



Tucson Unified School District USP Status Report July 2013

On October 1, 2013, the District will submit its first Annual Report focusing primarily on activities and programs that occurred while the District was technically under the Post-Unitary Status Plan (PUSP), and prior to the beginning of implementation of the Unitary Status Plan (USP). This Report provides an implementation status of each and every USP and USP-related activity from February 1, 2013 through January 31, 2014. While it is too early to assess the effectiveness and outcomes of most USP implementation activities, some measures are available for analysis and discussion. This status report is not required under the USP; however, the District submits this report in the interests of transparency, accountability, and good faith.

Timelines and activities will undoubtedly shift throughout SY 2013-14 to adjust to unforeseen circumstances and realities. The timelines within this report are meant as guidelines to ensure timely and effective implementation, but are always flexible to address the needs of students, of the District, and of the Special Master and Parties in the *Fisher-Mendoza* lawsuit¹ and court ordered remedy – the Unitary Status Plan.

The Report includes:

- (I) USP Implementation Status – Overview
- (II) USP Implementation Status – Detailed

¹ The Special Master is Dr. Willis Hawley. The Parties include attorneys from the Department of Justice representing the United States, and attorneys representing the *Fisher* plaintiffs (African-American students and families) and the *Mendoza* plaintiffs (representing Mexican-American students and families)

I. USP IMPLEMENTATION STATUS – OVERVIEW

In the table below, each item has an activity title (with page number reference), a due date, a status indicator, a reference to the project or projects involved (there are 13 projects operating across departments to implement the USP), and a reference to the relevant section to the USP and/or Court Order. Generally, this section is ordered chronologically starting with the first due date referenced in the USP, and ending with activities due by the end of June after SY 2013-14 is complete in May 2014. Section II below contains corresponding and detailed descriptions for the implementation status of each activity. The page number in parenthesis next to each activity title references the location of the detailed description.

Activity titles are meant to identify specific activities; corresponding dates are meant to identify specific target dates to guide implementation of the stated activity. Not every activity in the USP has a due date, but the discipline of project management requires activities have due dates and/or milestones. In good faith, the District has created due dates for each activity, regardless of whether a date was specified in the USP or not. In several cases, where the District substantially missed a USP deadline (by more than 30 days), a second target date is indicated in parenthesis. This is to ensure that where a date is missed, a new target date replaces it to ensure timely completion of the activity. Status indicators are “Complete” “In Progress” or “Not Started.”

ACTIVITY	DUE DATE	STATUS	PROJECT	USP or ORDER
Develop a Reduction-In-Force (RIF) Plan (p.10)	2.1.13	In Progress	1	IV.G
Apply for Federal Magnet School Funding (MSAP) (p. 10)	3.1.13	Complete	2	II.E.5
Appoint AAAATF Members (p.11)	3.15.13	Complete	5, 13	V.E.7.g
Hire or Designate Specific Positions (pp.11-19)				
(a) Director of Student Assignment	4.1.13	Complete	2	II.C.1
(b) Director of Magnet Schools/Programs		Complete	2	II.C.2
(c) Individual to Coordinate USP HR Functions		Complete	1	IV.B.1
(d) Director-Level Employee to Coordinate Personnel Recruitment		Complete	1	IV.B.2
(e) Director-level Employee to Coordinate P.D. and Support		Complete	12	IV.B.3
(f) Director of Culturally Relevant Pedagogy and Instruction		Complete	6	V.E.4.c
(g) Director of Multicultural Curriculum		In Progress	6	V.E.4.d
(h) Restorative and Positive Practices Coordinator (RPPC)		Complete	7	V.C.1
(i) Restorative and Positive Practices Site Coordinator (RPPSC)		Complete	7	V.C.2
(j) Director of Support Services for African American Students		Complete	5	V.E.4.a
(k) Director of Support Services for Latino Students		Complete	5	V.E.4.b
(l) Employee to Review and Analyze Data Collection System		Complete	13	X.A.2
(m) Individuals to Assist with CRP Training		5.1.13	Complete	6
(n) Appropriate Trainers for All Necessary PD	6.1.13	In Progress	All	IV.J.2
(o) Family Engagement Coordinator (FEC)	7.1.13	Complete	8	VII.B.1
(p) Coordinator of Advanced Learning Experiences		Complete	4	V.A.2.a
(q) Academic and Behavioral Supports Coordinator (ABSC)		Complete	5	V.E.2.a
(r) Dropout Coordinator		Complete	5	V.E.2.b.i
(s) Student Discipline Trainers		In Progress	7	VI.E.2

ACTIVITY	DUE DATE	STATUS	PROJECT	USP or ORDER
(t) Magnet Assistants	9.1.13	In Progress	2	II.C.2
(u) Experts to Revise Data Collection System (Hire or Contract)	10.1.13	Not Started	13	X.A.2
Develop/Implement Outreach/Recruitment/Retention Plan (pp. 19-20)	4.1.13 (9.1.13)	In Progress	1	IV.C.3 IV.F.1
Develop a Plan for USP Dissemination and USP Training (pp.20-21)	4.1.13	Complete	11	IV.J.1
Develop and Launch the USP Web Page (p. 21)	4.1.13	Complete	8, 13	X.D
Pursue OELAS Extension (p.21)	6.1.13	In Progress	4	V.B.1
Evaluate/Revise the Student/Parent Handbook (pp.21-22)	6.1.13	Complete	7, 11	VI.B.2.a
Review and Revise USP Deadlines (pp.22-23)	7.1.13	In Progress	11	I.D.7
Place Transportation Information in the Student Data System (pp.23-24)	7.1.13	Complete	3	III.B.1
Develop Pilot for First-Year Teachers in Low-Achieving Schools (pp.24-25)	7.1.13	In Progress	12	IV.E.6
Review, Amend, and Adopt Teacher and Principal Evaluations (p.25)	7.1.13	Complete	12	IV.H.1
Amend New Teacher Induction Program (p.26)	7.1.13	Complete	12	IV.I.1
Develop/Implement a Underperforming/Struggling Teacher Plan (p.26)	7.1.13 (9.1.13)	In Progress	12	IV.I.2
Develop/Implement “Aspiring Leaders” Plan (pp.26-27)	7.1.13 (9.1.13)	In Progress	12	IV.I.3
Develop Flag Criteria and System (p.27)	7.1.13	Complete	5, 11, 13	V.E.3.a
Fund/Sustain African American Services (p.28)	7.1.13	Complete	5, 11	V.E.7.a

ACTIVITY	DUE DATE	STATUS	PROJECT	USP or ORDER
Fund/Sustain Latino Student Support Services (p.29)	7.1.13	Complete	5, 11	V.E.8.a
Submit AAAATF Report (pp.29-30)	7.1.13	Complete	5, 13	V.E.7.h-i
Revise Inclusionary Policies/Practices/Complaint Procedures (p.30)	7.1.13 (9.1.13)	In Progress	7, 11	V.F.2.a&c
Require Sites to Highlight Contributions of Diverse Groups (pp.30-31)	7.1.13	Complete	6	V.F.3
Evaluate and Revise Student Discipline Policies (p.31)	7.1.13 (9.1.13)	In Progress	7, 11	VI.B.2.b
Identify Necessary Changes to Monitor Discipline/Extracurriculars (pp.31-32)	7.1.13	Complete	7, 13	VI.F.1; VIII.B.1; X.A.2
Budget and Provide for Translation and Interpretation Services (p.33)	7.1.13	Complete	8, 11	VII.D.1
Amend the Facilities Condition Index (FCI) (p.33)	7.1.13	In Progress	9	IX.A.1
Develop the Technology Condition Index (TCI) (p.34)	7.1.13 (11.1.13)	In Progress	10	IX.B.1
Review and Analyze Data Collection System (pp.34-35)	7.1.13	Complete	13	X.A.2
Consult with Magnet School Experts (p.35)	7.15.13	In Progress	2	II.C.2
Create an Enrollment Application and Application Deadline (pp.35-36)	8.1.13	Complete	2	II.G.1
Track Transfers to and from District Schools (p.36)	8.1.13	In Progress	2	II.H.1
Ensure Diverse Interview Committees (p.36)	8.1.13	Complete	1	IV.D.1
Develop Standard Interview Instrument (p.37)	8.1.13	Complete	1	IV.D.3
Student Discipline Training for Administrators/Certificated Staff (p.37)	8.1.13 (9.1.13)	In Progress	7, 12	VI.E.2

ACTIVITY	DUE DATE	STATUS	PROJECT	USP or ORDER
Develop and Implement Core CRP Training for CRC Teachers (pp.37-38)	8.1.13	In Progress	6	V.E.5.a
Develop and Implement CRP Training (p.38)	8.13-6.14	In Progress	6	V.E.5.a
Develop and Implement Culturally Relevant Courses (p.39)	8.1.13	In Progress	6	V.E.6.a.2
Review and Revise Reporting Requirements (p.40)	9.1.13	Not Started	11	I.D.6
Develop and Submit a Magnet Plan for 2013-14 (p.40)	9.1.13	In Progress	2	II.E.3-4 Doc. 1477
Discuss Party Proposals to Address the Impact of Transfers (p.40)	9.1.13	In Progress	2	II.H.1
Identify the Reasons that Selected Candidates Reject Offers (p.41)	9.1.13	In Progress	1	IV.D.4
Monitor 2012-13 Attrition Rates (p.41)	9.1.13	Not Started	1	IV.F.1.a
Deliver Student Discipline Info Sessions for Students/Parents (pp.41-42)	9.1.13	In Progress	7, 8	VI.D.1-2
Develop and Provide RP/PBIS Training for Sites and RPPSCs (p.42)	9.1.13	In Progress	7, 12	VI.E.1
Develop a School Choice Calculator (Condition H) (p.42)	9.15.13	In Progress	2	Doc. 1447 Doc. 1476
Develop an Admissions Process for Oversubscribed Schools (pp.42-43)	9.15.13	In Progress	2	II.G.2.a-b
Intervention Process for At-Risk African American Students (p.43)	9.15.13	In Progress	5	V.E.7.b
Intervention Teams to Support African American Students (p.43)	9.15.13	In Progress	5	V.E.7.c& f

ACTIVITY	DUE DATE	STATUS	PROJECT	USP or ORDER
Intervention Process for At-Risk Latino Students (pp.43-44)	9.15.13	In Progress	5	V.E.8.b
Intervention Teams to Support Latino Students (pp.44-45)	9.15.13	In Progress	5	V.E.8.c&f
Develop an Extracurricular Activity Equitable Access Plan (p.45)	9.15.13	Not Started	3, 7	VIII.A
Annual Report (p.46)	10.1.13	In Progress	11	I.D.5
Disseminate Student Assignment Information (p.46)	10.1.13	In Progress	8	II.G.1 VII.C.1.g
Review and Revise Marketing/Outreach/Recruitment Strategies (pp.46-47)	10.1.13	In Progress	8	II.I.1
Develop and Implement Student Assignment PD (p.47)	10.1.13	In Progress	2, 12	II.J.1
General Transportation Provisions (pp.48-49)	10.1.13	In Progress	3	III.A.1-6
Professional Learning Community Training for Principals (p.49)	10.1.13	In Progress	12	IV.I.4
ALE Assessment (p.49)	10.1.13	In Progress	4	V.A.2.b
Develop and Implement Plan to Address AAAATF Report (p.49)	10.1.13	In Progress	5	V.E.7.g
Revise UHS Admissions Process (p.50)	10.1.13	In Progress	4	V.A.5.a
Develop Process to Monitor Admin/Teacher Discipline Practices (pp.50-51)	10.1.13	Not Started	7	VI.E.4
Communicate Discipline Roles/Responsibilities to Admin/Teachers (p.51)	10.1.13	Not Started	7, 11	VI.E.3&5
Develop a District Family Center Plan (p.51)	10.1.13	In Progress	8, 9	II.I.2 VII.C.1.a

ACTIVITY	DUE DATE	STATUS	PROJECT	USP or ORDER
Review and Assess Family Engagement Programs and Practices (p.52)	10.1.13	In Progress	8	VII.C.1.b
Targeted PD for Admins/Cert. Staff Based on Evaluations (p.52)	10.1.13	In Progress	12	IV.J.4
Hold First Quarter (Q1) Event for African American Students (pp.52-53)	10.15.1 3	Not Started	5, 8	V.E.7.d
Hold First Quarter (Q1) Event for Latino Students (p.53)	10.15.1 3	Not Started	5, 8	V.E.8.d
Identify College Students to Support African American Students (p.54)	10.15.1 3	Not Started	5	V.E.7.e
Identify College Students to Support Latino Students (p.54)	10.15.1 3	Not Started	5	V.E.8.e
Monitor Site-Highlighting of Contributions of Diverse Groups (p.54)	10.15.1 3	Not Started	6	V.F.3
Review and Assess Academic and Behavioral Supports (pp.55-56)	11.1.13	In Progress	5	V.E.2.a-b Doc. 1477
Develop a Drop-Out Prevention and Retention Plan (pp.56-57)	11.1.13	Not Started	5	V.E.2.b
Conduct Q1 (First Quarter) Review of Sites' Discipline Data (p.57)	11.1.13	Not Started	7, 13	VI.F.2
Report 40th Day Student Enrollment Data for 2013-14 (p.58)	11.1.13	Not Started	11, 13	I.D.2
Facilitate Opportunities for Observations of Best Practices (p.58)	11.1.13	Not Started	6, 12	IV.J.6
Develop and Implement Q1 Corrective Action Plans (Discipline) (pp.58-59)	12.1.13	Not Started	7	VI.F.2-3

ACTIVITY	DUE DATE	STATUS	PROJECT	USP or ORDER
Develop Draft Criteria for Making 910(G) Funding Allocations (p.59)	12.1.13	Not Started	11	Doc. 1477
Finalize Criteria for Making 910(G) Funding Allocations (pp.59-60)	12.31.13	Not Started	11	Doc. 1477
Maintain and Manage Applicant Database and Pool (p.60)	12.31.13	Not Started	1	IV.D.2
Monitor School-Based Administrators by Race/Ethnicity (p.60)	12.31.13	Not Started	1	IV.E.1
Identify, Assess, and Address Faculty Disparities (p.61)	12.31.13	Not Started	1	IV.E.2
Reassign Personnel (p.61)	12.31.13	Not Started	1	IV.E.3
Assign and Attract Diverse Administrative Teams at Sites (p.61)	12.31.13	Not Started	1	IV.E.4
Increase Teacher Quality at RC or Low-Achieving Schools (p.62)	12.31.13	Not Started	1	IV.E.5
Survey Teachers and Conduct Focus Groups (p.62)	12.31.13	Not Started	1	IV.F.1.b-c
Develop/Implement the ALE Access and Recruitment Plan (pp.62-63)	1.1.14	Not Started	4	V.A.2.c-f
Implement the Dropout Prevention and Retention Plan (p.63)	1.1.14	Not Started	5	V.E.2.c
Implement Intercultural Proficiency Strategies for Students (p.63)	1.1.14	Not Started	6	V.F.2.b
Make Necessary Changes to the Data Reporting System (pp.63-64)	1.1.14	Not Started	13	VI.F.1

ACTIVITY	DUE DATE	STATUS	PROJECT	USP or ORDER
Develop/Implement a Plan to Track Family Engagement (p.64)	1.1.14	Not Started	8, 13	VII.C.1.c
Develop a Plan to Reorganize Family Engagement Resources (p.64)	1.1.14	Not Started	8	VII.C.1.d
Implement the Evidence-Based Accountability System (EBAS) (pp.64-65)	1.1.14	Not Started	13	X.A.2-3
Develop and Implement a Multicultural Curriculum (p.65)	1.15.14	Not Started	6	V.E.6.a.1
Hold 2nd Quarter (Q2) Event for African American Students (p.65)	1.15.14	Not Started	5, 8	V.E.7.d
Hold 2nd Quarter (Q2) Event for Latino Students (p.66)	1.15.14	Not Started	5, 8	V.E.8.d
Conduct 2nd Quarter (Q2) Review of Sites' Discipline Data (p.66)	1.15.14	Not Started	7, 13	VI.F.2&6
Develop Criteria to Review Student Placement Policies (pp.65-66)	1.31.14	Not Started	6	V.D.1

II. USP IMPLEMENTATION STATUS – DETAILED

Develop a Reduction-In-Force (RIF) Plan

February 1, 2013 (September 1, 2013)

Status: In Progress

Project: 1

USP Language: “By February 1, 2013, the District shall develop a plan (“RIF Plan”) which takes into account the District’s desegregation obligations for any reductions in force (“RIF”) or other employment actions requiring the dismissal of administrators and/or certificated staff members who have been hired to fulfill a need specifically identified in this Order. The RIF Plan, and any future modifications, shall be communicated to all personnel in writing and posted on the District’s website. No reductions in force may take place sooner than 30 days after the RIF Plan is communicated to all personnel. If reductions in force are necessary before February 1, 2013, due to school closures or other significant changes in schools’ capacities, the District shall communicate informally regarding the substance of the new RIF Plan to administrators and certificated staff members before any such RIFs take place.” [IV.G.1]

Description: Immediately after the issuance of the Court Order, the District reviewed its policies regarding reduction-in-force (RIF). As a result of the review of these policies, the District determined that current policies and practices met the requirements identified in the Unitary Status Plan (USP) for notification regarding reduction-in-force and recall procedures. Communications to affected employees included references to these policies. Recall procedures for administrators would require the implementation of a notification of a vacancy procedure. The Reduction-in-Force Plan would require the identification of staff members who were hired into positions specifically designated in the USP to meet the requirement of three-year lay-off protection. The Reduction-in-Force process continued according to district policy with attention to additional requirements of the USP while the District continued to develop Reduction-in-Force Plan was in development.

Special Master and Party Review is Specifically Required by the USP: The District will send the finalized plan to the Board, the Parties, and the Special Master in July 2013. In August 2013, the District will consider feedback from the Board, Parties, and Special Master and finalize the plan by September 1, 2013.

Apply for Federal Magnet School Funding (MSAP Grant)

March 1, 2013

Status: Complete

Project: 2

USP Language: “[S]hould federal magnet school funding pursuant to the Magnet Schools Assistance Program (“MSAP”) become available to assist school districts to implement magnet schools and programs for the 2013-2014 through the 2016-2017 school years, the District shall apply for MSAP funding to assist it in implementing the Magnet School Plan required by this Order.”

Description: The MSAP Grant funding was made public on December 31, 2012. District staff participated in the pre-application webinar from January 17, 2013, and the District timely filed its notice of intent to apply before the January 31, 2013 deadline. The District developed, revised, finalized, and submitted the MSAP

Grant application by the March 1, 2013 deadline. Results are expected between September and October 2013. The District has budgeted to implement the current draft magnet plan in such a manner as not to be reliant on the outcome of the grant application. However, if the District is awarded the grant it will accelerate strategies within the magnet plan and may free up other USP-related resources for other purposes.

Appoint African American Academic Achievement Task Force (AAAATF)

March 15, 2013

Status: Complete

Projects: 5, 13

USP Language: “As soon as possible after the approval of the USP by the Court, the District shall appoint a Task Force that will develop a comprehensive plan for significantly improving the academic performance of African American students. The members of this Task Force shall include representatives of Support Services for African American Student Achievement, African American teachers and administrators, and experts in the education of African American students. African Americans shall comprise at least a majority of the Task Force’s membership.” [V.E.7.g]

Description: In February 2013, the District extended invitations to several experts to participate along with staff and community members on the Task Force. The Task Force was assembled.

Hire or Designate Specific Positions

The District identified all the positions noted as “hired or designated” in the USP. The team decided that USP job descriptions needed to be reviewed to determine, if the duties required of the USP positions were already a requirement of the job. It was determined that most of the duties in the USP positions were already a requirement of the existing positions and that with minor updates the positions descriptions would incorporate all the USP requirements. Additional language was added to each job description to ensure compliance with court orders, and to ensure the positions were serving all students while recognizing cultural relevance and racial diversity. After initial revisions were completed, the job descriptions were sent for feedback and further updates for essential functions that were or were not being performed. Job descriptions were revised to incorporate broader language to meet the essential functions of the position to avoid being continually updated due to changes in titles or names of programs. The job descriptions were then finalized, posted online, a copy was submitted to the Labor Relations Director and Human Resources. Additionally, a copy of updated job descriptions was provided to various affected personnel.

Job descriptions for new positions were developed after researching other similar job descriptions and speaking with the relevant member of the Superintendent’s Leadership Team regarding job expectations. New job descriptions include: Multicultural Director, Culturally Relevant Pedagogy Director, and Executive Director of Student Equity. The District uses the “Decision Band Methodology” for grading and classifying new positions and reclassifications.

The following position descriptions were reviewed and revised: Executive Director Student Equity, Director Student Placement Community Outreach, Director African American Student Services, Director Advance Learning Experience, Director Magnet School Program, Director Professional Development, Director Mexican American Student Services, Directors Multicultural Curriculum, Executive Director Human Resources, Teacher Mentor, Professional Development Academic Trainer, HR Program Coordinator, Sr. Program Coordinator, Culturally Relevant Pedagogy and Instructional Program Coordinator, Family Engagement Program Coordinator, Magnet Program Coordinator, Gifted and Talented Program Coordinator Sr., Magnet Program

Coordinator Sr., Director Asian Pacific American Student Services and Director Native American Student Services.

Eleven (11) employees were designated to positions identified in the USP. The Director for Professional Development was a reclassification that was approved by the Governing Board. A subsequent analysis identified four (4) additional positions to be designed to USP assignments. A letter was drafted for the new Superintendent designating current employees to the following positions: Academic and Behavior Supports Coordinator, Dropout Coordinator and two (2) Restorative Practices PBIS Trainers. As SY 2013-14 begins, and in collaboration and alignment with the new Superintendent, positions and their place within the organization may be adjusted for maximum effectiveness and efficiency in USP implementation.

a. Director of Student Assignment

April 1, 2013

Status: Complete

Projects: 1, 2

USP Language: “By April 1, 2013, the District shall hire or designate a director-level employee who shall supervise the implementation of all student assignment strategies set forth in this Order. This employee shall coordinate all student assignment activities, working with the desegregation department and all other relevant departments and schools, including but not limited to those involved with magnet schools and programs, open enrollment, transportation and facilities.” [II.C.1]

Description: Designated Noreen Wiedenfeld, effective April 1, 2013.

b. Director of Magnet Schools and Programs

April 1, 2013

Status: Complete

Projects: 1, 2

USP Language: “The District shall hire or designate a director-level employee who shall be responsible for developing and implementing a comprehensive magnet school and program strategy for the District to enhance the integrative and educational quality of magnet schools and programs, and who shall periodically, at minimum on an annual basis, assess these schools and programs.” [II.C.2]

Description: Designated Victoria Callison, effective April 1, 2013.

c. Individual to Coordinate Outreach/Recruitment/Hiring/Assignment/Retention **April 1, 2013**

Status: Complete

Project: 1

USP Language: “The District shall hire or designate an individual in the human resources department who shall coordinate and review the District’s outreach, recruitment, hiring, assignment and retention efforts and any reductions in force.” [IV.B.1]

Description: Designated Pam Palmo, effective April 1, 2013.

d. Director-Level Employee to Coordinate Personnel Recruitment

April 1, 2013

Status: Complete

Project: 1

USP Language: “By April 1, 2013, the District shall hire or designate a director-level employee to coordinate personnel recruitment efforts. This employee shall coordinate with the employee in the human resources department designated in Paragraph (1) above and shall be responsible for: (a) managing the development of the recruitment plan with the recruitment team, and (b) organizing and monitoring District recruitment efforts pursuant to the requirements of this Section.” [IV.B.2]

Description: Designated Pam Palmo, April 1, 2013. The District may hire an individual into this position in the future. In the interim, the District designated Pam Palmo into this role to ensure that the implementation of this work would not be delayed. The District is examining the possibility of hiring a separate person into this position as the USP language clearly states that this employee will work with the employee identified in section 9(c) above, which has been designated as Pam Palmo.

e. Director-Level Employee to Coordinate Professional Development and Support April 1, 2013

Status: Complete

Projects: 1, 12

USP Language: “By April 1, 2013, the District shall hire or designate a director-level employee to coordinate professional development and support efforts.” [IV.B.3]

Description: Designated Richard Foster, effective April 1, 2013.

f. Director of Culturally Relevant Pedagogy and Instruction

April 1, 2013

Status: Complete

Projects: 1, 6

USP Language: “The District shall hire or designate an individual who shall supervise the implementation of courses of instruction that focus on the cultural and historical experiences and perspectives of African American and Latino communities. The CRPI director shall also supervise, develop and implement a professional development plan for administrators, certificated staff, and paraprofessionals, as appropriate, on how best to deliver these courses of instruction and to engage African American and Latino students. The CRPI director shall have experience developing and teaching curriculum focused on the African American and/or Latino social, cultural, and historical experience at the secondary level” [V.E.4.c]

Description: Designated Dr. Augustine Romero, effective April 1, 2013. The District is in the process of reorganizing this position to ensure separate individuals are designated as the Director of CRPI and Director of Multicultural Curriculum.

g. Director of Multicultural Curriculum

April 1, 2013

Status: In Progress

Projects: 1, 6

USP Language: “The District shall hire or designate an individual to supervise the development and integration of multicultural curriculum in courses at all grade levels. This employee shall work with the African American and Latino student support services staff, the CRPI director, and other relevant District Office staff to develop and implement strategies to engage African American and Latino students, including but not limited to,

curriculum and pedagogy responsive to the African American and Latino social, cultural, and historical experience.” [V.E.4.d]

Description: Designated Dr. Augustine Romero, effective April 1, 2013. The District is in the process of reorganizing this position to ensure separate individuals are designated as the Director of CRPI and Director of Multicultural Curriculum.

h. Restorative and Positive Practices Coordinator (RPPC)

April 1, 2013

Status: Complete

Projects: 1, 5, 7

USP Language: “By April 1, 2013, the District shall hire or designate an employee to serve as the District’s restorative and positive practices coordinator (“RPPC”). The RPPC shall be responsible for working with school sites to assist in the ongoing implementation of Restorative Practices and the implementation of PBIS, including: (a) developing model behavioral assessments and interventions; and (b) assisting school sites in developing systems and structures to use data for self-monitoring practices.”

Description: Designated Jim Fish, effective April 1, 2013

i. Restorative and Positive Practices Site Coordinator (RPPSC)

April 1, 2013

Status: Complete

Projects: 1, 4, 5, 7

USP Language: “By April 1, 2013, all District schools shall hire or designate an employee to serve as a restorative and positive practices site coordinator (“RPPSC”). A school’s learning support coordinator may be designated to serve as the RPPSC for the school. The RPPSCs shall be responsible for assisting instructional faculty and staff to: (a) effectively communicate school rules; (b) reinforce appropriate student behavior; and (c) use constructive classroom management and positive behavior strategies. The RPPSCs shall also be responsible for (d) evaluating their school site’s behavior and discipline practices to ensure that they are language-accessible, and (e) working with site staff and the District-level RPPC to develop corrective action plans for administrators or certificated staff as necessary.”

Description: Designated Learning Supports Coordinators (LSCs), effective April 1, 2013

j. Director of Support Services for African American Students

April 1, 2013

Status: Complete

Projects: 1, 5

USP Language: “The District shall hire or designate an individual who shall coordinate the development and implementation of support and academic intervention services for African American students. This employee shall also coordinate efforts to work directly with students to improve academic achievement, provide mentorship and guidance, reduce dropout and increase the college-going rate. The director of support services for African American student achievement shall have experience in mentoring and advocacy on behalf of African American students, the development and implementation of successful academic intervention models and their evaluations, and dropout prevention.” [V.E.4.a]

Description: The District designated the current Director of African American Student Services Jimmy Hart, effective April 1, 2013. Serving as TUSD's Director of African American Student Services, Jimmy Hart earned his Bachelor of Science degree from the Langston University, Langston, Oklahoma. He earned his Master of Education degree from the University of Central Oklahoma in Administration. He is currently working on his doctorate degree in Educational Leadership from the University of Arizona.

Mr. Hart has served African American students for 22 years. While attending Langston University he and several classmates created a Saturday program to teach students about technology. It was during this time he decided to become an educator. While interning for the Oklahoma Department of Career and Technical Education, Jimmy worked to increase the state-wide participation of African American students in the Technology Education programs. With the support of the state director, he organized successful state-wide leadership development conferences for African American students.

Upon completing his internship and graduating with his bachelor's degree, he began teaching at Millwood M.S. in Oklahoma City, OK. The student demographic at Millwood was and is 99% African American. Mr. Hart served as a teacher, lead technology person, after-school program coordinator and served on the school's award winning School-to-Work committee. All efforts focused on supporting the academic and social needs of African American students. Mr. Hart served the Millwood community from 1993 – 1998.

Mr. Hart served as an Individualized Cooperative Education Teacher at Francis Tuttle Technology Center, Oklahoma City, OK from 1998 - 1999. There he worked closely with Millwood Public Schools and other district to recruit students into the nationally recognized drop-out prevention program, Project HOPE. Students in his program created a school-based enterprise working with local businesses to develop websites. The learning format was conducive to students from all backgrounds.

In 1999 he began work in Tulsa Public Schools, Tulsa, OK. In Tulsa Public Schools he served as a CTE specialist, assistant principal of middle school and an assistant principal of high school. In each position he supported the needs of African American students. Serving as an assistant principal at Whitney M.S., Mr. Hart implemented restorative practices. His efforts were discussed in the national best seller, *Eight Habits of the Heart for Educators*. While at Booker T. Washington High School (40% African American students), a nationally ranked high school, he served as the advanced placement coordinator, supported the international baccalaureate program and established partnerships with the community for scholarships. From 2002 – 2004 Mr. Hart served as an administrator for Tulsa Technology Center, Tulsa, OK. Tulsa Technology Center is a national model for CTE programs. Mr. Hart was responsible for all hi-tech programs and worked to recruit Tulsa Public Schools students. His work also included implementing CTE programs to address industry needs. In 2004 Mr. Hart moved back to Tucson, AZ. Having graduated from Tucson High, it was an opportunity to serve his community. In his current capacity as Director of African American Student Services, he has implemented several programs as a result of dynamic team members. For example, the district Parent University, district Multicultural Symposium, Male Leadership Academy, Achieve 3000 and greater community involvement. Each initiative was developed or implemented to create greater capacity to address the needs of students.

k. Director of Support Services for Latino Students

April 1, 2013

Status: Complete

Projects: 1, 5

USP Language: “The District shall hire or designate an individual who shall coordinate the development and implementation of support and academic intervention services for Latino students. This employee shall also coordinate efforts to work directly with students to improve academic achievement, provide mentorship and guidance, reduce dropout and increase the college-going rate. The director of support services for Latino

student achievement shall have experience in mentoring and advocacy on behalf of Latino students, the development and implementation of successful academic intervention models and their evaluation, and dropout prevention.” [V.E.4.b]

Description: The District designated the current Director of Mexican American Student Services, Maria Figueroa, effective April 1, 2013. Dr. Figueroa earned a bachelor's degree from the University of Arizona in Bilingual and Elementary Education; two master's degrees - in Reading and Education Administration (University of Arizona and Arizona State University) and a doctoral degree in Education Leadership from Northern Arizona University.

Dr. Figueroa has served Latino students for 25 years. Before being named director of TUSD Mexican American Student Services she served as a Bilingual Teacher for elementary and intermediate students (K-6) for 10 years, from 1987 to 1997. Within these ten years she also worked in several Westside elementary schools with high Latino student populations and Title I schools. She served as a Curriculum & Reading Specialist for Title I programs. She specialized in providing interventions and strategies in reading, writing and mathematics for Latino students and offered training to teachers and adults from TUSD Title I schools and professional teaching conferences. The numerous adult trainings and presentations she delivered encompassed information on how to teach Chicano Literature in Bilingual Classrooms.

Dr. Figueroa also worked with South Phoenix and Tempe, Arizona Latino students when she received her 2nd Master’s degree from ASU in Educational Leadership. In the Roosevelt School District she initiated a K-8 program which afforded Latino students, administrators and teachers the opportunity to begin to learn and teach Bilingual Chicano/Latino History and Social Studies courses.

From 1997 to 1999, Dr. Figueroa was a Curriculum Specialist who assisted in the initiation and planning for the Curriculum/Instruction and Student Learning Committee for the TUSD Hispanic Studies Department. She and one other Curriculum Specialist, Mr. Salvador Gabaldon, were the primary responsible advisors and specialists for overseeing, organize and write, with many teachers, all of the multicultural curriculum and thematic units for that department. She then continued to teach Chicano Literature classes to Latino students in several South Tucson, TUSD schools and in the John Valenzuela Center to TUSD classroom teachers.

Dr. Figueroa served as a school administer for 14 years (1999-2013), mostly at Tolson Elementary, and served as a Leadership Coach for new principals in schools with high Latino student populations. At Tolson, she and her staff successfully raised the school’s high Latino student population’s academic achievement. Initially Tolson was labeled a STARR school with low student AIMS achievement scores. For an entire decade, from 2001-2012 Tolson Elementary School has yielded high percentages of students meeting AIMS assessment standards, resulting in consistent state labels of “Performing Plus” and a “B” grade from Arizona Learns.

I. Employee to Review and Analyze Data Collection System

April 1, 2013

Status: Completed

Project: 13

USP Language: “By April 1, 2013, the District shall hire or designate a District Office employee to conduct a review and analysis of the current capacity of Mojave and any other District data collection and tracking system. Such review and analysis shall determine these data system(s)’ ability to: (a) track individual student demographic, academic, and behavioral data pursuant to the requirements set forth in Appendix A; (b) be compatible with and run reports concurrently with the District’s data system(s) for tracking personnel data and information; and (c) automatically produce alerts, flags, and other programmed signals to indicate when students do not meet pre-determined goals or expectations for academic performance or behavioral concerns. [X.A.2]

Description: Designated John Gay, effective April 1, 2013 (currently assigned to the acting Chief Information Officer, Adele Edwards)

m. Hire/Designate Individuals to Assist with CRP Training

May 1, 2013

Status: Complete

Projects: 1, 6

USP Language: “By May 1, 2013, the CRPI director shall coordinate hiring or designating individuals, as necessary, who can assist him/her in providing ongoing support and training to administrators, certificated staff, and paraprofessionals.” [V.E.5.a]

Description: The CRPI Director coordinated the hiring and/or designating of individuals to: (a) develop the training, (b) facilitate the training, and (c) to develop the train-the-trainer model to provide ongoing support and training to administrators, certificated staff, and paraprofessionals. These individuals include Dr. Julio Cammarota (external consultant), and the following designees: Maria Figueroa, Jimmy Hart, Desiree Cueto, Sal Gabaldon, Ignacio Ruiz, Pat Sandoval-Taylor, and Denise Contreras.

n. Appropriate Trainers for All Necessary PD

June 1, 2013

Status: In Progress

Projects: All

USP Language: “By June 1, 2013, the District shall designate, hire, or contract for appropriate trainers for all certificated staff, administrators and paraprofessionals to provide the professional development necessary to effectively implement the pertinent terms of this Order. These trainers shall work in conjunction with the District’s director of culturally responsive pedagogy and instruction and coordinator of professional development to develop appropriate trainings, and shall conduct these professional development sessions throughout the 2013-2014 school year and thereafter. All newly-hired or promoted certificated staff, administrators and paraprofessionals in the District, or individuals who did not attend the first session(s) of professional development described here, shall do so the next time the trainings are held, or in the beginning of the fall semester of the academic year subsequent to the academic year during which they were hired or promoted or missed such training, whichever is sooner. At that time such personnel also shall receive a copy of this Order and the training referenced above (*see* Paragraph 1 above).” [IV.J.2]

Description: The District has identified all professional development necessary to effectively implement the pertinent terms of the USP, and has designated, hired or contracted for appropriate trainers for said PD to be conducted within the first few months of implementation. As additional PD is developed and implemented, the District will continue to designate, hire, or contract for appropriate trainers. The District has developed a “Quality Management Process” process for developing PD, which includes a template that all departments must use in developing PD. This template includes specific questions to guide all PD development, to ensure that USP-related PD is always done in conjunction with the CRP and/or PD Director, and that allows the District to track the make-up of PD development and implementation teams.

As part of the District's "on-boarding" process, identified positions hired after the first PD sessions will receive the PD at a later date, or at the beginning of the subsequent fall semester. The District has enhanced its processes to track new hires to ensure that they receive the appropriate training necessary in a timely fashion.

o. Family Engagement Coordinator (FEC)

July 1, 2013

Status: Completed

Projects: 1, 8

USP Language: "By July 1, 2013, the District shall hire or designate a District Office employee to be the Family Engagement Coordinator ("FEC"), located at the Family Center or at another reasonable location. The FEC shall be responsible for the review and assessment of the District's existing family engagement and support programs, resources, and practices, focusing on African American and Latino students, including ELL students, and families, particularly students who are struggling, disengaged, and/or at risk of dropping out, shall participate in the development and implementation of the outreach and recruitment plan in (II)(I)(i) above, and shall develop and implement the plan described below." [VII.B.1]

Description: Designated Teresa Guerrero, effective April 1, 2013

p. Coordinator of Advanced Learning Experiences

July 1, 2013

Status: Complete

Projects: 1, 4

USP Language: "By ~~April 1, 2013~~ July 1, 2013, the District shall hire or designate a District Office employee to be the Coordinator of Advanced Learning Experiences ("ALEs"). [V.A.2.a]

Description: This due date was adjusted by agreement of the Parties and Special Master. The District interviewed for a Director of ALEs in May, and the Board approved the hiring of Martha Taylor as ALE Director in June.

q. Academic and Behavioral Supports Coordinator (ABSC)

July 1, 2013

Status: Completed

Projects: 1, 5, 7

USP Language: "By April 1, 2013, the District shall hire or designate an employee to be the academic and behavioral supports coordinator ("ABSC"), responsible for the review and assessment of the District's existing academic and behavioral support programs, resources, and practices, including, but not limited to, those currently provided through the District's student services departments." [V.E.2.a]

Description: Designated Brian Lambert, effective July 1, 2013.

r. Dropout Coordinator

July 1, 2013

Status: Completed

Projects: 1, 5

USP Language: "The District's dropout prevention and retention plan shall include, but not be limited to: ...Hiring or designating a dropout coordinator to work with the ABSC to implement the strategies identified herein to reduce dropout, increase graduation, and focus school and District resources on working with students

whose patterns of attendance, classroom performance, or other individual challenges indicate a serious risk of dropping out. [V.E.2.b.i.II]

Description: Designated Deborah Ferryman, effective July 1, 2013.

s. Student Discipline Trainers

July 1, 2013

Status: In Progress

Projects: 1, 7

USP Language: “By July 1, 2013, the District shall hire or designate trainers to assist all administrators and certificated staff to implement Restorative Practices, PBIS and the standards established in the revised GSRR.” [VI.E.2]

Description: Designated Holly Colonna (Restorative Practices), Karen Jones (PBIS), Charlotte Brown (GSRR standards); effective July 1, 2013.

t. Designate/Hire Magnet Assistants

September 1, 2013

Status: In Progress

Project: 1, 2

USP Language: “District shall hire/designate an individual or individuals to assist in the effective implementation and operation of the magnet schools and programs, including working with school-based personnel and developing and administering an admissions process to ensure integration of magnet schools and programs.” [II.C.2]

Court Order Language: “IT IS FURTHER ORDERED resetting the deadline from April 1, 2013 for release of a Comprehensive Magnet Plan to Plaintiffs for review and comment is reset to September 1, 2013.” [Order, June 7, 2013, Doc. 1477]

Status: The District has budgeted for, has begun the hiring process for, these individuals to ensure that they are in place during the start of school and prior to the Magnet Plan being finalized by September 1, 2013.

u. Experts to Revise Data Collection System (Hire or Contract)

October 1, 2013

Status: Not Started

Projects: 1, 13

USP Language: “By October 1, 2013, the District shall hire or contract for appropriate experts to add to or amend the District’s data system(s) to allow it to perform the functions described in Section (X)(A)(1)-(5).” [X.A.2]

Description: The assessment of the District’s data systems was completed during the month of May, and identified particular needs and gaps within the systems. The District is currently in the process of making simple modifications and replacements, and simultaneously developing a plan for hiring or contracting for appropriate

experts to assist the District in adding or amending the more complex modifications necessary to revise the system to provide a better foundation for the future development of the EBAS, and to provide for immediate reporting and implementation needs as defined by the USP.

Develop and Implement an Outreach/Recruitment/Retention Plan

April 1, 2013

Status: In Progress

(September 1, 2013)

Project: 1

USP Language: “By April 1, 2013, the District shall develop and implement a plan to recruit qualified African American and Latino candidates for open administrator and certificated staff positions. The plan shall be developed by the District recruiter with the input of a racially and ethnically diverse recruitment team comprised of school-level and district-level administrators, certificated staff and human resources personnel. The plan shall address any and all disparities identified in the Labor Market Analysis.” **[IV.C.3]**

“The District shall adopt measures intended to increase the retention of African American and Latino administrators and certificated staff...” **[IV.F.1.a-c]**

Description: The District is incorporating the measures described for retention into the Outreach and Recruitment Plan.

In the early fall of 2012, the District initiated planning for SY 2013-14 recruitment with a racially and ethnically diverse 4-member core recruitment strategy team. The District then formed a broader, racially and ethnically diverse 15-member “Recruitment and Retention Advisory Committee” made up of District staff, community members, and college and university teachers and administrators. The Committee meets quarterly and develops strategies that focus on diversity challenges, information resources, and ethnic/cultural opportunities in the community to recruit and retain a racially and ethnically diverse workforce. In October 2012, the District received a preliminary Labor Market Analysis (LMA) based in part on labor information from the 2000 Census EEO Special File, and from State Departments of Education. Labor information from the 2010 Census had yet to be finalized and is still not available.

The District recruiter then worked with staff, and with the input from the core team, from the Advisory Committee, and from the preliminary LMA, to develop an initial Recruitment Plan by December 2012. However, the plan could not be finalized until the LMA was updated with 2012 data.

The preliminary LMA used labor information from the District’s 2010 EEO-5 Report (which is prepared every two years for the Bureau of Labor and Statistics, “BLS”). On November 29, 2012, the District initiated its 2012 EEO-5 Report to be sent to the BLS. From December through March the District finalized the EEO-5 Report, and sent it to the BLS and to the expert consultant in March. In Late March, the expert consultant sent a revised LMA based on the 2012 EEO-5 Report. In a normal year, the District would have labor information on the following school year by April. In 2013, because of extenuating circumstances (namely, school closures and consolidations which included an unusually large volume of transfers, RIFS, and retirements), the District’s internal labor information was not available until June. Therefore, though the District had a preliminary plan, and 2012 LMA data, the District waited until June/July 2013 to finalize the plan so that it reflected the most up-to-date information so that recruitment efforts could adequately address any and all disparities identified in the LMA as compared to the most recently available data. For instance, the District hired, appointed, or transferred approximately 26 administrators between February and July 2013 under our normal process – not as a result of the yet-finalized recruitment plan.

Special Master and Party Review is Specifically Required by the USP: The District will send the finalized plan to the Board, the Parties, and the Special Master in July 2013. In August 2013, the District will consider

feedback from the Board, Parties, and Special Master and finalize the plan by September 1, 2013. Meanwhile, the District has and will continue its outreach, recruitment and retention efforts based on the strategies identified by the team, by the Advisory Committee, and as outlined in the USP.

Develop a Plan for USP Dissemination and USP Training

April 1, 2013

Status: Complete

Project(s): 11, 12

USP Language: “By April 1, 2013, the District shall develop a plan to ensure that all administrators and certificated staff are provided with copies of this Order and are trained on its elements and requirements prior to the commencement of the 2013-2014 school year.” [IV.J.1]

Description: All administrators and certificated staff will receive copies of the Unitary Status Plan electronically on or before August 1, 2013. Most site administrators have received training on the elements and requirements of the Unitary Status Plan, training for all administrators and certificated staff will be available starting the second or third week of school. The training will be available online, in sections, with corresponding quizzes at the end of each section to check for understanding and to ensure comprehension. The training will be online. Training for current staff will continue through the end of the first quarter. It will be the responsibility of Human Resources and the staff member’s immediate supervisor to inform all administrators and certificated staff hired after August 1, 2013, of this requirement.

Special Master and Party Review is Specifically Required by the USP: The District will send the finalized plan to the Board, the Parties, and the Special Master in July 2013. USP dissemination and training will begin in the early fall.

Develop and Launch the USP Web Page

April 1, 2013

Status: Complete

Projects: 8, 13

USP Language: “On the home page of <http://www.tusd1.org/> or any subsequent District websites, the District shall include a prominent link to a Unitary Status Plan web page (“USP web page”). This page shall serve as a resource to the community, parents, District employees, parties, and students, by providing current information related to the various elements of the Plan. The USP web page shall be available by April 1, 2013. The USP web page shall also include updated links to the current Plan; the Annual Reports, as appropriate pursuant to FERPA and other privacy concerns; USP budgets; and budget audits. All public reports and information on the USP web page shall be available in both English and Spanish.” [X.D.1]

Description: The USP web page <http://www.tusd1.org/deseg> was made available on June 15, 2013. The District is continually updating the site and working to establish prominent links and to add additional links, content, etc. as well as integrating family engagement content, ALE, student assignment content as it is developed.

Pursue OELAS Extension

June 1, 2013

Status: In Progress

Project: 4

USP Language: “During the 2012-2013 school year, the District shall pursue an Arizona Department of Education Office of English Language Acquisition Services (“OELAS”)-approved reading block extension to provide access to rigorous mainstream courses and address the literacy needs of ELLs.” [V.B.1]

Description: The OELAS application was submitted to the state of Arizona for a waiver in May 2013. The District is awaiting a response from the state of Arizona.

Evaluate and Revise the Student and Parent Handbook (GSRR)

June 1, 2013

Status: Complete (by June 21, 2013)

Projects: 7, 11

USP Language: “By ~~April 1, 2013~~ June 1, 2013, the District shall, in consultation with an external consultant experienced in implementing [Restorative Practices and Positive Behavioral Interventions and Supports], evaluate and revise the Guidelines for Student Rights and Responsibilities (“GSRR”) ... Plaintiffs and the Special Master shall receive copies of the revised GSRR for review and comment pursuant to Section (I)(D)(1).” [VI.B.2.a]

Special Master and Party review is specifically required by the USP: The District shared the revisions internally and with the Parties and Special Master for final review and revision. The review period was from June 21, 2013 through July 17, 2013. The District considered all comments and suggestions by the Board, Parties, and Special Master and finalized the revisions by July 18. The Governing Board voted on the final revisions on July 23, 2013, to ensure adequate time for printing and distributing the handbook (GSRR) to students within the first weeks of school.

Description: This due date was adjusted by agreement of the Parties and Special Master. There are two steps to this evaluation and revision. First, the District’s internal annual evaluation process involving various stakeholders (the GSRR Committee: Legal Department, Community Members, Principals, Parents, Teachers, Central Administrators, etc., occurred roughly between February and May 2013). This process resulted in revisions that were USP-related, but were also related to other considerations and mandates. These revisions were highlighted to differentiate them from the strictly USP-related revisions that occurred in the second step. Second, the strictly USP-related evaluation and revision, in consultation with external consultants, occurred between May and June 2013.

Though this activity had a June 1, 2013 deadline, it had to be conducted simultaneously with the revision of discipline policies and regulations, which had a July 1, 2013 deadline. This was crucial to ensure alignment of the revised handbook and the related revised policies and regulations. In hindsight, the District might have requested this deadline be extended to July 1, not June 1, to allow for this necessary alignment and to ensure compliance with the USP mandate that we should not consider “student behavior policies and discipline practices in isolation, but as part of the District’s overall goal of creating an inclusive and supportive environment in District schools” (see USP §IV.A.2).

Instead of relying solely on a single consultant experienced in implementing Restorative Practices and Positive Behavioral Interventions and Supports (PBIS), the District consulted with three consultants: a consultant experienced in implementing Restorative Practices (Mr. Robert Spicer, Chicago Public Schools), another experienced in implementing PBIS (Dr. Laura K. Bosworth, University of Arizona), and another with experience researching/implementing restorative and positive practices generally (Dr. Adam Voight, Equity Assistance Center/WestEd). The evaluation and revision included written reviews of the policies and the handbook (GSRR) to ensure alignment, individual phone conversations, and a conference call on June 21, 2013, with all of the consultants to finalize the revisions.

Review and Revise USP Timelines

July 1, 2013

Status: In Progress

Project: 11

USP Language: “The Parties and the Special Master shall review all of the hiring, assignment and professional development deadlines and, to the extent appropriate, revise these deadlines to ensure the recruitment, hiring, and assignment of a strong pool of candidates, and the involvement of the newly hired and/or assigned employees in the creation of professional development plans. If the Parties and the Special Master cannot agree on revised time lines, the dispute shall be presented to the Court as set forth in Section I(D)(1).” **[I.D.7]**

Description: The parties have made some timeline revisions and are working towards finalizing revised timelines. The parties’ revisions include several USP timelines beyond the scope of “hiring, assignment and professional development” timelines. The parties agree that a revised version of the USP shall eventually be filed reflecting the agreed-upon timeline revisions and any agreed-upon reporting revisions (as contemplated in section I.D.6).

Place Transportation Information in the Student Data System

July 1, 2013

Status: Complete

Project: 3

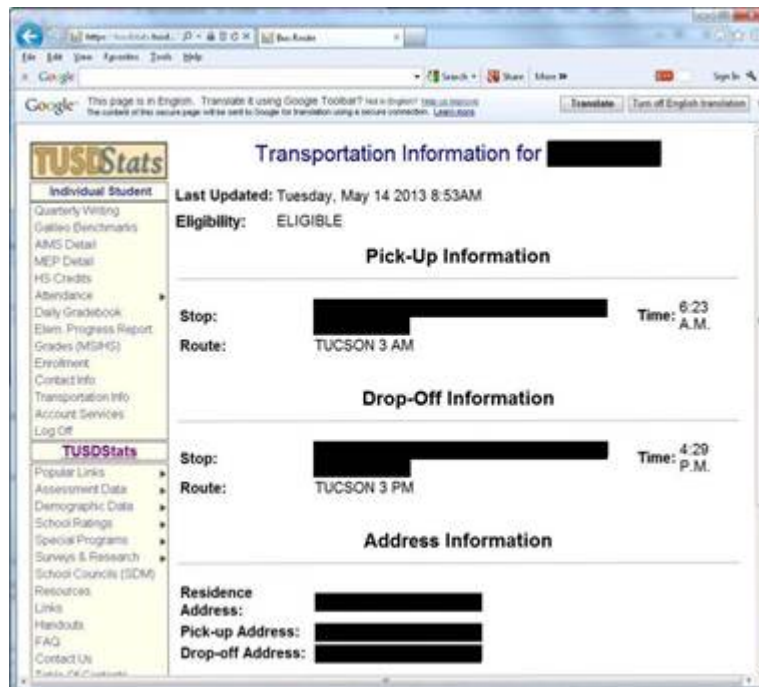
USP Language: “By July 1, 2013, the District shall identify and implement any changes necessary to enable it to include the transportation each student receives in each student’s data dashboard entry.” **[II.B.1]**

Description: Description: The District identified and implemented the necessary changes as reflected in each student’s Mojave entry and the A&R Parent Portal. Below is a sample of what a staff member sees when accessing a student’s record in the Mojave system:

The current transportation information in Mojave (for this school and class year) has an effective date of 07/29/2013 as "Yes - To and From School".

The student information below was retrieved directly from the TUSD Transportation system (TRECS).
05/04/2012:Accept Full Day - ELIGIBLE

Below is a sample of what a parent or guardian sees when they access the Parent Page:



This information is updated weekly, and the District will take a snapshot of this information on the 40th day and again on the 100th day each year to develop aggregate reports. The eligibility field indicates whether or not a student is eligible for free transportation. If not eligible, it provides the reason (within walkway, out of district, outside the attendance area, etc.). The District has recognized the need to also include the program that makes the student eligible.

A field will be added that will identify the Transportation Eligibility “Type”, which fall into three categories: (1) PUSP or USP requirements, (2) federal or state laws, and (3) district policy. The District’s types are listed below. Students in all types must be outside the defined walkway with the exception for exceptional education and 504 students. Students in all types must be within District boundaries with an exception for McKinney Vento students.

USP:

Magnet – must attend a magnet school or program

GATE – must attend the self-contained program in which the student is placed

ABC Group rules – K-8 student who open-enrolls into a school other than the assigned group

Incentive Transportation – must live within the boundary of a racially concentrated school (closing RC schools only for SY13-14, all RC schools for SY13-14)

Federal Law:

No Child Left Behind (NCLB) – no new NCLB students accepted but those in the program are grandfathered in

Elementary and Secondary Education Act (ESEA) – replaced NCLB last year – must have attended a failing school.

ExEd – must have a Transportation document attached to their IEP (IEP team determines if special Transportation is needed)

Section 504 – Must be unable to use regular stops as determined by the 504 office

McKinney Vento (MV) – must attend same school where they were identified as MV and must re-qualify every year

District:

Neighborhood Students – must live within the boundary of the school attended

English Learning Development (ELD) – Transportation need determined by ELD program

Refugees - Transportation need determined by Refugee program

Project MORE – All students qualify (bus pass only)

CORE Program – Transportation need determined by CORE program

TAPP – All students qualify (bus pass only)

The District will revise the dashboard to reflect changes as the desegregation-related transportation rules are further developed.

Develop Pilot for First-Year Teachers in Low-Achieving Schools

July 1, 2013

Status: In Progress

Project: 12

USP Language: “By July 1, 2013, the District shall develop a pilot plan to support first-year teachers serving in schools where student achievement is below the District average. This plan shall include the criteria for identifying the schools in which the program will be piloted in the 2013-2014 school year and for evaluation by

the Office of Accountability and Research. The plan shall include professional development targeted toward the specific challenges these teachers face.” [IV.E.6]

Description: In March 2013, the District began developing the pilot plan. The plan is incorporated into the New Teacher Induction Program. The criteria for identifying the schools in which the program will be piloted include (a) schools that are below the District average on the state assessments from SY 2012-13 (AIMS), and (b) and the Office Accountability and Research will assist in creating a control group and a subject group for the pilot. The third criterion is necessary to ensure that we can evaluate the effects of the pilot at the end of the year.

Under the New Teacher Induction Program, all first-year teachers are assigned a full-time release mentor that mentors them throughout their first year. First Year Teachers are expected to develop and follow a Plan of Action, which includes creating a schedule with specific times for observation cycles, feedback, weekly collaboration, creating individualized learning plans, analyzing student work and data, etc.

Mentors who mentor First Year Teachers identified to participate in this pilot, will provide:

- additional scheduled time for implementing their action plans, and
- additional professional development targeted toward the specific challenges they face at their respective sites (this is embedded into the mentoring process)

At the end of the year, the Curriculum, Instruction and Professional Development Department, in conjunction with the Office of Accountability and Research (A&R), will evaluate the success of the program through two criteria:

- Comparisons of benchmark assessment data, by grade level, from First Year Teachers in low-achieving schools with the same data from First Year Teachers in low-achieving schools who participated in the pilot
- Evaluations of the end-of-the-year surveys from three stakeholders (the Administrator, the Mentor, and the Teacher)

Special Master and Party Review is Specifically Required by the USP: The District will send the finalized pilot plan to the Board, the Parties, and the Special Master in July 2013. In August 2013, the District will consider feedback from the Board, Parties, and Special Master and finalize the plan by September 1, 2013.

Review, Amend, and Adopt Teacher and Principal Evaluations

July 1, 2013

Status: Complete

Project: 12

USP Language: “By July 1, 2013, the District shall review, amend as appropriate, and adopt teacher and principal evaluation instruments to ensure that such evaluations, in addition to requirements of State law and other measures the District deems appropriate, give adequate weight to: (i) an assessment of (I) teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy and (II) efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students; (ii) teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring; and (iii) aggregated responses from student and teacher surveys to be developed by the District, protecting the anonymity of survey respondents. These elements shall be included in any future teacher and principal evaluation instruments that may be implemented. All teachers and principals shall be evaluated using the same instruments, as appropriate to their position.” [IV.H.1]

Description: In October 2011, the District began developing new teacher and principal evaluation instruments to align with Arizona Revised Statute §15-203. The District-developed instrument was piloted in the fall of 2012, but the pilot failed because the reliability and validity of the instrument did not meet state requirements. The District then explored alternative instruments beginning in December of 2012, and selected the current instruments in February 2013. The District, in analyzing alternative instruments, considered the requirements set forth by the State and by the USP. In April 2013, the Governing Board approved both instruments, and staff training began in May 2013 and will be ongoing throughout SY 2013-14.

Amend New Teacher Induction Program

July 1, 2013

Status: Complete

Project: 12

USP Language: “By July 1, 2013, the District shall amend its New Teacher Induction Program (“NTIP”) to provide new teachers (*i.e.*, teachers in their first two years of teaching) with the foundation to become effective educators. The NTIP shall, at a minimum: (a) build beginning teachers’ capacity to be reflective and collaborative members of their professional learning communities (*see* Paragraph 4 below); and (b) engage thoughtfully with students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy. The District shall hire or designate an appropriate number of New Teacher Mentors based on the best practices for such mentoring/coaching in the field. These Mentors shall not have direct teaching assignments.” [IV.I.1]

Description: In February 2013, the District began the process of evaluating the NTIP, and amending the program to reflect the USP requirements. The USP requirements were incorporated into the responsibilities of the NTIP stakeholders (mentors, participating teachers, site administrators), into all relevant training, and will be highlighted in the implementation of the program.

Develop and Implement an Underperforming/Struggling Teacher Plan

July 1, 2013

Status: In Progress

(Sept 1, 2013)

Project: 12

USP Language: “By July 1, 2013, the District shall develop a plan for and implement strategies to support underperforming or struggling teachers regardless of their length of service. Teachers shall be referred to the program by school- or District-level administrators based on evidence (*e.g.*, from student surveys, administrator observations, discipline referrals, and/or annual evaluations) that the teacher requires additional professional development and mentor support. The support program shall utilize research-based practices such as those embodied in Peer Assistance and Review programs.” [IV.I.2]

Description: In February 2013, the District began developing the plan through a sub-committee, driven primarily by the USP requirements as stated above. The plan will integrate the current plan for improvement process to provide consistent support for underperforming and struggling teachers.

Special Master and Party Review is Specifically Required by the USP: The District will send the finalized plan to the Board, the Parties, and the Special Master in July 2013, and will have preliminary discussions with the Board on July 30, 2013. In August 2013, the District will consider feedback from the Board, Parties, and Special Master and finalize the plan by September 1, 2013.

Develop and Implement “Aspiring Leaders” Plan**July 1, 2013
(Sept 1, 2013)**Status: In ProgressProject: 12

USP Language: “By July 1, 2013, the District shall develop and implement a plan for the identification and development of prospective administrative leaders, specifically designed to increase the number of African American and Latino principals, assistant principals, and District Office administrators. The plan shall propose methods for “growing your own,” including the possibility of financial support to enable current African American and Latino employees to receive the required certifications and educational degrees needed for such promotions.” [IV.I.3]

Description: In March, the District began its annual evaluation of the “Aspiring Leaders” program that occurred in SY 2012-13. In April, District staff analyzed the evaluation and, in May, the program was reviewed to address specific requirements as set forth by the USP. While the actual programming saw only minor changes, the major change in the plan is the way by which the District markets the program to African-American and Latino certificated staff, and an increased effort to recruit. The District finalized the plan in early July 2013.

Special Master and Party Review is Specifically Required by the USP: The District sent the finalized plan to the Board, the Parties, and the Special Master in July 2013. In August 2013, the District will consider feedback from the Board, Parties, and Special Master and finalize the plan by September 1, 2013.

Develop Flag Criteria and System**July 1, 2013**Status: CompletedProjects: 5, 11, 13

USP Language: “By July 1, 2013, the District shall develop and/or amend its academic and behavioral intervention policies and strategies to facilitate the supports and interventions described in this section. Such amendment shall include, but not be limited to, changes to the data dashboard system to ensure that students who (i) fall below a particular academic threshold, (ii) go above a certain threshold of absences, or (iii) receive a certain threshold number of disciplinary consequences or referrals, are flagged and referred to the student services resources identified herein. By that date, the District shall make any necessary changes to Mojave to ensure that students are automatically flagged by the data tracking system when they cross these thresholds.” [V.E.3.a]

Description: In April 2013, the District established a “Flag” subcommittee, consisting of staff from Language Acquisition, Exceptional Education, Dropout Prevention, Student Support Services, and Technology Services (Mojave Division). The subcommittee reviewed data from SY 2012-13 to develop flag criteria to be used in the flag system. Separate criteria were established for attendance, behavior, and academics. The District then made all necessary changes to Mojave using the developed criteria to ensure that students would be automatically flagged at appropriate times.

The District will pilot the new system at following schools during the fall semester of SY 2013-14: Rincon HS, Pueblo HS, Doolen MS, Valencia MS, Erickson ES, Tully ES, and Roberts/Naylor K8. The Learning Supports Coordinators (LSCs) will be responsible for monitoring flags and coordinating interventions. Prior to the start of the 2013-14 school year, the District will train LSCs at the pilot schools on the flag system, and on the intervention tracking system (Grant Tracker and Mojave Intervention Block). The pilot will evaluate the following aspects of the flag system: (a) suitability of the flag criteria (are we identifying the appropriate number of students for interventions and/or the appropriate students); (b) staff that should be involved in the

interventions coordinated by the LSC; (c) the appropriate tracking system to use to enter interventions (Grant Tracker vs. Mojave Intervention Block); (d) evaluate the professional development to enhance for future use. Based on this evaluation; and (e) as well as the review and assessment of all programs. The pilot will be expanded in the spring semester of SY 2013-14 to additional sites. The Flag System will then be rolled out to all sites for SY 2014-15.

Fund and Sustain African American Student Support Services**July 1, 2013**Status: CompleteProject: 5, 11

USP Language: “The District shall continue to fund and sustain Support Services for African American Student Achievement to improve the academic achievement and educational outcomes of African American students, using strategies to reduce disparities for African American students in academic achievement, high school dropout rates, retention, special education placement, discipline, access to Advanced Learning Experiences (described in Section (V)(A)), and any other areas where disparities may be identified as a result of studies required by this Plan.” [V.7.a]

Description: The District’s approved USP budget provides funding to sustain Support Services for African American Student Achievement to improve the academic achievement and educational outcomes of African American students. Specifically, the USP budget allocates funds for the following items:

- ALEs
- Academic Equity and Intervention Department
- Learning Support Services
- Learning Supports Coordinators
- African American Support Services
- Dropout Prevention and Retention Services
- College and Career Centers
- Fine Arts
- Targeted Early Intervention
- Summer Boot Camps
- Alternative Education Strategies
- In-School Credit Recovery Strategies
- Exceptional Education Staff
- ELL and Language Acquisition Staff
- CRP Training
- Culturally Relevant Courses (African-American Perspectives)
- Multicultural Curriculum
- Equity Department Staff and Long-Term Hearing officers (focused on equity in discipline)
- Restorative Practices and PBIS Training
- In-School Suspension Staff
- Increased Family Engagement

Fund and Sustain Latino Student Support Services

July 1, 2013

Status: Complete

Projects: 5, 11

USP Language: “The District shall continue to fund and sustain Support Services for Latino Student Achievement to improve the academic achievement and educational outcomes of Latino students, including English language learners, using strategies including participation in AVID and, if granted, the Arizona Department of Education’s Office of English Language Acquisition Services (“OELAS”)-approved reading block extension, to reduce disparities for Latino students in academic achievement, high school dropout rates, retention, special education placement, discipline, access to Advanced Learning Experiences (described in Section (V)(A)) and any other areas where disparities may be identified as a result of studies required by this Plan.” [V.8.a]

Description: The District’s approved USP budget provides funding to sustain Support Services for Latino Student Achievement to improve the academic achievement and educational outcomes of Latino students. Specifically, the USP budget allocates funds for the following items:

- ALEs
- Academic Equity and Intervention Department
- Learning Support Services
- Learning Support Coordinators
- Mexican American Support Services
- Dropout Prevention and Retention Services
- College and Career Centers
- Fine Arts
- Targeted Early Intervention
- Summer Boot Camps
- Alternative Education Strategies
- In-School Credit Recovery Strategies
- Exceptional Education Staff
- ELL and Language Acquisition Staff
- CRP Training
- Culturally Relevant Courses (Mexican-American Perspectives)
- Multicultural Curriculum
- Equity Department Staff and Long-Term Hearing officers (focused on equity in discipline)
- Restorative Practices and PBIS Training
- In-School Suspension Staff
- Increased Family Engagement

Submit African American Academic Achievement Task Force (AAAATF) Report

July 1, 2013

Status: Completed

Projects: 5, 13

USP Language: “The Task Force shall consult with prominent experts who can identify research-based practices that have been shown to enhance the learning outcomes of African American students. The Task Force shall consider options for reducing the achievement gap for African American students and improving African American student educational outcomes.” [V.E.7.h]

“The Task Force recommendations shall build on the Plan’s provisions designed to enhance African American students’ academic achievement. The Task Force shall make its report to the Superintendent, the Plaintiffs, and the Special Master no later than ~~June 1, 2013~~ July 1, 2013. The recommendation shall include a plan for annual reporting and monitoring, and cost estimates of any proposals made.” [V.E.7.i]

Description: This date was changed by agreement of the Parties and Special Master. On July 1, 2013, the Task Force met to finalize the recommendations for submission. On July 8, 2013, the recommendations were formally submitted to the Superintendent, the Plaintiffs, and Special Master.

Revise Inclusionary Policies, Practices, and Complaint Procedures

**July 1, 2013
(Sept 1, 2013)**

Status: In Progress

Project: 7, 11

USP Language: “By July 1, 2013, the District shall take steps to build and sustain the supportive and inclusive school environments described herein, including, but not limited to: (a) adopting or amending policies to reflect commitments to inclusion and non-discrimination in all District activities and disseminating those policies throughout the District; (b) [omitted, not applicable to this activity]; and (c) amending policies and practices to protect all members of school communities from discriminatory harassment and bullying, by amending Governing Board Policy JICFB to: (i) state that all students, regardless of their background, are entitled to an educational environment free from harassment and discrimination; (ii) reaffirm that the District shall appropriately and immediately respond to and stop all conduct that may constitute harassment; (iii) ensure that the District fully investigates reported conduct that may constitute harassment; (iv) respond to complaints of discrimination promptly and appropriately; (v) state that all complaints shall be kept confidential to the extent practicable; (vi) explain how to report allegations of harassment and discrimination; (vii) identify to whom at each school and in the District Office such allegations should be reported; (viii) set forth formal complaint procedures; and (ix) inform students and their parents of their rights to file complaints. The District may work with the West Regional Equity Network to develop such policies. [V.F.2.a&c]

Description: Governing Board Policy JICFB has been recoded to Governing Board Policy JICK to align with the Arizona School Boards Association Model Policies. The District has developed amended policies reflecting commitments to inclusion and non-discrimination, and to protect all members of school communities from discriminatory harassment, hazing, and bullying. While most of the provisions referenced above will be included in Governing Board Policy JICK, the detailed procedures will be outlined in the corresponding regulation JICK-R that will be developed throughout July and August, to be completed no later than September 1, 2013. The USP required revisions to disciplinary practices not be made in isolation. The District first revised and finalized the Student Handbook (GSRR), and will now move on to revising related Governing Board policies and regulations to align with the GSRR.

Require Sites to Highlight Contributions of Diverse Groups

July 1, 2013

Status: Completed

Project: 6

USP Language: “By July 1, 2013, the District shall require each school principal to develop strategies to highlight the historic and ongoing contributions of diverse ethnic, racial, and linguistic groups in a manner that is evident throughout each school, including public displays, classroom environments and libraries.” [V.F.3]

Description: On or around July 30, 2013, the District communicated this requirement to all site principals. Central administration will follow-up with specific meetings with principals to discuss potential strategies, and central staff from the Department of Curriculum, Instruction and Professional Development will work to support individual sites and monitor compliance. All sites are required to submit a report on their efforts by the end of the first quarter.

Evaluate and Revise Student Discipline Policies

**July 1, 2013
(Sept 1, 2013)**

Status: Complete

Project: 7, 11

USP Language: “By July 1, 2013, the District shall, in consultation with relevant experts, evaluate and revise, as appropriate, its due process protections for student discipline (*i.e.*, Governing Board Policy JK-R1 through JK-R4-E4 and JKA through JKAB), to ensure that students and parents are provided with a fair, impartial, and language-accessible proceeding which complies with applicable state and federal law before exclusionary discipline or punishment is imposed, as well as an opportunity to appeal. Should the District determine that changes are needed to its due process protections for student discipline, it shall propose changes to these policies.” [VI.B.2.b]

Special Master and Party review is specifically required by the USP: The District is currently in the process of sharing the revisions internally and with the Parties and Special Master for final review and revision. This review period ran from June 21, 2013 through July 17, 2013. The District will consider all comments and suggestions by the Parties and Special Master and will finalize the revisions by August so the Governing Board can vote on any proposed policy changes.

Description: The District consulted primarily with expert Shakti Belway who has experience working with the UCLA Civil Rights Project, One Voice, and as an independent consultant on improving systems that serve children, including leading a national, multi-state effort to improve school discipline to reflect best practices. Additionally, the three experts who advised the District on the student handbook (GSRR) revisions also provided guidance on revisions to student discipline policies.

The policies reviewed included: JK (Student Discipline), JKA (Corporal Punishment), JKAA (Student Discipline for 504 Students), JKAB (Student Discipline for Special Education Students), and JJJ (Extracurricular Activities). Policy JKA remained unchanged; corporal punishment is not permitted in TUSD. Policies JKAA and JKAB were incorporated into Policy JK – with strong approval from the consultants – so that rather than having a student discipline policy in addition to separate discipline policies for 504 and Special Education students, the District’s proposal is to create a single student discipline policy that addresses all three types of students to be more inclusive in line with the spirit of the USP. The District will continue this work by revising (or adding) applicable regulations after the Parties and Special Master complete their policy and GSRR review. Mrs. Belway will continue to consult on the regulation revisions/additions as needed. The District is also reviewing all other policies for potential review that may have an effect on discipline practices and outcomes.

Identify Necessary Changes to Monitor Discipline and Extracurricular Activities

July 1, 2013

Status: Complete

Project: 7, 13

USP Language: “By ~~April 1, 2013~~ July 1, 2013, the District shall identify any changes in the data reporting system necessary to meet all of the reporting and evaluation requirements of this Order and the revised GSRR,

including tracking school-site-based discipline by teacher and identifying necessary changes to the input codes and consequences. All changes shall be made by ~~July 1, 2013~~ July 1, 2014” [VI.F.1]

By ~~July 1, 2013~~ October 1, 2013, the District shall identify any changes necessary to Mojave to enable it to report on participation in extracurricular activities. The extracurricular activities to be reported on shall include, but not be limited to: (a) sports; (b) social clubs; (c) student publications; and (d) co-curricular activities such as science, math, and language clubs, or after school tutoring activities. The District shall make any necessary changes to Mojave by ~~October 1, 2013~~ January 1, 2014. [VIII.B.1]

“...the District shall hire or designate a District Office employee to conduct a review and analysis of the current capacity of Mojave and any other District data collection and tracking system. Such review and analysis shall determine these data system(s)’ ability to: (a) track individual student demographic, academic, and behavioral data pursuant to the requirements set forth in Appendix A; (b) be compatible with and run reports concurrently with the District’s data system(s) for tracking personnel data and information; and (c) automatically produce alerts, flags, and other programmed signals to indicate when students do not meet pre-determined goals or expectations for academic performance or behavioral concerns. By July 1, 2013, the District shall complete such review and analysis, which shall include an estimated timeline and cost for making necessary adjustments to the District’s data systems.” [X.A.2]

Description: The dates were changed by agreement of the Parties and Special Master. However, rather than conducting separate assessments of District data-collection capability, the District conducted one assessment.

In or around March/April 2013, the District’s designee, John Gay, combined the data collection assessment and Evidence Based Accountability System (EBAS) assessment into one assessment because the work was similar and therefore could be done more efficiently and effectively as one effort. In May 2013, the District contracted with an outside consulting firm, Davidson Consulting, (“Davidson”) to conduct both assessments, and an additional assessment of products and services that may conform with the USP’s definition of an EBAS. In May, Davidson conducted both assessments. The data collection piece of the assessment included one-on-one meetings with TUSD staff to assess the current collection capacity, and future needs. During the assessment, Davidson spent several hours with TUSD staff to identify the changes necessary to monitor discipline, behavior, and participation in extracurricular activities.

In June 2013, in preparation of buying or building the EBAS, the company did an assessment of what products were available that might meet the EBAS needs as defined by the USP. One purpose was to find out if there was a single product, or set of products, that would meet most or all of the necessary functionality to implement the EBAS. Another purpose was to suggest next steps for acquiring an EBAS system, based on the best available information (both assessments, the assessment of available products and services, etc.) Davidson wrote a report on what they found, and submitted it to Mr. Gay. Mr. Gay, in conjunction with Davidson, took the information from the Davidson report, and from the EBAS needs assessment, and created an RFI to solicit possible solutions from potential EBAS vendors. Davidson created another report based on an analysis of the responses identifying potential solutions. The report includes recommendations for creating an EBAS that would lead the District to analyzing various combinations of making internal changes to the current system, purchasing new products and services, and creating capacity through improved infrastructure, personnel, and professional development.

In July, the District will take all of the information from the three Davidson assessments (data reporting, EBAS capacity, and EBAS product availability), and from the Davidson recommendations, and is currently in the process of developing a consulting services RFP for a company to assist the District in the acquisition and implementation of the EBAS. This RFP will be awarded no later than September 1, 2013.

The District, with the assistance of the company, will develop an EBAS product RFP that will result in the purchase of an EBAS solution. By December 1, 2013, the District will close the EBAS product RFP and select the company or companies that will work with the District to develop and implement the EBAS.

Budget and Provide for Translation and Interpretation Services

July 1, 2013

Status: Complete

Project: 8, 11

USP Language: “The District shall continue to budget for translation and interpretation services to be coordinated at the District level under the Office of Language Acquisition. For any additional translation or interpretation of any District documents or services, schools shall contact the Office of Language Acquisition to request written translations and/or oral interpretations in Spanish and other languages. The District shall continue to retain translators and interpreters in Major Languages spoken by students and parents in the District and shall address other languages on a case-by-case basis through outside agencies.” [VII.D.1]

Description: The District’s approved USP budget provides funding for translation and interpretation services to be coordinated at the District level under the Language Acquisition Department. Specifically, the USP budget allocates funds for the following items:

- Three translators
- One Staff Assistant

At this time, the District is in the process of hiring one of the three translators and will evaluate, on an ongoing basis, the appropriate use of the additional translators as the year progresses.

Amend the Facilities Condition Index (FCI)

July 1, 2013

Status: In Progress

Project: 9

USP Language: “The District has developed a Facilities Conditions Index (“FCI”), which rates the condition of school buildings along multiple structural dimensions and provides a composite score for each school. By July 1, 2013, the District shall amend its FCI...” [IX.A.1]

Description: In April 2013, the District began analyzing the current FCI in light of the specific elements and considerations outlined in the USP. This included collaboration with the Technology Services department to align the processes and methods to be utilized in the FCI and the Technology Conditions Index (TCI). Simultaneously, the FCI is also undergoing changes due to non-USP changes in the District (closures, consolidations, school reorganizations, etc.). Further, the team working on this project has been primarily engaged in the school consolidation work over the past few months. In July, the District finalized the amended FCI and sent it to the Parties for review.

Special Master and Party Review is Specifically Required by the USP: The District will sent the amended FCI to the Board, the Parties, and the Special Master in July 2013. In August 2013, the District will consider feedback from the Board, Parties, and Special Master and finalize the FCI by September 1, 2013.

Develop the Technology Condition Index (TCI)

Status: In Progress

Project: 10

July 1, 2013
(November 1, 2013)

USP Language: “By July 1, 2013, the District shall develop a Technology Conditions Index (“TCI”), which rates technology and technology conditions in schools along multiple technological dimensions and provides a composite score for each school.” [IX.B.1]

Description: In March 2013, District staff met to determine the scope of work that needed to be done to develop the TCI. In April, the District put out a Request for Quotations to hire a consultant to assist in the initial phase of defining the TCI. Due to a technicality in the process, the selected vendor was not put forward. The District, in communication with the Special Master, decided to put out a Request for Proposals (rather than a Request for Quotations) to find a consultant to assist in developing the TCI. The RFP process has been initiated, and the District anticipates selecting a consultant in the beginning of August. The District, in conjunction with the consultant, would have approximately three months to develop the TCI by November 1, 2013.

Review and Analyze Data Collection System

Status: Complete

Project: 13

July 1, 2013

USP Language: “...the District shall hire or designate a District Office employee to conduct a review and analysis of the current capacity of Mojave and any other District data collection and tracking system. Such review and analysis shall determine these data system(s)’ ability to: (a) track individual student demographic, academic, and behavioral data pursuant to the requirements set forth in Appendix A; (b) be compatible with and run reports concurrently with the District’s data system(s) for tracking personnel data and information; and (c) automatically produce alerts, flags, and other programmed signals to indicate when students do not meet pre-determined goals or expectations for academic performance or behavioral concerns. By July 1, 2013, the District shall complete such review and analysis, which shall include an estimated timeline and cost for making necessary adjustments to the District’s data systems.” [X.A.2]

Description: At this time, there is no cost estimate for making necessary adjustment; estimated timeline is described below.

In or around March/April 2013, the District’s designee, John Gay, combined the data collection assessment and Evidence Based Accountability System (EBAS) assessment into one assessment because the work was similar and therefore could be done more efficiently and effectively as one effort. In May 2013, the District contracted with an outside consulting firm (Davidson Consulting “Davidson”) to conduct both assessments, and an additional assessment of products and services that may conform with the USP’s definition of an EBAS. In May, Davidson conducted both assessments.

In June 2013, in preparation of buying or building the EBAS, the company did an assessment of what products were available that might meet the EBAS needs as defined by the USP. One purpose was to find out if there was a single product, or set of products, that would meet most or all of the necessary functionality to implement the EBAS. Another purpose was to suggest next steps for acquiring an EBAS system, based on the best available information (both assessments, the assessment of available products and services, etc.) Davidson wrote a report on what they found, and submitted it to Mr. Gay. Mr. Gay, in conjunction with Davidson, took the information from the Davidson report, and from the EBAS needs assessment, and created an RFI to solicit possible solutions from potential EBAS vendors. Davidson created another report based on an analysis of the responses identifying potential solutions. The report includes recommendations for creating an EBAS that

would lead the District to analyzing various combinations of making internal changes to the current system, purchasing new products and services, and creating capacity through improved infrastructure, personnel, and professional development.

In July, the District has taken all of the information from the three Davidson assessments (data reporting, EBAS capacity, and EBAS product availability), and from the Davidson recommendations, and is currently in the process of developing a consulting services RFP for a company to assist the District in the acquisition and implementation of the EBAS. This RFP will be awarded no later than September 1, 2013.

The District, with the assistance of the company, will develop an EBAS product RFP that will result in the purchase of an EBAS solution. By December 1, 2013, the District will close the EBAS product RFP and select the company or companies that will work with the District to develop and implement the EBAS.

Consult with Magnet School Experts

July 15, 2013

Status: In Progress

Project: 2

USP Language: “The Magnet Director “shall consult with magnet school experts, to be identified by the Parties and the Special Master by February 1, 2013, in the development and refinement of the magnet school strategy and Plan for the District.” [II.C.2]

Court Order Language: “IT IS FURTHER ORDERED resetting the deadline from April 1, 2013 for release of a Comprehensive Magnet Plan to Plaintiffs for review and comment is reset to September 1, 2013.” [Order, June 7, 2013, Doc. 1477]

Description: From March 15 through May 15, 2013, the Magnet Director consulted with Maree Sneed and Gary Orfield in the development of the Magnet Plan. Neither the Special Master nor the Parties identified any “magnet school experts” other than Gary Orfield. The District has reached out to the Equity Assistance Center, and has requested that the Special Master forward names of “magnet school experts” with whom the District may consult. In the interim, the District continues to work with the Special Master and the Parties to refine the plan which is due on September 1, 2013.

The Magnet Plan was developed in consultation with Maree Sneed, a nationally recognized expert by the Magnet Schools of America. Maree Sneed, in turn, consulted with several magnet school experts to inform her work with the Magnet Director. Additional consultation was elicited from Dr. Gary Orfield, Ty Harris from the United States Department of Education/Innovative Programs, and Ed Linehan former Director of Magnets in New Haven Connecticut. The plan was also vetted through Seewan Eng from West Ed. The District is currently consulting with an additional magnet expert, and is seeking to consult with one of the experts suggested by the Parties and Special Master.

Create an Enrollment Application and Deadline

August 1, 2013

Status: Complete

Project: 2

USP Language: “Beginning in the 2013-2014 school year, parent(s) of all students shall submit an application to enroll their child in school and submit an application by the deadline established by the District (the “Application Deadline”). Parents of students who wish to attend a school other than their attendance boundary school and/or to attend a magnet school or program must indicate these choice(s) on their application. The

District shall create a single application that allows for parent(s) to apply for magnet programs and schools and/or open enrollment schools, designating the choice order of their selection(s).” [II.G.1]

Description: The “Application Deadline” is December 15, 2013. The priority window is between October 15 and December 15, at which time the District collects the first “batch” of applications. After December 15, students applying to oversubscribed schools and/or oversubscribed grade levels are placed into a lottery for those seats. Letters are sent out to students selected through the lottery, acceptances, rejections, priority placements, etc. Throughout the second semester, additional applications are received and additional lotteries are conducted to continue to place students.

Track Transfers to and from District Schools

August 1, 2013

Status: In Progress

Project: 1

USP Language: “During the 2012-2013 school year, the District shall track transfers of any District students to and from District schools, charters, private schools, home schooling and public school districts outside of the District. This data shall be compiled and presented to the Parties and the Special Master by ~~February 1, 2013~~ August 1, 2013.” [II.H.1]

Description: In order to accurately report on the 2012-13 school year and compare it to prior years, the report must include data for the full school year ending May 27. During the month of June, the schools must review and update their records. This data will not be final until July 1. The August 1st due date allows 30 days to compile the report into a readable format to submit to the Parties and the Special Master.

The District is working to create an interim report covering SY 2011-12, so that this information can be used in evaluating boundaries and in the creation and evaluation of the Magnet Plan. To improve the accuracy of information tracked during the year, the District will: (a) ensure that administrators and office staff have the proper training to input information accurately, and (b) make improvements to the data reporting system to ensure that information about transfers is submitted correctly.

Ensure Diverse Interview Committees

August 1, 2013

Status: In Progress

Project: 1

USP Language: “The District shall ensure that interview committees for the hiring of administrators and certificated staff include African American and/or Latino members. For school site-level hiring, the principal shall submit to the District human resources department the names and race/ethnicity of the members of each interview panel. For District-level hiring, the individual who selects the hiring panel shall also submit this information to the District human resources department.” [IV.D.1]

Description: This mandate does not include a deadline; the District currently exercises this practice, but by August 1, 2013, will formally review its practices and take necessary steps to ensure that the structures are in place to effectively implement and monitor this practice.

Develop and Implement Standard Interview Instrument

August 1, 2013

Status: In Progress

Project: 1

USP Language: “Each interview committee, at both the site level and district level, shall utilize a standard interview instrument with core uniform questions to be asked of each candidate that applies for that position and a scoring rubric.” [IV.D.3]

Description: The District currently exercises this practice, but by August 1, 2013, will formally review its practices and take necessary steps to ensure that the structures are in place to effectively implement and monitor this practice.

Student Discipline Training for Administrators and Certificated Staff

**August 1, 2013
(Sept 1, 2013)**

Status: In Progress

Projects: 7, 12

USP Language: “...trainings (to assist all administrators and certificated staff to implement Restorative Practices, PBIS and the standards established in the revised GSRR) shall take place before the commencement of the 2013-2014 school year.” [VI.E.2]

Description: The District revised the GSRR by June 2013, submitted it for review to external consultants, and it is currently under review by the Parties and Special Master (along with relevant disciplinary policies). After this review period, the District will finalize revisions to the GSRR. Simultaneously, the District is developing an initial draft of the mandatory online training for all administrators and certificated staff on general concepts and best practices of Restorative Practices and PBIS, and standards established in the revised GSRR. The District will harmonize the draft training with the finalized revised GSRR in July to be ready for implementation by the commencement of SY 2013-14. The District will have as its goal to have most administrators and certificated staff complete the training prior to September 1, 2013.

Develop and Implement Core CRP Training for CRC Teachers

August 1, 2013

Status: In Progress

Project: 6

USP Language: “By the start of the 2013-2014 school year, the District shall provide ... certificated staff ... who are teaching courses of instruction centered on the experiences and perspectives of African American and/or Latino communities, with training on how to create supportive and inclusive learning environments for African American and Latino students with an emphasis on curriculum, pedagogy and cultural responsiveness. The trainings shall focus on learner-based approaches that emphasize students’ cultural assets, backgrounds, and individual strengths.” [V.E.5.a]

Description: During the spring of 2013, the CRPI director in conjunction with the individuals hired or designated to assist in this task developed a core CRP training for certificated staff, and will develop subsets of that training for administrators and paraprofessionals (discussed below). The core training will embed relevant elements of the EEI, Common Core, and Teacher Evaluation trainings that teachers have received and will continue to receive throughout SY 2013-14. The core CRP training for certificated staff, including teachers teaching Culturally Relevant Courses (CRCs), involves 24 hours of training. However, for the CRC teachers the training involves 12 hours of training prior to the start of SY 2013-14, and another 12 hours during the first semester of SY 2013-14. CRC

teachers with an interest in teaching CRCs are required to complete the first 12 hours of training prior to applying for the position. Several teachers are in the process of completing this training over the summer of 2013, and will then be eligible to apply and/or be appointed into these positions in July 2013.

Develop and Implement CRP Training

Aug 2013 – June 2014

Status: In Progress

Project: 6

USP Language: “By the start of the 2013-2014 school year, the District shall (begin providing) all administrators and certificated staff ... with training on how to create supportive and inclusive learning environments for African American and Latino students with an emphasis on curriculum, pedagogy and cultural responsiveness. The trainings shall focus on learner-based approaches that emphasize students’ cultural assets, backgrounds, and individual strengths. ...

Description: During the summer and fall of 2013, the CRPI director in conjunction with the individuals hired or designated to assist in this task will further develop subsets of the core CRP training for administrators and paraprofessionals that embed relevant elements of the EEI, Common Core, and Teacher Evaluation trainings that administrators and teachers have received and will continue to receive throughout SY 2013-14. The structure of the CRP training emulates the EEI training structure in terms of time and delivery; the total 24-hour training will be offered in 6-hour sections, twice a year, to be completed in two years. The District expects this training to begin during the first semester of SY 2013-14.

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Develop and Implement Culturally Relevant Courses**August 1, 2013**Status: In ProgressProject: 6

USP Language: “By the beginning of the 2013-2014 school year, the District shall develop and implement culturally relevant courses of instruction designed to reflect the history, experiences, and culture of African American and Mexican American communities. Such courses of instruction for core English and Social Studies credit shall be developed and offered at all feasible grade levels in all high schools across the District, subject to the District’s minimum enrollment guidelines. All courses shall be developed using the District’s curricular review process and shall meet District and state standards for academic rigor. The core curriculum described in this section shall be offered commencing in the fall term of the 2013-2014 school year. The District shall pilot the expansion of courses designed to reflect the history, experiences, and culture of African American and Mexican American communities to sixth through eighth graders in the 2014-2015 school year, and shall explore similar expansions throughout the K-12 curriculum in the 2015-2016 school year.” [V.6.a.ii]

Description: In August 2012, before the USP was approved and when the District’s Governing Board was on record opposing the inclusion of Culturally Relevant Courses (CRC) in the USP, the District began developing a framework and timeline for Multicultural Curriculum. That framework was vetted through various stakeholders. In the fall of 2012, the District identified and recruited a Multicultural Curriculum Team, and began to identify and/or recruit state and national review teams to review the developing multicultural curriculum.

In January, when the District’s Governing Board withdrew the former Board’s objection to the inclusion of Culturally Relevant Courses (CRCs) in the USP, the District identified and recruited a CRC Team. In January, the District began planning for how it could offer the courses seven months later by the beginning of the 2013-2014 school year (including registering students, identifying and training teachers, and developing the training for teachers). Considering the scope and amount of work necessary to develop and implement a quality product for students, and to identify, hire, and train staff, it became readily apparent that it was not feasible, responsible, and would be negligent to implement the courses in all high schools within a seven month time frame. Generally, curriculum development alone takes between 12-18 months. The District had several meetings and concluded that the appropriate approach would be to pilot the new curriculum, with newly trained teachers, at three high schools so that the curriculum and pedagogy could be developed and ready for full implementation at all high schools in 2014-15.

In January and February, the teams worked to plan and design the preliminary drafts of the curriculum. In March, state and local reviewers reviewed the curriculum and provided feedback and consultation which lead to revisions and refinements of the curricula. In April, national reviewers reviewed the curriculum and provided feedback and consultation which lead to further revisions and refinements. In May, parents and community members provided further review and feedback which led to yet further revisions. Also in May, the curricula were reviewed by stakeholders from within the District, specifically members of the Cabinet, including the Superintendent and Deputy Superintendent. In May and June, the curricula were shared with the Arizona Department of Education (ADE) and further revised and refined. The District commenced 11th and 12th grade CRC literature courses on the first day of school (August 1). The District anticipates that curriculum for the CRC History and Government courses will be finalized and approved by the Board to begin offering this curriculum by mid-August.

Review and Revise Reporting Requirements

September 1, 2013

Status: Not Started

Project: 11

USP Language: “The Parties and the Special Master shall review all of the reporting requirements set forth in this Order, and to the extent appropriate, revise these requirements to facilitate the monitoring of the District’s compliance with this Order and reporting to the Plaintiffs and the Special Master.” **[I.D.6]**

Description: The parties have yet to meet to revise reporting requirements, but have engaged in some initial discussions. The parties agree that a revised version of the USP shall eventually be filed reflecting the agreed-upon reporting requirement revisions, and the timeline revisions (as contemplated in section I.D.7).

Develop and Submit the 2013-14 Magnet Plan

September 1, 2013

Status: Ongoing

Project: 2

USP Language: “By April 1, 2013, the District shall develop and provide to the Plaintiffs and the Special Master a Magnet School Plan, taking into account the findings of the 2011 Magnet School Study and ensuring that this Plan aligns with its other student assignment strategies and recruitment efforts... [t]he District shall, to the extent practicable, implement elements of the Plan in the 2013-2014 school year, and shall fully implement the Plan in the 2014-2015 school year.” [IV.E.3-4]

Court Order Language: “IT IS FURTHER ORDERED resetting the deadline from April 1, 2013 for release of a Comprehensive Magnet Plan to Plaintiffs for review and comment is reset to September 1, 2013.” **[Order, June 7, 2013, Doc. 1477]**

Description: In 2012, the District began developing a Magnet Plan based initially on the findings of the 2011 Magnet Study. On or around April 21, 2013, staff finalized and submitted what would become the first version of the magnet plan. During its development and review, it became clear that it was not plausible to align the Plan to other student assignment strategies, which had yet to be developed themselves. After communications between the Parties, the Special Master, and the Court, the Court ordered the District to create two plans: a “short-term” magnet plan due September 1, and a more comprehensive magnet plan (aligned to the other student assignment strategies to be developed in the fall) due in December 2013. After review by the Parties, Special Master, and various magnet experts/consultants, the District submitted version 2 of the Plan to the Board, Parties, and Special Master in July 2013. Throughout August the District, Parties, and Board will revise and refine the Plan before a final vote in August.

Discuss Party Proposals to Address the Impact of Transfers

September 1, 2013

Status: Not Started

Project: 2

USP Language: “The Parties shall, no later than ~~March 1, 2013~~ September 1, 2013, propose and discuss options to address the impact, if any, of such transfers on the District’s desegregation obligations.” **[II.H.1]**

Description: This date was changed by agreement of the Parties and Special Master. After submitting the transfer report (due August 1, 2013 – see above) to the Parties and Special Master, the District will discuss any options proposed by the Parties to address the impact of such transfers.

Identify the Reasons that Selected Candidates Reject Offers

September 1, 2013

Status: In Progress

Project: 1

USP Language: “The District shall identify why individuals who are offered positions do not accept them, to the extent such applicants respond to such post-offer inquiries.” [IV.D.4]

Description: The District currently exercises this practice, but by September 1, 2013, will formally review its practices and take necessary steps to ensure that the structures are in place to effectively implement and monitor this practice.

Monitor 2012-13 Attrition Rates

September 1, 2013

Status: Not Started

Project: 1

USP Language: “Commencing with the effective date of this Order, on an ongoing basis, evaluating whether there are disparities in the attrition rates of African American and Latino administrators or certificated staff compared to other racial and ethnic groups. If disparities are identified, the District shall, on an ongoing basis, assess the reason(s) for these disparities and develop a plan to take appropriate corrective action. If a remedial plan to address disparate attrition is needed, it shall be developed and implemented in the semester subsequent to the semester in which the attrition concern was identified.” [IV.F.1.a]

Description: Once the 2013-14 school year begins, Human Resources will evaluate staff data to determine whether there were disparities in attrition rates for SY 2012-13. If disparities exist, the District will assess their causes and develop a plan to take appropriate corrective action.

Deliver Student Discipline Info Sessions for Students/Parents

September 1, 2013

Status: In Progress

Projects: 7, 8

USP Language: “The revised GSRR, all related documents and the informational programs described in the paragraph below, shall be provided to all parents of students enrolled in the District, and shall be available in all of the District’s Major Languages at all school sites, the District Office, the Family Centers and on the District’s website. The District shall provide timely translation of these documents and informational programs for families who speak lower-incidence languages.” [VI.D.1]

“The District shall develop and deliver an informational program to assist students and parents in understanding their roles and responsibilities under PBIS, Restorative Practices and the GSRR; shall host student assemblies at each school to communicate positive core values and behavioral expectations, and to explain in an age-appropriate manner the GSRR, PBIS and Restorative Practices; and shall hold informational sessions for parents at least twice per school year at each school, which shall include information regarding PBIS, Restorative Practices and the GSRR, due process and appeal procedures, and guidance on how parents can make complaints about student discipline.” [VI.D.2]

Description: The District is currently translating the draft revised student handbook (GSRR), will translate it into all Major Languages once it is finalized, will make it available in all Major Languages at relevant locations, and will provide timely translation of these documents and programs for families who speak lower-incidence

languages. The District is currently developing separate presentations for the info sessions using power points for students and for parents. These presentations will be conducted at each school for students, and at least twice a year for parents. Project 8 will be involved in marketing these events.

Develop and Provide RP/PBIS Training for Sites and RPPSCs

September 1, 2013

Status: In Progress

Projects: 7, 12

USP Language: “The District shall ensure that all schools provide the necessary training and hire the requisite RPPSCs as described in (IV)(C)(2) to implement Restorative Practices and PBIS by the beginning of the 2013-2014 school year. All newly-hired RPPSCs and other relevant personnel shall complete the training by the beginning of the fall semester of the academic year subsequent to the academic year during which they were hired.” [VI.E.1]

Description: The District is developing in-person training for all Learning Supports Coordinators (designated as RPPSCs, Restorative and Positive Practices Site Coordinators) that they will in turn be expected to take back to their sites and provide PD for administrators and certificated staff that builds on the initial training that administrators and certificated staff attended at the beginning of SY 2013-14.

Develop a School Choice Calculator (Condition H)

September 15, 2013

Status: In Progress

Projects: 2, 11

Court Order Language: “Because school choice will hinge on space and availability of transportation, which turns on the ethnicity of the school and the student, the District should work with the Special Master to add a school-choice calculator to the District’s website. This will allow a quick preliminary computerized assessment of whether a school is a viable option for an individual student.” [Order of Judge Bury on School Consolidations, February 15, 2013, Doc 1447]

“The Court reports progress for Condition H, School Calculator, and Condition L, Timeline for Approval Process, but they remain to be finalized. The Special Master shall file a supplemental report regarding satisfaction of these conditions, which more accurately may be captioned: Condition E, Student Achievement Effects of School Closures; Condition J, Assessment of Boundary Changes on Integration; Condition H, School Calculator, and Condition L, Time line and Procedures for Review and Approval Process.” [Order of Judge Bury on the June 4, 2013 Status Report by the Special Master, June 7, 2013, Doc 1476]

Description: The District continues to work with the Special Master on the development of a school choice calculator, and on the best ways to present the calculator on our website. Through sites, family centers, and other available online access points around the District (such as, potentially, public libraries), the District will make the information as readily available as it can to interested and inquiring families.

Develop an Admissions Process for Oversubscribed Schools

September 15, 2013

Status: In Progress

Project: 2

USP Language: “The District shall, as part of the Magnet School Plan, develop an admissions process – *i.e.*, weighted lottery, admission priorities – for oversubscribed magnet schools and programs...” [II.G.2.a]

“All students who reside within the school’s attendance boundary shall be admitted. If space then remains in the school or program and it is oversubscribed, the District shall develop an admissions process – *i.e.*, weighted lottery, admission priorities – for oversubscribed schools and programs...” [II.G.2.b]

Description: As a fundamental premise, in order for the District to make selective placements in a way by which race/ethnicity can be used as a factor to improve integration, schools must be oversubscribed. As long as the number of applications does not exceed the number of available seats *all students are placed*. This means that the Admissions Process for Oversubscribed Schools only applies where there are (a) available seats, after all neighborhood students have enrolled, and (b) more applications than available seats – by grade level.

This is a two-part process; this specific activity is the first part of the process. For SY 2014-15, the District will define the placement priority rules incorporating the following: a designated preference area (magnets only), sibling status, whether a student lives within the boundary of a Racially Concentrated school, and the extent to which placement may enhance integration. The District is developing the admissions priorities and the weighted lottery to be included in the admissions process.

Intervention Process for At-Risk African American Students

September 15, 2013

Status: Not Started

Project: 5

USP Language: “The District shall develop and implement a process for providing a series of academic interventions and supports for African American students who are struggling and/or otherwise disengaged from school (*e.g.*, students who are one or more grade levels behind academically, struggling to meet academic standards either as reflected in class grades or on state-level assessments, or experiencing ongoing and escalating behavioral issues).” [V.E.7.b]

Description: By August 16, Student Services will establish committees to put together a process for building intervention teams and providing interventions for struggling and at risk students. The teams will examine national models, TUSD 12-13 intervention data, the 13-14 Student Identification and Intervention System (“IIS”) pilot data (for students identified) to establish team composition and best practices for interventions.

Staff is assigned to sites based on ADE letter grades, AIMS scores and enrollment. Supports provided include direct classroom supports and other ancillary supports such as home visits, parent conferencing, and mentoring.

Intervention Process for At-Risk Latino Students

September 15, 2013

Status: Not Started

Project: 5

USP Language: “The District shall develop and implement a process for providing a series of academic interventions and supports for Latino students who are struggling and/or otherwise disengaged from school (*e.g.*, students who are one or more grade levels behind academically, struggling to meet academic standards either as reflected in class grades or on state-level assessments, or experiencing ongoing and escalating behavioral issues). [V.E.8.b]

Description: By August 16, Student Services will establish committees to put together a process for building intervention teams and providing interventions for struggling and at risk students. The teams will examine national models, TUSD 12-13 intervention data, the 13-14 Student Identification and Intervention System

("IIS") pilot data (for students identified) as well as the recommendations of the African American Academic Achievement Task Force (AAAATF) to establish team composition and best practices for interventions.

Intervention Teams to Support African American Students

September 15, 2013

Status: In Progress

Project: 5

USP Language: "The District shall establish academic intervention teams to provide targeted support to African American students. The academic intervention teams shall consist of academic specialists (*e.g.*, pull-out reading and math teachers, academic and behavioral coaches, and paraprofessionals) and shall be assisted by staff from Support Services for African American Student Achievement." [V.E.7.c]

"All African American student support services staff who are part of the academic intervention teams shall be trained, prior to working with students to implement specific academic intervention plans. All African American student support services staff shall also be trained on the use of data systems used to monitor the academic and behavioral progress of African American students." [V.E.7.f]

Description: By August 16, Student Services will establish committees to put together a process for building intervention teams and providing interventions for struggling and at risk students. The teams will examine national models, TUSD 12-13 intervention data, the 13-14 Student Identification and Intervention System ("IIS") pilot data (for students identified) as well as the recommendations of the African American Academic Achievement Task Force ("AAAATF") to establish team composition and best practices for interventions. Common Core Standards training in the areas of English Language Arts and Math has begun.

African American Student Services and Mexican American Student services will partner with site Learning Supports Coordinators to create intervention teams to better respond to students' needs (planning stage). Intervention teams will consist of the LSC and Academic or Family Mentor Specialist. In some cases will involve behavior intervention support and mentor support.

Intervention Teams to Support Latino Students

September 15, 2013

Status: In Progress

Project: 5

USP Language: "The District shall establish academic intervention teams to provide targeted support to Latino students. The academic intervention teams shall consist of academic specialists (*e.g.*, pull-out reading and math teachers, academic and behavioral coaches, and paraprofessionals) and shall be assisted by staff from Support Services for Latino Student Achievement." [V.E.8.c]

"All Latino student support services staff who are part of the academic intervention teams shall be trained prior to working with students to implement specific academic intervention plans. All Latino support services staff shall also be trained on the use of data systems used to monitor the academic and behavioral progress of Latino students." [V.E.8.f]

Description: Specialists placed in the District's Multicultural departments shall be assigned to work directly with students at school sites. The criteria to be followed in determining assignments for specialists will be set by Directors for the respective departments and the Desegregation Director. Criteria for assignments will be set on an annual basis with the following criteria to be set and prioritized: Arizona Department of Education (ADE) and Arizona Learns school label, student's academic achievement in state exams, and disparities among

Latino and non-Latino students' achievement results. Other factors to consider will be the percentage of a school's Latino student population and if disparities exist in out of school and in-school suspensions for Latino students compared to non-Latino students.

Prior to working with students, all specialists hired by the Mexican American Student Support (MASS) Department shall be assigned to work with each school's Student Intervention team. Prior to working on the Students Intervention Teams, the Specialists will be trained on the district's student information software such as Mojave. Specialists shall receive training in downloading student's academic state exam results and quarterly achievement data from TUSD Stats prior to tutoring or mentoring students. Specialists will be trained in documenting their daily work with students with software such as Grant Tracker or similar tracking software. Specialists will receive training in any Arizona State educational initiatives the directors of the respective departments determine are necessary. All Specialists shall receive at least 8 hours of training in whichever reading or mathematics program they will be using with students in tutoring sessions or during in-class support.

Specialists will only use the programs for tutoring students in content areas that have been selected by the District to support currently existing adopted content area programs.

Develop an Extracurricular Activity Equitable Access Plan

September 15, 2013

Status: In Progress

Projects: 3, 7

USP Language:

"A. Equitable Access to Extracurricular Activities

1. The District shall comply with the provisions below in order to provide students equitable access to extracurricular activities.
2. The District shall ensure that extracurricular activities provide opportunities for interracial contact in positive settings of shared interest and that students have equitable access to extracurricular activities regardless of racial or ethnic background or ELL status.
3. The District shall provide a range of extracurricular activities at each school. These extracurricular activities shall provide students opportunities to participate in sports activities at schools at which they are offered, to develop leadership skills, and to pursue curricular interests and programs (*i.e.*, science club or "Junior Achievement").
4. The District shall provide transportation to support student participation in extracurricular activities as specified in Section III of this Order.
5. If after-school tutoring is offered to students on a voluntary basis, such tutoring shall be offered on an equitable basis in accordance with all other provisions of this Section VIII." **[VIII.A]**

Description: The District is in the process of developing a review to determine which extracurricular activities are provided at each school. The District will identify gaps, develop strategies to address gaps, collaborate with Transportation, and ensure that after-school tutoring is offered on an equitable basis. The Plan will reflect these strategies and approaches, and set forth a timeline for ensuring adequate and reasonable implementation.

Annual Report

October 1, 2013

Status: In Progress

Project: 11

USP Language: “The District’s Annual Report shall be due on October 1 of each year for the pendency of this Order.” [II.D.5]

Description: The District has initiated internal discussions about the structure and content of the Annual Report, including researching examples from other Districts under desegregation orders.

Disseminate Student Assignment Information

October 1, 2013

Status: In Progress

Project: 8

USP Language: “The District shall allow parent(s) to submit such applications at all District schools, at the District Office, at the Family Center(s), and online. If there are fewer applications for a grade in an open enrollment school or in a magnet school or program than there are available seats in that grade and program, the District shall admit all students whose parent(s) submit an application for that grade and/or program by the Application Deadline.” [II.G.1]

“The District shall disseminate the information identified ... in Section (II), in all Major Languages, on the District’s website, and through other locations and media, as appropriate.” [VII.C.1.g]

“Because school choice will hinge on space and availability of transportation, which turns on the ethnicity of the school and the student, the District should work with the Special Master to add a school-choice calculator to the District’s website. This will allow a quick preliminary computerized assessment of whether a school is a viable option for an individual student.” [Doc. 1447, pg. 12]

Description: As the District is finalizing the application process for magnets and oversubscribed schools, it is initiating discussions about strategies for disseminating that information to students and families to ensure that information about the admissions process (including student assignment and placement to magnets and oversubscribed schools) is readily available. The District is also ensuring that applications are accessible, that relevant staff members at Family Centers receive proper training, and that the application and other student assignment information is translated appropriately. Development of the online application and the school choice calculator is ongoing.

Review and Revise Marketing, Outreach and Recruitment Strategies

October 1, 2013

Status: In Progress

Project: 8

USP Language: “By ~~April 1, 2013~~ October 1, 2013, the District shall review and revise its strategies for the marketing to and recruitment of students to District schools to provide information to African American and Latino families and community members throughout the District about the educational options available in the District. These revised strategies shall include, but not be limited to:

- a. Holding marketing and recruitment fairs for students and parents in several geographically diverse District locations;

- b. Creating or amending an informational guide describing offerings at each school site. The guide shall be distributed via mail and email to all District families; posted on the website in all Major Languages; and available in hard copy at all school sites, the Family Center(s), and the District Office;
- c. Pursuant to Section (VII), developing Family Center(s) to assist with enrollment, attendance, and program questions and concerns;
- d. Engaging with community groups to share information and involve local stakeholder organizations in the enrollment process, as coordinated through the director of student assignment and the family engagement coordinator pursuant to Section (VII);
- e. Hiring or contracting for appropriate technology to manage the assignment process; and
- f. Developing a web-based interface for families to learn about schools and submit application(s) online.”
[II.I.1]

“The District shall disseminate the information identified ... in Section (II), in all Major Languages, on the District’s website, and through other locations and media, as appropriate.” [VII.C.1.g]

Description: This date was changed by agreement of the Parties and Special Master. Beginning in or around February 2013, the District initiated a “Request for Proposal” (RFP) process to identify and select a professional marketing firm to assist in meeting this requirement. Simultaneously, in or around March, the District began initial planning for reviewing and revising its marketing and recruiting strategies. The RFP process for a marketing firm was postponed due to a procedural technicality, and had to be reinitiated. On June 25, 2013, the District approved a contract for a marketing firm that will work with the District to further develop new marketing and recruitment strategies. Open Enrollment begins in mid-October. The District will revise its marketing and outreach strategies by October 1 before Open Enrollment begins so that the strategies can be implemented for the start of Open Enrollment.

Develop and Implement Student Assignment PD

October 1, 2013

Status: In Process

Projects: 2, 12

USP Language: “By October 1 of the 2013-2014 school year, the District shall ensure that all administrators, certificated staff, and any other staff involved in the student assignment and/or enrollment process receive training on the new student assignment process and procedures, and other pertinent terms of this Order and their purpose.” [II.J.1]

Description: The start date for open enrollment has been changed from October 1 to October 15. The District is currently developing this PD, and developing a comprehensive list of staff members who will receive this training which will include: all school site principals and assistant principals, site office managers and office staff, School Community Services staff, Magnet Coordinators, Transportation Customer Care staff, Family Engagement staff (including Family Center staff), Counselors, and Learning Supports Coordinators. To ensure that the District can accurately track transfers to and from District schools in the future, this training will include specific training for office staff to ensure information on student transfers is entered correctly.

This PD will be available online, will include an assessment piece to ensure understanding, and will include internal tracking to ensure compliance.

General Transportation Provisions

October 1, 2013

Status: In Progress

Project: 3

USP Language:

1. The District shall utilize transportation services as a critical component of the integration of its schools.
2. The District shall make decisions concerning the availability of transportation services, including, but not limited to, transportation services to support student participation in extracurricular activities, in a manner that promotes the attendance of District students at integrated and magnet schools and programs. District transportation administrators shall be included in planning and monitoring activities related to student assignment and integration.
3. The District shall provide free transportation, except as provided in Paragraph (4) below, to: (a) District students enrolled in magnet programs and schools; and (b) District students enrolled in non-magnet programs and schools that are racially concentrated when such transfers increase the integration of the receiving school. Such transportation may be provided by District vehicles or by public transportation vouchers, whichever is appropriate.
4. The District shall not be required to provide free transportation to students who live within the “walking zone” of the school in which they are enrolled, subject to exceptions set forth in the District’s Transportation Policy EEA.
5. The District shall provide prospective and enrolled families with information regarding the availability of free transportation at school sites, at the Family Center(s), at the District Office, and on the website.
6. If the District contracts with a private party for the provision of transportation services, the District shall not permit the private party to discriminate on the basis of race or ethnicity in the provision of any of the services that the private party provides. **[III.A.1-6]**

Description:

Subsections 1-2: The District has spent several months refining its transportation rules and planning for the reorganization of resources to transition from the previous PUSP-related ABC transportation services to the upcoming USP-related transportation services. The District is including in its process consideration for transportation services to support extracurricular activities and, of utmost importance, the promotion of attendance of students at integrated and magnet schools and programs. Project 2 “Student Assignment and Transportation” includes significant participation from District transportation administrators in planning and monitoring activities related to student assignment and integration.

Subsection 3: The District has spent some time considering the implications for providing free transportation for magnet students (criteria “a”), but has spent considerably more time developing rules for the provision of free transportation for non-magnet students transferring to another school to “increase the integration of the receiving school” (criteria “b”). These rules will be implemented immediately for four of the closing schools. The District will use the lessons learned during the first six weeks of school to make adjustments to the rules before they are applied to all schools for SY 2014-15 (open enrollment will begin in October 2013).

Subsection 5: Beginning in October, at the start of the open enrollment period for SY 2013-14, the District will provide the required information at school sites, Family Center(s), the District Office, and on the website.

Professional Learning Community Training for Principals

October 1, 2013

Status: In Progress

Project: 12

USP Language: “Commencing no later than October 1, 2013, the District shall provide appropriate training for all school site principals to build and foster professional learning communities (“PLCs”) among teachers at their schools so that effective teaching methods may be developed and shared. This training shall include strategies to: (a) build regular structured time into teachers’ schedules to co-plan and collaborate, observe each other's classrooms and teaching methods, and provide constructive feedback so that best practices for student success can be shared; (b) develop within- and across-school networks to encourage teachers with experience and success in using culturally responsive pedagogy to engage students to mentor and coach their peer teachers; (c) engage in collaborative problem solving based on analyses of student performance; and (d) encourage and provide space, resources, and support for constructive student-teacher, teacher-teacher, and teacher-family interactions.” [IV.I.4]

Description: In June 2013, the District convened a committee to begin development of this training.

ALE Assessment

October 1, 2013

Status: In Progress

Project: 4

USP Language: “By ~~July 1, 2013~~ October 1, 2013, the ALE Coordinator shall complete an assessment of existing ALE programs, resources, and practices in the District and by school site.” [V.A.2.b]

Description: This date was changed by agreement of the Parties and Special Master. The ALE Director is in the process of collecting and analyzing data to be used in the assessment, and meeting with relevant staff to supplement quantitative data with qualitative data. A significant portion of the necessary quantitative data will become available around the second or third week of school as enrollment stabilizes.

Develop and Implement Plan to Address the African American Academic Achievement Task Force (AAAATF) Report

October 1, 2013

Status: In Progress

Projects: 5

USP Language: “As soon as possible after the approval of the USP by the Court, the District shall appoint a Task Force that will develop a comprehensive plan for significantly improving the academic performance of African American students. The members of this Task Force shall include representatives of Support Services for African American Student Achievement, African American teachers and administrators, and experts in the education of African American students. African Americans shall comprise at least a majority of the Task Force’s membership.” [V.E.7.g]

Description: In July 2013, the District received the report from the task force. The District has created a sub-committee to develop a plan for implementing the task force recommendations.

Revise UHS Admissions Process

October 1, 2013

Status: In Progress

Project: 4

USP Language: “By ~~April 1, 2013~~ October 1, 2013, the District shall review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at University High School...[t]he District shall consult with the Plaintiffs and the Special Master during the drafting and prior to implementation of the revised admissions procedures.” [V.A.5.a]

Description: This date was changed by agreement of the Parties and Special Master. UHS has established a working group to review and revise the admissions process, including consulting with relevant experts and considering multiple measures. The ALE Director is collaborating with UHS to finalize this review and any admissions process revisions in conjunction with UHS and the parties. The District will present a draft revised process no later than July 31, 2013 for Special Master and Party Review. Staff will work with all stakeholders to refine the draft process to finalize a process in time for the 2014-15 admissions period.

Special Master and Party Review is Specifically Required by the USP: The District will send a draft process by July 19, 2013, and will consult with the Plaintiffs and the Special Master between July 20 and July 30 prior to the recruitment and implementation phases.

<i>Phase 1</i>		<i>Phase 2</i>	
<p>UHS Develops Draft Admissions Process for 2014-15</p> <p><i>ALE Dir starts July 1</i></p>	<p>First District Revision to Parties/Special Master</p> <p><i>Sent to Board, Special Master, Parties by July 26</i></p>	<p>Second Revision to Board/Parties/Special Master; Recruitment to Include Preliminary Info about the new Admissions Process for 2014-15</p> <p><i>Recruitment begins Aug 12 (including 8th grade ltrs)</i></p> <p>Study Session Aug 27 Board Vote September 10</p>	<p>District Implementation of the New Admissions Process for 2014-15</p> <p><i>UHS utilizes new admissions process to admit students for 2014-15</i></p>
<p>May 1 to July 25</p>	<p>July 26 to Aug 8</p>	<p>Aug 8 to September 5</p>	<p>Oct 5 to Jan 31</p>

Develop Process to Monitor Administrator and Teacher Discipline Practices

October 1, 2013

Status: In Progress

Project: 7

USP Language: “If an individual teacher is failing to adhere to the District’s student discipline policies or practices as required under this Order, or is engaging in discrimination in such practices, or administering student discipline in a racially or ethnically disparate manner, the District shall require the principal to take appropriate corrective action.” [VI.E.4]

Description: The District is developing ways to monitor discipline practices, using a program called “Report Manager” to identify general information to then determine ways to disaggregate the data to better monitor these practices.

Communicate Discipline Roles/Responsibilities to Administrators and Teachers

October 1, 2013

Status: Not Started

Project: 7, 11

USP Language: “By October 1, 2013, the District shall communicate to teachers their roles and responsibilities in creating and supporting positive classroom environments and schools. [VI.E.3]

“By October 1, 2013, the District shall communicate to administrators their roles and responsibilities in collaborating with faculty and staff to create and support inclusive classroom environments and schools and that a primary goal of this effort is to ensure that TUSD students are not subject to discriminatory disciplinary practices based on their race, ethnicity or ELL status.” [VI.E.5]

Description: The District has not started this activity, but will initiate this activity once the GSRR is finalized, and once the RP/PBIS/GSRR training is more fully developed and the roles and responsibilities are more clearly defined and aligned to the USP, section VI.E.5.

Develop a District Family Center Plan

October 1, 2013

Status: In Progress

Projects: 8, 9

USP Language: “By ~~April 1, 2013~~ October 1, 2013, as more fully set forth below in Section (VII), the District shall develop a plan to expand its existing Family Center(s) and/or develop new one(s).” [II.I.2]

“By ~~July 1, 2013~~ October 1, 2013, the District shall develop a plan to expand its existing Family Center(s) and/or develop new one(s). The District Family Center (“DFC”) Plan shall: (i-viii)...” [VII.C.1.a]

“The District shall collaborate with local colleges and universities to provide parents with information about the college enrollment process and to disseminate such information at the Family Centers. The District shall provide access at its Family Centers to computers for families to complete and submit open enrollment/magnet applications online.” [VII.C.1.e&f]

“The District shall disseminate the information identified ... in Section (II), in all Major Languages, on the District’s website, and through other locations and media, as appropriate.” [VII.C.1.g]

Description: The dates were changed by agreement of the Parties and Special Master. In March 2013, the District initiated discussions to expand the Family Centers starting in the beginning of SY 2013-14, and developing the District Family Center Plan. The District will submit the plan no later than October 1, 2013, but anticipates submission of the plan well in advance of that date. The initial proposal for developing a new Family Center is to develop the first Family Center at the District main offices and a second center either at the site of the former Duffy Elementary School or at Pueblo High School. Duffy and Pueblo are only preliminary options, the District will continue to evaluate options as it develops the Family Center Plan.

Review and Assess Family Engagement Programs, Resources, and Practices

October 1, 2013

Status: In Progress

Project: 8

USP Language: “By ~~July 1, 2013~~ October 1, 2013, the FEC shall review and assess the District’s existing family engagement and support programs, resources, and practices. This review and assessment shall focus on programs, resources and practices for African American and Latino students, including ELL students, and families, particularly those for (i) students who are struggling, disengaged, and/or at risk of dropping out and (ii) students who face additional challenges because of a lack of access to technology.² The review shall include information on the location of programs and resources, the personnel assigned to family and community engagement efforts, funding allocated, and the data systems in place to provide information on outreach to and engagement with families and communities.” [VII.C.1.b]

Description: This date was changed by agreement of the Parties and Special Master. This review and assessment is being conducted in conjunction with the review and assessment of academic and behavior supports. The purpose of this collaboration is that both activities are reviewing and assessing substantially similar resources, programs and practices throughout the District. The District has determined that this collaboration is necessary to prevent “siloe” efforts, and to ensure proper alignment between the actions taken in response to the reviews and assessment.

Targeted PD for Admins/Cert. Staff Based on Evaluations

October 1, 2013

Status: In Progress

Project: 12

USP Language: “For administrators and certificated staff identified pursuant to their evaluations as in need of improvement, the District shall provide additional targeted professional development designed to enhance the expertise of these personnel in the identified area(s) of need.” [IV.J.4]

Description: By September 1 every year, the District will develop two lists: (1) identified administrators in need of improvement, including their areas of deficiency, and (2) identified certificated staff in need of improvement, including their areas of deficiency. In the case of teachers in need of improvement, they will have already been referred to the Struggling and Underperforming Teacher Program and, under that program, will receive a series of targeted PD under their Plan of Action which specifically addresses identified deficiencies. In the case of administrators, Educational Leadership in conjunction with the Department of PD will work to develop a Plan of Action to address specific deficiencies, including targeted PD.

Hold 1st Quarter (Q1) Event for African American Students

October 15, 2013

Status: Not Started

Project: 5

USP Language: “The District shall hold quarterly events at each school or for clusters of schools serving African American students, as appropriate, to provide families with information about students’ academic

² Such programs, resources, and practices include, but are not limited to, efforts by the African American and Latino Student Services Departments, the School Community Services Department, the Family Centers, the Family and Community Outreach Department, the Parent and Child Education (“PACE”) Program, the Parent-Teacher-Student Association, the School Community Partnership Council, the Wellness Centers, and any new or amended versions of the aforementioned programs.

progress and college preparation (including how students can enroll in and succeed in ALEs), and to engage in activities focused on the matriculation and retention rates of African American students.” [V.E.7.d]

Description: These events will be included as part of the comprehensive marketing, outreach, and recruitment strategies identified above. The Equity and Intervention Department (specifically African American Student Services, Learning Support Services (LSCs and Counselors), and College and Career Services) and the ALE Director, will be responsible for developing the content and structure of these events. The Family Engagement Coordinator will coordinate the marketing and outreach to ensure that students and families are aware of these events. These events will also include a strong component of outreach to parents to inform them of their student’s academic progress, academic options, and resources and interventions to address specific needs of their students.

The planning process has been started for the Parent University. The target audience for the Parent University includes African American and Latino students and families. It will be held on October 19, 2013, at Pima Community College, West Campus.

Established partnerships with the University of Arizona Africana Studies provided summer workshops for students in TUSD, and provided college student internships in the African American Student Services department to support students. We are currently planning quarterly meetings based on the feeder-pattern and clusters of schools. In spring 2013, we piloted the use of email to engage many families and, though we realize that not all families use email, we will continue communicating with families through email since it is another way to increase parent and student engagement.

Hold 1st Quarter (Q1) Event for Latino Students

October 15, 2013

Status: Not Started

Project: 5

USP Language: “The District shall hold quarterly events (*e.g.*, “Parent Encuentros”) at each school serving Latino students to provide families with information about students’ academic progress and how to prepare students for continuation to post-secondary education, (including how students can enroll in and succeed in ALEs), and to engage in activities focused on the matriculation and retention rates of Latino students.” [V.E.8.d]

Description: These events will be included as part of the comprehensive marketing, outreach, and recruitment strategies identified above. The Equity and Intervention Department (specifically Mexican American Student Services, Learning Support Services (LSCs and Counselors), and College and Career Services) and the ALE Director, will be responsible for developing the content and structure of these events. The Family Engagement Coordinator will coordinate the marketing and outreach to ensure that students and families are aware of these events. These events will also include a strong component of outreach to parents to inform them of their student’s academic progress, academic options, and resources and interventions to address specific needs of their students.

Identify College Students to Support African American Students

October 15, 2013

Status: Not Started

Project: 5

USP Language: “The District shall collaborate with local colleges and universities and identify college students, including District alumni, to provide learning support and guidance to African American students through mentoring, teaching assistance and other methods.” [V.E.7.e]

Description: The District has established partnerships with the following organizations: University of Arizona Africana Studies, College of Engineering, National Society of Black Engineers, Alpha Kappa Alpha fraternity, Alpha Phi Alpha fraternity, Delta Sigma Theta sorority, Links Organization, Faith-based community, Southern Arizona Black College Community Support Group, Buffalo Soldiers of Southern Arizona, the University of Arizona Black Law Club, Tucson Black Chamber of Commerce and other organizations. Individuals from the above mentioned organizations serve as tutors, mentors, and volunteers in TUSD schools.

Identify College Students to Support Latino Students

October 15, 2013

Status: Not Started

Project: 5

USP Language: “The District shall collaborate with local colleges and universities and identify college students, including District alumni, to provide learning support and guidance to Latino students through mentoring, teaching assistance and other methods.”[V.E.8.e]

Description: The District has established partnerships with the following organizations: University of Arizona Hispanic Engineers, Raytheon Hispanic Engineers, Pima Community College, Hispanic Chamber of Commerce, Arizona Hispanic School Administrators Association, League of United Latin American Citizens, Good Will Industries, Girl Scouts of Southern Arizona, and AXA Advisors. Individuals from these organizations mentor, facilitate, provide scholarships and college opportunities for students. In addition, the Metropolitan Education Commission provides training for Academic Specialists with first generation students. MASS specialists assist students in completing their FASFA college eligibility forms and write their introductory letters to colleges. The MASS website provides students with resources for college attendance.

Monitor Site-Highlighting of Contributions of Diverse Groups

October 15, 2013

Status: Not Started

Project: 6

USP Language: “By July 1, 2013, the District shall require each school principal to develop strategies to highlight the historic and ongoing contributions of diverse ethnic, racial, and linguistic groups in a manner that is evident throughout each school, including public displays, classroom environments and libraries.” [V.F.3]

Description: At the beginning of the school year, the District sent correspondence to all site leaders requiring that each site leader develop and implement strategies and a plan to highlight the contributions of diverse groups throughout their school sites. The Director of Multicultural Curriculum will work with Elementary and Secondary leadership to support site leaders in this effort by facilitating the sharing of best practices, ideas, and strategies. Sites are required to submit to the Director of Multicultural Curriculum their plans and activities at the end of the first Quarter. Additional monitoring may include status reports at other times of the year, and site visits to ensure these practices are present and prevalent at sites.

Review and Assess Academic and Behavioral Supports

November 1, 2013

Status: In Progress

Project(s): 5

USP Language: “By April 1, 2013, the District shall hire or designate an employee to be the academic and behavioral supports coordinator (“ABSC”), responsible for the review and assessment of the District’s existing academic and behavioral support programs, resources, and practices, including, but not limited to, those currently provided through the District’s student services departments. The ABSC’s review and assessment shall focus on the District’s efforts to provide individualized assistance and mentoring to students with academic or behavioral challenges and to students at risk of dropping out.” [V.E.2.a]

“By ~~July 1, 2013~~ September 1, 2013, the ABSC shall develop: (i) an assessment of existing programs, resources, and practices, disaggregated by school site(s), grades served, number of students served, ELL status, and resources (e.g., part-time or full-time personnel assigned, annual budget); (ii) an analysis, based on the data identified in this Section, of any additional resources or programs that may be needed, by grade and school site; (iii) an analysis of the school sites with the highest concentration of students in need of such programs and resources; (iv) annual goals, in collaboration with relevant staff, for increasing graduation rates for African American and Latino students, which shall be shared with the Parties and the Special Master and used by the District to evaluate the effectiveness of its efforts; and (v) procedures to ensure follow up when Mojave automatically flags a student for attention.” [V.E.2.b]

“The District, Plaintiffs, and Special Master shall work together to develop, by December 2013, research based criteria to be used in the assessment of student support programs to be implemented as soon as possible...” [Doc. 1477, pg.8]

Description: This date was changed by agreement of the Parties and Special Master based on the following:

Assessment of the existing programs, resources, and practices requires an analysis based on AIMS and other student assessment data. The data from SY2012-2013 is not available until July of each year. Sufficient time is needed for assessment and analysis of that data. Recent school closures are a factor in determining where to place resources. The new deadline of September 1 is 20 days after school begins for SY2013-2014. Actual data will then be available to assess and analyze rather than assessing based on projections.

On June 7, 2013, the District Court approved the USP budget, but added as a condition a requirement that the District work with the Plaintiffs and Special Master to develop, by December 2013, criteria to be used in the assessment of student support programs. On June 13, 2013, the District communicated a request to the Special Master to change the due date for this activity from September to October or November, pursuant to the additional requirement that the District work with the parties to develop criteria to be used in this assessment.

Below is the most recent timeline that outlines the collaborative work on developing the criteria, pursuant to the June 7, 2013 order indicating that the criteria to be used in conducting the assessment by completed by December 2013 and to be implemented “as soon as possible.”

<p align="center">District Develops Draft Criteria with Parties</p> <p align="center"><i>Sent to Parties by Aug 2;</i></p>	<p align="center">District Revision; Final Criteria to the Board for Study/Input</p> <p align="center"><i>Parties’ comments back by Aug 22</i></p> <p align="center">Study Session Aug 27 Study Session Sept 10 (if necessary)</p>	<p align="center">Review and Assess Academic and Behavioral Supports</p>
<p align="center">June 15 to Aug 2</p>	<p align="center">Aug 2 – Sept 1 (Sept 15 if necessary)</p>	<p align="center">Sept-Oct</p>

The District's Student Equity and Intervention Department (including the Executive Director of Student Equity and Intervention, the Academic and Behavioral Supports Coordinator (ABSC), Student Support Services, Learning Support Services, Graduation and Dropout Services, Alternative Services, and Family/Community Outreach) developed draft criteria in June 2013, and has submitted the draft criteria to the Parties for their review. This draft has also been submitted to District departments that provide widespread services and supports to students in schools, for additional review (this includes Title I, Language Acquisition, Fine Arts, and Exceptional Education). In or around August 20, the District will review the Parties' input and develop a finalized version of the criteria to be presented to the Governing Board on August 27 and, if necessary, again on September 10.

In August 2013, the District will begin collecting preliminary information from sites and departments to use in conducting the review of support programs, resources, and practices. In September 2013, the District will begin reviewing the data and, using the criteria established in August, begin (a) assessing and evaluating additional resources or programs that may be needed, by grade and school site; (b) identifying the sites and students with the greatest need, (c) setting annual goals for providing additional resources and for serving students with the greatest need, and (d) developing procedures to follow up when a student is flagged for interventions. By November 2013, the District will submit the Review and Assessment of Academic and Behavioral Supports. This Review and Assessment will be shared with the Parties, and used as a basis to create other plans under the USP (like the Dropout Prevention and Retention Plan), and used to inform USP-related budget allocations and strategies for SY 2014-15.

Special Master and Party Review is Specifically Required by Court Order: See timeline above.

Develop a Drop-Out Prevention and Retention Plan

November 1, 2013

Status: Not Started

Project: 5

USP Language: "~~By October 1, 2013~~ November 1, 2013, the ABSC shall develop a plan, in collaboration with the personnel identified below in this Section, incorporating research-based strategies to focus and increase resources for academic and behavioral support programs and dropout prevention services to ensure equitable access to such programs, concentrate resources on school site(s) and in areas where student and school data indicate there is the greatest need, and reduce the dropout rate and increase the graduation rate in each high school.

- (i) Dropout Prevention and Retention Plan. The District's dropout prevention and retention plan shall include, but not be limited to:
- I. Developing yearly goals for lowering dropout rates, increasing graduation rates, and reducing retentions in grade for African American and Latino students, including ELLs, in each high school, taking into account the recent dropout, graduation and retention rates for each group. Graduation rates, disaggregated by a number of factors including race, ethnicity and ELL status, for the 2008 - 2011 school years are set forth in Appendix H;
 - II. Hiring or designating a dropout coordinator to work with the ABSC to implement the strategies identified herein to reduce dropout, increase graduation, and focus school and District resources on working with students whose patterns of attendance, classroom performance, or other individual challenges indicate a serious risk of dropping out;

- III. Developing and implementing strategies to identify African American and Latino students, including ELL students, most at risk of being retained in grade and providing identified students with extra time and resources to accelerate their learning (*e.g.*, additional time for instruction in and after school, summer programs and individualized support, including participation and literacy programs). Particular attention shall be given to reducing the retention rate of students in grades 3 and 8;
- IV. The engagement, as appropriate, of language-accessible social workers, health clinics, and school staff, or volunteers to assist in providing supports to these students;
- V. Summer credit recovery programs rather than grade retention whenever possible;
- VI. Ninth grade academies to ease the transition to high school;
- VII. Special efforts to involve at-risk students and their families in school programs and to improve academic skills;
- VIII. Positive alternatives to suspension; and
- IX. Consultation with national experts on dropout prevention.” [V.E.2.b]

Description: Because of the TUSD school closures at the end of SY 12-13, it was deemed desirable to base the Dropout Prevention and Retention Plan on SY 13-14 resources and services available rather than SY 12-13. Thus, USP Project 5 has convened a Review and Assessment subcommittee charged with gathering this data during August and September of 2013. Data as to programs and services available to each site (as well as general ideas of effectiveness) will be collected by survey both from site principals and also from central departments. This will be put together with SY 12-13 outcome data to look for more concrete indications of effective programs. At the same time, the ASBC and project 5 will consult national experts and the appropriate research to try to develop a plan to ensure equitable access to effective programs and resources.

Conduct First Quarter (Q1) Review of Each Site’s Discipline Data

November 1, 2013

Status: Not Started

Projects: 7, 13

USP Language: “The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. The data shall include the number of students receiving any exclusionary discipline consequence (*i.e.*, detention, in-school suspensions, out-of-school suspensions, referrals to alternative placement, referrals for expulsion, and referrals to law enforcement), disaggregated by grade, teacher, school, ELL status, gender, and race and ethnicity.” [VI.F.2]

Description: After the end of the first quarter, the District will conduct the first quarterly review of each site’s discipline date.

Report 40th Day Student Enrollment Data for 2013-14

November 1, 2013

Status: Not Started

Projects: 11, 13

USP Language: “Unless otherwise specified, student enrollment data shall be reported as of the fortieth (40th) day of each school year and shall be reported to the Plaintiffs and the Special Master each school year by November 1 of that year.” [II.D.2]

Description: After the 40th day of SY 2013-14, the District will gather and report on this data.

Facilitate Opportunities for Observations of Best Practices

November 1, 2013

Status: Not Started

Projects: 6, 12

USP Language: “Through the director of culturally responsive pedagogy and instruction, the District shall facilitate opportunities for administrators and certificated staff who consistently demonstrate best practices in their classrooms or schools to coach, mentor, and collaborate with their peers and provide opportunities for other personnel to observe these best practices.” [IV.J.6]

Description: During the first quarter each year, the Director of CRPI, in conjunction with the Director of PD, will develop a list of administrators and certificated staff who consistently demonstrate best practices (using CRP and otherwise), as observed by the Director of CRPI, and as identified by the Director of PD and by site and central leadership. Administrators and Teachers will be identified according to the specific area(s) in which they demonstrate expertise. Starting in the second quarter each year, and the District will make the list available so that teachers with particular needs can sign up, through the Director of CRPI and/or through the Director of PD, to observe a teacher or administrator identified on the list. In many cases, the District will send a facilitator to assist the observing teacher or administrator to get the most out of the observation.

Develop and Implement First Quarter (Q1) Corrective Action Plans

December 1, 2013

Status: Not Started

Project: 11

USP Language: “Based on [the quarterly review and analysis of sites’ discipline data], the District shall work with the RSPPC and school administrators to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not meted out in a manner that impermissibly targets or has a disparate effect on students of a particular race or ethnicity. If the data collected and reviewed suggests that any teacher or administrator at the school site is imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy, the District shall, in conjunction with the principal, consider and take appropriate corrective action, including retraining or disciplinary action.” [VI.F.2]

“If the data collected and reviewed indicates that a school has been successful in managing student discipline, the District RPPC shall examine the steps being taken at the school to determine whether the approach adopted by the school should be adopted by other schools within the District, and if the RPPC determines the approach should be replicated, the District RPPC will share the strategies and approach with the District to consider replication at other schools.” [VI.F.3]

“The District shall require principals to meet on a regular basis (*i.e.*, at least monthly) with the school-site discipline team (to be comprised of the RSPPC, school administrators, and selected teachers and school

resource officers) to review the school site's discipline data, discuss any school-wide corrective action plans or action items, and explore ideas for improvement." [VI.F.4]

"The District shall develop a framework and schedule for creating any necessary corrective action plans described herein and implementing them in a timely manner (*i.e.*, within a semester of their development, or between the spring and fall semesters as appropriate)." [VI.F.5]

Description: The quarterly analysis comes out by November 1, 2013, and each site's Learning Support Coordinator (LSC) will have thirty days to work with the District and their site to come up with a corrective action plan, where necessary.

Develop Draft Criteria for Making 910(G) Funding Allocations

December 1, 2013

Status: Complete, In Progress, Not Started

Project: 11

Court Order Language: "The District, Plaintiffs, and Special Master shall work together to develop, by December 2013, research based criteria for determining when desegregation dollars may fund all or part of a program to justify expenditures of desegregation money in next year's budget and facilitate the independent audit and program reviews and assessments required under the USP." [Order of Judge Bury on the Desegregation Budget, June 7, 2013 – Doc 1477]

Description: The District has developed draft budget criteria and is currently vetting it internally. In August, the District will share the draft criteria with the parties, solicit input and incorporate suggestions, and finalize the criteria prior to September 1, 2013 to facilitate the independent audit and program reviews and assessments.

Finalize Criteria for Making 910(G) Funding Allocations

December 31, 2013

Status: Not Started

Project: 11

Court Order Language: "The District, Plaintiffs, and Special Master shall work together to develop, by December 2013, research based criteria for determining when desegregation dollars may fund all or part of a program to justify expenditures of desegregation money in next year's budget and facilitate the independent audit and program reviews and assessments required under the USP. [Doc. 1477, pgs. 7-8]

Description: After submitting a first draft in July, the District will continue to work with the Parties to develop research-based criteria for making desegregation funding decisions no later than mid-October to be used in the budget allocation activities beginning in November of 2013 for SY 2014-15.

Special Master and Party Review is Specifically Required by Court Order: See timeline below.

<i>Phase 1</i>		<i>Phase 2</i>		
District Develops Draft Criteria for Making USP-Related 910(G) Funding Allocations <i>Sent to Parties and Special Master by Aug 1</i>	Party Comments <i>SM/Party' comments back by Aug 22</i>	Criteria Development District works with the Parties and Special Master on developing the final criteria Study Session Aug 27	District Revision and Board, Party, Special Master Review <i>Sent to the Board, Parties, Special Master by Sept 1; comments back by Oct 1</i>	District Revision and Board Vote Board Vote October 8
July 1 to July 31	Aug 22	Aug 1 to Sept 1	Sept 1 to Oct 1	Oct 1 - 4

Maintain and Manage Applicant Database and Pool

December 31, 2013

Status: Not Started

Project: 1

USP Language: “The District shall maintain a centralized electronic database of all applicants for administrative and certificated staff positions, including each applicant’s name, race and ethnicity (as provided by the applicant), highest degree attained, and all certifications (e.g., bilingual certification, special education certification), and shall maintain each applicant’s information in the database for a period of at least three years, unless the applicant requests that his or her application be withdrawn. The District shall maintain an active certificated staff and administrator pool and shall encourage applicants to apply for individual positions and to apply for the pool. All applicants in the pool shall be considered for all available vacancies for which they qualify.” [V.D.2]

Description: The District has budgeted for the creation or development of an applicant database to fulfill this function, and will develop and implement this practice no later than second semester 2013-14.

Monitor School-Based Administrators by Race/Ethnicity

December 31, 2013

Status: Not Started

Project: 1

USP Language: “All District schools shall seek to have a racially and ethnically diverse staff. The District shall track and report information on school-based administrators and certificated staff by race and ethnicity (as provided by the employee). Attached as Appendix D is data setting forth the racial/ethnic composition of TUSD teachers and principals by school level for the 2009-2012 school years.” [IV.E.1]

Description: The District will begin developing and implementing this practice during the first semester of SY 2013-14.

Identify, Assess, and Address Faculty Disparities

December 31, 2013

Status: Not Started

Project: 1

USP Language: “The District shall identify significant disparities (*i.e.*, more than a 15 percentage point variance) between the percentage of African American or Latino certificated staff or administrators at an individual school and district-wide percentages for schools at the comparable grade level (Elementary School, Middle School, K-8, High School). The assessment of significant disparities shall also take into account the percentage of African American and Latino students on each school campus. The District shall assess the reason(s) for the disparities and shall review and address, to the extent relevant and practicable, its hiring and assignment practices, including enforcing hiring policies and providing additional targeted training to staff members involved in hiring and assignment.” [IV.E.2]

Description: The District will begin developing and implementing this practice during the first semester of SY 2013-14.

Reassign Personnel

December 31, 2013

Status: Not Started

Project: 1

USP Language: “To address any disparities as identified pursuant to Section (IV)(E)(2) above, or to address resource needs at a particular campus (*e.g.*, voluntary reassignment of bilingual personnel to campuses with increased numbers of ELL students or to dual language programs), the District may also reassign personnel between schools. To facilitate such reassignments, the District shall notify all current certificated staff at every school in the District of the opportunity to apply to voluntarily transfer as described in this section. The District shall give all interested personnel a reasonable period in which to apply for a transfer. The District shall include these voluntary transfer applications in every pool of candidates submitted to each school to the extent they are qualified personnel whose transfer would enhance the racial and ethnic diversity of the certificated staff at the school.” [IV.E.3]

Description: The District will begin developing and implementing this practice during the first semester of SY 2013-14.

Assign and Attract Diverse Administrative Teams at Sites

December 31, 2013

Status: Not Started

Project: 1

USP Language: “The District shall make efforts to assign and attract a diverse administrative team to any school with more than one site-based administrator. Such administrators shall be selected from a pool that includes African American and/or Latino candidates.” [IV.E.4]

Description: The District will begin developing and implementing this practice during the first semester of SY 2013-14.

Increase Teacher Quality at RC or Low-Achieving Schools

December 31, 2013

Status: Not Started

Project: 1

USP Language: “Through the human resources department coordinator identified in Section (IV)(B)(1) above, the District shall make efforts to increase the number of experienced teachers and reduce the number of beginning teachers hired by Racially Concentrated schools or schools in which students are achieving at or below the District average in scores on state tests or other relevant measures of academic performance, and to avoid assigning first-year principals to Racially Concentrated schools or schools serving students who are achieving below the District average in scores on state tests or other relevant measures of academic performance. Exceptions to this provision may be permitted by the Superintendent on a case-by-case basis.” [IV.E.5]

Description: The District will begin developing and implementing this practice during the first semester of SY 2013-14.

Survey Teachers and Conduct Focus Groups

December 31, 2013

Status: Not Started

Project: 1

USP Language: “The District shall adopt measures intended to increase the retention of African American and Latino administrators and certificated staff, including, but not limited to, doing and/or taking into account the following...

(b) Surveying teachers each year using instruments to be developed by the District and disaggregating survey results by race, ethnicity, and school site to assess teachers’ overall job satisfaction and their interest in continuing to work for the District. These surveys shall be anonymous.

(c) Conducting biannual focus groups of representative samples of District certificated staff to gather perspectives on the particular concerns of these staff in hard-to-fill positions (*e.g.*, ELL and special education teachers) and/or who have been hired to fulfill a need specifically identified in this Order” [IV.F.1.b-c]

Description: The District will begin developing and implementing this practice during the first semester of SY 2013-14.

Develop and Implement the ALE Access and Recruitment Plan

January 1, 2014

Status: Not Started

Project: 4

USP Language: “By ~~October 1, 2013~~ January 1, 2014, the ALE Coordinator shall develop the ALE Access and Recruitment Plan...” [V.A.2.c]

“By January 1, 2014, the District shall implement the ALE Access and Recruitment Plan.” [V.A.2.c]

“In addition to the outreach required by the ALE Access and Recruitment Plan, the District shall: conduct specific UHS-related outreach to students and parents about the program’s offerings; encourage school personnel, including counselors and teachers, through professional development, recognition, evaluation and

other initiatives, to identify, recruit and encourage African American and Latino students, including ELL students, to apply; and provide assistance for African American and Latino students, including ELL students, to stay in and to be successful at UHS.” [V.A.5.d]

Description: By October 1, 2013, the District will complete the ALE assessment and the UHS admissions assessment. These assessments will be used to develop the ALE Access and Recruitment Plan which includes specific goals and strategies for GATE, UHS and Advanced Academic Courses: AP, Pre-AP, Dual-Credit, and IB courses.

Implement the Dropout Prevention and Retention Plan

January 1, 2014

Status: Not Started

Project: 5

USP Language: “By January 1, 2014, the ABSC shall implement the dropout prevention and retention plan, including having ensured that all personnel who provide academic and behavioral support are assigned to school(s) or area(s) based on the above-contemplated need analysis.” [V.E.2.c]

Description: After the Academic and Behavioral Supports Coordinator (ABSC) completes the student support assessment in the fall of 2013, the ABSC will work with the Drop Out Coordinator to develop the Dropout Prevention and Retention Plan in time to begin implementation by the second semester of SY 2013-14.

Implement Intercultural Proficiency Strategies for Students

January 1, 2014

Status: Not Started

Project: 6

USP Language: “By ~~July 1, 2013~~ January 1, 2014, the District shall take steps to build and sustain the supportive and inclusive school environments described herein, including, but not limited to ... (b) piloting and implementing strategies to develop students’ intercultural proficiency...” [V.F.2.b]

Description: This date was changed by agreement of the Parties and Special Master. The District will create and pilot strategies to develop students’ intercultural proficiency during the fall semester of SY 2013-14. Based on the feedback from the pilot, those strategies will be expanded to additional sites during the spring semester of SY 2013-14.

Make Necessary Changes to the Data Reporting System

January 1, 2014

Status: Not Started

Project: 13

USP Language: “By ~~April 1, 2013~~ July 1, 2014, the District shall identify any changes in the data reporting system necessary to meet all of the reporting and evaluation requirements of this Order and the revised GSRR, including tracking school-site-based discipline by teacher and identifying necessary changes to the input codes and consequences. All changes shall be made by ~~July 1, 2013~~ January 1, 2014.

Description: This date was changed by agreement of the Parties and Special Master. In June, the District (with assistance from an outside firm) conducted three assessments of its data collection and reporting capabilities. In July, the District is taking all of the information from the three Davidson assessments (data reporting, EBAS capacity, and EBAS product availability), and from the Davidson recommendations, and is currently in the

process of developing a consulting services RFP for a company to assist the District in the acquisition and implementation of the EBAS – including making necessary changes to the current data reporting system. This RFP will be awarded no later than September 1, 2013.

The District, with the assistance of the company, will develop an EBAS product RFP that will result in the purchase of an EBAS solution. By December 1, 2013, the District will close the EBAS product RFP and select the company or companies that will work with the District to develop and implement the EBAS, including making all necessary changes to the data reporting system.

Develop and Implement a Plan to Track Family Engagement

January 1, 2014

Status: Not Started

Projects: 8, 13

USP Language: “By ~~October 1, 2013~~ January 1, 2014, the FEC shall develop and implement a plan to track data on family engagement, and the District shall make necessary revisions to Mojave to allow such data to be tracked by student.” [VII.C.1.c]

Description: This date was changed by agreement of the Parties and Special Master. The Family Engagement Coordinator (FEC), along with the Family Engagement project team, has had initial discussions with the consultant who is conducting the initial assessment of data reporting systems to begin to identify the reporting needs and capacity of the current system to facilitate this activity. Based on the results of the data reporting assessment, the FEC will begin developing and implementing the plan to track family engagement. Currently, the District monitors and tracks basic information from parent visits to the existing District family center at the District main office. These efforts, and other similar current practices, will be examined and improved in the plan to track family engagement.

Develop a Plan to Reorganize Family Engagement Resources

January 1, 2014

Status: Not Started

Project: 8

USP Language: “By January 1, 2014, the FEC shall develop and implement a plan to reorganize or increase family engagement resources, including consolidating additional resources at the Family Center(s), to both ensure equitable access to programs and services and to concentrate resources on school site(s) and in areas where data indicates the greatest need.” [VII.C.1.d]

Description: The family engagement review and assessment, due November 1, 2013, will help the District identify areas of greatest need and will inform the reorganization of resources.

Implement the Evidence-Based Accountability System (EBAS)

January 1, 2014

Status: Not Started

Project: 13

USP Language: “By January 1, 2014, or as soon thereafter as is reasonably possible based on projections by the District and its experts, the District shall make such changes to its data systems to allow it to perform these functions. The completed amended system shall be known as the Evidence-Based Accountability System (“EBAS”).” [X.A.2]

“The District shall require all administrators, certificated staff, and where appropriate, paraprofessionals, to undertake the training on the EBAS required pursuant to Section (IV)(J)(3). All newly-hired District personnel for whom training is warranted under this section shall complete the training by the beginning of the fall semester of the academic year subsequent to the academic year during which they were hired.” [X.A.3]

Description: The District, with the assistance of the company selected to conduct the initial EBAS assessment, will develop an EBAS product RFP that will result in the purchase of an EBAS solution. By December 1, 2013, the District will close the EBAS product RFP and select the company or companies that will work with the District to develop and implement the EBAS.

Develop and Implement a Multicultural Curriculum

January 15, 2014

Status: Not Started

Project: 6

USP Language: “The District shall continue to develop and implement a multicultural curriculum for District courses which integrates racially and ethnically diverse perspectives and experiences. The multicultural curriculum shall provide students with a range of opportunities to conduct research and improve critical thinking and learning skills, create a positive and inclusive climate in classes and schools that builds respect and understanding among students from different racial and ethnic backgrounds, and promote and develop a sense of civic responsibility among all students. All courses shall be developed using the District’s curricular review process and shall meet District and state standards for academic rigor. The courses shall be offered commencing in the 2013-2014 school year.” [V.6.a.i]

Description: The District has, and will continue, to develop multicultural curriculum to be piloted during the second semester of SY 2013-14, and implemented at all high schools by SY 2014-15.

Hold 2nd Quarter (Q2) Event for African American Students

January 15, 2014

Status: Not Started

Project: 5

USP Language: “The District shall hold quarterly events at each school or for clusters of schools serving African American students, as appropriate, to provide families with information about students’ academic progress and college preparation (including how students can enroll in and succeed in ALEs), and to engage in activities focused on the matriculation and retention rates of African American students.” [V.E.7.d]

Description: These events will be included as part of the comprehensive marketing, outreach, and recruitment strategies identified above. The Equity and Intervention Department (specifically African American Student Services, Learning Support Services (LSCs and Counselors), and College and Career Services) and the ALE Director, will be responsible for developing the content and structure of these events. The Family Engagement Coordinator will coordinate the marketing and outreach to ensure that students and families are aware of these events. These events will also include a strong component of outreach to parents to inform them of their student’s academic progress, academic options, and resources and interventions to address specific needs of their students. Each year we host the African American Youth Heritage day at the historic Dunbar Center for high school students and Harambee for elementary students.

Hold 2nd Quarter (Q2) Event for Latino Students

January 15, 2014

Status: Not Started

Project: 5

USP Language: “The District shall hold quarterly events (*e.g.*, “Parent Encuentros”) at each school serving Latino students to provide families with information about students’ academic progress and how to prepare students for continuation to post-secondary education, (including how students can enroll in and succeed in ALEs), and to engage in activities focused on the matriculation and retention rates of Latino students.” [V.E.8.d]

Description: These events will be included as part of the comprehensive marketing, outreach, and recruitment strategies identified above. The Equity and Intervention Department (specifically Mexican American Student Services, Learning Support Services (LSCs and Counselors), and College and Career Services) and the ALE Director, will be responsible for developing the content and structure of these events. The Family Engagement Coordinator will coordinate the marketing and outreach to ensure that students and families are aware of these events. These events will also include a strong component of outreach to parents to inform them of their student’s academic progress, academic options, and resources and interventions to address specific needs of their students.

Conduct Second Quarter (Q2) Review of Each Site’s Discipline Data

January 15, 2014

Status: Not Started

Project: 7, 13

USP Language: “The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. The data shall include the number of students receiving any exclusionary discipline consequence (*i.e.*, detention, in-school suspensions, out-of-school suspensions, referrals to alternative placement, referrals for expulsion, and referrals to law enforcement), disaggregated by grade, teacher, school, ELL status, gender, and race and ethnicity.” [VI.F.2]

Description: After the end of the second quarter, the District will conduct the second quarterly review of each site’s discipline data.

Develop Criteria to Review Student Placement Policies and Practices

January 31, 2014

Status: Not Started

Project: 6

USP Language: “The District shall develop appropriate criteria for data gathering and reporting to enable it to conduct meaningful review of its referral, evaluation and placement policies and practices on an annual basis to ensure that African American and Latino students, including ELL students, are not being inappropriately referred, evaluated or placed in exceptional (special) education classes or programs.” [V.D.1]

Description: The District will develop criteria to use in reviewing referral, evaluation, and placement of students in exceptional education classes or programs. The District may also use the same criteria for reviewing and analyzing student placement in other situations.

TUSD

Tucson Unified School District USP Status Report 2 January 2014

In July 2013, the District submitted its first monitoring report, the USP Status Report 1 (USR 1), outlining the status of various USP and USP-related activities between February and July 2013. The USR 1 also included descriptions of activities to be performed between August and December.

In January 2014, the District submitted the 2012-13 Annual Report focused primarily on activities and programs that occurred while the District was under the Post-Unitary Status Plan (PUSP), and prior to the beginning of implementation of the Unitary Status Plan (USP).

This Report provides the implementation status of USP and USP-related activities from July 2013 through January 31, 2014, and includes descriptions of activities to be performed between February and July 2014. While it is too early to assess the effectiveness and outcomes of most USP implementation activities, some measures are available for analysis and discussion. This status report is not required under the USP; however, the District submits this report in the interests of transparency, accountability, and good faith.

Timelines and activities will undoubtedly shift throughout SY 2013-14 to adjust to unforeseen circumstances and realities. The timelines within this report are meant as guidelines to ensure timely and effective implementation, but are always flexible to address the needs of students, of the District, and of the Special Master and Parties in the *Fisher-Mendoza* lawsuit¹ and court ordered remedy – the Unitary Status Plan.

¹ The Special Master is Dr. Willis Hawley. The Parties include attorneys from the Department of Justice representing the United States, and attorneys representing the *Fisher* plaintiffs (African-American students and families) and the *Mendoza* plaintiffs (representing Mexican-American students and families)

The Report includes two main parts: Implementation Overview and Implementation Details:

IMPLEMENTATION OVERVIEW

IMPLEMENTATION DETAILS

This part follows the order of the USP:

- I. Introduction (p. 1)
- II. Student Assignment (p. 2)
- III. Transportation (p.15)
- IV. Administrators and Certificated Staff (p. 20)
 - Outreach, Recruitment and Hiring (p.25)
 - Assignment and Retention (p. 32)
 - Professional Support and Development (p.42)
- V. Quality of Education
 - Advanced Learning Experiences (ALEs) (p. 52)
 - Student Support and Engagement (p. 64)
- VI. Discipline (p. 97)
- VII. Family and Community Engagement (p. 114)
- VIII. Extracurricular Activities (p. 123)
- IX. Facilities and Technology (p. 128)
- X. Accountability and Transparency (p.136)

IMPLEMENTATION OVERVIEW

In the table below, each item has a position or activity title (with page number reference), a status indicator (Completed, In Progress, Ongoing, or Not Started), a reference to the relevant section to the USP and/or Court Order, and a due date (where applicable). Due dates reflect either the due date identified by the USP, or the due date as modified by a subsequent court order.

Part two of this report (“Implementation Details”) contains corresponding and detailed descriptions for the implementation status of each position or activity. The page number next to each title references the location of the detailed description contained in part two.

Not every activity in the USP has a due date, but the discipline of project management requires activities have due dates and/or milestones. Because the USP is vague as to when an item or activity is deemed fully completed, the District has developed the following status indicators to assist in monitoring USP implementation:

Completed: indicates that an activity has been completed. If an activity was not completed by the due date, the date by which the activity was completed is given.

In Progress: indicates the activity has begun but has not been completed.

Ongoing: indicates the activity does not have a completion date and is, or is part of, an ongoing process.

Not Started: indicates an activity has yet to begin.

II. STUDENT ASSIGNMENT

USP SECTION	POSITION OR ACTIVITY	STATUS	DUE DATE
II.C.1	1. Hire/Designate a Director-Level Employee for Student Assignment (p. 2)	Completed	4.1.13
II.C.2	2. Hire/Designate a Director-Level Employee for Magnets (p. 3)	Completed	N/A
II.C.2	3. Hire/Designate Magnet Assistants (p. 4)	Completed	N/A
II.C.2	4. Consult with Magnet School Experts (p. 5)	Completed	2.1.13
II.D.2-3	5. Develop a Comprehensive Boundary Plan (p. 6)	In Progress	7.1.14
II.E.3-4	6. Develop and Submit the 2013-15 Magnet Plan (p. 7)	Completed	10.23.13
II.E.3	7. Develop and Submit the Comprehensive Magnet Plan (p. 8)	In Progress	7.1.14
II.E.5	8. Apply for Federal Magnet School Funding (MSAP Grant) (p. 9)	Completed	N/A
II.G.1	9. Application and Selection Process (p. 10)	Completed	2013-14
II.G.2.a-b	10. Admissions Process for Oversubscribed Schools (p. 11)	Completed	12.18.13
II.H.1	11. Track Transfers to and from District Schools (p. 12)	Completed	12.1.13
II.I.1	12. Review/Revise Marketing/Recruitment Strategies (p. 13)	Completed	11.15.13
II.J.1	13. Develop/Implement Student Assignment PD (p. 14)	In Progress	10.1.13

III. TRANSPORTATION

USP SECTION	POSITION OR ACTIVITY	STATUS	DUE DATE
III.A.2	1. Transportation for Extracurricular Activities (p. 15)	In Progress	N/A
III.A.3	2. Transportation for Magnet Students (p. 16)	Completed	N/A
III.A.3	3. Incentive Transportation for Open Enrollment (p. 17)	In Progress	N/A
III.A.5	4. Provide Information about Free Transportation to Families (p. 18)	Ongoing	N/A
III.B.1	5. Include Transportation Eligibility in Student Data System (p. 19)	Completed	10.1.13

IV. ADMINISTRATORS AND CERTIFICATED STAFF			
USP SECTION	POSITION OR ACTIVITY	STATUS	DUE DATE
IV.B.1	1. Hire/Designate an Individual to Coordinate USP-Related Human Resource Efforts (p. 20)	Completed	N/A
IV.B.1	2. Conduct a Regular Review of the Applicant Pool (p. 21)	Ongoing	N/A
IV.B.2	3. Hire/Designate a Director-Level Employee to Coordinate Recruitment (p. 22)	Completed	4.1.13
IV.B.3	4. Hire/Designate a Director-Level Employee to Coordinate PD/Support (p. 23)	Completed	4.1.13
IV.B.3	5. Develop and Implement USP-Related PD and Support (p. 24)	Ongoing	N/A
OUTREACH, RECRUITMENT, AND HIRING			
IV.C.2	6. Hire Labor Market Expert / Undertake Labor Market Analysis (p. 25)	Completed	N/A
IV.C.3	7. Develop the Outreach and Recruitment Plan (p. 26)	Completed	12.2.13
IV.C.3	8. Implement the Outreach and Recruitment Plan (p. 27)	Not Started	N/A
IV.D.1	9. Provide for Diverse Interview Committees (p. 28)	Completed	N/A
IV.D.2	10. Maintain a Centralized Application Pool Database (p. 29)	Ongoing	N/A
IV.D.3	11. Utilize a Standard Interview Instrument (p. 30)	Ongoing	N/A
IV.D.4	12. Identify Why Applicants Do Not Accept Positions (p. 31)	Ongoing	N/A
ASSIGNMENT AND RETENTION			
IV.E.1	13. Track and Report Information on School-based Administrators and Certificated Staff (p. 32)	Ongoing	N/A
IV.E.2	14. Identify Assess and Address Faculty Disparities (p. 33)	Ongoing	N/A
IV.E.3	15. Reassign Personnel (p. 34)	Ongoing	N/A
IV.E.4	16. Assign and Attract Diverse Administrative Teams at Sites (p. 35)	Ongoing	N/A
IV.E.5	17. Assign Experienced Teachers and Principals to Identified Schools (p. 36)	Ongoing	N/A
IV.E.6	18. Develop a First-Year Teacher Pilot Plan (p. 37)	Completed	10.23.13
IV.F.1.a	19. Evaluate and Address Disparities in Attrition Rates (p. 38)	Ongoing	N/A
IV.F.1.b	20. Conduct Annual Teacher Job Satisfaction Surveys (p. 39)	Ongoing	N/A
IV.F.1.c	21. Conduct Biannual Focus Groups (p. 40)	Ongoing	N/A
IV.G	22. Develop a Reduction in Force (RIF) Plan (p. 41)	Completed	12.2.13
PROFESSIONAL SUPPORT AND DEVELOPMENT			
IV.H.1	23. Review (Amend) Evaluation Instruments (p. 42)	Completed	7.1.13
IV.I.1	24. Hire or Designate New Teacher Mentors (p. 43)	Completed	N/A
IV.I.1	25. Amend New Teacher Induction Program (p. 44)	Completed	7.1.13
IV.I.2 & J.4	26. Develop an Underperforming and Struggling Teacher Plan (p. 45)	Completed	12.16.13
IV.I.3	27. Develop/Implement the Aspiring Leaders Plan (p. 46)	Completed	10.30.13
IV.I.4	28. Provide Professional Learning Communities Training (p. 47)	Ongoing	10.1.13
IV.J.1	29. Develop a Plan for USP Dissemination and USP Training (p. 48)	Completed	4.1.13
IV.J.2	30. Hire/Designate Trainers for All Necessary PD (p. 49)	Completed	6.1.13
IV.J.3 & 5	31. Provide Ongoing PD (p. 50)	Ongoing	N/A
IV.J.6	32. Facilitate Opportunities for Observations of Best Practices (p. 51)	Ongoing	N/A

V. QUALITY OF EDUCATION			
USP SECTION	POSITION OR ACTIVITY	STATUS	DUE DATE
ADVANCED LEARNING EXPERIENCES (ALEs)			
V.A.2.a	1. Hire/Designate a Coordinator of Advanced Learning Experiences (ALEs) (p. 52)	Completed	7.1.13
V.A.2.b	2. ALE Review and Assessment (p. 53)	Completed	10.1.13
V.A.2.c	3. Develop the ALE Access and Recruitment Plan (p. 54)	In Progress	1.29.14
V.A.2.f	4. Implement the ALE Access and Recruitment Plan (pp. 55-56)	In Progress	1.1.14
V.A.5.a	5. Review and Revise UHS Admissions Process (p. 57)	Completed	10.23.13
V.A.5.a	6. Pilot and Implement the UHS Revised Admissions (p. 58)	In Progress	2013-14
V.A.5.b	7. Administer UHS Admissions Test to 7 th Grade Students (p. 59)	In Progress	N/A
V.A.5.c	8. Advise Middle School Students on UHS Admissions (p. 60)	Ongoing	N/A
V.A.5.d	9. Specific UHS-related Outreach to Students/Parents (p. 61)	Ongoing	N/A
V.B.1	10. Pursue OELAS Extension (p. 62)	In Progress	2012-13
V.C.1	11. Build and Expand the District's Dual Language Programs (p. 63)	Ongoing	N/A
STUDENT SUPPORT AND ENGAGEMENT			
V.D.1	12. Develop Criteria to Review Placement Policies/Practices (p. 64)	In Progress	N/A
V.E.2.a	13. Hire/Designate an Academic and Behavioral Supports Coordinator (ABSC) (p. 65)	Completed	4.1.13
V.E.2.b	14. Develop a Student Support Review and Assessment (p. 66)	Completed	9.1.13
V.E.2.b V.E.2.b.i	15. Develop a Dropout Prevention and Retention Plan (p. 67)	In Progress	2.15.14
V.E.2.b.i.II	16. Hire/Designate a Dropout Coordinator (p. 68)	Completed	N/A
V.E.2.c	17. Implement the Dropout Prevention and Retention Plan (p. 69)	Not Started	1.1.14
V.E.3.a	18. Develop Supports and Interventions ("Flag" System Support) (p. 70)	Completed	7.1.13
V.E.4.a	19. Hire/Designate a Director of Support Services for African-American Students (p. 71)	Completed	N/A
V.E.4.b	20. Hire/Designate a Director of Support Services for Latino Students (p. 72)	Completed	N/A
V.E.4.c	21. Hire/Designate a Director of Culturally Responsive Pedagogy and Instruction (p. 73)	Completed	N/A
V.E.4.c	22. Develop/Implement a PD Plan for Student Engagement (p. 74)	In Progress	N/A
V.E.4.d	23. Hire/Designate a Director of Multicultural Curriculum (p. 75)	Completed	N/A
V.E.5.a	24. Develop/Implement CRP PD (CRC Teachers) (p. 76)	Completed	8.1.13
V.E.5.a	25. Develop/Implement PD on Supportive/Inclusive Learning (p. 77)	Ongoing	2013-14
V.E.5.a	26. Hire/Designate Individuals to Assist with CRP Training (p. 78)	Completed	5.1.13
V.E.6.a.i	27. Develop/Implement Multicultural Curriculum (p. 79)	Ongoing	8.1.13
V.E.6.a.ii	28. Develop/Implement Culturally Relevant Courses (HS) (p. 80)	In Progress	8.1.13
V.E.6.a.ii	29. Pilot Expansion of Culturally Relevant Courses (p. 81)	In Progress	2014-15

USP SECTION	POSITION OR ACTIVITY	STATUS	DUE DATE
STUDENT SUPPORT AND ENGAGEMENT continued...			
V.E.7.a	30. Fund/Sustain African American Student Support Services (p. 82)	Ongoing	N/A
V.E.7.b-c	31. Develop/Implement Academic Interventions and Supports for Struggling or Disengaged African American Students (p. 83)	Completed	N/A
V.E.7.d	32. Host Quarterly Information Events for African American Students and Families (p. 84)	Ongoing	N/A
V.E.7.e	33. Collaborate with Local Colleges and Universities to Provide Support and Guidance to African American Students (p. 85)	Completed	N/A
V.E.7.f	34. Provide PD to all African American Student Support Services Staff on Interventions and Using Data (p. 86)	Completed	N/A
V.E.7.g & i	35. Appoint AAAATF Members/Facilitate Comprehensive Plan (p. 87)	Completed	7.1.13
V.E.8.a	36. Fund and Sustain Support Services for Latino Student Achievement (p. 88)	Ongoing	N/A
V.E.8.b-c	37. Develop/Implement Academic Interventions and Supports for Struggling or Disengaged Latino Students (p. 89)	Completed	N/A
V.E.8.d	38. Host Quarterly Information Events for Latino Students and Families (p. 90)	Ongoing	N/A
V.E.8.e	39. Collaborate with Local Colleges and Universities to Provide Support and Guidance to Latino Students (p. 91)	Completed	N/A
V.E.8.f	40. Provide PD to Latino Student Support Services staff on Interventions and Use of Data (p. 92)	Completed	N/A
V.E.1*	41. Review the Student Referral, Evaluation, and Placement Policies and Practices(p. 93)	In Progress	N/A
V.E.2.a&c*	42. Build and Sustain Supportive and Inclusive Environments (Policies) (p. 94)	In Progress	1.1.14
V.E.2.b*	43. Build and Sustain Supportive and Inclusive Environments (Strategies) (p. 95)	Completed	1.1.14
V.E.3*	44. Highlight Contributions of Diverse Groups (p. 96)	Completed	7.1.13

*The USP has two separate sections that are both labeled “V.E.” To avoid confusion, this report references section V.E (underlined) when referring to the subsequent section that is located on pages 40 and 41 of the USP.

VI. DISCIPLINE

USP SECTION	POSITION OR ACTIVITY	STATUS	DUE DATE
VI.B.2.a	1. Evaluate/Revise the Student and Parent Handbook (GSRR) (p. 97)	Completed	6.1.13
VI.B.2.b	2. Evaluate/Revise Due Process Protections for Students (p. 98)	Completed	7.1.13
VI.C.1	3. Hire/Designate a Restorative/Positive Practices Coordinator (p. 99)	Completed	4.1.13
VI.C.2	4. Hire/Designate Restorative/Positive Practices Site Coordinators (p. 100)	Completed	4.1.13
VI.D.1	5. Translate/Distribute the Handbook and Related Documents (p. 101)	Ongoing	N/A
VI.D.2	6. Provide Disciplinary Info Sessions to Students/Parents (p. 102)	Ongoing	N/A
VI.E.1	7. Provide RP/PBIS Training for Sites and RPPSCs (p. 103)	Completed	8.1.13
VI.E.2	8. Hire/Designate Student Discipline Trainers (p. 104)	Completed	7.1.13
VI.E.2	9. Student Discipline Training (p. 105)	Completed	8.1.13
VI.E.3 & 5	10. Communicate Discipline Roles and Responsibilities (p. 106)	Fall 2013	10.1.13
VI.E.4	11. Monitor Teacher Practices; Take Appropriate Action (p. 107)	Ongoing	N/A
VI.F.1	12. Identify/Make Changes to Data Reporting System (p. 108)	In Progress	1.1.14
VI.F.2	13. First Quarter Review of Site Discipline Data (p. 109)	Completed	N/A
VI.F.2 & 5	14. Develop and Implement Corrective Action Plans (p. 110)	Ongoing	N/A
VI.F.3	15. Analyze and Adopt Successful Site-Based Strategies (p. 111)	Ongoing	N/A
VI.F.4	16. Monthly School-Site Discipline Team Meetings with Principals (p. 112)	Ongoing	N/A
VI.F.6	17. Post Student Discipline Data on TUSDStats (p. 113)	Not Started	N/A

VII. FAMILY AND COMMUNITY ENGAGEMENT

USP SECTION	POSITION OR ACTIVITY	STATUS	DUE DATE
VII.B.1	1. Hire/Designate a Family Engagement Coordinator (p.114)	Completed	7.1.13
VII.C.1.a	2. Develop District Family Center Plan (p. 115)	In Progress	2.15.14
VII.C.1.b	3. Review and Assess Existing Family Engagement (p. 116)	Completed	10.1.13
VII.C.1.c	4. Develop and Implement Plan to Track Family Engagement (p. 117)	In Progress	2.15.14
VII.C.1.d	5. Develop and Implement the Family Engagement Plan (p. 118)	In Progress	2.15.14
VII.C.1.e	6. Collaborate with Entities to Provide Information to Parents (p. 119)	Ongoing	N/A
VII.C.1.f	7. Provide Family Access to Computers for Enrollment (p. 120)	In Progress	N/A
VII.C.1.g	8. Disseminate Specific Information in All Major Languages (p. 121)	Ongoing	N/A
VII.D.1	9. Provide Translation and Interpretation Services (p. 122)	Ongoing	N/A

VIII. EXTRACURRICULAR ACTIVITIES

USP SECTION	POSITION OR ACTIVITY	STATUS	DUE DATE
VIII.A.2	1. Ensure Equitable Access to Extracurricular Activities (Extracurricular Equitable Access Plan) (p. 123)	Ongoing	12.18.13
VIII.A.3	2. Provide a Range of Extracurricular Activities at Each School (p. 124)	Ongoing	N/A
VIII.A.4	3. Provide Transportation to Support Student Participation (p. 125)	Ongoing	N/A
VIII.A.5	4. Provide Equitable Access to Voluntary Tutoring (p. 126)	Ongoing	N/A
VIII.B.1	5. Identify/Implement Necessary Changes to Monitor Participation (p. 127)	Completed	1.1.14

IX. FACILITIES AND TECHNOLOGY

USP SECTION	POSITION OR ACTIVITY	STATUS	DUE DATE
IX.A.1	1. Amend the Facilities Conditions Index (FCI) (p. 128)	Completed	11.1.13
IX.A.1	2. Develop an Educational Suitability Score (ESS) (p. 129)	In Progress	7.1.14
IX.A.2	3. Conduct a Biennial Assessment of District Facilities (p. 130)	Ongoing	N/A
IX.A.3	4. Develop a Multi-Year Facilities Plan (p. 131)	Not Started	N/A
IX.B.1	5. Develop a Technology Conditions Index (TCI) (p. 132)	In Progress	1.31.14
IX.B.2	6. Assess District Technology Biannually (p. 133)	Ongoing	N/A
IX.B.3	7. Develop a Multi-Year Technology Plan (p. 134)	Not Started	N/A
IX.B.4	8. Develop/Implement PD for Technology Use for Classroom Personnel (p. 135)	Ongoing	N/A

X. ACCOUNTABILITY AND TRANSPARENCY

USP SECTION	POSITION OR ACTIVITY	STATUS	DUE DATE
X.A.2	1. Hire/Designate an Employee to Review/Analyze Data Collection (p. 136)	Completed	4.1.13
X.A.2	2. Review and Analyze the Data Collection System (p. 137)	Completed	7.1.13
X.A.2	3. Hire/Contract for Experts to Revise Data Collection System (p. 138)	Completed	10.1.13
X.A.2	4. Implement Evidence-Based Accountability System (EBAS) (p. 139)	In Progress	1.1.14
X.A.3	5. Provide Relevant Staff with EBAS Training (p. 140)	Ongoing	N/A
X.A.4	6. Evaluate District Personnel on Ability to Use EBAS (p. 141)	Ongoing	N/A
X.B.3-4	7. Develop USP Budget for SY2014-15 (p. 142)	In Progress	N/A
X.B.6	8. Post Adopted USP Budget on USP Website (p. 143)	Ongoing	N/A
X.B.7	9. Provide Annual USP Budget Audit from Outside Company (p. 144)	In Progress	1.31.14
X.D.1	10. Maintain a USP Web Page (p. 145)	Ongoing	4.1.13

IMPLEMENTATION DETAILS

I. INTRODUCTION

The USP Implementation Details section follows the format of the USP for ease of reference:

- I. Introduction
- II. Student Assignment
- III. Transportation
- IV. Administrators and Certificated Staff
- V. Quality of Education
- VI. Discipline
- VII. Family and Community Engagement
- VIII. Extracurricular Activities
- IX. Facilities and Technology
- X. Accountability and Transparency

Within each USP area, each activity includes the following information:

- Status (Completed, In Progress, Ongoing, or Not Started)
- Person Responsible
- Applicable USP and/or Court Order Language
- Completion Date (where applicable, “Ongoing” activities do not have completion dates)
- Major Milestones
- Major Reporting Dates
- Description (where applicable)
- Possible Obstacles (where applicable)

II. STUDENT ASSIGNMENT

1. Hire or Designate a Director-Level Employee for Student Assignment

Status: Completed

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “By April 1, 2013, the District shall hire or designate a director-level employee who shall supervise the implementation of all student assignment strategies set forth in this Order.” [II.C.1]

Completion Date: April 1, 2013 (updated in October 2013)

Major Milestones:

- April 2013: Designate Noreen Wiedenfeld, Family Engagement Coordinator
- October 2013: Designate Bryant Nodine, Director of Student Assignment

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: Based on a general reorganization of District staff, and based on research into successful approaches utilized by other Districts in the area of student assignment, the District designated this function to Bryant Nodine, Director of Student Assignment, who had previously been involved with planning, student projections, boundaries, and demographic studies for the District.

2. Hire or Designate a Director-Level Employee for Magnets

Status: Completed

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “The District shall hire or designate a director-level employee who shall be responsible for developing and implementing a comprehensive magnet school and program strategy for the District to enhance the integrative and educational quality of magnet schools and programs, and who shall periodically, at minimum on an annual basis, assess these schools and programs.” [II.C.2]

Completion Date: April 2013

Major Milestones:

- April 2013: Designate Victoria Callison, Director of Magnet Programs

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

3. Hire or Designate Magnet Assistant(s)

Status: Completed

Person Responsible: Victoria Callison, Director of Magnet Programs

USP Language: “District shall hire or designate an individual or individuals to assist in the effective implementation and operation of the magnet schools and programs, including working with school-based personnel and developing and administering an admissions process to ensure integration of magnet schools and programs.” [II.C.2]

Completion Date: July 2013

Major Milestones:

- Spring 2013: Post for magnet assistant positions; conduct hiring process
- May – June 2013: Hire magnet assistants to begin work at the start of the fiscal year
- July 2013: Magnet assistants begin working in their current capacities
- SY 2013-14: Hire or designate magnet coordinators for each magnet site

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: The District hired two Senior Magnet Program Coordinators to assist the Magnet Director in the effective implementation and operation of the magnet schools and programs. Additionally, a Magnet Coordinator has been hired or designated at each magnet school.

4. Consult with Magnet School Experts

Status: Completed

Person Responsible: Victoria Callison, Director of Magnet Programs

USP Language: “The [Magnet Director] shall consult with magnet school experts, to be identified by the Parties and the Special Master by February 1, 2013, in the development and refinement of the magnet school strategy and Plan for the District (*see* Section (II)(E)(3)).” [II.C.2]

Completion Date: September 2013

Major Milestones:

- Spring 2013: Parties and Special Master identify Dr. Gary Orfield
- Spring 2013: District consults with Gary Orfield
- May – June 2013: Parties and Special Master identify Genevieve Siegel-Hawley; Scott Thomas; Susan Uchitelle; Tim Nee; Susan Eaton; Bruce Douglas; and Mason Thrall
- May – October 2013: District consults with Genevieve Siegel-Hawley and Scott Thomas
- September 23, 2013: Genevieve Siegel-Hawley and Caroline Massengill submit final reports

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: The District consulted with the following Plaintiff-identified experts: Gary Orfield; Genevieve Siegel-Hawley; and Scott Thomas. The District initiated contact with Tim Nee on several occasions but was not able to secure the Request for Quote needed to engage in consultation. The District consulted with Ed Linehan, the former Director of Magnets in New Haven, Connecticut (like Bruce Douglas and Mason Thrall, Mr. Linehan worked with magnets in the Hartford/New Haven area). The District also consulted with Ty Harris (United States Department of Education/Innovative Programs), Seewan Eng (WestEd), and Caroline Massengill and Diane Creekmore (Magnet Schools of America).

5. Develop a Comprehensive Boundary Plan

Status: In Progress

Person Responsible: Bryant Nodine, Director of Student Assignment

USP Language: “The District shall review and/or redraw its attendance boundaries when it opens a new school; closes, repurposes or consolidates a school; alters the capacity of a school; or designates a school without an attendance boundary.” [II.D.2]

“By April 1, 2014*, the District shall review its current attendance boundaries and feeder patterns and, as appropriate, amend such boundaries and patterns and/or provide for the pairing and/or clustering of schools to promote integration of the affected schools.” [II.D.3]

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a June 1, 2014 deadline for the District to complete a Comprehensive Boundary Plan. [Doc. 1510]

**The District, Parties, and Special Master have agreed on a July 1, 2014 due date.*

Completion Date: July 1, 2014

Major Milestones:

- Nov 2012 – Feb 2013: Review and redraw boundaries related to school closures
- March 2013: Submit request to the Court for approval of boundary changes
- June 2013: Court approves school closure-related boundary changes
- January 2014: Governing Board reviews changes to Policy JC
- February 2014: Governing Board approves changes to Policy JC
- February – May 2014: Implement the Boundary Review Process for SY 2015-16
- June 2014: Finalize plan and present to Governing Board for approval
- July 2014: Submit final plan to the Parties and Special Master

Major Reporting Dates:

The District’s Boundary Review Process includes monthly discussions and/or updates with the Governing Board, Parties, and Special Master throughout the development of the Boundary Plan.

Description: In SY 2012-13, the District reviewed boundaries by emphasizing the need to promote integration within the context of a \$17 million budget shortfall. In SY 2013-14, the District will conduct a comprehensive process to review current boundaries with an emphasis on promoting integration, pairing and/or clustering, and alignment with the Magnet Plan.

Possible Obstacles:

- Spring Break (March 17-21) and Summer Break (starting May 22)
- Time constraints will limit the scope of the changes that may be implemented
- With a high degree of school choice and a transient community, demographics in the District are very dynamic and may lead to potential errors in projections

6. Develop and Submit the 2013-15 Magnet Plan

Status: Completed

Responsible Person: Victoria Callison, Director of Magnet Programs

USP Language: “By April 1, 2013, the District shall develop and provide to the Plaintiffs and the Special Master a Magnet School Plan, taking into account the findings of the 2011 Magnet School Study and ensuring that this Plan aligns with its other student assignment strategies and recruitment efforts...” [II.E.3]

The District shall, to the extent practicable, implement elements of the Plan in the 2013-2014 school year, and shall fully implement the Plan in the 2014-2015 school year.” [II.E.4]

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including an October 23, 2013 deadline for the District to complete the 2013-15 Magnet Plan. [Doc. 1510]

Completion Date: April 2013 (final version adopted on October 22, 2013)

Major Milestones:

- October 2012 – March 2013: Develop draft plan based on 2011 Magnet Study
- April 2013: Provide the first version to the Plaintiffs and the Special Master
- Summer 2013: Parties and Special Master agree to a target date of October 1, 2013 for the final version
- July 2013: Submit second version to Parties and Special Master
- September 2013: Develop third version; submit to experts for final review
- Early October 2013: Host community forums to get community input
- Mid October 2013: Develop the final version
- October 22, 2013: Governing Board approves the final version

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: Though the magnet plan was initially scheduled to be completed in August 2013, the District’s new administration took additional time to vet the plan, and to consider community input. The District finalized the plan in October 2013 after receiving additional feedback from experts and from the community.

7. Develop and Submit the Comprehensive Magnet Plan (Effective SY 2015-16)

Status: In Progress

Person Responsible: Steve Holmes, Assistant Superintendent for Curriculum and Instruction

USP Language: “By April 1, 2013, the District shall develop and provide to the Plaintiffs and the Special Master a Magnet School Plan, taking into account the findings of the 2011 Magnet School Study and ensuring that this Plan aligns with its other student assignment strategies and recruitment efforts...” [II.E.3]

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a June 1, 2014 deadline for the District to complete a Comprehensive Magnet Plan. [Doc. 1510]

**The District, the Parties, and the Special Master have agreed on a July 1, 2014 due date.*

Completion Date: July 1, 2014

Major Milestones:

- Fall 2013: Complete Magnet Plan
- Winter 2013-14: Begin developing Comprehensive Magnet Plan
- Spring 2014: Conduct a Comprehensive Boundary Review (with emphasis on promoting integration and on the concurrent development of the Comprehensive Magnet Plan)
- June 2014: Finalize plan and present to Governing Board for approval
- July 2014: Submit final plan to the Parties and Special Master

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)
- January 2014 (USR 4)

Description: The District is currently developing a Comprehensive Magnet Plan concurrently with the development of a Comprehensive Boundary Review – both due in the summer of 2014. Once developed, but before the priority enrollment period begins in November, the Comprehensive Magnet Plan will be shared with the Parties and Special Master for review and feedback. The Comprehensive Magnet Plan will go into effect in SY 2015-16, and will essentially include the current magnet plan with future updates (if applicable) and alignment with other student assignment strategies, as applicable, including boundary changes, admissions processes, and/or pairing and clustering.

Possible Obstacles:

- The District will be developing the Plan concurrently with the development of the five-year strategic plan, and the comprehensive boundary review.

8. Apply for Federal Magnet School Funding (MSAP Grant)

Status: Completed

Person Responsible: Victoria Callison, Director of Magnet Programs

USP Language: “Federal Magnet School Funding. It is the understanding of the Parties that, should federal magnet school funding pursuant to the Magnet Schools Assistance Program (“MSAP”) become available to assist school districts to implement magnet schools and programs for the 2013-2014 through the 2016-2017 school years, the District shall apply for MSAP funding to assist it in implementing the Magnet School Plan required by this Order.” [II.E.5]

Completion Date: March 2013

Major Milestones:

- March 2013: Submit MSAP Grant application
- Fall 2013: MSAP Grant winners are announced; District’s application is not selected

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- October 2014 (Annual Report, SY 2013-14)

Description: The District developed, revised, finalized, and submitted the MSAP Grant application by the March 1, 2013 deadline. In the fall of 2013, the District learned that its application was unsuccessful.

9. Application and Selection Process

Status: Completed

Person Responsible: Bryant Nodine, Director of Student Assignment

USP Language: “Beginning in the 2013-2014 school year, parent(s) of all students shall submit an application to enroll their child in school and submit an application by the deadline established by the District (the “Application Deadline”). Parents of students who wish to attend a school other than their attendance boundary school and/or to attend a magnet school or program must indicate these choice(s) on their application. The District shall create a single application that allows for parent(s) to apply for magnet programs and schools and/or open enrollment schools, designating the choice order of their selection(s). The District shall allow parent(s) to submit such applications at all District schools, at the District Office, at the Family Center(s), and online. If there are fewer applications for a grade in an open enrollment school or in a magnet school or program than there are available seats in that grade and program, the District shall admit all students whose parent(s) submit an application for that grade and/or program by the Application Deadline.” [II.G.1]

Completion Date: January 2014

Major Milestones:

- October 2013: Magnet/Open Enrollment application finalized for the 2014-15 school year
- November 2013: Make applications available for submission online, and at school sites, Family Centers, and at the District Office.
- November 2013: Priority window starts for Magnet/Open Enrollment applications
- December 2013: Priority window closes for Magnet/Open Enrollment applications
- January 2014: Mail offer letters for non-oversubscribed schools/grades/programs

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: The 2013-14 priority window for Magnet/Open Enrollment applications was November 10 through December 16, 2013; the application deadline was December 16, 2013. The later start date was coordinated with the Outreach Marketing Campaign. Students applying for admission were either offered placement, if their school/grade of choice was not oversubscribed, or entered into the lottery if the choice was oversubscribed (see Admissions Process for Oversubscribed Schools in the next section). Applications will continue to be accepted and offered placement as long as space is available.

10. Admissions Process for Oversubscribed Schools

Status: Completed

Person Responsible: Bryant Nodine, Director of Student Assignment

USP Language: “The District shall, as part of the Magnet School Plan, develop an admissions process – i.e., weighted lottery, admission priorities – for oversubscribed magnet schools and programs...” [II.G.2.a] “All students who reside within the school’s attendance boundary shall be admitted. If space then remains in the school or program and it is oversubscribed, the District shall develop an admissions process – i.e., weighted lottery, admission priorities – for oversubscribed schools and programs...” [II.G.2.b]

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a December 18, 2013 deadline for the District to complete the Admissions Process for Oversubscribed Schools. [Doc. 1510]

Completion Date: December 10, 2013

Major Milestones:

- October 2013: Magnet/Open Enrollment application finalized for the 2014-15 school year
- November – December 2013: Priority window for Magnet/Open Enrollment applications
- December 2013: Governing Board approves the Admissions Process
- January 2014: Programming changes completed for the lottery; language adjusted
- January 2014: Lottery for oversubscribed schools/grades/programs; offer letters mailed
- February – June 2014: Additional lotteries will run monthly, as needed

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The District defined placement priority rules that incorporate sibling status, student’s home school boundary, and the extent to which placements enhance integration. The lottery was run in January 2014 for all applications received within the priority window.

Possible Obstacles:

- District demographics are dynamic; difficult to project available seats by race/ethnicity.
- The number of applications for a school in needed ethnic/racial categories may not be sufficient to impact the school’s demographics.
- A school/grade may not be oversubscribed for any of the earlier lotteries, but may become oversubscribed later. By then, the number of available seats may not be enough to impact the school’s demographics.
- In many cases, only one grade level is oversubscribed for a school. Placement of students in one grade level may not compensate for a concentration of students of one racial/ethnic group in other grade levels.

11. Track Transfers to and from District Schools

Status: Completed

Person Responsible: Dave Scott, Director of Accountability and Research

USP Language: “During the 2012-2013 school year, the District shall track transfers of any District students to and from District schools, charters, private schools, home schooling and public school districts outside of the District. This data shall be compiled and presented to the Parties and the Special Master by ~~February 1, 2013~~ August 1, 2013. The Parties shall, no later than ~~March 1, 2013~~ September 1, 2013, propose and discuss options to address the impact, if any, of such transfers on the District’s desegregation obligations.” [II.H.1]

These due dates were adjusted by agreement of the Parties and Special Master.

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a December 1, 2013 deadline for the District to compile and present the data to the Parties and Special Master. [Doc. 1510]

Completion Date: August 2013 (presentation of data); February 2014 (presentation of additional data and analysis)

Major Milestones:

- SY 2012-13: Track transfers of District students to outside schools/charters
- February 2013: District Court formally adopts the USP
- March 2013: Begin compiling/presenting data for the Parties and Special Master
- April – August 2013: Compile additional data as it became available during the summer, and data that was responsive to specific requests by the Parties and Special Master
- Summer 2013: Improve systems to track student transfers more accurately
- September and October 2013: Consult with the Parties and Special Master
- Fall 2013: Train staff, and conduct outreach efforts, to appropriately track student transfers
- February 2014: Provide Parties and Special Master with additional data and analysis

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

12. Review and Revise Marketing and Recruitment Strategies

Status: Completed

Persons Responsible: Cara Rene, Director of Communications and Media Relations

USP Language: “By ~~April 1, 2013~~ September 1, 2013*, the District shall review and revise its strategies for the marketing to and recruitment of students to District schools to provide information to African American and Latino families and community members throughout the District about the educational options available in the District.” [II.I.1]

**This due date was adjusted by agreement of the Parties and Special Master.*

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a November 15, 2013 deadline for the District to compile and present the strategies to the Parties and Special Master. [Doc. 1510]

Completion Date: Fall 2013 (internal review and revision); February 2014 (action plan)

Major Milestones:

- Spring 2013: Review and revise marketing and recruitment strategies
- June 2013: Approve a contract with a marketing firm to work with the District
- Fall 2013: Complete review and revision of marketing strategies
- November 2013: Make application receipt available online and at sites
- November 2013: Initiate the ambassador campaign
- November – December 2013: Conduct media campaign for open enrollment
- December 2013: Make available the District brochure
- February 2014: Submit revised strategies to the Parties and Special Master

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: In the spring of 2013, the District reviewed and revised its marketing strategies to include hiring a professional marketing firm, and incorporating and aligning “outreach” with “marketing and recruitment.” In the summer of 2013, the District hired a marketing firm to help develop new marketing and recruitment strategies. The priority enrollment period (November 1 – December 16) ran concurrently with an advertising campaign to encourage parents to timely submit their applications. At the same time, an ambassador campaign was initiated and will be expanded over the next year. A second media campaign is planned for the spring of 2014 during Kindergarten enrollment. The District held multiple marketing fairs and developed an outreach event calendar for the spring of 2014; the informational guide should be available by May 2014.

Possible Obstacles:

- Printing costs were hard to estimate a year ago when budgets were developed

13. Develop and Implement Student Assignment PD

Status: In Progress

Person Responsible: Richard Foster, Director of Professional Development

USP Language: “By October 1 of the 2013-2014 school year, the District shall ensure that all administrators, certificated staff, and any other staff involved in the student assignment and/or enrollment process receive training on the new student assignment process and procedures, and other pertinent terms of this Order and their purpose. Such training shall be specific to the roles and obligations of the specific group of administrators or staff being trained. All newly-hired District personnel involved in the student assignment and/or enrollment process shall complete the training by the beginning of the fall semester of the academic year subsequent to the academic year during which they were hired.” [II.J.1]

Completion Date: October 2014

Major Milestones:

- Fall 2013: Develop the Professional Development (PD)
- October 2013: PD is available online
- October 2013 – January 2014: Approximately 1,500 staff members take the training
- February – October 2014: Remaining 3,500 – and new staff members – will take the training before the next priority window

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The start date for open enrollment was changed to November 1, 2013 to run concurrently with the media campaign. Prior to that, the professional development course was developed and available online for all staff. The course includes an assessment piece to ensure understanding, and internal tracking to ensure that all relevant district staff members complete the training.

Possible Obstacles:

- The online training system has a limited capacity. Therefore the training can be offered at different times, then taken down and re-offered at a later date. Because more than 5,000 staff members were identified to take this training, it is taking longer than expected to have everyone trained. While true that we could have done a cursory training at all sites, the online training is more in-depth and ensures that staff members get a strong basic understanding of the process.

III. TRANSPORTATION

1. Transportation for Extracurricular Activities

Status: In Progress

Person Responsible: Mike Johnson, Director of Transportation

USP Language: “The District shall make decisions concerning the availability of transportation services, including, but not limited to, transportation services to support student participation in extracurricular activities, in a manner that promotes the attendance of District students at integrated and magnet schools and programs. District transportation administrators shall be included in planning and monitoring activities related to student assignment and integration.” [III.A.2]

Completion Date: Fall 2014

Major Milestones:

- March 2014: District completes the Extra-Curricular Equitable Access Plan
- Spring – Summer 2014: District develops transportation strategies to support extracurricular activities
- Fall 2014: District begins implementing transportation strategies

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)
- January 2015 (USR 4)

Description: The district spent several months refining its transportation rules and planning for the reorganization of resources to transition from the previous PUSP-related ABC transportation services to the USP-related incentive transportation services. The District included a cost analysis of supporting extracurricular activities and the promotion of attendance of students at integrated and magnet schools and programs. The District is still in the process of categorizing and redefining which activities are labeled as extracurricular activities. The District will begin to implement transportation strategies by the fall semester of the 2014-15 school year.

Possible Obstacles:

- Limited number of yellow buses, all of which are utilized during peak hours after school
- Schools with early release may not have an available activity bus for 1-2 hours
- The number of students riding an activity bus is unknown until the bus picks them up

2. Transportation for Magnet Students

Status: Completed

Person Responsible: Mike Johnson, Director of Transportation

USP Language: “The District shall provide free transportation ... to: (a) District students enrolled in magnet programs and schools...” [III.A.3]

Completion Date: August 2013

Major Milestones:

- August 2013: Free transportation is made available to all magnet students

Major Reporting Dates:

- January 2014 (USR 2)

Possible Obstacles:

- If the magnet status of a school changes, the student’s record must be updated in the student information system that transportation relies on for eligibility
- This provision is subject to District transportation policy which does not provide free transportation within a “walk radius”

3. Incentive Transportation for Open Enrollment

Note: "Incentive Transportation" refers to free transportation that is available to students who live within the boundary of a "Racially Concentrated" School who elect to attend a non-magnet school outside of their neighborhood boundary, under the open enrollment law, where their attendance enhances the integration of the receiving school.

Status: In Progress

Person Responsible: Mike Johnson, Director of Transportation

USP Language: "The District shall provide free transportation ... to: (b) District students enrolled in non-magnet programs and schools that are racially concentrated when such transfers increase the integration of the receiving school. Such transportation may be provided by District vehicles or by public transportation vouchers, whichever is appropriate." [III.A.3]

Completion Date: Fall 2014

Major Milestones:

- August 2013: In Phase I, the District provided Incentive Transportation to students who lived within the boundary of a racially concentrated school that was closed in the spring of 2013 when their attendance enhanced integration at the receiving school
- Fall 2014: In Phase II, the District will provide Incentive Transportation to students who live within the boundary of a racially concentrated school who attend a school in which they enhance integration at the receiving school

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The district spent several months refining its transportation rules and planning for the reorganization of resources to transition from the previous PUSP-related ABC transportation services to the USP-related incentive transportation services. The District has defined the rules for transportation and has updated the transportation routing software to implement the rules. Any changes to the transportation rules will be updated in the routing software before the start of SY 2014-15.

Possible Obstacles:

- Changes to transportation rules may require approval by the Governing Board
- Students receiving free transportation under the old ABC zones are "grandfathered" (they continue to receive free transportation until they leave their current school). There will be a period of a few years of overlap where there may be added costs as both systems are funded; the scope of these costs are hard to estimate until the new system is fully in place.

4. Provide Information about Free Transportation to Families

Status: Ongoing

Person Responsible: Mike Johnson, Director of Transportation

USP Language: “The District shall provide prospective and enrolled families with information regarding the availability of free transportation at school sites, at the Family Center(s), at the District Office, and on the website.” [III.A.5]

Major Milestones:

- Fall 2013: Transportation information is available at sites, online and at Family Centers
- March 2014: Transportation Brochure and School Choice Calculator available to families

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: A transportation brochure has been developed to provide information to families. Rules for Incentive Transportation are not yet finalized and may require approval from the Governing Board or Superintendent. Once the rules are approved, the brochure will be updated and released. At the same time, the School Choice Calculator is being developed that will provide the same information electronically on the TUSD website. A phone number will also be provided to families so that those without internet access can call the transportation customer service line and receive information from the School Choice Calculator about their child’s eligibility for free transportation.

Possible Obstacles:

- Rules require approval by the Governing Board
- School Choice Calculator does not have current capability to match addresses with school boundaries (the District is seeking to address this in the spring of 2014)

5. Include Transportation Eligibility in Student Data System

Status: Completed

Person Responsible: Mike Johnson, Director of Transportation

USP Language: “By ~~July 1, 2013~~ October 1, 2013*, the District shall identify and implement any changes necessary to enable it to include the transportation each student receives in each student’s data dashboard entry.” [III.B.1]

**This due date was adjusted by agreement of the Parties and Special Master.*

Completion Date: July 2013

Major Milestones:

- April 2013: Transportation eligibility and routing are included on the student’s dashboard
- July 2013: Transportation information available on the student’s dashboard was enhanced to include the program that makes the student eligible for transportation

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

IV. ADMINISTRATORS AND CERTIFICATED STAFF

1. Hire or Designate an Individual to Coordinate USP-Related Human Resource Efforts

Status: Completed

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “The District shall hire or designate an individual in the human resources department who shall coordinate and review the District’s outreach, recruitment, hiring, assignment and retention efforts and any reductions in force. It is anticipated that this individual shall work in conjunction with the District personnel recruiter, the director of human resources, the director of desegregation and other District personnel who are responsible for the District’s personnel management.” [IV.B.1]

Completion Date: April 2013 (Updated January 2014)

Major Milestones:

- Spring 2013: Designate Pam Palmo, Interim Executive Director – Human Resources
- Winter 2013-14: Designate Anna Maiden, Chief Human Resources Officer (CHRO)
- Summer/Fall 2014: District will likely hire or designate a separate individual – someone other than Anna Maiden – to fulfill this function

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: Under the former organization of the Human Resources (HR) department there was only one “Director,” the Interim Executive Director Mrs. Palmo. Mrs. Palmo therefore, as the interim head of HR, fulfilled the function of coordinating and reviewing all USP-related HR efforts. As a bridge from the former organization of the HR department to the forthcoming reorganization under CHRO Anna Maiden, the CHRO, is the current designee but will likely hire or designate a separate individual within the HR department to fulfill this function.

2. Conduct a Regular Review of the Applicant Pool

Status: Ongoing

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “[The individual hired or designated to coordinate and review USP-related HR efforts] shall regularly review the applicant pool to ensure that African American and Latino candidates, candidates with demonstrated success in engaging African American and Latino students, and candidates with Spanish language bilingual certifications, are included and being considered for selection by school sites and at the District level.” [IV.B.1]

Major Milestones:

- Spring 2013: Review applications submitted by potential candidates (aka pools)
- Fall 2013: Review applications submitted by potential candidates
- Winter 2013-14: Review applications submitted by potential candidates
- Spring 2014: Review applications submitted by potential candidates
- Fall 2014: Review applications submitted by potential candidates

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)

Description: Qualified African American and Latino candidates are given full consideration for employment with the District. All the applicants that meet the minimum qualifications are placed on the certificated and/or administrative applicant list. The Human Resources department reviews applicant pools on a regular basis.

Possible Obstacles:

- Candidates may, but are not required to, self-identify by race or ethnicity so the data is not always complete

3. Hire or Designate a Director-Level Employee to Coordinate Recruitment

Status: Completed

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “By April 1, 2013, the District shall hire or designate a director-level employee to coordinate personnel recruitment efforts. This employee shall coordinate with the employee in the human resources department designated in Paragraph (1) above and shall be responsible for: (a) managing the development of the recruitment plan with the recruitment team, and (b) organizing and monitoring District recruitment efforts pursuant to the requirements of this Section.” [IV.B.2]

Completion Date: April 2013

Major Milestones:

- Spring 2013: Designate Pam Palmo, Interim Executive Director – Human Resources
- Winter 2013-14: Designate Anna Maiden, CHRO
- Summer/Fall 2014: District will likely hire or designate a separate individual – someone other than Anna Maiden – to fulfill this function.

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: Under the former organization of the Human Resources (HR) department there was only one “Director,” the Interim Executive Director Mrs. Palmo. Mrs. Palmo therefore, as the interim head of HR, was the only “director-level employee” to fulfill this function. As a bridge from the former organization of the HR department to the forthcoming reorganization under CHRO Anna Maiden, the CHRO is the current designee but will likely hire or designate a separate individual within the HR department to fulfill this function.

4. Hire or Designate a Director-Level Employee to Coordinate Professional Development and Support Efforts

Status: Completed

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “By April 1, 2013, the District shall hire or designate a director-level employee to coordinate professional development and support efforts.” [IV.B.3]

Completion Date: April 2013

Major Milestones:

- Spring 2013: Designate Richard Foster, Director of Professional Development

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

5. Develop and Implement USP-Related Professional Development (PD) and Support

Status: Ongoing

Person Responsible: Richard Foster, Director of Professional Development

USP Language: “[The director-level employee that coordinates PD and support] shall...develop and implement the professional development and support efforts contemplated in this Order*. This employee shall be responsible for: (a) hiring or designating appropriate trainers for professional development opportunities; (b) ensuring that all required professional development is available at multiple times and in diverse geographic locations across the District; (c) coordinating and/or providing all District-level professional development; (d) assisting school sites in ensuring that all administrators and certificated staff receive required and necessary professional development; (e) managing the continued development of the New Teacher Induction Program, including organizing the hiring or designation of Mentors and their assignment to school site(s); (f) developing and implementing the support program for underperforming and/or struggling teachers; and (g) developing and implementing the leadership program for African American and Latino administrators.” [IV.B.3]

**See Also Item IV.31 below (p. 50) for additional information on PD and support efforts contemplated by the USP*

Major Milestones:

- Spring 2013: Develop PD and support efforts; begin implementation
- Summer/Fall 2013: Implement PD and support efforts

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: Beginning in SY 2012-13, Mr. Foster has been responsible for items a-g, and has worked in conjunction with the HR department to ensure that administrators, teachers, and all other relevant staff receive the professional development and support contemplated by the USP.

Possible Obstacles:

- Technological limitations slow the rate by which the District would like to provide PD and support
- Time availability limitations of certain staff groups
- Competing PD requirements

OUTREACH, RECRUITMENT, AND HIRING

6. Hire Labor Market Expert / Undertake Labor Market Analysis

Status: Completed

Person Responsible: Mary Dunn Baker, Ph.D., Managing Director – ERS Group

USP Language: “The District has hired an outside expert to undertake a Labor Market Analysis to determine the expected number of African American and Latino administrators and certificated staff in the District, based on the number of African American and Latino administrators and certificated staff in the State of Arizona, in a four-state region, a six-state region and the United States.” [IV.C.2]

Completion Date: September 2013

Major Milestones:

- Fall 2012: Hire an outside expert to undertake a Labor Market Analysis
- September 2013: Receive final report on the Labor Market Analysis

Major Reporting Dates:

- January 2014 (USR 2)

7. Develop the Outreach, Recruitment and Retention Plan

Status: In Progress

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “By April 1, 2013, the District shall develop ... a plan to recruit qualified African American and Latino candidates for open administrator and certificated staff positions. The plan shall be developed by the District recruiter with the input of a racially and ethnically diverse recruitment team comprised of school-level and district-level administrators, certificated staff and human resources personnel. The plan shall address any and all disparities identified in the Labor Market Analysis.” [IV.C.3]

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a December 2, 2013 deadline for the District to complete the Recruitment Plan. [Doc. 1510]

Completion Date: February 2014

Major Milestones:

- Spring 2013: Develop draft plan
- July 2013: Governing Board, Plaintiffs and Special Master receive draft plan for review
- Fall 2013: Revise plan; submit to stakeholders
- Winter 2013-14: Chief Human Resources Officer finalizes the plan
- Spring 2014: Implement first stages of the plan

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The District submitted the draft plan to the Governing Board, Plaintiffs and Special Master for review and comment in July 2013. In August 2013, the District considered feedback from all stakeholders and incorporated relevant changes. The revised Plan was further reviewed by Employee Groups, the Superintendent’s Leadership Team, and the Recruiting and Retention Advisory Committee to develop a quality plan. In December 2013, the District finalized the Plan but, also in December, the District hired a new Chief Human Resources Officer (CHRO) who was scheduled to begin work on January 6, 2014. The District felt it was prudent to allow some time for the CHRO to understand the plan, to provide feedback, and to work to finalize the plan in January 2014 (as the new CHRO would ultimately be responsible for the Plan’s success). Meanwhile, the District continued its outreach, recruitment and retention efforts based on the strategies identified by the team, by the Advisory Committee, and as outlined in the USP.

Possible Obstacles:

- Numerous stakeholders provide for multiple revisions in the development of the Plan
- Plan implicates State/Federal law, employee agreements, and Governing Board policy

8. Implement the Outreach, Recruitment and Retention Plan

Status: Not Started

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “The District recruiter, with input from the recruitment team, shall ... implement the recruitment plan, and shall modify it annually based on a review of the previous year’s recruiting data and the effectiveness of past recruiting practices in attracting qualified African American and Latino candidates and candidates with Spanish language bilingual certifications.” [IV.C.3]

Completion Date: Not Started

Major Milestones:

- Spring 2014: Begin implementation
- Fall 2014/Winter 2014-15: Review recruiting data from SY 2013-14
- Spring 2015: Modify the plan as needed

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)
- January 2015 (USR 4)

Description: The District plans to begin the implementation of the new Outreach Recruitment and Retention Plan in the spring of 2014. Meanwhile, the District has and will continue its outreach, recruitment and retention efforts based on the strategies identified by the team, by the Advisory Committee, and as outlined in the USP.

9. Provide for Diverse Interview Committees

Status: Completed

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “The District shall ensure that interview committees for the hiring of administrators and certificated staff include African American and/or Latino members. For school site-level hiring, the principal shall submit to the District human resources department the names and race/ethnicity of the members of each interview panel. For District-level hiring, the individual who selects the hiring panel shall also submit this information to the District human resources department.” [IV.D.1]

Completion Date: December 2013

Major Milestones:

- September 2013: Review the interview panel process (Administrators/Certificated Staff)
- November 2013: Draft language for vacancy job packets for USP compliance
- December 2013: Complete a monitoring process for interview panel forms
- Spring 2014: Update the District’s Interview Panel Recommendation Form

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)
- January 2015 (USR 4)

Description: The District performed a review of its practices for hiring administrative and certificated staff in August and September 2013. An analysis of the review concluded that additional instructions are needed on the instruction page for the hiring packets to ensure that interview committees for the hiring of administrators and certificated staff include African American and/or Latino members. The District’s standard practices for Administrative interview committees include African American and/or Latino members. During the first semester of SY 2013-14, the revised interview committee form was approved by the Interim Director of Human Resources (HR). For certificated interview committees, the interview committee recommendation form for each vacant position was not previously monitored. The District will implement a new monitoring process for certificated interview committees in the spring of 2014. If not received, the HR Employment Specialist will request and provide the form to an HR staff member for review, monitoring, and reporting.

Possible Obstacles:

- Incomplete interview panel forms from sites
- Interview panel forms not received in HR

10. Maintain a Centralized Application Pool Database

Status: Ongoing

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “The District shall maintain a centralized electronic database of all applicants for administrative and certificated staff positions, including each applicant’s name, race and ethnicity (as provided by the applicant), highest degree attained, and all certifications (*e.g.*, bilingual certification, special education certification), and shall maintain each applicant’s information in the database for a period of at least three years, unless the applicant requests that his or her application be withdrawn. The District shall maintain an active certificated staff and administrator pool and shall encourage applicants to apply for individual positions and to apply for the pool. All applicants in the pool shall be considered for all available vacancies for which they qualify.” [IV.D.2]

Major Milestones:

- October 2013: Review centralized electronic databases
- November 2013: Develop the SIGMA process flowchart
- November 2013: Complete the initial updates to SIGMA
- December 2013: Complete “Encourage to Apply” letter to qualified applicants in pool

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The District currently uses SIGMA as the on-line application system to track and identify applicants who apply for vacancies. This system maintains applicant information for three years. The District has the ability to contact, via email, qualified candidates from previous vacancies to apply for current job openings, if interested. This process is currently under review for hard to fill positions and the functionality will expand to all administrative and certificated staff vacancies. The District developed a flowchart documenting the current application and review process for hiring. Further research for an improved on-line application pool system is in progress.

Possible Obstacles:

- Applicants do not update their profiles in SIGMA and may not receive notices of vacancies
- Future ERP system may replace this system

11. Utilize a Standard Interview Instrument

Status: Ongoing

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “Each interview committee, at both the site level and district level, shall utilize a standard interview instrument with core uniform questions to be asked of each candidate that applies for that position and a scoring rubric.” [IV.D.3]

Major Milestones:

- SY 2013-14: Review and revise standardized interview instruments; consider the Interstate School Leaders Licensure Consortium (ISLLC)

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The District currently exercises this practice. A review of the District’s practice demonstrated that each interview committee for administrative and certificated vacancies utilize the standard interview instruments included in each hiring packet. The questions asked during an interview are the same questions asked for all applicants interviewing for that specific position. The District has a control group within the Human Resources department that reviews and monitors each individual hiring packet as part of the hiring process.

Possible Obstacles:

- Hiring administrators may not follow the hiring instructions

12. Identify Why Applicants Do Not Accept Positions

Status: Ongoing

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “The District shall identify why individuals who are offered positions do not accept them, to the extent such applicants respond to such post-offer inquiries.” [IV.D.4]

Major Milestones:

- August 2013: Reviewed practices of tracking disposition codes and identified the need to add the reasons why individuals do not accept positions
- September 2013: Dispositions codes added to the SIGMA system

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: The District currently exercises this practice, but made adjustments pursuant to the USP to make the practice more efficient. A review of the District’s practice demonstrated that SIGMA needed disposition codes to identify the reasons why applicants declined job offers. These disposition codes – to identify the reasons why applicants declined job offers – were added to the SIGMA system. The District has a control group within the Human Resources department that compiles data and enters disposition codes into SIGMA.

Possible Obstacles:

- Applicant may not provide reason for declining job offer
- Disposition codes were not previously entered into SIGMA

ASSIGNMENT AND RETENTION

13. Track and Report Information on School-based Administrators/Certificated Staff

Status: Ongoing

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “All District schools shall seek to have a racially and ethnically diverse staff. The District shall track and report information on school-based administrators and certificated staff by race and ethnicity (as provided by the employee). Attached as Appendix D is data setting forth the racial/ethnic composition of TUSD teachers and principals by school level for the 2009-2012 school years.” [IV.E.1]

Major Milestones:

- August 2013: Review and analyze information on school-based administrative and certificated staff
- August 2014: Review and analyze information on school-based administrative and certificated staff

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- January 2014 (Annual Report, SY 2013-13)
- October 2014 (Annual Report, SY 2013-14)

Description: The District conducted a review of all administrators and certificated staff by race and ethnicity, and by school level. An analysis of administrative certificated staff by school level was also completed in August 2013. The final report for SY 2013-14 will be included in the SY 2013-14 Annual Report, Appendix D.

Possible Obstacles:

- Delays in obtaining data could delay analysis

14. Identify, Assess, and Address Faculty Disparities

Status: Ongoing

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “The District shall identify significant disparities (*i.e.*, more than a 15 percentage point variance) between the percentage of African American or Latino certificated staff or administrators at an individual school and district-wide percentages for schools at the comparable grade level (Elementary School, Middle School, K-8, High School)...” [IV.E.2]

Major Milestones:

- January 2014: District completes the data compilation for the first semester of SY 2013-14
- Spring 2014: Identify and analyze significant disparities

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)
- October 2014 (Annual Report, SY 2013-14)

Description: The District has collected data for the first semester of SY 2013-14. The final data and analysis will be included in the SY 2013-14 Annual Report.

Possible Obstacles:

- Limited human resources to support the USP requirements could delay analysis

15. Reassign Personnel

Status: Ongoing

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “To address any disparities as identified pursuant to Section (IV)(E)(2) above, or to address resource needs at a particular campus (*e.g.*, voluntary reassignment of bilingual personnel to campuses with increased numbers of ELL students or to dual language programs), the District may also reassign personnel between schools.” [IV.E.3]

Major Milestones:

- January 2014: Data collected on assignments from July 1, 2013 to December 31, 2013
- February 2014: Acting and Interim assignments to be identified to determine if it is an assignment or a reassignment
- February 2014: Additional data will be collected to identify administrative and certificated staff for department and site transfers between July 1, 2013 to December 31, 2013
- March 2014: Reassignment data will be provided to CHRO for review

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)
- October 2014 (Annual Report SY 2013-14)

Description: The District has collected data for the first semester of SY 2013-14. The data for this requirement is currently being reviewed and analyzed. The information was provided to the Chief Human Resources Officer and shall be assessed as needed. This information will also be shared with the SLT to identify potential reassignments when necessary. The outcomes of the analysis for SY 2013-14 will be included in the SY 2013-14 Annual Report, if any.

Possible Obstacles:

- Reassignments may have occurred that are not reflected in PeopleSoft
- The District has employee agreements with teachers and administrators that can operate to restrict the District’s ability to unilaterally transfer teachers and administrators

16. Assign and Attract Diverse Administrative Teams at Sites

Status: Ongoing

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “The District shall make efforts to assign and attract a diverse administrative team to any school with more than one site-based administrator. Such administrators shall be selected from a pool that includes African American and/or Latino candidates.” [IV.E.4]

Major Milestones:

- January 2014: Identified sites with more than one site-based administrator in SY13-14
- Spring 2014: Identify sites with more than one site-based administrator that may have administrative team openings for SY 2014-15
- Spring – Summer 2014: Make efforts to ensure that African American and/or Latino candidates are included in the pool for those identified schools and/or are assigned to fill one or more of these positions

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)
- October 2014 (Annual Report SY 2013-14)

Description: The District identified sites with more than one site-based administrator and reviewed the diversity of the administrative teams at those sites. The Chief Human Resources Officer will analyze the data with the Superintendent’s Leadership Team and make decisions for assignments of administrative staff. The District has implemented the Leadership Prep Academy to groom future leaders and to grow the available pool of qualified African American and Latino candidates for future positions.

Possible Obstacles:

- There may not be qualified African American or Latino candidates to ensure that sites with more than one administrator are diverse
- In an effort to attract a diverse administrative staff, the District can only make efforts to encourage identified candidates to apply. The District cannot guarantee they will apply, or that they will be selected.

17. Assign Experienced Teachers and Principals to Identified Schools

Status: Ongoing

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “Through [the individual hired or designated to coordinate and review USP-related HR efforts] the District shall make efforts to increase the number of experienced teachers and reduce the number of beginning teachers hired by Racially Concentrated schools or schools in which students are achieving at or below the District average in scores on state tests or other relevant measures of academic performance, and to avoid assigning first year principals to Racially Concentrated schools or schools serving students who are achieving below the District average in scores on state tests or other relevant measures of academic performance. Exceptions to this provision may be permitted by the Superintendent on a case-by-case basis.” [IV.E.5]

Major Milestones:

- August 2013: ADE school letter grades published for SY 2013-14
- Spring – Summer 2014: Develop a list of identified schools and develop a process to ensure that first-year principals are not assigned to identified schools without Superintendent permission
- Spring – Summer 2014: Develop a list of identified schools, and develop a process to ensure that new teachers are not assigned to identified schools without Superintendent permission
- Summer 2014: Begin efforts

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)
- October 2014 (Annual Report SY 2013-14)

Description: At the start of SY 2013-14, many schools staffing classrooms with a high number of substitute teachers, new leadership, and new District reorganization structure. The District was unable to begin developing and implementing this practice during the first semester of SY 2013-14. The District plans to develop a list of identified schools and develop a process to ensure that first-year principals and new teachers are not assigned to identified schools without Superintendent permission.

Possible Obstacles:

- Beginning teachers may be assigned to racially concentrated or underperforming schools based on District needs
- First-year principals may be assigned to racially concentrated or underperforming schools based on District needs
- Employee agreements with teachers and administrators, and the role of site councils (an Arizona state law requirement), can operate to restrict the District’s ability to assign teachers and principals in this manner

18. Develop a First-Year Teacher Pilot Plan

Status: Completed

Person Responsible: Richard Foster, Director of Professional Development

USP Language: “By July 1, 2013, the District shall develop a pilot plan to support first-year teachers serving in schools where student achievement is below the District average. This plan shall include the criteria for identifying the schools in which the program will be piloted in the 2013-14 school year and for evaluation by the Office of Accountability and Research. The plan shall include professional development targeted toward the specific challenges these teachers face.” [IV.E.6]

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including an October 23, 2013 deadline for the District to complete the First-Year Teacher Pilot Plan. [Doc. 1510]

Completion Date: October 2013

Major Milestones:

- Spring 2013: Develop draft plan
- July 2013: Finalize draft plan; submit to Parties and Special Master
- October 2013: Finalize plan; implement

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)
- October 2014 (Annual Report SY 2013-14)

Description: The pilot plan is currently being implemented. At the end of the year, the Curriculum, Instruction and Professional Development Department (CIPD), in conjunction with the Office of Accountability and Research (A&R), will evaluate the success of the program through two criteria:

- Comparisons of benchmark assessment data, by grade level, from First Year Teachers in low-achieving schools with the same data from First Year Teachers in low-achieving schools who participated in the pilot
- Evaluations of the end-of-the-year surveys from three stakeholders (the Administrator, the Mentor, and the Teacher)

19. Evaluate and Address Disparities in Attrition Rates

Status: Ongoing

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: "...[Evaluate] whether there are disparities in the attrition rates of African American and Latino administrators or certificated staff compared to other racial and ethnic groups. If disparities are identified, the District shall, on an ongoing basis, assess the reason(s) for these disparities and develop a plan to take appropriate corrective action. If a remedial plan to address disparate attrition is needed, it shall be developed and implemented in the semester subsequent to the semester in which the attrition concern was identified..." [IV.F.1.a]

Major Milestones:

- Fall 2013: Evaluate whether there are disparities; if identified, assess the reasons
- Winter 2013-14: Develop a corrective action plan
- Spring – Summer 2014: Implement the corrective action plan
- Fall 2014: Evaluate whether there are disparities; if identified, assess the reasons
- Winter 2014-15: Develop a corrective action plan
- Spring – Summer 2015: Implement the corrective action plan

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)
- October 2014 (Annual Report SY 2013-14)

Description: The District compiled and analyzed the attrition rates for SY 2012-13. The review determined that African Americans and Latino administrators and certificated staff did not separate from the District in greater numbers when compared to other race and ethnic groups. The District will continue to monitor and assess the attrition rates for each school year.

Possible Obstacles:

- Attrition data may not be complete in PeopleSoft

20. Conduct Annual Teacher Job Satisfaction Surveys

Status: Ongoing

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “[Survey] teachers each year using instruments to be developed by the District and disaggregating survey results by race, ethnicity, and school site to assess teachers’ overall job satisfaction and their interest in continuing to work for the District. These surveys shall be anonymous...” [IV.F.1.b]

Major Milestones:

- Fall 2013: Develop survey instrument
- Spring 2014: Conduct surveys; assess results

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)
- October 2014 (Annual Report SY 2013-14)

Description: The District added questions to the annual School Quality Survey. This survey is conducted each year in the spring. The results of the survey will be available to the Human Resources department for analysis in the spring of each year. The results of the SY 2013-14 survey will be reported in the SY 2013-14 Annual Report.

Possible Obstacles:

- Low percentage of District teachers respond to survey questions

21. Conduct Biannual Focus Groups (for Hard-to-fill and USP-related Positions)

Status: Ongoing

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “[Conduct] biannual focus groups of representative samples of District certificated staff to gather perspectives on the particular concerns of these staff in hard-to-fill positions (*e.g.*, ELL and special education teachers) and/or who have been hired to fulfill a need specifically identified in this Order.” [IV.F.1.c]

Major Milestones:

- Winter 2013-14: Conduct first biannual focus group
- Winter 2013-14: Assess results
- Spring 2014: Conduct second biannual focus group
- Spring 2014: Assess results

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The District conducted its first focus group for hard-to-fill positions in January 2014 (HR invited staff members from ELL/ELD, Special Education, Dual Language, Math, and Science). The second focus group will be held in May 2014. The intent of the focus groups is to address particular concerns, gain insight, encourage discussions, and provide increased understanding and/or clarity of hard to staff positions. Participants were identified based on the purpose of the focus group. The participants were sent an email invitation and questions were generated by the District recruiter. Focus groups were divided into three categories: elementary/K8, middle school, and high school.

Possible Obstacles:

- Low number of participants may not provide a comprehensive perspective

22. Develop a Reduction-in-Force (RIF) Plan

Status: Completed

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “By February 1, 2013, the District shall develop a plan (“RIF Plan”) which takes into account the District’s desegregation obligations for any reductions in force (“RIF”) or other employment actions requiring the dismissal of administrators and/or certificated staff members who have been hired to fulfill a need specifically identified in this Order. [IV.G]

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a December 2, 2013, deadline for the District to complete the Reduction in Force (RIF) Plan. [Doc. 1510]

Completion Date: December 2013

Major Milestones:

- Spring 2013: Develop draft plan
- July 2013: Finalize draft plan; submit to Parties and Special Master
- Fall 2013: Revise plan
- December 2013: Finalize plan and approved by Governing Board
- January 2014: Final revisions to plan on recommendation from SLT

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)
- October 2014 (Annual Report SY 2013-14)

Description: The District submitted the Draft plan to the Special Master and the Plaintiffs in July 2013 for review and comment. A revision of the plan was completed in November 2013 after review and consideration of Plaintiffs’ and Special Master’s recommended additional changes. The Draft plan was vetted through numerous stakeholders, finalized, and approved by the Governing Board in December 2013. The plan underwent a final revision as part of discussions with the Parties. The finalized plan was submitted to Plaintiffs and Special Master in February 2014.

PROFESSIONAL SUPPORT AND DEVELOPMENT

23. Review (Amend) Evaluation Instruments

Status: Completed (Updated Fall 2013)

Person Responsible: Richard Foster, Director of Professional Development

USP Language: “By July 1, 2013, the District shall review, amend as appropriate, and adopt teacher and principal evaluation instruments to ensure that such evaluations, in addition to requirements of State law and other measures the District deems appropriate, give adequate weight to [teacher efforts to use Culturally Responsive Pedagogy, teacher and principal use of data, and student and teacher surveys]...” [IV.H.1]

Completion Date: July 2013 (Updated Fall 2013)

Major Milestones:

- October 2011: Begin developing new evaluation instruments to align with state law
- Fall 2012: Pilot new instruments (the pilot failed to meet state requirements)
- Winter 2012-13: Explore, and select, alternative instruments that will comply with state law and conform to USP requirements
- Spring 2013: Governing Board approves new instruments
- Summer 2013 – ongoing: Train staff on new instruments
- Fall 2013: Consult with the developers of the new instruments to ensure alignment with USP requirements and with USP-related training that was under development
- Winter 2013-14: Committee meets to evaluate the 2013 evaluation instrument through the lens of CRP and the goals of the SAIL training

Major Reporting Dates:

- January 2014 (USR 2)

Description: While this activity was completed last year, it remains an ongoing activity as state laws change, as USP trainings are developed and adjusted, and as expectations for teachers and principals are evaluated and adjusted. In January 2014, a District committee met with the developers of the evaluation tools to begin an analysis of the Framework through the lens of CRP and the larger goals of SAIL. The committee incorporated the “Suggestions from Teaching Tolerance Panel for Teaching with Culturally Responsive Pedagogy” in the analysis, and considered ideas that might enhance the evaluation tools. The process also consisted of: reading and discussing a narrative of a selected component in the book, Enhancing Professional Practice: A Framework for Teaching (ASCD 2007); comparing the information in the book with the information included in the 2013 Evaluation Instrument to identify any gaps in the information; identifying key ideas in the component, information gaps in the 2013 Evaluation Instrument, alignment of the component with SAIL, and additional information or ideas needed; and reviewed the TUSD Tenets of CRP and made connections between the tools and each tenet.

24. Hire or Designate New Teacher Mentors

Status: Completed

Person Responsible: Richard Foster, Director of Professional Development

USP Language: “The District shall hire or designate an appropriate number of New Teacher Mentors based on the best practices for such mentoring/coaching in the field. These Mentors shall not have direct teaching assignments.” [IV.I.1]

Completion Date: July 2013

Major Milestones:

- Spring 2013: District conducts hiring process for New Teacher Mentors
- July 2013: Thirty five (35) New Teacher Mentors began working for SY 2013-14

Major Reporting Dates:

- January 2014 (USR 2)

25. Amend the New Teacher Induction Program

Status: Completed

Person Responsible: Richard Foster, Director of Professional Development

USP Language: “By July 1, 2013, the District shall amend its New Teacher Induction Program (“NTIP”) to provide new teachers (*i.e.*, teachers in their first two years of teaching) with the foundation to become effective educators.” [IV.I.1]

Completion Date: July 2013

Major Milestones:

- Spring 2013: Evaluate the NTIP; amend to reflect USP requirements
- SY 2013-14: Incorporate USP requirements into the responsibilities of NTIP stakeholders, and into all relevant training

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: In February 2013, the District began the process of evaluating the NTIP, and amending the program to reflect the USP requirements. The USP requirements were incorporated into the responsibilities of the NTIP stakeholders (new teacher mentors, participating teachers, site administrators), into all relevant training, and are highlighted throughout the program.

26. Develop an Underperforming and Struggling Teacher Plan

Status: Completed

Person Responsible: Richard Foster, Director of Professional Development

USP Language: “By ~~July 1, 2013~~ July 1, 2014*, the District shall develop a plan for and implement strategies to support underperforming or struggling teachers regardless of their length of service. Teachers shall be referred to the program by school- or District-level administrators based on evidence (*e.g.*, from student surveys, administrator observations, discipline referrals, and/or annual evaluations) that the teacher requires additional professional development and mentor support. The support program shall utilize research-based practices such as those embodied in Peer Assistance and Review programs.” [IV.I.2]

“For administrators and certificated staff identified pursuant to their evaluations as in need of improvement, the District shall provide additional targeted professional development designed to enhance the expertise of these personnel in the identified area(s) of need.” [IV.J.4]

**This due date was adjusted by agreement of the Parties and Special Master.*

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a December 16, 2013 deadline for the District to complete the Underperforming and Struggling Teacher Plan. [Doc. 1510]

Completion Date: December 2013

Major Milestones:

- Spring/Summer 2013: Develop draft plan
- Fall 2013: Finalize draft plan; submit to Parties and Special Master; Revise
- December 2013: Finalize plan (renamed the “Teacher Support Plan”)

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)
- October 2014 (Annual Report SY 2013-14)

27. Develop and Implement the Aspiring Leaders Plan

Status: Completed

Person Responsible: Richard Foster, Director of Professional Development

USP Language: “By July 1, 2013, the District shall develop and implement a plan for the identification and development of prospective administrative leaders, specifically designed to increase the number of African American and Latino principals, assistant principals, and District Office administrators. The plan shall propose methods for “growing your own,” including the possibility of financial support to enable current African American and Latino employees to receive the required certifications and educational degrees needed for such promotions.” [IV.I.3]

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including an October 30, 2013 deadline for the District to complete the Aspiring Leaders Plan. [Doc. 1510]

Completion Date: November 2013

Major Milestones:

- Spring 2013: Develop draft plan
- July 2013: Finalize draft plan; submit to Parties and Special Master
- Fall 2013: Revise plan
- November 2013: Finalize plan
- Winter 2013-14: Implement plan

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)
- October 2014 (Annual Report SY 2013-14)

Description: The District finished developing the plan in July 2013 but, also in July 2013, the District hired a new Deputy Superintendent for Teaching and Learning. Once the District received the feedback from the Parties and Special Master in August 2013, staff members worked closely with the new Deputy Superintendent to develop a high-quality final product that was aligned with other District strategies like the eight-week Leadership Prep Academy and the monthly Instructional Leaders Academy. Through the first stages of implementation, the District has identified prospective administrative leaders, with an emphasis on identifying available and qualified African-American and Latino candidates.

28. Provide Professional Learning Communities Training for School Site Principals

Status: Completed (Ongoing)

Person Responsible: Richard Foster, Director of Professional Development

USP Language: “Commencing no later than October 1, 2013, the District shall provide appropriate training for all school site principals to build and foster professional learning communities (“PLCs”) among teachers at their schools so that effective teaching methods may be developed and shared. This training shall include strategies to: (a) build regular structured time into teachers’ schedules to co-plan and collaborate, observe each other's classrooms and teaching methods, and provide constructive feedback so that best practices for student success can be shared; (b) develop within and across-school networks to encourage teachers with experience and success in using culturally responsive pedagogy to engage students to mentor and coach their peer teachers; (c) engage in collaborative problem solving based on analyses of student performance; and (d) encourage and provide space, resources, and support for constructive student-teacher, teacher-teacher, and teacher-family interactions.” [IV.I.4]

Completion Date: October 2013

Major Milestones:

- Summer 2013: Convene committee to begin developing the training
- SY 2013-14: Provide training to principals on a regular basis (twice monthly)

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)

Description: In June 2013, the District convened a committee to begin development of this training. PLC training is conducted twice a month through the Instructional Leadership Academy (ILA). The ILA consists of all district and site administrators. Strategies, including but not limited to those outlined in the USP, are utilized and reviewed in ILA. District and site administrators then implement those strategies at their sites and/or in their departments.

29. Develop a Plan for USP Dissemination and USP Training

Status: Completed

Person Responsible: Richard Foster, Director of Professional Development

USP Language: “By April 1, 2013, the District shall develop a plan to ensure that all administrators and certificated staff are provided with copies of this Order and are trained on its elements and requirements prior to the commencement of the 2013-14 school year.” [IV.J.1]

Completion Date: July 2013

Major Milestones:

- Spring / Summer 2013: Develop the plan
- Summer / Fall 2013: Implement the plan
- Spring 2014: Monitor implementation

Major Reporting Dates:

- July 2014 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: In the spring of 2013, the District developed a plan for USP dissemination and training. The plan was shared with leadership, with the Parties and Special Master, and ultimately finalized in the summer of 2013. Through the plan, all administrators and certificated staff received copies of the Unitary Status Plan electronically on or before August 2013. Most site administrators have received in-person training on the elements and requirements of the Unitary Status Plan, training for all administrators and certificated staff was made available in the fall of 2013. The training was available online, in sections, with corresponding quizzes at the end of each section to check for understanding and to ensure comprehension. Training for current staff continued through the end of the first semester.

30. Hire or Designate Trainers for All Necessary Professional Development

Status: Completed

Person Responsible: Richard Foster, Director of Professional Development

USP Language: “By June 1, 2013, the District shall designate, hire, or contract for appropriate trainers for all certificated staff, administrators and paraprofessionals to provide the professional development necessary to effectively implement the pertinent terms of this Order. These trainers shall work in conjunction with the District’s director of culturally responsive pedagogy and instruction and coordinator of professional development to develop appropriate trainings, and shall conduct these professional development sessions throughout the 2013-14 school year and thereafter.” [IV.J.2]

Completion Date: Summer 2013

Major Milestones:

- Spring 2013: Identify all USP-required professional development
- Spring – Summer 2013: Hire, Designate, or Contract for appropriate trainers
- SY 2013-14: Implement the “Quality Management Process” to ensure USP-requirements are incorporated into PD where appropriate

Major Reporting Dates:

- July 2014 (USR 1)
- January 2014 (USR 2)

Description: The District has identified all professional development necessary to effectively implement the pertinent terms of the USP, and has designated, hired or contracted for appropriate trainers for said PD to be conducted within the first few months of implementation. As additional PD is developed and implemented, the District will continue to designate, hire, or contract for appropriate trainers. The District has developed a “Quality Management Process” process for developing PD, which includes a template that all departments must use in developing PD. This template includes specific questions to guide all PD development, to ensure that USP-related PD is always done in conjunction with the CRP and/or PD Director, and that allows the District to track the make-up of PD development and implementation teams.

As part of the District’s “on-boarding” process, identified positions hired after the first PD sessions will receive the PD at a later date, or at the beginning of the subsequent fall semester. The District has enhanced its processes to track new hires to ensure that they receive the appropriate training necessary in a timely fashion.

31. Provide Ongoing PD

Status: Ongoing

Person Responsible: Richard Foster, Director of Professional Development

USP Language: “The District shall ensure that all administrators, certificated staff, and paraprofessionals receive ongoing professional development, organized through the director of culturally responsive pedagogy and instruction and the coordinator of professional development...” [IV.J.3.a-c] “The District shall provide all personnel involved in any part of the hiring process with annual training on diversity, the competitive hiring process, the District’s non-discrimination policies, state and federal non-discrimination law (including EEOC guidelines), the District’s recruitment plan, and use of the District’s interview protocols. Such training shall be in addition to each such employee’s annual professional development requirement.” [IV.J.5]

Major Milestones:

- SY 2013-14: Instructional Leadership Academy (ILA) for Site and District Administrators is held twice per month and covers areas such as: classroom and non-classroom expectations; proactive approaches to student access to ALEs, discipline (Classroom management/GSRR/RP/PBIS); using data to support student learning; working with students with diverse needs; and networking and professional self-improvement.
- SY 2013-14: Equity department receives and provides trainings on student support issues
- SY 2013-14: Magnet department receives and provides training to magnet site staff
- SY 2013-14: ALE department receives and/or provides PSAT, SAT, and AVID training
- Fall 2013: all site administrators receive training on the revised principal evaluations
- Fall 2013: all district/site leadership, and certificated staff receive training on teacher evaluations
- Fall 2013: Train-the-trainer GSRR training for site leaders
- Fall 2013: Train-the-trainer discipline training for RPPSCs (LSCs)
- Fall 2013: MTSS (aka RTI) training to site/district leadership, and to RPPSCs (LSCs)
- Winter 2013-14: District provides PD on the Teacher Support Plan
- Spring 2014: HR-related training (starting with hiring process training)
- Spring 2014: Provide in-person Culturally Responsive Pedagogy and Instruction training under the umbrella of Supportive and Inclusive Learning “SAIL” Environments

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)

Possible Obstacles:

- Some PD requires participation of 3,000-5,000 employees (i.e. student assignment training)
- Limited resources to accomplish all necessary training (USP and otherwise)

32. Facilitate Opportunities for Observations of Best Practices

Status: Ongoing

Person Responsible: Richard Foster, Director of Professional Development

USP Language: “Through the director of culturally responsive pedagogy and instruction, the District shall facilitate opportunities for administrators and certificated staff who consistently demonstrate best practices in their classrooms or schools to coach, mentor, and collaborate with their peers and provide opportunities for other personnel to observe these best practices.”
[IV.J.6]

Major Milestones:

- Fall 2013: Develop list of identified staff who consistently demonstrate best practices of culturally responsive pedagogy and instruction
- Fall 2013: List made available; teachers with particular needs can sign up to observe
- Spring 2014: Monitor and facilitate opportunities for staff to review best practices

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)

Possible Obstacles:

- SAIL training is still being developed; best approach is to develop clear criteria that is aligned to the SAIL training from which to identify certificated staff and administrators

V. QUALITY OF EDUCATION

ADVANCED LEARNING EXPERIENCES (ALEs)

1. Hire or Designate a Coordinator of Advanced Learning Experiences (ALEs)

Status: Completed

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: ““By ~~April 1, 2013~~ July 1, 2013*, the District shall hire or designate a District Office employee to be the Coordinator of Advanced Learning Experiences (“ALEs”). [V.A.2.a]

**This due date was adjusted by agreement of the Parties and Special Master.*

Completion Date: July 1, 2013

Major Milestones:

- Spring 2013: Develop job description for an ALE Director to be the coordinator of ALEs
- Spring 2013: Post the job and recruit for candidates
- Spring 2013: Hire Martha Taylor to begin at the start of the fiscal year
- Summer 2013: Martha Taylor begins as ALE Director

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

2. ALE Review and Assessment

Status: Completed

Person Responsible: Martha Taylor, Director of Advanced Learning Experiences

USP Language: “By ~~July 1, 2013~~ October 1, 2013*, the ALE Coordinator shall complete an assessment of existing ALE programs, resources, and practices in the District and by school site.” [V.A.2.b]

**This due date was adjusted by agreement of the Parties and Special Master.*

Completion Date: October 2013

Major Milestones:

- July 2013: Designate Martha Taylor as ALE director
- July 2013: ALE Director begins coordinating the review and assessment; begins interviewing principals
- August 2013: the Academic and Behavioral Supports Coordinator, in conjunction with the ALE Director and the Family Engagement Coordinator, initiated a joint survey on ALE, Achievement Support, and Family Engagement
- September 2013: Compile 40th day ALE enrollment data for SY 2013-14
- October 2013: Finalize the ALE Review and Assessment; developed recommendations

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: Martha Taylor, Director of Advanced Learning Experiences, interviewed every middle, K8, and high school principal to assess each site’s level of access to ALE courses and programs; she also solicited the same information from all elementary principals. In August, a comprehensive survey of all programs and services available at each school was completed (results available at: http://tusdstats.tusd1.org/planning/profiles/SchoolProfiles/listall_front.asp). These results were combined with the statistics available on actual ALE enrollment in 2013-14 to identify barriers to minority ALE participation and to form the basis for recommendations for improvement.

3. Develop the ALE Access and Recruitment Plan

Status: In Progress

Person Responsible: Martha Taylor, Director of Advanced Learning Experiences

USP Language: “By ~~October 1, 2013~~ January 1, 2014*, the ALE Coordinator shall develop the ALE Access and Recruitment Plan, which shall include strategies to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs; to increase the number of African American and Latino students, including ELL students, enrolling in ALEs; and to support African American and Latino students, including ELL students, in successfully completing ALEs. In developing this Plan, the ALE Coordinator shall take into account the findings and recommendations of the assessment of existing ALE programs, resources, and practices in the District and best practices implemented by other school districts.” [V.A.2.c]

**This due date was adjusted by agreement of the Parties and Special Master.*

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a January 29, 2014 deadline for the District to complete the ALE Access and Recruitment Plan. [Doc. 1510]

Completion Date: February 2014

Major Milestones:

- October 2013: Complete of ALE Review and Assessment
- Fall 2013: Establish ten subcommittees to work on various aspects of the plan
- January 2014: Complete draft plan; submit for external expert review
- January 2014: Complete USP-related ALE enrollment goals
- January 2014: Present outline of draft to District Leadership
- February 2014: Finalize the plan

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The Plan addresses the findings from the assessment. Separate goals have been identified for GATE, AACs, and UHS. The goals, as well as the program changes and strategies, are being reviewed by external experts and by TUSD leadership. Much of the material in the plan was developed and/or reviewed by the ten subcommittees coordinated by the ALE director to address specific requirements of the plan: recruitment, best practices, GATE, AP/Pre-AP, AVID, PD, Algebra, UHS, Dual Language, and parent complaints.

Possible Obstacles:

- District is still conducting a budget feasibility analysis
- Student enrollment in ALEs is voluntary and may fluctuate

4. Implement the ALE Access and Recruitment Plan

Status: In Progress

Person Responsible: Martha Taylor, Director of Advanced Learning Experiences

USP Language: “By January 1, 2014, the District shall implement the ALE Access and Recruitment Plan.” [V.A.2.f]

Completion Date: April 2014

Major Milestones:

- Fall 2013
 - Send ALE letter to all eighth graders with information about ALE high school offerings and encouraging enrollment
 - Send GATE mailing to all District students not participating in GATE informing them of upcoming GATE testing and encouraging all students to participate
 - Create and distribute recruitment flyers for AACs (AP, AAC, IB, parent guidelines) through African American and Mexican American Student Services, School Community Services, and high school and middle school principals
 - Edit SY 2014-2015 high school course catalog to remove barriers to AAC participation
 - Inform secondary principals of (a) the necessity of aggressive outreach to African American and Latino students for ALEs, and (b) new required Open-Access Policy for all AAC and AP courses
 - Inform high school principals of (a) new AP courses that needed to be offered at all high school sites in the 2014-2015 SY, (b) new requirements for AP teacher training, and (c) the free AP summer institute that would be offered in the summer of 2014
 - LSCs actively recruit target students throughout the first semester up until course selection (January/February 2014)
 - Inform high school and middle school principals of the new free Summer Institute for GATE endorsement and for Pre-AP curriculum
- February 2014: Finalize the plan
- Spring 2014: Revise ALE Summer Institute to include a component about culturally relevant and/or multi-cultural education in all three strands (AP, GATE, Pre-AP)
- Spring 2014: Develop budget; implement plan (as feasible for remainder of SY 2013-14)
- Spring 2014: Work with middle school principals to develop a master schedule that offers more Pre-AP opportunities for middle school students in language arts and mathematics

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Implement the ALE Access and Recruitment Plan continued...

Description: The ALE Access and Recruitment Plan is being developed to address the deficiencies and barriers identified in the ALE Review and Assessment, as well as additional goals identified by the ten ALE subcommittees. Separate goals have been identified for African American and Hispanic enrollment in GATE, in AACs, and in UHS. The goals, as well as the program changes and strategies developed are currently being reviewed by external experts as well as TUSD leadership. The original USP development date for the ALE Access and Recruitment Plan was October 1, 2013, followed by an implementation date that was 90 days later – January 1, 2014. As the Court has ordered development of the plan to be completed by January 29, 2014, it is impossible to meet the original January 1, 2014 implementation date set in the USP. The USP anticipated 90 days between the date of completion and the date of implementation to allow time for budgeting, reorganization, and positioning to adequately begin implementing the plan. Likewise, the District anticipates 60-90 days will be needed between submission of the Plan in February 2014 and the beginning of implementation in April 2014. However, some components of the Plan are already developed based on best practices and have already been put into practice (or, were already part of the District's practice) to begin to positively impact students this school year prior to formal adoption and implementation of the Plan.

Possible Obstacles:

- District is still conducting a budget feasibility analysis
- Student enrollment in ALEs is voluntary and may fluctuate

5. Review and Revise UHS Admissions Process

Status: Completed

Person Responsible: Juliet King (Research Project Manager), Dean Packard (UHS Principal); Martha Taylor (Director of Advanced Learning Experiences)

USP Language: “By ~~April 1, 2013~~ October 1, 2013*, the District shall review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at University High School.” [V.A.5.a]

**This due date was adjusted by agreement of the Parties and Special Master.*

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including an October 23, 2013 deadline for the District to complete the UHS Admissions Plan. [Doc. 1510]

Completion Date: October 2013

Major Milestones:

- March 2013: Former UHS Principal convenes UHS admissions working group
- Summer 2013: Hire new UHS principal and ALE director
- Summer 2013: Submit first draft to Governing Board, Parties, Special Master, experts
- September 2013: Revise based on feedback from experts, Parties, and the Special Master
- October 2013: Governing Board approves final version
- October 2013: Parties raise objections; District consults with Parties to address concerns
- November 2013: Special Master submits a report and recommendation to the Court
- December 2013: Court adopts Special Master’s report and recommendation
- December 2013: District consults with Special Master prior to implementation

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: UHS established a working group to review and revise the admissions process, including consulting with relevant experts and considering multiple measures. This group consulted with external experts, the Desegregation department, and the ALE director to produce the first draft, which was distributed to the Special Master and Parties on July 26, 2013. The UHS application window opened in August for the 2014-15 school year, with applicants being informed in general about expected changes to the admissions process. Many comments were received, including the need to consult with more experts. Six additional external experts were consulted, including national experts and school administrators. The revised version went through several revisions that were also circulated to various groups. The final version was presented to and approved by the TUSD Governing Board on October 22, 2013.

6. Pilot and Implement the University High School Revised Admissions

Status: In Progress

Person Responsible: Juliet King, Research Project Manager

USP Language: "...pilot these admissions procedures for transfer students seeking to enter UHS during SY 2013-2014 school year and shall implement the amended procedures for all incoming students in the 2014-2015 school year." [V.A.5.a]

Court Order Language: "...implement the use of student essays and non-cognitive measures being used by the survey schools to "surface" non-traditional students..." [1520]

Completion Date: May 2014

Major Milestones:

- August 2013: UHS freshman admissions process from August 3 through October 4, 2013 (late applications accepted until December 9, 2013)
- Fall 2013: Administer the CogAT to students enrolled in TUSD and non-TUSD schools
- December 2013: Special Master proposes additional criteria; Court approves
- December 2013: Send acceptance letters/emails to successful applicants
- December 2013: Invite identified students to complete short-answer essay questions
- December 2013: Develop non-cognitive short-answer essay (SAE) questions, scoring rubric, and recruit external essay readers (readers were then trained in January)
- January 2014: Administer Resiliency Assessment (CAIMI) #1 to all TUSD 8th graders
- January 2014: SAE questions administered to identified students and scored
- February 2014: Send acceptance letters/emails to applicants who took the SAE questions and earned enough points to be accepted
- Spring 2014: Evaluate impact of SAE and CAIMI on UHS admissions
- Spring 2014: Develop timeline; begin admissions process for current high school applicants

Major Reporting Dates: July 2013 (USR 1); January 2014 (USR 2); July 2014 (USR 3)

Description: Although the UHS admissions plan was approved by the Governing Board in October 2013, substantial changes affecting implementation were ordered in December 2013. The majority of UHS applicants have been notified with respect to admissions status with the exception of students who completed the SAE questions. In early February 2014, determinations will be made with respect to students who responded to SAE questions. An evaluation with respect to the impact of the SAE and CAIMI on UHS admissions will be completed in March 2014. By April 2014, UHS will have completed and distributed the revised admissions criteria for incoming 2014-2015 sophomores, juniors, and seniors. The timeline for implementation of the 2014-2015 freshman recruitment will be available in April 2014.

Possible Obstacles:

- Planning for the subsequent year's process traditionally begins in the spring. Since the District is evaluating the process, this planning cannot begin until the summer of 2014

7. Administer UHS Admissions Test(s) to 7th Grade Students

Status: In Progress

Person Responsible: Juliet King (Research Project Manager); Dean Packard (UHS Principal)

USP Language: “The District shall administer the appropriate UHS admission test(s) for all 7th grade students. With a signed form from a parent, a student may opt out if they do not wish to compete for entrance to UHS. Before testing each year, the District shall send explanatory materials to 7th grade families to explain the purpose of the testing and requirements for enrolling at UHS. Such materials also shall be distributed through the Family Center(s) and made available on the District’s website.” [V.A.5.b]

Completion Date: June 2014

Major Milestones:

- Fall 2013: Discussion of best test(s) to administer, whether an existing test could be used for this measure, and the appropriate time-frame for testing
- Spring 2014: Administer the appropriate tests
- Early summer 2014: evaluate results

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The UHS sub-committee and the Director of Desegregation are scheduled to meet in February 2014 to finalize procedures for planning the implementation of the CogAT and other possible assessments to all 7th grade students. Administration will be scheduled after the State assessments (AIMS) are completed. These tests should be given and scored by the end of SY 2013-14. Students will have the option to opt out of the test.

Possible Obstacles:

- State assessments (AIMS) in April and field testing for the new PARCC assessments in March and May

8. Advise Middle School Students on UHS Admissions

Status: Ongoing

Person Responsible: Juliet King (Research Project Manager); Martha Taylor (Director of Advanced Learning Experiences)

USP Language: “The District shall require all counselors in all middle schools to review UHS admissions requirements with all students in 6th and the beginning of 7th grade and provide all students with application materials so that students may be aware of and prepare for the required tests in the spring of 7th grade and application in 8th grade;...” [V.A.5.c]

Major Milestones:

- Spring 2013: Release admissions criteria and timeline for UHS freshman admissions for SY 2013-14
- August 2013: Include UHS informational material and application in 8th grade ALE mailing.
- August 2013: Host a formal breakfast for Counselors and Learning Supports Coordinator to learn about the school and discuss UHS admissions criteria, revisions, and deadlines.
- September 2013: Juliet King attended Learning Supports Coordinator and Counselor meetings to discuss UHS admissions criteria, process and procedures
- January 2014: Juliet King attended Counselor meeting to discuss changes to UHS admissions criteria for this year, including the use of short-answer essay questions
- Spring 2014: Workshop for Counselors and Learning Supports Coordinator, and other staff to learn about UHS admissions and policies/ procedures for CogAT testing and fall schedule. This workshop will be part of an on-going series for the ALE programs
- Fall 2014: Provide application materials and consultation to middle school students

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: No formal process has yet been finalized. However, the process for UHS admissions will be part of the larger recruitment and outreach efforts regarding all ALEs, including GATE and AAC’s; details are included in the ALE Access and Recruitment Plan.

9. Specific UHS-related Outreach to Students and Parents

Status: Ongoing

Person Responsible: Carmen Hernandez (UHS Learning Supports Coordinator); Amy Cislak (UHS Assistant Principal)

USP Language: “In addition to the outreach required by the ALE Access and Recruitment Plan, the District shall: conduct specific UHS-related outreach to students and parents about the program’s offerings; encourage school personnel, including counselors and teachers, through professional development, recognition, evaluation and other initiatives, to identify, recruit and encourage African American and Latino students, including ELL students, to apply; and provide assistance for African American and Latino students, including ELL students, to stay in and to be successful at UHS.” [V.A.5.d]

Major Milestones:

- SY 2013-14: Host student-parent informational meetings throughout the district
- Spring 2013: Host Annual Multicultural Breakfast with Multicultural Student Services; LSCs provides information about District support services and diversity.
- Spring 2013: Host Freshman Orientation Night for all qualified applicants.
- Fall 2013: Outreach activities include: LSCs conduct annual visits to all TUSD middle schools, and to selected Non-TUSD middle schools, to educate students about the school, its program and process for admissions; LSCs conducts radio interviews; post newspaper ads; send 8th grade mailing containing UHS information
- Fall 2013: Host six Parent Information Nights to inform parents about the school’s academic and extracurricular offerings, and criteria for admissions
- Spring 2014: Host a Freshman Orientation Night (expose students to the school and its offerings and to recruit students who have not yet accepted the invitation for admissions)
- Spring 2014: Conduct recruitment follow-up with qualified candidates through personal contact is conducted with targeted efforts for African American and Latino students who have qualified and not accepted admission
- Spring 2014: LSCs provide campus tours for potential students and parents
- Spring 2014: Host annual Multicultural Breakfast with Multicultural Student Services

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: Outreach and recruitment of students for UHS has been a key component of the UHS admissions process for several years. More effective recruitment has resulted in increased enrollment for Hispanic students and UHS continues to look for additional ways to expand outreach.

10. Pursue OELAS Extension

Status: In Progress

Person Responsible: Ignacio Ruiz Jr., Director of Language Acquisition

USP Language: “During the 2012-2013 school year, the District shall pursue an Arizona Department of Education Office of English Language Acquisition Services (“OELAS”)-approved reading block extension to provide access to rigorous mainstream courses and address the literacy needs of ELLs.” [V.B.1]

Major Milestones:

- April 2013: Submit OELAS modification request to ADE
- August 2013: Submit modified request (ADE personnel changed)
- February 2014: Confirmation from ADE that they have still not made a decision

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The four-hour block model makes it extremely difficult to meet all of the necessary educational requirements, especially for high school students who are required to achieve certain levels of credits (and in certain areas) to graduate. TUSD continues to pursue modifications to this model for some students.

Possible Obstacles:

- Changes to the model cannot be made without ADE permission, which they have not given.

11. Build and Expand the District's Dual Language Programs

Status: Ongoing

Person Responsible: Ignacio Ruiz, Jr. (Director of Language Acquisition); Martha Taylor (Research Project Manager)

USP Language: "The District shall build and expand its Dual Language programs in order to provide more students throughout the District with opportunities to enroll in these programs, including by encouraging new and current certificated staff with dual language certifications to teach in such programs and by focusing recruitment efforts on appropriately certified teachers." [V.C.1]

Major Milestones:

- October 2013: Develop TUSD Dual Language Program Model
- December 2013: Two-Way Dual Language (TWDL) handbook completed
- Spring 2014: Provide information re: dual language to schools for community outreach (e.g. dual language brochure, parent presentations, parent trainings, etc.)
- January 2014: Determine participating schools for Cycle 1 and Cycle 2
- February 2014: Provide staff development to all district levels that address the implementation of the TUSD Dual Language Program Model
- March 2014: Collaborate with HR to establish a recruitment program for elementary, secondary and exceptional education bilingual endorsed teachers
- May 2014: Symposium to provide entire TUSD community with Dual Language information
- Summer 2014: Develop compensation package for participating dual language teachers

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: TUSD has recently hired a new Deputy Superintendent for Teaching and Learning and a new Assistant Superintendent for Curriculum and Instruction. Together with the Director for Language Acquisition, this group is working to revise TUSD's dual language model. This revision will take into account all USP obligations related to Dual Language including, but not limited to, expansion, recruitment of staff, and revisions and changes to the dual language magnet programs and schools.

Possible Obstacles:

- Expanding/Recruiting Dual Language Certified teachers
- A strong model can work at cross-purposes with student assignment efforts. By 3rd grade it is very difficult for a non-native Spanish speaker to enter a DL school, which in turn may make it more difficult to diversify heavily Latino schools

STUDENT SUPPORT AND ENGAGEMENT

12. Develop Criteria to Review Placement Policies and Practices

Status: In Progress

Person Responsible: Eugene Butler, Jr., Acting Executive Director of Exceptional Education

USP Language: “The District shall develop appropriate criteria for data gathering and reporting to enable it to conduct meaningful review of its referral, evaluation and placement policies and practices on an annual basis to ensure that African American and Latino students, including ELL students, are not being inappropriately referred, evaluated or placed in exceptional (special) education classes or programs.” [V.D.1]

Completion Date: Summer 2014

Major Milestones:

- Summer 2013: Finalize revisions to the Exceptional Education (ExEd) Procedures Manual
- Fall 2013: Conduct a comprehensive review of the Procedures Manual and District referral, evaluation and placement policies
- Spring 2014: Develop actions and strategies (including revisions, as appropriate, to the Procedures Manual) based on the results of the comprehensive review

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: While past analyses have shown that there does not seem to be a significant discrepancy overall, at least in the recent data, ExEd is still working to develop the appropriate criteria and methodology for this review. One possibility recently suggested is a “less than 20% disparity” criteria used in evaluating minority participation in Advanced Learning programs – this same criteria may be used to evaluate minority overrepresentation in exceptional education. The District is evaluating this possibility and will consider other options as well.

Possible Obstacles:

- The threshold used for Advanced Learning discrepancies may not be appropriate for ExEd
- ExEd may need to do disaggregations by service category and by school level
- Mr. Butler is new to the position of Sped director and is still familiarizing himself with this issue

13. Hire or Designate an Academic and Behavioral Supports Coordinator (ABSC)

Status: Completed

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “By April 1, 2013, the District shall hire or designate an employee to be the academic and behavioral supports coordinator (“ABSC”), responsible for the review and assessment of the District’s existing academic and behavioral support programs, resources, and practices, including, but not limited to, those currently provided through the District’s student services departments.” [V.E.2.a]

Completion Date: July 1, 2013

Major Milestones:

- Spring 2013: Identify Brian Lambert (site administrator) as ABSC
- Summer 2013: Officially designate Brian Lambert once the 2012-13 school year ended

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

14. Develop a Student Support Review and Assessment

Status: Completed

Person Responsible: Brian Lambert, Academic and Behavioral Supports Coordinator (ABSC)

USP Language: “By ~~July 1, 2013~~ September 1, 2013*, the ABSC shall develop (i) an assessment of existing programs, resources, and practices, disaggregated by school site(s), grades served, number of students served, ELL status, and resources (e.g., part-time or full-time personnel assigned, annual budget); (ii) an analysis, based on the data identified in this Section, of any additional resources or programs that may be needed, by grade and school site; (iii) an analysis of the school sites with the highest concentration of students in need of such programs and resources; (iv) annual goals, in collaboration with relevant staff, for increasing graduation rates for African American and Latino students, which shall be shared with the Parties and the Special Master and used by the District to evaluate the effectiveness of its efforts; and (v) procedures to ensure follow up when Mojave automatically flags a student for attention.”
[V.E.2.b]

**This due date was adjusted by agreement of the Parties and Special Master.*

Completion Date: October 1, 2013

Major Milestones:

- April - July 2013: ABSC coordinates creation of joint site assessment for Advanced Learning, Achievement Support, and Family Engagement
- August 2013: Conduct school survey on ALEs, Student Support, and Family Engagement
- September 2013: Compile 40th day enrollment and achievement data for SY 2013-14
- September 2013: Create “need” measures

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: In the spring of 2013, a decision was made to try and coordinate the review and assessment required for Advanced Learning, Achievement Support, and Family Engagement. A decision was also made that, due to school consolidation, it would make more sense to collect data in SY 2013-14 than in SY 2012-13. Thus, principals filled out surveys detailing what programs and services they had at their sites (results available at: http://tusdstats.tusd1.org/planning/profiles/SchoolProfiles/listall_front.asp). This data was put together with data collected from central office departments (and from the needs measure) to make recommendations for the forthcoming Graduation and Dropout Plan.

15. Develop a Dropout Prevention and Retention Plan

Status: In Progress

Person Responsible: James E. Fish, Executive Director of Equity and Intervention

USP Language: “By ~~October 1, 2013~~ November 1, 2013*, the ABSC shall develop a plan, in collaboration with the personnel identified below in this Section, incorporating research-based strategies to focus and increase resources for academic and behavioral support programs and dropout prevention services to ensure equitable access to such programs, concentrate resources on school site(s) and in areas where student and school data indicate there is the greatest need, and reduce the dropout rate and increase the graduation rate in each high school.” [V.E.2.b]

**This due date was adjusted by agreement of the Parties and Special Master.*

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a February 15, 2014 deadline for the District to complete the Drop Out and Retention Plan. [Doc. 1510]

Completion Date: March 2014

Major Milestones:

- October 2013: Complete the Achievement Support Review and Assessment
- October 2013: Form subcommittees to write different parts of the Dropout Prevention and Retention Plan (DPRP), including recommendations
- December 2013: Submit subcommittee reports; establish framework for the DPRP
- January/February 2014: Finalize the DPRP

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The DPRP started with the findings of the review and assessment and the analysis of the need measures, as well as the USP requirements for this plan, including a focus on retention in 3rd and 8th grades. Subcommittees included family engagement, dropout, student identification & selection, language accessible support, credit recovery programs, ninth grade academies, alternative to suspension, national expert/program review, and individual student instructional support, both before/after and during school. Each subcommittee submitted recommendations. In addition, TUSD leadership constructed a framework for district wide student instruction and support. The subcommittee recommendations are being integrated into this framework to produce a district wide plan to increase achievement, increase graduation, and decrease dropouts and retentions.

Possible Obstacles:

- Creating a district wide plan may pull focus away from the specific USP elements

16. Hire or Designate a Dropout Coordinator

Status: Completed

Person Responsible: James E. Fish, Executive Director of Equity and Intervention

USP Language: “The District’s dropout prevention and retention plan shall include, but not be limited to: ...Hiring or designating a dropout coordinator to work with the ABSC to implement the strategies identified herein to reduce dropout, increase graduation, and focus school and District resources on working with students whose patterns of attendance, classroom performance, or other individual challenges indicate a serious risk of dropping out.”
[V.E.2.b.i.II]

Completion Date: July 2013

Major Milestones:

- Summer 2013: Designate Deborah Ferryman, Dropout Prevention Coordinator effective July 1, 2013

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

17. Implement the Dropout Prevention and Retention Plan

Status: Not Started

Person Responsible: James E. Fish, Executive Director of Equity and Intervention

USP Language: “By January 1, 2014, the ABSC shall implement the dropout prevention and retention plan, including having ensured that all personnel who provide academic and behavioral support are assigned to school(s) or area(s) based on the above-contemplated need analysis.”
[V.E.2.c]

Completion Date: Spring 2014

Major Milestones:

- March 2014: Finalize the Dropout Prevention and Retention Plan (DPRP)
- Spring 2014: Implement the DPRP

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)

Possible Obstacles:

- May be impractical to shift personnel in the middle of the school year based on the DPRP

18. Develop Supports and Interventions (“Flag” System)

Status: Complete

Person Responsible: Brian Lambert, Academic and Behavioral Supports Coordinator

USP Language: “By July 1, 2013, the District shall develop and/or amend its academic and behavioral intervention policies and strategies to facilitate the supports and interventions described in this section. . . . By that date, the District shall make any necessary changes to Mojave to ensure that students are automatically flagged by the data tracking system when they cross these thresholds.” [V.E.3.a]

Completion Date: July 1, 2013

Major Milestones:

- March 2013: Form subcommittees to work on a system and criteria for automatically flagging students in Mojave
- April – June 2013: Subcommittee works with Mojave to establish criteria, build system, designate pilot schools and create procedures and training materials
- Summer 2013: Finalize pilot development for SY 2013-14
- Fall 2013: Develop training; provide training to all pilot sites

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: In addition to the development of the “flag” system (now referred to as the Mojave WatchPoint system because of the ambiguity of “flag” and its use in other Mojave systems), TUSD developed corresponding procedures and documentation for how sites should respond if a student is identified in the Mojave WatchPoint system, including calling on specialists from Dropout Prevention, African American Student Services, and Mexican American Student Services. These procedures were subsequently encoded into a PowerPoint presentation which was delivered to site administrators and LSCs at the pilot schools. This training also included ways to document interventions given to students into either the Mojave Intervention Block or Grant Tracker.

19. Hire or Designate a Director of Support Services for African-American Students

Status: Completed

Person Responsible: James E. Fish, Executive Director of Equity and Intervention

USP Language: “The District shall hire or designate an individual who shall coordinate the development and implementation of support and academic intervention services for African American students. This employee shall also coordinate efforts to work directly with students to improve academic achievement, provide mentorship and guidance, reduce dropout and increase the college-going rate. The director of support services for African American student achievement shall have experience in mentoring and advocacy on behalf of African American students, the development and implementation of successful academic intervention models and their evaluations, and dropout prevention.” [V.E.4.a]

Completion Date: April 2013

Major Milestones:

- Spring 2013: Designate Jimmy Hart, Director of African American Student Services effective April 1, 2013

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

20. Hire or Designate a Director of Support Services for Latino Students

Status: Completed

Person Responsible: James E. Fish, Executive Director of Equity and Intervention

USP Language: “The District shall hire or designate an individual who shall coordinate the development and implementation of support and academic intervention services for Latino students. This employee shall also coordinate efforts to work directly with students to improve academic achievement, provide mentorship and guidance, reduce dropout and increase the college-going rate. The director of support services for Latino student achievement shall have experience in mentoring and advocacy on behalf of Latino students, the development and implementation of successful academic intervention models and their evaluation, and dropout prevention.” [V.E.4.b]

Completion Date: April 2013

Major Milestones:

- Spring 2013: Designate Maria Figueroa, effective April 1, 2013

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

21. Hire or Designate a Director of Culturally Responsive Pedagogy and Instruction

Status: Completed

Person Responsible: Steve Holmes, Assistant Superintendent for Curriculum and Instruction

USP Language: “The District shall hire or designate an individual who shall supervise the implementation of courses of instruction that focus on the cultural and historical experiences and perspectives of African American and Latino communities. Director of Culturally Responsive Pedagogy and Instruction (“CRPI Director”)... shall supervise the implementation of courses of instruction that focus on the cultural and historical experiences and perspectives of African American and Latino communities.” [V.E.4.c]

Completion Date: April 2013 (updated September 2013)

Major Milestones:

- April 2013: District designates Dr. Augustine Romero
- September 2013: District designates Tsuru Bailey-Jones as the Acting CRPI Director
- Fall 2013 – Winter 2013-14: District seeks to hire a permanent CRPI Director
- Spring 2014: District hires a permanent CRPI Director

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: Tsuru Bailey-Jones (the Acting CRPI Director) is supervising the implementation of Culturally Relevant Courses (CRCs). Mrs. Bailey-Jones is working directly with Dr. Augustine Romero (the former CRPI Director), with Steve Holmes, Assistant Superintendent of Curriculum and Instruction), and certificated staff at each of the pilot high schools. The literature courses went live on the first day of school. The social studies courses went live after board approval on August 13, 2013 (between August 14-20). The District is currently offering CRCs to all high school students for SY 2014-2015, subject to the District’s minimum enrollment guidelines.

Possible Obstacles:

- The District does not have a consistent K-12 curriculum, and is in the process of developing one
- The District just completed a curriculum audit; the results of which may impact current approaches, timelines, and/or staffing
- The District continues to work on aligning the CRC course curriculum with common core and with the District’s newly-developed scope and sequence
- The curriculum review process has changed: all District curriculum must be reviewed and approved by the District’s Assistant Superintendent for Curriculum and Instruction
- Arizona Department of Education continues to scrutinize the curriculum and related courses

22. Develop and Implement a PD Plan for Student Engagement

Status: In Progress

Person Responsible: Tsuru Bailey-Jones, Acting Director of Culturally Responsive Pedagogy and Instruction (CRPI)

USP Language: “Director of Culturally Responsive Pedagogy and Instruction (“CRPI Director”)... shall supervise, develop and implement a professional development plan for administrators, certificated staff, and paraprofessionals, as appropriate, on how best to...engage African American and Latino students...” [V.E.4.c]

Completion Date: Spring 2014

Major Milestones:

- December 2013: Develop training to include best practices to engage students
- Spring and Summer 2014: Deliver PD Module 1: SAIL training
- Fall 2014: Develop PD Module 2
- SY 2014-15 and Summer 2015: Deliver PD Module 2 to administrators, certificated staff and paraprofessionals

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: Tsuru Bailey-Jones is currently implementing the Professional Development (PD) plan for administrators, certificated staff and paraprofessional, on how best to deliver supportive and inclusive learning to engage African American and Latino students. The PD plan was developed under the direction of the Content Committee led by Tsuru Bailey-Jones to define the scope and vision of the PD modules. The PD Committee led by Tsuru Bailey-Jones developed and formatted the PD modules for teachers and trainers. The PD module was developed in conjunction with a Danielson Consultant who also completed a final review of the PD module. The first PD module consists of a three hour Supportive and Inclusive Learning Environment overview and is scheduled to be released in the Spring Semester of 2014.

Possible Obstacles:

- Ensuring alignment of this PD with other required PD
- Managing staff members’ time between all of the various required PDs
- Common Core and/or PARCC will add additional PD requirements to staff

23. Hire or Designate a Director of Multicultural Curriculum

Status: Completed

Person Responsible: Steve Holmes, Assistant Superintendent for Curriculum and Instruction

USP Language: “Director of Multicultural Curriculum... shall supervise the development and integration of multicultural curriculum in courses at all grade levels. This employee shall work with the African American and Latino student support services staff, the CRPI director, and other relevant District Office staff to develop and implement strategies to engage African American and Latino students, including but not limited to, curriculum and pedagogy responsive to the African American and Latino social, cultural, and historical experience.” [V.E.4.d]

Major Milestones:

- April 2013: District designates Dr. Augustine Romero
- September 2013: District designates Tsuru Bailey-Jones as Acting CRPI Director to ensure separate individuals were designated as the CRPI Director and Multicultural Curriculum Director.

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: Dr. Augustine Romero, Director of Multicultural Curriculum, supervises the development and integration of the multicultural curriculum course for all grade levels throughout the District. Dr. Romero works with Mr. Jimmy Hart, Director of Director of African American Student Services, and Dr. Maria Figueroa, Director of Mexican American Student Services. As of September 1, 2013 the District designated Tsuru Bailey-Jones as the Acting Director of CRPI. Mrs. Bailey-Jones works with Dr. Romero in developing and implementing strategies to engage African American and Latino students, including but not limited to, curriculum and pedagogy responsive to the African American and Latino social, cultural, and historical experience.

24. Develop and Implement CRP PD (CRC Teachers)

Status: Completed

Person Responsible: Tsuru Bailey-Jones, (Acting Director of Culturally Responsive Pedagogy and Instruction – CRPI); Dr. Augustine Romero (Former CRPI Director)

USP Language: “By the start of the 2013-2014 school year, the District shall provide ... certificated staff ... who are teaching courses of instruction centered on the experiences and perspectives of African American and/or Latino communities, with training on how to create supportive and inclusive learning environments for African American and Latino students with an emphasis on curriculum, pedagogy and cultural responsiveness. The trainings shall focus on learner-based approaches that emphasize students’ cultural assets, backgrounds, and individual strengths.” [V.E.5.a]

Completion Date: Summer 2013

Major Milestones:

- Summer 2013: Provide first 12 hours of training (Phases I and II)
- Spring 2014: Provide second 12 hours of training (Phases III and IV)
- Summer 2014: Provide additional training as needed, particularly for any new hires

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: Though the former CRPI Director developed the training, he is now working with the Acting CRPI Director to implement it. In April 2013, Dr. Auggie Romero (former CRPI Director) and Dr. Julio Cammarota from the University of Arizona (as a consultant) developed professional development for the core CRP training for CRC teachers. The PD focused on learner-based approaches that emphasize students’ cultural assets, backgrounds, and individual strengths. The PD was a full 24 hours, divided into four six-hour phases. In May 2013, the CRC teachers received a full day of Phase I. In the month of July, the CRC teachers received a full day of Phase II. In September 2013 Mentor Teachers, who support CRC teachers, received a full day of Phase I and Phase II (condensed). The Acting CRPI Director will provide core CRP training for CRC teachers in the spring of 2014 consisting of Phase III and Phase IV to ensure that by the start of SY 2014-15, all CRC teachers have received the requisite training. Newly hired teachers will be scheduled to receive the training, as feasible, before the start of SY 2014-15.

Possible Obstacles:

- Newly hired teachers will need time to attend all required trainings
- Scheduling training during the school day and/or during the summer is difficult
- The 24-hour training itself may be revised/adjusted as the District evaluates the efficacy of this approach

25. Develop and Implement PD on Supportive and Inclusive Learning (SAIL)

Status: Ongoing

Person Responsible: Tsuru Bailey-Jones, Acting Director of Culturally Responsive Pedagogy and Instruction (CRPI)

USP Language: “By the start of the 2013-2014 school year, the District shall provide all administrators and certificated staff ... with training on how to create supportive and inclusive learning environments for African American and Latino students with an emphasis on curriculum, pedagogy and cultural responsiveness. The trainings shall focus on learner-based approaches that emphasize students’ cultural assets, backgrounds, and individual strengths.” [V.E.5.a]

Major Milestones:

- Summer 2013: Provide all administrators with teacher evaluation training that embedded components of Culturally Responsive Pedagogy (CRP), including learner-based approaches that emphasize students’ cultural assets, backgrounds, and individual strengths
- Fall 2013 – Winter 2013-14: Provide all teachers with teacher evaluation training that embedded the components of CRP, including learner-based approaches that emphasize students’ cultural assets, backgrounds, and individual strengths
- Fall 2013: CRPI Director develops additional SAIL training modules
- Winter 2013-14: Committee meets to evaluate the 2013 evaluation instrument through the lens of CRP and the goals of the SAIL training
- Spring/Summer 2014: CRPI Director will deliver additional SAIL training modules to administrators and key certificated staff
- SY 2014-15: Additional SAIL training for all staff through a train-the-trainer model

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: In July 2013, the District planned on providing the first phase of the 24-hour training to all administrators and certificated staff during the first semester of SY 2013-14. The District changed its approach to ensure that, rather than provide the training separately, it would first be embedded into teacher evaluation training (provided to all administrators before the start of SY 2013-14, and to all teachers by January 2014). The District developed a separate training (SAIL training) to supplement and build on the CRP components of the teacher evaluation training (will be provided to administrators and key staff in the spring and summer of 2014)

Possible Obstacles:

- Scheduling training during the school day and/or during the summer is difficult
- Supplemental SAIL training may be provided online or in-person (yet to be determined)
- Managing staff members’ time between all of the various required PDs
- Common Core and/or PARCC will add additional PD requirements to staff

26. Hire or Designate Individuals to Assist with CRP Training

Status: Completed

Person Responsible: Tsuru Bailey-Jones, Acting Culturally Responsive Pedagogy and Instruction (CRPI)

USP Language: “By May 1, 2013, the CRPI director shall coordinate hiring or designating individuals, as necessary, who can assist him/her in providing ongoing support and training to administrators, certificated staff, and paraprofessionals.” [V.E.5.a]

Completed: May 2013

Major Milestones:

- April 2013: District designates Dr. Augustine Romero
- May 2013: Dr. Romero hires and/or designates individuals to assist with CRP training

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The former CRPI Director coordinated the hiring and/or designating of individuals to: (a) develop the training, (b) facilitate the training, and (c) to develop the train-the-trainer model to provide ongoing support and training to administrators, certificated staff, and paraprofessionals. These individuals include Dr. Julio Cammarota (external consultant), and the following designees: Maria Figueroa, Jimmy Hart, Desiree Cueto, Sal Gabaldon, Ignacio Ruiz, Pat Sandoval-Taylor, and Denise Contreras. The current Acting CRPI Director has continued to work to identify additional individuals to assist with CRP training, as needed.

27. Develop and Implement a Multicultural Curriculum

Status: Ongoing

Person Responsible: Dr. Augustine Romero, Director of Multicultural Curriculum

USP Language: “The District shall continue to develop and implement a multicultural curriculum for District courses which integrates racially and ethnically diverse perspectives and experiences. The multicultural curriculum shall provide students with a range of opportunities to conduct research and improve critical thinking and learning skills, create a positive and inclusive climate in classes and schools that builds respect and understanding among students from different racial and ethnic backgrounds, and promote and develop a sense of civic responsibility among all students. All courses shall be developed using the District’s curricular review process and shall meet District and state standards for academic rigor. The courses shall be offered commencing in the 2013-2014 school year.” [V.E.6.a.i]

Major Milestones:

- September 2013: Hire Steve Holmes – Assistant Superintendent of Curriculum Instruction
- January 2014: Implement 2nd semester pilot of US Government Critical Multi Perspective course at Tucson High
- March 2014: Implement 4th quarter pilot of US History Multi Perspective course at Sahuaro
- Fall 2014: Courses will be offered at select sites

Description: Mr. Steve Holmes, Dr. Augustine Romero, and Kathy Chavez (Professional Development Academic Trainer) have developed a framework which incorporates a curricular review process to meet District, state, and national standards (PARCC and common core) for academic rigor, professional development standards, monitoring protocol for continuous improvement and a protocol for identifying certificated staff who demonstrate best practices and a collaboration matrix to share these best practices among administrators, certificated staff and paraprofessionals. A pilot program for Critical Multicultural Social Studies for grades 11 and 12 will commence in the second semester of SY 2013-14. Beginning in third quarter SY 2013-14 the District will pilot a 12th grade Critical Multicultural U.S. Government course at Tucson High School. In the fourth quarter of SY 2013-14 an 11th grade Critical Multicultural U.S. History course at Sahuaro High School will begin. For SY 2014-15, MC courses will expand to the following six sites: Tucson High School, Sahuaro, Pueblo, Cholla, Rincon, and Palo Verde.

Possible Obstacles:

- No opportunities to train teachers; PD schedule is full for the rest of SY 2013-14

28. Develop and Implement Culturally Relevant Courses (High School)

Status: In Progress

Persons Responsible: Tsuru Bailey-Jones, Acting Director of Culturally Responsive Pedagogy and Instruction (CRPI)

USP Language: “By the beginning of the 2013-2014 school year, the District shall develop and implement culturally relevant courses of instruction designed to reflect the history, experiences, and culture of African American and Mexican American communities. Such courses of instruction for core English and Social Studies credit shall be developed and offered at all feasible grade levels in all high schools across the District, subject to the District’s minimum enrollment guidelines. All courses shall be developed using the District’s curricular review process and shall meet District and state standards for academic rigor. The core curriculum described in this section shall be offered commencing in the fall term of the 2013-2014 school year.” [V.E.6.a.ii]

Completion Date: August 2014

Major Milestones:

- July 2013: ELA courses approved by Governing Board
- August 2013: ELA courses implemented at three pilot schools
- August 2013: Social Studies courses approved by Governing Board
- August 2013: Social Studies course implemented at three pilot schools
- SY 2013-14: Continue to develop curriculum (aligned to new Districtwide curriculum, and scope and sequence); continue to evaluate courses
- Winter 2013-14: Offer courses for registration at all high schools
- Spring 2014: Register students; identify staff and other resource needs
- Spring – Summer 2014: Provide professional development for new and existing staff
- Fall 2014: Implement courses at high schools, subject to minimum enrollment guidelines

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: Mrs. Bailey-Jones is supervising the implementation of courses of instruction that focus on the cultural and historical experiences and perspectives of African American and Latino communities. She worked directly with certificated staff at each of the pilot high schools implementing the 11th and 12th grade CRC literature courses for African American and Mexican American perspectives in tandem with U.S. History and Government Social Studies. CRC teachers were offered time to meet weekly in Professional Learning Communities, and to work during fall break to create lesson plans and assessments for 2nd quarter.

Possible Obstacles:

- The district may not have enough qualified teachers for courses at all sites for SY 2014-15

29. Pilot Expansion of Culturally Relevant Courses (Middle School)

Status: In Progress

Persons Responsible: Tsuru Bailey-Jones, Acting Director of Culturally Responsive Pedagogy and Instruction (CRPI)

USP Language: “The District shall pilot the expansion of courses designed to reflect the history, experiences, and culture of African American and Mexican American communities to sixth through eighth graders in the 2014-2015 school year, and shall explore similar expansions throughout the K-12 curriculum in the 2015-2016 school year.” [V.E.6.a.ii]

Completion Date: June 2015

Major Milestones:

- Spring 2014: Develop lesson plans/units for 6th-8th grade social studies
- Spring 2014: Work with select middle school teachers to assist with the development and implementation of lessons that best reflect the history, experiences, and culture of African American and Mexican American communities within the curriculum at each grade level
- Spring/Summer 2014: Provide professional development for new and existing staff
- Fall 2014: Implement pilot lessons/units in select courses at select middle schools
- Spring 2015: Evaluate the pilot to determine if lessons/units will become standardized across all middle school social studies curriculum

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Possible Obstacles:

- The District does not have a consistent K-12 curriculum, but is in the process of developing one
- The District just completed a curriculum audit; the results of which may impact current approaches, timelines, and/or staffing
- The curriculum review process has changed. All District curriculum must be reviewed and approved by the District’s Assistant Superintendent for Curriculum and Instruction
- Arizona Department of Education continues to scrutinize the curriculum and related courses

30. Fund and Sustain Support Services for African American Student Achievement

Status: Ongoing

Person Responsible: Jimmy Hart, Director of African American Student Services

USP Language: “The District shall continue to fund and sustain Support Services for African American Student Achievement to improve the academic achievement and educational outcomes of African American students, using strategies to reduce disparities for African American students in academic achievement, high school dropout rates, retention, special education placement, discipline, access to Advanced Learning Experiences (described in Section (V)(A)), and any other areas where disparities may be identified as a result of studies required by this Plan.” [V.E.7.a]

Major Milestones:

- Spring 2013: Allocate funding to sustain support services for African American students
- Spring 2014: Allocate funding to sustain support services for African American students

Major Reporting Dates:

- USR 1 (July 2013)
- USR 2 (January 2014)
- USR 3 (July 2014)
- USR 4 (January 2015)

Description: The director of African American Student Services, together with other members of Student Equity, looked at various data indicators from SY 2012-13, including: enrollment, AIMS scores, and school letter grades – both overall and for African American students. Based on this data, assignment of African American Student Services support personnel to sites was made.

The African American Student Services Department will provide behavior intervention support, based on need and availability, to reduce overrepresentation and/or misrepresentation of students to Special Education. The AASSD & MASSD behavior team will support schools to develop and implement tier 2 and tier 3 supports, provide training (i.e., student intervention training), and assist the site team in implementing the non-exceptional education behavior protocol process. When behaviors are addressed and students (and teachers) have effective strategies for success, students are less likely to encounter behavior issues and can focus on learning.

31. Develop and Implement Academic Interventions and Support for Struggling or Disengaged African American Students

Status: Completed

Person Responsible: Jimmy Hart, Director of African American Student Services

USP Language: “The District shall develop and implement a process for providing a series of academic interventions and supports for African American students who are struggling and/or otherwise disengaged from school (*e.g.*, students who are one or more grade levels behind academically, struggling to meet academic standards either as reflected in class grades or on state-level assessments, or experiencing ongoing and escalating behavioral issues).” [V.E.7.b] “The District shall establish academic intervention teams to provide targeted support to Latino students. The academic intervention teams shall consist of academic specialists (*e.g.*, pull-out reading and math teachers, academic and behavioral coaches, and paraprofessionals) and shall be assisted by staff from Support Services for African American Student Achievement.” [V.E.7.c]

Completion Date: September 2013

Major Milestones:

- Summer 2013: Establish intervention teams at all schools based on research of national models; developed processes and guidelines
- August/September: Intervention teams examine intervention data from SY 2012-13, and other data relevant to identify struggling students and begin providing interventions and supports
- August/September 2013: AASSD assigns specialists to intervention teams to targeted sites where the data indicate a specific need to support Latino students
- Winter 2013-14: District adopts a more formal MTSS (aka RTI) model
- Spring 2014: Develop the District’s MTSS model to include processes for providing academic interventions and supports for students who have been identified as struggling and/or otherwise disengaged from school

Major Reporting Dates:

- USR 1 (July 2013)
- USR 2 (January 2014)
- USR 3 (July 2014)
- USR 4 (January 2015)

Description: Each school’s Multi-Tier System of Support Plan shall include an academic and/or behavior support team. In schools where African American Student Service Department (AASSD) specialists are assigned, the specialists will assist with identifying and coordinating Tier 2 and Tier 3 academic and/or behavior supports in partnership with the site Learning Support Coordinator (LSC). Supports will be research-based and proven to support the growth and accelerated growth of African American and Latino students in reading, writing and math (*e.g.*, Achieve 3000, closed reading, argument writing training).

32. Host Quarterly Information Events for African American Students and Families

Status: Ongoing

Person Responsible: Jimmy Hart, Director of African American Student Services

USP Language: “The District shall hold quarterly events at each school or for clusters of schools serving African American students, as appropriate, to provide families with information about students’ academic progress and college preparation (including how students can enroll in and succeed in ALEs), and to engage in activities focused on the matriculation and retention rates of African American students.” [V.E.7.d]

Major Milestones:

- December 2013: Student recognition event
- December 2013: Parental community-based advisory committee implemented
- February 2014: Parents at sites informed of site-provided parent meetings
- Spring 2014: Fourth quarterly event (location TBD)
- May 2014: Student recognition event

Major Reporting Dates:

- USR 1 (July 2013)
- USR 2 (January 2014)
- USR 3 (July 2014)

Description: The African American Student Services Department Director worked with the Title I Director and Student Equity Department Directors to develop an annual plan for the Quarterly Parental Information Events. These sessions will serve to inform parents of the programs and opportunities available for African American students. Some events will be held in regions of the district while other events will be at one location. The partners and AASSD Specialists will collaborate to schedule one meeting per quarter in four distinct regions of the District. Parents from each region and the feeder schools will be invited to these quarterly parent informational meetings. The theme of the nights will vary, including such things as ALEs, college prep, curriculum, academic and student recognition, literacy, Parent University, open house, and parent teacher conferences. All AASSD specialists assigned to schools will also coordinate parental informational quarterly meetings at their respective sites. Parents from all TUSD school sites with Academic Specialists shall be invited to a quarterly informational meeting by each Specialist. AASSD will also host at least one web-based workshop each school year

33. Collaborate with Local Colleges and Universities to Provide Support and Guidance to African American Students

Status: Completed

Person Responsible: Jimmy Hart, Director of African American Student Services

USP Language: “The District shall collaborate with local colleges and universities and identify college students, including District alumni, to provide learning support and guidance to African American students through mentoring, teaching assistance and other methods.” [V.E.7.e]

Completion Date: October 2013

Major Milestones:

- Spring 2013: The NSBE chapter at the University of AZ (U of A) also attended some of the NSBE Jr. meetings held in two District middle schools (Doolen and Mansfeld).
- Spring 2013: Partnered with the Tucson High (THS) Black Culture Club group to send 15 (or more) students on a Black College Tour during spring-break 2013.
- Spring 2013: Pre-college initiative at the U of A connecting students with U of A college students and professors.
- Spring 2013: Partnered with the U of A, Black Law Club to establish a law club at THS.
- March 2014: Partner with the Tucson High (THS) Black Culture Club group to send 15 (or more) students on a Black College Tour during spring-break 2014.
- July 2014: Hire College and Career Readiness Coordinator
- August 2014: Implement Internship program

Major Reporting Dates:

USR 1 (July 2013)

Annual Report 1 (October 2013)

USR 2 (January 2014)

USR 3 (July 2014)

Annual Report 2 (October 2014)

Description: The African American Student Services Department (AASSD) and its Director Jimmy Hart have continued the ongoing efforts to partner with college students and organizations to provide outreach and contact to District African American students. In SY 2014-15, the department will hire a College and Career Readiness Coordinator who will work to extend the current efforts, establish an internship program for U of A students to work in AASSD, and encourage more TUSD graduates and retired employees to participate.

34. Provide PD to all African American Student Support Services Staff on Interventions and Using Data

Status: Complete

Person Responsible: Jimmy Hart, Director of African American Student Services

USP Language: “All African American student support services staff who are part of the academic intervention teams shall be trained, prior to working with students to implement specific academic intervention plans. All African American student support services staff shall also be trained on the use of data systems used to monitor the academic and behavioral progress of African American students.” [V.E.7.f]

Completion Date: December 2013

Major Milestones:

- Summer 2013: Develop training for support services staff
- Fall 2013: Train support services staff

Major Reporting Dates:

- USR 1 (July 2013)
- USR 2 (January 2014)
- USR 3 (July 2014)

Description: All Specialists received training in whichever reading or mathematics program they will be using with students in tutoring sessions or during intervention support, which includes Achieve 3000 for most of the academics specialists. In addition, support services staff were trained on the use of data systems used to monitor the academic and behavioral progress of African American students. This includes training on Grant Tracker for entering intervention activities and on the SIIS/Mojave WatchPoint system for those working at the SIIS pilot schools. Staff also received overall Mojave training, including various reports and the Intervention Block.

35. African American Academic Achievement Task Force (AAAATF) Members/Plan

Status: Completed

Person Responsible: Jimmy Hart, Director of African American Student Services

USP Language: “As soon as possible after the approval of the USP by the Court, the District shall appoint a Task Force that will develop a comprehensive plan for significantly improving the academic performance of African American students.” [V.E.7.g]

“The Task Force recommendations shall build on the Plan’s provisions designed to enhance African American students’ academic achievement. The Task Force shall make its report to the Superintendent, the Plaintiffs, and the Special Master no later than ~~June 1, 2013~~ July 1, 2013*. The recommendation shall include a plan for annual reporting and monitoring, and cost estimates of any proposals made.” [V.E.7.i]

**This due date was adjusted by agreement of the Parties and Special Master.*

Completion Date: July 2013

Major Milestones:

- July 2013: AAAATF committee finalize recommendations; submits report
- August – October 2013: African American Student Service members work to merge USP recommendations with AAAATF recommendations
- November 2013: Draft combination proposal circulated
- Spring 2014: Budget and allocate resources for implementation in SY 2014-15

Major Reporting Dates:

USR 1 (July 2013)

Annual Report 1 (October 2013)

USR 2 (January 2014)

USR 3 (July 2014)

Annual Report 2 (October 2014)

Description: The African American Academic Support proposal was developed based on African American Student Services Department (AASSD) team input and recommendations to current practices and the AAAATF recommendations. It also includes input from AASSD advisory committee members, community members, parents, and students. This includes student survey data from the SY 2012-13 year and SY 2013-14 parent feedback survey provided during the quarterly parent meetings.

The finalized proposal was sent out to the advisory committee, all the parents in our e-mail database and to the greater African American community for review and vesting. The proposal has also been sent to the University of Arizona Africana Studies and others for their input.

36. Fund and Sustain Support Services for Latino Student Achievement

Status: Ongoing

Person Responsible: Dr. Maria Figueroa, Director of Mexican American Student Services

USP Language: “The District shall continue to fund and sustain Support Services for Mexican American Student Achievement to improve the academic achievement and educational outcomes of Mexican American students, including English Language Learners (ELL)...” [V.E.8.a]

Major Reporting Dates:

- USR 1 (July 2013)
- USR 2 (January 2014)
- USR 3 (July 2014)
- USR 4 (January 2015)

Description: The director of the Mexican American Student Services Department (MASSD), together with other members of Student Equity, looked at various data indicators from SY 2012-13, including enrollment, AIMS scores, and school letter grades, both overall and for Mexican American students. Based on this data, the director assigned MASSD support personnel to sites.

MASSD will provide behavior intervention support, mentoring, and academic support (based on need and availability) to reduce dropouts, disciplinary issues, and overrepresentation and/or misrepresentation of students to Special Education. The AASSD and MASSD behavior teams will support schools to develop and implement tier 2 and tier 3 supports, provide training (i.e., student intervention training), and assist the site team in implementing the non-exceptional education behavior protocol process. When behaviors are addressed and students (and teachers) have effective strategies for success, students are less likely to encounter behavior issues and can focus on learning.

37. Develop and Implement Academic Interventions and Supports for Struggling or Disengaged Latino Students

Status: Completed

Person Responsible: Maria Figueroa, Director of Mexican American Student Services

USP Language: “The District shall develop and implement a process for providing a series of academic interventions and supports for Latino students who are struggling and/or otherwise disengaged from school (*e.g.*, students who are one or more grade levels behind academically, struggling to meet academic standards either as reflected in class grades or on state-level assessments, or experiencing ongoing and escalating behavioral issues).” [V.E.8.b] “The District shall establish academic intervention teams to provide targeted support to Latino students. The academic intervention teams shall consist of academic specialists (*e.g.*, pull-out reading and math teachers, academic and behavioral coaches, and paraprofessionals) and shall be assisted by staff from Support Services for Latino Student Achievement.” [V.E.8.c]

Completion Date: September 2013

Major Milestones:

- Summer 2013: Establish intervention teams at all schools based on research of national models; developed processes and guidelines
- August/September: Intervention teams examine intervention data from SY 2012-13, and other data relevant to identify struggling students and begin providing interventions and supports
- August/September 2013: MASSD assigns specialists to intervention teams to targeted sites where the data indicate a specific need to support Latino students
- Winter 2013-14: District adopts a more formal MTSS (aka RTI) model
- Spring 2014: Develop the District’s MTSS model to include processes for providing academic interventions and supports for students who have been identified as struggling and/or otherwise disengaged from school

Major Reporting Dates:

- USR 1 (July 2013)
- USR 2 (January 2014)
- USR 3 (July 2014)
- USR 4 (January 2015)

Description: Each school’s Multi-Tier System of Support plan (intervention team) shall include an academic and/or behavior support team. In schools where Mexican American Student Service Department (MASSD) specialists are assigned, the specialists will assist with identifying and coordinating Tier 2 and Tier 3 academic and/or behavior supports in partnership with the site Learning Support Coordinator (LSC). Supports will be research-based and proven to support the growth and accelerated growth of African American and Latino students in reading, writing and math (*e.g.*, Achieve 3000, closed reading, argument writing training).

38. Host Quarterly Events at Each School for Latino Students and Families

Status: Ongoing

Person Responsible: Maria Figueroa, Director of Mexican American Student Services

USP Language: “The District shall hold quarterly events (*e.g.*, “Parent Encuentros”) at each school serving Latino students to provide families with information about students’ academic progress and how to prepare students for continuation to post-secondary education, (including how students can enroll in and succeed in ALEs), and to engage in activities focused on the matriculation and retention rates of Latino students.” [V.E.8.d]

Major Milestones:

- October 2013: First quarterly event held at Pima Community College
- December 2013: Second quarterly event held at Pueblo High School
- February 2014: Third quarterly event held at four different locations
- Spring 2014: Fourth quarterly event (location TBD)

Major Reporting Dates:

- USR 1 (July 2013)
- USR 2 (January 2014)
- USR 3 (July 2014)

Description: The Mexican American Student Services Department Director worked with the Title I Director and Student Equity Department Directors to develop an annual plan for the Quarterly Parental Information Events. These sessions will serve to inform parents of the programs and opportunities available for Latino students. The Senior Community Representative for MASS will plan and coordinate, with MASS Specialists, one meeting per quarter in four distinct regions of the District. Parents from each region and the feeder schools will be invited to these quarterly parent informational meetings. The theme of the nights will vary, including such things as ALEs, college prep, curriculum, academic and student recognition, literacy, Parent University, open house, and parent teacher conferences. All MASS specialists assigned to schools will also coordinate parental informational quarterly meetings at their respective sites. Parents from all TUSD school sites with Academic Specialists shall be invited to a quarterly informational meeting by each Specialist. Extra effort with a phone call and mailed invitation will be granted for the parents of at-risk students in Specialists’ student lists.

Possible Obstacles:

- Translation services do not have enough personnel or capital resources to provide adequate translation services for events
- Department will need to budget more money for printing costs for invitations

39. Collaborate with Local Colleges and Universities to Provide Support and Guidance to Latino Students

Status: Completed

Person Responsible: Maria Figueroa, Director of Mexican American Student Services

USP Language: “The District shall collaborate with local colleges and universities and identify college students, including District alumni, to provide learning support and guidance to Latino students through mentoring, teaching assistance and other methods.” [V.E.8.e]

Major Milestones:

- Fall 2013 – Winter 2013-14: Recruit U of A students for mentoring from two Hispanic Student groups (Gamma Alpha Mega Sorority; Project SOAR)
- Winter 2013-14: Begin partnership to bring in college mentors from The Society of Hispanic Professional Future Engineers (SHPE)
- February 2014, Director Maria Figueroa became a committee member to sit in the Advisory Committee to the University of Arizona College of Medicine

Major Reporting Dates:

- USR 1 (July 2013)
- USR 2 (January 2014)
- USR 3 (July 2014)
- Annual Report 2013-14 (October 2014)

Description: The Mexican American Student Services Department hired three Mentor Program Specialists (MPS) to interact with community agencies to secure mentoring and tutoring programs and volunteer mentors to work with Latino students in schools. The MPS attended a volunteer training session with Don McNeill (Program Director, Mentoring Matters) and Executive Director for Mentor Kids USA. They then developed a training protocol for volunteer mentors in conjunction with staff from Student Equity Department and the African American Student Services Department. The MPS monitor the fingerprinting, in-take training and record the time and efforts (grant track) for each volunteer mentor and organization that works with Latino students in TUSD schools.

The MASS Director and MPS recruited students from local colleges (U of A and Pima Community College) to provide learning support and guidance for Latino TUSD students. The MPS secured communication and participation with members from the Society of Hispanic Professional Engineers (SHPE), who are mentoring and tutoring Latino students in TUSD. The Director is participating in the U of A’s President’s Latino Advisory Council and will continue to work with David Rodriguez from the Metropolitan Educational Regional Center and other organizations such as League of United Latin American Citizens (LULAC), Arizona Hispanic School Administrators Association (AHSAA), and the Tucson Hispanic Chamber of Commerce in order to secure information and training for Specialists on college scholarships and issues affecting youth.

40. Professional PD to Latino Student Support Services Staff on Interventions/Data

Status: Completed

Person Responsible: Maria Figueroa, Director of Mexican American Student Services

USP Language: “All Latino student support services staff who are part of the academic intervention teams shall be trained prior to working with students to implement specific academic intervention plans. All Latino support services staff shall also be trained on the use of data systems used to monitor the academic and behavioral progress of Latino students.” [V.E.8.f]

Completion Date: December 2013

Major Milestones:

- Summer 2013: Develop training for support services staff
- Fall 2013: Train support services staff

Major Reporting Dates:

- USR 1 (July 2013)
- USR 2 (January 2014)
- USR 3 (July 2014)

Description: All Specialists received training in whichever reading or mathematics program they will be using with students in tutoring sessions or during intervention support, which includes Achieve 3000 for most of the academics specialists. In addition, support services staff were trained on the use of data systems used to monitor the academic and behavioral progress of African American students. This includes training on Grant Tracker for entering intervention activities, and on the SIIS/Mojave WatchPoint system for those working at the SIIS pilot schools. Staff also received overall Mojave training, including various reports and the Intervention Block.

41. Review the Student Referral, Evaluation, and Placement Policies and Practices

Status: In Progress

Person Responsible: Steve Holmes, Assistant Superintendent for Curriculum and Instruction

USP Language: “The District shall review its referral, evaluation and placement policies and practices, as well as relevant disaggregated enrollment data, and shall take appropriate action to remedy any classroom assignment or placement of students that results in the racial or ethnic segregation of students.” [V.E.1 – USP page 40]

Major Milestones:

- Fall 2013: Conduct a comprehensive review of the Exceptional Education (ExEd) Procedures Manual and District referral, evaluation and placement policies for ExEd
- Spring 2014: Develop actions and strategies for ExEd (including revisions, as appropriate, to the Procedures Manual) based on the results of the comprehensive review
- Spring 2014: Review G.A.T.E. and English Language Learner (ELL) referral, evaluation and placement policies and practices; review disaggregated enrollment data
- Summer 2014: Develop actions, strategies and, if appropriate, policy revisions based on the results of the Spring 2014 review to remedy any inappropriate classroom assignment or placement of students

Major Reporting Dates:

- USR 2 (January 2014)
- USR 3 (July 2014)

42. Build and Sustain Supportive Inclusive Environments (Policies and Practices)

Status: In Progress

Person Responsible: Julie Tolleson, General Counsel

USP Language: “By ~~July 1, 2013~~ January 1, 2014*, the District shall take steps to build and sustain the supportive and inclusive school environments described herein, including, but not limited to: (a) adopting or amending policies to reflect commitments to inclusion and non-discrimination in all District activities and disseminating those policies throughout the District; ... and (c) amending policies and practices to protect all members of school communities from discriminatory harassment and bullying, by amending Governing Board Policy JICFB...The District may work with the West Regional Equity Network to develop such policies.”
[V.E.2.a&c – USP pages 40-41]

**This due date was adjusted by agreement of the Parties and Special Master.*

Completion Date: Spring 2014

Major Milestones:

- Fall 2013: Review multiple policies to identify ways to reflect commitments to inclusion and non-discrimination
- Fall 2013: Submit Policy JICK (formerly Policy JICFB) for review from external expert
- Fall 2013: Work with the Region IX Equity Assistance Center to review Policy JICK
- December 2013: Revised Policy A (District Mission, Vision, and Values), and Policy BG (Board Policy Process) to reflect commitments to inclusion and non-discrimination
- Spring 2014: Revise, if appropriate, Policy JICK pursuant to expert feedback
- Spring 2014: Disseminate revised policies A, BG, and JICK (if JICK is revised) throughout the District

Major Reporting Dates:

- USR 1 (July 2013)
- USR 2 (January 2014)
- USR 3 (July 2014)

43. Build and Sustain Supportive Inclusive Environments (Strategies)

Status: Completed (and Ongoing)

Person Responsible: James E. Fish, Executive Director of Student Equity and Intervention

USP Language: “By ~~July 1, 2013~~ January 1, 2014*, the District shall take steps to build and sustain the supportive and inclusive school environments described herein, including, but not limited to: ... (b) piloting and implementing strategies to develop students’ intercultural proficiency; ...” [V.E.2.b – USP page 40]

**This due date was adjusted by agreement of the Parties and Special Master.*

Completed: January 2014

Major Milestones:

- SY 2013-14: Student Support Services staff members serve as consultants for teachers and principals regarding cultures and backgrounds of traditionally underserved students
- Fall 2013: Provided training to all central and site administrators on identifying cultural gestures and norms with respect to traditionally underserved and refugee populations
- Fall 2013: Pilot and implement Culturally Relevant Courses Fall 2013: Develop nine book kits; develop and provide training on how to use the kits
- Winter 2013-14: Host African American Youth Heritage day for all high school students
- Winter 2013-14: Spring 2014: Lunar New Year project implemented at grades 3-8 to highlight traditions and cultures of Asian communities (supplemental resource booklets are made available to all sites)
- Spring 2014: Pilot and implement Multicultural curriculum lessons and/or units
- Spring 2014: Host the Harambee Cultural Concert for students and teachers for students in eleven schools in grades K-8 (supplemental resources are made available to all sites)

Major Reporting Dates:

- USR 1 (July 2013)
- USR 2 (January 2014)
- USR 3 (July 2014)

Description: Prior to January 1, 2014, the District piloted and implemented the strategies described above to develop students’ intercultural proficiency. Other strategies will be implemented throughout the Spring Semester of 2014.

44. Highlight Contributions of Diverse Groups

Status: Completed

Person Responsible: Steve Holmes, Assistant Superintendent for Curriculum and Instruction

USP Language: “By July 1, 2013, the District shall require each school principal to develop strategies to highlight the historic and ongoing contributions of diverse ethnic, racial, and linguistic groups in a manner that is evident throughout each school, including public displays, classroom environments and libraries.” [V.E.3 – USP page 41]

Completion Date: August 2013

Major Milestones:

- August 2013: Communicated to all site principals the requirement to develop strategies to highlight the historic and ongoing contributions of diverse groups in an evident manner
- Fall 2013: Monitor for compliance

Major Reporting Dates:

- USR 1 (July 2013)
- USR 2 (January 2014)

Description: On August 1, 2013, the Desegregation Department sent a memo to Educational Leadership, to distribute to sites and principals, outlining this requirement. Throughout the Fall Semester of 2013, multiple staff members engaged in monitoring site compliance with this requirement.

VI. DISCIPLINE

1. Evaluate and Revise the Student and Parent Handbook (GSRR)

Status: Completed

Person Responsible: James E. Fish, Executive Director of Student Equity and Intervention

USP Language: “By ~~April 1, 2013~~ June 1, 2013*, the District shall, in consultation with an external consultant experienced in implementing the behavior approaches described above, evaluate and revise the Guidelines for Student Rights and Responsibilities (“GSRR”)...”
[VI.B.2.a]

**This due date was adjusted by agreement of the Parties and Special Master.*

Completion Date: June 2013 (final version adopted in August 2013)

Major Milestones:

- June 2013: Revise GSRR; submit to parties
- July 2013: Receive and incorporate Party and Special Master comments and feedback
- July 2013: Governing Board adopts GSRR
- August 2013: Governing Board adopts revised GSRR
- September 2013: Fisher Plaintiffs file Objection to GSRR
- September 2013: Special Master submits his Report and Recommendation to Court RE: Fisher Plaintiffs objection to the GSRR.
- October 2013: Printing of GSRR completed

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- October 2014 (Annual Report SY 2014-2015)

Description: In May and June of 2013, the District finalized its evaluation and revision of the GSRR. On June 21, 2013, the District provided the first draft of the revised GSRR to the Parties and Special Master. The Governing Board adopted the revised Guidelines for Student Rights and Responsibilities (GSRR) on July 23, 2013. Plaintiffs and Special Master requested additional substantive changes for clarity and to align the GSRR with the Unitary Status Plan. Such changes required Governing Board approval and were adopted on August 13, 2013. Discussions continued concerning the classification of some violations and when to involve law enforcement. The GSRR was submitted to the Governing Board for reconsideration on August 27, 2013, and the item failed. The approved GSRR was submitted to the TUSD Language Acquisition Department for translation to Spanish on August 28, 2013. In September 2013, the Fisher Plaintiffs filed an objection to the GSRR. On September 20, 2013, the Special Master’s Report and Recommendation to the Court was for the Court to take no action on the Fisher Plaintiffs objection. No action was taken by the Court. The English and Spanish versions were submitted to the TUSD Print Shop for printing in early October 2013.

2. Evaluate and Revise (as appropriate) Due Process Protections for Students

Status: Completed

Person Responsible: James E. Fish, Executive Director of Student Equity and Intervention

USP Language: “By July 1, 2013, the District shall, in consultation with relevant experts, evaluate and revise, as appropriate, its due process protections for student discipline (*i.e.*, Governing Board Policy JKR1 through JK-R4-E4 and JKA through JKAB), to ensure that students and parents are provided with a fair, impartial, and language-accessible proceeding which complies with applicable state and federal law before exclusionary discipline or punishment is imposed, as well as an opportunity to appeal. Should the District determine that changes are needed to its due process protections for student discipline, it shall propose changes to these policies. Plaintiffs and the Special Master shall be provided with copies of the proposed changes for review and comment before they are finalized pursuant to Section (I)(D)(1).” [VI.B.2.b]

Completion Date: July 2013 (updated November 2013)

Major Milestones:

- May 2013: Consult with relevant experts to align student handbook with discipline policies
- June 2013: Submit revised policies to Parties and Special Master
- Fall 2013: Finalize student handbook; consult further with relevant experts
- November 2013: Re-evaluate due process protections for student discipline; no changes made

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: After receiving and considering feedback from the Parties and Special Master during the summer of 2013, the District ultimately did not make any changes to Governing Board Policies or Regulations. However, after the student handbook was finalized, the District engaged in further consultation with relevant experts to evaluate its due process protections for student discipline. The District consulted with Dr. Lenay Dunn (Region IX Equity Assistance Center at WestEd), with Shakti Belway (UCLA Civil Rights Project, One Voice, and as an independent consultant on improving systems that serve children, including leading a national, multi-state effort to improve school discipline to reflect best practices), and with the District’s legal counsel who advises the District on all Governing Board Policies and Regulations in accordance with state and federal law. The review provided by Dr. Dunn and by District legal counsel concluded that no revisions were necessary at this time (the District has yet to receive a report from Ms. Belway).

3. Hire or Designate a Restorative and Positive Practices Coordinator (RPPC)

Status: Completed

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “By April 1, 2013, the District shall hire or designate an employee to serve as the District’s restorative and positive practices coordinator (“RPPC”). The RPPC shall be responsible for working with school sites to assist in the ongoing implementation of Restorative Practices and the implementation of PBIS, including: (a) developing model behavioral assessments and interventions; and (b) assisting school sites in developing systems and structures to use data for self-monitoring practices.” [VI.C.1]

Major Milestones:

- Spring 2013: Designate James E. Fish, Executive Director of Equity and Intervention effective April 1, 2013

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

4. Hire or Designate Restorative and Positive Practices Site Coordinators (RPPSC)

Status: Completed

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “By April 1, 2013, all District schools shall hire or designate an employee to serve as a restorative and positive practices site coordinator (“RPPSC”). A school’s learning support coordinator may be designated to serve as the RPPSC for the school.” [VI.C.2]

Major Milestones:

- Spring 2013: Designate Learning Supports Coordinators (LSCs), effective April 1, 2013

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: The District assigned a Learning Supports Coordinator (LSC) to each school. All elementary schools are assigned a 0.5 FTE, middle, K8 and high schools each have a 1.0 FTE, Tucson High Magnet School was assigned 2.0 FTE because of the high enrollment.

In the fall of 2013, LSCs attended training and received materials (Power Point and script) to use for presentations with students, parents and staff. The materials were thoroughly discussed, LSCs had opportunities to ask for clarification and implementation strategies were shared. The materials focus on PBIS, Restorative Practices and the Guidelines for Students’ Rights and Responsibilities. Many LSCs have also received formal Restorative Practices and PBIS training in previous years. LSCs have been trained to assist and work with instructional faculty and staff to implement Restorative Practices and PBIS at their assigned school sites.

Possible Obstacles:

- School administration may ask LSCs to perform work outside scope of position

5. Translate and Distribute the Handbook (GSRR) and Related Documents

Status: Ongoing

Person Responsible: Ignacio Ruiz Jr., Director of Language Acquisition

USP Language: “The revised GSRR, all related documents and the informational programs described in the paragraph below, shall be provided to all parents of students enrolled in the District, and shall be available in all of the District’s Major Languages at all school sites, the District Office, the Family Centers and on the District’s website. The District shall provide timely translation of these documents and informational programs for families who speak lower-incidence languages.” [VI.D.1]

Major Milestones:

- September 2013: Translate GSRR to Spanish
- October 2013: Distribute the GSRR
- November 2013: Translate the GSRR to Arabic and Chinese
- Fall 2013: Distribute related disciplinary documents and informational programs
- Winter 2013-14: Translate GSRR to Vietnamese, Nepali, and Somali

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- October 2014 (Annual Report SY 2013-14)

Description: In October 2013, the GSRR was distributed to the District Office, to all District schools, to Family Centers, and posted on the TUSD website in October 2013 in English and Spanish. Staff members were provided additional information and training on the implementation of the revised GSRR, and staff translated the GSRR to Spanish, Arabic and Chinese. In November 2013, the GSRR was posted on the TUSD website in Chinese and Arabic. The District is currently in the process of hiring two additional translators to translate the GSRR to Vietnamese and Nepali languages (the District has had difficulty in retaining a Somalian translator since many Somali language speakers do not read their language and translators are hard to find). The District will continue to recruit for this position will provide timely translation of these documents and programs for families who speak lower-incidence languages, as needed. The District developed separate presentations for the information sessions using PowerPoint presentations for students and for parents. These presentations were conducted at each school for students in the first semester of SY 2013-14 and will be presented again to students and parents during the second semester of SY 2013-14.

Possible Obstacles:

- Two month delay in approval of GSRR
- High cost and delay in hiring/contracting for translators

6. Provide Disciplinary Information Sessions to Students and Parents

Status: Ongoing

Person Responsible: James E. Fish, Executive Director of Student Equity and Intervention

USP Language: “The District shall develop and deliver an informational program to assist students and parents in understanding their roles and responsibilities under PBIS, Restorative Practices and the GSRR; shall host student assemblies at each school to communicate positive core values and behavioral expectations, and to explain in an age-appropriate manner the GSRR, PBIS and Restorative Practices; and shall hold informational sessions for parents at least twice per school year at each school, which shall include information regarding PBIS, Restorative Practices and the GSRR, due process and appeal procedures, and guidance on how parents can make complaints about student discipline.” [VI.D.2]

Major Milestones:

- Summer/Fall 2013: Develop informational program for students and parents
- Fall 2013: Provide Disciplinary Information Sessions to students at all sites
- Fall 2013: Provide Disciplinary Information Sessions to parents
- December 2013: Provide multi-language parent information sessions
- Spring 2014: Provide 2nd informational sessions for parents at sites

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2013 (USR 3)

Description: The District developed separate presentations for the information sessions using power points for students and for parents. These presentations were conducted at each school for students in the first semester of SY 2013-14 and will be presented again to students and parents during the second semester of SY 2013-14. In December 2013, the District held a multi-language parent information session at Roberts/Naylor in Arabic, Somali, Swahili, and Nepali (thirty families participated in this event)

Possible Obstacles:

- Low parent participation

7. Provide Restorative Practices and PBIS Training for Sites and RPPSCs

Status: Completed

Person Responsible: James E. Fish, Executive Director of Student Equity and Intervention

USP Language: “The District shall ensure that all schools provide the necessary training and hire the requisite RPPSCs as described in (IV)(C)(2) to implement Restorative Practices and PBIS by the beginning of the 2013-2014 school year. All newly-hired RPPSCs and other relevant personnel shall complete the training by the beginning of the fall semester of the academic year subsequent to the academic year during which they were hired.” [VI.E.1]

Completion Date: October 2013

Major Milestones:

- Summer/Fall 2013: Actively seek to fill all RPPSC (aka LSC) positions
- October 2013: Provide all RPPSCs (aka LSCs) with professional development on Restorative Practices and Positive Behavioral Interventions and Supports (PBIS)

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: The District advertised for Learning Supports Coordinator positions to provide support at each school. However, some LSC positions have become vacant since the school year began and have not been filled again. The District will continue to recruit for LSCs and will fill the positions with qualified applicants. All current LSCs received appropriate training on October 4, 2013, and continue to implement Restorative Practices and PBIS at their assigned sites.

8. Student Discipline Trainers

Status: Completed

Person Responsible: James E. Fish, Executive Director of Student Equity and Intervention

USP Language: “By July 1, 2013, the District shall hire or designate trainers to assist all administrators and certificated staff to implement Restorative Practices, PBIS and the standards established in the revised GSRR.” [VI.E.2]

Completion Date: July 2013

Major Milestones:

- June 2013: Designate Holly Colonna and Karen Ward as Restorative Practices and PBIS trainers, effective June 24, 2013
- Summer 2013: Designate LSCs as student discipline trainers, supported by designated Equity staff members

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

9. Student Discipline Training

Status: Completed

Person Responsible: James E. Fish, Executive Director of Student Equity and Intervention

USP Language: "...[student discipline training] to assist all administrators and certificated staff to implement Restorative Practices, PBIS and the standards established in the revised GSRR...shall take place before the commencement of the 2013-2014 school year." [VI.E.2]

Completion Date: December 2013

Major Milestones:

- Fall 2013: Provide Restorative Practice training for administrators and certificated staff
- October 2013: Finalize the revised GSRR
- November – December 2013: Provide administrators and certificated staff with GSRR training, and with PBIS training (sessions one and two)
- January 2014: Provide administrators and certificated staff with PBIS training (session three)

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: The final version of the GSRR was approved by the Governing Board on August 13, 2013, and set for reconsideration at the August 27, 2013 Governing Board meeting. On October 4, 2013, all LSCs received in-person training to implement Restorative Practices and PBIS practices at their school sites. The LSCs also received GSRR training for parents and students. The LSCs coordinated information sessions for parents with school principals. School principals were provided the PowerPoint presentation for students and given the charge of how to present the information to students (by school assemblies, individual classrooms, etc.).

A PBIS trainer conducted three 2-hour sessions in PBIS training to LSCs. Section 1 – Getting Started: offered on September 16, 2013, October 14, 2013, and December 9, 2013; Section 2 – Implementation: October 15, 2013 and December 13, 2013; and Section 3 – Using Data Effectively: January 13, 2014.

A Restorative Practices trainer conducted a two-hour training for LSCs on September 10, 2013. The LSCs then worked to assist all administrators and certificated staff at their assigned schools to implement Restorative Practices, PBIS and the standards established in the revised GSRR.

10. Communicate Discipline Roles and Responsibilities

Status: Completed

Person Responsible: James E. Fish, Executive Director of Student Equity and Intervention

USP Language: “By October 1, 2013, the District shall communicate to teachers their roles and responsibilities in creating and supporting positive classroom environments and schools.” [VI.E.3]

“By October 1, 2013, the District shall communicate to administrators their roles and responsibilities in collaborating with faculty and staff to create and support inclusive classroom environments and schools and that a primary goal of this effort is to ensure that TUSD students are not subject to discriminatory disciplinary practices based on their race, ethnicity or ELL status.” [VI.E.5]

Completion Date: Fall 2013

Major Milestones:

- September 2013: Distribute “Administrators’ Roles & Responsibilities” and “Teachers’ Roles & Responsibilities” (via email) to central leadership to distribute to schools
- September 2013: Responsibilities and roles of teachers and administrators posted to Instructional Leadership Academy (ILA) SharePoint site
- Fall 2013: Elementary and K8 principals receive both documents with instructions to communicate teachers’ roles to teachers at their sites
- Winter 2013-14: Secondary principals receive both documents with instructions to communicate teachers’ roles to teachers at their sites

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: On September 12, 2013 the Teachers’ Roles & Responsibilities were emailed to Elementary and Secondary Leadership to communicate with principals to provide their teachers with their roles in creating and supporting positive classroom environments and schools. Elementary leadership posted the document in their Friday Communique on September 20, 2013. On September 12, 2013, the Administrators’ Roles & Responsibilities were emailed to Elementary and Secondary Leadership to communicate with principals to provide their teachers with their roles in creating and supporting positive classroom environments and schools. Elementary leadership posted the document in their Friday Communique on September 20, 2013.

11. Monitor Teacher Practices and Take Appropriate Action

Status: Ongoing

Person Responsible: James E. Fish, Executive Director of Student Equity and Intervention

USP Language: “If an individual teacher is failing to adhere to the District’s student discipline policies or practices as required under this Order, or is engaging in discrimination in such practices, or administering student discipline in a racially or ethnically disparate manner, the District shall require the principal to take appropriate corrective action.” [VI.E.4]

Major Milestones:

- November 2013: Communicate with central and site staff about the process for entering discipline data correctly, the process for monitoring data, and the importance of inputting data correctly
- Winter 2013-14: Conduct first quarterly review of discipline data; identify teachers who appear to be failing to adhere to relevant policy or practice; develop appropriate corrective actions in conjunction with the site Principal

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The District first sought to increase the knowledge base of all staff to ensure the adequate and accurate collection of data relied upon to monitor teacher practices. The data is monitored through the Report Manager program created by the District. Data will be collected, reviewed and shared with central leadership who will work with principals to create plans of action for any teacher failing to adhere to the District’s student discipline policies.

Possible Obstacles:

- Incomplete data entry
- Miscommunication between directors and principals

12. Identify and Make Changes to the Data Reporting System

Status: In Progress

Person Responsible: James E. Fish, Executive Director of Student Equity and Intervention

USP Language: “By ~~April 1, 2013~~ January 1, 2014, the District shall identify any changes in the data reporting system necessary to meet all of the reporting and evaluation requirements of this Order and the revised GSRR, including tracking school-site-based discipline by teacher and identifying necessary changes to the input codes and consequences. All changes shall be made by ~~July 1, 2013~~ July 1, 2014.” [VI.F.1]

These due dates were adjusted by agreement of the Parties and Special Master.

Completion Date: July 2014

Major Milestones:

- Summer 2013: Hire outside company to assist in identifying necessary changes to the reporting system (plan to hire outside company to make the necessary changes)
- Fall 2013: Revise strategy; do not hire outside company to make changes
- Fall 2013: Develop capacity internally to meet reporting and evaluation requirements
- Winter 2013-14: Continue to make necessary changes as needed
- Spring 2014: Complete all changes

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The District created a pivot table to use discipline data in Mojave to monitor discipline. However, the data does not include information by grade level.

Possible Obstacles:

- Limited staff with knowledge to make adjustments to programs
- Delay in completing task due to unavailability of programmers
- Needed changes are on hold until the program creators return from work with the state of Arizona

13. First Quarter Review of Site Discipline Data

Status: Completed

Person Responsible: James E. Fish, Executive Director of Student Equity and Intervention

USP Language: “The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis...” [VI.F.2]

Completion Date: December 2013

Major Milestones:

- October 2013: Collect first quarter data
- November 2013: Create pivot tables to facilitate data analysis and evaluation
- December 2013: Analyze first quarter data

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: The District collected discipline data and shared it with a team of individuals representing all District instructional departments. The team identified schools with over-represented groups of students in any area for discipline.

14. Develop and Implement Corrective Action Plans

Status: Ongoing

Person Responsible: James E. Fish, Executive Director of Student Equity and Intervention

USP Language: “The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. ... Based on this analysis, the District shall work with the RSPPC and school administrators to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not meted out in a manner that impermissibly targets or has a disparate effect on students of a particular race or ethnicity. If the data collected and reviewed suggests that any teacher or administrator at the school site is imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy, the District shall, in conjunction with the principal, consider and take appropriate corrective action, including retraining or disciplinary action.” [VI.F.2]

“The District shall develop a framework and schedule for creating any necessary corrective action plans described herein and implementing them in a timely manner (*i.e.*, within a semester of their development, or between the spring and fall semesters as appropriate).” [VI.F.5]

Major Milestones:

- October 2013: Collect first quarter data
- November 2013: Create pivot tables to facilitate data analysis and evaluation
- December 2013: Analyze first quarter data
- Spring 2014: Develop corrective action plans as appropriate

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: The District collected discipline data and shared it with a team of individuals representing all District instructional departments. The team identified schools with over-represented groups of students in any area for discipline. Each site’s Learning Supports Coordinator (LSC) was to be given thirty days to work with the District and their site to come up with a corrective action plan, where necessary. After identifying issues with that approach, the strategy was revised so that school directors will guide the development of the corrective action plans, in conjunction with site principals and LSCs. This process has been slightly delayed and the District will work to ensure a framework and schedule for creating any necessary corrective action plans.

Possible Obstacles:

- Inadequate staff to monitor action plans

15. Analyze and Adopt Successful Site-Based Strategies

Status: Ongoing

Person Responsible: James E. Fish, Executive Director of Student Equity and Intervention

USP Language: “If the data collected and reviewed indicates that a school has been successful in managing student discipline, the District RPPC shall examine the steps being taken at the school to determine whether the approach adopted by the school should be adopted by other schools within the District, and if the RPPC determines the approach should be replicated, the District RPPC will share the strategies and approach with the District to consider replication at other schools.” [VI.F.3]

Major Milestones:

- Winter 2013-14: Analyze first quarter data; identify successful schools and strategies
- Spring 2014: Determine whether certain approaches should be replicated; share with leadership

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The District collected discipline data and shared it with a team of individuals representing all District instructional departments. The team identified schools that were successfully managing student discipline, and evaluated whether the approach should be adopted by other schools within the District. Mr. Fish shared the information with school leadership to use in working with principals to find out what schools are doing that makes them successful and determine whether the approach should be adopted by other schools within the District.

Possible Obstacles:

- Inadequate staff to monitor successful programs

16. Monthly School-Site Discipline Team Meetings with Principal

Status: Ongoing

Person Responsible: James E. Fish, Executive Director of Student Equity and Intervention

USP Language: “The District shall require principals to meet on a regular basis (*i.e.*, at least monthly) with the school-site discipline team (to be comprised of the RPPSC, school administrators, and selected teachers and school resource officers) to review the school site’s discipline data, discuss any school-wide corrective action plans or action items, and explore ideas for improvement.” [VI.F.4]

Major Milestones:

- November 2013: Provide professional development to all RPPSCs (LSCs) on developing, facilitating, and documenting school-site discipline team meetings
- Winter 2013-14 through Spring 2014: Monitor to ensure meetings are occurring; develop ways to improve efficacy and documentation

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: All LSCs were provided training and direction to submit monthly minutes of the school discipline team meetings before the last day of each month.

17. Post Student Discipline Data on TUSDStats

Status: Not Started

Person Responsible: James E. Fish, Executive Director of Student Equity and Intervention

USP Language: “All data on student discipline, as required by this Section, shall be posted on the District website as part of TUSDStats, subject to the requirements of FERPA.” [VI.F.6]

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The District plans to develop a process to transfer Mojave data into TUSDStats and post on the District website.

Possible Obstacles:

- Difficulty transferring data between systems
- Delay in purchasing EBAS

VII. FAMILY AND COMMUNITY ENGAGEMENT

1. Hire or Designate Family Engagement Coordinator (FEC)

Status: Completed

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “By ~~April 1, 2013~~ July 1, 2013*, the District shall hire or designate a District Office employee to be the Family Engagement Coordinator (“FEC”), located at the Family Center or at another reasonable location.” [VII.B.1]

**This due date was adjusted by agreement of the Parties and Special Master.*

Completion Date: April 2013 (Updated September 2013)

Major Milestones:

- April 2013: Designate Teresa Guerrero, Title 1 Program Coordinator, effective April 1, 2013
- September 2013: Designate Noreen Wiedenfeld, Family Engagement Coordinator, effective September 2013

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: Teresa Guerrero was designated as the Family Engagement Coordinator effective April 1, 2013. Due to conflicts with Title 1 responsibilities, Ms. Guerrero stepped down and Noreen Wiedenfeld was designated as the Family Engagement Coordinator in September 2013. Ms. Wiedenfeld is the Director of School Community Services and has coordinated the development of the Family Engagement activities for the past several years.

2. Develop District Family Center Plan

Status: In Progress

Person Responsible: Noreen Wiedenfeld, Family Engagement Coordinator

USP Language: “By ~~July 1, 2013~~ October 1, 2013*, the District shall develop a plan to expand its existing Family Center(s) and/or develop new one(s).” [VII.C.1.a]

**This due date was adjusted by agreement of the Parties and Special Master.*

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a February 15, 2014 deadline for the District to complete the Family Engagement Plan (includes Family Center Plan). [Doc. 1510]

Completion Date: October 2013

Major Milestones:

- October 2013: Develop draft Family Center Plan (to become integrated into the Family Engagement Plan at a later date)
- November 2013: Open both family centers
- Spring 2014: Submit Family Center Plan as a part of the Family Engagement Plan

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: By agreement of the Parties and Special Master, the expected date of completion for the Family Center Plan was October 1, 2013. Though a plan was developed by October 2013, a decision was made to incorporate the Family Center Plan into the Family Engagement Plan. The initial proposal was to develop the first Family Center at the District main offices and a second center at the site of the former Duffy Elementary School. Further sites will be evaluated as part of the Plan to reorganize, consolidate, and increase Family Engagement Resources. The two Family Centers were opened as of November 1, 2013. Both were equipped with computers for families to use.

3. Review and Assess Existing Family Engagement

Status: Completed

Person Responsible: Noreen Wiedenfeld, Family Engagement Coordinator

USP Language: “By ~~July 1, 2013~~ October 1, 2013*, the FEC shall review and assess the District’s existing family engagement and support programs, resources, and practices. This review and assessment shall focus on programs, resources and practices for African American and Latino students, including ELL students, and families, particularly those for (i) students who are struggling, disengaged, and/or at risk of dropping out and (ii) students who face additional challenges because of a lack of access to technology. The review shall include information on the location of programs and resources, the personnel assigned to family and community engagement efforts, funding allocated, and the data systems in place to provide information on outreach to and engagement with families and communities.” [VII.C.1]

**This due date was adjusted by agreement of the Parties and Special Master*

Completion Date: December 2013

Major Milestones:

- August 2013: In conjunction with Advanced Learning and Achievement Support, conduct a site level review and assessment of academic and behavior supports, including a section on family engagement
- Fall 2013: Conduct additional site-level reviews
- December 2013: Complete and summarize the Family Engagement assessment

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: The District determined that the review and assessment of academic and behavior supports did not have sufficient information about family engagement activities. An additional assessment was completed by all schools to include a more detailed description, target audiences, personnel involved, and funding sources. This information was categorized and summarized. It will be used as part of the family engagement recommendations to develop the Family Engagement Plan.

4. Develop and Implement Plan to Track Family Engagement

Status: In Progress

Person Responsible: Noreen Wiedenfeld, Family Engagement Coordinator

USP Language: “By ~~October 1, 2013~~ January 1, 2014*, the FEC shall develop and implement a plan to track data on family engagement, and the District shall make necessary revisions to Mojave to allow such data to be tracked by student.” [VII.C.1.c]

**This due date was adjusted by agreement of the Parties and Special Master.*

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a February 15, 2014 deadline for the District to complete the Family Engagement Plan (includes Family Center Plan). [Doc. 1510]

Completion Date: March 2014

Major Milestones:

- November 2013: Family Centers start tracking data on visiting families
- Spring 2014: Update student information system to record family engagement activities

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: Staff developed a data tracking form to be used at the 1010 Family Center. It was further refined to track data at the Duffy Family Center. The data tracking form was implemented at both centers as of November 1, 2013.

Possible Obstacles:

- While data is being collected, it is still paper based
- Updates to the student information system are required to keep a permanent record of the family engagement activities

5. Develop and Implement the Family Engagement Plan

Status: In Progress

Person Responsible: Noreen Wiedenfeld, Family Engagement Coordinator

USP Language: “By January 1, 2014, the FEC shall develop and implement a plan to reorganize or increase family engagement resources, including consolidating additional resources at the Family Center(s), to both ensure equitable access to programs and services and to concentrate resources on school site(s) and in areas where data indicates the greatest need.” [VII.C.1.d]

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a February 15, 2014 deadline for the District to complete the Family Engagement Plan. [Doc. 1510]

Completion Date: March 2014

Major Milestones:

- December 2013: Complete the Family Engagement Assessment
- February 2013: Three months of family engagement tracking data made available
- March 2013: Complete Family Engagement Plan

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: An assessment of existing family engagement programs was completed in December 2013. The District would like to have three months of tracking data to determine how families are utilizing the family centers. The District is assembling a team of experts to review the assessment data and determine how to improve family engagement throughout the District. The Plan will be completed in March 2014 and will include the District’s Family Center Plan and the plan to track family engagement.

Possible Obstacles:

- A large number of people are involved in Family Engagement across the District. It is likely that the assessment did not capture all existing activities.
- Coordination across various departments is necessary to determine the best use of family engagement resources

6. Collaborate with Local Entities to Provide Information to Parents

Status: Ongoing

Person Responsible: Noreen Wiedenfeld, Family Engagement Coordinator

USP Language: “The District shall collaborate with local colleges and universities to provide parents with information about the college enrollment process and to disseminate such information at the Family Centers.” [VII.C.1.e]

Major Milestones:

- October 2013: Verify status of each high school’s active College/Career Center
- October 2013: Request brochures Arizona colleges and universities
- Winter 2013-14: Information provided at Family Centers
- Spring 2014: Explore additional informational materials and ways to disseminate

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: “On Track to Graduate” booklets for grades 9-12 are on the TUSD Guidance & Counseling web site along with multiple resources from the state and the Regional College Access Center in Tucson. All TUSD high schools have a career center with multiple resources. Brochures from Arizona State University and Pima College are available for distribution in the family centers. Similar brochures have been requested from the University of Arizona and Northern Arizona University.

7. Provide Families Access to Computers for Enrollment

Status: In Progress

Person Responsible: Noreen Wiedenfeld, Family Engagement Coordinator

USP Language: “The District shall provide access at its Family Centers to computers for families to complete and submit open enrollment/magnet applications online.” [VII.C.1.f]

Major Milestones:

- November 2013: Family Centers Open; computers are provided to increase access
- March 2014: New computers will be able to access the Open Enrollment form online

Completion Date: March 2014

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: Two family centers were open as of November 1, 2013. Two computers in each of the two family centers are available for families to use. Due to a miscommunication of requirements, the computers delivered were terminals rather than full desktop computers. They were unable to open the applications (in Word document format) and therefore could not open the online Magnet/Open Enrollment application. The target date for replacement is March 2014. In the meantime, parents can access the online application online from home, or they can go into the family center to complete or drop off a paper application.

Possible Obstacles:

- The computer provided are not compatible with some of the technology needed and will be replaced

8. Disseminate Specific Information in All Major Languages

Status: Ongoing

Person Responsible: Noreen Wiedenfeld, Family Engagement Coordinator

USP Language: “The District shall disseminate the information identified above and in Section (II), in all Major Languages, on the District’s website, and through other locations and media, as appropriate.” [VII.C.1.g]

Major Milestones:

- October 2013: Gather and obtain copies of existing materials required by the USP
- December 2013: Translation of existing materials into Spanish
- February 2014: Translation of existing material into major languages
- February 2014: Development of remaining materials required by the USP (excludes informational brochure, which is part of Outreach)
- February 2013: Translation of remaining materials into Spanish
- April 2013: Translation of remaining materials into major languages

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: Existing brochures were collected from various departments and translated into Spanish. Translations into the additional major languages have been requested from the Office of Language Acquisition. Translations into these languages are outsourced and the District is waiting for the completion of these brochures. Additional brochures for Student Assignment, Transportation, Culturally Relevant Courses, and ALE are in development and will be translated as they become available. All materials will be available on the District website as they are become available.

Possible Obstacles:

- The District employees full time translators for Spanish translation needs. Demand for the other major languages is limited, so it is more cost effective for the District to outsource these translations. Outsourcing lengthens the timeline required for translation services
- The major languages require special language support, so all materials in these languages must be in pdf format

9. Provide Translation and Interpretation Services

Status: Ongoing

Person Responsible: Noreen Wiedenfeld, Family Engagement Coordinator

USP Language: “The District shall continue to budget for translation and interpretation services to be coordinated at the District level under the Office of Language Acquisition. For any additional translation or interpretation of any District documents or services, schools shall contact the Office of Language Acquisition to request written translations and/or oral interpretations in Spanish and other languages. The District shall continue to retain translators and interpreters in Major Languages spoken by students and parents in the District and shall address other languages on a case-by-case basis through outside agencies.” [VII.D.1]

Major Milestones:

- March 2013: Completed budgets include a line item for translation services
- July 2013: Staff Assistant hired
- August 2013: Spanish Translator hired

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: The District’s approved USP budget provides funding for translation and interpretation services to be coordinated at the District level under the Language Acquisition Department. Specifically, the USP budget allocates funds for three translators and one Staff Assistant. The District hired Maria Ramirez as a Staff Assistant for the ELL Department in July, and hired Angelica Rodenbeck as one of the three translators for Spanish. The District reserved the funds for two additional translators for outsourcing of the other languages as needed.

VIII. EXTRACURRICULAR ACTIVITIES

1. Ensure Equitable Access to Extracurricular Activities

Status: Ongoing

Person Responsible: Herman House, Director of Interscholastics

USP Language: “The District shall ensure that extracurricular activities provide opportunities for interracial contact in positive settings of shared interest and that students have equitable access to extracurricular activities regardless of racial or ethnic background or ELL status.” [VIII.A.2]

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a December 18, 2013 deadline for the District to complete an Extracurricular Equitable Access Plan. [Doc. 1510]

Major Milestones:

- October 2013: Conduct extracurricular activities survey for sites and staff
- Fall 2013: Develop an Extracurricular Equitable Access Plan
- Winter 2013-14: Finalize and submit an Extracurricular Equitable Access Plan
- Spring 2014: Conduct student and parent surveys
- Spring 2014: Based on survey results, develop opportunities and ensure equitable access

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)
- October 2014 (Annual Report SY 2013-14)

Description: In October 2013, the Interscholastics Department sent a sampling survey to all elementary schools, K-8, middle schools, and high schools to identify the current range of extracurricular activities at each school. The survey was designed to obtain information about student access to extracurricular activities, including activities of competitive and non-competitive extracurricular activities (i.e., clubs, fine arts, intramurals and social groups). The assessment identified established activities, as well as any additional processes, support, and/or resources necessary to establish additional activities. The Interscholastics Department will also collaborate with student groups to assess interests and access to extracurricular activities. Additionally, the Interscholastics Department will conduct student and parent surveys in the spring of 2014 to collect data on interest and access to extracurricular activities at the schools they attend. The survey results will be cross-referenced by race and ethnicity to identify areas shared interest that cross racial/ethnic boundaries that do not currently exist in schools.

Possible Obstacles:

- Low parent and student participation in surveys

2. Provide a Range of Extracurricular Activities at Each School

Status: Ongoing

Person Responsible: Herman House, Director of Interscholastics

USP Language: “The District shall provide a range of extracurricular activities at each school. These extracurricular activities shall provide students opportunities to participate in sports activities at schools at which they are offered, to develop leadership skills, and to pursue curricular interests and programs (*i.e.*, science club or “Junior Achievement”).” [VIII.A.3]

Major Milestones:

- Spring 2014: Based on survey results, develop a range of opportunities at each school
- Ongoing: Provide training to staff who oversee extracurricular activities to ensure that students are aware of opportunities, and encouraged to participate

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)
- October 2014 (Annual Report SY 2013-14)

Description: Once a thorough assessment has been completed, the Interscholastics Department will begin the work with individual schools to establish an acceptable range of activities at the sites. Administrators, coaches, and club sponsors will be trained in the development of activities, outreach and communication to students about various opportunities, the management of activities, and the implementation of activities at their sites. Generally, coaches and/or sponsors will be required or encouraged to attend an annual training related to their activity. Interscholastics Department will actively assist sites in recruiting sponsors, coaches and volunteers to work with students in these activities.

Possible Obstacles:

- School sites may not have enough coaches or volunteers for increased extracurricular activities
- Transportation (late buses) is not always available at every site

3. Provide Transportation to Support Student Participation

Status: Ongoing

Person Responsible: Herman House, Director of Interscholastics

USP Language: “The District shall provide transportation to support student participation in extracurricular activities as specified in Section III of this Order.” [VIII.A.4]

Major Milestones:

- Oct 2013: Conduct review of transportation availability
- Spring 2014: Interscholastic will work with Transportation to develop a transportation plan that will include an increase in the availability of activity buses/routes for SY 2014-15.

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)
- October 2014 (Annual Report SY 2013-14)

Description: The District will provide transportation to support student participation in extracurricular activities as specified in Section III of the USP. The Interscholastics Department performed a review of the availability of transportation for students participating in extracurricular activities. The District is in the process of developing a framework to establish transportation services to support extracurricular activities at each school. Based on the review, the Interscholastics Department and Transportation will work closely to develop and devise a plan to increase access to activity buses for SY 2014-15.

Possible Obstacles:

- Scheduling of buses at all sites to transport students after participating in tutoring or extracurricular activities
- There are not enough buses to service all schools within the District given current operating practices
- The District does not have enough bus drivers to operate after school activity transportation given current operating practices
- Fuel expense will drastically increase with the addition of buses and routes

4. Provide Equitable Access to Voluntary Tutoring

Status: Ongoing

Persons Responsible: Herman House (Director of Interscholastics); Brian Lambert (Academic and Behavioral Supports Coordinator)

USP Language: “If after-school tutoring is offered to students on a voluntary basis, such tutoring shall be offered on an equitable basis in accordance with all other provisions of this Section VIII.” [VIII.A.5]

Major Milestones:

- SY 2013-14: Review and revise delivery of afterschool tutoring Districtwide
- SY 2014-15: Provide equitable access to voluntary tutoring

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)
- October 2014 (Annual Report SY 2013-14)

Description: The District will assess the current after-school tutorial programs that exist and begin to work with each site to ensure equitable access for all students. The assessment will identify the need for tutoring programs at additional sites. The District will work with the sites to develop and implement after-school tutoring programs, as needed.

Possible Obstacles:

- Low student participation
- Transportation for students after tutoring

5. Identify/Implement Necessary Changes to Monitor Participation

Status: Completed

Persons Responsible: Herman House, Director of Interscholastics

USP Language: “By ~~July 1, 2013~~ January 1, 2014*, the District shall identify any changes necessary to Mojave to enable it to report on participation in extracurricular activities. The extracurricular activities to be reported on shall include, but not be limited to: (a) sports; (b) social clubs; (c) student publications; and (d) co-curricular activities such as science, math, and language clubs, or after school tutoring activities. The District shall make any necessary changes to Mojave by ~~October 1, 2013~~ July 1, 2014*.” [VIII.B.1]

**These due dates were adjusted by agreement of the Parties and Special Master.*

Completion Date: Fall 2013

Major Milestones:

- Summer 2013: Identified necessary changes to Mojave
- Fall 2013: Made necessary changes to Mojave
- Spring 2014: Provide training for relevant staff on inputting information and maintaining participation data
- Spring 2014: Make any additional changes to Mojave

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- January 2014 (Annual Report, SY 2012-13)

Description: The District determined that the current student information system, Mojave, was not set up to provide the necessary information to track and monitor access to, and participation in, extracurricular activities. This capability was available to high schools, but not schools at other levels. The Interscholastics Department, in conjunction with the Technology Services Department, made changes to Mojave to give elementary, middle, and K8 schools the ability to enter extracurricular information that includes student demographics (i.e., race/ethnicity, gender, domicile, etc.) and to include each extracurricular activity in which the student participates. Relevant staff (coaches, club sponsors, etc.) will receive training on inputting and maintain participation data to track and monitor access and participation.

IX. FACILITIES AND TECHNOLOGY

1. Amend the Facilities Conditions Index (FCI)

Status: Completed

Persons Responsible: Marcus Jones, Architecture and Engineering Program Manager

USP Language: “The District has developed a Facilities Conditions Index (“FCI”), which rates the condition of school buildings along multiple structural dimensions and provides a composite score for each school. By July 1, 2013, the District shall amend its FCI to include, at minimum, the following: (i) location, number and condition of portable classrooms, and (ii) existence and repair status of heating and cooling system (identifying evaporative or air conditioning).”
[IX.A.1]

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a November 1, 2013 deadline for the District to complete the FCI. [Doc. 1510]

Completion Date: October 2013

Major Milestones:

- July 2013: Submit draft amended FCI to Governing Board, Parties, and Special Master
- Aug/Sept 2013: Revise the amended FCI
- October 2013: Finalize the amended FCI

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

Description: In July, the District finalized the amended FCI and sent it to the Parties for review. In August and September of 2013, the District received feedback from the Parties and Special Master which was used to revise the amended FCI. The main changes to the FCI included adding an evaluation of the number, location, and condition of portables, and the identification of air conditioning versus evaporative units at sites. The revised version was shared with the Business Leadership Team (BLT) and the Superintendent’s Leadership Team (SLT) before being completed in October. The District submitted the revised version to the Parties, engaged in additional collaboration with the Parties to clarify language related to portables, and finalized the amended FCI on October 31, 2013.

2. Develop an Educational Suitability Score (ESS)

Status: In Progress

Person Responsible: Marcus Jones, Architecture and Engineering Program Manager

USP Language: “In addition [to developing the FCI], by July 1, 2014, the District shall develop an Educational Suitability Score (“ESS”) for each school that evaluates: (i) the quality of the grounds, including playgrounds and playfields and other outdoor areas, and their usability for school-related activities; (ii) library condition; (iii) capacity and utilization of classrooms and other rooms used for school-related activities; (iv) textbooks and other learning resources; (v) existence and quality of special facilities and laboratories (*e.g.*, art, music, band and shop rooms, gymnasium, auditoriums, theaters, science and language labs); (vi) capacity and use of cafeteria or other eating space(s); and (vii) current fire and safety conditions, and asbestos abatement plans.” [IX.A.1]

Completion Date: July 1, 2014

Major Milestones:

- October 2013: District completes the amended FCI
- November 2013: District forms a committee to develop ESS criteria, meets weekly
- January 2014: District completes first draft of ESS
- January-February 2014: District will test the ESS, re-evaluate, and revise as needed
- March-April 2014: District completes draft ESS
- May 2014: Draft ESS is vetted with internal stakeholders (BLT, ILT, SLT)
- July 2014: ESS is submitted to the Parties and Special Master

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The District completed the amended FCI in October 2013, then immediately formed a committee to begin working on the ESS. The committee researched similar tools used by other Districts to use a baseline for understanding and applicability. The committee used the research to help develop draft criteria to evaluate the seven components identified by the USP (i-vii) then developed a first draft of the ESS. In January and February 2014, the committee is “testing” the first draft by using it to evaluate selected sites. The committee will adjust the ESS as needed before presenting it to various internal stakeholders for additional feedback, comments, and/or suggestions before it is submitted to the Parties and Special Master.

Possible Obstacles:

- Ensuring a common understanding and interpretation of the USP language that describes the components of the ESS (this was an issue in the development of the FCI)
- Pending development of data collection methods may be impacted by the July 2014 completion date due to summer break

3. Conduct a Biennial Assessment of District Facilities

Status: Ongoing

Person Responsible: Marcus Jones, Architecture and Engineering Program Manager

USP Language: “The District shall assess the conditions of each school site biennially using its amended FCI and the ESS.” [IX.A.2]

Note: The term “biennially” means every two years

Major Milestones:

- Fall 2013: District completes first biennial assessment of school sites using the FCI
- November 2013 – August 2014: District develops the ESS
- Fall 2014: District completes first assessment of school sites including the ESS
- Fall 2015: District completes first comprehensive biennial assessment (FCI and ESS)

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)

Possible Obstacles:

- The District has never done an ESS assessment, so the first assessment may run into unforeseen obstacles and issues (but, the District will then have about a year to adjust the ESS assessment before the first comprehensive assessment in 2015)

4. Develop a Multi-Year Facilities Plan

Status: Not Started (pending completion of the comprehensive TCI)

Person Responsible: Chief Operations Officer (COO) (to be determined)

USP Language: “Based on the results of the assessments using the FCI and the ESS, the District shall develop a multi-year plan for facilities repairs and improvements with priority on facility conditions that impact the health and safety of a school’s students and on schools that score below a 2.0 on the FCI and/or below the District average on the ESS. The District shall give the next priority to Racially Concentrated Schools that score below 2.5 on the FCI.” [IX.A.3]

Completion Date: February 2015

Major Milestones:

- Fall 2014: District completes ESS
- Winter 2014-15: District uses 2013 FCI and 2014 ESS to develop multi-year plan
- Spring 2015: District develops a budget to implement the multi-year plan
- SY 2015-16: District implements the multi-year plan

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)
- January 2015 (USR 4)
- July 2015 (USR 5)

Possible Obstacles:

- The District will be developing the ESS and the multi-year plan simultaneously with the development of the five-year strategic plan, and the comprehensive boundary review
- The scope of funding necessary to implement the plan is unknown and funding sources are also unidentified at this time

5. Develop a Technology Conditions Index (TCI)

Status: In Progress

Person Responsible: Damon Jackson, Chief Information Officer

USP Language: “By July 1, 2013, the District shall develop a Technology Conditions Index (“TCI”), which rates technology and technology conditions in schools along multiple technological dimensions and provides a composite score for each school.” [IX.B.1]

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a January 31, 2014 deadline for the District to complete the TCI. [Doc. 1510]

Completion Date: March 2014

Major Milestones:

- Summer 2013: Prepare RFP for outside company to develop the TCI
- Fall 2013: Cancel RFP for lack of response and a lack of qualified respondents
- Winter 2013-14: Reassess strategy; research teacher proficiency models
- March 2014: Submit finalized TCI instrument

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)
- January 2015 (USR 4)

Description: In the summer of 2013, senior leadership changed and, under the direction of the new administration, all technology and consultative initiatives for the District were halted and initiatives were re-evaluated for functionality and fiduciary responsibility (including work on the TCI). In October 2013, it was determined the consultants could not provide an adequate TCI tool and the RFP was cancelled. The District, under the direction of the new Chief Information Officer, Damon Jackson, developed the TCI for technology assets in a similar fashion to the design of the FCI after a feasibility and integrity evaluation of the technology asset management databases. The District will utilize the Arizona Department of Education (ADE) approved instrument – Technology Comfort Measurement (TCM) application – for assessing teacher proficiency in facilitating student learning with technology. In the winter of 2013-14, the District is finalizing the development of the TCI.

Possible Obstacles:

- Delay in manual updating of inventory may cause inaccurate information and/or discrepancies in hardware and software metric
- Difficulty in obtaining teacher responses on software usage surveys
- Difficult in obtaining teacher responses on technology comfort measure

6. Assess District Technology Biannually

Status: Ongoing

Person Responsible: Damon Jackson, Chief Information Officer

USP Language: “The District shall assess the technology in each school biannually using the TCI.” [IX.B.2]

Major Milestones:

- Winter 2013-14: Finalize the TCI instrument
- Spring 2014: Conduct the first biannual assessment, a “proof of concept,” that includes baseline information based on past data
- Fall 2014: Conduct the first comprehensive biannual assessment (including the full teacher proficiency component, utilizing the ADE-approved TCM)

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)
- January 2015 (USR 4)

Description: In the spring of 2014, the District will conduct the first biannual assessment for 2014 which will assess the technology in each school (hardware and software). In the fall of 2014, the District will be piloting and integrating the ADE-approved TCM for use in the first comprehensive biannual assessment to be conducted in the fall of 2014. The TCM will give the District a much more in-depth assessment of teacher proficiency with technology. Therefore, while the first biannual assessment for 2014 will provide a baseline from which to begin outlining key issues for the multi-year technology plan, the District will wait to have all of the information from the first comprehensive biannual assessment as the basis for the multi-year technology plan.

Possible Obstacles:

- Delay in manual updating of inventory may cause inaccurate information and/or discrepancies in hardware and software metric
- Difficulty in obtaining teacher responses on software usage surveys
- Difficult in obtaining teacher responses on technology comfort measure

7. Develop a Multi-Year Technology Plan

Status: Not Started

Person Responsible: Damon Jackson, Chief Information Officer

USP Language: “Based on the results of its assessment using the TCI, the District shall develop a multi-year Technology Plan that provides for enhancements and improvements to the District’s technology, with priority given to basic maintenance and required repairs and to Racially Concentrated Schools that score below the District average on the TCI.” [IX.B.3]

Completion Date: February 2015

Major Milestones:

- Fall 2014: Begin developing a multi-year technology plan
- Spring 2015: Finalize the multi-year technology plan

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)
- January 2015 (USR 4)
- July 2015 (USR 5)

Description: In the spring of 2014, the District will evaluate the results of the TCI and incorporate them into the multi-year strategic technology plan. The District is currently implementing a technology standardization plan, including: (1) Information Technology Infrastructure Modernization Initiative (ITIMI) upgrading and standardizing network infrastructure ensuring every facility has equal and correct bandwidth (the ITIMI project is on schedule to be completed by the end of August 2014); (2) Microsoft Windows XP, End-of-Life Refresh; (3) Data Center Upgrade- a consolidation and relocation of the data center infrastructure to accommodate new technology to provide better resource management, response times and room for growth- ensuring all classroom and labs throughout the District have equal access to data center resources – scheduled for completion by December of 2014; (4) PARCC Readiness Initiative - identifying legacy infrastructures or areas where technology infrastructures need to be implemented to meet District standards ensuring the District will be able to participate in the PARCC assessment for 2015-2016 year; (5) Enterprise Resource Planning (ERP) and Student Information System (SIS) Initiative, a consolidation and upgrade of legacy stand alone systems which are reaching their end-of-life. The new ERP and SIS systems will provide a platform that allows for growth, provide enhanced reporting and analysis capabilities and more efficient processing across the District – scheduled for completion by June 2015; and (6) Technology Services Re-organization Initiative- Technology services is part of District’s efficiency audit that will make recommendations based on best practices and industry standards to provide better technology services to schools and facilities throughout the District.

8. Develop and Implement PD for Technology Use for Classroom Personnel

Status: Ongoing

Person Responsible: Robert Kramer, Acting Director of Instructional Technology

USP Language: “The District shall include in its professional development for all classroom personnel, as more fully addressed in Section (IV)(J)(3), training to support the use of computers, smart boards and educational software in the classroom setting..” [IX.B.4]

Major Milestones:

- February 2014: Select first cohort group(s)
- April 2014: Create training lab
- April 2014: Contract with vendor for professional development services

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)
- January 2015 (USR 4)

Description: The District will provide (as part of its professional development) all classroom personnel training for smart boards starting in the summer of 2014 along with additional training classes throughout the year. The TCI biannual technology proficiency for all classroom personnel will be utilizing Arizona’s Department of Education, Technology Comfort Measure (TCM). The assessment provides a profile in terms of Technology Integration Matrix (TIM) and suggests areas of improvement with the appropriate professional development curricula. The District will incorporate the TCM/TIM into Districts PD yearly requirements and will schedule the appropriate PD throughout the year to accommodate the personnel instructional schedules.

Possible Obstacles:

- Funding for substitute teachers or summer pay
- Locating a suitable training space
- Conflicts with other USP mandated professional development requirements

X. ACCOUNTABILITY AND TRANSPARENCY

1. Hire or Designate an Employee to Review and Analyze Data Collection

Status: Completed

Person Responsible: Anna Maiden, Chief Human Resources Officer (CHRO)

USP Language: “By April 1, 2013, the District shall hire or designate a District Office employee to conduct a review and analysis of the current capacity of Mojave and any other District data collection and tracking system.” [X.A.2]

Completion Date: April 1, 2013 (Updated in September 2013)

Major Milestones:

- Spring 2013: Designate John Gay, Chief Information Officer
- September 2013: Designate Damon Jackson, Chief Information Officer

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)

2. Review and Analyze the Data Collection System

Status: Completed

Person Responsible: Damon Jackson, Chief Information Officer

USP Language: "...the District shall [review and analyze] the current capacity of Mojave and any other District data collection and tracking system...By July 1, 2013, the District shall complete such review and analysis, which shall include an estimated timeline and cost for making necessary adjustments to the District's data systems." [X.A.2]

Completion Date: July 2013

Major Milestones:

- Spring 2013: Contract with outside firm to work in conjunction with the District Chief Information Officer to conduct a review and assessment of the data collection system
- Summer 2013: Outside firm conducted an assessment of available products to enhance the data collection system

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

3. Hire or Contract for Experts to Revise Data Collection System

Status: Completed

Person Responsible: Damon Jackson, Chief Information Officer

USP Language: “By October 1, 2013, the District shall hire or contract for appropriate experts to add to or amend the District’s data system(s) to allow it to perform the functions described in Section (X)(A)(1)-(5).” [X.A.2]

Completion Date: October 1, 2013

Major Milestones:

- May 2013: Complete the assessment of District data systems
- August-September: Hire and contract for appropriate experts to do initial amendments to District data systems
- Summer 2014: Hire or contract additional experts, as needed, to add or amend the more complex modifications necessary to revise District data systems

Major Reporting Dates:

- July 2013 (USR 1)
- January 2014 (USR 2)
- July 2014 (USR 3)

Description: Between August and September 2013, the District hired a new Chief Information Officer (Damon Jackson), and contracted with a Project Manager (Scott Morrison) and a Data Analyst (Charlene Wright)

4. Implement the Evidence-Based Accountability System (EBAS)

Status: In Progress

Person Responsible: Damon Jackson, Chief Information Officer

USP Language: “By January 1, 2014, or as soon thereafter as is reasonably possible based on projections by the District and its experts, the District shall make such changes to its data systems to allow it to perform these functions. The completed amended system shall be known as the Evidence-Based Accountability System (“EBAS”).” [X.A.2]

Completion Date: Spring 2017

Major Milestones:

- May/June 2013: Review data systems
- August 2013: Post “Request For Quotation” (RFQ) for assistance in writing EBAS RFP
- September 2013: Develop RFP; initiate the process to post an RFP
- October 2013: Cancel RFP Process; readjust strategy for EBAS development
- Fall 2013 – Spring 2014: Implement various changes to provide EBAS-type functionality to facilitate USP monitoring and reporting
- Spring 2014: Begin revising the business management software (Enterprise Resource Planning, ERP) and Student Information System (SIS)
- SY 2015-16: Implement the new/revised Data Warehouse
- SY 2016-17: Complete amended system known as the EBAS

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)

Description: In July 2013, new District administration re-evaluated the Davidson findings and concluded the fundamental core systems supporting the District’s Enterprise Resource Planning (ERP) systems comprised of multiple sub-systems that were independent of each other with no common communication backbone or depository infrastructure (i.e. data warehouse to provide a congruent reporting platform). As part of the evaluation, the District ascertained these legacy systems have reached their end of their life cycle and in many cases are no longer supported by their manufacturers for adding additional functionality required for implementing an EBAS platform. The District will upgrade these legacy systems, as feasible, by consolidating them into two core systems in conjunction with a data warehouse providing the underpinning infrastructure for the reporting platform of present day and historical data. The District will implement the ERP and SIS to start implementation in the spring of 2014, with implementation to be completed by the end of the summer in 2016. The data warehouse is scheduled to be implemented during the 2015-2016 school year. During the implementation phases the District will continue to provide current reporting data from the legacy systems and will continue to provide limited functionality enhancements as feasible to Mojave to assist with further reporting and analysis. The District will complete the amended system known as the EBAS once all foundational components are in place (ERP, SIS, Data Warehouse).

5. Provide Relevant Staff with EBAS Training

Status: Ongoing

Person Responsible: Robert Kramer, Acting Director of Instructional Technology

USP Language: “The District shall require all administrators, certificated staff, and where appropriate, paraprofessionals, to undertake the training on the EBAS required pursuant to Section (IV)(J)(3). All newly-hired District personnel for whom training is warranted under this section shall complete the training by the beginning of the fall semester of the academic year subsequent to the academic year during which they were hired.” [X.A.3]

Major Milestones:

- Summer 2013: Provide Mojave WatchPoint training for all pilot site administrators/LSCs
- Summer 2013: Provide Grant Tracker training for all LSCs
- SY 2013-14: Teachers and Teacher Mentors provide support for new teachers in using Report Card Builder and/or Making the Grade
- Fall 2013: Provide Grant Tracker training to Equity staff
- Fall 2013: Provide TUSD Stats training for LSCs and Principals
- November 2013: ILA training for all site admins on AIMS and ATI data systems and reports, including identifying low-performing subgroups
- January 2014: ILA training for all site admins on AIMS and ATI data systems and reports, including identifying low-performing subgroups
- January 2014: ILA intense data system training for admins of struggling sites

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)

Description: In the summer of 2013, administrators and LSCs at pilot sites trained on the Mojave WatchPoint system. Grant Tracker training for LSCs also took place during August. Equity staff were also trained (or refreshed, most had had the training last year as well) on Grant Tracker primarily in August and September. Many equity staff also received Mojave training, including Mojave Intervention Block. Equity staff at pilot schools also received WatchPoint training during the fall of 2013. District leadership mandated that all site admins gather every Thursday for professional development for Instructional Leadership Academy (ILA). One session in November and one in January was used at ILA to train site admins on TUSD data systems, including low-performing subgroup identification. In addition, admins at struggling schools were brought in for additional training on using data to improve instruction. Principals continue to receive ongoing training on TUSD Stats at twice monthly ILA sessions.

Possible Obstacles:

- EBAS not finalized, so training may end up being on systems that are significantly modified and/or phased out
- EBAS training competing with many other types of PD, both USP and non-USP mandated

6. Evaluate District Personnel on Ability to Use EBAS

Status: Ongoing

Person Responsible: Robert Kramer (Acting Director of Instructional Technology); Richard Foster (Director of Professional Development)

USP Language: “The District shall evaluate relevant personnel on their ability to utilize the EBAS as contemplated pursuant to Section (IV)(H)(1).” [X.A.4]

Major Milestones:

- Spring 2014: develop evaluation tool for relevant staff member groups; evaluate on ability to utilize EBAS-type functions in the current data collection system

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)

Possible Obstacles:

- EBAS functionality is done from several different systems. Pulling the data needed is difficult at times depending on the system where the data is housed.

7. Develop USP Budget for SY 2014-15

Status: In Progress

Person Responsible: Karla Soto, Chief Financial Officer

USP Language: “The District shall use the USP Expenditure Plan to prepare a budget for the school district that shall include as part of that budget a separate section delineating the budget necessary to implement the terms of this Order (the “USP Budget”) ...” [X.B.3]

“In preparing the USP Budget, the Superintendent and the Chief Financial Officer shall work with the Plaintiffs, the Special Master, and a school budget operations expert to be agreed upon by the Parties and the Special Master, to assess the funding needs for this Order.” [X.B.4]

Completion Date: Summer 2014

Major Milestones:

- Winter 2013-14: Develop and submit budget process and timeline
- Spring 2014: Develop USP budget

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)

8. Post Adopted USP Budget on USP Website

Status: Ongoing

Person Responsible: Karla Soto (Chief Financial Officer); Samuel Brown (Director of Desegregation)

USP Language: “Upon approval, the District shall post a copy of the final USP Budget on the USP Web Page required by Section (X)(D)(1).” [X.B.6]

Major Milestones:

- Summer 2013: Post SY 2013-14 budget online
- Summer 2014: Post SY 2014-15 budget online

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)

Description: The SY 2013-14 USP budget was presented to the TUSD Governing Board on May 2nd, 2013, and subsequently approved on May 7, 2013. It was posted to the USP website shortly thereafter.

9. Provide Annual USP Budget Audit from Outside Company

Status: Ongoing

Person Responsible: Karla Soto (Chief Financial Officer)

USP Language: “The District will provide the Plaintiffs and the Special Master with an audit report of each year’s USP Budget. The audit report shall indicate whether the funds allocated in the USP Budget were spent in accordance with that budget and such other information as may be necessary to provide the Plaintiffs, the Special Master, and the public with full disclosure concerning how funds allocated to the USP Budget were spent. The audit shall be conducted by an outside accounting firm and shall be posted on the USP Web Page as required by Section (X)(D)(1). Each audit report shall be delivered by January 31 after the conclusion of the fiscal year that is the subject of the audit.” [X.B.7]

Major Milestones:

- Fall 2013: Develop criteria, process, outline for USP Budget audit
- Winter 2013-14: Conduct audit of 2012-13 budget
- Spring 2014: Submit audit to Plaintiffs, Special Master, and public

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)

10. Maintain USP Web Page

Status: Ongoing

Person Responsible: Samuel Brown, Director of Desegregation

USP Language: “On the home page of <http://www.tusd1.org/> or any subsequent District websites, the District shall include a prominent link to a Unitary Status Plan web page (“USP web page”). This page shall serve as a resource to the community, parents, District employees, parties, and students, by providing current information related to the various elements of the Plan. The USP web page shall be available by April 1, 2013. The USP web page shall also include updated links to the current Plan; the Annual Reports, as appropriate pursuant to FERPA and other privacy concerns; USP budgets; and budget audits. All public reports and information on the USP web page shall be available in both English and Spanish. [X.D.1]

Major Milestones:

- Summer 2013: Posted USP, USP budgets and other related documents
- Fall 2013: Posted USP-related plans and other related documents and information
- Spring 2014: Posted 2012-13 Annual Report and Appendices

Major Reporting Dates:

- January 2014 (USR 2)
- July 2014 (USR 3)

New Federal Regulations For Race/Ethnicity Data

The U. S. Department of Education (ED) is revising the way state education agencies & local education agencies are expected to maintain, collect, and report data on race and ethnicity. States will be required to report summarized data to ED using these new standards. The new standards are part of federal education reports that districts and states submit to receive funds such as those provided through the Elementary and Secondary Act (ESEA) and also are part of the required ED accountability reports collected through the EDFacts data collection system. Within ED, the Office of Civil Rights collects data at the school and district levels to assist with its enforcement of laws prohibiting discrimination on the basis of race and national origin, among other personal characteristics. Under the Individuals with Disability Education Act (IDEA), states are required to collect race and ethnicity data on students with disabilities. Data collected through the Office of Elementary and Secondary Education that account for progress in meeting the goals of the No Child Left Behind (NCLB) Act include information about students' race and ethnicity. These are examples of data collections tied to federal funding that must comply with the new OMB guidance for collecting racial and ethnic data. The new race and ethnicity categories are also used by other federal agencies in civil rights, compliance monitoring and equal employment reporting for the public and private sectors, and for all levels of government. These racial and ethnic data standards have already been implemented by other federal agencies.

Changes in Regulations For Collecting Race/ Ethnicity Information

Federal agencies have been working to implement the regulations adopted by the U.S., Office of Management and Budget since 1997, and the Department of Education is among the last to finalize adoption, making education data consistent with the Census data and other national data sets. Specifically, the major issue the federal government is trying to clear up is the distinction between race and ethnicity. The change will allow individuals the opportunity to select multiple races to more fully describe their heritage. The new regulations specify the following five race categories:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Please note that Hispanic/Latino/Mexican is considered an ethnicity, not a race.
Realizing this is crucial to understanding the changes being made in terms of collecting 2

data and reporting data. The Federal regulations specifically address how data will be collected by schools and districts. A two-part question—both parts of which must be answered—must be implemented for fall 2010 enrollments. (ADE highly recommends that the data be collected from all students and staff – not just new enrollees.) The order of the questions is important: Part A must be asked first, then Part B.

Part A: Is this student Hispanic/Latino? (Choose only one)

No, not Hispanic/Latino

Yes, Hispanic/Latino (A person who is Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin, regardless of race.)

The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your student's race to be.

Part B: What is the student's race?

(Choose one or more)

American Indian or Alaska Native (A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation

Asian (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.)

Black or African American (A person having origins in any of the black racial groups of Africa.)

Native Hawaiian or Other Pacific Islander (A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.)

White (A person having origins in any of the original peoples of Europe, the Middle East or North Africa.)

Race and Ethnicity Data Collection FAQ

Questions parents and students may ask regarding the federal government's new race and ethnicity data collection policy:

Q: Why is this information needed?

A: In the last few decades, the demographics of our society have changed significantly. As a result, the Federal Government issued new race and ethnicity reporting categories which allow students and staff to describe who they are in a more accurate manner. This 3