

HIGH SCHOOL RECONFIGURATION REPORT

December 12, 2017

TUCSON UNIFIED
SCHOOL DISTRICT

OUTLINE

- Report process
- School Reports
- Draft Desegregation Impact Analysis
- Departments
- Next Steps

REPORT PROCESS

- Resolution
- High School Leaders
- Site Councils
- Departments
- Special Master & Plaintiffs



SCHOOL REPORTS

CATALINA HIGH SCHOOL

POSSIBLE DRAWBACKS FOR STUDENTS, SCHOOL AND COMMUNITY

1. There is an intangible essence of care, concern, respect, and feelings of personal obligation and dedication that exists within the Catalina Community
2. 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.
3. A large English Development Population (15%) & A large Refugee Population (13%)

❖ Instructional Implications

❖ Home to School Communication Implications

4. Catalina has a total of 174 students (22%) that are eligible under IDEA as students with disabilities requiring specifically designed instruction in order to demonstrate adequate yearly progress.

❖ Instructional Implications

❖ Staffing

❖ Transportation

❖ ADA Facilities Accommodations

CATALINA HIGH SCHOOL

POSSIBLE DRAWBACKS FOR STUDENTS, SCHOOL AND COMMUNITY

6.The Cost

7.Take Programs Away from Catalina Students

❖ Fine Arts

❖ Sports

❖ AP Opportunities

❖ Clubs

❖ Family Resource Center

CATALINA HIGH SCHOOL

POSSIBLE ADVANTAGES FOR STUDENTS, SCHOOL AND COMMUNITY

1. Addition of New Programs
2. The science classrooms would have access to natural gas in order to conduct experiments.
3. A larger student body would allow for additional class offerings, especially electives.
4. Students would be able to choose to take Auto, Fashion, and Orchestra Courses that are not currently offered at Catalina
5. A larger student body may allow additional athletic teams to be offered.

CATALINA HIGH SCHOOL

CONDITIONS WOULD BE NECESSARY IN ORDER TO HAVE A SUCCESSFUL TRANSITION FOR STUDENTS, SCHOOL AND COMMUNITY...

1. School bus pickup times that are negotiated with students, based on student responsibilities and increased access to free city bus passes.
2. City bus schedules and other transportation information translated into every primary language that Catalina students speak.
3. Provide free transportation to Catalina families who cannot otherwise attend without it, for activities and conferences held at whatever campuses Catalina students are sent.
4. Specifically designated money for regular field trips to the Universities for Catalina students, to compensate for moving Catalina students further away from University settings.

CATALINA HIGH SCHOOL

CONDITIONS WOULD BE NECESSARY IN ORDER TO HAVE A SUCCESSFUL TRANSITION FOR STUDENTS, SCHOOL AND COMMUNITY...

5. Coordination with Youth on Their Own to ensure limited loss of services to 92 and growing students served
6. Specifically designated money to remodel any schools that Catalina students are sent to so that they are 100% accessible to all students with disabilities.
7. Provide paid summer Professional Development for teachers from Catalina and Rincon with a focus on School Integration.
8. A clear and equitable process for certified and non-certified transitions to new positions.
9. A definitive deadline for planning and hiring purposes.

CATALINA HIGH SCHOOL

OTHER INFORMATION TO BE GATHERED AND CONSIDERED...

1. 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 dollar shortfall.
2. Since the 40 day count, TUSD has already lost 1000 students potentially to other school districts and charters. More students could potentially be lost if this move is approved.
3. How many students are taken from other TUSD schools who could help their home school's overall performance data?
4. How have other schools in the district who have been "forced" to combine done over the years related to letter grade and overall achievement?
5. Why is Catalina High School the number one choice of relocation? What about other locations that would have less of an impact on students?
6. What is the district's plan to keep quality teachers from looking outside of the district due to the unknown.

RINCON HIGH SCHOOL

Possible advantages for students, school and community...

1. Greater Level of Rincon Autonomy
2. More Space
3. Addition of New Programs
4. Continuation of a Richly Diverse Student Population



RINCON HIGH SCHOOL

Conditions would be necessary in order to have a successful transition for students, school and community...

1. Rincon receive the allocated staffing to move to a seven period schedule
2. All of Catalina's programs move with them, including the Family Resource center and CTE programs
3. Time and funding to plan strategic transition/integration activities for staff and students
4. All belongings on Rincon's campus stay at Rincon's campus and UHS inherit all belongings on Catalina's campus
5. Agreement made that UHS cannot recruit RHS teachers for at least a given amount of time
6. Increase staff in specific areas related to safe and orderly: employ an SRO and receive additional campus monitors
7. A definitive deadline for planning purposes





RINCON HIGH SCHOOL



Other information to be gathered and considered...

- How many students are taken from other TUSD schools who could help their home school's overall performance data?
- How would the data related to ELD, Ex Ed, Foster Students and discipline referral rates of the newly formed Rincon/Catalina High School compare to other school in the district?
- How have other schools in the district who have been “forced” to combine done over the years related to letter grade and overall climate?
- What “different needs” to University High Students have that cannot be met on the RUHS campus?
- How will families in the Catalina area get to Rincon to benefit from the programs designed to help their community, such as the free dinner program or family resource center?
- Discussions related to why other proposals were not drafted and explored that may be more inclusive of all schools' needs.
- Answers for employees who are unsure so they can determine their course of action related to employment in TUSD.

UNIVERSITY HIGH SCHOOL

- Summary of the Site Council Questionnaire:
 - Possible drawbacks for students, school and community,
 - Possible benefits for students, school and community
 - Conditions would be necessary in order to have a successful transition for students, school and community,
 - Other information to share or needed information that would be helpful.



UHS Response to Report

- UHS is an accredited school; its existence and admissions process has been validated by the USP
- UHS and Rincon function as two separate schools
- Suggestions to reduce overall cost of reconfiguration
- The status quo does not help our school or our district

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DESEGREGATION IMPACT ANALYSIS

Annual Growth Rate of Qualified Applicants → 3%

- UHS has grown as the # of qualified applicants has grown
- Currently, UHS enrolls all qualified applicants who accept

Decline Rate from Qualified Applicants → 30%

- 30% of qualified applicants decline placement

Assumption: a new campus will result in an increase in students accepting placement over four years (from the current pool of “declining” students)

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DESEGREGATION IMPACT ANALYSIS

Potential Integration Impacts for UHS Enrollment

Scenario 1:

- 20% of current “declining” students accept → 10% growth
- Anglo (1% increase) Hispanic (1% decrease)

Scenario 2:

- 60% of current “declining” students accept → 95% campus utilization
- Anglo (2% increase) Hispanic (2% decrease) African-American (1% decrease)

Initial assessment: Scenario 1 is more realistic than Scenario 2; specific, targeted actions could mitigate projected impacts.

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DESEGREGATION IMPACT ANALYSIS

Potential Integration Impacts for Catalina/Rincon Enrollment

Projected loss of approximately 115 students

- Current combined enrollment (1,799); projected enrollment (1,684)
- Potential loss of 36 students to other districts
 - 24 out-of-district students at Catalina
 - 12 Catalina students north of River road

Catalina/Rincon would remain “Integrated” per the USP

- Both schools are currently “Integrated” per the USP and a combined campus would remain “Integrated”

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DESEGREGATION IMPACT ANALYSIS

Other Potential Impacts

- **Special Populations (ELL, ExEd, Refugee, Foster Students)**
- **Renovation and Transportation Costs**
- **Specific USP Impacts**
 - students who have already moved might have to move again
 - unknown impacts to teacher diversity and experience assignment
 - increased access to CRCs for Catalina/Rincon; decreased access for UHS
 - Catalina discipline/family engagement plans would move with the school
 - Family Center, MASSD, Dropout Prevention, and Refugee services are currently located at Catalina

DEPARTMENT REPORTS

- Finance
- Operations
- Transportation
- CRC
- FACE
- Interscholastics at Catalina
- JTED/CTE
- Exceptional Education at Catalina
- Fine Arts
- Communications
- Special Populations
 - 1. ELD
 - 2. Refugee
 - 3. Foster
- L. Transition Effects on Catalina Programs (info in DIA)
 - 1. MASSD/AASSD
 - 2. AGAVE
 - 3. Dropout Prevention
- M. Miscellaneous
 - 1. Refugee/APASS Student Services

NEXT STEPS

- Further Direction from Governing Board
- Refine transition plans
- Cost analysis
- Refine academic impact
- Boundary Process
- Federal Court process
- Communication plan



Questions?