

TUCSON UNIFIED
SCHOOL DISTRICT

Reimagining Our Schools Together

Superintendent's Advisory Committee
and Strategic Facility Planning Task Force





Agenda

- Welcome and Connect
- Landing on one “why”
- Abridged History and Finance
- Data Dive and Rubric (DLR)
- Lunch
- Questions/Clarifications about the Data
- Creating Proposals
- Consensus on Proposals
- Closing and Next Steps

Desired Outcomes

Share a common understanding of the data and the sense of urgency facing the district.

Reaffirm or refine the committee's shared "why."

Use the guiding questions as a common lens for evaluating schools.

Develop and compare two draft closure/consolidation scenarios.

Reach consensus on a committee-supported draft plan.

Understand how the committee's work will inform staff's recommendation, community engagement, and the eventual proposal brought to the Governing Board.

Why We're Having Districtwide Conversations About School Size & Configuration

Programmatic Impacts Caused by Declining Enrollment



Equal Funding
Does Not Mean
Equal Opportunity



Override Tax Levy
Sunset Puts a
Clock on the
Decision



Profit/Loss Review
Shows Cross-
Subsidization

Define The WHY



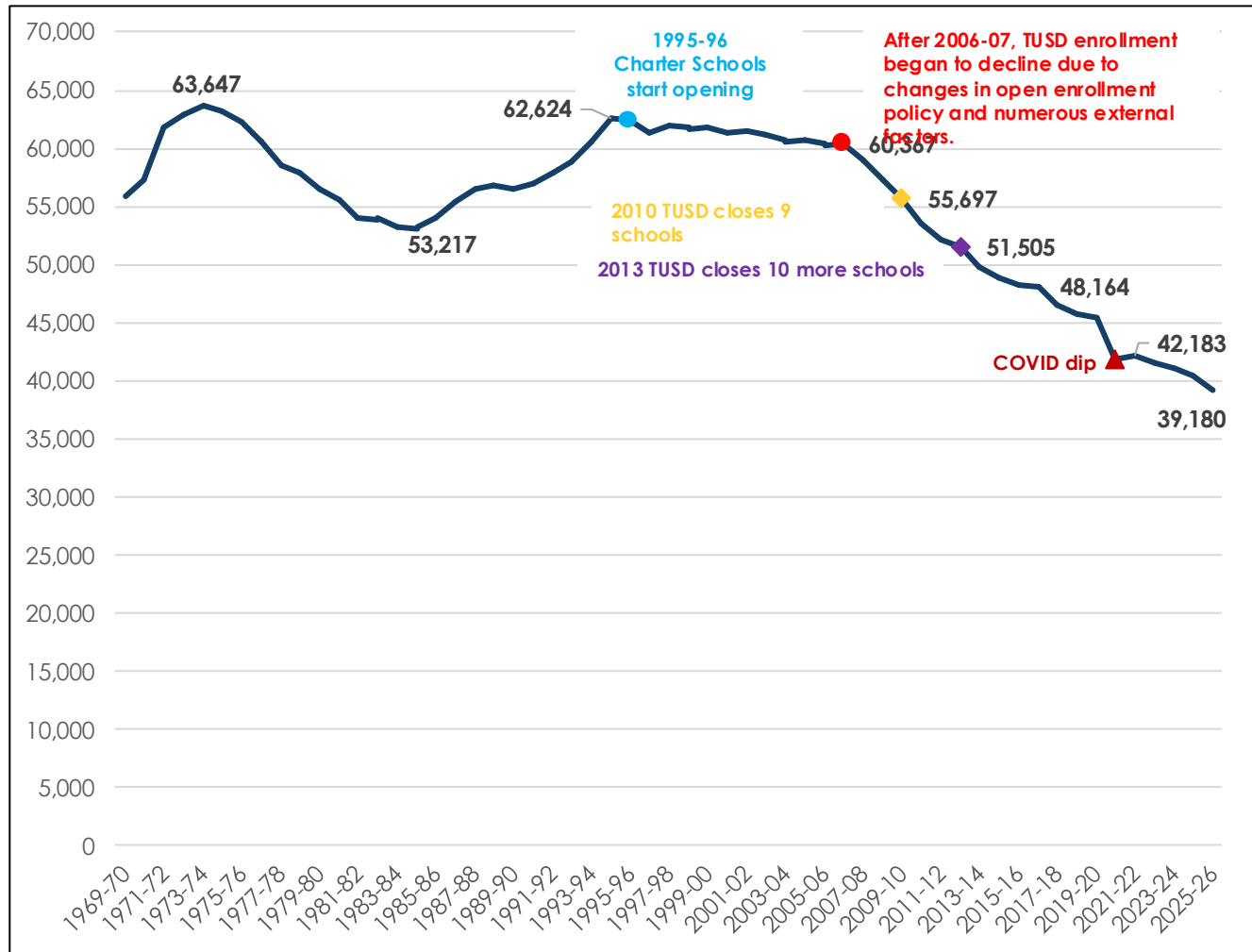
Around the room, you will see flip charts with each “WHY” developed at our last meeting.

- The objective is to create one “WHY” that we can all accept and that reflects the objectives for the reconfiguration conversation in TUSD.



History of Tucson Unified Enrollment and the Competitive Environment of 2026

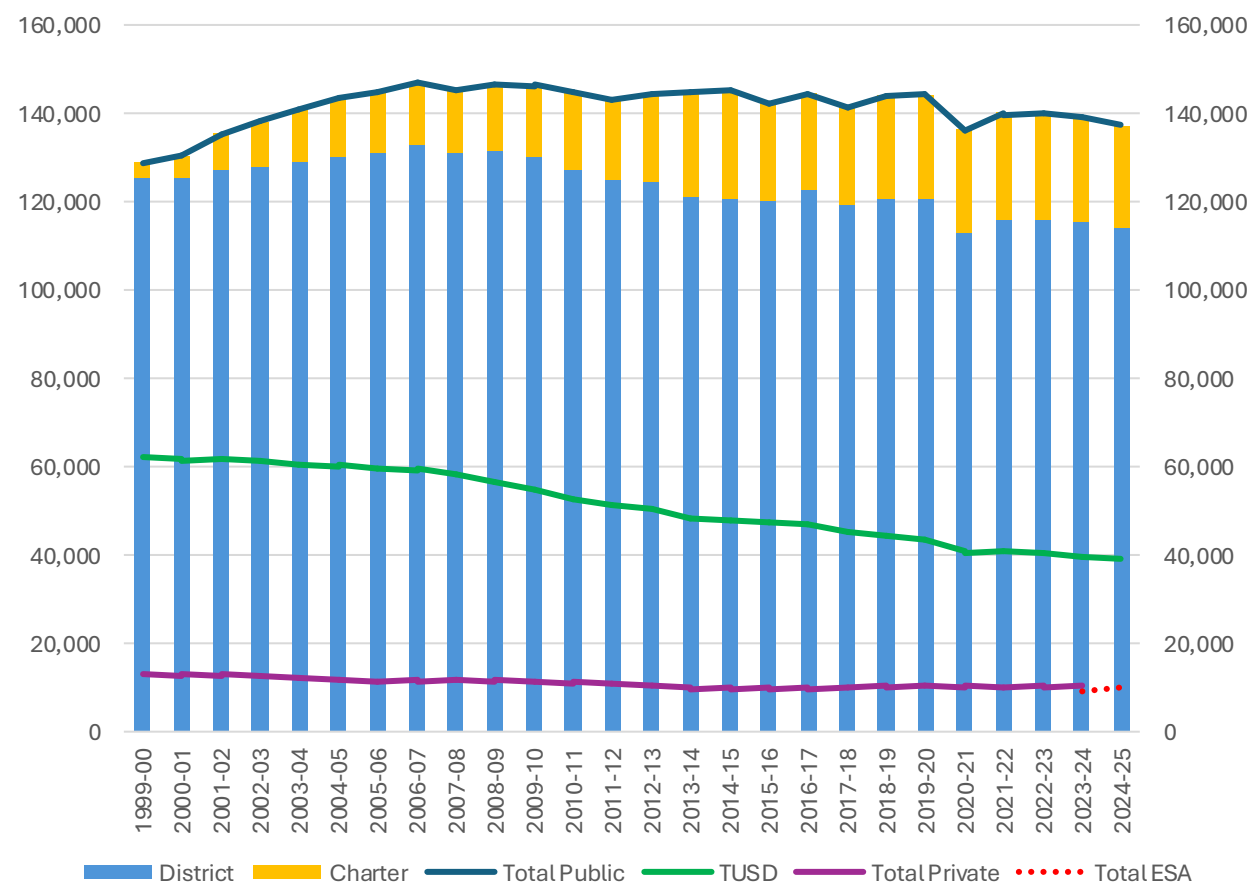
Tucson Unified School District Enrollment: 1969-70 to 2025-26



Source: TUSD Student Management Systems

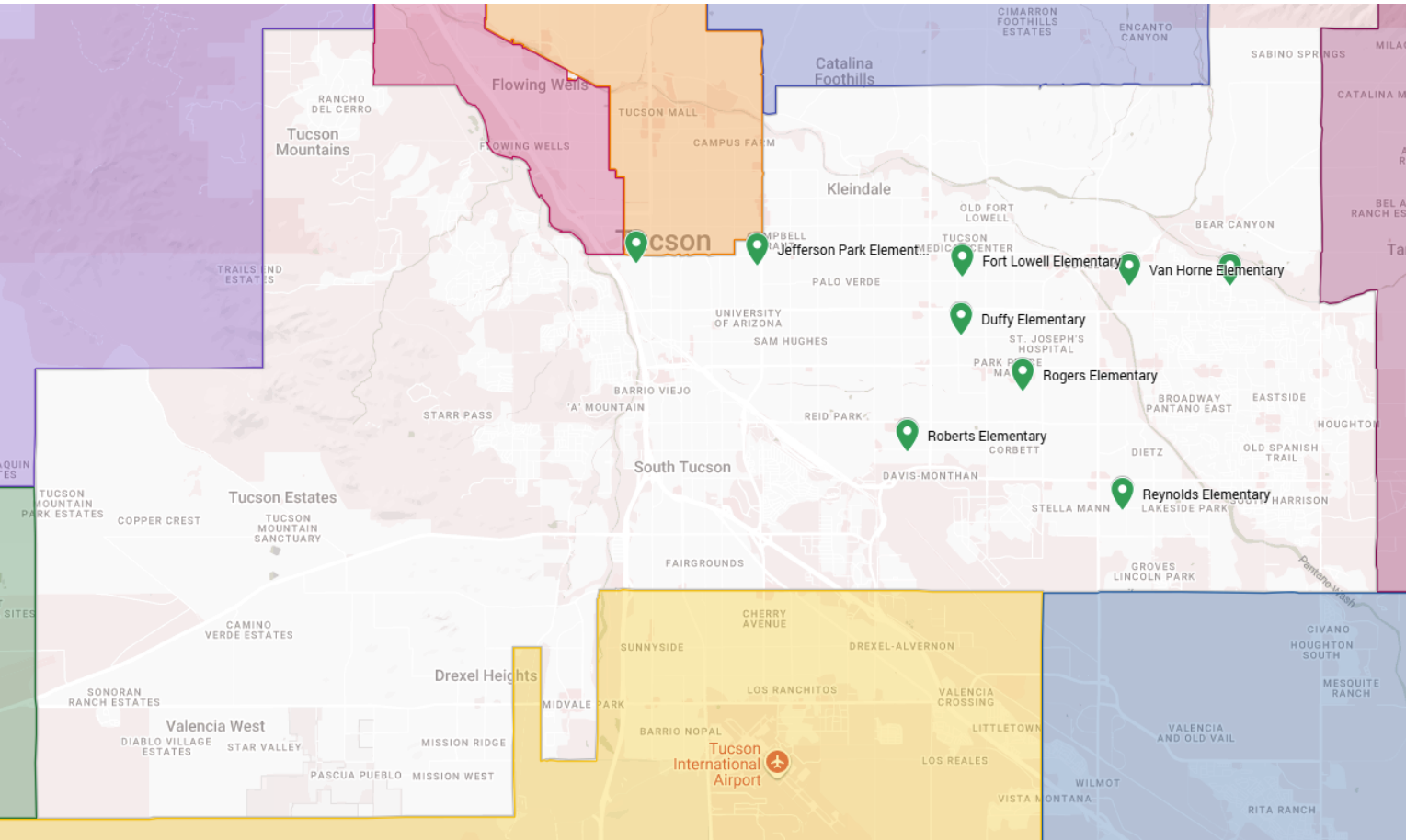
- TUSD achieved two peak enrollment years separated by twenty-two years.
- Increasing through the 1960s and 1970s, enrollment peaked at 63,647 students in 1973-74
- Enrollment then declined by more than 10,000 students over the next eleven years.
- The district nearly reached the 63,000 milestone again in 1995-96 just as school choice legislation began to reshape Arizona's public education landscape.

Pima County Enrollment by Year and School Type (1999-00 to 2024-25)



- Pima County public school enrollment peaked in 2006-07 and has been declining every year since.
- In 2024-25, there were 9,500 fewer students enrolled in Pima County public schools than in 2006-07.
- Over that same period, charter school enrollment grew by +9,200 students, resulting in a net loss of -18,700 students in district public schools.
- TUSD lost more than 20,000 students over this time.

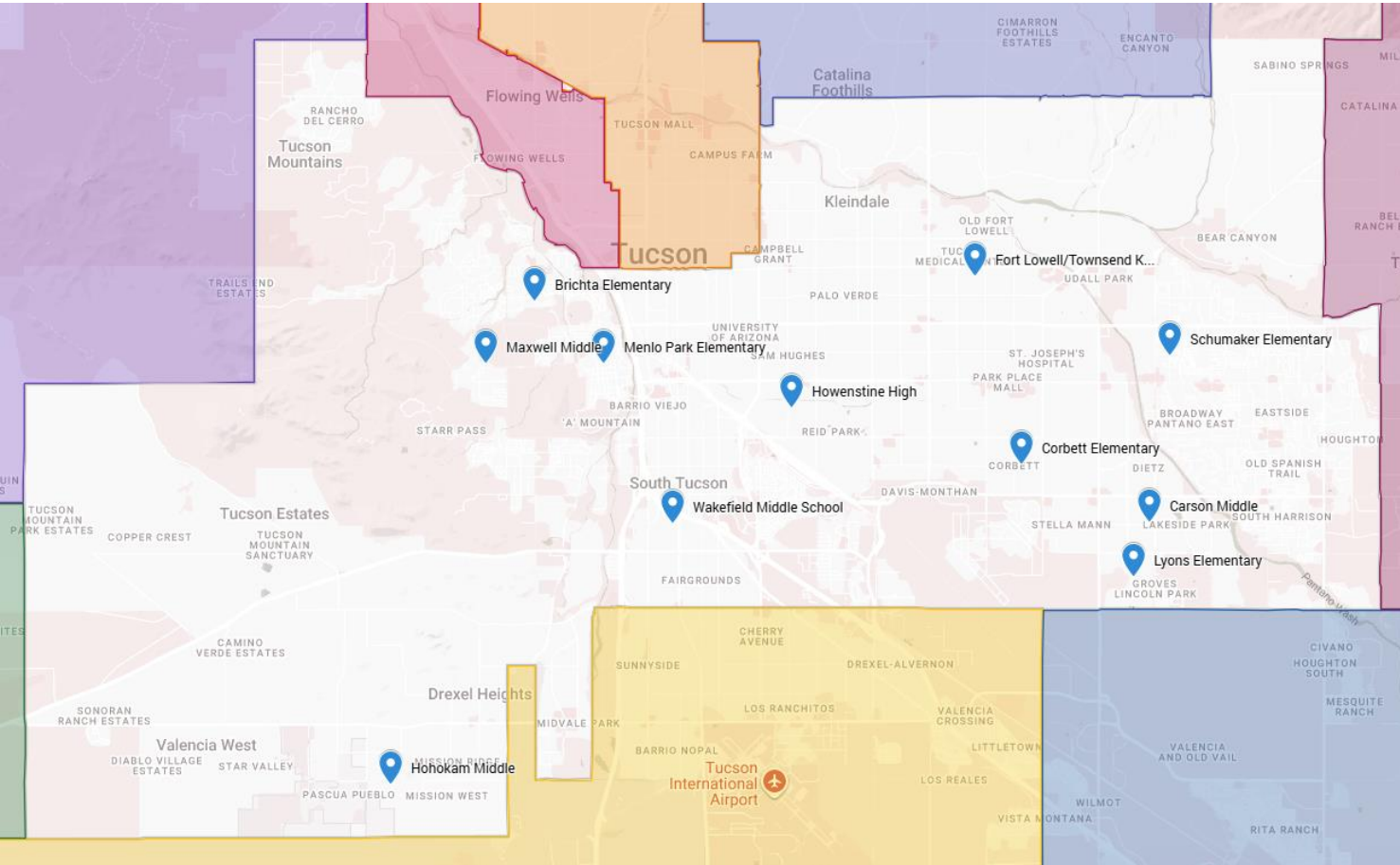
TUSD School Closure History – Spring 2010



Nine Elementary Schools Closed, with Two Relocated to Middle Schools to Form New K-8 Schools

- Duffy Elementary
- Jefferson Park Elementary
- Reynolds Elementary
- Richey Elementary
- Rogers Elementary
- Van Horne Elementary
- Wrightstown Elementary
- Roberts (moved to Naylor Middle)
- Fort Lowell (moved to Townsend Middle)

TUSD School Closure History – Spring 2013



Nine Schools Closed and Two Schools Were Closed and Merged to Create a New K-8 School

- Corbett Elementary
- Lyons Elementary
- Schumaker Elementary
- Carson Middle
- Hohokam Middle
- Maxwell Middle
- Wakefield Middle
- Howenstine High
- *The previously combined Fort Lowell/Townsend K-8 was closed*
- Maxwell Middle School's boundary was reassigned to Mansfeld Middle
- Brichta and Menlo Park were closed; their students moved to the Maxwell campus, forming the new Morgan Maxwell K-8

Number of TUSD Schools SY 2025-26 by School Type and Utilization of Building Capacity

SY 2025-26 Enrollment Count vs School Building Capacity

School Type	Number of Schools	Utilization of Building Capacity				
		1-29%	30-39%	40-49%	50-69%	70-100%+
Elementary/K-6	47	1	7	12	16	11
K-8 Schools	15	2	1	1	6	5
Middle Schools	11	2	2	1	4	2
High Schools	11	2	1	1	2	5
Alternative Schools *	4	2	1	0	0	0
Total	88	9	12	15	28	23
% of Schools		10%	14%	17%	32%	26%

Source: TUSD 40th day 2025-26 Enrollment Count vs School Building Capacity

- SY 2025-26, the district had 39,180 students enrolled in preschool through 12th grade.
- That was a combined facility utilization of 58% and an excess capacity of 28,180 seats.
- There were seven non-alternative TUSD schools operating below 30% capacity.
- There were another eleven non-alternative schools operating between 30% and 39% capacity.

SY 2025-26 Arizona Student Membership by County

(Average Daily Membership over the first 100 days)

	Total Districts	Total ADM within Boundary	Attending Resident District		Attending Different District		Attending Charter		Incoming ADM (+)	Net ADM	Incoming % of Net ADM	Ratio of Net to Total
			ADM	% of Boundary ADM	ADM (-)	% of Boundary ADM	ADM (-)	% of Boundary ADM				
Arizona Total	214	1,018,997.0	687,430.2	67.5%	111,443.4	10.9%	220,123.3	21.6%	331,566.8	1,018,997.0	32.5%	1.00
Maricopa	55	651,048.1	435,810.1	66.9%	68,493.6	10.5%	146,744.4	22.5%	215,238.0	651,048.1	33.1%	1.00
Pima	17	128,490.6	90,218.6	70.2%	15,337.0	11.9%	22,935.1	17.8%	38,272.1	128,490.6	29.8%	1.00
Pinal	18	74,127.9	37,922.1	51.2%	10,775.3	14.5%	25,430.5	34.3%	36,205.8	74,127.9	48.8%	1.00
Yuma	9	36,680.9	29,536.7	80.5%	2,648.1	7.2%	4,496.1	12.3%	7,144.2	36,680.9	19.5%	1.00
Yavapai	21	22,804.3	15,167.7	66.5%	2,649.4	11.6%	4,987.1	21.9%	7,636.6	22,804.3	33.5%	1.00
Mohave	13	22,200.6	16,367.1	73.7%	564.2	2.5%	5,269.3	23.7%	5,833.5	22,200.6	26.3%	1.00
Cochise	21	17,105.3	10,613.0	62.0%	2,496.4	14.6%	3,995.9	23.4%	6,492.3	17,105.3	38.0%	1.00
Coconino	8	15,512.2	11,011.4	71.0%	1,422.5	9.2%	3,078.3	19.8%	4,500.8	15,512.2	29.0%	1.00
Navajo	11	15,186.3	12,772.7	84.1%	1,695.0	11.2%	718.6	4.7%	2,413.6	15,186.3	15.9%	1.00
Santa Cruz	6	9,984.6	7,386.9	74.0%	1,573.1	15.8%	1,024.6	10.3%	2,597.6	9,984.6	26.0%	1.00
Apache	11	9,007.6	7,607.7	84.5%	1,074.5	11.9%	325.4	3.6%	1,399.9	9,007.6	15.5%	1.00
Gila	8	6,499.5	4,701.2	72.3%	1,139.7	17.5%	658.6	10.1%	1,798.4	6,499.5	27.7%	1.00
Graham	7	6,494.5	5,189.7	79.9%	988.1	15.2%	316.6	4.9%	1,304.8	6,494.5	20.1%	1.00
La Paz	6	2,096.3	1,888.0	90.1%	123.6	5.9%	84.7	4.0%	208.3	2,096.3	9.9%	1.00
Greenlee	3	1,758.3	1,237.5	70.4%	462.9	26.3%	58.0	3.3%	520.9	1,758.3	29.6%	1.00

Source: Arizona Department of Education – FY 2026 Open Enrollment Participation Report

Note: Students in grades 1-12 contribute 1.0 membership. Preschool and Kindergarten students contribute 0.5 membership.

SY 2025-26 Pima County Student Membership by District

(Average Daily Membership over the first 100 days)

District	Total Districts	Total ADM within Boundary	Attending Resident District		Attending Different District		Attending Charter		Incoming ADM (+)	Net ADM	Incoming % of Net ADM	Ratio of Net to Total	N/% Net Loss/Gain to/from Other Districts/Charters	
			ADM	% of Boundary ADM	ADM (-)	% of Boundary ADM	ADM (-)	% of Boundary ADM						
Pima County Total	16	128,490.6	90,012.5	70.1%	15,543.0	12.1%	22,935.1	17.8%	38,478.1	128,490.6	29.9%	1.00	-	-
Tucson Unified District	1	51,721.2	32,788.8	63.4%	6,742.8	13.0%	12,189.7	23.6%	3,036.5	35,825.3	8.5%	0.69	-15,895.9	-30.7%
Marana Unified District	1	15,552.8	11,117.0	71.5%	1,528.9	9.8%	2,907.0	18.7%	866.0	11,983.0	7.2%	0.77	-3,569.8	-23.0%
Sunnyside Unified District	1	15,428.9	10,905.7	70.7%	2,145.5	13.9%	2,377.7	15.4%	1,790.2	12,696.0	14.1%	0.82	-2,733.0	-17.7%
Vail Unified District	1	14,427.2	13,086.8	90.7%	514.3	3.6%	826.1	5.7%	1,349.3	14,436.1	9.3%	1.00	+8.9	+0.1%
Amphitheater Unified District	1	13,345.7	8,284.1	62.1%	2,167.2	16.2%	2,894.4	21.7%	1,870.3	10,154.4	18.4%	0.76	-3,191.4	-23.9%
Sahuarita Unified District	1	6,041.9	5,334.0	88.3%	322.7	5.3%	385.2	6.4%	529.5	5,863.6	9.0%	0.97	-178.3	-3.0%
Flowing Wells Unified District	1	4,480.5	3,291.2	73.5%	542.7	12.1%	646.7	14.4%	1,435.9	4,727.0	30.4%	1.06	+246.5	+5.5%
Catalina Foothills Unified District	1	2,802.8	2,310.2	82.4%	211.9	7.6%	280.7	10.0%	2,399.6	4,709.7	50.9%	1.68	+1,907.0	+68.0%
Tanque Verde Unified District	1	1,185.5	948.8	80.0%	98.8	8.3%	137.9	11.6%	1,182.9	2,131.7	55.5%	1.80	+946.2	+79.8%
Baboquivari Unified School District	1	1,173.7	918.3	78.2%	185.5	15.8%	69.9	6.0%	45.3	963.6	4.7%	0.82	-210.1	-17.9%
Continental Elementary District	1	960.1	487.0	50.7%	428.5	44.6%	44.7	4.7%	86.6	573.6	15.1%	0.60	-386.6	-40.3%
Altar Valley Elementary District	1	871.8	344.7	39.5%	401.2	46.0%	125.9	14.4%	58.1	402.8	14.4%	0.46	-469.0	-53.8%
Ajo Unified District	1	423.7	370.7	87.5%	30.5	7.2%	22.5	5.3%	0.0	370.7	0.0%	0.87	-53.0	-12.5%
Empire Elementary District	1	31.5	14.6	46.2%	12.7	40.3%	4.3	13.5%	0.0	14.6	0.0%	0.46	-17.0	-53.8%
San Fernando Elementary District	1	11.6	10.9	93.7%	0.0	0.0%	0.7	6.3%	0.2	11.1	1.7%	0.95	-5	-4.6%
Pima County Accom. School District	1	5.8	5.8	100.0%	0.0	0.0%	0.0	0.0%	325.2	330.9	98.3%	57.21	+325.2	-
Redington Elementary District	1	4.8	0.0	0.0%	4.0	83.4%	0.8	16.6%	0.0	0.0	-	0.00	-4.8	-100.0%
Other	0	21.0	0.0	0.0%	0.0	0.0%	21.0	100.0%	361.6	361.6	100.0%	17.24	-	-
Charter	0	0.0	0.0	-	0.0	-	0.0	-	22,935.1	22,935.1	100.0%	-	-	-

Source: Arizona Department of Education – FY 2026 Open Enrollment Participation Report

Note: Students in grades 1-12 contribute 1.0 membership. Preschool and Kindergarten students contribute 0.5 membership.

Multi-year Comparison of Student Membership by Component Parts: SY 2021-22 to 2025-26

Arizona Total

School Year	Total ADM within Boundary	Attending Resident District		Attending Different District		Attending Charter		Incoming ADM (+)	Net ADM	Incoming % of Net ADM	Ratio of Net to Total	N/% Net Loss to Other Districts/Charters	
		ADM	% of Boundary ADM	ADM (-)	% of Boundary ADM	ADM (-)	% of Boundary ADM						
2021-22	1,051,134.8	736,754.1	70.1%	113,828.4	10.8%	200,552.3	19.1%	314,380.7	1,051,134.8	29.9%	1.00	-	-
2022-23	1,069,227.4	741,229.3	69.3%	126,436.9	11.8%	201,561.2	18.9%	328,677.8	1,069,227.4	30.7%	1.00	-	-
2023-24	1,057,019.2	725,691.6	68.7%	108,549.1	10.3%	222,778.5	21.1%	331,327.6	1,057,019.2	31.3%	1.00	-	-
2024-25	1,044,043.3	711,718.1	68.2%	109,307.9	10.5%	223,017.4	21.4%	332,325.2	1,044,043.3	31.8%	1.00	-	-
2025-26	1,018,997.0	687,430.2	67.5%	111,443.4	10.9%	220,123.3	21.6%	331,566.8	1,018,997.0	32.5%	1.00	-	-
5-YR Chng	-32,137.8	-49,323.9		-2,385.0		19,571.0		17,186.1	-32,137.8				
	-3.1%	-6.7%		-2.1%		9.8%		5.5%	-3.1%				

Annual Change in ADM within Boundary	
N	%
-	-
18,092.6	1.7%
-12,208.2	-1.1%
-12,975.9	-1.2%
-25,046.3	-2.4%

Pima County Total

School Year	Total ADM within Boundary	Attending Resident District		Attending Different District		Attending Charter		Incoming ADM (+)	Net ADM	Incoming % of Net ADM	Ratio of Net to Total	N/% Net Loss to Other Districts/Charters	
		ADM	% of Boundary ADM	ADM (-)	% of Boundary ADM	ADM (-)	% of Boundary ADM						
2021-22	133,910.5	96,114.1	71.8%	14,662.9	10.9%	23,133.5	17.3%	37,796.4	133,910.5	28.2%	1.00	-	-
2022-23	134,613.6	95,454.0	70.9%	15,780.3	11.7%	23,379.3	17.4%	39,159.6	134,613.6	29.1%	1.00	-	-
2023-24	132,831.8	94,341.7	71.0%	14,820.4	11.2%	23,877.2	18.0%	38,697.6	132,831.8	29.1%	1.00	-	-
2024-25	131,498.4	92,509.7	70.4%	15,180.9	11.5%	23,807.7	18.1%	38,988.6	131,498.4	29.6%	1.00	-	-
2025-26	128,490.6	90,012.5	70.1%	15,543.0	12.1%	22,935.1	17.8%	38,478.1	128,490.6	29.9%	1.00	-	-
5-YR Chng	-5,419.9	-6,101.6		880.1		-198.4		681.7	-5,419.9				
	-4.0%	-6.3%		6.0%		-0.9%		1.8%	-4.0%				

Annual Change in ADM within Boundary	
N	%
-	-
703.1	0.5%
-1,781.8	-1.3%
-1,333.4	-1.0%
-3,007.7	-2.3%

Source: Arizona Department of Education – FY 2022 to FY 2026 Open Enrollment Participation Reports

Multi-year Comparison of Student Membership by Component Parts: SY 2021-22 to 2025-26

Tucson Unified School District

School Year	Total ADM within Boundary	Attending Resident District		Attending Different District		Attending Charter		Incoming ADM (+)	Net ADM	Incoming % of Net ADM	Ratio of Net to Total	N/% Net Loss to Other Districts/Charters	
		ADM	% of Boundary ADM	ADM (-)	% of Boundary ADM	ADM (-)	% of Boundary ADM						
2021-22	55,655.7	36,479.3	65.5%	6,310.3	11.3%	12,866.1	23.1%	2,748.6	39,227.9	7.0%	0.70	-16,427.8	-29.5%
2022-23	54,538.2	35,719.9	65.5%	6,339.7	11.6%	12,478.6	22.9%	2,936.8	38,656.7	7.6%	0.71	-15,881.5	-29.1%
2023-24	53,878.9	34,745.1	64.5%	6,461.8	12.0%	12,672.0	23.5%	2,984.1	37,729.1	7.9%	0.70	-16,149.7	-30.0%
2024-25	53,416.0	34,060.0	63.8%	6,547.9	12.3%	12,808.1	24.0%	3,056.8	37,116.8	8.2%	0.69	-16,299.1	-30.5%
2025-26	51,721.2	32,788.8	63.4%	6,742.8	13.0%	12,189.7	23.6%	3,036.5	35,825.3	8.5%	0.69	-15,895.9	-30.7%

5-YR Chng	-3,934.5	-3,690.5		432.5		-676.4		287.9	-3,402.6			531.9	
	-7.1%	-10.1%		6.9%		-5.3%		10.5%	-8.7%			-3.2%	

Annual Change in ADM within Boundary	
N	%
-	-
-1,117.5	-2.0%
-659.3	-1.2%
-462.9	-0.9%
-1,694.7	-3.2%

Amphitheater

School Year	Total ADM within Boundary	Attending Resident District		Attending Different District		Attending Charter		Incoming ADM (+)	Net ADM	Incoming % of Net ADM	Ratio of Net to Total	N/% Net Loss/Gain to/from Other Districts/Charters	
		ADM	% of Boundary ADM	ADM (-)	% of Boundary ADM	ADM (-)	% of Boundary ADM						
2021-22	14,642.8	9,403.5	64.2%	2,037.0	13.9%	3,202.3	21.9%	1,969.8	11,373.3	17.3%	0.78	-3,269.5	-22.3%
2022-23	14,488.3	9,128.8	63.0%	2,178.1	15.0%	3,181.4	22.0%	1,940.0	11,068.8	17.5%	0.76	-3,419.5	-23.6%
2023-24	14,172.6	8,951.0	63.2%	2,063.1	14.6%	3,158.5	22.3%	1,962.9	10,913.9	18.0%	0.77	-3,258.7	-23.0%
2024-25	13,683.8	8,483.9	62.0%	2,168.7	15.8%	3,031.2	22.2%	1,885.7	10,369.5	18.2%	0.76	-3,314.3	-24.2%
2025-26	13,345.7	8,284.1	62.1%	2,167.2	16.2%	2,894.4	21.7%	1,870.3	10,154.4	18.4%	0.76	-3,191.4	-23.9%

5-YR Chng	-1,297.1	-1,119.4		130.2		-307.9		-99.5	-1,218.9			78.1	
	-8.9%	-11.9%		6.4%		-9.6%		-5.1%	-10.7%			-2.4%	

Annual Change in ADM within Boundary	
N	%
-	-
-154.5	-1.1%
-315.7	-2.2%
-488.8	-3.4%
-338.1	-2.5%

Source: Arizona Department of Education – FY 2022 to FY 2026
Open Enrollment Participation Reports

Multi-year Comparison of Student Membership by Component Parts: SY 2021-22 to 2025-26

Catalina Foothills

School Year	Total ADM within Boundary	Attending Resident District		Attending Different District		Attending Charter		Incoming ADM (+)	Net ADM	Incoming % of Net ADM	Ratio of Net to Total	N/% Net Loss/Gain to/from Other Districts/Charters	
		ADM	% of Boundary ADM	ADM (-)	% of Boundary ADM	ADM (-)	% of Boundary ADM						
2021-22	3,356.2	2,633.1	78.5%	351.2	10.5%	371.9	11.1%	2,287.2	4,920.3	46.5%	1.47	1,564.1	+46.6%
2022-23	3,150.7	2,541.0	80.6%	280.1	8.9%	329.6	10.5%	2,356.9	4,897.9	48.1%	1.55	1,747.2	+55.5%
2023-24	3,005.3	2,460.5	81.9%	201.4	6.7%	343.4	11.4%	2,307.8	4,768.3	48.4%	1.59	1,763.0	+58.7%
2024-25	2,930.0	2,412.8	82.4%	203.2	6.9%	314.0	10.7%	2,334.8	4,747.6	49.2%	1.62	1,817.6	+62.0%
2025-26	2,802.8	2,310.2	82.4%	211.9	7.6%	280.7	10.0%	2,399.6	4,709.7	50.9%	1.68	1,907.0	+68.0%
5-YR Chng	-553.4	-322.9		-139.3		-91.2		112.4	-210.6			342.9	
	-16.5%	-12.3%		-39.7%		-24.5%		4.9%	-4.3%			21.9%	

Annual Change in ADM within Boundary	
N	%
-	-
-205.5	-6.1%
-145.4	-4.6%
-75.3	-2.5%
-127.2	-4.3%

Tanque Verde

School Year	Total ADM within Boundary	Attending Resident District		Attending Different District		Attending Charter		Incoming ADM (+)	Net ADM	Incoming % of Net ADM	Ratio of Net to Total	N/% Net Loss/Gain to/from Other Districts/Charters	
		ADM	% of Boundary ADM	ADM (-)	% of Boundary ADM	ADM (-)	% of Boundary ADM						
2021-22	1,335.1	1,056.0	79.1%	179.6	13.5%	99.5	7.5%	1,040.8	2,096.8	49.6%	1.57	761.7	+57.1%
2022-23	1,292.1	1,030.2	79.7%	155.9	12.1%	106.0	8.2%	1,088.4	2,118.6	51.4%	1.64	826.5	+64.0%
2023-24	1,251.6	1,000.8	80.0%	113.5	9.1%	137.2	11.0%	1,108.0	2,108.8	52.5%	1.68	857.2	+68.5%
2024-25	1,193.1	964.8	80.9%	100.6	8.4%	127.7	10.7%	1,155.2	2,120.0	54.5%	1.78	926.9	+77.7%
2025-26	1,185.5	948.8	80.0%	98.8	8.3%	137.9	11.6%	1,182.9	2,131.7	55.5%	1.80	946.2	+79.8%
5-YR Chng	-149.6	-107.2		-80.8		38.4		142.1	34.9			184.5	
	-11.2%	-10.2%		-45.0%		38.6%		13.6%	1.7%			24.2%	

Annual Change in ADM within Boundary	
N	%
-	-
-43.0	-3.2%
-40.5	-3.1%
-58.5	-4.7%
-7.6	-0.6%

Source: Arizona Department of Education – FY 2022 to FY 2026
Open Enrollment Participation Reports

Multi-year Comparison of Student Membership by Component Parts: SY 2021-22 to 2025-26

Vail

School Year	Total ADM within Boundary	Attending Resident District		Attending Different District		Attending Charter		Incoming ADM (+)	Net ADM	Incoming % of Net ADM	Ratio of Net to Total	N/% Net Loss/Gain to/from Other Districts/Charters	
		ADM	% of Boundary ADM	ADM (-)	% of Boundary ADM	ADM (-)	% of Boundary ADM						
2021-22	13,773.5	12,609.4	91.5%	528.9	3.8%	635.2	4.6%	798.9	13,408.3	6.0%	0.97	-365.2	-2.7%
2022-23	14,136.9	12,891.7	91.2%	609.0	4.3%	636.2	4.5%	894.5	13,786.2	6.5%	0.98	-350.7	-2.5%
2023-24	14,298.7	12,986.2	90.8%	519.6	3.6%	792.9	5.5%	1,055.9	14,042.1	7.5%	0.98	-256.6	-1.8%
2024-25	14,413.3	13,069.7	90.7%	554.0	3.8%	789.6	5.5%	1,231.7	14,301.4	8.6%	0.99	-111.9	-0.8%
2025-26	14,427.2	13,086.8	90.7%	514.3	3.6%	826.1	5.7%	1,349.3	14,436.1	9.3%	1.00	8.9	+0.1%

5-YR Chng	653.7	477.4	-14.6	190.9	550.4	1,027.8	374.1
	4.7%	3.8%	-2.8%	30.0%	68.9%	7.7%	-102.4%

Annual Change in ADM within Boundary	
N	%
-	-
363.4	2.6%
161.8	1.1%
114.6	0.8%
13.9	0.1%

Flowing Wells

School Year	Total ADM within Boundary	Attending Resident District		Attending Different District		Attending Charter		Incoming ADM (+)	Net ADM	Incoming % of Net ADM	Ratio of Net to Total	N/% Net Loss/Gain to/from Other Districts/Charters	
		ADM	% of Boundary ADM	ADM (-)	% of Boundary ADM	ADM (-)	% of Boundary ADM						
2021-22	4,811.7	3,521.3	73.2%	750.4	15.6%	540.0	11.2%	1,334.9	4,856.2	27.5%	1.01	44.5	+0.9%
2022-23	4,824.0	3,560.0	73.8%	724.6	15.0%	539.4	11.2%	1,365.1	4,925.1	27.7%	1.02	101.1	+2.1%
2023-24	4,749.5	3,530.8	74.3%	584.7	12.3%	634.1	13.4%	1,424.2	4,955.0	28.7%	1.04	205.4	+4.3%
2024-25	4,640.1	3,446.4	74.3%	560.1	12.1%	633.6	13.7%	1,482.9	4,929.3	30.1%	1.06	289.3	+6.2%
2025-26	4,480.5	3,291.2	73.5%	542.7	12.1%	646.7	14.4%	1,435.9	4,727.0	30.4%	1.06	246.5	+5.5%

5-YR Chng	-331.2	-230.1	-207.7	106.7	101.0	-129.2	202.0
	-6.9%	-6.5%	-27.7%	19.8%	7.6%	-2.7%	453.9%

Annual Change in ADM within Boundary	
N	%
-	-
12.3	0.3%
-74.5	-1.5%
-109.5	-2.3%
-159.6	-3.4%

Source: Arizona Department of Education – FY 2022 to FY 2026 Open Enrollment Participation Reports

SY 2025-26 TUSD Resident Membership Net Loss Cumulative – Top 15 LEAs Ranked by Size of Loss from TUSD to LEA

LEA Name (Ranked by TUSD Net Loss to LEA)	School Type	Number of LEA Schools	Open Enrollment from TUSD to LEA	Open Enrollment from LEA to TUSD	Net Loss/Gain from TUSD to LEA	Loss Rank	Cumulative Loss	Cumulative Percentage
Catalina Foothills Unified District	District	8	-1,608.5	101.0	-1,507.4	1	-1,507.4	10%
Leman Academy of Excellence, Inc.	Charter	5	-1,444.8	0.0	-1,444.8	2	-2,952.2	20%
La Paloma Schools	Charter	4	-1,419.3	0.0	-1,419.3	3	-4,371.5	30%
Tanque Verde Unified District	District	4	-1,134.2	61.1	-1,073.2	4	-5,444.7	37%
BASIS Charter Schools, Inc.	Charter	4	-1,043.2	0.0	-1,043.2	5	-6,487.9	44%
Vail Unified District	District	25	-882.5	250.8	-631.7	6	-7,119.6	49%
Academy of Mathematics and Science	Charter	2	-593.3	0.0	-593.3	7	-7,712.9	53%
Sonoran Schools	Charter	3	-584.3	0.0	-584.3	8	-8,297.2	57%
Academy Del Sol, Inc.	Charter	2	-524.1	0.0	-524.1	9	-8,821.3	60%
Tucson Country Day School, Inc.	Charter	1	-432.9	0.0	-432.9	10	-9,254.2	63%
Compass High School, Inc.	Charter	1	-391.4	0.0	-391.4	11	-9,645.6	66%
Academy of Tucson, Inc.	Charter	3	-383.4	0.0	-383.4	12	-10,028.9	69%
Legacy Traditional School	Charter	2	-360.2	0.0	-360.2	13	-10,389.2	71%
Tucson International Academy, Inc.	Charter	3	-298.5	0.0	-298.5	14	-10,687.6	73%
Flowing Wells Unified District	District	11	-398.2	108.9	-289.2	15	-10,976.9	75%

Source: Arizona Department of Education – FY 2026 Open Enrollment Participation Report

Education Scholarship Accounts (ESA)

Number of Participants by Fiscal Year (Q2)

Number of ESA Participants by Eligibility and Fiscal Year (Quarter 2)

Eligibility	2021 Q2	2022 Q2	2023 Q2	2024 Q2	2025 Q2	2026 Q2
Ward of the Court - Planned Adoption	63	564	70	65	62	54
Ward of the Court - Adopted	453		592	534	489	441
Parent Legally Blind/Deaf/Hard of Hearing	40	47	64	67	70	75
Previously in ESA Program	98	107	187	239	398	666
Attending D/F School	461	427	477	384	325	271
Residing on a Native American Reservation	381	396	444	409	365	411
Military	1,079	1,222	1,366	1,130	1,034	984
Sibling	1,436	1,761	2,356	2,564	3,975	5,244
Preschool - Disability				834	1,073	1,156
K-12 Disability	5,707	6,732	8,253	11,266	14,340	18,559
K-12 Universal			30,978	54,028	61,688	71,173
Total	9,718	11,256	44,787	71,520	83,819	99,034

Source: Arizona Department of Education ESA Quarterly Reports

- Initially, ESA eligibility was limited to select criteria (see top ten reasons in table).
- In 2022-23, a K-12 Universal eligibility criterion was added to the program.
- Now any K-12 student can qualify for ESA funding, with Universal students accounting for 72% of program participants in 2025-26.

Education Scholarship Accounts (ESA)

Annualized Distribution Amounts by Fiscal Year (Q2)

Min	Max	2021 Q2	2022 Q2	2023 Q2	2024 Q2	2025 Q2	2026 Q2	% of 2026
\$ 30,000.00	\$ 39,999.00+	463	2,319	4,785	6,261	8,099	10,634	13%
\$ 25,000.00	\$ 29,999.00	2,796	1,704	257	322	359	339	
\$ 20,000.00	\$ 24,999.00	163	130	40	63	78	96	
\$ 15,000.00	\$ 19,999.00	30	188	229	375	511	798	
\$ 10,000.00	\$ 14,999.00	236	117	193	318	470	652	80%
\$ 9,000.00	\$ 9,999.00	1	0	298	1,135	1,800	3,668	
\$ 8,000.00	\$ 8,999.00	5	13	2,545	3,948	10,716	21,061	
\$ 7,000.00	\$ 7,999.00	282	769	17,706	38,191	55,379	54,261	
\$ 6,000.00	\$ 6,999.00	4,660	5,174	14,594	14,806	5	109	8%
\$ 5,000.00	\$ 5,999.00	324	49	512	860	1,095	1,231	
\$ 4,000.00	\$ 4,999.00	0	781	3,628	5,241	5,307	6,185	
\$ 3,000.00	\$ 3,999.00	758	12					
Total		9,718	11,256	44,787	71,520	83,819	99,034	

Number of ESA Participants Receiving ESA Funds by Bracketed Amount and Fiscal Year (Quarter 2)

- Tier 1 participants receive \$35,000 per year on average. These students are most likely receiving expensive Special Education services, or a combination of tuition and assistive technology and services. Tier 1 students likely qualified for ESA with a disability eligibility.
- Tier 2 accounts for 80% of ESA students in FY 2026. These students receive between \$7,000-\$10,000 per year and are likely using their funds for private/parochial tuition plus some supplemental materials like uniforms, textbooks, and computers. Most Tier 2 students likely qualified for ESA with a K-12 Universal eligibility.
- Tier 3 accounts for just 8% of students in FY 2026. These students receive between \$4,000-\$7,000 per year. Parents in this group are likely spending the funds on homeschooling materials or tuition for half-day preschool or kindergarten instruction.

Source: Arizona Department of Education ESA Quarterly Reports

Education Scholarship Accounts (ESA)

Number of Participants by County and Pima County District of Residence (identified by zip code)

County	Quarter 2 Participation		
	2023-24	2024-25	2025-26
Apache County	656	737	895
Cochise County	1,504	1,609	1,820
Coconino County	1,204	1,319	1,478
Gila County	599	649	839
Graham County	519	569	680
Greenlee County	24	25	46
La Paz County	90	102	129
Maricopa County	44,278	49,535	57,799
Mohave County	2,000	2,501	3,392
Navajo County	1,172	1,311	1,522
Pima County	9,186	9,910	10,842
Pinal County	7,364	8,758	11,338
Santa Cruz County	521	584	684
Yavapai County	3,175	3,690	4,491
Yuma County	2,286	2,520	3,079
Total	74,578	83,819	99,034

2025-26 vs 2024-25	
N	%
+158	+21%
+211	+13%
+159	+12%
+190	+29%
+111	+20%
+21	+84%
+27	+26%
+8,264	+17%
+891	+36%
+211	+16%
+932	+9%
+2,580	+29%
+100	+17%
+801	+22%
+559	+22%
+15,215	+18%

Pima County School District	Quarter 2 Participation		
	2023-24	2024-25	2025-26
Altar Valley	54	63	85
Amphitheater	326	356	382
Flowing Wells	293	324	366
Marana	1,542	1,648	1,788
Sahuarita	812	904	982
Sunnyside	802	874	1,011
Tucson Unified	4,603	4,912	5,250
Vail	728	798	946
Other	26	31	32
Total	9,186	9,910	10,842

2025-26 vs 2024-25	
N	%
+22	+35%
+26	+7%
+42	+13%
+140	+8%
+78	+9%
+137	+16%
+338	+7%
+148	+19%
+1	+3%
+932	+9%

Source: Arizona Department of Education ESA Quarterly Reports

Education Scholarship Accounts (ESA) Quarter 2 Participation by Grade

Compared to October 2025-26 Public School Enrollment by Grade

Grade	Quarter 2 Participant Counts					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
PS	278	262	509	834	1,073	1,156
KG	725	811	4,046	5,933	6,252	7,679
1	830	892	4,010	7,126	7,381	8,687
2	838	940	3,945	6,579	8,128	8,722
3	895	940	3,981	6,426	7,687	9,490
4	904	1,057	3,889	6,362	7,332	8,844
5	828	1,014	3,918	6,117	7,276	8,536
6	833	961	3,883	6,020	7,116	8,368
7	786	941	3,513	5,850	6,670	8,041
8	707	835	3,304	5,120	6,353	7,320
9	600	725	2,899	4,510	5,221	6,276
10	540	625	2,579	3,871	4,839	5,654
11	412	569	2,149	3,346	4,022	5,174
12	542	684	2,162	3,426	4,469	5,087
Total	9,718	11,256	44,787	71,520	83,819	99,034

Percentage by Grade
1%
8%
9%
9%
10%
9%
9%
8%
8%
7%
6%
6%
5%
5%
100%

Arizona Public School 2025-26 October Enrollment	
N	%
19,901	2%
66,935	6%
72,156	7%
73,800	7%
77,696	7%
81,280	8%
79,416	7%
82,301	8%
82,660	8%
82,589	8%
84,699	8%
85,362	8%
86,724	8%
98,012	9%
1,073,531	100%

Public + ESA Combined	ESA % of Combined
21,057	5%
74,614	10%
80,843	11%
82,522	11%
87,186	11%
90,124	10%
87,952	10%
90,669	9%
90,701	9%
89,909	8%
90,975	7%
91,016	6%
91,898	6%
103,099	5%
1,172,565	8%

Year-to-year Comparison	N Chg	1,538	33,531	26,733	12,299	15,215
	% Chg	16%	298%	60%	17%	18%

Source: Arizona Department of Education ESA Quarterly Reports

Five-Year Comparison of TUSD Membership on the Tenth Day by School Year and Grade, with Number and Percentage Change 2026-27 vs 2025-26

Grade	School Year					2026-27 vs 2025-26	
	2022-23	2023-24	2024-25	2025-26	2026-27	N	%
PS	251.0	372.0	461.0	375.0	576.0	201.0	+53.6%
KG	1,478.0	1,396.5	1,296.0	1,315.0	1,156.0	-159.0	-12.1%
1	3,047.0	2,912.0	2,813.5	2,574.0	2,532.5	-41.5	-1.6%
2	2,853.0	3,000.0	2,926.0	2,745.0	2,496.5	-248.5	-9.1%
3	3,057.0	2,869.0	2,993.0	2,903.0	2,648.0	-255.0	-8.8%
4	3,055.0	3,016.0	2,912.0	2,972.0	2,807.0	-165.0	-5.6%
5	2,940.0	3,048.0	3,000.0	2,860.0	2,901.5	41.5	+1.5%
6	2,807.8	2,655.0	2,858.0	2,754.8	2,604.0	-150.8	-5.5%
7	2,796.3	2,792.5	2,675.0	2,771.0	2,684.0	-87.0	-3.1%
8	3,112.0	2,804.8	2,824.0	2,585.3	2,714.0	128.8	+5.0%
9	3,655.3	3,583.8	3,315.0	3,208.0	2,957.5	-250.5	-7.8%
10	3,541.8	3,513.0	3,560.0	3,106.8	3,070.0	-36.8	-1.2%
11	3,306.5	3,232.3	3,207.3	3,113.0	2,926.5	-186.5	-6.0%
12	3,328.8	3,288.3	3,334.5	3,011.8	3,212.8	201.0	+6.7%
Total	39,229.3	38,483.0	38,175.3	36,294.5	35,286.3	-1,008.3	-2.8%

K-5	16,430.0	16,241.5	15,940.5	15,369.0	14,541.5	-827.5	-5.4%
6-8	8,716.0	8,252.3	8,357.0	8,111.0	8,002.0	-109.0	-1.3%
9-12	13,832.3	13,617.3	13,416.8	12,439.5	12,166.8	-272.8	-2.2%
K-12	38,978.3	38,111.0	37,714.3	35,919.5	34,710.3	-1,209.3	-3.4%

- Preliminary analysis of TUSD enrollment for 2026-27 forecasts a loss of -2.8% membership in comparison to 2025-26.
- Most of the membership decline was anticipated based on cohort-progression models.
- However, the -12% decline in Kindergarten membership was not anticipated.
- After declining since 2007, Pima County birth rates leveled off seven years ago, suggesting TUSD's Kindergarten enrollment would remain level over the next few years.

School Facilities Oversight Board (SFOB)

SY 2026-27 Membership Report as of 08/15/2026

Pima County Total Membership (Non AOI) by School District and Charters (all combined)

	Number of Schools	2025-26	2026-27	Number Difference	Percentage Difference
Pima County Total	288	125,073.4	120,686.2	-4,387.3	-3.5%
Tucson Unified District (estimated)	87	35,402.8	34,337.8	-1,065.0	-3.0%
Charter Schools (all combined)	72	20,175.7	18,762.4	-1,413.3	-7.0%
Vail Unified District	24	14,365.9	14,226.0	-139.9	-1.0%
Sunnyside Unified District	21	12,743.6	12,086.4	-657.2	-5.2%
Amphitheater Unified District	21	10,484.0	10,126.9	-357.1	-3.4%
Marana Unified District	20	12,241.7	11,835.4	-406.3	-3.3%
Flowing Wells Unified District	10	4,720.0	4,614.4	-105.7	-2.2%
Sahuarita Unified District	9	5,769.0	5,749.1	-19.9	-0.3%
Catalina Foothills Unified District	8	4,722.0	4,719.0	-3.0	-0.1%
Baboquivari Unified School District	6	946.3	839.3	-107.0	-11.3%
Tanque Verde Unified District	4	2,140.0	2,102.0	-38.0	-1.8%
Ajo Unified District	2	365.9	365.3	-0.6	-0.2%
Altar Valley Elementary District	2	406.1	329.0	-77.1	-19.0%
Continental Elementary District	1	581.1	593.1	12.0	2.1%
San Fernando Elementary District	1	9.1	0.0	-9.1	-100.0%

- **Caution: These figures may contain underreporting errors due to unresolved integrity errors at the ADE.**
- Preliminary SFOB figures forecast a -3.5% decline in Pima County Membership for SY 2026-27.
- Note: TUSD's membership figures are estimated in the table because Palo Verde is temporarily missing due to the 4-day-a-week calendar adoption process.
- AOI schools like Tucson Unified Virtual Academy were not included in this summary.

School Facilities Oversight Board (SFOB)

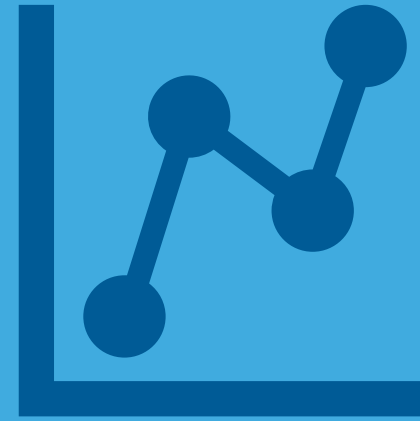
SY 2026-27 Membership Report as of 08/15/2026

Pima County Kindergarten Membership (Non AOI) by School District and Charters (all combined)

	Number of Schools	2025-26	2026-27	Number Difference	Percentage Difference
Pima County Total	173	4,355.0	3,769.8	-585.2	-13.4%
Tucson Unified District	61	1,315.9	1,146.4	-169.6	-12.9%
Charter Schools (all combined)	38	808.9	739.7	-69.2	-8.6%
Amphitheater Unified District	15	334.5	273.3	-61.2	-18.3%
Marana Unified District	13	407.2	336.7	-70.5	-17.3%
Sunnyside Unified District	13	404.6	333.5	-71.2	-17.6%
Vail Unified District	12	468.4	426.0	-42.4	-9.1%
Flowing Wells Unified District	6	152.5	128.3	-24.3	-15.9%
Sahuarita Unified District	5	170.7	165.5	-5.3	-3.1%
Catalina Foothills Unified District	4	131.8	113.7	-18.0	-13.7%
Tanque Verde Unified District	2	56.8	56.1	-0.7	-1.2%
Continental Elementary District	1	34.2	27.3	-6.9	-20.1%
Baboquivari Unified School District	1	32.4	12.1	-20.3	-62.7%
Ajo Unified District	1	18.8	10.3	-8.5	-45.5%
Altar Valley Elementary District	1	18.3	1.0	-17.3	-94.5%

- **Caution: These figures may contain underreporting errors due to unresolved integrity errors at the ADE.**
- Preliminary SFOB figures forecast a -13.4% decline in Pima County Kindergarten Membership for SY 2026-27.
- TUSD Kindergarten membership is forecast to decline by -12.9%, which is in line with District figures.
- If this pattern holds true for SY 2026-27, Pima County Charter schools are forecast to lose -8.6% and other large Pima districts between -9.1% and -18.3% of their Kindergarten membership.

Data Dive and Rubric (DLR)



Guiding Principles Activity Summary

Theme 3: Data Should Inform Decisions While Considering Community Perspectives

- There was broad support for data-informed decision-making, accompanied by a desire to ensure decisions remain grounded in community needs and experiences.
- What We Heard
 - Participants supported accountable and data-driven decision-making.
 - Some groups emphasized understanding family priorities and school choice considerations.
 - Community perspectives and empathy should complement quantitative data.
 - Synthesis
 - Stakeholders support transparent, data-informed decision-making that also considers community priorities and human impacts.

Guiding Principles Activity Summary

Theme 4: Stewardship and Learning Environments Are Interconnected

- Participants frequently linked facility stewardship with the quality of educational environments. Many groups viewed these as complementary concepts that could be combined.
- What We Heard
 - Several groups proposed combining "Provide High-Quality Learning Environments" and "Steward Facilities Responsibly."
 - Participants emphasized maintaining quality facilities while being good stewards of public resources.
 - Some participants highlighted the need for clear plans for future facility use.
 - Synthesis
 - Stakeholders view responsible facility stewardship as necessary to maintaining high-quality learning environments and supporting student success.
-

Rubric Activity Summary

- Participants generally supported a rubric that prioritizes student-centered outcomes, equity, sustainability, and responsible resource stewardship. Across both groups, there was a strong preference for simplifying overlapping criteria and focusing on factors that can directly inform decision-making.
- **Theme 1: Student Experience Is the Highest Priority**
 - This was the strongest point of consensus across both the Advisory Committee and Task Force. Every table selected or emphasized Student Experience as a key criterion when evaluating future scenarios. Participants consistently viewed student outcomes, educational opportunities, and overall experience as the primary lens through which decisions should be evaluated.
 - **What We Heard**
 - Student Experience was selected by all Advisory Committee groups.
 - Student Experience was selected by all Task Force groups.
 - Participants emphasized maintaining high-quality educational opportunities and preparing students for future needs.
 - Programs should remain relevant to current and future student needs rather than be preserved solely because of tradition.
 - **Synthesis**
 - Participants consistently identified student experience and educational quality as the most important considerations in evaluating any future scenario.

Rubric Activity Summary

- **Theme 2: Equity and Access Must Be Maintained**

- Both groups emphasized the importance of ensuring equitable access to programs, services, and educational opportunities. Transportation was frequently discussed but was often viewed as one component of broader equity considerations rather than a separate category.

- **What We Heard**

- Equity and Access was selected by all Advisory Committee groups.
- Equity and Access was selected by most Task Force groups.
- Transportation was viewed as an equity issue and should be considered within broader access discussions.
- Participants emphasized fair distribution of impacts among students and communities.

- **Synthesis**

- Stakeholders want decisions that promote equitable access and ensure impacts are distributed fairly across students, families, and communities.

Rubric Activity Summary

- **Theme 3: Enrollment Sustainability Matters**

- Participants consistently recognized the importance of long-term sustainability, particularly regarding enrollment trends, staffing stability, and organizational capacity. Many participants viewed enrollment and staffing as closely linked considerations.

- **What We Heard**

- Enrollment Sustainability received support from both groups.
- Staffing Stability was frequently discussed alongside enrollment.
- Participants emphasized long-term viability rather than short-term solutions.

- **Synthesis**

- Stakeholders want solutions that strengthen the district's long-term educational and operational sustainability.

Rubric Activity Summary

- **Theme 4: Resource Stewardship and Operational Feasibility Are Connected**

- Participants frequently viewed facility utilization, financial impacts, and operational feasibility as interconnected rather than separate measures. Many groups recommended consolidating these criteria.

- **What We Heard**

- Multiple groups recommended combining Facility Utilization, Operational Feasibility, and Facility Financial Impact.
- Participants emphasized efficient use of facilities and public resources.
- Resource decisions should support both operational efficiency and educational quality.

- **Synthesis**

- Stakeholders support responsible stewardship of facilities and resources, with an emphasis on efficient operations and long-term sustainability.

Rubric Activity Summary

- **Theme 5: Mixed Views on Community and Political Considerations**
 - The greatest differences of opinion centered on how community impacts, historical perspectives, and political considerations should be incorporated into the rubric.
- **What We Heard**
 - Some participants believed historical and political perspectives should remain part of the discussion.
 - Others felt these factors are outside district control and should not be evaluation criteria.
 - Some groups proposed combining Community Impact and Transition Complexity into a broader consideration of community effects and implementation challenges.
- **Synthesis**
 - Participants acknowledged the importance of community impacts but differed on whether historical and political considerations should be formal evaluation criteria.

Data Table and Maps

TUSD School Info										TUSD Past and Projected Enrollment Counts											
Cohort	School Number	School Name	Grades	Facility Condition Index Score	Enrollment Utilization	Classroom Utilization	Capture Rate	Specialty Programs*	Region	Past							Projected				
										2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Elementary	120	Banks	PK-6	2.76	49%	100%	64%		Silverbell	269	281	294	263	347	342	335	336	328	322	322	
Elementary	125	Blenman	K-5	2.98	41%	100%	52%		Arroyo Chico	234	248	249	274	318	319	320	316	316	308	316	
Elementary	128	Bloom	PK-5	2.8	60%	96%	38%	G, A	Pantano	307	312	338	337	334	328	320	313	309	300	296	
Elementary	131	Bonillas	K-5	2.83	71%	100%	62%	A	Arcadia	368	369	382	387	403	414	401	395	379	364	373	
Elementary	143	Borton	K-6	2.77	62%	96%	55%		Arroyo Chico	310	262	264	266	269	277	264	264	262	261	254	
Elementary	161	Carrillo	K-5	2.36	79%	100%	75%	A	Arcadia	292	296	283	299	305	303	303	300	301	299	309	
Elementary	167	Cavett	PK-5	2.56	32%	75%	61%		Arroyo Chico	201	187	166	188	226	199	208	218	230	252	260	
Elementary	170	Collier	K-6	2.48	28%	38%	21%	A	Pantano	115	118	105	102	131	111	101	93	88	84	85	
Elementary	179	Cragin	K-5	2.73	38%	100%	40%		Arroyo Chico	232	260	245	249	223	211	212	206	211	215	218	
Elementary	185	Davidson	K-6	2.91	57%	100%	42%	M, G	Arroyo Chico	221	223	250	224	270	304	306	308	309	299	297	
Elementary	191	Davis	K-5	2.65	107%	100%	88%		Arroyo Chico	295	280	289	305	295	283	284	306	305	305	313	
Elementary	211	Dunham	K-5	2.43	41%	93%	43%		Pantano	183	154	148	150	146	137	132	126	119	113	103	
Elementary	215	Erickson	PK-5	2.32	50%	96%	38%		Arcadia	327	332	349	294	341	327	317	305	304	291	279	
Elementary	218	Ford	K-5	2.69	40%	90%	30%		Pantano	254	222	199	193	184	188	175	157	128	96	81	
Elementary	225	Fruchthendler	K-5	2.68	68%	74%	31%	D, A	Pantano	354	346	325	327	326	308	292	278	267	258	248	
Elementary	228	Gale	PK-6	2.69	71%	100%	43%	M	Pantano	363	333	307	296	334	296	279	263	262	260	251	
Elementary	231	Grijalva	K-5	2.5	72%	69%	64%	M, A	Silverbell	503	509	510	458	470	475	459	437	414	414	409	
Elementary	238	Henry	PK-6	2.81	63%	100%	87%	A	Pantano	251	245	255	296	276	250	235	290	280	272	264	
Elementary	239	Holladay	K-5	2.95	40%	100%	55%		Arroyo Chico	187	175	188	185	186	186	179	181	183	177	186	
Elementary	245	Howell	K-5	2.58	51%	100%	35%	A	Arroyo Chico	232	211	230	227	235	248	247	243	244	236	230	
Elementary	251	Hudlow	K-5	2.34	30%	94%	75%	M	Arcadia	148	161	131	134	146	165	172	175	169	161	164	
Elementary	257	Hughes	K-5	2.7	96%	100%	39%	A	Arroyo Chico	334	337	325	363	364	383	395	397	395	385	377	
Elementary	266	Johnson	K-3	2.37	47%	85%	51%		Silverbell	229	260	250	223	268	255	243	235	228	224	231	
Elementary	275	Kellond	PK-6	2.52	53%	96%	90%	M	Arcadia	425	453	400	347	368	394	344	332	332	341	331	
Elementary	281	Lineweaver	K-5	2.51	122%	100%	73%		Arroyo Chico	528	567	507	526	525	518	522	523	526	528	543	
Elementary	287	Lynn/Urquides	PK-6	2.53	44%	92%	58%	G	Arroyo Chico	384	373	371	341	421	403	391	381	381	375	375	
Elementary	290	Maldonado	K-5	2.92	36%	100%	56%	G, A	Silverbell	195	200	240	240	245	237	231	252	275	302	307	
Elementary	293	Manzo	PK-5	2.45	62%	63%	35%		Silverbell	295	306	295	301	326	313	311	303	298	299	301	
Elementary	295	Marshall	PK-5	3.15	43%	100%	0%		Pantano	228	231	212	234	272	269	272	264	268	266	260	
Elementary	308	Miller	PK-5	2.75	78%	100%	75%		Silverbell	460	476	452	431	489	484	469	432	411	393	390	
Elementary	311	Mission View	PK-5	2.6	50%	100%	65%	A	Pantano	194	188	215	223	234	202	194	192	179	175	187	
Elementary	317	Myers/Ganoung	PK-5	2.78	35%	87%	86%		Arcadia	231	232	254	233	286	310	310	297	290	279	270	
Elementary	323	Ochoa	PK-5	2.17	41%	100%	64%	M	Silverbell	162	143	150	166	186	178	180	179	183	176	178	
Elementary	327	Oyama	PK-5	2.49	53%	100%	60%	G	Silverbell	256	277	291	303	343	352	357	347	333	332	331	
Elementary	353	Robison	K-5	2.14	49%	95%	82%		Arroyo Chico	236	219	243	248	247	222	210	203	197	197	199	
Elementary	395	Sewell	K-5	2.26	47%	93%	28%		Arcadia	198	199	168	145	199	170	164	157	150	149	149	
Elementary	410	Soleng Tom	K-6	2.59	51%	91%	41%	G, A	Pantano	324	291	276	265	305	297	301	294	269	245	229	
Elementary	413	Steele	PK-6	2.35	35%	100%	73%		Pantano	217	224	215	182	247	215	209	198	193	200	201	
Elementary	417	Tolson	K-5	3.05	60%	86%	54%	M	Silverbell	305	317	346	333	338	333	304	295	280	274	282	
Elementary	419	Tully	PK-5	2.59	43%	59%	74%		Silverbell	278	255	275	222	246	239	229	238	235	234	234	
Elementary	431	Van Buskirk	PK-5	2.87	50%	73%	56%		Pantano	255	239	252	275	290	303	305	321	325	327	329	
Elementary	435	Vesey	K-6	2.66	96%	96%	78%	D	Silverbell	616	570	553	571	669	631	635	649	688	701	731	
Elementary	440	Warren	K-5	2.58	47%	88%	49%		Silverbell	204	186	162	176	207	221	245	274	288	281	271	
Elementary	443	Wheeler	K-5	2.64	54%	81%	72%	A	Arcadia	373	368	360	334	394	385	357	331	305	298	289	
Elementary	449	White	K-5	2.43	86%	100%	31%		Silverbell	602	625	627	614	605	585	578	560	556	543	558	

Schools Date Table

School Date Table –

Grouped by Cohort (Elementary, Middle, K-8, and High School)

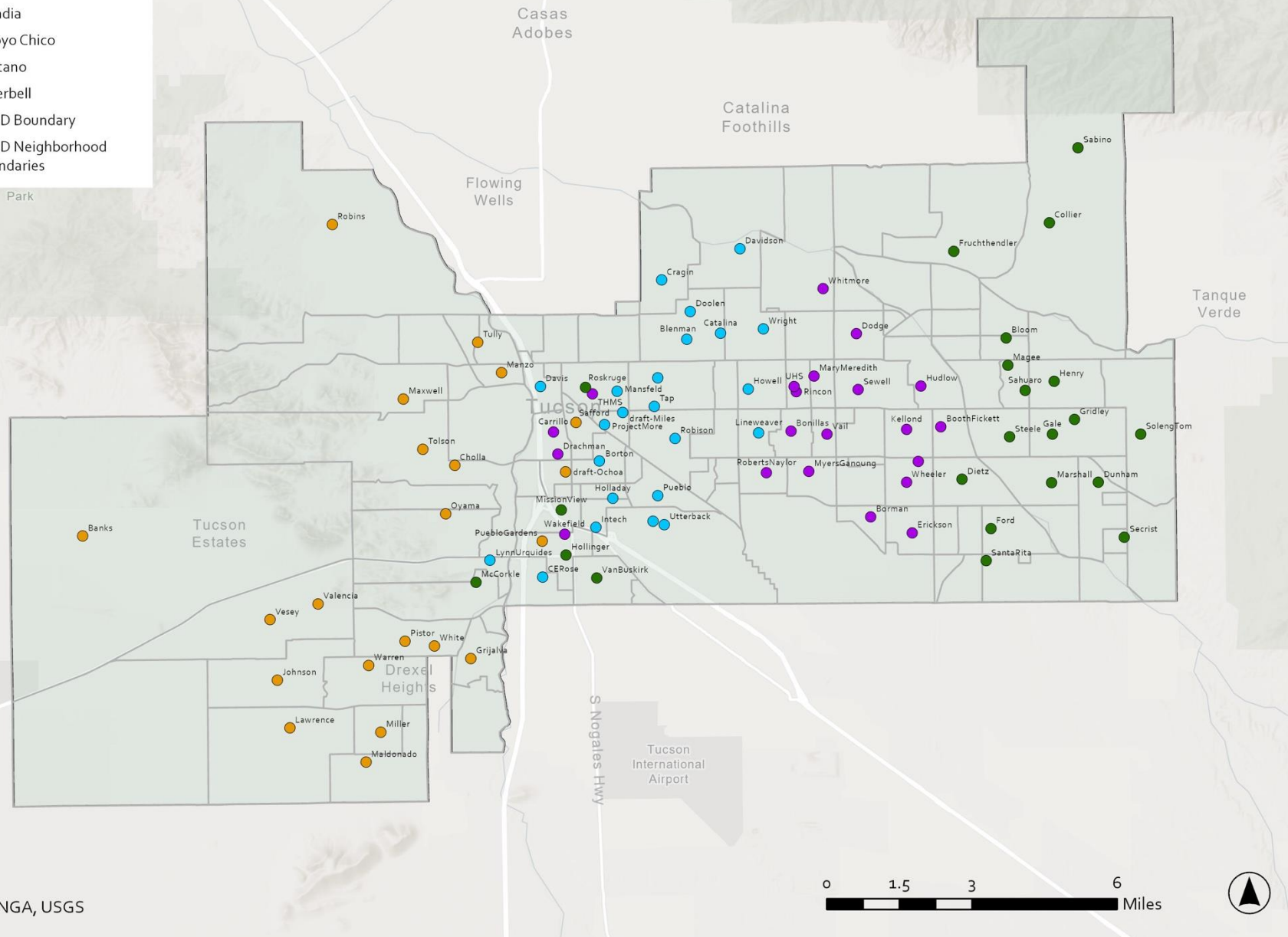
TUSD Schools by Region

TUSD Regions

Region

- Arcadia
- Arroyo Chico
- Pantano
- Silverbell

- TUSD Boundary
- TUSD Neighborhood Boundaries



Schools by Region

Schools are no longer assigned by geography. Following the dissolution of the Santa Cruz Region, its schools were redistributed among the remaining regions regardless of their physical location.

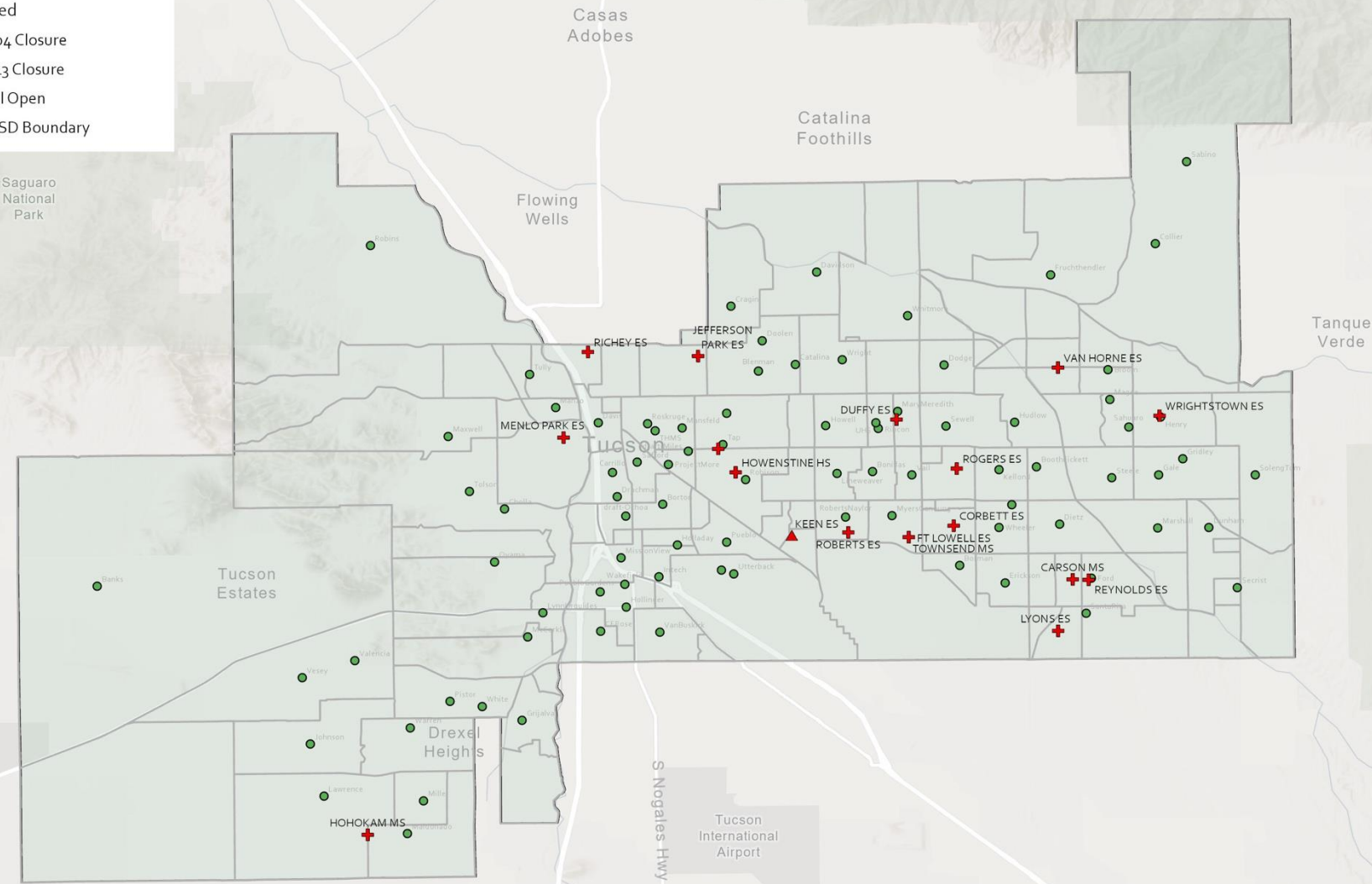


TUSD Historic School Closures

TUSD School Closures

Year Closed

- ▲ 2004 Closure
- ✚ 2013 Closure
- Still Open
- ▭ TUSD Boundary



Historic School Closures

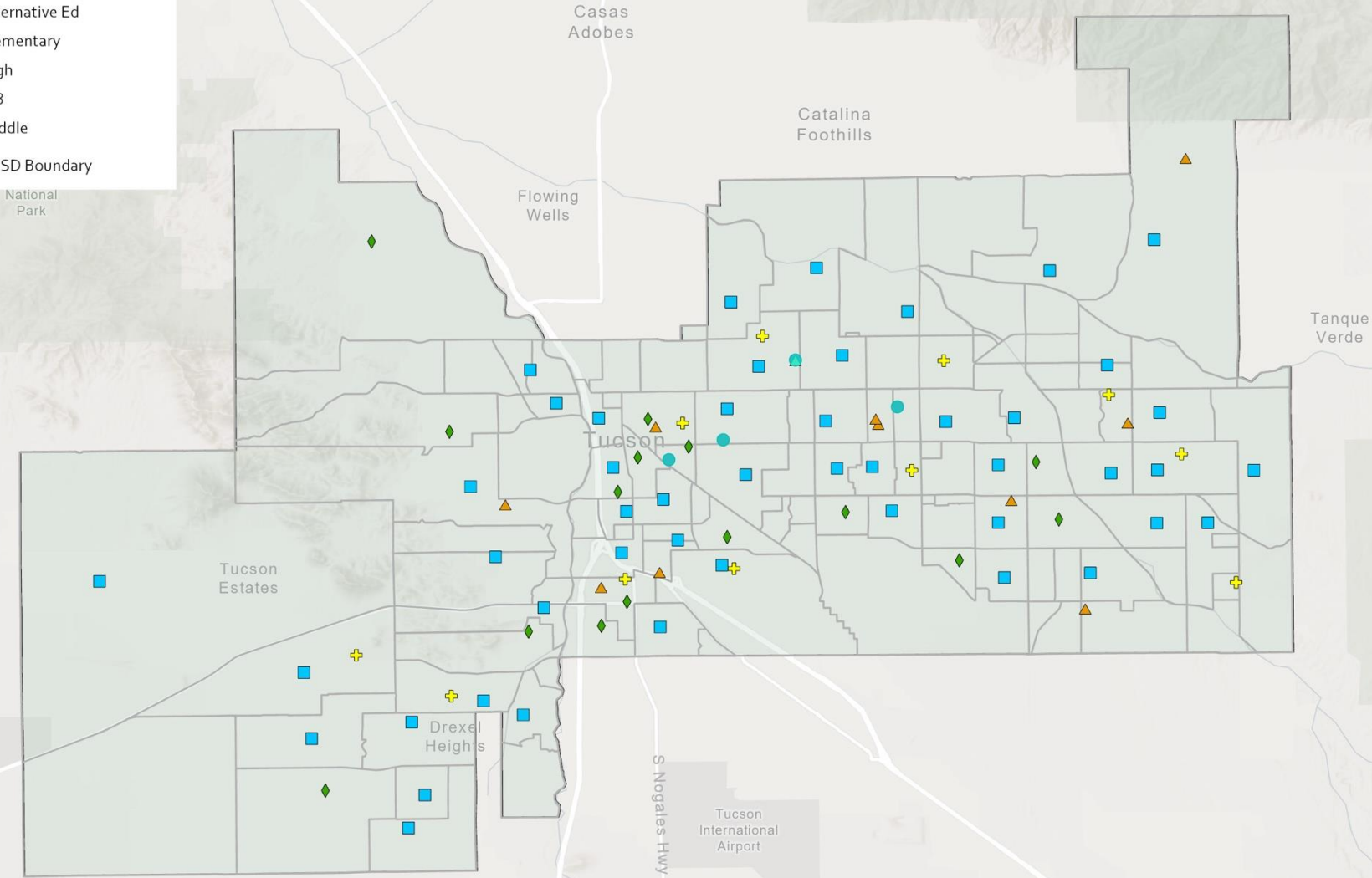
TUSD Schools by Type

TUSD Schools by Type

School Category

- Alternative Ed
- Elementary
- High
- K-8
- Middle

TUSD Boundary



Schools by Type

47 Elementary Schools
11 Middle Schools
15 K-8 Schools
11 High Schools
4 Alternative Schools



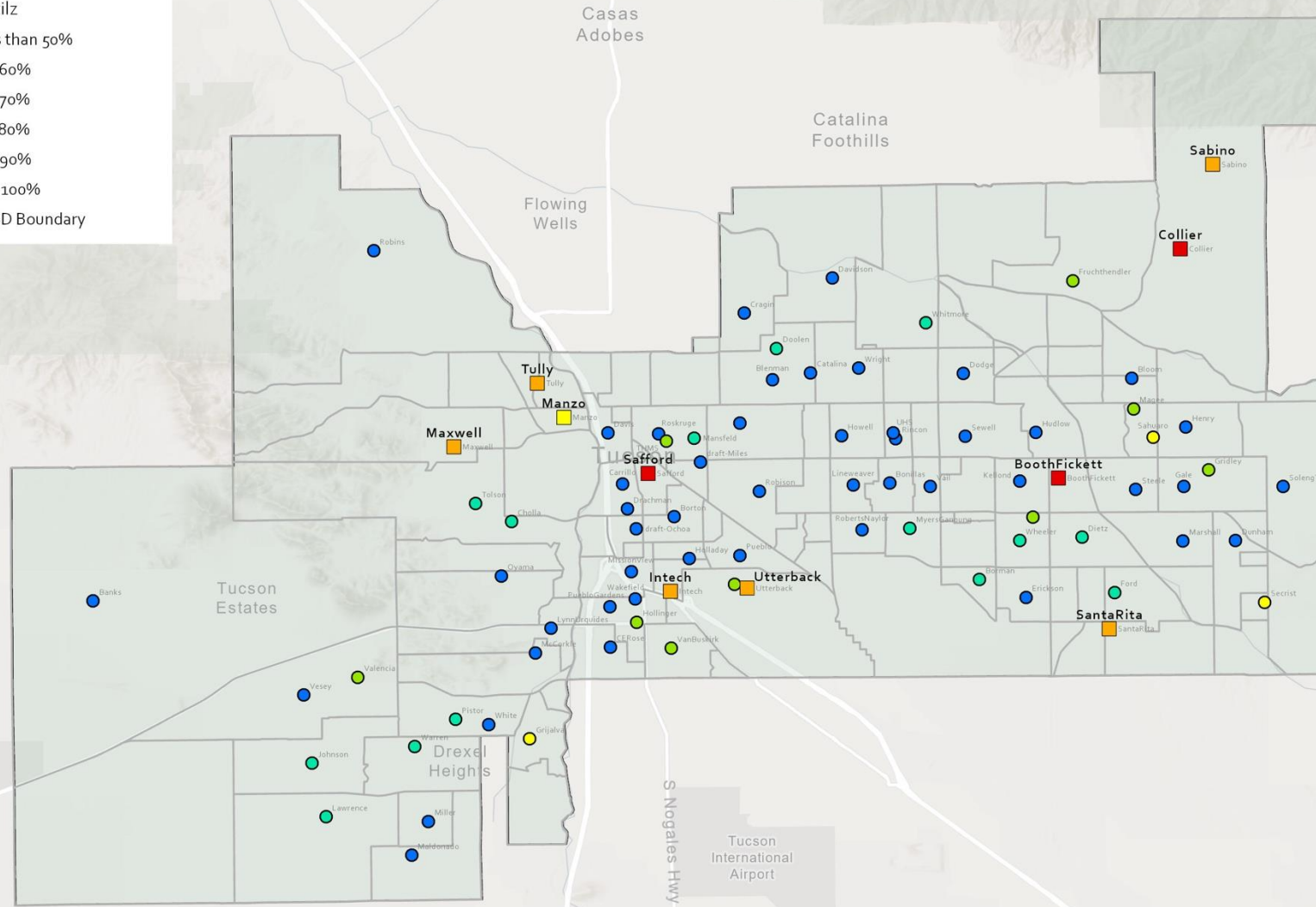
TUSD Schools by Classroom Utilization

TUSD Class Utilization

ClassrmUtilz

- Less than 50%
- 51 - 60%
- 61 - 70%
- 71 - 80%
- 81 - 90%
- 90 - 100%

TUSD Boundary



Lowest Utilized Classrooms*

*Indicated on map by squares

1. Booth/Fickett Magnet
2. Collier
3. Safford
4. Innovation Tech
5. Santa Rita
6. Morgan Maxwell
7. Sabino
8. Tully
9. Utterback
10. Manzo

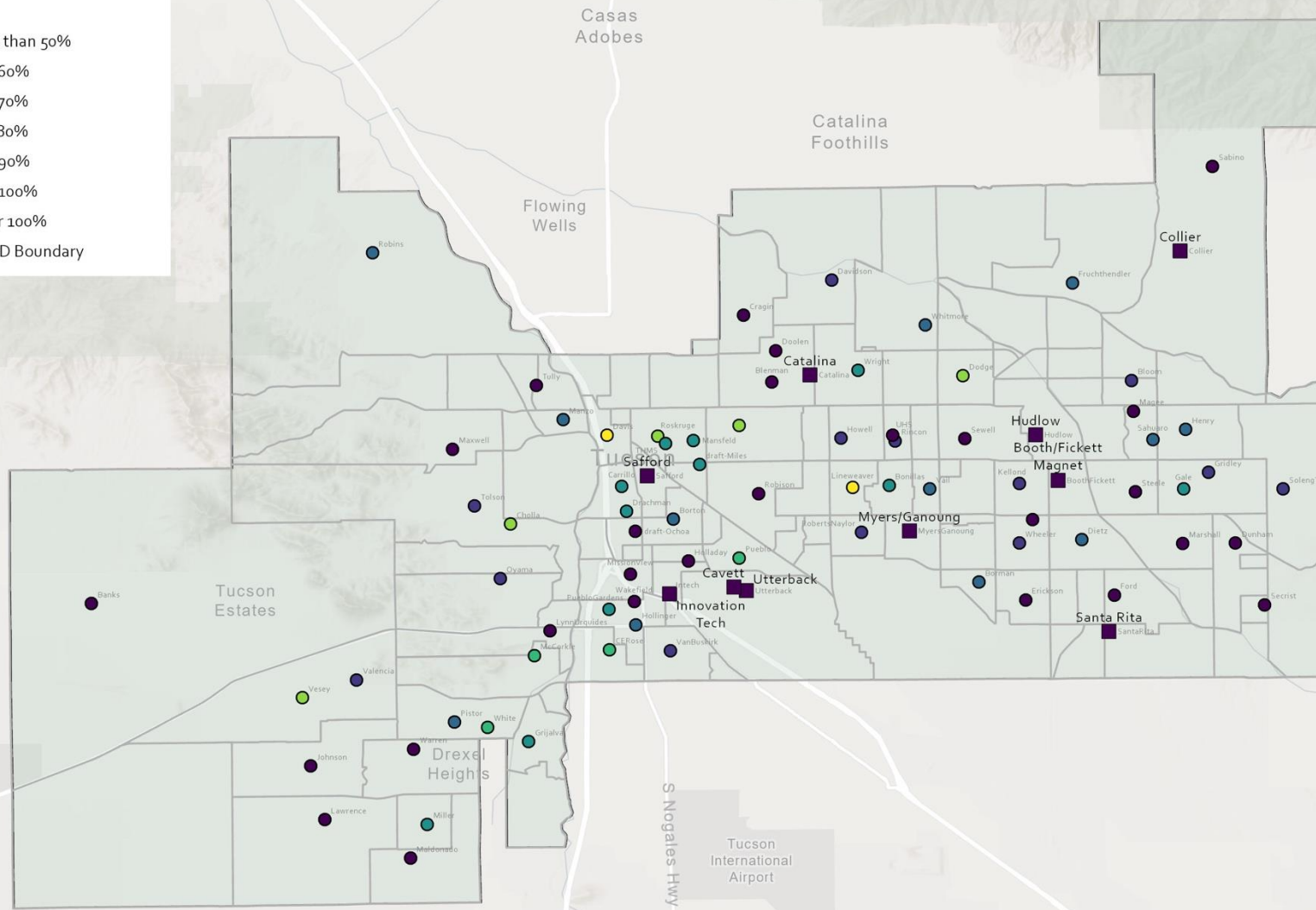
TUSD Schools by Enrollment Utilization

TUSD Enrollment Utilization

EnrUtilz

- Less than 50%
- 51 - 60%
- 61 - 70%
- 71 - 80%
- 81 - 90%
- 91 - 100%
- Over 100%

□ TUSD Boundary



Lowest Enrollment Utilization*

*Indicated on map by squares

1. Santa Rita
2. Booth/Fickett Magnet
3. Utterback
4. Catalina
5. Innovation Tech
6. Collier
7. Hudlow
8. Safford
9. Cavett
10. Myers/Ganoung



TUSD Schools by FCI

TUSD FCI Scores

- FCI
- Unsuitable (0.00 - 1.00)
 - Poor (1.01 - 2.00)
 - Fair (2.01 - 3.00)
 - Good (3.01 - 4.00)
 - Great (4.01 - 5.00)
- TUSD Boundary

Lowest Facility Condition Index*

*Indicated on map by squares

- Rincon
- UHS
- Secrist
- SantaRita
- Lawrence
- Hollinger
- Robison
- Ochoa
- Dodge
- THMS



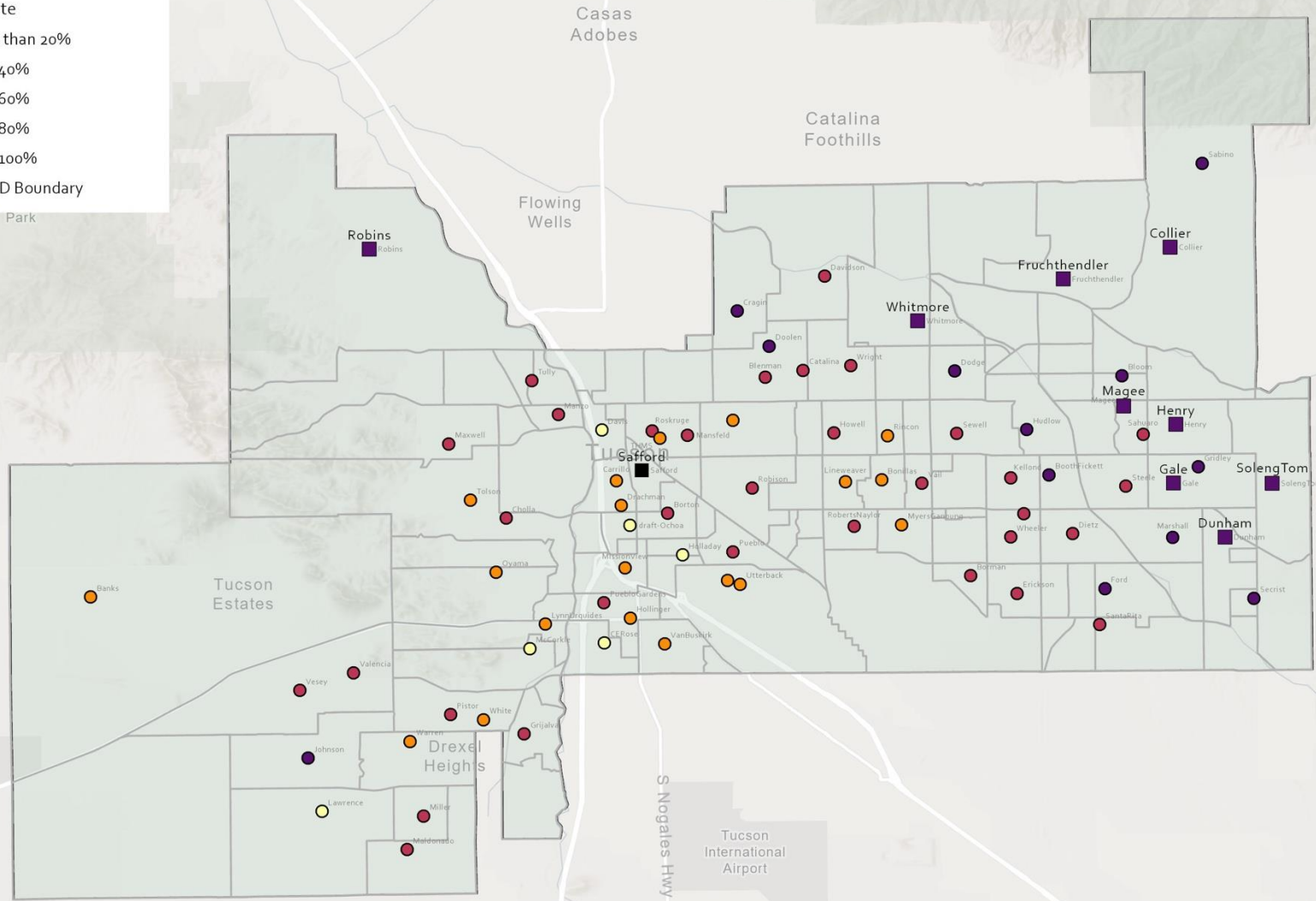
TUSD Schools by Capture Rate

TUSD Capture Rate

CaptureRate

- Less than 20%
- 21 - 40%
- 41 - 60%
- 61 - 80%
- 81 - 100%

TUSD Boundary



Lowest Capture Rate

- Safford
- Collier
- Henry
- Soleng Tom
- Magee
- Fruchthendler
- Whitmore
- Gale
- Dunham
- Robins

TUSD Schools by Utilization

TUSD Dual Language Schools

Dual Language

○ Not Dual Language

■ Dual Language

▭ TUSD Boundary

Schools that provide Dual Language Program

1. Roskrue
2. Magee
3. MissionView
4. PuebloGardens
5. VanBuskirk
6. Pistor
7. Grijalva
8. White
9. Hollinger
10. Davis
11. McCorkle



Demographic Data within TUSD Boundary

487,509.7

People

Total Population

TUSD Boundary

40.3

Years

Median Age

TUSD Boundary

\$41,255

USD

Median Earnings

TUSD Boundary

\$67,601

USD

Median Household Income

TUSD Boundary

\$304,138

USD

Median Home Value

TUSD Boundary

31.1%

Child Dependency Ratio

TUSD Boundary

66,549.3

People

Population Age 5 to 17

TUSD Boundary

294,523

People

People with High School Diploma or Equivalent

TUSD Boundary

89.1%

Percent High School Educated

TUSD Boundary

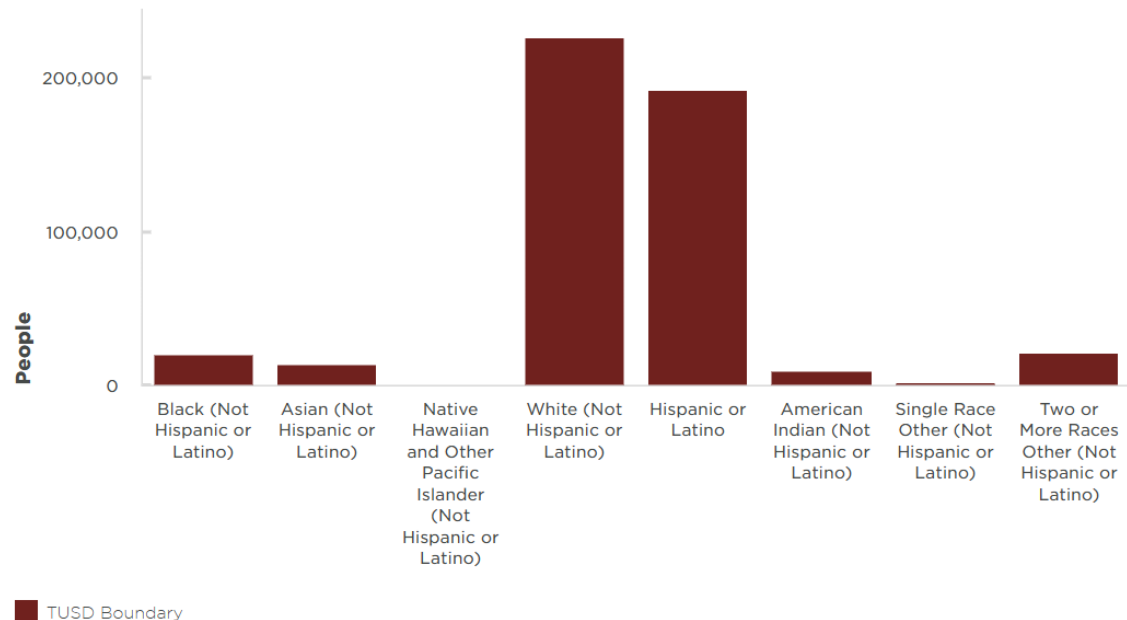
33,074.8

People

People without High School Diploma or Equivalent

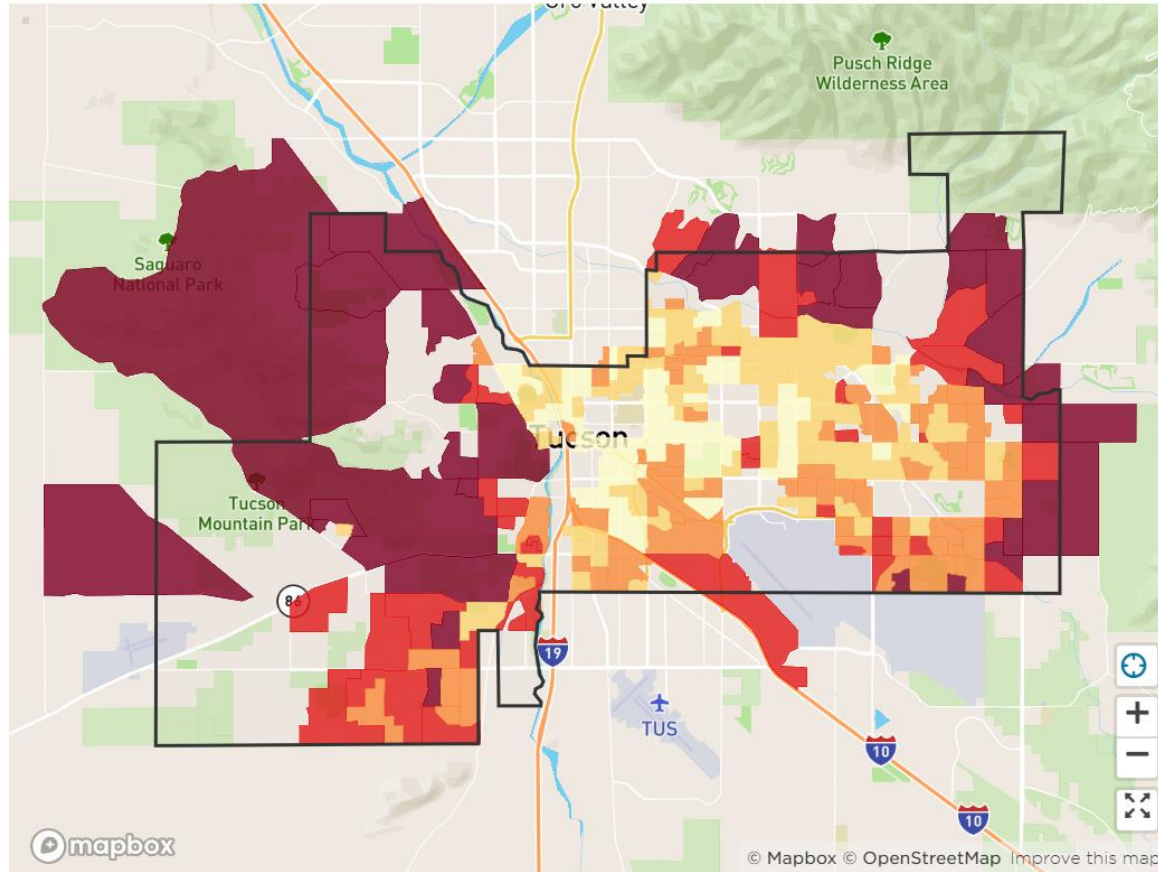
TUSD Boundary

Race/Ethnicity Totals within TUSD Boundary



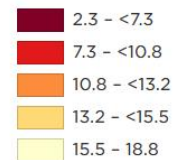
Sources: US Census Bureau ACS 5-year 2020-2024

Walkability Index



□ TUSD Boundary

Walkability Index



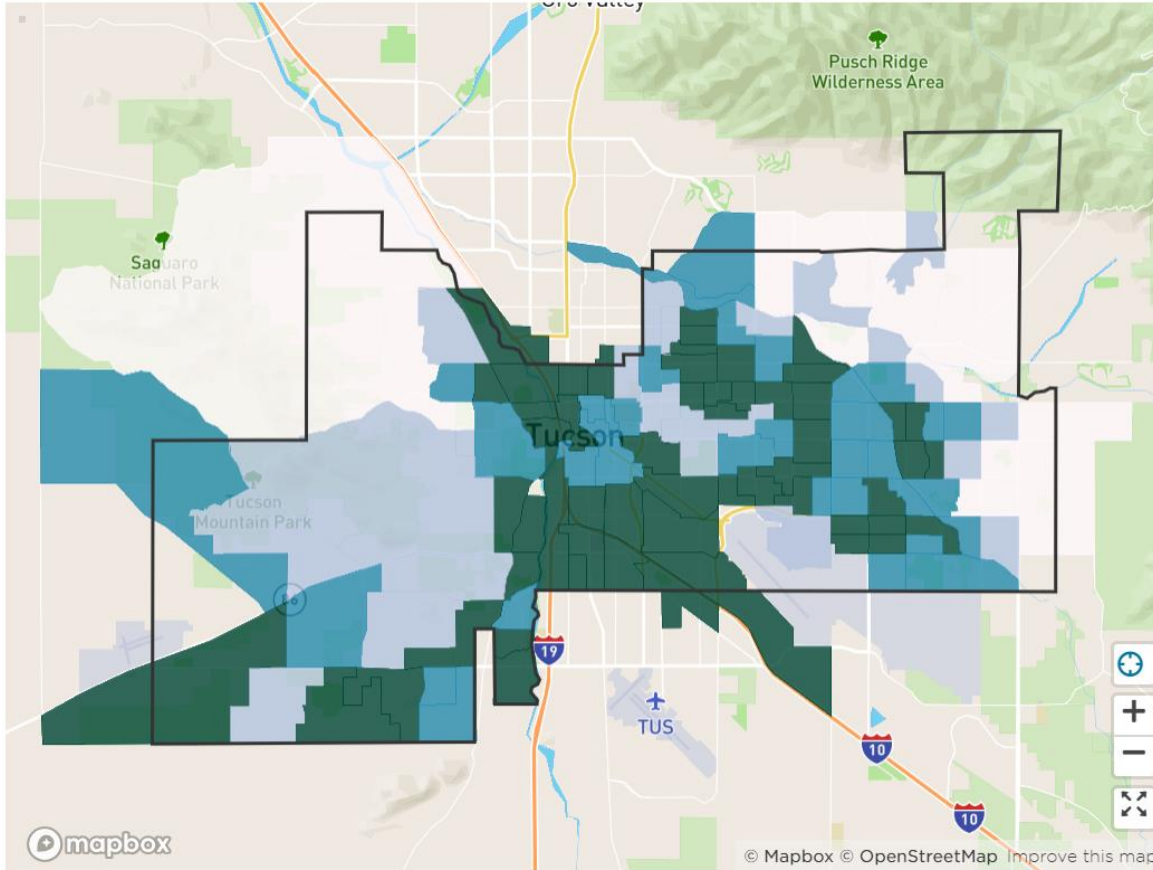
Low Scores Across TUSD

Generally Low Walk scores across TUSD. The highest score is 18.8/100, categorizing TUSD as “Car Dependent”

Urban to Suburban Gradient

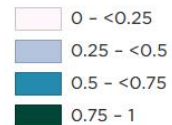
TUSD shows slightly higher walkability toward the core of Tucson with lower walkability as you travel further from the center.

Social Vulnerability Index



 TUSD Boundary

Social Vulnerability Index Across the US



“Social vulnerability refers to the demographic and socioeconomic that adversely affect communities that encounter hazards and other community-level stressors. These stressors can include natural or human-caused disasters or disease outbreak.”

-CDC.GOV

SVI Scale

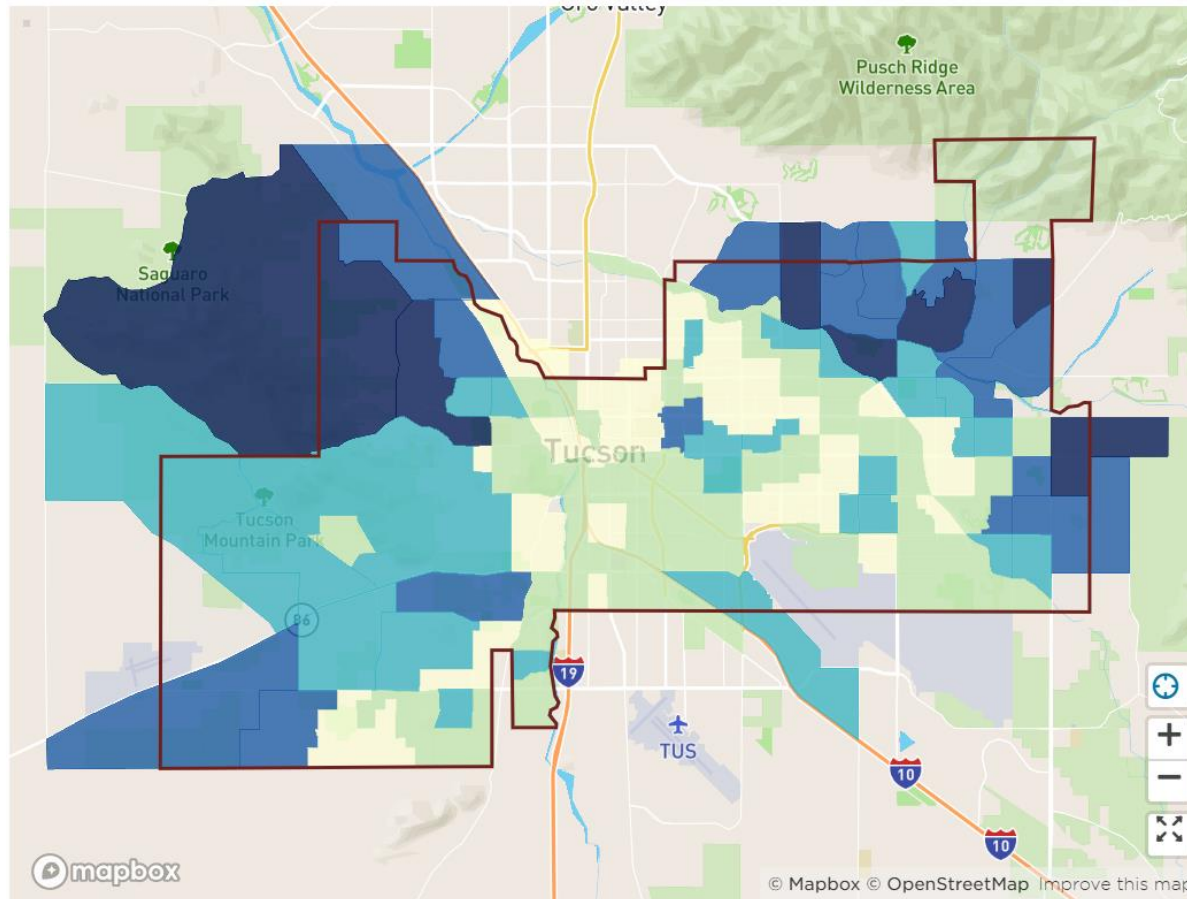
0.00 to 0.25: Lowest vulnerability

0.26 to 0.50: Low-to-moderate vulnerability

0.51 to 0.75: Moderate-to-high vulnerability

0.76 to 1.00: Highest vulnerability

Median Household Income



 TUSD Boundary

Median Household Income

	\$28,333 - <\$51,790
	\$51,790 - <\$69,583
	\$69,583 - <\$90,817
	\$90,817 - <\$121,367
	\$121,367 - \$165,859

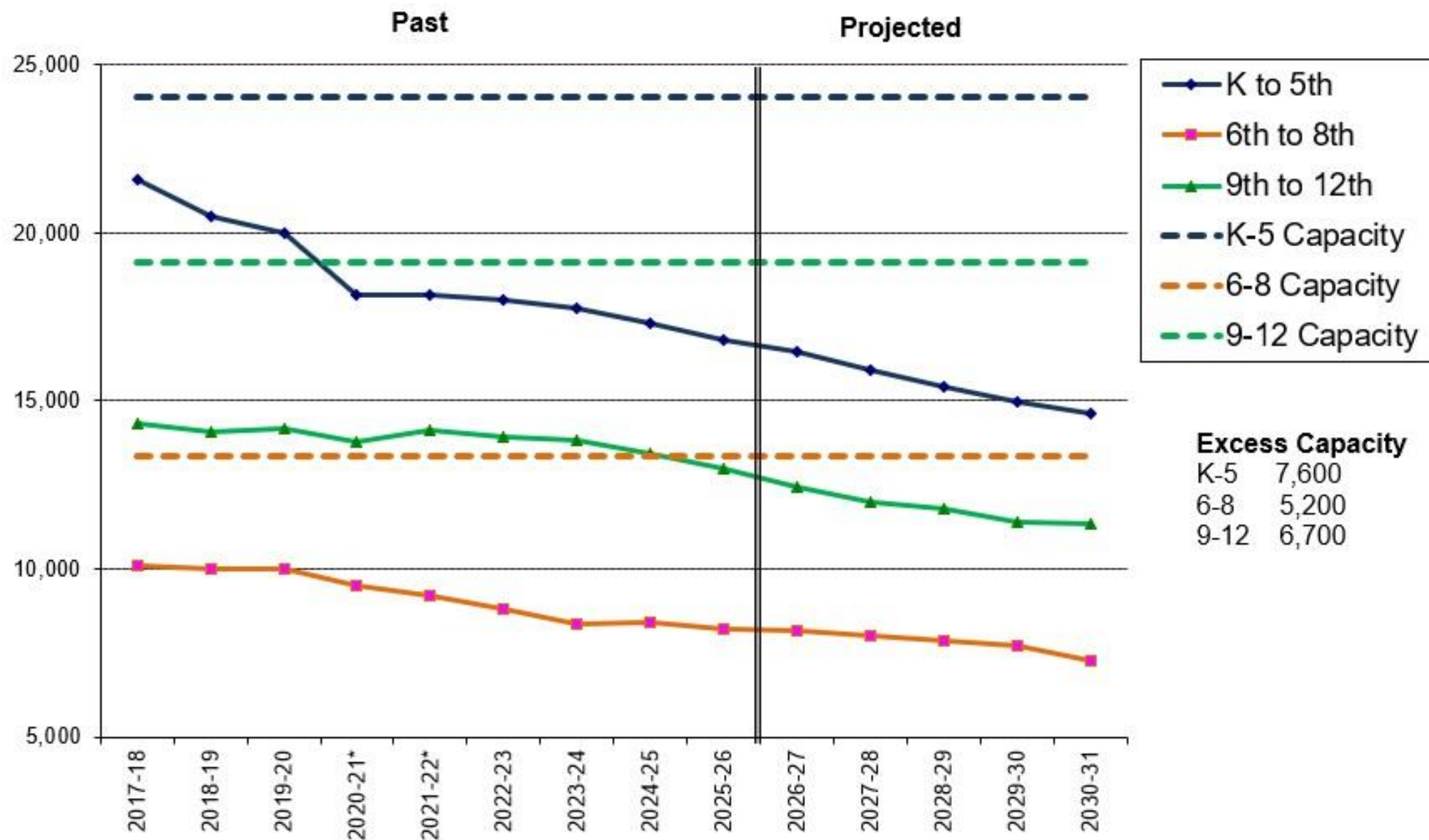
Wealth Disparities

The lowest-income areas are concentrated in the central and central-east portions of TUSD, while the highest-income areas are primarily on the northwest, north, and portions of the southwest edges.

Potential Transit Considerations

Students in lower income areas may depend more on walking or transportation to go to school. Ensuring access by proximity to transit lines should be taken into consideration.

Enrollment and 80% Capacity by Grade Level



TUSD Timeline

Event	Significance
First enrollment peak at just over 63,000 students (1973-74)	Represents the height of TUSD's post-war growth period, when rapid population growth and strong neighborhood school enrollment supported a large district footprint. Much of the district's existing facilities were built to serve enrollment levels experienced during this era.
Enrollment rebounds after earlier decline (1984-85 to 1995-96)	After losing more than 10,000 students during the late 1970s and early 1980s, the district experienced a substantial recovery driven by population growth and favorable demographics. This rebound demonstrated that enrollment decline was not yet viewed as a permanent trend and ultimately led to a second enrollment peak.
Arizona adopts charter school legislation and open enrollment policies (1994)	Fundamentally changed Arizona's public education landscape by giving families significantly more choices. For the first time, students could more easily leave their assigned neighborhood school for charter schools or schools in other districts, creating direct competition for enrollment and state funding.
TUSD reaches second enrollment peak (1995-96)	Marks the district's most recent enrollment high point at approximately 63,000 students. This year serves as the benchmark against which all subsequent enrollment declines are measured and represents the end of TUSD's long-term growth era
Open enrollment restrictions removed after legal changes (2007)	Following changes to desegregation-related enrollment policies, TUSD could no longer effectively prevent resident students from enrolling in neighboring districts. This increased student mobility and accelerated enrollment losses that had already begun due to charter school expansion.
Great Recession and demographic shifts begin (2007-08)	Economic downturns reduced migration into Arizona while birthrates began declining across the state. Together, these trends reduced the number of school-age children entering public schools and created a long-term demographic headwind for enrollment growth.
Unitary Status litigation and return to court supervision (2009-2012)	A period of legal uncertainty that resulted in renewed federal oversight and the appointment of a Special Master. Changes to magnet programs and the loss of desegregation funding at certain schools reduced program offerings and may have diminished the attractiveness of some campuses to prospective families.
TUSD closes 9 schools (2010)	The district's first major effort to align facility capacity with enrollment realities. The closures acknowledged that student enrollment had fallen far below the levels for which many schools were originally built and represented the beginning of a larger district right-sizing effort.
Mexican American Studies program suspended (2012)	One of the most significant political controversies in district history. The state threatened to withhold approximately \$15 million in funding unless the program was discontinued, leading to years of protests, community activism, and public debate over curriculum and local control.
TUSD closes 10 additional campuses (2013)	Demonstrated that enrollment decline was continuing despite previous closure efforts. This second round of closures significantly reduced district capacity and reflected a growing recognition that long-term enrollment trends required structural adjustments to the school system.
Wakefield reopens and Innovation Technology High School opens (2020-21)	Signaled a shift from solely reducing capacity toward strategically investing in specialized educational programs. These actions illustrated TUSD's efforts to respond to changing student interests and workforce demands while remaining competitive in a school-choice environment.
Universal ESA eligibility begins statewide (2023)	Expanded school choice beyond district and charter schools by making taxpayer-funded education savings accounts available to virtually all K-12 students. This introduced a new competitive pressure that potentially allows families to use public funds for private schooling or homeschooling options.
Enrollment approximately 39,180 students with 58% facility utilization (2025-26)	Illustrates the district's current reality: a school system designed to serve more than 67,000 students now enrolls fewer than 40,000. The resulting excess capacity of roughly 28,000 seats presents major financial, operational, and strategic challenges for future district planning.



**Explore and
Discuss Potential
Solutions**

Reality

The TUSD district protected school budgets as long as possible, but we are reaching the end of that runway.

The question isn't whether change must happen. The question is how we design that change so that TUSD schools can successfully serve Tucson students in a sustainable, high-quality, and economically responsible way for into the future.

Why We're Having Districtwide Conversations About School Size & Configuration

The Profit/Loss Review Shows Cross-Subsidization

Even under an equal funding formula, some campuses consistently run a surplus relative to their operating costs, while others run a structural deficit – fixed costs (building operations, minimum staffing levels) exceed what enrollment-based funding brings in.



Laid side by side, the review makes visible that dollars are effectively being transferred from efficiently enrolled campuses to underenrolled ones.



This is not a judgment on any individual school – it reflects enrollment patterns, not performance – but it does mean schools running a surplus are forgoing resources they could otherwise invest in their own students.

Parents Question



What are the drivers of your decision about where your student is currently enrolled, and what are the drivers of where you will enroll your student in the future?

Community Questions

As TUSD reimagines schools, what programs, services, or community supports at your school are most essential to protect, and what do your students need most from the district to thrive?

Which factors should the district prioritize most when deciding how to preserve quality and equity?

What essential resources does your school provide that would cause the greatest impact if lost or moved farther away?



Staff Question



Knowing that districtwide enrollment has dropped significantly and our current funding model is no longer sustainable, how can we reshape our schools so your daily work and our students' learning remain strong and supported?

What conditions, essential experiences, and resources are the most important for the students in your school?

Grade Reconfiguration

The addition or removal of grades from the school
(e.g. K-5 converted to K-8)

Grade Reconfiguration

Advantages

Class sizes can be more consistent

Teachers have more peers to collaborate with

Avoids a school closure

Focuses age-appropriate resources

Allows for the possible sharing of certain staff members

Limitations

Adds a transition year for the impacted students

It doesn't change overall enrollment in these schools

School may still be vulnerable to future enrollment decline

Grade Reconfiguration

05:00

Advantages

- Class sizes can be more consistent
- Teachers have more peers to collaborate with
- Avoids a school closure
- Focuses age-appropriate resources
- Allows for the possible sharing of certain staff members

Limitations

- Adds a transition year for the impacted students
- It doesn't change overall enrollment in these schools
- School may still be vulnerable to future enrollment decline

1. What **hopes** do you have regarding this option?
2. What **concerns** do you have regarding this option?

Grade Reconfiguration

05:00

Advantages

- Class sizes can be more consistent
- Teachers have more peers to collaborate with
- Avoids a school closure
- Focuses age-appropriate resources
- Allows for the possible sharing of certain staff members

Limitations

- Adds a transition year for the impacted students
- It doesn't change overall enrollment in these schools
- School may still be vulnerable to future enrollment decline

On a scale from 1-5 (Strongly Disagree to Strongly Agree), rate your agreement with the following statements:

I believe this action is a move in the right direction to solve the challenges of under-enrolled schools.

Add Specialized Programming

The addition of enrichment or elective courses to the school (e.g. robotics or theater)

Add Specialized Programming

Advantages

Can attract new students to the school

Can address unmet needs in the community

Limitations

May take students from other TUSD schools, creating enrollment issues elsewhere

School may still be vulnerable to future enrollment decline

Add Specialized Programming

05:00

Advantages

- Can attract new students to the school
- Can address unmet needs in the community

Limitations

- May take students from other TUSD schools, creating enrollment issues elsewhere
- School may still be vulnerable to future enrollment decline

1. What **hopes** do you have regarding this option?

2. What **concerns** do you have regarding this option?

Add Specialized Programming

05:00

Advantages

- Can attract new students to the school
- Can address unmet needs in the community

Limitations

- May take students from other TUSD schools, creating enrollment issues elsewhere
- School may still be vulnerable to future enrollment decline

On a scale from 1-5 (Strongly Disagree to Strongly Agree), rate your agreement with the following statements:

I believe this action is a move in the right direction to solve the challenges of under-enrolled schools.

Co-location/Consolidation

Combining two or more schools
at a single school site

(e.g. combining Roberts ES and Naylor
MS to create Roberts-Naylor K-8)

Co-location/Consolidation

Advantages

Increases school and grade level size

Can create a sustainable school size for the long term

Students and families are able to move to the new school together

Limitations

Requires one school to transfer students

Loss of familiar school home for some students and families

Co-location/Consolidation

05:00

Advantages

- Increases school and grade-level size
- Can create a sustainable school size for the long term
- Students and families are able to move to the new school together

Limitations

- Requires one school to transfer students
- Loss of familiar school home for some students and families

1. What **hopes** do you have regarding this option?
2. What **concerns** do you have regarding this option?

Co-location/Consolidation

05:00

Advantages

- Increases school and grade-level size
- Can create a sustainable school size for the long term
- Students and families are able to move to the new school together

Limitations

- Requires one school to transfer students
- Loss of familiar school home for some students and families

On a scale from 1-5 (Strongly Disagree to Strongly Agree), rate your agreement with the following statements:

I believe this action is a move in the right direction to solve the challenges of under-enrolled schools.

Small Group Work Time



Small Groups of Four



Task: Using the agreed-upon "why," the guiding questions, and the rubric, each group develops a draft concept plan about 12 moves based on the data and revenue streams the group heard.

Groups should articulate: which schools they would recommend which solution and the rationale for each decision—how the plan responds to the data and guiding questions provided in the *Framework for Discussions*.

For this exercise, you will develop and evaluate various intervention options for transforming TUSD. Each option that you create should represent a potential strategy for addressing experience, equity, sustainability, and operations across the district.

Step 1: Choose a school or schools and an intervention.
In the School(s) & Intervention row, select the school(s) that would be affected and choose one intervention type from the following list: Grade Configuration, Add Programming, Co-location, Consolidation, or School Closure.

Step 2: Evaluate how the intervention supports the themes.
In the rows for Themes 1 through 4, assign a score from 1 to 5, with 1 indicating very low support for the identified theme and 5 indicating very strong support. Consider the likely impact of the intervention on each theme when assigning your scores.

Step 3: Add all of the Option's scores together.
After scoring all four themes, add the scores together and enter the sum in the Total Score row. The maximum possible score for each option is 20 points.

Step 4: Repeat.
Repeat this process for all five options. Once completed, compare the total scores across the different scenarios to identify which interventions best advance the district's priorities.

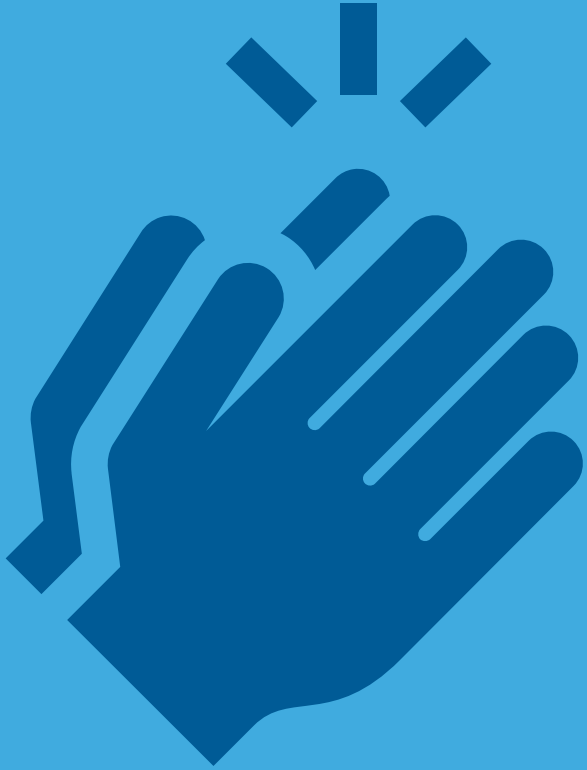
	Option 1	Option 2	Option 3	Option 4	Option 5
School(s) & Intervention <i>Interventions:</i> 1. Grade configuration 2. Add programming 3. Co-location 4. Consolidation 5. School Closure	School(s): Intervention:	School(s): Intervention:	School(s): Intervention:	School(s): Intervention:	School(s): Intervention:
Supports Theme 1: Student Experience Is the Highest Priority 	/5	/5	/5	/5	/5
Supports Theme 2: Equity and Access Must Be Maintained 	/5	/5	/5	/5	/5
Supports Theme 3: Enrollment Sustainability Matters 	/5	/5	/5	/5	/5
Supports Theme 4: Resource Stewardship and Operational Feasibility are Connected 	/5	/5	/5	/5	/5
TOTAL SCORE	/20	/20	/20	/20	/20

School Intervention Exercise

Using data and the rubric DRAFT possible options. Use as many sheets as needed. Note pros and cons in the boxes or on the reverse as needed.



Next Steps



Thank You

TUCSON UNIFIED
SCHOOL DISTRICT