

COMPREHENSIVE BOUNDARY PLAN

Desegregation Impact Analyses of Boundary Committee Recommendations

Introduction

USP § II.D requires that all attendance boundary and other changes to student assignment patterns shall be subject to the notice and request for approval process set forth in Section (X)(C) of the USP. USP § X.C requires that, to assess the District's plans in these regards, the District shall submit with each request for approval, a Desegregation Impact Analysis, ("DIA"), that will assess the impact of the requested action on the District's obligation to desegregate and shall specifically address how the proposed change will impact the District's obligations under the USP. Under the USP, the District must propose and evaluate various scenarios with, at a minimum, Plaintiffs and the Special Master in an effort to increase the integration of its schools and/or promote integration of any affected schools.

The DIA must be provided to the Special Master, with copies provided to the Plaintiffs at the same time. Below is the DIA undertaken by the District with respect to the Comprehensive Boundary Plan developed by the Boundary Committee between April and July 2014. TUSD staff will review the Boundary Committee recommendations prior to their presentation to the Governing Board. If staff recommends, and the Board approves, other options or revisions to the options, the DIA will be revised.

Option A

This option involves creating a voluntary program to move about 100 students from selected elementary schools that are racially concentrated, house low socioeconomic status ("SES") students, not magnet schools, and have a low letter grade, to better performing schools to the east. The sending schools include Lynn/Uquides, Maldonado, Manzo, Miller, Mission View, Tolson and Oyama. The receiving schools would be Howell and Sewell. Because only non-white students would be included in the program, these moves slightly increase integration at each of the sending schools, while the receiving schools would continue to be integrated. Integration also is promoted because approximately 100 additional students would have the opportunity to go to an integrated, higher achieving school.

Assumptions:

1. Only non-white students were included from the 7 "sending" schools—this follows the provisions of the transportation incentive for students at racially concentrated schools.
2. The ethnic breakdown of the students being sent was based on the distribution of non-white students at each sending school.
3. The students moving were distributed to each of the receiving schools in numbers to balance the utilization of each school - 66 to Howell and 33 to Sewell.
4. The ethnic distribution of the students added to the receiving schools was the same, being based on the distribution of all 99 students being moved.

Enrollment and Ethnicity

Each of the seven sending schools would decrease in enrollment by about 14 students and the ethnic composition of each would be very slightly better as shown in the tables below.

Manzo

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5	305	6	18	7	4	15	355
	86%	2%	5%	2%	1%	4%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5	-13	0	-1	0	0	0	-14
	93%	0%	7%	0%	0%	0%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5	292	6	17	7	4	15	341
	86%	2%	5%	2%	1%	4%	

Miller

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5	511	8	44	0	6	37	606
	84%	1%	7%	0%	1%	6%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5	-13	0	-1	0	0	0	-14
	93%	0%	7%	0%	0%	0%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5	498	8	43	0	6	37	592
	84%	1%	7%	0%	1%	6%	

Mission View

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5	238	10	17	0	1	3	269
	88%	4%	6%	0%	0%	1%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5	-13	-1	-1	0	0	0	-15
	87%	7%	7%	0%	0%	0%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5	225	9	16	0	1	3	254
	89%	4%	6%	0%	0%	1%	

Tolson

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5	308	12	7	0	7	33	367
	84%	3%	2%	0%	2%	9%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5	-13	-1	0	0	0	0	-14
	93%	7%	0%	0%	0%	0%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5	295	11	7	0	7	33	353
	84%	3%	2%	0%	2%	9%	

Lynn/Urquides

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	574	7	10	0	9	20	620
	93%	1%	2%	0%	1%	3%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	-14	0	0	0	0	0	-14
	100%	0%	0%	0%	0%	0%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	560	7	10	0	9	20	606
	92%	1%	2%	0%	1%	3%	

Maldonado

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	364	7	21	2	1	25	420
	87%	2%	5%	0%	0%	6%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	-13	0	-1	0	0	0	-14
	93%	0%	7%	0%	0%	0%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	351	7	20	2	1	25	406
	86%	2%	5%	0%	0%	6%	

Oyama

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	334	21	30	2	2	30	419
	80%	5%	7%	0%	0%	7%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	-12	-1	-1	0	0	0	-14
	86%	7%	7%	0%	0%	0%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
K-5	322	20	29	2	2	30	405
	80%	5%	7%	0%	0%	7%	

Howell Elementary would gain about 66 students, increasing enrollment from 358 students in 2013/14 to about 424 students in the future. The Hispanic share of enrollment at Howell would increase from about 53 percent to 59 percent. Sewell Elementary would gain about 33 students, from 310 to about 343, with the Hispanic share increasing from 53 percent to 59 percent. Overall the composition at both schools would be nearer the district average. (Note that more students were “allocated” to Howell than Sewell to balance the utilization of each facility. Though the utilization of each school will be over 100%; both have portable classrooms and sufficient capacity within those to absorb the additional students.)

Howell

Students in SY13-14

Grades	Hispanic	African American	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 home	94 48%	20 10%	21 11%	6 3%	8 4%	48 24%	197
K-5 OE/Mag	96 60%	13 8%	0 0%	2 1%	6 4%	44 27%	161
Total	190 53%	33 9%	21 6%	8 2%	14 4%	92 26%	358

Changes

Grades	Hispanic	African American	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 home	0 NA	0 NA	0 NA	0 NA	0 NA	0 NA	0
K-5 OE/Mag	61 92%	2 3%	3 5%	0 0%	0 0%	0 0%	66
Total	61 92%	2 3%	3 5%	0 0%	0 0%	0 0%	66

Students at Completion

Grades	Hispanic	African American	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 home	94 48%	20 10%	21 11%	6 3%	8 4%	48 24%	197
K-5 OE/Mag	157 69%	15 7%	3 1%	2 1%	6 3%	44 19%	227
Total	251 59%	35 8%	24 6%	8 2%	14 3%	92 22%	424

Sewell

Students in SY13-14

Grades	Hispanic	African American	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 home	69 49%	7 5%	2 1%	5 4%	9 6%	50 35%	142
K-5 OE/Mag	91 54%	11 7%	2 1%	3 2%	4 2%	57 34%	168
Total	160 52%	18 6%	4 1%	8 3%	13 4%	107 35%	310

Changes

Grades	Hispanic	African American	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 home	0 NA	0 NA	0 NA	0 NA	0 NA	0 NA	0
K-5 OE/Mag	30 91%	1 3%	2 6%	0 0%	0 0%	0 0%	33
Total	30 91%	1 3%	2 6%	0 0%	0 0%	0 0%	33

Students at Completion

Grades	Hispanic	African American	Nat Am	Asian-PI	Multi	Anglo	Total
K-5 home	69 49%	7 5%	2 1%	5 4%	9 6%	50 35%	142
K-5 OE/Mag	121 60%	12 6%	4 2%	3 1%	4 2%	57 28%	201
Total	190 55%	19 6%	6 2%	8 2%	13 4%	107 31%	343

Option B

This option involves adding a dual language program at Manzo Elementary School. The program is designed bring in about 70 students from the area east of Interstate 10 for the purpose of increasing integration. The program also should help improve the letter grade and academics at the school. The option should promote integration by reducing the Hispanic share of enrollment from 86% in 2013/14, to around 82% once the program is in place.

Assumptions:

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.

Enrollment and Ethnicity

Manzo's enrollment will increase from 355 to 425. Though its ethnic composition improves overall, it still will be racially concentrated. It should be noted that this option adds enrollment to a school that already is operating at capacity; reconfiguration of programs at the school or a reduction in the number of general open enrollment students would be required to bring the utilization closer to 110%.

Manzo

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5 home	155 89%	0 0%	10 6%	2 1%	2 1%	6 3%	175
K-5 OE/Mag	150 83%	6 3%	8 4%	5 3%	2 1%	9 5%	180
Total	305 86%	6 2%	18 5%	7 2%	4 1%	15 4%	355

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5 home	0 NA	0 NA	0 NA	0 NA	0 NA	0 NA	0
K-5 OE/Mag	42 60%	6 9%	0 0%	1 1%	3 4%	18 26%	70
Total	42 60%	6 9%	0 0%	1 1%	3 4%	18 26%	70

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5 home	155 89%	0 0%	10 6%	2 1%	2 1%	6 3%	175
K-5 OE/Mag	192 77%	12 5%	8 3%	6 2%	5 2%	27 11%	250
Total	347 82%	12 3%	18 4%	8 2%	7 2%	33 8%	425

Option C

Roskruge has a K-5 attendance area, which, for 6th through 8th grades becomes the Mansfeld Middle School attendance area. Option C involves Roskruge sharing a portion of the Mansfeld attendance area (coterminous with the Roskruge K-5 area), thereby reducing enrollment at Mansfeld. Based on 2013-14 student data, the option would result in the movement of about 21 students. The option may promote integration by reducing the Hispanic share of enrollment at Roskruge very slightly, from 84% in 2013/14, to 83% once the program is in place, and it could open up additional magnet spaces at Mansfeld

Assumptions:

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

Enrollment and Ethnicity

Roskruge's enrollment will increase from 689 to 710 while its ethnic composition improves very slightly. Although this analysis assumes the students will be added to the existing students at Roskruge, the magnet enrollment at Roskruge may need to be reduced to accommodate the additional students.

Roskruge (K-8)

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-8 home	71 62%	0 0%	32 28%	2 2%	4 3%	6 5%	115
K-8 OE/Mag	507 88%	9 2%	34 6%	3 1%	3 1%	18 3%	574
Total	578 84%	9 1%	66 10%	5 1%	7 1%	24 3%	689

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
6-8 home	0 NA	0 NA	0 NA	0 NA	0 NA	0 NA	0
6-8 OE/Mag	14 67%	0 0%	2 10%	1 5%	0 0%	4 19%	21
Total	14 67%	0 0%	2 10%	1 5%	0 0%	4 19%	21

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-8 home	71 62%	0 0%	32 28%	2 2%	4 3%	6 5%	115
K-8 OE/Mag	521 88%	9 2%	36 6%	4 1%	3 1%	22 4%	595
Total	592 83%	9 1%	68 10%	6 1%	7 1%	28 4%	710

Mansfeld enrollment could decrease from 806 students in 2013/14 to about 785 students with virtually no change in the overall ethnic composition.

Mansfeld (6-8)

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-8 home	105 86%	3 2%	2 2%	0 0%	3 2%	9 7%	122
K-8 OE/Mag	537 79%	39 6%	23 3%	11 2%	7 1%	67 10%	684
Total	642 80%	42 5%	25 3%	11 1%	10 1%	76 9%	806

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
6-8 home	-14 67%	0 0%	-2 10%	-1 5%	0 0%	-4 19%	-21
6-8 OE/Mag	0 NA	0 NA	0 NA	0 NA	0 NA	0 NA	0
Total	-14 67%	0 0%	-2 10%	-1 5%	0 0%	-4 19%	-21

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-8 home	91 90%	3 3%	0 0%	-1 -1%	3 3%	5 5%	101
K-8 OE/Mag	537 79%	39 6%	23 3%	11 2%	7 1%	67 10%	684
Total	628 80%	42 5%	23 3%	10 1%	10 1%	72 9%	785

Option D

Option D involves moving the magnet program at Dodge Middle School to the currently closed Fort Lowell/Townsend campus. As a result, it could be expanded from about 420 in 2013/14 to 650 students in the future. Based on the demographic characteristics of the students in the program and applying for the program, the option promotes integration by potentially enabling about 230 more students to attend an integrated school with a high letter grade and demonstrated strong academic performance. The option also promotes integration because, using the current ratio of students attending Dodge from a racially concentrated school, an additional 90 students would be able to move from a racially concentrated school to an integrated school.

Assumptions:

1. Assumed adding 230 students with the same ethnic composition of the current Dodge students and the students applying for Dodge (both pools are virtually the same ethnic composition).
2. No assumption was made about from which schools these student would come.

Enrollment and Ethnicity

Dodge enrollment will be reduced to zero, while all existing and new students would bring total enrollment at Fort Lowell/Townsend to 650 students. There likely would be virtually no change in the overall ethnic composition.

Dodge

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5 OE/Mag	267	19	9	10	12	103	420
	64%	5%	2%	2%	3%	25%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5 OE/Mag	-267	-19	-9	-10	-12	-103	-420
	64%	5%	2%	2%	3%	25%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5 OE/Mag	0	0	0	0	0	0	0
	NA	NA	NA	NA	NA	NA	

Lowell/Townsend

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5 OE/Mag	0	0	0	0	0	0	0
	NA	NA	NA	NA	NA	NA	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5 OE/Mag	414	29	14	15	19	159	650
	64%	4%	2%	2%	3%	24%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
K-5 OE/Mag	414	29	14	15	19	159	650
	64%	4%	2%	2%	3%	24%	

Option E

Option E involves creating early middle college programs at both Cholla and Santa Rita high schools. Creation of these programs is expected to result in a net increase of about 100 students at each high school. Assuming that the programs are designed and transportation options are provided to successfully attract students from across the District, the option could encourage participation by a wide range of students, increase integration at Cholla, and perhaps Santa Rita, and permit the District to attempt the re-capture of some students who previously chose alternative providers.

Assumptions:

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

Enrollment and Ethnicity

Under this option Rincon, Sahuaro and Palo Verde high schools will lose enrollment. Rincon High School is expected to lose a net 50 students, reducing enrollment from 1,125 students in 2013/14 to 1,075 students in the future; its ethnic composition will likely remain the same.

Rincon HS

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	585	103	17	68	32	320	1,125
	52%	9%	2%	6%	3%	28%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	-26	-5	-1	-3	-1	-14	-50
	52%	10%	2%	6%	2%	28%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	559	98	16	65	31	306	1,075
	52%	9%	1%	6%	3%	28%	

Sahuaro is expected to lose about 100 net students, half to Cholla High School and half to Santa Rita High school. This would reduce enrollment from 1,834 students in 2013/14 to about 1,734 in the future with no change in the ethnic composition.

Sahuaro HS

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	636	123	20	44	74	937	1,834
	35%	7%	1%	2%	4%	51%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	-34	-6	-2	-2	-4	-52	-100
	34%	6%	2%	2%	4%	52%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	602	117	18	42	70	885	1,734
	35%	7%	1%	2%	4%	51%	

Palo Verde High School is expected to lose a net 50 students, reducing enrollment from 953 students in 2013/14 to 903 students in the future; its ethnic composition will also likely remain the same.

Palo Verde HS

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	474	131	21	21	48	258	953
	50%	14%	2%	2%	5%	27%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	-25	-7	-1	-1	-2	-14	-50
	50%	14%	2%	2%	4%	28%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 Total	449	124	20	20	46	244	903
	50%	14%	2%	2%	5%	27%	

Enrollment at each of the two high schools with the new program is expected increase by 100 students. This could increase Cholla High School from 1,680 students in 2013/14 to about 1,780 students in the future. The ethnic composition of the school would improve somewhat as a result of this movement, reducing the Hispanic share from 79 percent to 77 percent.

Cholla HS

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
9-12 home	1,030 79%	36 3%	98 8%	6 0%	15 1%	113 9%	1,298
9-12 OE/Mag	298 78%	25 7%	15 4%	2 1%	8 2%	34 9%	382
9-12 Total	1328 79%	61 4%	113 7%	8 0%	23 1%	147 9%	1,680

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
9-12 home	0 NA	0 NA	0 NA	0 NA	0 NA	0 NA	0
9-12 OE/Mag	43 43%	8 8%	2 2%	4 4%	3 3%	40 40%	100
9-12 Total	43 43%	8 8%	2 2%	4 4%	3 3%	40 40%	100

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
9-12 home	1,030 79%	36 3%	98 8%	6 0%	15 1%	113 9%	1,298
9-12 OE/Mag	341 71%	33 7%	17 4%	6 1%	11 2%	74 15%	482
9-12 Total	1,371 77%	69 4%	115 6%	12 1%	26 1%	187 11%	1,780

Santa Rita High School enrollment is expected to increase from 927 students in 2013/14 to about 1,027 students in the future. The ethnic composition of enrollment is expected to remain virtually the same under this option.

Santa Rita HS

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
9-12 home	264 39%	59 9%	5 1%	27 4%	31 5%	284 42%	670
9-12 OE/Mag	93 36%	38 15%	10 4%	1 0%	10 4%	105 41%	257
9-12 Total	357 39%	97 10%	15 2%	28 3%	41 4%	389 42%	927

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
9-12 home	0 NA	0 NA	0 NA	0 NA	0 NA	0 NA	0
9-12 OE/Mag	42 42%	10 10%	2 2%	2 2%	4 4%	40 40%	100
9-12 Total	42 42%	10 10%	2 2%	2 2%	4 4%	40 40%	100

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
9-12 home	264 39%	59 9%	5 1%	27 4%	31 5%	284 42%	670
9-12 OE/Mag	135 38%	48 13%	12 3%	3 1%	14 4%	145 41%	357
9-12 Total	399 39%	107 10%	17 2%	30 14 3%	45 4%	429 42%	1,027

Option F

Option F entails providing voluntary transportation options to Cholla and Pueblo high school students who wish to attend Palo Verde or Santa Rita High Schools. This option would move about 180 students, providing an opportunity for more students to attend an integrated school. In addition to helping diversity, the option sends students from more crowded schools in the District to schools that are not crowded enough.

Assumptions:

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 the sending schools.

Enrollment and Ethnicity

Under this option Cholla High School would lose a net of about 60 students while Pueblo would lose about 120 students. This would lower enrollment at Cholla High School from 1,680 in 2013/14 to 1,620 in the future, and could have a slight positive impact the ethnic distribution at the school.

Cholla HS

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	1,030	36	98	6	15	113	1298
	79%	3%	8%	0%	1%	9%	
9-12 OE/Mag	295	28	15	2	8	34	382
	77%	7%	4%	1%	2%	9%	
9-12 Total	1,325	64	113	8	23	147	1680
	79%	4%	7%	0%	1%	9%	

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	-71	-2	-7	0	-1	-9	-90
	79%	2%	8%	0%	1%	10%	
9-12 OE/Mag	15	4	1	1	1	8	30
	50%	13%	3%	3%	3%	27%	
9-12 Total	-56	2	-6	1	0	-1	-60
	93%	-3%	10%	-2%	0%	2%	

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-PI	Multi	Anglo	Total
9-12 home	959	34	91	6	14	104	1208
	79%	3%	8%	0%	1%	9%	
9-12 OE/Mag	310	32	16	3	9	42	412
	75%	8%	4%	1%	2%	10%	
9-12 Total	1,269	66	107	9	23	146	1620
	78%	4%	7%	1%	1%	9%	

Option F could reduce enrollment at Pueblo High School by some 120 students, causing enrollment to go from 1,508 students in 2013/14 to about 1,388 students in the future. As with the shift from Cholla, it is not expected that this would have an impact on integration.

Pueblo HS

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
9-12 home	1,056 91%	14 1%	33 3%	5 0%	7 1%	45 4%	1160
9-12 OE/Mag	305 88%	3 1%	26 7%	0 0%	1 0%	13 4%	348
9-12 Total	1361 90%	17 1%	59 4%	5 0%	8 1%	58 4%	1508

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
9-12 home	-109 91%	-1 1%	-3 3%	-1 1%	-1 1%	-5 4%	-120
9-12 OE/Mag	0 NA	0 NA	0 NA	0 NA	0 NA	0 NA	0
9-12 Total	-109 91%	-1 1%	-3 3%	-1 1%	-1 1%	-5 4%	-120

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
9-12 home	947 91%	13 1%	30 3%	4 0%	6 1%	40 4%	1040
9-12 OE/Mag	305 88%	3 1%	26 7%	0 0%	1 0%	13 4%	348
9-12 Total	1,252 90%	16 1%	56 4%	4 0%	7 1%	53 4%	1388

Enrollment at the two receiving high schools is expected to increase by a total of 180 students. This should increase Palo Verde High School by 120 students, from 953 students in 2013/14 (46 percent of capacity) to about 1,073 students in the future. The ethnic composition of the school could change slightly as a result of this movement, increasing the Hispanic share of enrollment from 50 percent to 54 percent. However, it would also provide the opportunity for nearly 140 more high school students to attend an integrated school.

Palo Verde HS

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
9-12 home	295 51%	69 12%	12 2%	14 2%	29 5%	161 28%	580
9-12 OE/Mag	178 48%	62 17%	9 2%	7 2%	21 6%	96 26%	373
9-12 Total	473 50%	131 14%	21 2%	21 2%	50 5%	257 27%	953

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
9-12 home	-15 50%	-4 13%	-1 3%	-1 3%	-1 3%	-8 27%	-30
9-12 OE/Mag	125 NA	2 NA	9 NA	0 NA	2 NA	12 NA	150
9-12 Total	110 92%	-2 -2%	8 7%	-1 -1%	1 1%	4 3%	120

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
9-12 home	280 51%	65 12%	11 2%	13 2%	28 5%	153 28%	550
9-12 OE/Mag	303 58%	64 12%	18 3%	7 1%	23 4%	108 21%	523
9-12 Total	583 54%	129 12%	29 3%	20 2%	51 5%	261 24%	1073

Under this option, Santa Rita High School enrollment is expected to increase from 927 students to about 987 students. The ethnic composition could change from 39 percent Hispanic to 42 percent and 60 more students would have the opportunity to attend an integrated school.

Santa Rita HS

Students in SY13-14

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
9-12 home	264 39%	59 9%	5 1%	27 4%	31 5%	284 42%	670
9-12 OE/Mag	93 36%	38 15%	10 4%	2 1%	10 4%	104 40%	257
9-12 Total	357 39%	97 10%	15 2%	29 3%	41 4%	388 42%	927

Changes

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
9-12 home	0 NA	0 NA	0 NA	0 NA	0 NA	0 NA	0
9-12 OE/Mag	55 92%	1 2%	1 2%	1 2%	0 0%	2 3%	60
9-12 Total	55 92%	1 2%	1 2%	1 2%	0 0%	2 3%	60

Students at Completion

Grades	Hisp	Afr Am	Nat Am	Asian-Pl	Multi	Anglo	Total
9-12 home	264 39%	59 9%	5 1%	27 4%	31 5%	284 42%	670
9-12 OE/Mag	148 47%	39 12%	11 3%	3 1%	10 3%	106 33%	317
9-12 Total	412 42%	98 10%	16 2%	30 3%	41 4%	390 40%	987