

**TUCSON UNIFIED SCHOOL DISTRICT**  
**[DRAFT] DESEGREGATION IMPACT ANALYSIS**

**Proposed Action:** Sale of Bonanza and 5<sup>th</sup> Street (10.4 Acres)

**Summary:**

On June 13, 2017, the Governing Board pre-approved a purchase agreement for the sale of 10.4 acres at Bonanza and 5<sup>th</sup> street conditional on approval of the Special Master and Court. On August 8, 2017, the Board rescinded the pre-approval (in response to feedback from the Special Master related to an earlier Draft DIA). The proposed buyer of the property is a single-family home developer who intends to build custom homes on the vacant property.

The sale is also contingent on a successful rezoning of the property.

**A. Analysis of the impact of the requested action on the District’s obligation to desegregate.**

The sale will have no impact on the schools that serve the area. The property is vacant. Eight homes are anticipated, which at current student generation rates, will generate less than 0.6 students overall (0.28 k-5, 0.14 6-8, 0.18 9-12).

**B. Analysis of how the proposal will impact the District’s obligations under the USP**

The District, Plaintiffs, and Special Master have identified 65 USP implementation activities, organized by ten USP sections. Below, the District analyzes the potential impact of the proposed sale on the District’s obligations under each of the ten USP sections:

1. **Compliance** No potential impact.
2. **Student Assignment** No potential impact, as shown in Section A above.
3. **Transportation** No potential impact.
4. **Admin/Cert Staff** No potential impact.
5. **Quality of Education** No potential impact.
6. **Discipline** No potential impact.
7. **Family and Community Engagement** No potential impact.
8. **Extracurricular Activities** No potential impact.
9. **Facilities and Technology** No potential impact.
10. **Accountability and Transparency** No potential impact.

**C. Other Considerations**

1. **Past, Present, and Potential Future Uses:**

In the past and currently, the land is vacant. There are limited prospects for significant development in the area that might add future students. The schools in the area – Henry and Soleng Tom ES, Gridley and Magee MS, and Sahuaro HS – have more than sufficient capacity to serve the minimal development projected for the area.

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