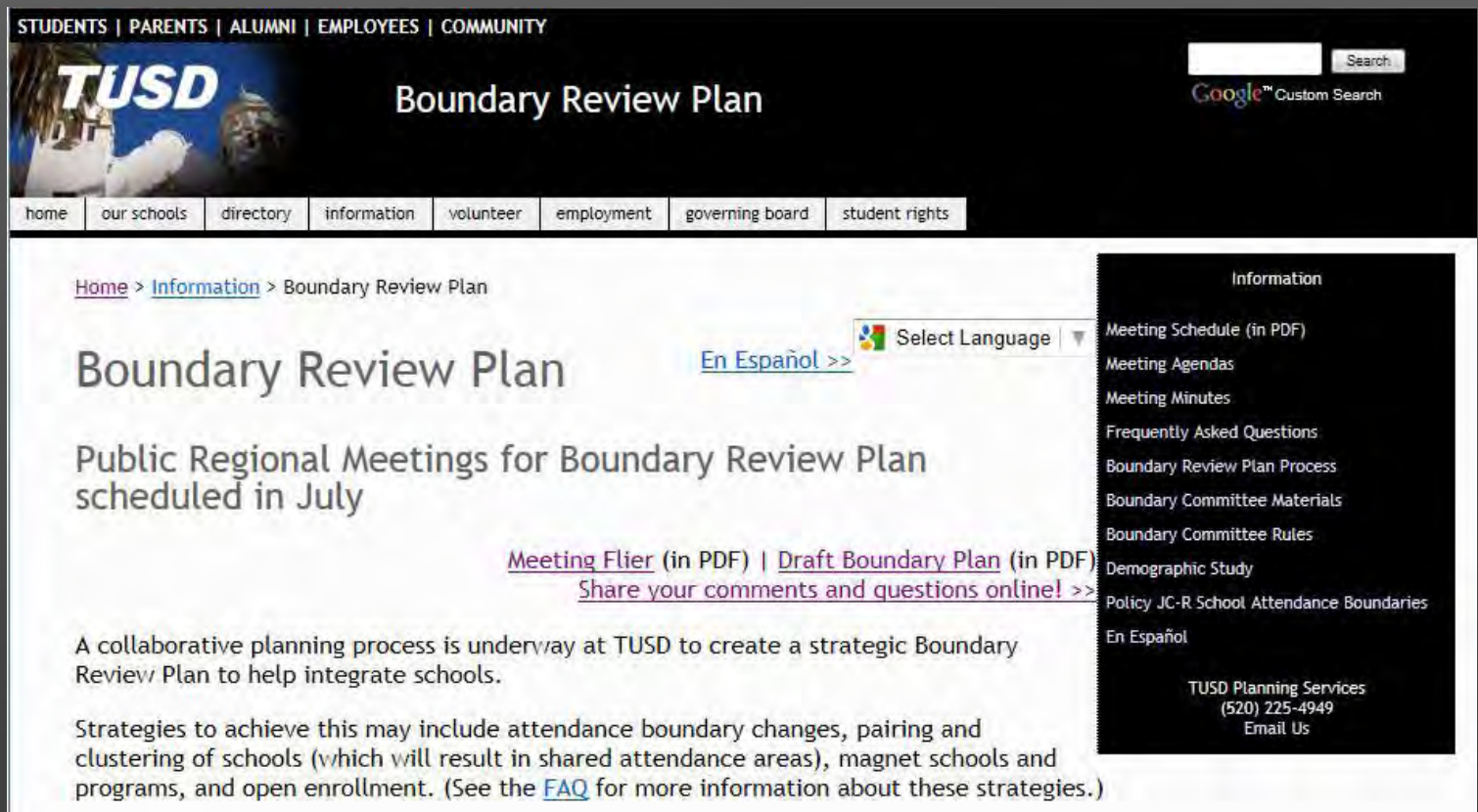
# Success for TUSD

1. GATHER
2. EVALUATE
3. ENGAGE
4. COMPILE
5. REFINE



# BOUNDARY REVIEW PLAN

Webpage [www.tusd1.org/boundaryreview](http://www.tusd1.org/boundaryreview)




The screenshot shows the TUSD Boundary Review Plan webpage. At the top, there is a navigation bar with links for STUDENTS, PARENTS, ALUMNI, EMPLOYEES, and COMMUNITY. Below this is a header section with the TUSD logo and the title "Boundary Review Plan". A search bar with a "Search" button is located in the top right corner. A secondary navigation bar contains links for home, our schools, directory, information, volunteer, employment, governing board, and student rights. The main content area features a breadcrumb trail: Home > Information > Boundary Review Plan. The title "Boundary Review Plan" is prominently displayed, followed by a link to "En Español >>". Below this, the text "Public Regional Meetings for Boundary Review Plan scheduled in July" is shown. There are three links: "Meeting Flier (in PDF)", "Draft Boundary Plan (in PDF)", and "Share your comments and questions online! >>". A paragraph states: "A collaborative planning process is underway at TUSD to create a strategic Boundary Review Plan to help integrate schools." Another paragraph explains: "Strategies to achieve this may include attendance boundary changes, pairing and clustering of schools (which will result in shared attendance areas), magnet schools and programs, and open enrollment. (See the FAQ for more information about these strategies.)" On the right side, there is a sidebar titled "Information" with a list of links: Meeting Schedule (in PDF), Meeting Agendas, Meeting Minutes, Frequently Asked Questions, Boundary Review Plan Process, Boundary Committee Materials, Boundary Committee Rules, Demographic Study, Policy JC-R School Attendance Boundaries, and En Español. At the bottom of the sidebar, it says "TUSD Planning Services (520) 225-4949 Email Us".

STUDENTS | PARENTS | ALUMNI | EMPLOYEES | COMMUNITY

**TUSD** Boundary Review Plan

home | our schools | directory | information | volunteer | employment | governing board | student rights

Home > Information > Boundary Review Plan

[En Español >>](#)  Select Language

## Boundary Review Plan

### Public Regional Meetings for Boundary Review Plan scheduled in July

[Meeting Flier \(in PDF\)](#) | [Draft Boundary Plan \(in PDF\)](#)  
[Share your comments and questions online! >>](#)

A collaborative planning process is underway at TUSD to create a strategic Boundary Review Plan to help integrate schools.

Strategies to achieve this may include attendance boundary changes, pairing and clustering of schools (which will result in shared attendance areas), magnet schools and programs, and open enrollment. (See the [FAQ](#) for more information about these strategies.)

**Information**

- Meeting Schedule (in PDF)
- Meeting Agendas
- Meeting Minutes
- Frequently Asked Questions
- Boundary Review Plan Process
- Boundary Committee Materials
- Boundary Committee Rules
- Demographic Study
- Policy JC-R School Attendance Boundaries
- En Español

TUSD Planning Services  
(520) 225-4949  
Email Us

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# DEMOGRAPHICS

GOVERNING BOARD MEETING

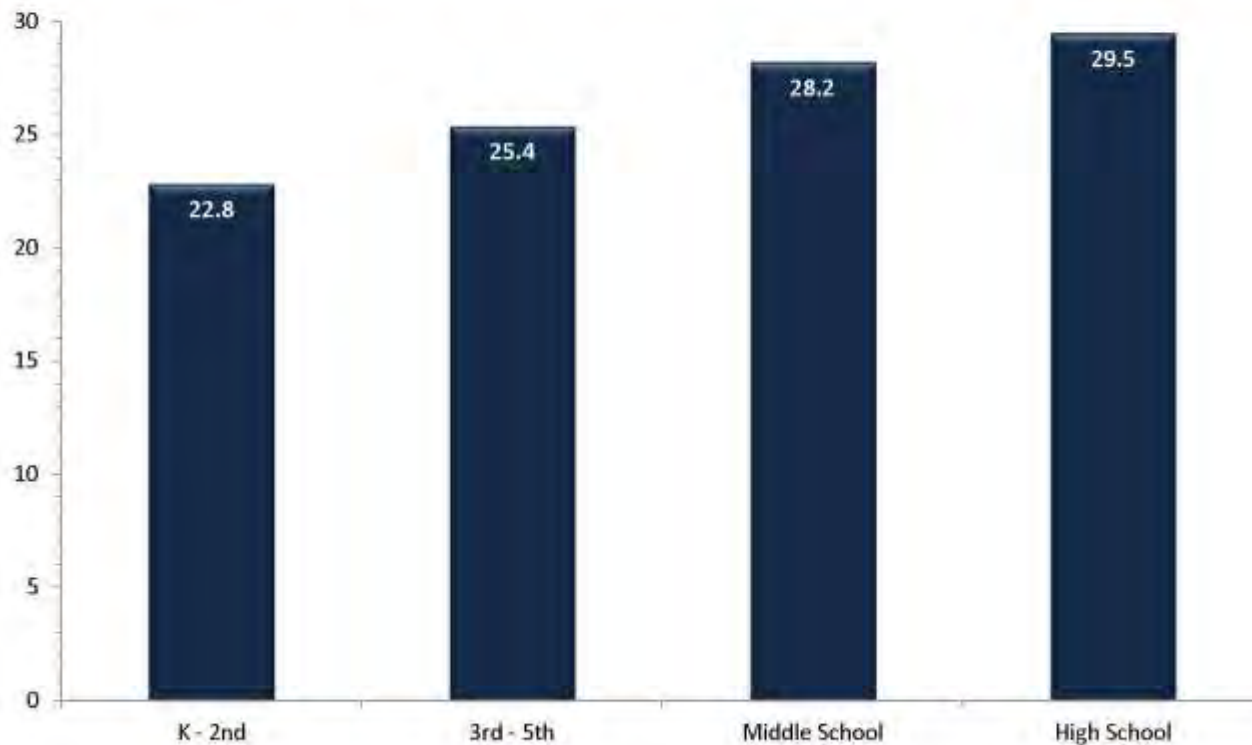
# COMMITTEE DATA RESOURCES

Resources that have been provided to the BC:

- **Maps:**
  - Attendance areas
  - Ethnicity Data
- **Data Tables**
  - School Facility and Enrollment
  - School Enrollment by Race/ Ethnicity
- **Program Data**
  - GATE
  - Magnet
  - McKinney-Vento
  - Feeder Patterns
- **Socio-Economic Data Maps and Tables**
- **Marketing Study**
  - Acceptable Travel Times
  - Programs that attract

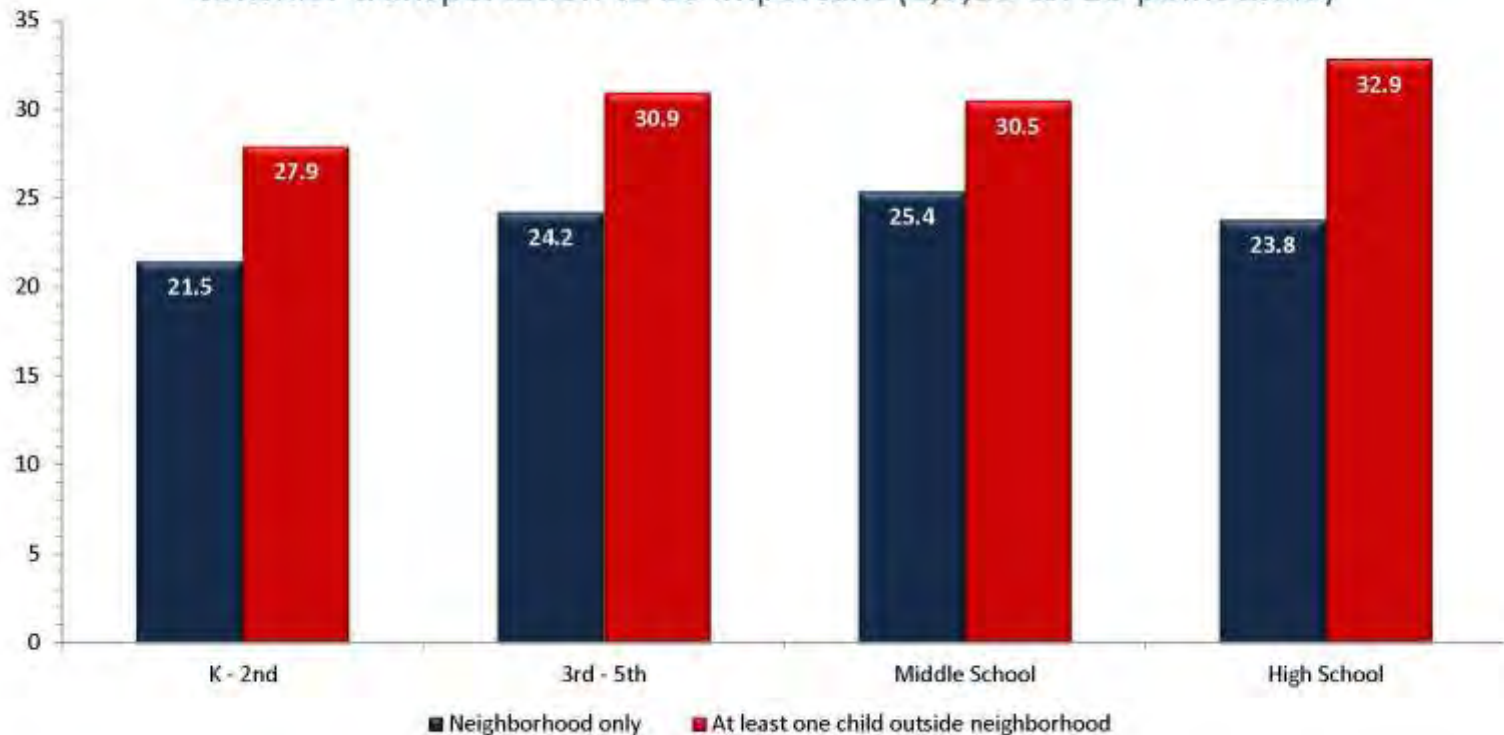
## How long are parents willing to allow their children to take a bus to school?

Maximum amount of time (in minutes) acceptable for one-way bus trip



**For those who only have a child in a neighborhood school, the allowable time for bus transportation is slightly less than for parents who already have at least one child in a school outside of the neighborhood**

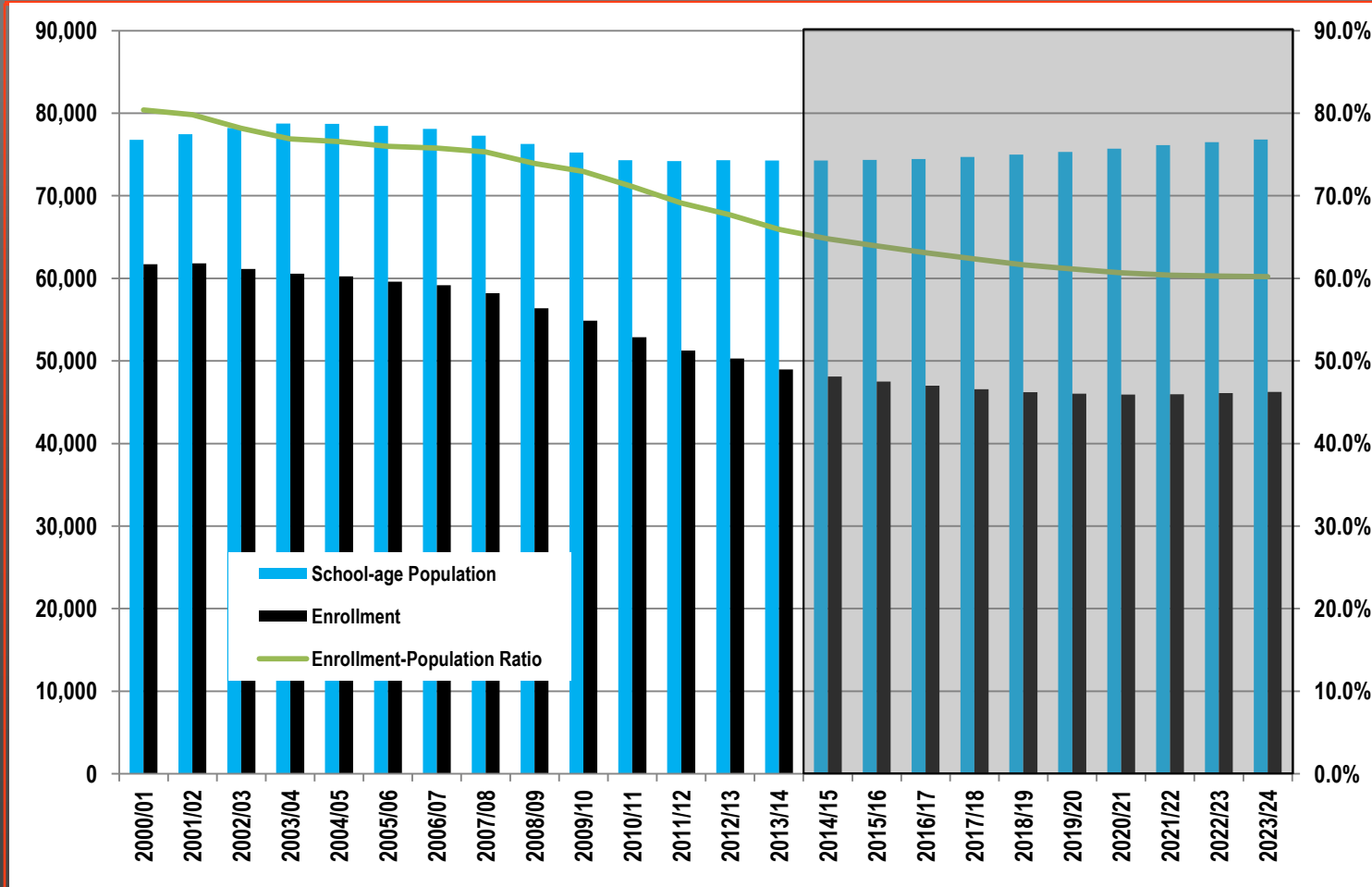
Maximum amount of time acceptable (in minutes) for one-way bus trip for those who consider transportation to be important (8,9,10 on 10-point scale)





# ENROLLMENT TRENDS

## School-age Population and Enrollment Trends

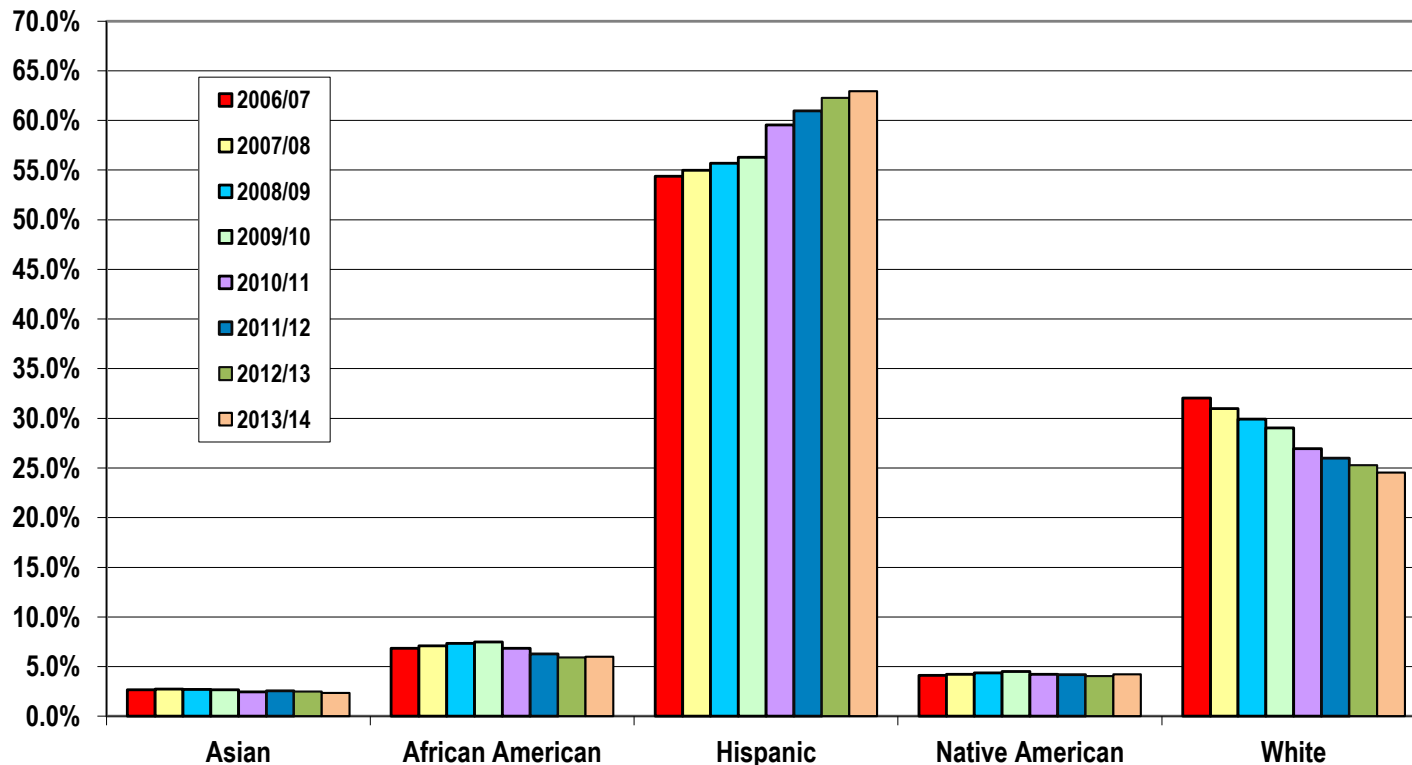


- ❖ District enrollment has been declining steadily while the total school age population has remained fairly stable
- ❖ The ratio between TUSD enrollment and the school-age population (persons age 5 to 17) is falling, now down to just 67%



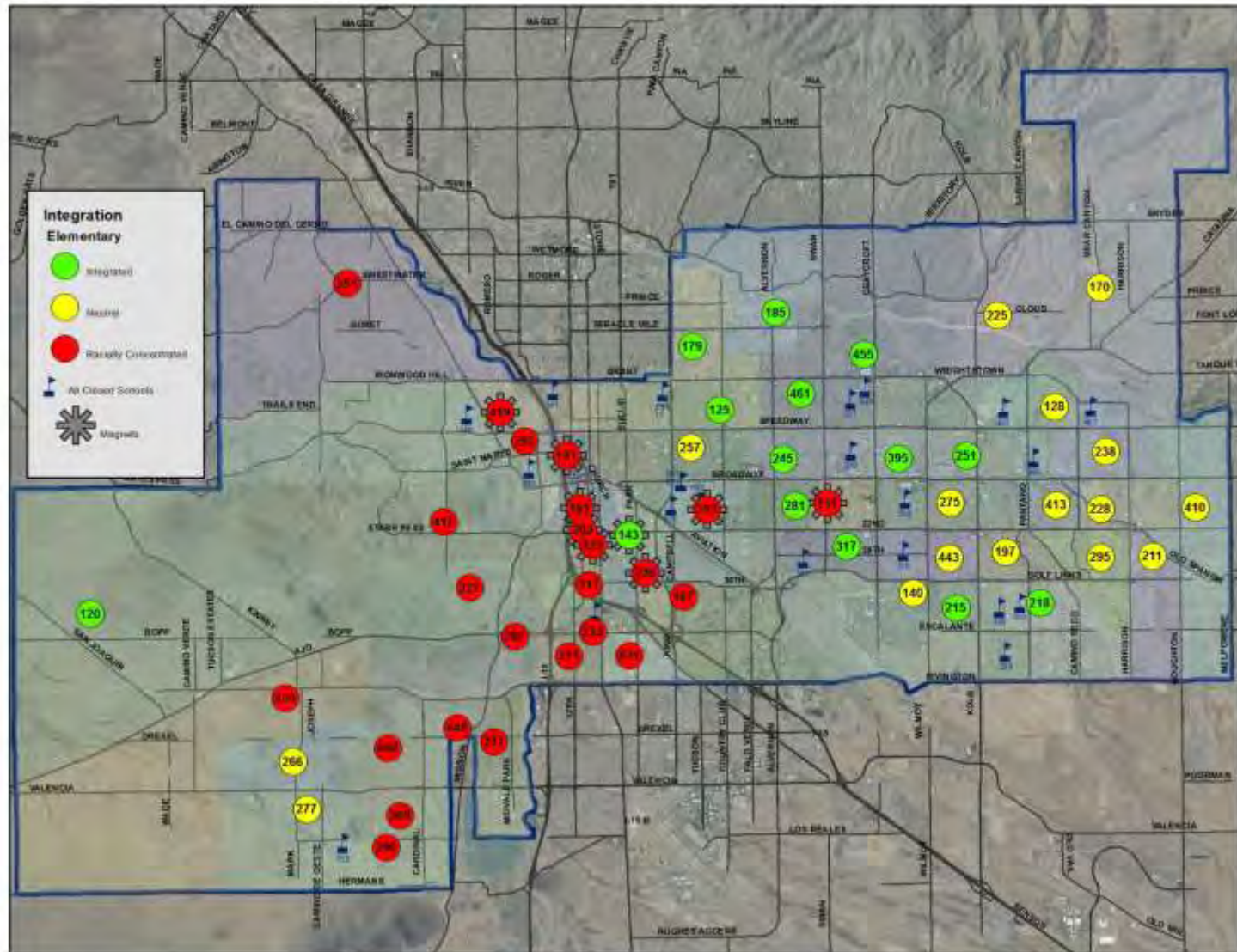
# ENROLLMENT TRENDS

## Enrollment Ethnicity Trends



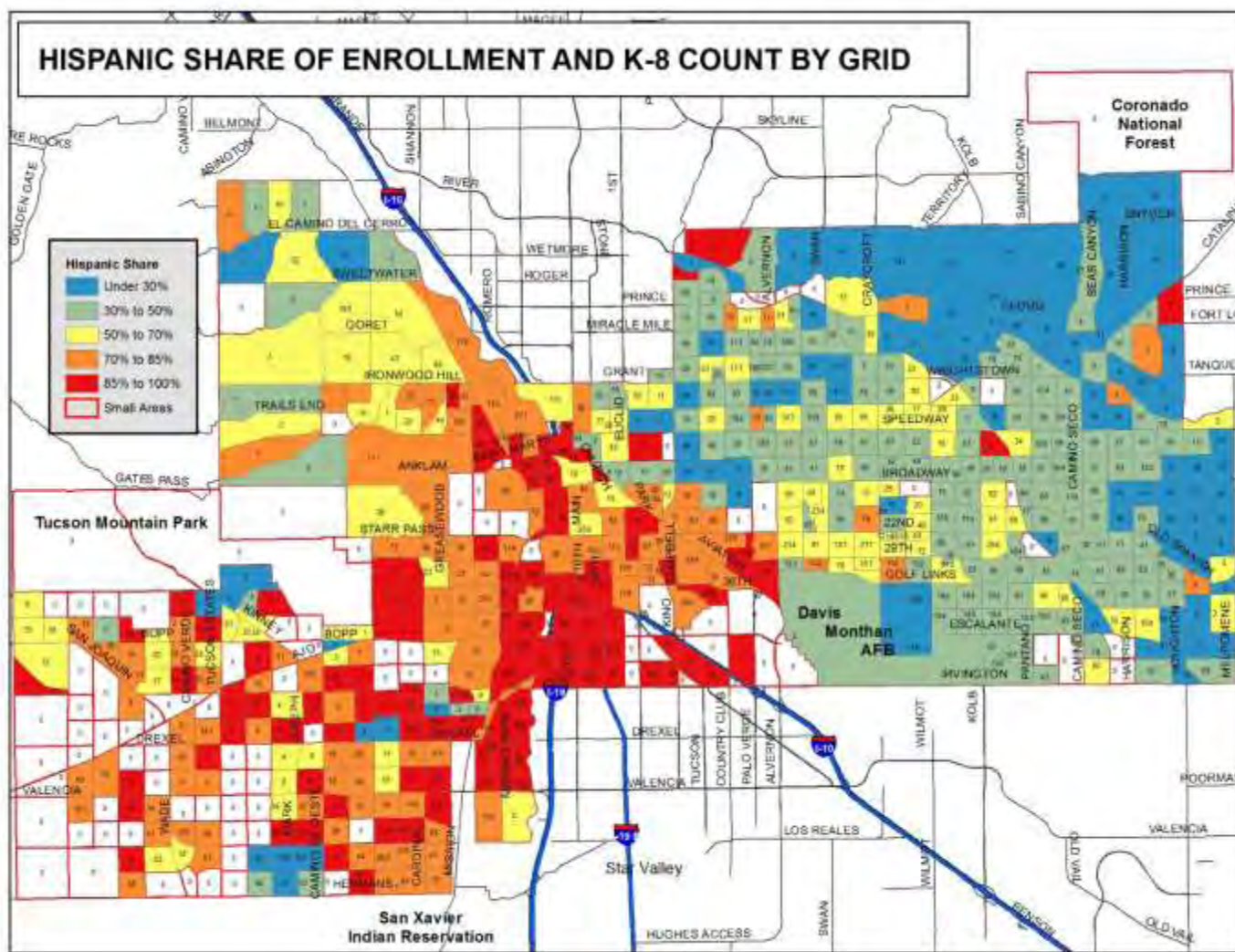
- ❖ District enrollment is increasingly more concentrated with Hispanic and many minority students
- ❖ The change is being driven by the growth of the Hispanic population, and by increased competition for students by other education providers – private schools, charters schools and on-line/home schooling

# ELEMENTARY: INTEGRATION STATUS



# STUDENT PROFILE

## Small-area Geography



- ❖ For attendance area and facility planning purposes the planning areas are further sub-divided into small-area “grids”
- ❖ Student data is aggregated by grid to measure the count of students and their ethnic characteristics for the planning scenarios

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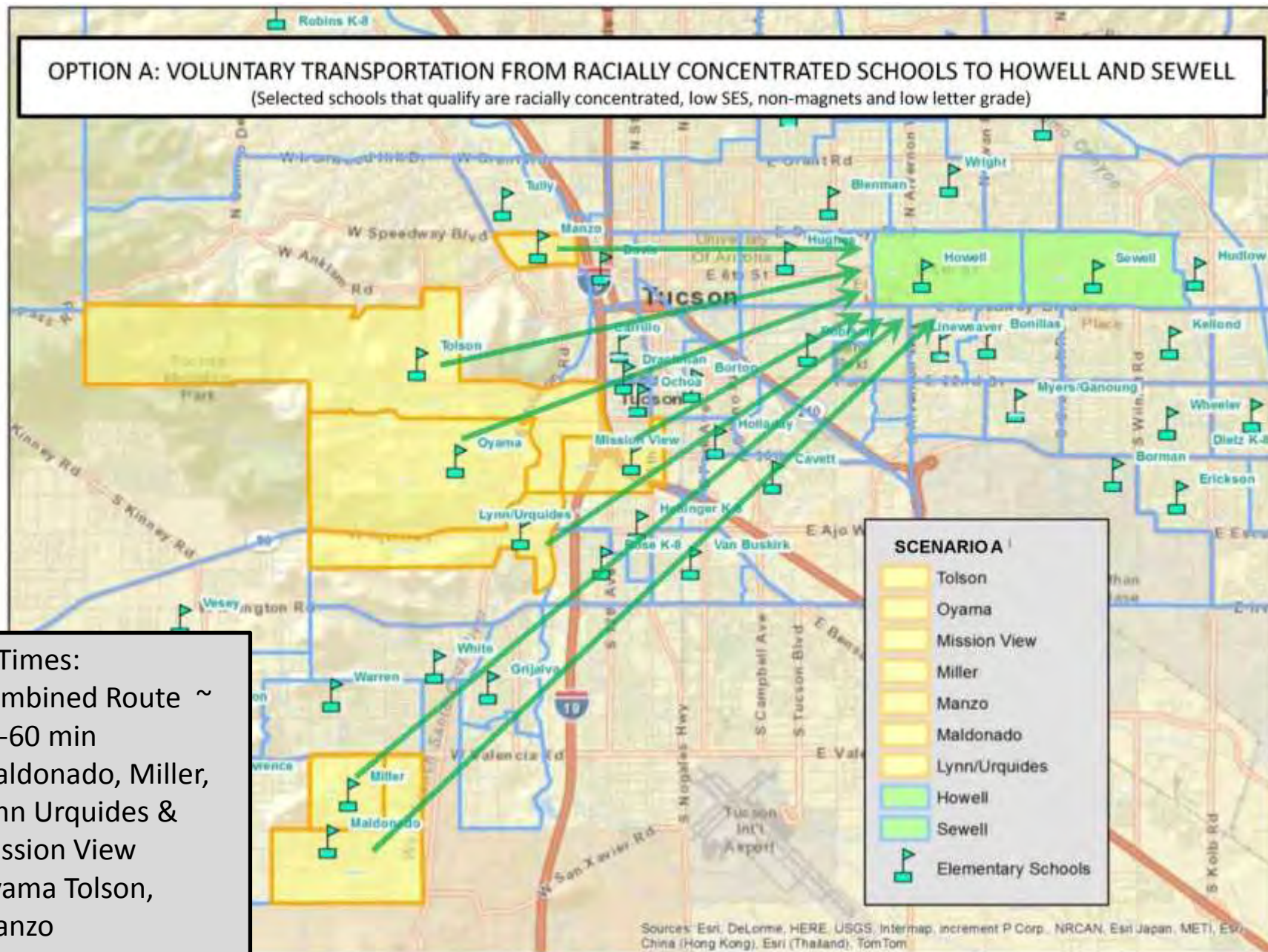
# BOUNDARY REVIEW PLAN OPTIONS

GOVERNING BOARD MEETING



# OPTION A

## 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)



### Travel Times:

- (A) Combined Route ~ 35-60 min
  - Maldonado, Miller, Lynn Urquides & Mission View
  - Oyama Tolson, Manzo
- (B) Express Route ~ 21-45 min

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

### PROS:

- More students attending an integrated school.
- Provides options for families & movement is voluntary.
- Collaboration between schools to support each other.
- Provides professional development to both schools.

### CONS:

- Travel burden on Hispanics.
- Impacts several schools could be disruptive.

### COMMENTS:

- Requires commitment from the schools & administration.
- Requires active marketing & publicity

### STUDENTS IMPACTED:

- Approximately 99 students, 92% Hispanic

### ESTIMATED ANTICIPATED COST:

- (A) Combined route: 4 additional buses, AM/PM @ \$65,000 each = \$260,000  
(B) Express route: 13 buses, AM/PM @ \$65,000 each = \$845,000
- Additional Teachers (max): \$200,000 (3.7)

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

(SELECTED SCHOOLS THAT QUALIFY ARE RACIALLY CONCENTRATED, LOW SES & LOW LETTER GRADE)

### **Mendoza Plaintiffs' Comments:**

- SUPPORT: opportunity to attend an integrated school outweighs transportation burden on minorities.
- Must also include additional support for under achieving “sending” schools.

### **Fisher Plaintiffs' Comments:**

- NEUTRAL: benefits minority students, but concern regarding travel time.
- Howell, overcapacity

### **Regional Meeting Comments:**

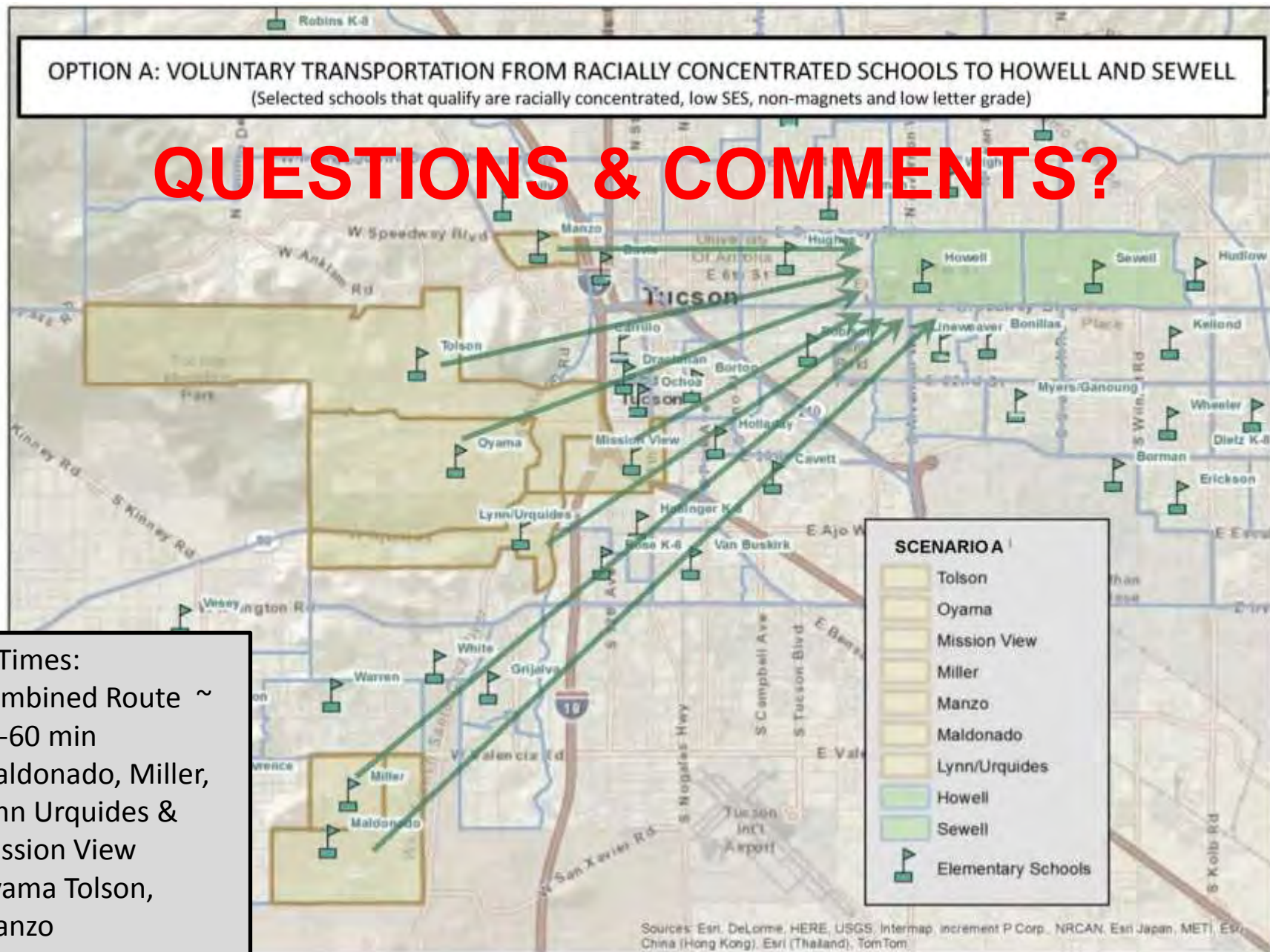
- Dot Voting: SUPPORT (14-2)
- Most support better academic choice for low income students.
- Concern with impact on academics at receiving school.
- Concern with travel burden on Hispanics.



# OPTION A

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)

## QUESTIONS & COMMENTS?



Travel Times:

(A) Combined Route ~  
35-60 min

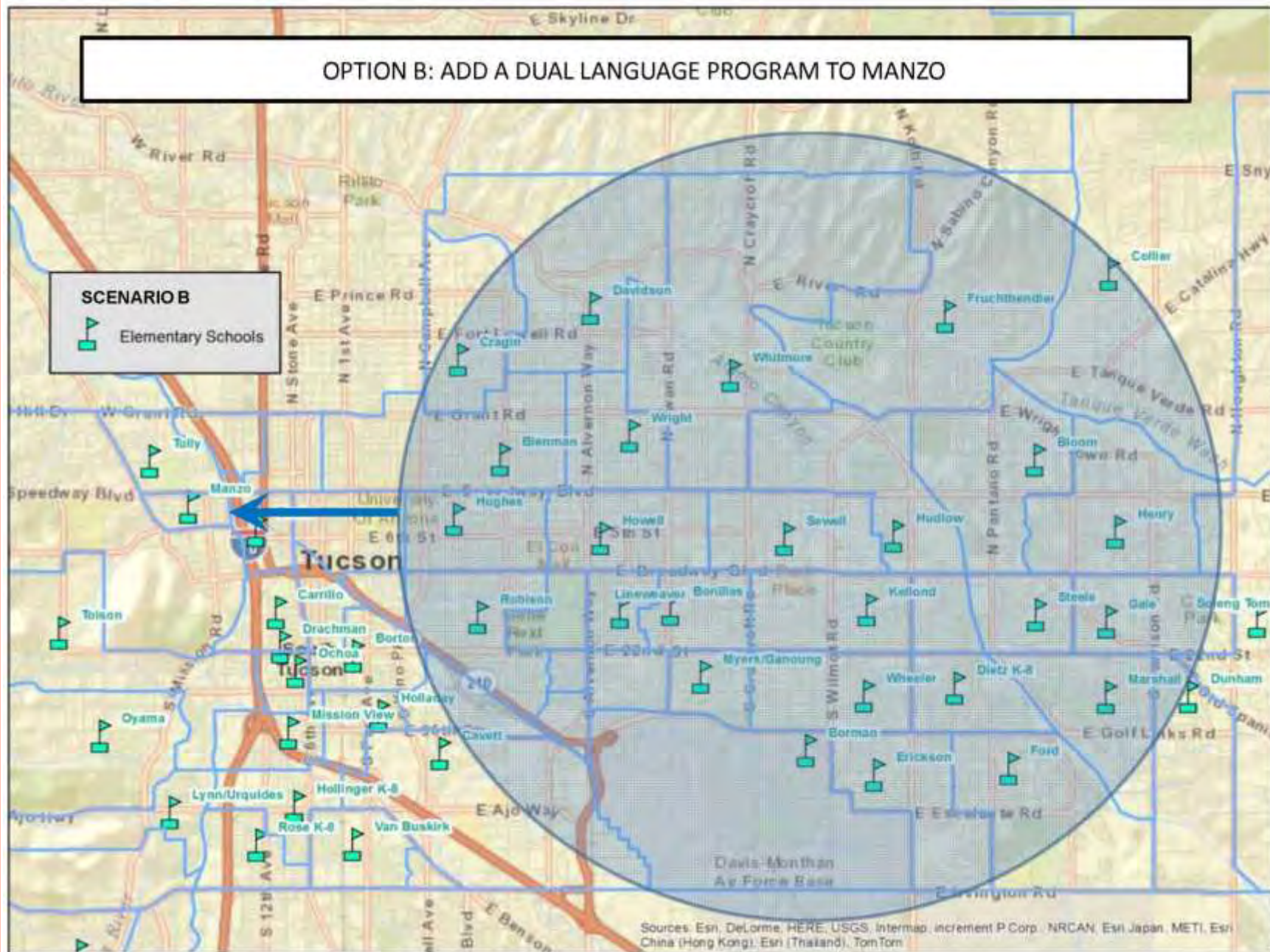
- Maldonado, Miller, Lynn Urquides & Mission View
- Oyama Tolson, Manzo

(B) Express Route  
~ 21-45 min



# OPTION B

## OPTION B: ADD A DUAL LANGUAGE PROGRAM TO MANZO



## OPTION B: ADD DUAL LANGUAGE PROGRAM AT MANZO

### PROS:

- Help reduce racial concentration at Manzo.
- New program could infuse energy and help improve academics & letter grade.

### CONS:

- Currently, there is not capacity for this additional program, but the school could be reconfigured to support it.
- Travel burden for non-Hispanics.

### COMMENTS:

- Is there interest in this program from non-Hispanics to improve integration? Opportunity is available.
- Would require extensive marketing and 5-year commitment

### STUDENTS IMPACTED:

- Approximately 70 students, 60% Hispanic

### ESTIMATED ANTICIPATED COST:

- 2 additional buses, AM/PM @ \$65,000 each = \$130,000
- Additional Teachers (max): \$130,000 (2.4)
- Training, Recruiting and Materials: \$300,000 annually

## OPTION B: ADD DUAL LANGUAGE PROGRAM AT MANZO

### Mendoza Plaintiffs' Comments:

- SUPPORT: pro-integration and supports Option A
- Requires clarification that this would not be a magnet program.

### Fisher Plaintiffs' Comments:

- OPPOSE: no capacity and few, if any, African American students interested in dual- language at Manzo.
- Concern this could transition into a magnet.
- Does nothing for integration.

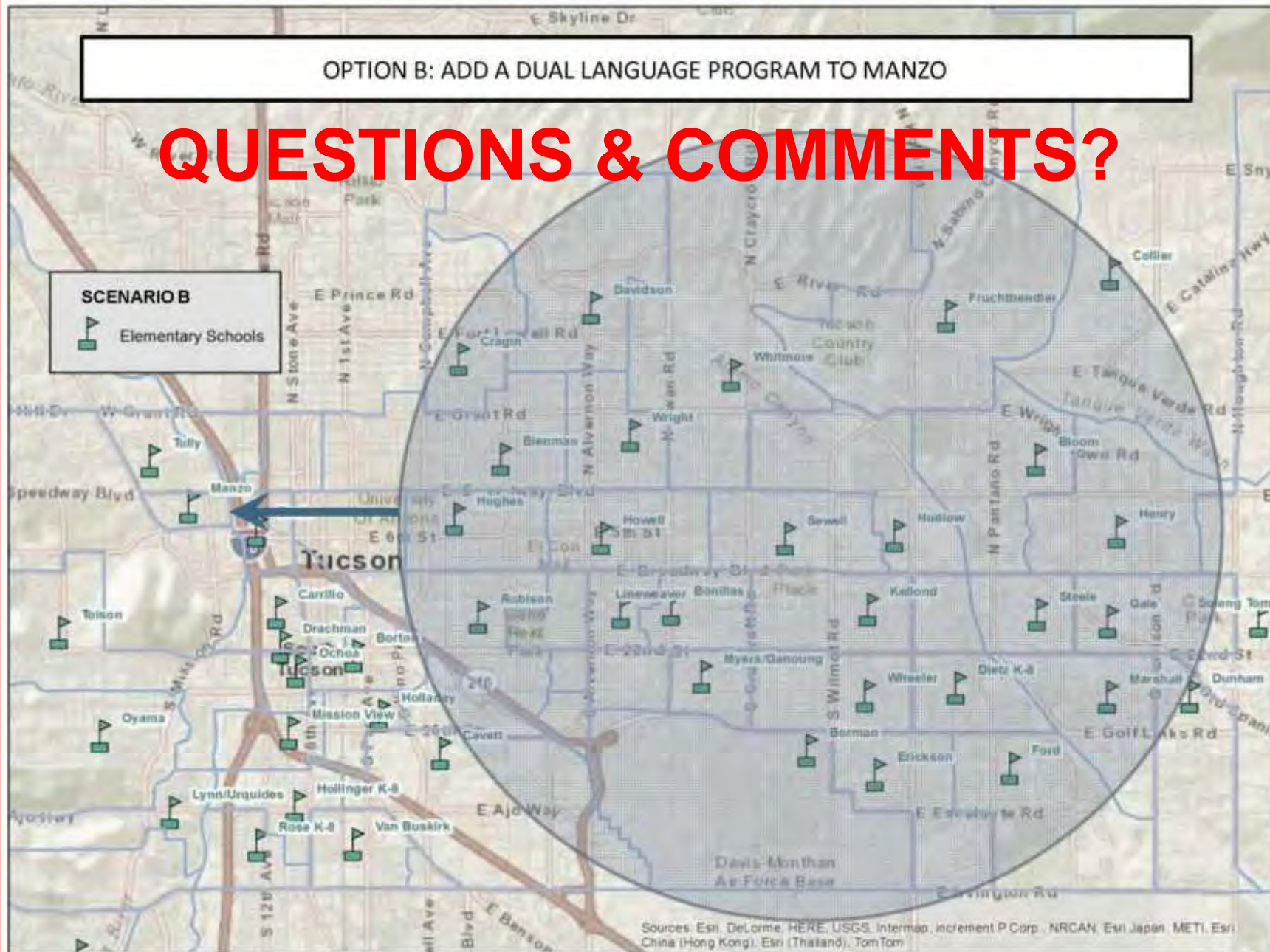
### Regional Meeting Comments:

- Dot Voting: SUPPORT (17-1)
- Most support additional dual language program.
- Concerns: location, what language and lack of pipeline through all grade levels.



OPTION B: ADD A DUAL LANGUAGE PROGRAM TO MANZO

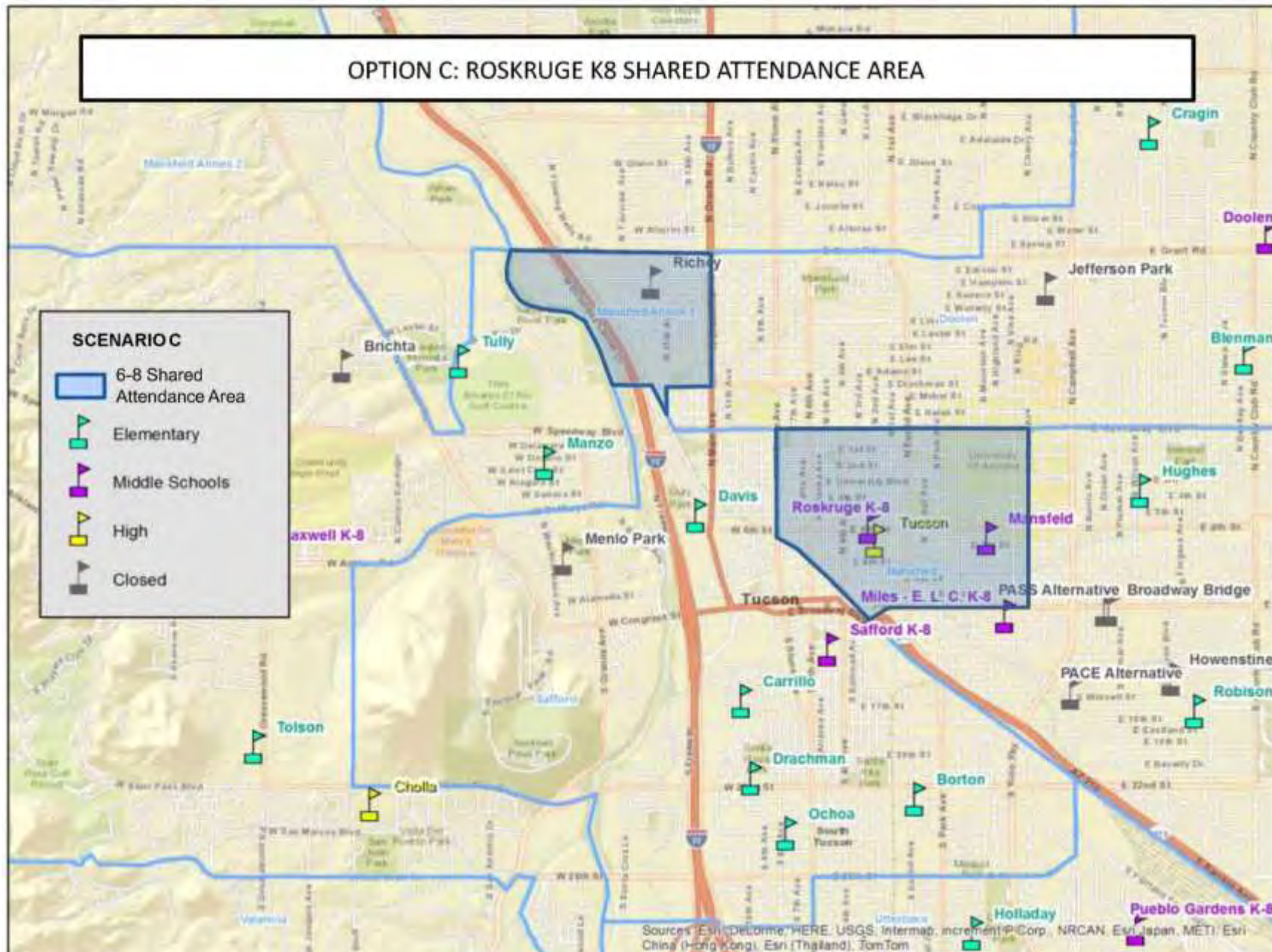
# QUESTIONS & COMMENTS?





# OPTION C

## OPTION C: ROSKRUGE K8 SHARED ATTENDANCE AREA



## OPTION C: ROSKRUGE K8 SHARED ATTENDANCE AREA

### PROS:

- May help integration at Roskruge and Mansfeld.
- Roskruge area students can choose to attend a 'B' school.
- More options available.

### CONS:

- Impacts few students.

### COMMENTS:

- Area is already Roskruge K-5.

### STUDENTS IMPACTED:

- Approximately 21 students, 67% Hispanic

### ESTIMATED ANTICIPATED COST:

- No additional cost; students can fit on current buses and the number of students is not expected to change teacher allocations.

## OPTION C: ROSKRUGE K8 SHARED ATTENDANCE AREA

### Mendoza Plaintiffs' Comments:

- NEUTRAL: Only affects 21 students and transfers them from one RC school to another.
- Does not appear to meaningfully impact integration.

### Fisher Plaintiffs' Comments:

- OPPOSE: Only affects 21 students and transfers them from one RC school to another.
- No meaningfully impact integration.

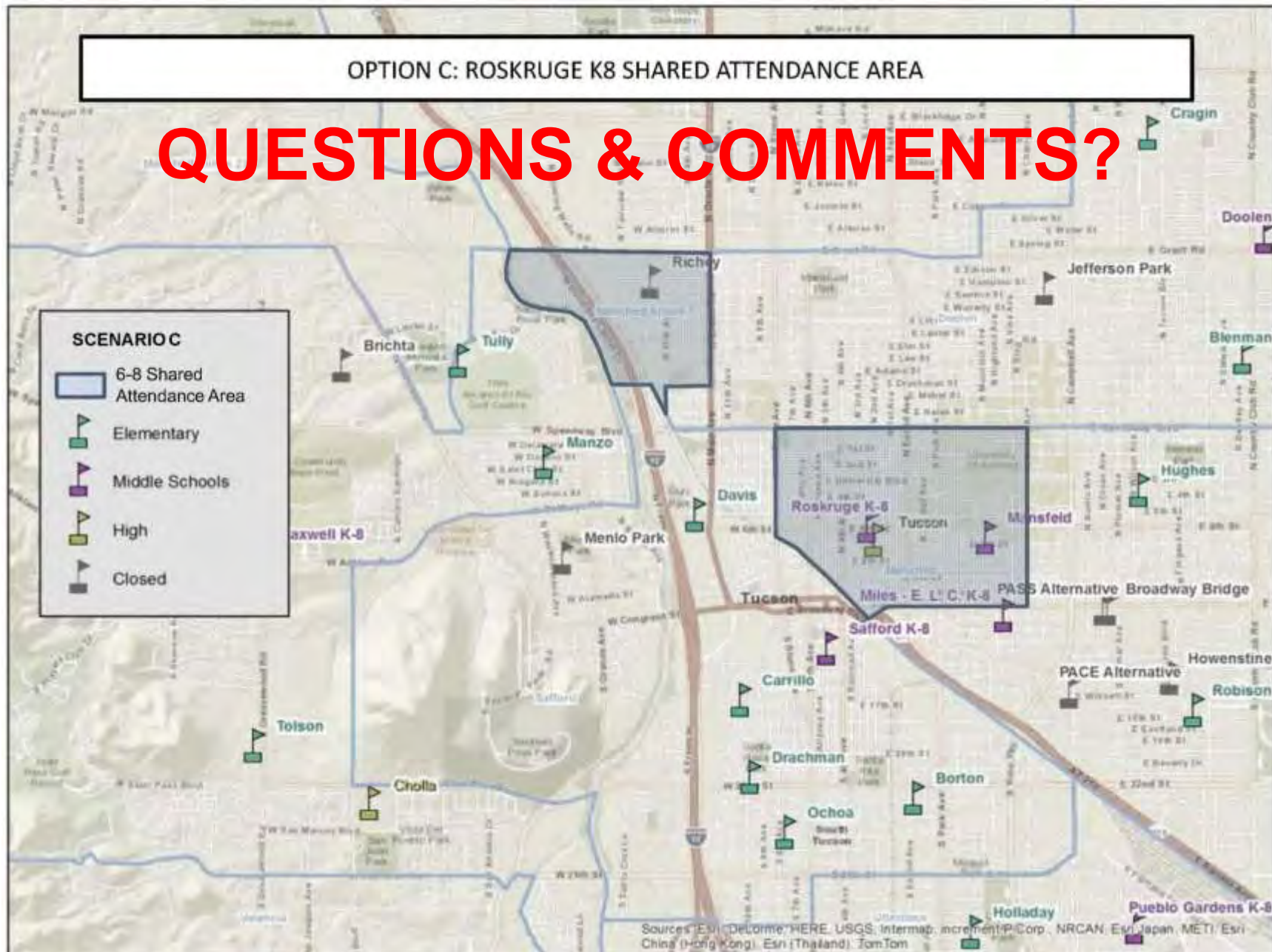
### Regional Meeting Comments:

- Dot Voting: SUPPORT (12-2)
- Allows families to choose.



## OPTION C: ROSKRUGE K8 SHARED ATTENDANCE AREA

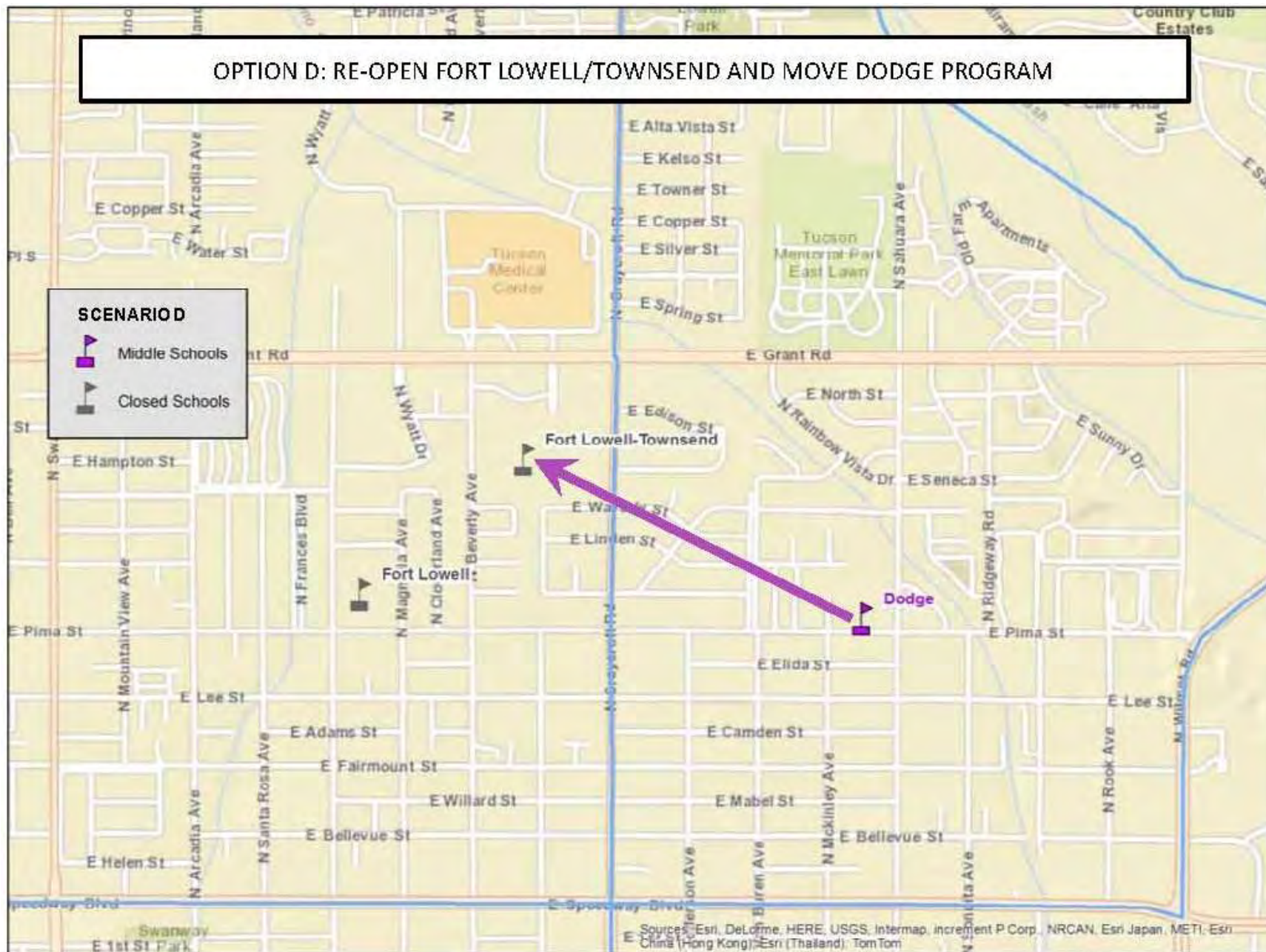
# QUESTIONS & COMMENTS?





# OPTION D

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



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

### PROS:

- More students accepted into integrated Dodge program.
- Dodge has a desirable, sought after program.
- The move is a short distance from current campus and doesn't affect any attendance areas. (Dodge has no attendance boundary)
- Dodge may fit better on a middle school campus.

### CONS:

- Cost to re-open and run campus.

### COMMENTS:

- Possible disruption to Dodge program.

### STUDENTS IMPACTED:

- Approximately 650 students, 64% Hispanic

### ESTIMATED ANTICIPATED COST:

- Transportation: 4 additional buses, AM/PM @ \$65,000 each = \$260,000
- Re-Open Townsend and Move Schools = \$250,000 to \$1M
- Additional Teachers (max): \$460,000 (8.5)

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

### Mendoza Plaintiffs' Comments:

- SUPPORT: Allows more students to attend an integrated school.

### Fisher Plaintiffs' Comments:

- SUPPORT
- Concerns: Cost to re-open and what the use will be with the existing Dodge campus.

### Regional Meeting Comments:

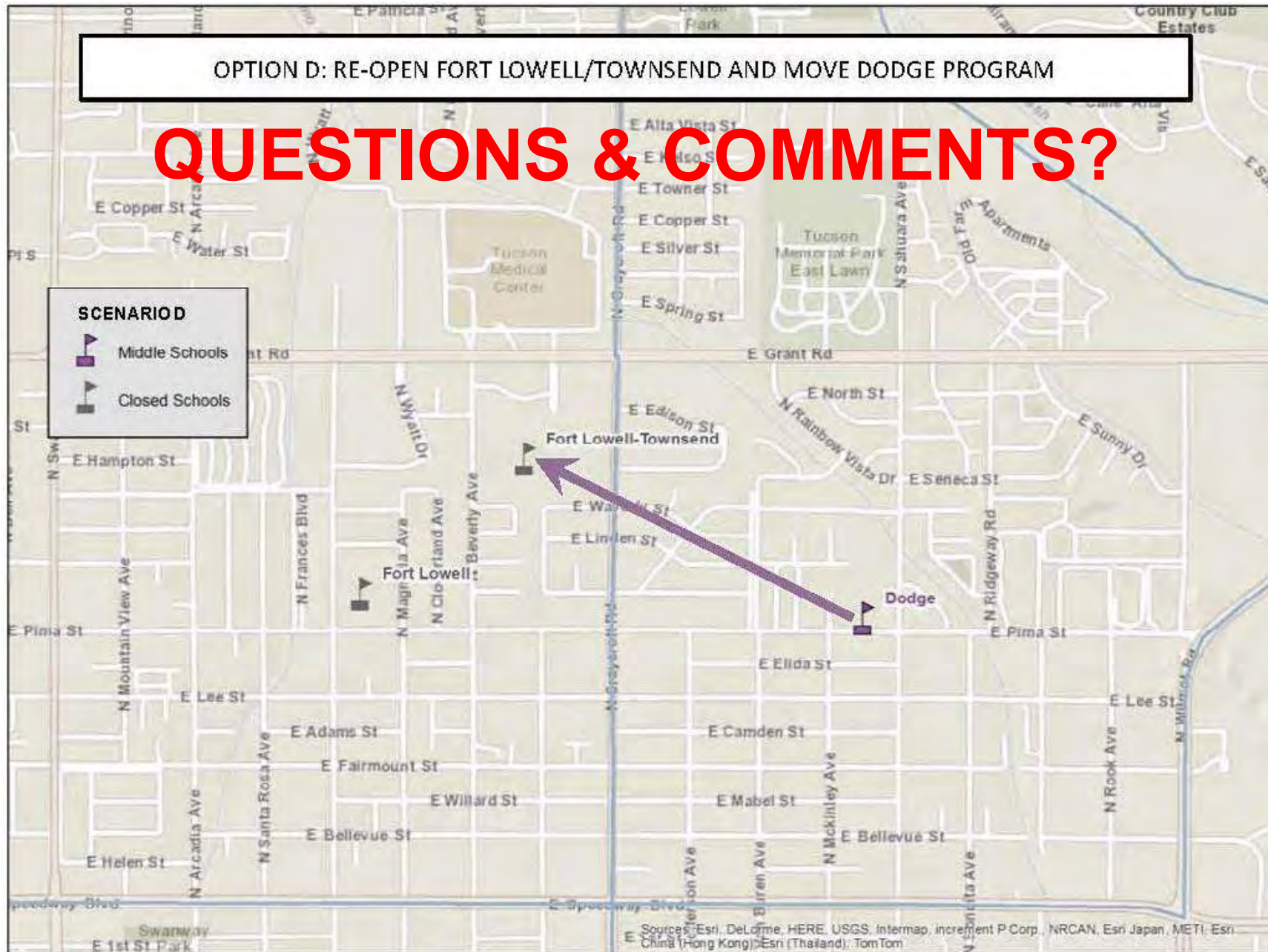
- Dot Voting: SUPPORT (12-2)
- Most supported this vote, but many are concerned with the school losing its small school atmosphere.
- Concerns: maintain integrity of school and stellar academics. Don't change the name of the school.



# OPTION D

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

## QUESTIONS & COMMENTS?



# OPTION E

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

### SCENARIO E

High Schools



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



## SANTA RITA HS AND CHOLLA HS AS EARLY MIDDLE COLLEGES

### PROS:

- Desirable & unique programs. Exciting opportunity for students.
- Could attract out of district students and those up to 21 years old.
- Pima Community College connection, continued JTED offerings and associate degree options. Partnerships with businesses.

### CONS:

- Transportation challenges for those that live far away.
- Difficult to predict impact on integration; results dependent on choice.

### COMMENTS:

- Requires careful selection of programs so as to not compete with each other.
- Requires marketing and publicity.

### STUDENTS IMPACTED:

- Approximately 200 students, 43% Hispanic

### ESTIMATED ANTICIPATED COST:

- (A) If bell time is not changed: 2 additional buses, AM/PM @ \$65,000 each = \$130,000  
(B) Change bell time at all High Schools = \$0 transportation cost.
- \$10 to \$15M start-up; increased cost for teachers and materials each year

## SANTA RITA HS AND CHOLLA HS AS EARLY MIDDLE COLLEGES

### Mendoza Plaintiffs' Comments:

- SUPPORT
- Programs must be carefully considered to attract the appropriate ethnicities to travel. Programs should not become magnets.
- Travel must be included in the option.

### Fisher Plaintiffs' Comments:

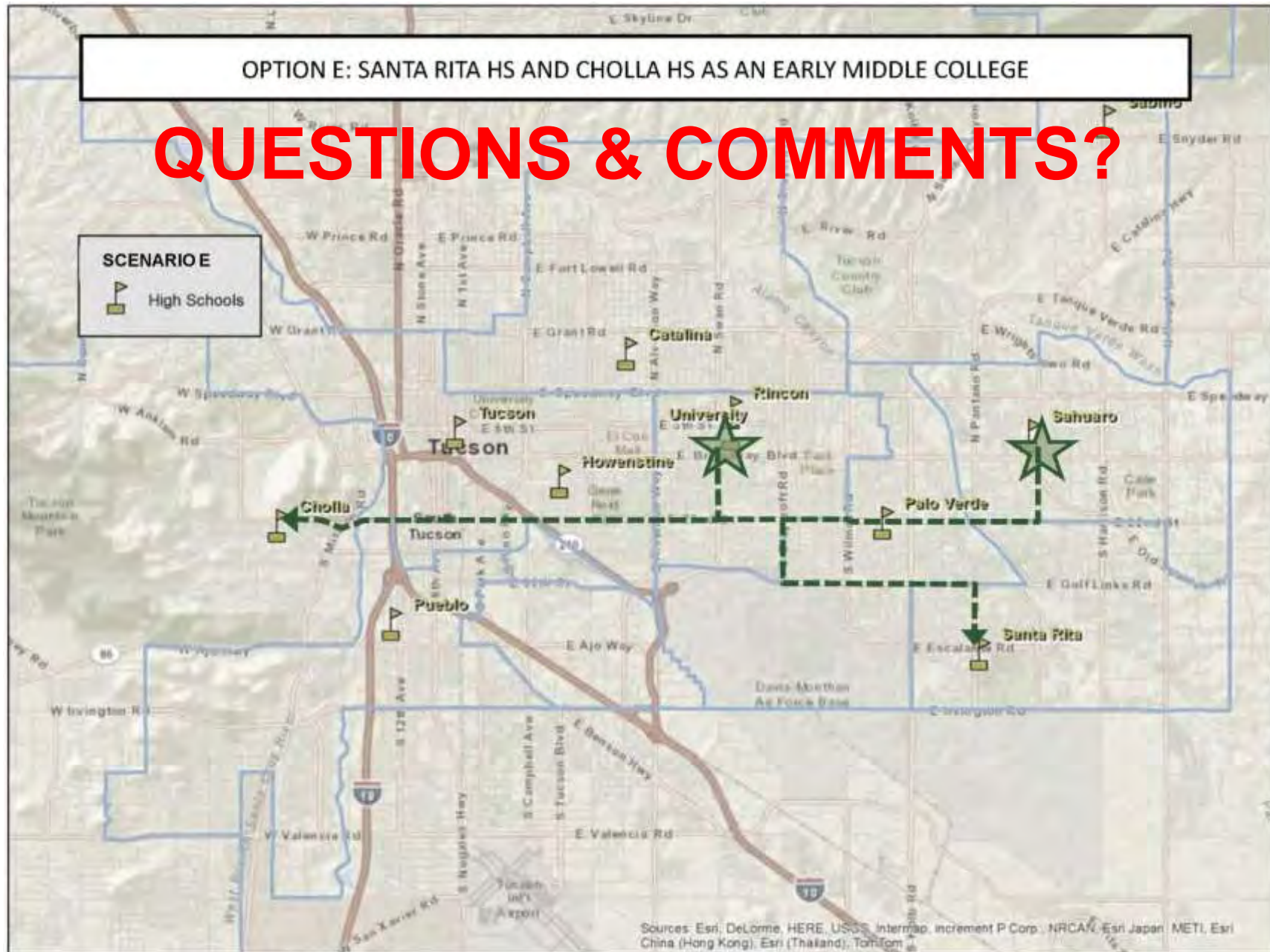
- NEUTRAL: Unclear if program will attract Anglo students to travel west.
- Concerned about the cost of tuition, who will pay for the cost and that it will become a magnet.

### Regional Meeting Comments:

- Dot Voting: SUPPORT (14-2)
- Most are supportive and excited about the idea.
- Concerns: Cholla is a C school and some TUSD AP courses do not represent college level; are these schools equipped to succeed with the EMC programs?

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

## QUESTIONS & COMMENTS?

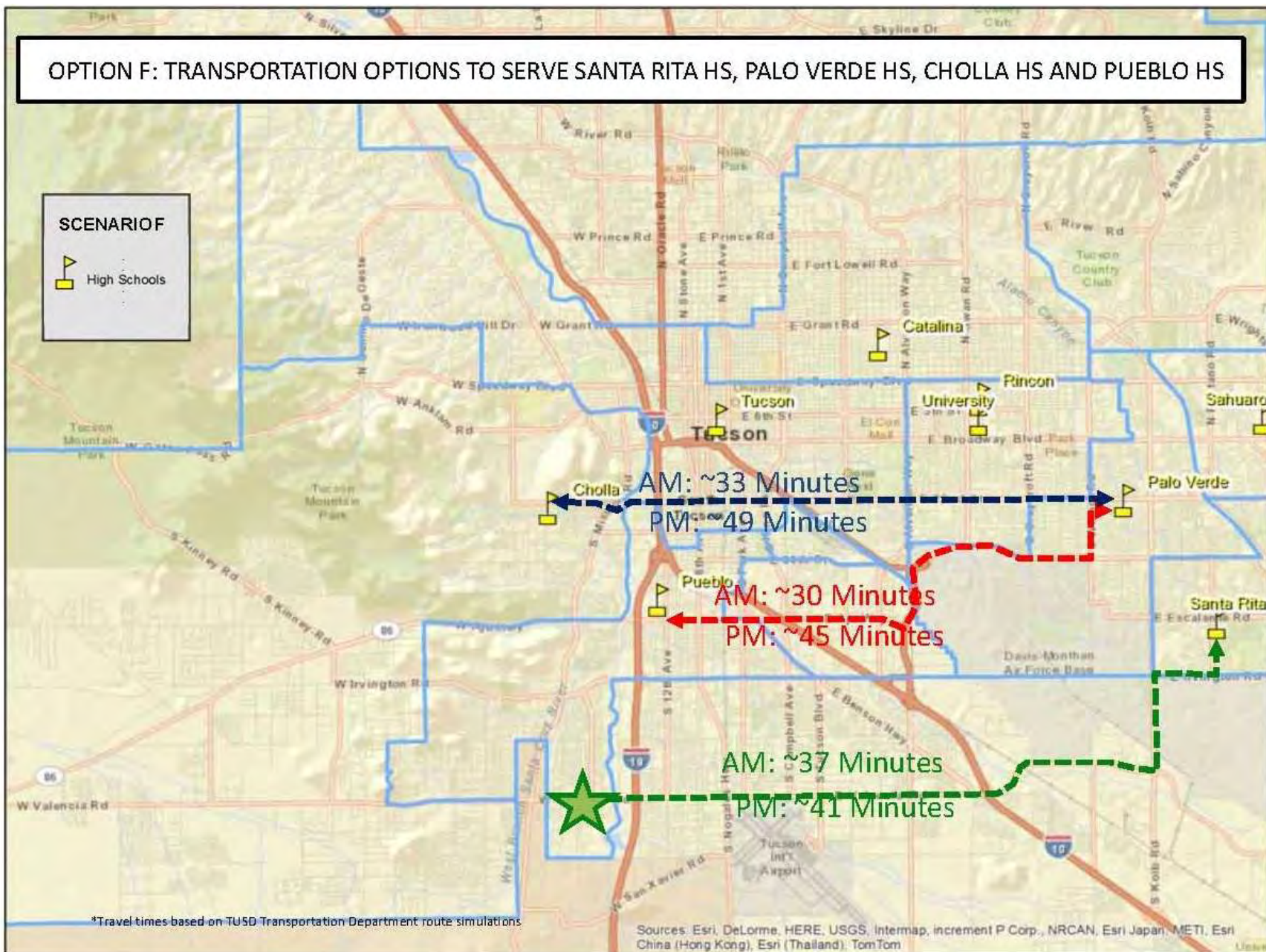
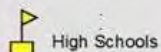




# OPTION F

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

### SCENARIO F



## TRANSPORTATION OPTIONS TO SERVE SANTA RITA HS, PALO VERDE HS, CHOLLA HS & PUEBLO HS

### PROS:

- More opportunity for students to attend an integrated school.
- Voluntary option.
- Express route makes options more available to students.

### CONS:

- Unable to predict impact on integration; results will depend on who takes advantage of the opportunity.
- Long drive requires a heavy commitment from students.

### COMMENTS:

- Needs publicity and marketing to encourage movement in both directions.

### STUDENTS IMPACTED:

- Approximately 180 students, 88% Hispanic

### ESTIMATED ANTICIPATED COST:

- 1 additional bus, AM/PM @ \$65,000 each = \$65,000

## TRANSPORTATION OPTIONS TO SERVE SANTA RITA HS, PALO VERDE HS, CHOLLA HS & PUEBLO HS

### Mendoza Plaintiffs' Comments:

- SUPPORT
- Further development of transportation hubs. Hubs traveling east must be accessible to low income students.

### Fisher Plaintiffs' Comments:

- NEUTRAL
- Concerned minority students will continue to bear the burden of travel.
- Additional planning and development is needed.

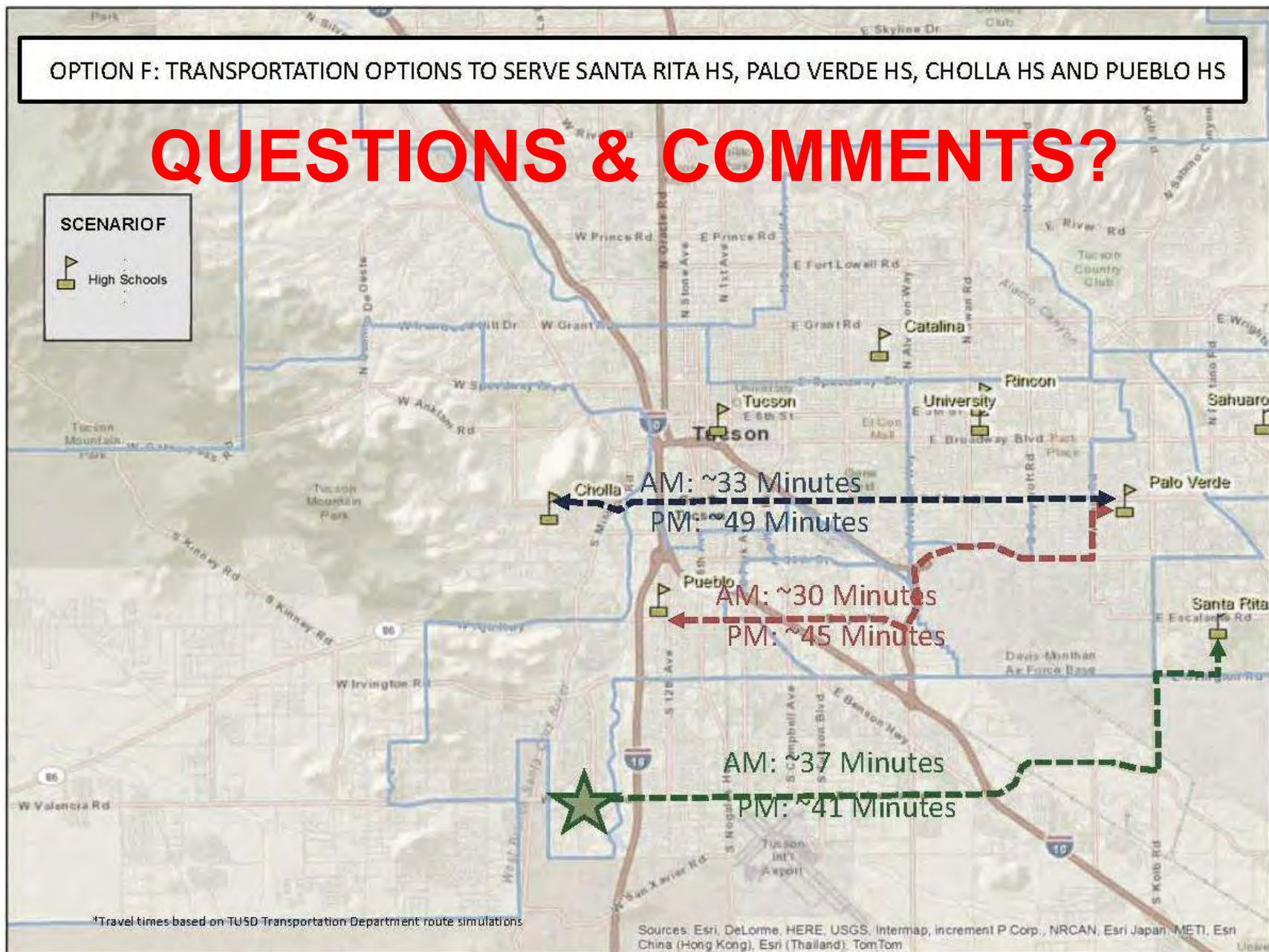
### Regional Meeting Comments:

- Dot Voting: SUPPORT (10-2)
- Provide free bus passes to students.



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

## QUESTIONS & COMMENTS?

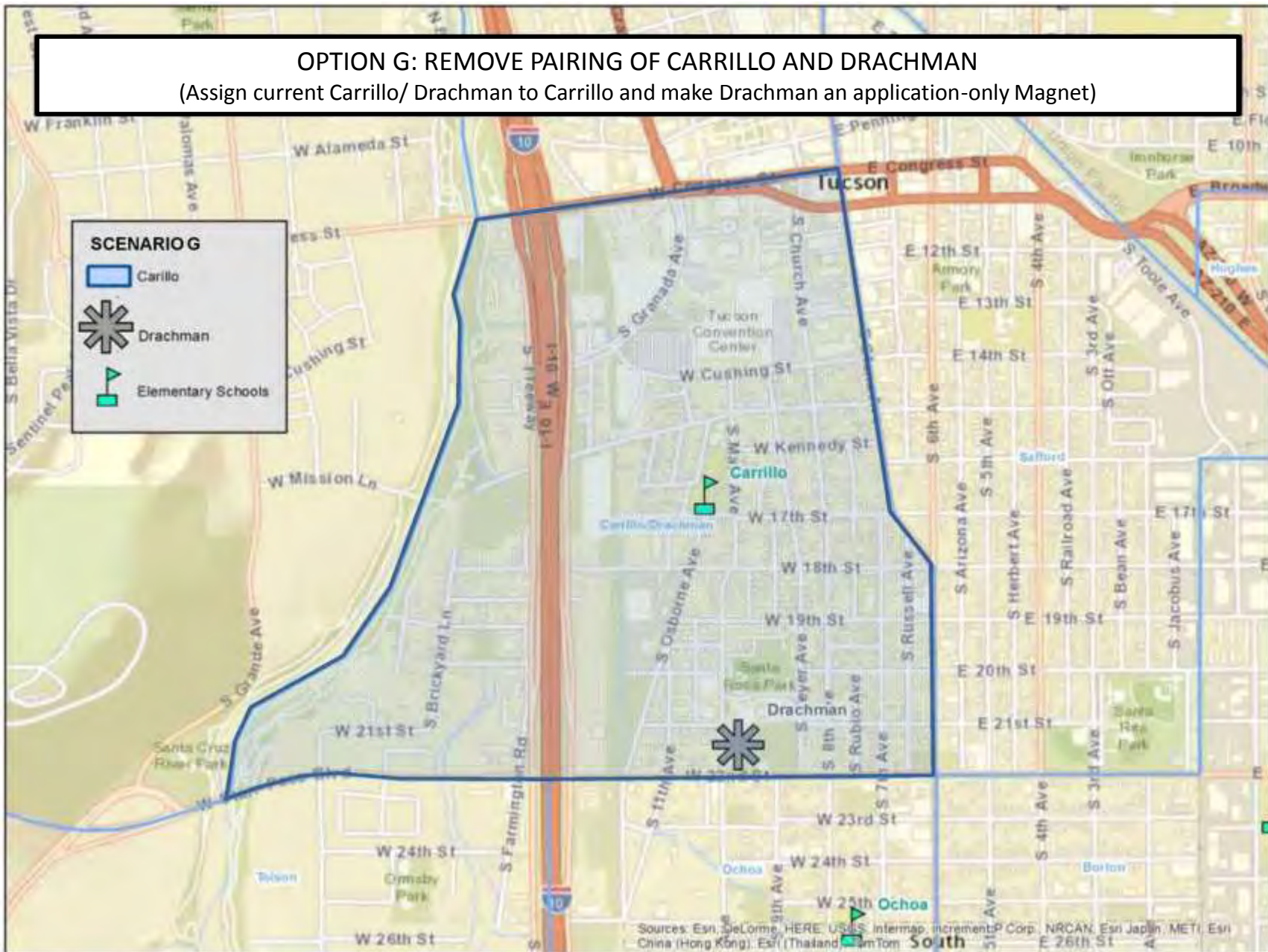




# OPTION G

## OPTION G: REMOVE PAIRING OF CARRILLO AND DRACHMAN

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



## REMOVE PAIRING OF CARRILLO AND DRACHMAN

ASSIGN CURRENT CARRILLO/ DRACHMAN ATTENDANCE AREA TO CARRILLO AND MAKE DRACHMAN AN APPLICATION-ONLY MAGNET)

### PROS:

- Options are still available through application.
- Improves integration.

### CONS:

- Drachman would no longer be a neighborhood school; Drachman will need to recruit and market more to sustain an application only environment.

### COMMENTS:

- History: Carrillo and Drachman were previously paired because the two schools had separate grade configurations (K-2 and 3-5). Now these two schools have the same grade configuration.

### STUDENTS IMPACTED:

- 80 to 90 neighborhood students, 70% Hispanic

### ESTIMATED ANTICIPATED COST:

- 1 additional bus, AM/PM @ \$65,000 each = \$65,000

## REMOVE PAIRING OF CARRILLO AND DRACHMAN

ASSIGN CURRENT CARRILLO/ DRACHMAN ATTENDANCE AREA TO CARRILLO AND MAKE DRACHMAN AN APPLICATION-ONLY MAGNET)

### Mendoza Plaintiffs' Comments:

- OPPOSE: no consideration to preferences of students/ families.
- Moving students while simultaneously changing magnet theme may compromise Carrillo's ability to remain a high performing school.
- Drachman may need to enrich its magnet prior to becoming application-only.

### Fisher Plaintiffs' Comments:

- OPPOSE: May have adverse impact on 17 African American students at Drachman.
- Concerned about maintaining the success of Carrillo and whether Drachman can support an application only program.

### Regional Meeting Comments:

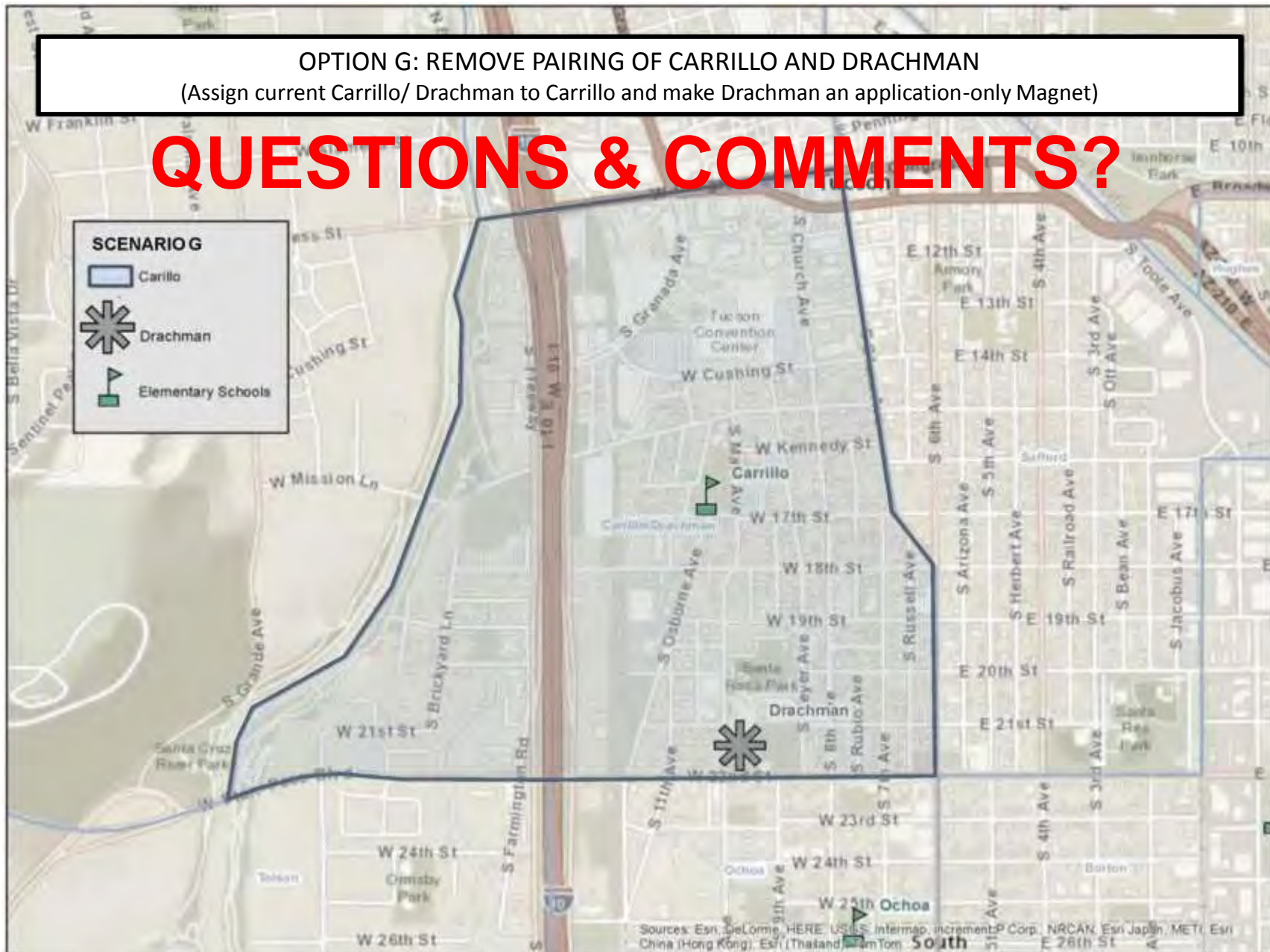
- Dot Voting: OPPOSE (5-16)
- Concerns: Carrillo has made recent integration progress with recruitment and assigning the whole neighborhood may hurt integration and academics.
- Neighborhood assignment will reduce the available number of magnet seats.



## OPTION G: REMOVE PAIRING OF CARRILLO AND DRACHMAN

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

# QUESTIONS & COMMENTS?





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# BOUNDARY REVIEW PLAN SUMMARY

GOVERNING BOARD MEETING