TUCSON UNIFIED SCHOOL DISTRICT #1

2014 COMPREHENSIVE BOUNDARY PLAN



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ACKNOWLEDGEMENTS

1.01 CONSULTING TEAM

Principal

Sue Gray, AIA **DLR Group**

Senior Expert: 21st Century Learning Specialist

Jim French, AIA

DLR Group

Architect/ Community Outreach

Katrina Leach, AIA DLR Group

Community Outreach

Kelly Wendel DLR Group

Demographer

Rick Brammer **Applied Economics** Garrett Lough Applied Economics

1.02 SUPERINTENDENT

Superintendent Dr. HT Sanchez

1.03 GOVERNING BOARD

Adelita Grijalva President Kristel Ann Foster Clerk

Michael Hicks **Board Member** Cam Juarez **Board Member** Dr. Mark Stegeman **Board Member**

1.04 DISTRICT TEAM

The following TUSD staff attended meetings with all of the groups involved providing a connection between each group:

Bryant Nodine

Acting Director of Planning and Student Assignment Planning Technician

Shaun Brown District Planner Richard Murillo

1.05 ADVISORY AND LEADERSHIP TEAM 1.05.01 ADVISORY AND LEADERSHIP TEAM

Desegregation Director Sam Brown Assistant Superintendent of Eugene Butler Jr.

Student Services

Magnet School Programs Victoria Callison

Director

Patricia Cisneros

Marcus Jones

Lori Stratton

Project Manager Chief Operations Officer Candy Egbert Assistant Superintendent of Steve Holmes Curriculum & Instruction

Architecture and Engineering

Program Manager Assistant Superintendent of Teri Melendez

Elementary & K-8 Leadership Assistant Superintendent of Abel Morado

Secondary Leadership Tucson Office of Integrated Anna Sanchez

Planning

David Scott Accountability and Research

Director Parent

School Community Services Noreen Wiedenfeld

Director

1.05.02 ADVISORY AND LEADERSHIP TEAM - RESOURCE

Deputy Superintendent of Yousef Awwad

Operations

Principal, Kellond Elementary Scott Hagerman Mike Johnson Transportation Director Cara Rene Communications & Media

Relations

Deputy Superintendent of Adrian Vega

Teaching & Learning





<u>ACKNOWLEDGEMENTS</u> 1.00

1.06 LEGAL REPRESENTATION

1.06.01 MENDOZA PLAINTIFFS REPRESENTATION

Lois Thompson Proskauer Rose LLP Nancy Ramirez Mexican American LDEF

1.06.02 FISHER PLAINTIFFS REPRESENTATION

Rubin Salter, Jr.

James Schelble

Law Office of Rubin Salter, Jr.

Law Office of Rubin Salter, Jr.

Law Office of Rubin Salter, Jr.

1.06.03 SPECIAL MASTER

Dr. Bill Hawley Special Master

1.06.04 US DEPARTMENT OF JUSTICE

Zoe Savitsky Educational Opportunities Section

Civil Rights Division

Anurima Bhargava Educational Opportunities Section

Civil Rights Division

1.06.05 TUSD REPRESENTATION

Bill Brammer Rusing Lopez & Lizardi, PLLC Patricia Watterkotte Rusing Lopez & Lizardi, PLLC

1.06.06 TUSD LEGAL

Julie Tolleson General Counsel Sam Brown Desegregation Director

David Scott Accountability and Research Director



1.07 BOUNDARY COMMITTEE

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 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 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

The applicants that did not balance the composition of the group were offered the opportunity to participate as an alternate. Alternates attended the meetings and participated in discussion, but the Boundary Committee members vote ultimately took priority in the decision making. Plaintiff representatives were also included as part of the Boundary Committee to contribute their opinion, develop options and represent their plaintiffs.

To keep an informed dialogue, the Boundary Committee also had rules that no member was permitted to miss more than two meetings to remain on the committee. The responsibility did grow during the process as the timeline was extended, so the permitted absences also grew to four. Refer to Appendix A for the Boundary Committee application and rules.

ACKNOWLEDGEMENTS

Boundary Committee members and alternates are listed below:

Boundary Committee Members:

*Rodney Bell *Georgia Brousseau *Sylvia Campoy (Mendoza Plaintiff Rep) *Caroline Carlson

*Gloria Copeland (Fisher Plaintiff Rep)

*Kathryn Jensen

*Taren Ellis Langford (Fisher Plaintiff Rep)

*Jorge Leyva

*Dale Lopez

*Lilian Martinez

*Angie Mendoza
*Rosalva Meza (Mendoza Plaintiff Rep)
*Susan Neal

*Betts Putnam-Hidalgo

*Celina Ramirez

*Lorraine Richardson (Fisher Plaintiff Rep)

*Rachel Starks

*Anna Timney

Cesar Aguirre

Agnes Attakai

Vivian Chilton

Juan Carlos De La Torre

Gerlie Fout

Lorinda Pierce Sena

Cinthia Quijada

Lorraine Ramirez

James Schelble (Fisher Plaintiff Rep)

Diana Tolton

Marietta Wasson

*Indicates those who participated throughout the entire process

Boundary Committee Alternates:

*Vicki Borders

*Arthur Buckley

*Amy Emmendorfer

*Bill Jones

*Marguerite Samples *Marsha Willey

Amy Cislak

*Indicates those who participated throughout the entire process







- 2.01 EXECUTIVE SUMMARY
- 2.02 RECOMMENDATIONS



2.01 EXECUTIVE SUMMARY

The goal of the Comprehensive Boundary Plan is to improve integration in Tucson Unified School District's schools. This document outlines the process that was undertaken, the data compiled as a resource and the considerations of the Boundary Committee.

Beginning in February, TUSD staff, DLR Group and Applied Economics worked to collect, organize and analyze District data to assist the process. From February to July, numerous workshops and meetings were held to include multiple user groups in order to have comprehensive input to enhance integration. The Boundary Committee, made up of parents, staff, community members and Plaintiff representatives spearheaded the development of options. Throughout the process, the District assisted by providing information as it became needed, DLR Group facilitated and compiled the information developed and Applied Economics gathered data associated with the options that were created for analysis. After months of deliberation and receiving feedback from the community, the Plaintiffs and the governing board, the Boundary Committee developed a series of options that have the potential of meeting the goals of the Comprehensive Boundary Plan.

This report's recommendations advocate a variety of strategies to improve integration, including boundary adjustments, programs, the relocation of school campus and transportation. The driving force behind each recommendation is improved integration, student choice and opportunities.

2.02 RECOMMENDATIONS

ELEMENTARY SCHOOLS

The Elementary School recommendations include transportation and program options to encourage movement between racially concentrated schools and integrated schools enhancing integration at both locations as well as student choice:

- Option A: The Boundary Committee recommends providing the specific voluntary option to students at racially concentrated schools: Tolson, Oyama, Mission View, Miller, Manzo, Maldonado, and Lynn Urquides to attend Howell or Sewell (integrated schools) with provided transportation.
- Option B: The Boundary Committee recommends adding a dual language program at Manzo to attract east side students.

MIDDLE SCHOOLS

The Middle School recommendations include boundary adjustments and the relocation of a school campus to increase the number of students attending an integrated school and enhance student choice:

- Option C: The Boundary Committee recommends extending the Roskruge K-5 attendance area to 6-8 students. 6-8 grade students who reside in this attendance area would have the option to attend either Roskruge K-8 or Mansfeld Middle School.
- Option D: The Boundary Committee recommends moving Dodge Middle School to the closed school site of Fort-Lowell/ Townsend. The move to this larger campus would permit more students to be accepted into the program and attend an integrated school.

HIGH SCHOOLS

The High School recommendations include transportation and program options to encourage movement between racially concentrated schools and integrated schools enhancing integration at both locations as well as student choice:

- Option E: The Boundary Committee recommends providing an Early Middle College Program at both Cholla High School and Santa Rita High School with high tech offerings. It is important to the Boundary Committee to supply this program at locations on both sides of the district to present equal opportunity and access for this higher level setting. The program emphasis selected at each school site must not compete with each other in order to maximize movement between the east and west sides of town.
- Option F: The Boundary Committee recommends providing express transportation routes between Santa Rita HS, Cholla HS, Pueblo HS and Palo Verde HS. Providing direct and relatively quick transportation across town will make High Schools and their programs more accessible to students who may not have considered them previously due to their distance.





- 3.01 PURPOSE
- 3.02 UNITARY STATUS PLAN
- 3.03 GOAL
- 3.04 COMPREHENSIVE BOUNDARY PLAN PROCESS

3.01 PURPOSE

The Comprehensive Boundary Plan effort was established to align with the Unitary Status Plan (USP). Boundaries are one method recognized by the USP to help improve integration in the schools along with pairing and clustering, open enrollment and magnet schools. The challenge of integration in TUSD schools involves many variables and a myriad of groups that would be impacted. In response, the District engaged DLR Group as a third party consultant to help manage and facilitate the different layers of input including the District Administration, District Staff, the Governing Board, the public, parents, the Special Master and Plaintiffs.

With input from each of these groups, The Boundary Committee developed recommendations for the Comprehensive Boundary Plan to help improve integration

3.02 UNITARY STATUS PLAN

Per the Unitary Status Plan, the overall objective of the Comprehensive Boundary Plan (CBP) was to create a student assignment plan that provides students of all racial and ethnic backgrounds the opportunity to attend an integrated school. The development of the Plan considered options using four strategies from the USP: attendance boundaries; pairing and clustering of schools; magnet schools and programs; and open enrollment.

The applicable stipulations of the Unitary Status Plan are:

II.A.1. 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.

II.D.3. ...the District shall review its current attendance boundaries and feeder patterns and, as appropriate, amend such boundaries and patterns and/or provide for the pairing and/or clustering of schools to promote integration of the affected schools.



II.D.4 If a non-magnet school is oversubscribed for two or more consecutive years, the District shall review the attendance boundary for that school to determine if any changes should be made to ensure, among other things, an appropriate balance between students who reside within the attendance boundary and students who applied through open enrollment to attend the school, and allow for pairing or clustering with nearby schools to better accommodate the demand for the oversubscribed school.

The CPB also supported the work of the Magnet Committee by evaluating options to meet the Magnet School Plan per USP II.E.3 (iv) "...determine if each magnet school or school with a magnet program shall have an attendance boundary..."

3.03 GOAL

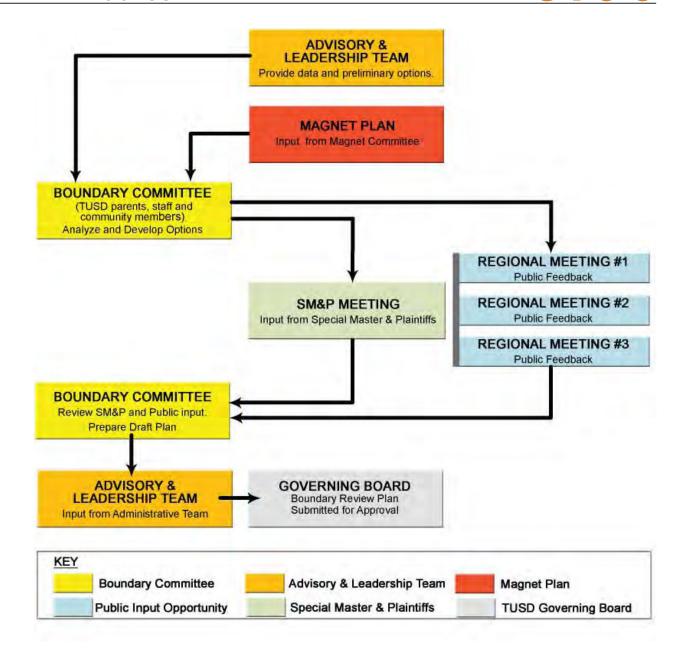
TUSD set two main goals related to this Comprehensive Boundary Plan effort:

- To improve integration and work toward providing students of all racial and ethnic backgrounds the opportunity to attend an integrated school.
- To increase the number of students attending integrated schools.

3.04 COMPREHENSIVE BOUNDARY PLAN PROCESS

The overall process takes in account several checks and balances with different user groups. The bulk of the review took place with the Boundary Committee, but the process began with the gathering of information and an initial exercise of option development from the Advisory and Leadership Team. In addition, the Magnet Committee met simultaneously during the early phase and produced a Magnet Plan for the Boundary Committee to review. Although most of the resources were provided to the BC, there were also updates that came out of the Boundary Committee meetings to the Special Master and Plaintiffs during the process for review and feedback along the way. The Special Master and Plaintiffs met four times during the Boundary Committee process to be kept appraised of the development.

After the BC went through their own internal evaluation, they compiled options that were sent to the Special Master and Plaintiffs as well presented to the public and the governing board for their input. The Boundary Committee then took the feedback they received and determined which options would be included as recommendations in the Draft Boundary Review Plan. At that point, the Advisory and Leadership Team reconvened and refined the plan that would be sent to the Governing Board for approval. The below chart shows a graphical representation of the different groups who participated and when they were involved in the process.



3.05 BOUNDARY COMMITTEE PROCESS

The Comprehensive Boundary Plan consists of recommendations that have been developed by the Boundary Committee. The process of creating these recommendations included the following tasks:

- 1. Gather: Analyze data and maps provided by the District and demographer
- Evaluate: Review recommendations from the Advisory and Leadership Team
- Develop: Create and review additional options
 Engage: Present options to the community and invite input for consideration.
- 5. Refine: Form the Comprehensive Boundary Plan with Boundary Committee recommendations.

3.05.01 GATHER

TUSD maintains a wealth of statistical information on each school's students, facilities and programs. Combined with the demographers' data and maps, the Boundary Committee was provided with this information to assist their review of boundaries and to help understand the impact of the options they developed. The demographer helped develop many maps and data tables of the TUSD area and schools. As the Boundary Committee identified needed information, TUSD continued to provide additional data as requested during the process. The following list includes the information provided to the committee:

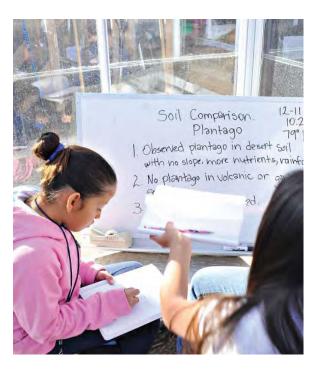
- Documents/ Reports:
 - The Unitary Status Plan
 - The TUSD Governing Board Policy JC-R, Policy on School Attendance Boundaries.
 - Demographic Report
 - 2012 Marketing Study

Maps:

- Overall District Map
- Attendance Areas by grade configuration
- Integration by school identifying Racially Concentrated, Neutral and Integrated Schools
- Ethnicity by school
- Facility utilization by school
- Ethnicity Share by area grids and enrollment

Data Spreadsheets:

- School Data by school
- Facility Data by school
- Demographic Data by school
- School enrollment by neighborhood, race/ ethnicity and ELL status



- Program Data
 - GATE
 - Magnet
 - McKinney-Vento
 - Feeder Patterns
- Socio Economic Data Maps and Tables
- Magnet Committee updates and the Magnet Plan as it became available
- * Refer to Appendix B for the resources provided to the Boundary Committee

One of the challenges that the Boundary Committee quickly realized with the data is the uncertainty of change due to open-enrollment. In the past, boundary lines could be redrawn or attendance annex areas could be determined and students did not have the opportunity to open enroll in a different school due to preference. Now that Arizona is an open enrollment state and TUSD has a large amount of success with student choice, it is difficult to predict if a student will remain in the school they are assigned or choose a different option. Early, the group determined that they would make assumptions that those students who are currently open enrolling elsewhere and those currently following their boundary assignment would continue to do so. Similarly, some of the options potentially could improve integration by attracting students that do not currently attend TUSD. While the committee often recognized this potential as a pro during discussion, this information could not be quantified in the data tables.

KEY INDICATORS DERIVED FROM THE DATA:

Some of the Key indicators derived from the data are as follows:

- Typically, schools west of the aviation corridor are racially concentrated due to high Hispanic populations.
 This pattern mirrors the Hispanic concentration in development patterns.
- Schools located on the west side and in the center of the District tend to be over-utilized.
- The majority of the magnet schools are located on the west side and central areas of the District.
- The majority of the magnet schools are racially concentrated.



3.05.02 EVALUATE

The Advisory and Leadership Team (A/L Team) met separately to begin compiling anticipated necessary data and using their knowledge of the comprehensive district to develop options. With the goals set for the plan, the A/L Team focused primarily on four strategies: boundary adjustment, pairing and clustering, programs and transportation. From these strategies, the A/L Team created 23 options, 7 of which were variations of base options. These 23 options were evaluated and the A/L team voted to move 7 of them forward as recommendations for the Boundary Committee to consider:

- BC-1: Pair Davis and Blenman
- BC-2: Pair Bonillas and Lineweaver
- BC-3: Boundary Adjustment from Mansfeld Annex to Doolen
- BC-4: Boundary Adjustment from Mansfeld to Roberts-Naylor
- BC-5: Santa Rita HS as application-only Early Middle College
- BC-6: Southwest and Central Transportation Preference Areas Serving Palo Verde HS and Santa Rita HS
- BC-7: Northwest Transportation Preference Area Serving Catalina HS and Sabino HS

The Boundary Committee evaluated each recommended option using supporting maps and tables and identifying pros, cons and comments for each.



Beginning with the evaluation of A/L Team recommended options helped the Boundary Committee understand some of the strategies that are available as well as understand what is important to the group. For example, pairing and clustering are integration strategies that are new to this District and a new concept to many of the BC members. One of the reoccurring challenges that the Boundary Committee identified with this strategy is that there are few schools that are close in proximity where an integrated and racially concentrated school could support each other. The BC specifically looked at distance and travel time to schools as an important consideration and believed that a successful pair or cluster would need to be in neighboring communities. Also, the BC felt strongly that a magnet should not be included in a pair or cluster. The possibility of assigning a student based on race/ ethnicity to a magnet program that they did not choose was not acceptable to the majority of the Boundary Committee.

3.05.03 DEVELOP

Although the evaluation of A/L Team Options helped define priorities for the Boundary Committee, they were encouraged to bring any potential option to the table without restriction as long as the focus was to improve integration. The Boundary Committee was directed to consider all grade configurations (Elementary, K-8, Middle and High School) as well as all integration strategies (boundaries, pairing and clustering, transportation and programs).

As the Boundary Committee worked, a separate Magnet Committee worked on a Magnet Plan. In order to focus the efforts of the two groups, the Boundary Committee was directed not to review new magnets or removal of magnets in their options since the Magnet Committee had that charge. Both committees were kept appraised of the others' development so as to not impede the progress of the other.

During this process, the draft Magnet Plan was issued and shared with the Boundary Committee. Within the Magnet Plan, the Magnet Committee had tasked the Boundary Committee to review and provide a recommendation on a couple items including:

- A list of suggested magnet schools to consider for a preference area.
- 2. A suggested magnet school to be a total magnet with no attendance boundary.
- 3. The potential de-pair of Carrillo and Drachman.

*See the Appendix D for voting results and discussion of these items.

Overall, the Boundary Committee considered 33 options, 5 of which were variations of options and 7 of which were the original A/L team's recommended options. From these 33 options, the Boundary Committee narrowed down the list to 13 options to discuss further at length and from the 13 options, 7 were voted on to be presented to the public for additional feedback.

Refer to Appendix E for the complete list of options and Appendix F for the voting results.

3.05.04 ENGAGE

Three Regional Meetings were held to gather input from the public at different locations throughout the district at the following campuses: Pueblo High School (July 9th at 6:30pm), Palo Verde High School (July 10th at 6:30pm) and Rincon High School (July 12th at 9:30am). At these meetings, there was a presentation briefly describing the USP, the goal of integration, the process of the Boundary Plan, and a summary of the demographic report. The 7 options the Boundary Committee had developed were also presented for community input. At the end of the presentation, the attendees were encouraged to visit the display boards around the room that showed the options with the corresponding maps, data and the pros, cons and comments identified by the Boundary Committee. BC members were available at all three meetings to discuss the options with the public. In addition, the public was asked to participate by voting using green dots for support and red dots for no support. They were also provided with comment cards and were requested to share their comments on any or all of the options. It was emphasized at the meetings that the comments and responses that the public left would be provided to the Boundary Committee to assist their decisions whether or not an option would be made part of the Boundary Review Plan.

In addition to soliciting feedback from the public, the draft Boundary Review Plan was also shared with the Special Master and Plaintiffs and Governing Board. Comments were requested so the Boundary Committee could have a better understanding if there would be support of these options if included in the plan. More information had been gathered concerning cost associated with the options and this information was included in the presentation to the Governing Board.

3.05.05 REFINE

At the final meeting, the Boundary Committee members met to review the options with the comments provided by the Plaintiffs, the public and the governing board. The draft cost data that was presented to the governing board was also included in discussion as an additional factor for consideration. Cost had not previously been attached to the options so the Boundary Committee could evaluate each option based on merit and not hinder the process with a potential price tag. Overall, the BC decided that the cost was important, but that it would not be a determining factor in their final vote. Recognizing that there are costs associated with any option that would be developed, the goal of integration and doing what is best for the students was still primary.

After discussing each option at length and taking careful consideration of the comments and concerns provided, the Boundary Committee concluded with 6 options to be included in the Comprehensive Boundary Plan.

As identified previously, the Boundary Committee was challenged with predicting the success of their options with data due to the high open-enrollment numbers throughout the District. As a result, the 6 options that survived the process are all voluntary options that give more choices to TUSD families.

3.06 TIMELINE

The Boundary Committee met from the end of March to the middle of July. Refer to Appendix C for the recorded meeting notes and exercise materials used at the meetings.

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 of the Boundary Committee.



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. Seven options were voted to continue forward to gather community input.

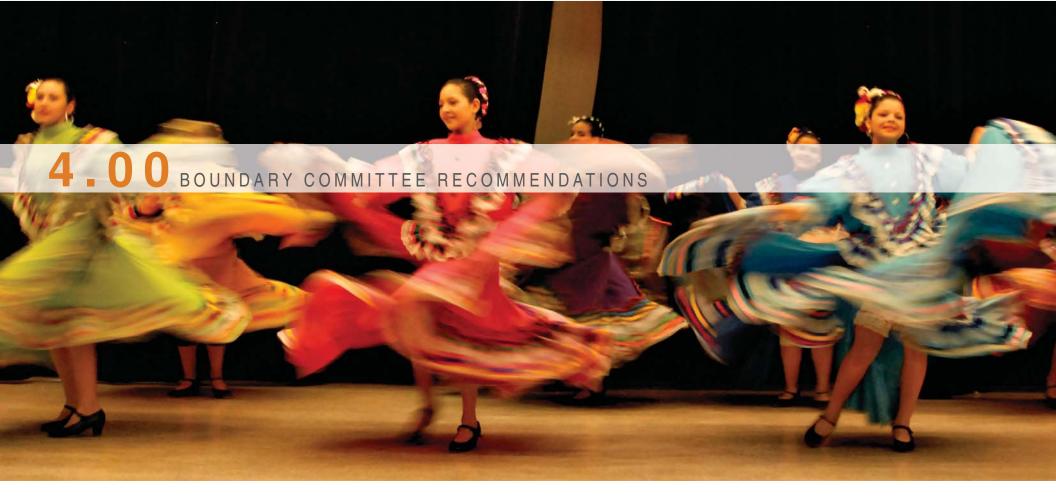
July:

- The Draft Boundary Review Plan was prepared and made available to the public on the TUSD website and given to the Special Master and Plaintiffs for review and comment.
- Three public meetings were held to solicit community feedback and a presentation was made to the governing board.
- Online surveys were sent to TUSD families for feedback related to the options.
- The Boundary Committee met and considered the comments that were offered from the different user groups and moved 6 options forward into the Comprehensive Boundary Plan.
- The Advisory and Leadership Team met to review the plan and provide their recommendation.

August:

The Comprehensive Boundary Plan is presented to the Governing Board for approval.





- 4.01 OPTIONS
- 4.02 NOTES ON ENROLLMENT CALCULATIONS

4.01 OPTIONS

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

Integration Strategy: Transportation

Description:

Provide option to families at elementary schools that are racially concentrated, have a low socio economic status, racially concentrated, have a low socio economic status, are not magnets and have a low academic letter grade. The "Sending Schools" that are identified to receive this option include: Tolson, Oyama, Mission View, Miller, Manzo, Maldonado and Lynn/ Urquides. Students at these schools are to be given the voluntary option to attend Sewell or Howell, integrated and academically high performing schools.

Implementation recommendations:

- Provide the "sending schools" with professional development and needed resources to support academic improvement.
- Provide the "receiving schools" with professional development to best support integration efforts. Provide District marketing and advertisement to help parents understand their options. Provide transportation as follows:

Combined Bus Routes

- Maldonado & Miller to Sewell (47-53 min)
- Maldonado & Miller to Howell (38-45 min) Lynn/ Urquides & Mission View to Howell (30-35 min)
- Lynn/ Urguides & Mission View to Sewell (37-41 min)
- Oyama & Tolson to Sewell (37-51 min) Oyama & Tolson to Howell (35-42 min)

Direct routes

- Manzo to Howell (26-31 min) Manzo to Sewell (25-29 min)

Estimated Costs:

- Transportation: 8 additional buses at \$65,000 each =
- Additional teachers: 3.7 FTE max = \$200,000
- Total estimated cost = \$720,000

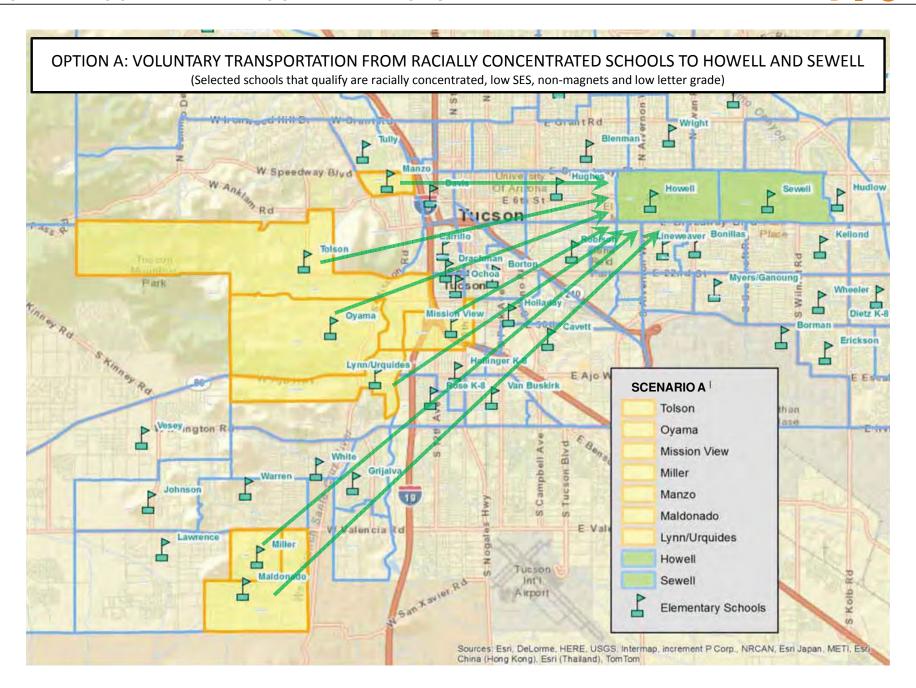
Boundary Committee Final Vote Results from 7/19:

Total: 92% Yes, 8% No

BC Members: 10 Yes. 1 No Alternates: 3 Yes, 0 No







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
Туре	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	С	С	D	D	D	В	А
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.	
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

	Total		White /	African			Asian / Pacific	Multi-
School Name	Enrollment	% Hispanic	Caucasian	American	Hispanic	Native American	Island.	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

	Total		White /	African			Asian / Pacific	Multi-
Attendance Area Name	Students	% Hispanic	Caucasian	American	Hispanic	Native American	Island.	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

OPTION B: ADD A DUAL LANGUAGE PROGRAM TO MANZO

Integration Strategy: Program

Description:

Attract students to Manzo from the east with a new dual language program and their existing ecology program. The Boundary Committee does not intend for this dual language program to evolve into a Magnet.

Implementation Recommendations:

Provide marketing and advertisement of the programs specifically to east side schools.

Estimated Costs:

- Transportation: 2 additional buses at \$65,000 each =
- Additional teachers: 2.4 FTE max = \$130,000
- Training, Recruiting and Materials = \$300,000
 Total estimated cost = \$560,000

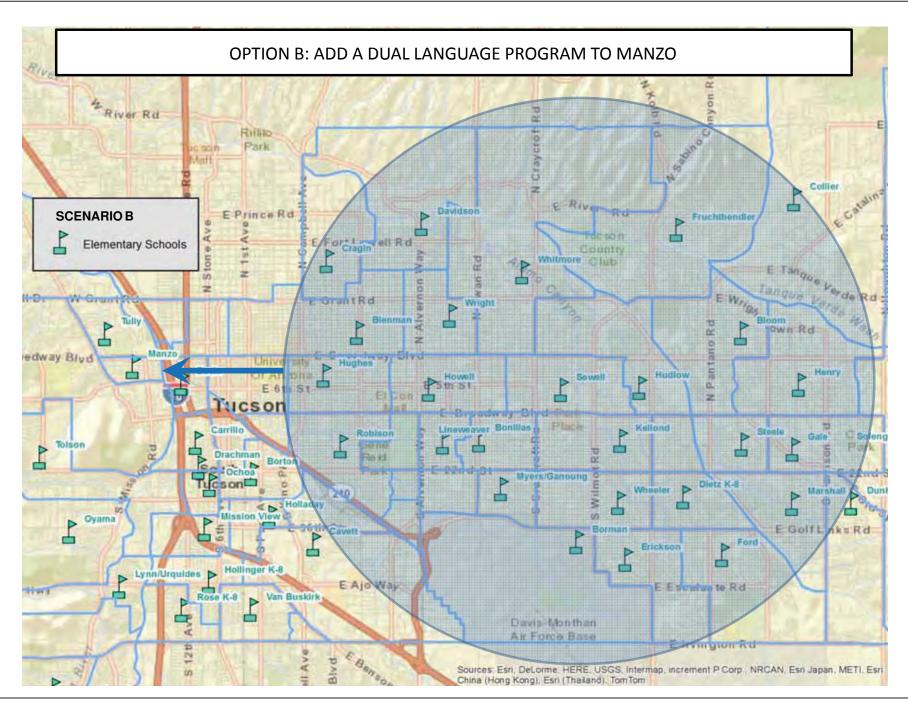
Boundary Committee Final Vote Results from 7/19:

Total: 69% Yes, 31% No

BC Members: 6 Yes, 5 No Alternates: 3 Yes, 0 No







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	′
Status Open Site Acres 5.40 Year Built (Average) 1956	
Site Acres 5.40 Year Built (Average) 1956	
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 Concentrate	d
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.

OPTION B: ADD A DUAL LANGUAGE PROGRAM TO MANZO

School Ethnicity

	Total		White /	African		Native	Asian / Pacific	Multi-
School Name	Enrollment	% Hispanic	Caucasian	American	Hispanic	American	Island.	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

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

OPTION C: ROSKRUGE K-8 SHARED ATTENDANCE AREA

Integration Strategy: Boundary Adjustment

Description:

Current Roskruge attendance area includes K-5 students only. 6-8 grade students in this area are currently assigned to Mansfeld. Extend the Roskruge area to include 6-8 grade students, so the area has the option of attending either Mansfeld or Roskruge for grades 6-8.

Implementation Recommendations:

 Adjust attendance boundaries and notify families of their options.

Estimated Costs:

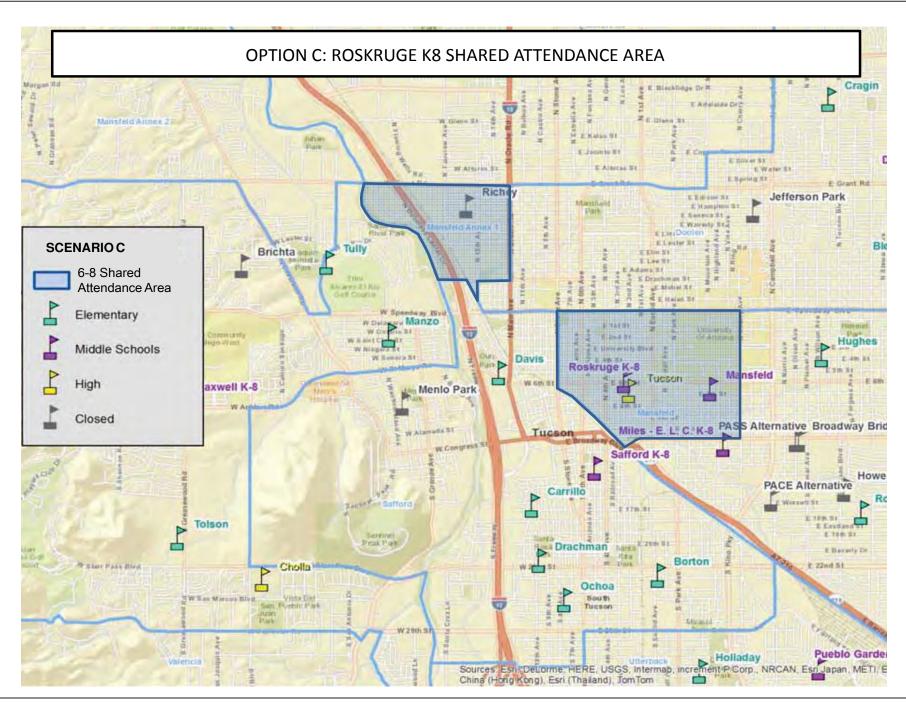
No additional costs anticipated.

Boundary Committee Final Vote Results from 7/19:

Total: 77% Yes, 23% No

BC Members: 8 Yes, 3 No Alternates: 2 Yes, 1 No





OPTION C: ROSKRUGE K8 SHARED ATTENDANCE AREA

Affected School Data

Criteria / Conditions	Roskru	ge K-8	Mans	sfeld
Туре	Middl	e/K-8	Mid	dle
Status	Ор	en	Ор	en
Site Acres	4.4	10	6.6	50
Year Built (Average)	19	20	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	В		С	
Attraction / Flight	2.57		0.43	
Racially Concentrated	Concer	trated	Concer	trated
Ethnicity	97%		91%	
Free & Reduced Lunch	69%		70%	
Facility Condition Index	2.48		2.37	
Bond Funds: 2008-2012	\$2,068,540		\$3,22	4,779
Average Utility Cost (PSF)	2.06		1.55	
Magnet?	Yes		Yes	

Pros and Cons

Pros	Cons
	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

	Total		White /	African		Native	Asian / Pacific	Multi-
School Name	Enrollment	% Hispanic	Caucasian	American	Hispanic	American	Island.	Racial
Roskruge 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

	Total		White /	African		Native	Asian / Pacific	Multi-
Attendance Area Name	Students	% Hispanic	Caucasian	American	Hispanic	American	Island.	Racial
Roskruge 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 TOWNSEND SITE AND MOVE DODGE PROGRAM TO THIS CAMPUS

Integration Strategy: Provide an opportunity for more students to attend an integrated school.

Description:

Dodge is an academically excelling and attractive integrated middle school. Every year, students who apply are turned away due to a lack of space. With this option, Dodge would move its program and school into the existing closed site of former Fort Lowell/ Townsend. With this move, Dodge could grow its capacity from 420 students to 650 students and therefore allow more students to attend an integrated school.

Implementation Recommendations:

 Provide careful academic preparation of the growth of the Dodge program. It is currently an excelling program and the success of the program should not be compromised.

Estimated Costs:

- Transportation: 4 additional buses at \$65,000 each = \$260,000
- Additional teachers: 8.5 FTE max = \$460,000
- Re-Open Townsend and Move School = \$250,000 to \$1,000,000
- Total estimated cost = \$970,000 to \$1,720,000

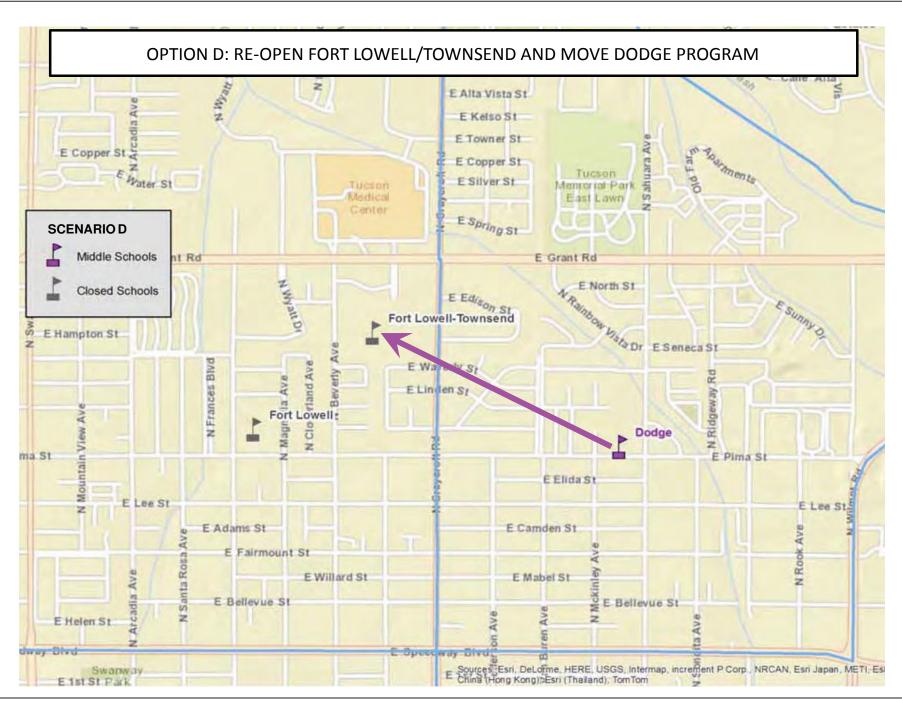
Boundary Committee Final Vote Results from 7/19:

Total: 86% Yes. 14% No

BC Members: 9 Yes, 2 No Alternates: 3 Yes, 0 No







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

Affected School Data

Criteria / Conditions	Dodge	Townsend	
Туре	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	А	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

	Total		White /	African		Native	Asian / Pacific	Multi-
School Name	Enrollment	% Hispanic	Caucasian	American	Hispanic	American	Island.	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

	Total		White /	African		Native	Asian / Pacific	Multi-
Attendance Area Name	Students	% Hispanic	Caucasian	American	Hispanic	American	Island.	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: EARLY MIDDLE COLLEGES ADDED TO SANTA RITA HIGH SCHOOL AND CHOLLA HIGH SCHOOL

Integration Strategy: Program

Description:

In addition to current JTED, CTE and Magnet programs, provide an Early Middle College program at both Cholla and Santa Rita High School. The Boundary Committee carefully considered both of these locations in order to provide access to both sides of the District. The Boundary Committee would like to emphasize that this program is not intended to be a vocational education model nor a magnet. The Early Middle College should be a 21st century career path including pathways such as: Aerospace Engineering, Technology, Communications, Oil Engineer Technical training, Health/ Massage Therapy, Web Design, etc.

Implementation Recommendations:

- Careful development and selection of programs to:
 - Provide separate non-competing options at each
 - Provide a variety of levels of programs, including
 - high tech offerings

 Compliment current school offerings and do not hinder their success.
 - Enhance integration opportunities. Identify if certain programs attract certain ethnicities/ races and locate them at the appropriate school in order to improve integration.
- Provide marketing and advertisement of the programs to TUSD and out of District students.

Estimated Costs:

- Transportation:
 - If bell time is not changed, 2 additional buses at \$65,000 each = \$130,000
 - If bell time is changed = no transportation cost Start-up = \$10,000,000 to \$15,000,000
- Total estimated cost = \$10.130.000 to \$15.130.000

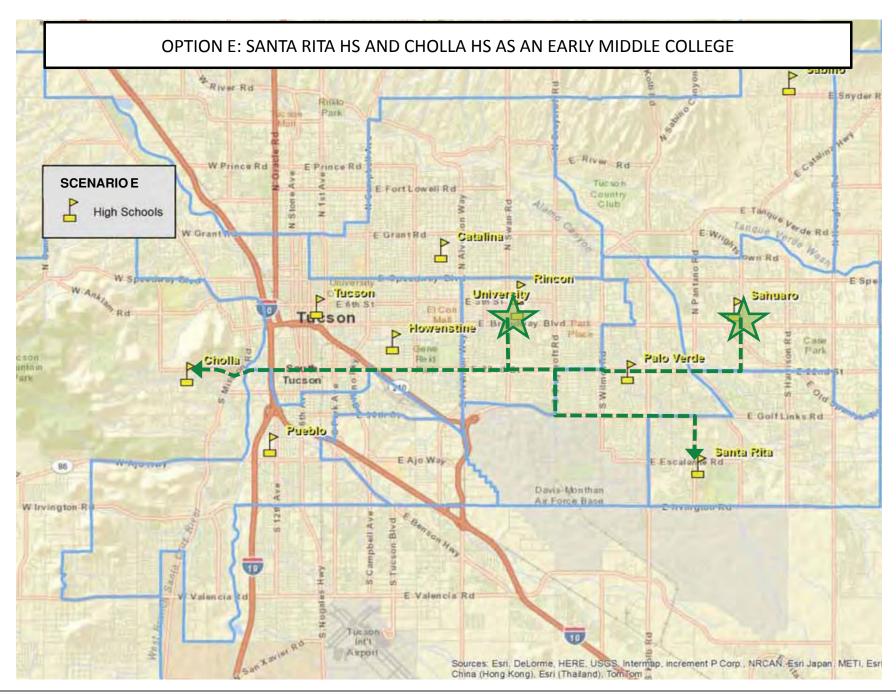
Boundary Committee Final Vote Results from 7/19:

Total: 71% Yes. 29% No

BC Members: 8 Yes, 3 No Alternates: 2 Yes. 1 No







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
Туре	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	С	В	С	С	В
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	Unable to predict impact on integration; results will be dependent on who takes
options.	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

	Total		White /	African		Native	Asian / Pacific	Multi-
School Name	Enrollment	% Hispanic	Caucasian	American	Hispanic	American	Island.	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

	Total		White /	African		Native	Asian / Pacific	Multi-
Attendance Area Name	Students	% Hispanic	Caucasian	American	Hispanic	American	Island.	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: EXPRESS TRANSPORTATION OPTIONS TO SERVE SANTA RITA HS, PALO VERDE HS, CHOLLA HS AND PUEBLO HS

Integration Strategy: Transportation

Description:

Provide express bus routes across town east to west and west to east. Routes will either pick up at school locations or at designated "hub" sites. Students will get themselves to these sites and receive an express bus route to and from school.

- - Safe bike parking
 Alignment with city bus stops
 Provide marketing and advertisement of the programs to TUSD and out of District students.

Estimated Costs:

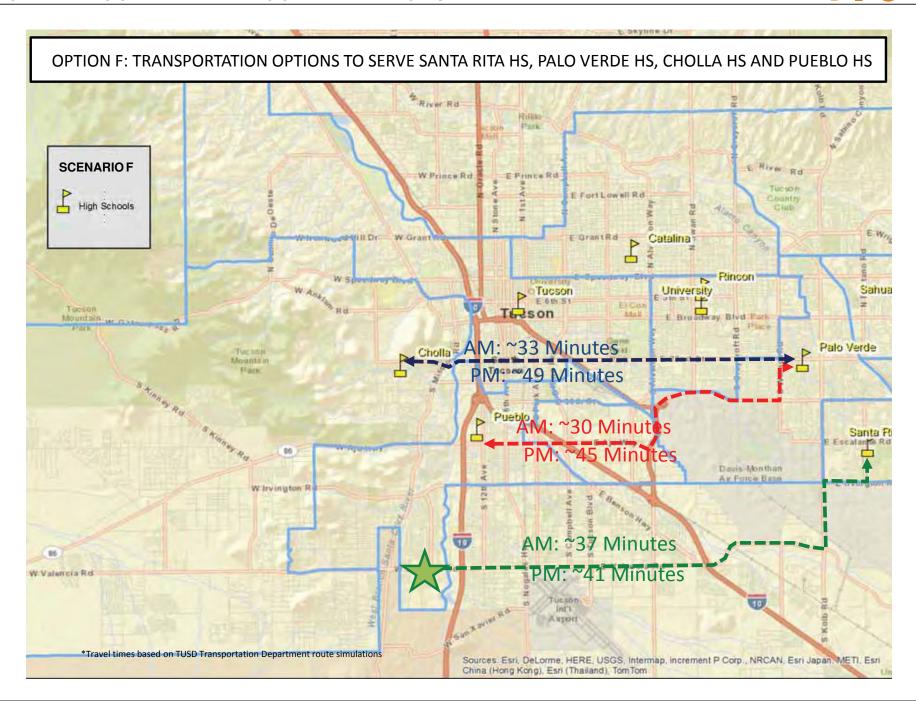
- Transportation: 1 additional bus at \$65,000 each = \$65.000
- Total estimated cost = \$65,000

Boundary Committee Final Vote Results from 7/19:

Total: 100% Yes, 0% No

BC Members: 9 Yes, 0 No Alternates: 3 Yes, 0 No





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

Affected School Data

Criteria / Conditions	Cho	olla	Pue	blo	Palo V	'erde	Santa	Rita
Туре	High S	chool	High S	chool	High S	chool	High S	chool
Status	Ор	en	Ор	en	Ор	en	Оре	en
Site Acres	33.	40	37.	70	35.	50	44.	80
Year Built (Average)	19	64	196	56	196	51	197	71
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	С		С		В		С	
Attraction / Flight	0.49		0.54		0.72		0.57	
Racially Concentrated	Concen	itrated	Concen	trated	Integr	ated	Neu	tral
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	\$10,05	8,466	\$7,837	7,474	\$6,907	7,058	\$8,198	3,420
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

	Total		White /	African		Native	Asian / Pacific	Multi-
School Name	Enrollment	% Hispanic	Caucasian	American	Hispanic	American	Island.	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

	Total		White /	African		Native	Asian / Pacific	Multi-
Attendance Area Name	Students	% Hispanic	Caucasian	American	Hispanic	American	Island.	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

4.02 NOTES ON 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.

COSTS:

- The cost for each bus and driver is \$65,000 per year.
 This is based on the purchase price of the buses amortized over 5 years (the typical purchase term) plus the costs of a driver and benefits. Actual costs are likely to be less because TUSD is reimbursed (by mileage) which covers most of the transportation costs.
- 2. The cost of additional teachers is based on the estimated number of teachers that will need to be added to the receiving schools. Where the numbers of students coming from receiving schools is large enough teachers were subtracted from those schools to balance the additions in the receiving schools; where the numbers of students coming from receiving schools is relatively small no teachers are subtracted so there is likely a slight over-estimate of the additional teachers required.
- The cost to re-open Townsend is based on experience in similar situations including the cost to move the teachers and materials and renovate the school.

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

- Only non-white students were included from the 7 "sending" schools.
- The ethnic breakdown of the students being sent was based on the distribution of non-white students at each sending school.
- 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.
- 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 K-8 SHARED ATTENDANCE AREA

- 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

- Assumed adding 230 students with the same ethnic composition of the current Dodge students
- 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

- Assumed the net re-distribution of about 200 students as per staff/committee direction (busing issues, etc.), 100 to each early college school.
- Assumed the net movement of 50 students from Rincon HS to Cholla HS, and 50 students from Sahuaro HS to Cholla HS.
- 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.
- 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 Carrillo.
- 2. Since Carrillo 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 Carrillo was based on actual data for the 88 current students.
- 4. The ethnicity of 88 students taken out of Carrillo was based on the group of students that attends the school from outside the Carrillo/Drachman attendance area.
- 5. The ethnicity of the new students attending Drachman was based on the current enrollment at that school.





• BOUNDARY COMMITTEE APPLICATION AND RULES



BOUNDARY COMMITTEE APPLICATION AND RULES

March 10, 2014

Re: TUSD Boundary Review Plan

Dear TUSD Community Member:

TUSD is creating a plan to provide students of all racial and ethnic backgrounds the opportunity to attend an integrated school. Strategies to achieve this may include boundary changes to attendance areas, pairing and clustering of schools (shared/merged attendance areas), magnet schools and programs, and open enrollment. This plan will evolve from the work of a boundary committee and public meetings. I encourage you to be involved either by joining the boundary committee or by placing your name on our mailing list to be notified of public meetings.

If you are interested in participating in this project or you would like to be on our mailing list, please fill out the <u>application</u> on this website by March 24, 2014.

If you have any questions, please call 225-4949 or email me at bryant.nodine@tusd1.org. I look forward to hearing from you.

Sincerely,

Bryant Nodine

Director of Planning and Student Assignment

BOUNDARY REVIEW PLAN

Planning for Integrated Schools

In the next few months, Tucson Unified School District will be engaging the community in the first phase of a plan to provide students of all racial and ethnic backgrounds the opportunity to attend an integrated school. Strategies to achieve this may include attendance boundary changes, pairing and clustering of schools (shared attendance areas), magnet schools and programs and open enrollment.

To do this we are forming a Boundary Committee of a diverse group of up to forty community members, parents and individuals with an interest and background in public education and school choice. Committee members will review and develop options, host public meetings and make recommendations to the Superintendent. Committee members should meet 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

The Boundary Committee will meet for 3 hours each Wednesday evening from late March until mid-May. We will usually meet at the Duffy Family & Community Center at 5145 E. Fifth St. Committee members are expected to attend all meetings and will not be able to participate if they miss more than two meetings.

If you would like to participate on the Boundary Committee, or if you would like to be on the mailing list without participating on the Boundary Committee, please fill out the following application.

APPLICATIONS ARE DUE MARCH 24, 2014.



	Request for Informat	Review Plan ion and/or Part larch 24, 2014	icipation	
Name:				
Street Address:				
Zip code:				
Phone:				
E-mail:				
What makes yo	u a good committee me	mber (expertise	, commitment,	etc.)?
I am a parent of	f student(s) at (please lis	st schools and g	rades):	
I am a parent of	f student(s) at (please lis	st schools and g		
I am a parent of				
I am a parent of				
I am a TUSD E	School	Gra	de	
I am a TUSD Er Yes, employe No	School mployee: ed at the following to help us	Gra Gra as create a diverse	de	
I am a TUSD Er Yes, employe No	School mployee: ed at	Gra Gra as create a diverse	de	



• BOUNDARY PLAN RESOURCES

BOUNDARY PLAN RESOURCES

Due to the large amount of resources provided to the Boundary Committee, they are not included in this document, but are available for reference at the following ftp website:

https://ftp.dlrprojects.com Username: TUSD-BRP Password: 30-14119-00

The following resources are available at this ftp site:

- BC Notebook
- The Unitary Status Plan
 TUSD Governing Board Policy JC-R, Policy on School
 Attendance Boundaries.
 Demographic Report
 Magnet Plan
 2012 Marketing Study



• BOUNDARY COMMITTEE MEETINGS

BOUNDARY COMMITTEE MEETINGS

Due to the amount of documents recorded from the Boundary Committee Meetings, they are not included in this document, but are available for reference at the following ftp website:

https://ftp.dlrprojects.com Username: TUSD-BRP Password: 30-14119-00

The following resources are available at this ftp site:

- Meeting Notes Meeting Exercise Handouts



• BOUNDARY COMMITTEE REVIEW OF MAGNET ITEMS



BOUNDARY COMMITTEE REVIEW OF MAGNET ITEMS

BOUNDARY COMMITTEE MEETING 05-28-14

Review of Magnet Committee Recommended Options:

The Boundary Committee discussed the following Magnet Committee proposed items for review:

- The Magnet Committee provided a list of recommended schools to either introduce a neighborhood preference area or no attendance boundary. The BC was split into 4 small groups and each group evaluated 3-4 of the schools on the list using evaluation worksheets. At the end of the small group exercise, each group reported to the group a summary of their discussion.
- As a large group, the Boundary Committee reviewed whether the pairing between Drachman and Carrillo should be removed. A brief history of the pairing of these schools was presented and the group discussed the option.
- Lastly, the Boundary Committee went back to their small groups and looked at schools that are currently "falls far below" or have regressed in integration. The exercise was to look at these schools as if they weren't magnets and consider if there are boundary changes that could improve integration. The Boundary Committee reviewed each school, but did not develop any ideas beyond this meeting.

*Refer to the meeting notes for a more detailed account of the discussions.

BOUNDARY COMMITTEE MEETING 06-04-14

Review and vote of Magnet Committee Recommended Options:

During this meeting, the Boundary Committee reviewed data and discussions from the past meeting as a large group. Following each option reviewed, the Boundary Committee voted on each option. The votes took place with anonymous computer clickers which were only given to the Boundary Committee Members. The results are as follows:

Summary of Votes: The BC recommends the following:

- The following schools, at this time, should not implement a neighborhood attendance boundary: Bonillas, Tully, Davis, Cragin, Robison, Borton, Holladay, Ochoa, Safford, Booth-Fickett, Roskruge, Utterback, and Mansfeld.
- Dodge should continue to have no attendance boundary.
- The pairing between Carrillo and Drachman should be removed.

Should the following schools have a neighborhood preference area?

- Bonillas Vote Results: Yes: 14%, No: 86%
- Tully Vote Results: Yes: 36%, No:64%
- Davis Vote Results: Yes: 21%, No: 79%
- Cragin Vote Results: Yes: 25%, No: 75%
- Robison Vote Results: Yes: 8%, No: 92%
- Borton Vote Results: Yes: 8%, No: 92%
- Holladay Vote Results: Yes: 21%, No: 79%
- Ochoa Vote Results: Yes: 0%, No: 100%
- Safford Vote Results: Yes: 38%, No: 62%
- Booth Fickett Vote Results: Yes: 23%, No: 77%
- Roskruge Vote Results: Yes: 0%, No: 100%
- Utterback Vote Results: Yes: 23%, No: 77%
- Mansfeld Vote Results: Yes: 8%. No: 92%

Should Dodge have a no attendance boundary? (Continue as is?)

Vote Results: Yes: 83%, No: 17%

Should the pairing of Carrillo and Drachman be removed?

Vote Results: Yes: 62%, No: 38%

*Refer to the meeting notes for a more detailed account of the discussions, located on the following ftp website:

https://ftp.dlrprojects.com Username: TUSD-BRP Password: 30-14119-00



• BOUNDARY COMMITTEE COMPLETE LIST OF OPTIONS



BOUNDARY COMMITTEE COMPLETE LIST OF OPTIONS

COMPILED LIST OF ALL BOUNDARY COMMITTEE CONSIDERED OPTIONS:

- BC-1: Pair Davis and Blenman
- BC-2: Pair Bonillas and Lineweaver
- BC-3: Boundary Adjustment from Mansfeld Annex to Doolen
- BC-4: Boundary Adjustment from Mansfeld to Roberts-Naylor
- BC-5: Santa Rita HS as application-only Early Middle College
- BC-6: Southwest & Central Transportation Preference Areas Serving Palo Verde HS & Santa Rita HS
- BC-7: Northwest Transportation Preference Area Serving Catalina HS and Sabino HS
- BC-8: Cluster Bonillas, Lineweaver, Sewell and Howell
- BC-9: Boundary Adjustment from Mansfeld Annex to Morgan-Maxwell
- BC-10: Boundary Adjustment from Pueblo Gardens to Roberts-Naylor
- BC-11: Mansfeld GATE students to expansion of GATE program at Doolen
- BC-12: Add Program to Robison to attract 100 students
- BC-13: Roskruge 6-8 students to Safford K-8
- BC-14 and BC-14A: Johnson as K-5, Lawrence as 6-8; Elementary Attendance Areas to serve Johnson and Middle School Attendance area to serve Lawrence. Include part of Pistor Enrollment to Lawrence.
- BC-14B: Johnson as K-5; Lawrence as 6-8; Add students in Warren Area

More detail on these options is available on the ftp site shown in Appendix B

- BC-14C: Johnson as K-5; Lawrence as 6-8; Close enrollment at Pistor from this area
- BC-15: Extend Roskruge K-5 Attendance Area to include 6-8 (alleviate Mansfeld of 6-8 students)
- BC-16: Portion of Valencia Attendance Area as Vail Annex
- BC-17: Pair McCorkle and Booth-Fickett
- BC-18: Portion of Cholla Attendance Area as Catalina Annex
- BC-18A: Portion of Cholla Attendance Area as Catalina Annex
- BC-19: Existing Catalina Annex to Palo Verde Attendance Area
- BC-20: Portion of Pueblo Attendance Area as Palo Verde Annex
- BC-20A: Portion of Pueblo Attendance Area as Palo Verde Annex
- BC-18A, 19 & 20A: High School Boundary Adjustments
- BC-21: Elementary Schools that are not magnets, racially isolated, low SES and low letter grade (Includes: Lynn/ Urquides, Maldonado, Manzo, Miller, Mission View, Tolson, and Oyama with receiving schools: Howell and Sewell)
- BC-22: Cholla HS as application-only Early Middle College and East Transportation Preference Area Serving Rincon and Sahuaro
- BC-23: Boundary Adjustment from Rincon to Catalina and Palo Verde and move Dodge program to University site to expand University to 6-12 school

- BC-24: Re-Open Townsend and move Dodge program to Townsend site
- BC-25: GATE boundary change from Pistor to Doolen
- BC-26: Add Dual Language Ecology program to Manzo
- BC-27: GATE boundary change Add GATE at Dunham, move students from Kellond and Lineweaver
- BC-28: Re-Open Closed Schools as Magnets
- BC-29: De-Pair Carrillo and Drachman Split Attendance Boundary
- BC-29A: De-Pair Carrillo and Drachman Assign Attendance Boundary to Carrillo and Drachman becomes application-only



• BOUNDARY COMMITTEE VOTING RESULTS

BOUNDARY COMMITTEE VOTING RESULTS

BOUNDARY COMMITTEE MEETING 06-04-14 AND 6-11-14 VOTING RESULTS

Narrowing Options: At this point, there have been many options proposed and considered by the BC. Prior to moving forward and developing them all further, the group took the time to review and vote for those that they felt are worth developing further and moving forward. Each BC and alternate member was given 10 dots to place their votes. The BC Members were given green dots and the Alternates were given blue dots. The voting began at the second half of the 6/4 meeting and the beginning half of the 6/11 meeting. The underlined options represent those with the most votes. The results are as follows:

BC-1: Pair Davis and Blenman – 1 green, 0 blue, 1 total

BC-2: Pair Bonillas and Lineweaver – 9 green, 3 blue, 12 total

BC-3: Boundary Adjustment from Mansfeld Annex to Doolen – 2 green, 0 blue, 2 total

BC-4: Boundary Adjustment from Mansfeld to Roberts-Naylor – 2 green, 2 blue, 4 total

BC-5: Santa Rita HS as application-only Early Middle College – 15 green, 6 blue, 21 total

BC-6: Southwest & Central Transportation Preference Areas Serving Palo Verde HS & Santa Rita HS – 7 green, 4 blue, 11 total

BC-7: Northwest Transportation Preference Area Serving Catalina HS and Sabino HS – 9 green, 5 blue, 14 total

BC-8: Cluster Bonillas, Lineweaver, Sewell and Howell – 9 green, 3 blue, 12 total

BC-9: Boundary Adjustment from Mansfeld Annex to Morgan-Maxwell – 2 green, 1 blue, 3 total

BC-10: Boundary Adjustment from Pueblo Gardens to Roberts-Naylor – 0 green, 1 blue, 1 total

BC-11: Mansfeld GATE students to expansion of GATE program at Doolen – 2 green, 0 blue, 2 total

BC-12: Add Program to Robison to attract 100 students – 4 green, 1 blue, 5 total

BC-13: Roskruge 6-8 students to Safford K-8 – 0 green, 0 blue, 0 total

BC-14 and BC-14A: Johnson as K-5, Lawrence as 6-8; Elementary Attendance Areas to serve Johnson and Middle School Attendance area to serve Lawrence. Include part of Pistor Enrollment to Lawrence. – 5 green, 2 blue, 7 total

BC-14B: Johnson as K-5; Lawrence as 6-8; Add students in Warren Area – 1 green, 0 blue, 1 total

BC-14C: Johnson as K-5; Lawrence as 6-8; Close enrollment at Pistor from this area – 0 green, 0 blue, 0 total

BC-15: Extend Roskruge K-5 Attendance Area to include 6-8 (alleviate Mansfeld of 6-8 students) – 10 green, 1 blue, 11 total

BC-16: Portion of Valencia Attendance Area as Vail Annex – 1 green, 0 blue, 1 total

BC-17: Pair McCorkle and Booth-Fickett – 2 green, 1 blue, 3 total

BC-18: Portion of Cholla Attendance Area as Catalina Annex – 0 green, 0 blue, 0 total

BC-18A: Portion of Cholla Attendance Area as Catalina Annex – 2 green, 0 blue, 2 total

BC-19: Existing Catalina Annex to Palo Verde Attendance Area – 8 green, 4 blue, 12 total

BC-20: Portion of Pueblo Attendance Area as Palo Verde Annex – 0 green, 1 blue, 1 total

BC-20A: Portion of Pueblo Attendance Area as Palo Verde Annex – 3 green, 0 blue, 3 total

BC-18A, 19 & 20A: High School Boundary Adjustments – 3 green, 2 blue, 5 total

BC-21: Elementary Schools that are not magnets, racially isolated, low SES and low letter grade (Includes: Lynn/ Urquides, Maldonado, Manzo, Miller, Mission View, Tolson, and Oyama with receiving schools: Howell and Sewell) – 12 green, 5 blue, 17 total

BC-22: Cholla HS as application-only Early Middle College and East Transportation Preference Area Serving Rincon and Sahuaro – 10 green, 2 blue, 12 total

BC-23: Boundary Adjustment from Rincon to Catalina and Palo Verde and move Dodge program to University site to expand University to 6-12 school – 0 green, 5 blue, 5 total

BC-24: Re-Open Townsend and move Dodge program to Townsend site – 17 green, 4 blue, 21 total

BC-25: GATE boundary change from Pistor to Doolen – 1 green, 0 blue, 1 total

BC-26: Add Dual Language Ecology program to Manzo – 13 green, 4 blue, 17 total

BC-27: GATE boundary change – Add GATE at Dunham, move students from Kellond and Lineweaver – 13 green, 4 blue, 17 total

BC-28: Re-Open Closed Schools as Magnets – 12 green, 2 blue, 14 total

*BC-28 wasn't developed until this meeting, so to be fair to the option and those who had already placed all of their votes; everyone was given one additional vote to use if they wished.

*Refer to the meeting notes for a more detailed account of the discussions.

BOUNDARY COMMITTEE MEETING 06-25-14 VOTING RESULTS

The Boundary Committee met in three small groups on June 11th and 18th to discuss the options that were voted to continue forward. On Jun 25th, the group met as a large group to review the small group discussions and vote on each option to decide which options would be presented to the public for input at the regional meetings. The vote took place with computer clickers and the results were able to be separated by Boundary Committee members and Alternates. The results are as follows:

BC-27: GATE boundary change – Add GATE at Dunham, move students from Kellond and Lineweaver

Vote: Should BC-27 be presented to the public?

Total: 39% Yes, 61% No BC Members: 5 Yes, 9 No Alternates: 2 Yes, 2 No

Results: No, BC-27 will not be presented to the public.

BC-2: Pair Bonillas and Lineweaver

Vote: Should BC-2 be presented to the public?

• Total: 17% Yes, 83% No BC Members: 3 Yes, 11 No Alternates: 0 Yes, 4 No

Results: No, BC-2 will not be presented to the public.

BC-8: Cluster Bonillas, Lineweaver, Howell and Sewell

Vote: Should BC-8 be presented to the public?

Total: 16% Yes, 84% No BC Members: 3 Yes, 11 No Alternates: 0 Yes, 4 No

• Results: No, BC-8 will not be presented to the public.

BC-21: Elementary Schools that are not magnets, racially isolated, low SES and low letter grade (Sending schools include: Lynn/ Urquides, Maldonado, Manzo, Miller, Mission View, Tolson and Oyama with receiving schools: Sewell and Howell)

Vote: Should BC-21 be presented to the public?

Total: 63% Yes, 37% No BC Members: 9 Yes, 5 No Alternates: 2 Yes, 2 No

Results: Yes, BC-21 will be presented to the public.

BC-26: Add dual language program to Manzo

Vote: Should BC-26 be presented to the public?

 Total: 64% Yes, 36% No BC Members: 8 Yes, 6 No Alternates: 3 Yes, 1 No

Results: Yes, BC-26 will be presented to the public.

BC-28: Re-open closed school sites

Vote: Should BC-28 be presented to the public?

• Total: 42% Yes, 58% No BC Members: 7 Yes, 9 No Alternates: 3 Yes, 1 No

Results: No, BC-28 will not be presented to the public.

BC-15: Expand Roskruge K-8 Shared Attendance Area

Vote: Should BC-15 be presented to the public?

Total: 90% Yes, 10% No BC Members: 12 Yes, 2 No Alternates: 4 Yes, 0 No

Results: Yes, BC-15 will be presented to the public.

BC-24: Re-Open Townsend and move Dodge program to Townsend site

Vote: Should BC-24 be presented to the public?

 Total: 90% Yes, 10% No BC Members: 12 Yes, 2 No Alternates: 4 Yes, 0 No

Results: Yes, BC-24 will be presented to the public.

BC-5: Santa Rita HS as application-only Early Middle College

BC-22: Cholla HS as application-only Early Middle College and East Transportation Preference Area Serving Rincon and Sahuaro

Vote: Should BC-5 and BC-22 be presented to the public in one option?

Total: 53% Yes, 47% No BC Members: 8 Yes, 5 No Alternates: 1 Yes, 3 No

 Results: Yes, BC-5 and BC-22 will be presented together to the public.

Vote: Should BC-5 be application only with a preference area?

Total: 42% Yes, 58% No BC Members: 6 Yes, 7 No Alternates: 1 Yes, 3 No

 Results: No, Santa Rita will not be presented as application only with a preference area.

BC-6: Southwest and Central Transportation Preference Areas Serving Palo Verde and Santa Rita HS

Vote: Should BC-6 be presented to the public?

Total: 85% Yes, 15% No BC Members: 11 Yes, 3 No Alternates: 4 Yes, 0 No

Results: Yes, BC-6 will be presented to the public.

BC-7: Northwest Transportation Preference Area Serving Catalina HS and Sabino HS

Vote: Should BC-7 be presented to the public?

Total: 60% Yes, 40% No BC Members: 6 Yes, 7 No Alternates: 4 Yes, 0 No

Results: Yes, BC-7 will be presented to the public.

BC-19: Existing Catalina annex to Palo Verde Attendance Area

Vote: Should BC-19 be presented to the public?

Total: 44% Yes, 56% No BC Members: 4 Yes, 8 No Alternates: 3 Yes, 1 No

Results: No, BC-19 will not be presented to the public.

BC-29: De-Pair Carrillo and Drachman

Vote: How should the current attendance boundary be modified with the removal of the pair?

 Total: 44% Split boundary, 56% Assign boundary to Carrillo and Drachman becomes application only BC Members: 6 Yes, 6 No Alternates: 1 Yes, 3 No

*BC-29: Further discussion continued and a hand vote indicated that the group did not want to split the boundary. The hand vote for assigning the boundary to Carrillo was split, but the goal of presenting to the community is to get feedback and by bringing it to the community, the BC will better understand the public's position and will better be able to represent them.

 Results: No, BC-29 will be presented to the public as assigning the attendance boundary to Carrillo and Drachman becoming application-only.

*Refer to the meeting notes for a more detailed account of the discussions.

BOUNDARY COMMITTEE MEETING 07-19-14 VOTING RESULTS

The Boundary Committee met as a large group to review the public, Plaintiff and governing board comments as well as the additional information provided at the Governing Board Meeting. After reviewing each option, the BC voted to decide which options would be included in the Boundary Review Plan. The vote took place with computer clickers and the results were able to be separated by Boundary Committee members and Alternates. The results are as follows:

Option A: Elementary Schools that are not magnets, racially isolated, low SES and low letter grade (Sending schools include: Lynn/ Urquides, Maldonado, Manzo, Miller, Mission View, Tolson and Oyama with receiving schools: Sewell and Howell)

Vote: Should Option A be included in the Boundary Review Plan?

• Total: 92% Yes, 8% No BC Members: 10 Yes, 1 No Alternates: 3 Yes, 0 No

Results: Yes, Option A will be included in the BRP.

Option B: Add dual language program to Manzo

Vote: Should Option B be included in the Boundary Review Plan?

 Total: 69% Yes, 31% No BC Members: 6 Yes, 5 No Alternates: 3 Yes, 0 No

Results: Yes, Option B will be included in the BRP.

Option C: Roskruge K-8 Shared Attendance Area

Vote: Should Option C be included in the Boundary Review Plan?

 Total: 77% Yes, 23% No BC Members: 8 Yes, 3 No Alternates: 2 Yes, 1 No

Results: Yes, Option C will be included in the BRP.

Option D: Re-Open Townsend and move Dodge program to Townsend site

Vote: Should Option D be included in the Boundary Review Plan?

Total: 86% Yes, 14% No
 BC Members: 9 Yes, 2 No
 Alternates: 3 Yes, 0 No

Results: Yes, Option D will be included in the BRP.

Option E: Cholla HS and Santa Rita HS as application-only Early Middle College

Vote: Should Option E be included in the Boundary Review Plan?

Total: 71% Yes, 29% No BC Members: 8 Yes, 3 No Alternates: 2 Yes, 1 No

Results: Yes, Option E will be included in the BRP.

Option F: Southwest and Central Transportation Preference Areas Serving Palo Verde and Santa Rita HS

Vote: Should Option F be included in the Boundary Review Plan?

Total: 100% Yes, 0% No
 BC Members: 9 Yes, 0 No
 Alternates: 3 Yes, 0 No
 (1 BC member left early, 1 abstained)

Results: Yes, Option F will be included in the BRP.

Option G: De-Pair Carrillo and Drachman – Assign boundary to Carrillo and Drachman becomes application only

Vote: Should Option G be included in the Boundary Review Plan?

 Total: 23% Yes, 77% No BC Members: 3 Yes, 7 No Alternates: 0 Yes, 3 No (1 BC member left early)

Results: No, Option G will not be included in the BRP.

*Refer to the meeting notes for a more detailed account of the discussions.