

TUCSON UNIFIED SCHOOL DISTRICT NO. 1

**High School Reconfiguration Report:
Catalina High, Rincon High, University High**

November 22, 2017

submitted to:

TUSD Governing Board

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I. School Reports

There are three types of reports submitted from identified schools: site council reports, programmatic changes, and transition effects. All schools submitted a report from their site councils and answered the following questions: 1) Discuss the possible drawbacks for students, school and community, 2) Indicate possible benefits for students, school and community, 3) If the Governing Board approves move, what conditions would be necessary in order to have a successful transition for students, school and community, and 4) Other information to share or needed information that would be helpful.

Rincon and University High also submitted a programmatic changes report, as requested in the governing board resolution, and UHS also submitted a report on transition effects, also as requested in the resolution. All of these reports are included in the section below.

A. Catalina

1. Site Council Report

Question 1: Possible drawbacks for students, school and community.

1) Catalina students would struggle with the Loss of their School Community.

There is an intangible essence of care, concern, respect, and feelings of personal obligation and dedication that exists within the Catalina community. The administration, teachers, and support-staff, work tirelessly to provide a safe and secure learning, social, and emotional environment for the 777 students that call Catalina their school home. It would be faulty thinking to expect that this could be easily replicated at another school. There would be a significant disruption to our students educationally, socially, and emotionally, being faced with an unnecessary, unwise adjustment to an unfamiliar environment and staff. Students and families have been, unfortunately, exposed to false, inflammatory reports about this proposal,

resulting in the heightened concern about the future of their students' education. Student fears and preoccupation with this concern is already having a negative impact upon their attention, focus, and academic achievement. To this point, a student recently wrote, "We are Catalina, and if Catalina disappears, we become second-class citizens."

2) Catalina students would struggle to cope with additional instability.

Many of our students have already experienced significant displacement and incredible instability. They have had homes, countries, parents, education, and necessities torn from them, sometimes repeatedly. Our students come from 43 different birth countries, and speak 24 primary languages. This does not include the many secondary languages and dialects spoken by our students. We have 102 students registered as Refugees (13% of our population), and 118 students (15% of our population) in our English Language Development classes. Thirty-three of our students live in group homes, therapeutic group homes, or foster care homes and approximately 15 more are in DCS custody and placed with relatives or friends. Close to 75% of our population receives free or reduced lunch, with additional students that we believe qualify, but have not been able to access the online application or complete it properly due to barriers created by limited English language proficiency and lack of technology skills. Seventy-five (75) of our students qualify as McKinney-Vento, with six waiting for approval, and 92 of our students are enrolled in Youth on Their Own, with five currently waiting for approval. Forcing these students to be uprooted, once again, is both morally inappropriate and detrimental to their future success in becoming college and career ready, and graduating with their cohort.

McKinney-Vento (MV) and Youth on Their Own Students (YOTO)

School:	Total Number Enrolled:	McKinney-Vento:	Percentage of MV enrolled:	Youth on Their Own:	Percentage of YOTO enrolled:
Catalina	777	75	9.65%	92	11.84%
Rincon	1050	27	2.57%	12	1.14%
University	1118	0	0%	3	.27%

3) Youth on Their Own students would lose essential access to resources.

Catalina houses the largest number of YOTO students at any one school in the city. They make up 12% of our student population. At Catalina, all students have access to a student success center that manages their YOTO paperwork and grade stipends, provides school supplies, canned food, hygiene items, emergency clothing and caps and gowns for graduation. The YOTO office is located just two blocks from Catalina, and many students rely upon the ease of access to important supplies needed for their daily survival, to request additional financial or medical help, obtain free assistance with college and job applications, or work on homework in a safe, supportive environment. If they were moved to the Rincon campus, they would not have the daily access required to serve almost 100 students. It would be nearly impossible for YOTO to provide the current level of support to these students that is needed, if they were to attend school 2.3 miles away. YOTO is meeting the basic, human needs not afforded to these students without a traditional family environment

4) Catalina students with disabilities would experience the loss of appropriate and accommodating environments, along with the instability of a new school and change in staff

Catalina has a total of 174 students (22% of our population) that are eligible under IDEA as students with disabilities requiring specially designed instruction in order to demonstrate adequate yearly progress. Thirty-nine students are affected by a Mild to Moderate Intellectual Disability, 10 students are those impacted by Multiple

Disabilities, 14 are students with Autism Spectrum Disorder, and 11 receive special education services as students with Emotional Disabilities. We also provide services for 100 Resource Students with Disabilities.

The disbanding of Catalina's Exceptional Education community would create an impact of inconsolable loss and suffering to an already fragile population. There is the real potential for students with severe disabilities to suffer a lengthy period of regression, resulting in the need for additional services to recoup lost skills, while adapting to a new environment. Students not able to recoup lost skills within IDEA acceptable guidelines, due to the move and possible loss of appropriate facilities, could require the additional funding of Extended School Year program support in the summer and/or compensatory services, both additional costs to the district.

Each year, we have parents of students with disabilities express to the district's Exceptional Education Department that they only want their students to be placed at Catalina. We often receive students with significant disabilities, from other TUSD schools, who flourish and grow within our safe, secure community. The disturbance and disruption brought upon this 22% of Catalina's population has the potential of resulting in long-term detriments to the students' well-being and continuity of their special education programs.

Catalina High School was designed and remodeled to serve the specific needs of our students who require special environmental accommodations of the school's physical plant. The front of our school has a large parking lot, easily navigate by our school vans and Handi-Cars, with multiple handicapped parking spaces and entry to school is made accessible with our ramps, elevators, wide gates and many doors throughout our entire campus. Rincon's parking lot and campus does not currently offer these necessary accommodations. Catalina students with special ambulatory needs can easily negotiate our campus. Special education classrooms are designed to serve our students with special medical needs, such as g-tube feedings, colostomy care, in-classroom restrooms designed to meet students' special needs with regard to

Activities of Daily living, such as toileting, dressing and mobility, and classrooms that allow for meeting activities of daily living, essential and integral parts of our special education programs.

We also have special areas and equipment, which allow students to engage in physical activities, a dedicated kitchen that allows students to learn basic skills of cooking, and a laundry area that allows students to learn this basic skill as well. These provisions are all essential to our meeting the requirements of students' transition plans, on their IEPs, to prepare them for post- secondary programs and becoming gainfully employed after graduation. Our special classrooms are located within the entirety of our campus, allowing students to be in frequent, cordial interaction and inclusion with their non-disabled peers.

Catalina students are uniquely accepting and respectful, disabled and non-disabled alike, of one another- in integrated, inclusive elective courses (Examples: Fine Arts, Physical Education, Construction, Foreign Languages, and Culinary Arts), inclusive co-taught courses in English and Mathematics, during passing periods, in the Cafeteria, and at all school functions and extra-curricular activities. At Catalina, our students with disabilities have a specially designed bus bay for those that receive exceptional education transportation. It is well protected on Dodge, a less-traveled roadway than Pima, for students who are at-risk of fleeing the area. There is a specially constructed, shaded area that accommodates the special needs of students who are medically fragile or heat-sensitive, in order to prevent students having seizures while waiting for the bus. We also have shaded areas for these students during fire drills, and in case of emergency. The lack of these provisions at a different campus would present a significant drawback, placing these students at risk of harm.

5) The lack of transportation for Catalina's student and family population would become a major barrier to education and services.

Most students and families do not have their own reliable transportation. We find that they tend to walk or ride the city bus in order to attend school. Students often struggle with getting to school due to the distance they have to walk, or because they cannot afford the bus fare. The district's policy regarding who qualifies for bus passes is very narrow, and most of our families do not have the \$54.00 per month, per family member, needed to pay their own way.

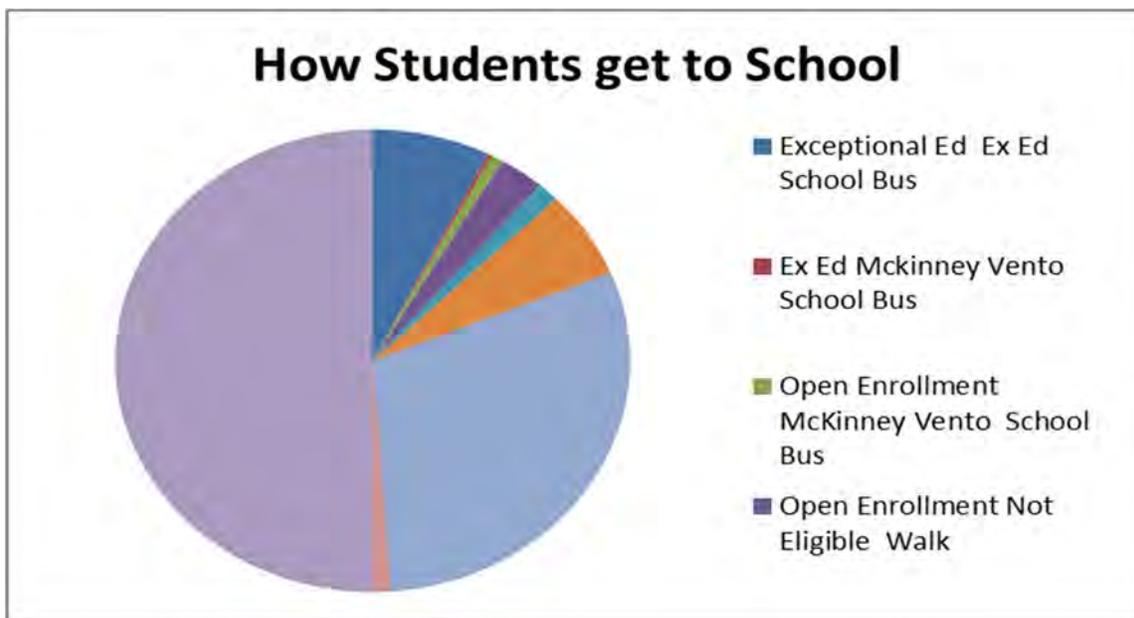
Our students already struggle to attend after-school sports, interscholastic games and programs such as tutoring, fine arts performances, and school dances. They often do not have rides home once it gets dark, or because the buses they need are not running after a certain time. Many of our parents do not attend IEP meetings, parent conferences or their students' sporting events or performances due to their lack of transportation. Sending students to school outside of their neighborhood would further limit the events our students would be able to participate in and decrease the already slim numbers of parents engaging in school events.

Extra-curricular activities are an integral part of the greater high school experience. It is faulty thinking to believe that Catalina students would have the assets at their disposal to be able to participate after school at a campus even farther away from home.

We anticipate that moving students outside their neighborhood will increase the tardy or non-attendance rates of not only our students, but those of their siblings as well. Our families rely on their high school student to drop off and/or pick-up younger students at Blenman, John B Wright, or Doolen. The struggle of the additional time and distance they would have to travel from these schools to Rincon would cause students to miss 1 or more periods of school each day, while their family responsibilities would not change. If these students do not earn the necessary yearly

graduation credits, due to meeting the time constraints imposed by their family responsibilities, graduation rates may decrease, the need for funding summer school classes may increase, and dropout rates may increase, as well.

		How Students get to School
Exceptional Ed	Ex Ed School Bus	14.8%
Ex Ed McKinney-Vento	School Bus	0.5%
Open Enrollment McKinney-Vento	School Bus	1.5%
Open Enrollment Not Eligible	Walk	5.8%
Open Enrollment Routed	School Bus/Transfer Location	2.7%
SunTran	City Bus	12.2%
Walkers	Walk	60.2%
Walkers Routed	School Bus	2.3%
Total		100%



6) Catalina students will lose access to critical and necessary programs that provide them with important skills and opportunities.

Catalina students currently have access to an amazing Construction program with incredible, caring instructors, and a state-of-the-art workshop. Students

completing this program are often sought after for jobs and educational opportunities after high school because of their stellar instruction and training.

Students also have an opportunity to receive instruction in our state-of-the-art Culinary Arts program. It is well known around the district that if you attend an event at Catalina, you will be treated to amazing food and treats prepared and catered by our culinary arts students. Our students gain skills that help them provide for their families and gain opportunities that can brighten their futures. This program affords our students with opportunities to experience the multi-cultural flavors of our unique, global community, as our Culinary Arts teachers include ethnic, cultural and regional recipes from our students' native countries. The Construction and Culinary Arts programs also meet transition goals, on the IEPs for student with disabilities whose goals are to complete training programs and be gainfully employed in these vocations after high school. Access to these programs is necessary for these students to be college and career ready.

Another significant drawback to a move to Rincon would be the loss of our Lifeguard Training program. The close proximity to the community pool affords our students participation in this program that students rely upon for future employment. Catalina students in these classes are certified in CPR and First Aid and receive a Lifeguard certification. Most students are employed during the summers as lifeguards at many city pools.

Catalina students greatly benefit from the many opportunities available to them, uniquely, as a small student body. Students that already find themselves disadvantaged due to their socioeconomic status, lack of adult support, or exposure to significant traumatic events, know that they can find support and motivation when they join an athletic team or arts program. Our smaller population affords all students the opportunity to participate in any program in which they are interested. By doubling the size of the population, students are not helped, but instead further disadvantaged, due to the increased competition for a limited number of spaces on athletic teams and fine arts performance-based groups.

While there may be many programs, our students will lose access to by moving to Rincon, we feel the loss of our School Improvement Grant could be one of the most detrimental drawbacks. This grant has provided us with many resources upon which our students and families rely. We have been able to provide ongoing staff development and the assistance of curriculum coaches to expand and develop our teachers' expertise in their craft to improve student achievement. Our Professional Learning Communities were applauded by the Governing Board as exemplary for TUSD as a whole, and we provided a presentation to the ILA, by board request, to inform the community of School Leadership on how to emulate Catalina's success at their schools.

7) Students and families would suffer the loss of Community Partnerships and Supports.

Catalina has experienced a unique, long history and grand presence in midtown Tucson. It is rare to talk with someone in Tucson who has not gone to Catalina, or does not know someone who went to Catalina. Many in our town are proud Trojans and they support our generous Alumni Foundation. The closing of Catalina would mean not only the loss of an important piece of Tucson's and TUSD's history, but the loss of thousands of dollars raised and spent annually on well-deserving students and families by the Foundation. We believe this partnership would cease to exist if Catalina were closed.

Catalina also has significant partnerships with the Palo Verde Neighborhood Association, Elements City Church, and other local churches and individuals. The majority of those in the Palo Verde Neighborhood support our programs and students through generous holiday donations of food to our food pantry, small gifts, and donations of food and clothing to YOTO, from which many of our students benefit. Many of our teachers and staff are neighborhood residents. Elements City Church pours thousands of dollars and hundreds of person-hours into our campus and students, through monetary, gift cards, and food donations, activity scholarships, and campus work projects. They host a food distribution on Catalina's campus the 2nd

Saturday of each month, currently serving 185 community/school families, an average of 10,000 lbs. of fresh food. It would be a struggle to maintain these programs at another school site.

Our partnerships with other community and church programs would dwindle as well, making it more difficult for community groups who would have to go outside their communities to continue connecting with our students. Our students and families also regularly rely upon other resources and programs in their neighborhoods. Sending them to school outside of their neighborhood will make it difficult for them to access these resources, and get there during operating hours. This includes the Family Resource Centers, Boys and Girls Club, Refugee Services, Parent/Teacher conferences and school games and activities.

8) Increase in Refugee and ELD populations due to combining the two schools would create unnecessary tensions.

Both Catalina and Rincon house significant populations of Refugee students and students that are working to become English proficient. These two overlapping groups of students are what make both Catalina and Rincon such diverse, dynamic schools. They educate and enhance our student bodies in such a special and important way. However, combining all of these students into one student body would not be beneficial for either school. It would create difficulties in staffing and classroom management of our English Language Learners, and potentially overwhelm the special teachers that take great pride in the care and concern they have for not only providing students with a new language, but keys to unlocking a new culture. The benefits provided by our program, simply from the nature of Catalina having a smaller, closer student-faculty environment, could be lost. Our students would find frustration with not receiving the personal interaction and attention they deserve, and would most-likely take longer to pass the AZELLA exam, resulting in an extended time in school; negatively impacting the graduation rate.

There are concerns about the number of Refugee students that would result by combining Catalina with Rincon as well. Instead of creating multiple, diverse campuses, this move would further segregate these students, impairing both schools' ability to meet requirements of the Unitary Status Plan. We are already dealing with students coming from different countries that have experienced a history of not getting along. The further integration of students from rival nations, cultures and/or religions would impair Catalina's already established programs, embedded in the ELD curriculum, helping our students to focus more on their education, less on their differences, and developing a culture of universal acceptance.

9) The financial costs associated with executing this move appropriately will create an undue burden on the district, and take away money away from repairing buildings and ensuring that each elementary, middle, and high school is able to operate completely staffed with current and adequate facilities and equipment.

It is difficult to speculate on all of the costs that will accrue if this proposal moves forward. It will take a significant amount of money to make Rincon's campus an acceptable location that can meet all of the needs of Catalina's students with disabilities. There would be a significant increase in the cost of busing the hundreds of students that will find themselves more than 2.5 miles away from Rincon. Money would be needed to move the many District Programs that currently exist on the Catalina Campus, and to purchase new athletic equipment for all the schools. We would expect that Rincon's theater and auditorium be brought up to the same standards, with state-of-the-art lighting and sound systems that Catalina currently enjoys, and that a full Construction Shop and Culinary Kitchens would be constructed. This transition would require facility upgrades, signage changes, and new athletic equipment as well, adding to the financial burden imposed upon TUSD.

10) The combining of Catalina and Rincon, separating UHS, and redrawing the boundaries for all schools involved, will lead to a loss of tax-paying students and families, and resulting loss of revenue, that will not out-weigh any projected benefits to TUSD or any schools involved.

TUSD already has concern over the loss of students to other schools. We have heard from many in our school community that if Catalina is closed, they will not relocate their students to Rincon, but will instead choose to relocate their students to Sunnyside High School, Amphitheater High School, and/or a number of the charter schools that exist in the heart of our boundaries. There will be quite a few of our students that use this as an excuse to stop putting forth the effort to go to school and they will drop out all together.

Many of our students have families that need them to go to work, provide health care or babysitting, and many of them do not have the support to continue. Our students are often first generation college students, and for more than you would guess, they are first generation high school graduates! The ease of accessibility to a local, neighborhood high school contributes to and ensures, for many families, the retention of these students in school through graduation. It is not guaranteed that all Catalina students would move to Rincon. The total dollars generated by Catalina and Rincon, on their own, would not continue at the same level, resulting in loss of funding to the District.

Concluding Statement

We stand firm upon the position that removing Catalina students and families from their school home does far more damage than good. The process itself has already done significant damage within the district: pitting school against school, staff against staff, dividing the governing board, undermining the tenets of the Unitary Status Plan, and leaving students, parents/guardians, and staff wondering where they will be in coming year(s).

The answer to UHS' overcrowding problem and the perceived under-population problem of Catalina is *not* school combination. Anyone who holds to the belief that Catalina's students will achieve better and be more successful and happier in a larger student body, is not considering facts presented by research of the professional education community. According to a paper by the National Education Association, "there are Benefits to Small Class Size:

- Broad economic benefit: Benefits are greater than the costs.
- Closing the racial achievement gap: 38% reduction in test-score gap.
- Early identification of learning disabilities.
- Improved high school graduation rates: Fewer incarcerations and higher earnings.
- Increased college entrance test-taking rates: Smaller racial gaps in taking college entrance tests
- Improved student behavior: Large reduction in discipline referrals.
- No recurring annual costs: Once small classes are established, the extra costs for succeeding years are minimal."

If you ask Catalina's students and families, they will tell you they are very happy with the size of our student body, our ability to know everyone as an individual and by name, the smaller class sizes, and the unique, intangible essence existing within the Catalina community.

Question 2: Indicate possible benefits for students, school and community.

The possible benefits for Catalina students, school and community would be:

- The science classrooms would have access to natural gas in order to conduct experiments.
- A larger student body would allow for additional class offerings, especially electives.

- Students would be able to choose to take Auto, Fashion, and Orchestra - courses that are not currently offered at Catalina.
- A larger student body may allow additional athletic teams to be offered.

Question 3: If the Governing Board approves move, what conditions would be necessary in order to have a successful transition for students, school and community?

If the Governing Board approves the plan to close Catalina High School, there will not be a fully successful transition for all Catalina students. In order to make the transition as close to successful as possible, the district will have to provide:

- School bus pickup times that are negotiated with students, based on student responsibilities and increased access to free city bus passes.
- City bus schedules and other transportation information translated into every primary language that Catalina students speak.
- Provide free transportation to Catalina families who cannot otherwise attend without it, for activities and conferences held at whatever campuses Catalina students are sent.
- Specifically designated money for regular field trips to Universities for Catalina students, to compensate for moving Catalina students further away from University settings.
- Specifically designated money for large numbers of College students to work as tutors and mentors.
- Coordination with Youth on Their Own to ensure limited loss of services to the 92 students served. Potentially designating district money to assist YOTO with meeting the needs of so many students on one campus.
- Specifically designated money to remodel any schools that Catalina students are sent to so that they are 100% accessible to all students with disabilities. This would potentially include remodeling bathrooms, hallways, kitchens, physical therapy equipment and classrooms and

creating a shade space in the fire drill assembly space for students with sun sensitivity.

- Specifically designated money to renovate auditoriums at schools that Catalina students are sent to so that they are on par with the Catalina auditorium.
- Specifically designated money to remodel any schools that Catalina students are sent to so that they have CTE facilities on par with Catalina's. Specifically relocating the Culinary Arts Program and the Construction program that have recently received tens of thousands of dollars of upgrades.
- Easy access to the district services currently housed at Catalina, most specifically the Family Resource Center and the various Student Services. This will maintain Catalina students' access to services in a non- intrusive environment to access basic needs such as clothing, hygiene items, food, medical, etc.
- Potentially use a phase out process through freshmen entry to ease the transition for students, especially students with disabilities who make up almost 25% of Catalina's population.
- A clear and equitable process for certified and non-certified transitions to new positions.
- Specifically designated money for additional support positions to assist Catalina's population with the removal and transition, including logistical support personnel and additional counselors.
- Any final school closure decision must be made by January prior to the year of change, in order to develop full communication and transition plans, and allow registration to be conducted properly by the counseling departments at each school.
- Specifically designating a portion of the Catalina campus to house Catalina's historic artifacts such as trophies and yearbooks so that Catalina

alumni can have access to them. Maintaining the current names of buildings, such as Hines Gym, and maintain statues and other gifts made to Catalina.

- Maintain Catalina's low student-to-teacher ratio that benefits Catalina's population's needs.
- Allow Catalina's student-athletes to maintain their relationships with their coaches. These relationships are sometimes necessary to keep students engaged in school.
- Conduct district led meetings to discuss fully any potential moves for Catalina parents, families at a variety of times with translators to accommodate Catalina families' needs, there are 24 primary home languages spoken at Catalina, and translation services should be provided for all of them.
- Maintain the dinner program currently run at Catalina and provide free transportation from the Catalina campus to the new site for students and families.
- Provide paid summer Professional Development for teachers from Rincon and Catalina focusing on integrating the schools.
- Rename Rincon High School to put Catalina and Rincon students on the same footing for the new school year.
- Provide Catalina students and families orientation dates at Rincon the school year prior to integration, provide translators at the meetings.
- Specifically designate money to completely move all Catalina equipment to Rincon including providing a paid opportunity for Catalina teachers to move their resources to Rincon over the summer.

A drawback that cannot be remedied if the Governing Board approves this move is the negative impact on Catalina students' self-efficacy, because any sort of move will be a message to students that they are not good enough to keep their school. The only way to mitigate the negative impact on self-efficacy would be to

invest in major technology and facility upgrades at schools that Catalina students are sent to in order to give the students a feeling that they are receiving an upgrade.

Question 4: Other information to share or needed information that would be helpful.

1) Other information we would like to address or request:

- Catalina's Site Council would like the opportunity to address the board in a public setting regarding the effects this proposal would have on our school community.
- How much will this transition cost the district? TUSD is in the midst of a budget shortfall. The district will be taking on an additional financial burden while they find ways to deal with the current \$4.5 million budget shortfall. How will UHS "pay for their own school"? Realistically, it is district monies that will be forced to fund not only the transition of Catalina students to Rincon, but UHS has raised the issue of getting Catalina up to standards for their students. UHS has provided a proposed forecast of how much money THEY will bring into the district because of the draw to their programs. There is no hard evidence those monies will, in fact, become reality. How will the cost of bringing Catalina up to those lofty standards for UHS be justified? What district programs and repairs to current facilities will suffer as a result of, "robbing Peter to pay Paul?"
- Employment concerns: Obviously, there will be an overflow of personnel. If there are not enough positions open for Catalina personnel what will our options be prior to the move? What will happen to faculty/staff for which there are no open positions? How will class sizes at Rincon be affected? Who will make the determination regarding criteria for which teachers will be "granted" a transfer to Rincon and what they will teach? Will the administrative staff, counselors, and student services personnel transfer?

How will displacement be handled? How much notice will be given to staff? How will employee benefits be affected if they are reduced to part-time?

- Catalina has a State of the Art Culinary and Construction Program. Many of our Exceptional Education Students have post-secondary transition goals written into their IEP's (Individualized Education Plans) specifically for either Culinary or Construction. Catalina students have opportunities for summer internships that can lead to employment. Students who complete the entire program and certification can receive well-paying jobs upon graduation. They would lose that opportunity to be productive citizens that contribute to their community. Transitioning to the Rincon Campus will be detrimental to our students.
- This is a direct response from some students taking an Economics course. "Is it true that they are going to take our school and give it to the smart kids?" Catalina serves some of the most under-privileged students in Tucson. They are refugees, homeless students, first generation immigrants, and they come from homes where they will be the first in their family to receive a High School Diploma. Are these the students whose campus we want to take from them? Why? For the sake of whom?
- This move benefits only UHS students who come from the wealthiest, highest educated homes in our district and surrounding districts. Without their own campus or integrated into our campuses, the individuals at UHS would most likely graduate from high school and go to college at the same rate. On the other hand, if forced to leave Catalina, the individual students from Catalina would be much less likely to even complete high school. The inequity of this proposed move is not procedural justice.
- We are disappointed that representatives of the University High School community have had five months to prepare their report and presentation, while Catalina and Rincon High Schools have had just two weeks. We are

confused as to how UHS representatives were allowed to make a public proposal to close a specific school, and could require an impact study without any consultation with stakeholders at the other schools affected.

- The report requested by the Governing Board fails to request information from the English Language Development department, Exceptional Education department, and Refugee Services. Catalina's population is heavily supported by each of these departments, and the failure to recognize these groups demonstrates a lack of understanding of who we are.
- Catalina High School should be provided with all of the information that UHS was provided for the creation of their presentation.
- We would like to suggest that instead of granting UHS their own campus, you divide them out amongst all the schools, and allow all of the district's high schools the opportunity to run a comprehensive college-track course of study, giving all students the access to accelerated, AP and honors classes in a full variety of subjects.
- Catalina's campus and physical plant meets ADA (Americans with Disabilities Act) Compliance with accessibility for students with disabilities. It has been reported to us, that Catalina was originally planned and constructed as a fully accessible campus for students with disabilities. How will Rincon accommodate the ADA requirements for our sizable Exceptional Education population, especially with CTE programs?
- If the Rincon campus does not have shaded shelter at the Exceptional Education bus bay, and fire drill location these provisions would have to be purchased or constructed. This would be necessary to meet the special needs of students who are medically fragile and or have heat sensitivity. Without these shelters, there is the potential for students to overheat and possibly have seizures. Catalina is the only campus specifically designed for access for EVERY student to EVERY area in the school.

- Why is Catalina High School the number one choice of relocation? What about other locations that would have less of an impact on students?
- TUSD must not allow the creation of a segregated campus. Catalina has been in existence since 1957 and there is a tremendous amount of Tucson History in this school. Catalina was called Disneyland and opened as a state of the art facility in the 1950's. Catalina has a rich, diverse student population with its own identity as evident with our Catalina Foundation, school colors, bleachers, gym, school mascot, sports uniforms, murals etc.
- We would like to hear what the Special Master and Plaintiffs have to say about such a move. UHS is less diverse and selective for its student body. Is TUSD really considering moving a less diverse population to Catalina, one that does not even meet desegregation standards? This would be shipping the more racially balanced Catalina High School student body to be part of another racially balanced population at Rincon High School.
- We would want a cost analysis of preparing both Rincon and Catalina for new students. We would like our students to have adequate facilities.
- Our students and families remain number one on our priority list. We keep their best interest at heart; we speak for those who have no voice. We are not just a school; we are a place that our unique community calls home.
- Many of our students come from difficult situations and we simply serve as their parents. How can we justify disrupting their stability? The programs we have at Catalina such as the Fine Arts, ELD (English Language Development), Exceptional Education, Culinary, Construction, Lifeguard Training, Sports and National Honor Society, were built by Catalina Staff to support the specific needs of Catalina students. We need to consider the potential disruption by forcing our Exceptional Education, ELD, Refugee, Youth on Their Own and McKinney Vento students to another campus.
THESE STUDENTS WILL FLOUNDER IN A LARGE SCHOOL WITH A LARGE

POPULATION. They depend heavily on the one-on-one interaction between their teachers, teacher assistants, counselors and support staff.

- One group of students regardless of test scores is not more important than another. Our students have much to offer and have been made to feel as though they do not matter.
- Have parents been given a means to formally respond to the proposal that would provide hard data for the impact on the families to present to the board?
- How will the move affect Immigrant Resettlement? Our students have a healthy peaceful intercultural existence without conflict. It has been told to us that under the resettlement guidelines, students who have arrived from countries where there is political upheaval are assigned to different campuses in order to avoid conflict within the student population.
- Our refugee population is not specifically represented under the USP. Our students from "African countries" do not identify as "African Americans". Where is the legal representation for these students?
- Will our students that walk to school be guaranteed transportation? A large number of our refugee students walk because their parents do not have a private vehicle.
- 74% of Catalina students receive free or reduced lunch. To qualify for reduced lunch, the family income must be below \$21,590 annual income in 2015, which is 185% of the poverty line. To qualify for free lunch, the family income must be below \$15,171 in 2015.
- We recommend that no decision should be made during the 2017/2018 school year.
- There would have to be a consensus of how things are to work with all stakeholders.

- What about the Group Home and Foster Families that live in the Catalina Boundaries? Where will these students go? Has the emotional and academic impact on these students been taken into consideration?
- We recommend that a study be conducted to relocate Rincon to Catalina.
- If the UHS proposal is approved, will the Youth Football Association be able to continue utilizing Catalina's Football Field for Saturday games?

2) Student Responses

Student One Comment

"I know I may sound biased as I am writing this paper. However, from my standpoint, CHS has always been on the losing end of everything. CHS may not be the best when it comes to academics and conduct. CHS does not have students from well-off families. CHS has not been nationally recognized as one of the top schools as much as UHS. However, it is home to students who want to have a future. These students are eager to learn amidst difficulties and hesitations but they always push themselves and probably even drag themselves just to go to school every single day no matter how tired they are.

Students want to know that the school administration believes in them and in their capacity to fight for what is right. Some of the school administrators may not see the talents of the students amidst the ruckus that they make every day. However, some students can deliver great speeches, communicate effectively, and even convey their thoughts well to other people. It would have been better if the school gave the students the chance to create projects to be able to stop the UHS movement. After all, they are the ones mostly affected by this. If only the students were given this chance and were informed earlier of the UHS movement, they would have made great plans to safeguard their right to stay in their own campus.

I believe trust and hope are two important key words that the school must remember. In order to overcome this obstacle, the school must give the students the opportunity to formulate plans on how to avoid the movement and hope for the best

in everything. It is never too late for the students and the school, as a whole, to act upon this matter.”

Student Two Comment

“My thoughts about this aggravates me. There are so many closed schools they can take over, instead of them coming to us since “we have less students.” We have many new things this year like closed conference period. Everything about this whole new beginning in our school is helpful and very, very great! I really do not see the need to transition this school at all. Once this topic was out, many students at my school were upset and disagreed about what they were hearing in the hallways and reading posts on Facebook. If the school board cares about student’s education and what not, then let Catalina students be and leave this Trojan property only!”

Student Three Comment

“I would just like to share that Catalina students are not worth less than the UHS students. We have many smart and outstanding students at our school. They did not choose to go to UHS because they wanted something different, such as diversity. The governing board is not only taking away our focus from school by thinking about kicking us out but they are also making us feel worthless. That shows a bad image for them.”

Student Four Comment

“I think its funny how UHS thinks they can just take over someone’s school because they think they are “better” than everyone. If they want to take over Catalina because we have a small population of students, they are wrong. We do not have the smallest number of students; Santa Rita does so just take over their school. UHS why even take over a school; why not move to a school that is already shut down. UHS you cannot guarantee every student is going to move to Rincon. I also think the adults from UHS should of came to Catalina and presented your presentation to us and tell us all your “great” reasons why you want our school. I do not think it was fair for Catalina students to learn from the internet that our school was going to be taken over. UHS you are so closed-minded and you are not looking at the bigger picture. I

DID NOT COME TO CATALINA HIGH SCHOOL TO NOT GRADUATE AS A TROJAN AND TO GRADUATE AS A RANGER!

Distribution of Hispanic and African American Students by Percentage of Total Site Population at Catalina and Surrounding Schools*

*Rounded to the nearest whole percent

School Site	Percentage of Hispanic Students	Percentage of African American Students
<i>Elementary Schools</i>		
Blenman	50	13
Cragin	54	11
Davidson	57	8
Howell	51	9
Hughes	52	4
Robison	78	23
Whitmore	47	8
Wright	41	28
<i>K-8 Schools</i>		
Miles	59	1
Roskruge	81	2
<i>Middle Schools</i>		
Doolen	45	13
Mansfeld	71	6
<i>Middle & High Schools</i>		
AGAVE	55	9
<i>High Schools</i>		
Catalina	47	15
Rincon	61	11
Tucson	73	5
Teenage Parent	63	16
University	35	1
<i>District-Wide</i>	64	6

B. Rincon High School

1. Site Council Report

Question 1: Possible drawbacks for students, school and community.

1) Removing University High School (UHS) from Rincon High School (Rincon) could have a negative impact on student enrollment at Rincon.

Rincon has a waiting list for open enrollment. Many of the open enrollment students, who attend Rincon, choose to enroll at Rincon to benefit from our strong fine arts programs: band, choir, dance, color guard, drama and orchestra. Therefore, we anticipate a drastic decline in the enrollment of these programs limiting student opportunities. Further, there is a great deal of speculation that enrollment at the school, as a whole, would decline, as well. It has been suggested by community members, parents, students and staff alike, that even students who live within Rincon boundaries would choose not to attend Rincon if UHS were to leave. Although Rincon has 70% of its student population on free and reduced lunch, with the vast majority of that 70% falling within the free lunch category, there are affluent pockets in the neighborhoods surrounding Rincon. Although it is difficult to quantify in concrete numbers, many people believe that students from the more affluent areas surrounding Rincon would choose to open enroll in other districts or charters if UHS were to leave.

2) Removing UHS from Rincon could have a negative impact on overall student climate and academic performance.

When meeting with students regarding the potential split of the schools, a student voiced that when he made the basketball team, he became friends with some boys from UHS who were on his team. He expressed that his teammates from UHS would always go to the library after school to study, so he decided to join them. He said that their influence carried over into his personal work ethic, creating within him a heightened awareness of the importance of staying on top of his academics. Several students involved in the discussion shared agreement to themselves having or their

friends having had similar experiences. Students, teachers, and parents have expressed that they believe the UHS students have an extremely positive influence in the lives of many Rincon students, and vice versa. Many students have formed strong friendships. The school split may have an affect on students that extends far beyond social benefits.

Beyond the positive social effect Rincon experiences having UHS on our campus, combining Rincon and Catalina would most likely have a negative effect on academic performance. On the 2016-2017 AZ Merit tests, Rincon had the highest rate of student growth of any high school in the district, except for UHS, demonstrating that Rincon is making positive gains academically. Taking UHS off Rincon's campus and combining Rincon with Catalina will create an entirely different blend of students. While academics is the number one priority at Rincon, student integration will inevitably consume a great deal of time, energy, and focus. Explicit, site-wide attention will have to be placed on creating a harmonious environment that meets the social-emotional needs of all students and staff during this transitional time.

Also important to take into consideration, Catalina students would be coming to Rincon with student performance that resulted in a school letter of grade of D, while Rincon student's performance resulted in a C. This, and other key factors spelled out below, indicate that student climate and academic performance could drop dramatically if UHS were to relocate and the two schools in question were to be combined.

3) Combining Catalina High School (Catalina) with Rincon would create a student population consisting of 793 students who come from homes where English is not the predominant language spoken at homes of those 793 students, 300 of the students are English Language Learners themselves.

Rincon always welcomes diversity with open arms. However, having a student population in which 16% of the students have very limited English language skills poses many challenges.

First, English language learners (ELLs) have to take a four-hour block of language courses as part of their daily schedule. Due to this state requirement, the ELL subgroup of students struggles to graduate in four years. This could adversely affect Rincon's overall graduation rate that accounts for 20% of the state letter grade calculation. Furthermore, having a student population in which 43% of our students come from homes in which English is not the predominant language creates challenges with school-home communication. Although TUSD has interpreter services available, communicating with parents in a timely manner is not always possible. When teachers need to inform parents of missing assignments, behavioral issues that may be occurring in class, etc., it takes additional time and coordination to reach out to parents and address classroom concerns. A great deal of educational research indicates that in order for corrective feedback to be valuable to students and yield positive results, it must be immediate. Since feedback to non-English speaking families cannot be immediate, this puts overall communication with families in a deficit, which, in turn, could greatly affect academic performance.

Finally, if the two schools were to combine, the English Language Development department on our campus would consist of 12 full time, certified teachers to meet the needs of our ELLs. To put this in perspective, the traditional English department would only consist of 11 full time, certified teachers. Thus, the English Language Development department would be larger than our traditional English Language Arts department.

Also important to note, the majority of the ELLs from Catalina and Rincon are refugee students, making a student population in which over 40 languages are represented. These students bring rich diversity to our schools, but on top of learning English, they and their families are faced with the additional challenge of learning how to adapt to an entirely new culture.

4) Combining Catalina with Rincon would mean doubling our Exceptional Education (Ex Ed) Population.

Rincon currently has 16% of our student population receiving exceptional education services. We have 110 students who are learning resource students being served in our mainstream classrooms with exceptional education co-teachers and/or support. We have 43 students who are in a self-contained autism program and 12 students in a self-contained program who have emotional disabilities. Rincon's current exceptional education staff consists of 9.5 certified teaching positions accompanied by 18 exceptional education teaching assistants. The ex ed staff consists of 27 full time employees, by far Rincon's largest department on campus. Our self-contained students require a great deal of supervision and support to learn safely and successfully in the traditional high school environment. Catalina has similar ex ed numbers with an even higher percentage of their total student enrollment at 25%, with 12 full time ex ed teachers and 24 teaching assistants. This means the "new" Rincon would have an ex ed department of 21.5 certified teachers and 42 teaching assistants, for a total ex ed staff of 64 employees. To put it in perspective, this is more staff than Catalina and Rincon's mainstream English, Math, Science and Social Studies departments, combined.

Furthermore, Catalina has large numbers of students with multiple disabilities (MD) in a self-contained program, much like Rincon's self-contained autism program, in which students need extremely high levels of support with daily functions, as well as with supervision, to learn successfully. Rincon facilities would have to be extensively remodeled to properly suit the needs of Catalina's MD students. This could

be extremely costly, requiring building and access renovations throughout the Rincon campus.

As you can see, if Catalina and Rincon were to combine, almost half of our student body would be made up of learners enrolled in special programs: ex ed and ELL. Many are wondering if it is ethical to create such a concentrated population of non-traditional learners.

5) Looking at data, trends show that combining Rincon and Catalina would increase student discipline greatly while markedly reducing student attendance.

As of October 5th, Rincon had accrued 28 distinct student incidents, while Catalina had accrued 45, which would bring the combined total to 73 total incidents. The only school close to that number, as of October 5th, would be Tucson High, with 52 total incidents. Tucson High has almost double the student population of Rincon and Catalina combined, with 21 fewer incidents. As of October 5th, 2017, UHS had one student incident.

Regarding student attendance rates, last year Rincon's overall attendance for the school year was at 91.7% while Catalina's was at 87.7%.

6) Taking UHS off Rincon Campus will hurt many programs including student clubs, several sports, advanced opportunities and fine arts.

Although numbers and figures will be provided by the various departments in charge of these specific areas, it is important to note that many opportunities previously available to Rincon students will be lost with the move. For instance, Rincon students currently have the opportunity to participate in 65 student clubs, 30 of which will most likely dissipate if UHS moves because they are sponsored by UHS staff. Even though Rincon students are involved in UHS sponsored clubs, they are predominately UHS student-led activities that would most likely be eliminated with those students leaving.

7) Many Rincon staff members enjoy the academic atmosphere that UHS students promote within the Rincon population. Many current opportunities for integration of this nature will be lost if UHS leaves. The study has created a lot of uncertainty, which could result in loss of employees.

Many teachers at Rincon enjoy the atmosphere that is created by having two distinctive groups of students and colleagues working together on campus, as proven by the low turnover rate of our teaching staff. At the end of the year last year, even with new administration coming on board, Rincon only lost four teachers: one who retired, one who took a position at UHS but is still on campus, and two who moved out of state. In a time when school districts are having a hard time holding on to good teachers, it is imperative to create ideal working conditions for teachers. Many Rincon and Catalina teachers may choose to leave and work at other schools due to the uncertainty this study has created. Others may leave because the environment they were comfortable working in will most likely be changed greatly due to the move. We cannot afford to lose teachers while in teacher shortage. Many staff members from the two schools are feeling nervous about all of the unknowns, such as who would be the office manager, the lead engineer, department chair, principals, etc. if the two schools combine. This has a negative impact on overall employee morale. There is further concern related to employees who are employed by one school but serve both, regarding their future and positions.

8) The costs involved.

Plain and simple, the cost involved in making such a move that only benefits a small faction of TUSD's population is a concern. Both schools would need all new uniforms. They would have to move programs such as culinary and construction from Catalina to Rincon. The costs of actually physically moving would be an expense. There would be increased costs in transportation knowing that the vast majority of Catalina students currently walk and would now need district bus service. These are

just a few of the obvious expenditures that would take away from other areas much more in need of funding. It has been on the news recently that TUSD is down 880 students this year, and we are facing potential budget cuts. We are also up for a bond election, requesting funds to improve facilities. Knowing how much the this study is costing, coupled with the actual costs of moving schools, negatively impacts the school community in and around Rincon/University High School, especially when parents and students from both schools have expressed they are not all in support of this move.

9) The Impacts of skimming.

Currently, having UHS on campus keeps the growth in enrollment of UHS in check. While this may seem like a drawback at first glance, when we probe closer and reflect on the impact it has on the district as a whole, it is a healthy check on their enrollment. When enrollment grows in UHS, while some of it comes from out of district students, much of it comes from our internal schools. The majority of the growth in enrollment in UHS has been a rerouting of students who would otherwise be attending their home schools in TUSD, where they could positively contribute to the academic culture and climate of those home schools. In a sense, keeping UHS's enrollment in check positively contributes to greater enrollment of high performing students to their respective home schools. To move UHS out of Rincon and merge Catalina with Rincon to make its own campus, UHS would remove this positive check to enrollment. As UHS grows, the potential exists for the withering of academic potential at our other high schools.

To put it into perspective, how competitive are TUSDs AP/IB scores in all of our high schools besides UHS, compared to other districts that do not have a large and robust academically selective high school? What are the typical letter grades across districts without a large selective high school? We are currently a district with the majority of our traditional high schools with letter grades of Ds. We implore the district leadership to perform the analysis of what our letter grades would be at our traditional high schools if students in UHS were attending their home schools. We are

not asking this to be done because we think that UHS should not exist or that it does not currently serve the district well, but to justify checking its current enrollment levels. As the media reported, it might be suggested that we are "cannibalizing" our traditional high school to benefit one selective high school. While that might be an extreme dramatization, the shift in models from a school within a school/shared campus does send a message to the community about what our district values.

Question 2: Indicate possible benefits for students, school and community.

1) Having only Rincon students and staff on the campus would create a greater level of autonomy on our campus.

Having UHS leave the campus would allow Rincon staff an opportunity to collaborate and reconfigure the school, without the challenge of two staffs having to agree and coordinate. Rincon students and staff would be 100% in the lead when planning student events, which would allow a great deal more freedom for Rincon to make decisions regarding subjects such as bell schedule, announcements, assemblies, etc. Rincon students may have more opportunity to participate, even if what is offered is limited, because they will not have to compete for spots against UHS students. We could do more to enhance to school spirit all around, without affecting the morale of the school on our campus.

2) Students and staff would have more space.

We would be able to spread out around campus and designate specific areas to give our students and staff more room and new opportunities for activities and collaboration.

3) If the move were to occur, Rincon would have some added program.

Rincon would potentially gain programs from Catalina including culinary, construction, AVID and sections of Pima Writing 101 and Arabic foreign language. Although this would not make up for what we would lose in fine arts and clubs, it does

open up some new opportunities from which Rincon students could benefit. Catalina also has a family resource center that would greatly benefit the Rincon community to help our families receive additional support. Although this may take away from the families who live near Catalina, it would be a great additional resource for Rincon that we currently do not have room to accommodate.

Furthermore, although we may lose some clubs and opportunities, the move will give some of Rincon's students and staff the leadership opportunities not available if UHS were still on campus.

4) Rincon would continue to have a richly diverse student population worth celebrating.

Many of our students come to us with bilingual skills upon which we can capitalize in our educational practice. Furthermore, our students come from a variety of cultures and belief systems, having a wide reaching positive educational effect, thereby helping to prepare our students for participation within a larger society.

Question 3: If the Governing Board approves move, what conditions would be necessary in order to have a successful transition for students, school and community.

- Rincon allocated staffing for a 7-period day. Of the three C rated schools, Rincon is the only one that does not have a seven period day. Of the D schools, only one has a 7-period day built into their regular school day. Mixing the student populations discussed above, it would be essential to implement a 7-period schedule to allow the two new staffs time to collaborate as we move to positively transition into one new campus. We would also use the additional period to provide students with remediation opportunities to help ensure that the academic growth trajectory Rincon is currently on, continues.
- All of Catalina's programs, such as the family resource center and the CTE programs, be moved to Rincon. Since we will most likely be losing a great

deal of our performing arts sections, we would need to ensure that our students still have a wide variety of opportunities offered to them. We will also need the additional support of the family resource center and programs like AVID to help support students.

- All of the desks, furniture, classroom and sports equipment, instruments, music, scripts, etc. stay at Rincon and all of the same stay at Catalina. UHS inherits whatever is at their new school and leaves what exists at Rincon because it will be needed for the 800 students we will be gaining.
- Time and funding to plan transition activities for staff, students and families to have a successful and positive experience in the transition. It is imperative that all schools have enough time to plan strategic, meaningful transition activities so that students, staff and parents do not feel as though one school was just "dumped" into another. These types of activities take quite a bit of collaboration and planning which cannot occur if a Board decision is made late in the year. Furthermore, as such planning requires a great deal of time, we would need to pay staff to work additional hours.
- Agreement made that UHS cannot take staff from Rincon for a limited time. Some staff members, including teachers and coaches from Rincon, have already been approached and asked if they would be willing to move over to the new UHS campus. This, again, would hurt one school to benefit another, and should be prohibited for at least the first year or two.
- We need a clear-cut deadline. A successful transition cannot occur without a minimum of six-month lead-time. Effectively planning moves of this enormity will take, at minimum, six months. There is a great deal that goes into taking on an additional 800 students and almost doubling the staff, especially when it comes to planning a master schedule. We are requesting that if the study is not complete and looks like it is going to extend beyond March, that the Board allow us to keep our schools intact

for the 2018-2019 school year. If the vote is solidified to move schools after March of 2018, that the plan be for the move to effect in 2019-2020.

- Increased staffing in particular areas would be essential. We would need to greatly increase the number of school monitors we have. We'd need to add a full time off-duty officer to our campus. Combining Rincon and Catalina would require an increase in all staff to keep class sizes at 27-1 due to the diverse range of learners in each room and an increase of counselors, including an ex ed and ELL counselor, as well as additional interventionists to serve struggling learners so they do not get lost in the larger student population.

Question 4: Other information to share or needed information that would be helpful.

- How will it hurt other high schools in the district if UHS increases their enrollment on a standalone campus? A great deal of emphasis from the USP focuses on expanding our honors and advanced placement opportunities. However, with UHS taking many of the students across the district who would be leaders in those classes and on campuses, while proposing to take even more of them, it makes it more challenging each year for the traditional TUSD high schools to maintain or expand enrollment in advanced courses.
- How does the data of combining Catalina and Rincon's student bodies compare to other schools within the district that would be around the same size as the "new" Rincon, when looking at ex ed, ELLs and discipline data? There is belief that if the data of the two schools were combined and evaluated against the data of schools approximately the same size or larger within the district, this data will show that a distinctly concentrated

student profile would exist that would not be found at other high schools within the district.

- What message does it send to all students in TUSD if UHS is given their own school because their students have "different needs" as highlighted in their board proposal presentation? We have a vast array of students who have "different needs" on all campuses district-wide. However, it is illegal to create special, segregated campuses for those students. How is this different?
- Why move one school that is highly performing and will most likely continue to remain highly performing regardless of their geographic location, at the risk of hurting two other schools: 1851 students?
- To this end we recommend that our district look at this change as an opportunity to better meet the needs of the students at Catalina and Rincon. One avenue to consider is to offer an expedited pathway to a diploma for students who are credit deficient, in the ELD program or who have left a TUSD school for a charter. The Grand Canyon Diploma program is one example. Using the Cambridge curriculum school wide could offer this new school a unique opportunity to attract high achieving students who do not want to attend UHS, as well as those who can benefit from an expedited high school diploma track.
- We also recognize the value in building a robust relationship with JTED to offer students a direct employment avenue or a pathway to meaningful employment. Since transportation and start times are often a barrier for students to attend JTED programs, dedicated buses to take students to the JTED campuses and the ability to offer students a shortened schedule so they can attend these classes is beneficial.
- Additionally, we recommend turning this new school into a 21st Century Learning Center, one that strives to meet the needs of the families in our school community as well as the students. We will already have a start

with the Family Resource Center and think it is beneficial to build on that and to offer parent English classes and weekend workshops for our families.

- How will families from the Catalina area get to Rincon to benefit from the family/community center and other programs that exist to benefit students and their families?
- Although UHS discussed how they are expanding their diversity ethnically, has a wholistic analysis of diversity been reviewed to include looking at their number of refugee students, English language learners, exceptional education population, and socioeconomic background of their student body? Taking factors beyond ethnicity into account, how diverse is UHS when compared to all other schools in TUSD?
- Furthermore, has UHS expanded their ethnic diversity? In the presentation made to the Board, the two UHS graphs demonstrating growth in African American and Hispanic student enrollment, the graphs indicate the number of students by which they have increased enrollment, not the percentage of student enrollment that growth reflects. It is common knowledge that UHS has expanded its student population greatly from 2013-14 to 2016-17 in all ethnic groups, not just minority groups. Therefore, straight-forward numbers of students in those two categories are misleading. It would be more representative to see how much the percentage of student enrollment in those two minority areas have gone up. Even though there was an increase of ten African American students from 2013-14 to 2016-17, it has been projected that overall UHS total student enrollment has increased well over two hundred students in that time. Within that same timeframe, Rincon has had an 8% increase in its African American student population while our total student enrollment had declined to make room for more UHS students.

- Have any alternate proposals been considered? One that is popular amongst the community at large looks out for the best interest of all three schools (possibly more), not just UHS. If UHS has had such great success and the district wants to continue to expand the program to draw in more out of district students, why not replicate it? Why not do what BASIS and universities have done, opening up multiple locations? If we see that UHS has a positive impact on one campus, why segregate UHS on a standalone campus? Why not replicate UHS and start other campuses? It would make sense, after seeing the positive impact the collaborative efforts have had on Rincon, to cap enrollment at UHS Rincon and open up another location, such as UHS Catalina. This way, Rincon and Catalina are not harmed and all of the money that would go into the proposal process, not to mention moving and renovating campuses, programs, transportation, etc. could be spent on the additional staffing required to create more job opportunities while still allowing for the UHS to grow as a model and positively impact more schools in TUSD. Why would the district want to support placing student leaders on one campus, permanently segregating them from all other students, eliminating opportunities for ALL students to develop and showcase their leadership skills in real world scenarios? Our proposal is to leave Rincon and Catalina as is, cap enrollment at UHS Rincon, and expand UHS to start up a second location.
- Has any data been collected to study the other TUSD schools who merged to see what kind of impact combining two schools has on school climate, academic performance and discipline?
- How would the demographic make up of a standalone UHS compare to the "newly created" Rincon? Is that legal?
- If Rincon and Catalina combine, a community impact could be one related to more refugee housing areas being designated in the Rincon boundary area.

- What happens to all positions and employees? Does everyone have to reapply?
- The unknowns surrounding these specifics make employees unsettled. Some have expressed they may not want to sign their contracts not knowing exactly what they are signing up for.
- If the this proposal does not go through, would it be possible to set forth a ruling stating that further examination to move UHS be put off for at least several years so that Rincon and UHS can focus on building unity rather than continually building a case to divide? Some suggestions have been made to return to the original model of UHS where they are considered to be a part of Rincon with only one administrative team. Within this model, an assistant principal or a coordinator/director could be designated to oversee the UHS charter, utilizing the inclusive school within a school model, rather than having two separate schools. If not, moving to a model in that is less segregated, such as sharing all electives, much like we do the fine arts, to create more comprehensive opportunities for all RUHS students, would be beneficial. Furthermore, reshuffling classrooms, to get UHS out of the basement and more integrated into the campus, creating an RUHS English wing, RUHS math wing, 50/50 mixed lunches and so on, would be welcome by Rincon staff.

2. Programmatic Changes

a) Projected Increases for Rincon High School

- Student increase: approximately 1100-1200 to 1800-1900. ELD Students and Courses will double: Rincon would increase from having 20 sections of ELD instruction to having 40 sections of ELD instruction (8 full time ELD teachers, currently have 4). Refugee Students and Support Services will double. Exceptional Education Students and Support Services will double:

Rincon would increase from having 38 sections to having 92 sections of Ex Ed instruction (18.4 full time Ex Ed teachers, currently have 7.5).

- Discipline Incidents: As of October 5th, Rincon had accrued 28 distinct student incidents, while Catalina had accrued 45, which would bring the Rincon total to 73 total incidents. The only school close to that number as of October 5th, would be Tucson High with 52 total incidents, with double the student population of Rincon and Catalina combined.
- Culinary Arts: Rincon will gain 10 sections of Culinary Arts from Catalina as we currently have zero.
- Construction: Rincon will gain 5 sections of Construction from Catalina as we currently have zero.
- AVID: Rincon will gain an AVID program coordinator and four sections of AVID as we currently have zero.
- Pima Writing 101: Rincon will gain one section of Pima Writing as we currently have zero.
- Arabic (one section of foreign language): Rincon will gain one section of Arabic as we currently have zero.
- Family Engagement Center: Rincon does not have a family engagement center so room could be made at Rincon to move the center from Catalina to Rincon.
- Classroom/Campus Space: University High has approximately 1200 students, utilizing approximately 50 classrooms. Vacating these spaces will allow Rincon to restructure classroom assignments to create a more cohesive campus, making room for the additional staff and new programs from Catalina.
- Additional Administration, Faculty and Staff: Additional administration, faculty and staff from Catalina will be absorbed. Rincon has approximately 60 teachers. Combined with Catalina the teacher total will almost double to 110. We will also double our Ex Ed TAs from 16 to approximately 32.

b) Projected decreases for Rincon High School

- Access to AP Calculus B-C, AP Physics, AP Art Studio and German Foreign Language courses: Rincon does not have enough students to have full sections of the above listed AP courses nor does it have the AP teachers to teach these classes, so with the move of University High, these offerings will not be available to Rincon students. Currently, Rincon students can enroll in the classes that are offered through University High.
- Choir decrease: Rincon currently has 37 choir students out of 95. Catalina currently offers one section of choir.
- Orchestra decrease by 2/3: Rincon currently has 21 orchestra students out of 84. Catalina currently does not offer orchestra. It is possible that with only approximately 20 students, Rincon would not be able to offer Orchestra.
- Band decrease by half: Rincon currently has 68 band students out of 203. Catalina currently offers one section of band.
- Dance decrease by almost half: Rincon currently has 51 students in dance out of 146. Catalina does not currently offer dance.
- Complete loss of Color Guard: Rincon currently has 6 students in color guard out of 38. Catalina does not currently offer color guard (to my knowledge).
- Decrease the amount of student clubs available by almost half (30 clubs are sponsored by UHS): Rincon students currently have 65 student clubs available. However, 30 of those clubs are sponsored by University High club sponsors.
- Decrease in most sports, especially the “non-traditional” sports such as golf, tennis, swim, cross-country: Mr. House is working on a thorough report regarding our athletics.

- Site Letter Grade at first (bringing in students who have been on D status): Rincon recently received a C letter grade. Catalina recently received a D letter grade. Combining the two schools has the potential to lower Rincon's letter grade, at least initially, until we have time to create a new culture and improve student performance related to the new population we will be receiving.
- Possible decrease in student attendance: Catalina attendance last year was 87.7% and Rincon attendance was 91.7%.

C. University High School

1. Site Council Report

Question 1: Possible drawbacks for students, school and community.

1) Drawbacks for students

Uncertainty about the timeline of events is concerning for students. Should this plan be adopted, students might be worried about familiarizing themselves with a new campus, a new neighborhood, and ultimately a different school identity and culture. There are students at UHS who are comfortable with the current situation at Rincon and would prefer not to have any change.

There are UHS students who enjoy the shared campus because it allows them to interact with their friends from Rincon on a daily basis. They would lose this opportunity if UHS gains its own independent site.

The proposed move creates uncertainty for students about the inevitable change to school culture on the new campus. School culture includes academics, fine arts, and athletics, as well as relationships between students and attitudes towards themselves. At this time the form of these changes and the consequences of them are unclear.

2) Drawbacks for school

Regardless of the transition, schools need to follow an established series of events throughout the year in order to function properly. This makes planning for registration, summer programs, and even end of year checkout more difficult.

The act of physically moving an entire campus to another site will be time consuming and labor intensive. It will require a thorough inventory of all furniture, technology, and supplies at each site. At this point it is unclear how many physical items will need to be moved between the two sites. There is also concern that the division of property and materials could be politicized and contentious if not handled appropriately by the district.

There would be a need for renovations on the new site to accommodate current UHS programs and teaching practices. Any renovations would likely begin after the move; therefore, UHS would have to compromise the needs of some programs and practices in the short-term. There is also concern on how these renovations would be funded.

The population increase, which can be seen as an advantage, will also have a negative impact on national measures of student success. Increased growth may affect the national ranking of UHS and, as school size increases, the school's percentage ranking could drop.

3) Drawbacks for community

Parents and community members are also concerned about the uncertainty surrounding the move. This is especially problematic for the parents of incoming freshmen, as the potential relocation of UHS might affect their decision whether or not to enroll their child in the school.

There are some UHS parents who enjoy the shared campus and do not want change.

- Parents may have students attending both UHS and Rincon, and the possible relocation would make transportation more difficult for these families.

- There is concern about how this change could negatively affect the RUHS Marching Band --one of the most successful and well known programs on campus -- and the RUMBA booster program associated with it.

There is a perception within the wider community that UHS does not deserve its own campus, regardless of the school's enrollment growth, academic success and increased diversity. For some people, this includes the belief that UHS should not exist at all.

Transportation will need to be provided to UHS students to the new campus site, as they will no longer be able to utilize the existing Rincon bus routes.

- Related to this, eastside families would have a longer commute (5-10 mins) to the new site

Question 2: Indicate possible benefits for students, school and community.

1) Benefits for students

- UHS staff will be able to identify and implement best practices for its unique community to better serve the needs of its stakeholders – especially students. Examples of this include but are not limited to a Freshmen House program, athletic recruitment, and advisory and conference times built into the school day.
- UHS students would be able to embrace and celebrate the identity of their school. This would lead to an increase in school spirit, student-centered events, and participation in traditional high school events.
- Currently UHS has no control over their master calendar and facilities. With an independent site, UHS will would have increased flexibility to host events such as minority symposiums, district events, student leadership conferences, college visits and programs, student club conventions, and middle school connections. These events would allow and encourage our students to demonstrate their leadership ability and engage more fully with the community.

- A non-overenrolled school setting would allow for more students to park legally at the school site.

2) Benefits for school

- Increased enrollment is a benefit for the school and the district as we will be able to recruit students at an independent site. UHS student enrollment has steadily increased since the enrollment cap was lifted in 2011, and we believe that this trend will not only continue but also increase until UHS is able to fill the Catalina campus to full capacity.
- An independent site will allow UHS to create their own identity and encourage connections to the school, as we will be able to develop our own fight song, traditions, expanded PBIS practices, school spirit, independent practices, athletic teams, band, etc.
- UHS would have the space to develop and implement programs to better support our own students. An independent site would increase our ability to react to students' needs as they arise throughout the year.
- UHS decision making can be made independently from another high school including a unique bell schedule, testing schedule, assemblies, conference periods, PBIS practices, culture and climate efforts, and more.
- UHS will be able to schedule events on campus and reserve areas to best suit their students' needs without conflicting with another high school or asking permission from another school administration
- Shared employees on the RUHS site including the librarian, nurse, finance manager, and athletic director experience inequitable workloads. The relocation of UHS would allow these positions to focus on serving the needs on one school and create more appropriate employment conditions and expectations for these staff members.
- Having an independent UHS site would provide a solution to the issue of the graduation ceremony having outgrown Centennial Hall.

3) Benefits for community

- UHS will be able to recruit and support all students who are offered admission and will have facilities to accommodate growth. This would also allow UHS to implement additional recruitment and retention efforts specifically targeting African American and Mexican American students.
- Increased student enrollment at UHS will also increase district funding, and support the districts' overall goals of retaining students and establishing financial stability and growth.
- UHS will be able to expand and include offerings and programs regarding what is best for UHS students, without having to receive permission from a separate high school
- Donors will have more buy-in to an independent site, helping UHS serve its stakeholders more effectively and taking some financial burden off the district as well.
- By supporting this potential relocation, the community would see that TUSD values the hard work-taking place at UHS.

Question 3: If the Governing Board approves move, what conditions would be necessary in order to have a successful transition for students, school and community?

1) Conditions for successfully transitioning the students

- We need to follow through on offering the courses students select in January to maintain as much stability and continuity in our curriculum.
- We need to run an effective summer bridge program (Boost) for our future 9th graders and Bounce for our future 10th graders, preferably at the new site.
- We need to listen, explore, develop, and offer the unique courses, bell schedules, and traditions that the students will help create.

- We need to support the effects of the transition on students to an independent site. This would include close communication with students to address questions and concerns they may have and encourage their participation in the development of new and sustained traditions.
- We need to have enough textbooks, technology, and other educational materials available on day one for students to be successful.
- We need a timeline for the division of athletic and fine arts equipment, as well as any other shared resources between Rincon and UHS. This timeline also needs to include how and when these equipment and resources will be implemented at the new UHS site.

2) Conditions for successfully transitioning the school.

- We will need to know a timeline including dates for how the school will physically move, make repairs, organize, rebrand and create a new campus culture on the new site.
- All affected sites would need to complete a comprehensive inventory of supplies/furniture. The district would need to be involved in deciding what property is relocated.
- We need an opportunity to visit and evaluate the Catalina campus in order to determine how UHS can implement current programs and teaching practices.
- We will need to relocate some programs currently housed at Catalina to other available TUSD sites.
- We will need to renovate existing locations (such as the airplane hangar) in order to accommodate UHS fine art programs.
- To most effectively run admissions, we will need to move Accountability and Research into the Catalina spaces that will be vacated by the program relocation.
- Current UHS administration, faculty, and staff must also be transferred to the new site.

- We need to hire the staff we currently lack, as well as part-time and full-time positions that are currently shared between Rincon and UHS.
- We need to continue to get training for staff regarding our growing population and to be intentional about continuing our practices that are already positively occurring, either naturally or by happenstance.
- All UHS transportable property and resources that were purchased by the Foundation or donated specifically to UHS need to move with the school (ex: Gabe Zimmerman bench, Alumni bricks, computers).

3) Conditions for successfully transitioning the community.

- We will need to be informed regarding a timeline including dates for how the school will physically move, make repairs, organize, rebrand and create a new campus.
- Families will need time to be part of the decision making in regards to creating new traditions and sustaining new ones on the campus. Frequent communication with all stakeholders is a critical component for a successful transition.
- The successful separation of shared activities, classes, and resources could be challenging. Even though UHS and Rincon largely function as two separate schools, there are some areas of overlap that will need to be addressed.
- Dissolving or dividing Booster clubs for athletics or fine arts (such as RUMBA) that are shared between the schools.
- Dissolving or dividing sports equipment, uniforms, instruments, and other materials that are utilized by the shared fine arts and athletic programs.
- Separating the funds of club accounts that have students from both schools (such as JSA).
- Separating the materials in the RUHS library, and determining how the CHS library will be incorporated into the relocation.

Question 4: Other information to share or needed information that would be helpful

1) Benefits to Tucson Unified School District

Any decision regarding the reconfiguration of high schools is difficult, as it affects such a large number of current students and community members. However, the decision to relocate UHS to Catalina and combine Catalina with Rincon will have beneficial long-term effects on student enrollment and the financial stability of TUSD. UHS has a proven track record of attracting students from outside the district and retaining students within TUSD boundaries who did not attend a TUSD middle school. The issues of increased student enrollment and financial stability are especially relevant given the recent announcement of a \$4.5 million budget shortfall for the 2017-2018 school year.

In addition, this reconfiguration would create a thriving and robust midtown high school on the current Rincon campus. This high school would be able to offer a full array of athletic and fine art programs, student clubs and programs, and increased electives and ALE opportunities for students at that school. Current Catalina students and faculty are faced with the loss of programs and classes on a yearly basis, which creates an atmosphere of uncertainty and instability and ultimately contributes to declining enrollment and poor academic performance, furthering aggravating district wide problems.

This is a decision that will support the long-term financial and academic success of the district, which can be difficult to understand when faced with arguments that address short-term concerns. Should this plan move forward, there will be disruption and an emotional impact on all three school communities and some cost that will need to be absorbed by the district. However, as elected officials, the TUSD Governing Board is responsible for making choices that will benefit the long-term health and success of district.

2) Responses to Alternate Proposals

We recognize that the TUSD Governing Board will be presented with other options for consideration regarding the relocation of UHS. We wanted to provide counterarguments to these anticipated proposals.

- Move Rincon to Catalina
 - With the most recent letter grades issued to TUSD schools, Rincon is currently ranked as a C school, whereas the neighboring schools of Catalina and Palo Verde are ranked as D schools. When deciding on school closures in the past, the TUSD Board has refused to consolidate students onto sites with a record of lower academic performance.
 - The Rincon student population currently is between 1000-1100, and combined with Catalina (700-800) would create the same issue of overcapacity at Catalina that currently exists on the Rincon/UHS campus.
 - TUSD would likely see the same resistance from the Rincon population.
- Move UHS to Santa Rita
 - Rincon would not be able to sustain successful athletic and fine art programs on their own. If UHS were moved to Santa Rita and no other student population was transferred in to replace the loss of the UHS students, then Rincon would become an under-enrolled high school and potentially experience similar issues to those that we are seeing at Catalina.
 - UHS attracts student from all over Pima County, and therefore a central location in Tucson is critical for maintaining the school's success and identity. Santa Rita is located in the southeast corner of Tucson, and would therefore aggravate transportation issues

from our students who travel from the west and southwest sides of the city.

- Dissolve or Split UHS
 - UHS is a school, not a program, and has existed for 41 years. It has survived throughout the Fisher-Mendoza lawsuit, where its existence and admissions process have been validated by the USP.
 - Dissolving UHS would cause the district to potentially lose additional students who choose specifically to enter or re-enter the district to attend this particular school.
 - Splitting or duplicating UHS would be detrimental to the school's success and identity. A critical mass is necessary to offer the electives that UHS currently provides its students. This would include the ability to offer AP courses on a yearly basis. The culture of UHS would be lost if the school were split between two different sites and relegated to the status of an "honors program".
 - UHS has a proven track record of success, increased enrollment, and increased integration that should be rewarded, not punished.
- Move UHS to a Closed Elementary or Middle School
 - With a student population around 1150, UHS is the fifth largest high school in TUSD. The student population could not be accommodated at an elementary or middle school site without considerable and expensive renovations on that site.
 - UHS prides itself on offering students the comprehensive high school experience with a full range of athletics and fine arts. Elementary and middle school sites do not have the facilities necessary to serve a high school population and programs. This would include science labs, competition level sports fields, gymnasiums, and fine arts facilities.
- Maintain the Status-Quo

- The current RUHS shared campus is at 113% capacity, and neither school has room to grow. Maintaining the status quo would not allow for increased student enrollment and retention at these popular schools.
- The status-quo does not help to address larger problems that the district is currently facing, including declining enrollment, inefficient use of district facilities, and financial instability.

3) Questions to Consider if No Action is taken

- How will UHS and Rincon restore and improve their professional relationship?
- How will UHS continue to grow and provide equitable education to the students who want and deserve it?
- Will a financial investment be made to expand the facility to accommodate both Rincon and University High Schools?
- How do we remove the current barriers that exist on a shared campus when attempting to do what is best for the current and future UHS students?
- How will the district address the perception that UHS students do not deserve the same resources and services as other high schools? This is an issue of equity.

4) University High School Mission Statement

“UHS is a special function high school which serves students who are academically focused and intellectually gifted and provides curriculum and social support not offered in the comprehensive high school.” Originally adopted by the TUSD Governing Board April 1987.

2. Site Effects (Staffing, Athletics, Fine Arts, Other Programs)
a) Staffing

University High School staff would remain in tact and would require the addition of several positions that are currently under Rincon's docket. As Rincon and Catalina merge, the budget line for Catalina's staff that overlap with Rincon's could be transferred to UHS at which point UHS could go through the competitive hiring process to fill the needed positions. Those positions are listed below and as UHS already has 100 or more students in each of the three Fine Arts classes, we are confident we that we can offer full-time positions as the school enrollment continues to increase. The positions that will not likely overlap but where UHS has need are African American Recruitment and Retention Coordinator and Admissions Coordinator.

The addition positions University High School would need are:

- UHS needs to retain all current employees.
- UHS will need the following teachers:
 - Choir
 - Orchestra
 - Theatre/Drama
- UHS will need the following Blue Collar
 - Custodians
 - Grounds
 - Engineer
 - Security
- UHS will need the following non-instructional positions:
 - Assistant Principal to oversee facilities, operations, athletics, & activities
 - Administrative Assistant
 - Athletic Director
 - Athletic Trainer

- Nurse
- Psychologist
- Finance Manager
- African American Recruitment & Retention Coordinator
- African American Student Specialist
- Mexican American Student Specialist
- Admissions Coordinator
- Curriculum Integration Specialist/MTSS Coordinator

- Coaches for sports:

Sport	Head Coach	Assistant Coaches
Baseball	1	2
Basketball boys	1	2
Basketball girls	1	2
Cheer	1	1 (?)
Cross Country Boys	1	
Cross Country Girls	1	
Football	1	2
Golf Boys	1	
Golf Girls	1	
Soccer Boys	1	1
Soccer Girls	1	1
Softball	1	1
Swim and Dive	2	
Boys Tennis	1	
Girls Tennis	1	
Track and Field	1	3
Volleyball Boys	1	2
Volleyball Girls	1	2
Wrestling	1	

b) Athletics

University High School values the opportunity to compete independently in whichever conference the AIA places us. UHS currently has enough student athletes

that compete in sports that we do not need to share an athletic department with another school to field teams. We cherish the opportunity to have our mascot celebrated, our attire donned, our fight song played, and our athletes to have the opportunity to represent their school. Though we believe we can strengthen the sense of belonging, pride, and identity at UHS by representing UHS independently, we understand the financial constraints of the move and would consider alternatives including competing in non-UHS uniforms or with non-UHS official colors until the situation could be remedied. The funding for the coaches listed below is primarily already in place. As Rincon and Catalina merge, the budget line for Catalina's coaches that overlap with Rincon's could be transferred to UHS at which point UHS could go through the competitive hiring process to fill the necessary coaching positions.

At UHS, we do not know the extent of the programs that Catalina has so we can only assume that we may need to hire additional head coaches for swim, golf boys and girls, and assistants for programs where UHS will have 3 levels and Catalina had fewer. This would require additional coaching stipends. We also can't predict how many levels a combined Rincon and Catalina will have so perhaps some of those costs would be differed there. Overall, athletics are critical to recruitment for UHS. An independent, and ideally successful, athletics program would continue to set us apart from Basis as in terms of providing a complete high school experience and could put us on par athletically with Salpointe, Catalina Foothills, and the Vail school district where we are already academically superior.

- UHS will need the following non-instructional positions:
 - Additional Assistant Principal to oversee facilities, operations, athletics, & activities
 - Administrative Assistant
 - Athletic Director
 - Assistant Athletic Director
 - Athletic Trainer
 - Finance Manager

- Assistant Finance Manager
- New color scheme at Catalina site to represent UHS
- Uniforms for all sports
- Coaches for sports:

Sport	Head Coach	Assistant Coaches
Baseball	1	2
Basketball boys	1	2
Basketball girls	1	2
Cheer	1	1 (?)
Cross Country Boys	1	
Cross Country Girls	1	
Football	1	2
Golf Boys	1	
Golf Girls	1	
Soccer Boys	1	1
Soccer Girls	1	1
Softball	1	1
Swim and Dive	2	
Boys Tennis	1	
Girls Tennis	1	
Track and Field	1	3
Volleyball Boys	1	2
Volleyball Girls	1	2
Wrestling	1	

c) Fine Arts

UHS has an enormous fine arts program. UHS has enough students in fine arts that we do not need to share a fine arts program with another school. The teachers under the UHS docket would move with UHS (Band and Dance) As Rincon and Catalina merge, the budget line for Catalina's staff that overlap with Rincon's could be transferred to UHS at which point UHS could go through the competitive hiring process to fill the needed positions (Choir, Theater and Orchestra). Those positions are listed below and as UHS already has 100 or more students in each of the three Fine Arts classes, we are confident we that we can offer full-time positions as the school enrollment continues to increase. The positions that will not likely overlap but where UHS has need are listed below.

- UHS will need the following teachers:

- Choir
- Orchestra
- Theatre/Drama (Stage Crew Lead)
- UHS will need the following non-instructional positions:
 - Assistant Principal to oversee facilities, operations, athletics, & activities
 - Administrative Assistant
 - Athletic Director
 - Finance Manager
 - Assistant Finance Manager
- Uniforms for:
 - Band
 - Choir
- Facilities:
 - UHS will need to utilize, renovate, and repurpose the hangar as a band room.

d) Other Programs

University High School would like to create a 9th grade house program that incorporates three subject areas collaborating. As part of the program, we want to modify the bell schedule, which is not currently possible with a second high school making decisions that directly affect UHS. UHS would like to expand its PBIS program including signage, assemblies, and more but cannot currently do that because a second high school has one of its classes in the auditorium. University High School would like to incorporate connections with local middle schools and the surrounding community starting with a mentoring program, a minority symposium series through the University of Arizona, a teacher-mentoring program, partnerships with football and soccer programs in the community, and increase recruitment effort. UHS is

currently unable to make those connections because the shared campus requires two-school approval

- UHS will need the following non-instructional positions:
 - Assistant Principal
 - Administrative Assistant
 - Athletic Director
 - Finance Manager
 - Assistant Finance Manager
- UHS will look to create:
 - 9th grade house program including positioning classrooms in the same area, holding house specific activities and assemblies, a fluid support system built into the bell schedule possibly resembling what was done at Stevenson Adlai in Chicago.
- UHS can expand (UHS currently shares wall space, bell schedules, sports and Fine Arts programs, and more with another high school and does not have the opportunity to pursue what is best for its individual students. For example, the shared auditorium is currently a classroom making assemblies or special lecture impossible.):
 - PBIS
 - Assemblies
 - Modify bell schedule to fit needs
 - Accountability and Research - (We would like to move A & R to Catalina so that we can support them as they are supporting UHS admissions. Things like contacting families, stuffing and mailing responses, coordinating events, etc. would be exponentially easier and could limit the chance for another horrible admissions cycle.)
- Facilities:
 - UHS will need to utilize, renovate, and repurpose the hangar as a band room.

3. Transition Effects

a) Student Diversity

UHS has grown over 35% in both African American and Hispanic populations over the past 5 years. With that in mind, UHS will continue to target and enhance its recruitment and retention of minority students in order to continue to diversify its enrollment. Additionally, UHS hopes to implement the following practices that recruit staff members from minority populations:

- Transportation is needed to ensure that our minority populations have the opportunity to get to and from school without the transportation impacting their ability to be successful at UHS. We need to implement an express shuttle bus from Pueblo for students coming from the South West side of Tucson. Additionally, we need to research and if applicable provide an express bus from the East side of Tucson.
- Step-up Day. One day per year we host over 500 middle school students who have initially qualified for UHS admissions per their Cogat scores to show them what is available at UHS and what UHS is like. A counselor's brunch is held concurrently, which gives the counselors an opportunity to understand the UHS admissions process and the experience of the students who attend UHS.
 - District representatives from African American and Mexican American Student Services present need to be present at Step-Up Day
 - UHS needs to continue to reflect on and adapt Step-Up Day and the connected Counselors Brunch in order to meet the needs of potential UHS students
 - UHS needs to fully utilize the feedback it receives at Step-Up Day including how we can improve the actual day and what

information students need in order to feel confident choosing UHS as their high school.

- i. UHS need to individually contact all students who attended Step-Up Day and requested additional information or said they were uncertain about where they would attend high school next year (122 students this year).
 - ii. UHS will group the 122 students by interest and create an opportunity for those students to return to campus to experience a program geared toward their interests.
- Contact students admitted to UHS in 2016 and 2017 who declined admission. UHS will re-invite all students who qualified previously but turned down acceptance in 2016 and 2017.
- UHS needs an African American Recruitment and Retention Specialist to focus on recruitment of and provide academic support for African American students. UHS would also need an African American Student Services staff member
- UHS needs a Mexican American Student Services staff member.
- Facilitate pilot programs at UHS
 - UHS will need a Marketing Director.
 - i. This position would provide guidance to current UHS employees on how to better market the school.
 - ii. This position would create recruitment opportunities for current UHS employees.
 - iii. This position would need to build relationship with surrounding community.
 - iv. This position would need to help educate the community about UHS.
 - v. This position would help to identify and educate target audiences including possible future UHS staff members.

- UHS needs to implement a House System for 9th grade students
 - i. Three Honors English 9 teachers, 3 AP Human Geography teachers, and 3 AP Environmental Science teachers will be grouped with the same students in order to provide a more articulated cross-curricular freshman experience as well as to better support students through collaboration and a feeling of place and purpose.
 - ii. The House teachers will teach 4 of the same class, have a regular planning period, and have a planning period, which must be dedicated to House collaboration and work.
- UHS needs to consider mandatory conference period or lunch assistance for students who are struggling. This could loosely follow the Stevenson Adlai method of modified bell schedules and fluid attendance requirements based on need.
- UHS needs to consider providing shadowing experiences for students who have qualified for admittance but are uncertain about if they will attend.
- UHS may consider admitting students who score a 6 stanine on the Cogat with specific supports and requirements in place including but not limited to summer boot camp, required placement in a Student Support Center during the school year, and maintaining a specified GPA in core subjects.
- Middle School Partnerships
 - UHS needs to utilize Springboard starting as early as possible to serve all students with pre-AP skills
 - UHS needs to create partnerships with diverse TUSD schools
 - i. UHS students will provide mentoring, club leadership/collaboration, and support to TUSD partner middle school students.

- UHS needs to build a guest teacher program
 - i. UHS teachers will present guest lectures at partner schools to model for teachers and to market the school to students
- UHS needs to serve as a professional development school leading the vertical articulation of pre-AP curriculum to AP curriculum.
 - i. UHS teachers will work with classroom teachers from TUSD schools to integrate Pre-AP and/or honors curriculum.
- Things UHS is already doing with the goal of diversifying its population
 - UHS meets with every present 7th grade student at every TUSD middle school to market the school and explain the Cogat testing process.
 - UHS meets with every non-TUSD student whose schools permit us access.
 - UHS utilizes marketing materials to inform and recruit students
 - UHS hosts an African American Scholars dinner two times per year
 - UHS hosts two spring informational meetings open to TUSD and non-TUSD families
 - UHS hosts a Welcome Freshmen Celebration in February
 - UHS gives tours to interested students and families
 - UHS Ambassadors (students) travel to TUSD middle schools to help recruit future Penguins
 - UHS hosts a Step-Up Day for all TUSD and non-TUSD middle 8th grade students who have initially qualified for UHS admission.
 - UHS hosts a Counselors Brunch to inform Tucson Counselors about the admissions process and the UHS student experience.
 - UHS offers a multiple measure for admissions to students who do not initially meet the 50 point criteria.
 - UHS attends the high school Expo sponsored by TUSD.

- UHS staff has been trained on appropriately completing the hiring process to ensure impartiality to all applicants.
- UHS currently provides students with the TUSD provided Suntran passes.

b) Staff Diversity

UHS meets the minimum requirement for diversity within our staff per the district's model but is striving to increase that diversity to better reflect its student population. UHS hired nine staff members for the 2017-18 school year and 22% of those hired were minorities. Of those nine positions, only 3 had applicants of minority background and in two of those cases we hired the targeted minority. Below are 3 steps UHS will implement in an attempt to continue to attract diverse candidates and hire a more diverse staff.

1. Partnerships

UHS is connected to local higher education institutions but needs to continue to strengthen those connections in order to identify more African American and Hispanic teachers.

- UHS will reach out to University of Arizona and Pima Community College to identify strong teacher candidates of African American and Hispanic backgrounds
- UHS will request and train student teachers who are African American and Hispanic origin in order to maintain academic standards and to recruit staff members.
- UHS will reach out to University of Arizona's Mexican and African American Studies Departments to request they provide our students and staff guest lectures and/or symposiums on culturally relevant topics. This needs to be hosted on our campus. Ideally, this will provide us the opportunity to create a better understanding of race on our campus and to create a more attractive workplace for all ethnicities.

2. Recommended Pilot Programs utilizing a Marketing Director

- This position would provide guidance to current UHS employees on how to better market the school to African American and Hispanic candidates.
- This position would create recruitment opportunities for current UHS employees to go and share their experiences in an attempt to attract African American and Hispanic candidates.
- This position would need to build relationship with surrounding community in an attempt to attract African American and Hispanic candidates.
- This position would need to help educate the Tucson community about UHS in an attempt to attract African American and Hispanic candidates.
- This position would help to identify and educate target audiences in an attempt to attract African American and Hispanic candidates.
- This position would need to help fundraise for the purpose of enhancing the educational experience for UHS staff and students

c) Changes in Revenue

50% of University High School students did not attend a TUSD middle or K-8 school. Many of those students live within the TUSD boundaries and are only brought back to TUSD because of the option to attend UHS. With an independent campus, more students will be able to attend UHS and, which will increase district revenue. Students who turn down admission to UHS often reference the shared campus as the deciding factor. UHS having an independent site would remove barriers that currently keep students from choosing UHS and subsequently TUSD. University High School is currently unable to decide which community partnerships and connections it would like to create, but as an independent site, UHS would be provided that opportunity. If UHS could freely form partnerships and connections, UHS and TUSD could both benefit financially.

Consolidating Rincon and Catalina into one campus and moving UHS to Catalina would provide a savings to the district based on the right sizing of the staff. Currently both Rincon and Catalina High Schools have three administrators and UHS has two administrators. With the transfer of UHS and Catalina, Rincon will require only four administrators and UHS only three administrators. The consolidated high school would make several other positions redundant as well. The overall district savings would include one principal, one assistant principal, one office manager, one attendance clerk, one college and career coordinator, one registrar, one MTSS coordinator, one curriculum integration specialist, and one student data analyst.

Pros of consolidation	Cons of consolidation
<ul style="list-style-type: none"> • TUSD would save money by removing overlapping roles by consolidating Catalina and Rincon. The overall district savings would include one principal, one assistant principal, one office manager, one attendance clerk, one college and career coordinator, one registrar, one MTSS coordinator, one curriculum integration specialist, and one student data analyst. • UHS will be able to grow its student body, which would generate additional revenue for TUSD. Currently over 50% of UHS students did not attend a TUSD middle or K-8 school. With an independent campus, UHS will attract even more students. • By combining two under enrolled high schools (Rincon and Catalina) TUSD will be able to effectively and efficiently use resources such as, utilities and human capital. • Consolidation would lead to a more diverse offering of courses and programs, which would lead to increased enrollment at both the combined Rincon/Catalina campus and the relocated University High Schools. • Adjusting the boundaries to feeder schools may provide additional resources through right sizing middle school and high school campuses. • UHS will have space to provide additional supports systems for African and Mexican American students which would improve retention rates and maintain the increased enrollment. • Possible consolidation of overlapping transportation routes could diminish costs. • UHS at Catalina will be able to host community events, which would generate rental revenue for UHS and TUSD. • University High School, on an independent site will seek community partnerships with Tucson Parks and Recreation to host flag football league, Pima Country Junior Soccer League and Pop Warner football, and a possible partnership with Fort Lowell Soccer Club to renovate fields and create additional revenue. 	<ul style="list-style-type: none"> • Possible hiring of additional staff and faculty. • Adjustment of transportation routes based on boundary routes may create the need for additional routes.

d) Process (one-step or two)

Below are two tables that compare the relative advantages of closing Catalina High School in one-step versus phasing it out by halting new enrollment. The phasing out of Catalina High School would be more expensive than a one-time closure due to decreased enrollment, overlapping in faculty and staff and the need to maintain three administrative teams

Closing in One Step	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Clean break – emotions connected with the move will NOT be prolonged • Employees will be able to move forward and focus on providing the best instruction/experience possible for their respective student body • Students will have access to a more diverse list of programs • Students will have access to a more diverse list of courses • CHS students will attend a school with a higher letter grade according to the State of Arizona • UHS will be able to grow and bring students into TUSD • Athletic programs will be able to grow and plan for the coming season more effectively • Athletic programs will be able to recruit for the coming season more effectively. • Summer programs, such as Boost and Bounce can be used to orient incoming and current students with their new learning environment. Less disruption to instruction and the learning process • Current UHS students will be able to graduate from a campus that is 100% theirs, in identity, climate and culture • Students will be able to securely adjust to their new learning environment • Catalina and Rincon will be able to utilize the College, Career and Counseling Center immediately • More cost effective 	<ul style="list-style-type: none"> • Current Catalina students will not be able to graduate from Catalina High • Office and support staff would have to work more diligently so that both schools can be ready to receive students in August

Phasing out Catalina	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Students can graduate from Catalina 	<ul style="list-style-type: none"> • If phasing out, possibility of teachers leaving before the process is completed due to a lack of a full contract • If phasing out, possibility of students leaving before the process is completed due to a lack of courses being offered • Prolonged emotional connection to the process, which could lead, damaged relationships between personnel. • Continued disruption of programs and athletics • Continuous “shrinking” of program which can be perceived as failure. This could lead to students leaving the district. • If phased out, the combined populations of UHS and CHS on the Catalina campus would be approximately 250 students over capacity – this does not include projected/mandated growth of UHS • Cost to keep programs open with significantly decreased enrollment at Catalina • Cost to keep faculty to teach programs with significantly decreased enrollment at Catalina • Maintain three administrative teams, two sets of faculty, specialized supports (including African American and Mexican American Student Specialists), office staff and athletic coaches and personnel (such as trainers) with significantly decreased enrollment at Catalina • Transportation costs even though Catalina’s enrollment would decrease each year

II. Draft Desegregation Impact Analysis (DIA)

Action: Proposal to merge Catalina and Rincon High Schools at the Rincon campus, and to move University High School to the Catalina campus.

Summary: On October 3, 2017, the TUSD Governing Board voted to direct TUSD staff to conduct further study of the proposal, including the development and submission of a report by November 20, 2017.¹ As this proposal will affect student assignment at all three sites (Catalina, Rincon, and UHS), the District submit this Desegregation Impact Analysis based on the known information at this time.

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

1. Projected Impacts of the Action

a. Analysis of Current Growth and Decline rates for UHS

The number of students who qualify for admission and accept placement at the 9th grade level primarily determines the change in annual enrollment at UHS. Consequently, the number of students who qualified and accepted placement for the 2017-18 school year form the basis of the estimates.² It is important to note, therefore, that the number of students who qualify in any one year form an upper limit to enrollment growth. In 2013-14, there were 1009 students in UHS. In 2017-

¹ Follow-up reports will likely have additional and/or different data, information, and analysis. This Draft DIA is based on the information and analysis the District had as of the date of submission.

² A small number of students qualify at both the sophomore and junior grade levels. For instance, 7 out of 12 qualified in the 2016-17 school year, 5 sophomores enrolled out of a possible 13. These increases, however, are offset by student attrition and are therefore not included in the analyses.

18, there are 1,122 students or 113 additional students. This equates to an average annual growth rate of about 3%. This growth is attributable to the fact that the District offers placement to all students who qualify. Table 1 below shows the changes in 9th grade enrollment over the past five years, reflecting an average growth rate of less than 1% per year (on average, 21% of 9th graders come from out of district).

Table 1 - Ninth Grade Enrollment by Residency					
	SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18
Total 9 th grade	307	312	302	289	316
In-District	247	238	243	234	239
Out-of-District	60	74	59	55	77

In the 2016-17 admissions cycle, 316 qualified students accepted placement out of 475 who qualified (a decline rate of 33 percent). For comparison, the decline rate in 2016-17 was 28 percent. On average, the decline rate for UHS has been about 30 percent over the past few years.

b. Projected Integration Impacts for UHS Enrollment³

In the two scenarios provided below, the District assumes an increase in the number of students qualifying and accepting placement if UHS moves to the Catalina campus over four years. As all students who are qualified and who accept are admitted to UHS, both of these scenarios are based on the addition of students who currently decline placement, a group that is typically more Anglo than those who accept (56% versus 46% in the 2016-17 admission cycle). See the “Assumptions” section below for the rationale behind both scenarios.

Scenario 1: Twenty percent of the students who currently qualify but decline will accept placement. This is equivalent to a 10 percent growth in enrollment. In the first

³ The District based its enrollment projections on enrollment data and trends from prior years up through the 2017-18 school year

scenario, 20% of the current declines are projected to accept placement, which would increase the enrollment by about 10% or 110 students over 4 years. This would increase the Anglo student composition by 1%.

Scenario 2: Sixty percent of the students who currently qualify but decline will accept placement. This would represent the enrollment needed to reach 95% capacity on the Catalina campus. In the second scenario, 60% of the current declines are projected to accept placement. This would increase the enrollment to about 1420, which would put the school at 95% utilization in 4 years, and would increase the Anglo student composition by 2%.

Table 2 – Projected Impact on UHS Enrollment Over Four Years							
UHS 40th Day Enrollment 2017-2018	Anglo	Afr Am	Hisp	Nat Am	Asian- PI	Multi	Total
	520	35	389	1	115	62	1122
	46%	3%	35%	0%	10%	6%	
Scenario 1 – 110 add'l students	62	0	27	0	11	10	110
	56%	0%	24%	0%	10%	9%	
Projected UHS Enrollment	582	35	416	1	126	72	1232
	47%	3%	34%	0%	10%	6%	
Scenario 2 – 300 add'l students	168	0	73	0	31	28	300
	56%	0%	24%	0%	10%	9%	
Projected UHS Enrollment	688	35	462	1	146	90	1422
	48%	2%	32%	0%	10%	6%	

The assumption underlying both scenarios is that more students who qualify will accept placements if UHS has its own campus. There is some evidence that students who currently qualify but decline placement might accept placement if UHS had its own campus. In its initial assessment, the District concludes scenario 1 is more realistic than scenario 2. The reasons people decline are often highly personal and dynamic (e.g. wanting to be with peers, less interest in academic rigor) and have little to do with campus size, location, or other factors. Still, the

evidence does not show that 60% of the current declines would accept placement based solely on the question of a single campus.

Specific, targeted actions could mitigate the impacts described above. As currently occurs, UHS will continue to increase the number of African-American/Latino qualified students who accept placement. UHS will also continue to recruit African-American/Latino students to apply for admissions. However, the District already tests all seventh and eighth graders in TUSD schools, so to further increase the pool of qualified African-American and Latino students, the District would need to recruit more non- TUSD African-American/Latino students to increase their proportion of the qualified applicant pool.

c. Projected Integration Impacts for Catalina/Rincon Enrollment

If the District implements this proposal, two factors would affect enrollment at a merged Catalina/Rincon HS: (factor 1) the addition of the Catalina students; (factor 2) the loss of open enrollment students at Rincon (students who may attend Rincon because of siblings at UHS or the opportunity to take UHS classes). Based on analysis of the closures of Wakefield and Carson, the District projects approximately 95% (about 700 students) of current Catalina students would go to the merged Catalina/Rincon HS. See the “Assumptions” section below for the rationale behind this estimate. There are currently 407 open enrollment students at Rincon. Based on typical rates of open enrollment at other high schools, the District projects there will be 70 less open-enrollment students at Catalina/Rincon.

Combining the impact of the two factors, the District projects the merged Catalina/Rincon HS will have an estimated total enrollment of about 1,700 students. Current combined enrollment is 1,799 (Catalina – 745 and Rincon – 1,054). A combined enrollment of 1,700 students would put Catalina/Rincon at 85% utilization in year 1.

Table 3 – Projected Impact on Catalina/Rincon Enrollment over Four Years								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	Status
Catalina 40th Day Enrollment 2017-2018	188	129	342	21	49	16	745	
	25%	17%	46%	3%	7%	2%		Integrated
Rincon 40th Day Enrollment 2017-2018	209	142	617	9	38	39	1054	
	20%	13%	59%	1%	4%	4%		Integrated
Factor 1: addition of Catalina Students – 700 add'l students	177	121	321	20	46	15	700	
	25%	17%	46%	3%	7%	2%		
Factor 2: Rincon OE loss – 70 fewer students	17	7	39	0	1	6	70	
	24%	10%	56%	0%	1%	9%		
Total Enrollment Change	160	114	282	20	45	9	630	
	25%	18%	45%	3%	7%	1%		
Projected Catalina/Rincon Enrollment	369	256	899	29	83	48	1684	
	22%	15%	53%	2%	5%	3%		Integrated

d. Loss of student to Other Districts

Catalina currently enrolls 24 students from other districts and 12 TUSD students that live north of the Rillito River. The most likely areas of loss to other districts would come from these 36 students.

e. Data Sources and Assumptions

Data Sources

All of the data is the 40th-day data from the student data system for the school year specified. Residency is determined by address matching.

Catalina Area Enrollment Losses

Based on a study of school closures, particularly Wakefield and Carson, TUSD can expect enrollment losses of 2% to 10% when a school is closed. The District expects a higher percentage when there other educational alternatives (for Carson, there were other charter school options). As reported above, the other factors that led to an estimated loss of 45 students for Catalina are the number of students in proximity to Catalina Foothills School District and the open enrollment from other districts. The District expects the loss to other TUSD schools to be minimal because

the school, Tucson Magnet High School, is at capacity and the relative distance to other high schools is a disincentive to attendance.

Rincon High School Enrollment Losses

The open-enrollment component of Rincon is about 40%, compared to 30% for other, non-magnet high schools. Anecdotal information provided by School Community Services suggests that the relatively high level of open enrollment at Rincon is due to the presence of UHS. This is supported by the fact that 203 of the 407 open-enrollment students at Rincon are taking UHS classes. The projected loss, then, is based on the assumption all open-enrollment students from the Catalina Area (121) will remain at Rincon, all siblings of UHS students (21) will leave, and all other open enrollment students will drop to the expected 30% level.

School Capacities

The school capacities in this report are the operating capacities of the permanent structures—portables are not included; however, instructional spaces that currently used for non-instructional activities are included.

Projections

The District developed estimated impacts by applying the above assumptions to 2017-18 data as though four years had passed with no changes to the source data. Existing trends and anticipated socio-economic changes are not included in the projected impacts.

1. Special Populations

a. PHLOTE Students and English Language Learners (ELLs)

	PHLOTE Students ⁴	English Language Learners (ELLs)	Total Students	Staffing
Catalina	336 (43%)	118 (15%)	777	4.0 FTE ELD Teachers 1.0 FTE Sheltered Math Teacher 1.0 FTE ELL Coordinator
Rincon	457 (43%)	87 (8%)	1,074	4.0 FTE ELD Teachers 1.0 FTE Sheltered Math Teacher 1.0 FTE ELL Coordinator
Catalina and Rincon Combined (Based on 17-18 Enrollment)	793 (43%)	205 (11%)	1,851	8.0 FTE ELD Teachers 2.0 FTE Sheltered Math Teacher 2.0 FTE ELL Coordinator

Benefits	Concerns
<ul style="list-style-type: none"> • More flexibility for student placement and teacher assignment • Greater ability for teachers to specialize in an ELD instruction area • A larger ELD student pool increases the District's ability to offer first semester ELD I classes during the second semester to support students who enroll mid-year • Greater ability to provide on-site professional development for ELD teachers and to consolidate the ELD materials for the students. 	<ul style="list-style-type: none"> • Concentrating a large number of ELLs at one school may negatively affect AZMerit testing. ELLs are, by definition, not proficient in English and thus ELLs historically have very low pass rates on the English / Language Arts portion of the AZMerit Test. This could negatively influence the state letter grade of the combined school. •

⁴ PHLOTE stands for "Primary or Home Language Other than English." PHLOTE students are those students whose TUSD registration form indicates a language other than English in the student's home.

b. Exceptional Education Students

	ExEd Students	Total Students
Catalina	172	777
Rincon	198	1,074
Catalina and Rincon Combined (Based on 17-18 Enrollment)	370	1,851

The Ex-Ed department has conducted a preliminary analysis of the proposal:

Major Considerations

1. Integration of the total Exceptional Education student population into the overall school population
2. Staff implications (including certified, classified, itinerant)
3. Required facility accommodations
4. Transportation implications
5. Implications for staff training and professional development

Other Considerations

- Specialized transportation requirements at a consolidated school are expected to remain the same. However, further consideration must be made for the following: increased travel times; shift in location of the current Rincon bus bay to accommodate the increased number of specialized buses, handicapped usage, and parent pickup/dropoff; and additional funding for Sun Tran bus passes for Community-Based Instruction and On the Job Training activities currently conducted at Catalina
- Parking: at least 64 spaces needed for merged ExEd staff (teachers and paraprofessionals)
- Staffing considerations: time clocks; workstations; additional space for itinerant staff workstations; unique staff needs (e.g. ADA related requirements, etc.); training to merge site-based models (Catalina currently uses a resource-focused model; Catalina uses a more inclusive education model).

Consolidation of these two high schools into one combined site must involve the consideration of the five major factors listed above. These are all issues that would need to be addressed as part of the overall consolidation analysis and it would be prudent for the concerns identified above to be mediated before the beginning of the 2018-2019 school year in order to ensure provision of services and an effective transition for students served through Exceptional Education.

c. Refugee Students

Major Considerations

- Transportation: potential impact on students who currently walk to school (if no transportation is provided). During the winter months, families are concerned their children may have to leave for school early in the morning, and return home later in the evening when it is dark.
- Student Enrollment: the District may lose students to the Amphitheater School District as Amphi HS is closer than Rincon HS for many families. Most of the Refugee students attending Catalina HS have limited opportunity to attend UHS due to language barriers and UHS enrollment requirements.
- ELD classes: whether a combined Catalina/Rincon will have enough qualified ELD teaches for the possible growth in ELD students attending Rincon HS or other school

If this proposal is implemented, the refugee services department makes the following recommendations:

- provide free transportation for Catalina students to attend Rincon
- host a parent forum(s) with interpreters to more fully understand specific feedback
- send communication in families' home languages to raise awareness of the impact of the move
- provide a parent link in multiple languages regarding upcoming forums or updates on the move. APASS/Refugee Services staff will assist and work with the communications office (Language Acquisition should be involved as well).

• Foster Students

As of Nov 6, 2017	
School	Foster Enrollment
Rincon	10
Catalina	7
Tucson High	6
Pueblo	4
Palo Verde	3
Sabino	3
Sahuaro	3
TAP	3
Cholla	1
Meredith	1
TUSD High Schools	41
TUSD	174

Previously, under NCLB, school districts categorized foster students as “McKinney-Vento.” Currently, under the “Every Student Succeeds Act” (ESSA), school districts categorize foster students as “Neglected or Delinquent” in the student information system and must disaggregate foster students’ performance data.

Benefits	Concerns
<ul style="list-style-type: none"> • Potential cost savings by shifting student services from two campuses to one campus 	<ul style="list-style-type: none"> • Foster students are already at highest risk for adverse educational and social outcomes; including graduation, academic achievement and adjudication impacts • Displacement of seven foster students currently enrolled at Catalina reinforces their at-risk demographics • Two of ten Rincon foster students would no longer be able to participate in their current UHS Fine Arts classes • Catalina-Rincon would have the highest concentration of foster students <p>Potential implications to performance ratings under ESSA with newly disaggregated data for foster students</p> <ul style="list-style-type: none"> • Incremental site costs for student support services at combined campus • Associated transportation costs

- **Renovation Costs**

There are many considerations for determining renovation costs, including assessing various scenarios. Some of this information is provided by area or department in the DIA, or will be in a subsequent report.

- f. **Transportation Costs**

Catalina currently has one regular bus route and eight exceptional education routes. Shifting the “walk boundary” from Catalina to Rincon would increase the number of students eligible for transportation to Rincon by 300 students. The proposal would not significantly affect ride times for Catalina students who currently use transportation services.

Option 1:

Estimated cost \$81,000 - \$135,000 annually

- \$135,000 to purchase 300 Sun Tran bus passes
- \$81,000 to purchase 180 Sun Tran bus passes (current usage rate is 60%)

Option 2:

Estimated cost \$1,080,000 (year 1); \$360,000 annually

- \$720,000 one-time bus purchase (6 buses at \$120,000 each)
- \$360,000 for six additional drivers (\$150,000, \$25,000 each) and operating costs (\$210,000, \$35,000 each)

The District would also need to bus UHS students to the Catalina campus, though the numbers of UHS students eligible for transportation would not change significantly (and the numbers of UHS students who use Sun Tran passes would not change significantly). The District would recommend moving the transfer site from

Rincon to Catalina, and purchasing one additional bus to shuttle Rincon students from Catalina to Rincon.

Estimated cost \$180,000 (year 1); \$60,000 annually

- \$120,000 one-time bus purchase
- \$60,000 for a driver (\$25,000) and operating costs (\$35,000)

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 the ten USP sections. Below, the District analyzes the potential impact of the proposed grade configuration change on the District’s obligations under each of the ten USP sections:

1. Compliance no potential impact

2. Student Assignment

Impacts on open enrollment and racial/ethnic compositions are covered in section A. This section will address the movement of students over time and the impacts of previous changes on current students at Catalina. Those changes, the grade levels affected, and the year they took effect include the following, along with projected impacts:

Change	Potential Impact
[2010-11] Boundary change to return Townsend Annex Area students to Utterback Middle School (all students were given the opportunity to continue at Townsend until graduation)	None, all affected students have graduated
[2010-11] Closure of Jefferson Park Elementary	Current 9-12 students could have been affected as 2 nd -5 th grade students
[2010-11] Closure of Fort Lowell Elementary	Current 9-12 students could have been affected as 2 nd -5 th grade students
[2013-14] Closure of Fort-Lowell Townsend K-8 School	Current 9-12 students could have been affected as 5 th -8 th grade students

Due to mobility, without further study, we do not know how many of the current Catalina students were actually involved in these changes.

3. Transportation no potential impact

4. Admin/Cert Staff

The District has determined there will be no potential impact for any USP sub-sections not listed below:

Outreach, Recruitment, Retention Plan: The District will work to ensure site administrators commit to recruitment of African American and Latino certificated staff.

Diversity Assignment: The District will have to conduct an analysis of teacher diversity if this proposal proceeds, and will work to ensure that the diversity at the affected sites stays close to the same and/or improves.

Experience Assignment: The District will continue to work to ensure equity in access to highly effective teachers at all of the sites and to continue to implement the components of the TDP related to experience assignment.

Retention: The District will work to ensure the retention of African American and Latino administrators and certificated staff and staff hired to fulfill specific USP-related functions.

5. Quality of Education

a. ALE

There are many considerations related to ALE impacts but, at this time, it is too premature to develop even a preliminary impact analysis.

b. CRC

Catalina currently runs seven CR courses (five Mexican American; two African American). Rincon currently runs five CR courses (three Mexican American; two African American). The District anticipates that if all Catalina students (9th through 11th graders) attended "Catalina/Rincon" in 2018-19, they would likely have access to more CRC offerings than exist at their current sites.

Currently, if less than ten students register for a CR course, the course will not run. So, for example, neither school currently runs an African-American viewpoint ELA course because enough students have not registered at either campus. If combined, there could be enough students registered to run an African-American

viewpoint ELA course. Similarly, Catalina offers a Mexican-American viewpoint Government course, but Rincon does not. If merged, it is likely that students from both campuses would have this option.

CR courses must be “offered at all feasible grade levels in all high schools across the District, subject to the District’s minimum enrollment guidelines” [USP § E(6)(a)(ii)]. By the 11th and 12th grade, all UHS students take AP and/or dual enrollment courses in ELA and social studies and do not enroll in CR courses. Therefore, currently, it is not feasible to offer CR courses at UHS. However, in order to offer UHS students a feasible CR option, the District is in the process of developing a culturally responsive, ethnic studies course that would both offer a college credit option, as well as a culturally relevant curricular option. The District’s CRPI department will collaborate with UHS administration and with Pima Community College to develop this course(s) and it will likely be offered at UHS in the near future.

c. Multicultural Curriculum No Potential Impact

d. DPG (including MTSS)

The District has determined there will be no potential impact for any DPG strategies not listed below (including middle school and elementary strategies). The impacts listed below apply to Catalina and Rincon, not UHS (UHS has a graduation rate between 97-100%)

- Districtwide Strategies:
 - The MTSS teams at both sites would merge into a single MTSS team.
 - Both sites have an MTSS facilitator; the District might keep both for a transition year, eliminate one of the positions, or transfer the current MTSSF to another site.
- High School Strategies:
 - Freshman Academy would have to expand, requiring more funding, time, and resources. The program is currently at Rincon so it would benefit

Catalina students who don't currently have this option at their home school.

- Catalina kids who currently don't have this option would now have this option.

 - Freshman Houses: strengthen the program.
 - 9th Grade Block: Rincon has an Algebra support class as part of a block for their ELD students who are not quite ready for Algebra. If Catalina provides the same resource, these programs would be combined.
 - ECAPs: will require that the number of counselors remain the same for at least the first year to ensure that all ECAP's are completed.
 - Structured Concept Recovery: Rincon/Catalina both have this, would have to be merged for more section of Credit Recovery
 - Dropout Specialists (see Dropout Prevention Department section below)
-
- Goals/Progress Monitoring
 - For at least three years, the data from the state will have to be adjusted to account for the different cohorts from Catalina and Rincon
 - English Language Learners (ELL)
 - The District has evaluated all of the districtwide and high school dropout strategies for ELL student listed in the DPG plan. Catalina and Rincon use the same ELL dropout prevention strategies; the only impact would be to combine the efforts made at both schools into a combined effort.
 - Family Engagement for At-Risk, Disengaged, or Struggling Students: No Potential Impact
 - Professional Development: No Potential Impact

e. AASSD/MASSD

Both AASSD and MASSD would have to restructure staff assignments and the provision of interventions and services. AASSD/MASSD would need more information on how the site staffs would merge to better assess impacts to the level of support needed through MTSS at all tier levels. MASSD, the AASSD behavior specialists, and the Refugee Services department (that provide support a significant number of African refugee students) are currently located at Catalina (potential impacts discussed below in the facilities section).

Currently, the AASSD and MASSD host quarterly and other events at Catalina specifically because of its central location, and to ensure families and students have greater access to family engagement activities. The departments could move these events to Rincon or host them at the UHS site. AASSD and refugee services will provide a summer program for middle school students, currently planned for Catalina HS. This program could be moved to Rincon (or be held at the new UHS site). But, if moved to Rincon, the District would have to mitigate travel obstacles for parents living near Catalina. MASSD also hosts a college academy for parents at Catalina with the U of A, this program would either be moved to the Catalina/Rincon site or kept at the new UHS site.

6. Discipline

- a. Restorative Practices / PBIS:** no potential impact

- b. RPPSCs:** none of these schools have an RPPF; each school's principal is the designated RPPSC

- c. GSRR:** student and parent information sessions would be combined

- d. Student Discipline Training for Sites:** no potential impact

- e. Discipline Data Monitoring:** no potential impact

- f. Corrective Action Plans:** Catalina is on a CAP with a goal to address identified deficiencies during the 2017-18 school year. If Catalina is still on corrective action at the end of 2017-18, the plan would follow the staff to Rincon/Catalina.
- g. Replicating Successful Site-Based Strategies:** no potential impact
- h. Positive Alternative Suspension (ISI, DAEP)** both campuses have ISI; UHS has so few incidents that an ISI would not be needed, District would eliminate one ISI teacher (or move to another campus). No potential impact to DAEP.

7. Family and Community Engagement

a. Catalina Family Resource Center (CFRC)

Demographics

- The CFRC serves all TUSD students and families, especially those from surrounding schools: Catalina, Tucson, Rincon, TAP and University HS; AGAVE alternative HS; Doolen and Mansfeld MS; Miles and Roskruge K8, and Blenman, Cragin, Davidson, Howell, Hughes, Robison, Whitmore, Wright ES, and Lineweaver
- All but Hughes, Miles, and UHS are Title I schools providing targeted academic supports
- Catalina HS and Davidson ES also receive targeted family engagement supports
- All but Hughes and UHS resemble or exceed the District-wide enrollment averages for Latino and/or African American students
- Catalina has a large population of students participating in the Youth on Their Own (YOTO) program for homeless teens and McKinney-Vento students in temporary housing situations

McKinney-Vento (MV) and Youth on Their Own Students (YOTO) [data as of Nov 1, 2017]					
	Total Students	McKinney-Vento:	Percentage of MV enrolled:	Youth on Their Own:	Percentage of YOTO enrolled:
Catalina	743	57	7.67%	83	11.17%
Rincon	1050	27	2.57%	12	1.14%
UHS	1118	0	0.00%	3	0.27%
Catalina and Rincon Combined	1,793	74	4.13%	95	5.30%

CFRC Services and Resources

- Visits to the CFRC during July-Aug-Sept of 2017 have more than doubled since the same period in 2015 after the CFRC opened as more families and students become aware of the services, resources, and supports available.
- CFRC provides resources to help meet students' needs (academic, emotional, social, and mental) to increase student achievement and promote stronger family engagement.
- CFRC provides services including School Information and Enrollment Services, Parent Workshops and Classes, Open Computer Lab, Community Resources and Referrals, Clothing Bank (brings in the most families), School Supplies, and Hygiene Kits.
- CFRC also provides a variety of workshops and classes such as; Financial Literacy, English as a Second Language, Computer Literacy, College Readiness, Early Literacy, Behavior Management, Citizenship, and TUSD Department Informational Sessions.
- CFRC facilitates community partnerships for referrals to the following organizations, including but not limited to: Emerge!, Southern Arizona Legal Aid, Pima College, La Frontera, EEF, Community Food Bank, the Department of Economic Security, and more.
- CFRC currently shares space with the following TUSD Departments and Programs, providing increased access to additional services and supports: Family & Community Outreach, Mexican American Student Services Department (MASSD), Drop-Out Prevention, Asian Pacific American Student Services and Refugee Services, and the

Behavior Intervention Team (from AASSD and MASSD). These departments work collaboratively to strengthen students, families and the community to remove barriers to student success.

Concerns
<ul style="list-style-type: none"> • The District strategically placed the CFRC at Catalina, a central location with high concentrations of African American, Hispanic, Refugee, and low socioeconomic students. • Moving the CFRC could be costly, depending on location and need. For example, the construction costs for preparing the CFRC (\$26,000) were far less than those for preparing the Palo Verde center (\$183,000); network cabling costs at the CFRC were \$330 but over \$13,000 at the Southwest center. Thus, the cost for moving the CFRC could range from \$25,000 to \$200,000 depending on location. • Moving the CFRC could also be emotionally, academically, and physically detrimental to students, families and employees: people seek services at the CFRC that enrich their lives in a non-judgmental atmosphere and stability is a contributing factor to increasing student achievement. • Accessibility to programs and services is critical to those families and schools who are currently utilizing them, including services provided by other departments on the same site. Relocation of the CFRC and/or other departments located at Catalina could hinder the existing levels of collaboration.
<p>The FRC should remain in a central location, at or near its current site, as there is a great need for services at Catalina and the surrounding schools. The following scenarios assume the relocation of Catalina/UHS, as proposed:</p> <p><i>Scenario 1: Catalina Family Resource Center remains at its current location</i></p> <ul style="list-style-type: none"> • Save costs related to relocation, construction, moving, and advertisement. • Students and families are familiar/comfortable with the current location and staff through relationships established over time, this option would provide consistency to families and students • The co-location of the CFRC and other departments facilitates cross-departmental collaboration • Further study required to determine if current space could still function/exist on a UHS campus <p><i>Scenario 2: Catalina Family Resource Center relocates to Rincon High School</i></p> <ul style="list-style-type: none"> • A combined Catalina-Rincon campus would also have a high-needs population. • Could leave a gap in access for families from surrounding schools. But, Rincon is only three miles from Catalina, two blocks from the Duffy Clothing Bank, and four miles from the Palo Verde FRC. • Further study required to determine how the FRC would function on the Rincon campus <p><i>Scenario 3: Catalina Family Resource Center relocates to another location</i></p> <ul style="list-style-type: none"> • Further study required to find available space in a centrally located site to ensure accessibility to the surrounding schools mentioned above. • As mentioned above, creating a new FRC could be disruptive to students, families, and staff.

b. Site-Based Family Engagement Efforts

The District has considered impacts, specifically to targeted efforts at Catalina High School.

Currently, Catalina is a “target school,” meaning the family engagement staff is working with the site to increase family engagement during the 2017-18 school year. At the end of the 2017-18 school year, the District will assess the structures developed at Catalina, and the level of engagement throughout the year, to determine if Catalina would continue to be a “target school” in 2018-19. If so, the merged Catalina/Rincon site would be a target school for 2018-19.

8. Extracurricular Activities

The Interscholastics department is currently housed at Catalina (discussed in section 9(a)(vi) below). The department has identified preliminary concerns related to logistics and cost but it is not yet clear how this would affect access to extracurricular activities, particularly by race/ethnicity.

9. Facilities and Technology

b. Facilities Conditions Index (FCI) and Educational Suitability Scores (ESS) no potential impact

Catalina and Rincon/UHS have virtually the same FCI and ESS scores. If the District implements this proposal, assuming no changes to facilities are made: the Catalina FCI/ESS score will become the UHS FCI/ESS score and the Rincon/UHS FCI/ESS score will become the Catalina/Rincon FCI/ESS score.

b. Current Catalina Facilities Uses with Potential Impacts on USP Implementation

- i. Catalina Family Resource Center (CFRC)** Discussed in section B(7)(a),
above.

ii. Refugee Services

The District moved the Refugee services department to Catalina specifically to serve the high- level of refugee students and families. If Catalina students moved to Rincon, Refugee services would recommend moving its offices to Catalina/Rincon to continue to serve those students and families, and providing additional transportation options for neighborhood families to access services at the new location (shuttles, bus passes, etc.)

iii. Mexican American Student Services Department (MASSD)

The District moved the MASS department to Catalina to provide more services to students and families, increase visibility, and increase family and community engagement. If Catalina students moved to the Rincon campus, MASSD would recommend moving to Catalina/Rincon to continue to serve students and families at a school site location (including moving the MASSD behavior specialists, and the two African American Student Services Department behavior specialists – all three of whom currently office at Catalina).

iv. Dropout Prevention Department

The effect on the Dropout Prevention Department of the possible move of UHS onto the current Catalina High School campus would most likely be marginal. Staff members spend the bulk of their time on school campuses: Dropout

Prevention Specialists will continue their work to bring students back to school through site visits, home visits, and other strategies regardless of the department location. The current offices at Catalina include:

- a. an administrative office
- b. the Student Success Center (a component of the Steps-to-Success program). If moved, the department recommends any new site maintain the same benefits available at the Catalina site: centrally located, on a bus line, in close proximity to AGAVE and the CFRC.
- c. a multipurpose room used for staff meetings, multi-departmental and large-group meetings, and a work and storage area for Steps-to-Success and the “Attendance Awareness Campaign” which are both overseen by the department.

v. Interscholastics Office and (ExEd) Community Transition Program Relocation

Currently, Interscholastics utilizes four offices, supply and file cabinet space, a reception and lobby area for family and community members, and a conference room at Catalina receiving area or lobby for parents and other community members to wait for appointments. The Community Transition Program currently uses four offices and shares the Interscholastics printers, copiers, and the conference room, all of which are vital to their program.

Both the Interscholastics Office and The Community Transition Program have been housed in this annex since the mid-1980s. Neither program has interfered with the daily operation of the Catalina campus; even during its high

enrollment period. Thus, Interscholastics recommends that if this move occurs, these two departments would remain on the Catalina campus to continue to provide services to students. As noted above, additional funding might be required to transport Ex Ed students participating in the Community Transition Program from Rincon to Catalina.

c. Technology Condition Index (TCI)

The total impact to the TCI cannot be determined at this time for lack of information. For example, a portion of each school’s TCI score is based on the ratio of students to computers. Those ratios are dependent on the numbers of students and those projections are being calculated as part of the development of this report (and it is not yet clear what technology components, like computers, will stay at each campus or be moved). The impact depends on decisions, like whether to move the computer hardware to the destination school(s) or to keep them at the original school(s). Three potential options are provided below. In the past, similar transitions of hardware for schools of similar size to Catalina and UHS cost up to \$100,000 in parts and labor depending on the extent of the move (Full or Partial). The cost figure will increase if new hardware is purchased.

Current TCI (2017-18)				
School Level	Campus	Students	Computer Count	Students per Computer (SpC)
High School	RINCON	1059	921	1.15
High School	CATALINA	761	624	1.22
High School	UNIVERSITY	1123	92	12.21

Scenario 1: Move Catalina into Rincon without moving the hardware				
School Level	Campus	Students	Computer Count	Students per Computer (SpC)
High School	RINCON	1059	921	
High School	CATALINA	761	0	
Inherited hardware from University			92	
Total outcome:		1820	1013	1.80

Scenario 2: UHS inherits all hardware from Catalina				
School Level	Campus	Students	Computer Count	Students per Computer (SpC)
High School	UNIVERSITY	1123	0	12.21
Inherited hardware from Catalina			624	
Total outcome:		1123	624	1.80

Scenario 3: Move some of Catalina's hardware with students to Rincon				
School Level	Campus	Students	Computer Count	Students per Computer (SpC)
High School	RINCON	1059	921	1.15
High	CATALINA	761	483	1.58
Inherited hardware from University			92	
Total outcome:		1820	1496	1.22

d. Technology Training

The ratio of Teacher Technology Liaisons would change at each campus due to relocation of UHS, influencing training logistics (including the allocation of training resources and capacity to train). At this time, no other impact is expected.

10. Accountability and Transparency No potential impact

III. Department Reports

The Governing Board Resolution requested specific information from various departments and that information is included below. There is some overlap with the information provided in the DIA; other types of information are provided only in the DIA or only in the general report.”

A. Finance

Based on the analysis provided by the Finance Department in this section, the summary of cost is as follows:

Total Impact

One-Time Expenditures	\$5 to \$8 million
Ongoing Expenditures	\$900k
Revenue (Ongoing)	\$127k to \$1.5 million

UHS and Rincon/Catalina Committee Proposal

	<u>UHS</u>	<u>Rincon/Catalina</u>	<u>Comments</u>
Enrollment/Revenue			
Additional enrollment High Estimate	404	0	Additional ADM
Incremental Base Support Revenue	\$ 1,506,641	\$ -	Net increase +\$1.5M in revenue (\$3,729.31 per ADM, Group A/B weighting not included)
Additional enrollment Low Estimate	99	-65	Potential loss as Rincon factored in ADM
Incremental Base Support Revenue	\$ 369,202	\$ (242,405)	Net increase +\$127K in revenue (\$3,729.31 per ADM, Group A/B weighting not included)

Transportation			
1 Additional Bus *	\$ 120,000		*Rincon/University is a Transfer Station
1 Bus Driver	\$ 25,000		UHS would likely need an extra shuttle bus that Catalina wasn't getting
Bus operational costs	\$ 35,000		Catalina is using 13 buses because of the Ex Ed routes and regular Students.
SunTran bus passes		\$ 135,000	- Yellow busses to Rincon would require 6 buses and operating costs (\$720k + \$210k) - This would increase 6 more buses to get all Catalina students to Rincon. Comm-Based is not our expense. Also know that implementing a 100% based Sun Tran program rarely works with public. So something in between is reality.
Bus bay space for Ex Ed population		\$ -	Program would grow from 50 to 120. Reasonably comfortable the one bus bay would handle at Rincon w/o \$\$\$ needed.
Add'l monitors for drop-offs/pickups	\$ -	\$ -	The same programs at Catalina would provide same services at Rincon w/o \$\$\$ increase

Family Center Catalina			
Option 1- No change to center location	\$ -	\$ -	
Option 2-Relocate center to Rincon	\$ -	\$20k-250k	
Option 3-Relocate center as separate facility	\$ -	\$ 1,500,000	

Administrative			
Marketing coordinator/director	\$ 65,000	\$ -	focus on AA and MA population
Advertising	\$ 15,000	\$ 15,000	
Publications, bus. Cards, letterhead, etc	\$ 20,000	\$ 20,000	
Websites	\$ 2,000	\$ 2,000	
Dividing Booster clubs	\$ -	\$ -	

CTE			
Culinary program	\$ -	\$600k - \$700K	
Construction	\$ -	\$700k - \$750k	

Interscholastics			
Athletic Uniforms	\$ 243,000	\$ 243,000	
Athletic Equipment	\$ 7,500	\$ 7,500	
Scoreboards	\$ 13,000	\$ 13,000	
Marquee	\$ 20,000	\$ 20,000	
Interscholastic transportation	\$ -	\$ -	
Interscholastic AIA fees	\$ -	\$ -	Scheduling concerns

Operations/Facilities

Add'l Campus Monitors		\$ -	Can be absorbed by existing staffing
Add'l Off-duty Officer		\$ -	Can be absorbed by existing staffing
Moving costs	\$ 100,000	\$ 100,000	- Staffing and truck rentals - UHS alum furn/equip/technology to Catalina - Ex Ed furn/equip/technology - Support Staff furn/equip/technology
Renovating Hangar	\$ 1,200,000		UHS wants this for Fine Arts (this is still conservative)
Paint for color scheme change	\$ 255,000		To take care of color issues, not complet in and out of all painted or sealed areas
Café equipment/ Patio furniture	\$ 45,000		Not sure of how many pieces
HVAC updates to CHS for UHS size	\$ 750,000		Areas for CHS are cut back in some cases; that cant be the case with more students
Signage& Marquees Changes	\$ 150,000	\$ 80,000	Getting rid, and replacing CHS to UHS on all of campus, also at Rincon; taking down and replacement if needed
Annual Utility change (All)	\$ 70,000		Gas, Water, Irrigation, and Electric increase due to large staff and student population

Ex Ed

4 Office spaces		\$ 40,000	Again for 65 more students, not this necessary. However for 4 to be converted. Not new construction
2 Modified bathrooms		\$20,000-\$100,000	9 students from Catalina; ADA compliant, but level extensiveness is large range
Relocation of equipment		\$10,000-15,000	Tables, Gait trainers, walkers, standers, washers, dryers
Cafeteria space for wheelchair access (9)			
64 add'l parking spaces		-	from Catalina to Rincon for Ex Ed staff
Fully integrated Ex Ed classrooms (21)		\$ 200,000	Could be expensive if footprint doesn't have plumbing availability; sinks and bathrooms
Electrical needs		\$ -	Assistive Tech. devices in classrooms

Student Support Staffing

Separating relocating Library resources			Potential for additional costs
AA Recruitment Retention Specialist	\$ 50,000		
MA Student Services staff (1 FTE)	\$ 60,000		
More events (Minority symposiums, Freshman Celebration, tours, etc.	\$ -		could also impact add'l Civic funds

Instructional Support Staffing

Add'l resources for combined letter grade		\$ -	C/D letter grade could impact Title I funding
Professional Development Ex Ed - Resource-focused inclusive ed model		\$ -	Needed for co-teaching/ IEP compliance
Professional Development - Vertical articulation of Pre-AP to AP	\$ -		

UHS and Rincon/Catalina Committee Proposal

	<u>UHS</u>	<u>Rincon/Catalina</u>	<u>Comments</u>
Instructional Staffing			
ELD 12 FTE		\$ -	Would require more resource to manage
Potential increased Teacher turnover		\$ -	Turnover was minimal at Rincon
7-period day (7 FTE)		\$ 385,000	
House System extra planning period	\$ 39,600		.2 FTE x 18 teachers
Interventionists		\$ 165,000	3 FTE Needed for combined population

Performing Arts			
Instruments	\$ 20,000	\$ 20,000	
Band Uniforms	\$ 200,000	\$ 100,000	
Orchestra Uniforms	\$ -	\$ 30,000	
Choral Uniforms	\$ 15,000	\$ 10,000	
Music & Theatrical scripts	\$ 10,000	\$ 10,000	
Music Strands	\$ 2,400	\$ 2,400	
Competition Fees	\$ 4,000	\$ 4,000	
Transportation	\$ -	\$ 5,000	Already exists at UHS
Band Truck Rentals	\$ -	\$ 2,000	Already exists at UHS
Theatrical Arts Equipment	\$ -	\$ 5,000	Already exists at UHS
Visual Arts Equipment 2D/3D		\$ 10,000	Already exists at UHS

Potential Savings			
Principal	\$	(124,800)	Currently have 3 and reduce to 2 FTE
Office Manager	\$	(52,000)	Currently have 3 and reduce to 2 FTE
Finance Manager	\$	-	Currently have 2 FTE, no change
Assistant Principal	\$	-	Currently have 5 FTE between all 3 schools, potentially no reduction
Librarian	\$	-	Currently have 2 FTE, no reduction

Net of Revenue & Expenses

Total Impact It would cost the District an additional \$5 to \$8 million dollars net of incremental revenue

One-time expenditures account for \$5 to \$7 million dollars.

Ongoing expenditures are \$900k.

Revenue would be ongoing at \$127k to \$1.5 million.

B. Operations

1. Operations Costs to move UHS to Catalina and Catalina to Rincon

Projected operation costs to move University High School to Catalina High School and Catalina to Rincon High School:

\$2,480,000 One Time Costs UHS to Catalina (see below for details)

\$ 775,000 One Time Costs Catalina to UHS (see below for details)

- \$ 70,000 On-going additional costs UHS to Catalina (details below) (need to add utilities)
- \$ 30,000 On-going additional costs Catalina to UHS (details below) (need to add utilities)

Of the one-time costs, moving costs (\$200K) and ADA compliance (\$100,000) are absolute requirements. With the increased population of Exceptional Education students, Integrated Exceptional Education classrooms (\$200,000) would probably also be required. The \$750,000 HVAC cost is required only if there are HVAC problems we cannot fix. There is a reasonably high probability of this based on experience, but it is not guaranteed to happen. The rest of the one-time expenses are more discretionary, but would require UHS to take the Catalina campus as is, under the theory that it was adequate for the Catalina students. Paint and signage would probably be the next highest priorities of these costs, but the schools may not agree.

a) Assumptions

- The larger UHS student population will utilize rooms that are not currently used at Catalina. These rooms will need to be upgraded to be operational (primarily heating/cooling).
- Although the student population of Catalina is smaller, they will not be able to “mothball” classrooms at Rincon.
- There is a higher population of Ex Ed students at Catalina that would need accommodations at Rincon.
- Nursing and custodians stay where they are, at both Catalina and Rincon.

- Does NOT include anything for education such as promethean boards that some unused classrooms do not have.
- Does not include costs for moving computers or phones.
- Athletic personnel will remain at Catalina to support UHS sports. Athletic personnel for UHS/Rincon will remain at Rincon.

We have not include any costs for relocating the CTE program currently in the Catalina Hangar to another location. We do not have enough information to form any kind of estimate. However, our understanding is that CTE paid to build this space and will likely require us to create a similar space somewhere else.

**b) University High School to Catalina One-time Costs
(\$2,480,000)**

- \$ 100,000 Physical move
 - Moving help
 - Cleaning/painting/flooring repairs (almost all moves include requests for new paint/flooring)
- \$ 750,000 Heating, cooling, plumbing for new spaces at Catalina (may have to replace equipment if we activate HVAC in areas currently not used).
- \$ 115,000 Signs and marquees (change Catalina to UHS; change Rincon/UHS to Rincon).
- \$ 255,000 Paint school with UHS school colors.
- \$1,200,000 Renovation of Hangar for Fine Arts (unsure of the requirements so estimated high).

- \$ 45,000 Purchase Cafe equipment/patio furniture.
- \$ 15,000 Relocation of equipment (tables, GATE trainers, walkers, standers, washers, dryers moved to Rincon).

c) University High School to Catalina On-going Costs

- Utilities - \$70,000 / year

**d) Catalina to Rincon High School One-time Costs
(\$775,000)**

- \$ 100,000 Physical move
 - Moving help
 - Cleaning/painting/flooring repairs (almost all moves include requests for new paint/flooring)
- \$ 115,000 Signs and marquees (change Catalina to UHS; change Rincon/UHS to Rincon).
- \$ 250,000 Move family center to Rincon (could be as much as \$1.5 million if no space is readily available at Rincon).
- \$ 10,000 Move Dropout Prevention to Rincon.
- \$ 100,000 ADA compliance issues for additional Exceptional Education students.
- \$ 200,000 Integrated Exceptional Education Classrooms (restrooms and sinks available in all Exceptional Education classrooms).

e) Catalina to Rincon High School On-going Costs

- Custodial – Add 1 custodian at Catalina: \$30,000/year (includes benefits).

C. Transportation

Catalina currently has one regular bus route and eight exceptional education routes. Shifting the “walk boundary” from Catalina to Rincon would increase the number of students eligible for transportation to Rincon by 300 students. The proposal would not significantly affect ride times for Catalina students who currently use transportation services.

Option 1:

Estimated cost \$81,000 - \$135,000 annually

- \$135,000 to purchase 300 Sun Tran bus passes
- \$81,000 to purchase 180 Sun Tran bus passes (current usage rate is 60%)

Option 2:

Estimated cost \$1,080,000 (year 1); \$360,000 annually

- \$720,000 one-time bus purchase (6 buses at \$120,000 each)
- \$360,000 for six additional drivers (\$150,000, \$25,000 each) and operating costs (\$210,000, \$35,000 each)

The District would also need to bus UHS students to the Catalina campus, though the numbers of UHS students eligible for transportation would not change significantly (and the numbers of UHS students who use Sun Tran passes would not change significantly). The District would recommend moving the transfer site from Rincon to Catalina, and purchasing one additional bus to shuttle Rincon students from Catalina to Rincon.

Estimated cost \$180,000 (year 1); \$60,000 annually

- \$120,000 one-time bus purchase

- \$60,000 for a driver (\$25,000) and operating costs (\$35,000)

D. Culturally Relevant Courses

The stipulation to the USP regarding CRC requires courses be offered at each of the comprehensive high schools across the district. More specifically, the CRC courses offered should include at least one ELA (English) class at either 11th or 12 grades and at least one section of CRC American history or government class. Currently, UHS students have the option of taking a CR course because they share their campus with Rincon High School. If UHS moves to its own campus, UHS teachers will be identified to teach CR courses at that site. This course(s) will then be promoted to students as they select their courses for the upcoming school year. Based on number of students who have selected the course through the student pre-registration process, sections are built into the master schedule and staffed with appropriate faculty.

CR teachers recruited to teach these courses are site based and are funded through site M&O funds. When CRC expands at any site, CRPI budgets and purchases based on need. Since this move does not represent a net increase in students who have access to CRC, CRPI does not anticipate any significant increase in expense to CRPI in instructional resources or staffing.

Additionally, recognizing that UHS students are typically on a college dual-credit and therefore, different plan of study, few students have opted to take CR courses in the past. The District does not anticipate this to change in the near future. In the event that a course runs at UHS, it will be supported by CRPI staff, as it would have been at the Rincon campus.

In order to offer UHS students a feasible CR option, the District is in the process of developing a culturally responsive, ethnic studies course that would both offer a college credit option, as well as a culturally relevant curricular option. District’s CRPI will collaborate with UHS administration and with Pima Community College to address any logistical issues.

Below is a graph outlining the existing courses offered at Catalina, Rincon and University HS.

SCHOOL	CR TEACHE	ID#	A, B, C	COHORT	MASTER TE	COURSE ID	CR COURSE TITLE	# STUDENTS	PERIOD	Hi/Mid/La
Catalina HS	Cook, Crystal		C	3	Snead, Ras	5171	English 7 Cul Rel Mexican American View		4	
Catalina HS	Tingley, Rebecca		C	3	Escamilla,	5169	English 5 Cul Rel MexicanAm View		5	
Catalina HS	Velgos, Sasha		A	1	Escamilla,	19061	American History - African American View 1		3	
Catalina HS	Velgos, Sasha		A	1	Escamilla,	19063	American History - Mexican American View 1		1	
Catalina HS	Velgos, Sasha		A	1	Escamilla,	19063	American History - Mexican American View 1		4	
Catalina HS	Velgos, Sasha		A	1	Escamilla,	19073	American Government - African American View		5	
Catalina HS	Velgos, Sasha		A	1	Escamilla,	19074	American Government - Mexican American View		6	
Rincon HS	Easley, Paula		C	3	Escamilla,	19073	American Government African American View		2	
Rincon HS	Jacobson, Eric		B	2	Escamilla,	19061	American History African American View 1		2	
Rincon HS	Jacobson, Eric		B	2	Escamilla,	19063	American History Mexican American View 1		1	
Rincon HS	Jacobson, Eric		B	2	Escamilla,	19063	American History Mexican American View 1		5	
Rincon HS	Nabours, Lisa		B	2	Sotelo, Yola	5169	English 5 Cul Rel Mexican American View		6	

E. FACE at Catalina

1. Demographics

Catalina Family Resource Center (FRC) offers services to all TUSD students and families. The following schools are geographically the closest to the Catalina Family Resource Center: Agave, Blenman, Catalina, Cragin, Davidson, Doolen, Howell, Hughes, Mansfeld, Miles, Rincon, Robison, Roskruge, TAP, Tucson High, University High, Whitmore, and Wright. These schools tend to utilize the FRC the most.

All of the surrounding schools, with the exception of Hughes, Miles, and University High School, are school-wide Title I. Title I schools provide targeted

supports to schools in order to increase student achievement. The Family and Community Outreach Department has identified Catalina High School and Davidson Elementary to receive targeted family engagement supports based on data from USP reports for the 2016-2017SY. With the exception of University High School and Hughes Elementary, Catalina and the surrounding schools resemble or exceed the District-wide distribution, by percent, of Hispanic and African American students in one or both categories. Several of these sites far exceed the District average in one or both categories. In particular, Catalina, TAP, Rincon, Doolen, Wright, Robison, Cragin, and Blenman far exceed the District average percentage of African American students by nearly double at Rincon and Cragin, to near five times at Wright.

In addition, it is imperative to note that Catalina also has a large Youth on Their Own (YOTO) student population. In addition to YOTO, many students are identified as McKinney-Vento, students living in temporary housing situations, which results in a higher mobility rate for the students, families and schools. The Catalina Family Resource Center provides several supplemental resources to help ensure their needs -including academic, emotional, social and mental - are met to increase student achievement and assist in promoting family engagement.

McKinney-Vento (MV) and Youth on Their Own Students (YOTO)

School:	Total Number Enrolled:	McKinney-Vento:	Percentage of MV enrolled:	Youth on Their Own:	Percentage of YOTO enrolled:
Catalina	743	57	7.67%	83	11.17%
Rincon	1050	27	2.57%	12	1.14%
University	1118	0	0%	3	.27%

Distribution of Hispanic and African American Students by Percentage* of Total Site Population at Catalina and Surrounding Schools

*Rounded to the nearest whole percent

School Site	Percentage of Hispanic Students	Percentage of African American Students
<i>Elementary Schools</i>		
Blenman	50	13
Cragin	54	11
Davidson	57	8
Howell	51	9
Hughes	52	4
Robison	78	23
Whitmore	47	8
Wright	41	28
<i>K-8 Schools</i>		
Miles	59	1
Roskruge	81	2
<i>Middle Schools</i>		
Doolen	45	13
Mansfeld	71	6
<i>Middle & High Schools</i>		
AGAVE	55	9
<i>High Schools</i>		
Catalina	47	15
Rincon	61	11
Tucson	73	5
Teenage Parent	63	16
University	35	1
<i>District-Wide</i>	64	6

2. FRC Role at Catalina High School

The Catalina Family Resource Center has become a staple in the community for providing several resources and supports to all TUSD stakeholders. Services such as School Information and Enrollment Services, Parent Workshops and Classes, Open Computer Lab, Community Resources and Referrals, Clothing Bank, School Supplies, and Hygiene Kits are provided to the TUSD community to increase student achievement. Approximately 40% of usage at the Catalina Family Resource Center

was used by students and families from the surrounding schools mentioned above during July, August and September of 2017.

Should the Catalina Family Resource Center move to another location, the students and families from these schools may be left without ready access to services. The total number of visits at the Catalina Resource Center has more than doubled from the 2016-2017 SY and continues to grow as the needs awareness of services/supports increase.

Entering the second year at the Catalina Family Resource Center, many positive relationships have been created to ensure that the needs of students, families, employees and the community are met. Through these relationships, staff have been able to empower FRC attendees to become self-advocates and engaged in their academics and community. The Catalina Family Resource Center currently shares space with the following TUSD Departments and Programs: Family & Community Outreach, Mexican American Student Services, Drop-Out Prevention, Asian Pacific American Student Services and Refugee Services, and Behavior Intervention Team. These departments work collaboratively to strengthen students, families and the community to remove barriers to student success.

Family & Community Outreach Staff has worked endlessly to maintain partnerships at school sites and within the community to provide information to all TUSD stakeholders. Through these relationships, staff has been able to refer students, families and staff to the following organizations (not an exhausted list) for assistance; Emerge!, Southern Arizona Legal Aid, Pima College, La Frontera, EEF, Community Food Bank, Department of Economic Security, etc. As a program, Family Resource Centers offer a variety of workshops and classes such as; Financial Literacy, English as a Second Language, Computer Literacy, College Readiness, Early

Literacy, Behavior Management, Citizenship, and provide TUSD Department Informational Sessions. While class enrollment has increased, the clothing bank continues to be the most sought out service by students and families at the Catalina location.

3. Effects of Possible Change of Location for Catalina High School

All TUSD Family Resource Centers were strategically placed throughout the community in order to provide equitable services to students and families. The Catalina Family Resource Center is centrally located in an area with high concentrations of African American, Hispanic, and Refugee, and low socioeconomic students. Its location makes it convenient to families and surrounding schools who seek services with or without transportation. Housing the Family Resource Center on campus at Catalina has created security for many students who otherwise would go without clothing, food, transportation, or other services. The accessibility of the Family Resource Center and the programs within it for the campus students as well as surrounding schools allows them to focus on their academics yet have additional needs met.

The possibility of moving the Catalina Family Resource Center could be financially costly, depending upon the new location. The cost of creating the existing centers ranges greatly, depending on the location. For example, construction and repairs to prepare the space at Catalina cost approximately \$26,000, while the cost of preparing the space at Palo Verde exceeded \$183,000. Cabling for technology ranged from \$330 at Catalina Center to \$13,529 at the Southwest Center. While the staff, furnishings, and equipment are already in the District's possession, additional construction, signage, promotional materials,

wiring, and relocation of furnishings and supplies to a new location are necessary. Most of these costs are contingent upon the needs at the new site.

The financial cost of moving could be prohibitive. However, the move could also be emotionally, academically and physically detrimental to TUSD students, families and employees. The community has come together to create a welcoming environment that serves all people at the Family Resource Center- a place where people come to seek services and enrich their lives in a non-judgmental atmosphere. Trust, rapport and consistency among staff and stakeholders has been created, allowing people to be emotionally invested in the services they seek as well as the relationships they have formed at the Catalina Family Resource Center. In the surrounding community, stability is a contributing factor to increasing student achievement. Accessibility to programs and services is critical to those families and schools who are currently utilizing them, and to those who are in need of services.

4. Recommendation

It is the position of the Family and Community Outreach Department that the Family Resource Center remains in a central location, near its current site, as there is a great need for services at Catalina and the surrounding schools. The following situations are based on the assumption that the Catalina and UHS campuses are relocated as proposed.

- **Situation One:** Catalina Family Resource Center remains at its current location

This will save on costs related to relocation, construction, moving, and advertisement. Services and supports will still be available in this area. The demographic of University High student body is not a high need population- low

McKinney-Vento and Youth on Their Own numbers; African American and Hispanic students are underrepresented as compared to the district as a whole and compared to the school sites previously mentioned in the report. A study would need to occur to determine if the space currently occupied by the Family Resource Center would still be available with the increased size of the student body that comes with University High School.

- **Situation Two:** Catalina Family Resource Center relocates to Rincon High School

Stability and consistency are crucial in building and maintaining relationships, especially among at-risk populations. Established relationships may be compromised due to change in accessibility, and the particular population served by the Catalina Family Resource Center are especially wary of change. Rincon campus in combination with Catalina is high need- reflective of Title I, McKinney-Vento, Youth on Their Own as well as highly concentrated African American and Hispanic students. Closing the center at its current location would leave a void in access to services to surrounding schools in the North/Northwest region of the District. The distance between the current location and Rincon campus is three miles. The Rincon campus is two blocks from Duffy Clothing Bank (TUSD's largest Clothing Bank) and four miles from Palo Verde Family Resource Center. Services would be concentrated in a smaller area to the detriment of Catalina's surrounding schools. Additionally, a study would need to occur in order to determine availability of space at Rincon. See financial costs as reported above.

- **Situation Three:** Catalina Family Resource Center relocates to another location

A study would need to occur to locate a school with available space in a centrally located site to ensure accessibility to the surrounding schools mentioned above. In addition to the concerns mentioned in Situation Two, such as relationships and financial costs, creating space for a Family Resource Center, including the relocation of classes and offices at a school site, could be disruptive to students, families, and staff at a school site.

F. Interscholastics at Catalina

1. In response to the question regarding the proposal submitted to the Governing Board to move University High to Catalina High School, the following are possible increases for Rincon High School.

Included are the costs for both University and Rincon in order to provide a full scope of the proposed move.

Uniforms: Increase expenditures to Rincon's athletic program centers around the replacement of uniforms for 22 athletic programs. Currently the uniforms carry the name of Rincon/University or RU. Also included are quotes for uniform replacements for Rincon based upon the total number of students on an average that participates in the particular sport or activity. *See Projected Cost for Rincon High School Uniforms.* This cost would be similar to University's need to provide uniforms for its teams as they transition to the Catalina High School campus. The projected cost of replacing an entire school's uniform for the 22 sports teams is estimated to cost \$242,914.84. That includes the cost of purchasing football helmets and shoulder pads.

In the case of both Rincon and University, a reduction to the cost can be made with the helmets and shoulder pads because the existing ones can be used if they all pass the recertification, which they should. There may be a cost of painting the helmets if the school decides not to continue with the current color at a cost of \$35.00 per helmet (130) totaling \$4,500.00. Other equipment that should be replaced are basketballs and volleyballs with the RU logo stamped on them at an approximate cost of \$80.00 per ball (20 basketballs per gender and 20 volleyballs per gender) for a cost of \$3,000.00

Logos, Marquees, Scoreboards: Other increases would come from removal of the University logo in the gymnasium, the marquee and the scoreboards that bears the name of both schools. Marquees and scoreboard are approximately \$13,000.00 for scoreboard and \$20,000.00 for a marquee. In both instances, there could be some adjustments made to offset those costs. These same costs would be applicable in changing Catalina scoreboards and marquees to University.

AIA: Assessing other increases or issues from a competitive standpoint with the Arizona Interscholastics Association, the enrollment numbers for a combination of Rincon and Catalina High students, would place the schools in the 5A conference, which is exactly where they are currently. However, their region could change based upon the free and reduced lunch criteria, which is used in selecting the regions. The conferences are selected solely by enrollment. Due to the uncertainty of which region the school will be placed, it is difficult to determine the cost of transportation, but there could be a potential increase.

Projected Cost for
Rincon High School Uniforms

Sport: Football

Item	Brand Name	Cost Per Unit	Units Needed	Total Cost
Football Helmet	DNA Pro+	199.99	200	39998
Shoulder Pads	Schutt XV Flex	145	200	21750
Football Jersey	Huddle	28.99	200	5798
Integrated Football Pants	Alleson	39.99	200	5998.5
Girdle	Bull Rush	49.99	200	7498.5
				<i>Overall Cos</i>
				81043

Sport: Cheerleading

Item	Brand Name	Cost Per Unit	Units Needed	Total Cost
Cheer Top	Chasse Showtim	34.95	60	2097
Cheer Bottom	Chasse Showtim	25.95	60	1557
Cheer Poms	Omni Cheer	8.95	60	537
				<i>Overall Cos</i>
				4191

Sport: Volleyball

Item	Brand Name	Cost Per Unit	Units Needed	Total Cost
Agility Stock Women's Long Sleeve	Nike	55	60	3300
Performance Women's Shorts	Nike	30	60	1800
Men's Sublimated Crew Neck Tee	Spectrum	37.99	60	2279.4
Men's B-Dry Core Short	Badger	20.99	60	1259.4
				<i>Overall Cos</i>
				6638.8

Sport: Basketball

Item	Brand Name	Cost Per Unit	Units Needed	Total Cost
Men's Prodigy Jersey	Holloway	32.99	90	2969.1
Men's Prodigy Short	Holloway	32.99	90	2969.1
Women's Prodigy Jersey	Holloway	32.99	90	2969.1
Women's Prodigy Short	Holloway	32.99	90	2969.1
				<i>Overall Cos</i>
				11876.4

Sport: Soccer

Item	Brand Name	Cost Per Unit	Units Needed	Total Cost
Men's Challenge Jersey	Nike	35	80	28000
Men's League Knit Shorts	Nike	27.5	80	22000
Women's Maquina Jersey	Under Armour	29.99	80	2399.2
Women's Maquina Shorts	Under Armour	22.99	80	1839.2
				<i>Overall Cos</i>
				54238.4

Sport: Wrestling

Item	Brand Name	Cost Per Unit	Units Needed	Total Cost
330 Stock Singlet	Legacy	55.9	35	1956.5
Adult Wrestling Head Gear	Cligg Keen Athle	29.99	35	1049.65
				<i>Overall Cos</i>
				3006.15

Projected Cost for
Rincon High School Uniforms

Sport: Softball/Baseball

Item	Brand Name	Cost Per Unit	Units Needed	Total Cost
Softball Sleeveless Jersey	Armourfuse	60	44	2640
Softball Knit Pant	Armourfuse	110	44	4840
Baseball Full Button	Armourfuse	115	44	5060
Baseball Legend Relaxed Pant	Armourfuse	125	44	5500
				<i>Overall Cost</i>
				18040

Sport: Swimming

Item	Brand Name	Cost Per Unit	Units Needed	Total Cost
Women's Polyester Ling Tank	Nike	52.02	60	3121.2
Men's Poly Jammer	Nike	39	60	2340
Parka	Speedo	100	60	6000
				<i>Overall Cost</i>
				11461.2

Sport: Golf

Item	Brand Name	Cost Per Unit	Units Needed	Total Cost
Women's Clubhouse Polo	Under Armour	59.99	15	899.15
Women's Chino Short	Under Armour	49.99	15	749.85
Men's Podium Polo	Under Armour	64.99	15	974.85
Men's Team Front Short	Under Armour	64.99	15	974.85
				<i>Overall Cost</i>
				3598.7

Sport: Tennis

Item	Brand Name	Cost Per Unit	Units Needed	Total Cost
Women's Matchup Tank	Under Armour	27.99	15	419.85
Women's Matchup Short	Under Armour	27.99	15	419.85
Men's Podium Polo	Under Armour	64.99	15	974.85
Men's Pocketed Raid Short	Under Armour	29.99	15	449.85
				<i>Overall Cost</i>
				2264.4

Sport: Track/Cross Country

Item	Brand Name	Cost Per Unit	Units Needed	Total Cost
Women's Team ID Tight Singlet	WMNS	55	40	2200
Women's Tight Short	WMNS	40	40	1600
Men's Victory II Singlet	DQT	80	40	3200
Men's Victory Short	DQT	65	40	2600
				<i>Overall Cost</i>
				3600

Total Project RHS Interscholastic Proj 208048.30

(+) 10% Taxes 20242.9

(+) 10% Shippi 20242.9

Total 248534.70

2. AIA Charter: The following does not involve Rincon and its increases; however, it may be of importance to outline in this report because of the ramification it has to the process.

There will be some issues with University High in securing a charter to participate in the AIA, and finding a conference to participate in during the upcoming 2-year scheduling block. Currently, Rincon/University is placed in the 5A conference and if the schools split and University has its own charter there will be some issues with scheduling. Catalina is currently a 3A conference school and is being scheduled for the next two year block against 3A and 2A schools. Once University is accepted for its own charter, they will be a 4A school based upon enrollment; there would be quite an inequity with that much enrollment to participate against schools with a much lower enrollment. -The AIA Executive Board would never allow them to compete at the 3A level because championships are at stake.

So being unable to fulfill Catalina's old schedule, University would have to opt for an independent schedule with no opportunities to vie for region or conference championships but could have avenues for individual sports (i.e. golf, tennis, swimming, wrestling, track, cross country) to the State tournament, However it would be a very difficult one for team sports to advance to State (i.e. football, volleyball, basketball, soccer, baseball, softball), during those two years.

The following sports would struggle under the combination of Rincon and Catalina Students, based upon current participation numbers. *See Extra Curricular Participation Comparison.* Boys and Girls Cross Country currently has 4 boys and 5 girls at the combined schools, girls' golf (2), boys swim (5), JV softball (9), and girls track (10) and boys tennis (4). University will have difficulties fielding team in

football (23) at all three levels, spirit line (8), and wrestling (8). In order to promote these sports and increase the interest there may be a cost in the advertisements.

Extra Curricular Participation Comparisons						
		Year	Catalina	Rincon	Comb. Total	University
Cross Country Var	Girls	17-18	2	2	4	29
Cross Country Var	Boys	17-18	3	2	5	28
Football Var	Boys	17-18	41	31	72	17
Football JV	Boys	17-18	30		30	0
Football Fr	Boys	17-18		23	23	6
Golf Var	Girls	17-18		2	2	12
Golf Var	Boys	17-18	3	5	8	6
Spirit Line - Pom	Boys-Girls	17-18	12	11	23	8
Swim Var	Girls	17-18		11	11	45
Swim Var	Boys	17-18		5	5	21
Volleyball Var	Girls	17-18	14	4	18	17
Volleyball JV	Girls	17-18	11	3	14	10
Volleyball Fr	Girls	17-18	8	4	12	10
Student Trainer	Girls-Boys	17-18		1	1	2
Basketball Var	Girls	16-17	15	5	20	8
Basketball JV	Girls	16-17	4	5	9	2
Basketball Fr	Girls	16-17		1	1	9
Basketball Var	Boys	16-17	15	9	24	9
Basketball JV	Boys	16-17	6	5	11	10
Basketball Fr	Boys	16-17	10	6	16	10
Soccer Var	Girls	16-17	19	4	23	24
Soccer JV	Girls	16-17	9	3	12	17
Soccer Var	Boys	16-17	19	11	30	15
Soccer JV	Boys	16-17	14	14	28	14
Wrestling Var	Boys	16-17	12	11	23	8
Wrestling JV	Boys	16-17				
Baseball Var	Boys	16-17	19	5	24	10
Baseball JV	Boys	16-17	17	6	23	8
Softball Var	Girls	16-17	19	2	21	13
Softball JV	Girls	16-17		9	9	10
Tennis Var	Girls	16-17	8	1	9	18
Tennis Var	Boys	16-17	4		4	17
Track Var	Girls	16-17	4	6	10	40
Track Var	Boys	16-17	25	18	43	32
Volleyball Var	Boys	16-17	16	1	17	13
Volleyball JV	Boys	16-17				13
Band	Girls-Boys	16-17	23	59	82	165
Colorguard	Girls-Boys	16-17		12	12	35
Chess	Girls-Boys	16-17			0	5
Drama	Girls-Boys	16-17	14	2	16	21
Dance	Girls-Boys	16-17		4	4	21
Choir	Girls-Boys	16-17	20	24	44	58
Orchestra	Girls-Boys	16-17		9	9	40
Mock Trial	Girls-Boys	16-17			0	36
Student Council	Girls-Boys	16-17	36	18	54	31
Total			452	354	806	923

3. Interscholastics Office and Community Transition Program Relocation

Assessing the cost of moving both programs that are currently housed on the Catalina campus would require first of all looking at the current space and what space is needed to effectively run these programs, then the cost of moving existing furniture, file cabinets, copiers, computers and printers. The district operations department and the technology could do the majority of the work needed but we have to look at man hours to complete this project. It is very difficult to determine in time what this project would take.

The biggest obstacle for both the Interscholastics and Community Transition programs is the space needed at Rincon. Currently Interscholastics utilizes four offices for employees and a receiving area or lobby for parents and other community members to wait for appointments. These offices are next to each other because of the collaboration that each of us needs with one another to best serve our constituents. There also must be enough space to hold 11 four-drawer filing cabinets, two large copiers and a receptionist desk. Due to the number of meetings held with coaches and state representatives, we have a 20 X 20ft conference room that would need to be provided at Rincon.

Finally, for the Interscholastics Office we have a large equipment room which stores equipment for all of our elementary and middle school. Currently we are using an unused classroom to store the equipment. The Community Transition Program currently uses four offices, one for the director and three employees. They are currently using Interscholastics printers and copiers and the conference room, all of

which are vital to their program. If the Community Transition Program is separated from the Interscholastics Office, the following will have to be considered:

Relocation Costs for Exceptional Education’s Community Transition Programs from Catalina High School Interscholastics Office to Rincon/University High School Campus.

LOCATION	DESCRIPTION
Office Space – 4 Offices	<ul style="list-style-type: none"> a. 1 large enough to include a conference table b. Accessible c. Private and confidential d. Ethernet ports and Wi-Fi access e. Ample electrical outlets so as not to use extension cords or multiple power strips. f. Large enough to accommodate typical office size desks and multiple file cabinets each.
Storage Space	<ul style="list-style-type: none"> a. Secure storage space for office supplies. b. Secure storage space for instructional materials, supplies, and equipment.
Conference Room	<ul style="list-style-type: none"> a. Large enough to hold 25 people at tables b. Promethean or Smart Board, projector and speaker
Bathroom	<ul style="list-style-type: none"> a. Meets ADA standards b. Male and female use
Office Support	<ul style="list-style-type: none"> a. Networked copier, document scanner and three printers

4. Recommendation

Both the Interscholastics Office and The Community Transition Program have been housed in this annex since the mid-1980s. Neither program has interfered with the day-to-day operation of the Catalina campus; even during its high enrollment period. If the proposed move is made to bring University High onto the Catalina campus, it should not affect what we do in the annex nor will it interfere with

University High campus life or activities. There is not enough space at the Rincon campus to accommodate one of us, let alone both programs. Moving either of the programs to Rincon would certainly create space issues and would be an unnecessary cost to move. If the thought is to move these two departments onto a school campus, why then could not that campus, be University? I strongly recommend that both the Interscholastics Office and The Community Transition Program remain on the current Catalina campus.

Upon request, a full scope of what it would cost University High to operate independently in the area of interscholastics could be provided to include uniforms, equipment, facilities, AIA charter, and coaching staffs; some of which was provided in this report.

G. JTED and CTE

1. Culinary Arts Program

This section is based on the construction of a new culinary program in two current rooms at Rincon High School totaling 4,186 square feet. After conversation with facilities staff it was determined that to relocate the current kitchen at Catalina would not be as cost effective as modifying two existing rooms at Rincon.

a) Student Participation

Currently Catalina has 194 students as part of their SY 17.18 program, 68 intermediate/advanced and 107 beginning. Based on historic numbers from prior student registration we anticipate that these numbers would hold true for SY 18.19 and beyond.

b) Location

At this time, Rincon does have the necessary space to build an institutional kitchen and possible dining area. Classrooms T-2 and T-3 located in the technology building would need extensive modifications to support a culinary program.

c) Estimated Cost

The estimated cost would be between **\$550,000** and **\$600,000** plus **15%** contingency. This would include all necessary equipment, architecture, project management, room modifications, equipment transfer and licensure. As with any construction projects that occur within existing TUSD structures it is impossible to gauge what might be found after the project begins. This could lead to change orders and additional costs beyond the included 15% contingency.

- Areas of concern that could lead to further cost:
 - Electrical upgrades
 - Plumbing upgrades
 - Gas Service location
 - Roof Structure (Hood)
 - Asbestos Abatement
 - Internet Upgrades

d) Time Frame

Taking into account design, bid process, construction and unforeseen issues I would anticipate between six to eight months from start to finish completing this project.

e) Variables

There are a few variables that would affect this project if the decision to move forward were made. To meet the tight time frame needed for completion we could

not wait until the end of a current school year to begin. Classroom space is currently an issue at Rincon/UHS; this project would entail displacing teachers and students during the construction period.

2. Construction Program

This section concerns the transfer of the Construction Technologies program at Catalina High School to Rincon High School

a) Student Participation

Currently Catalina has 80 students as part of their SY 17.18 program, 25 intermediate/advanced and 55 beginning. With the addition of Rincon students, we do anticipate an increase in enrollment.

b) Location

At this time, Rincon does not have the necessary space to build a construction classroom and shops that would compare to what exists at Catalina. Catalina currently has a large construction area, sheet metal shop, and classroom totaling close to 4,000 square feet. It also has an outdoor covered patio of about 780 square feet.

c) Estimated Cost

Cost is difficult to estimate due to Rincon not having an existing space to move the program to. If space were available, estimated cost would be between \$600,000 and \$650,000 plus 15% contingency. This would include all necessary equipment, architecture, project management, room modifications and equipment transfer. As with any construction projects that occur within existing TUSD structures it is impossible to gauge what might be found after the project begins.

This could lead to change orders and additional costs beyond the included 15% contingency.

- Areas of concern that could increase cost:
 - Electrical upgrades
 - Plumbing upgrades
 - Asbestos Abatement
 - Internet Upgrades
 - Transfer of Equipment from Catalina to Rincon

d) New Construction

Using an example of a 6,000 square foot facility at a cost of \$119.00 per square foot the cost of construction would be approximately \$717,852 plus 15% contingency. This estimate does not take into consideration the cost of architectural, project management, technology or the transfer and installation of any current equipment and supplies from Catalina to Rincon.

e) Time Frame

Taking into account that there is no existing structure as well as architectural design, bid process, construction and unforeseen issues, I would anticipate between eight to 12 months from start to finish completing this project.

H. Exceptional Education at Catalina

This analysis is designed to identify the most significant impacts on the potential consolidation of the Exceptional Education Program at Catalina High School with the Exceptional Education Program at Rincon High School. The analysis is based on current 2017-2018 school year data, reflecting the current programs at

each school site. Predicted impacts are based on current Exceptional Education student population requirements, keeping in mind that conditions at the new consolidated program is likely to change over time based on both fluctuations in student population and student needs. A cursory examination of the past five years indicates a fairly consistent Exceptional Education program requirement at each school. This analysis assumes that there are other departments examining the implications for the desegregation plan on this potential merger.

Importantly, the requirements of the **Individuals with Disabilities Education Act** (IDEA- the federal regulation governing special education requirements in the public school system) remain the same irrespective of program location or consolidation.

Major Area of Consideration include:

- Integration of the total Exceptional Education student population into the overall school population
- Staff implications (including certified, classified, itinerant)
- Required facility accommodations
- Transportation implications
- Implications for staff training and professional development

1. Student Population

The potential combined exceptional education program currently includes 370 students (172 from Catalina and 198 from Rincon). This constitutes slightly over 21% of the total student population after consolidation. Rincon High School currently has four self-contained programs (approximately 50 of their 198 students), including three specialized programs for children with Autism and one

specialized program for children with Emotional Disabilities. Catalina High School currently has seven self-contained programs (approximately 85 of their 172 students), including one specialized program for children with Autism, one specialized program for children with Emotional Disabilities, one specialized program for children with Multiple Disabilities (Severe and Profound), and 4 specialized programs for children with Intellectual Disabilities. For the 2018-2019 school year, this analysis presumes that the self-contained programs of each school site will continue. However, there are differences in the Catalina and Rincon exceptional education program structures (for students served both through self-contained and through resource or inclusion environments) that would have to be accommodated in the 2018-2019 school year. For instance, Rincon High School is further along in their inclusion model than is the current Catalina program. Presumably, the current teaching assignments, given those differences, could be impacted.

2. Staff Implications

The staff implications resulting from a possible consolidation include practical considerations such as parking (e.g. at least 64 parking spaces would be needed for a merged Exceptional Education staff- teachers and paraprofessionals alone), time clocks, and workstations. Any unique staff needs (e.g. ADA related requirements, etcetera) would also have to be addressed through Human Resources and a consolidated site administrative team. In addition, additional office space could be required for itinerant staff workstations.

3. Facilities

The facilities needs of many students served through exceptional education exceed those of the general population. For example, are there sufficient adapted

bathroom facilities available that would be large enough (e.g. 10' by 12') to accommodate hydraulic changing tables and Hoyer lifts? Elevated arm rests and grab bars would need to be installed in these bathroom facilities. There is a need for at least two such modified bathrooms on campus to serve the number of students who require this support (currently nine students). In addition, it would be critical for these bathrooms to be easily accessible for staff and students in order to ensure safety and limit loss of instructional time.

In addition, equipment such as multiple OT (Occupational Therapy) mat tables, gait trainers, walkers, standers, washers and dryers and kitchen supplies would need to be moved from Catalina to Rincon with the following implications:

- Classroom size/space at Rincon sufficient to accommodate such equipment without impeding instructional space;
- Accessible storage space for this equipment that is safe and secure (no risk of loss or damage);

Additional facility considerations would include:

- Sufficient cafeteria space to accommodate nine students who use wheelchairs.
- Sufficient kitchen workspace for students to continue their IEP- driven transition and living skills coursework (7+ programs/ 80 students).
- 21 sufficiently large, fully integrated Exceptional Education classrooms (not segregated from broader general education classroom locations).
- Electrical and network outlet drops to accommodate teacher workstations, student workstations, and IEP-outlined Assistive Technology (A/T) devices (in classrooms).

- Safe space to clean and store tube feeding supplies, catheterization supplies, diapers, and adapted eating utensils with access to hot water for sterilization.
- Safe space for wheelchairs when students are not using them (e.g. using mat tables, gait trainers, etcetera).
- 4 additional offices (aside from current Exceptional Education office at Rincon) to mirror accommodations for Community Transition Program [CTP] (currently housed at Catalina) with Ethernet ports and Wi-Fi access sufficiently large enough to accommodate multiple office desks and file cabinets.
- Secure storage space for CTP and TSW (Transition from School to Work IGA) office supplies, materials and equipment.
- Additional conference room (beyond current conference room in Exceptional Education office) large enough to hold 25 people plus office furniture- equipped with Smart Board or Promethean Screen, projector and speakers.
- Accessible space for additional networked copier, document scanner and three printers (CTP).

4. Transportation

The specialized transportation requirements at a consolidated site are expected to remain the same. However, the travel time for students will change, affecting families and affecting the broader TUSD transportation budget and system. In addition, the bus bay at Rincon High School would likely need to be shifted to an alternate location adjacent to the school site in order to accommodate the increased

number of specialized buses arriving and departing the location. Compared to current arrival/departure requirements at Rincon High School, the 2018-2019 school year (with a consolidated site) could be expected to triple in activity volume. The space needed for parent drop-off and pick-up, as well as HandiCar drop-off and pick-up would also be expected to increase significantly over the current allocation/provision. And, one additional consideration could be for additional funding for city bus transportation for Community-Based Instruction and On the Job Training activities that are currently conducted out of Catalina High School and do not require a transfer, where a Rincon departure location could require bus transfers.

5. Staff Training

As a result of the difference between the more inclusive education model at Rincon High School and the more resource-focused model at Catalina High School, staff training and professional development of a consolidated staff would need to take place. The focus of this specific training and staff development is a merging of those two models in a compatible, organized, systematic school culture. This could affect the co-teaching model and have implications for IEP compliance if not accomplished swiftly and properly.

In conclusion, consolidation of these two high schools into one combined site must involve the consideration of a number of factors as it pertains to exceptional education programs:

- Student population
- Staff requirements
- Facility requirements
- Transportation implications

- Training needs

These are all issues that would need to be addressed as part of the overall consolidation analysis and the it would be prudent for the concerns identified above to be mediated before the beginning of the 2018-2019 school year in order to ensure provision of services and an effective transition for students served through Exceptional Education.

	Catalina*	Rincon*	If Consolidated*	
Number of Students Served Through Ex Ed	172	198	370	
Number of Self-Contained Programs	7	4	11	
Number of Teachers/Classrooms	12	9	21	Total # Exceptional Education Staff/Parking Spaces, if Consolidated: 64
Number of Exceptional Education Teaching Assistants	21	22	43	
Total enrollment of a potential Catalina/Rincon Consolidation: 1799 (370 would be students served through Exceptional Ed)				
For reference: Tucson High has 3085 students and 345 served through Exceptional Ed				
*Based on current 2017-2018 data				

I. Fine Arts

The division of personnel, equipment, club accounts, music and instruments is a complex one but with the assistance of records and inventory maintained by TUSD Fine Arts in collaboration with school Fine Arts staff, certainly one that can be accomplished efficiently and fairly.

The Rincon/University HS and Catalina HS Fine Arts Departments are recognized for high quality instruction, experiences with multicultural arts genres and historical periods, creative exploration, diverse methodologies, and innovative curriculum for students who view the arts as a professional vocation or an avocation

to continue following graduation. Attached is a chart that outlines major areas that should be considered when relocating these schools.

FTE for each school would need to be increased to meet the diverse needs of the students and allow for teachers from all campuses the opportunity to apply for opened positions.

Instruments are the property of TUSD and would be divided based on enrollment and requirements of each program. Additional funds would be necessary to fully equip the combined RHS/CHS needs as well as UHS. Note: Some instruments have been purchased through Booster Funds as well as individual donors. If documented, those instruments should go to the school in which these students will or have attended.

The RUHS band uniforms were purchased SY 2016-2017 as a result of the re-establishment of uniform replacement funds. Immediately the jackets would have to be purchased to remove the combined logo (RUHS). Note: School colors should be discussed between the three schools. This may impact the gowns and tuxedos purchased for choir (often wearing gowns reflecting school colors and perhaps orchestra (often wearing black and white).

Music and Theatrical scripts require the assistance of the performing arts teachers to separate as some literature has been purchased by individual teachers, donors or tax credit funds. Music stands would be required to complete the instrumental programs (2 racks for each school). Registration Fees for Music Festivals/Competitions (Co-curricular and Extracurricular) are currently paid as one fee for RUHS. This new alignment would require the funds be paid separately for UHS and RHS/CHS.

Booster Club Funds and Tax Credits need careful consideration and may require the assistance not only of the schools involved but also Student Finance experts. Clear communication with those contributing to the funds would be necessary.

Transportation and Rental Trucks used to transport students, uniforms, equipment, and instruments for football games and festivals will be established for each school based on each school's performance schedule.

Theatre Arts equipment including props developed by the schools, tools, platforms, portable lighting, sound equipment should be inventoried and assigned based on the schools who originally purchased these items. Visual Arts 2D and 3D equipment (kilns, drawing tables, wheels, easels, cabinets, display panels, etc.) and supplies (paint, clay, paper, etc.) will require inventory and division between programs established at each school.

Auditoriums facilities were updated during the previous Bond passage. RHS in particular should have a complete review of its facilities to align with safety and technical requirements. Auditorium lighting and sound requires a review to assure all safety and technical requirements are addressed. The Stage Manager at each school will be of great assistance.

Costs for Fine and Performing Arts

Fine and Performing Arts / Opening Minds through the Arts (OMA)

REQUIREMENT	RINCON	UHS	COMMENTS
FTE (Band, Orchestra, Choral, Visual Art, Drama, Dance)	Band Director 1.0 Visual Arts Teacher 1.0 TOTAL: 2.0 FTE	Orchestra Director 1.0 Choir Director 0.6 Theatre Director 1.0 Visual Arts Teacher 1.0 TOTAL: 3.6 FTE	<u>Current RHS Directors/Teachers:</u> Geddes (Orch), Boosamra-Ball (Ch), Green (Theatre), Damiani (Visual Arts) <u>Current UHS Directors/Teachers:</u> Marchant (Band), Sheets & Cardenas (Visual Art), Braun (Dance)
Instruments	\$20,000	\$20,000	Instrumental Repair Technician in collaboration with Music staff would determine division of instruments between schools. Supplemental instruments will be necessary with the retirement of some.
Uniforms	Band \$100,000	Band \$200,000	Uniforms will need to be redone for both Rincon and University. Presently uniforms reflect both schools on the one uniform (RUHS)
	Orchestra may require uniforms \$30,000	Orchestra does not require uniforms	
	Uniforms to remain at RHS \$10,000	Choral \$15,000	
Music & Theatrical scripts	Arrangements and octavo music for Band, Orchestra, Choir: \$10,000	Arrangements and octavo music for Band, Orchestra, Choir: \$10,000	Music should be divided between schools. Currently CHS is limited with musical arrangements and octavo
Music Stands	\$2400	\$2400	4 racks (2 racks for each school divided between Band and Orchestra)
Registration Fees for Music Festivals/Competitions	\$4000	\$4000	Now one fee for both; would need to pay separately for each school
Booster Club Funds and Tax Credits			
Transportation	\$5000	\$5000	Currently campuses travel together to festivals. Additional monies will be needed to transport the students separately to the Music Festivals.
Rental Trucks	\$2000	\$2000	Band Equipment Rental Trucks will need to be rented separately
Theatre Arts Equipment	\$5000	-----	RHS will need scripts and some technical needs. (The CHS auditorium is in state-of-the-art condition.)
Visual Arts 2D and 3D equipment	\$10,000	\$10,000	Both campuses will need general supplies and updated equipment for VA instruction
Auditoriums			See narrative
Auditorium lighting & sound			See narrative
TOTAL (w/o FTE)	\$198,400	\$268,400	This total <u>does not</u> include FTEs required for each campus
TOTAL FTE	2 FTE x \$42,800 + 30 % benefits = \$111,280.00	3.6 FTE x \$42,800 + 30% benefits = \$200,304.00	

J. Communications

1. Marketing and Transition Costs

The costs of marketing and communicating campus changes at University High School, Rincon High School and Catalina High School fall into three categories:

- Basic necessities, such as stationary, business cards, rack cards and brochures--essentially anything that has the names of the schools and addresses;
- Enrollment initiatives for each school;
- Any community-wide advertising such as television, radio and digital delivery that the District may wish to do.

The District also has communication channels that do not have direct costs that we would use to deliver messaging. These include our website, social media channels, media releases and Parentlink.

2. Direct Cost Estimates

Below are estimates for the items that would have a direct cost:

- Printed materials such as rack cards, brochures, stationary, business cards, pull-up banners, etc., for each school: \$7,000
- Campaign and info session for parents: Direct mailing of postcards to community informing of changes, invitations to info sessions: \$7,000
- Television advertising: \$6,000 (this is variable, depending on how many times we would want television commercials to run)
- Radio advertising: \$4,000 (this is variable, depending on how many times we would want television commercials to run)
- Digital advertising (Geo-tracking): \$6,500

K. Special Populations

1. ELD Students

Catalina HS has a total school population of 777 students, and 336 of these students (43%) are PHLOTE (Primary or Home Language Other than English)

students. (PHLOTE students are those students whose TUSD registration form indicates a language other than English in the student's home.) Rincon HS has a total school population of 1,074 students, and 457 of these students (43%) are also PHLOTE students.

Catalina HS has a population of 118 English Language Learners (ELLs) which is 15% of the total school population. This number includes English Language Learners who are also exceptional education students. In addition, there are 17 ELL students whose parents have requested that their students be withdrawn from the ELD program (PAR-WD Students). These students are still ELLs and are tested every year on the Arizona English Language Learner Assessment (AZELLA).

Rincon HS has a population of 87 English Language Learners (ELLs) which is 8% of the total school population. This number also includes English Language Learners who are also exceptional education students. In addition, there are 14 ELL students whose parents have requested that their students be withdrawn from the ELD program (PAR-WD Students).

Catalina HS and Rincon HS each have 4 fulltime (4.0 FTE) ELD teachers teaching 20 sections of ELD plus a 1.0 FTE to fund 5 sections of sheltered math. In addition, each school has one fulltime (1.0 FTE) certified ELL Coordinator to fulfill the duties necessary to make sure the school is in compliance with state and federal law.

The chart below shows the ELD and sheltered math classes at each of the schools for the 17-18 school year:

Catalina HS		Rincon HS	
3 sections of ELD I 4-hour Block	12 sections	2 sections of ELD I 4-hour Block	8 sections
1 section of ELD II 4-Hour Block	4 sections	2 sections of ELD II 4-Hour Block	8 sections
1 section of ELD III 2-Hour Block	2 sections	1 section of ELD III 2-Hour Block	2 sections
1 section of ELD IV 2-Hour Block	2 sections	1 section of ELD IV 2-Hour Block	2 sections
5 sections of sheltered math	5 sections	5 sections of sheltered math	5 sections
	25 sections		25 sections

If Catalina and Rincon were combined today, the number of students would be as follows:

- Combined # of PHLOTE Students –793 (43% of school)
- Combined major PHLOTE languages (other than English)
 - Spanish – 411 Students
 - Arabic – 79 Students
 - Somali – 38 Students
 - Swahili – 37 Students
 - Kirundi/Kinyarwanda/French – 29 Students
 - Marshallese – 16 Students
- Combined # of English Language Learners (including exceptional education ELLs) – 205 (11% of school)
- Combined # of Students who have been Withdrawn by Parent Request from the ELD Program (PAR-WD) – 31

a) Advantages

There are several advantages to combining the two ELD programs. There would be more flexibility for student placement and for teacher assignment. By offering more sections of ELD, we would increase the probability of providing teachers with three preps or fewer. Right now most of the ELD teachers have four

to five different preps. Teachers would also be able to specialize in the level/area of ELD instruction. To help alleviate the problem of brand new students arriving midyear, we could offer 1st semester ELD I classes second semester. We would also be able to concentrate our focus on training the teachers onsite and to consolidate the ELD materials for the students.

b) Concerns

Our only major concern with concentrating a large number of ELLs at one school is the AZ Merit testing. ELLs by definition are not proficient in English, and there is a very low probability of them passing the English Language Arts AZ Merit Test, which could directly affect Rincon's letter grade.

c) Recommendations for a Combined ELD Program at Rincon High School

- Combine the two existing ELD programs into one program consisting of:
 - 8 ELD Teachers (8.0 FTE) for 40 ELD sections
 - 2 Sheltered Math Teachers (2.0 FTE) for 10 sections of sheltered math
 - 2 Certified ELL Coordinators (2.0 FTE) to handle PHLOTE/ELL compliance at the school
- Locate the ELD classes in close proximity of each other
- Transfer the current ELD and sheltered math teachers and the Catalina ELL Coordinator to Rincon in order to provide a stable environment for the Catalina ELLs.
- Due to the increased number of refugee students, provide a fulltime-dedicated counselor to deal with the social/emotional issues that these students bring.

- Schedule 3 of the district’s current Student Language Specialists fulltime at Rincon in order to register refugee students, to interpret for the parents, to support the SIFE (Students with Interrupted Formal Education) students in their content areas and to provide after school tutoring for ELLs.
 - 1-Arabic-Speaker
 - 1-Swahili/French/Kirundi/Kinyarwanda-Speaker
 - 1-Somali-speaker

d) Cost

The only additional cost would be to hire the recommended fulltime (1.0 FTE) ELL dedicated counselor (\$39,600). The current Catalina certified staff serving ELLs (4.0 FTEs for ELD, 1.0 FTE for Sheltered Math & 1.0 FTE for ELL Coordinator) would be moved to Rincon, and there will not be an additional cost to the district.

There should be no additional cost to move Catalina’s ELD program to Rincon above and beyond the cost for moving the other mainstream classrooms to Rincon. Transportation costs for ELL students would also be the same as they are for transporting the other Catalina neighborhood students to Rincon.

2. Refugee Students

a) Social, Economic, and Emotional issues and concerns

- Transportation
 - Impact on students who currently walk to school. Travel time to a new school.

- Safety issues: During the winter months, families are concerned about the fact that their daughter(s) may have to leave for school early in the morning, and return home later in the evening when it is dark.
 - Students
 - May lose students to Amphitheater School District. Amphi HS is closer than Rincon HS for many families.
 - Most of the Refugee students attending Catalina HS have limited opportunity to attend UHS due to language barriers and UHS enrollment requirements.
 - ELD classes
 - Will TUSD hire qualified ELD teaches for the possible growth in ELD students attending Rincon HS or other TUSD HS?
 - Housing
 - Families living near Catalina may choose to move closer to Amphi. Many families prefer to be close to the school and will live in areas that are affordable.
 - i. Limited time to move out and find a new place to live.
 - ii. Extra hardship on families from lower social economic status.
 - Families might move to Amphitheater neighborhood community because of affordable housing and easier transportation (ex. 1 city bus route to get to Amphi HS).
- b) Support by District**

- District needs to identify issues and concerns of refugee families and students.
 - Provide new transportation system for students.
 - Provide school buses.
- Parent Forum with interpreters.
 - Hear concerns, issues, and feedback.
 - Send letters in their home languages to raise awareness of the impact of UHS move.
 - Provide a parent link in multiple languages regarding upcoming forums or updates on the move. APASS/Refugee Services staff will assist and work with the communications office (Language Acquisition should be involved as well).

3. Foster Students

ESSA now requires LEA's to disaggregate performance data of foster students, classified as "Neglected or Delinquent" in the SIS. Previously under NCLB, foster students were categorized as McKinney-Vento. As of November 6, 2017, there are 174 active K-12 foster students enrolled at TUSD schools. Of those, 41 are enrolled at TUSD high schools. The table below reflects current foster student enrollment for grades 9-12.

2017-18 HS Foster Student Enrollment (as of 11/06/18)	
School	Total Enrollment
Catalina	7
Cholla	1
Mary Meredith	1
Palo Verde	3
Pueblo	4
Rincon	10
Sabino	3
Sahuaro	3
TAP	3
Tucson High	6
Total	41

Combined Catalina-Rincon total: 17 students

1. Concerns regarding foster student population:

- Foster students already at highest risk for adverse educational and social outcomes; including graduation, academic achievement and adjudication impacts
- Displacement of seven foster students currently enrolled at Catalina reinforces their at-risk demographics
- Two of ten Rincon foster students would no longer be able to participate in their current UHS Fine Arts classes
- Highest number of foster students would be concentrated at a single Catalina-Rincon campus
- Potential implications to performance ratings under ESSA with newly disaggregated data for foster students
- Incremental site costs for student support services at combined campus
- Associated transportation costs.

2. Opportunities for our Foster Students:

- Potential cost savings by shifting student services from two campuses to one campus.

L. Translation Effects on Catalina Programs

4. Mexican American Student Services

During September of 2017, the Mexican American Student Services Department relocated its office from the Wakefield Family Resource Center to the Catalina Family Resource Center. This move was intended to improve MASSD engagement with students and families at Catalina High School while promoting the Catalina Family Resource Center's services. The Catalina Family Resource Center provides a collaborative space for the following TUSD Departments and Programs: Family & Community Outreach, Mexican American Student Services, Drop Out Prevention, Asian Pacific American Student Services and Refugee Services, and Student Services Behavior Specialist Team. This collaboration empowers students and families to promote academic achievement. Finding similar space and facilities to accommodate this collaboration of departments must be considered in any plans for a UHS move.

Additional costs would occur if MASSD moved to another site. These include the costs of printing department promotional materials, business cards, and work orders for technology and facilities to transfer the working spaces of personnel. With a move to Rincon as the department site, additional costs would include transportation for students and families to attend parent events hosted at the new site in order to accommodate the needs of the Catalina community. The loss of

student enrollment should also be considered as some families may opt to enroll students in a neighboring school district closer to the existing Catalina High School boundaries.

M. Miscellaneous

5. Refugee/APASS Student Services

The District moved the Refugee services department to Catalina specifically to serve the high-level of refugee students and families. If Catalina students moved to Rincon, Refugee services would recommend moving its offices to Catalina/Rincon to continue to serve those students and families, and providing additional transportation options for neighborhood families to access services at the new location (shuttles, bus passes, etc.).

Refugee/APASS Student Services space at Catalina

1 room that holds shoes, uniforms, socks, backpacks and school supplies for refugee students.

4 small rooms: 1 for Director/Program Coordinator
 1 for Administrative Assistant
 1 for Language Support Specialist
 1 for Supply/break room

